



PeopleIndex Report for:

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ConsultingTools Ltd

Online Assessment: 9/9/08

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 with feedback on 17 critical emotional intelligence competencies required for career success and effective performance in your job. PeopleIndex 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 behaviour.
- 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

- Analyse and process your PeopleIndex report.
- Understand the impact and consequences of your behaviour.
- 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
- Top and Bottom Behaviours
- 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 recognise, understand and manage your emotions and behaviour 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 organisational 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	Behaviour
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 behaviour in the face of interpersonal conflict. Demonstrates patience, rarely overreacts or loses control.

Engenders Trust

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

Strategic Problem Solving

Analyses a situation, identifies alternative solutions, and develops specific actions; Gathers and utilises available information in order to understand and solve organisational 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 organisational goals. Builds and maintains effective and collaborative relationships with diverse internal and external stakeholders.

Conflict Management

Negotiates and effectively resolves interpersonal differences with others.

Leadership/Influence

Utilises 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 organisational 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 Introduction

This section provides feedback about your level of self-management and relationship management behaviours by comparing your own ratings to those in the international normative database across the 17 emotional intelligence competencies.

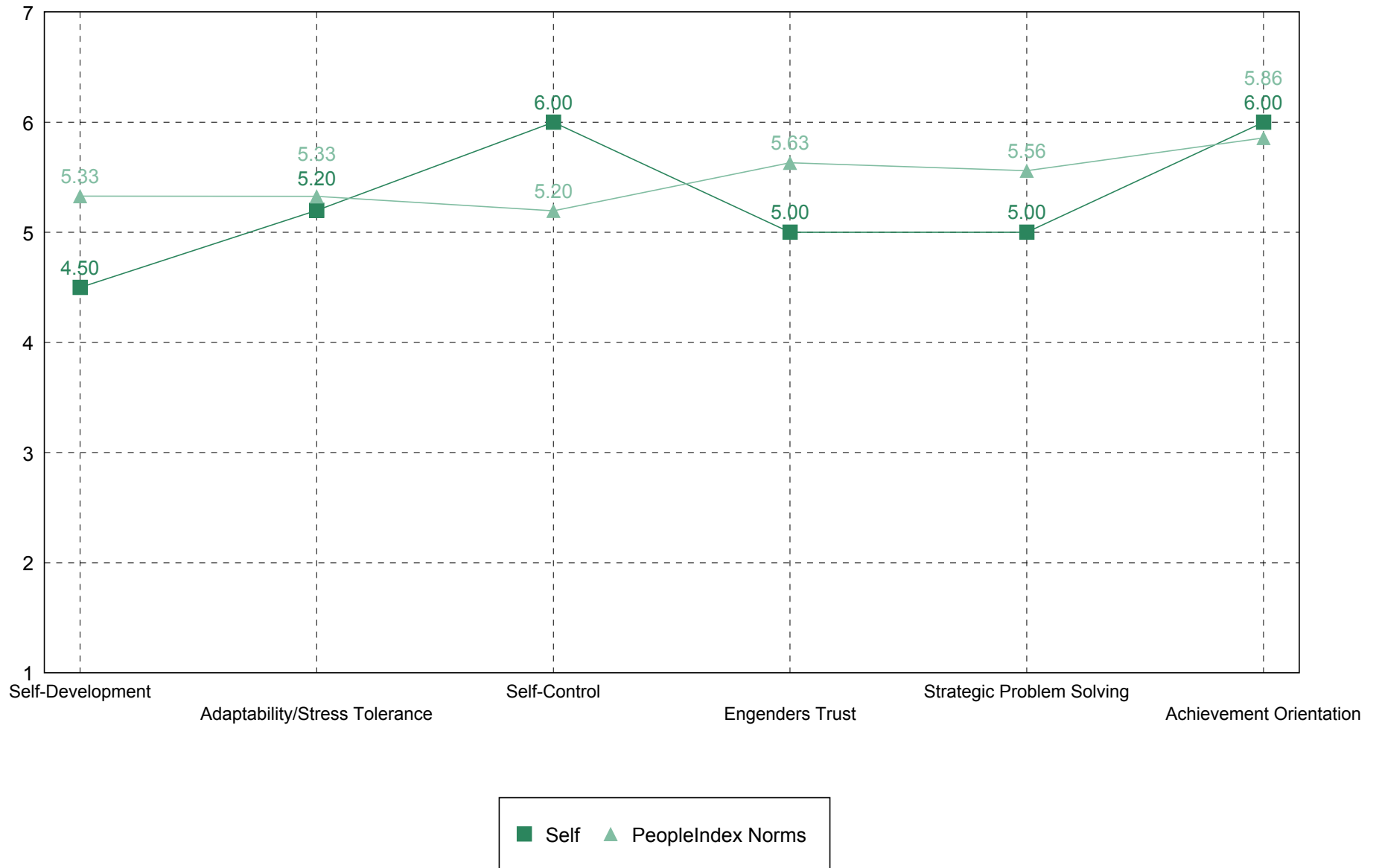
How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those in the international database for each of the 17 emotional intelligence competencies measured in PeopleIndex.

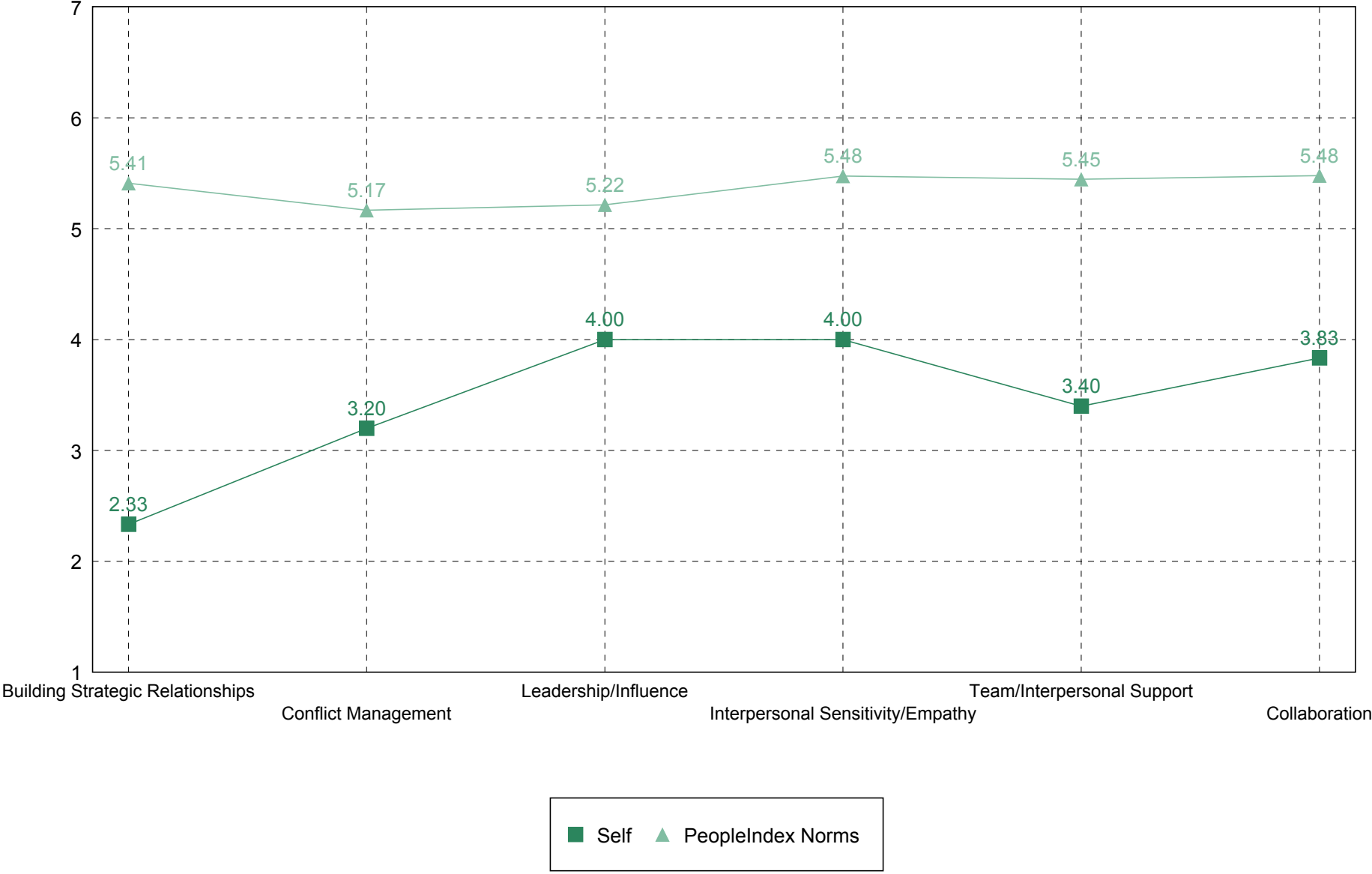
Differences of one-half a point or more might suggest important differences to further explore. Each PeopleIndex graph is easy to understand and interpret. You were asked to rate how frequently you demonstrate specific emotional intelligence behaviours using the following 7-point scale:

- 1 To an Extremely Small Extent
- 2 To a Very Small Extent
- 3 To a Small Extent
- 4 To a Moderate Extent
- 5 To a Large Extent
- 6 To a Very Large Extent
- 7 To an Extremely Large Extent

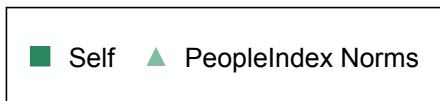
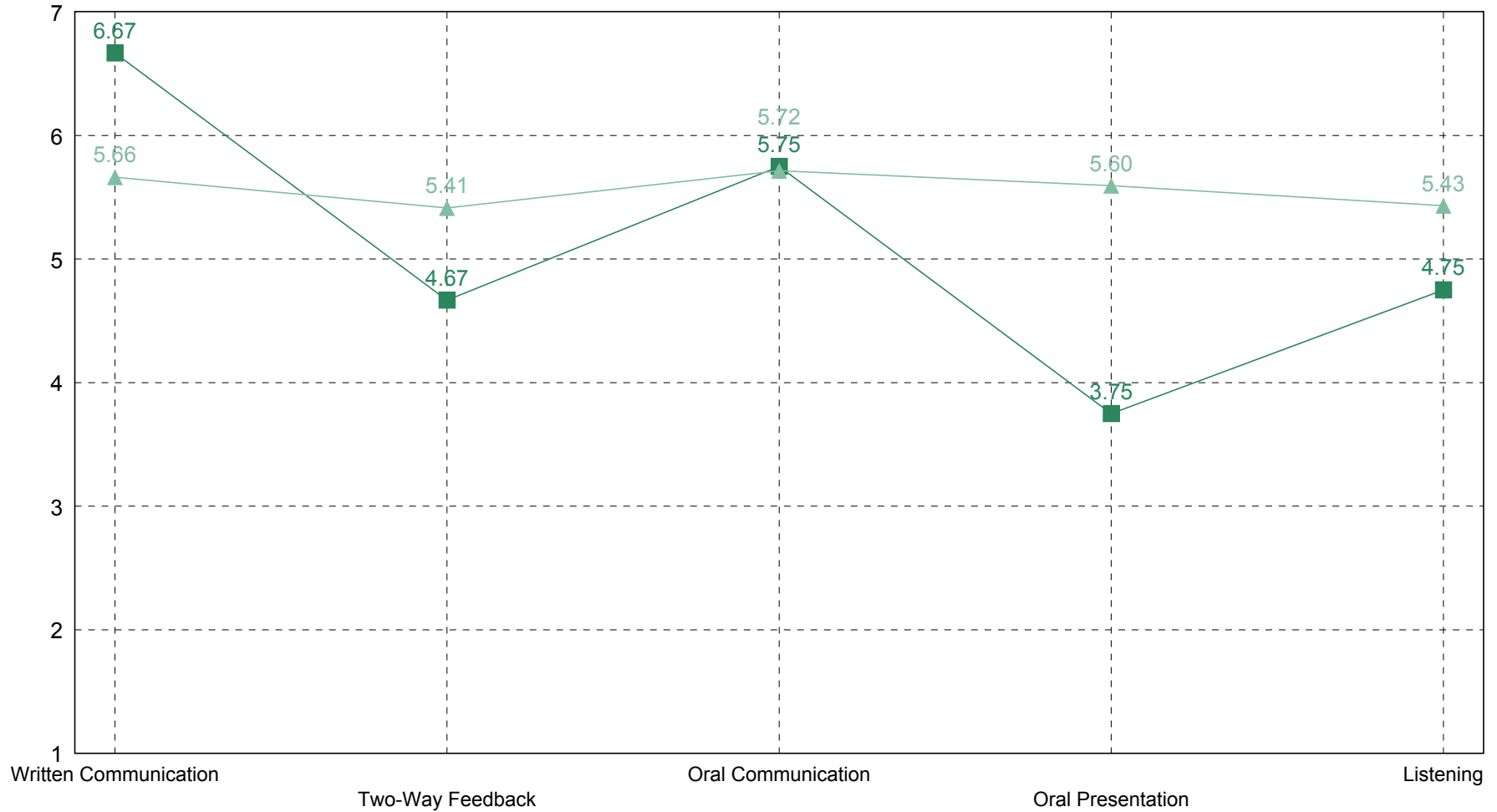
peopleindex Self Management



peopleindex Relationship Management



peopleindex Communication



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Behaviour Introduction

This section provides feedback about your level of self-management and relationship management behaviours by comparing your own ratings to those in the international normative database across the 74 emotional intelligence behaviours.

How to Interpret Your Graphs

The bar graphs that follow compare your perceptions to those in the normative database using average scores for each of the 74 PeopleIndex behaviours.

Differences of one-half a point or more might suggest important differences to further explore. You were asked to rate how frequently you demonstrate specific emotional intelligence behaviours using the following 7-point scale:

- 1 To an Extremely Small Extent
- 2 To a Very Small Extent
- 3 To a Small Extent
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- 5 To a Large Extent
- 6 To a Very Large Extent
- 7 To an Extremely Large Extent

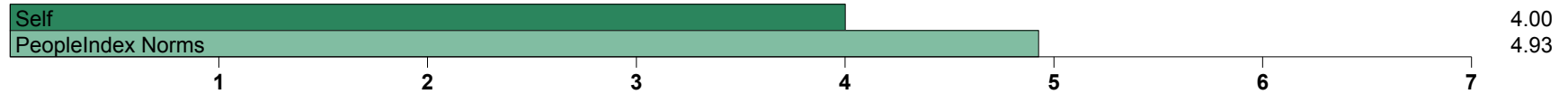
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Behaviour Summary Continued

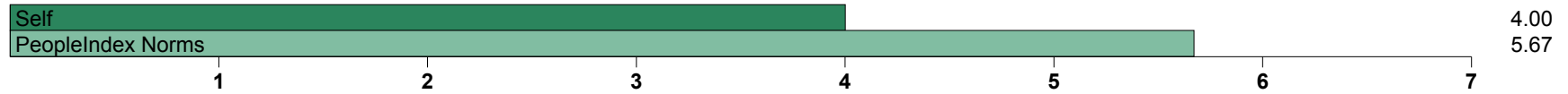
Self-Development



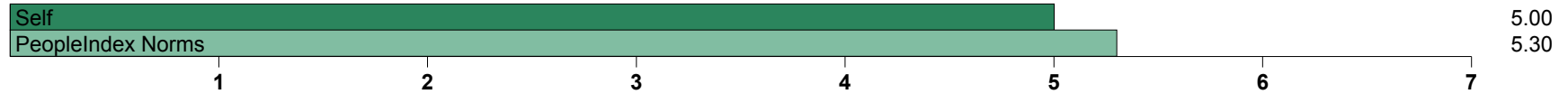
1. Seek feedback and constructive criticism from others



