



Sarah Sample

CONFIDENTIAL

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This report includes responses from:
Self, Boss, and 3 Peers

Self - Sarah Sample
Boss - John Boss

The Talent Traits 360 Leadership Development System

The purpose of the Talent Traits 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 88 Leadership Behaviors presented as survey items. The responses are compiled from different observers such as supervisors, co-workers, and direct reports.

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 supervisor, 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 21 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

Communication	Listens carefully, summarizes and verifies. Expresses themselves clearly both in writing and speaking. Manages conflict associated with mis-communication.
Character	Leads by example through a solid foundation of trust, respect and accountability. Takes personal responsibility for actions and demonstrates courage and confidence in their approach to leading others and managing projects.
Influence	Works to inspire and engage employees by maintaining a positive attitude and recognizing others for their achievements. Understands the individual motivational needs of others and builds relationships characterized by acceptance, cooperation, and mutual respect.
Self-Mastery	Controls emotions and maintains composure in highly stressful or adverse situations. Is open to feedback and what personal improvements need to be made. Eagerly pursues job knowledge and skill development.
Management	Creates and involves employees in setting goals and objectives. Focuses on priorities and manages projects effectively. Delegates the right projects to the right people. Exercises sound judgement and seeks input for alternatives. Demonstrates effective decision-making ability.
Team Success	Works to build rapport and collaboration among team members. Effectively brings quality people into the team and leverages diverse talents and abilities. Inspires team members to innovate and generate ideas for implementation and improvement.
Talent Development	Provides training and development opportunities for employees to better perform in their jobs. Offers career direction and cross training opportunities. Coaches and mentors staff to bring fulfillment to the employee and better satisfaction and performance in their job.

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 a 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 21 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 88 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.

» Comments

Raters were given the opportunity to provide comments relating to the Leadership Competencies. Their comments are listed here.

» 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.

