

**SAMPLE ONLY**

## Leadership Program

Project Status and Macro Analysis Results

(Date)





# Project Status Overview



# Project Progress Overview

Leadership Development Program		
	Define Requirements	
	Communication Plan (awareness campaign)	
	Assessment Phase 1: Online assessments 1. ProfileXT 2. CheckPoint360	
	Assessment Phase 2: offline assessments 1 day Assessment Center	
	Assessment Phase 3: 1. One-on-one Feedback Sessions	
	Assessment Phase 4: 1. Training & Development needs analysis	
	Submission of final Individual and Management reports	



## Assessment Process / Phases

	<b><u>Phase 1: Online Assessment: Pre-Center Assessment (The ProfileXT including Thinking Styles, Behaviors &amp; Interests Tests)</u></b>	<b><u>Phase 2: Assessment Center activity ; 4 Assessors</u></b>	<b><u>Preparation of reports</u></b>	<b><u>Phase 3: 1-1 Feedback; Delivery of Feedback to Candidates plus Individual Reports</u></b>	<b><u>Submission of Final Reports to Management</u></b>																																						
Number of Days	One (1) day; <b><u>2 groups</u></b> of 24 people per group.	Four (4) days; <b>1 group</b> per day <b><u>Maximum of 12 people per group</u></b>	Two (2) business days after each Assessment Center day	Five (5) business days; 2 Consultants per day; 5 people per Consultant	Average of 2 business days after each feedback day																																						
Day Structure	<b><u>Group 1:</u></b> from 09:00am to 12:00pm <b><u>Group 2:</u></b> from 12:30pm to 15:30pm	From 09:00am to 15:00pm	-	From 09:00am to 14:00pm; 50 minutes with each candidate																																							
Schedule	<table border="1"> <thead> <tr> <th>Time</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>9:00-12:00</td> <td>Group 1</td> </tr> <tr> <td colspan="2">30 minutes gap</td> </tr> <tr> <td>12:30-15:30</td> <td>Group 2</td> </tr> </tbody> </table>	Time	Name	9:00-12:00	Group 1	30 minutes gap		12:30-15:30	Group 2	<table border="1"> <thead> <tr> <th colspan="2">Day 1</th> </tr> </thead> <tbody> <tr> <td>09:00-15:00</td> <td>Group 1</td> </tr> <tr> <th colspan="2">Day 2</th> </tr> <tr> <td>09:00-15:00</td> <td>Group 2</td> </tr> <tr> <th colspan="2">Day 3</th> </tr> <tr> <td>09:00-15:00</td> <td>Group 3</td> </tr> <tr> <th colspan="2">Day 4</th> </tr> <tr> <td>09:00-15:00</td> <td>Group 4</td> </tr> </tbody> </table>	Day 1		09:00-15:00	Group 1	Day 2		09:00-15:00	Group 2	Day 3		09:00-15:00	Group 3	Day 4		09:00-15:00	Group 4		<table border="1"> <thead> <tr> <th colspan="2">2 Consultants - 5 sessions per Consultant per day for 5 days</th> </tr> <tr> <th>Time</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>9:00-9:50</td> <td>L1</td> </tr> <tr> <td>10:00-10:50</td> <td>L2</td> </tr> <tr> <td>11:00-11:50</td> <td>L3</td> </tr> <tr> <td>12:00-12:50</td> <td>L4</td> </tr> <tr> <td>13:00-13:50</td> <td>L5</td> </tr> </tbody> </table>	2 Consultants - 5 sessions per Consultant per day for 5 days		Time	Name	9:00-9:50	L1	10:00-10:50	L2	11:00-11:50	L3	12:00-12:50	L4	13:00-13:50	L5	
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Agreed Dates	October 12, 2014	October 13, 14, 15 and 16, 2014		November 9, 10, 11, 12 and 13, 2014																																							



## Pre-work & Design

This phase involves an understanding of the organization, strategic objectives, the profiles of the candidates and the management's expectations

## The ProfileXT

This phase involves completing an online Total Assessment Solution the focuses on measuring the candidates' Thinking & Reasoning Style, Behavioral Traits & Occupational Interests & Motives

## The Assessment Center Activity

This Phase involves a series of activities all targeted at providing the Assessors the opportunity to observe the candidates' Behaviors related to pre-defined indicators as well as Cognitive Abilities

