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The effectiveness of 360-degree feedback in public schools

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THE EFFECTIVENESS OF 360-DEGREE FEEDBACK IN PUBLIC SCHOOLS

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DEDICATION

This work is dedicated first to my future self. Know how blessed and talented you are and that you have amazing gifts to use to use to serve the world. Never give up on yourself or your dreams and remain optimistic about the good that exist in the world. Remember that no matter how difficult of protracted the processes of life may be, if you did it once you can do it again.

and

in loving memory of my great-grandmother, Mary White, who worked as a sharecropper in her early years but would eventually retire as a public school cafeteria worker in Memphis, TN. Thank you for starting my college fund when I was born and setting the vision for my education.

and

finally, to all people out there who are working relentlessly but who feel trapped and unsafe in their workplaces. For those who want to use your voice and your talents to make a significant impact in your organizations and your communities, but feel powerless, this body of work is for you. I can’t wait to lead the change with you.

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ABSTRACT

Three hundred and sixty-degree feedback is a compelling process for personal and professional development that draws upon the knowledge of people within a person's circle of influence, including supervisors, peers, direct reports, and oneself. Traditionally, 360-degree feedback surveys were developed as an administrative tool to aid an organization's executive leaders and managers in making decisions regarding employee promotions, salary raises, and other personnel incentives. Today, 360-degree feedback programs are used primarily as a leadership development strategy to help people and organizations meet their goals. However, the use of 360-degree feedback is not widely used in the education sector due to the need for schools to prioritize traditional federal, state, and local district evaluations. The G360 Surveys™ strategically designed their survey tools to be efficient and intuitive in use, while inducing meaningful self-awareness and behavior change that align with skills needed for 21st century workplace success in any industry in any setting. This study was structured to investigate the impact of 360-degree programs in public schools using the G360 Emerging Leader Survey as the instrument for research. This study was completed using a quantitative and qualitative research approach with 14 public school educators across the country. One hundred percent of raters found the G360 surveys to provide meaningful feedback for their development and believed that effective use of the instrument would have a positive impact on a school's culture and goals. All participants also said that they would recommend the program to a school or school district for use.

Chapter One: Introduction

Prelude

When I was 16 years old, I had my first internship at a human resource consulting firm in Nashville, TN. While many of my friends spent the summer working at various fast-food restaurants, grocery stores, or retail shops, I considered myself fortunate to have landed such a valuable professional experience at an early age. My duties were simple but nonetheless important. Core responsibilities including filing, answering phones, making coffee, and keeping the boardroom tidy. I also remember the very humbling task of having to run the dishwasher, but the onus was on each employee to load their own dishes; I just needed to turn it on. After weeks of cleaning up after several employees who did not follow this rule, I placed a sign near the sink directing people to put their dishes in the proper place. The vice president walked in behind me, took down my sign and told me not to say anything because the president would be angry if he found out. She advised that it would be better to find another way to handle the situation. However, she gave me no alternative strategies for how to speak up about or resolve the issue. I was frazzled and somewhat intimidated by the vice president's actions since I was a young high school student and had no power or influence in the organization.

Unfortunately, this experience of feeling helpless on my job did not end with my internship at this firm. Over the last two decades, I have worked in multiple businesses around the world and continue to observe the various ways in which many organizations lack a culture of candor, and suppress employee voices, concerns, and creative ideas that can influence the success of the organization and its people. Such phenomena that contribute to, or even dictate a workplace's culture can lead to extreme unhappiness among workers (Olsen, 2009). Interpersonal challenges at work can have a detrimental impact on work performance that derive

from the physical and psychological depression of one's body, emotions, mind, and spirit (Schwartz & McCarthy, 2007). I recall one conversation with a friend describing a work environment that was so toxic, it took him two years to build his self-esteem after leaving.

Many people who suffer from workplace stress are subject to working under the tyranny of inexperienced unskilled managers (Nye, 2013). I have worked with managers and executives who held leadership positions because are connoisseurs in the technical competence for a job, but lack the emotional intelligence needed to lead, teach, and inspire people. Goleman (2011) refers to this hiring and promotion misjudgment as the Michael Jordon effect. Michael Jordan is revered as one of the most gifted professional basketball players in the USA. Goleman points out that Michael Jordan led his team, the Chicago Bulls, to multiple championships as a basketball player, not the team's coach. While he is a brilliant player, playing the game comes naturally to him and it might not be his forte to teach others to do what he does.

This fallacy of automatic skill transference is often made in many businesses. We promote strong teachers to principals, great salespeople to department managers, and the list goes on. This phenomenon is notoriously known as The Peter Principle which assumes that if an organization has enough layers of hierarchy that an employee can only rise to his or her level of incompetence (Peter & Hull, 1969). This theory suggests that when an employee is talented in a certain skill, the reward is often a promotion into a higher-level role that requires a new and different set of responsibilities for which the employee is now inadequate. (Asghar, 2014). They are inadequate because they were either hired impulsively and not allowed enough time to truly master their talents and skills in their previous role, or their own anxiety about the new position becomes too overwhelming and hinders them from success (Kane, 1970; Rimler, 1971) However, the manager will not be fired because he works hard and knows a lot about the

company as well as his boss. Yet, he is neither demoted because he is now too skilled for the previous role. So the new manager remains stuck in his position and his subordinates are troubled and agitated as they try to adapt and figure out how to work around the incompetence (Asghar, 2014).

It is possible to possess both strong technical skills and people leadership skills simultaneously, but it should not be an automatic assumption. In order to nullify the Peter Principle, Rimler (1971) suggests that organizations can alleviate incompetence with dynamic learning and development training programs. Kets de Vries (2001) opined in a speech on his book *The Leadership Mystique* that "some people are so effective at their job that a leader can do very little to make them better; others are so hopeless that almost nothing can be done to improve their effectiveness. The majority of the population, however, falls somewhere in between those two extremes" (para. 1). Therefore, anyone who wants to create a great organization must understand the dynamics of leadership development (Kets de Vries, 2001).

Employees may experience various forms of paradigm shifts in their organization. These shifts could include the transition from subordinate to manager – dependency to responsibility, and controlling to coaching (Jones & Bearley, 1996). Such changes result in the need for organizations to give its employees the information they need to guide their own development. The use of 360-degree feedback is an outcome of the need to assuage the challenges of change in between paradigm shifts (Jones & Bearley, 1996). It is my vision that this research will contribute to the body of knowledge for the use of organizations and leadership practitioners in the public secondary education industry to advance the development of leaders and create safe and healthy work environments that help employees feel valued and give them the opportunities to be successful at their jobs and achieve their professional endeavors. I have a special affinity

toward promoting this cause in public schools, where I spent ten years working in various roles including teaching, teacher coaching, and director-level management positions. In the education sector – especially in K-12 public schools – effectiveness is determined largely by student test scores on state-mandated exams. Such forms of appraisal never seemed fully fair or accurate in determining the effectiveness of school staff or helping school leaders build strategic leadership development plans. After working for private corporations, I began to understand how alternative forms of feedback, specifically 360-degree feedback, could be useful for schools and their staff. The objectives of this research are to:

- Understand the importance and benefits of 360-degree feedback in a public school setting;
- Understand the effectiveness of 360-degree feedback using the G360 Emerging Leader Survey in a secondary public school setting;
- Study the attitudes, views, and opinions of individuals toward 360-degree feedback using the G360 Emerging Leader Survey; and
- Examine how 360-degree feedback, using the G360 Emerging Leader Survey, helps to improve employee performance and ultimately how it leads to the effectiveness of the organization.

Background Information

Receiving feedback about behavior and job performance is a custom that many organizations have practiced for years. In the 1950s, companies practiced Management by Objectives (MBO) – an approach where supervisors established productivity targets and employees worked toward them (Lepsinger & Lucia, 1998). Into the 1960s, organizational psychologists began seeking to understand employee motivations; consequently, periodic

performance reviews completed by managers for their subordinates were linked to a system of rewards and consequences for meeting or not meeting daily targets (Greenberg & Baron, 2003). Some of the first methods of sourcing feedback involved a top-down and single-sided approach, where a supervisor evaluates a subordinate's work (Hosain, 2016). The process involved a one-way hierarchal methodology, granting the management side an advantage in the entire feedback process (Antonioni, 1996). However, when employees and their bosses disagreed, the conflicts would often lead to lower employee morale, engagement, and job performance (Losey, 1998).

This downward, one-sided approach to management and feedback was a form of transactional leadership whereby managers derived their power from their formal authority in the organization, allowing them to utilize a system of rewards and punishments to motivate followers toward the achievement of the predetermined organizational goals (Kakabadse, Bank, & Vinnicombe, 2004). Transactional leaders do not consider the needs of their subordinates and are typically looking to advance their personal agendas and self-interest (Kuhnert & Lewis, 1987). Transactional leaders place emphasis on structure and order, which makes this style of leadership appropriate in situations such as commanding military operations or in circumstances required to manage emergency crises, but unnecessary in the day-to-day work routine for average companies (Avery, Bell, Hilb, & Witte, 2004).

As a result, over the next few years researchers began examining the benefits of upward feedback – where employees evaluate their supervisors and managers. Research showed that upward feedback had a positive impact on managers' behavior because they became aware of how they were perceived by their direct reports (Friedman, 2000). Around the 1980s, 360-degree feedback grew in response to the changing needs of leadership development and desire for greater intrinsic motivation (Campion, Mumford, Morgeson, & Nahrgang, 2005). When

organizations sought compliance from workers they used extrinsic rewards such as “bonuses, commissions, perks, benefits, and cash rewards as a source of motivation” (Thomas, 2009, p. 12). However, as globalization and technology began to rise, and competition for business led to a need for multi-dimensional feedback where uncovering the attitudes and feelings of external stakeholders such as customers were essential (Friedman, 2000).

This multi-dimensional approach called for leaders to be proficient in four dimensions: leading self, leading supervisors, leading peers, and leading direct reports (Lepsinger & Lucia, 2009). More emphasis was placed on organizations creating rich, satisfying, and passionate workplaces where workers were intrinsically motivated, or established self-pride, meaning, and purpose on their work (Thomas, 2009). With the notable need for culture shifts in the workplace, companies began to adjust, and feedback was no longer limited to a means of performance appraisal; it has evolved to include a range of services, involving emotional, physical, and technical advice for improvement (Maylett, 2009). This process was known as multi-rater feedback (MRF), but is now more commonly known as 360-degree feedback: a performance appraisal approach that discerns a holistic perception of a person’s behavior, skills, and abilities from the lens of their bosses, peers, project teams, direct reports, and oneself among other colleagues (McCarthy & Garavan, 1999).

In the wake of a need for more differentiated and comprehensive feedback, the 360-degree feedback process aims to provide thorough data concerning leadership development for organizations and their employees (Baily & Fletcher, 2002). Early methods of 360-degree feedback entailed surveys that primarily focused on the collection of employee opinions and feelings on important, but simple, aspects of the organization, including remuneration, benefit packages, administrative leadership, and job satisfaction (Fleenor & Prince, 1997). Recent

methods for performance review are known for providing an inclusive summarization of one's skills, abilities, leadership styles, and relevant competencies as portrayed by the individual and others (McCarthy & Garavan, 1999). The exercise of performing 360-degree feedback was purely concerned with illuminating crucial information essential to the growth and development of the affected employee (Fleenor & Prince, 1997). A 360-degree feedback approach for non-managers was suitable to support people to be more effective in executing their job-related obligations (Bracken, Timmreck, Fleenor, & Summers, 2001).

The 360-degree feedback approach calls for the attention of managers and executive leaders to obtain a comprehensive understanding of the needs, desires, frustrations, and fulfilments of the people working in an organization (Church, 1997). The adoption of a 360-degree feedback survey should prompt an organization's decision-makers to attain a compact understanding of the strengths and flaws of their employees (McCarthy & Garavan, 1999). Moses, Hollenbeck, and Sorcher (1993) purport the modern approaches to 360-degree feedback are especially useful because people are not intuitively aware of other people's expectations of them. Moreover, 360-degree feedback tools can be planned unambiguously to enhance self-knowledge for the improvement of managerial effectiveness (Church, 1997).

Today, annual expenditures for feedback systems in organizations are continuously increasing as businesses from a variety of sectors aim to address job performance and workplace culture concerns (Rogers et al., 2002). Feedback programs exist to extract hidden mindsets, emotions, and attitudes of employees from their perspective on how the organization and their colleagues are performing (Yukl & Lepsinger, 1995). Buckingham and Goldall (2015) found in one international management consulting firm that around two million hours were spent each year on executing multi-rater or 360-degree feedback programs. In the United States, 63% of

organizations use 360-degree feedback results for decisions concerning talent management, personal development coaching, and succession planning, whereas the use is up to 90% in Fortune 500 companies (Edwards & Ewen, 1996; Nankervis, Compton, & Baird, 2002; Rose, 2016). While organizations invest significant monetary and time-consuming resources on the 360-feedback process, it is difficult to establish the overall return on investment, leaving many executive leaders and managers questioning the benefits and value of 360-degree feedback assessments (Daniels, 2003).

Even with limited data on the value of the monetary investment in using 360-degree feedback programs, leaders call for a "mend it, don't end it" approach, suggesting that understanding internal opinions on team culture, employee satisfaction, decision-making arrangements, and progress toward the mission and vision of the organization are essential for meaningful short-term and long-term strategic planning and implementation (Pfau & Kay, 2002). The needs of an organization's feedback system are driven by the quest to develop employee performance and external organizational performance with clients and partners (Dewing et. al, 2004). The ultimate choice for a feedback system is based on factors such as the financial commitment for the process, specific employee needs, and convenience to the management and employees (Fleenor & Prince, 1997).

Overall, 360-degree feedback helps organizational employees understand their impact on their surroundings and immediate circle of influence (Maylett, 2009). However, such awareness and perceptions can inadvertently determine each employee's level of success in both positive and detrimental outcomes (Maylett, 2009). For employees who do not hold management or leadership positions in an organization, the 360-degree feedback process can be an expedient development maneuver for those seeking to advance their careers (Maylett, 2009).

Therefore, the process of on-the-job training and education programs is essential in assisting employees to understand their roles and, subsequently, direct their full focus on their job description to make it up the ladder to management swiftly (Pasmore, 1998). According to Valentine and Prater (2011), non-managerial roles are positions waiting for smart, talented employees to take up managerial responsibility, expounding on their capabilities to prepare them for challenging tasks. To achieve this, a proper mechanism of development is necessary. More attention now highlights the effectiveness of programs affiliated with the broad scope of 360-degree feedback methods. Three hundred and sixty-degree feedback tools were created with the primary responsibility of providing insights and development resources to aid in the achievement of optimal performance in an organization (Hosain, 2016).

Statement of the Research Problem

The evaluation of teachers' and school leaders' performances is vastly different from workers in other occupations (Koçak, 2006). For example, a more fair and objective way of evaluating employees in any workplace is contingent on a clear description of what is expected of the worker in that field. However, the roles and duties of teachers who are working in public education are not clearly defined (Koçak, 2006). Because of this lack of clarity, evaluation efforts in the national education system do not yield the expected results (Taymaz, 1993 as cited in Koçak, 2006, p. 800). Nearly every public school district, by order of state law or regulations, has a formal procedure for the evaluation of teachers which consists of one or two observations per year by a supervisor who observes a class, takes notes, and provides feedback to the teacher on his or her performance for that class period, and the information becomes recorded on the teacher's personal file (Danielson & McGreal, 2000). Over the last 30 years traditional, top-down school evaluation systems have been criticized as burdensome and unhelpful for teachers

and administrators looking to improve their practice (Mahar & Strobert, 2010; Toch & Rothman, 2008). The ambiguity in evaluation and how it will be used causes subordinate staff to feel judged, unappreciated, and unsupported, especially because teachers often lack the power to challenge or reject the claims made about them and their practice, which often leads to contentious relationships between teacher and supervisor and the district leaders (Danielson & McGreal, 2000). In a study conducted by Kerstern and Israel (2005), findings showed that traditional district evaluation systems were captured from administrators who participated in the research. They acknowledged that:

- The evaluation system is out of date and has not changed in decades;
- The system is not comprehensive enough to have any real impact;
- The criteria for ratings were inadequately defined and inconsistently interpreted;
- Although a district-wide process is in place, it does not yield any meaningful feedback for teachers.

It is it not just teachers who feel targeted by outdated or inadequate evaluation systems. The instruments and processes used to evaluate principals primarily focus on technical tasks such as being visible at athletic events and completing paperwork on time. Administrators rarely receive the feedback they need to improve their leadership capabilities. Twenty-first century school leadership skills require principals and their teams to "transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities that can embrace change and create a high-performing learning environment for students and teachers" (Moore, 2007, as cited in Moore, 2009, p. 39). Just like teachers, principals are under the stress of receiving top-down feedback from district administrators who have little information about the school community or day-to-day issues that community faces.

Focus on appraisal without progressive advancement has created a significant amount of stress and frustration among staff in public schools, thus inhibiting overall performance within the school. (Waldman & Atwater, 1998). Principals also rarely receive quality feedback on their performance from their peers and subordinates, but 360-degree feedback can be an avenue for school administrators to receive the honest information they need to improve their leadership (Moore, 2007).

Nevertheless, in contemporary educational systems, it is now accepted that the evaluation of teacher and administrator performances is a great necessity (Koçak, 2006). The problems with the traditional K-12 education summative evaluation process in use are that it is top-down in nature, it often does not account for differences between experienced and beginning teachers, it provides limited feedback based upon student academic achievement, and it provides little to no feedback on the professional growth needs of teachers (Danielson & McGreal, 2000). According to Moore (2007), "it is time for the education field to examine how businesses and leading companies train, develop and evaluate their top leaders" (p. 39). Therefore, to increase the quality of education, motivation in the teaching profession, and school leadership, support for a multi-faceted, multiple data-driven, transparent, functional, objective, valid, and reliable teacher performance evaluation system such as 360-degree feedback is needed (Danielson & McGreal, 2000).

Ostroff, Atwaters, and Feinberg (2004) explain that it is important for leaders to understand how they are perceived, and 360-degree feedback can generate trust and respect from followers when they allow themselves to be vulnerable to growth, criticism, and new ideas. Church (1997) refers to this phenomenon as managerial self-awareness (MSA), which is how accurately a leader is aware of his or her co-workers' perceptions of his strengths, weaknesses,

personality, and abilities. Many leadership development programs believe that the greater a person's MSA, the more successful he or she will be (Moore, 2007, p. 40). Organizations can measure MSA by using 360-degree instruments, and this skill would be beneficial for principals to aid them in building professional learning communities in their schools (Fletcher & Bailey, 2003). The G360 Surveys™ is one such instrument that has an interactive platform integrating the skills, competencies, and capabilities relating to performance within a work position (G360 Survey™, 2017). This survey tool explicitly incorporates the unique aspects of the 360-degree feedback approach to deliver on a conspicuous platform where human resources departments can eventually monitor employee progress and performance (Griffith, 2015).

Purpose of the Study

Although several studies examined the impact of 360-degree feedback on organizations, few of these studies have concentrated on the effectiveness and influence of specific tools or programs that meet the requirements of best practices found from existing research on the influence of an organization and its workforce (Pierce & Maurer, 2009). Undertaking this research on the effectiveness of the G360 Surveys™ will be crucial to adding to the body of knowledge concerning the use of 360-degree feedback programs and assessment strategies as well as filling any voids in the literature. The G360 Surveys™ team has conducted some research on the usefulness of their surveys with college students and nurse practitioners but there is still an opportunity to understand how the tool is received by the public education sector, specifically among K-12 school leaders (Griffith, 2017). In comparison, the G360 surveys provided room for all respondents to freely express their unique sentiments, thereby enabling their leaders to build upon their positive past performance (Pierce & Maurer, 2009). The research

study focuses on the impacts of a G360 Emerging Leader Survey on secondary public school leaders.

The essence of establishing effective feedback tools designated for leadership development for school leaders is necessary to satisfactorily link the skill gap between transformational and transactional leadership styles. Businesses that only implement feedback or appraisal programs with the goal of crafting a robust company culture and developing employees remain at risk of wasting time and finances (Hosain, 2016). Without an intervention that addresses the employee issues that impact their personal well-being and abilities to do their jobs, the implementation of 360-degree feedback program may lead business development programs to waste resources due to the lack of a strategic plan or vision for how to use the feedback (Printy, Marks, & Bowers, 2010).

The purpose of this study was to critically evaluate the effectiveness of the G360 Emerging Leader Survey for use as a leadership development tool with K-12 public school leaders. For this study, the target audience for evaluation were school leaders. This is because Kennedy (1997) suggests that the management level is an appropriate level to begin the implementation of 360-degree feedback. Managers might have a difficult time soliciting honest feedback from subordinates because some subordinates may fear retaliation (Kennedy, 1997). Starting with senior management as subjects for 360-degree feedback sets a good example for other employees as the system begins to roll out to other employees in an organization (Smith, 2000). Three hundred and sixty-degree surveys are a meaningful and safe way to enhance the upward communication process (Smith, 2000). In addition to the review of the G360 surveys' effectiveness, the research will make use of reports and interview data from the research participants to gather information for analysis. The purpose of this study was to investigate the

approach of G360 survey implementation and participant perceptions of the tool that would promote sustainable and meaningful experiences for school leaders.

Research Questions

In support of the primary goals of the research, five specific research questions will be examined to provide deep insight into the research topic. The research will take place in a public high school in the Shelby County School District in Memphis, TN.

1. What is the willingness of the participants to participate in the research study?
2. How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?
3. To what extent, if any, does this process generate meaningful feedback for the leaders?
4. What is the impact of G360 Emerging Leader Survey program implementation on school administrators?
5. What are the advantages and disadvantages of the G360 Emerging Leader Survey?

Assumptions

The researcher applied four assumptions in the course of the survey. First, it was assumed that the research study would further advance and positively complement any tools or frameworks that the school currently uses for leadership development. The G360 program implementation was meant to enhance, not detract from or replace, existing programs. Second, an assumption was made that because of the professional background of the researcher, program implementation and planning based on existing research would not be a barrier in completing a successful study. Third, the G360 Surveys™ were distributed only to members of the school leadership team. In this capacity, this study assumed that this approach would also positively affect the development and growth of teachers and other staff members at the school who were

not directly engaged in the study or considered primary research participants. Moreover, the researcher assumed that the research community will be cooperative and eager to participate in the study under the notion that this study is meant to give a voice to all participants within the community. Finally, due to the strategic integration of this program with existing organizational goals or priorities, it is expected that this study will not cause any significant disruptions in the natural flow of the school day or calendar or regular work responsibilities. These assumptions were used throughout the duration of this study.

Delimitations

The 360-degree feedback model is relatively new to the field of K-12 public education, leaving limited research exploring the effects of this model on school leadership. Second, this research was restricted to one school facility, and no effort was made to generalize findings to any other school of the same or differing population. However, the findings may be useful in informing other schools with similar populations, structures, and needs for leadership development. The third delimitation occurred due to the close network ties of the population as well as the inability to link the data from G360 survey items with a separate demographic survey, and the data was not differentiated by ethnicity, gender, socioeconomic status, or disability qualifications due to the protection of participants' identities.

Limitations

There were three significant limitations in the course of the study. A key limitation was the expressing of qualitative responses into a quantifiable value regarding cost and benefit analysis of the G360 survey tools in the organization. Second, the study was limited in the sourcing of vital literature information from a small pool of resources due to the limited amount of research done on the G360 surveys. This means that limited information from literature

sources was sparingly deployed throughout the study to assist in the appropriate guidance for conducting the study. Third, the creators of the G360 surveys designed the surveys to be paired with individualized coaching and debriefing conversations to help employees process the information revealed about them. However, due to time and monetary resources, individualized coaching was not provided as a part of the study. Therefore, it was difficult to assess if this section of the process impacted long-term and sustainable behavior change among the research participants.

Clarification of Terms

Within the context of the research study, various operational definitions have been used and may subsequently need clarification. The following terms relate to the scope of the study:

- *360-degree feedback* is a program designed unambiguously to develop and enhance such self-knowledge and improve managerial effectiveness (Church, 1997). The tool usually comes in the form of a survey through which multiple people, including oneself, subordinates, and peers, provide feedback about a person's working style and working behaviors.
- The *advocacy or participatory worldview* responds to the needs or situations of people from marginalized or vulnerable groups. The researcher aims to bring about positive change in the lives of the research subjects (Creswell, 2008).
- *Development* is defined as the interactive competencies that influence one's success as well as the teams and organization in which one works (Pierce & Maurer, 2009). Organ (1988) stated that the observations of developmental behavior are "flexible, non-direct or explicitly acknowledged by the prescribed reward system, and in the aggregate, endorses the efficient and effective functioning of the organization" (p. 4). He coined this notion of

workplace manners as Organizational Citizenship Behavior (OCB). Early research on OCB describes a social exchange of 139 behaviors, including assisting workmates with an on-the-job problem, absorbing orders without a hassle, undertaking cleaning chores in the workplace, and encouraging a positive work environment (Bateman & Organ, 1983). In this study, the observable and assessed behaviors in G360-degree feedback include 16 competencies under four pillars including personal qualities, interpersonal skills, problem-solving expertise, and leadership skills.

- *Evaluation* occurs when executives, managers, and subordinates are assessed on their success in meeting goals and objectives, or on standards of success as measured by an organization. The assessment is used for administrative decision-making on issues such as pay and promotions (Bracken, Dalton, & McCauley, 1997).
- *Feedback* refers to the conversant, non-evaluative, and objective appraisal of performance aimed at improving behavioral or technical skills rather than estimating a person's personal worth (Ende, 1983). Feedback is usually immediate and decisive rather than cumulative, and is directed toward enhancing one's ability to modify and improve one's performance over time to meet organizational objectives (Richardon, 2004).
- *G360 Survey* is a type of 360-degree feedback tool developed by two Vanderbilt University professors. The survey measures four main pillars of leadership: personal character, interpersonal skills, problem-solving skills, and leadership skills (G360 Surveys, 2017). Traditional 360-degree programs are typically created by an organization's leadership team or human resources department, focusing on unique competencies pertinent to the culture of the organization, and may not be validated using empirical research (Waldman & Atwater, 1998). The G360 Survey is a standardized,

empirically researched assessment that helps organizations focus on and analyze competencies that have been proven to be effective leadership qualities. Organizations do have the option to customize G360 surveys; however, in this study, they were not.

- *Managerial self-awareness* (MSA) is "the ability to reflect on and accurately assess one's behaviors and skills as they are manifested in workplace interactions" (Church, 1997, p. 281).
- The principal owns a majority of *school leadership* responsibilities; however, school leadership has evolved and consists of several leadership roles within schools. Leadership teams may also include vice-principals, co-principals, deputy principals, or assistant principals, as well as department heads, workshop managers, and coordinators and teachers with special duties (Pont et al., 2008). For this study, *school leadership* includes the principal, assistant principal, head teachers, curriculum coordinators, grade-level chairs, academic deans, counselors, and school executives.
- *Quantitative research* "is a scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance" (Proctor & Capaldi, 2006, as cited in Hoy & Adams, 2016, p.2).
- A *ratee* is an individual being evaluated or assessed.
- A *rater* is an individual providing an evaluation of another person.

Significance of the Study

School leaders have a significant effect on all individuals who make up the school (Nichols, 2011). School leadership is typically associated with administrators because they are expected to support employees and students, and undertake all responsibility in inspiring them to meet the school's objectives and create a positive learning environment (Karadağ, Bektaş,

Çoğaltay, & Yalçın, 2015). School administrators are also responsible for curriculum reform and establishing a positive learning environment (Nichols, 2011). Students interact with significantly more staff members other than their teachers, meaning many variables will have an impact on student behavior and success (Karadağ et al., 2015). Leithwood, Louis, Anderson, and Wahlstrom (2004) acknowledge that leadership is second only to classroom instruction in its contribution to student learning. This finding is due to the notion that school leaders are "responsible for maintaining program development, allocating resources, improving the performance of employees and students by encouraging them, and guiding them to meet the objectives of the school" (Karadağ et al., 2015, p. 80). Leadership practices that "significantly and positively influence the school community experiences include offering intellectual stimulation, providing individualized support and providing appropriate models of best practice and beliefs considered fundamental to the organization" (Leithwood et al., 2004, p. 9). The G360 Surveys™ program implementation will aim to focus on providing a valid and reliable system for individualized support.

School systems, like businesses, also are seeking continuous improvement. It is believed that schools might experience similar or better results if the 360-degree feedback process is offered as an option for teachers' annual performance review (Bernadin & Beatty, 1987). Bird, Wang, Watson, and Murray (2010) noted that "much of the current research demonstrates that a principal's leadership style and skills impact a variety of teacher characteristics, from job satisfaction and efficacy to engagement levels and academic emphasis" (p. 5). While many large corporations have incorporated the 360-degree feedback method to promote the professional growth of their employees, its use in education to provide teachers and administrators with meaningful feedback toward professional growth is rare in the field of educational research

(Mahar, 2009; Manatt & Benway, 1998; Smith, 2000). Considering the benefits of the 360-degree process in other organizations, this study explores the possibility that K-12 school leaders and teachers can benefit from receiving feedback from more than one source.

Relationship of the Researcher to the Study

Winter (2000) suggests that quantitative researchers typically avoid personal engagement in the research process; however, qualitative researchers embrace their role in the research. Patton (2002) supports the notion of a researcher's involvement and immersion in qualitative research, and opines that the researcher should be present to record activity because it is happening in a real-world, active setting. In this study, the researcher held the position of a G360 Survey™ coach and program implementation consultant in a public high school in Memphis, TN. In this position, the researcher emphasized the importance of embedding feedback as part of the organizational culture to establish a positive and safe environment conducive to leadership growth.

Organization of the Study

The dissertation consists of five chapters. The introductory chapter provides a background of the history of 360-degree feedback and the problem the study was designed to address. Chapter two is dedicated to an in-depth analysis of the review of the literature; the chapter includes a discussion regarding transformational and transactional leadership practices, 360-degree feedback program design, recommended practices for feedback and coaching, and studies on school leadership. Chapter three outlines the methods and design elements of the dissertation. This chapter further presents a detailed description of the following: research approach and design; participants; instrumentation; procedures; data collection, analysis, and interpretation; and the ethical care for working with human subjects. Chapter four is dedicated to

the presentation of data and findings arising from the analyses. In chapter five, the researcher will present a summary of findings, conclusions, and recommendations.

