CP360

Report designed for

Sally Sample

CheckPoint 360° Competency Feedback System™
Individual Feedback Report

Report Prepared: December 14, 2010

CONFIDENTIAL

Survey Completed: May 23, 2009
This report includes responses from:
Self, 1 Boss, 3 Direct Reports, and 4 Peers

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The CheckPoint 360° System

The purpose of the *CheckPoint 360°* System is to identify leadership as viewed by certain groups of individuals who know and have had the opportunity to observe the manager in the work setting. This is accomplished with the collection of ratings from different sets of observers: **Self** (you), **Boss**, **Direct Reports**, and **Peers**.

There are 70 leadership behaviors presented as survey items. These 70 items are grouped into 18 Skill Sets which further group into 8 Universal Management Competencies. Each rater reports their experience of observing the manager with a rating on each of the items.

In the 70 CheckPoint survey items the raters chose between six possible choices. Based on their observations they indicated the percentage of time they felt the manager displayed each behavior. The sixth choice was "No Opportunity," which was selected when the rater had no opportunity to observe the listed behavior and thus could not provide a meaningful response. These six possible responses were:

Rating	Description	Percentage of Time
1	Almost Never	0 - 10%
2	Seldom	11 - 39%
3	Sometimes	40 - 60%
4	Usually	61 - 89%
5	Almost Always	90 - 100%
N	No opportunity	to observe this behavior

There are 18 Skill Sets that are critical for success in most supervisory positions. They are grouped into 8 Universal Management Competencies. When a manager frequently displays certain behaviors which are a part of these Management Competencies, they are typically identified as effective and successful managers.

The 8 Universal Management Competencies and their 18 Skill Sets are listed below.

1. Communication
- Listens To Others
- Processes Information
- Communicates Effectively

2. Leadership
- Instills Trust
- Provides Direction
- Delegates Responsibility

3. Adaptability
- Adjusts to Circumstances
- Thinks Creatively

4. Relationships
- Builds Personal Relationships
- Facilitates Team Success

5. Task Management
- Works Efficiently
- Works Competently

6. Production
- Takes Action
- Achieves Results

7. Development Of Others
- Cultivates Individual Talents
- Motivates Successfully

8. Personal Development
- Displays Commitment
- Seeks Improvement

Favorable Zone: The Favorable Zone was identified by analysis of the data from a wide range of industries and organizations. This analysis showed that on the *CheckPoint 360°* those managers who had been identified as "good managers" by their respective company typically achieved an average rating of 3.5 to 4.25 when rated by others who knew the manager's work behavior. This established the range of scores for the Favorable Zone on the *CheckPoint 360°*.
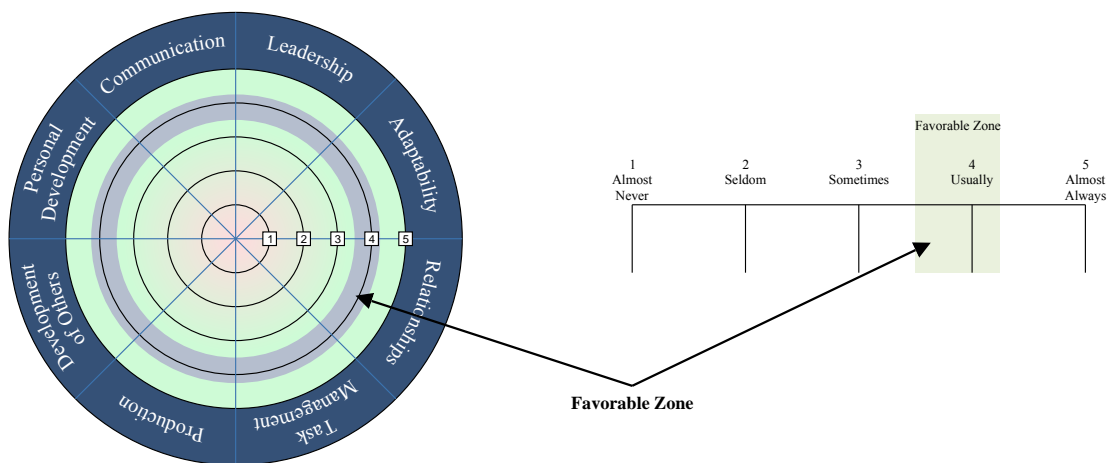
Introduction to the Individual Feedback Report

This report summarizes the results of the CheckPoint surveys that you (**Self**) and the respondent groups (**Boss**, **Direct Reports**, and **Peers**) recently completed. The scores you received are presented in graphs and numeric scales on the pages that follow.
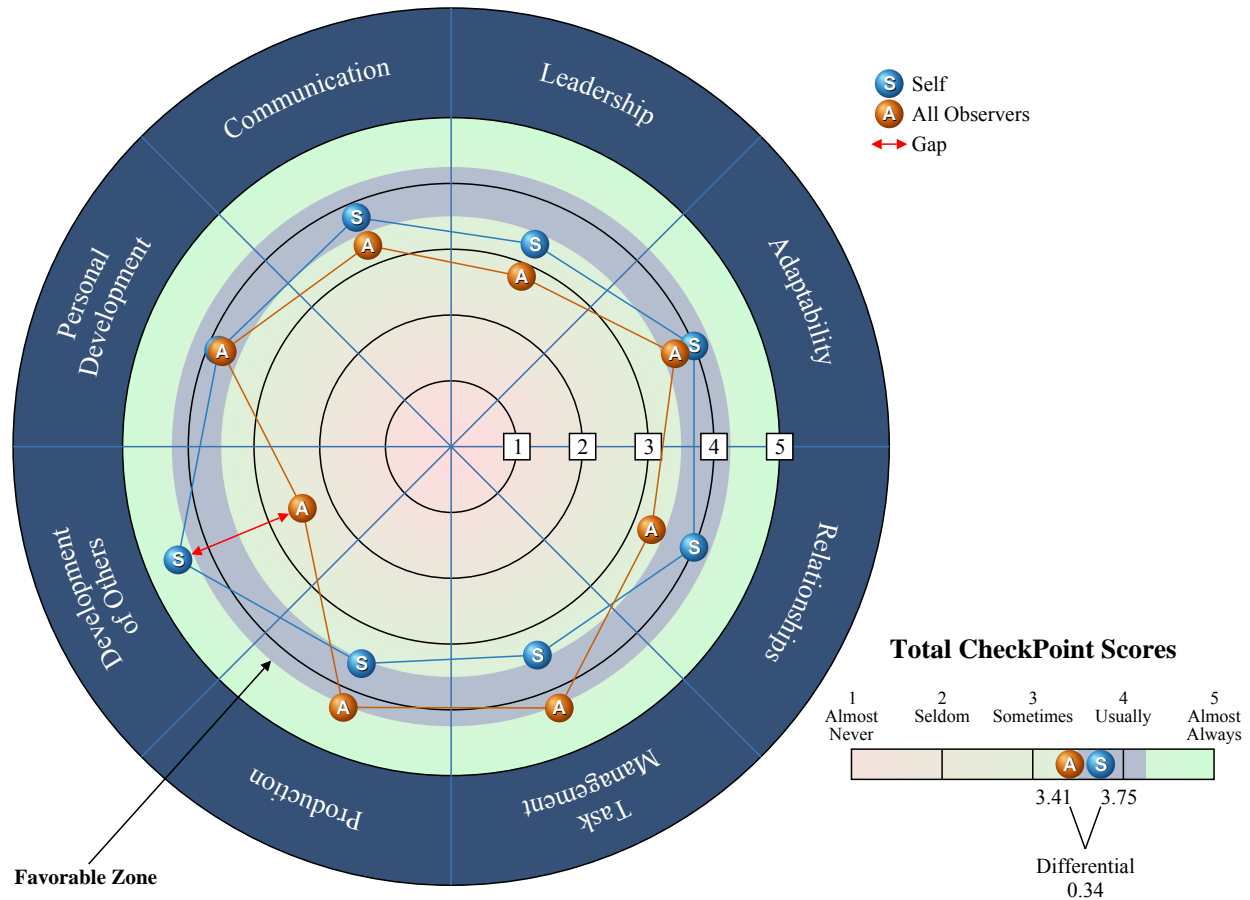
Feedback is reported in the following sections:

- **Executive Competency Overview**: Results for the 8 Universal Management Competencies, comparing the **Self** score with the average score of **All Observers** (includes **Boss**, **Direct Reports**, and **Peers**) and showing whether scores fall within, above, or below the Favorable Zone. Also shown is the Total CheckPoint Scores, including the score differential between **Self** and **All Observers**.

- **Executive Skill Set Summary**: Overview of the 18 Skill Sets as rated by **All Observers**. The average ratings are displayed ranked from highest to lowest providing you an overview of your relative strengths or challenges in these Skill Sets.

- **Critical Skills Alignment Summary**: Overview of the Skill Sets identified as critical by **Boss** and/or **Self**.

