



FEEDBACK QUESTIONNAIRE

Can Anyone Tell You the Truth?

About the Leadership Masterworks Feedback Questionnaire

The Leadership Masterworks Feedback Questionnaire is an evidence-informed developmental tool designed to help a leader see what cannot be seen clearly from the leader's own position:

what it is like to experience his or her leadership. It is built around four parts. **Part I - Facilitator / Administrator** explains how to protect the process, confidentiality, anonymity, and integrity of the feedback. **Part II - Reviewer Directions** prepares reviewers to give specific, candid, experience-based feedback. **Part III - Leader Receiving Feedback** prepares the leader to receive, test, own, and act on what is learned without defensiveness or retaliation.

Part IV - Feedback Questionnaire gathers observations about strengths, impact, trust, behavior under pressure, openness to difficult information, Leadership Knowability, and opportunities for growth. Together, the four parts are designed not merely to *collect* feedback, but to help turn useful truth into meaningful behavioral change.

PART I Facilitator / Administrator

The quality of the information gathered by this questionnaire depends on much more than the questions. A well-designed questionnaire administered badly may produce cautious answers, distorted answers, or no meaningful answers at all. The process is part of the instrument. The facilitator protects the process and helps distinguish observation from interpretation, isolated incidents from patterns, strong evidence from weak evidence, and information from judgment.

1. Confirm the Purpose

The standard Leadership Masterworks Feedback Questionnaire is a developmental instrument. It is intended to help a leader understand strengths, growth opportunities, behavior under pressure, response to disagreement and correction, Leadership Knowability, impact, and the behaviors most worth changing. It should not quietly become an employment weapon after respondents have been told it is developmental. If results will be used in an evaluative, disciplinary, succession, compensation, promotion, or employment decision, that use must be disclosed before anyone participates.

2. Determine Whether You Are an Appropriate Facilitator

Whenever positional authority is significant - especially when direct reports are evaluating a supervisor - facilitated administration is preferred.

3. Establish the Rules Before Inviting Reviewers

Before distribution, determine and document who receives the questionnaires, who can see original responses, whether responses are anonymous, how ratings are aggregated, how written comments are protected, how small respondent groups are handled, how long raw responses are retained, and what exceptions to confidentiality may apply. Anonymous means the leader will not be told which reviewer supplied a particular response. Confidential means access to original responses is limited to the people identified before participation.

Never promise anonymity the process cannot actually provide.

4. Use Reviewer Codes

Each reviewer should be assigned a neutral code before the questionnaire is distributed - for example, R-104, R-217, or another non-identifying code. The reviewer writes only that code on the questionnaire. The facilitator maintains a separate, confidential Reviewer Code Key connecting each code to the reviewer's name and relationship category. The Code Key is never included with the questionnaires, synthesis report, or materials given to the leader.

5. Obtain the Leader's Commitment Before Distribution

Before distribution, the leader agrees to protect the process: no attempt to identify anonymous reviewers; no retaliation; no pressure on reviewers to disclose what they wrote; no rebuttal during the initial processing period; examine patterns before debating conclusions; distinguish intentions from other people's experience of impact; and identify specific behavioral actions from what is learned. If the leader will not agree to protect the process, reconsider whether anonymous developmental feedback should be collected at all.

6. Select Reviewers for Credible Observation

Select people because they have enough direct experience with the leader to provide useful observations - not because they like the leader, dislike the leader, are likely to give high ratings, are known critics, or hold impressive titles. A healthy group may include direct reports, peers, supervisors, board members or elders, ministry or organizational colleagues, volunteers, internal partners, and others who regularly experience the leader's decisions and behavior. The recommended target is ordinarily 8-12 credible reviewers when that many are available. Smaller groups can still be useful, but conclusions should be presented more cautiously.

7. Protect Small Relationship Categories

Do not report a separate anonymous relationship category containing fewer than three reviewers. Combine categories appropriately, report only within the overall synthesis, or obtain explicit permission for identified feedback. Do not imply anonymity where it does not exist.

8. During Collection

Give every reviewer the Reviewer Directions before the questionnaire. Do not coach reviewers toward conclusions. Clarify questions when needed without suggesting answers. Encourage N/O - Not Observed rather than guessing. Protect reviewer identities and identifying details. Move serious safeguarding, legal, ethical, HR, or investigative matters into the appropriate process rather than treating them merely as feedback.