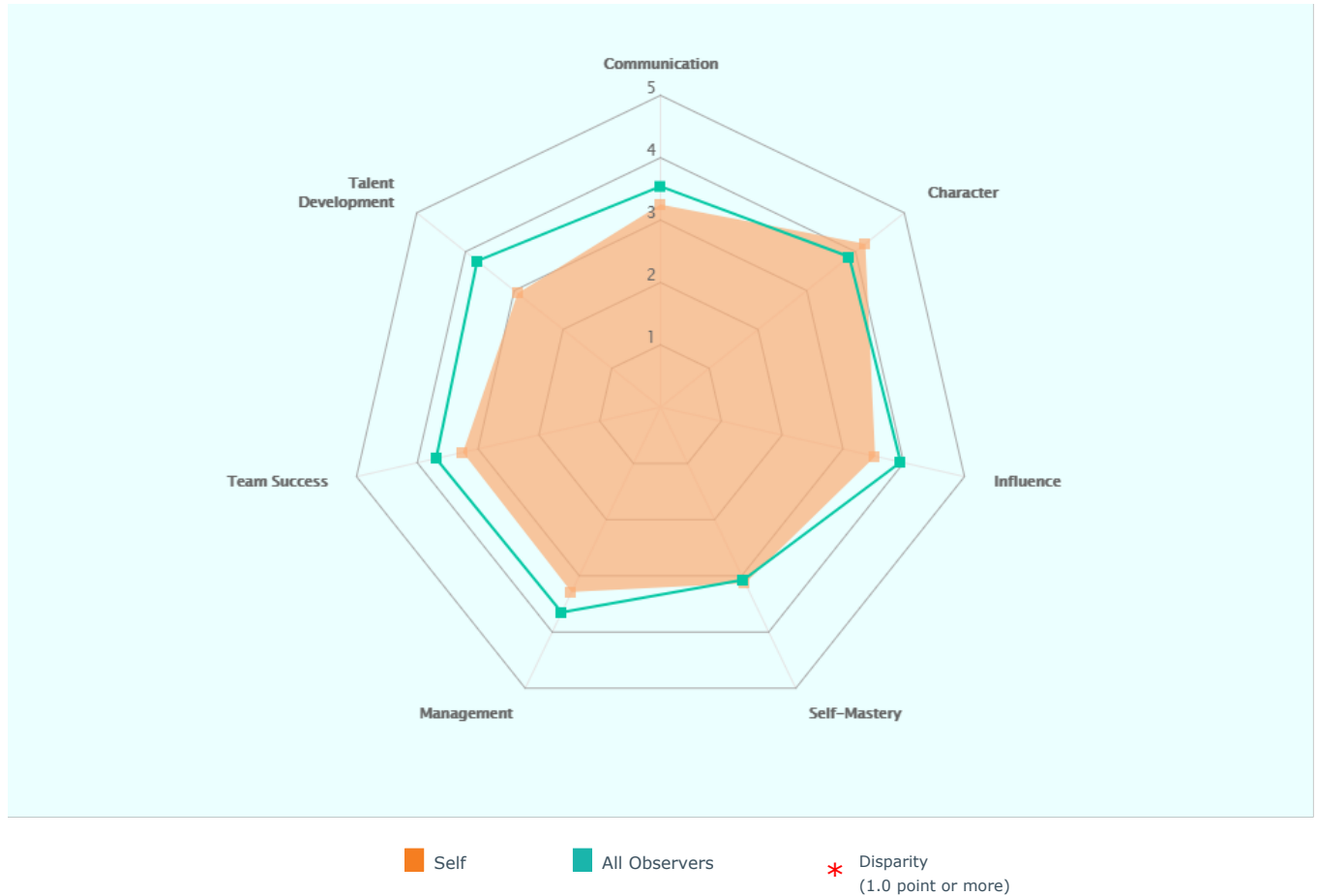
The Perception Rating Process

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.



Talent Traits 360 Total Scores

Total Scores represent the average score for all of the 21 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	3.38
All Observers	3.67
Differential	0.29

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.



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

(B)	Listening To Others
	Expressing
(B)	Managing Conflict
	Integrity And Accountability
	Trust And Respect
(B) (S)	Courageous Confidence
	Motivating People
	Relationships
	Enthusiasm
	Emotional Discipline
	Job Competence
(S)	Planning And Direction
⊖	Managing Tasks And Priorities
	Delegating
⊖ (B) (S)	Decision Making
(S)	Hiring and Placement
⊖	Team Collaboration
⊖	Innovation And Change
⊖ (S)	Developing Staff
(B)	Coaching
	Performance Feedback



Disparity
(1.5 point or more)



Self identified as critical



Boss identified as critical

Skill Set Analysis

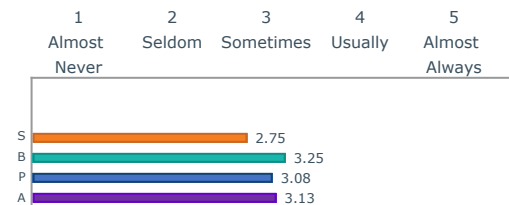
These Skills are the level at which real improvements can be made. The results for the 21 Skills and their definitions are displayed along with the average score for each group of raters. The scores for each group when compared to the other groups should be considered carefully. Scores with a difference 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.

Communication

Listening To Others

(B)

Seeks input creating a comfortable environment for expression. Asks good questions and listens openly and carefully with no interruptions. Summarizes and verifies understanding.



Expressing

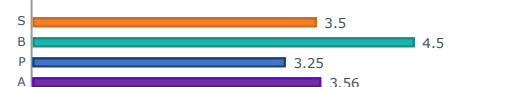
Expresses self clearly, both in writing and speaking. Speaks in a thorough, direct manner, and readily shares information with others.



Managing Conflict

(B)

Manages conflict well by helping others address and resolve disagreements. Approaches conflict situations so there is open and productive communication.



Character

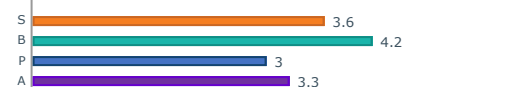
Integrity And Accountability

Takes personal responsibility for actions and avoids blaming others. Is viewed as an honest and fair leader who follows through on what they say they will do.



Trust And Respect

Communicates directly so as to build trust and respect. Demonstrates trust in others and can be trusted. Keeps promises and leads by example rather than through fear and intimidation.



Courageous Confidence

(S) (B)

Exhibits confidence in capabilities and will embrace a challenge. Is willing to volunteer and accept risk. Is open and direct in their communication.



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

(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

Boss

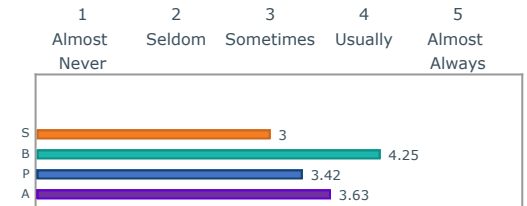
Peers

All Observers

Influence

Motivating People

Openly acknowledges employees for their importance to the organizations success. Rewards employees for performance, ideas and suggestions. Works to improve employee satisfaction and morale.



