

CheckPoint

360° Competency Feedback System™

Darcy Walker
ABC Company
June 6, 2003

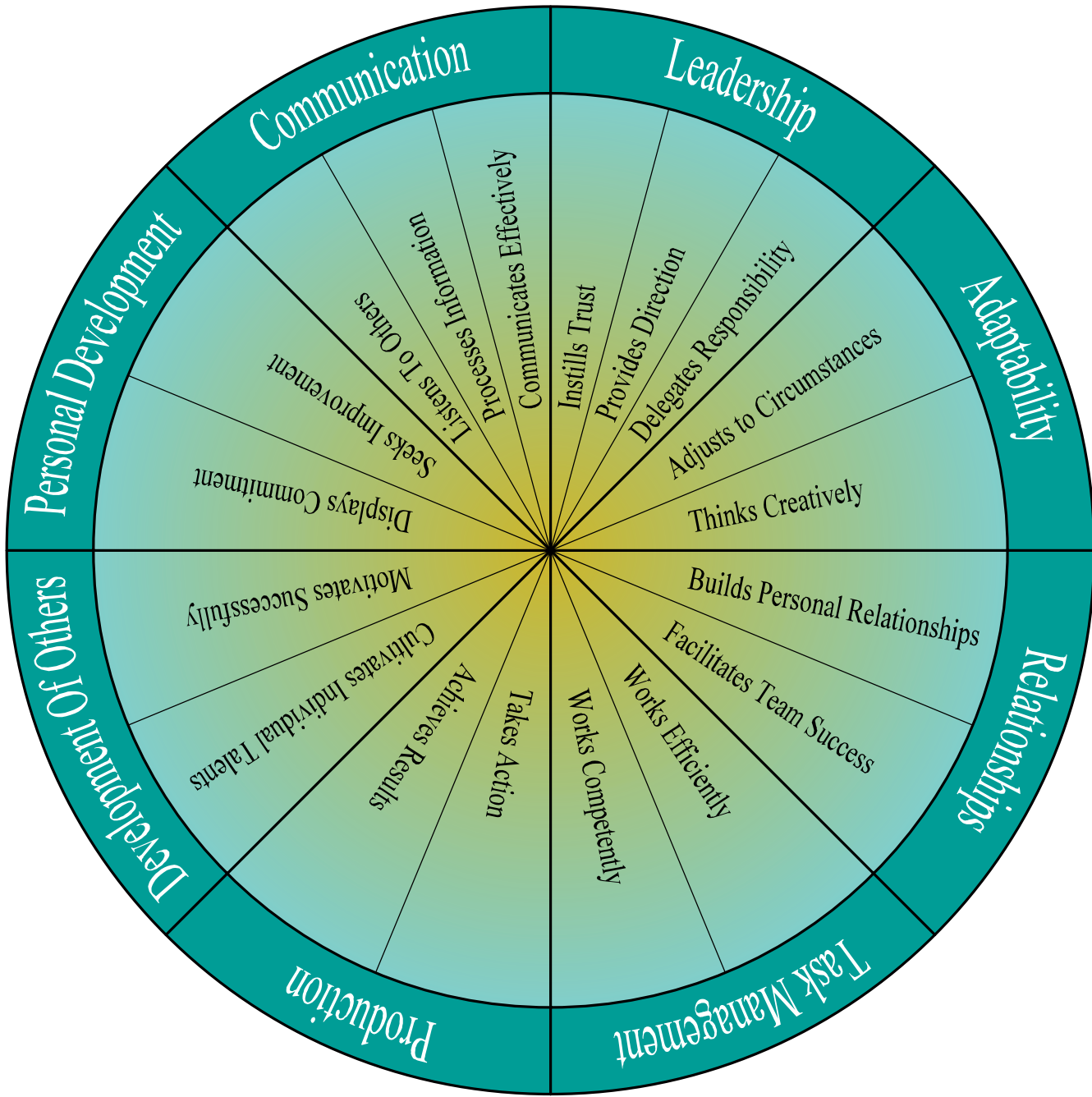
Profiles International, Inc.

A confidential report prepared June 25, 2003, by:

*This report includes responses from:
Self, 2 Bosses, 9 Direct Reports, 6 Peers*

Boss (B1): Jon Bartosch

Boss (B2): Krisenthia Meadows



Introduction

CheckPoint 360° Competency Feedback System™

This report summarizes the results of the CheckPoint surveys that you, your bosses, direct reports and peers recently completed. The job performance scores you received are presented in graphs and numeric scales on the pages that follow.

A variety of skill areas are covered. In a progression of increasingly detailed skills, the CheckPoint System assesses 8 major Universal Management Competencies, which break down into 18 Skill Sets, which encompass all 70 survey items.

Scores are determined by the 5-point scale used on the CheckPoint Survey:

- 0 **Not Applicable** (not averaged into scores)
- 1 **Never** demonstrates this skill
- 2 **Seldom** demonstrates this skill
- 3 **Sometimes** demonstrates this skill
- 4 **Usually** demonstrates this skill
- 5 **Always** demonstrates this skill

Feedback is reported in the following elements:

Executive Overview: Results for the 8 Universal Management Competencies, comparing the average Self score with the average score of All Observers (includes Bosses, Direct Reports and Peers) and showing whether scores fall within, above or below the Favorable Zone (3.5 to 4.25). Also Total CheckPoint Scores, including the score differential between Self and All Observers.