9. Protect Written Comments Differently From Ratings

Numerical ratings can usually be aggregated. Written comments may identify a reviewer through writing style, vocabulary, a distinctive phrase, a particular incident, a small meeting, a project reference, or information only one person could know. An anonymous questionnaire does not automatically produce anonymous comments. Before comments are given to the leader, review them for identifying information. Preserve the meaning; protect the source.

10. Do Not Give the Leader Raw Anonymous Questionnaires by Default

The preferred Leadership Masterworks deliverable is a facilitated synthesis report. Raw anonymous questionnaires can invite author hunting and move the leader's attention from *Is this true?* to *Who said this?*

11. Build the Feedback Synthesis

Build the synthesis around Strengths, Growth Patterns, Important Minority Observations, Contradictory Experiences, Leadership Knowability, and one to three Highest-Leverage Growth Behaviors.

12. Interpret Patterns Carefully

Continually distinguish frequency, severity, corroboration, specificity, and impact. These are not the same thing. Several independent examples may indicate a pattern. A single severe report may still require attention. A high-frequency rating alone does not prove an interpretation.

13. Serious Single Reports

The FQ is not an investigative process. Allegations involving abuse, harassment, threats, discrimination, financial misconduct, significant ethical violations, illegal conduct, or danger to another person should be moved into the appropriate safeguarding, legal, ecclesiastical, HR, or investigative process.

14. Prepare and Debrief the Leader

Use the Leadership Masterworks response sequence: **HOLD - HEAR - TEST - OWN - ACT - RETURN**. HOLD prevents immediate reaction or author hunting. HEAR seeks to understand the experience. TEST examines evidence, patterns, corroboration, differences, and context. OWN translates what belongs to the leader into specific behavior. ACT establishes one to three observable behavioral commitments. RETURN closes the loop with reviewers.

15. Follow-Up

Approximately 30 days: review the one to three behavioral commitments and ask what the leader is actually doing differently. Approximately 90 days: obtain focused observer feedback on the target behaviors. Approximately 6-12 months: repeat the full FQ when enough time has passed for behavioral change to become observable.

Facilitator / Administrator Agreement

I agree to administer this process impartially; protect the confidentiality and anonymity promised to reviewers; keep the Reviewer Code Key separate and secure; avoid disclosing reviewer identities; preserve the substance of both positive and difficult feedback; distinguish patterns from isolated observations; and follow the stated process for synthesis, debrief, and follow-up.

Signature: _____ Date: _____



PART II Reviewer Directions

You are being asked to help a leader see something no leader can see completely from his or her own position: what it is like to experience that leader's leadership. Your task is to describe, as clearly and fairly as you can, what you have actually experienced.

Your Reviewer Code

Your facilitator will assign you a code. Write that code - not your name - on the questionnaire. The facilitator maintains the separate confidential list connecting codes with reviewer names.

Reviewer Code: _____

Answer From Your Own Experience

Tell us what you have personally seen, heard, and experienced. You do not need to speak for other people, report rumors, or determine what everyone else thinks. If you mention something you observed happening to others, make clear what you personally observed.

Describe Behavior More Than Personality

Whenever possible, tell us what the leader actually did or did not do. Rather than assigning a motive, describe observable behavior.

Tell Us the Effect

Behavior becomes especially useful feedback when we understand its impact. What happened as a result? Did the behavior increase trust, create confusion, help you succeed, make you hesitant to speak, strengthen the team, cause you to withdraw, or make you more willing to take responsibility?

Look for Patterns - and Important Exceptions

Repeated experiences are especially valuable. If something happens regularly, tell us that. If something happened only once but was particularly important, tell us that too.

Give the Good Feedback Too

This questionnaire is not a search for what is wrong with the leader. Strengths matter. If this leader does something exceptionally well, say so. If there is a behavior you hope never changes, tell us.

Be Candid Without Being Cruel

You do not need to soften the truth until it becomes useless. You also do not need to make it harsher in order to make it important. Kindness and honesty are not enemies.