Chapter Summary

Organization culture "is the totality of the assumptions, values, norms, and behavior of employees" (Sinha, 2008, p. 389). It is a key ingredient in job motivation and performance on day to day tasks and healthy emotional and physical well-being for workers (Doshi & McGregor, 2015). In the past decade organizations have focused more on utilizing a bottom up approach to feedback to enable their employees in providing valuable feedback in efforts to create a more positive work culture (Fleenor & Prince, 1997). A 360-degree feedback approach for managers and subordinates alike was found to be a suitable strategy to support people to be more effective in executing their job-related obligations (Bracken et al., 2001). While the 360-degree approach is more common among private corporations, the evaluation system for public schools is vastly different; government funded schools still employ traditional methods of state or federal evaluations that may not target the current competencies and skills needed to run effective 21st Century schools. The focus of this research is to conduct a 360-degree feedback program in a public school setting using the G360 Emerging Leader Survey as the instrument for feedback. The research questions were designed to analyze the impact of the G360 feedback for teachers and school leadership. This study is formed on the basis of research conducted in one school district in one school, thus, it has some limitations which may influence the systemic applicability of the findings of the research.

Chapter Two: Literature Review

Introduction

Chapter two explores the history of the attitudes, skills, and knowledge that were considered admirable and effective in public school educators and administrators over the past 50 years into the present day. This chapter also takes a look at existing 360-degree feedback programs for school leadership and compares and contrasts the distinctions of each program with the tenants of the G360 Surveys™. Finally, this chapter sets the framework for the research design outlined in chapter three by highlighting empirically studied recommendations for effective 360-degree program implementation strategies and support to increase the credibility value of the research methods.

About 360-degree Feedback

A 360-degree feedback program is designed to develop and enhance self-knowledge and improve managerial effectiveness (Church, 1997). The tool usually comes in the form of a survey where multiple people including subordinates, peers, supervisors, and the ratee him or herself provide feedback on one's working style and working behaviors. Fleenor and Prince (1997), established that 360-degree feedback is a representation of collective performance review exercises through which constructive development of individuals take place. Three hundred and sixty-degree feedback ensures that a comprehensive reflection of sentiments based on past experiences is administered through a common platform where the involved parties can conveniently interact and help each other make the appropriate growth steps (Waldman, Atwater & Antonioni, 1998). A 360-degree program enhances the opportunity for organizational leaders to target the core issues that would impact employee satisfaction, productivity, and success through initiating a process of personal development (Fleenor & Prince, 1997).

A well-implemented 360-degree feedback program involves executive support and participation, training on how to read the reports, and follow-up debriefing conversations from the manager or human resources department (Zenger & Folkman, 2012). Upon an efficient execution of the 360 programs, space should exist for employees to improve on significant areas. Such a design could enhance their career path and mitigate group conflicts (Antonioni, 1996). On the other hand, a poorly conducted program execution of the 360-degree feedback systems creates a sense of mistrust, anger, and conflict and causes a solid team to disintegrate because morale is lower than it was upon the whole exercise's inception (Jackson, 2012). The failure to capitalize fully on the use of the 360-degree feedback approach results in the form of monetary and time-consuming waste for organization resources (Waldman & Atwater, 1998).

The purpose of feedback. The principle aim of administering a feedback system is to offer a reflective point in an organization whereby individual workplace opinions and attitudes can be construed into a program of growth and development in the performance of the individual (Venkateswara & Rao, 2005). A 360-degree feedback approach targets a multifaceted feedback mechanism where appropriate methodologies are deployed to spotlight the best in individual performance as well as collective group and organization performances. The sourcing of feedback is aimed at providing a foundation on which the performance review and subsequent development of individuals can be built. The purpose of feedback relates to the collective platform through which different individual sentiments can be mobilized to re-engineer the process of performance review and also personal development (Church & Waclawski, 1999). The primary goal of incorporating a 360-degree feedback approach is to develop a laudable workplace reputation and professional success.

Progressive feedback systems seek to achieve higher goals than only soliciting employee thoughts. (Rogers et al., 2002). Traditional uses of feedback systems were meant to conduct performance appraisal of employees. However, the process of seeking feedback has significantly evolved, prompting the development of specific parameters upon which inferences for organizational strategy can be made (Venkateswara & Rao, 2005). The G360 Surveys™ aim to extract a detailed and multi-layered approach to feedback to highlight and discover strengths and weaknesses in a person's skills, competencies, and capabilities. As a result, effective and meaningful feedback required the need to frequently monitor people's responsiveness to their working environment, and subsequently formulate a development plan (Fleenor, Taylor, & Chappelow, 2008).

Benefits of feedback. Church & Waclawski (1999) noted that feedback is essential for a reflective perspective of the organization's experience, which plays a significant role in preparing for and forecasting the future. A well-executed feedback system accrues many benefits both to the staff and the executives of an organization. An important and often overlooked part of providing well-rounded feedback is communicating to employees the value and intentions for use (Garms, 2013). Bracken (1994) and Hoffman (1995) point out that organizations are embracing 360-degree feedback because it:

- Decreases hierarchies, and promotes information streamlining, empowerment, and participative management, and places emphasis on teamwork.
- Helps management assess development needs. 360-degree feedback overcomes some of the limitations of traditional appraisal methods in organizations and calls for management accountability in team development rather than judgment of one's failures or progress.

- Defines corporate competencies. Customized 360-degree feedback instruments can become concrete statements of what competencies are needed to crystallize the executive leaders' vision for the organization.
- Allows for companies to avoid discrimination and bias because the sources of data collected from different perspectives can provide more accuracy and a wider view of an employee's work ethic and team contributions.

Moreover, Edwards and Ewen (1996) explain how the 360-degree feedback process offers extensive benefits to key stakeholders in the organization as well as the organization itself. For customers, the process gives them a chance to strengthen the customer-supplier relationship by giving external stakeholders while a voice in the assessment process. For employees, the process can have a significant impact on their careers and growth as a leader. They can also affect their team and organizational leaders by offering ideas and insights from their perspectives as workers. Benefits to supervisors and managers include their personal expansion of self-awareness regarding their influence on the performance of each direct report by receiving comprehensive performance information they might not otherwise receive. Employees can identify areas of concern and suggestions for improvement, which leaders can use to guide the organization and their teams more effectively. Finally, organizations can gain access to credible, quantitative and qualitative information to understand organizational strengths and weaknesses, leadership gaps, and training needs more fully. The information from formal feedback processes is significantly more valuable than relying on one's intuitive judgment or responding to those employees who are the most vocal and visible (Edwards & Ewen, 1996).

Feedback is a valuable tool in the sustenance and framing of an organization's culture and identity (Hensel, Meijers, van der Leeden, & Kessels, 2010). In order to sustain and generate

new progress, organizations need ongoing evaluation and awareness systems (Vinson, 1996). However, it matters what types of feedback and reporting processes are used. Serious problems have been reported concerning the use of self-ratings due to human unreliability and bias which ensue from numerous factors such as age, gender, personality, and self-esteem (Yammarino & Atwater, 1997; Beehr, Ivanitskaya, Hansen, Erofeev, & Gudanowski, 2001). It seems to be difficult to rate one's abilities or effectiveness of work behavior in a reliable and valid way. Therefore, 360-degree feedback is considered to be necessary for the enhancement of self-knowledge.

Other advantages of 360-degree feedback refer to the constructive gains that accrue as a result of implementing coaching and development strategies that ensue from the program (Maylett, 2009). Leaders are also equipped with vital personal information that is essential in building a laudable profile for every employee in an organization, so monitoring changes in performance and behavior can be done at the leaders' convenience. Waldman and Atwater (1998) noted that through the 360 feedback approach, leaders interact with employees, thus demonstrating their care and concern to the employee which is essential for the initiation of a new or unfamiliar program in the organization. Three hundred and sixty-degree feedback offers a platform where employee issues can be raised and subsequently addressed accordingly. The adoption and implementation of the 360-degree feedback approach hence accrue substantive benefits across the board in an organization (Waldman & Atwater, 1998).

In addition to the key roles and function of a feedback approach, a breakdown of the substantial gains that the organization will enjoy as a result of the feedback system depicts the value that 360-degree feedback programs provide (Vinson, 1996). However, the estimation of the cost-benefit relationship of a 360-degree feedback system in an organization has proven to be

a difficult task to undertake and infer on the particulars of the process (Waldman & Atwater, 1998). Consequently, quantifying a 360-degree feedback approach results in a convoluted endeavor that has given scholars quite a hard time, thus leaving the net worth of any feedback program to chance and ambiguous estimations (Garms, 2013). The benefits of feedback are fundamental in engineering a leader's commitment to supporting a 360-degree feedback approach to aid in the development of an organization's employees (Printy & Marks, 2006).

Critiques and pitfalls of 360-degree feedback. Critiques of the 360-degree feedback approach highlight the shortcomings with which the system fails to achieve. The 360-degree feedback approach is regarded with a high level of expectation in results for employee leadership development. Many organizations are facing significant issues concerning the usefulness of the feedback process; however, it is evident that some of these organizations make use of feedback as a means of asserting an evaluation within the organization rather than as a development tool (Valentine & Prater, 2011). The critiques arise mostly due to gaps in expectations of the outcomes and benefits to employees and also the misinterpretation of the purpose of a 360-degree feedback program (Jackson, 2012). This can instill a sense of anxiety and incredulousness concerning the use of feedback. Some of the most common concerns and practical solutions in 360-degree feedback implementation include:

Administrative concerns. Ward (1997) suggests a minimum of four raters for each person being evaluated on a 360-degree feedback survey. Technically, there is no limit to a maximum number of raters, but it does propose an immense amount of coordination, paperwork, and scheduling to get multiple people to complete a survey. For example, if a large organization has 100 participants being assessed and each participant is evaluated by ten other people, the HR team could have as many as 1,000 pieces of paper circulating in the organization. With the use of

technology, many modern 360-degree surveys overcome the paperwork dilemma by offering online surveys that automatically compute sophisticated reports. However, the coordination, training, implementation and planning issues remain interfering with total quality management (TQM). In other words, 360-degree feedback programs can be a lot of work.

360-degree feedback participants risk lowered self-esteem. Given that people have natural defense mechanisms to support their self-perceptions, a low 360-degree feedback rating could be unexpected and be a real blow to someone's self-confidence. Waldman and Atwater (1998) reported that, in most cases, these negative feelings about oneself are a temporary coping response that allows the ratee to later respond with an action plan to improve. Another detrimental impact of hurt feelings can also result in participants wanting to get even with their peers, subordinates, or bosses. Team members are likely to feel betrayed or undervalued when receiving feedback from peers, which may result in trust issues that impact team performance (Dirks, 1999; Mayer, Davis, & Schoorman, 1995). The anger felt after receiving a low-performance rating may result in a desire to seek revenge and retaliate against peers by in turn giving them poor ratings (Taggar & Neubert, 2004).

360-degree feedback does not provide a safe space to speak out. In one autocratic organization, senior leaders immediately put an end to an active 360-degree feedback process because they did not want to reveal or face their own shortcomings (Edwards & Ewens, 1996). This created a stronger culture of distrust and hopelessness that all employee voices would be noticed and turned into action for better change. Brutus and Derayeh (2002) found from their study that “despite the promise of rater anonymity, individuals feared identification from a peer or supervisor” (p. 196). This ultimately led to inflated answers and negative perceptions toward the entire process from the frustration of being censored. The lack of trust ensued an “I’ll scratch

your back if you scratch mine" culture where respondents gave each other favorable appraisals to avoid any consequences. On the opposite extreme, some employees chose to believe in the promise of anonymity and used the 360-degree feedback program to give outstandingly negative feedback intending to cause harm to their colleagues (Brutus & Derayeh, 2002). Such behavior is counterproductive and indicates that employees have received no training on how to conduct 360-degree feedback or understand the purpose of the program in organizational goals. Edwards and Ewens (1996) note another example where a 360-degree feedback program was introduced with no communication or training and the results, even the positive ones, were rejected because no one understood why the program was enforced or how to use the information.

Expectations for change will not be met. One of the common criticisms of 360-degree feedback revolves around the mistrust that the organization will transform the results into the actionable improvements in the company's culture and the leaders receiving feedback. Change is an involving, complex process that faces a series of challenges when being implemented. Effective management of this concept is a core competence for a successful organization. Change leads to alterations in the daily routine of an organization, which in some cases results in the transformation of the entire organizational culture. In addition to the change process being complex, challenging, and involving, it is also evident that some individuals are naturally resistant to change, which adds to the challenges more so when employees are involved. When change is introduced, the involved parties are divided between those who are for the change and those who are against it.

As Bolman and Deal (2008) identified, change may alter existing powers and relationships and undermine the already existing ways of doing things, thus resulting in conflicts. However, when critical planning is utilized before change is introduced, to prepare all the

relevant parties, the risks of these challenges can be mitigated. In Johnson and Ferstl's (1999) study, research findings indicated that some ratees saw no improvement in supervisor performance after receiving 360-degree feedback. In order to increase the chances of acceptance and behavior change organizations should establish clear program goals, decide who will be evaluated and provide the evaluations, provide training on how to give feedback, and ensure that participants created detailed action plans and received support and accountability for meeting their goals (Hirsch, 1994; Timmreck & Bracken, 1995). For example, in a large brewing company that performed a 360-degree program with its sales team, the company provided facilitators to explain the purpose and details of the feedback systems, employees were only allowed to evaluate colleagues they had close and significant interactions with, feedback was anonymous, rated competencies were in alignment with the companies values and expectations for their culture vision, and each participant worked with a coach to understand and clarify their statistical ratings. At the end of the process, participants created action plans for improvement and signed a contract with their boss to agree to mutual support for leadership growth (Jones & Bearley, 1996).

Any type of change is incredibly hard work that requires learning new behaviors, unlearning old ones, and engaging in challenging or even threatening situations (Kotter, 2013). Individual expectations for change and growth, as well as expectations for the organization as a whole, must be managed prudently. In order for individuals to be inspired to change, they must first receive high quality and balanced feedback (Bracken et al., 1997). The feedback culture must push respondents to provide quality balanced feedback that is neither too positive nor too negative. Equally as important, quality software and survey materials are fundamental for proper process coordination, administration, and uniformity (Edwards & Ewen, 1996). If the feedback

process is a stressful event or deemed as threatening—such as something that will block a promotion or a salary increase—the ratee is more likely to engage in stubborn behaviors such as denial, detrimental venting, or mental disengagement (Carver, Scheier, & Weintraub, 1989). According to Brown and Starkey (2000), “to deny something is to disown it” (p. 105). Individuals in organizations do this to refuse responsibility for claims made about them and to avoid any potential consequences (Brown & Starkey, 2000).

Kets de Vries (2001) explains that authentic change implies that organizations have intended outcomes that require a shared meaning of the plans among all employees at every level of the organization. To solicit meaningful feedback, the research methods and instruments must explore the hidden and unconscious needs and feelings of employees regarding their daily work events. In essence, organizational leaders need to be competent about what is truly happening in the organization (Kets de Vries, 2001). In order for feedback to inspire behavior change, the ratee must first be willing to accept the feedback. Some people will remain defensive toward 360-degree feedback, despite company efforts to improve (Edward & Ewen, 1996). Denial is a "primitive" and "magical" process that can lead to increased confidence and that can boost feelings of invulnerability, with profound implications for learning (Laughlin, 1970, p. 57). Unless the ratee acknowledges the feedback as valid, he or she will make little attempt to make any changes (Bracken et al., 1997).

Defensiveness may create barriers to acknowledging future feedback received from 360-degree feedback results or, worse, informally from daily encounters on the job (Morgeson, Mumford, & Campion, 2005). This can be addressed by ensuring that the feedback is presented properly. Counseling, training, and facilitation of feedback interpretation are seen as the minimum requirements necessary to help respondents learn from the experience (Antonioni,

1996). The danger of merely sending a ratee a report with no discussion underscores the need for training. Atwater and Waldman (1998) suggested that an organization should assess readiness for the use of a 360-feedback program by examining their current culture and identifying internal leaders to champion the program in order to inspire excitement among other staff members. Organizations that considered the influencing aforementioned factors found minimal improvements and change in employee behaviors (Smither, London, & Reilly, 2005).

Raters do not have the skills and training to make meaningful evaluations. Rater bias is considered perhaps the most serious common drawback to performance ratings (Holzbach, 1978). In the extraversion bias, people often confuse popularity with quality (Baum, 2015). People with extraverted behaviors tend to be more talkative, spend more time interacting with other people, form multiple relationships, and initiate social interactions (Paunonen & Ashton, 2001). Introverts, by contrast, are inclined to spend more time alone and, when they do socialize, tend to prefer more intimate settings (Shipilov, Labianca, Kalnysh, & Kalnysh, 2014). There is a positive link associated with extraversion and popularity and self-perceptions (Ong et al., 2011; Paunonen, 2003), which can influence 360-degree feedback ratings. Traditional appraisals have constantly been criticized as a political or popularity contest with the boss (Edward and Ewen, 1996). Similarly, feedback with trends toward higher ratings on performance variables can increase team performance as well as personal affinity for group inclusion (Dominick, Reilly, & McGourty, 1997). In response to this, organizations using 360-degree feedback should go to great lengths to ensure that surveys ask respondents to base evaluations on a set of objective organizational aligned values and competencies and not on the character of a person.

Buckingham (2000) suggests another psychological maneuver and suggests that 360 feedback respondents rate their competencies as an indicator of their manager's effectiveness.

For example, instead of presenting the statement, “George sets a clear vision for the team,” it states, “I know the vision for my team.” Depending on people’s attitudes in their development, this presents a non-judgmental tone for colleagues but also indicates where superiors can grow in leading their teams.

Other forms of bias include: Contrast, when employees base ratings on comparison to other employees rather than the company standard; halo, when an employee is rated high in every area because they do one thing really well; horn, an employee is rated inadequate in all areas because they do one thing really poorly; leniency, when raters get exhausted from completing multiple surveys and give modest ratings due to fatigue; and recency, when the most recent significant behavior, either exceptional or deficient, becomes the standard for the holistic view of feedback (Bracken, Timmreck, & Church, 2001; London, 2001; Mount & Scullen, 2001).

If people do not understand the value of 360-degree feedback to an organization, then they will fear it. Trust is the basis upon which all relationships are formed. This is equally true in an aggregate sense for organizations. Employees need to have a basic trust in the upper leadership of their organization; otherwise, 360-degree feedback may be met with skepticism and worse, hostility (Brett & Atwater, 2001). Understanding employee concerns and risks is the first step toward successfully implementing 360-degree feedback. This needs to be addressed at the beginning by clearly delineating the intentions of the program, how 360-degree feedback aligns with the organization's values, and the expected outcomes of the program (Antonioni, 1996). When any type of performance evaluation lacks strategic alignment with organizational objectives, the program is flawed (Schneier, Shaw, & Beatty, 1991). Participants’ reactions to 360s are important because they affect ratees’ beliefs about the quality of the feedback and their

willingness to use it. In the literature on performance evaluation more generally, organizational employees believe that positive outcomes are more likely and negative outcomes are less likely when using subordinate and peer feedback for development as opposed to evaluation (London, 2001).

As more organizations undergo the organizational transition from an industrial economy to the age of technology and information, so must our view of leadership change (Druckman, Singer, & Van Cott, 1997). The delayering of organizations, emphasis on teams, and customer-driven processes require more and more employees to answer the personal call to leadership. Employees need to take on more initiative and responsibility. This is in contrast to the traditional task of management and leadership, which has normally been viewed as the work of a select few, formally designated by title. In today's organizations, every employee has an opportunity to become a leader (Timmreck & Bracken, 1995). Thus, 360-degree feedback becomes a valuable leadership development tool that enables employees to attain and succeed in new leadership roles.

Although feedback systems are often administered to eliminate the occurrence of blind spots in the performance of individuals, it may not always happen. In some instances, the results from feedback tools or implementation strategies lead to frustrations which may end up in chaos, hierarchal confusion, or even a crush down of the organization as a whole (Atwater, Waldman, & Brett 2002). The grieving concerns of feedback could leave an organization in tatters and create a daunting task to perform in order to get back to glory levels. According to Vinson (1996), feedback is a delicate and essential part of the organization setting that could deter the fate of the organization rather than just the directly affected parties, which are the employees and the leaders. The drawbacks of feedback sourcing are an integral part of the feedback process.

Jackson (2012) acknowledges that through the appreciation of the shortcomings of antiquated 360-degree feedback systems, an organization can make amends and incorporate enhanced modules of growth and improvement. In addition, the existence of feedback program weaknesses ensures that room for improvement exists, as does the continuity of the evolving process for advancing the skills and competencies of staff and leaders.

In order to waive concerns for the inherent defects in a 360-degree feedback system, it is necessary to monitor the system regularly and implement appropriate modifications over time. Feedback must relate to critical reflection points of individuals in an organization and take the form of unfulfilled demands that could be essential in emancipating hidden potential in individuals (Jackson, 2012). According to Atwater, Waldman, & Brett (2002), the changing nature of the challenges in the successful operation of 360-degree feedback has given rise to precautionary engagement from both executives and employees. Atwater, Waldman, & Brett established sources limiting the effectiveness of a 360-degree feedback program, must be appropriately eliminated to avoid interference of a feedback system rendering it ineffective and thereby a failure (Vinson, 1996). The use of the G360 Surveys™ could also be met with apprehension based on perceived flaws, and these concerns must be addressed in order to eradicate any unnecessary research aberrations that may arise while conducting the feedback process. The elimination of such downsides enhances the performance of a 360-degree feedback program and increases the likelihood that the program's purpose is ultimately achieved.

History of Feedback in K-12 Public Schools

After the rise of globalization and economic competition corporations began to change the way they manage employees and their evaluation systems by emphasizing more attention on employee morale, feelings, happiness, and job satisfaction rather than just highlighting how

many achieved producing a minimum number of product or service outputs (Friedman, 2007; Losey, Meisinger, & Ulrich, 2005). Oppositely, the school system has been slower to change. For example, the present day school calendar is based on the needs of nineteenth century agricultural society basing the calendar from September to June to allow families time for planting and harvesting seasons (Weiss & Brown, 2013). Aside from this anomaly, education reform efforts have typically evolved to match the needs of the needs of a changing economy (Bils & Klenow, 2000; Sahlberg, 2006). During the Sputnik era and the Cold War America was beaten by the Russians in the space race leaving the notion that Russians were better educated than Americas (Graham, 2013). The led education reform researchers to advocate for a behaviorist approach where students would learn basic knowledge in literacy, numeracy, and science and then be tested on it using "norm-references, machine-scorable, multiple-choice test" (Danielson & McGreal, 2000, p. 3). From the 1960s through 1980s education took on an accountability phase where less emphasis was placed on the behaviors, traits, and personality of teachers and school leaders and more attention was paid to instructional performances (Danielson & McGreal, 2000; Peterson & Campbell, 2001; Stronge, 2010). While there was an emphasis on achievement, this took the form of recruiting and hiring highly skilled teachers, but not much effort was placed on feedback, evaluations, and accountability (Donaldson & Donaldson, 2012).

In 1983 President Ronald Regan's National Commission on Excellence in Education (NCEE) produced at 36 page report that lambasted the state of America's schools citing that 23 million American adults were illiterate, only one-fifth of 17-year-old students had the ability to write a persuasive essay, and that the average achievement for high school students on standardized test was lower than before the launch of Sputnik in 1957 (Graham, 2013). The

report specifically calls attention to the fear that America is losing its global competitiveness noting,

> America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer. The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all--old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the 'information age' we are entering. (U.S. Department of Education, 1983, p. 10)

The impact of this would be felt around the turn of the 21st century. For example, the Department of Education (DOE) found in a study that out of every 20 children born in 1983, six did not graduate from high school, and of the 14 who did graduate, only five earned a bachelor's degree within five years (Graham, 2013).

The findings from *A Nation at Risk* (a report completed by a special education research committee appointed by President Ronal Regan, deemed to be an open letter to the American people about the state of education outlining its problems and providing solutions (U.S.

Department of Education, 1983) as well as other research that highlighted the disparities in schools among student from low-income communities and marginalized groups including ethnic minorities, English Language Learners (ELL), and students with disabilities inspired the legislation from No Child Left Behind (NCLB) under President Bush's administration. NCLB pushed for greater accountability using state test scores as the barometer for success. The act provided generous federal grants as incentives for innovative programs and resources for schools but also rendered consequences of school closings and staff terminations for those who did not meet the criteria (Hayes, 2008). This sort of pressure placed a significantly closer lens on the look at principal evaluations in a high-stakes federal and state accountability environment. The teacher's role was to produce student achievement outcomes and therefore their evaluation systems were largely based on student test scores and a checklist of procedures such as writing the objective on the board, teaching content scheduled on a calendar, or even using specific vocabulary or phrases that students would be expected to regurgitate (Danielson & McGreal, 2000). Measures of success in public education vastly focused on student test scores and not how leadership practices promote learning (Ellett & Teddlie, 2003).

Interestingly, just around the time that NCLB was enacted, emerging research suggested that a constructivist approach works best in promoting healthy learning and tools that children need to become successful professional adults as well as productive citizens (Hayes, 2008). This type of pedagogy focuses on critical thinking, helping children find their strengths through their unique type of intelligence, collaborative learning, and engagement with the teacher and their learning, not being a passive recipient of knowledge input (Danielson & McGreal, 2000). Nevertheless, expenditures on professional development, resources, are severely lacking to improve available opportunities for professional development helps school leaders acquire that

knowledge, skills, and dispositions that would provide teachers and staff with the tools needed to teach in a constructivist paradigm (Ball & Cohen, 1999). Today schools and teachers are expected to be connected with their communities help diverse learners become skilled and competent in content achievement, character building, and complex problem solvers (Ball & Cohen, 1999). Despite advances in research, school leader evaluations have remained focused on meeting a checklist of requirements student multiple choice achievement test. There remains a significant gap between what research shows is effective, what schools are practices, and how leadership is evaluated.

In 2011, under President Barack Obama's Administration, states that met certain criteria were given an option to opt out of the NCLB requirements. This left more autonomy to states and local school districts to make choices for students in their jurisdiction. This NCLB waiver promoted more development of principal evaluation frameworks but are still largely focused on state test scores and not leadership development. For example, the Wisconsin Framework for Educator Effectiveness outlines a framework for principal evaluation that includes 50 percent evaluation based on student outcomes such as graduation rates, and 50 percent based on professional practices such as attendance at professional development workshops (Wisconsin Department of Public Instruction, 2011).

There continues to remain a gap between what research tells us what constitutes effective school leadership practices, what schools actually do, and how principals are evaluated (Copland & Boatright, 2006). Principals and their staff are seeking a more comprehensive form of evaluation – one that will help them in their development as professionals to meet the demands of success for themselves and their students in a 21st century world. However, principal leadership assessment does not have to replace standards-based accountability, but it can be

integrated into existing models (Cravens et. al, 2003). The issue is that "very few school districts have defined what it means to be an effective principal and where those definitions exist; they are not aligned with the evaluation system" (U.S. Department of Education, 2010, p. 4). As the Obama Administration prepared to develop the nuances of the NCLB in preparation for its reauthorization, the DOE issued a report called A Blueprint for Reform calling for "great teachers and leaders in every school" (U.S. Department of Education, 2010, p. 4). This provision specifically admonished states to "implement systems of teacher and principal evaluation and support, and identify effective and highly effective teachers and principals on the basis of student growth and other factors" (U.S. Department of Education, 2010, p. 4). The Blueprint also requires states to define "effective teacher," "effective principal," "highly effective teacher," and "highly effective principal," and to implement district level evaluation systems that are consistent with those definitions and provide feedback to teachers and principals so that they can improve their practice and inform professional development (U.S. Department of Education, 2010, pp. 14-15). Charter schools also began to rise under the Obama administration growing from two percent student enrollment in 2004 to 6 percent enrollment by 2016 (Strauss, 2016). Charter schools have been praised for their ability to innovate and their ability to produce positive results for student in marginalized communities but little is known about the key contributions to this outcome (Fuller and Rees, 2017).

Research indicated that the traits that make successful principals are the interpersonal communications, serving as a support system, listening to staff concerns and helping them find solutions (Bredeson, 2000). However, teachers also explained that principals who act as strong managers by setting school calendars, identifying priorities, arraigning for substitute teachers, and giving expert feedback had an impact on their success (Bredeson, 2000). Unfortunately,

many teachers and staff may not be given the opportunities to provide this type of feedback to their principals or supervisors. Research has shown that 360-degree feedback can enhance communications and performance when the employee is held supported in developing a professional growth plan (Mahar, 2009). There are a number of alternatives to the summative evaluation checklist for the annual performance review of teachers: professional growth plans, teacher portfolios, data collection and goal setting, and 360-degree feedback (Mahar, 2009). This study attempted to determine if the feedback from the 360-degree process provides valuable feedback to teachers in pursuit of professional growth than the feedback obtained from the traditional teacher evaluation process currently in use.

360-Degree Feedback Program Implementation

The implementation of a 360-degree feedback program is a comprehensive exercise that involves the assembly of necessary equipment and a set of protocols to facilitate a successful process in an organization. The implementation procedures rely on a few critical pillars and aspects to ensure that the feedback program is active and operating effectively (Tornow, 1993). The 360-degree feedback process requires an engaging approach where the reactions and thoughts of all members of an organization vitally matter. The exercise of implementing the feedback system into a functional program in an organization is both capital and labor intensive as well as delicate, thus it calls for coordination between various parties involved in turning the feedback system into a successful operation (Rucinski & Diersing, 2014). The following refers to the list of integral aspects in the implementation of the feedback system in an organization (Morgeson et al., 2005; Timmreck & Bracken, 1995):

- Ensure that organizations have clear expectations for the purpose of feedback

- Ensure that organizational leaders communicate those expectations clearly and authentically to their employees
- Use 360 feedback for development purposes, not administrative ones
- Train the raters, ratees, and managers
- Hold ratees and managers accountable for feedback and action planning
- Implement follow-up processes to ensure compliance
- Provide adequate resources for coaching, counseling, and skill development

Feedback is the information that is provided to an employee in relation to their behavior at work or the results generated by their behavior. The presentation of feedback to an individual is aimed at strengthening the desired behaviors in them while at the same time suggesting necessary changes for their undesired behaviors. The growth of the 360-degree feedback concept has been among the most significant and critical elements in the leadership development field for over two decades. It is among the most notable innovations that have happened in the business world in recent times. Among the most important concepts that organizations should be keen to consider include understanding the difference in both the purpose and the process of a new feedback program and communicating this to all rater groups. When the mission of the organization is based on employee development, the management should ensure that the feedback given is done in a confidential and a non-threatening manner (Fleenor et al., 2008). Making the participants feel threatened may result in a negative attitude toward receiving it.

