

# Sample Feedback Report

PROFILES

## CheckPoint

360° Competency Feedback System™



This comprehensive CheckPoint report presents a balanced picture of your strengths and developmental areas, compiled from surveys completed by sources that you, and perhaps your boss, selected for their relevant perspectives. This report should be used in conjunction with the Development Summary to capitalize on the opportunity to see yourself as other key individuals see you and to use the resulting insights as a springboard for your future growth and development.

This report is intended to be a check point along the continuum of your career and leadership development. The objectives of this process are to help you: assess your performance in relation to your goals, clarify the perceptions of others, prioritize your development needs, and then develop action plans to address them.

“There’s only one corner of the universe you can be certain  
of improving, and that’s your own self.”

*Aldous Huxley*

# CheckPoint

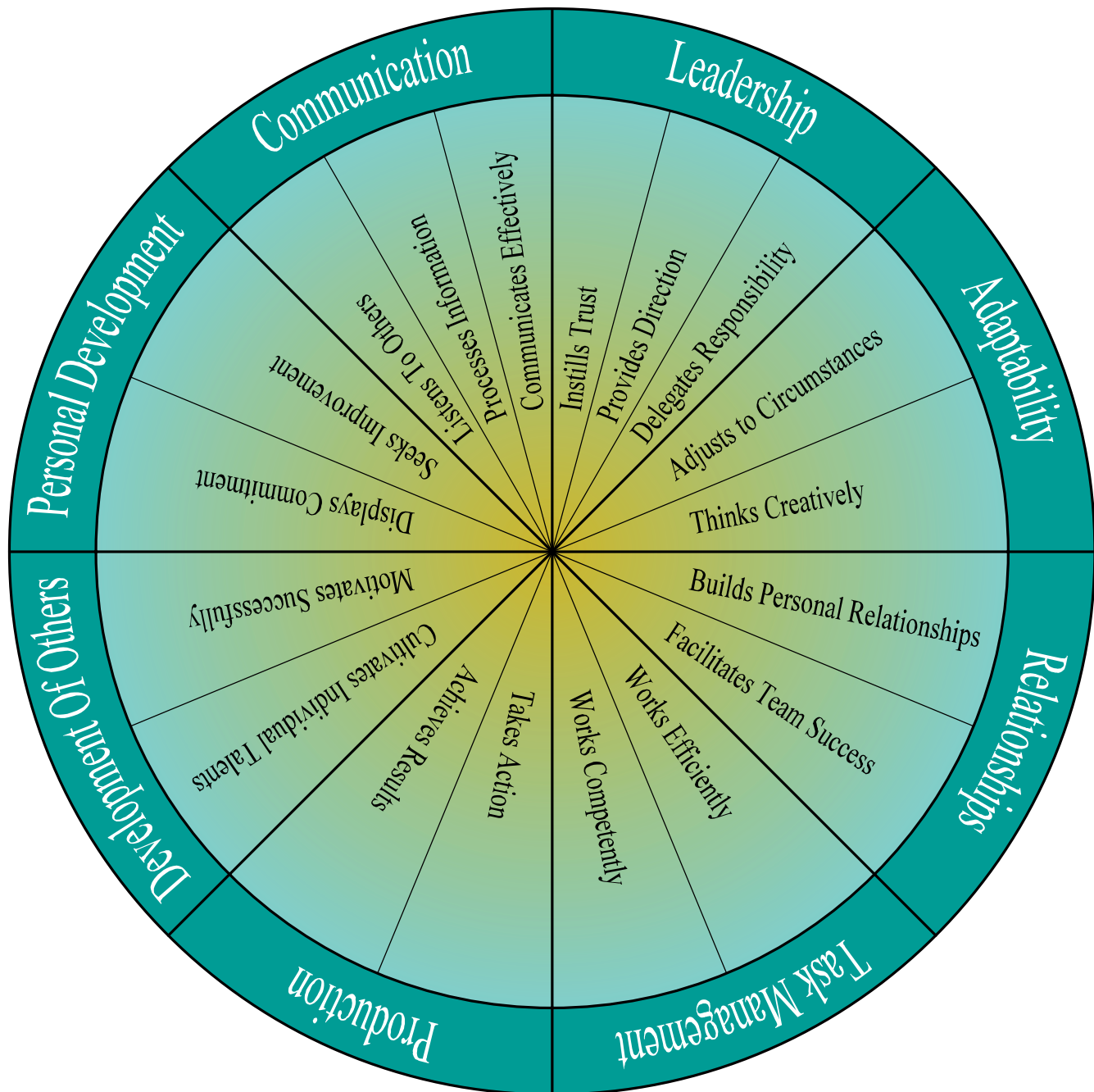
## 360° Competency Feedback System™

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Darcy Walker  
ABC Company

January 24, 2002

*This report includes responses from:  
Self, 1 Boss, 3 Direct Reports, 4 Peers*



# Introduction

## CheckPoint 360° Competency Feedback System™

This report summarizes the results of the CheckPoint surveys that you, your boss, 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 Skill Clusters, which break down into 18 Skill Groups, 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 5 elements:

**CheckPoint Profile:** Results for the 8 Skill Clusters, comparing the average 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 (3.5 to 4.25). Also Total CheckPoint Scores, including the score differential between Self and All Observers.

