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PeopleIndex Report for:

Chris Sample
CONFIDENTIAL

Online Assessment: 3 Jan 2006

envisia LEARNING

Consulting tools that enlighten, encourage and enable.

The PeopleIndex report is designed to provide a focus about specific emotional intelligence competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination.

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Summary Feedback Report

Introduction

This report provides you feedback on 17 critical emotional intelligence competencies required for career success and effective performance in your job. This report compares your own self-perceptions to those of others in an extensive international database of professionals in diverse industries.

The Importance of Self-Reflection and Feedback

- Accurate self-reflection and feedback is essential to individual growth and development.
- Accurate self-reflection and feedback can act as a powerful stimulus to change your own behavior.
- Seeking input and feedback from others about your PeopleIndex report can help clarify the accuracy of your own self-assessment and facilitate development planning efforts.

How to Use Your PeopleIndex Report

- Analyze and process your PeopleIndex report.
- Understand the impact and consequences of your behavior.
- Identify what you could be doing more of, less of, or differently to increase interpersonal effectiveness.
- To implement a self-directed action plan to enhance emotional intelligence.

The Report Contains:

- EI Competency Definitions
- Competency Summary
- Feedback Interpretation
- Development Planning Guide

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Introduction to Emotional Intelligence

What is emotional intelligence?

It's not how intelligent we are, but how we are intelligent. At the most basic level, emotional intelligence is the ability to recognize, understand and manage your emotions and behavior effectively.

What are the Components of emotional intelligence?

The most widely accepted model of emotional intelligence (EI) has been influenced by several scientists and researchers. Howard Gardner's (1983) theory of multiple intelligence lists interpersonal and intrapersonal intelligence as unique and different from the mathematical/logical type recognized today as "IQ" or general intelligence. Peter Salovey and John Mayer first proposed their theory of EI in 1990 and Reuven Bar-On (1988) has placed EI in the context of health and well-being. Daniel Goleman (1998) formulated EI in terms of a theory of organizational and job performance.

All these models, however, share a common core of basic concepts including Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

	Perception	Behavior
Self	Self- Awareness	Self- Management
Others	Social Awareness	Relationship Management

What is the Association between emotional intelligence and Effectiveness?

A growing research literature suggests that emotional intelligence may play a far more important role in career success and job performance than IQ. Studies suggest that:

- Highly conscientious employees who lack social and emotional intelligence perform more poorly than those high in conscientiousness and emotional intelligence
- On average, strengths in purely cognitive capacities are approximately 27 percent more frequent in high performers than in the average performers, whereas strengths in social and emotional competencies are 53 percent more frequent
- The highest performing managers and leaders have significantly more "emotional competence" than other managers
- Poor social and emotional intelligence are strong predictors of executive and management "derailment" and failure in one's career

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Competency Definitions

SELF MANAGEMENT

Self-Development
Manages one's own time, energy and abilities for continuous personal growth and maximum performance.

Adaptability/Stress Tolerance
Maintains balance and performance under pressure and stress. Copes with ambiguity and change in a constructive manner.

Self-Control
Manages and controls emotions and behavior in the face of interpersonal conflict. Demonstrates patience, rarely overreacts or loses control.

Trustworthiness
Demonstrates and practices high standards of personal and professional integrity. Displays honesty and candor. Creates trusting relationships with others.

Strategic Problem Solving
Analyzes a situation, identifies alternative solutions, and develops specific actions; Gathers and utilizes available information in order to understand and solve organizational issues and problems.

Achievement Orientation
Accomplishes tasks, projects and assignments on time and with quality.

RELATIONSHIP MANAGEMENT

Building Strategic Relationships
Initiates and cultivates strategic internal and external networking relationships that foster both individual and organizational goals. Builds and maintains effective and collaborative relationships with diverse internal and external stakeholders.

Conflict Management
Negotiates and effectively resolve interpersonal differences with others.

Leadership/Influence
Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.

Interpersonal Sensitivity/Empathy
Takes actions that demonstrate consideration for the feelings and needs of others.

Team/Interpersonal Support
Assists, motivates, encourages and supports others who depend on each other to accomplish tasks, projects and assignments.

Collaboration
Establishes and develops cooperative, supportive and collaborative working relationships with others.

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Competency Definitions Continued

COMMUNICATION

Written Communication
Expresses written thoughts and ideas in a clear and concise manner.

Two-Way Feedback
Keeps others informed in a timely manner.

Oral Communication
Conveys oral thoughts and ideas in a clear and concise manner.

Oral Presentation
Presents individual and organizational viewpoints to groups in a clear and persuasive manner.

Listening
Listens attentively and seeks to understand the verbal communications of others.

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Competency Group Introduction

Competency Group Line Graphs

Each PeopleIndex bar graph compares your self ratings to those of the other rater groups across three competency groups:

- Self Management
- Relationship Management
- Communication

How to Interpret Your Graphs

The competency group line graphs compare your own self-perceptions to those of other rater groups. Each rater group is shown by a different color corresponding to the legend at the bottom of the graph.

The line graphs that follow compare your perceptions to those of other rater groups using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large normative data base of supervisors, managers and executives. The t-score is a standardized score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

These t-scores represent the actual standard deviation above or below the average (shown as 50.0 on the graph). If you have a score that is above the 60, the t-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile). Such a score is considered very high and is labeled as such at the right of the graph.

T-score differences of 5 or more by the different rater groups might suggest important perceptual differences. Look at the first graph. Run your eyes up the left side until you find the value 50.0. This number represents the average score for all of the employees in the database. Now scan across the graph to the right side. Note that the 50.0 line is labeled "Average."