Rater selection. When implementing a 360-degree feedback program, the organization must be careful not to underrate or overrate. Figure 1 below shows the 360-degree feedback model, which included feedback from oneself, peers, subordinates, and superiors. This is how 360-degree feedback differs from multi-source or multi-rater feedback (MRF). In the practice of

MRF, it is unclear how many groups, and which groups, are necessary to constitute feedback. There might be multiple sources or people providing feedback, but it could also omit superiors, peers, or subordinates (Foster & Law, 2006). On the other hand, over inclusion also presents a problem. When researchers extend 360-degree feedback to include additional rater groups, such as "customers, suppliers, family members, and distally related organization members (e.g., members of different organizational divisions), it can impact the program's reliability" (Foster and Law, 2006, p. 289). Some raters do not fit sensibly into 360-degree feedback because they do not have an important role or impact in the organization's hierarchical structure (Foster and Law). Foster and Law (2006) purport that feedback comes from an organizational hierarchy in which an employee's inner circle and work responsibilities involve superiors, peers, and subordinates. Figure 1 below explains the model of sound internal organizational 360-degree feedback. Therefore, for this study, we will not solicit ratings from groups that school leaders may interact with, such as parents, students, or district employees. Sources of feedback will form a 360-degree view of one's inner circle. In essence, raters should be able to answer yes to all of these questions as presented by Fletcher (2002):

- Has this person worked with you long enough to observe you in a variety of situations?
- Do you depend on this person to get work done now?
- Does this person understand the nature of your work and the challenges and opportunities you face?

This study will use three raters for each ratee, including at least one peer, one subordinate, one superior, and oneself.

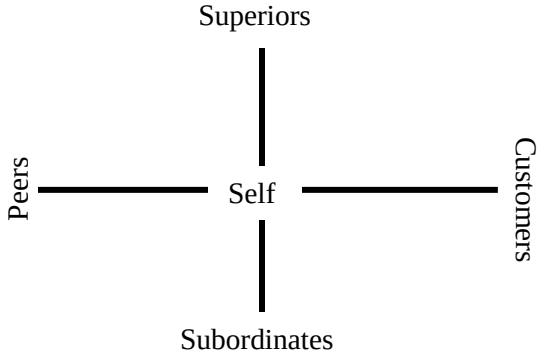

Figure 1. The 360-Degree Feedback Model. Adapted from "How Many Perspectives Provide a Compass? Differentiating 360-Degree and Multi-Source Feedback" by C. A. Foster and M. R. Law, 2006, *International Journal of Selection and Assessment, 14*(3), 288-291.

Actions for successful implementation. For the achievement of effective results that are in line with the goals and objectives of the program, there are critical steps that should be undertaken in a systemic way. The steps and actions undertaken should ensure that the intended individual will be able to focus their energy constructively and that they can access the resources necessary to make it happen (Fleenor et al., 2008). The steps include:

Design the workflow of the program. With this program, the relevant parties and stakeholders should become familiarized with the roles they are expected to play. The workflow ensures that everyone impacted by 360-degree feedback is equipped with the necessary knowledge and resources to execute their assigned tasks. The 360-degree feedback should not be implemented as a completely stand-alone event but should have a development planning and also a follow-up component (Lepsinger & Lucia, 2009). The management helps the participants in setting development goals and focus on achieving them. The facilitator should also ensure they build a competency program, write assessments, and follow up on the results.

Select key performance indicators. To complete the 360-degree feedback successfully, one should select the relevant key performance indicators (KPIs) and choose a 360-degree feedback service or tool. Senior leaders and other necessary parties should be on board. Training for the staff is necessary to ensure that the entire process is fully understood. The program should then be used for the intended purpose of growth and development as opposed to performance

management (Fleenor et al., 2008). When the program is complete, results should be assessed to measure its effectiveness.

Choose a strong survey tool. The key components that make up a strong survey tool are who, how, and what—the kind of people involved, the type of survey chosen, and the actual questions that are relevant to the needs of the organization and its people (Lepsinger & Lucia, 2009). All components should be designed to correspond to each other and to yield the expected results of the survey.

Ward (1997) also offers a practical list of do's and do not's when implementing a 360-degree feedback system:

Do	Do not
See 360-degree feedback as a system with many parts needing equal attention	Concentrate on the easier or more interesting parts at the expense of briefing, facilitation, and post-assessment support
Keep your promises on confidentiality and anonymity	All these promises to be compromised by people or systems
Keep your promises on what the technique will be used for	Use if for purposes for which it was not advertised or intended
Introduce it into the organization in a planned and, if necessary, gradual way	Try to do things too quickly
Expect that it will cause ripple in the organization, both before and after implementation	Assume it will be universally welcomed
Use if regularly	See it as a one-off exercise or panacea

Figure 2. The Do's and Don'ts of Implementing 360-Degree Feedback. From "360-Degree Feedback" by P. Ward, 1997, London: Chartered Institute of Personnel and Development.

Giving, Receiving, and Soliciting Feedback

The desire to receive feedback in the workplace is shared value among many employees. In a study conducted by Batolomé and Laurent (1986), 64% of managers rated "good communication and feedback" as the number one desired trait from their superiors. The reasons for this are because subordinates want to eliminate guess work in their roles and uncertainty in their environments (Batolomé & Laurent, 1986). For subordinates, this does not mean that a

manager is consistently watching or micromanaging them. It means having autonomy to meet the job's objectives, and if they fail or make a mistake, they want kind and clear guidance on how to correct or adjust their techniques (Botolomé & Laurent, 1986). However, superiors are often unwilling to give feedback to subordinates, especially when that feedback is negative (Fisher, 1979). One reason for this is that receivers of feedback might respond emotionally with "defensiveness, anger, gratification, guilt, pride, sadness, and other reactions (Thomas & Arnold, 2011). The receiver's response might be partly due to the manager's inability to communicate effectively and lack of training on how to render feedback objectively. Hewson and Little (1998) advice for giving honest feedback in a non-threatening way includes selecting a comfortable location, relating feedback to specific behaviors, establishing mutually agreed upon future goals, and reflecting on previously established goals, and being non-judgmental.

The purpose of feedback is to help improve future performance and is based on observable behaviors (Thomas & Arnold, 2011). Ende (1983) defined feedback as "an informed, non-evaluative, and objective appraisal of performance intended to improve [one's] skills" (p. 778). Effective feedback strategies find solutions to existing reflective queries, implying that the information is delicate as it hugely relies on the psychological aspect of human beings (Garms, 2013). The administrators of any feedback program must acknowledge the involvement of a psychological element in the exercise, thus paving a path for the positive and negative reactions from the concerned individuals in an organization.

Giving feedback relates to bringing out, on a formal platform, one's reflective thoughts regarding a matter of interest that eventually has a correlation with the performance of the individuals (Garms, 2013). Delivering feedback is a learnable skill, and the efficacy of doing so can improve with training and coaching (Thomas & Arnold, 2011). Such matters of concern in a

workplace may touch remuneration, job description, supervision, working hours, communication line, and motivation factors, among others. In order to give feedback effectively. Detrimental behaviors include making impervious threats (i.e. you had better get your act together), poor timing (i.e. mentioning events that occurred over one year prior to the feedback), making innuendos about one's intentions (i.e. she has a hidden agenda), and ambiguous labeling (i.e. she is a rock star) (Jones & Bearley, 1996). Conversely, Daniels (1989) offers a list of strategies that lead to stronger communication. The strategies include focusing on current behavior, focusing on behavior that can be improved, highlighting strengths in addition to the development areas, and being specific and descriptive.

Receiving of feedback applies on the hierarchal end of the organization in the quest to find out more information concerning the working reactions of the employees. The reflective thoughts and subsequent reactions are an integral drive in the effectiveness of the feedback system. The receipt of feedback comes in support of the well-being of the subordinates as they endure difficulties in the course of applying their skills and competencies for the benefit of the organization. The essence of the exercise is to extract crucial details on a personal level that could be vital in addressing issues that grieve employees and thereby affect their work output. The leaders' moves to source and receive feedback mark a lot of appreciation, upon which the grieving phase takes an upward turn, marking the turning point of the grief period. The receiving of feedback connects to the previous exercise to piece together the constituent exercise of the feedback system (Atwater, Waldman, & Brett, 2002). The exercise of receiving feedback ensures that the reflective reactions of employees are formally delivered to the legitimate people and positions for further processing and initiation of action-based planning to address the key issues of concern.

Receiving negative feedback could provoke strong reactions and emotions in the person not expected or not accustomed to hearing about their perceived areas of growth. Elizabeth Kubler-Ross was a doctor in Switzerland who spent a lot of time comforting and studying patients with terminal illnesses and their families (Fossum, 1989). Kubler-Ross's (1969) research included a cycle of emotional states that is often referred to as the Five Stages of Grief. These stages initially used to explain the psychology of those coping with their death or the death of a loved one, have frequently been applied beyond the morbid context, expanding into how people deal with receiving various kinds of undesirable or unexpected news (Magee, 2015). Organizational behavior consultants have adapted the Five Stages of Grief Model into a version for employees experiencing negative feedback on performance reviews or sudden changes, such as being laid off, or new organizational structures and policies (Proehl, 2001). In short, the stages of grief include: Shock (paralysis in the belief that something unexpected is happening); Denial (refusal to accept the reality); Anger (frustration at not meeting a bar of excellence or having to face the truth); Bargaining (the negation of alternatives and solutions to avoid the news); and finally, Acceptance (embracing what is happening, finding ways, to cope, and looking to move forward) (Kubler-Ross, 1969).

Soliciting feedback marks the epitome of the whole exercise of giving and receiving feedback to relevant persons and positions. The establishment of appropriate protocols and the sustenance of professional codes of sorting issues and delivering value marks a complete turn of the phase of feedback approach in an organization (Zenger & Folkman, 2012). The process of administering a feedback program has a mandate to fulfill, which is the paramount guide to the effectiveness of the feedback system. All types of feedback are an exercise that heavily relies on many psychological needs, and substantive fulfillment is of the essence in the assessment of the

methodology deployed to get the exercise going. It is necessary to render meticulous care in the course of sourcing feedback and subsequently applying it to develop individuals in the organization. An appropriate soliciting of feedback ensures that the relationship between leaders and their subordinates is fundamental to the operations of the organization (Waldman & Atwater, 1998). A successful giving of feedback ensures that the feelings of employees in the course of offering their skills and competencies to the organization is set to be monitored and that they will work through a plan to build endurance and supported in achieving optimum performance.

Taxonomies of Feedback

According to Waldman & Atwater (1998), the taxonomies of feedback are the definitive pillars along which the feedback approach seeks strength to deliver on its purpose and overall mandate. Taxonomies establish a functioning mechanism of the feedback by connecting the needs and roles of employees and leaders to achieve a significant relation (Zenger & Folkman, 2012). In the field of education, feedback is generally accepted as an important tool for enhancing learning (Voerman, Meijer, Korthagen, & Simons, 2012). Hattie and Timperley (2007) express that, "the main purpose of feedback is to reduce discrepancies between current understandings and performance and a goal" (p.86). Shute (2008) "[feedback] can signal a gap between a current level of performance and some desired level of performance or goal" (p.157). The type of feedback employees receive have a substantial impact on their performance. Scholars agree that well-constructed feedback is balanced and comprehensive – including praise, criticism, and a focus on the future about what actions and behaviors a person can demonstrate to grow (Johnston, 2004). The following taxonomies explain ways in which organizations traditionally provide feedback and describe methods for increasing achievement of the desired outcomes from feedback programs.

Evaluations and appraisals. Evaluation occurs when executives, managers, and subordinates are assessed on their success in meeting goals, objectives, or standard of success as measured by an organization. The data is then used for administrative decisions such as pay raises or promotions (Bracken et al., 1997). Evaluation provides a cause for a sequence of interrelated queries which are crucial in finding details, and subsequent handling of the development exercise of employees and leaders.

An organization is a 'living system' made up of human beings where it is necessary to understand the psychological, social, emotional, personality preference, life history, and relationship orientation of the people to be an effective participant in that system (Cheung-Judge & Holbeche, 2015). In a 360-degree feedback system, the essence of evaluation is to provide an assessment of the present people and structure against a profile of their extensive training and experience (Goe, Bell, & Little, 2008). Moreover, evaluation serves to find out the existence of deviation, the cause and the probable remedy for an improvement in performance for employees. Additionally, leaders attribute evaluations as a useful form of feedback in enhancing professional and personal performance, growth, and evolution. In traditional uses of 360-degree feedback approaches, evaluation is viewed as the primary pillar around which the management of a feedback process in an organization rests. Appraisal refers to the subsequent review of matching elements of skills, competence, and experience to the constituent details relating to a position. Zenger and Folkman (2012) established that appraisals consist of a mechanism aimed at providing consistency in performance by eventually ensuring that reflective reactions are incorporated into a development plan.

In a typical comprehensive feedback approach, the chance to establish a performance appraisal mechanism is paramount, and feedback ensures that consistent improvement is affected

to develop employees and the leaders as well. Performance appraisals and evaluations provide a mechanism for colleagues in close circles to respond to one another's work performances (Atwater, Roush, & Fischthal, 1995). Traditionally, performance appraisals and evaluations have involved superiors' evaluations of subordinates' behaviors; however, the use of subordinate appraisals (upward feedback) in the performance appraisal process is increasing (Bernardin, Dahmus, & Redmon, 1993). The evaluative nature of feedback can be difficult for managers to give and for subordinates for receive, causing both groups anxiety and stress (Jones & Bearley, 1996). Harvey (1994) pointed out several salient faults of performance appraisal systems. First, top-down appraisals are inherently flawed offering no validity or reliability in the observations of a single source. Managers might lack the skill to offer objective feedback, free of biases. Furthermore, the developmental strategies to help employees improve gets lots in appraisal systems. Finally, many traditional appraisal tools measure job performance goals, such as sales, targets, and these goals may not be linked to observable behaviors that influenced the performance outcomes (Harvey, 1994; McLagan, 1994). For the reasons of the flaws in traditional performance appraisals, Jones and Bearley (1996) make the case for the use of 360-degree assessments as a more comprehensive alternative.

Downward and upward feedback. Downward feedback is the transfer of feedback from superiors to their subordinates and is typically used in the form of job instruction – coaching on how to do a job with support along the way – and often included evaluations and appraisals on performance (Katz & Kahn, 1978). This is seen as useful so that employees know exactly what is important in their roles, what is expected of them, and how they are doing about meeting their goals (Katz & Kahn, 1978). This type of feedback was useful and the most popular during the industrial revolution of the United States where the workplace was characterized by autocratic

authority and few employee rights (Rogers et al., 2002). However, the problems of downward feedback did not engender from the imperious relationship between the manager and employee. The problems came from those managers who presented inconsistent, ambiguous, and random feedback that left employees perplexed about their manager's expectations and then criticized harshly when they did not meet them (Rogers et al., 2002). Katz and Kahn (1978) assert that while communicating to employees might seem straightforward in the mind of the speaker, it may not be to the receiver; one of the most common communication traps is assuming that once you have told everyone something, they understand exactly what you mean and will remember it forever. However, people will ignore, misunderstand, misinterpret, and forget what you have told them (Katz & Kahn, 1978).

Out of this phenomenon developed a human perception whereby a subordinate learned that to survive or succeed he or she must develop a heightened understanding of the personalities of those in positions of power over them (Harriman, 1974). One of the key traits of downward communication is that subordinates prioritize the personal interests of their boss before the company, which causes tension in employee morale and the achievement of company goals (Harriman, 1974). After the Second World War, organizational structures began to flatten, the economy began to flourish, and a focus on living a satisfying, motivating, and happy life also became coveted values in the workplace (Rogers et al., 2002). The origins of 360-degree feedback derive from the need to improve communication and satisfaction in the workplace by providing opportunities for subordinates to give feedback to their managers as well as on the conditions of their overall work environment, and suggestions for improvement, making them a more integral part of the decisions that impact their work (Rogers et al., 2002).

Upward feedback is feedback communication that is given by subordinates to their superiors (Atwater & Waldman, 2012). Upward feedback involves feedback to the manager about his or her behavior but also includes information regarding ideas for improvement, employee progress toward goals, feelings about one's job, and unresolved work issues (Rue & Byars, 1995). The way in which upward feedback is delivered lacks standardization and fluctuates based on the culture of an organization. The absence of structure for upward feedback can be a slippery slope if employees are in their manager's office daily with trivial complaints or suggestions. Employees must know what constitutes strong feedback and when and how to communicate it to their manager (Green & Knippen, 1999). On the other hand, a manager's personality and intimidating behavior could also deter employees from speaking when there are meaningful issues worthy of a manager's attention. Therefore organizations with strict hierarchical structures such as the military and police organizations, find more opposition to upward feedback by both managers – for fear of disrupting the chains of command – and their direct reports – for fear of retaliation (Atwater & Waldman, 2012).

While upward communication is necessary and beneficial when used strategically, many employees struggle with offering feedback to their managers because they may lack the skill or courage to do it well. Employees know they have no authority to influence a change in their manager's behavior or decision (Green & Knippen, 1999). Nevertheless, communication is important because individual performance improves when communication with a manager is effective (Snyder & Morris, 1984). Due to the benefits of upward feedback, interest continues to grow among practitioners in using this mechanism for development as a tool to increase managerial effectiveness (Atwater et al., 1995).

Three-hundred and sixty-degree feedback has been a popular tool for soliciting formal and structured feedback from upwards, downwards, and across hierarchical team structures as well as from oneself (Atwater &Waldman, 2012). Delivering negative or constructive feedback can be challenging, so having an anonymous tool helps to alleviate stress from embarrassment for employees who have a difficult time delivering feedback face to face and helps managers provide meaningful feedback to employees based on the company's objectives and not personal interest (Atwater & Waldman, 1998). However, employees must be careful to not go overboard because being too harsh can raise negative emotions among team members, causing the 360-degree feedback to be useless. Brett and Atwater (2001), suggest that employees receive training on how to note the job performance and behavior that impact job performance rather than personal attacks. How feedback is framed significantly influences how a person will react emotionally and cognitively to the data (Ilgen & Davis, 2000). Three-hundred and sixty-degree feedback works best when it's being used for the manager's use for growth and team development (London, 2001). Open-ended questions used for soliciting detailed feedback are helpful especially when raters can provide solutions and strategies to the concerns they raise (London, 2001). The highest impact on behavior changes occurred when managers and top leaders worked with a coach to interpret their results and develop action plans (Smither, London, Flautt, Vargas & Kucine, 2002). One of the biggest contributions of 360-degree feedback is that it clearly distinguishes among levels of performance than do single-source measures (Atwater et al., 1995). Many organizations find that single-source processes provide outrageously inflated or negative evaluations. Multi-source assessments are substantially better at distinguishing high, medium and low performers, enabling appropriate end to automatic entitlements of rewards and recognitions or fear of unwarranted harmful consequences (Atwater & Waldman, 2012).

Existing 360-Degree School Leadership Assessments

VAL-ED Assessment of Leadership in Education (VAL-ED). The creators of the VAL-ED assessment saw a need for an effective tool to assess a principal's work and develop them as leaders (Porter et al., 2008). Porter et al. (2008) opine that until the development of VAL-ED, salient features of principal leadership development included testing for licensure, program accreditation, attending professional development workshops, and coaching and mentoring. VAL-ED creators aimed to fill a gap of providing a scientific, psychometrically tested tool for assessing and monitoring the performance of school leaders. VAL-ED uses 360-degree feedback from teachers, principals, and supervisors and assesses behaviors researched to be linked to an increase in student achievement which is defined as improvements in test scores, attendance, graduation rates, and college enrollment (Goldring, Porter, Murphy, & Elliot, 2009). The assessment was developed by researchers at Vanderbilt University, funded and supported by the Wallace Foundation, and licensed by Discovery Education (Goldring et al., 2009). VAL-ED's framework captures 72 leadership practices under six core competencies including: creating high standards for student learning, providing quality instruction, offering a rigorous curriculum that is available to all students in core academic subjects, creating a culture of learning and professional behavior, staying connected to external communities, and implementing collective accountability for academic and social learning goals. Survey respondents provide effectiveness ratings that range from one (ineffective) to five (outstanding). The survey gives simple instructions for implementation and tips for the administrators such as "teachers must be guaranteed that their responses are anonymous" (Goldring et al., 2009, p. 15). The VAL-ED is designed to be a summative assessment (Kelley & Halverson., 2012). Summative assessments typically measure a person's competence over an extended period and

typically provide no opportunity for remediation or development; formative assessments are completed in short integrals and guide a plan for further growth and development (Condon & Clifford, 2010; Ende, 1983).

Balanced Leadership Profile, McREL. The Balanced Leadership Profile is a 360-degree tool designed to gather information about the leadership of school principals from the principals, teachers, and the principal's supervisor (McREL, 2017). The assessment is based on the research of Marzano, Waters, and McNulty's (2005) research reported in the book *School Leadership that Works*. In the book the researchers answer four questions: (a) Does principal leadership have an effect on average student achievement in school? (b) Are there specific leadership responsibilities that, when fulfilled skillfully, correlate with student achievement? (c) What practices do principals use to fulfill leadership responsibilities? and (d) What is the variation in the relationship between school leadership and student achievement? Stated differently, do behaviors associated with strong leadership always have a positive effect on student achievement? The answers to those questions were assembled into a 92-item survey that assesses 21 school leadership traits (Marzano, Waters, & McNulty, 2005). The assessment is designed for formative purposes to improve performance, not an evaluation tool (Kelley, Blitz, Salisbury, Dikkers, & Clifford, 2012; McREL, 2017). At the completion of all the surveys, the principal will receive a report with multi-dimensional feedback and online resources related to areas of growth so that the principal can take action on improving in key areas (McREL, 2017).

National Association of Secondary School Principals (NASSP) Leadership Skills Assessment. The NASSP Leadership Skills Assessment is an online 360-degree survey that focuses on competencies in four domains: instructional leadership, resolving complex problems, communication, developing self and others (Kinney, 2008). The assessment's rated priorities

were based on interviews with teachers and administrators in pilot school districts (Hersey, 1982). At the completion of the 67-item survey, the principal or school leader receives a detailed multi-dimensional report and can download a guide that can be shared with a coach or mentor to establish a plan for professional development (Kinney, 2008). While the professional development plan can be used internally, the NASSP does not provide direct online links or tools that specifically relate to the individual's areas of growth. A principal or school leader would need to be skillfully proactive and independent in finding their own resources, use the help of an internal or external coach, or take advantage of professional development courses provided by NASSP through their partnership with McKinsey in the McKinsey Management Program for School Leadership, online webinars, on-site professional learning, national conferences, and multimedia toolkits (Hersey, 1982; NASSP, 2017). The NASSP assessment is also designed for formative purposes (Kelley & Halverson, 2012).

Comprehensive Assessment of Leadership for Learning (CALL). CALL is a "360-degree, online, formative assessment for middle and high school leadership" (Kelley et al., 2012, p. 2). Call captures the leadership practices and school cultures in 115 survey items across five domains including a focus on learning, monitoring teaching, and learning, building nested learning communities, acquiring and allocating resources, maintaining a safe and effective learning environment. The call survey was designed to examine the leadership practices of formal and informal leaders in a school, not just the principal (Kelley et al., 2012). The distributed model of leadership (leadership responsibility among all staff and not one central person) is beneficial in helping teams make decisions about delegating responsibility. For example, if the survey results show that an assistant principal is strong in instructional leadership, a principal might choose to entrust more of that responsibility to the assistant

principal (Kelley et. al, 2012) The CALL survey was supported by a grant from the U.S. Department of Education and developed and validated at the Wisconsin Center for Education Research. Like the other assessments, the CALL feedback report is multi-dimensional. First, ratees will receive a comprehensive report on how they were rated on each of the five leadership domains, next they receive information and resources related to each domain for self-directed learning, and finally there is advice for specific and actionable steps the ratee can take to improve in order to increase the effectiveness of his or her team (Kelley & Halverson, 2012).

G360 Surveys ™. The G360 surveys are an innovative contribution in implementing a 360-degree feedback mechanism in organizations from diverse industries. The surveys, developed by two Vanderbilt University professors, are a 48-item questionnaire that assesses sixteen core competencies clustered into four main pillars of leadership: personal character, interpersonal skills, problem-solving skills, leadership skills (G360 Surveys, 2017). The four areas that the study concentrated on include personal qualities that comprise competencies such as ethical behavior and integrity, among others, and interpersonal skills that consist of competencies such as social awareness, effective communication, and respect for others (Buhrmester, Furman, Wittenberg, & Reis, 1988). Problem-solving skills include competencies such as the ability to face, analyze, and come up with suitable ways of facing challenges or resolving conflicts. The leadership skills element, on the other hand, is associated with coordination, encouragement, initiative, and optimism.

Raters indicate the degree of agreement with each item using a Likert-type scale ranging from one (*strongly disagree*) to five (*strongly agree*) (Griffith, 2015). Raters also give a general assessment of both the strengths and weaknesses of a ratee while presenting practical suggestions for improvement that should be implemented in the open-ended comments section.

The survey is administered entirely online and is designed to take around five to 15 minutes to complete depending on how much qualitative feedback a rater provides (Griffith, 2015). G360 surveys are also normative in nature meaning participants can compare their national percentile ranking among other participants as well as their scores to the average of their peers, supervisors, and subordinates in their organization. A chart will also summarize their overall high scores, low scores, hidden strengths (areas in which ratees rated themselves lower than the group), and blind spots (areas in which the ratees rated themselves higher than the group) (Griffith, 2015). G360 Surveys™ offer several surveys, including the: *G360 Emerging Leader Survey, G360 Team Survey, G360 Manager Survey, G360 Clinical Leader Survey, and G360 Store Manager Survey* (G360 Surveys™, 2016). Each survey in the G360 platform distinctively adopts important features in considering what is essential to achieve particular leadership goals.

Summary of Instruments

Aside from VAL-ED one key difference between other existing school leadership assessments and the G360 Surveys ™ are that the aforementioned tools primarily focus on leadership task, knowledge, and characteristics of leadership whereas the G360 Surveys™ focus on leadership behaviors. For example, questions in common surveys might ask respondents to rate statements such as “I articulate a clear vision for the school and its efforts related to teaching and learning” (NASSP, 2017); whereas the G360 survey items assess traits such as “is intimidating; or, listens intently to others when they are speaking” (G360 Surveys™, 2017). Instead of focusing on opinions about leadership, the G360 survey design captures feedback on leadership practices that impact the distribution of leadership practices among other staff members. Also, all of the assessments are formative in nature except for VAL-ED which is

summative (G360 Surveys™, 2017; Kelley et al., 2012). One similarity among all the VAL-ED, Balances Leadership Profile, NASSP, and CALL tools, is agreement that: (a) principal leadership matters to school improvement, instructional excellence, and school improvement (Elliott & Clifford, 2014); (b) traditional state and district mandated evaluation systems focus heavily and too narrowly focused on compliance with policies and rules; (c) a need for formative assessments and feedback is key to helping school leaders in their growth and development to achieve summative results (Condon & Clifford, 2010); and (d) 360-degree assessments that have been psychometrically developed and tested for validity and reliability are effective tools for helping school leaders (Condon & Clifford, 2010; Hersey, 1982; Kelley & Halverson, 2012; Kinney, 2008). The G360 Surveys™ are in alignment with these philosophies but do not yet have a survey designed specifically for school leaders; the scope of leadership is for people with formal and informal leadership roles who manage others and have an impact on people and organizational outcomes (G360 Surveys™, 2017).

It is important to note that the intent of this research is not to prove that the G360 Surveys ™ are better or more effective than other existing tools. The G360 Survey is a fairly new tool, and the researcher aims to explore the attitudes, views, and opinions of individuals, towards 360-degree feedback using the G360 survey and the effectiveness of the G360 surveys in providing meaningful data for leadership development for K-12 school leaders. This research is not meant to propose a dogmatic attempt in promoting the G360 Surveys™ as the optimal tool for 360-degree program implementation but rather explore the benefits in it being a viable option in the existing collection of resources. Nevertheless, the G360 Surveys™ might provide competitive and niche alternatives to existing school 360-degree instruments by offering differentiated levels of 360-degree feedback. For example, the emerging leader G360 assessment can be used for

teachers or staff members who desire to attain a formal leadership position in the future and want to identify key strengths and growth areas that would prepare them for the responsibility of managing teams. This research, which functions to improve managerial effectiveness through self-awareness, provides an opportunity for employees without formal authority, to speak up about their concerns, opinions, and feelings on issues that impact their jobs. The G360 is expected and assumed to have a meaningful impact in achieving that purpose.

In the context of public schools, the essence of the performance review is essential and has been emphasized as a core component in the improvement of learning among secondary education leaders. Leadership and performance reviews in public schools are some of the numerous applicability areas of the versatile G360 Surveys™. Public schools pose a need to keep track of the effectiveness of the teaching staff and school leaders and need a comprehensive and versatile platform to aid in their development (Pierce & Maurer, 2009). The focus on improvement of teachers' performance, therefore, depicts splendid news in the course of imparting relevant qualifications and competencies to learners (Pierce & Maurer, 2009). A higher number of students are enrolled in public schools every year compared to private schools, and the welfare of the public is at stake concerning the current performance of teachers in public schools (Pierce & Maurer, 2009). Keithwood, Louis, Anderson and Wahlstrom (2004) found that leadership matters – a great deal. In fact, "it is second only to teaching among school-related factors in its impact on student learning" (p. 5).

