Identify Your Inclusive Leadership Strengths: A 360° View

A multi-rater (360-degree) feedback method is known to promote increased self-awareness of skills strengths and deficiencies in individuals, and it is intended for developmental purposes (Thach, 2002). A 360-degree feedback assessment is known to have a rigorous measurement approach; however, this tool only utilizes the overarching 360-degree concept of gathering multiple perspectives for the sole purpose of periodically assessing inclusive behavior throughout the day-to-day activities of an individual.

**Considerations**

What are the goals for pursuing the process?

The goal is to identify your inclusive leadership strengths and development needs.

How committed are you to the process?

One must be willing to commit to a long-term effort and understand that this process will require time and energy.

What tools will be used to gain feedback?

Feedback will be gained through additional information (perspectives) provided by multiple raters who directly and indirectly work with the intended user.

Who will be involved?

Individuals who work directly and indirectly with the user should be sought out to help rate their inclusive behavior at work (e.g., superiors, colleagues, peers, and students).

Purpose

The purpose of this tool is to help individuals identify their leadership strengths and their development needs. Specifically, this instrument utilizes a specific set of inclusive behaviors that allows individuals to become aware and develop as leaders.

It is suggested that the proceeding sections are filled out at least by the user, supervisor, and one peer to provide feedback opportunities. See below:

* The self/user (person seeking development) *Pg. 2*
* Supervisor (immediate supervisor or manager) *Pg. 10*
* Peer (individual who works directly with the user) *Pg. 19*
* Additional peer (individual who indirectly works with the user) *Pg. 28*

Verify that each *evaluator* assesses the appropriate time-frame – either weekly, monthly, or quarterly.

Note: Although there is no baseline measurement or a specific set of inclusive behaviors that will classify an individual as truly inclusive, this tool is meant to provide a mini-evaluation and promote awareness of a few inclusive behaviors. The behaviors can be implemented on a day-to-day basis and help create an organic collaborative workplace.

360° Review

Self-Evaluation

*This section (the Self-Evaluation) is to be completed by the individual interested in self-development.*

This set of tables is intended to be used as a feedback form and a developmental checklist which illustrate a set of inclusive leader behaviors. The checklist serves to provide awareness on an individual’s leadership strengths and development needs. Read through the checklists of inclusive behavior and only provide an ‘X’ on behaviors that you have modeled.

**Note:** A total of 45 inclusive behaviors are listed below. Assess how many behaviors you perceive the user to model on a day-to-day basis, for the past week, month, or quarter. Then provide the proceeding sections to respective individuals to see if others perceive similar results.

Please ***Circle*** the timeframe this assessment will examine: ***Weekly Monthly Quarterly***

**Example:** ***Weekly Monthly Quarterly***

# Self-Concept Behavior (Micro): ‘Who You Are’

Table 1. Coping

| **Coping:**  **Accept ambiguity and uncertainty** | **Self** |
| --- | --- |
| **Example: Express high levels of tolerance for ambiguity** | **X** |
| 1. Express high levels of tolerance for ambiguity |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 2. Empowerment

| **Empowerment:**  **Encourage and ensure that others feel able and comfortable to contribute independently** | **Self** |
| --- | --- |
| **Example: Set time aside to demonstrate that you are available and accessible to team members** | **X** |
| 1. Set time aside to demonstrate that you are available and accessible to team members |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 3. Fairness

| **Fairness:**  **Providing equal treatment and opportunities** | **Self** |
| --- | --- |
| **Example: Demonstrate fair treatment within the group** | **X** |
| 1. Demonstrate fair treatment within the group |  |
| 1. Model inclusive behaviors in situations that are characterized by status or power differences |  |
| 1. Model efforts to ensure justice and equity |  |
| 1. Allow for opportunities to incorporate diversity (e.g., backgrounds, identities, etc.) into the group |  |
| 1. Verbally or physically reinforce diversity efforts |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 4. Group Norms

