

Emotional Intelligence View 360

Administration and Interpretation

Workforce 2010

The Changing Career Paradigms

OLD PARADIGMS

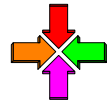
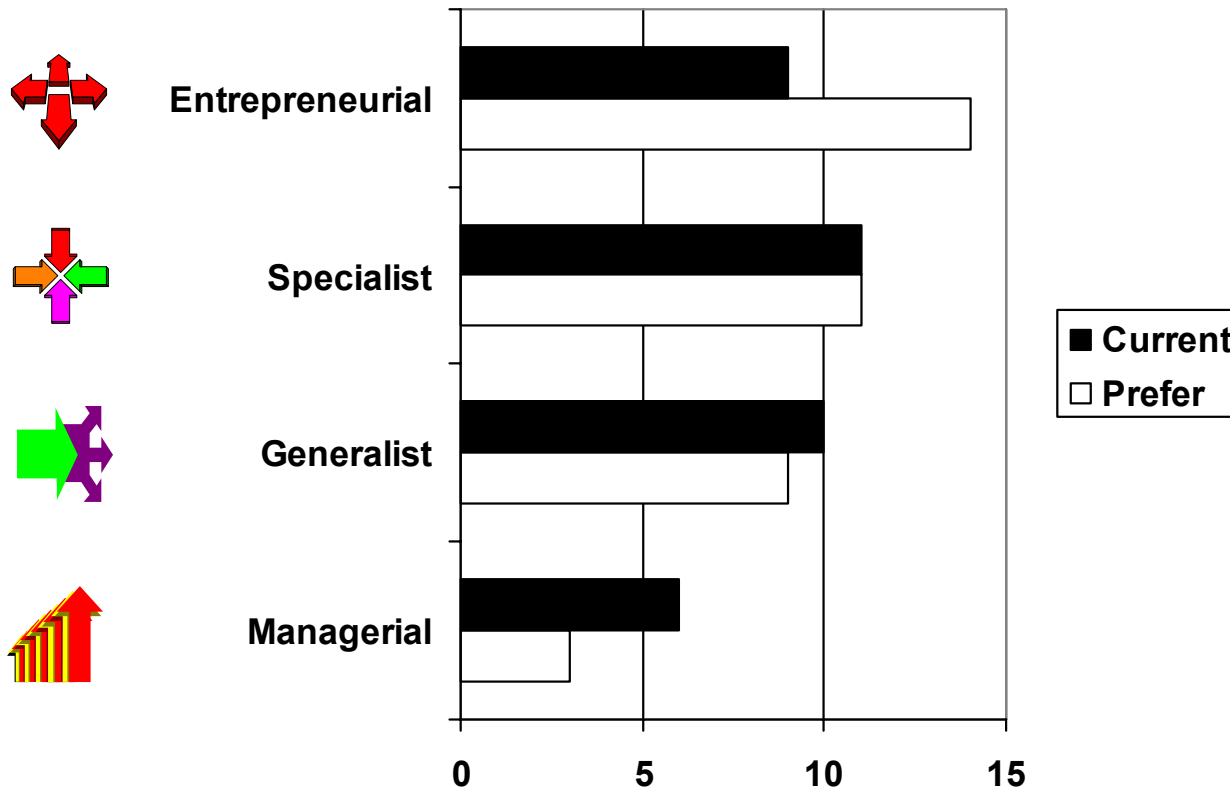
- ❖ Job Security
- ❖ Longitudinal Career Paths
- ❖ Job/Person Fit
- ❖ Organizational Loyalty
- ❖ Career Success
- ❖ Academic Degree
- ❖ Position/Title
- ❖ Full-Time Employment
- ❖ Retirement
- ❖ Single Jobs/Careers

NEW PARADIGMS

- ❖ Employability Security
- ❖ Alternate Career Paths
- ❖ Person/Organization Fit
- ❖ Job/Task Loyalty
- ❖ Work/Family Balance
- ❖ Continuous Relearning
- ❖ Competencies/Development
- ❖ Contract Employment
- ❖ Career Sabbaticals
- ❖ Multiple Jobs/Careers

Developing Leaders

Career Path Preferences



How Do You Develop Leaders?

Experience

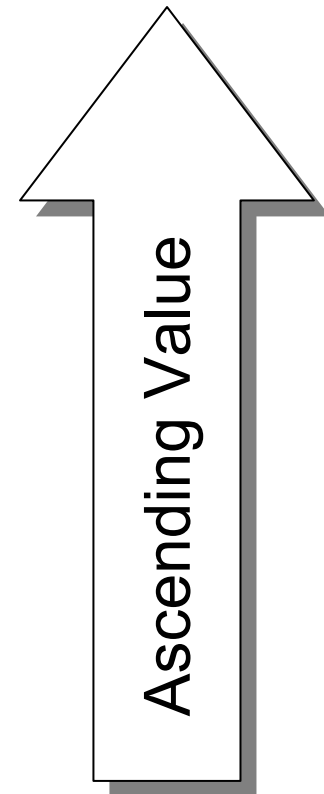
- Job change
- Special projects and assignments
- Exposure and involvement in key business challenges
- Task forces, committees, change initiatives

Feedback & Coaching

- Job Performance feedback
- Executive/Peer coaching
- 360-degree feedback process
- Mentoring Programs

Formal Learning

- Critical skill building training programs
- Transition training programs
- Key external executive programs
- Self-directed learning initiatives



Developing Leaders with a Managerial Career Path

❖ Cross-Functional Versatility

- Exposure to all functions
- Understanding of the organization

❖ Job/Developmental Challenges

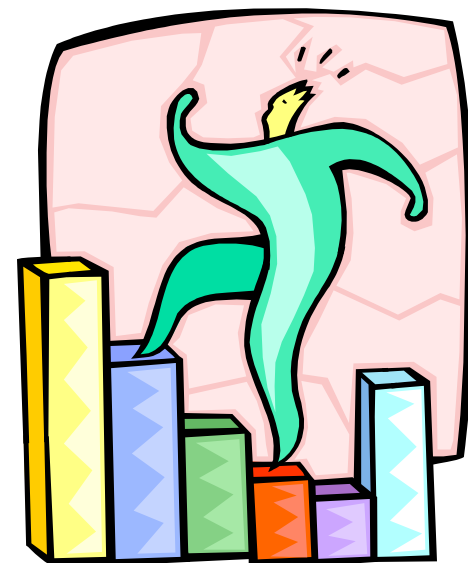
- Structured experiences to facilitate development
- Strategic Assignments/Responsibilities

❖ Core Competencies

- Training on specific competencies/skills
- Transition training

❖ Derailment Factors

- Multi-rater feedback to identify strengths/development
- Coaching



**“The key to management success is to keep the folks
who hate you away from the undecided”**

Earl Weaver

What is Emotional Intelligence (EI)?