## Feedback to Candidates

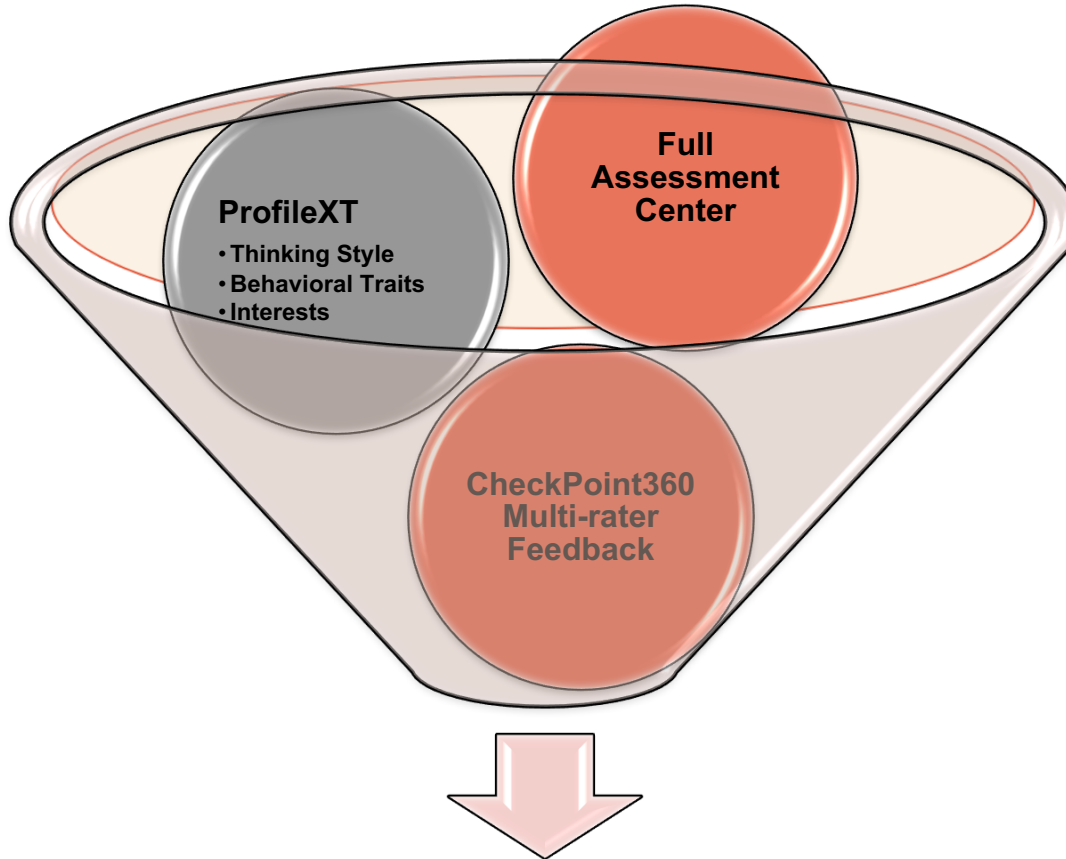
This phase involves giving one-one feedback to each candidate for the purpose of Motivating them, Inspiring them, Building their Self awareness in addition to exploring the opportunity of offering Career Guidance

## Executive Presentation to Management

This will include a high level presentation summarizing the reasoning behind identifying the Top, Middle & Bottom potentials in addition to information offering Ducab the opportunity to plan & manage the Career per individual

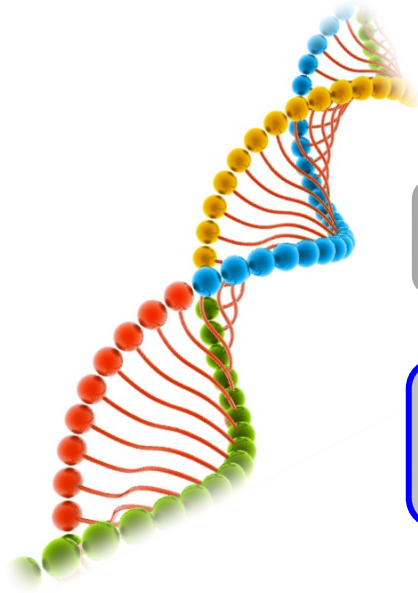
*“Only if you care, Can you understand, and Only if you understand Can you help.”*