The incorporation of the G360 surveys platform in the performance review of teachers and leaders in public schools is built on the need to establish a system that users can simply interact with, as well as the versatility of the features portrayed by the platform. Keithwood, Louis, Anderson and Wahlstrom (2004) noted that instructional leader has been a term used in

the education field for decades, but that term does not encompass as set of clearly defined leadership practices. Zenger and Folkman (2012) established that the G360 survey platform provides an avenue to streamline and significantly improve the outlook of public schools by implementing proper means to suit the performance delivery mechanism. The effectiveness of the G360 survey platform in public schools is a matter of concern, citing the direct correlation between teachers' performance with the subsequent performance of the learners (Pierce & Maurer, 2009). It is thus imperative to inquisitively look into the efficacy of G360 survey in the scope public schools and eventually establish the overall effect in improving the performance of the leadership staff in order to enhance the overall institutional structure.

360-degree Feedback and 21st Century Leadership

The 21st century workplace will be known as the innovation age where brains will be more valuable than physical human labor which is rapidly being replaced by technological machinery (Judy & D'Amico, 1997). The operating environment of the 21st century will advance at increasing speeds, and entail multifaceted and convoluted issues, and uncertainty (Geissler & Krys, 2013). The top performing and highest paid jobs will go to U.S. citizens with many basic manufacturing needs reserved for overseas workers (Judy & D'Amico, 1997). As the need for high-performance organizations becomes more commonplace, the roles of leaders in these organizations will be more varied and complex. The new roles and competencies needed for success will manifest into multi-dimensional approaches to leadership. The 21st century leader will recognize that his or her legacy will be primarily based on how he led his or her direct reports to success and developed others by distributing leadership across hierarchical layers in the organization (Bennett, Wise, Woods, & Harvey, 2003). Today leaders must understand how to transition from manager to mentor and from commander to coach to build high-performance

growth and development (Davies, Ellison, & Bowring-Carr, 2005). Successful leaders will be seen as those who can inspire the people over whom they have authority and replicate good leadership practices in multiple teams across many regions of a multi-layered organization (Greenberg & Baron, 2003). These new roles for leaders include (Pasmore, 1998):

Steward/Servant/Covenant Leader. The role of leader uses "we" instead of "I"- or "you." This person is observant of him or herself and reinforces and supports the work team. He also provides and seeks feedback, and encourages group communication. This leadership style gives inspiration for what is possible, embedding conversations and decisions in the organization's core values versus reliance on rules and procedures.

Facilitator/Process Consultant. The leader helps others think about and communicate their thoughts. Part of this role means understanding what is happening from a holistic perspective and serving as the ultimate thought-partner to help team members find solutions to problems rather than providing them. This person understands processes, but pays close attention to the unique strengths and working styles of team members and consults them on how to capitalize on their talents.

Liaison/Link Pin/Network Builder. This leader will have to bring both external and internal working groups together to solve problems or accomplish tasks. An example may be an executive bridging board decision with the day to day operations of the team and helping all stakeholders build meaningful relationships.

Integrator/Innovator/Decision Maker. The leader must be able to integrate and synthesize information, from various sources and provide a unified yet simplified source of data and material for his or her team. Moreover, he or she must approach problem-solving in innovative ways that allow for group participation and input.

Conflict Manager/Relationship Builder. As organizations grow, an increase of diverse worldviews and ideologies will ensue, possibly leading to an increase of group conflict. Leaders will need to develop skills to manage conflict productively, build cooperative relationships, and make decisions that honor multiple perspectives.

Transformational Leader. Transformational leadership involves identifying the needed change within an organization, creating a vision to guide the change by inspiring and motivating the people affected by the change and executing the change together with the followers (Bass & Riggio, 2006). Transformational leaders often lead by example, whereby they use strategies such as empathy, rapport, and motivation to inspire followers toward achieving remarkable results (Bass & Riggio, 2006). Transformational leadership gives employees greater autonomy in making decisions, which further promotes creativity among followers (Printy & Marks, 2006). Hence, transformational leadership may be needed in situations requiring successful delivery of a program or project, leading and managing change and organizational transformation, and in increasing organizational productivity by improving individual performance (Bass & Riggio, 2006).

Transformational leadership entails four key qualities, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Idealized influence refers to the ability of leaders to generate confidence among their followers, which is critical in driving organizational change. In this case, transformational leaders use their position to achieve organizational goals by utilizing the people's potential rather than pursuing their personal interests. Inspirational motivation, on the other hand, refers to the leaders' ability to motivate and inspire followers toward adopting the desired behavior (Bass & Riggio, 2006). Additionally, intellectual stimulation involves the role of the transformational

leaders in constantly searching for new knowledge regarding the change process, teaching such knowledge, and promoting the generation of new ideas through the creativity of the followers (Bass & Riggio, 2006). Finally, individualized consideration involves building trust within the organization through diagnosing the needs, values, and abilities of the followers.

Recent research on employee performance under the transactional and transformational leadership styles indicates that employees are likely to perform better under the transformational leadership style compared to the transactional leadership style (Evans & Lindsay, 2008). The factors that contribute to better performance under transformational leadership include the creation of higher levels of enthusiasm and optimism among employees toward achieving organizational goals. Moreover, transformational leadership promotes creativity and an attitude of believing in one's capabilities, which enables employees to realize their potential with confidence, further inspiring them to work harder (Evans & Lindsay, 2008).

Why strong leadership matters. There is an unsurprising correlation between the skills and temperament of a manager and the impact on a worker's job performance (Keashly & Neuman, 2004; Namie & Namie, 2000; Rayner, Hoel, & Cooper, 2002). In a study conducted by Zenger and Folkman (2012), of 2,865 leaders in a large financial services firm, they found that the levels of satisfaction, engagement, and commitment were the worst for workers who had the worst bosses. However, bosses that received high rankings on the 360-degree assessments also had employees who reported being very happy, engaged, and committed to their jobs. Such findings were not unique to this firm. Zenger and Folkman (2012) found the same patterns using the same studies in various industries across five different countries.

Harvey, Stoner, Hochwarter, and Kacmar (2007) report a host of adverse side effects from workers who have poor bosses. Employees who work for bad bosses are less likely to take

on additional tasks, care less about the quality of their performance, and are more likely to steal or take time off (Harvey et al., 2007). As for emotional well-being, employees with bad bosses are also more likely to suffer from exhaustion, nervousness, depression, and low self-esteem (Harvey et al., 2007). Organizations also suffer as a result of poor management and low employee engagement. Factors including high turnover rates, employees taking time off work, medical bills, and lowered productivity cost US businesses around $300 billion annually (Smith, 2016). Three hundred and sixty-degree feedback helps to combat distress in the workplace by helping leaders understand how they are perceived from multiple perspectives (Armstrong, 2009).

Three hundred and sixty-degree feedback can also be a powerful intervention tool to increase awareness of the importance of aligning the leadership behaviors needed to increase individual and organizational performance (London & Beatty, 1993). Three hundred and sixty-degree feedback will also help members of the HR departments, senior leadership teams, or external consultants create customized coaching and development plans for managers or employees who might be flagged as displaying detrimental workplace behaviors (Armstrong, 2009). Fundamentally, the principle focus of 360-degree feedback is to offer assistance to employees so that they can reflect on the skills and contributions of their teams and organizations in areas of “teamwork, interactive communication, management, contribution, work habits, interpersonal interaction, accountability, vision,” and additional skills related to leadership (Basu, 2015, p. 50). To the contrary, the 360-degree programs are not training courses for the employees but rather are an instrument that illuminates the ground reality of each employee’s situation in the workplace (Basu, 2015).

Modern roles of leadership require people with multidimensional, versatile competencies (Karoly & Panis, 2004). In order to become an effective leader, people will need to develop the necessary skills. A 360-degree approach to leadership development helps identify and develop the abstract, interpersonal, emotionally intelligent skill gaps of employees who currently or will desire to serve in a leadership position (Hess & Bacigalupo, 2013; Roy, 2015).

The Need for 360 Degree Leadership Development

According to the Center for Creative Leadership (Hernez-Broome & Hughes, n.d.), there has been an explosion of interest in leadership development during the past 20 years. Leadership development entails the act of leaders developing and implementing a valuable and well-planned feedback program including the adoption, implementation, monitoring, evaluation, and appraisal processes (Tornow & London, 1998). Wibbeke and McArthur (2008) opine that the level of a leader's awareness largely determines the quality of his or her performance. "When the 75 members of Stanford Graduate School of Business' Advisory Council were asked to recommend the most important capability for leaders to develop, their answer was nearly unanimous: self-awareness" (George, Sims, McLean, & Mayer, 2007, p. 133). Self-awareness is about knowing who you are, what you stand for and what you value while also maintaining and external understanding of how others view us (Eurich, 2018). Self-awareness also involves one's own cognitive and emotional states, core values, beliefs, preferences, and biases (Wibbeke & McArthur, 2008). Goleman (1995) also suggest that self-awareness might be the most important Emotional Intelligence competencies noting that this skill meaning being in tune to one one's behavior impacts other people. However, Wibbeke and McArthur (2008) warns against using self-awareness dangerously noting that it is not a device for self-loathing, judgement, or even

pride. Rather, self-awareness is a means to enhance one's "intentionality, higher order thinking and interpersonal skills" (p. 100).

Gurdjian, Halbeisen, and Laneis (2014) explain that most leadership develop programs fail because they might heighten our awareness of our behavior patterns but they do not reliably produce long-term change in our psyches or our conduct. As a result, fundamental behavioral change is rare, and program participants commonly revert to old behavior patterns within weeks Gurdjian, Halbeisen, and Laneis. Still, Gurdjian, Halbeisen, and Laneis find that self-knowledge about one's behaviors and actions rather than their style along with personalized mentoring and coaching can have a positive impact on leadership development. Taylor (2006) explains that "It is advantageous for organizations to better understand what exposes an employee's current capabilities and unleashes human potential. Such benefits can be realized by accessing the real self" (p. 643). When 360-degree feedback is done well, it can instigate a strong sense of self-awareness and a positively transformational outcome on the lives of employees and the entire organization (Zenger & Folkman, 2012). The involvement of leaders in organizing and participating in 360-degree feedback marks the presence of authority and power; hence, providing assurance of a well-run program that would be beneficial to all parties. A 360-degree feedback process aims at inclusive engagement irrespective of the position to ensure that the ultimate goal is achieved on time and efficiently (Pierce & Maurer, 2009). Leadership development and follow-up coaching, therefore, has an integral part in the success of 360-degree feedback implementation as leaders' act as advocates for employee worries, concerns, and new ideas.

Contemporary expectations of organizational leaders. In 2014, four organizations that study the US workforce partnered together to survey over 400 employers across the United

States. Survey participants discussed the skills that employees need to succeed in the workplace. The survey results outlined the top technical knowledge skills—academic knowledge such as reading comprehension and basic mathematics—and applied skills—the skills needed to apply technical knowledge and perform with other people (Casner-Lotto & Barrington, 2006). Still, while the basic knowledge skills were viewed as important to performing the jobs, the applied skills were deemed to have a greater value and impact on overall success at work (Casner-Lotto & Barrington, 2006). Figure 3 below shows an outline of the most desired basic knowledge skills and applied skills revealed by survey participants.

Basic Knowledge Skills	Applied Skills
1. English Language (reading, writing, and spoken) 2. Mathematics 3. Science 4. Government/Economics 5. Humanities/Arts 6. Foreign Languages 7. History and Geography	1. Critical Thinking/Problem-Solving 2. Oral Communication 3. Written Communication 4. Teamwork/Collaboration 5. Diversity 6. Information Technology Application 7. Leadership 8. Creativity/Innovation 9. Lifelong Learning/Self-Direction 10. Professionalism/Work Ethic 11. Ethics/Social Responsibility

Figure 3. Basic and Applied Job Skills. From "Are They Really Ready to Work?" by Casner-Lotto and Barrington, 2006, Washington, DC: Partnership for the 21st Century.

21st Century Workplace Skills

Managing large organizations in the US and all over the world have become tough in recent times, following global mega trends, such as globalization, climate change, and the rapid rate of technological breakthroughs, among others (Karadağ et al., 2015). Hence, organizations in the US need to transform if they are focused on surviving in the highly competitive and dynamic global market. The transformation requires a significant change in the way organizations manage their daily operations. However, the change process is difficult to implement since it is often faced with significant resistance from workers, among other

individuals in the workplace (Karadağ et al., 2015). As previously noted, the US economy requires implementing a transformational style of leadership, which is critical in motivating workers toward the desired change in organizations, including product and service diversity, adapting emerging technologies, and promoting the needed creativity to enable organizations to compete effectively at the global level (Allen, Grigsby, & Peters, 2015).

The workplace has changed due to trends such as social networking, workforce diversity, remote working, advanced communications, and the introduction of new tools and technology (Ouye, 2011). The 21st century is regarded as the information age and requires a different set of workplace skills for success and improved productivity (Weisbord, 2004). Those skills primarily include digital literacy, creative thinking, effective communication, multidisciplinary and complex problem-solving, and flexibility and adaptability.

Digital literacy is one of the needed workplace skills for success in the 21st century. Digital-age literacy encompasses skills and knowledge in the use of digital devices, such as PCs, and in complex communication and production systems. It has several components, including technological literacy that entails understanding technology and the ways it can be used innovatively to make an organization successful. Information literacy requires the ability to access, put to use, and determine the credibility of information (Beetham & Sharpe, 2013). Interconnectedness, which brings people across the globe together, is also an important aspect of digital literacy skills. Such skills help individuals in processing information, analyzing volumes of data, and making good decisions on business practices and models.

In the 21st century workplace, success is achieved mainly through the routine of inventing new ways of doing things, which makes creative thinking another imperative workplace skill (Jerald, 2009). Gibson (2015) explains that creative thinking is not an inherent characteristic of

humans; rather creativity occurs out of the need to come up with innovated ideas, solutions, and concepts that will help one to survive in his or her environment. Casner-Lotto and Barrington (2006) argue that inventive and creative thinking requires risk taking, which can impose on the comfort zones of organizations to cover problems within the external environment through innovative solutions.

Furthermore, the 21st century workplace encompasses multiple languages and cultural and geographic boundaries, making authentic, consistent, amiable, and mutually beneficial relationships incredibly desirable (Jerald, 2009). In order to build these authentic relationships, the art of effective communication and collaboration is especially critical to organizational and individual success (Trilling & Fadel, 2009). Effective communication and collaboration, therefore, entails the ability to communicate to various groups of people and appreciate diversity regarding different cultural beliefs and practices, as well as the nature of competing ideologies and philosophical beliefs (Belasen & Rufer, 2013). Griffin, McGaw, and Care (2012) argue that effective communication and collaboration helps in fostering the spirit of togetherness, which helps in improving interpersonal skills and the ability of individuals to appreciate diversity. It is crucial as it helps develop connections in the workplace, which presents a common and united team focused on achieving organizational objectives.

Multidisciplinary and complex problem-solving skills are also ingredients for success in the 21st century workplace. These skills are critical in helping individuals solve complex problems through analytical and logical thinking. Problem-solving skills give one the ability to see problems before they occur, think through creative alternatives and solutions, and explore a new range of options if the solutions do not succeed (Von Hippel & Von Krogh, 2013). Teamwork can also be viewed as part of the skills needed. Organizations have appreciated the

need for employees to work together in groups because of the associated benefits, such as the easy achievement of organizational objectives. Working in teams helps in improving performance-oriented productivity, although teams must have appropriate strategies and mechanisms of handling conflicts for them to succeed (Pellegrino & Hilton, 2013).

It is evident that today's workplace setting is changing at a high pace; hence, the need for employees who have the ability to adapt to these changes and embrace new ideas naturally and at a faster rate (Ouye, 2011). Dede (2010) mentions that one benefit of the aforementioned skill sets is that individuals must learn to accept and cope with change and increase their adaptability to the changing nature of the workplace. Arguably, the 21st century has seen an increase in the level of business competition, which implies that organizations must devise creative ways of remaining competitive (Ouye, 2011). The best way to achieve this is to have the ability to respond to changes in the market environment, which requires employees to be ready for changes. In addition, it requires a well thought out change management process that does not disrupt the normal way of doing things in the organization.

Emotional intelligence. A final but vastly important 21st century workplace skill is emotional intelligence. Goleman (2011) defines emotional intelligence as the capacity to recognize and handle the emotions of oneself and those of others. It includes three skills, which include the capacity to calm down other individuals while at the same time controlling one's impulses, managing stress, and keeping one's composure when faced with difficult and complex problems (Goleman, 2000). The second skill is to demonstrate emotional consciousness through the identification of self-emotions and those of other people. The third skill, according to Goleman (2015), is the capability to connect emotions and relate them to tasks like solving problems and critical thinking. Being emotionally intelligent does not mean that a leader is

happy or pleasant all of the time; rather, it is the ability to be sensitive to the needs of other people while managing one's own feelings and expressions effectively and appropriately (Gray, 2009).

Emotional intelligence is crucial to the success of a workplace in the 21st century because it is another means of being smart. Cote (2014) argued that every organization uses the competence model whereby methodical analysis is conducted to establish the skills that can be used to bring high performance. Therefore, emotional intelligence is important because it shows that one is adaptable to new environments, demonstrates better conflict management skills, and is paying attention to accomplishments (Goleman, Boyatzis, & McKee, 2004). Emotional intelligence portrays skills such as self-management, relationship management, self-awareness, and social awareness that act as the core elements of making an individual exceptional in the workplace (Goleman et al., 2004). The competence skills build genuine relationships based on respect to others thereby bringing success to the workplace.

Many appraisals have been conducted to assess the emotional intelligence of both employees and management, but the most common and effective one is the 360-degree feedback survey (Hageman, Ring, Gregory, Rubash, & Harmon, 2015). One of the uses of the 360-degree feedback survey is to improve self-awareness and other components of emotional intelligence. In self-awareness, individuals are taught how to be aware of their emotions, their outcome, and the effect they have on other people (Hageman et al., 2015). The survey also promotes self-esteem by being open to productive criticism without making the individual self-protective (Hageman et al., 2015). It is also directed toward solution-based optimism whereby it maintains a sense of viewpoint and serenity when individuals are under pressure. As mentioned by Hageman et al. (2015), the components of emotional intelligence that are being promoted by the 360-degree

feedback survey are important tools that contribute to understanding how to manage the emotions of others and of oneself in a workplace.

George (2015) contends that 21st century leaders are authentic leaders who bring people together around a shared mission and values and empower them to lead, in order to serve their customers while creating value for all their stakeholders. George further agrees that leadership in this century must change from the all-powerful leader at the top model in the 20th century because the nature of people has changed. In fact, due to technology offering vast and free access to knowledge many employees are more knowledgeable about their jobs than their bosses, and they want to lead from where they are, not wait ten to 20 years for a promotion (George, 2015).

The G360 Surveys™ present a solution to this sense of urgency to build a more competent and skilled 21st century workforce. The rated G360 leadership competencies include four primary pillars of leadership with four sub-competencies in each pillar.

Personal Qualities	**Interpersonal Skills**
• Integrity • Loyalty • Work Ethic • Self-Awareness	• Approachability • Social Awareness • Communication • Conflict Management
Problem-Solving Skills	**Leadership Skills**
• Problem Analysis • Creativity • Decision Making • Continuous Improvement	• Motivating Others • Execution • Directing Others • Developing Others

Figure 4. G360 Leadership Competencies. From *Sample Emerging Leader Report* by G360 Surveys, Inc., 2016, p. 2.

One limitation of the G360 survey™ is that it does not assess technical skills related to industry-specific needs, such planning effectively for lessons, to be assessed, but the survey can overcome this limitation easily. First, the G360 surveys can be customized to meet the specific

interests and needs of an organization. Second, if a company chooses to utilize the pre-developed survey tool, other skills can be uncovered through the sub-competencies, open-ended feedback, and personalized coaching. For example, if a manager is rated low on "developing others" in the leadership development pillar, it might be revealed that the manager does not have the knowledge or skills needed in that area to train his or her team adequately. Through this discovery process, the manager can then create a plan with the organization's administrative team to take advantages of pertinent courses and training programs that would allow him or her to improve their effectiveness.

G360 surveys™ present a unique opportunity to close employee education and competency gaps. For most of the twentieth century, the United States was considered to have the best-educated workforce in the world; unfortunately, that is no longer true. Thirty years ago, the United States boasted claims to 30 percent of the world's population of college students. Today, due to our international counterparts receiving more and better educational options, that proportion has fallen to 14 percent and is steadily decreasing (National Center on Education and the Economy, 2008). This essentially means that fewer people are entering corporations ready to take on the job responsibilities and the emotional intelligence competencies needed to be successful in a global economy. Companies may have a larger responsibility to develop meaningful training programs that target individual needs. The G360 surveys™ will allow companies and people to identify those gaps and attain the information needed to develop meaningful coaching and development programs.

Emotional intelligence and school leadership. In the United States, nearly 90,000 principals work with 3.5 million teachers to create optimal learning experiences for students (Elliot & Clifford, 2014). Principals have significant influence on teacher development and

retention, student outcomes, and community engagement because of their leadership practices (Elliot & Clifford, 2014). Traditional research suggests that principals are not successful because they lack instructional leadership; however, performance assessment and feedback are crucial elements of success that are missing in principal professional development (Elliot & Clifford, 2014). The majority of school leadership research examines the link between a principal's skill in curriculum and instruction and student achievement (Gray, 2009). However, more attention is needed in understanding the behaviors, emotions, and feelings administrators emit in the workplace (Gray, 2009). This is because to be effective in one's cognitive ability to produce results, it is important to be able to work cooperatively with others by understanding the needs, values, and goals of others (Nelson & Low, 2003). Therefore, in the field of education, principals should be skilled in using emotional intelligence to lead their staff in achieving the goals of the school in the local community as well as national education policy practices (Brinia, Zimianiti, & Panagiotopoulos, 2014). Education management requires both a science and an art: getting results through tasks and building relationships with people to achieve a comfortable school climate and goals and professional expectations (Brinia et al., 2014). A well-run, high achieving school can attribute its success in part to having a leadership team that frequently engages the school staff in an intensive feedback and developmental processes for team and individual short and long term goals and objectives (Goleman et al., 2004).

McCauley and Van Velsor (2004) established that the core attribute of demonstrating effective leadership rests on extensive interaction with other subordinate staff. Unlocking employee capabilities despite one's position or rank in an institution are essential in delivering sublime performance from each employee (Riggio, 2009). Admirable school leadership practices ensure massive improvement in performance not only of the teaching but also the non-teaching

staff (Allen et al., 2015). School leaders hold the key to the evolution of the school and give teaching and learning a new appearance that sets the benchmark for others to follow suit in the future. It is under the leadership of school heads that revolutionary change in all aspects of students' and teachers' performance takes place (Network for Public Education, 2016). Holistic feedback is essential in the context of the school leadership to implement and engineer a process of development in the learning institutions. In most cases, if not all, school leaders play an integral role in leading a flock of staff and students into unlocking valuable capabilities to boost their performance and eventually achieve development. The G360 Surveys™ are one tool that could help schools achieve this endeavor.

Conclusion

The review of the literature illuminated salient information that assists the researcher in designing and implementing a successful 360-degree feedback program. The purpose of this literature review was to establish a conceptual foundation for this research by presenting: (a) the theoretical positions and research relevant to leadership, self-awareness, and organizational development; (b) clarifications and advocacy for the use of the G360 Surveys™ as the mechanism for 360-degree program implementation; (c) explain the need and purpose this research as it relates to school settings; and (d) understand the best practices required to prepare and execute a successful research study.

The literature summarizes the benefits and disadvantages of 360-degree feedback serving as a comprehensive guide for researchers and organizational leaders to make informed plans for intruding 360-degree feedback programs in their institutions. The literature does not indicate a suggested strategy or format for creating a 360-feedback instrument, but research on the G360 Surveys™ explains the scientific process and authenticity tests the creators applied to ensure that

the surveys were valid and reliable for its users. There is a clear association of self-awareness in building stronger transformational leadership skills and other 21st century workplace competencies. Research also supports 360-degree feedback programs as being an avenue to develop self-awareness but is stronger when paired with purposeful follow-up coaching and individualized mentorship.

Chapter Three: Methodology

This was a non-experimental study that aims to investigate participant perceptions of 360-degree feedback using the G360 Emerging Leader Survey. This chapter begins by describing the nature of qualitative and quantitative research. Quantitative data will be collected through the ratings from the Likert scale items and participant characteristic questions on the G360 Feedback and Reactions Questionnaire. The features of qualitative research are introduced as the method used to probe for information found in the feedback and reactions questionnaire using a focus group method with the primary research group. This study will present the responses of secondary education leaders as they reflect on the role that the G360 Surveys™ played in their experiences with organizational culture, management behavior, and leveraging diverse employee voices.

This chapter then discusses the research questions and the strategies used to identify and interview the research participants. This chapter includes a section describing how the human subjects involved with the research were protected. Chapter three also explains, in detail, the methodologies used to implement a 360-degree feedback program using the G360 Emerging Leader Surveys in the research setting. The chapter then moves into a brief discussion of the data collection implementation strategies used to execute the feedback program. This chapter also describes the interview protocol, a statement of personal bias of the researcher, and the data analysis process.

Setting

The data acquired for this study will be provided by public school educators in the United States who hold various leadership roles. A minimum of 10 education leaders are expected to voluntarily participate in this study using a 360-degree feedback approach to advance

professional growth. The participating educators will complete an electronic survey rating their perceptions of their leadership behaviors as by the G360 Surveys ™ organization. The participating educators will also select a group of raters to provide feedback on their leadership strengths and gaps. After the educator who is receiving feedback (ratee) receives his or her final report, the researcher will interview the ratee to understand their feelings, opinions, and experiences with the 360- degree feedback process using the G360 survey as the instrument of choice.

Research Approach and Design

This study will apply quantitative and qualitative methods, or a mixed methods approach. Education leaders who are receiving feedback will serve as the primary subjects of evaluations from their peers, supervisors, direct reports, and themselves. The study's data will be collected using a mixture of closed and open-ended questions from one survey labeled the feedback and reactions questionnaire. Detailed information on the survey design and interviews are explained in the subsequent portions of this chapter. The research approach intends to answer the following research questions:

1. What is the nature of participants' willingness to engage in the process?
2. How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?
3. What are the advantages and disadvantages of the G360 Emerging Leader Survey?
4. What is the impact of G360 Emerging Leader Survey program implementation on school administrators?
5. To what extent, if any, does this process generate meaningful feedback for the leaders?

Quantitative research. Quantitative data will be collected to examine the current state of perceived leadership among the organization's staff members using the numeric evaluation scale from the G360 Survey™ tool. This approach will be especially useful for working with the principal and other school leaders to identify root causes of employee emotions, feelings, attitudes, and perceptions about the impact their colleagues have on the school's culture and progress toward professional and personal achievements. However, this study is not meant to produce factual ideas or employ experimental research (Hoy & Adams, 2016). In this study, the quantitative data will be collected from the questions on the Likert scale questions from G360 Emerging Leader Feedback and Reactions Questionnaire (see Appendix D).

Credibility and dependability. In quantitative research, reliability is the extent to which research results are consistent over time, and validity determines whether the study measured what it intended to measure (Joppe, 2000, p. 1). Qualitative research, however, is "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990, p. 17), and instead, produces findings reached from real-world settings where the "phenomenon of interest unfolds naturally" (Patton, 2002, p. 39). Reliability and validity are attained slightly differently in qualitative research because it is heavily dependent on the skills of the researcher and their ability to design the research using appropriate methods (Thyer, 2010).

Qualitative studies are flexible in nature and use an approach that seeks to understand phenomena in context-specific settings. Unlike quantitative researchers who predict their findings and test their hypotheses, qualitative researchers seek to illuminate, understand, and explore the phenomenon in their environments (Hoepfl, 1997). For this reason, Guba and Lincoln (1989) use dependability in qualitative research, which closely corresponds to the notion

of "reliability" in quantitative research, and credibility, which closely corresponds to the notion of validity (p. 300). Dependability refers to how stable the data is and can be confirmed with logical checks from an external team based on how the researcher chose to interview research participants, collect data, interpret the findings, and report the results (Guba & Lincoln, 1989; Houghton, Case, Shaw, & Murphy, 2013). In qualitative research, validity involves gaining accurate and true perceptions of the phenomena being studied through the use of appropriate tools, processes, and data (Leung, 2015). In order to attain this accuracy, it is important to establish credibility by building trust and convincing the community that the research is worthy of attention.

Any data collected from the G360 Surveys, the ratings and evaluations are subjectively based on the experiences and perceptions of the research participants. Therefore, the research is primarily concerned with understanding the impact of those results on the people in the school and their reactions, feelings, and opinions about the data. These metacognitive perceptions will be collected from the open-ended questions on the post survey focus group questions (see Appendix C) and the Emerging Leader Feedback and Reactions Questionnaire (see Appendix D). The focus group will consist of the school leaders who are being evaluated as attention will be on the administrators' impressions of the G360 surveys rather than the teachers. The purpose of the focus group is to probe for information regarding the outcomes of the feedback and reactions questionnaire.

Advocacy/Participatory Framework

Creswell (2003) explains that qualitative research promotes innovation and allows the researcher to focus on advocacy for issues that relate to marginalized people in order to create a better society. The literature in chapters one and two suggests that employees in hierarchical

organizations may feel marginalized in the workplace because they do not have authority to incite change or make decisions that affect their jobs. This study uses the power of 360-degree feedback to provide that voice to all employees regardless of their position or job title. The framework for this type of research that was used in this study was participatory or advocacy research.

As a result of the increasingly multifaceted nature of the social and political expectations of schools, the roles of school leaders are perpetually evolving (Valentine & Prater, 2011). It is worth noting that effective leadership involves skillful flexibility and adaptability in altering behavior in suitable ways as the situation changes (Yukl & Mahsud, 2010). Educational leaders adopt multiple roles, which requires skill in the ability to adapt their behavior and leadership style (Yukl & Mahsud, 2010). Because of this, student learning gains, school climate, culture, and teacher effectiveness are most positively influenced by the leadership decisions produced under the lens of a transformational leadership framework (Allen et al., 2015).