| **Group Norms:**  **A set of informal rules that govern individual behavior in a group** | **Self** |
| --- | --- |
| **Example: Display and/or demonstrate safe expectations for team members (e.g., whistle-blowing policies)** | **X** |
| 1. Display and/or demonstrate safe expectations for team members (e.g., whistle-blowing policies) |  |
| 1. Demonstrate willingness to understand and engage members’ differing perspectives respectfully |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 5. Responsiveness

| **Responsiveness:**  **Be responsive, communicate, and maintain focus on others** | **Self** |
| --- | --- |
| **Example: Explicitly state that you are open to new and distinct views, opinions, and input on the topic of discussion** | **X** |
| 1. Explicitly state that you are open to new and distinct views, opinions, and input on the topic of discussion |  |
| 1. Express humble behaviors by being less self-focused |  |
| 1. Provide assistance and support ideas |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 6. Teaming

| **Teaming:**  **Disciplined about diversity of thinking in terms of team composition** | **Self** |
| --- | --- |
| **Example: Refer to capabilities and efforts as ‘we’ instead of ‘I’ or ‘you’ to build up a sense of collective effort** | **X** |
| 1. Refer to capabilities and efforts as ‘we’ instead of ‘I’ or ‘you’ to build up a sense of collective effort |  |
| 1. Demonstrate support of member perceptions verbally and/or physically |  |
| 1. Demonstrate high levels of empathy to the team members or the situation |  |
| 1. Avoid lower-order in-group and out-group distinctions (e.g., we are researchers and you are faculty) |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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# Group Behaviors (Meso): ‘What You Do’

Table 7. Acknowledgement

| **Acknowledgement:**  **Provide a sense about individuals’ uniqueness being known and appreciated** | **Self** |
| --- | --- |
| **Example: Ensure that team members respect one another** | **X** |
| 1. Ensure that team members respect one another |  |
| 1. Address individuals by their names (avoid job titles and hierarchical statuses) |  |
| 1. Deliberately thank (praise) individual team members for their contributions |  |
| 1. Positively address unique contributions (e.g., during one-on-one meetings/reviews) |  |
| 1. Acknowledge members’ needs |  |
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Table 8. Coping

| **Coping:**  **Accept ambiguity and uncertainty** | **Self** |
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| **Example: Allow team members the freedom to handle difficult situations** | **X** |
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| 1. Empower team members to make decisions about issues that impact their work |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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Table 10. Fairness

| **Fairness:**  **Provide equal treatment and opportunities** | **Self** |
| --- | --- |
| **Example: Genuinely communicate that each member’s expertise and input is critical and valuable when inviting diverse contributions** | **X** |
| 1. Genuinely communicate that each member’s expertise and input is critical and valuable when inviting diverse contributions |  |

Table 11. Group Norms

| **Group Norms:**  **A set of informal rules that govern individual behavior in a group** | **Self** |
| --- | --- |
| **Example: Consistently welcome questions** | **X** |
| 1. Consistently welcome questions |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 12. Openness

| **Openness:**  **Ppen to the value of new and different ideas and experiences** | **Self** |
| --- | --- |
| **Example: Intentionally invite (call on) others to the discussion** | **X** |
| 1. Intentionally invite (call on) others to the discussion |  |
| 1. Welcome members’ differences, strengths, and abilities |  |
| 1. Seek different evaluative perspectives (e.g., establish multiple reviewing processes) |  |
| 1. Solicit ideas to improve practices from a diverse set of members of all status levels |  |
| 1. Request additional ideas to avoid one single viewpoint or idea |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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Table 13. Respect

| **Respect:**  **Consider and appreciate others and their cooperation as a participative process by listening** | **Self** |
| --- | --- |
| **Example: Respectfully respond to team members’ comments** | **X** |
| 1. Respectfully respond to team members’ comments |  |
| 1. Point out unique strengths of members involved in the process |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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Table 14. Responsiveness