You can quickly compare your individual results with those of the average participant in the database. If the score is above the 50.0 line, your score for that particular competency is above average. If the score is below the 50.0 line, your score is below the score of the average participant in the database. Now, compare your own self-ratings to those of the other rater groups. Again, a t-score difference of 5.0 or more might suggest important perceptual differences for you to explore further.
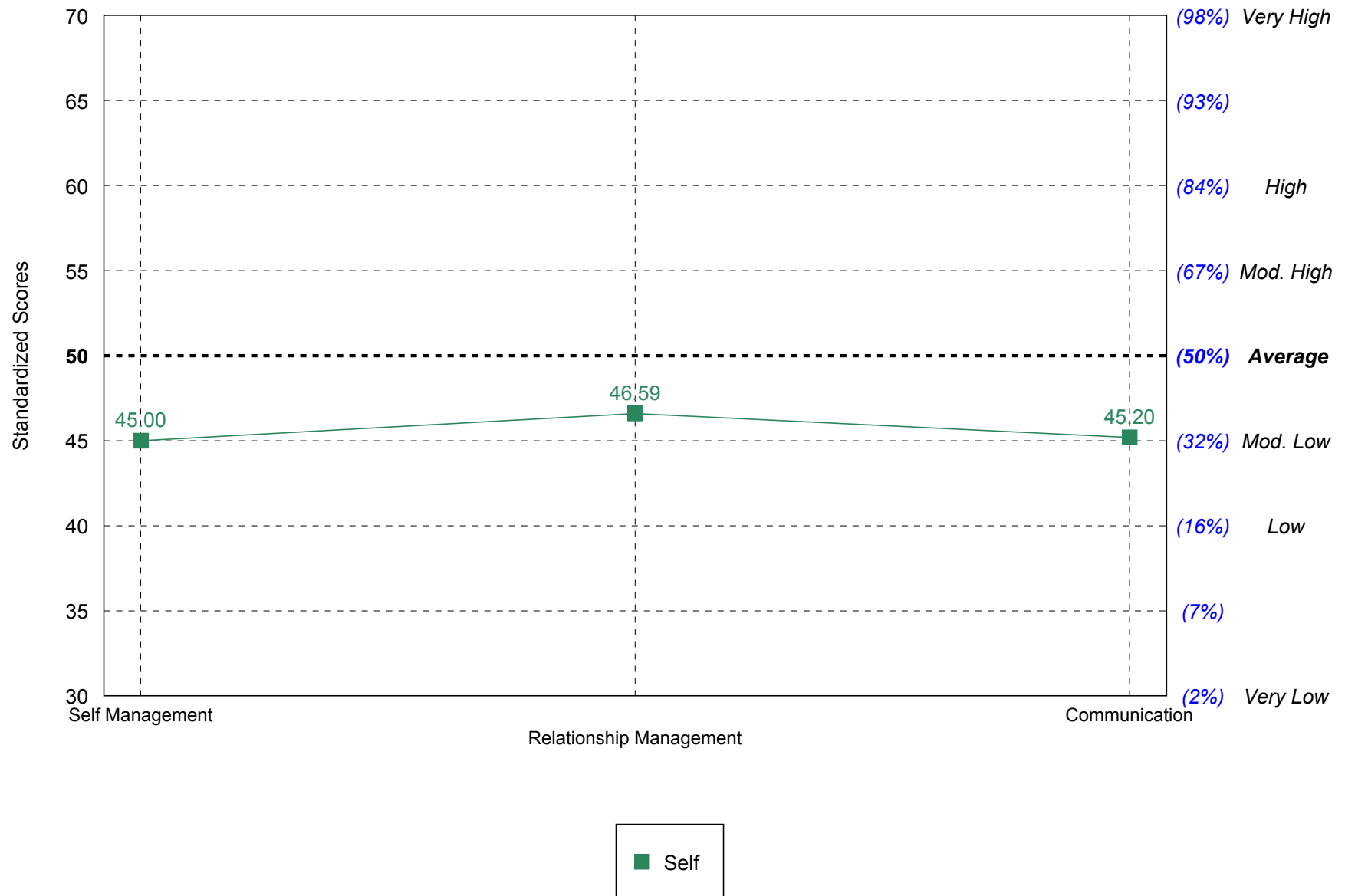
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Competency Group Introduction Continued

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

Very High	t-score above 70 (98th percentile)
High	t-score above 60 (84th percentile)
Moderately High	t-score above 55 (67th percentile)
Average	t-score equal to 50 (50th percentile)
Moderately Low	t-score below 45 (32th percentile)
Low	t-score below 40 (16th percentile)
Very Low	t-score below 30 (2nd percentile)

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Competency Group Summary

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Competency Introduction

This section provides feedback about your level of self-management and relationship management behaviors by comparing your own ratings to those of others across the 17 emotional intelligence competencies.

How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those of other rater groups for each of the 17 competencies measured in PeopleIndex. Each rater group is shown by a different color corresponding to the legend at the bottom of the graph.

The line graphs that follow compare your perceptions to those of other rater groups using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large normative data base of employees. The t-score is a standardized score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average.   For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