18. Pursue continuous learning and self-development of knowledge, experiences and skills



35. Realistically appraise my own strengths and development areas



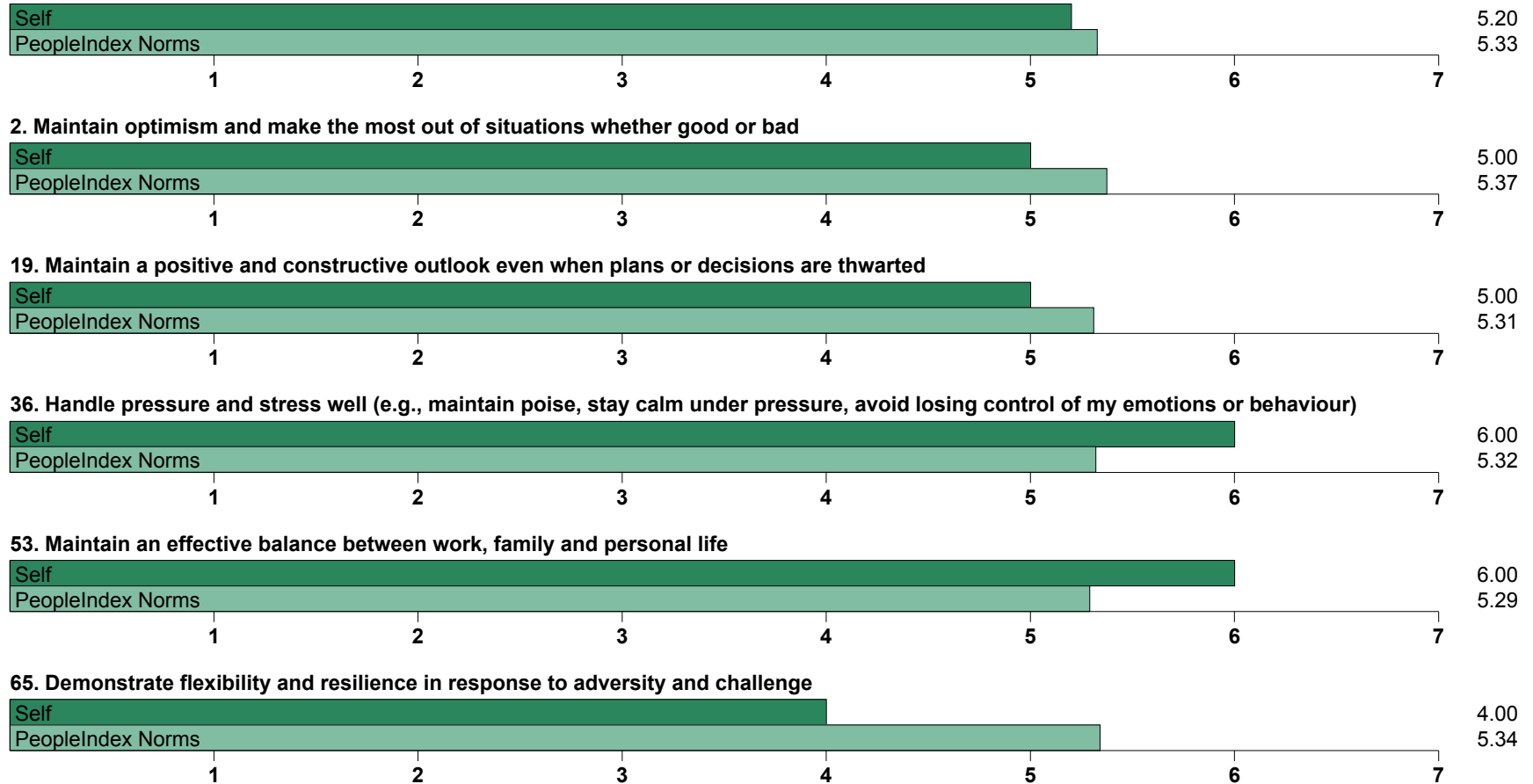
52. Manage time effectively and efficiently



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Behaviour Summary Continued

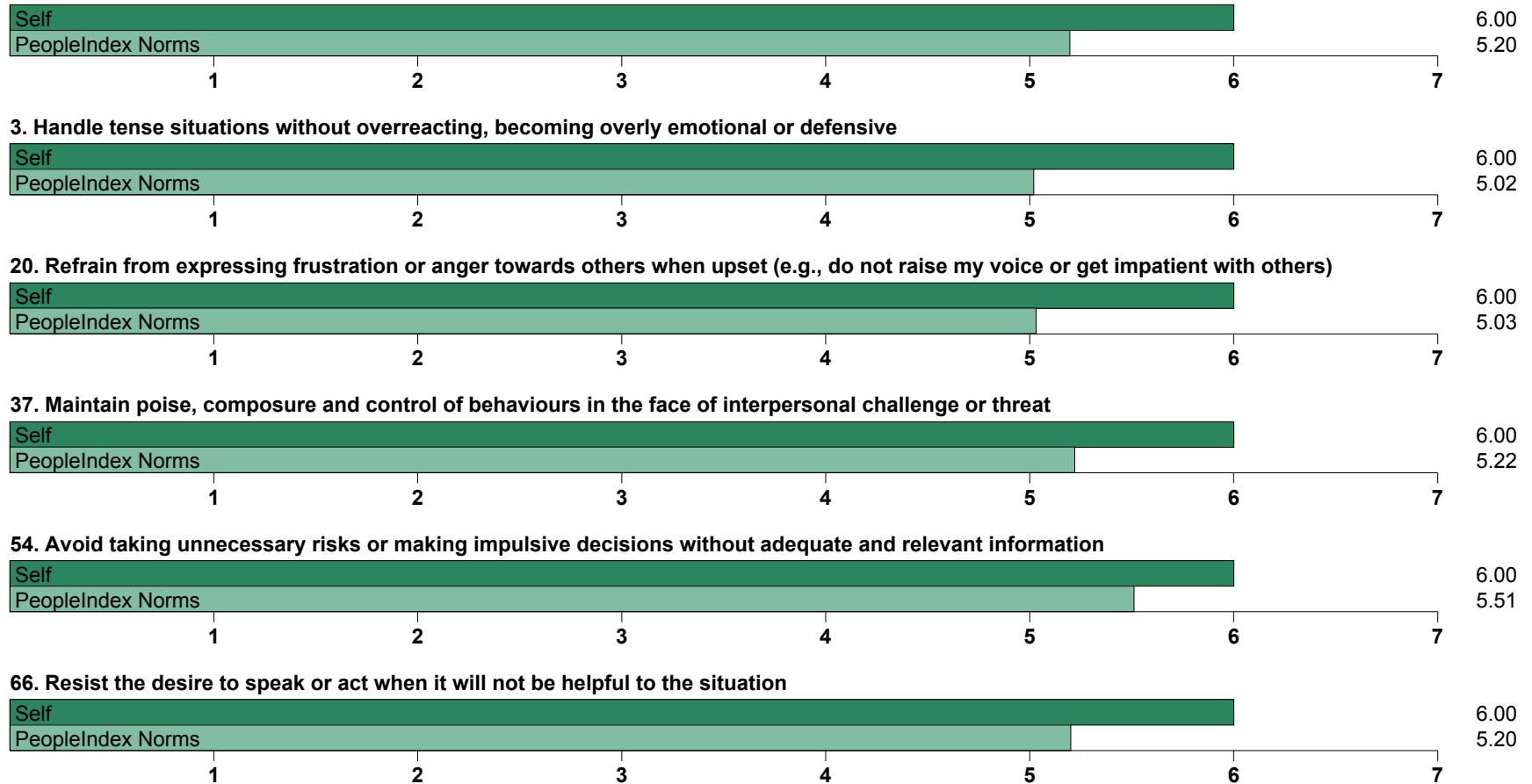
Adaptability/Stress Tolerance



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Behaviour Summary Continued

Self-Control



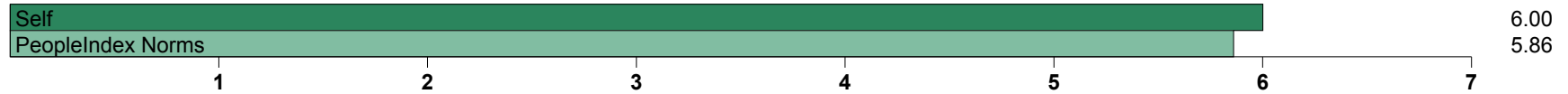
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Behaviour Summary Continued

