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»Talassure 36☉

Sarah Sample

CONFIDENTIAL

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This report includes responses from:
Self, Boss, 6 Direct Reports, and 4 Peers

Self - Sarah Sample
Boss - Anna Doe

The Talassure 360 Leadership Development System

The purpose of the Talassure 360 Leadership Development System is to identify performance perceptions as viewed by certain groups of individuals who know and have had the opportunity to observe Sarah Sample in the work setting. This is accomplished by rating the performance of 62 Leadership Behaviors presented as survey items. The responses are compiled from different observers such as: Sarah Sample (Self), Boss, Direct Reports, and Peers.

By participating in this process the manager has conveyed to their team members that they are willing to consider their input, and apply that information to become a more effective leader. Listening and acting upon the input of their coworkers is a vital characteristic of the best managers. In this report, Sarah Sample will find invaluable information that can be used to improve performance.

This system is meant to encourage forward-thinking leadership while providing information for a clear, actionable plan for improvement. By surveying coworkers in a non-threatening manner and comparing that information to the survey responses submitted by Sarah, we can help provide a platform on which valuable feedback is given openly and honestly. Remember, perception is reality, and these perceptions of Sarah are important. Although hearing what they have to say might seem intimidating, remember that every ounce of information contained within this document is intended to assist Sarah Sample in achieving career goals.

Managers should evaluate the information contained within this document themselves, then review it with their boss. Explore each competency thoroughly, and evaluate the best course of action to mitigate future concerns. Managers, with their superior, should create a plan of improvement that takes the insights provided into consideration. The goal is for management to be excited at this point, as the opportunity for growth is enormous. The insights gained here will help Sarah Sample become more effective, more efficient, and more valuable to the organization.

This Report

The Leadership Behaviors are used to measure 17 Skills that yield success in most supervisory positions. These Skill Sets are grouped into 7 Leadership Competencies for an overall measurement of performance. Managers that generally score higher on these competencies are typically identified as more effective and successful leaders.

The Management Competencies

Communications	Listens carefully, summarizes and verifies. Expresses themselves clearly and considers pros and cons in reaching decisions.
Teamwork	Works to build rapport and consensus while collaborating with a team. Promotes team synergy while facilitating team success.
Engagement	Works to engage employees through recognition and addressing the needs of the workforce.
Resourcefulness	Displays confidence and effectiveness when taking initiative and works independently.
Decisiveness	Exercises sound judgement and seeks input for alternatives. Demonstrates effective decision-making ability.
Leadership	Builds a solid foundation for trust in leading by example. Clearly defines expectations in charting a course for success. Delegates and empowers appropriately.
Achievement	Pursues work focusing on results, setting realistic goals. Establishes clear expectations.

As you review this material, keep in mind that no one does everything equally well. Most people exhibit a range of abilities. Approached as a learning tool, this feedback can be a valuable first step toward increasing leadership effectiveness on the job.

This report is organized in such a fashion as to start with a very high overview, and then slowly work down to a detailed look at the responses about Sarah Sample . Each section is important and provides a unique view of the results. The sections are shown here in the order they are presented in this report to offer a quick view of the flow of information.

❯❯ Competency Overview

Results are graphically shown for all Leadership Competencies. This information is used to visually identify the alignment of scores between Sarah Sample and all of the other observers.

❯❯ Competency Summary

Displays the detailed results of the 7 Leadership Competencies. This allows you to see the results for the 7 Competencies, comparing the average scores of all respondent groups.

❯❯ Skills Alignment

Self and Boss agreement on the Skills identified as critical are shown and any skills with disparity in ratings are identified.

❯❯ Skill Set Analysis

A breakdown of the Skill Sets that create each competency. Skills are the level at which real improvements can be made. The results for the 17 Skills, comparing the average scores of all respondent groups, is displayed.

❯❯ Leadership Behavioral Analysis

This section lists the actual behaviors that were presented to the raters. Results for all 62 survey items consisting of the scores for all respondent groups are displayed. This can provide insight into the specific behaviors that may need to be addressed.