Relationships

Builds genuine and productive relationships with everyone. Is willing to invest time in building and maintaining healthy relationships. Demonstrates care and concern for others.



Enthusiasm

Enthusiastic in accepting new initiatives and demonstrates a feeling of optimism, fun, and energy.



Self-Mastery

Emotional Discipline

Is tolerant of people and process. Adapts to changing priorities and handles stress well. Allows for others to make mistakes without losing composure.



Job Competence

Identifies opportunities for improvement both in professional behavior, skill, and job. Will look for ways to bring efficiency to the job. Maximizes on technology and performs their job at a high level of accomplishment.



- 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)

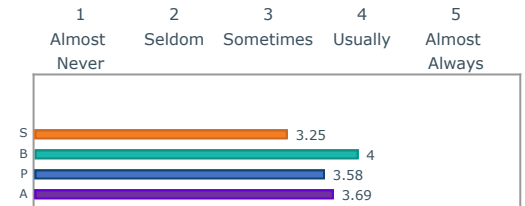
- Self
- Peers
- Boss
- All Observers

Management

Planning And Direction

(S)

Establishes realistic goals while setting appropriate timelines. Communicates clear expectations and involves employees in planning and priorities.



Managing Tasks And Priorities

(U)

Establishes manageable workloads and focuses time on high priorities. Understands how to best utilize resources to get projects and activities completed. Avoids procrastination.



Delegating

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



Decision Making

(S)

(B)

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

(U)



Team Success

Hiring and Placement

(S)

Understands the skills and behaviors necessary to perform jobs and uses a process to conduct effective interviews and staff as needed. Leverages diverse talents and experience.



Team Collaboration

(U)

Promotes cooperation and commitment within the team to achieve goals and deliverables. Ensures that team members understand expectations and keep one another informed.



Innovation And Change

(U)

Involves team members in the planning and implementation of change and thinking through the impact of a change before initiating and communicating it. Energizes the team to share ideas for improvement.



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

(S) Self identified as critical
(B) Boss identified as critical

(U) Disparity between Self & Boss (1.5 points or more)
(A) Area of Strength (4 or above)
(D) Area for Development (2 or below)

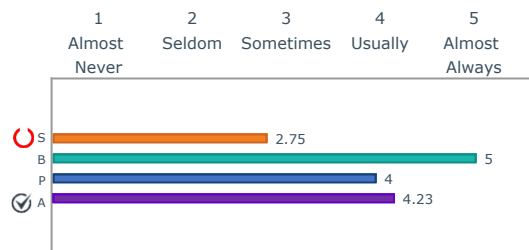
Self Peers
Boss All Observers

Talent Development

Developing Staff

(S)

Invests time in identifying skill gaps and providing developmental opportunities for their staff to succeed. Encourages others to develop skills and provides opportunities for training.



Coaching

(B)

Provides regular feedback to others. Engages with others as a "thinking" partner and is viewed as a leader that others can go to for coaching, advice, and development.



Performance Feedback

Holds employees accountable for results. Addresses and corrects employee performance issues. Helps employees who are struggling to develop the skills needed to improve their performance.