# The Assessment Journey – Prepared & Delivered by Qaitas International Consultancies



Final phase of Validation & Selection

**The Competency-based Feedback Sessions**



# The ProfileXT™

The Total Person Assessment Approach

Thinking and Reasoning Style

+

Occupational Interest

+

Behavioral Traits

## Profiles CheckPoint

### 360™



70  
Behaviors

8  
Competencies

18  
Skill Sets

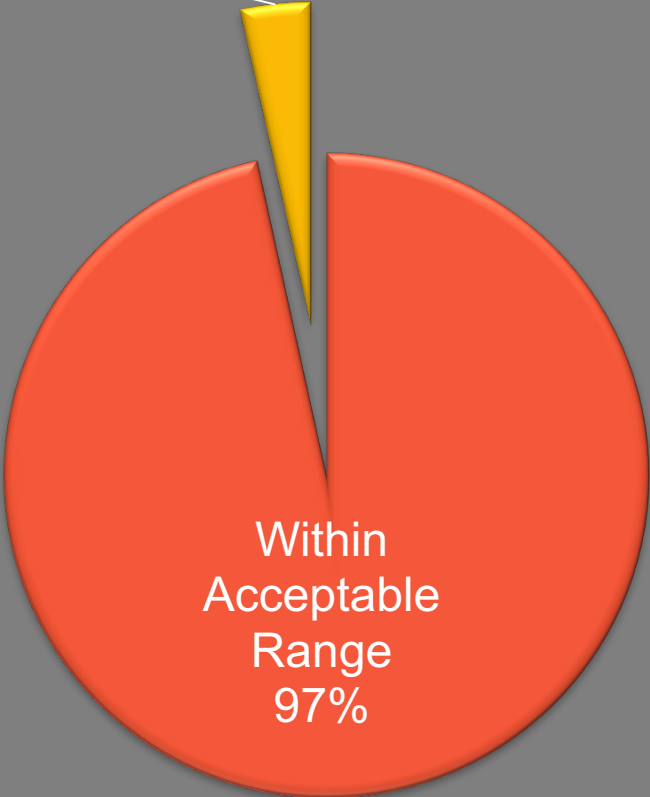


# Assessment Outcomes



# Distortion Score

Outside  
Acceptable  
Range  
3%

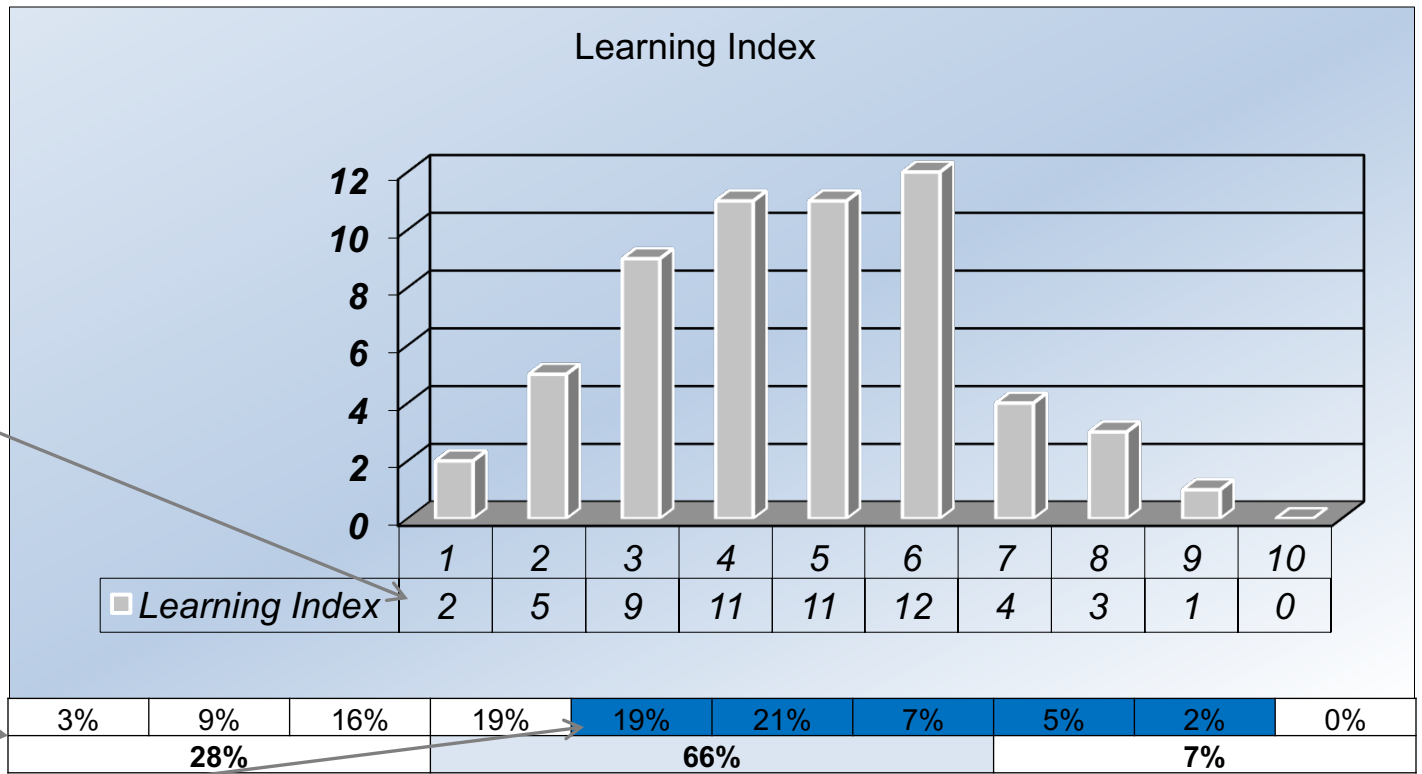


Within  
Acceptable  
Range  
97%

The distribution of the 57 people on the STEN scale (1-10)

\*What % of the 57 people scored 1, 2, 3, etc...

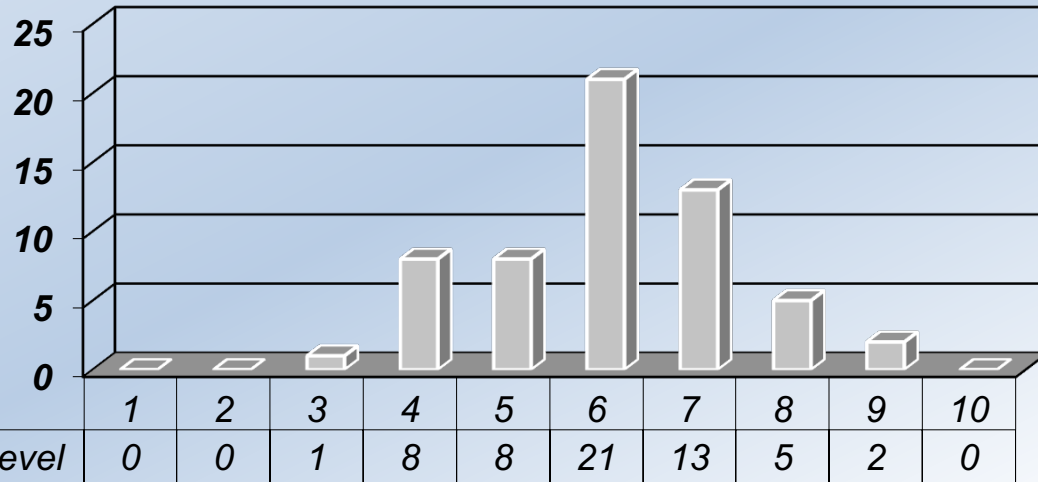
\*The Model



Quick description of the scale showing the characteristics of low scorers versus high scorers

LOW	THINKING SCALES	HIGH
<p>Repetition and hands-on learning can be effective in training</p> <p>Achieves best through learning specific to the job</p>	<p><b>Learning Index</b> - an index of expected learning, reasoning, and problem solving potential. It is a composite of the scores for <i>Verbal Skill</i>, <i>Verbal Reasoning</i>, <i>Numerical Ability</i>, and <i>Numeric Reasoning</i>.</p> <p>The ability to respond efficiently in a training situation can typically be found in an individual with a high Learning Index. Such an individual can communicate complex ideas through data, words, or both in an effective manner.</p> <p>At the low end, an individual may be most comfortable with responsibilities which emphasize concrete thinking and routine tasks.</p>	<p>Strong capacity to adapt quickly in a learning situation</p> <p>Typically finds it easy to learn the requirements of a new job situation</p>

