



assessment
LEADERS
DISCOVER THE HUMAN POTENTIAL™

How to Implement a 360° Tool Successfully

Agenda

- Why Organizations Use Assessments
- Utility of the Checkpoint 360
- What's Assessed
- Logistics
 - Selecting your Raters
 - Scheduling a De-Brief Session



Why Use a 360 Survey?

- To develop and grow existing talent
- To assess training needs and target development
- To let people know that the organization cares about their development
- To identify high potentials



The 360 Assesses Perceptions of Performance

- How is the manager perceived by others?
- Is the manager achieving results and demonstrating leadership skills?
- Is this someone to watch? To invest in?



360 Reports Tell the Organization

- In what areas does an individual need to develop to move upward?
Or improve performance?
- Where does a group need development to take on additional responsibilities
or do a better job of handling existing responsibilities?



The Checkpoint 360

- 70 Questions that Assess 8 Leadership Competencies (and 18 supporting skill sets)
 - Communication
 - Leadership
 - Adaptability
 - Relationships
 - Task Management
 - Production
 - Development of Others
 - Personal Development



Competencies with Skill Sets

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



Communication

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

- **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.



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

- **Works Effectively**

- Makes efficient use of current technology and wise use of outside resources.
Avoids procrastination and sets priorities.

- **Works Competently**

- Has mastered the fundamentals of the job. Can quickly and competently apply new methods and new information to appropriate tasks.

Production

- **Takes Action**

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

- **Achieves Results**

- Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.



Development of Others

- **Cultivates Individual Talents**

- Is an effective coach and makes training available. Provides objective performance feedback on a timely basis.

- **Motivates Successfully**

- Gives recognition to people who produce excellent work and give extra effort. Has an enthusiastic attitude that positively affects others.



Personal Development

- **Displays Commitment**

- Maintains a high level of energy, perseveres, and remains positive.