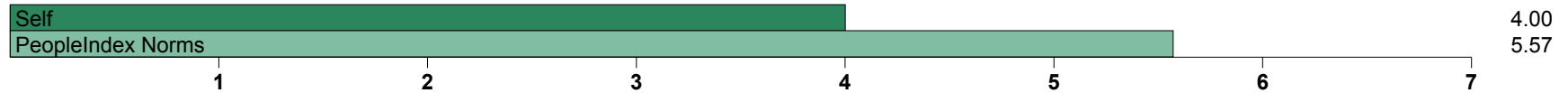
Engenders Trust



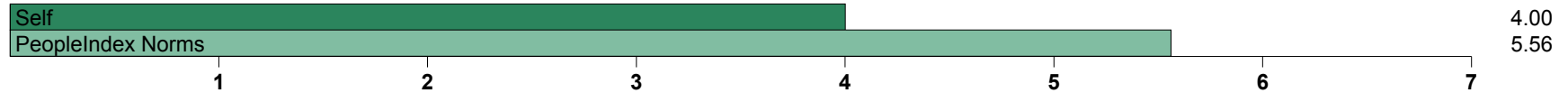
4. Demonstrate and practice high standards of personal and professional integrity



21. Maintain openness, honesty and candour in interpersonal relationships



38. Demonstrate consistency between actions and words (i.e., say and do things that are congruent and consistent with each other)



55. Create a trusting relationship making it easy to discuss and share personal information (e.g., maintain confidences, do not disclose personal information to others)



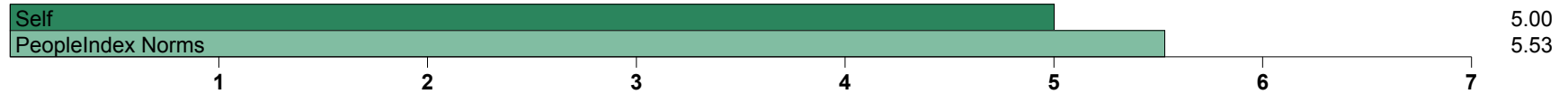
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Behaviour Summary Continued

Strategic Problem Solving



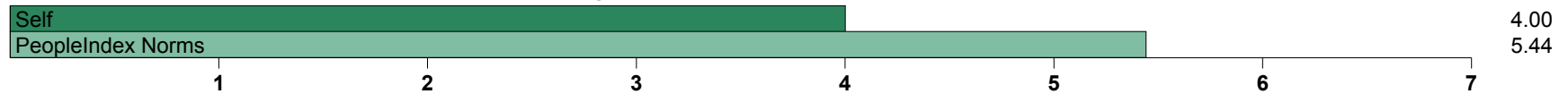
5. Make decisions confidently and quickly when necessary



22. Research and utilise available information in order to understand and solve issues and problems



39. Generate and consider multiple options before making a decision



56. Stick with a decision or course of action unless it is obvious that it is incorrect



67. Make high quality and logical decisions based on adequate data and information



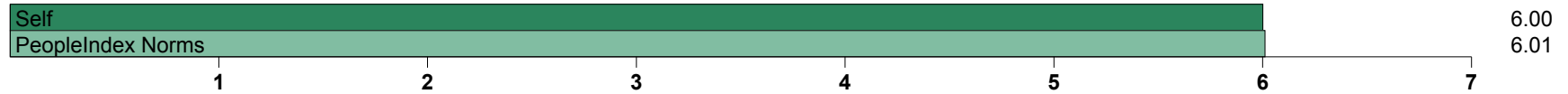
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Behaviour Summary Continued

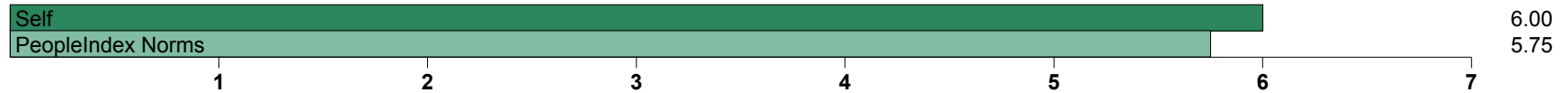
Achievement Orientation



6. Work hard to achieve and accomplish tasks, projects, assignments and goals



23. Demonstrate the ability to complete tasks, projects and assignments on time and with quality



40. Follow through on stated commitments and promises



57. Perform work in a conscientious and dependable manner



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Behaviour Summary Continued

Building Strategic Relationships



7. Effectively initiate and cultivate strategic internal alliances with key senior managers and others within the organisation



24. Effectively build relationships and partnerships with others outside the organisation



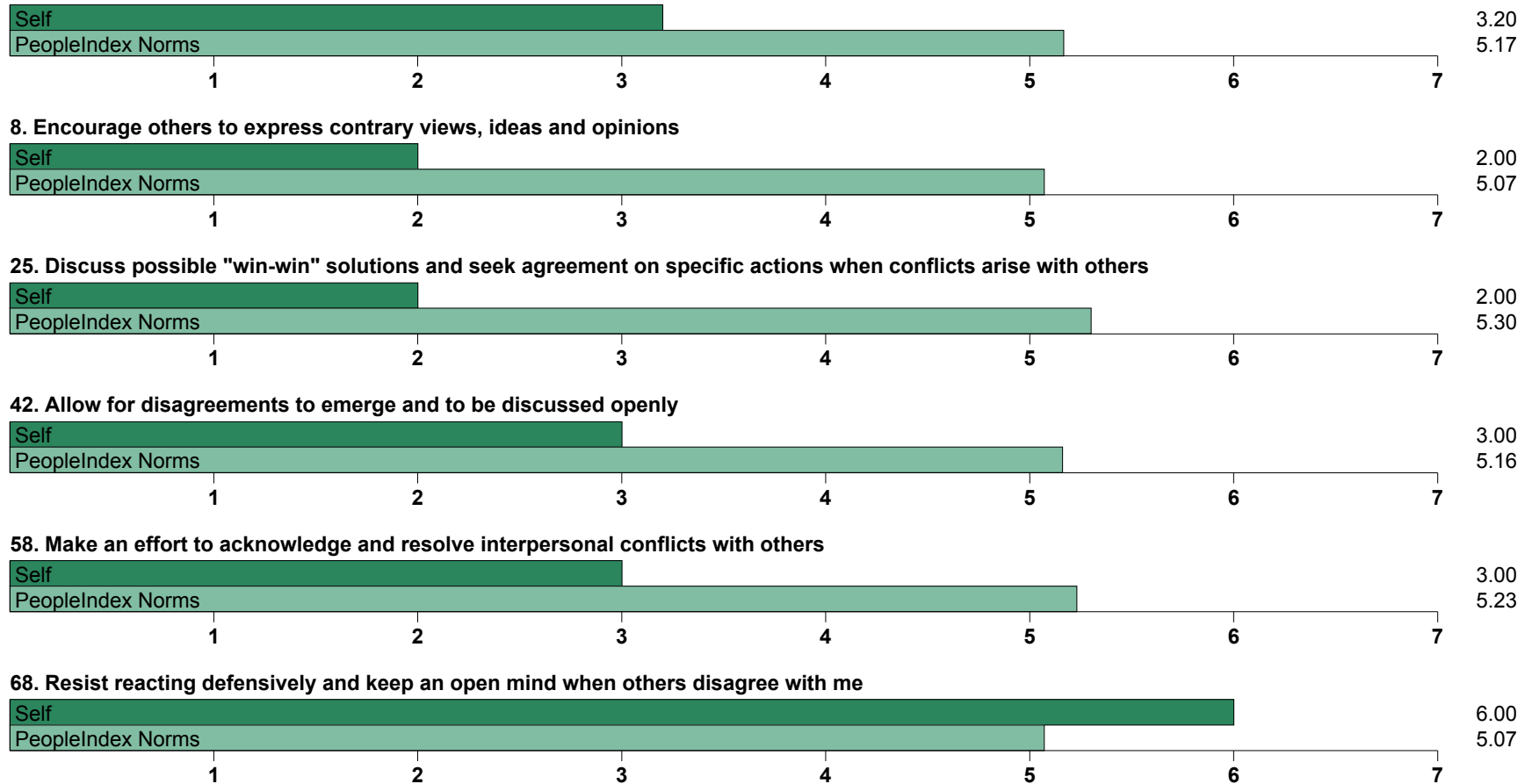
41. Develop, cultivate and maintain a broad base of support among key internal and external stakeholders (e.g., managers, employees, customers)