Favorable Zone: The Favorable Zone represents the range where a group of managers and leaders were typically rated by others on the *CheckPoint 360°*. These leaders were from a wide range of industries and organizations, and had all been identified as good performers by their respective companies.

Executive Summary: Results for the 8 Universal Management Competencies, comparing the average scores of all reference groups (includes Self, Bosses, 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 reference groups (includes Self, Bosses, 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 bosses chose 6 **Critical Skill Sets**, out of 18. These were considered critically important to your particular job requirements.)

Reference Group Comparison: Results for the 18 Skill Sets and Total CheckPoint Scores, analyzing the average scores of each reference group (includes Self, Bosses, Direct Reports and Peers).

Survey Summary: Results for all 70 survey items, displaying the average scores for Self, Bosses and All Observers (includes Bosses, 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 reference group.

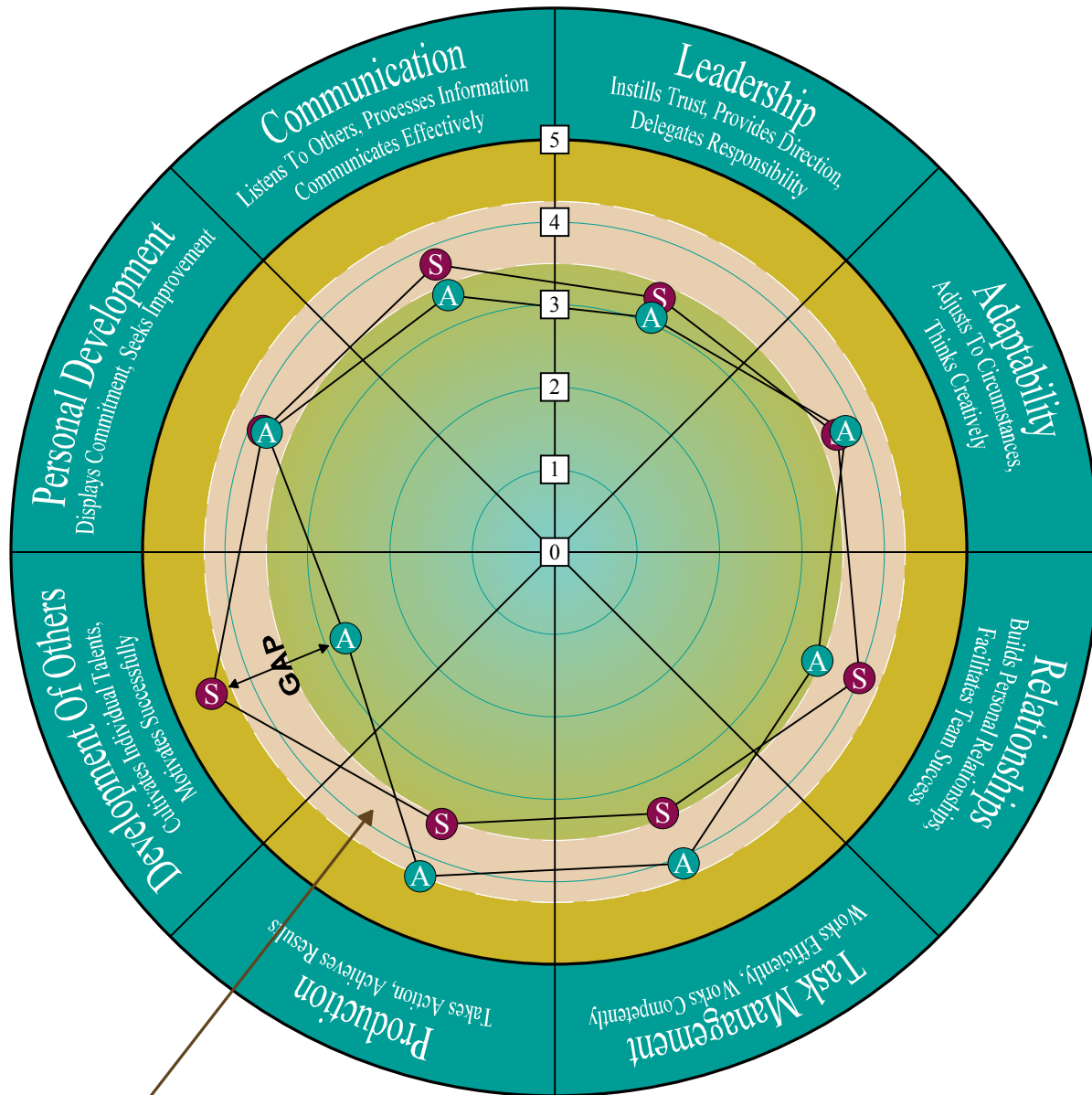
Development Summary: Describes your strengths and development needs for the 18 Skill Sets and provides guidelines and suggestions for your individual development plan.

As you review this material, keep in mind that most people exhibit both strong and weak 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.

Good luck on the course of professional development.

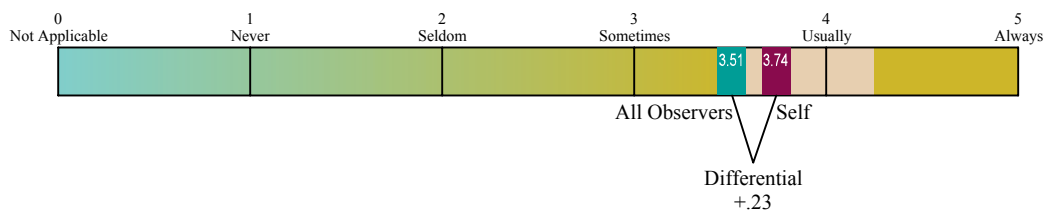
Executive Overview

Overview of Self vs. All Observers



Favorable Zone
(3.5 to 4.25)

Total CheckPoint Scores



Color Key: **S** Self **A** All Observers (combined scores of Bosses, Direct Reports and Peers)

←Gap →: Self perception varies from All Observers by 1 point or more

Executive Summary

Overview of All Reference Groups

Universal Management Competencies

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.