**Executive Summary:** Results for the 8 Skill Clusters, comparing the average scores of all reference 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.

**Competency Analysis:** Results for the 18 Skill Groups, comparing the average scores of all reference 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 Groups 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 Groups**, out of 18. These were considered critically important to your particular job requirements.)

**Reference Group Comparison:** Results for the 18 Skill Groups and Total CheckPoint Scores, analyzing the average scores of all reference groups (includes Self, Boss, Direct Reports and Peers).

**CheckPoint Survey Summary:** 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 Group, as well as flagging items where responses lack consensus (varying by three or more points) within a reference group.

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. Use the information to:

- become aware of differences between your self-perception and the perceptions of others
- compare ratings from a variety of workplace sources
- assess your performance in skills considered critical to your particular position
- prioritize your development needs
- identify your greatest talents so you can make the most of them

Finally, use the provided data to establish ongoing goals and action plans.

*Good luck on the course of professional development.*



# CheckPoint Profile

of the 8 CheckPoint Skill Clusters - Overview of Self vs. All Observers

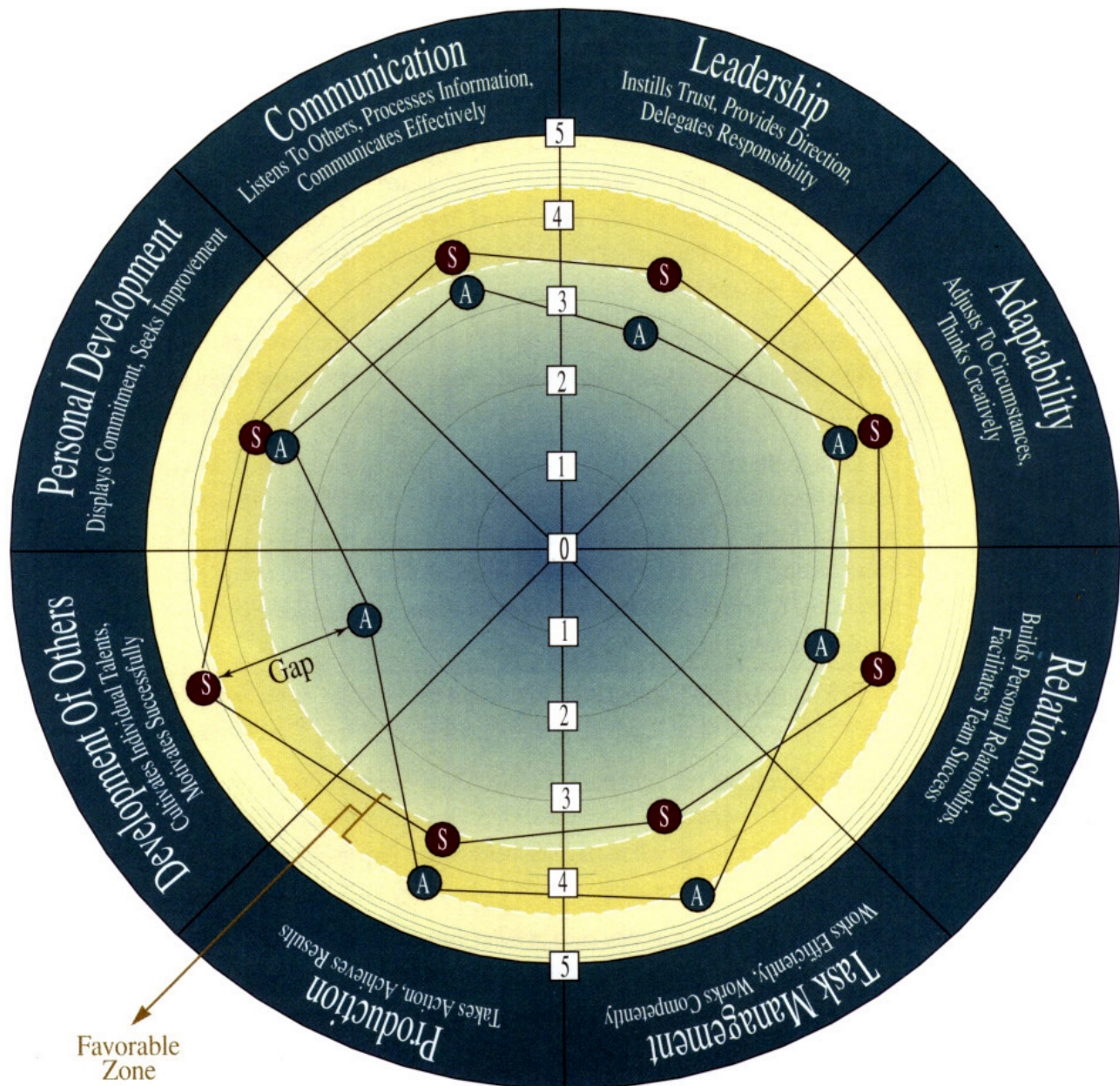
Strong scores, including those in the Favorable Zone (3.5 to 4.25) and higher, will fall toward the outer edge of the circle.