- **Executive Summary**: Results for the 8 Universal Management Competencies, comparing the average scores of all respondent groups (includes **Self**, **Boss**, **Direct Reports**, **Peers**, and **All Observers**), providing Total CheckPoint Scores for each group, and pointing out group score averages that vary by 1 point or more.

- **Skill Set Analysis**: Results for the 18 Skill Sets, comparing the average scores of all respondent groups (includes **Self**, **Boss**, **Direct Reports**, **Peers**, and **All Observers**), and pointing out group score averages that vary by 1.5 points or more, as well as analyzing Critical Skill Sets to establish Talents, areas needing Focus, and areas where a significant GAP exists between **Self** and **Boss** scores. (You and your Boss chose 6 Critical Skill Sets out of 18. These were considered critically important to your particular job requirements.)

- **Respondent Group Comparison**: Results for the 18 Skill Sets and Total CheckPoint Scores, analyzing the average scores of each respondent group (includes **Self**, **Boss**, **Direct Reports**, and **Peers**).

- **Survey Summary of the 70 items** : Results for all 70 survey items, displaying the average scores for **Self**, **Boss**, and **All Observers** (includes **Boss**, **Direct Reports**, and **Peers**) and highlighting the items that fall in a Critical Skill Set, as well as flagging items where responses lack consensus (varying by three or more points) within a respondent group.

- **Development Summary Overview**: Describes your strengths and development needs for the 18 Skill Sets.

- **Individual Development Guide**: Describes your strengths and development needs for your 3 most critical Skill Sets and provides guidelines and suggestions for your individual development plan.

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

Executive Competency Overview

Favorable Zone

Self
All Observers
Gap

Total CheckPoint Scores

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

3.41   3.75

Differential
0.34

This is an overview of **Self**'s rating compared to the average rating of **All Observers** (every rater except **Self**). As the **Self** (S) marker and the All (A) marker move away from the center of the circle, the scores are higher. Note particularly where there is a gap of 1 point or greater. This would suggest a significant difference between your perception and that of the other observers as to how often you display that management competency.

Total CheckPoint Scores reported on the smaller horizontal graph present the average score for all 8 Competencies for both you (**Self**) and **All Observers**. If the difference between these two averages is 1 point or more, your perception of your behavior varies a great deal from the other raters. This would suggest a need for a greater self-awareness.

Executive Skill Set Summary

The graph below shows the average ratings of **All Observers** (ratings from everybody except you) for each Skill Set. The average ratings are displayed ranked from highest to lowest providing you an overview of your relative strengths in these Skill Sets. While we suggest you focus on the most critical Skill Sets shown in the next section of this report, it is useful for you to have an overview of your ratings on all Skill Sets.

Skill Set	Rating
Displays Commitment	
Works Competently	
Achieves Results	
Takes Action	
Builds Personal Relationships	
Adjusts to Circumstances	
Works Efficiently	
Instills Trust	
Listens To Others	
Thinks Creatively	
Communicates Effectively	
Facilitates Team Success	
Processes Information	
Seeks Improvement	
Motivates Successfully	
Cultivates Individual Talents	
Provides Direction	
Delegates Responsibility	

Rating scale: 1 Almost Never, 2 Seldom, 3 Sometimes, 4 Usually (Favorable Zone), 5 Almost Always
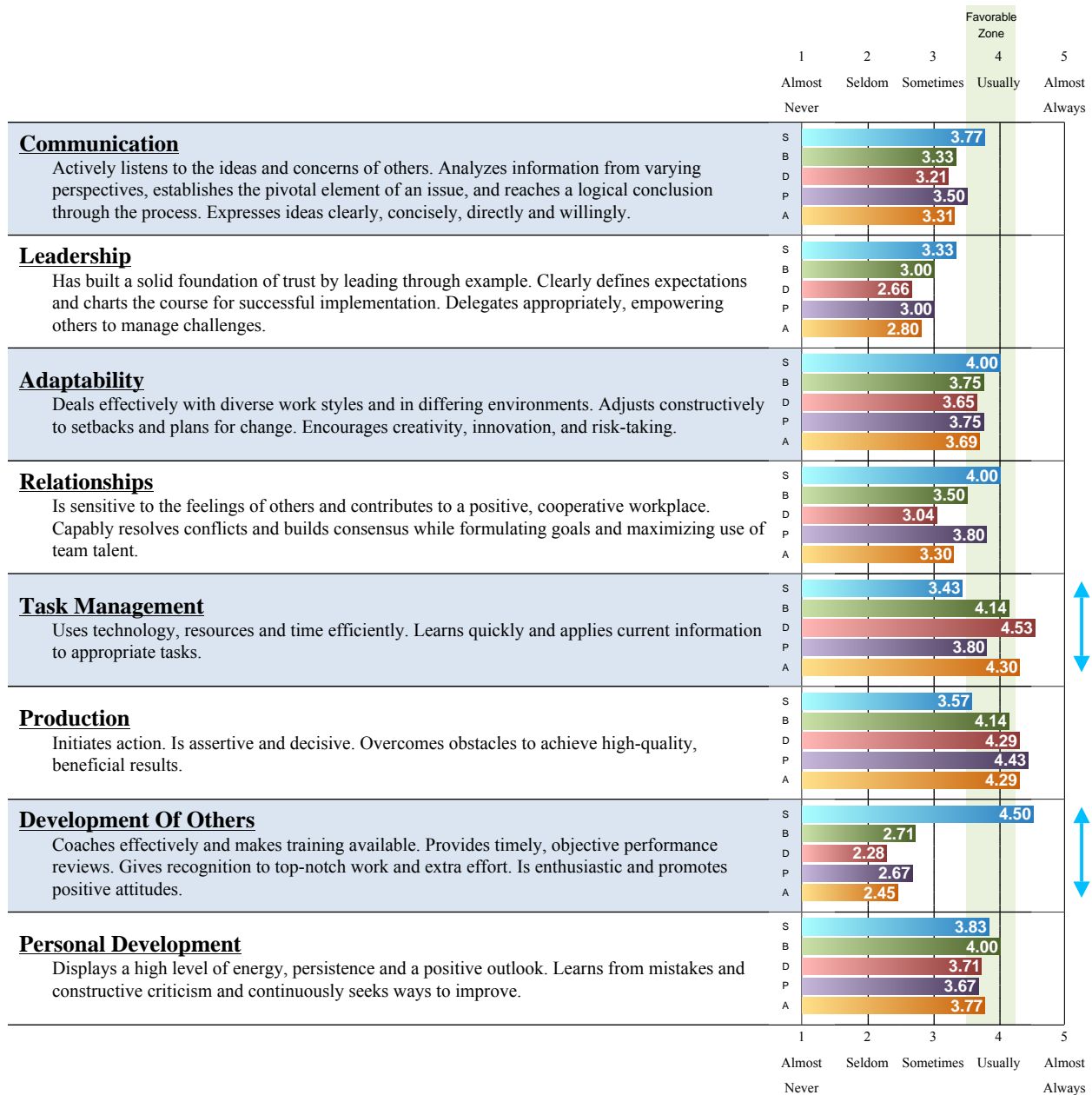
Critical Skills Alignment Summary

Both you and your Boss identified the 6 Skill Sets that you each thought were most critical for success in your job. These Skill Sets are displayed below. Consider that the possible number of Skill Sets selected by both you and your Boss can range from 6 to 12. If you both select the same 6 Skill Sets you will have 100% alignment. When you did not agree on any of the Skill Sets as most critical, there is 0% alignment. As the alignment percentage decreases, it becomes even more important for you and your Boss to discuss and clarify the most important aspects of your work. Unless you have both identified the same behaviors as critical, there will be a real potential for disagreement on where you should focus your activities.

Critical Skills Alignment: 50%

[S] Processes Information: Gets to the point. Evaluates the pros and cons, as well as the short and long-range consequences, of decisions. Develops logical, clear conclusions.

[B] Communicates Effectively: Expresses self clearly, both in writing and in speaking. Is thorough, yet concise, and is consistently straightforward. Readily shares information with others.

[B] Provides Direction: Establishes clear expectations and a manageable workload. Plans the steps required to accomplish objectives, while keeping focus on overall vision.

[S] [B] Delegates Responsibility: Delegates appropriate jobs to appropriate people. Empowers others to work and solve problems on their own.

[S] Adjusts to Circumstances: Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.

[S] [B] Facilitates Team Success: Resolves conflicts fairly in a spirit of cooperation. Builds consensus and leads team in setting appropriate goals. Recruits effectively and uses talents of group wisely.

[S] [B] Achieves Results: Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.

[S] Displays Commitment: Maintains a high level of energy, perseveres and remains positive.

[B] Seeks Improvement: Learns positive lessons from mistakes and constructive criticism. Pursues resources to improve and develop professionally. Sets no limits on personal potential.