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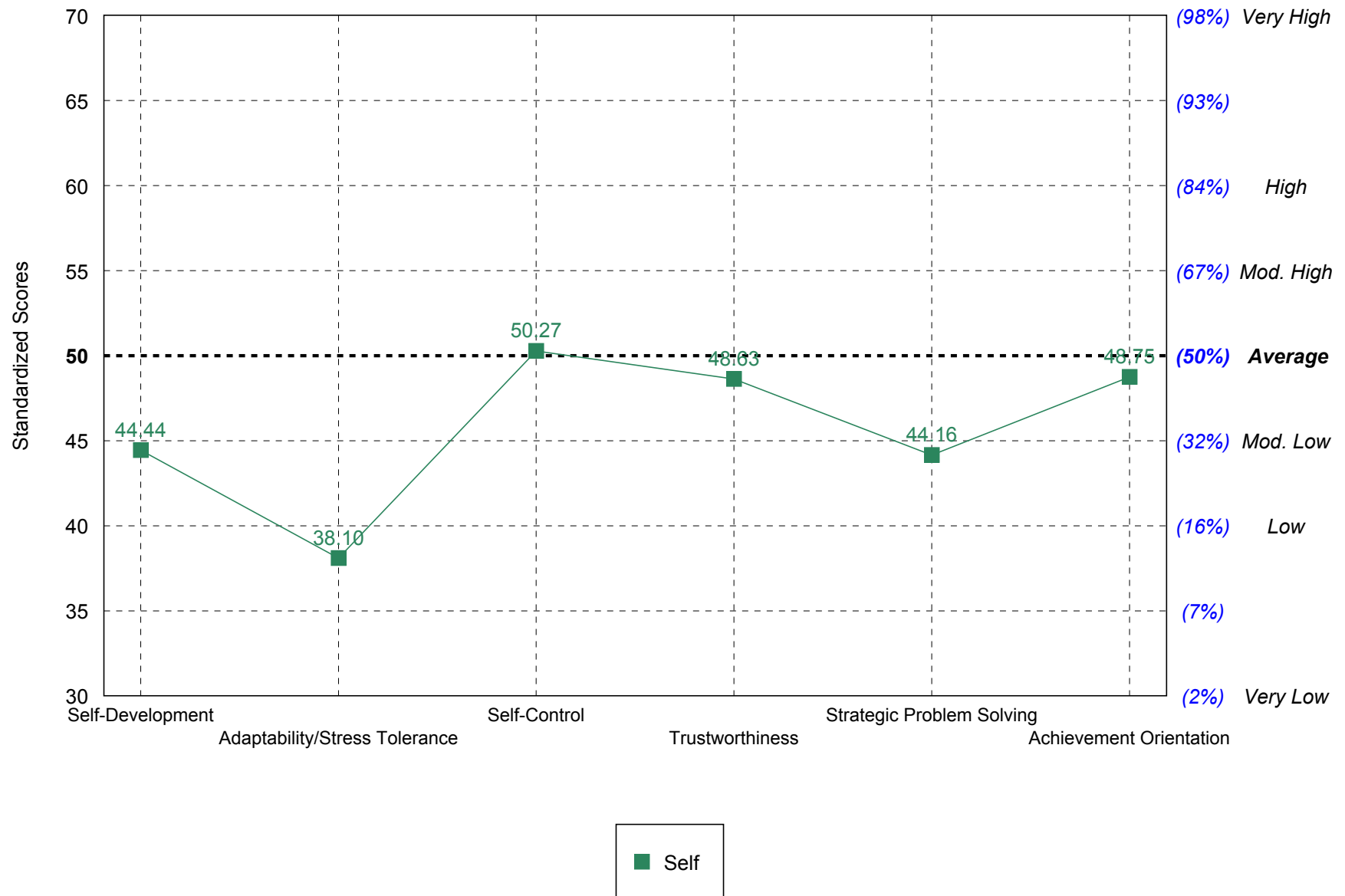
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Competency Introduction Continued