- **Seeks Improvement**

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

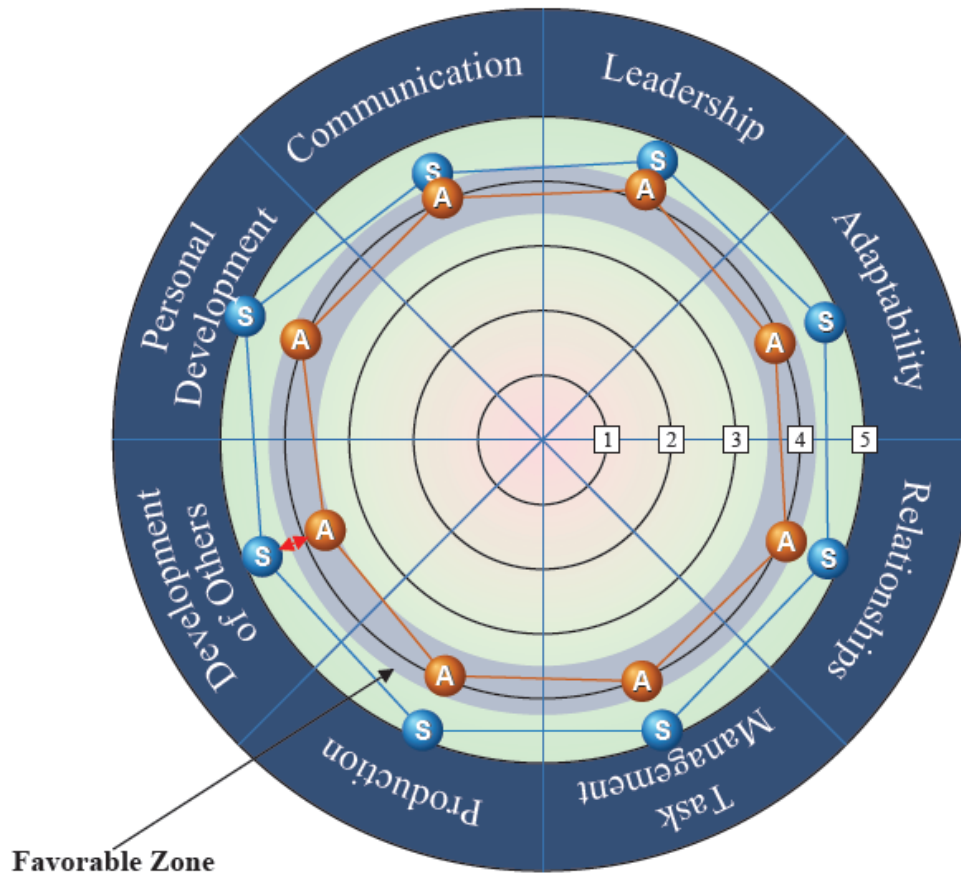
Roadmap to Success: *Getting Started*



Frequency of Observed Behavior

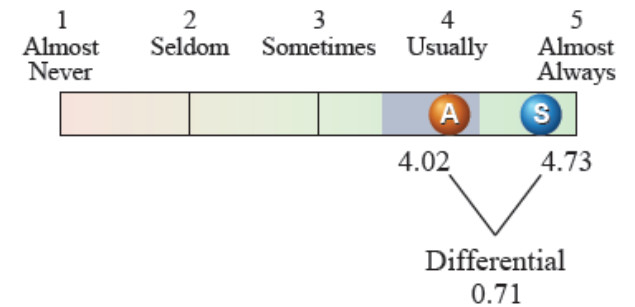
| Rating | Description | Percent of Time |
|--------|------------------------------------|-----------------|
| 1 | Almost Never | 0 – 10% |
| 2 | Seldom | 11 – 39% |
| 3 | Sometimes | 40 – 60% |
| 4 | Usually | 61 – 89% |
| 5 | Almost Always | 90 – 100% |
| N | No opportunity to observe behavior | |