Executive Summary

The average rating for each respondent group for the 8 Management Competencies is presented in this section. The number shown for **Self** and **Boss** are the actual ratings. Note the differences between group ratings, especially where there is a gap indicated (a difference of 1 point or more between groups).

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

Communication
Actively listens to the ideas and concerns of others. Analyzes information from varying perspectives, establishes the pivotal element of an issue, and reaches a logical conclusion through the process. Expresses ideas clearly, concisely, directly and willingly.

- S 3.77
- B 3.33
- D 3.21
- P 3.50
- A 3.31

Leadership
Has built a solid foundation of trust by leading through example. Clearly defines expectations and charts the course for successful implementation. Delegates appropriately, empowering others to manage challenges.

- S 3.33
- B 3.00
- D 2.66
- P 3.00
- A 2.80

Adaptability
Deals effectively with diverse work styles and in differing environments. Adjusts constructively to setbacks and plans for change. Encourages creativity, innovation, and risk-taking.

- S 4.00
- B 3.75
- D 3.65
- P 3.75
- A 3.69

Relationships
Is sensitive to the feelings of others and contributes to a positive, cooperative workplace. Capably resolves conflicts and builds consensus while formulating goals and maximizing use of team talent.

- S 4.00
- B 3.50
- D 3.04
- P 3.80
- A 3.30

Task Management
Uses technology, resources and time efficiently. Learns quickly and applies current information to appropriate tasks.

- S 3.43
- B 4.14
- D 4.53
- P 3.80
- A 4.30

(Gap indicated)

Production
Initiates action. Is assertive and decisive. Overcomes obstacles to achieve high-quality, beneficial results.

- S 3.57
- B 4.14
- D 4.29
- P 4.43
- A 4.29

Development Of Others
Coaches effectively and makes training available. Provides timely, objective performance reviews. Gives recognition to top-notch work and extra effort. Is enthusiastic and promotes positive attitudes.

- S 4.50
- B 2.71
- D 2.28
- P 2.67
- A 2.45

(Gap indicated)

Personal Development
Displays a high level of energy, persistence and a positive outlook. Learns from mistakes and constructive criticism and continuously seeks ways to improve.

- S 3.83
- B 4.00
- D 3.71
- P 3.67
- A 3.77

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

Legend: **Self** | **Boss** | **Direct Reports** | **Peers** | **All Observers** | **Gap**
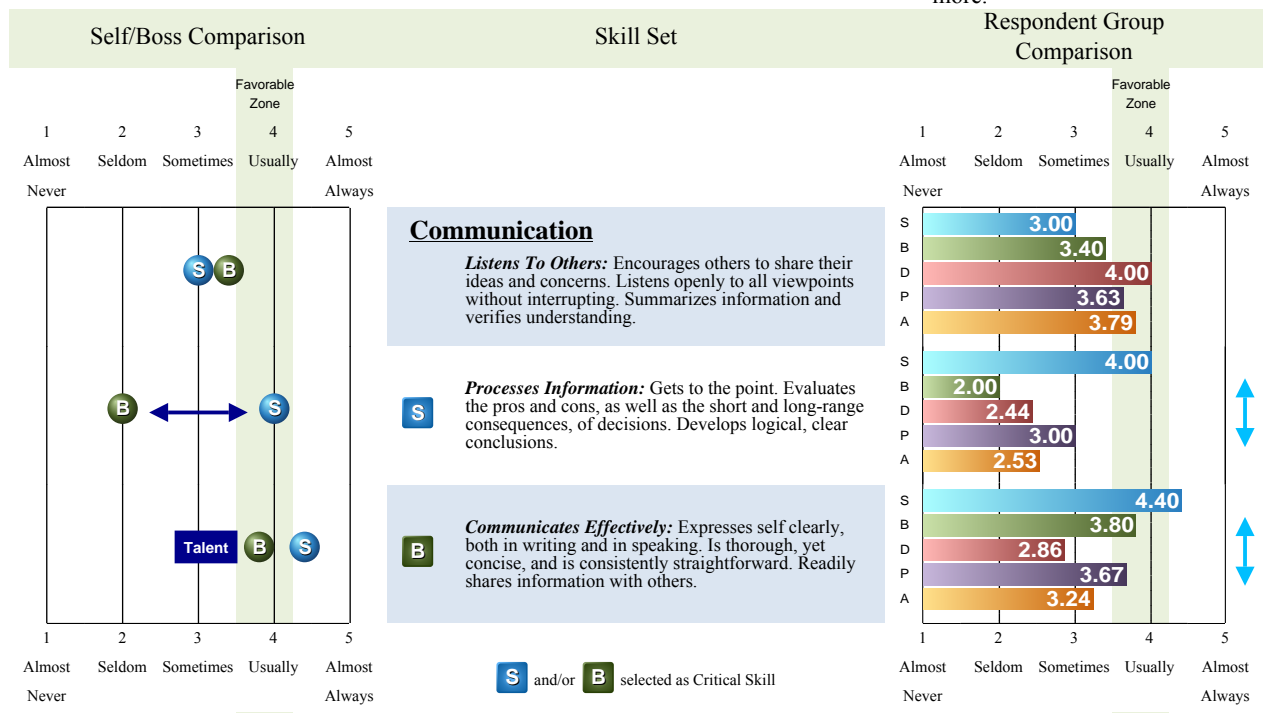
Skill Set Analysis

Any differences between the Critical Skill Sets selected by **Boss** and **Self** are of particular interest. Such differences suggest important differences between the expectations of the **Boss** and the focus of the **Self**. They should be a subject of discussion between you and your Boss.

Notice the definitions for each Skill Set are provided along with the average score for each group of raters. These average scores for each group and the relationship of each score when compared to the others should be considered carefully. You may see a vertical arrow which will indicate the presence of a gap of 1.5 or more points between two respondent groups.

Self		Direct Reports
Boss		Peers
		All Observers

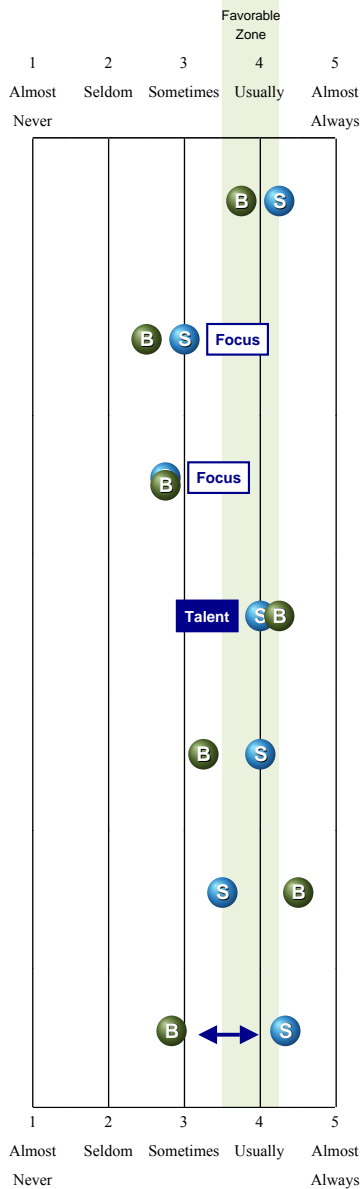| ↔ | A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more. |
Talent	A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5
S — Ratings for Self	
B — Ratings for Boss	
Focus	A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5
↕	Any difference between respondent groups where averages vary by 1.5 points or more.

Self/Boss Comparison	Skill Set	Respondent Group Comparison

Communication

Listens To Others: Encourages others to share their ideas and concerns. Listens openly to all viewpoints without interrupting. Summarizes information and verifies understanding.

S 3.00
B 3.40
D 4.00
P 3.63
A 3.79

Processes Information: Gets to the point. Evaluates the pros and cons, as well as the short and long-range consequences, of decisions. Develops logical, clear conclusions.

S 4.00
B 2.00
D 2.44
P 3.00
A 2.53

Communicates Effectively: Expresses self clearly, both in writing and in speaking. Is thorough, yet concise, and is consistently straightforward. Readily shares information with others.

S 4.40
B 3.80
D 2.86
P 3.67
A 3.24

S and/or **B** selected as Critical Skill

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more.

Talent

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5

Self	Direct Reports
Boss	Peers
	All Observers

S Ratings for Self
B Ratings for Boss

Focus

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5

Any difference between respondent groups where averages vary by 1.5 points or more.

Self/Boss Comparison	Skill Set	Respondent Group Comparison

Leadership

Instills Trust: Can be trusted to keep promises and confidences. Is honest and ethical.

	Respondent	Score
	S	4.25
	B	3.75
	D	4.00
	P	3.67
	A	3.88

Provides Direction: Establishes clear expectations and a manageable workload. Plans the steps required to accomplish objectives, while keeping focus on overall vision.

	Respondent	Score
	S	3.00
	B	2.50
	D	1.91
	P	3.40
	A	2.40

Delegates Responsibility: Delegates appropriate jobs to appropriate people. Empowers others to work and solve problems on their own.