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.

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.

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.

Task Management

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

Production

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

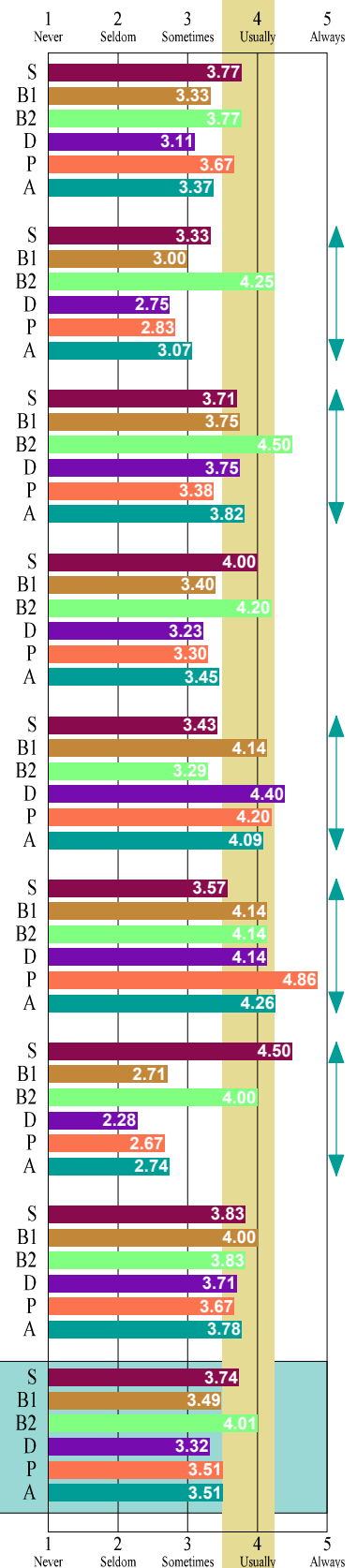
Development Of Others

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.

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.

Reference Group Comparison



↑ ↓ Gap: Any difference between reference groups where averages vary by 1 point or more

Color Key: (S) Self (B1) Boss 1 (B2) Boss 2 (D) Direct Reports (P) Peers (A) All Observers

Skill Set Analysis

Includes Critical Skill Sets Chosen by Self and Boss

Critical Skill Sets: Self and Bosses chose 6 Critical Skill Sets, out of 18. They considered these *critically important* to the particular requirements of this job and are indicated with bold lettering.

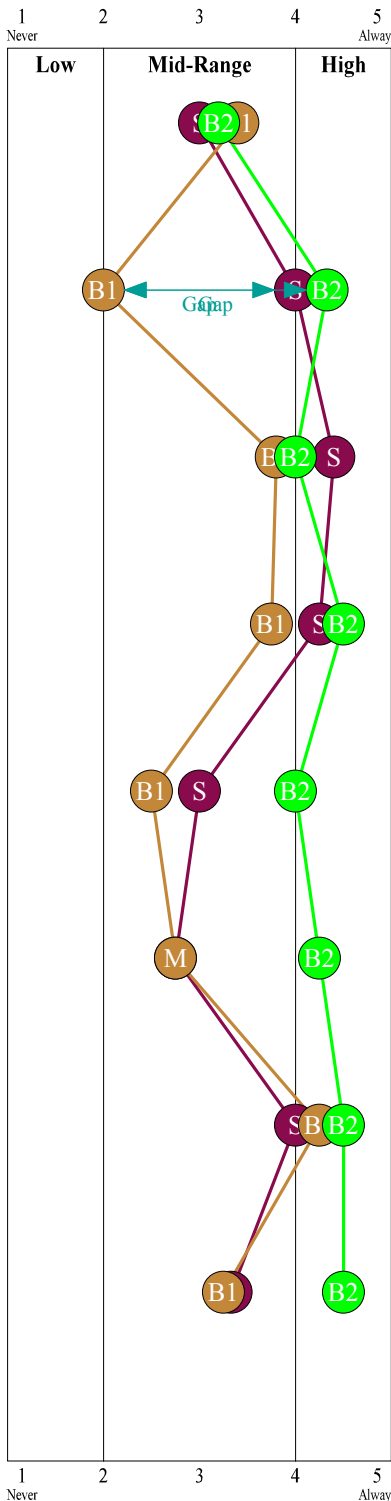
Talent A Critical Skill Set, according to Self or Bosses, and both Self and Bosses score averages are equal to or higher than 3.5

Focus A Critical Skill Set, according to Self or Bosses, and both Self and Bosses score averages are below 3.5



A Critical Skill Set, according to Self or Bosses, and Self and Bosses scores averages differ by 1.5 points or more
Any difference between reference groups where averages vary by 1.5 points or more

Performance Analysis



Skill Sets

Communication

B1 *Listens To Others:* Encourages others to share their ideas and concerns. Listens openly to all viewpoints without interrupting. Summarizes information and verifies understanding.

S B1 *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.