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Behaviour Summary Continued

Conflict Management



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Behaviour Summary Continued

Leadership/Influence



9. Communicate and express ideas in a manner that persuades and influences others



26. Modify my leadership style to persuade, motivate and influence others



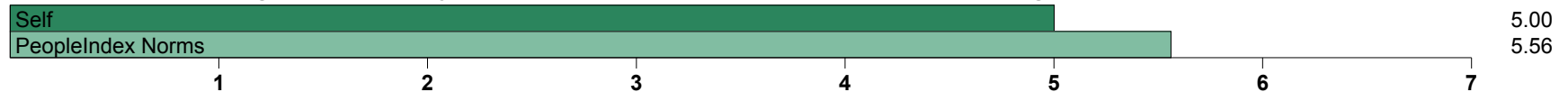
43. Convince and persuade others to see my perspective and ideas



59. Communicate in a manner that inspires commitment and support towards my ideas, suggestions and opinions



69. Demonstrate a willingness to assert my ideas and opinions in the face of opposition and challenge



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Behaviour Summary Continued

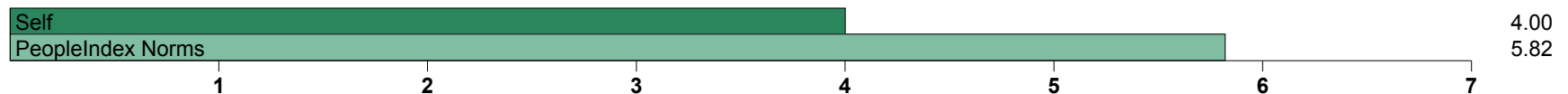
Interpersonal Sensitivity/Empathy



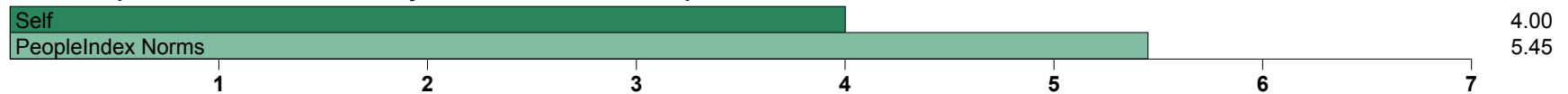
10. Make it easy for others to disclose, share and openly talk about their ideas, concerns and problems



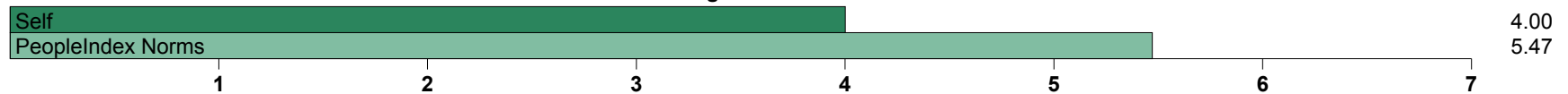
27. Demonstrate sensitivity towards diversity in the workforce (e.g., gender, race, ethnicity, sexual orientation, etc.) and treat others in a fair and consistent manner



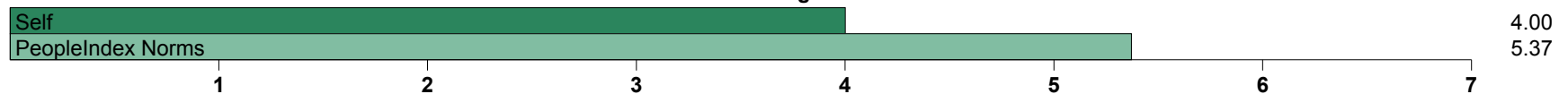
44. Develop and maintain warm, friendly, and sensitive relationships with others



60. Show an interest in and demonstrate consideration for the feelings and needs of others



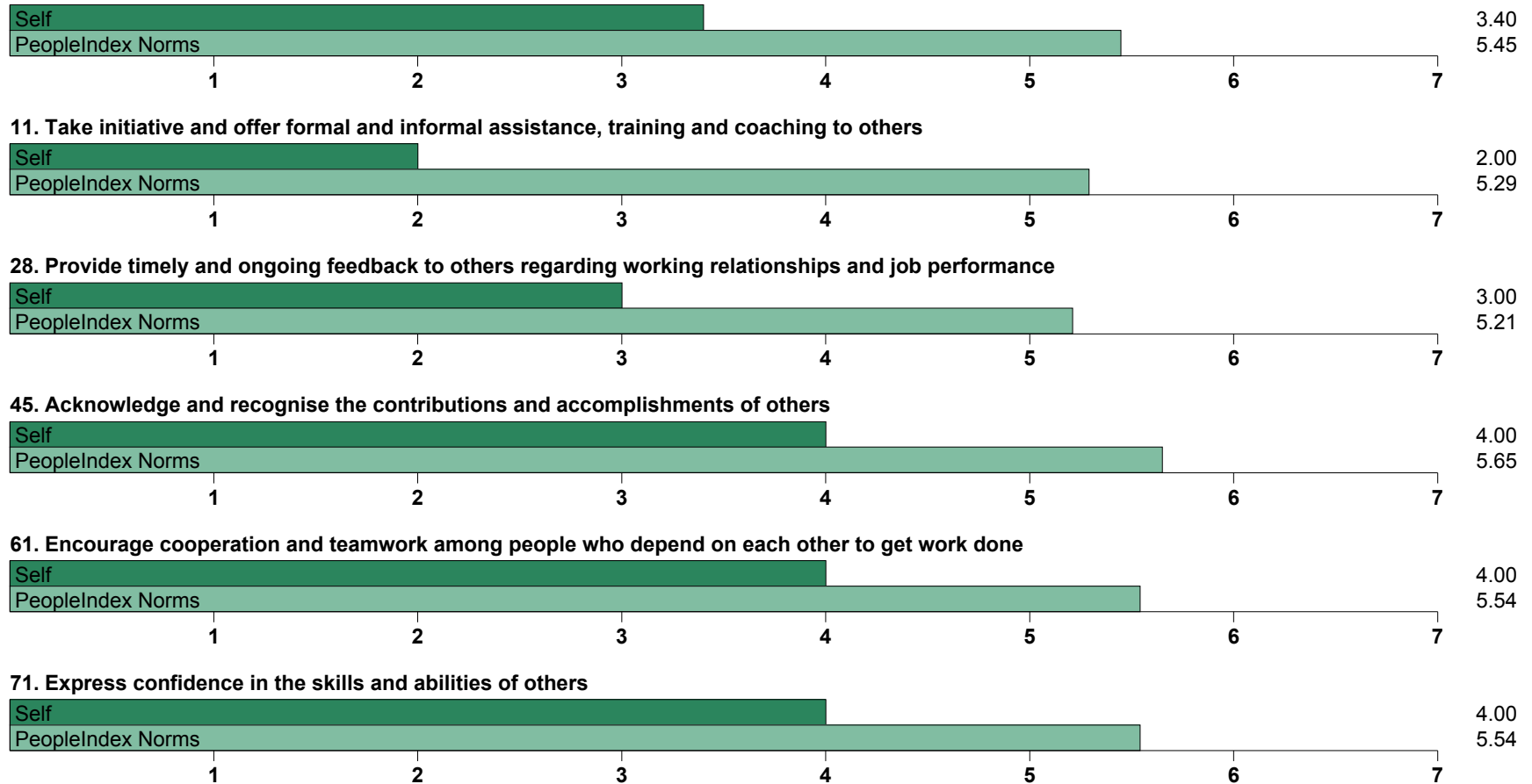
70. Make an effort to understand and take an interest in how others are feeling