The advocacy and participatory worldview insists that there is a need to link research with political agendas and politics (Garavan. Mortley, & Flynn, 2014). This kind of research focuses on social issues affecting society at a specified time, such as oppression, inequality, domination, empowerment, and alienation (Garavan et al., 2014). The advocacy and participatory approach gives the contributors a voice and increases their awareness as they are given a chance to form an agenda that brings changes to society, institutions, and places of work (Creswell, 2008; Garavan et al., 2014).

Organizations with strict formal rules can be frustrating for non-managerial employees because, for instance, the goals and interests of the workers contradict those of the organization and, therefore, it is hard to fulfill both goals (Delaney & Huselid, 2012). The organization

usually portrays defined communication routes, but sometimes it is hard to rely on messages because of the associated personal relations among workers. Such an organization, as hypothesized by Delaney and Huselid (2012), appoints leaders among the workers, which makes it hard for the organizations to function properly since the non-managerial employees fear those with more power and they feel that the organization does not recognize them. Consequently, the employees do not have the motivation that comes from their perceived connection with the organization, which results in reduced productivity. Such feelings may derive from abusive supervision. Zellars, Tepper, & Duffy (2002) defined abusive supervision as the display of hostile verbal and nonverbal behaviors. This excludes physical contact. Such workplace conduct exhibits behaviors similar to those seen in tyranny — oppressive use of one's power over another (Ashforth, 1997) — and social undermining — behaviors that impair one's ability to succeed at work (Duffy, Ganster, & Pagon, 2002).

The advocacy and participatory research, according to Kemmis and Wilkinson (1998), has several features, which include focusing on driving change whereby researchers create an achievement agenda to bring about change. It is also aimed at liberating individuals from communal limitations; hence, the research normally begins with identifying vital issues or problems in the society (Creswell, 2009). It also promotes the creation of the political forum that stimulates the occurrence of the change in society (Creswell, 2009). The research engages the contributors actively, thereby bringing a mutual understanding among researchers. Three hundred and sixty-degree feedback gives an understanding into areas that employees do not see as their weakness (Garavan et al., 2014). It will also enable employees to understand their strengths and the areas where they can improve. The purpose of 360-degree feedback is to

present employees with approaches into the areas that need more emphasis and, hence, give the employees a voice (Garavan et al., 2014).

The G360 Emerging Leader Survey was used as the advocacy intervention mechanism in this study. The survey is a representation of a modern 360-degree feedback concept. During the research, the researcher sought to establish the fundamental mechanisms and components with which school leaders can work in tandem with the junior staff to make strategic decisions for themselves and the organization. This study will specifically focus on the fundamental aspects of adoption, implementation, training, and modeling to facilitate the G360 survey process, present feedback to leaders, and lead all-around participation in the feedback program in the organization.

Protecting Human Subjects

Brinkmann (2014) views ethics as the ability of an individual to distinguish between right and wrong and act according to the set code of conduct in a specific field. Ethics serves an outstanding role in research because, for one, it promotes the basic goals of research, such as truth and knowledge, and it reduces errors in data collection (Brinkmann, 2014). Furthermore, research requires people from different disciplines to collaborate, which implies that ethics advocates for the qualities that are crucial for coordination among researchers (Denzin & Lincoln, 2000). Such qualities include mutual respect, accountability, and fairness. In this case, ethical standards such as patent and copyright policies, authorship guidelines, and data sharing guidelines are set to protect interests of intellectual property while promoting collaboration among many disciplines (Denzin & Lincoln, 2000). The set codes of conduct are put in place to ensure that the researchers remain answerable to the public and that their actions do not compromise the elements of morality (Brinkmann, 2014). A research participation consent form

was given to each participant explaining the objectives of the research and their rights as a participant, including the ability to discontinue their participation without any repercussions at any point in time. A detailed description of the research consent form can be found in Appendix A.

Ethics in the care of human subjects. The Belmont Report from the U.S. Department of Health and Human Resources (1979) explains three key principles on how researchers can act ethically. The first principle admonishes researchers to show respect for persons (Adams & Miles, 2013). This principle can be achieved by allowing the subject to choose whether they are going to participate in sharing information or not. Also, the researcher should convey the information to the subjects' comprehension capabilities. The second principle is upholding integrity in being transparent about the benefits and risks of the aspects of the research (Adams & Miles, 2013). The third principle presented is justice, where the human subject is to be treated equally – receiving the benefits entitled to them and escaping an imposed unduly burden – regardless of experience, age, competence, and position (Adams & Miles, 2013). For example, in the 19th and 20th centuries some prisoners were unwillingly subject to medical experiments but the benefits of improved medical care were reaped by wealthy, free, private healthcare patients (Adams & Miles, 2013). Researchers are obligated to monitor their strategy to ensure that the research is conducted in the highest ethical manner and benefits both the subjects and the researchers (Patton, 2002). Pepperdine University also presents various conditions that researchers must fulfill if their research involves human subjects.

After the research proposal for this study is approved by the dissertation committee, an application will be filed with the Pepperdine University Institutional Review Board for an exempt review. The exempt review is applicable when the research activities present no more

than a minimal risk to human subjects, as was the case in this study. The researcher completed the Human Participant Protection Education for Research Teams online course. The certificate of completion is attached in Appendix B.

Instrumentation Validation

Researchers compared G360 Emerging Leader Survey results with scores from the Emotional and Social Competencies Inventory – University edition (ESCI-U), the Social Problem-Solving Inventory-Revised (SPSI-R), and the Student Leadership Practices Inventory (SLPI). As expected, the leadership constructs – personal qualities, interpersonal skills, problem solving skills, and leadership skills – of the G360 surveys demonstrate a positive relationship with all three inventory assessments. As hypothesized, G360 clusters related to personal qualities and interpersonal skills were highly correlated to the ESCI-U. Second, problem solving competencies in the G360 Emerging Leader Survey were compared to scores from the Social Problem-Solving Inventory-Revised (SPSI-R). Modest but significant correlations were found. Finally, a strong correlation was found between scores on the G360 leadership competencies and scores from the Student Leadership Practices Inventory (SLPI) (Griffith, 2015).

Study One: G360 and ESCI- U. Study one examined the relationship between G360 Emerging Leader competencies with the Emotional and Social Competency Inventory-University Edition (ESCI-U). The ESCI-U is a research-based tool that measures and builds students' emotional intelligence, personal development, independent and group learning, and employability. Developed in conjunction with the Hay Group, the ESCI-U is a thoroughly validated and widely used more affordable option of Dr. Richard Boyatzis's and Dr. Daniel Goleman's 360-degree emotional intelligence tools and measures many of the same variables as the G360 surveys (Griffith, 2015; Wolff, 2005). A total of 91 respondents participated in this

study at a private university in spring 2014. All the participants were divided into groups of seven to eight students, and throughout the semester they were asked to design and implement a solution to the problem that they perceived on the campus. The completion rate stood at 96.7% with three participants excluded due to their incomplete survey data. The participants were asked to fulfill questionnaires about their confidence in their potential to accomplish certain behaviors on a five-point Likert scale from one (never) to five (consistently) The peer observers were also asked to rate the same program with respect to their observations regarding their peers' ability. They were also asked to fill out the G360 Emerging Leader Survey in the mid of their spring semester. Each participant completed these surveys outside their classroom premises and in accordance with their own time. Participants completed the G360 Emerging Leader Survey again at the end of the semester. The results determined the coefficient of reliability for self-assessment scores for four main categories; self-awareness, self-management, social awareness, and relationship management. The following reliability coefficient was calculated: personal qualities (.483), interpersonal skills (.407), problem-solving skills (.522), and leadership skills (.419). Each of these reliability coefficients is significant at the $p < .001$ level (Griffith, 2015)

Study Two: G360 and SPSI- R. Study two drew a comparison between the G360 Emerging Leadership with the Social Problem Solving Inventory-Revised (SPSI-R). The latter is a 52-item Likert inventory, which covers five basic dimensions; positive problem orientation, negative problem orientation, rational problem solving, impulsivity style, and avoidance style (D'Zurilla, Nezu, & Maydeu-Olivares, 2002). The SPSI-R is an updated, modern version of SPSI that also measures problem-solving (D'Zurilla et al., 2002). Eighty-eight participants were included in this study at a private Southeastern university in the spring of 2015. The participants were all previously well acquainted with each other, as they were enrolled in the same class of

developmental psychology during the spring semester. All the students divided themselves into groups of seven to eight students each and completed their course activities. The completion rate was 84.1% with results from 74 participants taken, as the others left their survey data incomplete or did not take part in one or more of the surveys. The participants were asked to complete the G360 Emerging Leader Survey in the mid of the spring semester. Each member completed an online self-assessment and an evaluation of each of his team member. The surveys were filled outside the classroom in the student's spare time. About a month later, the students were asked to complete the Social Problem Solving Inventory-Revised assessment in class that took no more than ten minutes. The results showed that the rational problem-solving skills of the SPSI-R tool significant correlation with the problem-solving scale of the G360 Emerging Leader Survey with an *r* of .348 (Griffith, 2015).

Study Three: G360 and SLPI. The third study showed a correlation between the Student Leadership Practices Inventory (SLPI) and G360 Emerging Leader Survey competencies. The SLPI is used by student leaders to rate themselves on leadership behaviors relating to modeling the way, inspiring a shared vision, challenging processes, enabling others to act, and encouraging the heart (Kouzes & Posner, 2014). The SLPI collects responses from one's self and one's observers (Kouzes & Posner, 2014). Altogether 68 students enrolled in an intensive undergraduate business program conducted at a private southeastern university in the summer of 2014, participated in the study. The students worked on teams of eight to people. Results from 60 participants were calculated, the rest were not considered due to incomplete survey data. In the middle of the month long program, participants were asked to complete the online G360 Emerging Leader Survey and did a self-assessment followed by an assessment of each of their teammates. After this, the participants received feedback reports. On the basis of the

results of these reports, the students' created personal development plans. The participants were shuffled into new teams and two weeks later completed the G360 Emerging Leader Survey again with their new teammates. During this time, the participants also filled the online version of the SLPI, including a 30-item self-survey and the same 30-item observer survey for each group member. The results outlined that the G360 leadership scale was significantly correlated to each of the five SLPI practices for peer scores, with *r* ranging from .638 to .822. An additional finding was that the peer personal qualities category of the G360 significantly correlated with four of the SLPI practices, all except for encouraging the heart ($r = .571$), with *r* ranging from .720 to .769 (Griffith, 2015).

While future studies should focus on more critical elements, such as a diverse pool of participants, the studies conducted proved that the G360 survey is a legitimate and authentic tool for assessing individuals' core leadership competencies. The researcher received a complementary set of surveys from the G360 Surveys™ organization to use for the research. In exchange for the surveys, the G360 Surveys™ team can use the research findings for their use and business needs. Appendix G outlines the agreement for terms and conditions on the use of G360 Emerging Leader Surveys for the purpose of this research.

Program Implementation

The program implementation plan for the research encompasses task to be executed within five steps.

Step 1. The researcher will reach out to all contacts via e-mail to solicit interest in the research study. In the e-mail was a video link, where I verbally explained the research process and requirements of the volunteers. The e-mail also included the research participant consent form. The researcher will also ask for referrals from her existing list of contacts to expand the

pool of potential volunteers. See Appendix C for a sample e-mail script sent to prospective participants.

Step 2. After participants receive the e-mail and watch the video, they will indicate their willingness to participate by sending in their volunteer consent form as outlined in Appendix A. The participants will be given a clear deadline as to when to send in the consent form so that everyone can start and end the research at the same time. If participants to not respond to the request for participation by the given deadline, the researcher assumes they do not want to participate and moves on. Once the consent form is received, the researcher will set up participants – also known as ratees – in the G360 online portal. Ratees must rates themselves and chose two other rater categories – supervisor, peers, or direct reports. Due to the nature of the G360 surveys, the ratee may choose one rater in the supervisor category and a minimum of three raters in the peer or direct report categories. If a ratee does not have a minimum of three raters in the peer or direct report categories, the G360 surveys will not provide results or responses in that category. Three is the minimum number needed to provide a layer of confidentiality protection.

Step 3. Once the ratee selects his or her raters, the researcher, who also acts at the G360 administrator, will set up all participants in the system using their names and e-mail addresses. From there, the G360 survey will automatically send an e-mail to each participant with a detailed explanation of the survey and a link to get started. Participants simply click the link and the raters will begin receiving their results. However, the ratee will not receive a report will be given until the survey has been closed out by the administrator. The survey will be open for two weeks and bi-weekly reminders will be send to all participants. These reminders will be send directly from the G360 survey portal by clicking the “send reminder” tab.

Step 4. In the G360 portal the administrator/researcher has an option to choose the open and close dates for the survey. The survey will automatically close on the last day, but if raters finish early the administrator/researcher can manually close the survey so that no one can edit their responses or be added to the rater group. Once the survey closes, the G360 survey portal will automatically send the ratees an e-mail notifying them that they can view their report with a link to do so. The researcher will also have access to the survey results. From there, the researcher will schedule a debriefing interview to talk through the feedback and reactions questionnaire with participants. Participants received a copy of the questionnaire in advance in case they wanted to think through their answers before the interview with the researcher. The researcher explained that the debrief interview would take 20 minutes. Debriefs will also be scheduled no more than 48 hours after the survey has closed in order to maintain a steady working pace and sense of interest in the research process for both the researcher and the research participant.

Step 5. The researcher will call each participant at the agreed date and time and talk through the questions on the feedback and reactions questionnaire. The researcher will capture responses using an electronic form by manually typing notes verbatim as the participant voices their thoughts. At the end of the survey the notes and responses will be saved for the researcher to analyze and summarize for Chapter four. The subsequent portions of this chapter explain how the feedback and reactions questionnaire was designed and Appendix G reveals the feedback and reactions questionnaire.

Role of the Researcher

Patton (2002) noted the "credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork—as well as things going

on in a person's life that might prove a distraction" (p. 14). A quality research study requires the researcher to be neutral in regard to the topic. A researcher cannot set out to prove a particular perspective or influence the data to come to predetermined or desired truths (Patton, 1987). Patton (2002) stated, "The investigator's commitment is to understand the world as it is, to be true to complexities and multiple perspectives as they emerge, and to be balanced in reporting both confirming and disconfirming evidence" (p. 55).

Some researchers who root their practice in objectivity hold firm to the notion of researcher detachment, while others suggest that the human experience makes this difficult (King & Horrocks, 2010). Bracketing is a strategy researcher use to mitigate the potential deleterious effects of their personal assumptions, values, interest, emotions, and theories he or she may transmit into the research process (Tufford & Newman, 2010). An example of a bracketing includes the researcher's periodic reflections on his or her methods and identifying when these methods are entangled in the political, social, and emotional processes of the research environment (King & Horrocks, 2010). Leedy and Ormrod (2005) proposed that qualitative researchers should engage in reflexivity as their "data collection has inevitably been influenced by their own assumptions and values. Reflexivity occurs when researchers openly acknowledge their biases and speculate on how such biases may have affected "what they did, what data they collected, and how they interpreted their results" (Leedy & Ormrod, 2005, p. 285). Prasad (2005) noted that qualitative research is a craft rooted in the "messy, random, and creative elements in science" (p. 6). Because of this Bordieu and Wacquant (1992) proposed that reflexivity is useful to overcome three types of researcher bias. Prasad (2005) describes these three biases as follows:

- "Social bias arises from a researcher's identity locations, as pertaining to age, gender, nationality, ethnicity, occupation, membership in the Western hemisphere or the Third

World, and so on, and influences a researcher's interpretation of any social situation" (p. 197);

- "Field bias stems from the researcher's position in his or her academic field, whether he or she is a novice researcher or an experienced scholar, and determines the choice of a research focus and degree of investment" (p. 197); and
- "Intellectualist bias is driven by the demands of the profession and the researcher's desire to be recognized as a leading scholar, a prominent intellectual, or an expert social scientist." (p. 197)

Statement of personal bias. The researcher has a decade of experience as a group coach and facilitator, and training in both the private and non-profit sectors. The researcher made every effort to mitigate any biases by using reflexivity. For instance, the researcher: (a) reflected on underlying beliefs and ideologies that drove the research; (b) used review of scholarly literature associated with the research topic to inform the research questions, methodological approach and choice of interview technique (King & Horrocks, 2010); and (c) built inclusivity through community rapport and engagement. It is the role of the researcher to report the responses of the study's participants and synthesize the common thematic elements, which will surface without any personal agenda. Finally, the researcher will share her examples of using bracketing in chapter four in the research discussion.

Interview Protocol

According to McMillan and Schumacher (2006), a good qualitative interviewing technique includes establishing trust, being genuine, maintaining eye contact, using a conversational tone, and showing that the researcher hears and connects with the participant. The researcher followed Neuman's (2006) rules for asking questions, which include starting with

general questions, using everyday vocabulary, putting sensitive questions toward the end, and asking open-ended questions rather than '*yes*' or '*no'* questions. Patton (2002) also suggests not giving an opinion or agreeing or disagreeing with participants, repeating participant responses to check for understanding, conducting interviews in a comfortable and relaxed space, and building rapport with participants to build trust and put them at ease.

Elliot and Associates (2005) advise researchers to be aware of the power dynamics among group members, and create a space where both men and women feel comfortable discussing the topic as well as young people in a group of older adults or vice versa, and job seniority. To mitigate for response biases based on differences in power from school leadership and teachers or less senior staff, two focus groups were created: Group A includes the school leaders (ratees), and Group B consists of the raters (less senior staff members), to account for increased comfort in speaking candidly in response to the interview questions. Lepsinger and Lucia (2009) offer four strategies on conducting effective interviews. First, interviews should always be conducted in a private setting. Phone or video interviews are acceptable but, when possible, try to conduct interviews face-to-face. In this study, all pre and post interviews will be conducted face-to-face. Second, the interviewer should also ensure confidentiality in order to put the interviewee at ease and should have good body posture and make eye contact. Finally, the interviewer should be prepared with a strong set of questions but should use the questions as a guide to investigate and understand the interviewees' obvious and hidden values and feelings.

There have been various opinions as to how many people should be in a group interview. Krueger (1994) suggests seven to ten; Patton (1987) suggests six to eight; and Elliot and Associates (2005) suggest that twelve is the maximum number, ten is ideal, and eight is better. However, because this research took place in a single organization, our population scale is much

smaller. The group interviews will be split into two groups. Group A will consist of five school leaders who will be evaluated by their colleagues and group B will consist of the 25 (minimum) to 40 (maximum) raters. Staff members who do not directly participate in the evaluation process were invited to volunteer in the group B interviews to ensure that everyone had an opportunity to have their voice and opinions heard. Group interviews lasted approximately one and a half hours and will be scheduled at the convenience of the participants.

The researcher will conduct interviews before the program's implementation (pre-interviews) to understand the research participant's opinions toward the process, as well as interviews after the program's completion (post-interviews) to discern if any opinions change about the process. The interviews will take place at the school site in a safe location where participants can speak freely and candidly. A complete list of interview questions (see Interview Protocols in Appendices D, E, and F) will be given to each participant before the interview so that participants have time to formulate articulate and eloquent responses. To increase the accuracy of a summary of participant responses, the interview will be tape-recorded (when permission is granted) and notes will be taken. If one or more participants do not want the interview recorded, only handwritten notes will be taken. In the weeks following the interview, a transcript will be made, and a copy will be sent to the participants for their review.

As recommended by Seidman, (2013), during the interview, the researcher will make every attempt to practice strong listening skills. At the beginning of the interview process, the researcher will facilitate an opening game to build relationships with participants and to create a comfortable ambiance. The researcher will make a strong effort to avoid interrupting the participants and is prepared for potential emotional outbursts. The interviewer will maintain a stoic experience not showing surprise, approval, or disapproval (Seidman, 2013). The interview

will also ask open-ended follow-up questions, such as “Could you explain?” or “Could you give an example?” will be asked. During the interview, the researcher will make every effort to be interactive, emotionally neutral, and cognitively sophisticated, as recommended by McMillan and Schumacher (2006). To close the interview, the researcher will ask, “Is there anything you would like to add?” The researcher will assure the participants of confidentiality, and reminded them of their rights to request a transcript in the following weeks. Lastly, the researcher will thank the interviewees for their time and participation and will give them a business card, in case they want to add additional information to their interview at a later time. No compensation was offered for participating in this study, however, within a week, a formal thank you gift with a value of no more than 20 USD will be sent to each participant.

Data Collection, Analysis, and Interpretation

The data for the study will be conducted through a survey via an oral interview. Interviews provide a comprehensive set of information concerning a subject matter and provide reliable firsthand information, respectively. The quantitative and qualitative data will be gathered from the G360 Feedback and Reactions Questionnaire modeled after The Examining Evaluator Feedback Survey, a tool for administrators to gather information on teachers’ perceptions of the feedback they receive from their evaluators and themselves (Cherasaro, Brodersen, Yanoski, Welp & Reale, 2015). The feedback and reactions survey will be distributed via a Google Form to all primary participants of the research study. The survey poses questions in five main categories: demographic information, understanding of the G360 Emerging Leader Survey’s purpose, personal assessment of the validity of the feedback instrument, evaluation of emotional responses to receiving feedback, and a Net Promoter Score (NPS). “NPS is based on one simple question: How likely is it that you would recommend a company or a product to a friend or

colleague?" (Owen & Brooks, 2008, p. x). NPS measures the relationship that companies have with their customers and those customers' contributions to purchasing or referral behaviors (Owen & Brooks, 2008). To demonstrate their level of agreement with the statements posed in the form, raters selected their responses on a 5-point Likert-scale ranging from "*strongly agree*" to "*strongly disagree*."

The qualitative data collected will be grouped into categories of identical features and later analyzed interview responses. First, a series of qualitative survey questions were designed to probe for information on the participant's emotions and reactions regarding the G360 feedback survey and their reactions to their feedback. These questions were modeled after existing qualitative research questions that the research team at G360 Surveys ™ has conducted with other groups including college students and nurses (G360 Surveys, 2017; Griffith, 2017). Themes will be generated using thematic analysis for the interviews of research participants about the 360-degree feedback implementation process. It is important to note that this round of data analysis will be performed from detailed notes. Although the best practice is to transcribe the audio recordings into a text form, the interviewer may instead take notes on the most salient key points and perspectives (Rowley, 2012).

The survey questions were reviewed for credibility and dependability by a panel of experts including one Pepperdine University adjunct professor in the Graduate School of Education and Psychology (GSEP), one former Pepperdine GSEP student who was awarded an Ed.D. in Organizational Leadership in 2016, the manager of the Pepperdine GSEP Writing Support Center, who has an M.F.A. in Creative Writing and works predominately with doctoral students on dissertation success strategies, and finally the co-Founder of the G360 Surveys™

who is a professor of Human and Organizational Development at Vanderbilt University, has a Ph.D. in Counselor Education, and has co-authored two books on leadership concepts.

Creswell (2003) recommends three main phases during data analysis: organizing the data; reading over the source material to get a general sense of the data, paying attention to tone and ideas; and conducting detailed analysis with a coding process, which means organizing the information into chunks after analyzing the sentences and ideas. Creswell (2003) purports that the way to categorize the information is to read the data for the first few informants and generate a list of topics. Once the list of topics is generated, the next step is to start coding the comments into categories or themes (Patton, 2002).

The feedback reports summarize basic descriptive statistics, including the mean, mode, and standard deviations of the survey items. Additionally, the researcher will produce a SWOT analysis explaining qualitative trends from the feedback. The collected data and survey reports will be kept on file in a secure location for up to five years and will be accessible to research participants, the university's institution review board, and other authorities who may need access to the data. Table 1 below displays a list of the feedback and reactions questionnaire survey questions (SQ) and where they align to their corresponding research questions (RQ).

Table 1

Research questions and their corresponding survey questions

No.	Research Questions	No.	Corresponding Feedback and Reactions Survey Questions
RQ1	What is the willingness of the participants to participate in the research study?	SQ 7, 8	How did you initially feel about participating in the study when approached? *Elaborate.
RQ2	How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?	SQ 12	How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?
RQ3	To what extent, if any, does this process generate meaningful feedback for the leaders?	SQ 9 SQ 10,11 SQ 12 SQ 13, 15 SQ 16	Once you received your report, how did you feel about your results? Please rate the following statement: The G360 surveys provides a safe space for those without positions of power to speak up about their concerns and give feedback they might not otherwise provide. How do the G360 surveys compare to other method of feedback and leadership development that you are used to? Please rate this statement: I would recommend the G360 leadership surveys to a school or school district for use? The G360 Surveys measure competencies that are good for school leaders to possess.
RQ4	What is the actual or potential impact of G360 Emerging Leader Survey program implementation on school administrators?	SQ 18, 19 SQ 17, 19 SQ 13	If school leaders possess the competencies measured in the G360 feedback survey, would it positively impact progress towards my school's goals? If school leaders possess the competencies measures in the G360 feedback survey, it would positively impact the school's culture. If anything, how has this research impacted you to think about feedback or leadership development?
RQ5	What are the advantages and disadvantages of the G360 Emerging Leader Survey?	SQ 20 SQ 21	What if anything, could have been included in the G360 Survey to make it more relevant for the public school context. What do you believe are the advantages and disadvantages of this process?

Conclusion

This chapter addressed the nature and design of the study employing a mixed methods research approach. The purpose of the study and the research questions were identified. Sections of this chapter also explained the sources of data, participant selection, and how the study would

protect its human subjects with regard to respecting each person, beneficence, and justice. Chapter three also contained a detailed description of the data collection strategy, credibility, dependability, instrumentation validation, and the role of the researcher. Ethical considerations related to the researcher's obligation to human subjects were addressed based on Pepperdine University's IRB policies and procedures, along with steps taken to ensure minimal risk to human subjects. The chapter concluded with a section explaining the techniques used to analyze and report the data related to outcomes of the G360 Surveys™ feedback implementation program.

Chapter Four: Summary of Findings, Conclusions and Recommendations

This chapter summarizes the quantitative and qualitative data collected from the debriefing interview using the feedback and reactions questionnaire. While school leaders received a comprehensive feedback report using the G360 instrument, the intention was to examine school leaders' perceived effectiveness of 360-degree feedback and the G360 survey tool in promoting sustainable and meaningful experiences for school leaders. First, the participant selection process is detailed including an overview of participant demographics. Second, the data collection procedures are discussed, highlighting the interview questions, protocol and schedules. Next, the data analysis and coding process is detailed including how themes were derived from the interview. Lastly, the data is displayed and organized by research question and its related interview questions. Each interview question is represented with a column chart and a subsequent discussion of the emerging themes. This chapter concludes with a summary of findings.

Participant Selection

As discussed in chapter one, the researcher was a former public school educator. The researcher contacted 45 former colleagues and acquaintances in the field to solicit participation in the study. Of the 45 contacted, 18 responded to the e-mail and agreed to participate. Fourteen committed to their agreement by turning in their research participant consent form and providing names and e-mail addresses for their nominated raters. So, the total number of participants was 14. Only one selection criterion was needed which was that the participant had to be a current public school education leader. Research participants chose their own rater groups. The G360 online portal automatically sent raters an e-mail explaining the process but the researcher advised the ratees to give their groups a notice so they would know to look out for the G360 e-mail. School leaders in this study included principals, teacher coaches, instructional coaches,

department heads, and guidance counselors. Years of professional service of the participants covered a minimum of four years and a maximum of 23 years. The average years of practice among all participants was 12.29 years. Table two provides an overview of participant characteristics. Figures five, six, and seven describe the participants' experience and exposure to formal and informal feedback in their current schools. This data is valuable because it describes the diverse backgrounds of the participants; yet, many of them came to the same conclusions when reflecting on their experiences, demonstrating the potential in the universal appeal and relevance of the G360 surveys.

Table 2

Participant Characteristics

Characteristic	n	%
Gender		
Male	2	14
Female	12	86
Years of Experience		
< 5	2	14
6-10	6	44
11-15	2	14
16-20	2	14
>20	2	14
Position		
Administrator	3	21
Content Lead	1	7
Instructional Coach	2	14
Teacher Coach	4	29
School Support Staff	1	7
Professional Learning Community Leader	3	22
Location Demographics		
Atlanta, GA	5	36
Boston, MA	1	7
Houston, TX	1	7
Lancaster, CA	1	7
Memphis, TN	3	22
Nashville, TN	1	7
Tampa, FL	1	7
Tulsa, OK	1	7
Total Participants	14	100

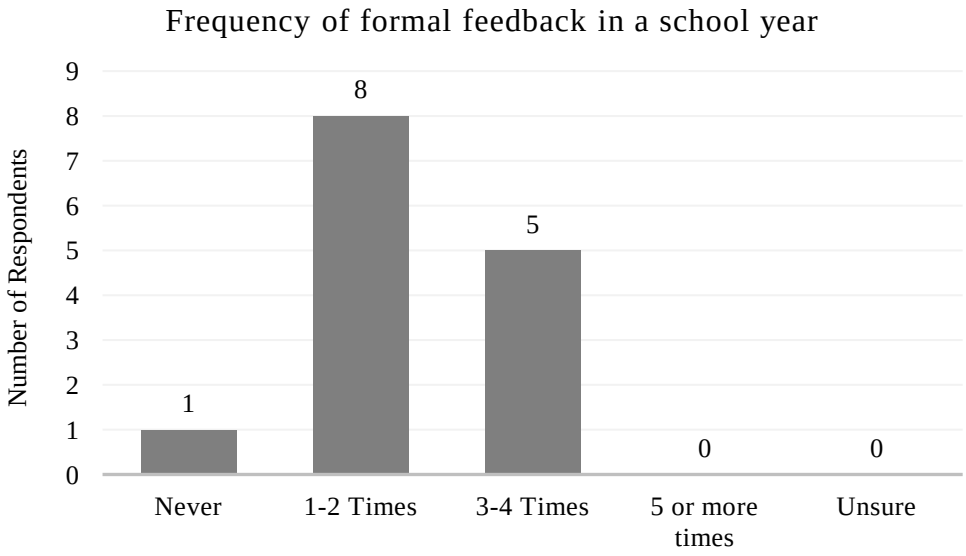

Figure 5. Frequency of formal feedback in a school year.