B1 *Communicates Effectively:* Expresses self clearly, both in writing and in speaking. Is thorough, yet concise, and is consistently straightforward. Readily shares information with others.

Leadership

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

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

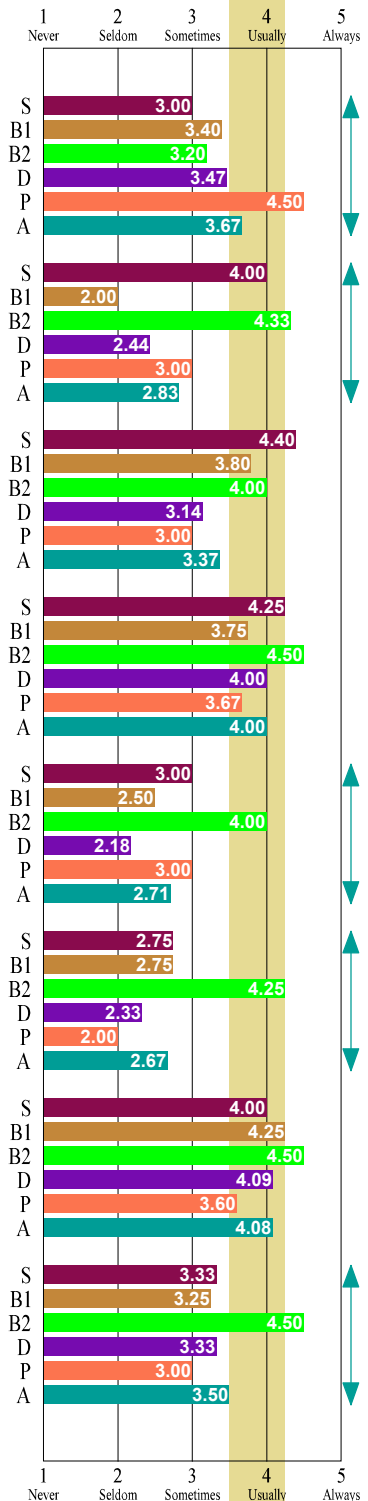
Delegates Responsibility: Delegates appropriate jobs to appropriate people. Empowers others to work and solve problems on their own.

Adaptability

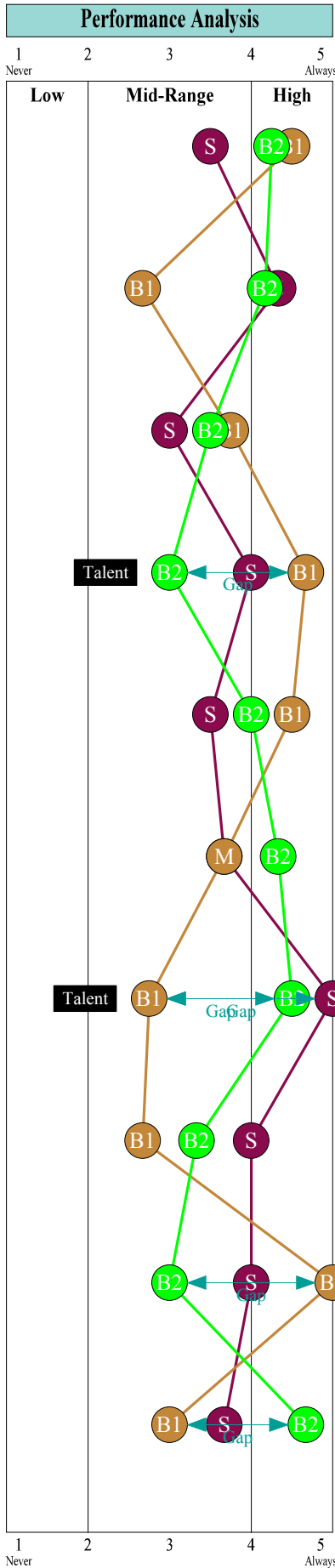
B1 *Adjusts to Circumstances:* Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.

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

Reference Group Comparison



Color Key: **S** Self **B1** Boss 1 **B2** Boss 2 **D** Direct Reports **P** Peers **A** All Observers **M** Multiple Scores **S** Self **B1** Boss 1 **B2** Boss 2 chose as a Critical Skill Set



Skill Sets

Relationships

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

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.

Task Management

S B1 Works Efficiently: Makes efficient use of current technology and wise use of outside resources. Avoids procrastination and sets priorities.

S B1 Works Competently: Has mastered the fundamentals of the job. Can quickly and competently apply new methods and new information to appropriate tasks.

Production

B2 Takes Action: Knows when the time is right to initiate action. Handles problems with assertiveness and makes timely, firm decisions.

B2 Achieves Results: Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.