Don't Diagnose the Leader

You are not being asked to determine the leader's motives, personality, psychological condition, spiritual condition, or reasons for behaving as he or she does. Tell us what you know from experience.

Don't Guess

If you do not have enough experience to answer fairly, use N/O - Not Observed where available, or say that you do not have enough experience to answer. An honest *I don't know* is more useful than a guess.

Use the Rating Scale Consistently

1 = Rarely true 5 = Sometimes true 10 = Consistently true. Choose the number that best represents your actual experience. Use the written response to explain anything important the number cannot communicate.

You Do Not Need to Answer Every Written Question

We would rather receive a thoughtful, honest response than force an answer where you have nothing useful to add. If you have already explained an experience clearly and a later question would only repeat it, write *See my response to Question ____*.

Specific Examples Are Helpful - Protect Other People

Give enough detail to make the experience understandable, but avoid unnecessarily identifying another person or sharing private information that is not needed to explain what happened.

If Something Is Serious, Say So Clearly

If something was unusually significant, harmful, or serious, do not bury that fact in cautious language. If your concern involves possible abuse, harassment, threats, discrimination, illegal conduct, significant ethical misconduct, or danger to another person, the questionnaire may not be the appropriate or only reporting channel. Follow applicable procedures as well.

Finally, Don't Write for the Leader's Reaction

Do not spend the questionnaire wondering, *How will the leader take this?* That responsibility belongs to the leader. Your responsibility is to tell the truth about your experience as clearly, fairly, and helpfully as you can.

Reviewer Agreement

I agree to answer from my own experience; distinguish observation from assumption; describe behavior and impact as fairly as I can; avoid rumors and unnecessary identification of others; use N/O rather than guess; provide both positive and corrective feedback where warranted; and participate candidly, respectfully, and in good faith.

Signature: _____ Date: _____

PART III Leader Receiving Feedback

The Feedback Questionnaire gives you access to information about your leadership that you cannot obtain from your own position. You know what you intended. Other people know what it is like to experience your leadership. Receiving feedback well does not mean believing everything you are told. It means becoming willing to examine what you are told before deciding what to do with it.

Before the Questionnaire Is Sent

Your response begins before you ever see the answers. By participating, you agree not to identify anonymous reviewers, retaliate, pressure reviewers, rebut during the initial processing period, or confuse your intentions with other people's experience of your impact. You agree to examine patterns, own what is yours, and identify specific behavioral actions from what you learn.

The people responding are being asked to take a relational risk. Your responsibility is to make that risk worthwhile.

HOLD - HEAR - TEST - OWN - ACT - RETURN

1. HOLD - Suspend Defense

When you first receive the feedback, do not respond to reviewers, send an explanatory email, contact someone you suspect wrote a comment, correct perceived misunderstandings, or make decisions based on guesses about authorship. Read it. Mark what surprises you, what hurts, and what you immediately want to explain. Give yourself at least 24 hours before taking action or responding.

2. HEAR - Understand the Experience

Read the feedback again and ask what people are actually describing, what behavior they are seeing, what effect they are experiencing, what appears more than once, where experiences differ, what surprised you, and where you are most defensive. Ask: *If my explanation were completely true, would their experience still matter?*

3. TEST - Corroborate Reality

Feedback is information before it is judgment. Some observations may be accurate, partly accurate, situational, misunderstood, or wrong. Look for repeated observations, independent examples, patterns across relationships, specific behaviors, contradictory experiences, and significant single observations. Sort observations into: Clearly Mine, Probably Mine, Needs Corroboration, and Probably Not Mine. The fourth category is legitimate, but nothing belongs there merely because it hurts. Find the 20 percent. Explanation is not exoneration.

4. OWN - Take Responsibility for What Is Yours

Make ownership behavioral and specific. Replace vague commitments such as *I need to communicate better* with observable descriptions of what you currently do and what you will do differently.

5. ACT - Convert Insight Into Behavior

Choose one to three behavioral commitments. For each, identify the behavior to change, replacement behavior, likely trigger, observable evidence, accountability, and follow-up date. The question is not merely: *Do I understand the feedback?* The question is: *What am I doing differently because I received it?*

6. RETURN - Close the Loop

Do not let reviewers pour thoughtful, difficult information into a black hole. After processing the feedback and establishing commitments, thank participants, tell them what you learned, describe what you are working on, and invite continued candor. Your response to today's feedback helps determine the quality of the feedback you will receive tomorrow.