What is Emotional Intelligence?

At the most basic level, ***Emotional Intelligence (EI)*** is the ability to recognize, understand and manage your emotions and behavior effectively

All current emotional intelligence models share a common core of basic concepts:

❖ RECOGNITION

- Identifying and Perceiving Emotions
- Using Emotions to Facilitate Thoughts
- Understanding Emotions

❖ REGULATION

- Self-Management
- Relationship Management

Goleman Emotional Intelligence Model



<http://www.eiconsortium.org>

Where did the Concept of “Emotional Intelligence” come from?

Multiple Intelligences Beyond “IQ”

Mathematical / Logical } “IQ”

Musical

Spatial

Linguistic

Kinesthetic

Interpersonal } “EI”

Intrapersonal } “EI”

The Concept of Emotional Intelligence

- ❖ In 1983, Gardner first published his theory , derived from extensive brain research, on *Multiple Intelligence* including intrapersonal (self awareness/self management) and interpersonal (relationship awareness/management)
- ❖ Reuven Bar-On (1988) has placed EI in the context of personality theory, specifically a model of well-being
- ❖ Peter Salovey and John Mayer first proposed their theory of emotional intelligence (EI) in 1990
- ❖ The movement in education that seeks to implement curricula that teach EI skills uses the general term *social and emotional learning*, or SEL (Salovey & Mayer, 1997)
- ❖ Goleman (1998-2003) has popularized the concept of emotional intelligence and formulated EI in terms of a *theory of job and work performance*

How is Emotional Intelligence (EI) measured?

How is Emotional Intelligence Measured?

Some Current Validated EI Measures

Emotional Competence Inventory 360	Hay Group www.eihaygroup.com
BarOn Emotional Quotient Inventory (EQ-I)	Multi-Health System www.eqi.mhs.com
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™)	Multi-Health System www.eqi.mhs.com
The Emotional Intelligence Appraisal	TalentSmart www.talentsmart.com
Emotional Intelligence View 360 (EIV360)	Envisia Learning www.envisialearning.com

Does Intelligence predict job success and performance?

Approaches to Personnel Selection Which are Most Predictive?

AVERAGE VALIDITY

A	WORK SAMPLE TESTS	.38 to .54
B	INTELLIGENCE TESTS	.38 to .51
C	ASSESSMENT CENTERS	.41 to .50
D	PEER/SUPERVISORY RATINGS	.41 to .49
E	WORK HISTORY	.24 to .35
F	UNSTRUCTURED INTERVIEWS	.15 to .38
G	PERSONALITY INVENTORIES	.15 to .31
H	REFERENCE CHECKS	.14 to .26
I	TRAINING RATINGS	.13 to .15
J	SELF RATINGS	.10 to .15
K	EDUCATION / GPA	.00 to .10
L	INTERESTS / VALUES	.00 to .10
M	AGE	-.01 to .00

Does Intelligence Predict Job Performance?

- ❖ Meta-analysis was used to aggregate results from 151 studies examining the relationship between intelligence and leadership success
- ❖ Results indicated that the correlation between intelligence and leadership is .21 (uncorrected) and .27 (corrected for range restriction)
- ❖ Overall, results suggest that the relationship between intelligence and leadership is considerably lower than previously thought

Judge, T., Colbert, A. & Ilies, R. (2004). Intelligence and Leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89, 542-552

Is **Emotional Intelligence** associated with job performance and career success?

Emotional Intelligence & Job Performance

- ❖ Meta-analytic studies have shown that conscientiousness and emotional stability have been the most consistent predictors of job performance across diverse job families
- ❖ In 5 of 7 independent samples of employees, those high in **conscientiousness** who were also low in **agreeableness** (interpersonal awareness and interpersonal skills) received significantly lower overall ratings of job performance compared to those high in agreeableness

Witt, L., Burke, L., Barrick, M. & Mount, M. (2002). The interactive effects of conscientiousness and agreeableness on job performance. *Journal of Applied Psychology*, 87, 164-169

Emotional Intelligence & Job Performance

- ❖ 4 independent studies explored the role of social skills in the conscientiousness-performance relationship
- ❖ Among managers and technical employees high in social skill, conscientiousness was positively related to job performance but those low in social skill the relationship was negative

Witt & Ferris. (2003). Social Skill as a moderator of the conscientiousness-performance relationship: Convergent results across four studies. *Journal of Applied Psychology*, 88, 809-820

Emotional Intelligence & Job Performance

- ❖ This study investigated the relationship between self and managerial rating congruence (self-insight) on two measures of assessment center performance with 144 supervisors
- ❖ In-agreement/good raters and over-estimators were rated significantly higher by assessors compared to In-agreement /poor raters and under-estimators
- ❖ In-agreement/poor raters and under-estimators had lower overall in-basket scores than in-agreement/good raters

Nowack, K.M. (1997). Congruence between self-other ratings and assessment center performance. Journal of Social Behavior and Personality, 12 (5), 145-166

Self-Awareness & Job Performance

AGREEMENT CATEGORIES	CAREER IMPACT	DEVELOPMENT REQUIRED
IN-AGREEMENT / GOOD	+	LOW
IN-AGREEMENT / POOR	-	HIGH
UNDER-ESTIMATORS	+	LOW
OVER-ESTIMATORS	-	HIGH

Nowack, K. (1997). Congruence between self and other ratings and assessment center performance. Journal of Social Behavior & Personality, 12, 145-166