Development Of Others

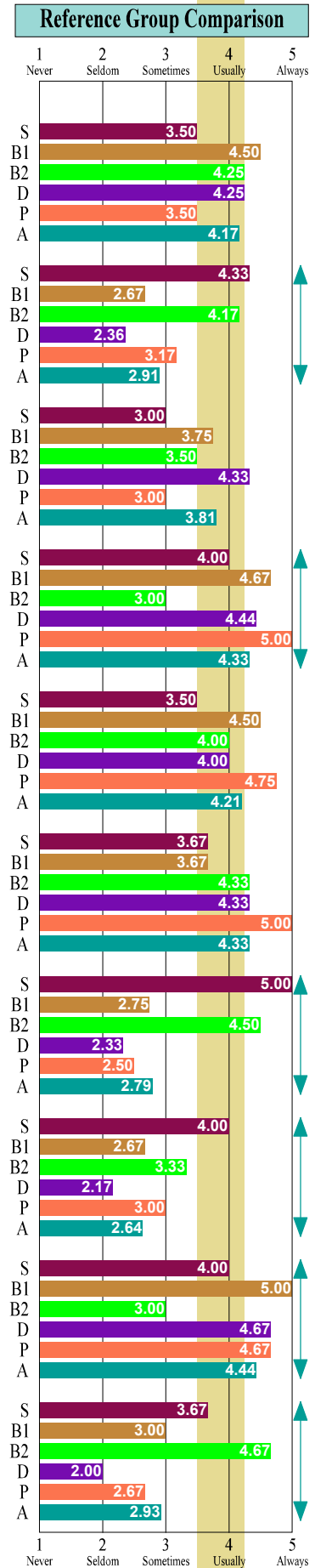
S B2 Cultivates Individual Talents: Is an effective coach and makes training available. Provides objective performance feedback on a timely basis.

S B2 Motivates Successfully: Gives recognition to people who produce excellent work and give extra effort. Has an enthusiastic attitude that positively affects others.

Personal Development

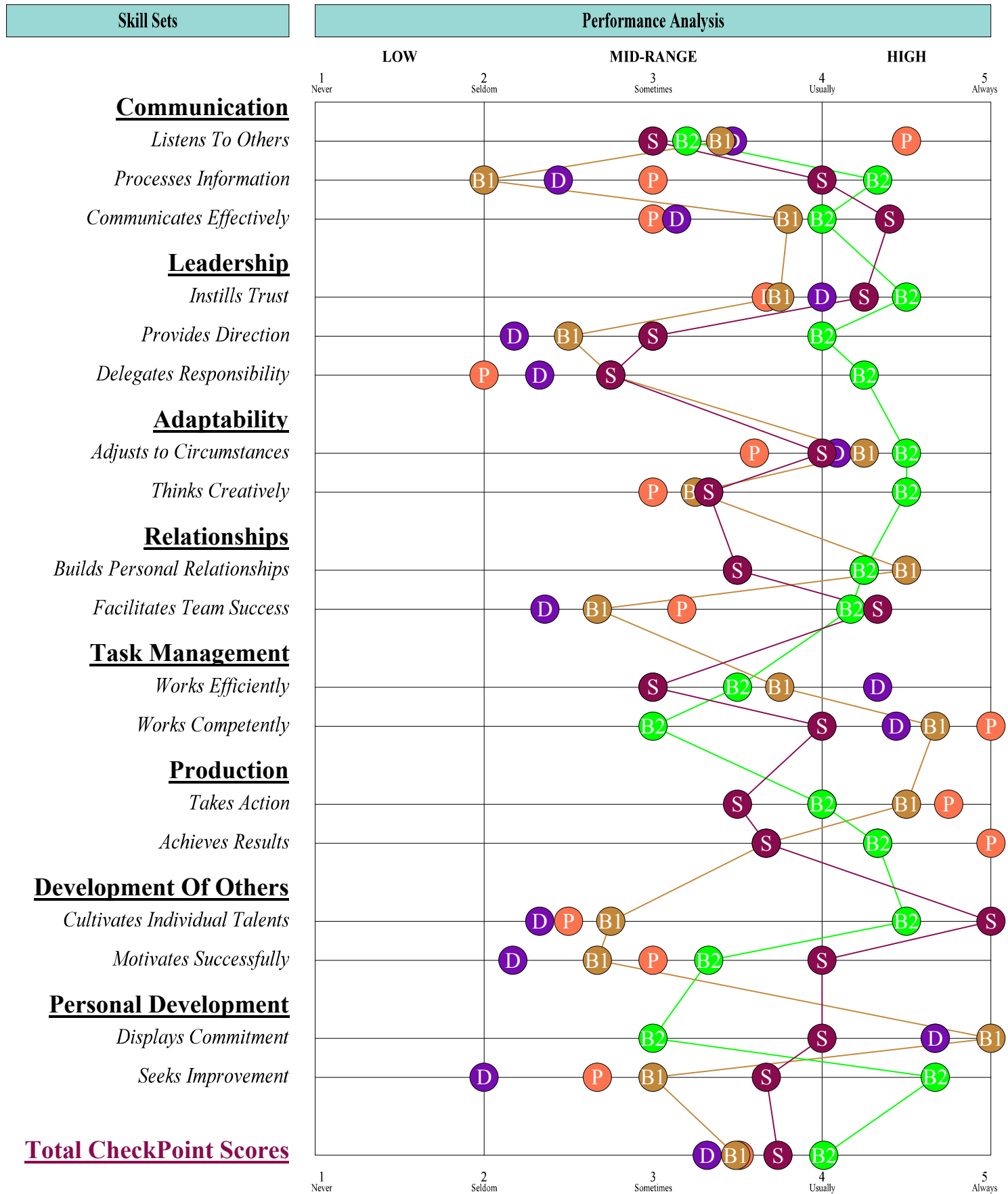
S B2 Displays Commitment: Maintains a high level of energy, perseveres and remains positive.

B2 Seeks Improvement: Learns positive lessons from mistakes and constructive criticism. Pursues resources to improve and develop professionally. Sets no limits on personal potential.



Reference Group Comparison

with Management Alignment of Self and Bosses



Survey Summary

of the 70 Items

Top Line (—): Self Response
 Line 2 (—): Boss 1 Response
 Line 3 (—): Boss 2 Response
 Bottom Line (—): All Observers

Bosses or Self did not rate item: (N)

Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self, Bosses, or both.