(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

Peers

Boss

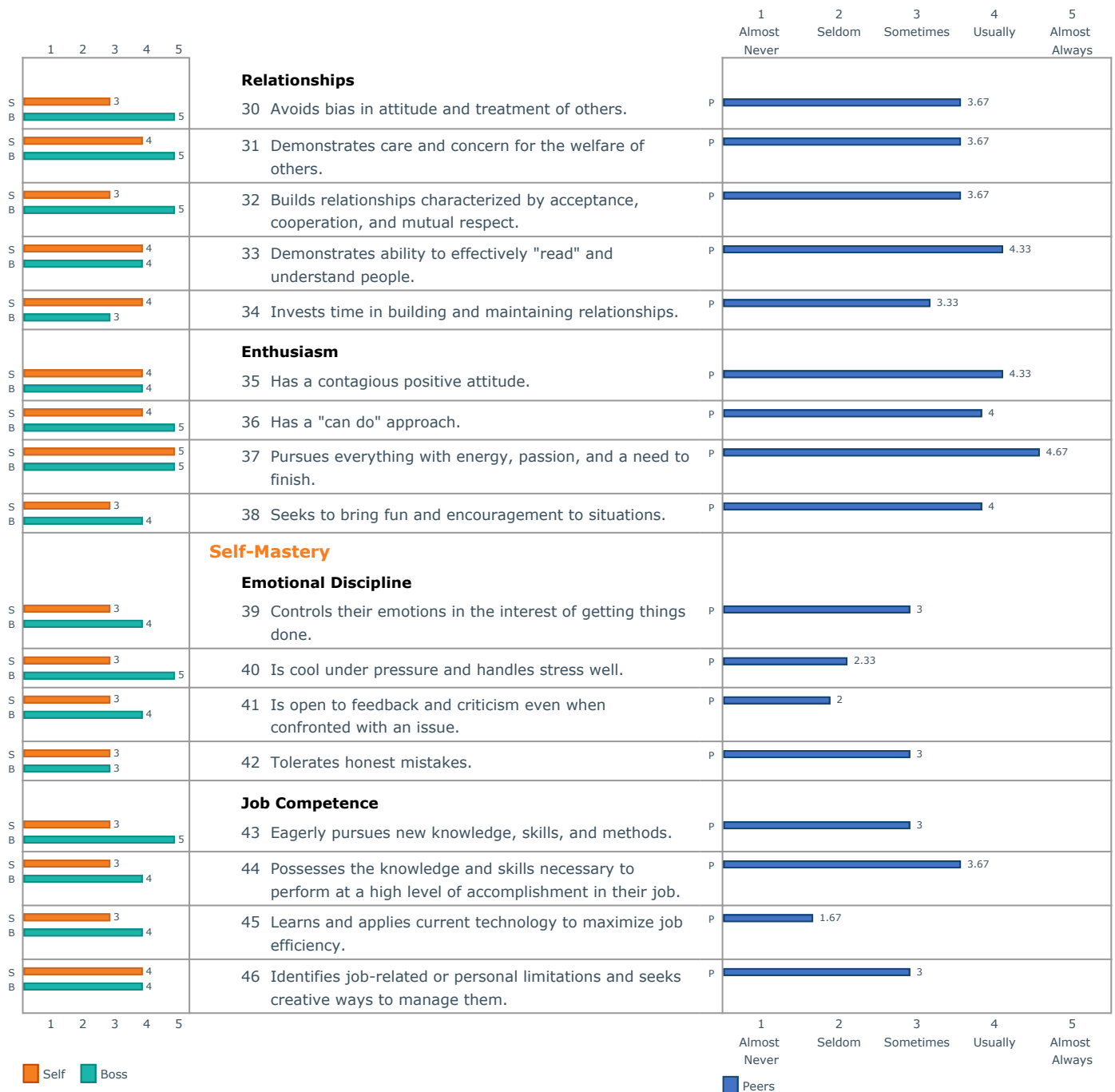
All Observers

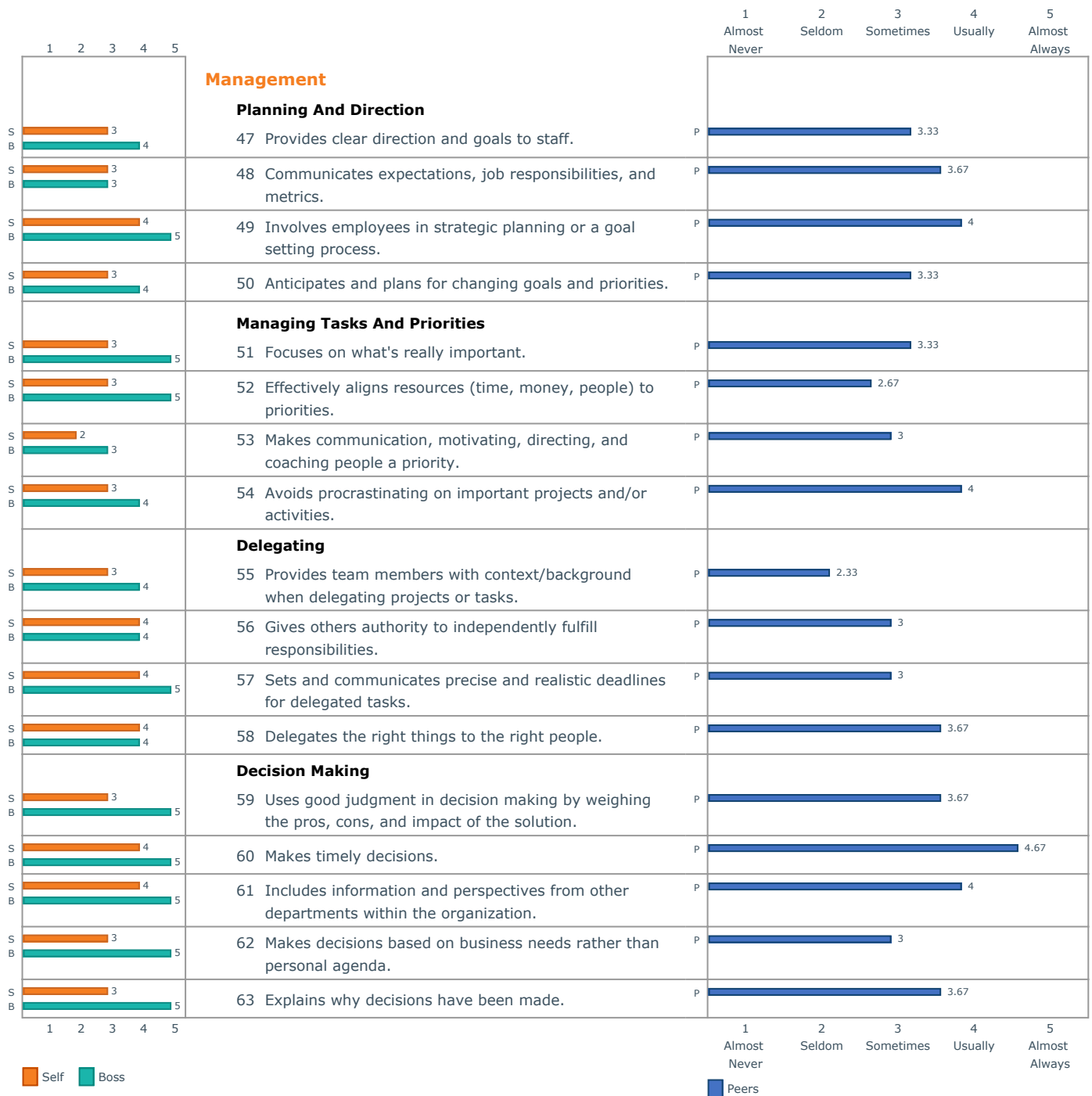
Leadership Behavioral Analysis