Emotional Intelligence & Job Performance

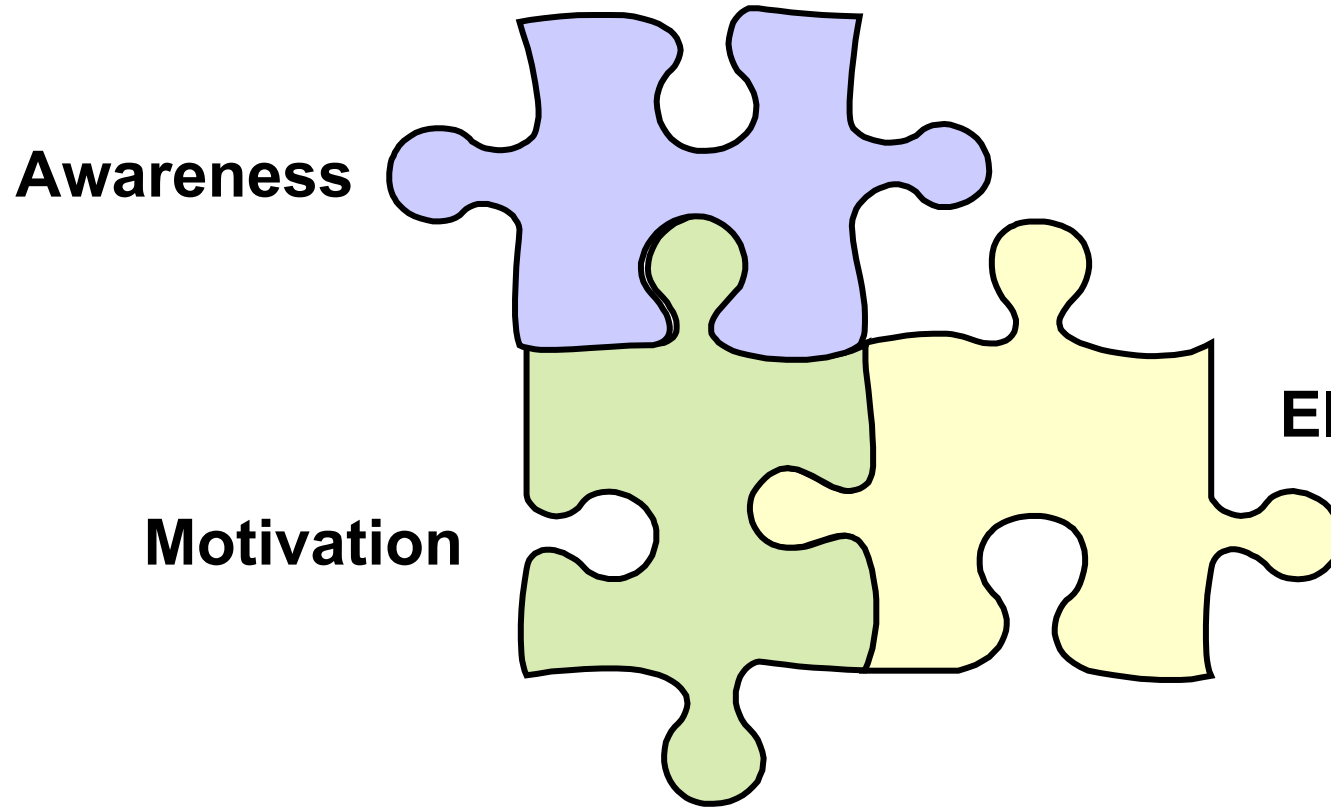
Additional Evidence:

- ❖ 70% of employees' perception of the organizational climate is associated with the emotional intelligence of the leader (Goleman, 2002)
- ❖ Positive mood of the leader promotes worker productivity and retention (George & Bettenhausen, 1990)
- ❖ Team members tend to share moods whether positive or negative with more positive moods associated with increased performance (Totterdell et. Al, 1998)
- ❖ A study by National Insurance Company found that agents low in EI sold policies of \$54,000 compared to those high in EI worth \$114,000 (Hay McBer, 2000)

Emotional Intelligence & Job Performance

- ❖ A meta-analysis of 69 independent studies explored the predictive validity of emotional intelligence with diverse job performance outcomes (Van Rooy & Viswesvaran, 2004)
- ❖ Results suggested diverse measures of EI correlated .23 with job performance ($k=19$, $N=4158$) and .22 with general mental ability

The Necessary Ingredients for Changing Individual Behavior



Nowack, K. and Heller, B. (2001). Making executive coaching work.
Trainingmag.com

Research on the Effects of Intelligence (EI) on Career Success



Are there differences in Emotional Intelligence between male and female leaders?

Leadership Differences Between Males & Females

- ❖ Recent meta-analytical research comparing the leadership styles of *women* and *men* has found for both the presence and absence of differences between the sexes
- ❖ Findings suggest that *women* tend to adopt a more democratic or participative style and a less autocratic or directive style than do men

OPD 360-Degree Feedback Research

Gender Differences in Competency Self Ratings

Communications

Active Listening

Written Communications

Oral Communications

Oral Presentation

Vision/Goal Setting

Leadership

Planning/
Organizing

Administrative
Control/Follow-Up

Delegation

Performance
Management

Performance
Appraisal

Recognizing
Others

Interpersonal

Sensitivity

Coaching/
Development

Conflict
Management

Team Building

Employee
Development

Leadership

Problem Solving

Strategic Problem
Analysis

Decisiveness/
Judgment

Note: Self-Ratings of men (N=801) are significantly higher than women on the bolded competencies (N=417), all p's < .01

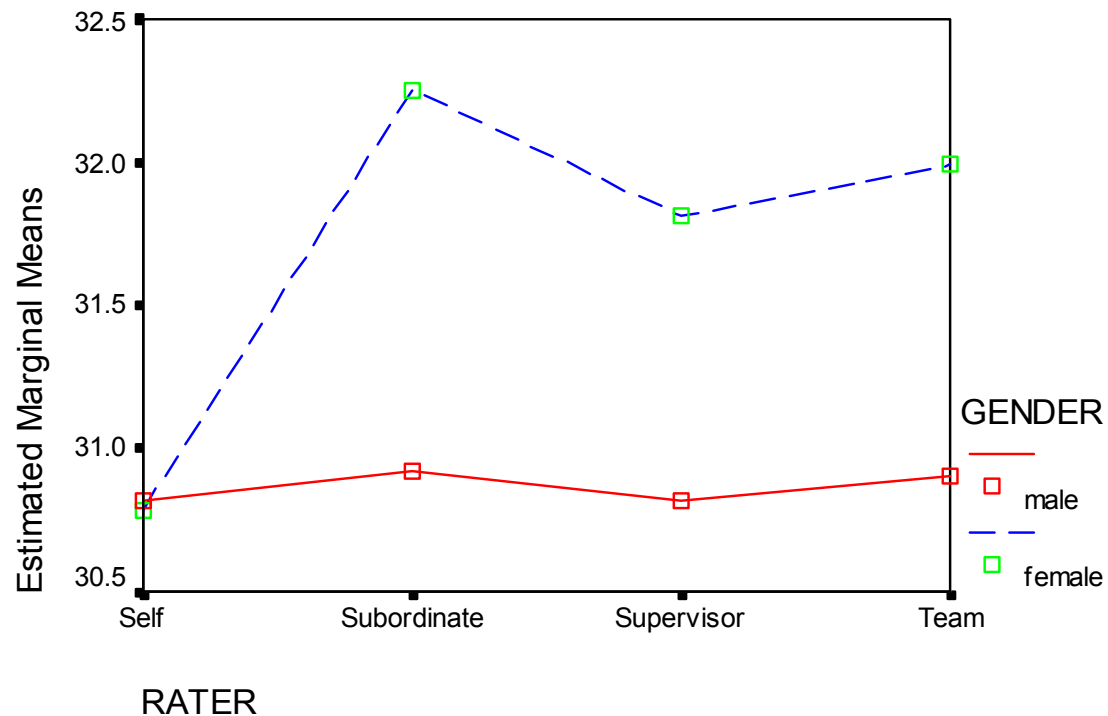
360-Degree Feedback Research

Gender Differences in Leadership

LEADERSHIP COMPETENCY

- ❖ Significant interaction effect is found between rater X gender
- ❖ Women (N=417) are rated significantly higher than men (N=801) by all rating groups
- ❖ There are no significant differences in self-ratings between men and women on overall ratings of leadership skill