	Respondent	Score
	S	2.75
	B	2.75
	D	2.33
	P	2.00
	A	2.35

Adaptability

Adjusts to Circumstances: Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.
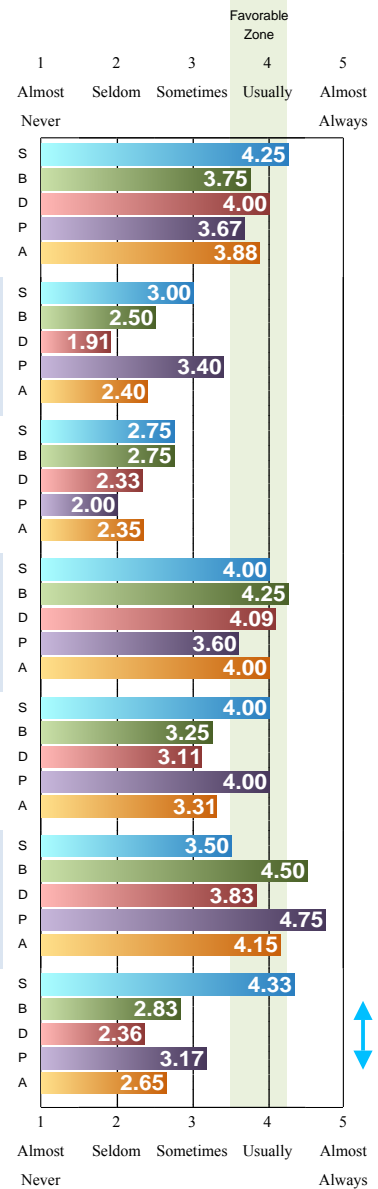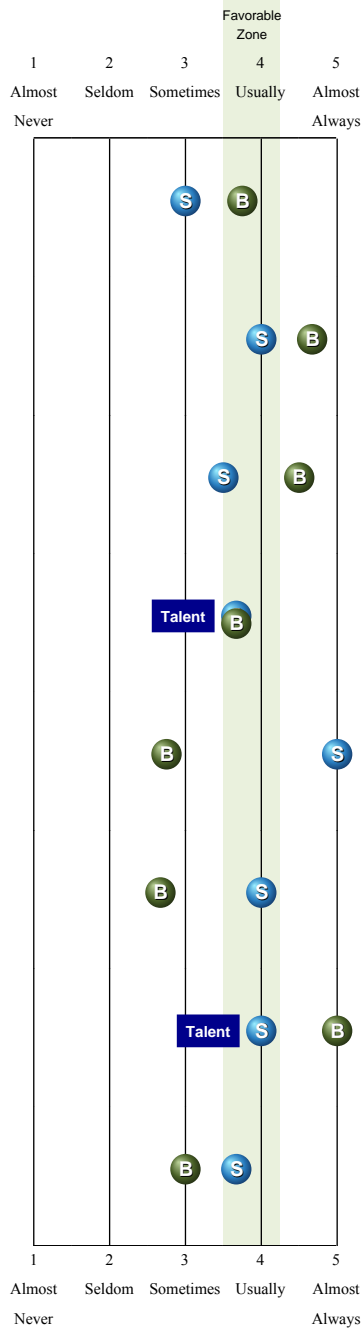
	Respondent	Score
	S	4.00
	B	4.25
	D	4.09
	P	3.60
	A	4.00

Thinks Creatively: Brings an imaginative approach to the job, inspiring innovation, risk-taking, and creative problem-solving.

	Respondent	Score
	S	4.00
	B	3.25
	D	3.11
	P	4.00
	A	3.31

Relationships

Builds Personal Relationships: Is considerate of others' feelings, shows freedom from unfair biases and is tactful when giving criticism. Remains composed under stress.

	Respondent	Score
	S	3.50
	B	4.50
	D	3.83
	P	4.75
	A	4.15

Facilitates Team Success: Resolves conflicts fairly in a spirit of cooperation. Builds consensus and leads team in setting appropriate goals. Recruits effectively and uses talents of group wisely.

	Respondent	Score
	S	4.33
	B	2.83
	D	2.36
	P	3.17
	A	2.65

S and/or B selected as Critical Skill

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more.

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5

Self	Direct Reports
Boss	Peers
	All Observers

S Ratings for Self
B Ratings for Boss

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5

Any difference between respondent groups where averages vary by 1.5 points or more.

Self/Boss Comparison	Skill Set	Respondent Group Comparison

Favorable Zone

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

Task Management

Works Efficiently: Makes efficient use of current technology and wise use of outside resources. Avoids procrastination and sets priorities.
- S: 3.00
- B: 3.75
- D: 4.00
- P: 4.00
- A: 3.92

Works Competently: Has mastered the fundamentals of the job. Can quickly and competently apply new methods and new information to appropriate tasks.
- S: 4.00
- B: 4.67
- D: 4.89
- P: 3.67
- A: 4.60

Production

Takes Action: Knows when the time is right to initiate action. Handles problems with assertiveness and makes timely, firm decisions.
- S: 3.50
- B: 4.50
- D: 4.25
- P: 4.00
- A: 4.25

Achieves Results: Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.
- S: 3.67
- B: 3.67
- D: 4.33
- P: 5.00
- A: 4.33

(Talent)

Development Of Others

Cultivates Individual Talents: Is an effective coach and makes training available. Provides objective performance feedback on a timely basis.
- S: 5.00
- B: 2.75
- D: 2.33
- P: 2.50
- A: 2.45

Motivates Successfully: Gives recognition to people who produce excellent work and give extra effort. Has an enthusiastic attitude that positively affects others.
- S: 4.00
- B: 2.67
- D: 2.17
- P: 3.00
- A: 2.45

Personal Development

Displays Commitment: Maintains a high level of energy, perseveres and remains positive.
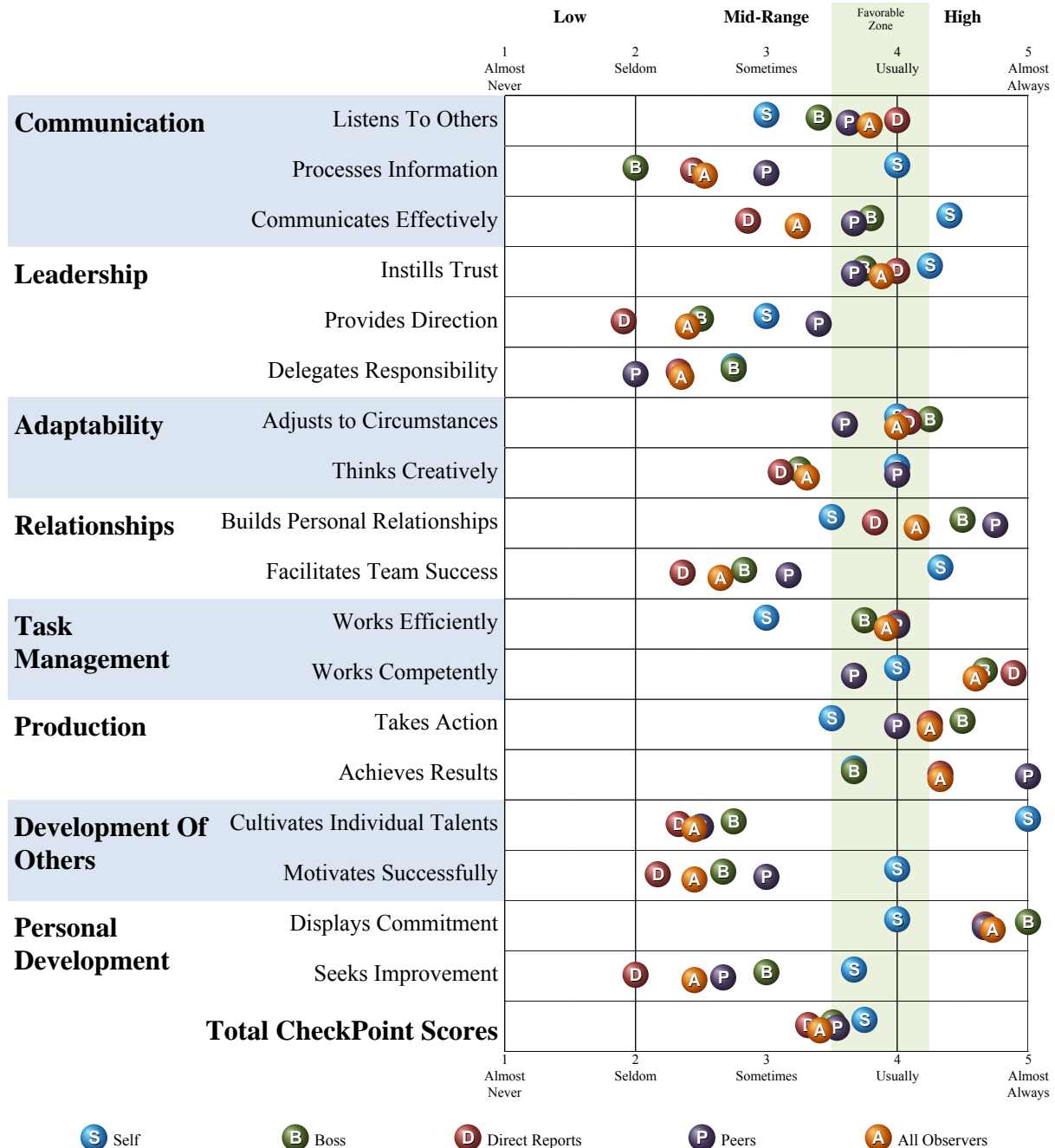- S: 4.00
- B: 5.00
- D: 4.67
- P: 4.67
- A: 4.73