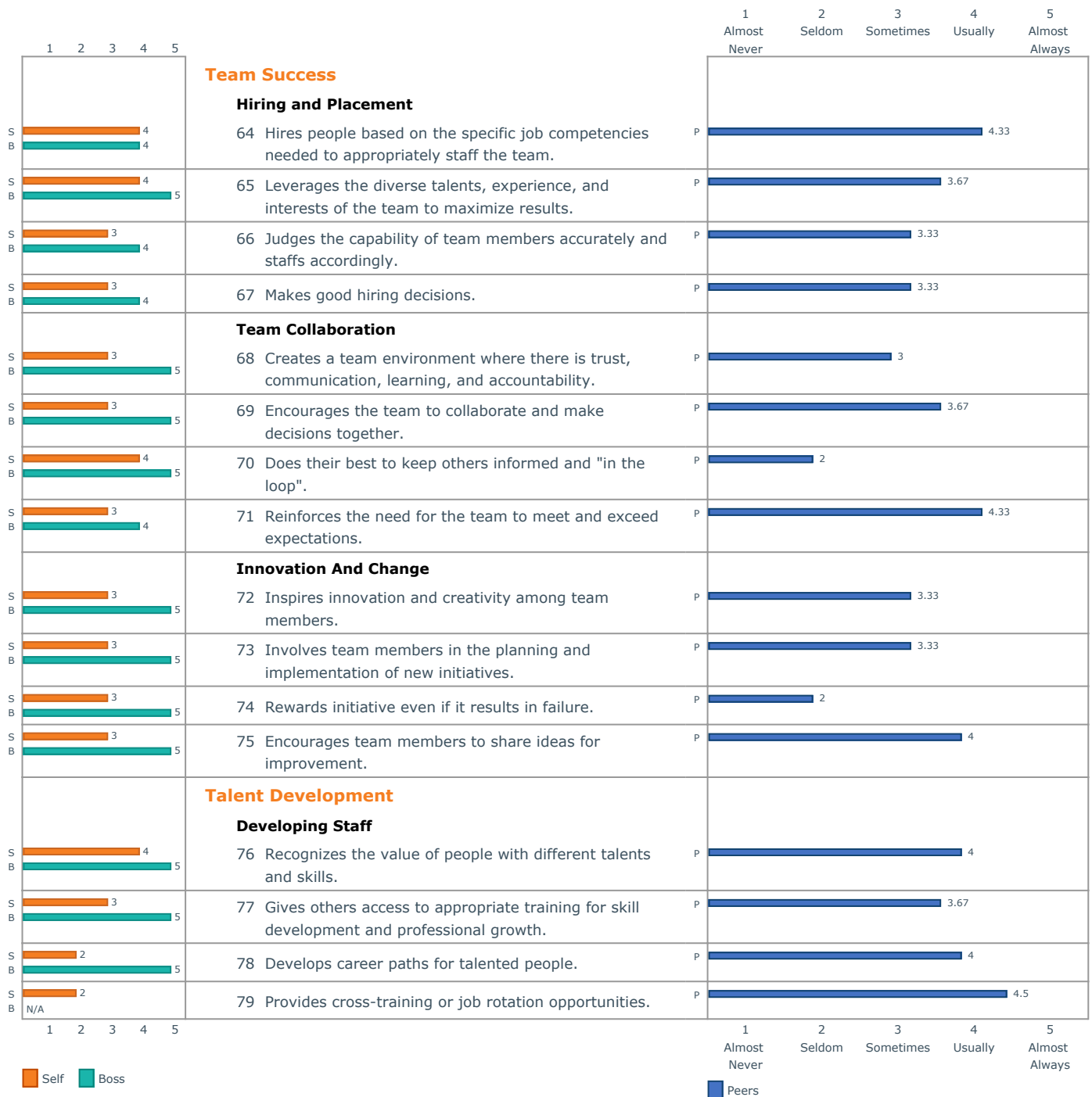
The ratings for each individual behavioral item are shown for each respondent group. These behaviors are the foundation for overall performance. This can provide insight into the specific behaviors that may need to be addressed. Pay close attention to those behaviors with a wide variance, since they 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.