Self/Other Ratings Leadership Factor



Emotional Intelligence

Current Issues & Controversies

- ❖ Confusion about an accepted definition and consistent model of emotional intelligence
- ❖ Confusion about the meanings of other closely related concepts such as emotional literacy, emotional health, emotional skill, and emotional competency
- ❖ Unsupported claims about the power and predictive ability of emotional intelligence for job performance, career success, and health
- ❖ Weak measures of the constructs underlying emotional intelligence models
- ❖ Strong statistical overlap of emotional intelligence scales with well established personality constructs (e.g., five factor personality inventory scales)
- ❖ Personality research that does not support the supposed malleability of emotional intelligence with the relative fixity of traditional IQ

What does the **Emotional Intelligence View 360** measure?

Relationship Management Model

Emotional Intelligence View 360 Competencies

Self Management

- Self-Development
- Adaptability/Stress Tolerance
- Self-Control
- Trustworthiness
- Strategic Problem Solving
- Achievement Orientation/Drive for Results

Relationship Management

- Building Strategic Relationships
- Conflict Management
- Leadership/Influence
- Interpersonal Sensitivity/Empathy
- Team/Interpersonal Support
- Collaboration

Communication

- Listening
- Oral Communication
- Two-Way Feedback
- Oral Presentation
- Written Communication

What are the features of the **Emotional Intelligence View 360** instrument?

Emotional Intelligence View 360 Features

- ❖ **Measures 17 Competencies**
- ❖ **74 Behavioral Questions**
- ❖ **Online Administration**
- ❖ **Reliable and Valid Scales**
- ❖ **Scoring Bureau Service**
- ❖ **Comprehensive Summary Feedback Report
with Developmental Planning Resources**

360-Degree Process Objectives

1

To identify skill strengths development needs to enhance job performance

2

To provide participants with feedback and developmental recommendations

3

To facilitate the implementation of a professional development plan

Emotional Intelligence View 360 Report Components

- ❖ Emotional Intelligence View 360 (EIV360) Competency Definitions and Conceptual Model
- ❖ Self-Awareness/Social Awareness Comparison Graphs
- ❖ EIV360 Overall Competency Graphs (self and other comparisons)
- ❖ Most Frequent/Least Frequent Behavior Summary
- ❖ Summary of Average Scores by Rater Category with Statistical Measure of Rater Agreement
- ❖ Written Comments by Raters
- ❖ Developmental Action Plan



Emotional Intelligence View 360 Sample Online Questions

EIV360 - Microsoft Internet Explorer provided by dock.net

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Media History Mail Print Edit Discuss Real.com

Address <http://dev.chromaticconcepts.com:8200/360Feedback.asp> Go

EMOTIONAL INTELLIGENCE view360

Emotional Intelligence View360 Questionnaire

You are rating: Ken Nowack

Frequency 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
N/A	=	Not Observable or Not Applicable

No.	The Individual	Frequency Scale							N/A
		To an Extremely Small Extent			To an Extremely Large Extent				
		1	2	3	4	5	6	7	
1	Seeks and applies feedback and constructive criticism from others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Maintains optimism and makes the most out of situations whether good or bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Handles tense situations without overreacting, becoming overly emotional or defensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done Internet

Emotional Intelligence View 360

Confidentiality of the Feedback Process

KEY POINTS

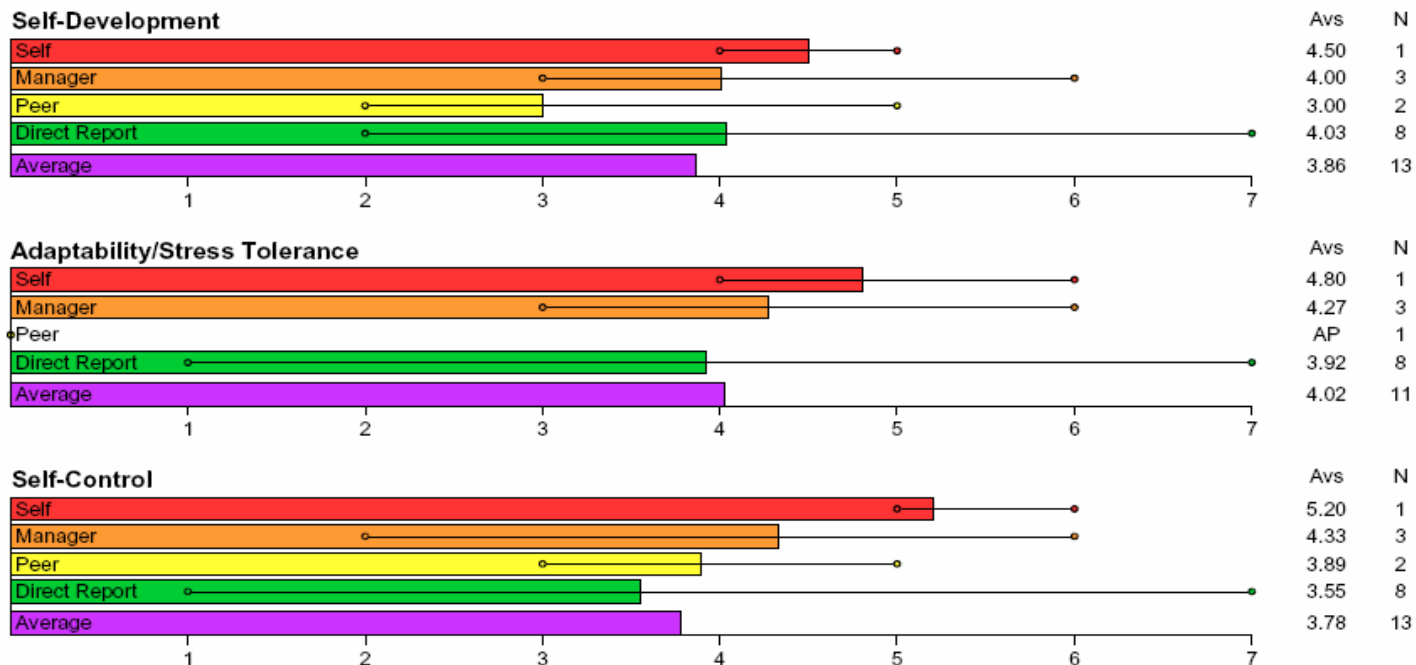
- ❖ All raters are anonymous except for the “manager” in the EIV360 feedback report
- ❖ Online administration uses passwords to protect confidentiality (Internet administration)
- ❖ No bar graphs are shown unless at least two raters respond in a rater category (anonymity protection)
- ❖ The summary feedback report is shared only with the respondent and is intended for development purposes only
- ❖ The respondent decides how much of the summary feedback report he/she wants to share with others

