



## Getting the Most from Your Report

**Congratulations!** You have taken the first step toward development by enlisting the support of others in completing the *CheckPoint 360° Competency Feedback System™* survey process. Your *CheckPoint Feedback Report* will lay an important foundation to your improvement plan. Your report will help you see how you “look” to others and how you see yourself.

Think of your *CheckPoint Feedback Report* as a rare opportunity to see yourself in a special kind of mirror – a mirror that shows you how you appear in terms of a range of competencies important to your success. You will see reflected not only how you see yourself, but also how you are seen by others including peers, direct reports, and your boss. You may learn as much from seeing the differences in the way these people see you as you do from what they see.

Bear in mind that the mirror is imperfect. It reflects, after all, the observations and conclusions of people, you and your raters. Some of them may see evidence of the level of one competency very clearly, but others less so. Some may have formed lasting judgments based on incidents that happened over a long period of time while others reflect what they saw yesterday. Also, each rater passes his/her judgment through

personal filters and interpretation. One may see someone as having a dry and witty sense of humor while another sees the same person as condescending and arrogant. The mirror is imperfect but will nonetheless give you a rare glimpse of how you are seen by others. Even more important, it will give you the opportunity to reflect on what changes you would like to make. The reflection in the mirror by the office elevator causes you to take a comb to a wisp of hair or to straighten a tie or scarf. Similarly, your *CheckPoint Report* may show you something you want to change. This guide can help.

Sometimes you will find yourself most interested in the reflection from a particular perspective as it pertains to a competency. As you review the report, you may be most interested in seeing how your boss sees you with respect to the “Production” Competency. Or you may be interested in how your direct reports view you in the “Development of Others” Competency. Perhaps you are most interested in your peers’ perspective of the “Relationships” Competency. (These terms will be defined later.)

This guide will help you to:

- 1) Work through your *CheckPoint Report* so that you will successfully

understand and analyze the information, and

- 2) have at least four concrete development areas on which you can focus your efforts for improvement.

### Understanding the CheckPoint Report

You are going to work back and forth between this guide and the *Checkpoint Report* itself. If you haven’t already done so, keep the report nearby so you can refer to it.

It is important that you understand what is in the report. You will also need to decide what’s most important to you. Open the report. Below the *Checkpoint* title at the upper left is a statement that this is a confidential report. This means that while both you and your boss knew that your individual responses would be evident in this report, your peers and direct reports were aware the confidentiality of their responses would be protected and would be merged with data from others like them (i.e., peers with peers). It’s important as you work with the data that you are consistent with this confidentiality commitment. You should be careful not to pin down anyone as to how they answered individually or, for that matter, if they answered at all.

Now look at the top right side of the page. Below your name

and the date, you will see the number of respondents, by group, that are included in your report.

Next, study the competency “Wheel” that takes up most of this page in your report. The darker shaded outer band of the wheel depicts the eight Universal Management and Leadership Competencies.

Within the wheel are shown the 18 Skill Sets, which make up the eight Universal Management and Leadership Competencies. For example, the “Relationships” Competency contains two Skill Sets: “Builds Personal Relationships” and “Facilitates Team Success.” Two of the Competencies, on the other hand, “Communication” and “Leadership” at the top of the wheel are each comprised of three Skill Sets.

## Introduction

The Introduction page explains what lies ahead in the report. Please read it completely to get a flavor of how your feedback will be presented.

## Section One Executive Overview

This page is the first that presents data from you and your Observers. If you look at the wheel on this page, you will again see the eight Universal Management and Leadership Competencies around the outer edge along with brief definitions. The inner core of the wheel has a “0” at the center and five concentric bands labeled “1” through “5” radiating out from it. These numbers and bands represent the scale that was used on the

*CheckPoint Survey*. The scale appears at the top of Page 1 in your report. Take a moment to review the scale.

Since “5” means that you “always demonstrate this skill” and “1” means that you “never demonstrate this skill,” it’s pretty clear that the higher this number, the better. What you would like to see are scores that fall toward the outer edge of the wheel.