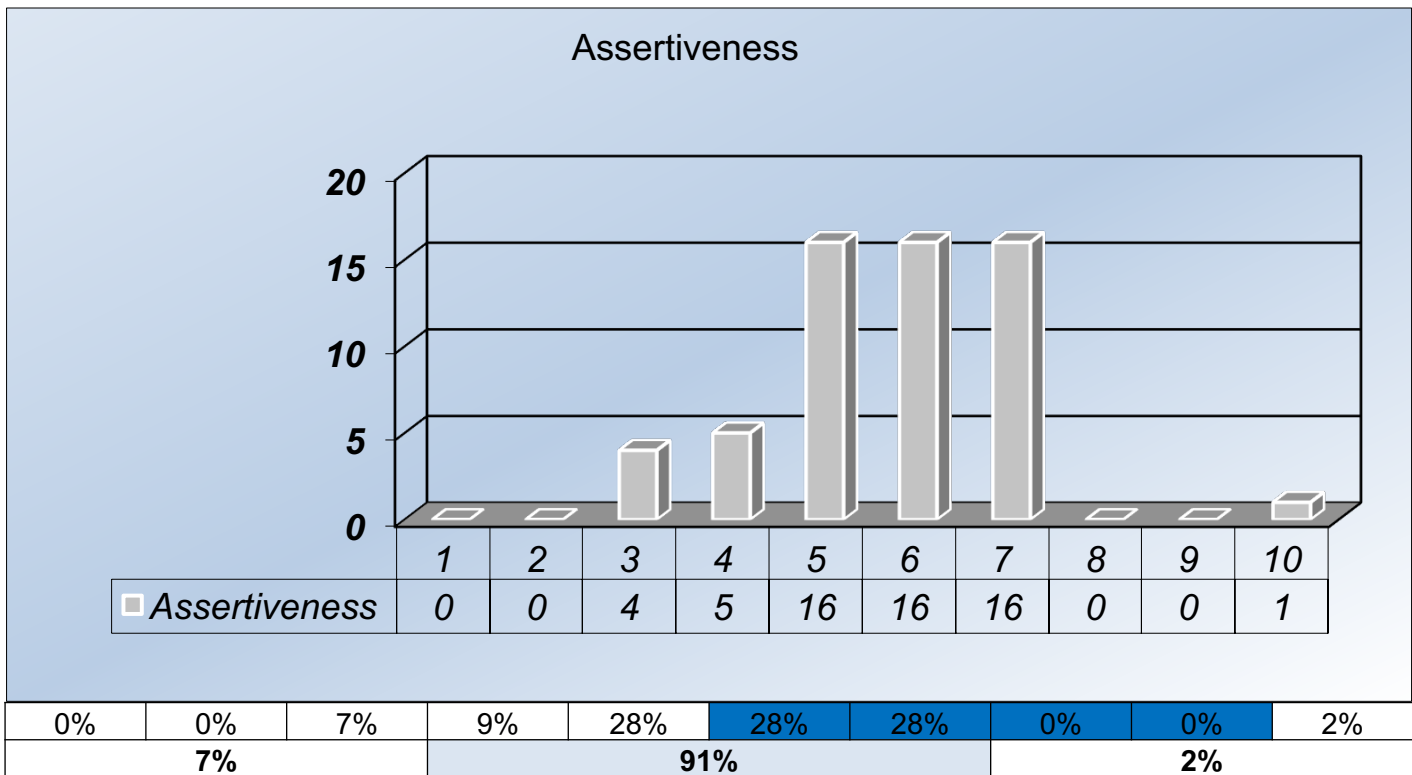
### Energy Level



0%	0%	2%	14%	14%	36%	22%	9%	3%	0%
2%			86%				12%		

LOW	BEHAVIORAL SCALES	HIGH
<p>Patient</p> <p>Good with routine processes</p> <p>Methodical task focus</p>	<p><b>Energy Level</b> - demonstrates a tendency toward restlessness, activity, and drive. This scale deals with issues such as efficiency and time utilization. The potential for activity, restlessness, and seeking excitement and challenge can be found in an individual with a high Energy Level. At the low end, an individual provides the patience and calmness fundamental to sedentary kinds of work.</p>	<p>Self-starter</p> <p>Multi-tasker</p> <p>Self-motivated</p>