CheckPoint 360°™



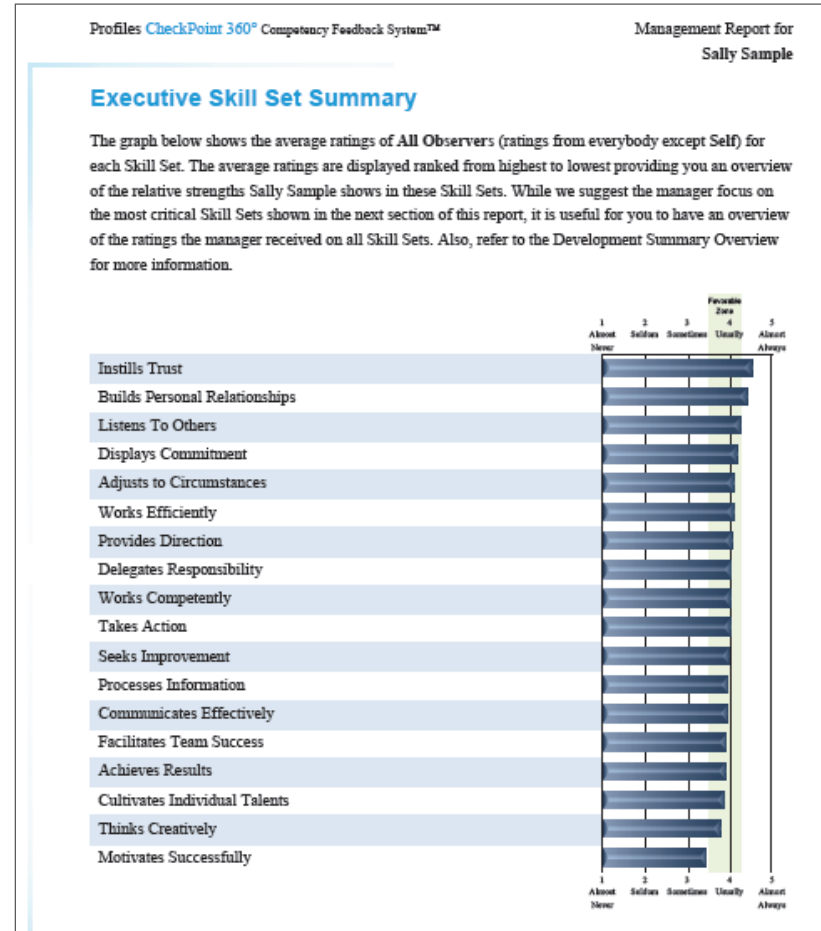
 Self
 All Observers
 Gap

Total CheckPoint Scores

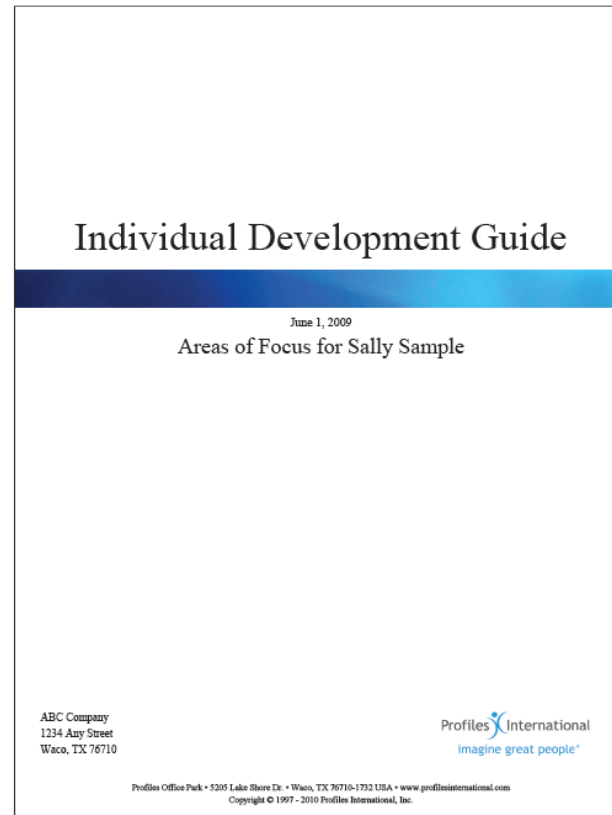


Executive Skill Set Summary

- *18 Leadership Skills*
- *Stack ranked from most frequent to least frequent*
- *Average of All Observers (excluding Self)*
- *Compared to Favorable Zone*



Coaching & Management Considerations



Next Steps

- Identify peers, direct reports and boss
- Send names and email addresses to me
- Raters will immediately receive a survey invite
- Recommend no more than 2 weeks to complete the survey
- When all surveys are received (or survey is closed) I will call you to schedule debrief discussion
- You decide if you want your manager as part of the debrief discussion

Checkpoint 360 Assesses:

Communication:

- Listens to Others
- Processes Information
- Communicates Effectively

Leadership:

- Instills Trust
- Provides Direction
- Delegates Responsibility

Adaptability:

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360 Best Practices

- Use for all leaders; not just for those who are struggling
- Involve key stakeholders in developing both a communication plan and development strategy
 - Who sees what (comments vs. scores)
 - Who decides raters
 - How will results be communicated
 - What happens next
- Over-Communicate the What, Why, When, Where and How



Observed Behaviors

- Observable behavior is the key
- Behavior is observed from all perspectives
- Multiple relationships may be included
 - Supervisory
 - Subordinate
 - Peer
 - Other (customer or client)
- Recognition that the ratings are perceptual



Confidentiality

- **Confidentiality** of respondents **MUST** be assured and maintained
- No respondent group has fewer than two individuals
- Even a hint of or rumor about a lack of confidentiality can render information useless



