CHECKPOINT 360: FACILITATING A DEBRIEF

This guide will provide some best practices and tips for facilitating a debrief of Checkpoint 360 survey results.

DELIVERING RESULTS

Some best practices to consider when you are delivering results of a Checkpoint 360 survey:

1. Review the report in depth and **take notes** prior to your debrief.

2. Remember that ALL reports are good, and feedback is beneficial. Begin with some good feedback.

3. Be tactful, respectful, and professional.

4. Remember: Even good reports can provide growth opportunities.

5. When delivering poor results, find positives.

6. Encourage only 3 areas of growth.

7. Develop a follow-up strategy.

8. BE AN ENCOURAGER!

SARA – NATURAL RESPONSE TO FEEDBACK

Shock
Anger
Resistance
Acceptance

What people say when they're in SHOCK:
- "What??? I don't understand this report."
- "It's just a survey."
- "This report must not be right."

What people say when they're ANGRY:
- "They're just venting their frustrations!"
- "The survey doesn't really fit my current situation."
- "Who said this??"

What people say in RESISTANCE:
- "Nobody is perfect – we all have faults."
- "That's just the way I am… take it or leave it."
- I get it, but I don't like it."

What people say in ACCEPTANCE:
- "How can I best use this feedback?"
- "What can I do to improve?"
- "Who can help me make this change?"

TALKING THROUGH THE RESULTS

Understand the Process

This survey is the beginning of an ongoing cycle of growth and development. By utilizing the survey now, you have the opportunity to view a current snapshot or picture of how you see yourself in comparison to others. To honestly asses if an impact has been made, we'll need to resurvey your team in about a year and run a Comparison Report. Then, you will be able to do a utility analysis to see what needs to come behind that to make sure you continue to grow and develop as a leader.

Key Items to Remember

1. Each item is scored on a frequency.

    i. How often were you observed displaying this behavior?

2. These results reflect a snapshot in time.

    i. We do have the opportunity to grow, change perceptions, and move the needle

3. Not all the data is going to be actionable.

4. The information is not there to be over-analyzed.

5. During the development process, you will be able to meet with your boss and discuss misalignment of critical skill sets and create a plan to close gaps in how other's perceive you.

The Results

30,000-Foot View: Spider Graph

1. The spider graph will show you how you scored in the 5 Leadership Competencies as rated by yourself (S) and an average of how all observers rated you (A). You will also see

the Favorable Zone.

    i.   A deficit occurs where there is a 1 point or greater differential in the average scores for each skill. The higher the differential, the more there is a difference in perspectives.

    ii.   A differential of up to about .35 is normal.

20,000-Foot View: Skill Set Summary & Critical Alignment

1. 18 Leadership Skills Sets (Page 5)

    i.   We can look at this section of the report and see what your most robust skill sets are in comparison to those that need development.

2. Critical Skills Alignment (Page 6)

    ii.   This section of the report will show alignment or misalignment between you and your boss based on which competencies you voted as most critical for your position.

10,000-Foot View: Executive Summary

1. This section will show more detailed scoring information for each of the 8 Management Competencies.

    a.   You'll see how each of the respondent groups rated you on the behaviors that are rolled up into these competencies.

2. This section will not tell us what we need to do differently. This is the tip of the iceberg. We can see where we are performing well, and where we have some opportunity for growth.

5,000-Foot View: Skill Set Analysis & Respondent Group Comparison

1. This section will define each Skill Set and give you the average rating for each respondent group.

    a.   Differences of 1.5 or more between respondent group ratings will be indicated with a **vertical arrow**.

    b.   If the Skill Set has been marked as critical by the **Self** or the **Boss**, and both the **Self** and **Boss** average rating differ by 1.5 or more, this will be indicated with a **horizonal arrow**.

2. This section will also show you Areas of Focus and Areas of Talent.

    a.   A skill set will be marked as a **Talent** if it was marked as a Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5.

    b. A skill set will be marked as **Focus** if it was marked as a Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5.

3. This section also shows the scores for all the respondent groups and what level of proficiency they saw you in each area. There is a legend at the top of the page to help you remember the color representation and letter label for each group.

    a. <u>Please note</u>: The "All Observers" respondent group will tell you the average rating of all respondents EXCEPT the Self.

4. The **Respondent Group Comparison** will show you some of the same information as the Skill Set Analysis, but in a different way.

1,000-Foot View: Survey Summary of 70 Items

1. This is the "below the surface" data that's going to help us piece things together and begin to help us get a clearer picture of why we are perceived the way that we are by our respondent group.

    a. If there is a variance of 3 or more points between respondent groups, this will be indicated with a **flag**.

        i. You could see a flag for a specific respondent group (peers or direct reports), or you could see a flag for All Observers.

            1. If you see a flag for a specific respondent group (for example: peers), this means that there was a variance of at least 3 points in the ratings for at least 2 members of that respondent group. One peer could have rated you at 1, and another peer could have rated you at a 4.

            2. If you see a flag for All Observers, that would indicate that maybe a direct report rated this leader a 1, but perhaps a peer rated them a 4. Again, specifying that there is a significant difference in perspective amongst people in various groups.

2. If you see a flag, **don't panic.**

    a. Don't over analyze this section of the report.

    b. Don't use this data to try to figure out who scored you a certain way. We should not use the data in hand to throw rocks at others. When asking respondents to complete the survey, we asked for honest responses.

    c. We do recommend that you look for consensus in flags within the competencies and areas that you or your boss selected as critical. This information is provided to bring awareness.

3. Written comments are collected to bring clarity to how others experience you. When people take the time to provide written comments there tends to be a deeper meaning in the information provided.

4. Development Summary Overview

    a. Here you will see all 18 skills sets with the average rating of All Observers.

    b. You will see system generated Areas of Focus marked. These areas on the development summary can become the foundation of your Individual Development Plan.

        i. The areas of focus are derived by first identifying the lowest scoring skill sets that both the self and the boss agree are critical. Then, it will select the weakest skills sets in which the bosses think are critical. Lastly, it will move on to the lowest scoring skill set.

    c. This summary gives you an overview of strengths at the top of the page. It also provides a review of significant areas of opportunity for development.

DEVELOPING AN INDIVIDUAL DEVELOPMENT PLAN

The Individual Development Guide will outline an individual's top 3 "Areas of Focus". Take these three Areas of Focus and create a Development Plan.

Have the individual consider the following questions:

1. What did you learn about yourself as a result of reviewing your Checkpoint 360 feedback?
       a. What should you **keep** doing because it's working?
       b. What should you **stop** doing because it's not working?
       c. What should you **start** doing to increase your effectiveness?

2. How will you apply what you learned to increase the perceptions of your boss, peers, direct reports, and your work?

3. How will you know if you are successful in achieving that objective?

Managing Perceptions to Work For You, Not Against You

1. Define how you want to be perceived.

2. Understand how you are being perceived.

3. Know the effect of stress on yourself and on others.

4. Do others know the work you do?

5. Make a difference.

6. Be consistent, forgiving, and appreciative.

7. Open communication.

8. Have a support system.