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

Individual Survey Items

Reference Group Comparison

Communication

B1 Listens To Others

1. Solicits ideas, suggestions and opinions from others

2. Creates a comfortable climate for airing concerns

D 3. Listens to all points of view with an open mind

4. Listens carefully without interrupting

5. Summarizes input, then checks for understanding

S B1 Processes Information

6. Identifies the core element of an issue

7. Considers the pros and cons, as well as short and long-term consequences, of decisions

8. Arrives at logical, clear conclusions

B1 Communicates Effectively

9. Expresses thoughts clearly in writing

10. Is an effective, articulate speaker

11. Covers an issue thoroughly without overdoing it

A D 12. Communicates in a straightforward manner, even when dealing with sensitive topics

13. Makes current job-related information readily available to others

Leadership

Instills Trust

14. Keeps promises

15. Can be trusted with confidential information

16. Is honest in dealings with others

17. Demonstrates high ethical standards

Provides Direction

18. Makes expectations clear

19. Establishes a manageable workload

A 20. Accomplishes long-term objectives by planning incremental steps

21. Keeps focus on big picture while implementing details

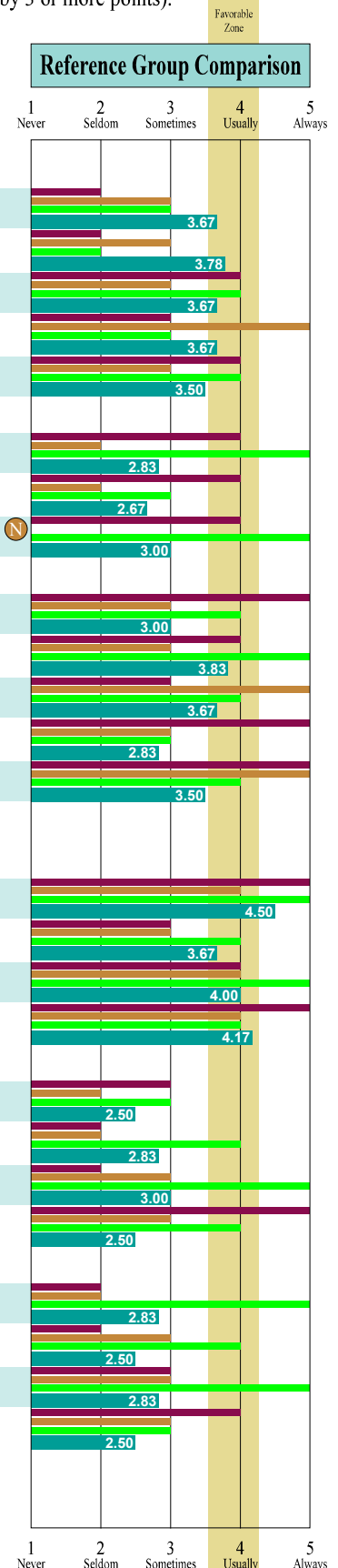
Delegates Responsibility

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

23. Delegates the right jobs to the right people

24. Gives others authority to independently fulfill responsibilities

25. Empowers others to find creative solutions to problems



Color Key: (S) Self (B1) Boss 1 (B2) Boss 2 (D) Direct Reports (P) Peers (A) All Observers (combined scores of Bosses, Direct Reports, Peers)

Survey Summary

of the 70 Items

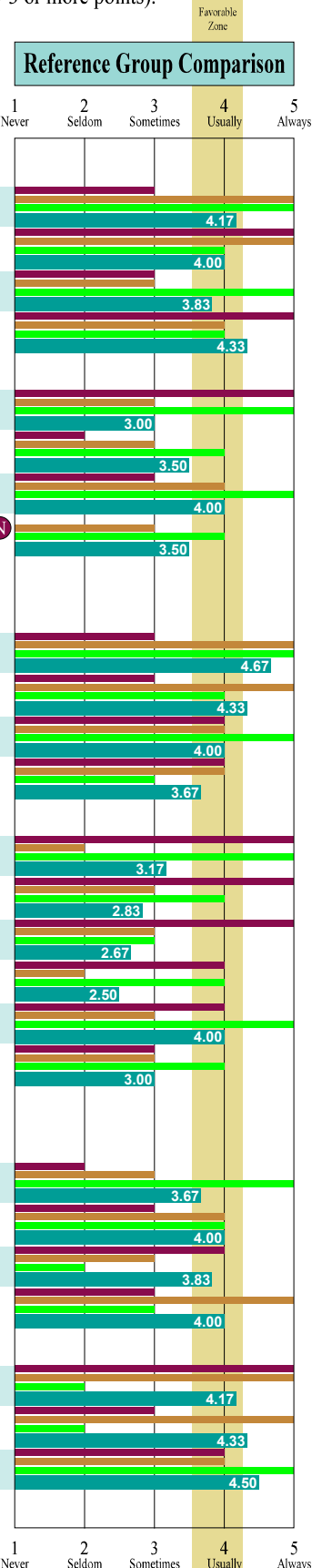
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Individual Survey Items