Do Not Hunt for the Author

Do not ask who wrote a comment, compare writing styles, question colleagues, search for contextual clues, ask the facilitator for hints, pressure reviewers to disclose answers, reward suspected supporters, distance yourself from suspected critics, or reconstruct authorship from particular stories.

No Retaliation - Including Subtle Retaliation

Retaliation may include exclusion, reduced access, changed assignments, unusual scrutiny, withdrawal of warmth, sarcasm, public correction, stalled opportunities, loss of influence, or changed treatment of someone you suspect criticized you.

Apologize Where Appropriate - Not Performatively

If feedback reveals something requiring an apology, apologize specifically for what you genuinely own. Do not issue a sweeping apology for every anonymous criticism merely to demonstrate that you are receiving feedback well.

Follow-Up

30 days: What have I actually done differently? Where has the old behavior reappeared? What evidence of progress exists? 90 days: Ask observers whether they have noticed change, what is better, what still needs work, and whether anything you believe has changed is not yet being experienced differently. 6-12 months: Consider repeating the full FQ when enough time has passed for behavioral change to become observable.

Beyond the Questionnaire

The ultimate goal is not dependence on an annual form. It is increased Leadership Knowability: ordinary relationships in which useful truth can reach you before a formal process is necessary. Ask regularly: What am I missing? What am I making harder than it needs to be? Where have I not listened well? What are you hesitant to tell me? What have you seen me improve? What do I still need to work on?

Don't hunt for the author. Hunt for the pattern.



Leader Agreement

I agree not to hunt for anonymous reviewers or retaliate directly or indirectly, to examine patterns before defending myself, and to process the feedback through HOLD - HEAR - TEST - OWN - ACT - RETURN.

Signature: _____ Date: _____



PART IV Feedback Questionnaire

Reviewer Code: _____ Leader: _____

Your Relationship to This Leader

- ☐ I report directly to this leader
- ☐ I work with this leader as a peer
- ☐ This leader reports to me
- ☐ Board / elder / governing relationship
- ☐ Volunteer / ministry relationship
- ☐ Friend / personal relationship
- ☐ Other: _____

How long have you known or worked with this leader?

- ☐ Less than 6 months
- ☐ 6-12 months
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years



Why We Are Asking

Every leader has access to information about himself that no one else possesses. He knows what he intended, what pressures he was facing, and what he was trying to accomplish. But other people possess information the leader cannot obtain from where he stands: they know what it is like to *experience* his leadership.

Please answer from what you have actually experienced. Whenever possible, describe *specific behavior and its effect*. If you do not have enough experience to answer fairly, use N/O rather than guessing.

Kindness and honesty are not enemies.

Your Experience of This Leader

1. At Their Best

When have you experienced this leader at his or her best? What does this leader do particularly well that helps people, strengthens the team, improves the work, or advances the mission? Please give an example if you can.



2. Strengths Worth Protecting

What are two or three strengths in this leader that you would strongly encourage him or her to continue developing and using?

1.

2.

3.

What difference do these strengths make for you or for others?



3. At Their Least Effective

When have you experienced this leader at his or her least effective? What does the leader tend to do - or fail to do - that makes leadership, communication, relationships, or the work more difficult? Please describe behavior rather than assigning motives.

Describe the behavior.

What effect does that behavior tend to have?



4. The Greatest Growth Opportunity

If this leader could substantially improve only ONE leadership behavior during the next year, what change would make the greatest positive difference?

Why would that change matter?



5. What May Be Difficult to See

What do you think this leader may not recognize about his or her own leadership that others around the leader may experience differently?

What have you observed that leads you to that conclusion?



How This Leader Relates to Others

Scale: 1 = Rarely true 5 = Sometimes true 10 = Consistently true N/O = Not Observed

6. Listening

This leader listens long enough to understand my perspective before responding.

1 2 3 4 5 6 7 8 9 **10** N/O

What experience most influenced your rating?

7. Respect

This leader treats me with dignity and respect, including when we disagree or circumstances are difficult.