In the information you read about the scale, reference was also made to an area of the wheel called the “Favorable Zone.” This band captures average scores between 3.5 and 4.25 on the 5-point scale, in other words, somewhere between more than “sometimes” and a little over “usually.” Take a minute to find that band on the wheel — it is the tan colored band.

To review, you’ve seen that “higher is better” and that the Favorable Zone is from 3.5 to 4.25. What would be really terrific then is to find that all of your scores are in the Favorable Zone or, better yet, in the yellow band between 4.25 and 5 which would indicate a very strong skill. Yes, it would be nice, but let’s not expect it. Most of us will find scores, perhaps several, that fall below the Favorable Zone. This is not uncommon. It means you have room for improvement!

Within the wheel are plots of two different groups of scores on each of the Universal Management and Leadership Competencies. One plot, with lines connecting circles with “S” in them, depicts your **Self**-rating on the *CheckPoint Survey* items within each Competency. The second plot is made up

of lines connecting circles with an “A” in them. This depicts the average score for each Competency based on “**All Observers**,” i.e., everyone who completed the *CheckPoint Survey* **other** than you. It includes, your Boss, Direct Reports and Peers.

For any Competency where there was a difference of 1 point or more between your Observers’ average rating and your Self-rating, arrows will appear that show a “Gap.” Take a minute now to look at the wheel to see if any “gaps” appear for you.

This page shows your overall results at a glance and generally describes how close your self-perceptions are to the perceptions of others, as a group. Perhaps more are areas where your Observers see you as stronger than you see yourself or perhaps the opposite is true. In either case, we will examine these in more detail as you go through the report.

At the bottom the page is a bar that shows your Total *CheckPoint* Scores. The Self score is the average rating you gave yourself on the five-point scale for all of the 70 *CheckPoint Survey* questions. The other score shows the average of ratings made by All Observers. Below the bar is a number labeled “Differential” which is the result of simply subtracting the All Observers Total Score from your Self Total Score. If the difference is positive (+), **you** rated yourself stronger overall than your Observers; if it’s negative (-), **they** rated you stronger.

## Section Two The Executive Summary

This section of the Report gives more detail about your scores on the eight Universal Competencies and the definition for each one. Read each definition and note the average score for each group of Observers. You will see the Favorable Zone again presented as a shaded area from 3.5 to 4.25.

The color coded bars on the right side show the average scores on the five-point scale broken out by Self, Boss, Direct Reports, Peers, and All Observers (less self). At the bottom of the page you can see a shaded area in which average ratings by you (“Self”) and each subgroup of Observers (Boss, Direct Reports, Peers, All Observers) is displayed. This page will help you see overall differences between group averages and yourself.

## Section Three Skill Set Analysis

Begin by looking at the listing of the Skill Sets and reading the definition for each group. Then on the left side, you can easily see your results along with the results from your boss. This allows an easy comparison between you and your Boss and where you agree or disagree regarding your job performance.

At the top of the page you will find the definitions for Talent, Focus, Gap, etc. These will help you quickly understand what the report is showing you. You will also see the six Skill Sets that were identified by you and/or your Boss as being critically important to

your job in bold print. If your boss cited the skill as critical, there is a “B” in the box to the left of the name of the Skill Group. If you selected it as critical, it is marked with an “S.” If both you **and** your Boss rated the Skill Group critical, both the “S” and “B” boxes will appear. (These areas were selected when you completed your answer sheet.)

Look at the right-hand column to identify important Gaps between Self and either All Observers (A) or specific reference groups. As you will see, a vertical arrow tells you where reference groups vary by 1.5 points or more. Let’s shortcut by asking you to note the gaps, if any, between your Self scores and other reference groups that you believe are important. Pay particular attention to the Skill Sets highlighted by vertical arrows.

## Section Four Boss and Self Alignment

The information presented here is not new — but it is presented visually, and some of us find this kind of display easier to understand than other types of presentations. Spend a few minutes studying this chart, especially if you’re a “visual person.”

## Section Five CheckPoint Survey Summary

*These pages of your report get even more specific, showing you how your raters responded to each of the 70 individual CheckPoint Survey questions.*

In this summary, all seventy questions are shown along with the

average rating for each group of Observers. Skill Group names and items that were in a Skill Group described as “critical” by you and/or your boss are printed in bold type. To the left of each of these Skill Group names you will see again whether you, your boss, or both of you saw this as critical.