Emotional Intelligence View 360

Graphs: Self-Other Perceptions

EMOTIONAL INTELLIGENCE VIEW360

Overall Competency Summary



Emotional Intelligence View 360

Graphs Section

KEY POINTS

- ❖ Emotional Intelligence View 360 uses average scores based on the 1 to 7 frequency scale
- ❖ The bar graphs summarize self and other perceptions on each of the 17 separate EIV360 competencies
- ❖ The legend to the right of the graph will summarize average score and number of raters for each category
- ❖ Range of scores for each rater group are graphed

Emotional Intelligence View 360

Most/Least Frequent Section

KEY POINTS

- ❖ The “Most Frequent” section and “Least Frequent” section summarizes those competencies and behaviors that were most frequently/least frequently observed by various rater groups
- ❖ The number in the first column corresponds to the average score for all raters providing feedback (1 to 7 scale)
- ❖ The “Most Frequent” should be considered as perceived strengths to leverage and build on
- ❖ The “Least Frequent” should be considered as possible behaviors to practice more frequently

Emotional Intelligence View 360

Most/Least Frequent Section

Most Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

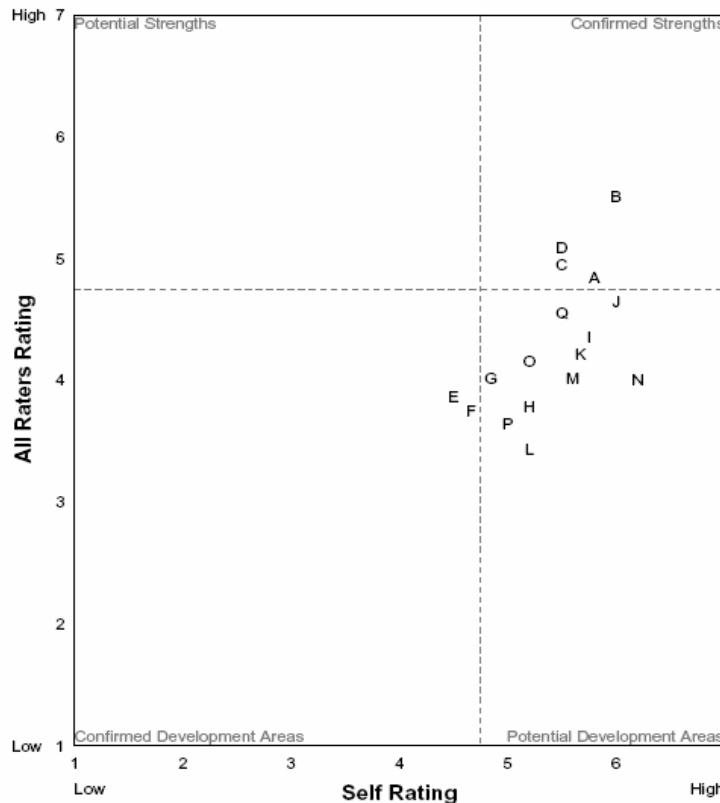
These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	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
Rewards individuals for their efforts & accomplishments when deserved.	Recognizing/Rewarding	5.7	0	0	0	1	2	5	1
Demonstrates sensitivity towards diversity in the workforce(e.g., gender, race, ethnicity, age) & treats all employees in a fair & consistent manner.	Interpersonal Sensitivity	5.7	0	0	0	0	4	4	1
Establishes a logical sequence of work activities & assignments.	Planning/Organizing	5.7	0	0	0	1	2	5	1
Keeps track of details and follows up on tasks, projects & assignments.	Administrative Control	5.7	0	0	0	2	1	4	2
Encourages a climate of trust, honesty & openness with others.	Team Development	5.7	0	0	0	0	4	4	1
Writes in a logical & organized manner.	Written Communication	5.7	0	0	0	1	4	1	3
Compliments employees when they perform well.	Recognizing/Rewarding	5.6	0	0	0	1	2	4	1
Clearly communicates employee performance problems in a fair and consistent manner.	Performance Management	5.6	0	0	0	1	2	3	1
Develops both short & long-range plans that consider relevant cost, schedule & resource information.	Planning/Organizing	5.6	0	0	1	0	2	5	1
Recognizes that diverse points of view of others must be encouraged, acknowledged & accepted.	Conflict Management	5.6	0	0	0	1	3	4	1
Waits out silences and listens patiently without interrupting others.	Listening	5.6	0	0	0	1	2	6	0

Emotional Intelligence View 360

Sample Awareness View Report

Self-Awareness/Social Awareness Self-All Raters View (N = 13)



Average Scores

	Self	All Raters
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Confirmed Strengths

A. Strategic Problem Solving	5.80	4.84
B. Written Communication	6.00	5.51
C. Oral Communication	5.50	4.95
D. Oral Presentation	5.50	4.89

Confirmed Development Areas

E. Self-Development	4.50	3.86
F. Two-Way Feedback	4.67	3.74

Potential Development Areas

G. Adaptability/Stress Tolerance	4.80	4.02
H. Self-Control	5.20	3.78
I. Trustworthiness	5.75	4.36
J. Achievement Orientation	6.00	4.69
K. Building Strategic Relationships	5.67	4.22
L. Conflict Management	5.20	3.43
M. Leadership/Influence	5.60	4.01
N. Interpersonal Sensitivity/Empathy	6.20	4.00
O. Team/Interpersonal Support	5.20	4.16
P. Collaboration	5.00	3.65
Q. Listening	5.50	4.55

Emotional Intelligence View 360 Awareness View Report

KEY POINTS

Emotional Intelligence View 360 provides a snapshot of self/social awareness in a series of graphs highlighting four areas:

1. Potential Strengths (Low Self Ratings & High Other Ratings)
2. Confirmed Strengths (High Self Ratings & High Other Ratings)
3. Potential Development Areas (High Self Ratings & Low Other Ratings)
4. Confirmed Development Areas (Low Self Ratings & Low Other Ratings)

Emotional Intelligence View 360

Sample Overall Item Summary Report

EMOTIONAL INTELLIGENCE VIEW360

Overall Item Summary

The average score for each emotional intelligence competency and specific questions are summarized below for each rater category (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). The average scores for each Emotional Intelligence View 360 competency and specific questions are summarized below. The number in parentheses next to the average score is an index or measure of rater agreement. The range of scores for this statistical measure of rater agreement is 0 to 1 where "1" represents total agreement by all raters. A score closer to "0" suggests that there exists a wider level of disagreement among raters in their perceptions of how frequently you demonstrate specific actions and behaviors. The higher the agreement score, the greater the consistency and agreement among raters. An agreement score less than .50 might suggest that you interpret the average score with caution as it might not truly represent an accurate indication of how you are perceived by all raters providing you with feedback.