|	
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Self Management

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Relationship Management

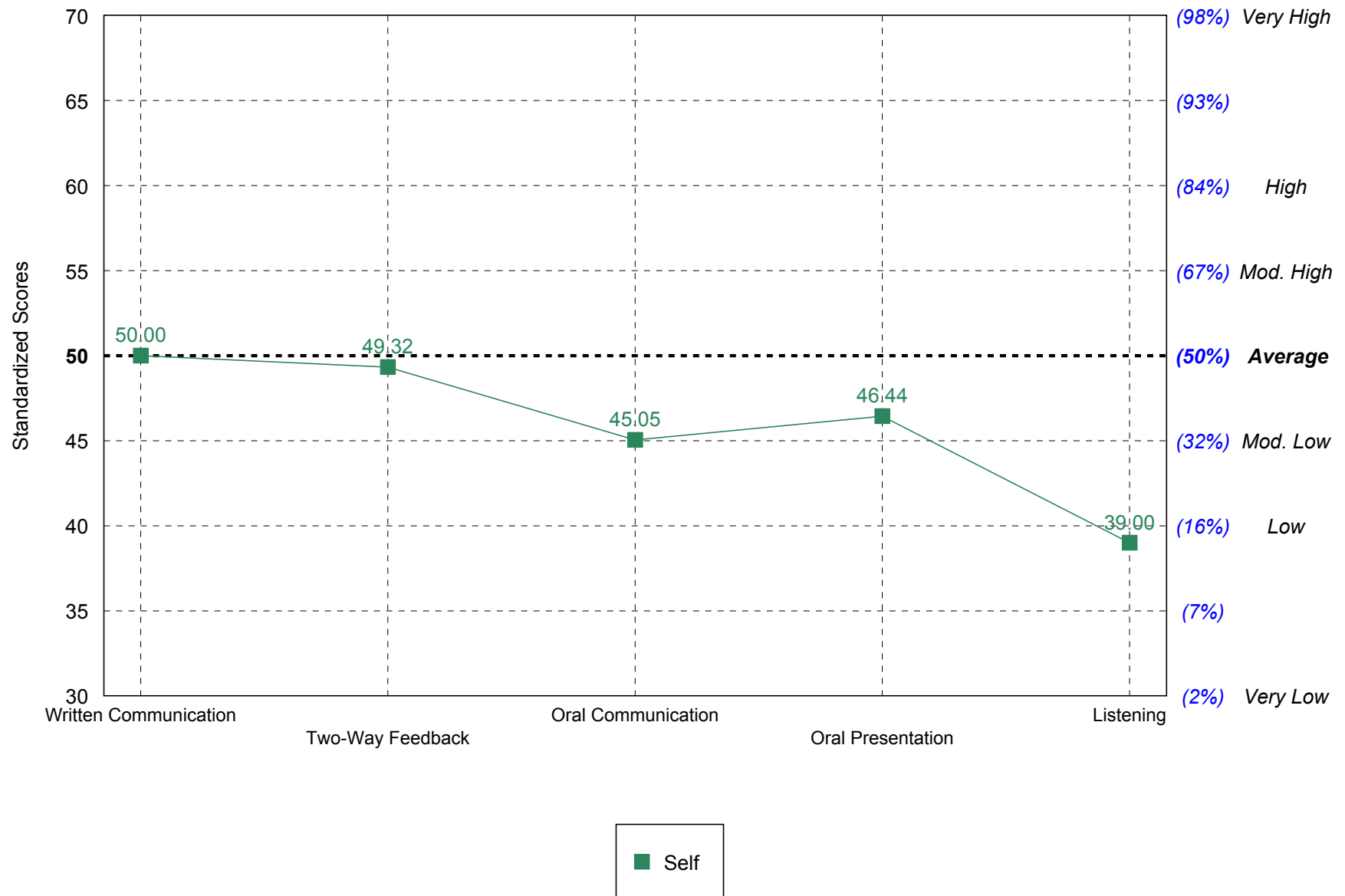Chris Sample   11
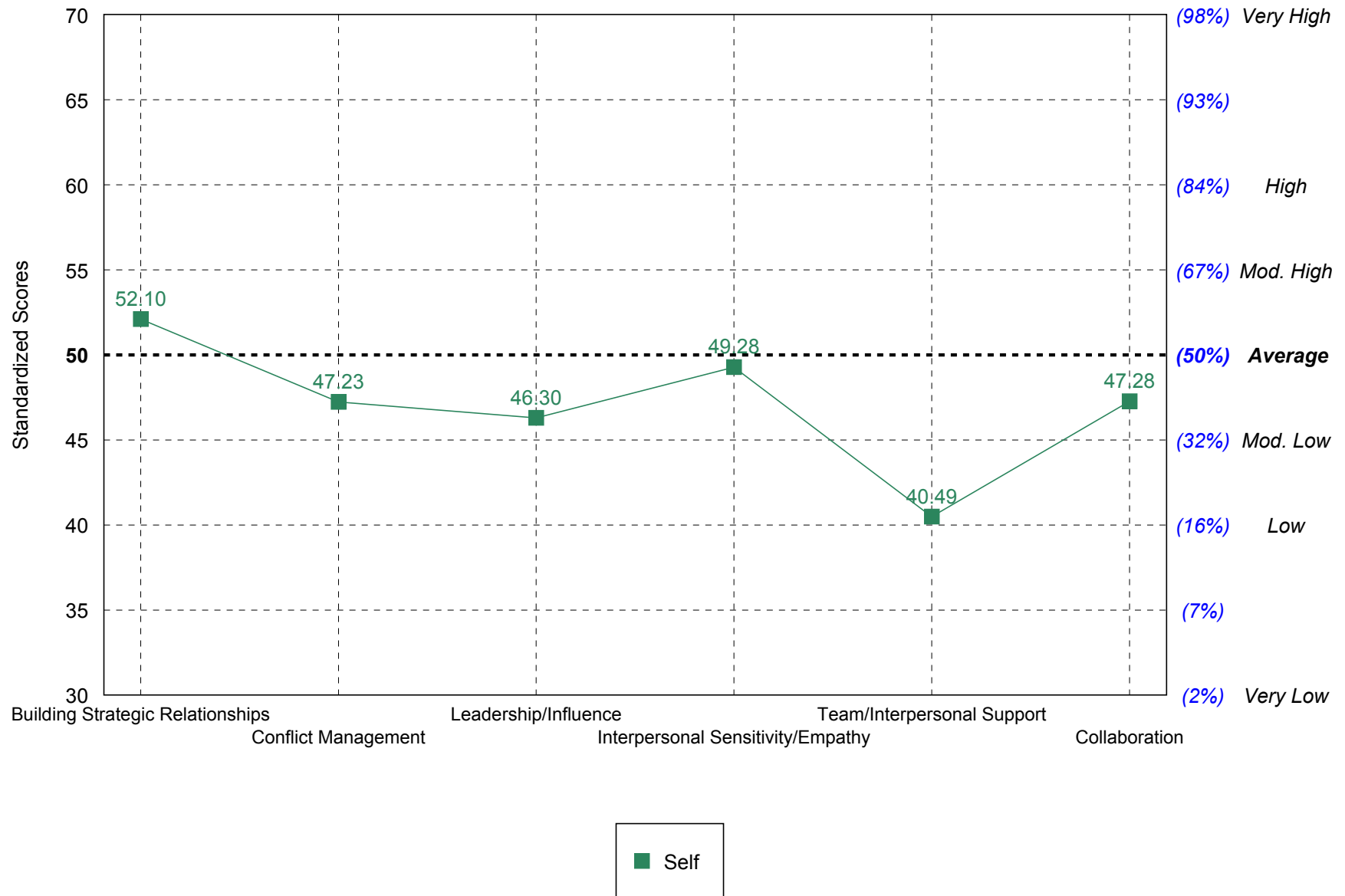
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Communication

Self

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Behavior Summary

The average score for each of the 17 PeopleIndex competencies and 74 questions are summarized below for each rater category (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). The competencies are presented in descending order based on the average scores of all raters.

Question	Self	PeopleIndex Norms
Achievement Orientation	**5.75**	**5.86**
Work hard to achieve and accomplish tasks, projects, assignments and goals	6.00	6.01
Perform work in a conscientious and dependable manner	5.00	5.94
Demonstrate the ability to complete tasks, projects and assignments on time and with quality	6.00	5.75
Follow through on stated commitments and promises	6.00	5.73
Building Strategic Relationships	**5.67**	**5.41**
Effectively build relationships and partnerships with others outside the organization	6.00	5.56
Effectively initiate and cultivate strategic internal alliances with key senior managers and others within the organization	6.00	5.34
Develop, cultivate and maintain a broad base of support among key internal and external stakeholders (e.g., managers, employees, customers)	5.00	5.33
Written Communication	**5.67**	**5.66**
Use appropriate grammar, tense, and language in all written communications	7.00	5.83
Use written communications effectively and appropriately (e.g., email)	5.00	5.67
Write in a logical, organized, clear and persuasive manner	5.00	5.49
Trustworthiness	**5.50**	**5.63**
Demonstrate and practice high standards of personal and professional integrity	7.00	5.86
Maintain openness, honesty and candor in interpersonal relationships	5.00	5.57
Demonstrate consistency between actions and words (i.e., say and do things that are congruent and consistent with each other)	5.00	5.56
Create a trusting relationship making it easy to discuss and share personal information (e.g., maintain confidences, do not disclose personal information to others)	5.00	5.54