(Talent)

Seeks Improvement: Learns positive lessons from mistakes and constructive criticism. Pursues resources to improve and develop professionally. Sets no limits on personal potential.
- S: 3.67
- B: 3.00
- D: 2.00
- P: 2.67
- A: 2.45

S and/or **B** selected as Critical Skill
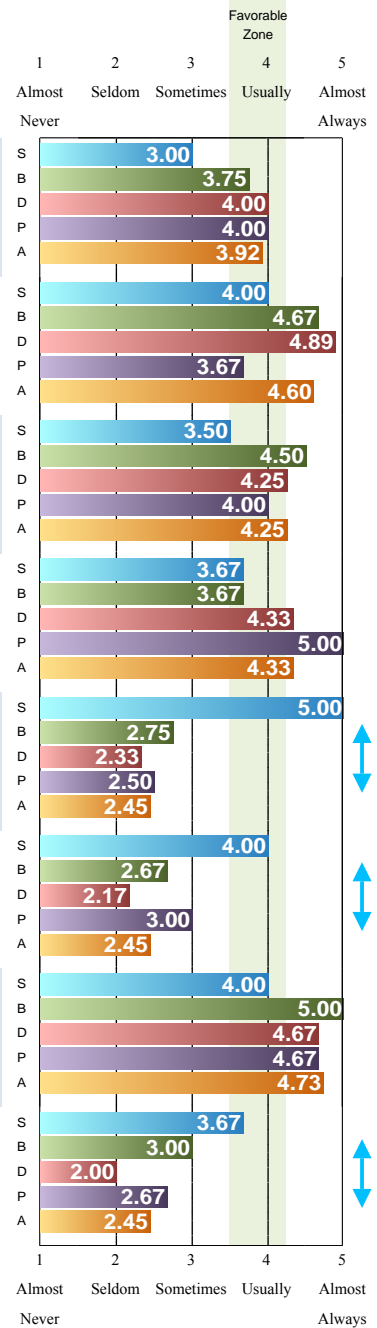
Respondent Group Comparison

This page presents the relative placement of the average Skill Set score for each of the respondent groups. Each Skill Set is shown with its appropriate Universal Management Competency.

	Low	Mid-Range	Favorable Zone	High
	1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

Communication
- Listens To Others
- Processes Information
- Communicates Effectively

Leadership
- Instills Trust
- Provides Direction
- Delegates Responsibility

Adaptability
- Adjusts to Circumstances
- Thinks Creatively

Relationships
- Builds Personal Relationships
- Facilitates Team Success

Task Management
- Works Efficiently
- Works Competently

Production
- Takes Action
- Achieves Results

Development Of Others
- Cultivates Individual Talents
- Motivates Successfully

Personal Development
- Displays Commitment
- Seeks Improvement

Total CheckPoint Scores

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

Legend: **S** Self   **B** Boss   **D** Direct Reports   **P** Peers   **A** All Observers

Survey Summary of the 70 items

The ratings for each individual question are shown for easy analysis. Should there be a variance of 3 or more points between groups on a question a flag will appear. Pay close attention to these questions because this wide variance may have had an impact on the average **All Observers** score for that Skill Set.

◆ **Boss and/or Self did not rate item**

S B **Bold Lettering:** Items that fall in a Critical Skill Set, as designated by Self and/or Boss

⚑ **Flags:** Responses lack consensus within respondent group (responses vary by 3 or more points).
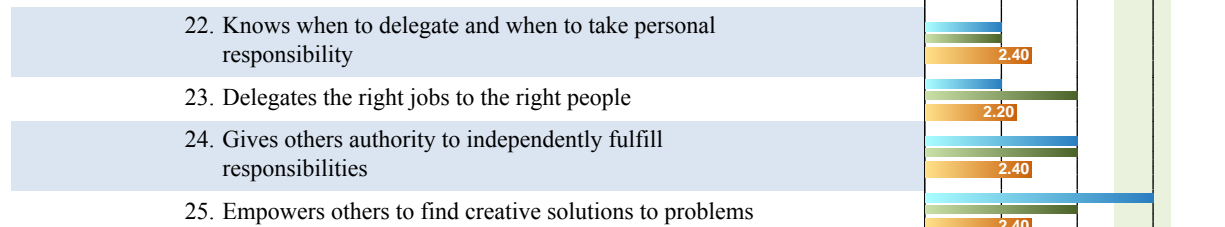
| Self | All Observers |
| Boss | |

Favorable Zone

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

Communication

Listens To Others

1. Solicits ideas, suggestions and opinions from others — 3.80
2. Creates a comfortable climate for airing concerns — 4.00
3. Listens to all points of view with an open mind — 3.60 ⚑
4. Listens carefully without interrupting — 4.00
5. Summarizes input, then checks for understanding — 3.40

S *Processes Information*

6. Identifies the core element of an issue — 2.40
7. Considers the pros and cons, as well as short and long-term consequences, of decisions — 2.60
8. Arrives at logical, clear conclusions — 2.60

B *Communicates Effectively*

9. Expresses thoughts clearly in writing — 2.80
10. Is an effective, articulate speaker — 3.60
11. Covers an issue thoroughly without overdoing it — 3.60
12. Communicates in a straightforward manner, even when dealing with sensitive topics — 2.80 ⚑
13. Makes current job-related information readily available to others — 3.40

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

◆

Boss and/or Self did not rate item

[S] [B]

Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

⚑

Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

| Self | All Observers |
| Boss | |

Favorable Zone

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

Leadership

Instills Trust

14. Keeps promises — 4.00

15. Can be trusted with confidential information — 3.60

16. Is honest in dealings with others — 3.80

17. Demonstrates high ethical standards — 4.20

[B] ### *Provides Direction*

18. Makes expectations clear — 2.20

19. Establishes a manageable workload — 2.60

⚑ 20. Accomplishes long-term objectives by planning incremental steps — 2.60

21. Keeps focus on big picture while implementing details — 2.20

[S] [B] ### *Delegates Responsibility*

22. Knows when to delegate and when to take personal responsibility — 2.40

23. Delegates the right jobs to the right people — 2.20

24. Gives others authority to independently fulfill responsibilities — 2.40

25. Empowers others to find creative solutions to problems — 2.40

Adaptability

[S] ### *Adjusts to Circumstances*
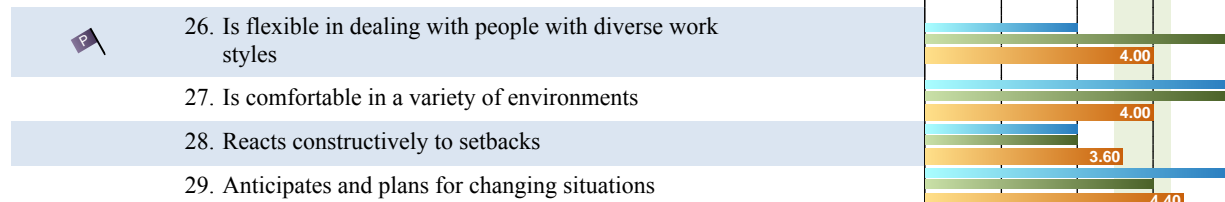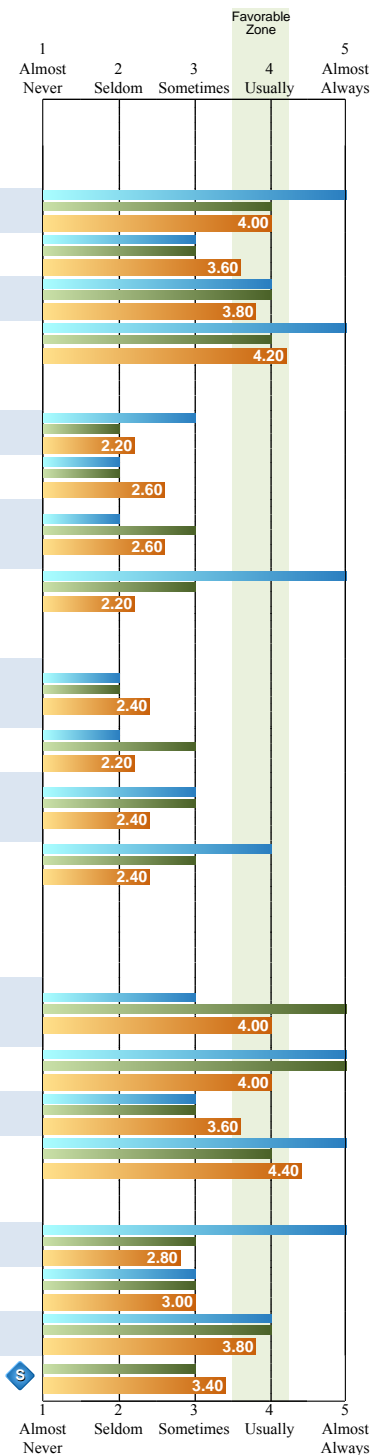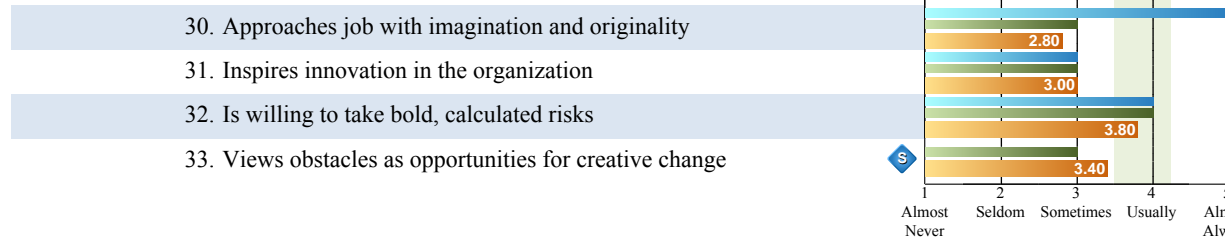
⚑ 26. Is flexible in dealing with people with diverse work styles — 4.00

27. Is comfortable in a variety of environments — 4.00

28. Reacts constructively to setbacks — 3.60

29. Anticipates and plans for changing situations — 4.40

Thinks Creatively

30. Approaches job with imagination and originality — 2.80

31. Inspires innovation in the organization — 3.00

32. Is willing to take bold, calculated risks — 3.80

33. Views obstacles as opportunities for creative change — 3.40

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

Bold and/or Self did not rate item

S **B**
Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

Self	**All Observers**
Boss	

Favorable Zone

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

Relationships

Builds Personal Relationships

34. Shows consideration for the feelings of others — 4.60

35. Shows absence of prejudicial and stereotypic thinking in words and actions — 4.40

36. Delivers criticism tactfully and constructively — 3.80

37. Maintains composure in high-pressure situations — 3.80

S **B** ### *Facilitates Team Success*

38. Resolves conflicts fairly — 3.00

39. Creates an atmosphere of team cooperation over competition — 2.60

40. Builds consensus on decisions — 2.60

41. Leads team in formulating goals that complement the organization's mission — 2.20

42. Brings capable people into the group — 3.00

43. Uses the diverse talents and experiences of the group to maximum advantage — 2.80

Task Management

Works Efficiently

44. Applies current technology in practical ways to maximize efficiency — 3.40

45. Makes wise use of outside resources — 4.00

46. Avoids procrastination — 4.20

47. Sets priorities and tackles assignments accordingly — 5.00

Works Competently

48. Demonstrates mastery of fundamentals necessary to the job — 4.60

49. Is skilled at learning and applying new information quickly — 4.80

50. Integrates new theories, trends and methods into appropriate business operations — 4.40
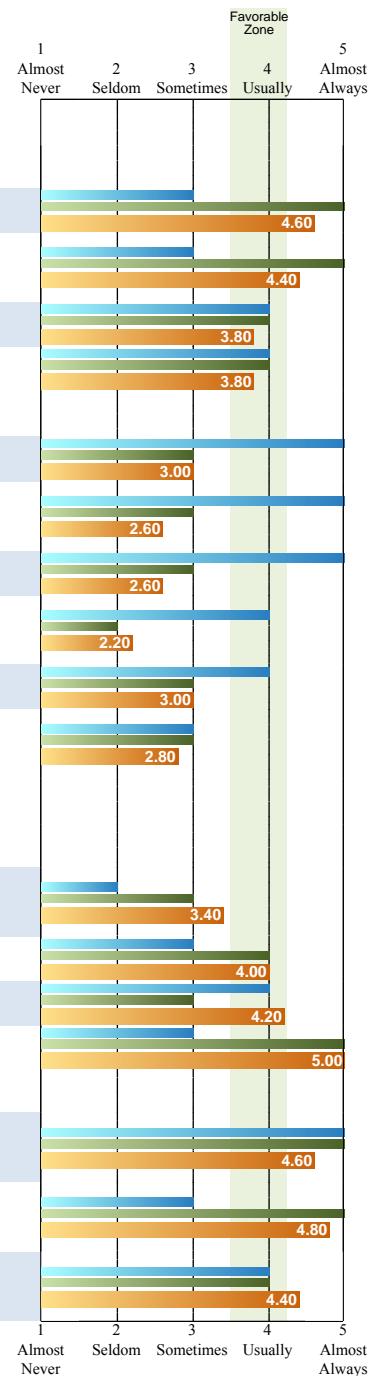
1 Almost Never	2 Seldom	3 Sometimes	4 Usually	5 Almost Always

◆
Boss and/or Self did not rate item

S B
Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

| Self | All Observers |
| Boss | |

Favorable Zone

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

Production

Takes Action

51. Knows when to stop planning and start implementing — 4.40

52. Takes the initiative to make things happen — 4.60

53. Is assertive in managing problems — 3.80

54. Makes timely, clear-cut firm decisions — 4.20

S B *Achieves Results*

55. Overcomes obstacles to complete projects successfully — 4.20

56. Effects outcomes that set high standards for others — 4.60

57. Achieves results that have a positive impact on the organization as a whole — 4.20

Development Of Others

Cultivates Individual Talents

58. Is a patient, helpful, effective coach — 2.60

59. Gives others access to training for skill development and professional growth — 2.80

60. Provides objective appraisals of others' strengths and needs — 2.20

61. Maintains a timely schedule for reviews and follow-ups — ◆S — 2.20

Motivates Successfully

62. Gives recognition to producers of high quality work — 2.60

63. Shows appreciation when others give extra effort — 2.40

64. Shares a contagious enthusiasm that promotes a positive attitude in others — 2.00

Personal Development

S *Displays Commitment*

65. Maintains a consistently high energy level — 4.80

66. Persists and perseveres — 4.60

67. Keeps a positive outlook — 4.80

B *Seeks Improvement*

68. Admits mistakes and learns from them — 2.00

69. Accepts criticism constructively — ⚑P — 2.80

70. Identifies and pursues resources needed to improve performance — 3.00

| 1 Almost Never | 2 Seldom | 3 Sometimes | 4 Usually | 5 Almost Always |
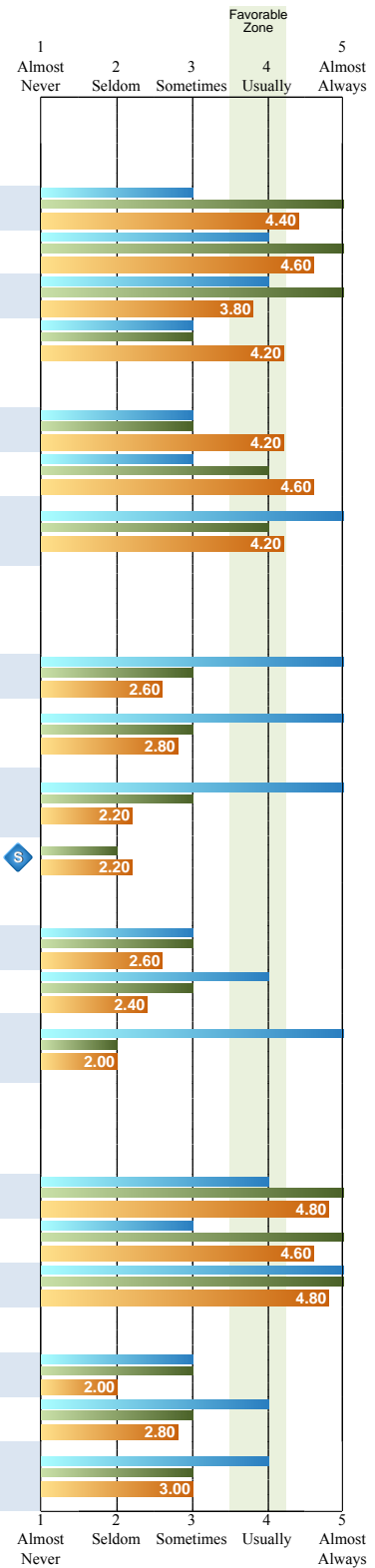
Development Summary Overview

It is good to know how your observers rated your behaviors on all Skill Sets. Here you will see all 18 Skill Sets with the average of **All Observers'** ratings. Note also the skill sets your Boss and/or you identified as critical to your success; particularly when a Critical Skill Set is identified as an Area of Focus.