❯❯ Skill and Development Overview

All of the Skills are listed in rank order from highest to lowest. The lower scores should be the initial focus for development and could have the largest impact on performance improvement.

❯❯ Development Plan

This is the most critical component. Creating a plan for development is required to maximize the benefit of the 360 process. If there is no plan for improvement, then all of the effort up to this point could be wasted.

The Perception Rating Process

For each of the leadership behaviors, each rater reported their experience of observing Sarah Sample . Based on their observations they indicated the percentage of time they felt each behavior was displayed. There were six (6) possible choices. The range of rating was 1 to 5. The sixth choice was "N" (No Opportunity) which was selected when the rater was unable to observe the behavior and thus could not provide a meaningful response. The six ratings are described below:

Rating	N	1	2	3	4	5
Frequency	No Opportunity to Observe	Almost Never	Seldom	Sometimes	Usually	Almost Always
Percentage of the Time		< 10%	10 - 40%	41 - 60%	61 - 90%	> 90%

Competency Overview

This is a graphical representation of the ratings for Sarah Sample (Self) compared to the ratings of all the other observers for the 7 Competencies. Higher scores are further away from the center. Ideally you are looking for the scores of Sarah to be in alignment with the scores of all other observers. Higher scores on all competencies are preferred. Pay particular attention to any score differentials. A score disparity of 1 point or greater suggests a significant difference in perception between all of the other observers and Sarah Sample.

■ Self   ■ All Observers   * Disparity (1.0 point or more)

Talassure 360 Total Scores

Total Scores represent the average score for all of the 17 Skills within the 7 Competencies for both Self and all other observers. The differential is an important data point and should be as low as possible. If the differential is 1 point or greater, the perception of Sarah Sample varies a great deal from the other raters and suggests a need for a greater self-awareness.

Self   3.42

All Observers   3.04

Differential   -0.38

Competency Summary

The perceptions of each respondent group are presented here with the average ratings for each group. Note the differences between group ratings, especially if there is a difference of 1 point or more between groups. This suggests a significant difference in perception between the groups, which could indicate that Sarah performs differently when interacting with the individual respondent groups.

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Communications
- S: 3.92
- B: 3.25
- D: 3.08
- P: 2.79
- A: 2.99

Listens carefully, summarizes and verifies. Expresses themselves clearly and considers pros and cons in reaching decisions.

Teamwork
- S: 2.61
- B: 2.42
- D: 2.46
- P: 3.02
- A: 2.65

Works to build rapport and consensus while collaborating with a team. Promotes team synergy while facilitating team success.

Engagement
- S: 3.33
- B: 3.34
- D: 2.35
- P: 2.7
- A: 2.57

Works to engage employees through recognition and addressing the needs of the workforce.

Resourcefulness
- S: 3.59
- B: 4.59
- D: 4.41
- P: 3.99
- A: 4.27

Displays confidence and effectiveness when taking initiative and works independently.

Decisiveness
- S: 3.13
- B: 3.63
- D: 3.55
- P: 3.73
- A: 3.62

Exercises sound judgement and seeks input for alternatives. Demonstrates effective decision-making ability.

Leadership
- S: 3.92
- B: 3
- D: 2.74
- P: 2.9
- A: 2.81

Builds a solid foundation for trust in leading by example. Clearly defines expectations in charting a course for success. Delegates and empowers appropriately.

Achievement
- S: 3.34
- B: 2.59
- D: 2.68
- P: 2.68
- A: 2.67

Pursues work focusing on results, setting realistic goals. Establishes clear expectations.

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Legend:
- Self
- Boss
- Direct Reports
- Peers
- All Observers

Skills Alignment

Sarah and Boss selected 5 skills that were thought to be the most critical for success in the position and are identified below. If the same 5 Skills were selected, there will be 100% alignment. When there was no agreement on the Skills identified as critical, there is 0% alignment.

Unless the same behaviors have been identified as critical, there will be a real potential for disagreement on what is important and where efforts should be focused. As the alignment percentage decreases, it becomes a more important point to discuss and clarify the most critical aspects of the position. Also, noted below are any skills where the difference in the rating between Self and Boss are 1.5 or greater.