Getting Started is Easy

- Send letter informing respondents they've been chosen to participate in Checkpoint360 Survey
- Collect Respondent info and e-mail addresses on Respondent Spreadsheet
- Establish start and completion dates for Survey
- Send Invitations



Getting Started is Easy

- Participants provide names and email addresses of direct reports, peers and boss and if desired, boss' boss
- We generate a Survey Invite
- Reminders are automatically sent out
- Once all respondents have completed the survey, system generates the Report. Available immediately.
- Conduct 360 Debrief/Coaching Session



Reports Generated

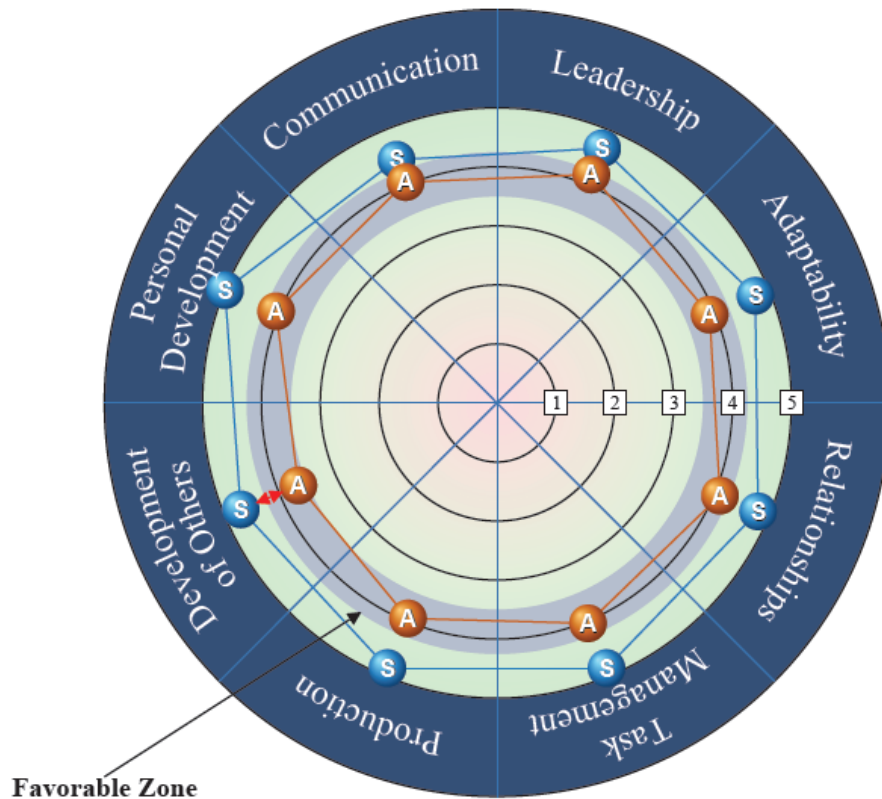
- Individual Report (includes IDP process and suggestions based upon Checkpoint results)
- Manager Report (includes Coaching Considerations)
- Comparison Report (progress highlighted between a manager's 1st and 2nd Checkpoint)
- Executive Report (Summary of all leaders within a designated group)

Upon Completion

- Upon completion, schedule debrief with Manager/Boss or just Manager
- Encourage private discussion between Manager and his/her Boss
- Encourage discussion with Direct Reports
- Notify Executive when all Surveys are complete
- Conduct Executive Briefing and provide OMA team report