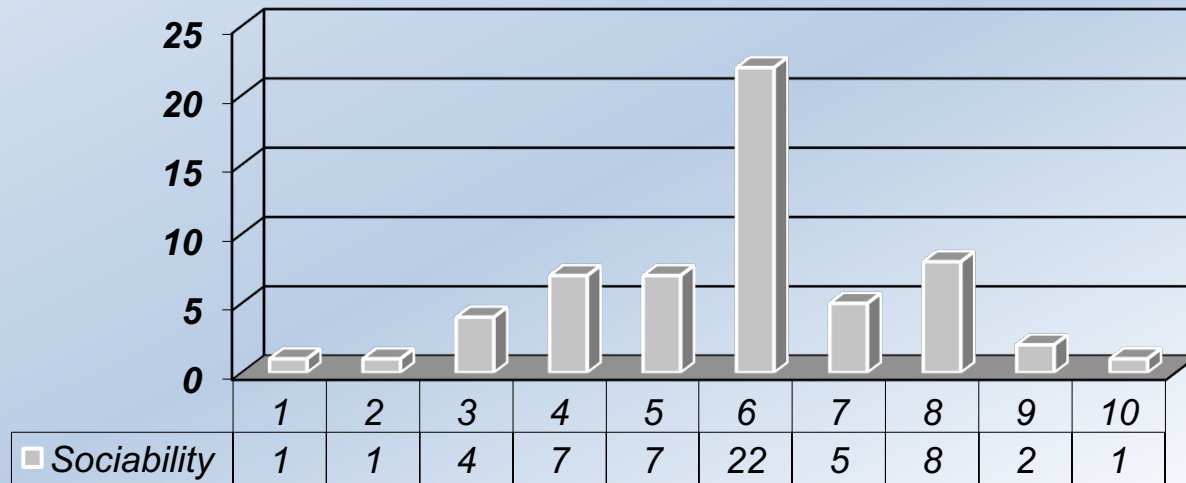
## Assertiveness



<p>Willing to accept a leader</p> <p>Diplomatic</p> <p>Low need to control others</p> <p>.</p>	<p><b>Assertiveness</b> - identified as a measure of generalised influence. It is often associated with expressing confidence.</p> <p>High Assertiveness is often found with a focus on achievement and a seeking of leadership and the control of situations.</p> <p>Lower scores suggest a minimal need to control the actions of others. Such an individual may provide coworkers with an example of a compliant follower.</p>	<p>Comfortable with self-expression and leadership</p> <p>Competitive</p> <p>Achievement oriented</p>
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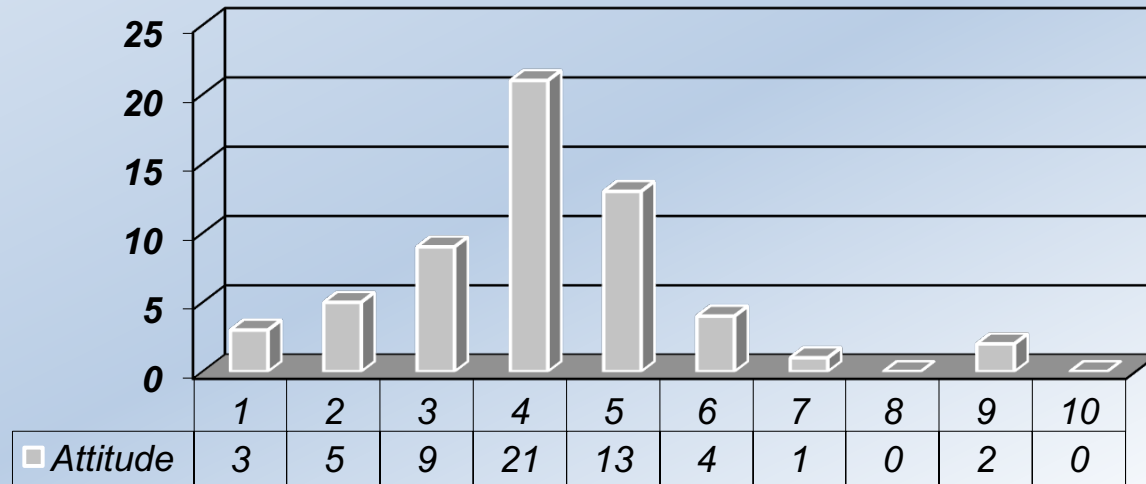
## Sociability



2%	2%	7%	12%	12%	38%	9%	14%	3%	2%
<b>10%</b>			<b>71%</b>				<b>19%</b>		

<p>Avoids small talk</p> <p>Keeps to one's self</p> <p>Is less likely to become frustrated by a lack of social contact</p>	<p><b>Sociability</b> - a strong measure of social presence. It directly relates to one's desire for group associations. This trait relates to maintaining interpersonal contacts and group activities.</p> <p>High Sociability signifies a desire to work closely with others and accomplish goals in a group setting. A low scorer tends to focus on achieving goals through individual efforts and can work over longer periods without considerable interpersonal contact. This individual tends to "stick to business" and often will not demonstrate a need to collaborate on projects.</p>	<p>Conversational</p> <p>People oriented</p> <p>Comfortable working in a group setting</p>
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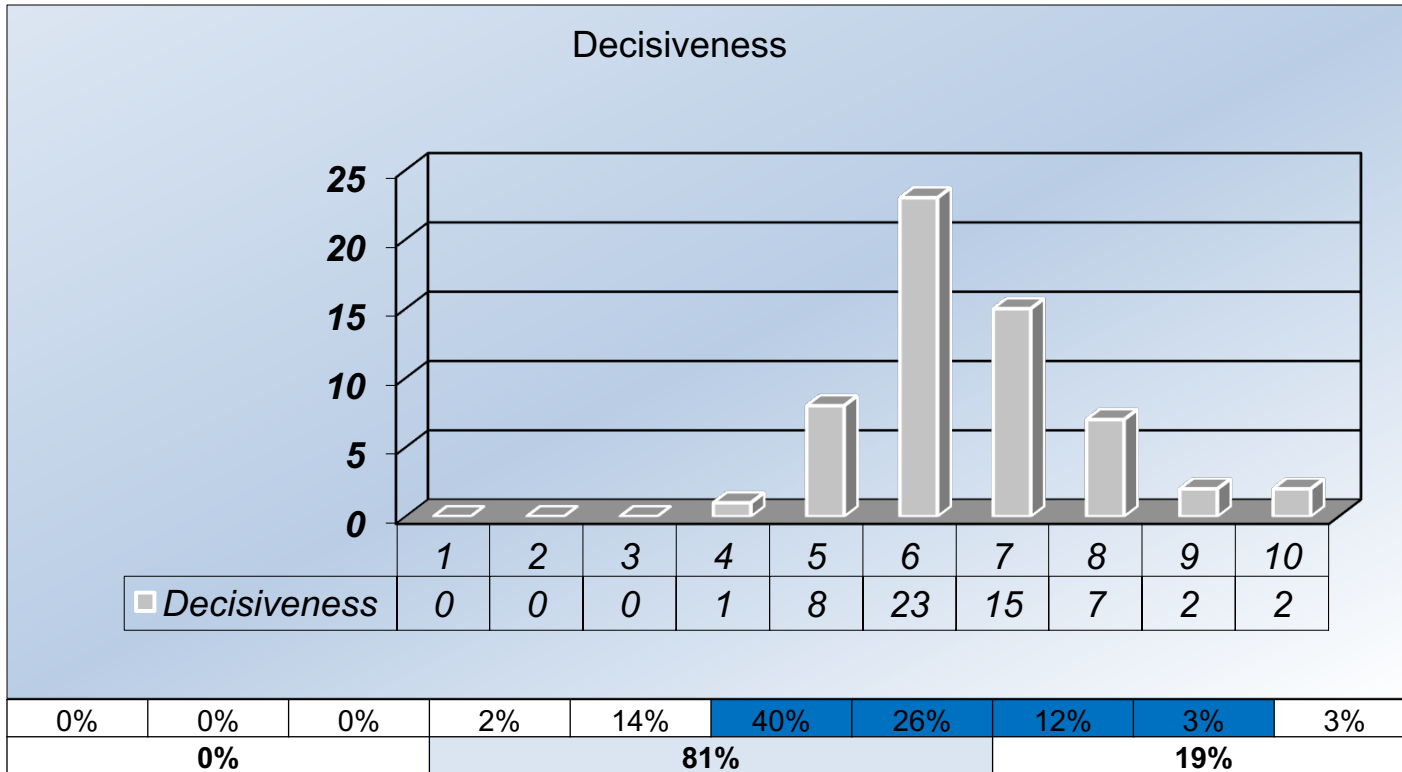
## Attitude