- 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

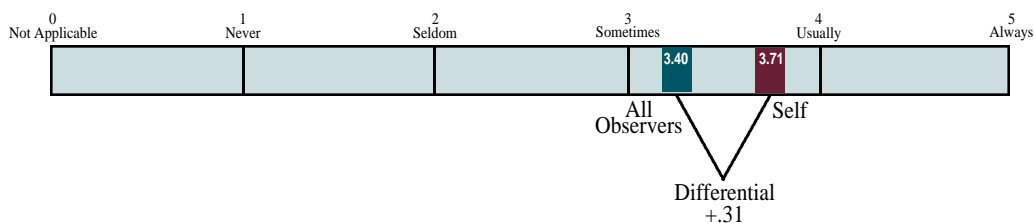


Self perception varies from All Observers by 1 point or more

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## Total CheckPoint Scores



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

# Executive Summary

## of the 8 Checkpoint Skill Clusters – Overview of All Reference Groups

Any difference between reference groups where averages vary by 1 point or more

Favorable Zone (3.5 to 4.25)

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### Skill Clusters

#### 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.

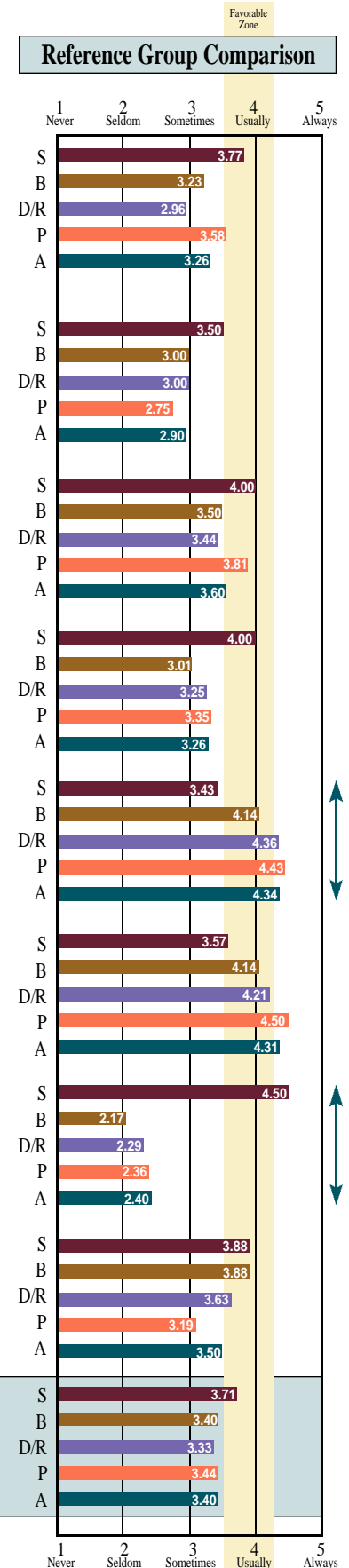
#### Development Of Others

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.

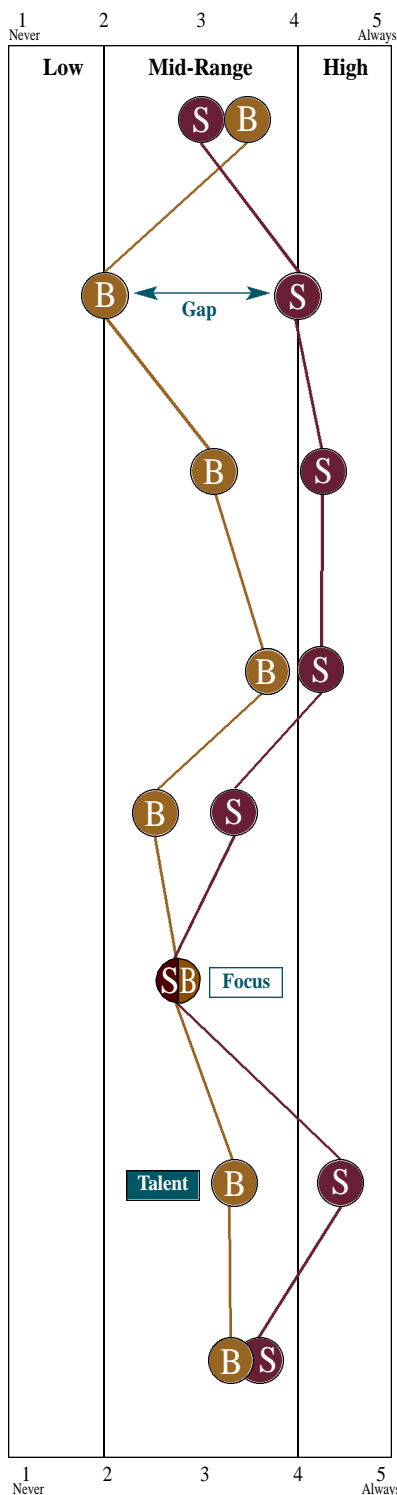
### Reference Group Comparison



# Competency Analysis

of the 18 CheckPoint Skill Groups - Includes Critical Skill Groups Chosen by Self and Boss