1 2 3 4 5 6 7 8 9 **10** N/O

What experience most influenced your rating?

8. Trust

Based on my experience, I trust this leader to act consistently with what he or she says and commits to do.

1 2 3 4 5 6 7 8 9 10 N/O

What has strengthened your trust?

What, if anything, has weakened it?



9. Responsibility and Follow-Through

This leader takes responsibility for his or her actions and follows through on commitments.

1 2 3 4 5 6 7 8 9 10 N/O

What pattern have you observed?

When Things Get Difficult

10. Under Pressure

People sometimes behave differently when they are tired, stressed, disappointed, hurried, challenged, or under significant pressure.

What changes, if anything, do you notice in this leader when pressure increases?

What effect, if any, do those changes have?



11. Disagreement

What is it like to disagree with this leader? Think about times when you questioned an idea, challenged an assumption, suggested another direction, or believed the leader was wrong.

What makes disagreement easier?

What makes disagreement harder?



12. When the Leader Is Wrong

What typically happens when this leader realizes - or is told - that he or she has made a mistake, misunderstood something, or contributed to a problem?

How willing does this leader appear to learn from mistakes or correction?

1 2 3 4 5 6 7 8 9 **10** N/O

What influenced your rating?



13. When Someone Else Has the Better Idea

How willing is this leader to recognize and use a better idea when it comes from someone else?

1 2 3 4 5 6 7 8 9 10 N/O

What have you observed?

14. When You Make a Mistake

What typically happens when YOU make a mistake around this leader?

What does the leader's response make you more likely to do the next time something goes wrong?

Can You Tell This Leader the Truth?

15. Difficult Information

How comfortable are you bringing this leader information, disagreement, or feedback you believe he or she may not want to hear?

1 2 3 4 5 6 7 8 9 **10** N/O

What experiences most influenced your rating?

16. What Have You Chosen Not to Say?

Think about occasions when you noticed a problem, concern, disagreement, frustration, possible blind spot, or important information but chose **not** to tell this leader.

Have you ever withheld something you believed might have been useful or important for this leader to know?

- ☐ Yes
☐ No
☐ I'm not sure

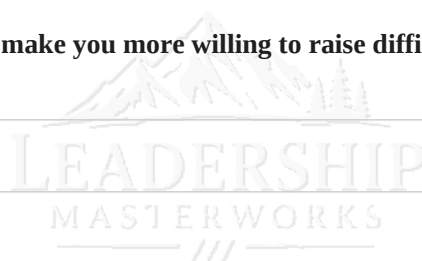
If yes or maybe, what contributed to your decision? Check all that apply.

- ☐ I did not think speaking up would make a difference.
☐ I believed the leader had already made up his or her mind.
☐ I expected the leader to become defensive.
☐ I expected explanation or debate rather than consideration.
☐ I was concerned about damaging the relationship.
☐ I was concerned about negative consequences for me.
☐ I was concerned about negative consequences for someone else.
☐ I wanted to protect another person or the organization from unnecessary conflict or harm.
☐ I did not think the issue was important enough.
☐ I did not believe it was my place to raise the issue.

- ☐ I did not know how to raise it constructively.
- ☐ I had raised similar concerns before without seeing meaningful change.
- ☐ I was not certain enough that my concern was correct.
- ☐ Other: _____

Which reason mattered most? Why?

What could this leader do that would make you more willing to raise difficult information?



17. What Happens After Candor?

Think of a time when you *did* disagree openly, correct something, raise a concern, or give this leader difficult feedback.

How did the leader respond at the time?

What, if anything, happened afterward?



Did that experience make you:

- ☐ More willing to speak candidly again
- ☐ Less willing
- ☐ About the same
- ☐ I have not had enough experience to answer

Why?

18. What Happens to the Feedback?

Based on what you have personally observed, when this leader receives useful criticism, corrective information, or a suggestion for improvement, what usually happens next?

- ☐ I usually see meaningful change.
- ☐ I sometimes see meaningful change.
- ☐ The leader appears receptive at the time, but I usually see little subsequent change.
- ☐ The feedback is usually rejected, dismissed, or explained without meaningful change.
- ☐ My experiences have varied too much to choose one of these.
- ☐ I do not have enough information to know.