5%	9%	16%	36%	22%	7%	2%	0%	3%	0%
<b>29%</b>			<b>67%</b>				<b>3%</b>		

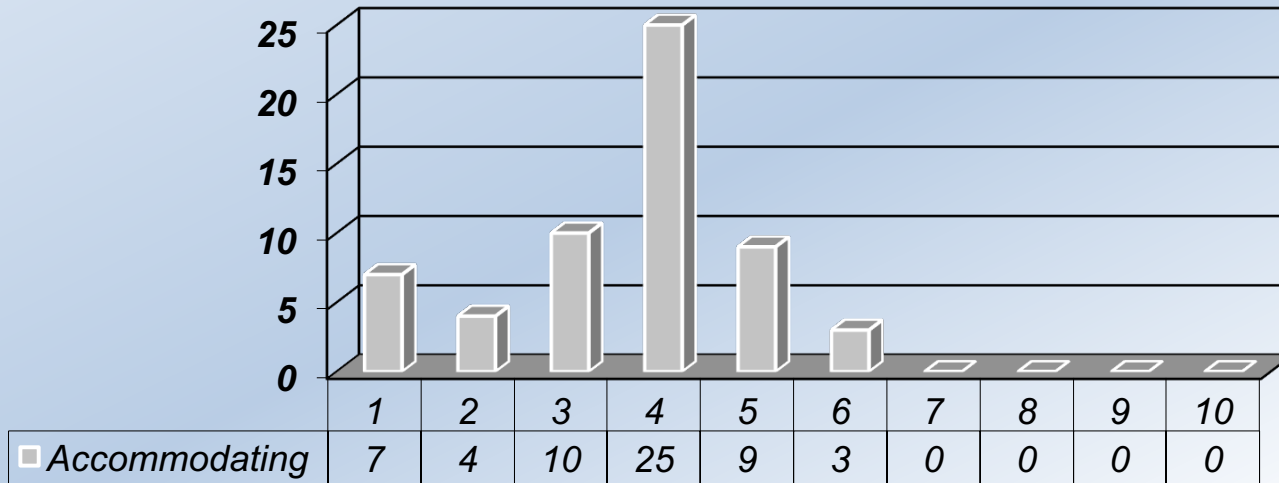
<p>Sometimes skeptical</p> <p>Can be critical of others</p> <p>Often vigilant</p>	<p><b>Attitude</b> - measures the degree to which one is willing to trust others. It relates to the tendency to suspend judgements about others.</p> <p>A positive and accepting outlook regarding people and outcomes is common among those with high Attitude scores.</p> <p>Lower scorers are willing to question the intentions of others and the feasibility of outcomes. They tend to avoid appearing naïve.</p>	<p>Optimistic</p> <p>Trusting</p> <p>Hopeful outlook</p>
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## Decisiveness



<p>Not typically impulsive</p> <p>Prefers a methodical approach</p> <p>Analyses before making a decision</p>	<p><b>Decisiveness</b> - reflects how confident someone is for accepting the risk of making a decision in a timely fashion using what information is available at the time.</p> <p>A person with a high Decisiveness score will make decisions with the information currently available so processes do not become too mired in deliberation. This also reflects their willingness to risk failure or misjudgment for the sake of timeliness.</p> <p>A person with a low Decisiveness score requires as much information as possible before making a decision.</p>	<p>Moves quickly when making decisions</p> <p>Accepts risk in most situations</p>
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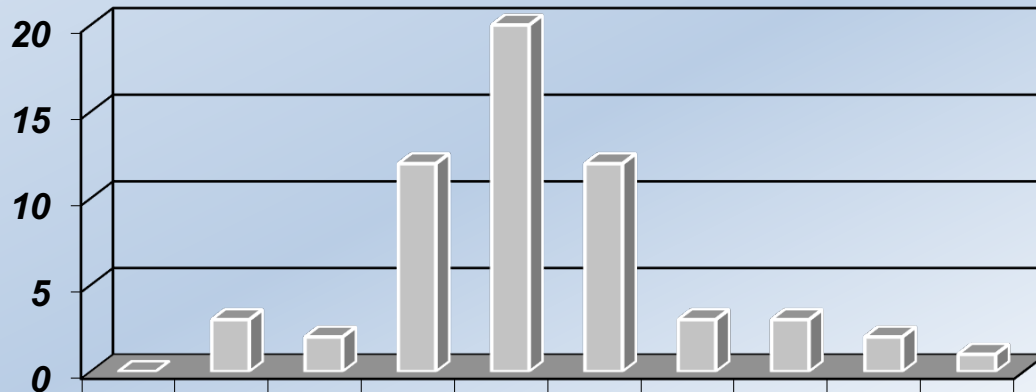
## Accommodating



12%	7%	17%	43%	16%	5%	0%	0%	0%	0%	
<b>36%</b>			<b>64%</b>				<b>0%</b>			

<p>May seem contradictory</p> <p>May be disagreeable on occasion</p> <p>Will not typically follow the group just to get along with others</p>	<p><b>Accommodating</b> - often associated with concern for group accountability. A willingness to consider the needs and ideas of others is typical.</p> <p>The high Accommodating person holds group harmony and compromise as important guidelines for behaviour.</p> <p>On the other hand, the low Accommodating individual is willing to express disagreement and defend priorities without compromise when necessary.</p>	<p>Cooperative</p> <p>Harmonious</p> <p>Likeable and agreeable</p>
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## Independence