The bar chart on the right has three lines or bars for each item. The wide bar at the bottom displays the combined results of all Observers (less you). You’ll see the actual average score on each item within the bar. The narrow line at the top of each item’s bar chart displays your own response and the one below it shows your boss’ rating on the item.

You may also see some flags in the left column. A flag is shown where item responses lack consensus within a reference group (responses vary by 3 or more points). The flags indicate that there was a significant variation between two or more individuals in their response to an item. The flags do not relate in any way to the average scores. There are three types of flags.

### “DR” Flag or “P” Flag.

One of these flags (“DR” Flag or “P” Flag) indicates that there was dispersion (3 or greater) WITHIN a given group (Direct Reports or Peers as indicated by the flag). An example would be where on the same question, one Direct Report gave a rating of 2 (seldom), a second Direct Report gave a rating of 4 (usually), and a third Direct Report gave a rating of 5 (always). This would generate a DR Flag indicating that the raters

lacked consensus in their responses (differed by 3 or more).

### “A” Flag.

An “A” *Flag* indicates that there was dispersion (3 or greater) between at least two raters who WERE NOT in the same group. An example here would be where on the same question, one Direct Report gave a rating of 2 (seldom), and a Peer gave a rating of 5 (always). This would generate an “A” Flag indicating that raters from different groups lacked consensus in their responses (differed by 3 or more).

## Section Six Your Four Development Areas

This page is divided in two directions. First, there are three vertical columns. On the left, the Skill Sets are listed. Those that have been designated as critical are in bold type and marked as Boss critical, Self critical, or both. The middle column shows the Competencies where each Skill Group falls. The right column shows the average of all Observers’ ratings.

The page is also divided horizontally so that those skills whose average score falls in (or above) the Favorable Zone are shown at the top under **Strengths**, and those skills whose averages fall below the Favorable Zone are listed at the bottom under **Development Areas**. When a Skill Group falls in the Development Area, and has been designated as critical, it is marked with a check mark to draw your attention to it.

The four Skill Sets that have the

lowest average scores (the last four listed on this page) are targeted for development on the pages of the report that follow.

## Section Seven CheckPoint Development Summary

The *CheckPoint Development Summary* describes your exciting opportunities for personal and professional growth and development. At the top of each page is the name of a Skill Group and its corresponding Universal Competency. The rest of the page has concrete suggestions to help you develop your skill in the specific area. This is the most valuable and significant section of your report.

It has been said, “The biggest room in the world is the room for self-improvement.” Use your *CheckPoint Report* as a guide for developing habits and skills that will make you more effective, more valuable, more confident, and more competent.

Study the suggestions in this section and do a “Top Ten” list of the items that will help you the most. Develop methods for reminding yourself of your desire to improve your performance.

Here are methods to use:

- Copy the suggestions onto your PDA or 3×5 cards and read them often every day.
- Type key words or phrases from a *CheckPoint* suggestion into the “Scrolling Marquee” screensaver on your computer.
- Record the suggestions in your own voice and listen to the recording each day.
- Ask about the **SkillBuilder™** series for developing the specific skills that will make you a better, more

effective, manager. **SkillBuilder** is a valuable resource that assists your professional growth.

Keeping these ideas for your personal and professional development on the “front page” of your mind makes the *CheckPoint* even more valuable. Just reading and filing the report is losing an opportunity. Active participation in a self-improvement program will give you greater job satisfaction and help you achieve more. You will also see improvement the next time you participate in the CheckPoint 360° survey process.

## Positive Role Models

Learn from people who perform skills exceptionally well or who possess qualities you want to develop. Select “positive role models” who can teach you by example. In addition to observing them, interact with them. For example, invite them to lunch and discuss what they do and how they do it.

If your organization sends a copy of *CheckPoint* results to your boss, you will definitely want to get his or her perspective. If your boss did not get a copy, consider sharing information about your results so you get the benefit of your boss’ perspective.