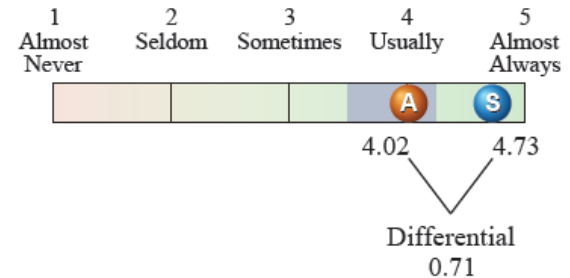


Checkpoint 360 Answers: How Do Others Perceive Me



S Self
A All Observers
↔ Gap

Total CheckPoint Scores



Critical Skills Alignment Summary

- *Skills that are determined to be critical to the leadership position*
- *Chosen by Self and Boss*
- *Identifies areas of strong alignment*
- *Illustrates areas of weak alignment*
- *Percentage alignment with boss/bosses*
- *Starting point for Development Plan*

Profiles **CheckPoint 360°** Competency Feedback System™ Management Report for
Sally Sample

Critical Skills Alignment Summary

You and Sally Sample identified the 6 Skill Sets that you each thought were most critical for success in the manager's job. These Skill Sets are displayed below. Consider that the possible number of Skill Sets selected by you and the manager can range from 6 to 24. If you all 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 the manager to discuss and clarify the most important aspects of the manager's work. If you each look at different behaviors as most important, then the focus of the manager may be very different from where you expect the focus to be.

Critical Skills Alignment
Hal Smith - 33%
Jan Jones - 67%
Jack Frost - 67%

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.

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

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

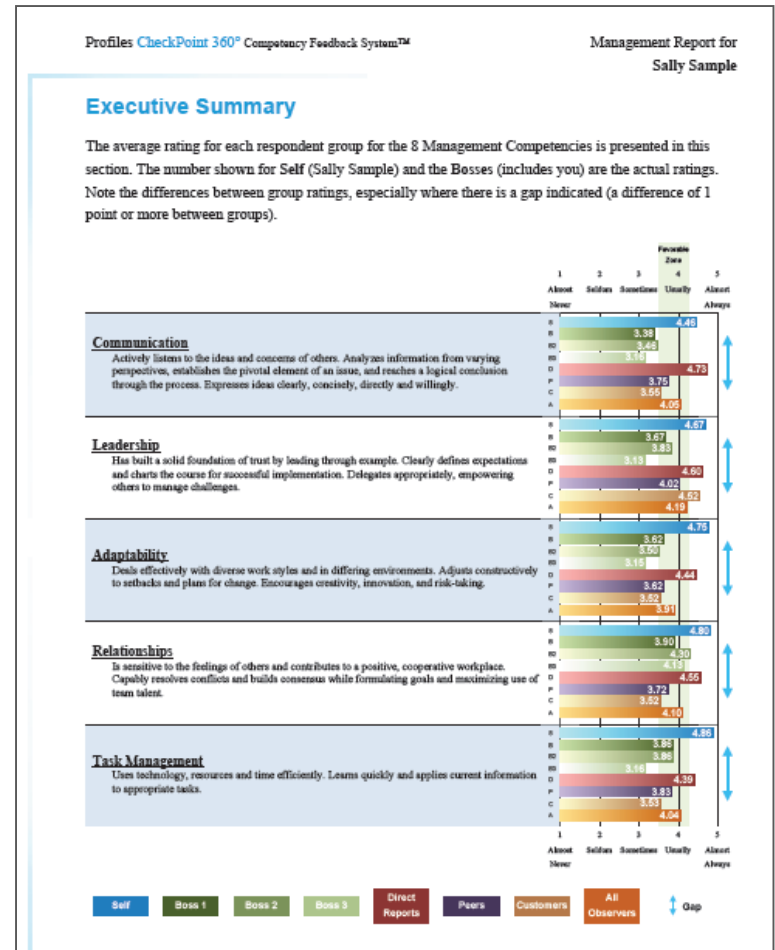
Adjusts to Circumstances: Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.

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

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.