40% Alignment Between Self and Boss

	Skill
B	Listens To Others
	Processes Information
(Disparity) B S	Communicates Effectively
B	Manages The Team
	Promotes Team Synergy
B S	Facilitates Team Success
	Recognizes Employees
	Addresses Employee Needs
	Takes Initiative
S	Works Independently
	Decision Making Ability
	Exercises Judgement
S	Establishes Trust
(Disparity)	Provides Direction
S	Delegates Responsibility
	Pursues Objectives
B	Establishes Clear Expectations

Legend:
- ◯ Disparity (1.5 point or more)
- S Self identified as critical
- B Boss identified as critical

Skill Set Analysis

These Skills are the level at which real improvements can be made. The results for the 17 Skills and their definitions are displayed along with the average score for each group of raters. The scores for each group when compared to the other groups should be considered carefully. Scores with a difference of 1.5 points or more could indicate a misunderstanding of the job function between respondent groups. Any skill that has an All Observer score of 2.0 or lower is identified as a possible Area for Development and a score of 4.0 or higher is marked as an Area of Strength. For convenience, the skills that were selected as critical are also indicated.

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Communications

Listens To Others (B)

Seeks input creating a comfortable environment for expression. Listens openly and carefully with no interruptions. Summarizes and verifies understanding.

- S: 3
- B: 3.75
- D: 3
- P: 2.5
- A: 2.88

Processes Information

Identifies key points considering pros and cons in the long-range effect of decisions. Reaches logical decisions.

- S: 4.5
- B: 3.25
- D: 3.21
- P: 3.19
- A: 3.2

Communicates Effectively (S) (B) — Disparity between Self & Boss

Expresses self clearly, both in writing and speaking. Speaks in a thorough, direct manner, and readily shares information with others.

- S: 4.25
- B: 2.75
- D: 3.04
- P: 2.67
- A: 2.88

Teamwork

Manages The Team (B)

Builds rapport and develops relationships. Builds consensus by engaging team members.

- S: 2
- B: 1.67
- D: 2
- P: 3.45
- A: 2.47

Promotes Team Synergy

Avoids blaming others. Encourages team member input and takes personal responsibility for resulting conflict.

- S: 2.33
- B: 2.33
- D: 2.5
- P: 3.08
- A: 2.7

Facilitates Team Success (S) (B)

Reviews team performance while keeping team members informed. Reinforces the need to meet or exceed expectations.

- S: 3.5
- B: 3.25
- D: 2.88
- P: 2.53
- A: 2.79

Engagement

Recognizes Employees

Openly acknowledges employees for their importance to the company's success. Rewards employees for performance, ideas, and suggestions.

- S: 4.33
- B: 3.67
- D: 2.28
- P: 2.4
- A: 2.45

Addresses Employee Needs

Allows for development activities, communicates opportunities, and remains approachable at all times.

- S: 2.33
- B: 3
- D: 2.41
- P: 3
- A: 2.69

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Legend:
- (S) Self identified as critical
- (B) Boss identified as critical
- ↺ Disparity between Self & Boss (1.5 points or more)
- ✓ Area of Strength (4 or above)
- ⚠ Area for Development (2 or below)
- Self
- Direct Reports
- Peers
- Boss
- All Observers

⏎

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Resourcefulness

Takes Initiative

Approaches new tasks positively, exhibits confidence, and is effective in workforce utilization. ✓

- S: 3.5
- B: 4.5
- D: 4.48
- P: 3.88
- A: 4.26

Works Independently (S)

Needs minimal direction and support. Brings closure by reaching resolution to issues. ✓

- S: 3.67
- B: 4.67
- D: 4.33
- P: 4.09
- A: 4.28

Decisiveness

Decision Making Ability

Takes initiative, assumes risk, assesses alternatives, and takes responsibility in decision making.