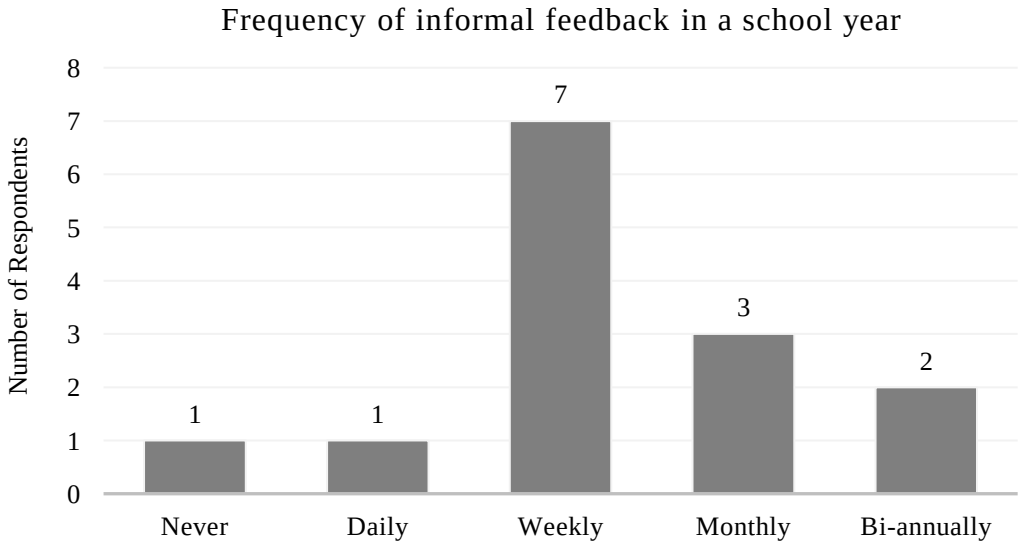

Figure 6. Frequency of informal feedback in a school year.

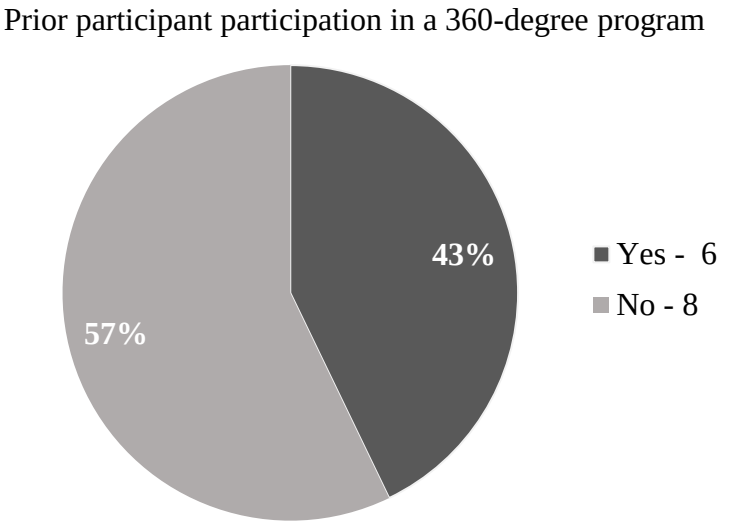

Figure 7. Prior participant participation in a 360-degree program

Data Collection

Data collection procedures as outlined in chapter three were applied. The explanations, and introductions were conducted via e-mail and phone and the interviewer made a video presentation to explain to the research process to participants. A soft copy of the informed consent form as well as a sample G360 survey report and the debriefing interview questions were provided to participants and explained by the researcher. Participants were encouraged to review both documents on their own prior to signing and turning in their consent forms and participating in the research process. The feedback and reactions questionnaire was conducted over the phone as a part of the debriefing interview after participants received their reports. During the debriefing conversation the researcher probed for information on the opinions and attitudes discussed in the survey responses. The researcher used three bracketing methods to mitigate researcher bias when interviewing participants. First on the multiple-choice questions, the researcher made sure to put an option for "*other*" to allow the participant to think freely about an idea that may not have been on the list. Second, in structuring the research question the

researcher use the modifier “if any” to limit assumptions that the participant would have an opinion about an interview question. For example question 14 in the feedback and reactions questionnaire says, “If anything, how has this research impacted your philosophies on leadership development?” to give the participant an opportunity to say nothing if that is how he or she feels. Third, before beginning the interview, the researcher opened by inviting participants to give their most authentic and honest feedback and making it clear that the researcher was not looking for right, wrong, best, or worst answers. The participant should feel safe and free to share their perspectives as they saw them. Following research questions (RQ) were addressed in this study:

- What is the willingness of the participants to participate in the research study?
- How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?
- To what extent, if any, does this process generate meaningful feedback for the leaders?
- What is the impact of G360 Emerging Leader Survey program implementation on school administrators?
- What are the advantages and disadvantages of the G360 Emerging Leader Survey?

Findings

Research question one. Research question one sought to understand the willingness of the participants to participate in the research. The researcher contacted 45 potential participants and 18 accepted the invitation to participate. Out of the 18 who gave verbal agreements 14 signed the consent form, participated, and completed the research study. Of the 31 who did not agree to participate 23 did not respond to the e-mails and eight were willing to set up a phone call to learn more about the study. Of the eight who wanted additional information, three declined due to being nervous about their results. Two people also mentioned that they did not

know anyone who they could ask to provide feedback and three declined due to having just completed performance reviews in their schools and felt the additional survey would be overwhelming for themselves and their team members. The research would later reveal that those who agreed to participant in the study were already perceived to have favorable leadership traits as indicated in the feedback given by their raters. Those who participated desired feedback and sought to understand how they were perceived. Participants viewed the research as an opportunity to advance their own goals instead of something that was meant to judge or shame them. Figure 8 and Tables 3 and 4 capture the themes associated with participant attitudes and why they were keen to participate in the study.

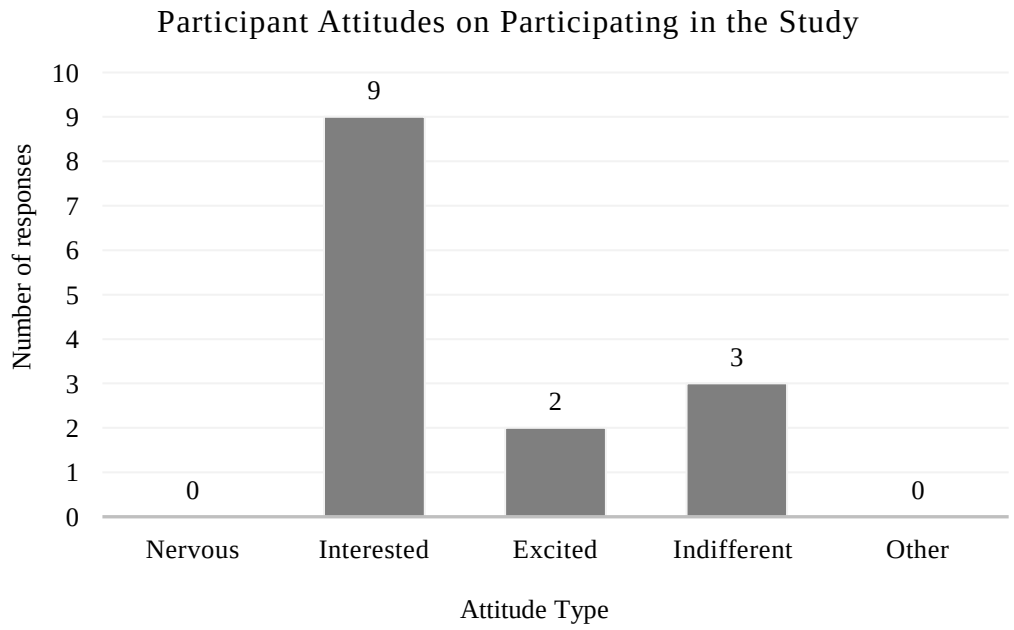

Figure 8. Participant Attitudes on Research Participation

Table 3

Emerging Themes on Reasons for Participant Attitudes

Attitude	Coded Responses
Value of Diverse Perspectives to Increase Self Awareness	12
Trait of Growth-Mindsets	3
Important to Attain and End Goal	2
Trust in the Process	1

Table 4

Statements Regarding Themes from Research Question One

Attitude	Related Statements
Value of Self-Awareness From Various Sources	• It's always good to see how other people view you so you can grow as a leader and see yourself through a different lens. • The 360 process gives valuable feedback that you might not be aware of. • Most of the feedback I get is from my manager, so I thought this would be valuable to see how people view me from a variety of angles. • I think it's important when you work with people so you can grow as a leader and see yourself through a different lens. • Feedback is a norm in my life and I've been more interested to get information on how I can grow. When I finished my 2x2 feedback, I realized that I had these conversations with 3 different managers and so the feedback seems incomplete. I really valued the perspectives from peers and direct reports to get a full picture of my impact.
Trait of Growth-Mindsets	• I really marvel at the opportunity to grow professionally and personally. It's just a part of me I'm always trying to grow and I have a growth mindset. • I was into it because the only way I can grow as a leader is from getting feedback. They were things I need to know about myself. I am always interested to know things about myself. It's just a part of who I am. If you're not willing to learn new things about yourself you won't' grow. Maybe it's innate. I can't ever sit still I am always looking to grow and learn something else. I value a growth mindset or I get bored.
Important to Attain and End Goal	• I'm very passionate about my work and public education so anytime I can help contribute to improving schools and outcomes for kids I get excited. • There's also maybe an inherent value in our product which is people and our work is so much about relationships so I need to know how I'm being perceived and how I'm impacting others in such a people business because I care about people and relationships to meet our goals. Unfortunately, everyone doesn't come into this work for the same purposes so everyone will

	not feel the same way about the importance of relationships but regardless of individual motivations for teaching, we should all be self-aware. • I've had experiences where I've been given feedback and it was super useful. I have a positive association with feedback and how it can help me in my role. I've had negative experiences as well, but my positive experiences make me feel hopeful that that will continue to happen.
Trust in the Process	• I know you (the researcher) and I trusted you. So, for the research this was fine, but if this were rolled out by my school district I would feel differently. I believe things like this are so valuable but I don't trust that it can ever be 100% anonymous and protect us. Where I work there are always [negative] consequences for speaking out.

Research question two. Research question two sought to understand how the G360 survey compares to other feedback tools that teachers and school administrators use. According to the literature discussed in chapter two, most tools created for educators evaluate leadership task and outcomes such as student test scores, student attendance, participation in professional development events, and similar activities to evaluate a school leader's performance. The G360 is different because it focuses on leadership behaviors such as communication, self-discipline, conflict resolution skills, gratitude, and other soft skills. This question sought to understand if the G360 creates or extends value to existing resources to which teachers already have access. Most research participants (57%) indicated that they have not participated in a 360-degree feedback process. Some leaders (43%), were exposed to the practice through other leadership programs or professional development activities outside of work, but not within a school setting. Only one was familiar with and used the G360 specifically prior to the research study.

The most common form of feedback participants received was through state or district evaluations which primarily use student achievement scores or rely heavily on principal or vice principal qualitative input for performance based on classroom observations. When participants are asked to give feedback it is most likely related to evaluating a mandated teaching program such as a new reading curriculum. A few participants noted working in settings where a principal

created his or her own survey tool to solicit feedback from staff members. While the intentions were pure, the skill of creating a tool with scientific backing may have been lacking. One participant recalled, “Our principal sent us the survey and when people filled it out they used it as an opportunity to vent. I also think the raters lacked skill in understanding how to give feedback. But the questions were open ended so they gave open responses. After the results were in, the principal called a staff meeting and went through all of the feedback and just told us why we were wrong and why the feedback wasn’t true.”

Some participants also had experience with receiving feedback from parents and students. One participant noted, “This is not a bad idea, but it’s also flawed. Teachers will begin bribing students with incentives for high ratings or start giving students “the talk” right before they fill out the survey.” What the data revealed is that regardless of the method, participants reported either personally experiencing or observing a culture of fear and nervousness concerning the idea of feedback. Figure 9 represents participant perceptions on how the G360 survey compares to other methods with which they are familiar. Tables 5 and 6 break down the rational for those perceptions and attitudes on G30 instrument. All in all, participants found the G360 surveys to be a new and useful source of data, and more significant than their existing tools.

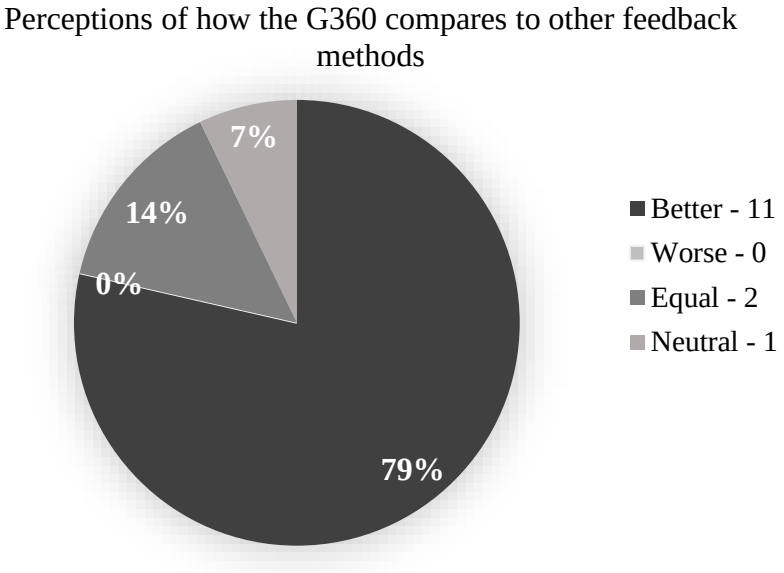

Figure 9. G360 survey perceptions.

Table 5

Emerging Themes on Thoughts about the G360 Process Compared to Other Methods

Attitude	Coded Responses
Behaviors vs. Tasks	5
Simple Logistics	12
It's a 360 Perspective	12
Provides Clear Metrics for Evaluation	8

Table 6

Statements Regarding Themes on Thoughts about the G360 Process

Attitude	Related Responses
Behaviors vs. Task	• My current school looks at high level competencies like setting a vision and goals, uses data to make decision, etc. where it's on the leadership work/task side, and not so much the interpersonal side. Character is important. • We usually see how we can improve on teaching and what we need to do to improve student test scores and the other one is broad where it ask us on feedback about the various programs and the curriculum.
Simple Logistics	• The person can select who they want to rate them. Sometimes you want to pick your friends to give you a good rating, but honestly your friends can tell you the truth. I'd rather have this than some stranger who doesn't know me. • It didn't take a lot of time and was intuitive to use. • The G360 had just the right number of indicators and categories of leadership. I've taken surveys where there are 72 indicators and then 5 sub indicators for every indicator. This was easy to complete and understand. • It's quick, easy, and online. I don't have to wait to receive anything in the mail. Instant results.
The 360 Perspective is Valuable	• It also is good because it looks at a variety of people you're working with not just your manager. This add a layer of protection for people without power. For example, if your manager doesn't like you and they give you a poor evaluation or try to fire you because of some kind of conflict, but your test scores are good, and your peers, direct reports, parents, and kids say something different. The district will have to look at that and ask why the principal just gave a poor review.
Provides Clear Metrics for Evaluation	• I like the types of questions that are being asked. For our formal feedback it's they're mostly open-ended questions but the G360 provides specific leadership categories. It's very clear, and while it's people's opinions the G360 gives clear parameters • Because of the nature of the survey I can track my progress over time if we continue to use this as our tool. It's been very difficult to do that with check-ins or other survey methods because they are open ended questions so we just discuss but there's no follow up or way to track growth. • I'm not in a teaching role and in the past my school has just taken the teacher evaluations and tried to make them work for office staff, but it's awkward and doesn't quite fit. This provides clear leadership goals and I can easily tie my work into it.

Research question three. Research question three sought to understand if this process provided value to the school leaders. This question explored participants' attitudes and relationship with the feedback they received and how it compared with their perceptions of themselves. Nearly half of all participants (n = 6) reported that they were pleased with their feedback but nearly all (n = 10) were surprised with their results. While this study is not intended

to evaluate the specific feedback scores of the research participants, it is important to note an obvious trend in nearly all of the research participants: 13 out of the 14 participants rated themselves lower than their raters in each of the four leadership categories measured on the G360 survey.

Many of the participants noted this in their reflections during the interview. Tables 7 and 8 break down emerging themes on participant attitudes about their results. Tables 9, 10, and 11 reveal the perceptions on this tool providing a safe space for people to speak up and give feedback on issues that are important to them. As discussed in chapter three, this study pursued an advocacy and participatory approach where the goal was to help identify ways in which those without positions of power could overcome the political and bureaucratic nature of their organizations focus on driving positive change. Participants were generally optimistic that the G360 surveys provide a safe space to provide feedback due to the confidential nature of the survey and the empowerment to choose their own raters. Participants also appreciated knowing exactly what they were being evaluated on, which helped to reduce the appearance of surprises in the final report. Finally, the NPS explored how likely participants would be to recommend the G360 surveys to a colleague, school, or district or use. One hundred percent of participants (*n* = 14) answered that they would recommend the G360 surveys. Figure 10 represents the NPS.

Table 7

Emerging Themes on Attitudes about the G360 Survey Results

Theme	Coded Responses
Satisfied/Pleased	6
Grateful	1
Surprised	10
Accurate	2

Table 8

Statements Regarding Themes Attitudes about the G360 Survey Results

Theme	Related Statements
Satisfied/Pleased	• It was nice to read. I felt like people were generous in their assessment of me, but that's always been my experience. It doesn't mean they are incorrect, it is just how I feel. So I took it with a grain of salt. I was actually looking for ways on how I can improve and I will be moving into an administrative role so I wanted to use this to see how I can grow. When I ask for feedback people just say, oh you'll be fine you'll be great. I don't know what I don't know so that outside perspective would have been great if people had provided more criticism. • I felt pretty good about the report. One the one hand I thought wow this is positive. There's the angel and the devil that stands on each shoulder and at one point I was like how come I didn't get 5 on each one, but I knew that it was good. So I want to dig even further and see how I can improve.
Grateful	• It was nice to know what people think of me and I was ecstatic to know they appreciate and value what I do.
Surprised	• I learned that I'm harder on myself than those around me. • I was astonished that people graded me higher than I did myself. I was like wow! • Surprised because I'm very critical of myself and they rated me higher than I thought. • I'm harsher on myself than other people are on myself. I was most interested in that piece of it. I felt like I'm more harsh on myself or I'm fooling people.
Accurate	• As predicted, I ranked myself significantly lower than the rest of my raters and I know it's often true for women that we're very hard on ourselves. So I was trying not to be a downer on myself. I want to own the things I'm good at and be proud of that but it's not a point of pride that I ranked myself lower, it's actually a problem. I need to see myself the way other people see me and if I don't that's actually a problem. It's just as bad as if I ranked myself super high and my raters ranked me lower. The goals would be to have similar rankings. I did a 360 in my organization and out of the 3 male Fellows they ranked themselves accurately or above.

Table 9

Participant Perceptions on G360 Providing a Safe Space

Survey Question	Mean	Mode	Standard Deviation
The G360 surveys provides a safe space for those without positions of power to speak up about their concerns and give feedback they might not otherwise provide.	4.00	5.00	1.24
I would recommend the G360 leadership surveys to a school or school district for use?	4.79	5.00	0.43

N*ote.* N = 14. The Likert rating scale provided participants the opportunity to select from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree.

Table 10

Emerging Themes the G360 Elevating the Worker Voice

Theme	Coded Responses
Provides a Safe Space	
Anonymous	8
Provides key areas of focus	5
Empowers the Ratee	2
Does Not Provide a Safe Space	
Retaliation Still Possible	1
Feedback non comprehensive	1

Table 11

Related Statements on Emerging Themes the G360 Elevating the Worker Voice

Theme	Related Statements
Does provide a Safe Space	
Anonymity	• Because you don't know who the feedback is from. You have to submit a minimum of 3 people in each category so it helps provide confidentiality and you can't attribute it to a particular person
Provides key areas of focus	• It's structured enough so people know what to focus on. And everyone is answering the same set of questions vs. just people having an open response.

Empowers the Ratee	• I could pick my own raters so I felt like I had some control, whereas if my principal picked, it might be biased.
Does Not Provide a Safe Space	
Retaliation Still Possible	• If a person with power makes an intimidating culture then it doesn't matter if we put our name on the survey or not. We're used to playing games. We're at will employees so they can fire us at any time for no reason, so we're always on edge. We take a so called anonymous survey that our district provides but we still feel the retributions from that because if the overall report is negative so many people from the district will be in our building suddenly invading our privacy and our space trying to fix everything and then the principal is upset and it makes the whole culture negative.
Feedback not comprehensive	• I might have a concern that has nothing to do with their personal qualities and it the survey doesn't address student discipline, or school related qualities. If I take it as a teacher, there's not place where I can rate technical skills. How you relate to people might be great but doesn't mean you're doing your job well. • And if your only time to give feedback is in the survey instead of having a culture of feedback the problem definitely won't be solved. It may feel safer but ultimately the goal is to use this is as a stepping stone to a larger goal.

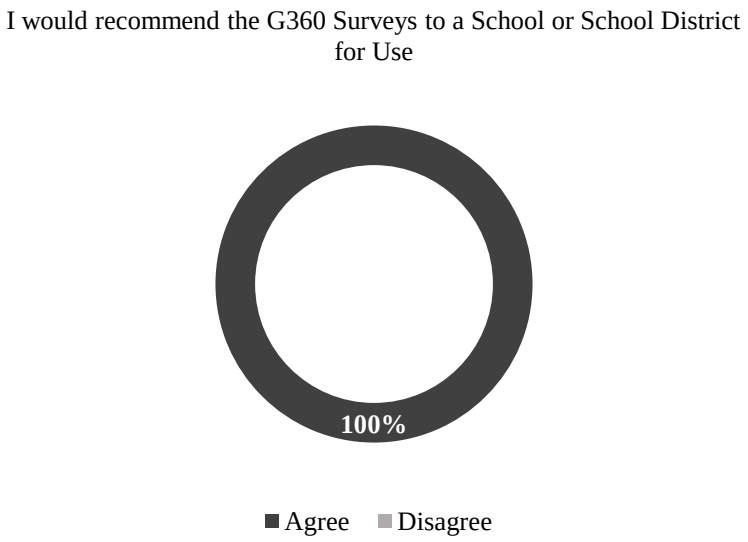

Figure 10. Net Promoter Score.

Research question four. Research question four discussed the impact of the research on the school leaders. Overall, participants believed that the G360 surveys measure the most valuable competencies a school leader needs. The interview data showed that participants

believed that if a school leader had those qualities and used them to drive his or her work then it would positively impact school's culture and progress towards goals. One recurring theme among participants attitudes about the importance of character or emotionally intelligent based competencies was the logic that leaders with strong interpersonal skills would create a culture where teachers felt safe and supported. Safe and supported teachers would create a similar sub cultures and their classrooms where students also felt safe and supported, and students who feel safe and supported would perform better, be more engaged, and be more interested in attending school.

Regarding the personal impact on the participants they acknowledged that participating in the study helped in three key ways: (a) they were able to meet their personal goals of understanding where they could grow as a leader even in the area of self-appreciation; (b) it reaffirmed their commitment to seeking high quality feedback from diverse sources; and (c) that self-reflection is essential to leadership growth. Too often teachers are told what to do, how to behave, and how to perform. Teaching can be very robotic and is counter intuitive to the way we want students to learn and be grow. The teacher and teacher leader must also be able to self-reflect and adjust against a standard set of criteria. Tables 12-14 below denote participant attitudes and emerging themes on the impact that the G60 survey could potentially have on its users and their environment.

Table 12

Participant Experiences

Survey Question	Mean	Mode	SD
The G360 Surveys measure competencies that are good for school leaders to possess.	4.53	5.00	0.59
If school leaders possess the competencies measured in the G360 feedback survey, it would positively impact a school's culture.	4.80	5.00	0.26
If school leaders possess the competencies measured in the G360 survey, it would positively impact progress towards a school's goals.	4.60	5.00	0.61

Note. n = 14. The Likert rating scale provided participants the opportunity to select from (1) *strongly disagree*, (2) *disagree*, (3) *neutral*, (4) *agree*, or (5) *strongly agree.*

Table 13

Emerging Themes Concerning the Perceived Impact of the G360 Survey

Theme	Coded Responses
Skill Based Competencies	12
Self-Reflection	2
Continued Use for the Future	3

Table 14

Related Statements on Emerging Themes the G360 Elevating the Worker Voice

Theme	Related Statements
Skill Based Competencies	• Administrators must learn how to solve problems and be creative, be nimble and flexible because different things are going to come up that will try to derail us from our goals, but if they can make good decisions they will be able to help us move past any roadblocks. • Creativity and problem solving skills, yes that's important because let's say you're trying to improve graduation rates or disciplinary issues, you must be creative and have these skills to tackle the most difficult challenges. • It's hard to drive towards outcomes when people don't feel like they're getting the things they need. • The competencies evaluated in the G360 are good foundations for leadership and for managing others. It would absolutely improve school culture if school leaders are able to move themselves on this scale on these behaviors. And improved culture will lead to better goals.
Self-Reflection	• I've worked for all different types of principals and have seen all different types of leadership styles and know what's effective and less effective from a staff standpoint. Teachers want to work hard when they are not being pushed or threatened. Teacher are more positive when they come to their job everyday it impacts kids. It's easy to see when a leader doesn't have those qualities how it impacts the whole school environment and feel. • The only way you can be a good leader is to be very reflective and you can be reflective by having solid feedback. If they use these competencies well and take the feedback and change it would be useful. • There are so many personality types in a school building so you have to know how and when to adjust to meet the needs of people.
Continued Use for the Future	• When I think about how this has helped me, I think this would be great across the board. It impacted my work but I would have wanted to do this again to compare a pre and post survey to see how people are impacted over time and target key professional objectives. When I did this with my company we had a debrief conversation but there was no coaching. Wish we would have done some things after. • This is a great resource, I can definitely utilize this for myself and my school leaders. In our district we get observed for 30 minutes at least once a semester. Our feedback primarily focuses on instructional strategies but this one works on internal characteristics so you can see how people perceive you and provide better leadership and build stronger relations. It's just like any business, relationships are essential to the culture and it starts at the top.

R**esearch question five.** Research question five explored the advantages and disadvantages of the G360 surveys with school leaders. The tool has been used among professionals in a variety of fields including health, sales, corporate leaders, and college students.

This was a unique opportunity for school leaders to provide feedback on which parts of the instrument were most useful and which parts should be adjusted to meet the specific needs of school leadership. The biggest disadvantages were related to a lack of opportunities to give feedback on the technical aspects of teaching such as classroom management, checking for student understanding, or being articulate when explaining ideas to learners.

Participants also mentioned that while the behavioral leadership skills are extremely important it does not necessarily translate into effectiveness. One participant noted, “We can like you and you can be a great person, but that doesn’t mean you’re getting results.” Still, participants didn’t seem to want to change the survey, rather, the advice was to use the G360 along with the current tools that already measure pedagogical aptitude. The most commonly discussed advantages of the survey included that it was very intuitive and simple to use, comprehensive but quick enough so that raters “pay attention to what they are doing and don’t just start clicking random answers”, the ability to pick one’s own raters, and the confidential nature. Follow up coaching and support was deemed as a necessary and important part of the process to help people grow, but it was undecided as to what was the best way to execute the coaching. Tables 15 – 18 summarize the advantages and disadvantages of the G360 survey process as explained by participants.

Table 15

Emerging Themes on the Applicability of G360 Surveys to a Public School Context

Theme	Coded Responses
Supplemental Resource	4
Technical Teacher Competencies	4
Nothing	8

Table 16

Emerging Themes on the Applicability of G360 Surveys to a Public School Context

Theme	Related Statements
Supplemental Resource	• Combine the 360 elements with teacher evaluations that exit. Don't add anything to the survey itself but just add it to what exist. • Don't change the G360 just supplement with other things. But if you did that the school leaders would need to ground everyone in why they are doing an additional survey. • Definitely need to keep classroom observations and have someone to look at your practice. The current survey we use is not useful at all it's really long, so most people agree with it just to get it over with. This was concise enough where I was really into it.
Technical Teacher Competencies	• Questions about instruction or classroom management type things. Questions that hit at the specific things that occur in a classroom and a person's ability to execute their role or model what should be happening in a classroom. • I think these were the right things to measure. I like these kinds of surveys where it's easy to type 1-5. But the qualitative part is good.
Nothing	• This is a good foundation. The current surveys that exists for school leaders are really flawed, so I know technical and task orientated metrics should be noted, coached, and developed, but the behavior piece is the foundation. If this is your foundation in thinking about your behavior then you'll figure out the 'tasky' feedback and you'll chance because your operating in that interpersonal space. Like if someone says hey I think the kids and staff would appreciate it if you came out to a couple of games this season a person with these traits would be like yup okay and they would make time to come. But you don't need to keep a score card of how many basketball games each employee attended. That's frustrating. If a new school leader slows down and focuses on a particular thing, this should be it.

Table 17

Emerging Themes Regarding G360 Survey Advantages and Disadvantages

Theme	Coded Responses
Advantages	
Ratee Empowerment	3
Survey Logistics	12
Disadvantages	
Follow Up Coaching	11
Support and Cooperation	2
None	2

Table 18

Related Statements on Emerging Themes the G360 Elevating the Worker Voice

Theme	Related Statements
Advantages	
Ratee Empowerment	• Allows teachers to have a voice and provides an element of protection because it's anonymous. • Choosing your own raters is good, but there should be some parameters. For example if you teacher 4th grade, don't get a kindergarten teacher to rate you unless you actually work closely together. • I like that we know the evaluation criteria beforehand. It's good to know exactly how you're being measured.
Survey Logistics	• Once I did it, I realized how quick and easy it was I actually wanted to get more raters and wanted more input and was thinking hmmm I wonder what would this person say or what that person would say. • I like the report because it allows someone to track their progress overtime • This is good because even when I get verbal feedback, this helps to identify concrete skills.
Disadvantages	
Follow Up Coaching	• I believe follow up coaching is important but who it is, is tricky. It would be best for it to come from an administrator but they just don't have the time. If an external person came in there would be a layer of mistrust there. • Coaching should happen after the survey and ideally it would come in house, but there's so much politics that I'm not sure if it would happen ideally. An external coach could be helpful but I don't know that it would get people far in their development. Schools are so resource restricted not sure if it's feasible to bring in someone. I like the confidentially of an external partner but don't know if it's sustainable.
Internal Support	• We had an external coach to come in to help me with some stuff, but they had too many schools and a tight schedule, so they didn't build relationships with people or really get to know us so we don't listen to them. So maybe it would be good for have a train the trainer in house.
External Support	• I think people would trust the coaching and follow up more if there were an external coach. If we do coaching internal, it would compromise confidentiality because the administrators would see your report. An external coach would be unbiased.
Employee Cooperation	• I think teachers would think it's another paperwork thing to do that would take away time from the classroom, but leadership would have to be trained on how to sell the vision and why this is important. • Whenever you're getting any type of survey about yourself there's always going to be this tension around what people are going to say so you just have to check your mindset. I have had a bad experience once with a performance review that was hurtful, so we have to set the tone and training around feedback to help the receiver understand that it's a gift and the giver to understand how to deliver appropriately. • This is a riskier way to go because this level of leadership evaluation or feedback requires a layer of trust that might be difficult for people to grasp. It's must easier to just say here are your requirements; go do it, but the [G360] way says I'm looking for behaviors of people that I trust to do those actions. Not sure if that's a risk school systems can afford to take, especially when they are providing funds for specific outcomes.