| **Responsiveness:**  **Be responsive, communicate, and maintain focus on others** | **Self** |
| --- | --- |
| **Example: Provide constructive responses when team members share ideas and/or viewpoints** | **X** |
| 1. Provide constructive responses when team members share ideas and/or viewpoints |  |
| 1. Address and relate every conforming and conflicting viewpoint regarding the topic at hand |  |
| 1. Provide an immediate positive response when contributions are made |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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Table 15. Teaming

| **Teaming:**  **Disciplined about diversity of thinking in terms of team composition** | **Self** |
| --- | --- |
| **Example: Invite and encourage others to take part in the decision-making process** | **X** |
| 1. Invite and encourage others to take part in the decision-making process |  |
| 1. Identify and develop a super-ordinate identity (e.g., we are all working on the ‘XX’ project) |  |
| 1. Ensure no team member is left out |  |
| 1. Explicitly announce shared goals |  |
| 1. Explicitly state the meaningful value that member contribution brings |  |
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Table 16. Value Ideas/Viewpoints

| **Value Ideas/Viewpoints:**  **Recognize and value both conflicting and non-conflicting perspectives and opinions** | **Self** |
| --- | --- |
| **Example: Acknowledge members’ concerns (e.g., ask team members follow-up questions)** | **X** |
| 1. Acknowledge members’ concerns (e.g., ask team members follow-up questions) |  |
| 1. Discuss current issues and/or difficulties with everyone involved |  |
| 1. Take action to address team conflicts when they occur |  |
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| **Example: Total Number of Behaviors Modeled** | **1** |
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Please answer the following questions as truthfully as possible.

How many inclusive behaviors in total were observed (examined)?

**Example: 30**

**Answer:**

Inclusive Leadership: 360° Review

Supervisor

*This section (the Supervisor Evaluation) is to be completed by the user’s immediate supervisor.*

This set of tables is intended to be used as a feedback form and a developmental checklist which illustrate a set of inclusive leader behaviors. The checklist serves to provide awareness on an individual’s leadership strengths and development needs. Read through the checklists of inclusive behavior and only provide an ‘X’ on behaviors that you have modeled.

**Note:** A total of 45 inclusive behaviors are listed below. Assess how many behaviors you perceive the user to model on a day-to-day basis, for the past week, month, or quarter. Then provide the results to the intended user.

Please ***Circle*** the timeframe this assessment will examine: ***Weekly Monthly Quarterly***

**Example:** ***Weekly Monthly Quarterly***

# Self-Concept Behavior (Micro): ‘Who You Are’

Table 1. Coping

| **Coping:**  **Accept ambiguity and uncertainty** | **Supervisor** |
| --- | --- |
| **Example: Express high levels of tolerance for ambiguity** | **X** |
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| **Example: Total Number of Behaviors Modeled** | **1** |
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| **Empowerment:**  **Encourage and ensure that others feel comfortable and able to contribute independently** | **Supervisor** |
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| **Fairness:**  **Provide equal treatment and opportunities** | **Supervisor** |
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Please answer the following questions as truthfully as possible.

During your time at work, what percentage of your time did you spend working—in close proximity where observation was made possible—with the individual under evaluation?

**Example: 35%**

**Answer:**

How many inclusive behaviors in total were observed (examined)?

**Example: 30**

**Answer:**

Inclusive Leadership: 360° Review

Peer(s)

*This section (the Direct Peer Evaluation) is to be completed by an individual who works directly—in close proximity—with the intended user.*