- S: 2.75
- B: 2.75
- D: 2.92
- P: 3.38
- A: 3.07

Exercises Judgement

Seeks input and uses sound judgement and instinct while making decisions in a timely fashion. ✓

- S: 3.5
- B: 4.5
- D: 4.17
- P: 4.07
- A: 4.17

Leadership

Establishes Trust (S)

Is honest, demonstrates strong ethics, keeps promises, and can be trusted.

- S: 2.5
- B: 3.5
- D: 3.21
- P: 2.63
- A: 3.02

Provides Direction (disparity)

Establishes manageable workloads and makes expectations clear while keeping focus on targets in implementing details.

- S: 4.75
- B: 2.25
- D: 2.58
- P: 2.94
- A: 2.68

Delegates Responsibility (S)

Knows when to delegate. Delegates the right jobs, giving others authorization for completion.

- S: 4.5
- B: 3.25
- D: 2.42
- P: 3.13
- A: 2.74

Achievement

Pursues Objectives

Establishes realistic goals while setting appropriate timelines. Pursues work with drive, going beyond the routine demands of the job.

- S: 3
- B: 2.5
- D: 2.58
- P: 2.94
- A: 2.7

Establishes Clear Expectations (B)

Sets clear expectations and scope of work that encourages and motivates employee commitment.

- S: 3.67
- B: 2.67
- D: 2.78
- P: 2.42
- A: 2.64

	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Legend

- (S) Self identified as critical
- (B) Boss identified as critical
- ⟳ Disparity between Self & Boss (1.5 points or more)
- ✓ Area of Strength (4 or above)
- ⚠ Area for Development (2 or below)

- Self (orange)
- Boss (teal)
- Direct Reports (yellow)
- Peers (blue)
- All Observers (purple)

Leadership Behavioral Analysis

The ratings for each individual behavioral item are shown for each respondent group. These behaviors are the foundation for overall performance. This can provide insight into the specific behaviors that may need to be addressed. Pay close attention to those behaviors with a wide variance, since they may have had an impact on the average All Observers score for the Skill Set and Competency. The ratings for Self and Boss are their actual ratings, while the scores for the other groups are an average of that groups ratings.

Scale: 1 Almost Never | 2 Seldom | 3 Sometimes | 4 Usually | 5 Almost Always

Communications

Listens To Others

1. Solicits input from others
- S: 3, B: 3
- D: 2.8, P: 1.25

2. Creates a comfortable environment for airing concerns
- S: 3, B: 3
- D: 2.6, P: 3.75

3. Listens to all points of view with an open mind
- S: 3, B: 4
- D: 3.17, P: 2.5

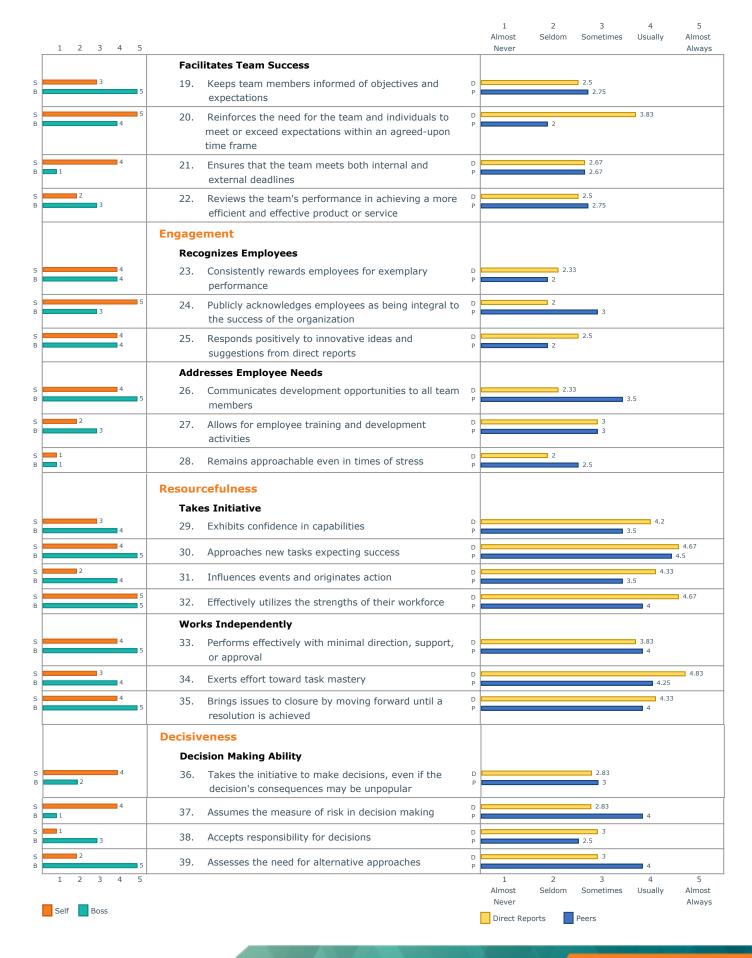**4. Listens carefully without interrupting**
- S: 3, B: 5
- D: 3.33, P: 2.5