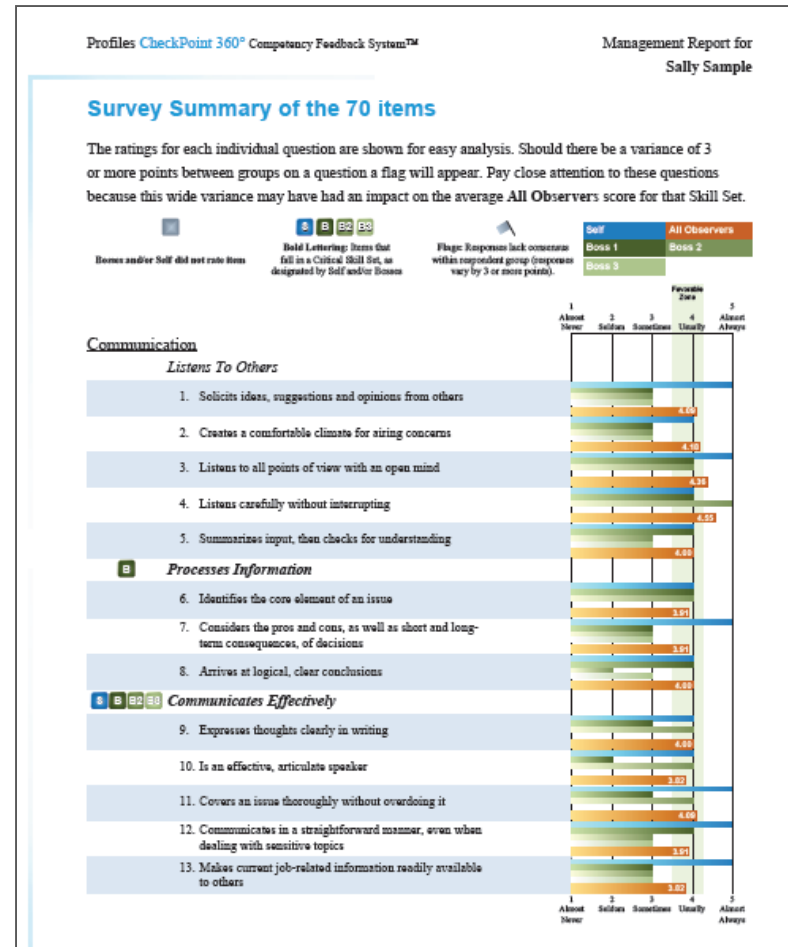
Executive Summary

- Average rating for each Management Competency
- Each Respondent group is represented
- Manager's Perceptions Vs:
 - Boss/Bosses
 - Peers
 - Direct Report
- Identifies significant gaps between highest & lowest respondent groups