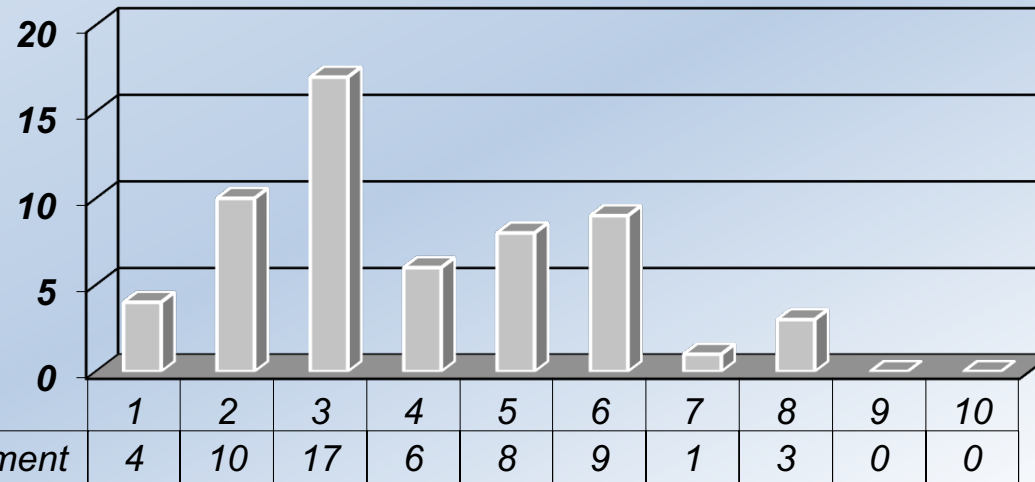
Independence	0	3	2	12	20	12	3	3	2	1
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0%	5%	3%	21%	34%	21%	5%	5%	3%	2%
9%			81%				10%		

<p>May seek support</p> <p>Dependant on structure</p> <p>Accepts supervision easily</p>	<p><b>Independence</b> - defines the manner in which an individual prefers to be directed by others and one's potential to accomplish tasks with minimal supervision.</p> <p>A person with high Independence prefers to take responsibility for accomplishing goals autonomously.</p> <p>Someone with low Independence prefers to turn to others to guide their performance. This may reflect acknowledgement of the organizational chain of command.</p>	<p>Adventurous</p> <p>Slow to seek guidance</p> <p>Likes to set own direction</p>
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## Objective Judgment



7%	17%	29%	10%	14%	16%	2%	5%	0%	0%
<b>53%</b>			<b>41%</b>				<b>5%</b>		

<p>Intuitive</p> <p>Will follow a hunch</p> <p>Not overly bound by systematic thinking</p>	<p><b>Objective Judgment</b> - reflects the willingness to use either reason and logic, or intuition. This is often referred to as the balance between thinking through the details of a situation and going with one's feelings and intuition.</p> <p>High scores describe an individual who will trust observable facts in his or her problem-solving processes.</p> <p>Low Objective Judgment describes a person who is willing to follow a hunch or listen to their intuition before acting.</p>	<p>Comfortable with a logical approach</p> <p>Unemotional thinking</p>
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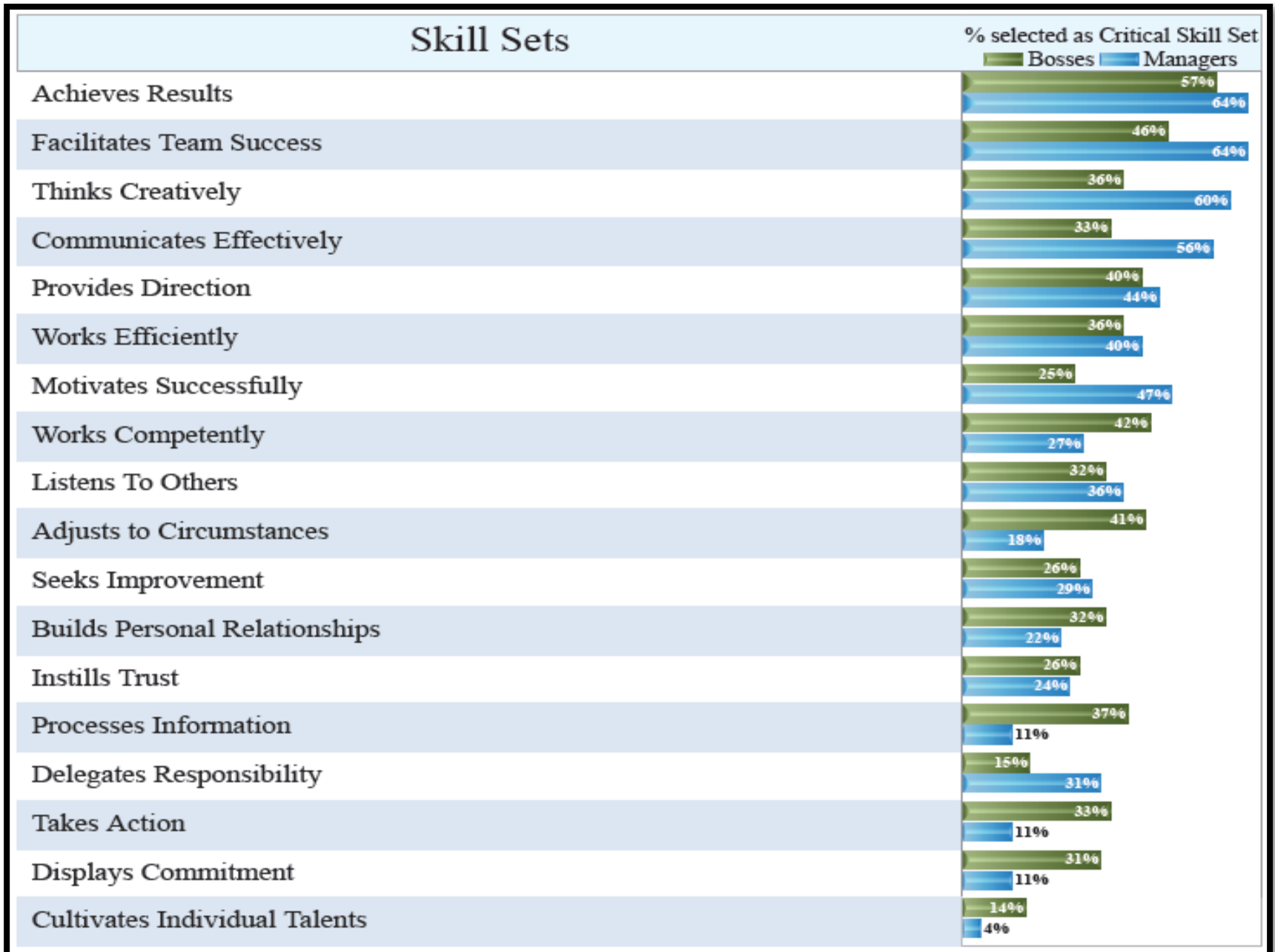
CheckPoint360<sup>o</sup>