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Behaviour Summary Continued

Team/Interpersonal Support



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Behaviour Summary Continued

Collaboration



12. Solicit and value the thoughts, opinions, feedback, and ideas of others



29. Develop cooperative, rather than competitive, working relationships with others



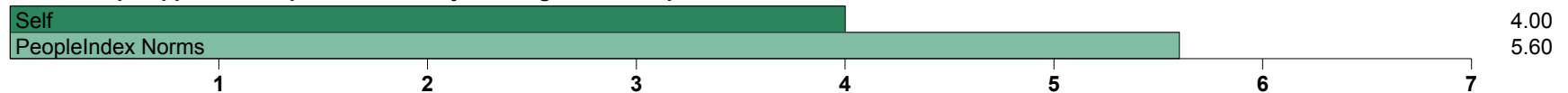
46. Actively involve others in my decision-making, planning, and problem-solving tasks when appropriate



62. Work collaboratively and non-competitively with others



72. Develop supportive, helpful, and friendly working relationships with others



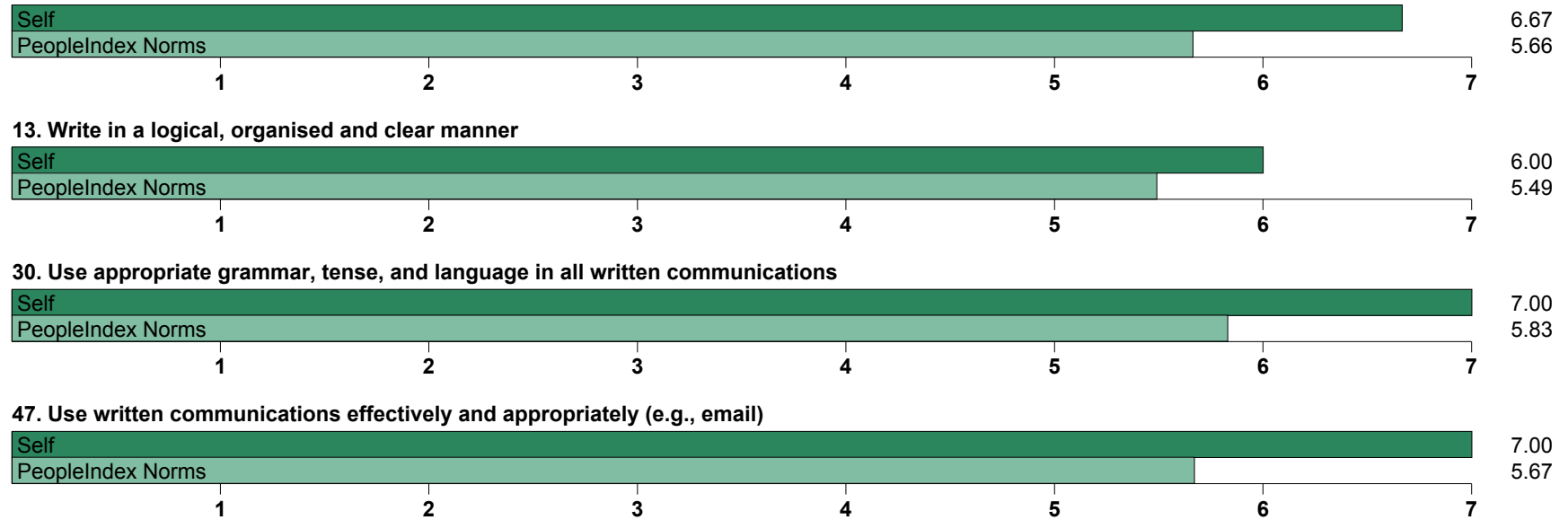
73. Respect the ideas, abilities and contributions of others and take a genuine interest in their suggestions and concerns



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Behaviour Summary Continued

Written Communication



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Behaviour Summary Continued

Two-Way Feedback



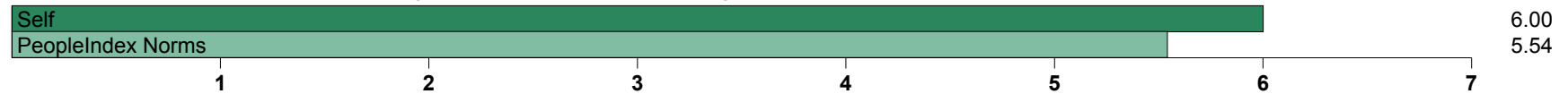
14. Maintain close contact and communications with others (i.e., keep others well informed)



31. Inform others about relevant aspects of tasks, projects and assignments in a timely manner



48. Communicate information needed by others in a prompt and timely manner



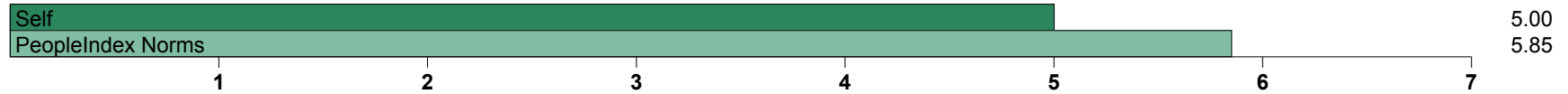
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Behaviour Summary Continued

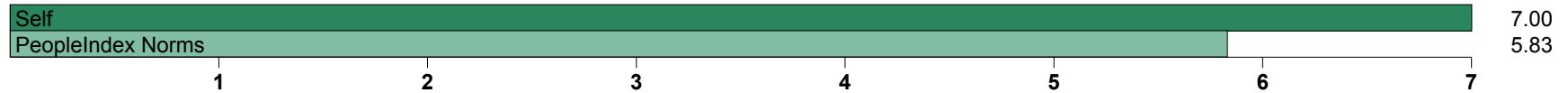
Oral Communication



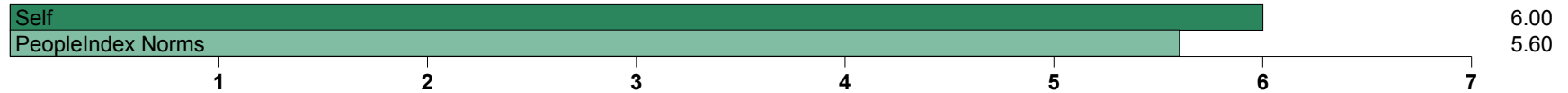
15. Maintain eye contact when communicating with others