Additional insights derived from the study. On average, participants scored themselves lower than their peers, direct reports, and supervisors in aggregate scores as well as in each of the four leadership pillars – personal qualities, interpersonal skills, problem solving skills, and leadership skills. Participants attributed this to them being very hard on themselves. The data showed that the participants who agreed to participate in this study are also continuously searching for ways to grow and were keen to learn information about themselves. Yet, one participant called this trend out as a problem citing that doubt and low self-efficacy was as detrimental as having blind spots where leaders tend to think they are doing well in some areas but their colleagues do not. The same participant also mentioned that she took a 360 degree survey in her organization and noticed a trend where all the women rated themselves lower than their colleagues, but the 3 men in the group rated themselves accurately or higher. In this study two out of 14 participants were male.

One rated himself lower than his colleagues on all the four colleagues (Self M = 3.83 and Rater M = 4.33) and one rated himself higher (Self M = 4.67 and Rater M = 4.36). There was not enough information captured from this study to understand gender differences or bias or cognitive reasons for self-ratings, nor was this study concerned with that data. There could be an opportunity to explore this more deeply in future studies. All 14 research participants found value in participating in the study and gaining additional insights about the perception of their leadership development among colleagues. Their decision to volunteer was not a difficult one. I became curious about the investment in leadership development tools from those who need it but do not know that they do. Their reactions to the process and their final reports may not be as positive if their colleagues identify blind spots for growth. One of the raters did mention in her reflections that this is most valuable for people who really want to know how they are perceived.

If this is forced on them, they will not take it seriously. There is value in this feedback on the approach to 360-degree feedback or any evaluation tool, because the risk of asking for systemic participation in an evaluation program could be counterproductive if not introduced or planned effectively. Another possible opportunity for further exploration is how to implementation or training practices impact participant attitudes on a 360-degree program.

Table 19

G360 Survey Rating Means

Rater Perception	**N**	Research Participant Mean	G360 Overall User Mean
Self	14	4.19	3.98
Peer	10	4.461	4.11
Direct Report	3	4.38	4.22
Supervisor	5	4.544	4.09

Note. N = number of rater groups. The Likert rating scale provided participants the opportunity to select from (1) *strongly disagree*, (2) *disagree*, (3) *neutral*, (4) *agree*, or (5) *strongly agree.*

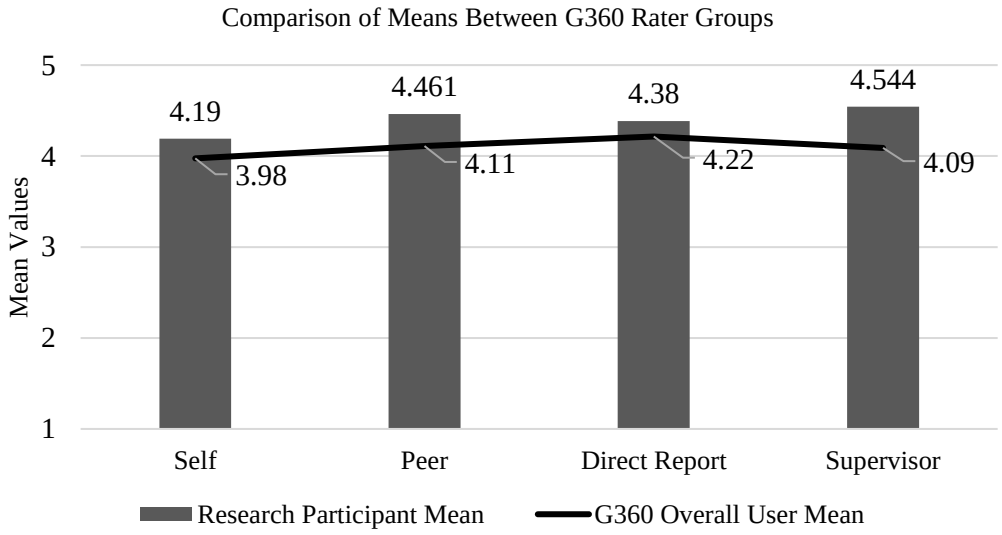

Figure 11. Comparison of Means between G360 Rater Groups.

Summary

The data obtained for this study included a qualitative and quantitative analysis of survey responses to examine school leaders' perceptions of the 360-degree feedback process, the G360 survey tool, and their unique survey results. The research participants received a full G360 feedback report and shared their experiences during a debriefing phone interview where participants shared personal first-hand insights on their experiences. The researcher captured those responses using detailed notes and grouped them into the themes most frequently discussed. The qualitative data and statistical analysis presented in this chapter suggests that even though the research participants were familiar with giving and receiving formal feedback evaluations, they enjoyed the overall process, found the G360 tool to provide important insights on behaviors that impact school culture and performance, and found their reports to be valuable in their growth as leaders. Participants were also generally pleased with the simplicity of the logistics and implementation of the G360 tool. However, most school leaders were unified in their belief that the G360 instrument would be more effective if it were customized to include technical job related features unique to a school context; or, if the survey could not be modified, then it should supplement (not replace) existing tools that a district, state, or other establishment provides to evaluate schools and employees.

Chapter Five: Summary of Findings, Conclusions and Recommendations

Re-statement of the Problem

Teachers are evaluated vastly different from employees in other professions. Teachers and school leaders are given output measures to accomplish as it relates to student test scores, student attrition rates, disciplinary issues, and other student achievement metrics, but are not given support or clear parameters around the roles and duties that are expected of them. While states and local school districts might provide evaluation, performance measurement, and feedback tools they do not yield results because of the lack of formalities and ability to measure growth on the same criteria over time. Over the last 30 years traditional top-down evaluations have been criticized by school leaders over the ambiguity of the evaluations and how it causes subordinate staff to feel judge, unappreciated, and unsupported because teachers lack the power to reject claims they feel were unfairly made about them or their performance.

Research also showed that current evaluations systems are outdated and do not provide a realistic picture of their capabilities and work in the classroom. These claims were supported in this research when participants explained that they are observed formally about one or two times a year. As one ratee, suggested, “One day an amazing teacher could have had a really bad day and receive a poor evaluation; and on a different day there might be a teacher who is lazy and does not do his or her job, but they bring out all the bells and whistles on evaluation day.” Moreover, in the case of some states like California where teachers earn tenure largely based on the recommendations of the principal or vice principal, some teachers feel it is unfair to have that decision left up to one or two people because the current methods of evaluation and feedback are dangerously subjective. In terms of the survey-like evaluations, research reported that they are much too cumbersome in lengths for closed ended questions or too ambiguous containing only

open-ended questions and evaluators have to guess or be creative with the feedback they will provide. Not only are these methods stressful, but participants claimed to have no way to measure their progress or growth over time and how their hard work contributes to their bottom line: wanting to help children.

Re-statement of the Purpose

The purpose of this study was to investigate the approach of G360 survey implementation and participant perceptions of the tool that would promote sustainable and meaningful experiences for school leaders. In addition to the review of the G360 surveys' effectiveness, the research made use of reports and interview data from the research participants to understand their perceptions of criteria that would promote sustainable and meaningful experiences for school leaders.

Summary of Findings

While overall feelings among the participants were positive, it is important to note that the researcher captured a hint of nervousness from some educators about the process and they chose not to participate. All research participants who were approached, were informed of the research process, their rights, and their ability to choose their own raters. Still, many of the research prospects indicated fear and doubt around how the information would be used, the time it would take to complete the process, and what the survey results would disclose about their leadership. Some chose to remain uninformed about what their colleagues thought about them either because they believed they already knew the outcome or they did not care to know at all. Among the 14 who did participate, four mentioned that desire for feedback is key to having a strong 360 degree feedback process. Those who participate cannot feel like they are forced to participate but rather they must want it. This suggestion is consistent with the results of survey

question number five where 100% of participants revealed that they were keen to understand more about their behavior and therefore they were willing to participate; 100% of participants also mentioned that they would recommend the G360 process to a school or school district for use because these competencies are critical factor's in a school leading their students to success. This is consistent with the advice from Bradberry and Greaves (2009) who purport that emotional intelligence competencies are the foundation for a host of other critical leadership skills and impact everything we say and do each day. Participants in this study included school leaders at various stages in their career, spanning from four to 23 years of experience. The finding

Summary of research question one. The first question asked candidates about their willingness to participate in the feedback process by assessing how they initially felt about the study when approached. Most participants felt positively about participating in the survey because they wanted to understand their performance because they believed 360-degree feedback provided a more fair and holistic evaluation that would help in understanding their performance; 64.3% of participants interested and 21% were excited about participating. None of the candidates felt nervous about the research process.

Summary of research question two. Research question two examined how the G360 compares to other feedback methods participants have experienced. The G360 leadership surveys were perceived as a better feedback tool than other methods because the survey does not assess people based on technical job skills, but rather interpersonal and human connection skills that aid in promoting stronger relationships. Thus, G360 surveys can be viewed as a tool which can help in improving team work and inter-departmental coordination because this instrument focuses on

character traits unlike other tools that focus on the effectiveness of teaching programs or notes collected from classroom observations.

Summary of research questions three and four. Research questions three and four sought to understand how the study impacted participants and if the feedback they received was meaningful. Because today's classroom teachers give as much time to working with colleagues, parents, their communities, and maintaining a positive class environment as much as they do teaching content, the G360 can help in the overall assessment of a teacher's character and their perception in the school. Once they understand these perceptions they can modify their behavior with guidance and coaching to improve their interactions and product better results on their school's goals. Seventy-eight point six percent of respondents agree that the G360 surveys measure competencies that are good for school leaders to have and can positively impact the schools culture and progress towards their goals because it is the interpersonal skills that impact engagement and motivation, which impacts performance, which impacts outcomes. Goleman (2011) predicted and confirmed this phenomenon when he noted that making decisions in the workplace used a combination of intellectual and emotional decisions where people use emotions to processing complex thinking and problem solving.

Some of the competencies measured in the G360 surveys are ability to solve problems, ability to work in a team, interpersonal skills, social awareness, emotional intelligence, conflict management and decision making. Participants linked these qualities the ability to help staff feel appreciated, safe, and supported, which would lead to higher staff morale and performance, which would lead to higher student morale and performance. It was also found that most ratees underrated their own performance and were pleasantly surprised to know that their peers and

colleagues rated their performance favorably. Therefore, it can be inferred that a G360 survey can also act as a morale boaster for employees and motivate them to perform even better.

Summary of research questions five. Research question five sought opinions on the advantages and disadvantages of the G360 survey process. According to most participants, an ideal approach would be to use the G360 surveys in addition to classroom observation tools or assessments to evaluate pedagogical skills because effective teaching is an important part of their work. Other participants believed there were little disadvantages and thought it was a great foundation for both novice and seasoned educators.

SWOT Analysis

In chapter three the researcher agreed to produce a SWOT analysis. The classification below describes the summary of strengths, weaknesses, opportunities, and threats found from the research process.

Strengths. The most frequently mentioned strength was that the G360 surveys are simple to use, easy to understand, and is does not take a lot of time to complete. Second, ratees appreciated that they received a comprehensive report that would allow them to track their progress over time measured against the same criteria. If interested, staff could do a pre and post-assessment to analyze their progress. Third, the G360 surveys allow workers to give feedback about concerns that might be more challenging to discuss. As one participant stated, “It is easier for me to talk into a classroom and say, here’s how you could teach this math problem a little differently so that students understand, as opposed to talking about how someone’s lack of warmth and friendliness makes some of us feel like we can’t approach you.” The framework pushes workers to reflect on the important yet covert values that may not receive regular discourse but play a vast role in morale and performance for both staff and students.

Fourth, the G360 survey allows school leaders to have a scientific and validated instrument to solicit feedback they may be seeking. The G360 could have a positive impact on those administrators who want a feedback system, but do not know where to start and do not have the skill set to create their own. It also helps school leaders solicit information that is useful for them when their staff also lack the skill set on how to give feedback. A few participants recalled experiences with using tools that were created by their managers, but it was not well crafted or implemented. The staff used the survey as an opportunity to vent and delivered some scathing remarks unsupported with example or solutions for change. The result left the administrators highly offended and the staff highly frustrated when their feedback seemed to be ignored and undervalued. The G360 surveys are scientifically validated tools that provide a framework that helps workers focus their thought processes and feedback in key areas that provide value for school leaders and their teams.

Weaknesses. First, the survey lacked technical questions that related to the education profession. As one participant suggested, “I can like you and you can be a great person, but it doesn’t mean you’re getting results. At the end of the day we still have to get kids to achieve.” It was suggested that this can be overcome by using the G360 as a supplemental tool to current resources from the school, district, or state that already measure pedagogical related competencies and programs. Additionally, for this research, the G360 talent development company offered a complimentary set of surveys. The typical cost per survey is 125 USD. This could be very costly for schools and districts that operate on a limited budget and might be a deterrent for key decision makers to adopt this program regardless of how useful it may be. Third, while participants found the survey to be easy to use, some participants raised questions about how logistics would work for an entire school. At least three participants suggested, using

time in a staff meeting where “everyone just takes out their laptops and does it right then and there.” Fourth, the G360 surveys do offer a reflection guide at the end of the report, but the report is in a PDF format and some participants noted that they would like the option to type in their answers. Finally, while choosing one’s own raters was identified as a strength because of the trust and empowerment it gives ratees, it was also identified as a potential weakness. As one participant opined, “Choosing your own raters is good, but there should be some parameters. For example, if you teach 4th grade, don't get a kindergarten teacher to rate you unless you actually work closely together.”

Opportunities. First, not only is 360-degree feedback uncommon in the public school space, but based on the research any type of comprehensive feedback on personal development is uncommon. There is a unique opportunity to introduce this concepts to smaller school districts and charter schools who operate with slightly more autonomy to make decisions than traditional public schools. Second, there is a unique opportunity for train the trainer programs and teach school leaders who to use this tool effectively to promote a strong culture where feedback is viewed as a gift and not a punishment. There is an opportunity to show principals how their use and understanding of the process will engender great investment from the staff. As one research participant specified, “If the principal did if first and let us rate him or her, it would make us feel more comfortable if they took the lead and showed us their report and what they are doing to work on their gaps.

Threats. In this study, threats will also be known as implications. For educators who work in states where there is an option for tenure, this feedback could play a role on a principal’s decision to recommend tenure for teachers. However, as discussed by one of the participants, this could be a positive trait because instead of the decision being placed on one or two people,

educators have the opportunity to provide a more comprehensive report into how they are performing. Also, while the survey responses are confidential, the G360 surveys provide open ended questions at the end of the survey. A ratee may or may not be able to identify someone giving anecdotal feedback, depending on the nature and details provided. This could result in retaliation for teachers. Additionally, even if a ratee only receives data from the Likert scale questions, if the overall report is low, it still may result in negative consequences for the entire staff or particular team members.

Another implication depends on how the 360-degree program is introduced and trained for new staff. It would take some substantial mind-set shifts for people to adjust from fear to engagement at a system wide level. One participant who is an administrator mentioned that their school does not currently have formal feedback or evaluation systems. One of the reasons is because when administrators visit classrooms, they want teachers to be happy and excited to see them. The fear is that is this were formalized, teachers might begin to feel normal pressures associated with being evaluated and criticized.

Despite the benefits of a 360-degree approach, it is still an evaluative tool. A large part of participant engagement and trust depends on how the information is communicated, used, and trained for team members. In this research, participants enjoyed the process because it was purely for their own edification. There were no consequences or rewards attached to the results, they go to choose their own raters, and discuss their feedback with the researcher, who acted as a neutral third-party administrator. If the training and implementation is not managed well, teachers might feel that the program that "is just another paperwork thing to do that would take away time from the classroom." One suggestion for overcoming this included training top leadership on how to sell the vision and why this tool is important. Also, it would be beneficial to

roll out the program in group segments where principals and vice principals did it first, then the middle leadership team, and then the teachers. This might increase engagement and interest when the leadership team can give a personal testimony with their experience and how they are using it to grow.

Furthermore, in this study, ratees chose their own raters. The G360 survey allows an administrator to decide if ratees can choose their own or if their raters are assigned. Research participants believed that the autonomy to self-select was an important feature. In this study, it was deemed a strength but it could also be a weakness depending on the maturity of the ratee and culture of the organization. How a school or any organization uses the data will influence some of the choices that administrators make. The literature reviewed from chapter two strongly cautions against using 360-degree feedback as a performance evaluation tool and purports that it should be used as a leadership development and self-reflection tool. If an organization agrees to use the tool in a way that is suggested by existing literature then self-selecting raters may not be present an issue because raters might feel more confident in selecting people whose feedback they respect and value rather than selecting people who will be kind to them. However, if rewards, consequences, or formal evaluations are tied to the process, then there is the risk of raters choosing people they know will rate them favorably; or, if administrators choose the raters for ratees, those administrators risk increasing the culture of mistrust and suspicion instead of support and collaboration.

Limitations

The focus of this study was on the school leaders themselves and to understand their perceptions on the 360 degree process and G360 survey tool. Ideally, they would be the primary advocates and role models for the rest of the school staff if this program were implemented in a

school setting. Still, little is known about the ratee voice and their perceptions. For example, survey question four ask if the G360 surveys process provides a safe space for those without positions of power to speak up about their concerns. This was based on ratees' instinctual opinion because there was no research activity that allowed participants time to decide of their safety or confidentiality was compromised. Measures were taken to provide confidentiality by ensuring that there was a minimum of three raters for the "peers" and "direct reports" categories, but this study did not capture post research feelings from the ratees to understand their perspectives.

Second little is known about the impact of the 360-degree process on actual leadership behavior and outcomes. This study sought to understand perceptions, but even if perceptions are favorable, and there is no impact, then the survey's purpose (to improve leadership behaviors through self-awareness) may or may not be achieved. Most of the school leaders said they appreciated the level of awareness the survey brought and they were not offended or displeased by their results, but little is known if they have the skill set to coach oneself into improving in the leadership gaps that were revealed.

Recommendations for Further Research

Five recommendations for further study were identified; all are based on findings derived from the study:

1. Research participants mentioned that executing the G360 process on a system wide level would face resistance due to mistrust on how and why a school or school district is using this method. The researcher recommends a continued study in best practices or a train the trainer model to influence more positive perceptions and excitement about the model.

2. More attention can be dedicated to understanding gender differences in self-perceptions of leadership abilities and the impact on professional goals and achievements.
3. Given the interest in coaching and debriefing on the G360 reflection questions, the researcher recommends exploring the impact of coaching best practices on leadership development and growth over time. The ultimate goals is to improve as a leader through the avenue of self-awareness but research participants indicated that school leaders may lack the ability to coach themselves into improving. Knowledge of the report alone will not result in transformational outcomes; therefore, support may be needed to help school staff members achieve their goals.
4. Further understanding of leadership task and leadership behaviors and the impact on outcomes could be advantageous to the body of research. Traditional methods of assessment give school leaders a checklist of things to do instead of a framework, such as the G360 Surveys, on how to relate to people and lead with certain character traits. An experimental study might be conducted where two groups are given the same goal to achieve. Group A's leaders are told to focus on their people using the G360 character traits and Group B is told to focus on certain tasks to help them accomplish the goal. In the end, the researcher would explore which method had the greater impact on attaining the goal.
5. Given the rise and debate on the value of charter schools, it would be interesting to investigate leadership perceptions using the G360 surveys of school leaders from charter schools in comparison to school leaders from traditional schools to understand if the behavioral competencies have any impact on student outcomes.

Concluding Thoughts

The demands and needs of students, their communities, and schools are so intricate that school leaders at every level must engage in a collaborative experience that opportunities for learning and growth not just for the students but for themselves. Today's students bring issues into the classroom that require more attention than just learning the subject content at hand. Teachers are asked to be role models, medical professionals, security officers, therapist, and sometimes mimicking a surrogate parent. Yet, most state and districts only focus on a single measurable outcome looking at subject matter test scores and school personal are measured on this single layer of criteria to determine their effectiveness. Teachers want to be empowered, and they want to be allowed to lead the efforts in policies and practices that will impact the students they work with daily.

The frustrations and complaints identified in the literature review from chapter two were discussed by the 14 participants in this study. As hoped, all 14 participants also found value in this process so much that they would endorse the 360-degree feedback using the G360 Surveys as the instrument of choice. A few participants were so invested in the process that one principal said she would use it for her district evaluation conversation and three others said they would recommend it to their organizations for use with the entire staff. It is believed that that this research had a profound impact on the participants and the way they understand the usefulness of feedback from diverse sources. At least four participants also indicated excitement and encouraged the researcher to promote this after the research is done because it is something that is "truly needed" for our school.

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APPENDIX A:

Consent Form

Name of Participant: _____

Title of the project: The Effectiveness of the G-360 Leadership Survey in Public High Schools

Main investigator and contact details:

Name: Dossier Harps **Email:** dossier.white@gmail.com

Participants

Your permission is requested to voluntarily participate in a study conducted by Dossier Harps, doctoral student in the Graduate School of Education and Psychology at Pepperdine University, under the supervision of Andrew Harvey, Ed.D., faculty advisor at Pepperdine University. This study is being conducted in partial fulfillment of the requirements for the degree of Doctor of Education in Organizational Leadership. Your identification as a possible participant was based upon meeting the criterion of the research study. Participation in this study is voluntary.

Purpose of the Study

The purpose of this study is to investigate the approach of G360 survey implementation and participant perceptions of the tool that would promote sustainable and meaningful experiences for school leaders.

Procedures

As a participant in this research, you can expect the following to occur related to the study

1. The G360 Survey will consist of 48 questions using technology that provides a secure and anonymous avenue for responses.
2. You will be asked to answer questions regarding your experiences with the role that the G360 program implementation has played in organizational culture and employee behavioral change.
3. The responses to the questions will be kept in a secure file for a period of five years before being destroyed.
4. A summary of the findings will be available upon request.
5. Participants will be designated a code name and data will be analyzed in aggregate to provide for confidentiality.

Potential Risks and Discomforts

The risks associated with participation in the study are considered minimal and by definition are no greater than those experienced in daily life. It also should be noted that you, as a participant, may decline to participate in the research at any time without risk to you.

Potential Benefits to Subjects and/or to Society

Your participation in this study may afford you the opportunity to: (a) contribute to the understanding of using the G360 Surveys™ as a strategy for leading change in secondary schools; b) gain additional understanding of your lived experiences by means of personal reflection during the interview process; (c) the results of this research may include the opportunity to contribute to the field of organizational behavior in higher education; and (d) offer information to thought leaders and experts in interested in effective ways to improve organizational culture and employee effectiveness.

Payment for Participation

There is no payment for participation in this study.

Confidentiality

Your name will remain confidential. Confidentiality will be maintained through coding and by placing all documents in a locked file drawer to which only the investigator will have access. The investigator will take all reasonable measures to protect the confidentiality of the participant's records and your identity will not be revealed in any publication that may result from this project. The confidentiality of records will be maintained in accordance with applicable state and federal laws.

Participation and Withdrawal

Participation in this study is completely voluntary and you may choose to withdraw from the study at any point with no consequences.

Identification of Investigators

If you have questions regarding the study, please contact XXX, Investigator, by phone at XXX-XXX-XXXX or email at XXX or Dr. Andrew Harvey Faculty Advisor, by e-mail at andrew.harvey@pepperdine.edu

Rights of Research Subjects

Participation is voluntary and you may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. If you have questions regarding the rights of research subjects, please contact Dr. Andrew Harvey Faculty Advisor, at andrew.harvey@pepperdine.edu or the Pepperdine University Graduate and Professional School Institutional Review Board office at gpsirb@pepperdine.edu.

Voluntary Participant Consent

1. I agree to take part in the above research. I have read the Participant Information Sheet which is attached to this form. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.

2. I understand that I am free to withdraw from the research at any time, for any reason and without prejudice.
3. I have been informed that the confidentiality of the information I provide will be safeguarded.
4. I am free to ask any questions at any time before and during the study.
5. I have been provided with a copy of this form and the Participant Information Sheet.

Informed Consent to Participate in Research

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to voluntarily participate and permit the use of identifying information obtained in this study. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research as described above.

Name of Subject

Signature of Subject

Date

I WISH TO WITHDRAW FROM THIS STUDY

Signed: _____ Date: _____

Signature of Investigator or Designee

The subject is voluntarily giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Name of Investigator

Signature of Investigator

Date

APPENDIX B:

Protecting Human Subjects Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Dossier Harps** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 01/01/2017.

Certification Number: 2261726.

APPENDIX C:

Sample e-mail communication and video link

I hope you are doing well and loving life in XXXX. I am completing the late stages of my doctoral program at Pepperdine and wanted to see if you might be able to help me out.

Here is a video explaining my dissertation. I know you have a packed schedule these days so thank you for your consideration.

Attached is a sample G360 report and the Feedback and Reactions Questionnaire. Both are explained in the video.

If you are able and willing to participate please let me know and I can get you started. I am also available to chat further if you have questions. In total for both parts of the study, we're looking at around 30 – 40 minutes of times (20 minutes for the G360 survey and 20 minutes for the debrief conversation).

Thanks so much,

Dossier

Video link: https://youtu.be/Dhwd6Du0g88

Sample report:
https://www.g360talent.com/hubfs/Sample%20Reports/Sample%20Emerging%20Leader%20Report.pdf?t=1520340679420

APPENDIX D:

G360 Emerging Leader Feedback and Reactions Questionnaire

QUESTIONS RESPONSES 14

G360 Reactions Questionnaire

Please complete this list by Monday 4/9/2018. Thank you!

1. City and State where you teach/lead

Short answer text

2. Including this year, how many years of teaching experience do you have?

- 1-5
- 6-10
- 11-15
- 16-20
- More than 20

3. Role *

Which role do you best identify with?

- Teacher Coach
- Grade Level Chair
- Content Leader
- Administrator
- School Support Staff
- Academic Dean
- Instructional Coach
- Professional Learning Community Leader
- Other...

4. How often do you receive formal feedback (verbal or written) in one school year? *

Formal feedback is defined as a system wide program with clear dates and deadlines for the entire staff to complete. Formal feedback may also come in the form of formal documents kept on record for employee files. Formal feedback is planned beforehand and systematically scheduled into the official procedures of the organisation.

- ○ Never
- ○ 1-2 Times
- ○ 3-4 Times
- ○ 5 or more Times
- ○ Unsure
- ○ Other...

5. How often do you receive informal feedback (verbal or written) from your peers in one school year? *

Informal feedback is ongoing, in-the-moment development advice given to employees that is communicated in everyday interactions or independently of formal mechanisms.

- ○ Daily
- ○ Bi-Weekly
- ○ Weekly
- ○ Bi-Monthly
- ○ Monthly
- ○ Unsure
- ○ Other

6. Have you participated in a 360-degree program before? *

- ○ Yes
- ○ No
- ○ Other...

7. How did you initially feel about participating in the study when approached? *

Were you nervous, excited, anxious, indifferent?

- I was nervous about the process but thought it would be good for my development.
- I was interested to participate because I wanted to understand my leadership strengths and gaps.
- I was excited about the process because I enjoy assessments and feedback reports.
- I didn't have strong feelings, but thought it would be interesting to participate in research for a dissertation.
- Other...

8. Please elaborate on your feelings about participating in the research. *

Long answer text

9. Once you received your report, how did you feel about your results? *

Were you offended, upset, shocked, interested, pleased, grateful? Why?

Long answer text

10. Please rate the following statement: The G360 surveys provides a safe space for those without positions of power to speak up about their concerns and give feedback they might not otherwise provide. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

11. Please elaborate on why or why not the G360 surveys provides a safe space to speak up.

Long answer text

12. How do the G360 surveys compare to other method of feedback and leadership development that you are used to? *

- ○ Better than other methods
- ○ Worse than other methods
- ○ Equal to other methods
- ○ Neutral
- ○ Other

13. Please elaborate *

Long answer text

14. If anything, how has this research impacted you to think about your philosophies on feedback or leadership development? *

Long answer text

15. Please rate this statement: I would recommend the G360 leadership surveys to a school or school district for use? *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

16. Please explain why you would or would not recommend the G360 leadership surveys to a school or school district to use for leadership development coaching.

Long answer text

17. Please rate this statement: The G360 Surveys measure competencies that are good for school leaders to possess. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

18. Please rate this statement: If school leaders possess the competencies measured in the G360 feedback survey, it would positively impact the school's culture. *

You are rating this item as it relates to school CULTURE.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

19. Please rate this statement: If school leaders possess the competencies measured in the G360 survey, would it positively impact progress towards my school's goals. *

You are rating this item as it relates to your school's GOALS.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

20. Please explain why or why not this survey would significantly impact the school culture and or progress towards goals.