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Behavior Summary Continued

Question	Self	PeopleIndex Norms
Interpersonal Sensitivity/Empathy	**5.40**	**5.48**
Demonstrate sensitivity towards diversity in the workforce (e.g., gender, race, ethnicity, sexual orientation, etc.) and treat others in a fair and consistent manner	5.00	5.82
Show an interest in and demonstrate consideration for the feelings and needs of others	5.00	5.47
Develop and maintains warm, friendly, and sensitive relationships with others	5.00	5.45
Make an effort to understand and take an interest in how others are feeling	6.00	5.37
Make it easy for others to disclose, share and openly talk about their ideas, concerns and problems	6.00	5.27
Two-Way Feedback	**5.33**	**5.41**
Communicate information needed by others in a prompt and timely manner	5.00	5.54
Inform others about relevant aspects of tasks, projects and assignments in a timely manner	6.00	5.38
Maintain close contact and communications with others (i.e., keep others well informed)	5.00	5.32
Oral Presentation	**5.25**	**5.60**
Am prepared and organized for meetings, discussions and presentations	6.00	5.78
Handle questions in meetings and presentations in a responsive and diplomatic manner	4.00	5.63
Confidently deliver oral presentations that are persuasive, clear, and logically organized	5.00	5.55
Restate and clarify important points and questions from others during presentations	6.00	5.42
Oral Communication	**5.25**	**5.72**
Maintain eye contact when communicating with others	5.00	5.85
Articulate and enunciate clearly when speaking and communicating	6.00	5.83
Clearly express and request information from others	5.00	5.60
Provide clear, succinct and logical answers to questions from others	5.00	5.58
Self-Control	**5.20**	**5.20**
Avoid taking unnecessary risks or making impulsive decisions without adequate and relevant information	7.00	5.51
Maintain poise, composure and control of behaviors in the face of interpersonal challenge or threat	4.00	5.22

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Behavior Summary Continued

Question	Self	PeopleIndex Norms
Self-Control	**5.20**	**5.20**
Resist the desire to speak or act when it will not be helpful to the situation	5.00	5.20
Express little anger or frustration towards others when upset (e.g., do not raise my voice or get impatient with others)	5.00	5.03
Handle tense situations without overreacting, becoming overly emotional or defensive	5.00	5.02
Collaboration	**5.17**	**5.48**
Develop supportive, helpful, and friendly working relationships with others	5.00	5.60
Respect the ideas, abilities and contributions of others and take a genuine interest in their suggestions and concerns	5.00	5.54
Work collaboratively and non-competitively with others	6.00	5.51
Develop cooperative, rather than competitive, working relationships with others	5.00	5.51
Actively involve others in my decision-making, planning, and problem-solving tasks when appropriate	5.00	5.40
Solicit and value the thoughts, opinions, feedback, and ideas of others	5.00	5.31
Strategic Problem Solving	**5.00**	**5.56**
Research and utilize available information in order to understand and solve issues and problems	6.00	5.65
Make high quality and logical decisions based on adequate data and information	5.00	5.59
Stick with a decision or course of action unless it is obvious that it is incorrect	5.00	5.59
Make decisions confidently and quickly when necessary	3.00	5.53
Generate and consider multiple options before making a decision	6.00	5.44
Leadership/Influence	**4.80**	**5.22**
Demonstrate a willingness to assert my ideas and opinions in the face of opposition and challenge	6.00	5.56
Communicate in a manner that inspires commitment and support towards my ideas, suggestions and opinions	5.00	5.29
Communicate and express ideas in a manner that persuades and influences others	4.00	5.17
Convince and persuade others to see my perspective and ideas	5.00	5.16
Modify my leadership style to persuade, motivate and influence others	4.00	4.90

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Behavior Summary Continued

| Question	Self	PeopleIndex Norms
Conflict Management	**4.80**	**5.17**
Discuss possible "win-win" solutions and seek agreement on specific actions when conflicts arise with others	5.00	5.30
Make an effort to acknowledge and resolve interpersonal conflicts with others	5.00	5.23
Allow for disagreements to emerge and to be discussed openly	5.00	5.16
Resist reacting defensively and keeps an open mind when others disagree with me	4.00	5.07
Encourage others to express contrary views, ideas and opinions	5.00	5.07
Self-Development	**4.75**	**5.33**
Pursue continuous learning and self-development of knowledge, experiences and skills	4.00	5.67
Manage time effectively and efficiently	6.00	5.42
Realistically appraise my own strengths and development areas	4.00	5.30
Seek and apply feedback and constructive criticism from others	5.00	4.93
Team/Interpersonal Support	**4.40**	**5.45**
Acknowledge and recognize the contributions and accomplishments of others	5.00	5.65
Express confidence in the skills and abilities of others	5.00	5.54
Encourage cooperation and teamwork among people who depend on each other to get work done	5.00	5.54
Take initiative and offer formal and informal assistance, training and coaching to others	4.00	5.29
Provide timely and ongoing feedback to others regarding working relationships and job performance	3.00	5.21
Listening	**4.25**	**5.43**
Maintain eye contact and attentive non-verbal behavior when being spoken to	3.00	5.79
Take the time to understand and listen to others	5.00	5.43
Wait out silences and listen patiently without interrupting others	3.00	5.26
Summarize and paraphrase what others have said in order to clarify understanding	6.00	5.25
Adaptability/Stress Tolerance	**4.00**	**5.33**
Maintain optimism and make the most out of situations whether good or bad	4.00	5.37

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Behavior Summary Continued

Question	Self	PeopleIndex Norms
Adaptability/Stress Tolerance	**4.00**	**5.33**
Demonstrate flexibility and resilience in response to adversity and challenge	3.00	5.34
Handle pressure and stress well (e.g., maintain poise, stay calm under pressure, avoid losing control of my emotions or behavior)	4.00	5.32
Maintain a positive and constructive outlook even when plans or decisions are thwarted	4.00	5.31
Maintain an effective balance between work, family and personal life	5.00	5.29

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Feedback Interpretation

Using Your PeopleIndex Report to Increase Your Emotional Intelligence

Your PeopleIndex feedback report provides you with information on the four domains of emotional intelligence including 1) Self-Awareness; 2) Social Awareness; 3) Self-Management and 4) Relationship management. The following section includes specific exercises and activities that have been demonstrated to increase overall emotional intelligence, happiness, resilience and emotional well-being in recent research. Each emotional intelligence exercise is based upon the change model shown below to facilitate lasting cognitive, emotive and behavioral changes associated with improved self-control and interpersonal effectiveness with others.