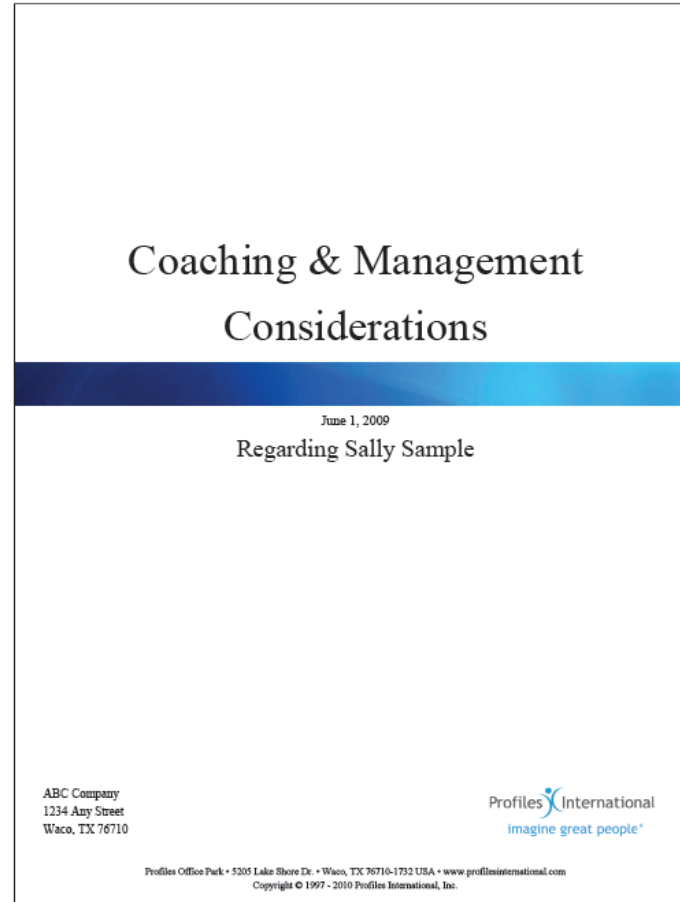


Survey Summary of the 70 Survey Items

- *Each question that all respondents answered*
- *Critical Skills are identified*
- *Targeted & Actionable tasks that you can implement today*
- *Focused tasks to pinpoint decisive action*
- *All Observers average scores*
- *Include each group (minus self)*
- *Identifies scores that lack consensus*



Manager's Report



Coaching & Management Considerations

- *How to leverage each section of the report*
- *Help the manager grow & develop in the job*
- *Guide for you to prepare to meet with the manager*

Coaching & Management Considerations

These are suggestions which may help you use the information in this report to effectively help the manager grow and develop in the job. Consider these suggestions as you refer to the previous pages.

1. **Executive Competency Overview Graph**
 - Look for Gaps (a difference of 1.0 or more) flagged on the report. Make sure you are aware when and where gaps exist.
 - Look at the ratings relative to the Favorable Zone. Pay particular attention to those ratings furthest away from the Favorable Zone.
2. **Executive Skill Set Summary**
 - Note those Skill Sets that are rated below the Favorable Zone. These may need particular attention from the manager.
 - Encourage Sally Sample to also further develop those skill sets that are in or above the Favorable Zone.
3. **Critical Skills Alignment Summary**
 - Pay particular attention to those skill sets upon which you and the manager disagreed. These are the skill sets chosen only by you or only by the manager. This suggests a potential difference in expectations between you and Sally Sample.
 - Make sure the manager understands your expectations about which critical skill sets should receive the most focus.
4. **Executive Summary**
 - Look again for gaps that exist, especially in the critical skill sets. Any gaps would suggest a discrepancy in the perceptions between those groups of raters.
 - Pay particular attention to areas where either your or the manager's rating fell below the Favorable Zone. When the manager's perception differs significantly from other groups Sally Sample needs to look for the reason.
5. **Skill Set Analysis**
 - Check the ratings where both your and the manager's ratings are in the Favorable Zone. This provides an excellent opportunity for recognition. Take particular notice of skills sets marked as "Talent" or "Focus." Talent Skill Sets represent skills to use and improve. The Skill Sets identified as "Focus" require more immediate attention to enhance performance. In both cases these Skill Sets are critical to the success of Sally Sample.
 - Look for those scores furthest below the Favorable Zone as these indicate a definite need for additional training.
 - Once again, gaps between the average ratings in one or more groups needs to be understood.

Individual Development Guide

June 1, 2009

Areas of Focus for Sally Sample

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Areas of Focus

- *Development Plan*
 - *Keep doing*
 - *Stop doing*
 - *Start doing*
- *Skills, Behaviors, & Attitudes to Adapt and Practice*
- *Challenging Activities*

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 their 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 Action 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:

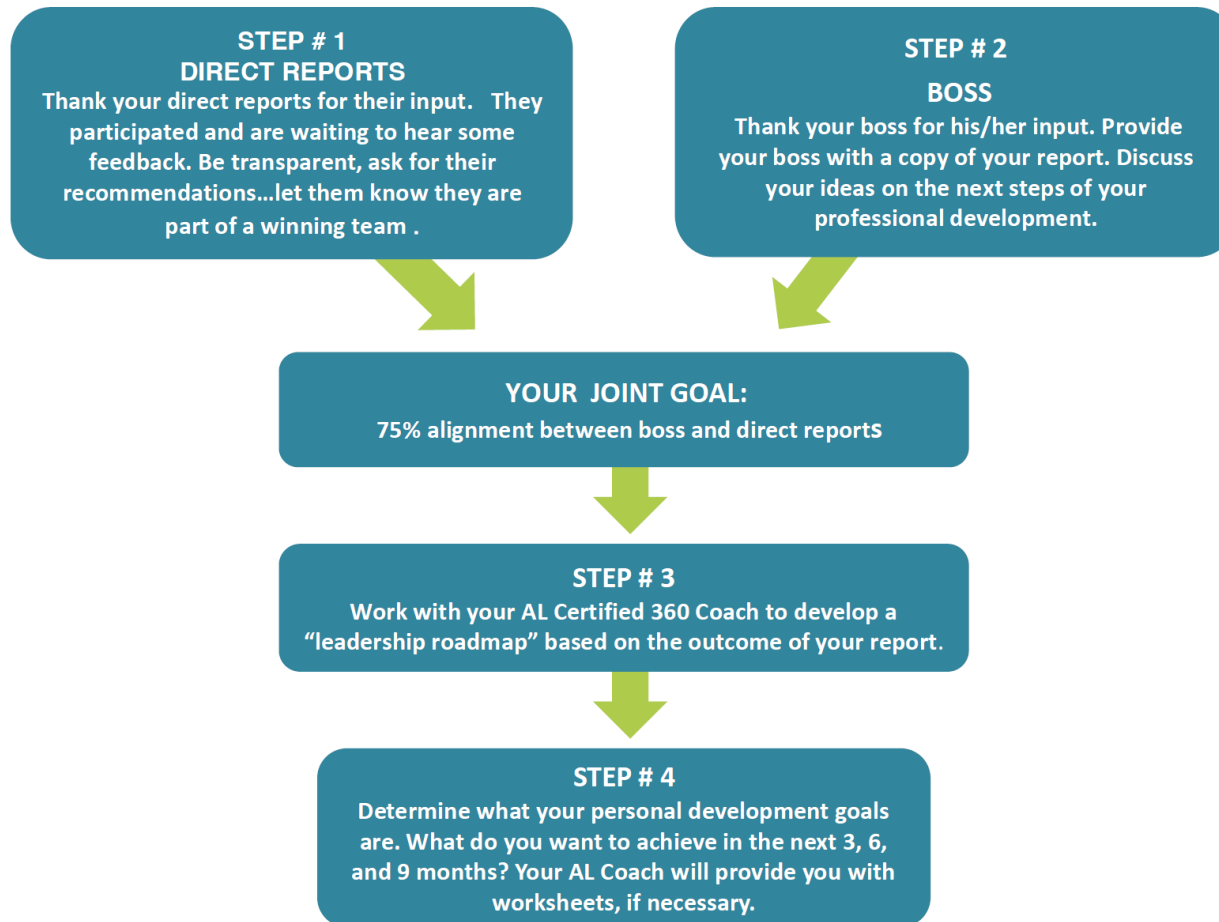
1. Consider your ratings on the survey behaviors in your Areas of Focus and identify the leadership skills and supporting behaviors that you are going to work on.
2. Review the lists of Job Tips and Challenging Activities for the supporting behaviors in your Areas of Focus, which are included on the following pages.
3. Then, using the K-S-S Model, identify those actions appropriate to Keep doing, actions to Stop doing, or actions to Start doing.

Implementation

- Full Service Client Support Group
- System Training (web, video, guides, individualized training)
- Communication Strategy
- Decisions to Make
 - Selecting Raters
 - De-Brief Results



Post 360 Process





assessment
LEADERS

DISCOVER THE HUMAN POTENTIAL™



Thank You