32. Articulate and enunciate clearly when speaking and communicating



49. Clearly express and request information from others



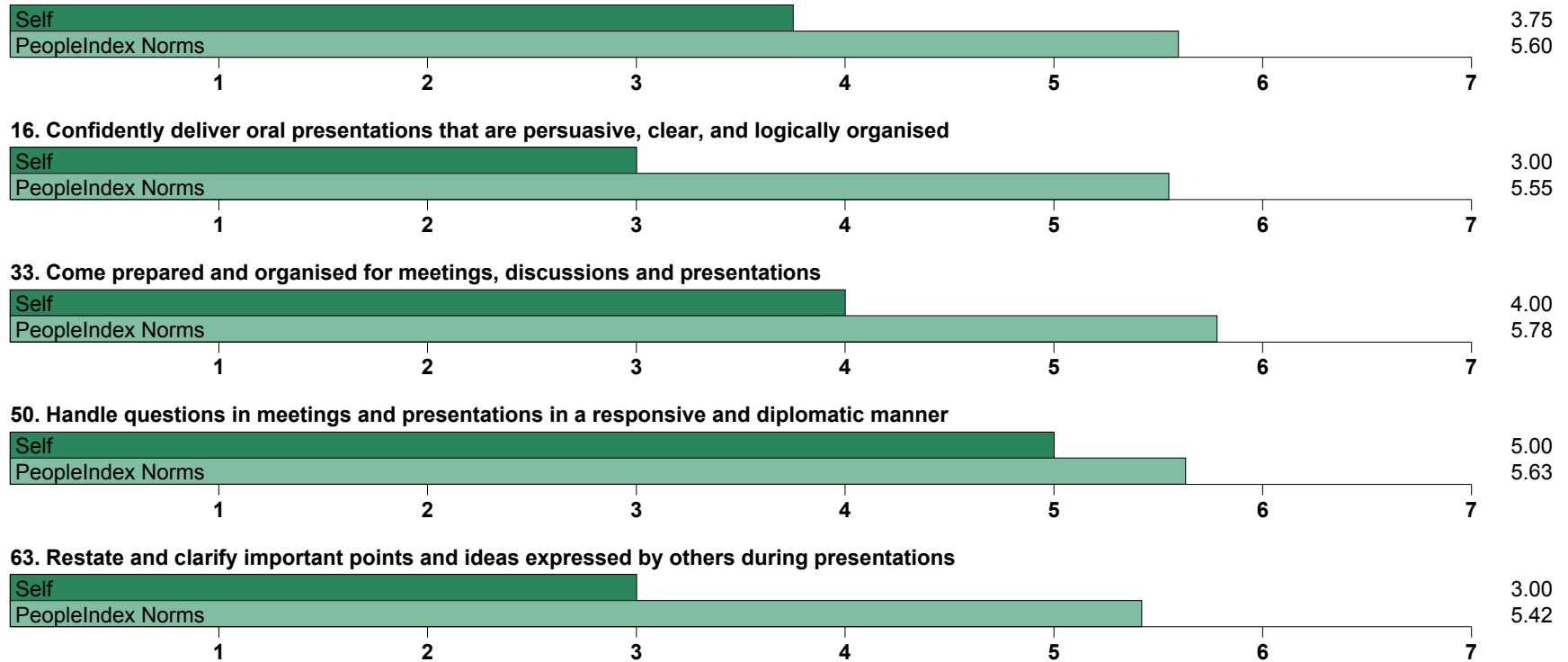
74. Provide clear, succinct and logical answers to questions from others