## Performance Analysis



**Critical Skill Group:** Self and Boss chose 6 Critical Skill Groups, 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 Group, according to Self or Boss, and both Self and Boss score averages are equal to or higher than 3.5

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

**Gap** A Critical Skill Group, according to Self or Boss, and Self and Boss score averages differ by 1.5 points or more

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

## Skill Groups

### 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** **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.

### Leadership

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

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

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

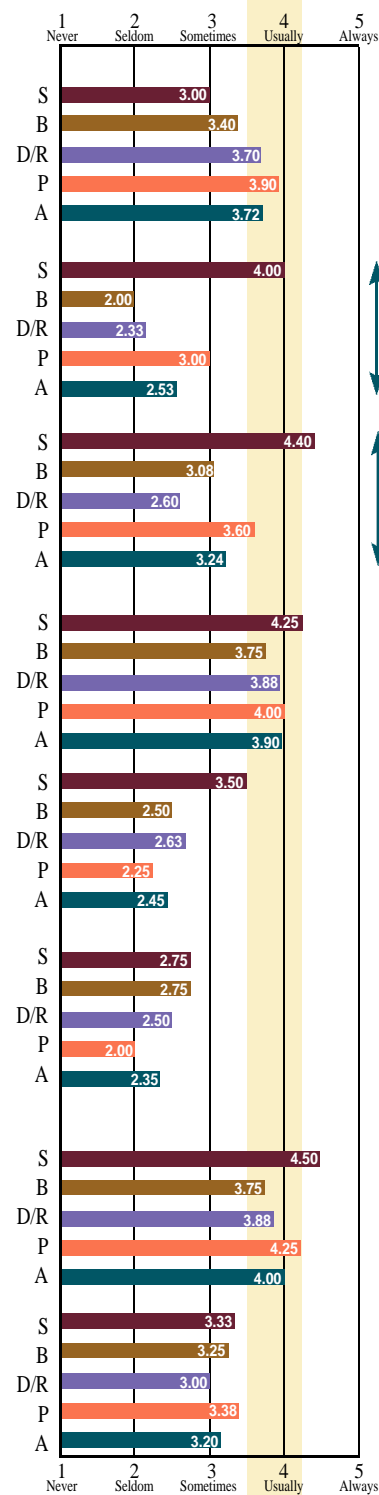
### Adaptability

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

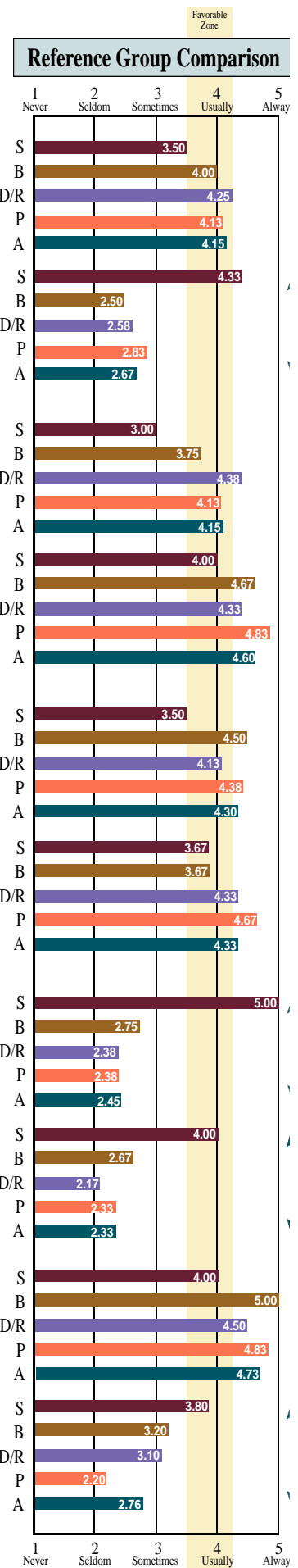
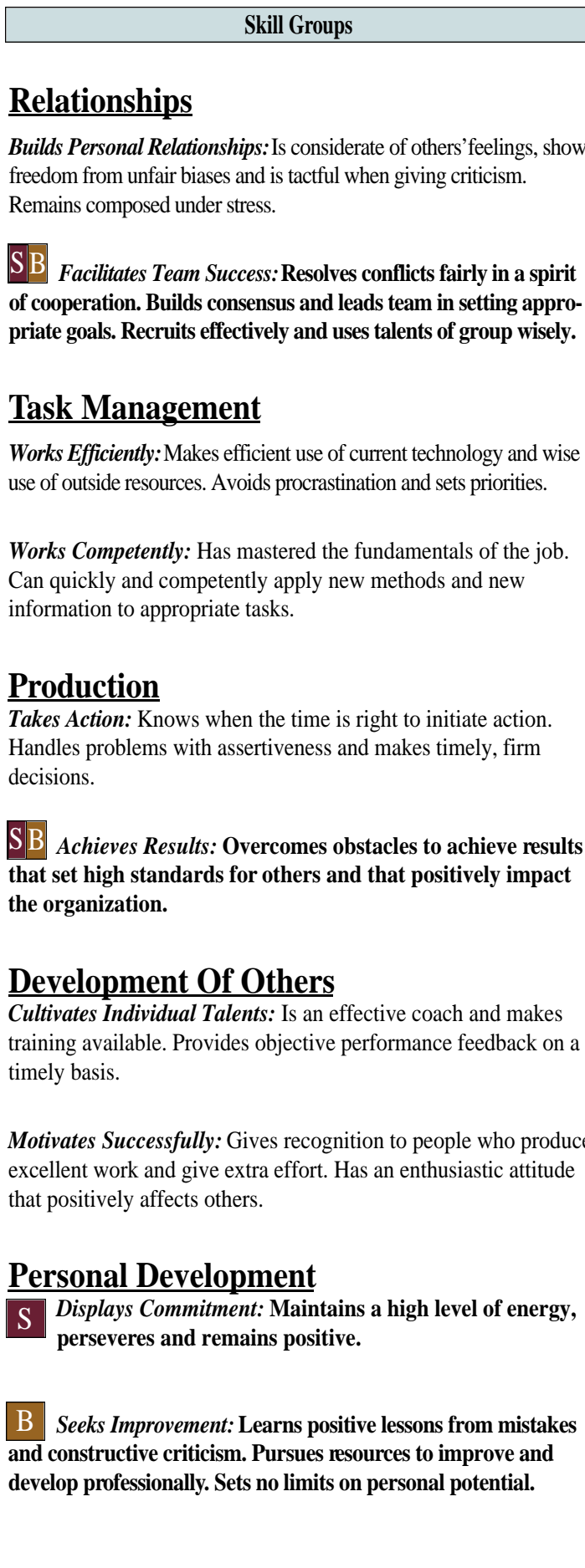
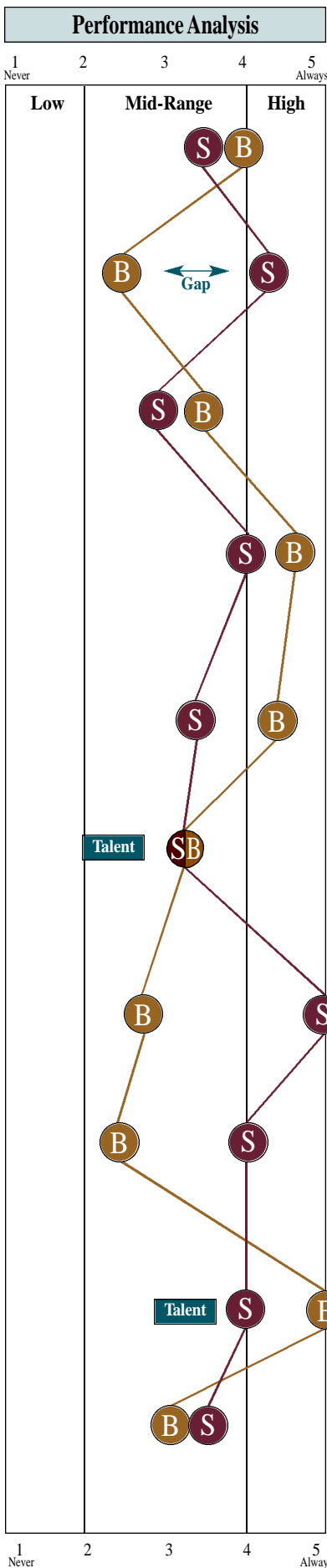
**Thinks Creatively:** Brings an imaginative approach to the job, inspiring innovation, risk-taking and creative problem-solving.