Step 1
Assess

Step 2
Reflect

Step 3
Plan

Step 4
Implement

Step 5
Evaluate
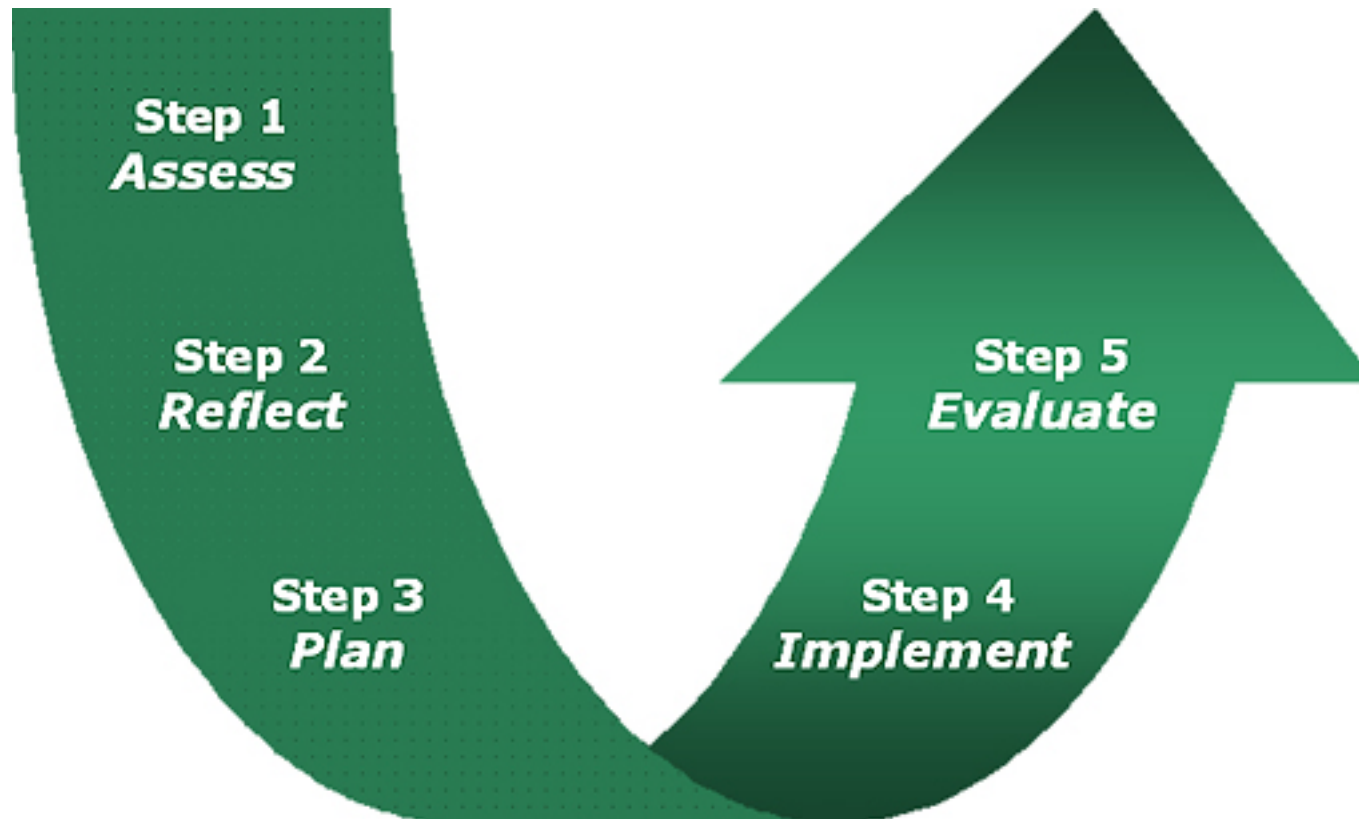
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Feedback Interpretation Continued

Self-Awareness Exercises to Enhance Your Emotional Intelligence

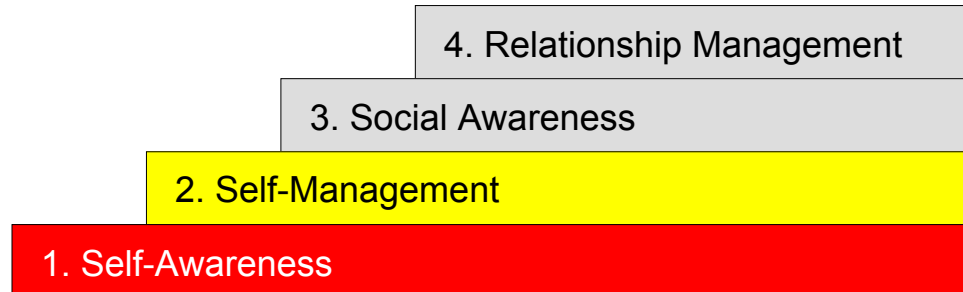|	
	4. Relationship Management
3. Social Awareness	
2. Self-Management	
1. Self-Awareness	
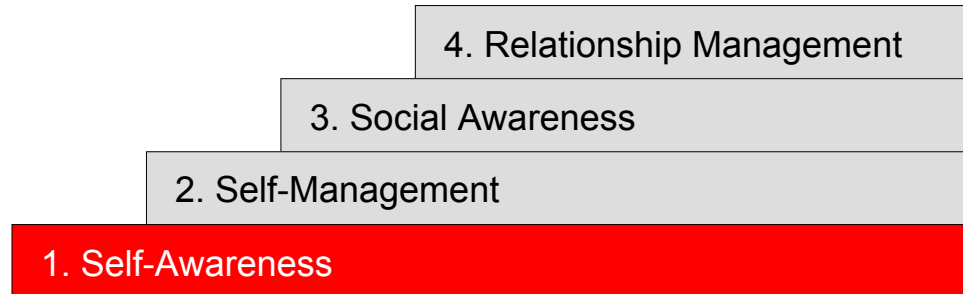
- **Emotions Log:** Keep a written stress and emotions log for a week. Describe the type of stressor and corresponding emotions it elicited. Rate the level of stress (low, moderate, high), your thoughts, emotions (positive or negative) and specific actions you took to manage your emotions productively. Review your log at the end of each day and reflect upon your behavior and responses.