Processes Information

5. Identifies the main points of an issue
- S: 5, B: 4
- D: 3.17, P: 3

6. Considers the pros and cons when making decisions
- S: 4, B: 3
- D: 2.83, P: 3

7. Reaches logical, clear conclusions
- S: 4, B: 3
- D: 3.67, P: 3.25

8. Asks questions to clarify what was heard
- S: 5, B: 3
- D: 3.17, P: 3.5

Communicates Effectively

9. Expresses thoughts and ideas clearly in writing
- S: 4, B: 1
- D: 3.17, P: 3.5

10. Covers an issue in depth without overdoing it
- S: 4, B: 2
- D: 3.5, P: 2.75

11. Communicates in a direct manner
- S: 4, B: 4
- D: 2.83, P: 2

12. Makes current job-related information available to others
- S: 5, B: 4
- D: 2.67, P: 2.33

Teamwork

Manages The Team

13. Builds rapport and establishes constructive relationships by actively seeking to understand others
- S: 2, B: 2
- D: 1.83, P: 3.33

14. Builds consensus by actively engaging all interested parties in decision-making and problem-solving
- S: 2, B: 2
- D: 1.33, P: 3.25

15. Understands and appreciates different perspectives and viewpoints
- S: 2, B: 1
- D: 2.83, P: 3.75

Promotes Team Synergy

16. Speaks positively about the team and does not blame others
- S: 3, B: 3
- D: 2.5, P: 3

17. Encourages views from others and appreciates other team members' perspective
- S: 2, B: 1
- D: 2.67, P: 2.25

18. Takes personal responsibility for resolving team conflicts
- S: 2, B: 3
- D: 2.33, P: 4

Legend: Self | Boss | Direct Reports | Peers

Facilitates Team Success

#	Item	Self	Boss	Direct Reports	Peers
19.	Keeps team members informed of objectives and expectations	3	5	2.5	2.75
20.	Reinforces the need for the team and individuals to meet or exceed expectations within an agreed-upon time frame	5	4	3.83	2
21.	Ensures that the team meets both internal and external deadlines	4	1	2.67	2.67
22.	Reviews the team's performance in achieving a more efficient and effective product or service	2	3	2.5	2.75

Engagement

Recognizes Employees

#	Item	Self	Boss	Direct Reports	Peers
23.	Consistently rewards employees for exemplary performance	4	4	2.33	2
24.	Publicly acknowledges employees as being integral to the success of the organization	5	3	2	3
25.	Responds positively to innovative ideas and suggestions from direct reports	4	4	2.5	2

Addresses Employee Needs

#	Item	Self	Boss	Direct Reports	Peers
26.	Communicates development opportunities to all team members	4	5	2.33	3.5
27.	Allows for employee training and development activities	2	3	3	3
28.	Remains approachable even in times of stress	1	1	2	2.5

Resourcefulness

Takes Initiative

#	Item	Self	Boss	Direct Reports	Peers
29.	Exhibits confidence in capabilities	3	4	4.2	3.5
30.	Approaches new tasks expecting success	4	5	4.67	4.5
31.	Influences events and originates action	2	4	4.33	3.5
32.	Effectively utilizes the strengths of their workforce	5	5	4.67	4