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## Reference Group Comparison









# Reference Group Comparison of the 18 CheckPoint Skill Groups

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Color Key: S Self B Boss DR Direct Reports P Peers

# CheckPoint Survey Summary

## of the 70 CheckPoint Survey Items

**Top Line (—): Self Response**  
**Middle Line (—): Boss Response**  
**Bottom Line (■): All Observers**  
**Boss or Self did not rate item: NA**

**Bold Lettering:** Items that fall in a Critical Skill Group, as designated by **Self**, **Boss** or both.

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

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### Individual Survey Items

### Reference Group Comparison

#### Communication

##### Listens To Others

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

##### **S** 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

##### **B** Communicates Effectively

9. Expresses thoughts clearly in writing
10. Is an effective, articulate speaker
11. Covers an issue thoroughly without overdoing it
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

##### **B** Provides Direction

18. Makes expectations clear
19. Establishes a manageable workload
20. Accomplishes long-term objectives by planning incremental steps
21. Keeps focus on big picture while implementing details

##### **SB** 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

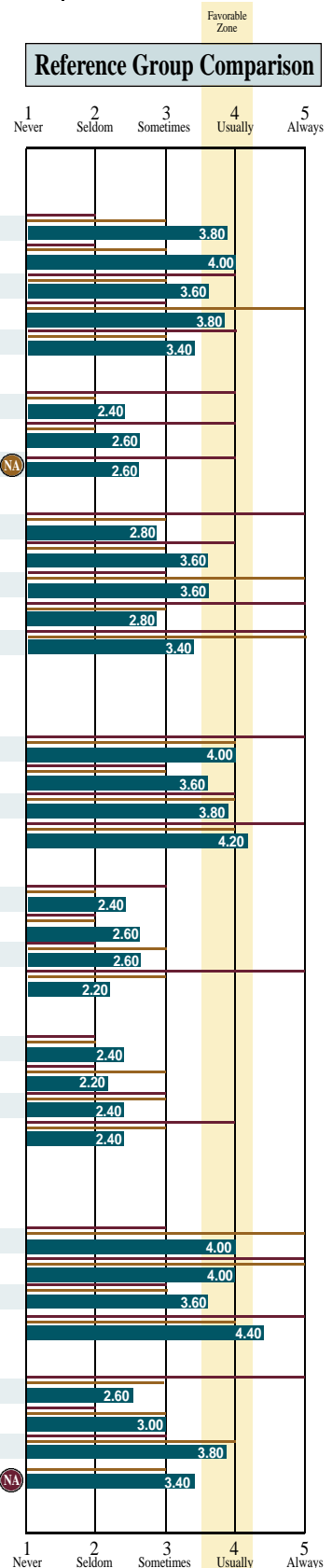
#### Adaptability

##### **S** Adjusts To Circumstances

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



## Individual Survey Items

## Reference Group Comparison

1 Never 2 Seldom 3 Sometimes 4 Usually 5 Always

### 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

#### **SB** Facilitates Team Success

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

### Task Management

#### 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

#### 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

### Production

#### 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

#### **SB** 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

#### 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

#### 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

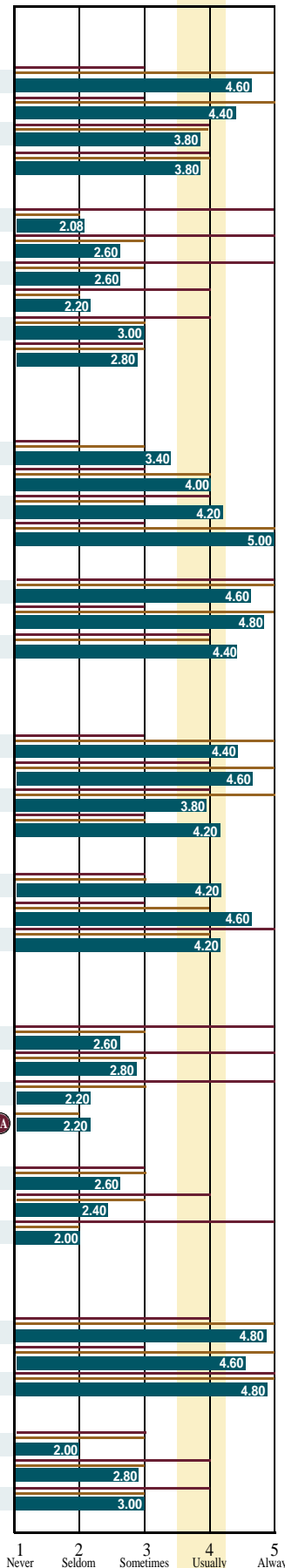
### Personal Development

#### **DS** Displays Commitment

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

#### **SI** Seeks Improvement

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



## **Boss Comments**

- **Darcy is totally committed and is much appreciated for her dedication.**
- **I will want to work with Darcy a little in the area of tapping into the talents of her team members, great potential there.**
- **Would like to see more effort put forth in delegation to others to free up her time. Tends to be bogged down in solving others problems for them.**

## **Peer Comments**

- **Darcy can get more work done in less time than most. She is a real producer.**
- **Needs some work in the area of motivation of others she works with.**
- **A classic team player with an outward focus toward her team members rare in our organization...go Darcy!**
- **A pleasure to work with; I enjoy being on the same team with her.**

## **Direct Report Comments**

- **I would appreciate a little more direction and feedback. I find that if I know what is expected of me, I can better focus on reaching those expectations.**
- **I would like a regular review letting me know how I am doing.**
- **Darcy is totally committed and always seems to be looking for ways to improve how she is doing her job...I appreciate having her as my boss.**