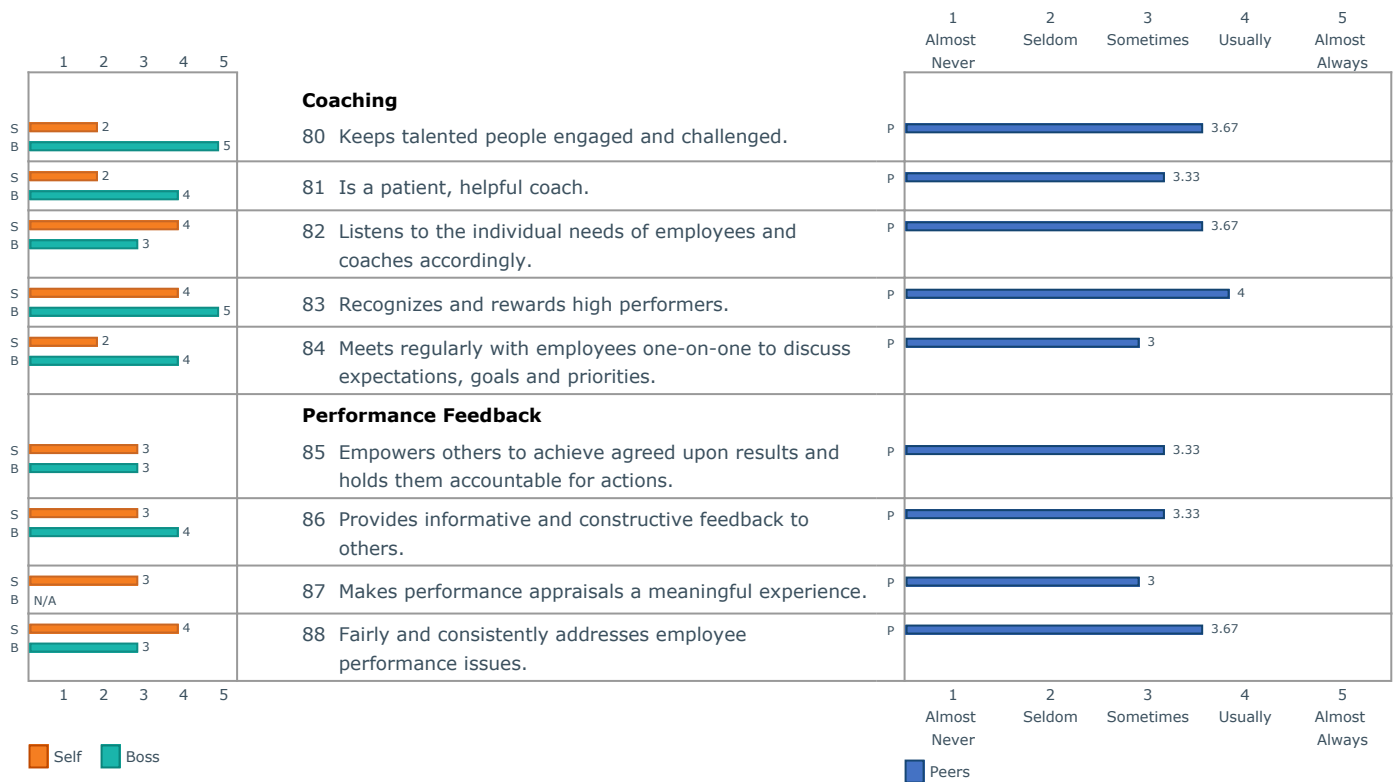






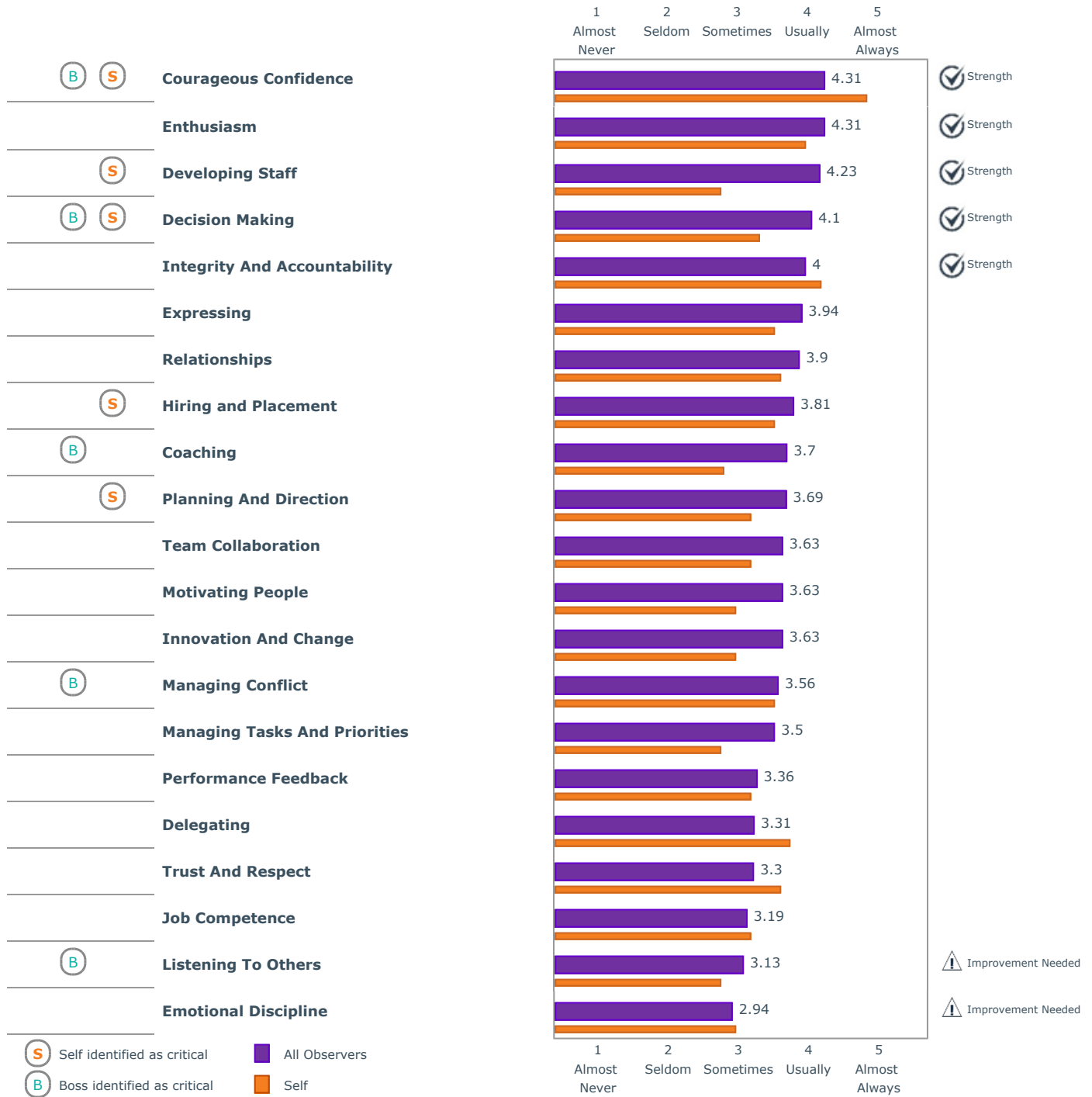






Skill and Development Overview

This page displays all 21 Skills listed in rank order from highest to lowest based on All Observers averaged scores. The Self ratings for each skill is also shown. 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.



Comments

All respondents (except Self) were presented with the opportunity to give written comments for each competency. They were encouraged to provide their feedback in an effort to assist Sarah to better understand some of the scores that were given. This information should play an important part in understanding the perception of the raters regarding the performance of Sarah Sample.

If a competency is not listed, there were no comments given. Comments by the Boss are noted separately; comments by all other respondents are listed under Respondent Groups.

Communication

Boss

- Janet is very courageous about addressing conflict and bringing people to a better place. Sometimes the 175 effect can propel Janet to the end of the speakers sentence or idea before the speaker gets there causing her to jump to conclusions and interrupt.

Respondent Groups

- Janet sometimes is too transparent about personal things, but to her credit she has been working on being more appropriately personal. It's a fine line. Sometimes Janet has her her own ideas and looks for confirmation rather than conflict.

Character

Boss

- Janet always welcomes perspective which makes her easy to work with in that regard. However she can be very absolute with her perspective or conclusion so undoing that can take a bit of effort.

Respondent Groups

- The comfort level for airing concerns largely is reflected in the personality of the confronter. If they are a strong personality it is quite comfortable. If they are intimidated by Janet's strong personality, it can be uncomfortable.

Influence

Boss

- Janet is great with inspiring relationships with EE but could do a better job reaching out to clients and doing the same.

Respondent Groups

- The optimum phrase of "time" is questionable, not because Janet doesn't want to spend the time, she just is mostly short of time. And that adds stress. Don't have a solution - just an observation.

Self-Mastery

Boss

- Her ability to manage pressure is amazing. She has struggled with the fast paced interruption thing for a while now and it continues.