Questions	Self	Manager	Peer	Direct Report	Average
Self-Development	4.50 (0.83)	4.00 (0.64)	3.00 (0.60)	4.03 (0.53)	3.86 (0.55)
Seeks and applies feedback and constructive criticism from others	4.00 (1.00)	3.33 (0.84)	2.00 (1.00)	3.50 (0.50)	3.23 (0.89)
Pursues continuous learning and self-development of knowledge, experiences and skills	4.00 (1.00)	4.67 (0.69)	4.00 (1.00)	5.00 (0.69)	4.90 (0.92)
Realistically appraises ones own strengths and development areas	5.00 (1.00)	3.00 (1.00)	3.50 (0.50)	3.75 (0.60)	3.54 (0.90)
Manages time effectively and efficiently	5.00 (1.00)	5.00 (0.73)	3.00 (0.67)	4.00 (0.53)	4.08 (0.88)
Adaptability/Stress Tolerance	4.80 (0.75)	4.27 (0.69)	4.20 (0.75)	3.92 (0.46)	4.02 (0.51)
Maintains optimism and makes the most out of situations whether good or bad	4.00 (1.00)	4.00 (1.00)	4.00 (1.00)	4.75 (0.60)	4.55 (0.91)
Maintains a positive and constructive outlook even when plans or decisions are thwarted	4.00 (1.00)	3.33 (0.84)	3.00 (1.00)	4.12 (0.41)	3.90 (0.87)
Handles pressure and stress well (e.g., maintains poise, stays calm under pressure, avoids losing control of his/her emotions or behavior)	6.00 (1.00)	5.00 (0.73)	4.00 (1.00)	2.88 (0.55)	3.46 (0.88)
Maintains an effective balance between work, family and personal life	5.00 (1.00)	5.00 (0.73)	5.00 (1.00)	4.17 (0.51)	4.45 (0.89)
Demonstrates flexibility and resilience in response to adversity and challenge	5.00 (1.00)	4.00 (0.73)	5.00 (1.00)	3.75 (0.48)	3.82 (0.88)
Self-Control	5.20 (0.87)	4.33 (0.66)	3.89 (0.71)	3.55 (0.49)	3.78 (0.54)
Handles tense situations without overreacting, becoming overly emotional or defensive	5.00 (1.00)	4.67 (0.84)	3.50 (0.83)	3.12 (0.46)	3.54 (0.88)

Emotional Intelligence View 360

Overall Item Summary/Rater Agreement

KEY POINTS

- ❖ Each Emotional Intelligence View 360 question is summarized and categorized in its appropriate competency
- ❖ Average scores across all raters are reported for each competency and question
- ❖ A statistical measure of *rater agreement* based on the standard deviation is reported as a percentage—a score less than 50% suggests that the raters providing feedback had enough disagreement to warrant a cautious interpretation of the average score reported (e.g., raters had diverse perceptions and rated the participant quite differently on that question or competency)

Emotional Intelligence View 360

Sample Comments Report

EMOTIONAL INTELLIGENCE VIEW360

Open Ended Comments Summary

STRENGTHS

Participant:

Others:

Strong analytical skills
Logical thinking
Depth of understanding of the health care business

Chris is a bright, articulate and thoughtful leader.

Easy to work with unless under pressure

Chris is very professional, respected and well liked by the business community. My working relationship has been very positive and she is the reason I make Full Court Press my career choice. Her ability to delegate and surround herself with competent staff is her strength. She always promotes the Full Court Press mission statement and lives it 100%.

Articulate,
Analytical,
Knowledgeable in her job,
Does not micro-manage,
Confident

Chris has the ability to write well when she has the time to prepare in advance. Chris is very analytical and prides herself in being able to use these skills to make decisions. Chris is always willing to take on new projects with enthusiasm.

Bright, ambitious and hard-working.

Chris is extremely bright and knowledgeable. She is loyal to the organization and exceedingly capable at managing tasks, timelines and projects with the interests of the organization always at the forefront. She has adept analytical skills, writes well and has a competent relationship to both macro and micro-oriented issues.

Chris maintains objectivity when others share their ideas.

Emotional Intelligence View 360

Written Comments Section

KEY POINTS

- ❖ Comments are randomly listed by all raters who volunteered to share written perceptions to two open-ended questions (perceptions of strengths and development areas)
- ❖ Comments are provided verbatim from the online questionnaire—no editing
- ❖ Some comments are specific, behavioral and constructive—others may be less useful or hard to understand
- ❖ It is important to focus on themes that emerge, rather than, to dwell on any one individual comment

Emotional Intelligence View 360 Feedback Report Questions to Consider

- ❖ Do I understand my Emotional Intelligence View 360 feedback report?
- ❖ Does it seem accurate/valid?
- ❖ Is the feedback similar or different for the different rater groups?
- ❖ Are the areas perceived by others for development relevant to my current or future position?
- ❖ Am I motivated to change?





talentaccelerator

Turning Awareness Into Meaningful Change

Habits are Hard to Change

- **NEW YEARS RESOLUTIONS:** 25% abandon new behaviors after 15 weeks; 60% make the same resolution the next year
- **WEIGHT LOSS:** 95% of those who lose weight regain it back within 2 years
- **SMOKING:** Only 13-14% are abstinent 6 to 12 months after quitting
- **ALCOHOL:** 90% of those treated have a drink within 3 months; 50% return to pre-drinking levels within a year
- **Leadership Change:** A recent meta-analysis of 26 longitudinal studies indicate significant but small effect sizes suggesting that is unrealistic to expect large performance improvement after people receive performance feedback