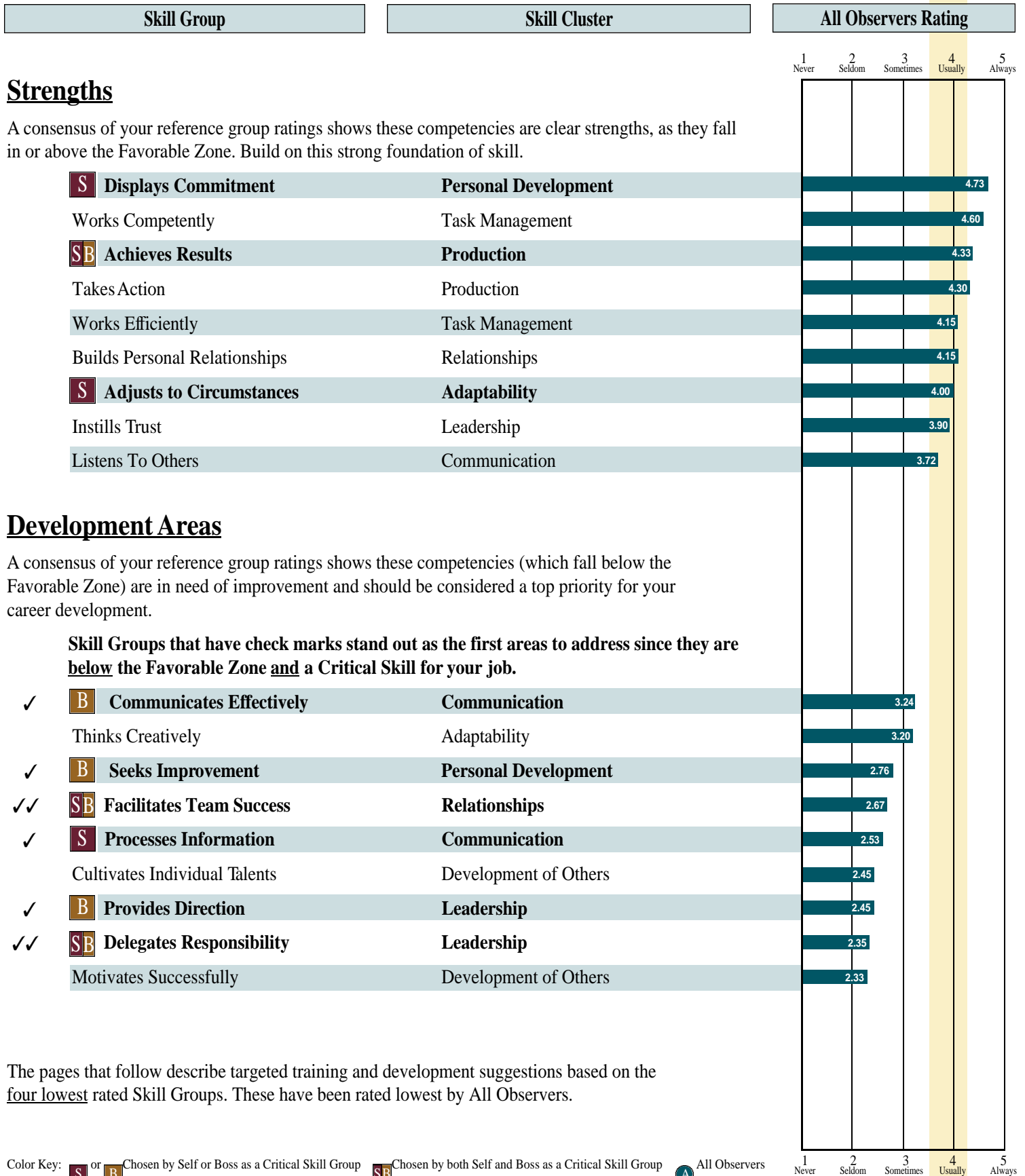


# CheckPoint Development Summary

## Strengths and Development Needs

Your skill level, as reported by All Observers on the CheckPoint Skill Groups (covering 18 competencies), includes both Strengths and Development Areas. The 18 Skill Groups are listed below, in order from Highest to Lowest ratings.

Darcy Walker  
January 24, 2002



# CheckPoint

## Development Summary

### Development of Others

### Cultivates Individual Talents

According to your survey respondents, “**Cultivates Individual Talents**” is an important skill for you to develop. You may decide to enroll in a training course, get information from books or tapes, observe someone particularly competent in this area, create opportunities on or off the job to practice the skill, and/or work at improvement while performing your current responsibilities.

Darcy Walker  
January 24, 2002

The following suggestions will help direct your development efforts:

#### **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.

# CheckPoint

## Development Summary

### Leadership

### Provides Direction

According to your survey respondents, “**Provides Direction**” is an important skill for you to develop. You may decide to enroll in a training course, get information from books or tapes, observe someone particularly competent in this area, create opportunities on or off the job to practice the skill, and/or work at improvement while performing your current responsibilities.