## Executive Summary

- ✓ **45 Managers Assessed**
- ✓ **81 Bosses**
- ✓ **59 Direct Reports**
- ✓ **107 Peers**

# Overall Leadership Team Alignment – 40%



# Organizational Competency Development

Universal Management Competencies		Favorable Zone  Below  In and Above	
<p><b><u>Production</u></b>            Initiates action. Is assertive and decisive. Overcomes obstacles to achieve high-quality, beneficial results.</p>		32%	68%
<p><b><u>Communication</u></b>            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.</p>		29%	71%
<p><b><u>Adaptability</u></b>            Deals effectively with diverse work styles and in differing environments. Adjusts constructively to setbacks and plans for change. Encourages creativity, innovation, and risk-taking.</p>		29%	71%
<p><b><u>Task Management</u></b>            Uses technology, resources and time efficiently. Learns quickly and applies current information to appropriate tasks.</p>		29%	71%
<p><b><u>Leadership</u></b>            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.</p>		27%	73%
<p><b><u>Relationships</u></b>            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.</p>		27%	73%
<p><b><u>Development Of Others</u></b>            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.</p>		28%	72%
<p><b><u>Personal Development</u></b>            Displays a high level of energy, persistence and a positive outlook. Learns from mistakes and constructive criticism and continuously seeks ways to improve.</p>		21%	79%





# The Validation Interviews

*Structured Competency-based  
Interviews*

#	Name	PXT Min Score 3.25	360 Min Score 3.5	Feedback/Validation Interview		Final AVG.
				1-2: Not Qualified	3-4: Qualified	
				5: Well Qualified		
1	Yaaqoub Al Hammadi	4.8	4.7		5	4.8
2	Marwa Qambar	4.8	4.1		5	4.6
3	Fatima Al Jaberi	4.3	4.2		5	4.5
4	Marwan Al Zarouni	3.7	4.8		5	4.5
5	Mohamed Abdulla Al Dosari	4.5	3.8		5	4.4
6	Khalid Al Awadi	4.3	3.8		5	4.4
7	Amnah Al Shehhi	4.8	4.2		4	4.3
8	Hussain Mallah	4.3	3.5		5	4.3
9	AbdelRahman Al Zarooni	4.7	4		4	4.2
10	Raed Kuhail	3.4	4		5	4.1
11	Abdullah Al Jaberi	4.5	3.5		4	4.0
12	Nasser Al Meraikhi	4.1	3.9		4	4.0
13	Afaf Al Hosani	3.4	4.5		4	4.0
14	Alya Al Shamsi	4.5	4.3		3	3.9
15	Salwa Al Zaabi	4.3	4.5		3	3.9
16	Maryam Ahli	4.3	4.4		3	3.9
17	Mohamed Obadah Mohamed	4.3	4.4		3	3.9
18	Mohamed Al Afifi	4.1	3.5		4	3.9
19	Abdulla Al Shehhi	4.5	4		3	3.8
20	Jasim Al Hassani	4.5	3.9		3	3.8
21	Ali Al Dosari	3.7	3.63		4	3.8
22	Mohammed Al Awadhi	4.1	4.2		3	3.8
23	Ahmad Emadi	4.5	3.7		3	3.7
24	Mohamed Hussam Akasha	4.7	3.47		3	3.7
25	Easa Al Shamsi	4.1	4		3	3.7
26	Yousif Al Loghani	4.3	3.6		3	3.6
27	Shaikha Al Dhaheri	4.1	3.7		3	3.6
28	Reyadh Abdul Rahman	4.7	3.1		3	3.6
29	Sultan Al Assiri	4.7	2.9		3	3.5
30	Nabil Al Rahma	4.1	3.5		3	3.5
31	Afaf Al Kindi	3.4	4.2		3	3.5
32	Ahmed Al Qubaisi	4.45	3.07		3	3.5
33	Mohamed Ahmed Al Tamimi	3.9	3.84		3	3.5
34	Hassan Sajwani	3.7	3.8		3	3.5
35	Nader Al Moosawi	3.9	3.5		3	3.5
36	Jumaa Al Hammadi	3.7	3.7		3	3.5
37	Ahmed Al Hadhrami	3.4	3.8		3	3.4
38	Emad Al Balooshi	3.4	3.8		3	3.4
39	Khaleefa Al Marzouqi	4.1	2.7		3	3.3
40	Mariam Al Mehairi	3.7	3.6		2	3.1
41	Maha Jumaa Jameel Bakheet Al Junaibi	2.4	3.70		3	3.0
42	Khalifa Al Suwaidi	3.5	3.8		1	2.8