"Areas of Focus" are those behaviors that represent opportunities for enhancing your effectiveness. Some Areas of Focus may be listed as strengths because often honing your strengths is an excellent way to begin improving your skills. Others could fall below the favorable zone and thus present possible limitations observed in your behavior.

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

Strengths - The average of the ratings from **All Observers** shows these competencies are clear strengths as they fall within or above the Favorable Zone.

		Rating
S	**Displays Commitment**	4.73
	Works Competently	4.60
S **B**	**Achieves Results** *Area of Focus*	4.33
	Takes Action	4.25
	Builds Personal Relationships	4.15
S	**Adjusts to Circumstances**	4.00
	Works Efficiently	3.92
	Instills Trust	3.88
	Listens To Others	3.79

Significant Areas of Opportunity for Development - These Skill Sets were rated below the Favorable Zone. Remember - Checkpoint measures frequency of skill use. Below 3.5 indicates that you less than usually display this behavior. Generally that means it does not come naturally to you and is an opportunity for significant improvement.

		Rating
	Thinks Creatively	3.31
B	**Communicates Effectively**	3.24
S **B**	**Facilitates Team Success** *Area of Focus*	2.65
S	**Processes Information**	2.53
B	**Seeks Improvement**	2.45
	Motivates Successfully	2.45
	Cultivates Individual Talents	2.45
B	**Provides Direction**	2.40
S **B**	**Delegates Responsibility** *Area of Focus*	2.35

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

S and/or **B** selected as Critical Skill

Individual Development Guide

December 14, 2010

Areas of Focus for Sally Sample

Profiles International, Inc.

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imagine great people®

Areas of Focus

You cannot risk leaving your personal development to chance; planning is essential. How many times have you stated to yourself or others your intentions to act but fall back into old habits? Leaders follow through on development plans when the leadership need is directly linked to a business challenge or pain point. Think of your Individual Development Plan (IDP) as you would any other project or business plan, and design it to be realistic, to consist of actions you can take every day on the job, and to tie directly to organizational priorities.

Developing Your Individual Development Plan

People tend to play to their strengths. So, too, do leaders - choosing to utilize one skill over another due to their personal proficiencies. They have the knowledge and experience to use certain skills in almost any situation. If, as a leader, you don't favor or simply lack proficiency with a skill that is deemed important to your organization, there are two steps you can take immediately to get started in your development. First, if you know what to do differently to improve a skill or behavior, do it! Second, create an Individual Development Plan. Your Development Plan need not be complex. Most often, your best course of action for personal and professional growth and development is obvious and easy to recognize. The most significant development opportunities take place on the job and are totally under your control. To begin this process of growth, you need to use the **K-S-S** Method:

K = actions you should KEEP doing, which are things you already do well. KEEP doing them!

S = actions you should STOP doing. As you analyzed your Feedback Report, you recognized behaviors that bring negative results - it was an indication of something you should STOP doing.

S = actions you should START doing. You have learned things you could be doing to enhance your effectiveness. START doing them at the earliest opportunity. As you add to your knowledge base and acquire ideas for better leadership performance, form the habit of doing them. Make START doing a regular part of your development process.

You can get started on your Individual Development Plan with this simple process:

1. Consider your ratings on the survey behaviors in your Areas of Focus and identify the leadership skills and supporting behaviors that you are going to work on.

2. Review the lists of Challenging Activities for the supporting behaviors in your Areas of Focus which are included on the following pages.

3. Then, using the **K-S-S** Model, identify those actions appropriate to **K**eep doing, actions to **S**top doing, or actions to **S**tart doing.

Area of Focus: Delegating Responsibility

Knowing When to Delegate and When to Take Responsibility

Skills, Behaviors and Attitudes to Adapt and Practice

- Failing to delegate communicates your lack of confidence in your direct reports' abilities. Delegate to the lowest possible level.

- Accept the fact that others can handle some tasks as capably as you can - maybe even better.

- Share responsibility and accountability for delegated work.

- Delegate important tasks you do not have time to do thoroughly.

- Remember, each time you perform a task someone else can, you keep yourself from doing a task that only you can do.

- Prepare your direct reports for delegation. Be sure your direct reports know that it is an expectation of their job to accept and commit to delegated tasks.

Challenging Activities

- In two columns, separate responsibilities that you must retain from activities that you can delegate to others. Review and ask yourself if you are holding onto unnecessary tasks that you can delegate.

- List the names of two or three direct reports. Next to their names, write an assignment you could delegate to them as well as the results you expect from this delegation.

- For a month, ask your direct reports to make a list of the opportunities you missed to delegate to them. Analyze each incident and ask yourself, "To whom could I have delegated that responsibility? What prevented me from doing so? What was the cost to me, my team, my manager, my organization, and our customers when I didn't take that opportunity to delegate responsibility?

Delegating the Right Jobs to the Right People

Skills, Behaviors and Attitudes to Adapt and Practice

- Match your direct reports' strengths with work assignments.

- Consider a direct report's workload when delegating; shift responsibilities as necessary.

- Provide enough direction and assistance when delegating. Set your direct reports up for success. If in doubt, ask them to explain in their own words their authority, accountability, and responsibility for the delegated task. Then, ask them what they need to complete the assignment.

- Present small, challenging tasks to direct reports with untested abilities. Use this as a springboard to larger assignments. Fill in obvious skill gaps with training and development.

- Provide opportunities for practice if you know a direct report is trying to improve a skill.

- Discuss follow-up with your direct reports when delegating tasks. Make time to meet with your direct reports to review progress on assignments - do not accept that no news is good news.

Challenging Activities

- Survey your direct reports to see what tasks or responsibilities they are interested in tackling.

- In order to balance the work equally, ask your direct reports to list their job responsibilities and workload. In doing so, you can quickly learn the scope of different direct reports' jobs and have a good understanding of your capacity to delegate assignments within your work unit.

- Perform a skill survey of your direct reports. Discover their unused or untapped talents and abilities. Discuss using their untapped talents or abilities more effectively.

Giving Others Authority to Independently Fulfill Job Responsibilities

Skills, Behaviors and Attitudes to Adapt and Practice

- Give as much direction as necessary to orientate your direct reports to new duties - then, let them take charge. Do not hover. During periodic follow-ups, give additional direction as needed. Give them maximum authority, accountability, and responsibility for the delegated task. Allow them to structure the tasks and make the decisions.

- Clarify which actions require prior approval from you. Gradually increase the direct report's authority to act independently.

- Shield direct reports in newly delegated positions from disastrous mistakes; allow the opportunity for smaller errors to be learning experiences. Remember, mistakes are great teachers.

- Never abandon a direct report after delegating. Instead, increase your communications - spend time with the direct report and provide additional skill-building if required.

- When delegated assignments do not meet your expectations, do not redo it yourself. Show your direct report what is to be changed and allow him/her to do the rework.

Challenging Activities

- Identify times in the past three months when you intervened in a project or assignment without permission of the delegate. List the reasons you chose to intervene. Determine the impact of your actions. Identify what you would do differently when delegating to avoid intervening in the future.

- Over the next month, ask others to make a list of the number of times you fail to empower them with the authority to make a decision, solve a problem, or complete a task. Analyze each incident and ask yourself, "Why did I second guess their decision or hamper their authority? What could I have done differently when or after I delegated the assignment?" If your analysis reveals a pattern, make an effort to curb your tendency to improperly empower your employees in those situations.

Empowering Others to Find Creative Solutions to Problems

Skills, Behaviors and Attitudes to Adapt and Practice

- Empowering others to take ownership of creating solutions requires more change by the leader than by his/her direct reports, but do not be surprised if your direct reports resist empowerment.

- Develop a habit to never accept a single solution. Train your direct reports to understand that when they meet with you, they should present at least two ways to solve a problem.

- Do you ask yourself, "What can my direct reports do for me?" Or do you say, "What can I do for my direct reports?" The first statement reflects a leader with a user mentality and the second statement reflects a leader with a developer mentality.

Challenging Activities

- Work with your direct reports and solve problems together, thus reinforcing their problem-solving and collaboration skills. Meet with your team to lead them through a process to creatively solve a problem. Assess lessons learned and work with your team to apply what they learn to the job.

- Advocate *collaboration* and *creative problem solving* as "rules of conduct" on your team/among your direct reports.

Area of Focus: Facilitating Team Success

Resolving Conflict Fairly

Skills, Behaviors and Attitudes to Adapt and Practice

- Conflict situations should be approached as opportunities to strengthen interpersonal relationships.