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| 1. Request additional ideas to avoid one single viewpoint or idea |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
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Table 13. Respect

| **Respect:**  **Consider and appreciate others and their cooperation as a participative process by listening** | **Peer** |
| --- | --- |
| **Example: Respectfully respond to team members’ comments** | **X** |
| 1. Respectfully respond to team members’ comments |  |
| 1. Point out the unique strengths of members involved in the process |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 14. Responsiveness

| **Responsiveness:**  **Be responsive, communicate, and maintain focus on others** | **Peer** |
| --- | --- |
| **Example: Provide constructive responses when team members share ideas and/or viewpoints** | **X** |
| 1. Provide constructive responses when team members share ideas and/or viewpoints |  |
| 1. Address and relate every conforming and conflicting viewpoint regarding the topic at hand |  |
| 1. Provide an immediate positive response when contributions are made |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 15. Teaming

| **Teaming:**  **Disciplined about diversity of thinking in terms of team composition** | **Peer** |
| --- | --- |
| **Example: Invite and encourage others to take part in the decision-making process** | **X** |
| 1. Invite and encourage others to take part in the decision-making process |  |
| 1. Identify and develop a super-ordinate identity (e.g., we are all working on the ‘XX’ project) |  |
| 1. Ensure no team member is left out |  |
| 1. Explicitly announce shared goals |  |
| 1. Explicitly state the meaningful value member contribution brings |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 16. Value Ideas/Viewpoints

| **Value Ideas/Viewpoints:**  **Recognize and value both conflicting and non-conflicting perspectives and opinions** | **Peer** |
| --- | --- |
| **Example: Acknowledge members’ concerns (e.g., ask team members follow-up questions)** | **X** |
| 1. Acknowledge members’ concerns (e.g., ask team members follow-up questions) |  |
| 1. Discuss current issues and/or difficulties with everyone involved |  |
| 1. Take action to address team conflicts when they occur |  |
| 1. Invite challenging interactions |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

**CONTINUE TO THE FOLLOWING PAGE**

Please answer the following questions as truthfully as possible.

During your time at work, what percentage of your time did you spend working—in close proximity where observation was made possible—with the individual under evaluation?

**Example: 35%**

**Answer:**

How many inclusive behaviors in total were observed (examined)?

**Example: 30**

**Answer:**

Inclusive Leadership: 360° Review

Additional Peer(s)

*This section (the Additional Peer Evaluation) is to be completed by an individual who works indirectly (i.e., not in the same department or the individual’s permanent place of work/location) with the intended user.*

This set of tables is intended to be used as a feedback form and a developmental checklist which illustrate a set of inclusive leader behaviors. The checklist serves to provide awareness on an individual’s leadership strengths and development needs. Read through the checklists of inclusive behavior and only provide an ‘X’ on behaviors that you have modeled.

**Note:** A total of 45 inclusive behaviors are listed below. Assess how many behaviors you perceive the user to model on a day-to-day basis, for the past week, month, or quarter. Then provide the results to the intended user.

Please ***Circle*** the timeframe this assessment will examine: ***Weekly Monthly Quarterly***

**Example:** ***Weekly Monthly Quarterly***

# Self-Concept Behavior (Micro): ‘Who You Are’

Table 1. Coping

| **Coping:**  **Accept ambiguity and uncertainty** | **Peer** |
| --- | --- |
| **Example: Express high levels of tolerance for ambiguity** | **X** |
| 1. Express high levels of tolerance for ambiguity |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 2. Empowerment

| **Empowerment:**  **Encourage and ensure that others feel comfortable and able to contribute independently** | **Peer** |
| --- | --- |
| **Example: Set time aside to demonstrate that you are available and accessible to team members** | **X** |
| 1. Set time aside to demonstrate that you are available and accessible to team members |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 3. Fairness

| **Fairness:**  **Providing equal treatment and opportunities** | **Peer** |
| --- | --- |
| **Example: Demonstrate fair treatment within the group** | **X** |
| 1. Demonstrate fair treatment within the group |  |
| 1. Model inclusive behaviors in situations that are characterized by status or power differences |  |
| 1. Model efforts to ensure justice and equity efforts |  |
| 1. Allow for opportunities to incorporate diversity (e.g., backgrounds, identities, etc.) into the group |  |
| 1. Verbally or physically reinforce diversity efforts |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 4. Group Norms