Respondent Groups

- On the time issue, she does seek ways to make better use of time, but the plate is really full and the impetus to excel sits squarely on her shoulders. On the technology issue, Janet is not adverse to new technologies as long as someone else can implement, then educate her. But the full use of technology could be much better.

Management

Boss

- Janets role makes delegation very difficult but she recognizes the need and is always receptive to feedback. She could have done a better defining projects and expectations with Ashley.

Respondent Groups

- So much of this assessment subject deals with time and as stated, Janet is short of time. She delegates as best she can and plans as best she can - but the nature of the business is that a lot of it is done on short notice and therefore staff has to be on short notice as well. Not an ideal situation, but one that is accurate. Janet is the head of the company and when ideas of direction change or new projects come, she often has already done spreadsheets, timelines and anticipation of results before presenting to the team. Recognizing that Ed plays a bit part in analyzing these direction changes, it still tends to come from Janet, and the team gives input after the idea has been crystallized.

Team Success

Boss

- Lack of planning is more a measure of time availability and managing customer demands on time. She is the only person who can customize materials to current clients and that makes time in short supply.

Respondent Groups

- Many of these questions are really for larger organizations and some of the evaluation of team efforts, therefore, don't apply. While I wouldn't rank Janet as 90% effective in these roles for Team Success in our small company, I do know she works diligently in other larger companies to accomplish these goals.

Talent Development

Boss

- Her direct feedback style can be intimidating so some.

Respondent Groups

- Again, with our small company, there isn't a bandwidth for personal advancement and development because everyone's roles are so unique. But as a culture, I believe there is good cultural fit at EE. Mostly we don't do formal performance evaluations.

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 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 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 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.