Works Independently

#	Item	Self	Boss	Direct Reports	Peers
33.	Performs effectively with minimal direction, support, or approval	4	5	3.83	4
34.	Exerts effort toward task mastery	3	4	4.83	4.25
35.	Brings issues to closure by moving forward until a resolution is achieved	4	5	4.33	4

Decisiveness

Decision Making Ability

#	Item	Self	Boss	Direct Reports	Peers
36.	Takes the initiative to make decisions, even if the decision's consequences may be unpopular	4	2	2.83	3
37.	Assumes the measure of risk in decision making	4	1	2.83	4
38.	Accepts responsibility for decisions	1	3	3	2.5
39.	Assesses the need for alternative approaches	2	5	3	4

Scale: 1 Almost Never, 2 Seldom, 3 Sometimes, 4 Usually, 5 Almost Always

Legend: Self, Boss, Direct Reports, Peers

Exercises Judgement

#	Item	Self	Boss	Direct Reports	Peers
40.	Seeks input from others regarding alternatives	4	5	4.33	4.67
41.	Uses a combination of sound information and instinct to make decisions	1	4	4	3.5
42.	Observes and evaluates the outcomes of implementing the solution	5	5	4.2	4
43.	Makes decisions in a timely fashion	4	4	4.17	4.25

Leadership

Establishes Trust

#	Item	Self	Boss	Direct Reports	Peers
44.	Keeps promises	3	2	2.67	2
45.	Can be trusted with confidential information	2	3	3	2.5
46.	Is honest and straight forward in dealings with others	2	5	4.17	3
47.	Demonstrates strong ethical standards	3	4	3	3

Provides Direction

#	Item	Self	Boss	Direct Reports	Peers
48.	Makes expectations clear	5	2	3.33	2
49.	Establishes manageable workloads	5	2	2.67	2.5
50.	Accomplishes long-term goals and objectives by detailing incremental steps	4	4	1.67	3.5
51.	Keeps focus on targets while implementing details	5	1	2.67	3.75

Delegates Responsibility

#	Item	Self	Boss	Direct Reports	Peers
52.	Knows when to delegate and when to assume personal responsibility	5	3	3	3.25
53.	Delegates the right jobs to the appropriate people	4	4	2.33	3.67
54.	Gives others authorization to fulfill responsibilities on their own	4	3	2.33	4
55.	Enables others to find creative solutions to problems	5	3	2	1.75

Achievement

Pursues Objectives

#	Item	Self	Boss	Direct Reports	Peers
56.	Pursues work with energy, drive, and a strong focus on results	4	2	2.33	3.5
57.	Goes beyond the routine demands of the job	4	3	2.67	4.25
58.	Establishes and maintains challenging, yet realistic, work goals	1	2	2.5	2.25
59.	Sets timelines for the achievement of goals	3	3	2.83	1.75

Establishes Clear Expectations

#	Item	Self	Boss	Direct Reports	Peers
60.	Defines expectations and potential positive and negative outcomes	5	1	3	2
61.	Establishes a clear plan and scope of work	4	2	2.33	3
62.	Sets deadlines and performance benchmarks that motivate and encourage employee commitment	2	5	3	2.25

Legend: ■ Self ■ Boss ■ Direct Reports ■ Peers

Talassure 360

Sarah Sample

Skill and Development Overview

This page displays all 17 Skills listed in rank order from highest to lowest. The scores displayed are the average of the ratings from All Observers (except Self). Those that were rated with the highest average scores may be potential strengths. Often, honing your strengths is an excellent way to begin improving your skills. Skills with a rating of 4.0 or higher will be identified as a Strength. Lower scores should be a focus for development. Also, note the Skills identified as critical to success. Skills with low scores, combined with those selected as critical, may be identified as skills needing improvement and could have the largest impact on performance development.