| **Group Norms:**  **A set of informal rules that govern individual behavior in a group** | **Peer** |
| --- | --- |
| **Example: Display and/or demonstrate safe expectations for team members (e.g., whistle blowing policies)** | **X** |
| 1. Display and/or demonstrate safe expectations for team members (e.g., whistle blowing policies) |  |
| 1. Demonstrate willingness to understand and engage member’s differing perspectives respectfully |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 5. Responsiveness

| **Responsiveness:**  **Be responsive, communicate and maintain focus on others** | **Peer** |
| --- | --- |
| **Example: Explicitly state that you are open for new and distinct views, opinions, and input on the topic of discussion** | **X** |
| 1. Explicitly state that you are open for new and distinct views, opinions, and input on the topic of discussion |  |
| 1. Express humble behaviors by being less self-focused |  |
| 1. Provide assistance and support ideas |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 6. Teaming

| **Teaming:**  **Disciplined about diversity of thinking in terms of team composition** | **Peer** |
| --- | --- |
| **Example: Refer to capabilities and efforts as ‘we’ instead of ‘I’ or ‘you’ to build up a sense of collective effort** | **X** |
| 1. Refer to capabilities and efforts as ‘we’ instead of ‘I’ or ‘you’ to build up a sense of collective effort |  |
| 1. Demonstrate support of member perceptions verbally and/or physically |  |
| 1. Demonstrate high levels of empathy to the team members or the situation |  |
| 1. Avoid lower-order in-group and out-group distinctions (e.g., we are researchers and you are faculty) |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

# Group behaviors (Meso): ‘What you do’

Table 7. Acknowledgement

| **Acknowledgement:**  **Provide a sense about individuals’ uniqueness being known and appreciated** | **Peer** |
| --- | --- |
| **Example: Ensure that team members respect one another** | **X** |
| 1. Ensure that team members respect one another |  |
| 1. Address individuals by their names (avoid job titles and hierarchical statuses) |  |
| 1. Deliberately thank (praise) individual team members for their contributions |  |
| 1. Positively address unique contributions (e.g., during one-on-one meetings/reviews) |  |
| 1. Acknowledge members’ needs |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 8. Coping

| **Coping:**  **Accept ambiguity and uncertainty** | **Peer** |
| --- | --- |
| **Example: Allow team members the freedom to handle difficult situations** | **X** |
| 1. Allow team members the freedom to handle difficult situations |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 9. Empowerment

| **Empowerment:**  **Encourage and ensure that others feel comfortable and able to contribute independently** | **Peer** |
| --- | --- |
| **Example: Hold team members accountable for performance they can control** | **X** |
| 1. Hold team members accountable for performance they can control |  |
| 1. Empower team members to make decisions about issues that impact their work |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 10. Fairness

| **Fairness:**  **Providing equal treatment and opportunities** | **Peer** |
| --- | --- |
| **Example: Genuinely communicate that each member’s expertise and input is critical and valuable when inviting diverse contributions** | **X** |
| 1. Genuinely communicate that each member’s expertise and input is critical and valuable when inviting diverse contributions |  |

Table 11. Group Norms

| **Group Norms:**  **A set of informal rules that govern individual behavior in a group** | **Peer** |
| --- | --- |
| **Example: Consistently welcome questions** | **X** |
| 1. Consistently welcome questions |  |
| **Example: Total Number of Behaviors Modeled** | **1** |
| ***Total Number of Behaviors Modeled*** |  |

Table 12. Openness

| **Openness:**  **Open to the value of new and different ideas and experiences** | **Peer** |
| --- | --- |
| **Example: Intentionally invite (call on) others to the discussion** | **X** |
| 1. Intentionally invite (call on) others to the discussion |  |
| 1. Welcome members’ differences, strengths, and abilities |  |
| 1. Seek different evaluative perspectives (e.g., establish multiple reviewing processes) |  |
| 1. Solicit ideas to improve practices from a diverse set of members of all status levels |  |
| 1. Request for additional ideas to avoid one single viewpoint or idea |  |
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