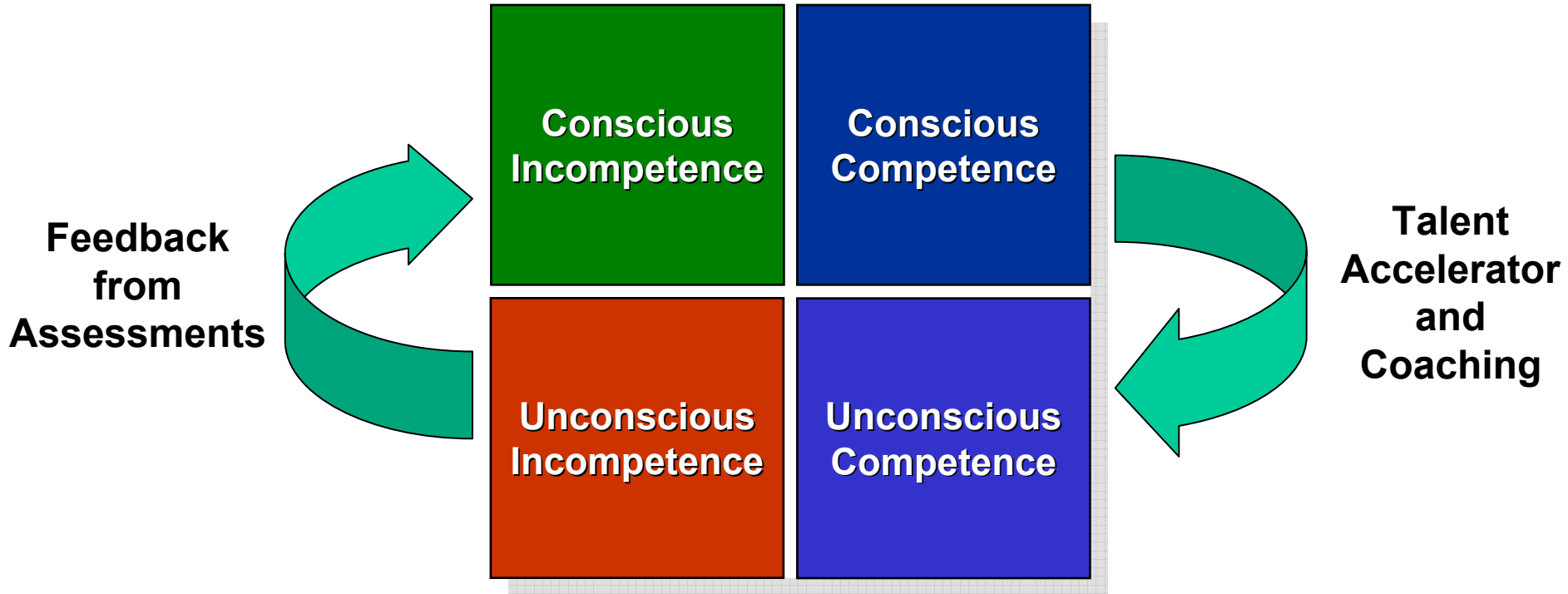


Translating Awareness into Behavior Change

- **Enlighten:** Provide an electronic version of the assessment to help employees review and understand his/her feedback report
- **Encourage:** Provide a structured process to review the feedback report, ask reflective questions to increasing motivation to want to change behavior and to identify one or more areas to focus developmental efforts
- **Enable:** Through the use of monthly reminders and a comprehensive competency resource library, users are able to track and monitor progress on his/her developmental action plans online



Talent Accelerator Behavior Change Model



Description of the Talent Accelerator

- The Talent Accelerator is a web-based competency development tool integrated with Envisia Learning assessments
- The Talent Accelerator will provide you with a guided process for developmental planning based on “Best Practices” of how people successfully change
- The online tool is designed to help translate awareness from all of our assessments into lasting behavior change

Components of the Talent Accelerator

- **Development Resource Library:** Comprehensive source of readings, websites, media, and suggestions to facilitate your development
- **Feedback Reports:** Electronic copy of your assessment summary report.
- **Development Suggestions:** Tips and developmental suggestions and tips to enhance your effectiveness
- **Development Journal:** Opportunity for participants to maintain a confidential journal to reflect on their reactions and feelings about his/her developmental journey.
- **Development Planning “Wizard”:** Walks you through your assessment and provide a structured way to select developmental competencies
- **Automated Reminders:** Select how often you want the system to send you reminders about due dates on your development plan (Preference Tab).

Talent Accelerator Process

- Users are sent an email with a unique username/password to allow access to *Talent Accelerator*
- Access to *Talent Accelerator* is for a 12-month period
- Upon log in users will have an electronic copy of his/her assessment report and begin to use the development “wizard” to identify one or more competency areas to focus on those behaviors that are most important
- At any time users can access the Competency Resource Library to find readings, articles, websites, developmental suggestions, media, blogs, podcasts and other resources targeted to the specific developmental areas of interest
- Once the developmental action plans are finalized, users can go in *Talent Accelerator* and update progress and set new goals

Login to the Talent Accelerator



Please login using your supplied credentials.



Username:

Password:

Login

Viewing Assessments & Selecting Development Areas



Enlighten.
Encourage.
Enable.



talentaccelerator
Turning Awareness Into Meaningful Change

[My Development](#) | [Resource Library](#) | [Preferences](#) | [Help](#) | [About T A](#)



MY DEVELOPMENT

Welcome to Talent Accelerator, a comprehensive online resource system equipped with competency-based references including books, web sites and other valuable development tools, to help you transfer self-awareness into real behavior change. Once your strengths and developmental needs have been identified, boost your plan for success -- create and measure goals, incorporate meaningful suggestions and sustain focus on your professional development.

EIview360⁺

[View Resource Library](#)

EIview360 is a comprehensive tool for measuring individual strengths and developmental needs on critical social, interpersonal and communication competencies.

1 | ENLIGHTEN

Nominated Raters

Self

Puchkin Craciun

Manager

andy park

Peer

nikki j

ken n

Subordinate

kinchu c

eff c

Team Member

cappy tan

c pollack

[View Report](#)

2 | ENCOURAGE

[Select Development Areas](#)

3 | ENABLE

stressSCAN[™]

[View Resource Library](#)

StressScan provides an individual scorecard of important health resources and risks shown to be associated with job burnout, physical illness, depression, absenteeism and well-being.

1 | ENLIGHTEN

[Take Self Assessment](#)

2 | ENCOURAGE

3 | ENABLE

Creating an Action Plan—Enable Stage

Assessments - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.talentaccelerator.net/myDevelopment.asp>

My Development Resource Library Preferences Help About T A

MY DEVELOPMENT



Welcome to **Talent Accelerator**. This comprehensive system is designed to guide you through the three key steps to help you translate your developmental areas into real behavior change.

- Enlighten** The first step of this process is to identify your strengths and developmental needs. Review your feedback report at any time by clicking on the View Report.
- Encourage** In the second step you will be guided through a sequence of activities to identify and select important developmental areas to create an action plan. Click, Select Development Areas to begin.
- Enable** Once you've identified your developmental areas you will be able to create an action plan for each targeted area of development. It is here where you will be able to track and monitor progress on your action plan. You can create an action plan for any competency by clicking on Create Action Plan.

stressSCAN

[View Resource Library](#)

StressScan provides an individual scorecard of important health resources and risks shown to be associated with job burnout, physical illness, depression, absenteeism and well-being.

1 ENLIGHTEN	2 ENCOURAGE	3 ENABLE
View Report	Development Areas	Action Plan Status
	Stress Management 	Stress Management Create Action Plan
	Exercise/Physical Activity 	Exercise/Physical Activity Create Action Plan
	Add Development Area	Print Action Plan
	Print Reflective Questions	

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Done Internet

start Palm Desktop WebMail - Inbox : 3/0... WorldClient - Micro... Talent Accelerator Ad... Assessments - Micros... CNN.com - Breaking ... RealPlayer: lexus96 KNOWACK's Buddy Li... CCI AParkinson : KN... Talent Accelerator In...