- **Identifying Your Signature Strengths:** List and identify your "signature" strengths, skills, knowledge and abilities (i.e., those things you have natural talent and do well). Rate each one according to your level of <u>interest</u> in using these signature strengths (low, moderate, high) at work or home. Note the "signature strengths" you have rated as having a "high" interest to utilize.

- **Seek Feedback:** Share your PeopleIndex report with others. Solicit feedback from at least two people: 1) a supporter who values your style and strengths; and 2) a possible critic of your style. Ask both for their reactions to your report and to identify your strengths and potential development areas. Compare the reactions and feedback from both and note any similarities and/or differences. How does the feedback compare to your self-perceptions? What input and feedback can you use to improve your overall emotional intelligence?

- **Gratitude Appraisal:** Each day for a week, reflect and write down one thing you feel truly blessed about in your life and why (e.g., aspects about your health, family, work/home situation). Evaluate how gratitude impacts your overall well-being.

- **Gratitude Gift:** Identify someone in your life who has made it richer or has contributed to your development in a significant way and has not really been properly thanked or acknowledged. Write that person a short note or letter expressing what they have meant to you. Describe how you value what they have done to enrich your life. Visit the person and deliver the letter or mail it to them if this is not possible.

- **Daily Affirmation:** Each day for a week actively reflect upon and write down one thing about the day that was positive and enjoyable. What was it that made it positive? How did it make you feel?

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Feedback Interpretation Continued

Self-Management Exercises to Enhance Your Emotional Intelligence

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                              ┌──────────────────────────────────────┐
                              │  4. Relationship Management           │
                        ┌─────┴──────────────────────────────────────┤
                        │  3. Social Awareness                        │
                  ┌─────┴─────────────────────────────────────┐      │
                  │  2. Self-Management                        │      │
            ┌─────┴────────────────────────────────────┐      │      │
            │  1. Self-Awareness                        │      │      │
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- **Utilizing Your Signature Strengths:** Select one or two "signature" strengths rated <u>high</u> in the previous Self-Awareness exercise and that you are interested in using more (knowledge, skills, abilities, talents). For one week, attempt to use one of your "signature" strengths in a new and different way. Keep a journal to chronicle how you have used this strength and how it made you feel to employ it in work and non-work activities. Reflect on how you can continue to expand the use of your "signature strengths" on an ongoing basis for work and pleasure.

- **Life Balance Wheel:** Each week contains a total of 168 hours. Write down how many hours you actually spent doing activities such as sleeping, eating, working, fun/recreation, travel, family responsibilities, personal development, other. Now rate the quality of each category you created and spent time doing on a 1 to 10 scale where 10=Very Satisfied and 1=Very Dissatisfied. How balanced is your life? What areas are you most unsatisfied with? What specific actions can you take to facilitate increasing life satisfaction?

- **My Reactive Style:** Write down and describe how you typically behave and feel for each of these: 1) Difficult people you interact with (who are they and why are they "challenging" for you?); 2) When you are stressed (how do you typically express stress emotionally, cognitively and behaviorally?); and 3) When in conflict with someone, what is your primary conflict style (competitive, collaborative, compromising, accommodative or avoidant?). For each, reflect on what you can do differently to handle the situation in a more productive manner leading to healthy emotions, reactions and outcomes.

- **Personal Development Plan:** Identify a personal or professional plan for the next 12 months that you would like to accomplish. It should be one that you are truly motivated and committed to work on. Write out this plan with specific action steps and a way to evaluate progress. Make a note of this professional goal and put it in a visible place where you will be able to see it each day (e.g., on your PDA, laptop, desk). Publicize and announce this plan to a colleague, friend, family member, partner, coach or mentor.

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Feedback Interpretation Continued

Social Awareness Exercises to Enhance Your Emotional Intelligence

4. Relationship Management

3. Social Awareness

| 2. Self-Management |
|:---:|

1. Self-Awareness
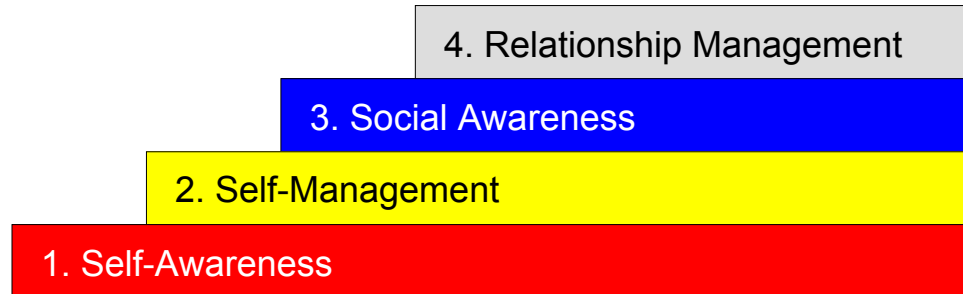
- **Engaged Listening:** Each day for a week, engage with a friend, worker, family member or co-worker to actively listen when interacting with them to increase empathy and understanding of others. Try to speak less, summarize what you have heard before expressing your thoughts and opinions, and reflect back the feelings you seem to be interpreting based on both the content of what others share with you and their non-verbal behaviors (e.g., use phrases such as "It seems like you are saying..." or "I'm hearing..." or "I sense you are feeling...").

- **Network Circle:** Draw a large circle. Inside, write the names of those family members, friends, co-workers, partners, significant others whom you would identify as your most important supporters and those closest to you (e.g., those who provide information, emotional support, direct assistance etc.). Next to each person's name in your circle, note how often you have actually utilized or interacted with the individual in the last month (L=low extent, M=moderate extent, H=high extent). Finally, reflect on how satisfied you were with the quality of the interaction or support they provided to you.

- **My Interpersonal Style:** Take a popular personality, interpersonal or social style assessment instrument to identify your own approach to communicating, leading, thinking, and managing relationships with others. Identify people in your life (work, family, friends) with whom you would like to improve your relationship and, using the model behind PeopleIndex, identify their style and reflect on how you can strengthen your interactions (e.g., by understanding they are logical you might be able to provide an analytical and a non-emotional approach to resolve conflict and work more cooperatively).