Please describe anything you have observed that influenced your answer.

Have you seen this leader later return to feedback, acknowledge that it was useful, ask for help, set a goal, or intentionally change behavior because of it?

- ☐ Yes
- ☐ No
- ☐ I don't know

If yes, please describe what you observed.

19. What May Not Be Reaching the Leader

Based on your own experience and observation, are there important subjects, problems, concerns, or recurring frustrations that seem easier to discuss around this leader than directly with this leader?

- ☐ Yes
☐ No
☐ I'm not sure

If yes or maybe, what kinds of subjects or concerns? Please do not identify people or attribute comments to specific individuals. We are looking for subjects and patterns - not names.



20. The Thing You Would Most Want the Leader to Hear

Imagine you could tell this leader **one difficult thing** and know with certainty that it would be carefully considered and would not damage your relationship or create negative consequences for you or anyone else. **What would you most want the leader to know?**



Impact and Growth

21. What Do You Need?

What do you need MORE of from this leader in order to contribute your best?

What do you need LESS of?

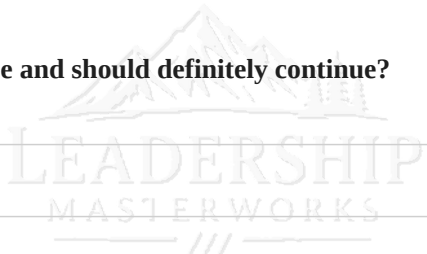


22. Start. Stop. Continue.

START: What should this leader begin doing?

STOP: What should this leader stop doing?

CONTINUE: What is already valuable and should definitely continue?



23. Bringing Out Your Best

What does this leader do that brings out the best in you?

What does this leader do that makes it harder for you to contribute your best?



24. One Year From Now

Imagine this leader takes this feedback seriously and grows substantially during the next year. What would you most hope to experience differently one year from now?

What is one observable behavior you would especially hope has changed?



25. The Question We Didn't Ask

What important question should we have asked you about this leader - but didn't?

How would you answer it?



26. Anything Else?

Is there anything else you believe would be important or helpful for this leader to know?

Final Perspective



After considering all of your responses:

Overall, how effective is this person's leadership as you currently experience it?

1 2 3 4 5 6 7 8 9 **10** N/O

How willing does this leader appear to hear information about his or her leadership that may be uncomfortable?

1 2 3 4 5 6 7 8 9 **10** N/O

How willing does this leader appear to seriously consider feedback before deciding whether to accept or reject it?

1 2 3 4 5 6 7 8 9 **10** N/O

Based on what you have observed, how likely is useful feedback to result in meaningful action or behavioral change by this leader?

1 2 3 4 5 6 7 8 9 **10** N/O

Optional Workplace / Organizational Module

Complete this section when the reviewer works directly with the leader in an organizational, ministry, business, or team setting.

W1. Clarity

I understand what this leader expects from me in my role.

1 2 3 4 5 6 7 8 9 **10** N/O

Where does this leader create clarity well?



Where does confusion most often occur?

W2. Development and Value

This leader helps me become more capable and effective in my role.

1 2 3 4 5 6 7 8 9 10 N/O

What does this leader currently do that helps you grow or succeed?

What could this leader do differently?



W3. Communication of Work

This leader communicates the information I need in enough time and with enough clarity for me to act effectively.

1 2 3 4 5 6 7 8 9 10 N/O

What could improve?

W4. Environment

What is one thing this leader could do differently that would make this a healthier or more effective place to work or serve?



A Final Word

Thank you. Honest feedback requires effort, thought, and sometimes courage.

The purpose of this questionnaire is not to collect criticism. It is to help a leader see more clearly what cannot be seen from only one position.

Your observations are information. They may represent an isolated experience, or they may become part of a larger recurring pattern. The leader has the responsibility to examine those patterns carefully rather than trying to determine who said what.

The leader does not need to accept every observation as correct. **But every observation deserves to be understood before it is evaluated.**

The goal is not to hunt for the author. It is to discover the pattern.

Ultimately, the value of this questionnaire will not be determined by how much feedback it gathers. It will be determined by what the leader does with what he or she learns.