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January 24, 2002

The following suggestions will help direct your development efforts:

#### **Outline Expectations.**

- Clarify each team member’s responsibilities for accomplishing objectives.
- Develop job descriptions that are distinct and specific, not vague and broad. Involve the staff in constructing the descriptions. Review and revise them often. Knowing who is supposed to do what reduces conflict in the workplace.
- Clearly communicate policies, procedures and guidelines, as well as priorities and timelines.
- Make expectations known for job behavior and attitude. Set standards for performance.
- Spell out the expectations of your clients.
- Explain and answer questions until expectations are perfectly clear.
- Hold others accountable for performance at the level you’ve outlined. Provide timely feedback about performance.

#### **Make Appropriate Work Assignments.**

- Distribute responsibilities so that all bases are covered and efforts aren’t duplicated.
- Redirect work that has not been as productive as planned.
- Keep the workload for each individual challenging yet fair.
- Be available to discuss problems with assignments and to explore solutions.

#### **Translate Tomorrow’s Vision into Today’s Activities.**

- Make sure everyone understands, and feels a part of, the organization’s mission.
- Establish short and long-term goals that are consistent with the mission. Continuously track progress.
- Constantly evaluate systems and processes. Make modifications that are in line with the direction of the organization.
- Plan times for team members to report their individual work status, ultimately shaping a comprehensive view of the group effort.
- In planning the steps necessary to complete a project, incorporate a series of checkpoints leading up to the final deadline.
- Plan for, and make available, all necessary resources.

# CheckPoint

## Development Summary

### Leadership

### Delegates Responsibility

According to your survey respondents, “**Delegates Responsibility**” is an important skill for you to develop. You may decide to enroll in a training course, get information from books or tapes, observe someone particularly competent in this area, create opportunities on or off the job to practice the skill, and/or work at improvement while performing your current responsibilities.

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January 24, 2002

The following suggestions will help direct your development efforts:

#### **Delegate to Free Up Your Time and to Develop Your Staff.**

- Get used to the fact that others can handle some tasks as capably as you can. Maybe better.
- Examine your workload and determine tasks that can be handed over to others.

#### **Delegate to the Best Person for the Circumstances.**

- Survey individuals to see what duties they’d be interested in tackling.
- Match people’s strengths with work assignments.
- Present small, challenging tasks to people with untested abilities. See if they can rise to the occasion.
- If you know a person is trying to improve a skill, provide opportunities for practice.
- If no one has the qualifications for a particular task that needs to be delegated, arrange for the necessary training.
- Consider the other person’s workload when delegating. Shift responsibilities as necessary.

#### **Oversee, but Don’t Overcontrol.**

- Give as much direction as necessary to initiate people to new duties. Then let them take charge. Don’t hover. During periodic progress reviews, give additional direction as needed.
- Make your expectations explicit and thorough. Then allow some flexibility in implementation.
- Clarify which actions will require prior approval from you. Gradually increase the appointed person’s authority to act independently.
- Delegate in stages when appropriate. Work up to the point where complete responsibility is transferred to the other person.
- Encourage others as they take on new responsibilities. Give positive feedback whenever possible. Help them succeed and everyone wins.
- Remember that failure can be a great teacher. Shield people in newly delegated positions from disastrous mistakes, but allow the opportunity for smaller errors that can be instructive for the future.

#### **Let Others Sharpen Their Problem-Solving Skills.**

- When people present problems, ask them for possible resolutions before offering your advice. Guide them in becoming solution-oriented.
- Show confidence in the other person’s ability to craft workable, successful solutions to problems.



# CheckPoint

## Development Summary

### Development of Others

### Motivates Successfully

According to your survey respondents, “**Motivates Successfully**” is an important skill for you to develop. You may decide to enroll in a training course, get information from books or tapes, observe someone particularly competent in this area, create opportunities on or off the job to practice the skill, and/or work at improvement while performing your current responsibilities.

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January 24, 2002

The following suggestions will help direct your development efforts:

#### **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.

## **CheckPoint Benefits**

### **You (The Participant):**

- Learn how a variety of others in the organization view your performance.
- Take the advantage of the information by instituting an action plan for your development.
- Make continuous improvements to maximize your career and leadership potential.

### **Your Boss** (May be your manager, supervisor, team leader or coach depending on whether the results are shared):

- Uses the results to support or help you in planning training and learning opportunities.
- Makes coaching more focused and effective.
- Provides appraisals that go beyond his or her personal perspective.

### **Direct Reports / Internal or External Customers / Peers:**

- Play an active role in contributing to the development of others.
- Become more team-oriented through involvement in the assessment process.
- Experience increased job satisfaction by helping to initiate constructive changes.

### **The Organization:**

- Aligns employee performance with organization's objectives.
- Achieves an environment of higher morale and increased commitment to excellence.
- Translates the improvements in professional skills to an increase in productivity.