Skill	Score	Note
Works Independently (S)	4.28	Strength
Takes Initiative	4.26	Strength
Exercises Judgement	4.17	Strength
Processes Information	3.2	
Decision Making Ability	3.07	
Establishes Trust (S)	3.02	
Communicates Effectively (B) (S)	2.88	
Listens To Others (B)	2.88	
Facilitates Team Success (B) (S)	2.79	Improvement Needed
Delegates Responsibility (S)	2.74	
Pursues Objectives	2.7	
Promotes Team Synergy	2.7	
Addresses Employee Needs	2.69	
Provides Direction	2.68	
Establishes Clear Expectations (B)	2.64	
Manages The Team (B)	2.47	
Recognizes Employees	2.45	Improvement Needed

Rating scale: 1 Almost Never — 2 Seldom — 3 Sometimes — 4 Usually — 5 Almost Always

(S) Self identified as critical

(B) Boss identified as critical

All Observers

Development Plan

Planning is the most integral element of personal development. You cannot leave personal development to chance! When creating a Personal Development Plan, make sure to spend time connecting each identified area for improvement to the overall function of the business. Include actions that can be performed on the job daily. In this way, leaders will be more likely to see the value in each proposed change, and will find it easier to follow through with planned methods for improvement.

It's just human nature that people play to their strengths. We recognize and value certain skills and traits within ourselves. Leaders are no different. In their experience, they've gained valuable knowledge and skills that they can apply to a variety of situations - that's why they're the leaders. But there are times when a leader's strengths don't encompass the full scope of the requirements of the job. When you're confronted with a difficult task, or a skill in which you are not proficient is required of you, you must regard it as an opportunity for development. Using the information in this report you should determine what is necessary to improve a skill or behavior, and then get it done.

Next, there must be a Personal Development Plan. This plan shouldn't be overcomplicated. More often than not, the best course of action for both personal and professional development is clear and easily executable. The most significant growth opportunities take place on the job, and are under the leader's total control. To begin this process, use the M-L-B Method.

MORE - Do MORE of these

Think about the behaviors that have been identified as strengths throughout the course of the survey. These are things that you should ensure happen more often in your daily routine. This is the easiest of the steps because you're already good at these things, so no adjustments will have to be made.

LESS - Do LESS of these

Analyzing this report, you should have recognized behaviors that don't bring about the desired outcomes. In order to improve your performance in those areas, make an effort to minimize these behaviors. This will require you to do less of the things that support each behavior.

BEGIN - BEGIN doing these

This survey has revealed things you could be doing to enhance your effectiveness. It is pivotal that you begin doing these things to develop new behaviors in addition to modifying your current behaviors. As you gain knowledge and acquire ideas for better leadership performance, ensure that these behaviors become habits.

Creating a Personal Development Plan

The following process is an outline to take the information presented in this report and create your own Personal Development Plan to achieve better performance.

Step 1 - Goals

Using the SMART approach, set goals that are specific, measurable, attainable, realistic, and timely. The key is figuring out how to leverage the information provided to make the quickest impact on job performance.

Step 2 - Action Items

Take the time to determine exactly what must be done to achieve set goals. Action items could include:

- Identify a coach to assist throughout the process
- Read subject material that will assist in achieving your goals
- Leverage online training resources
- Select an individual you trust to hold you accountable
- Set aside weekly time for self-evaluation

Step 3 - Milestones

Identify milestones in the developmental process. This creates ongoing motivation, as well as providing a means to track results. This is imperative to achieving success. Remember, an elephant must be eaten a bite at a time.

Step 4 - The Plan

Formulate a realistic schedule for your milestones and action items. Behavior takes time to modify, and skills take time to master. Consider strengths and areas for improvement that have been identified, and prioritize action items according to the MLB system.

Step 5 - Execution

Make it happen! Planning without execution is a waste of time. This process requires momentum, and momentum requires movement. Goals have been set,milestones and action items have been identified, and a plan has been put in place. Now is the time to put that plan into action.

Step 6 - Schedule Next 360

After all of the above is in place, schedule the next 360. Without a comparison to the initial results, there will be no way to identify changes in perception. Remember that the ultimate goal of the process is improving managerial effectiveness, and there is no better measure than the perceptions of coworkers.

Talassure 360

Sarah Sample