- Listen carefully to all viewpoints in a disagreement. Define the problem. Restate positions held by those on both sides of a conflict to ensure that the conflict is not just a misunderstanding and to show that you understand the others' perspective. Then, begin the resolution process.

- If a conflict escalates, call for a time out. Reconvene when both parties have calmed to a productive level and have regained their perspective.

Challenging Activities

- When a conflict requires your intervention: 1) Help define the problem in specific, observable terms. 2) Ensure that each person listens to the other. 3) Help them identify areas of agreement. 4) Have them brainstorm alternative approaches and possible solutions. 5) Create a problem-resolution plan. 6) Arrange for progress meetings.

Creating an Atmosphere of Team Cooperation over Competition

Skills, Behaviors and Attitudes to Adapt and Practice

- When recognizing outstanding performance, go beyond the acknowledgment of individual success. Give equal emphasis to team achievements and effective cooperation among teams. Validate the importance of every team member's contribution.

- Encourage cooperation, rather than competition. Make sure direct reports set their goals in harmony with one another and that the goals are mutually supportive.

- Help team members understand one another better by sharing information on the work they are doing. Discuss work histories, specific skills, successes, and talents. Help team members understand, appreciate, and use differences among themselves to perform better work.

- Give feedback to those direct reports that you see devaluing other members of the team.

Building Consensus on Decisions

Skills, Behaviors and Attitudes to Adapt and Practice

- Strive for consensus in order to increase commitment to the final decision. Gain support for decisions by involving the team in considering alternate approaches.

- When selecting people to attend decision-making meetings, make sure all pertinent groups are represented - ask, "Do we need anyone else in this meeting before we proceed?"

- Everyone in the group who is helping to come to a consensus on a decision should have the same level of information and should put all assumptions on the table.

- Practice the art of compromise when making decisions, creating win/win situations.

Challenging Activities

- Keep this checklist before you when leading a consensus decision-making meeting. You cannot say you have reached consensus until you can check each statement.

    - The agreement (decision, solution or plan) meets or exceeds your needs

    - The agreement meets or exceeds the other team members' individual needs

    - The agreement addresses the reason for getting together in the first place

    - Everyone on the consensus decision-making team will support the agreement

Leading Team in Formulating Goals that Complement the Organization's Mission

Skills, Behaviors and Attitudes to Adapt and Practice

- As much as possible, involve the team in formulating goals consistent with, and supportive of, the overall mission of your organization. Active participation by your direct reports in goal setting produces an ownership element that reflects a commitment to achieve the goals they write.

- Assure that written goals contain action verbs and measurable outcomes, as well as specific dates, times, cost, and resource constraints.

- Make sure everyone understands the teams' goals, as well as their role in attaining the goals.

- To ensure goal achievement, you must implement the goal, monitor progress at specific intervals and, as necessary, revise the goal objectives. Keep everyone informed of team progress.

Challenging Activities

- Ask your Human Resources professional to assist you in training your work unit on basic goal setting. If you are an effective trainer, facilitate an in-house training event or request an outside source. Before training, learn as much as you can about your organization's goals and mission.

Bringing Capable People into the Group

Skills, Behaviors and Attitudes to Adapt and Practice

- Review your strategic plan and your work unit's future challenges. Analyze the mix of people on your team and identify missing skills. Recruit individuals with skills that complement your team.

- Know the job for which you are hiring. Do a complete job analysis to gain a clear picture of the experience and skills required for each position.

- Identify direct reports who are successful in your organization and hire new people with similar characteristics and work ethics.

- Do not hire people in your own image - it results in a team with limited skill sets and points of view. Don't be afraid to hire someone more intelligent or even more talented than you.

Challenging Activities

- Analyze your team to see how well you have filled positions in the past. Identify people who seemed to be poor matches (resignations, terminations, poor performance, absenteeism, excessive conflict, etc.). Review the situations that signal a poor match and look for the reason (missing skills, personal style, lack of motivation, etc.). Look for a pattern. Determine reasons for the poor matches (selection/placement procedures, poor interviewing skills, using gut-feelings, etc.)?

Using the Diverse Talents and Experiences of the Group to Maximum Advantage

Skills, Behaviors and Attitudes to Adapt and Practice

- Capitalize on each person's strengths and experiences to create a potent team effort.

- Be willing to take the ideas of your people to the next organizational level and support their ideas enthusiastically. Give credit where credit is due.

- Assign direct reports possessing the required skills to perform new tasks for greater efficiency.

- Be aware that a fall in personal productivity may indicate that a direct report is not being challenged. Keep a constant check that you are providing every person in your work unit the opportunity to apply all of their skills and talents to their job.

Challenging Activities

- You first learned of your direct reports' talents and experiences through your hiring process. Refresh your memory by reviewing their resumes and applications to be sure you are using their diverse talents and experiences to maximize performance in your work unit.

Area of Focus: Achieving Results

Overcoming Obstacles to Complete Projects Successfully

Skills, Behaviors, and Attitudes to Adapt and Practice

- Remember that obstacles are opportunities to help build your leadership skills.

- When you see a need or problem that you wish someone would address, ask yourself if you could be doing something about it.

- Identify the obstacles that are impeding your progress on a project and develop plans for action to overcome them.

- Consider that when something is not working, you may need to develop another approach. Determine who can help you look at the issue objectively and brainstorm possible solutions.

- Pull your work unit together as a group to solve problems. Use your direct reports as sounding boards in areas where they have expertise. Avoid premature judgment of others' ideas.

- Identifying risk areas in the initial stages of planning is one way you can anticipate and prepare for potential problems. Prevent problems by analyzing their cause.

- Look for new technology that can increase your work unit's efficiency.

- Use humor to keep difficulties in perspective.

Challenging Activities

- When an obstacle hinders the successful completion of a project, gather your team together, getting input from everyone involved in the project and brainstorm about the causes for the obstacle and possible solutions. Create a table with the following columns to help you arrive at a solution:

- Obstacle

- List the probable causes for this obstacle and rate them for probability (A - Z with A being high probability).

- List five suggestions for a solution. Rate these suggestions (1 - 5 with 1 being most probable solution).

- What are the steps for implementing the solution?

Effecting Outcomes that Set High Standards for Others

Skills, Behaviors, and Attitudes to Adapt and Practice

- Set high standards for performance in every aspect of the business.

- Work to exceed customer expectations.

- Involve everyone in the commitment to quality. Make sure they understand that excellence is good business.

- Constantly evaluate the quality of work produced. Report on both your successes and failures with equal candor.

- Solicit suggestions from your direct reports, manager and peers.

- No matter how well things are going, realize that improvements are always possible. Invite your direct reports to challenge established boundaries. Help them identify "stretch" objectives to achieve organizational goals.

- Follow issues to completion. Persisting at problem-solving sends a strong message that you want issues resolved as quickly as possible and that you are willing to do what is necessary to bring problems to closure.

Challenging Activities

- Determine if your organization uses an effective performance review process that links feedback and coaching to specific business goals. If not, create an active performance review process to reinforce high performance standards specific to your work unit.

- Ask your direct reports to evaluate the standards of the team in these areas (1 = low; 5 = high): Clarity of purpose, communication, problem-solving, decision-making, change, customer focus, quality of work, conflict resolution, work processes, and feedback. For those ratings that are below 3, determine actions that will improve standards in those areas.

Achieving Results that Have a Positive Impact on the Organization

Skills, Behaviors, and Attitudes to Adapt and Practice

- Concentrate your efforts toward achievements that contribute to the team goals and to the mission of the company. Don't get sidetracked with unimportant activities. Lead with a sense of purpose and make sure everyone is aware of the vision.

- If you tend to push your decision-making responsibilities toward your manager, get into the habit of presenting recommendations rather than problems.

- Ensure that everyone who is responsible for meeting the stated financial goals understands what these goals are and what they are expected to deliver.

- Look for customer needs that you could be meeting but currently are not. Develop a plan for meeting these needs with additional or expanded products and services.

- Accept that you may sometimes need to work across departments to achieve goals. Build positive relationships outside your department that will enhance cooperation.

- Become more cost-conscious. Ask others to justify expenditures and look for ways to cut costs.

- Develop a company-wide definition of quality and manage to that definition.

Challenging Activities

- Groom your direct reports to speak for and represent your work unit in company-wide meetings. Rotate this assignment if possible. Giving them the opportunity to talk about their work and hear from others is an excellent way for them to see how their work fits into the overall picture.

- Review your own and your direct reports' individual development plans and performance appraisal criteria to ensure that they are consistent with the organization's top priorities.

- Know the business of your organization by investigating the following. You will need internal resources to gain this information.

- The history of your organization, its strengths and weaknesses

- The organization's key success factors

- Obtain copies of the organization's vision and mission statements and communicate these to your direct reports

- Study your organization's annual report

- Learn to interpret your organization's financial system

- Understand the organization's competition

- What does the organization do to maintain morale? Rewards? Recognition?

- Obtain your organization's written code of ethics, if available