Adaptability

B1 Adjusts to Circumstances

P 26. Is flexible in dealing with people with diverse work styles

27. Is comfortable in a variety of environments

28. Reacts constructively to setbacks

29. Anticipates and plans for changing situations

Thinks Creatively

30. Approaches job with imagination and originality

31. Inspires innovation in the organization

32. Is willing to take bold, calculated risks

33. Views obstacles as opportunities for creative change

Relationships

Builds Personal Relationships

34. Shows consideration for the feelings of others

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

36. Delivers criticism tactfully and constructively

37. Maintains composure in high-pressure situations

Facilitates Team Success

D 38. Resolves conflicts fairly

39. Creates an atmosphere of team cooperation over competition

40. Builds consensus on decisions

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

42. Brings capable people into the group

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

Task Management

S B1 Works Efficiently

44. Applies current technology in practical ways to maximize efficiency

45. Makes wise use of outside resources

46. Avoids procrastination

47. Sets priorities and tackles assignments accordingly

S B1 Works Competently

48. Demonstrates mastery of fundamentals necessary to the job

49. Is skilled at learning and applying new information quickly

50. Integrates new theories, trends and methods into appropriate business operations

Color Key: (S) Self (B1) Boss 1 (B2) Boss 2 (D) Direct Reports (P) Peers (A) All Observers (combined scores of Bosses, Direct Reports, Peers)

Survey Summary

of the 70 Items

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Individual Survey Items

Reference Group Comparison

Production

B2 Takes Action

- 51. Knows when to stop planning and start implementing
- 52. Takes the initiative to make things happen
- 53. Is assertive in managing problems
- 54. Makes timely, clear-cut firm decisions

B2 Achieves Results

- 55. Overcomes obstacles to complete projects successfully
- 56. Effects outcomes that set high standards for others
- 57. Achieves results that have a positive impact on the organization as a whole

Development Of Others

S B2 Cultivates Individual Talents

- 58. Is a patient, helpful, effective coach
- 59. Gives others access to training for skill development and professional growth
- 60. Provides objective appraisals of others' strengths and needs
- 61. Maintains a timely schedule for reviews and follow-ups

S B2 Motivates Successfully

- 62. Gives recognition to producers of high quality work
- 63. Shows appreciation when others give extra effort
- 64. Shares a contagious enthusiasm that promotes a positive attitude in others

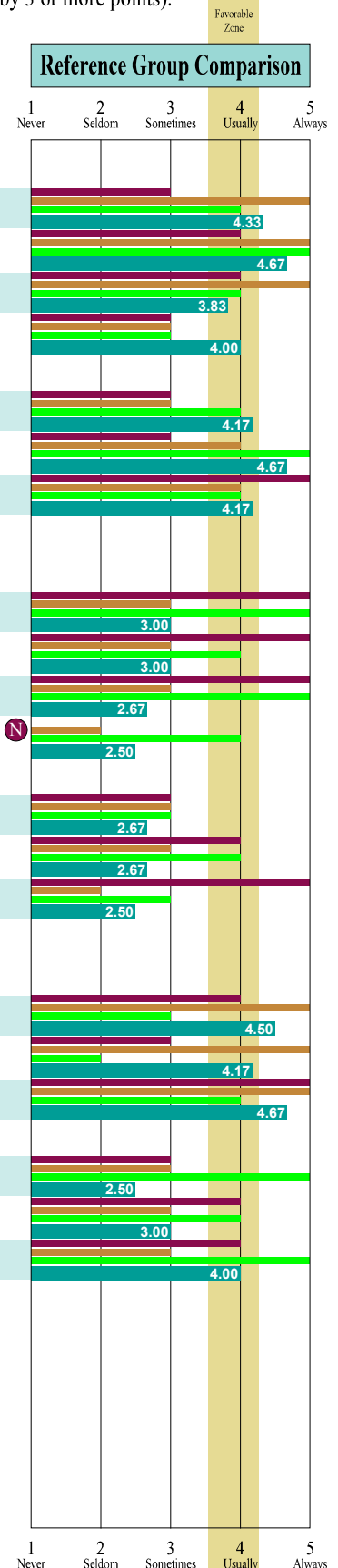
Personal Development

S B2 Displays Commitment

- 65. Maintains a consistently high energy level
- 66. Persists and perseveres
- 67. Keeps a positive outlook

B2 Seeks Improvement

- 68. Admits mistakes and learns from them
- 69. Accepts criticism constructively
- 70. Identifies and pursues resources needed to improve performance



Development Summary

for Darcy Walker

The following suggestions will help direct your development efforts:

Motivates Successfully

Encourage Others by Giving Recognition and Showing Appreciation for Their Efforts.

- Realize that everyone needs to feel valued and appreciated.
- Understand the motivating power of recognition and rewards.
- Never pass up an opportunity to acknowledge a job well done.
- Never pass up an opportunity to show gratitude for extra effort, hard work, long hours.
- Let others in the company know of the accomplishments of your team.
- Give recognition to deserving people as soon as possible after their achievement.
- Make sure everyone's contribution to a successful group effort is acknowledged.
- To keep morale up, don't wait until completion of a lengthy project to celebrate. Recognize milestones along the way. Celebrating small victories will promote continued progress toward your goal.
- Use traditional forms of recognition (like the company newsletter) and rewards (a bonus check), but also come up with some appropriate, creative ways to reward outstanding performance.
- Give frequent praise to reinforce positive behaviors.
- Realize that short phrases like "thank you," "good job" and "nice work" can have big impact.
- As much as possible, make the work experience challenging and satisfying.

Be a Positive Influence in the Work Environment.

- Convey an optimistic, can-do attitude. Expect great results.
- Address problems, but don't dwell on them.
- Provide encouragement during stressful times.
- Create an atmosphere where there is enthusiasm for a project and support for one another.
- Look for ways to make the workplace fun.