Long answer text

21. What if anything, could have been included in the G360 survey to make it more relevant for a public school context.

Long answer text

APPENDIX E:

Research Questions and Corresponding Survey Questions

No.	Research Questions	No.	Corresponding Feedback and Reactions Survey Questions
RQ 1	What is the willingness of the participants to participate in the research study?	SQ 7, 8	How did you initially feel about participating in the study when approached? *Elaborate.
RQ2	How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?	SQ 12	How does the G360 Emerging Leader Survey compare or contrast, to pre-existing methods of feedback?
RQ3	To what extent, if any, does this process generate meaningful feedback for the leaders?	SQ 9 SQ 10,11 SQ 12 SQ 13, 15 SQ 16	Once you received your report, how did you feel about your results? Please rate the following statement: The G360 surveys provides a safe space for those without positions of power to speak up about their concerns and give feedback they might not otherwise provide. How do the G360 surveys compare to other method of feedback and leadership development that you are used to? Please rate this statement: I would recommend the G360 leadership surveys to a school or school district for use? The G360 Surveys measure competencies that are good for school leaders to possess.
RQ4	What is the actual or potential impact of G360 Emerging Leader Survey program implementation on school administrators?	SQ 18, 19 SQ 17, 19 SQ 13	If school leaders possess the competencies measured in the G360 feedback survey, would it positively impact progress towards my school's goals? If school leaders possess the competencies measures in the G360 feedback survey, it would positively impact the school's culture. If anything, how has this research impacted you to think about feedback or leadership development?
RQ5	What are the advantages and disadvantages of the G360 Emerging Leader Survey?	SQ 20 SQ 21	What if anything, could have been included in the G360 Survey to make it more relevant for the public school context. What do you believe are the advantages and disadvantages of this process?

APPENDIX F:

G360 Surveys™ Usage Agreement

March 21, 2017

RE: Doctoral Dissertation Research

The Student, Dossier White Harps has been allowed to access a complimentary set of Emerging Leader surveys from the G360 Talent Development Company to use for her doctoral dissertation research.

The purpose of this research is to understand the value of the tool in developing school leaders and gain an understanding of how teachers, supervisors, and principals in a public K-12 setting respond to the G360 survey feedback.

In exchange for the surveys, the student, Dossier White Harps, agrees to make her research findings available for use to the G360 Surveys™ leadership team for trainings, presentation, further research, and other needs for the organization.

_____	_____
G360 Surveys™ Authorized Representative	G360 Surveys™ Authorized Representative
(Sign)	(Print)
_____	_____
Dossier White Harps – Student	Dossier White Harps – Student
(Sign)	(Print)

APPENDIX G:

G360 Emerging Leader Survey Questions

Emerging Leader Survey Questions ©
Brian Griffith, Ph.D.

QUESTIONS: Scored on a scale from 1 to 5.

Collaboration - 1	can get along with just about anyone.
Collaboration - 2	is a team player.
Collaboration - 3	can be difficult to get along with.*
Communication - 1	communicates in a clear and understandable way.
Communication - 2	listens closely when other people are talking.
Communication - 3	can be very persuasive in group discussions.
Coordination - 1	rarely confronts people when they are not doing their job.*
Coordination - 2	is good at organizing people on a task.
Coordination - 3	is very detail-oriented when it comes to projects and tasks.
Creativity - 1	often suggests ideas nobody else has thought of.
Creativity - 2	appreciates and values diverse perspectives.
Creativity - 3	doesn't come up with innovative ideas very often.*

Decision Making - 1	is able to see the flaws in various opinions or ideas.
Decision Making - 2	uses concrete evidence and rational thinking to guide decisions.
Decision Making - 3	carefully weighs the facts before making a decision.
Dependability - 1	always follows through on commitments.
Dependability - 2	is frequently late to meetings and appointments.*
Dependability - 3	is a very dependable person.
Encouragement - 1	encourages those around him often.
Encouragement - 2	publicly acknowledges the contributions of others
Encouragement - 3	doesn't give compliments very often.*
Initiative - 1	is quick to volunteer for new tasks or jobs.
Initiative - 2	does what needs to be done without having to be told.
Initiative - 3	takes action when things need to get done.
Integrity - 1	is honest and sincere.
Integrity - 2	doesn't always tell the truth when dealing with others.*
Integrity - 3	I have high ethical standards.
Learning Orientation - 1	tries to learn something from both positive and negative experiences.
Learning Orientation - 2	has a hard time admitting mistakes.*
Learning Orientation - 3	is always learning new things.
Optimism - 1	is a positive person.
Optimism - 2	is very enthusiastic about the future.
Optimism - 3	complains a lot.*
Problem Analysis - 1	has excellent research skills to analyze problems effectively.
Problem Analysis - 2	looks at problems from many different angles.
Problem Analysis - 3	can react prematurely before thoroughly understanding a situation.*
Respect for Others - 1	can be condescending toward others.*
Respect for Others - 2	treats all people with respect.
Respect for Others - 3	genuinely cares about others.
Self-Awareness - 1	doesn't have a lot of self-confidence.*
Self-Awareness - 2	is aware of personal weaknesses and shortcomings.
Self-Awareness - 3	can talk about his or her feelings when frustrated.
Social Awareness - 1	is aware of other people's attitudes and feelings.
Social Awareness - 2	is a good judge of character.
Social Awareness - 3	is able to read people accurately.
Work Ethic - 1	is very self-disciplined.
Work Ethic - 2	is a hard worker.
Work Ethic - 3	often puts things off until the last minute.*

The asterisk (*) identifies questions that are reversed scored. In these cases, a 1 becomes a 5, etc.

APPENDIX H:

G360 Emerging Leader Survey Sample

Emerging Leader Report

Prepared for Cate Johnson

Number of outside raters: 8

January 11, 2016

UNDERSTANDING YOUR FEEDBACK REPORT

Reading this report is the first step in a proven process of personal growth and learning. Our four-step process of ***Read, Reflect, Plan*** and ***Execute*** helps you turn the feedback you receive into measurable growth. To get the most out of this experience, you will need to understand this report thoroughly, so please take the time to review this introductory material instead of jumping immediately to your results.

Read: First, we present the data that was collected from your colleagues. That includes raw scores, percentile scores, and specific feedback from your raters.

Reflect: Then we provide a worksheet to record your reflections. This is a very important step in the process, so please take the time to complete it.

Plan: Identify two goals for personal development and create an action plan to achieve those goals. We provide a number of development resources to help you in this process. Click on the competency names in the results section to get more information.

Execute: The most important part of the process is execution. You have to work your plan. We encourage you to enlist the help of a coach or mentor to discuss your progress on a regular basis.

What was assessed by the G360 survey?

Research has shown that successful people have strong **personal qualities**, along with effective **interpersonal skills, problem solving skills** and **leadership skills**. These concepts are the four main areas or pillars of success that are measured by the G360 Emerging Leader Survey. Each pillar is comprised of four specific competencies as seen below. Click on the names of the 16 competencies in the report for detailed definitions, suggestions for improvement and recommended books, articles, and videos to watch. You can also access those resources at g360surveys.com/development-resources.

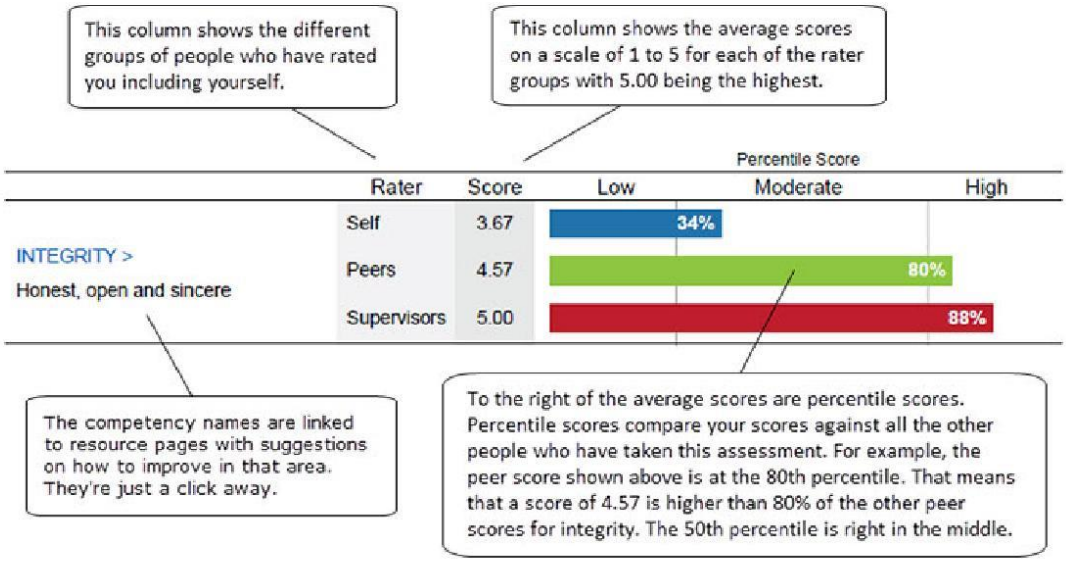
PERSONAL QUALITIES	INTERPERSONAL SKILLS
• Integrity • Dependability • Work Ethic • Self-Awareness	• Respect for Others • Social Awareness • Communication • Collaboration

PROBLEM SOLVING SKILLS	LEADERSHIP SKILLS
• Problem Analysis • Creativity • Decision Making • Learning Orientation	• Optimism • Initiative • Coordination • Encouragement

INTERPRETING THE RESULTS

3

The first chart in your report shows summary scores for each of the four main pillars of success. This is a good overview of your strengths and weaknesses. The next four charts present a detailed view of the competencies that make up each of the main pillars. The following chart is an example of the results for integrity.



SYMBOLS

Below each chart are four symbols that identify high scores, low scores, hidden strengths, and blind spots.

High Scores are defined as the *top 25%* of scores within any rater category (75th percentile and above). They are strengths to be built upon.

Low Scores are defined as the *bottom 25%* of scores within any rater category (25th percentile and below). They are barriers to success.

Hidden strengths are areas in which you rated yourself at least a half point lower than another rater group. You are doing better than you think.

Blind spots are areas in which you rated yourself at least a half point higher than another rater group. Blind spots can be problem areas that you are not aware of.

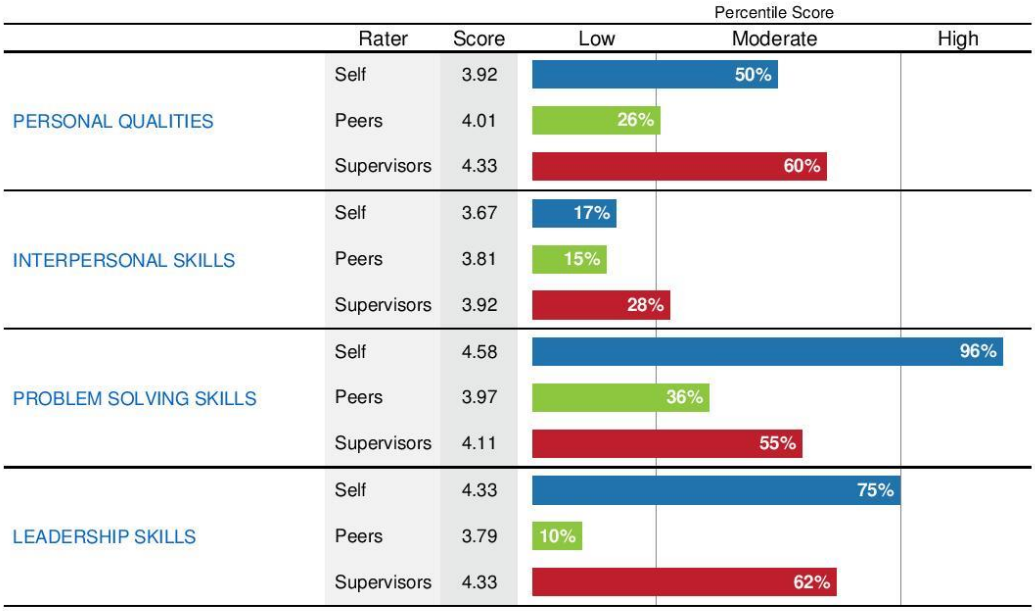
COMMENTS

At the bottom of each page is a section that contains written comments from your raters. These comments can offer you valuable insight into the specifics of what you are doing well and what you can improve upon. Read this feedback closely and consider what it means for you personally.

1 Similar scores in different rater categories can yield different percentiles due to different average scores within the different groups.

SUMMARY OF THE FOUR PILLARS

4



HIGH SCORES
- No High Scores

LOW SCORES
- Interpersonal Skills (Peers)
- Leadership Skills (Peers)

HIDDEN STRENGTHS
- No Hidden Strengths

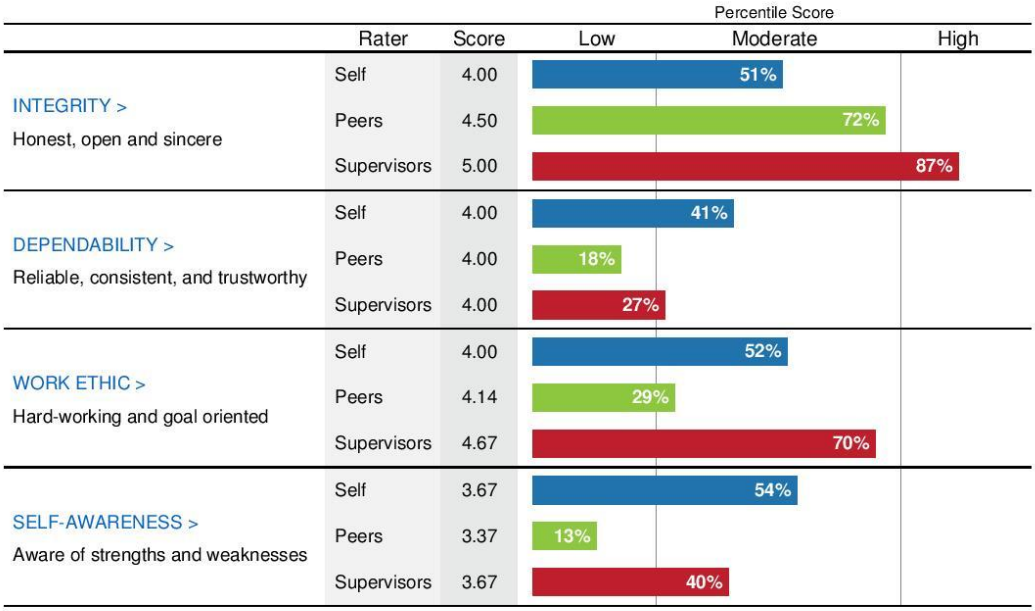
BLIND SPOTS
- Problem Solving Skills (Self vs Peers)
- Leadership Skills (Self vs Peers)

COMMENTS

- It has been fantastic to have Cate on our team. She has made great contributions to our marketing efforts and we have just scratched the surface. I am hopeful Cate continues with the same enthusiasm that she has shown over the past year.
- Cate is a very strong analytical thinker. She can take complex problems and find solutions. This work seems to be done alone and not through others. Her weakness may be assertiveness in working with groups of people. She may need to open up more in order to take the step into a leadership position.
- Broadly, Cate has giant potential. Smart, organized, detail oriented, great attitude, and eager to learn. As Cate learns to be a question asker and take a softer approach, she's going to be invaluable.
- Strength is her work ethic, her ability to take projects and dive into them even if it's something she hasn't done in the past. She is a peer leader when it comes to being and staying positive. She stays away from office gossip and turns the conversation around. Developing conflict resolution would be something to work on. Addressing someone that pushes back is a hard thing for her to address directly with the person. Conflict isn't easy for anyone but it's important to address something head on before it gets in the way.

PERSONAL QUALITIES

5



HIGH SCORES
- Integrity (Supervisors)

HIDDEN STRENGTHS
- Work Ethic (Self vs Supervisors)
- Integrity (Self vs Peers)
- Integrity (Self vs Supervisors)

LOW SCORES
- Dependability (Peers)
- Self-Awareness (Peers)

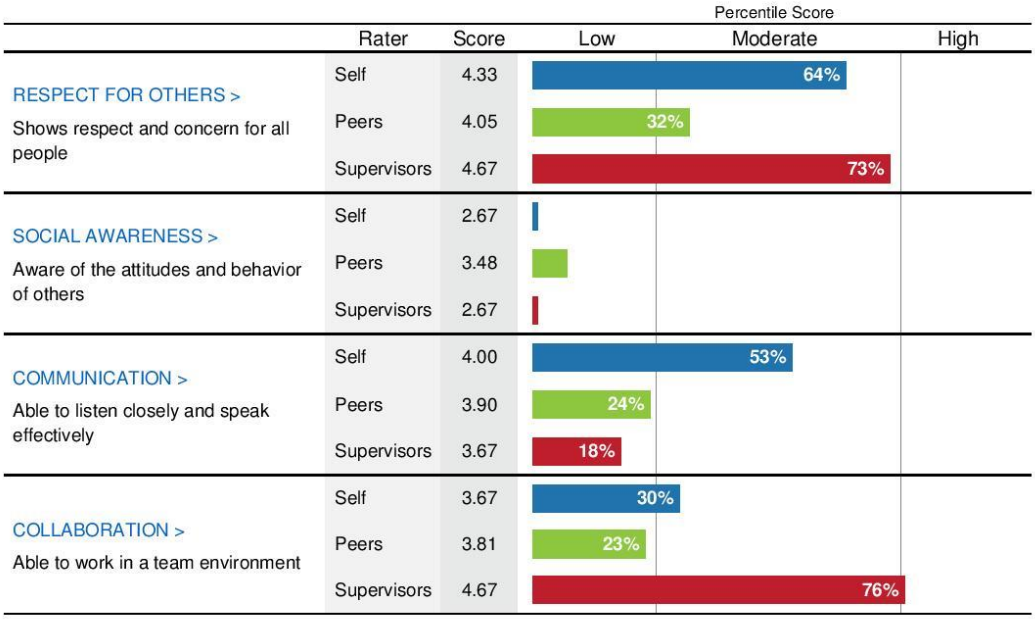
BLIND SPOTS
- No Blind Spots

COMMENTS

- Working with Cate on projects she is very thorough and knows the right questions to ask. She gets very excited about new marketing ideas and implementing them. When you give Cate a task to complete you do not have to worry about it being completed. She likes deadlines to understand what is priority within her work load.
- Cate exhibits focus and discipline around the tasks she works on. She is a very reserved person, but diligent.
- Cate is very considerate, trusting and thoughtful.
- Cate has a lot of passion for what she does. She is extremely accommodating to others. The concern with this is that Cate signs up do too many things. She has a history of saying yes to everything and there is a risk that items get back-burned and not completed. She can focus on ensuring her workload is manageable and then prioritizing what she works on.
- Broadly, Cate does well in this area. However regarding follow through, the projects that she commits to which will allow her to meet all of her commitments.

INTERPERSONAL SKILLS

6



HIGH SCORES
- Collaboration (Supervisors)

LOW SCORES
- Collaboration (Peers)
- Communication (Peers)
- Communication (Supervisors)
- Social Awareness (Peers)
- Social Awareness (Supervisors)

HIDDEN STRENGTHS
- Collaboration (Self vs Supervisors)
- Social Awareness (Self vs Peers)

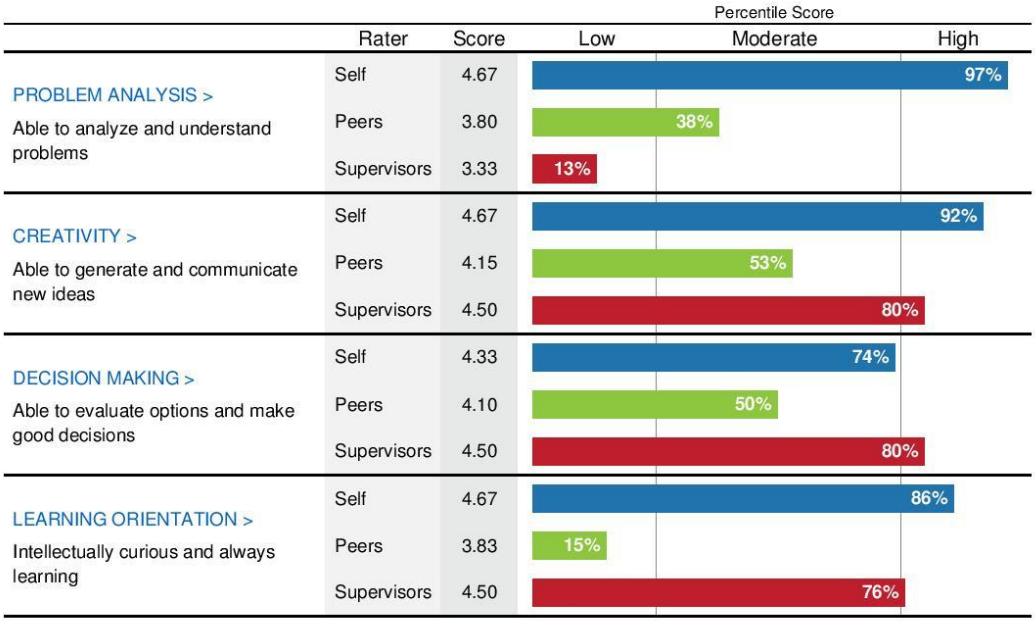
BLIND SPOTS
- No Blind Spots

COMMENTS

- Cate can sense when someone isn't on the same page as her, she doesn't back down from her ideas when presenting to someone who isn't as excited as she is about the idea. Cate stands her ground to get her point across in a very professional manner. When Cate is explaining something you need to let her finish, she needs to get her thoughts out before you can begin speaking. She is easy to work with and will bounce ideas or suggestions off of you to get you thinking in a different way.
- Cate does not often communicate unless prompted. She has a lot of great ideas but seems reserved to share those ideas.
- Cate is well spoken, great listener and definitely a team player.
- Cate has shown improvement in ensuring she takes the opportunity to provide her feedback in meetings, specifically with the leadership team. Her opinion is valued, however, I have a feeling she may not always be sharing her opinion.
- The area of emotional intelligence is likely an area of opportunity for Cate. She treats people well, is not hard to get a long with, is absolutely a team player. However, her demeanor leads me to believe that while she may hear the data that someone is communicating, she may miss the feelings or overall message.

PROBLEM SOLVING SKILLS

7



HIGH SCORES

- Decision Making (Supervisors)
- Creativity (Supervisors)
- Learning Orientation (Supervisors)

LOW SCORES

- Learning Orientation (Peers)
- Problem Analysis (Supervisors)

HIDDEN STRENGTHS

- No Hidden Strengths

BLIND SPOTS

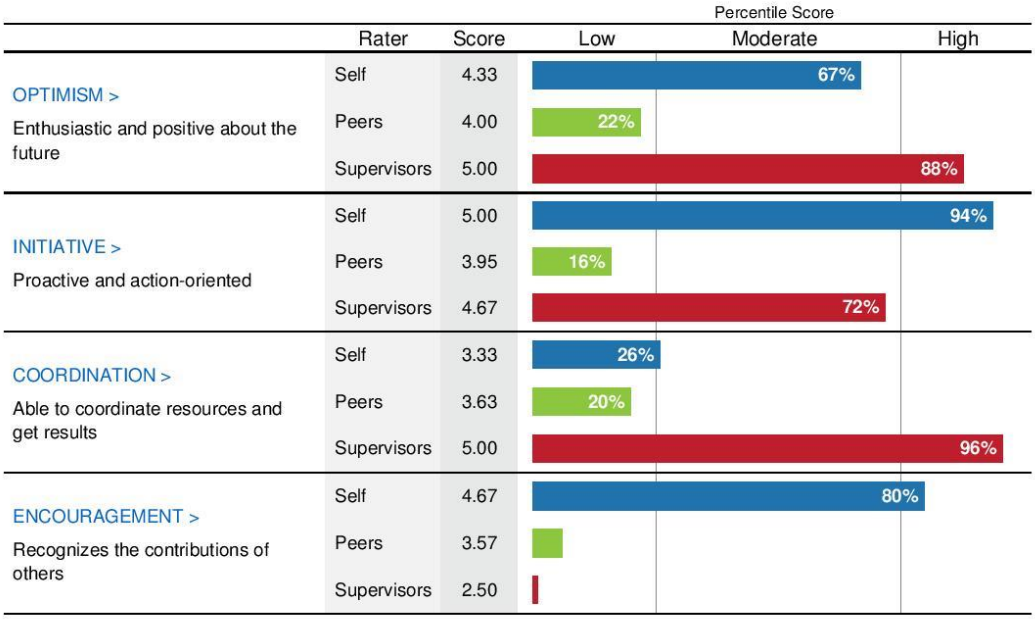
- Creativity (Self vs Peers)
- Learning Orientation (Self vs Peers)
- Problem Analysis (Self vs Peers)
- Problem Analysis (Self vs Supervisors)

COMMENTS

- As stated before Cate brings fresh ideas to the table and then executes them. If she sees a problem in someone's idea she will talk thru it explaining why she feels the way she does. She may simply just tweak someone's idea, you typically leave the discussion feeling that you did accomplish the same goal.
- Cate approaches problems very methodically, it makes me wonder how well she can handle abstract ideas. I do not have enough experience working with her extensively to know that for sure, but that is how I perceive her problem solving.
- Cate is very good at problem solving.
- I have not been close to Cate's decision making process. However, I would agree that Cate is rational, thoughtful and likes to learn. An area of opportunity might be to always seek new input on a problem.

LEADERSHIP SKILLS

8



HIGH SCORES

- Coordination (Supervisors)
- Optimism (Supervisors)

LOW SCORES

- Initiative (Peers)
- Encouragement (Peers)
- Encouragement (Supervisors)
- Coordination (Peers)
- Optimism (Peers)

HIDDEN STRENGTHS

- Coordination (Self vs Supervisors)
- Optimism (Self vs Supervisors)

BLIND SPOTS

- Initiative (Self vs Peers)
- Encouragement (Self vs Peers)
- Encouragement (Self vs Supervisors)

COMMENTS

- Cate is very comfortable leading a project, if items are assigned to others she will check in with them to make sure everyone is on task for a deadline if there is one. Cate is always willing to help.
- Cate seems like the type of person that does not like working in teams as much as she enjoys working alone. It is difficult to discern leadership skills as a result of this. I do not have any experience witnessing Cate taking a leadership role within a group project.
- Cate has excellent leadership skills
- Cate is too quick to say yes to projects. As she sees things that need to change or can make her more efficient in her role, she needs to figure out how to influence others to get there.
- Cate has strong leadership potential in that she is detail oriented and has a positive attitude. She will grow in her leadership abilities as she demonstrates a more comfortable communication style.

REFLECT

9

Getting 360 degree feedback can be challenging. It often evokes strong emotions and reactions. In the space below, we would like you to explore those feelings so we can transform them into goals and action.

What is your general reaction to the feedback?

Were there any high scores or positive comments that surprised you? Please explain.

Were there any low scores or critical comments that surprised you? Please explain.

Did you have any hidden strengths or blind spots? Please record them below.

Were there any big differences between rater groups? Why might different groups see you differently?

What are two goals you will set for yourself as a result of this feedback?

1. _____

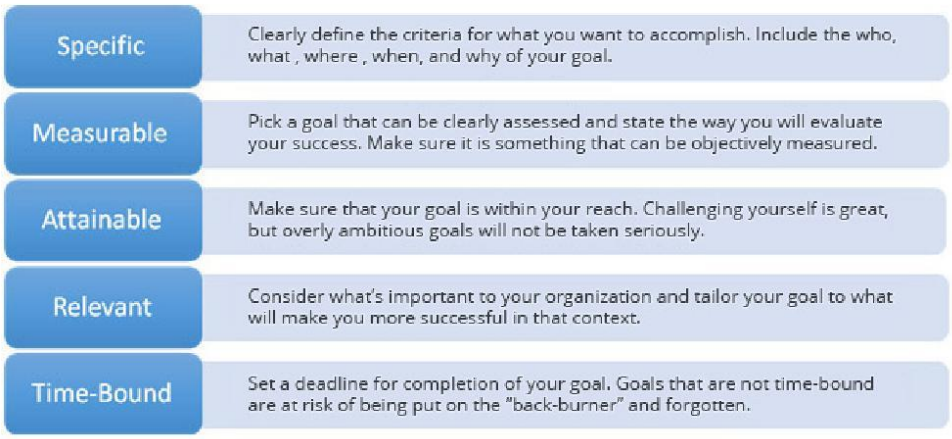
2. _____

GOAL SETTING GUIDANCE

10

"Leadership is the capacity to translate vision into reality through planning."
Warren Bennis
Author and Leadership Expert

An awareness of your strengths and weaknesses is not enough to improve your performance. You must take the two goals you wrote down on the previous page and turn them into smart goals. They should be specific, measurable, attainable, relevant, and time-bound. Click on each of the competencies in the previous charts for additional resources such as sample action plans and recommended books, articles, and videos. Click https://g360surveys.com/development-resources/ to access all of the resources and training materials related to this survey.



EXAMPLES OF SMART GOALS

- *Improving Communication:* As project leader, I will set up a shared online document by Feb 17th that includes our project timeline, a description of each members' roles and responsibilities, and minutes from our weekly meetings.
- *Improving Encouragement:* In the next three months, I will make three positive comments during our weekly staff meetings to encourage team members and to improve team morale. At the end of that time, I will ask my team leader if she has noticed any change in my behavior.

TIME TO CREATE A PERSONAL DEVELOPMENT PLAN

Take your revised SMART goals and transfer them to the next page. It's time to transform your goals into action plans. You will identify three to five specific things you need to do to achieve each goal and assign a deadline for each of them. This is the most important part of the G360 feedback process. Setting realistic goals and executing detailed action plans is the key to success. Individuals who work hard to improve their skills almost always outperform those who don't.

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PERSONAL DEVELOPMENT PLAN

Click here for suggestions and guidance.

What is your first goal?

What specific action steps do you need to take to achieve your goal? By when?

What is your second goal?

What specific action steps do you need to take to achieve your goal? By when?

Identify two people with whom you will discuss your goals and action plans.

1. _____

2. _____

Schedule two checkpoints to revisit and adjust your goals as necessary. Put these dates on your calendar.

1. _____

2. _____

APPENDIX I:

Pepperdine IRB: Notice of Approval for Human Research

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 17, 2018

Protocol Investigator Name: Dossier White

Protocol #: 17-08-606

Project Title: THE EFFECTIVENESS OF 360-DEGREE FEEDBACK IN PUBLIC SCHOOLS

School: Graduate School of Education and Psychology

Dear Dossier White:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Regulatory Affairs Specialist