- **Self as a Model:** Write about a recent time when you were at your best while interacting and working with others displaying and utilizing your "signature strengths" to accomplish something of importance that left you feeling particularly satisfied, empowered and confident. Review your story each night for one week and reflect on the strengths you utilized and the feelings that came with their successful deployment.

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Feedback Interpretation Continued

Relationship Management Exercises to Enhance Your Emotional Intelligence

	4. Relationship Management
	3. Social Awareness
	2. Self-Management
	1. Self-Awareness
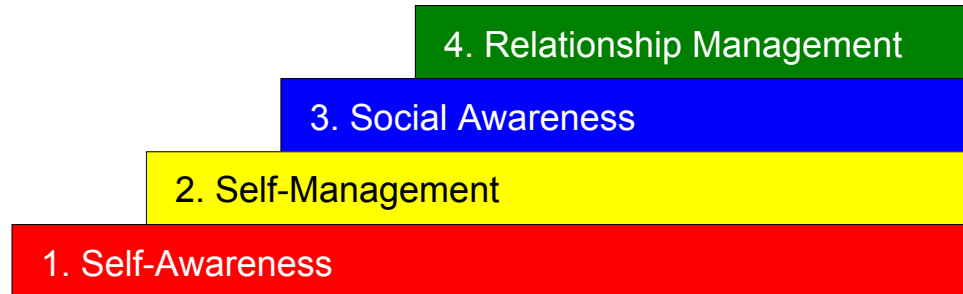
- **Relationship Energizers:** Make a list of people in your life that are "energy drainers" (those who are difficult, challenging, frustrating, annoying and tire you out). What is it that makes the social interactions with these individuals less pleasurable and desirable? Learn to say "no" to these individuals and reflect on plans to minimize or eliminate interactions with these individuals.

- **D-E-S-C Technique:** Identify someone meaningful at work or home whose behavior, if changed, would improve the quality of your relationship. Write out four brief sentences to provide this individual with feedback and request a specific change in behavior using the D-E-S-C technique: 1) **D**escribe (describe specifically and in behavioral terms what the individual is doing or not doing that is challenging for you. Focus on behaviors and not his/her personality; 2) **E**xpress how the behavior makes you feel (use an "I" statement to share the impact on your feelings); 3) **S**pecify the specific behaviors you would like the individual to make (i.e., share what the person should do more, less or differently to meet your needs or be less of a challenge to you); and 4) **C**onsequences (share first the positive consequences that his/her changed behavior will have on you and your relationship. You might also consider negative consequences of what you will do if the behavior does not change if that would be received in a non-defensive manner and facilitate motivation to change). Rehearse these four steps out loud and initiate a meeting with the individual to utilize the **D-E-S-C** technique. If you are interrupted at any step, just go back and complete that step until you have expressed the behavior you want changed.

- **Give-Get-Merge-Go Technique:** To facilitate being experienced as involvement oriented and open to non-defensively resolving conflict with others, practice using the **Give-Get-Merge-Go** Technique: 1) **Give** your point of view (express your idea, thought, suggestion or opinion); 2) **Get** his/her point of view (ask explicitly and directly what reactions the individual has to your ideas); 3) **Merge** your point of view and theirs by summarizing what you have heard the other person has said (don't debate, provide more rationale for your point of view or ask questions during this step); and 4) **Go** and review the areas where you agree and areas where you disagree. Either reach a closure to the conversation or ask what next steps need to be taken to move ahead in your interpersonal interaction. Identify someone meaningful at work or home and practice the **Give-Get-Merge-Go** Technique. Review and evaluate how your relationship can be improved.

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Examining your PeopleIndex Feedback Report

You reactions to your PeopleIndex feedback report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

Emotional Reaction

Your initial reaction to your summary feedback report is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your developmental planning efforts. Start with your feelings about your summary feedback report. If you had to select a single word or phrase to describe your emotional reactions, to your summary feedback report it would be:

_____

What is it about your report that leads you to feel this way?

_____

_____

How do your self-ratings compare to the PeopleIndex Norms?

_____

_____

What trends do you see (things that are surprising or validating)?

_____

_____

What new insights, if any do you get from your report?

_____

_____

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Development Planning Guide Continued

Deciding What Management Competencies to Work On

The first column below summarizes the PeopleIndex competencies. Place a check next to the ones you would rate as being most important to your current position. The second column reflects competencies in which other raters have provide feedback that some additional development is desirable. Place a check next to those competencies that others see as potential development areas. Any competency with both columns checked suggests a more critical development area These should be targeted as part of your Development Plan.

Competency Group	Competency	Importance	Development
Self Management	Self-Development		
	Adaptability/Stress Tolerance		
	Self-Control		
	Trustworthiness		
	Strategic Problem Solving		
	Achievement Orientation		
Relationship Management	Building Strategic Relationships		
	Conflict Management		
	Leadership/Influence		
	Interpersonal Sensitivity/Empathy		
	Team/Interpersonal Support		
	Collaboration		
Communication	Written Communication		
	Two-Way Feedback		
	Oral Communication		
	Oral Presentation		
	Listening		

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Deciding What Management Competencies to Work On Continued

List three strengths based upon your PeopleIndex results to continue to leverage for successful performance in your current job or position:

1. _____

2. _____

3. _____

List three development areas based upon your PeopleIndex results (i.e., behaviors you will do more, less or differently for successful performance in your current job or position):

1. _____

2. _____

3. _____

The purpose of your PeopleIndex feedback is to assist you to develop crucial Self-Management, Relationship Management and Communication competencies. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is commitment and motivation to change behavior
- An action plan is shared with others
- An analysis is made of reasons for potential lack of success
- Other people support your behavior change
- The behavioral outcomes are visible and can be measured

The action plan worksheet on the next page will assist you in developing one of the competencies you have identified based on the results of your PeopleIndex. As you begin your action plan, consider the following:

- Focus on being specific
- Use the recommendations in your feedback report as a basis for your behavioral plan
- Keep your plan simple and put it in writing
- Define how to monitor and evaluate results

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PeopleIndex Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	