Development Summary

for Darcy Walker

The following suggestions will help direct your development efforts:

Cultivates Individual Talents

Become an Effective Coach.

- Make it a point to know the career goals and aspirations of others. Help plan the development needed to achieve the goal.
- Be patient with mistakes. Make sure you fully understand all the circumstances. Turn the error into a learning experience.
- Teach skills in chronological, incremental steps. Adjust the pace to fit the individual.
- Ask others how you can assist in their professional development.

Make Learning Opportunities Available.

- Delegate challenging tasks or give targeted assignments to help others develop their potential.
- Provide as many opportunities as possible for people to learn different aspects of the business.
- Keep your eye on the company's needs, as well as on personal development needs, when planning learning activities. What benefits the company will also benefit the individual.
- Look for training opportunities that will allow others to build on their existing talents and experience.
- Share books, tapes, journal articles, newsletters and conference notes that might prove helpful to a person working on a particular skill.

Give Feedback Regularly.

- Make sure that appraisals are constructive. Approach them as the starting point for making positive changes.
- When people are not performing up to expectations, promptly and frankly discuss the situation with them. Use tact. Listen. Help them identify ways to improve.
- Criticize performance, not the person.
- Express confidence in a person's ability to improve performance.
- Be generous in giving positive feedback. Make it as specific as possible.
- Schedule regular performance reviews. People need timely feedback on both skills needing attention and skills showing improvement. Schedule regular follow-up meetings, also.

Development Summary

for Darcy Walker

The following suggestions will help direct your development efforts:

Processes Information

Zero in on the Main Point.

- Clearly define an issues's key elements before pursuing steps toward a solution or course of action.
- Assemble all the pieces involved in a business matter in order to clearly analyze the big picture.
- Stay on track when researching an issue. Avoid spending time on material that is irrelevant to the goal at hand.
- Read and analyze company reports, budgets and financial statements relevant to the matter under consideration.

Take a Broad, Comprehensive Overview of the Situation.

- Anticipate problems or potential difficulties. Weigh these against expected benefits.
- Consider both the short and long-term effects of a proposed action.
- Know the long-range objectives of the business and make sure decisions are consistent with those plans.
- Take into account all pertinent data and alternative approaches.
- Evaluate the impact your decisions will have on co-workers and clients. Take their perspective in reviewing the issue.
- Consider the lessons of history, circumstances of today and projections for the future.
- Know your competition.

Come to a Workable Conclusion.

- Draw practical applications from the provided information.
- Be able to logically explain your rationale for a decision.
- Formulate a plan that others can easily understand and support.

Development Summary

for Darcy Walker

The following suggestions will help direct your development efforts:

Seeks Improvement

Learn from Your Mistakes.

- Keep in mind that a mistake only becomes a failure if you fail to learn from it.
- Don't blame others. Take responsibility for your mistakes.
- Discuss with others what you did right and what you could have done differently.
- Spend some time reflecting on a mistake. The time investment will pay off if you gain insights into the causes. Then put the past behind you. It will be most productive to focus on how you will apply lessons learned to future performance.

Learn from Criticism.

- Accept negative feedback as performance improvement information. Use it constructively to become more capable on the job.
- Realize that your self perception of your performance may be different from the perceptions of others. Learning of the discrepancies in perceived proficiencies can improve your effectiveness.
- Don't become angry or defensive. Giving negative feedback is hard enough. If you make it more difficult, you may stop the flow of valuable developmental information.
- Request feedback. Let others know you are open to suggestions. Thank them for their honesty.

Commit to Lifelong Learning.

- Stay current with business-related information, as it quickly becomes outdated.
- Improve the skills you have and learn new ones.
- Discover how you learn best. Then use those resources to develop competencies. (See the introductory paragraph above.)
- Take a self-directed approach to learning. Don't wait for someone to push you.
- Keep growing and changing; it's a law of nature and of business.

Where Do You Go From Here?

The information in your CheckPoint Report is a starting point - not the end of the process. The way you use this information can be of incredible value to you. May we suggest you embark on a course of professional development using the CheckPoint SkillBuilder Series.

The SkillBuilder Series is an organized method for improving leadership skills and becoming a better manager. The CheckPoint SkillBuilder Series is Internet-based and can be used anywhere and at any time. It is convenient, easy-to-use, and effective. It is self-paced and contains thoroughly researched material that helps you improve your performance in the competencies you choose. Based on the results of this report it's recommended that you start with the following modules:

- Motivates Successfully
- Processes Information
- Cultivates Individual Talents
- Seeks Improvement

Other modules are available for you to choose from include:

- Communicates Effectively
- Provides Direction
- Thinks Creatively
- Works Efficiently
- Adjusts to Circumstances
- Takes Action
- Achieves Results
- Delegates Responsibility
- Facilitates Team Success
- Listens To Others
- Instills Trust
- Builds Personal Relationships
- Works Competently
- Displays Commitment

The CheckPoint SkillBuilder Series provides a series of important steps that lead to leaps in performance. It is easy to use at your convenience. After responding to questions and doing online exercises, you just click a button on the screen to print a customized Self-Improvement Report. **The report provides a plan of action for professional development.**

You will also learn to use Profiles' exclusive K-S-S process so you KEEP DOING the actions that make you a good manager, STOP DOING actions that impede your progress, and START DOING actions that will make you more effective. K-S-S is a powerful idea you want to implement immediately!

Using the *CheckPoint SkillBuilder Series* pays big dividends by helping you grow professionally and enjoy all of the benefits of success. Start using it as soon as you can!

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