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Behaviour Summary Continued

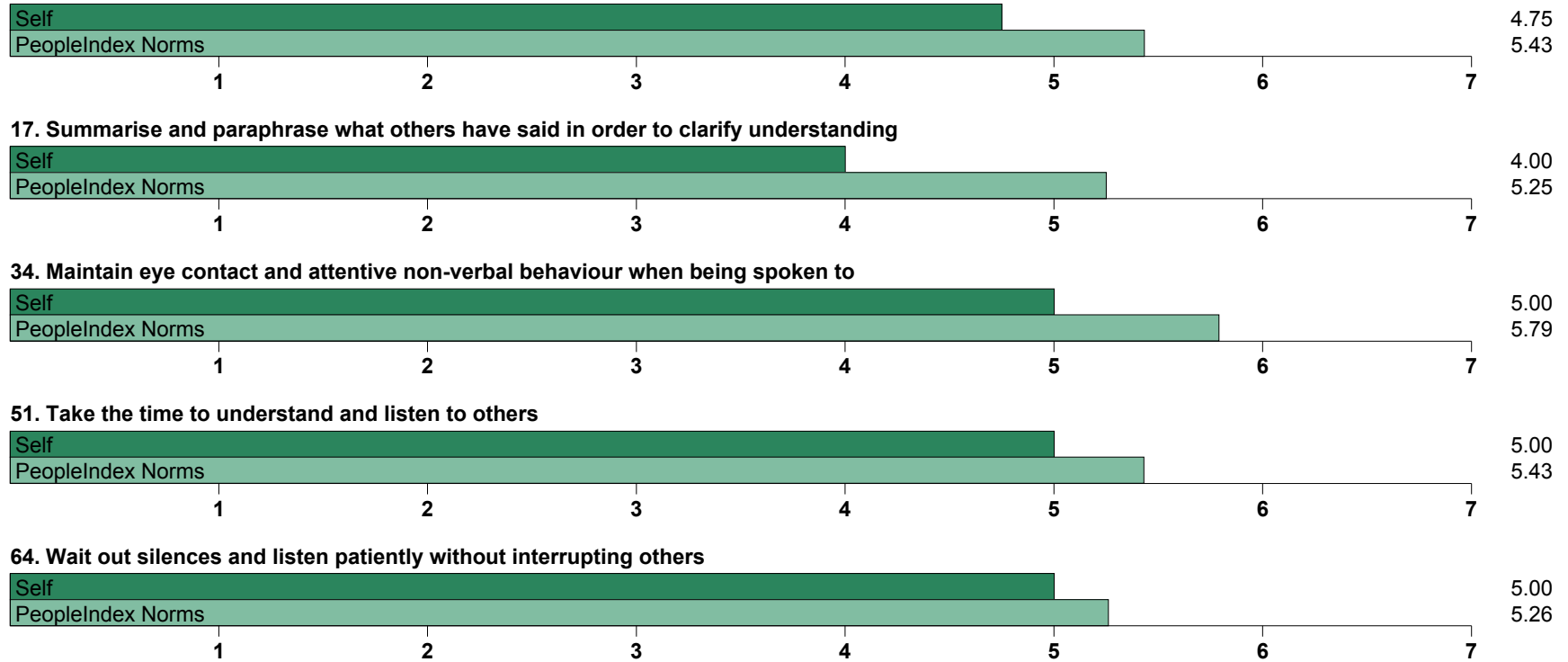
Oral Presentation



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Behaviour Summary Continued

Listening

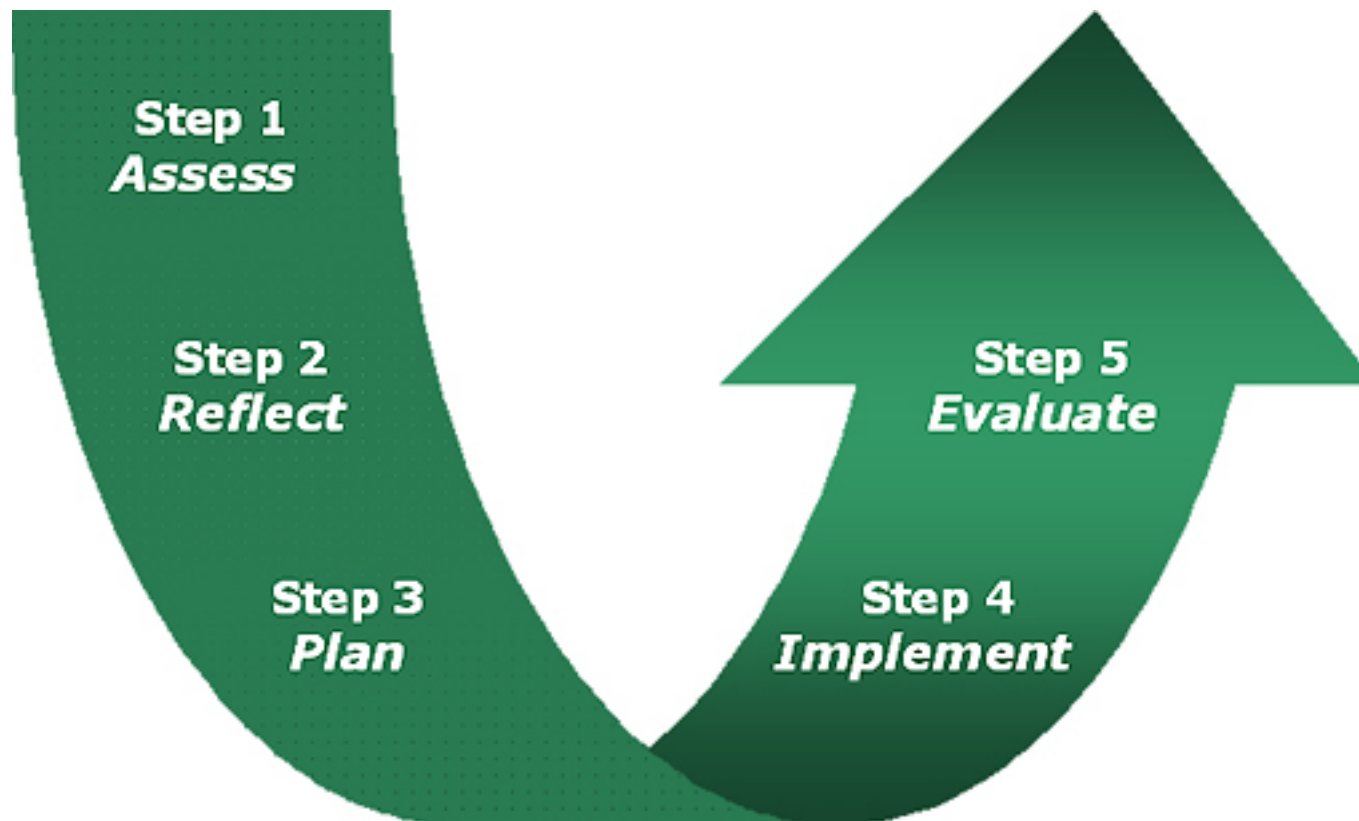


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Feedback Interpretation

Using Your PeopleIndex Report to Increase Your Emotional Intelligence

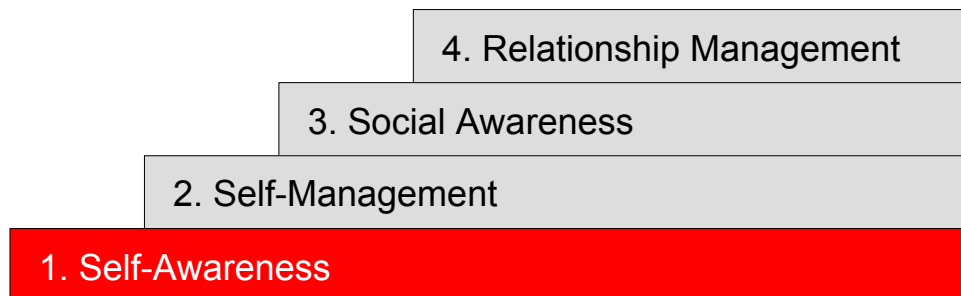
Your PeopleIndex feedback report provides you with information on the four domains of emotional intelligence including 1) Self-Awareness; 2) Social Awareness; 3) Self-Management and 4) Relationship management. The following section includes specific exercises and activities that have been demonstrated 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 behavioural changes associated with improved self-control and interpersonal effectiveness with others.



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Feedback Interpretation Continued

Self-Awareness Exercises to Enhance Your Emotional Intelligence

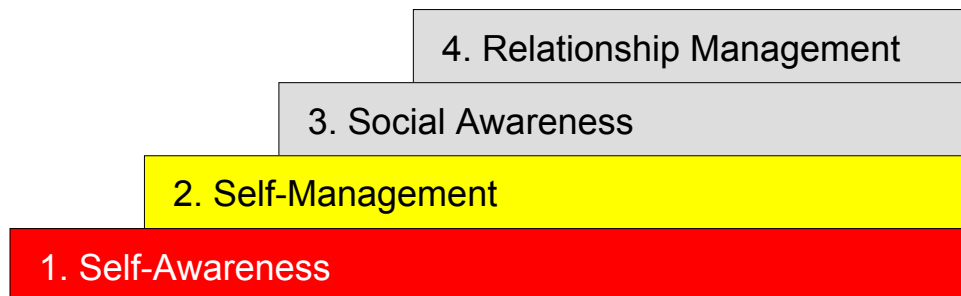


- **Emotions Log:** Keep a written stress and emotions log for a week. Describe the type of stressor and corresponding emotions it elicited. Rate the level of stress (low, moderate, high), your thoughts, emotions (positive or negative) and specific actions you took to manage your emotions productively. Review your log at the end of each day and reflect upon your behaviour 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 interest 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 utilise.
- **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

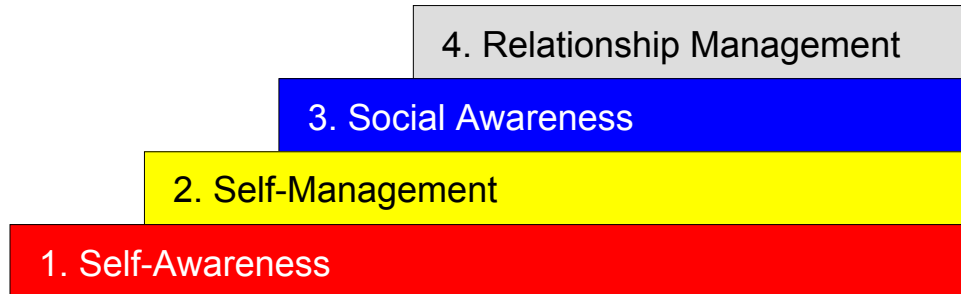


- **Utilising Your Signature Strengths:** Select one or two "signature" strengths rated high in the previous Self-Awareness exercise and that you are interested in using more (knowledge, skills, abilities, talents). For one week, attempt to use one of your "signature" strengths in a new and different 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 behaviourally?); 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). Publicise 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



- **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, summarise 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 behaviours (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 utilising 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 utilised and the feelings that came with their successful deployment.

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Feedback Interpretation Continued

Relationship Management Exercises to Enhance Your Emotional Intelligence



- **Relationship Energisers:** 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 minimise or eliminate interactions with these individuals.
- **D-E-S-C Technique:** Identify someone meaningful at work or home whose behaviour, 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 behaviour using the D-E-S-C technique: 1) **D**escribe (describe specifically and in behavioural terms what the individual is doing or not doing that is challenging for you. Focus on behaviours and not his/her personality; 2) **E**xpress how the behaviour makes you feel (use an "I" statement to share the impact on your feelings); 3) **S**pecify the specific behaviours 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 behaviour will have on you and your relationship. You might also consider negative consequences of what you will do if the behaviour 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 utilise 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 behaviour 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) **G**ive your point of view (express your idea, thought, suggestion or opinion); 2) **G**et his/her point of view (ask explicitly and directly what reactions the individual has to your ideas); 3) **M**erge your point of view and theirs by summarising 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) **G**o 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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Development Planning Guide

Examining your PeopleIndex Feedback Report

Your 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 summarises 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		
	Engenders Trust		
	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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Development Planning Guide Continued

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., behaviours 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 behaviour with a new pattern of behaviour. 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 behaviour
- An action plan is shared with others
- An analysis is made of reasons for potential lack of success
- Other people support your behaviour change
- The behavioural 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 behavioural plan
- Keep your plan simple and put it in writing
- Define how to monitor and evaluate results

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Development Planning Guide Continued

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