3:09 PM Wednesday 4/19/2006

Monitoring Your Development Plan



My Development | Resource Library | Preferences | Help | About T A









MY DEVELOPMENT

Welcome to Talent Accelerator, a comprehensive online resource system equipped with competency-based references including books, web sites and other valuable development tools, to help you transfer self-awareness into real behavior change. Once your strengths and developmental needs have been identified, boost your plan for success -- create and measure goals, incorporate meaningful suggestions and sustain focus on your professional development.







EIview360 [View Resource Library](#)

EIview360 is a comprehensive tool for measuring individual strengths and developmental needs on critical social, interpersonal and communication competencies.

1 ENLIGHTEN	2 ENCOURAGE	3 ENABLE
<p>Nominated Raters</p> <hr/> <p>Self 1 of 1 Filip Clark</p> <p>Manager 1 of 1 Lisa Jackson</p> <p>Peer 2 of 2 Nikki Pollack Craig Craciun</p> <p>Subordinate 1 of 2 Andy Steinberg Ken Parkinson</p> <hr/> <p>View Report</p>	<p>Development Areas</p> <hr/> <p>Two-Way Feedback</p>  <hr/> <p>Interpersonal Sensitivity/Empathy</p>  <hr/> <p>Self-Development</p>  <hr/> <p>Add Development Area</p>	<p>Action Plan Status</p> <hr/> <p>Two-Way Feedback</p>  <p>0% 50% 100%</p> <p>View Action Plan</p> <hr/> <p>Interpersonal Sensitivity/Empathy</p>  <p>0% 50% 100%</p> <p>View Action Plan</p> <hr/> <p>Self-Development</p>  <p>0% 50% 100%</p> <p>View Action Plan</p>

stressSCAN [View Resource Library](#)

StressScan provides an individual scorecard of important health resources and risks shown to be associated with job burnout, physical illness, depression, absenteeism and well-being.

1 ENLIGHTEN	2 ENCOURAGE	3 ENABLE
<p>View Report</p>	<p>Development Areas</p> <hr/> <p>Cognitive Hardiness</p>  <hr/> <p>Coping Skills</p>  <hr/> <p>Eating/Nutrition</p>  <hr/> <p>Exercise/Physical Activity</p>  <hr/> <p>Add Development Area</p>	<p>Action Plan Status</p> <hr/> <p>Cognitive Hardiness</p>  <p>0% 50% 100%</p> <p>View Action Plan</p> <hr/> <p>Coping Skills</p>  <p>0% 50% 100%</p> <p>View Action Plan</p> <hr/> <p>Eating/Nutrition</p> <p>Create Action Plan</p> <hr/> <p>Exercise/Physical Activity</p> <p>Create Action Plan</p>

Emotional Intelligence View 360

Next Steps

- ❖ Review your EVI360 summary feedback report
- ❖ Obtain additional feedback from your manager, direct reports, peers and team members
- ❖ Identify specific developmental goals
- ❖ Draft a development plan
- ❖ Meet with your manager to finalize your plan
- ❖ Implement your development plan
- ❖ Track and monitor progress
- ❖ Re-assess Emotional Intelligence View 360 in 10-12 months



Issues in Using 360 Degree Feedback to Increase Self- Awareness

Does 360-Degree Feedback Result in Improved Performance?

Watson Wyatt's 2001 Human Capital Index, an ongoing study of the linkages between HR practices and shareholder value at 750 publicly traded US companies found that **360-degree feedback programs were associated with a 10.6 percent decrease in shareholder value**

Pfau, B. & Kay I. (2002). Does 360 degree feedback negatively affect company performance? [HR Magazine](#), Volume 47 (6), June 2002.

Does 360-Degree Feedback Result in Improved Performance?

A meta-analysis of over 600 studies on feedback found that although there was a significant effect for feedback interventions ($d=.41$), **one third of all studies showed performance declines**

Kluger, A. & DeNisi (1996). The effects of feedback interventions on performance: A historical review, meta-analysis and preliminary feedback theory. *Psychological Bulletin*, 119, 254-285

Does 360-Degree Feedback Result in Improved Performance?

A recent meta-analysis of 26 longitudinal studies indicate significant but small effect sizes suggesting that **it is unrealistic to expect large performance improvement after people receive 360-degree feedback**

Smither, J., London, M., & Reilly, R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis and review of empirical findings. *Personnel Psychology*, 58, 33-66

Does 360-Degree Feedback Result in Improved Performance?

Improvement in performance is most likely to occur when:

- ❖ Feedback indicates change is necessary
- ❖ Recipients perceive a need to change behavior
- ❖ Recipients react positively to feedback
- ❖ Recipients believe change is feasible
- ❖ Recipients set appropriate goals to change behavior
- ❖ Recipients take specific developmental actions

Smither, J., London, M., & Reilly, R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis and review of empirical findings. Personnel Psychology, 58, 33-66

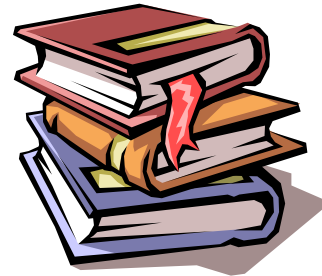
360-Degree Feedback Success Factors

- ❖ Hold the program participant and manager accountable for discussing results and mutually agreeing on a development plan
- ❖ Provide individual coaching to assist in interpreting the multi-rater feedback
- ❖ Link the multi-rater intervention to a performance management process
- ❖ Target competencies for multi-rater interventions that are related to strategic business needs

Nowack, K. **Longitudinal Evaluation of a 360 Feedback Program: Implications for Best Practices.** Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, March 2005

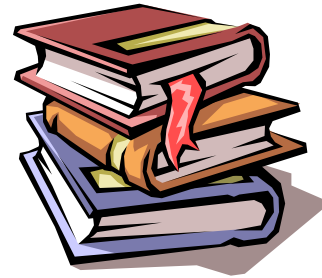
EI Selected Resources

- ❖ Bar-On, R. (1988). The development of an operational concept of psychological well-being. Unpublished doctoral dissertation, Rhodes University, South Africa.
- ❖ Goleman, D. (1998a). *Working with emotional intelligence*. New York: Bantam Books.
- ❖ Goleman, D. (1998b). What makes a leader? *Harvard Business Review*, November-December.
- ❖ Mayer, J.D., Salovey, P., and Caruso, D. (2000). Competing models of emotional intelligence. In R.J. Sternberg (Ed.), *Handbook of human intelligence, second edition* (pp. 396-420). New York: Cambridge University Press, (2000).
- ❖ Sternberg, R. J. (2003). A broad view of intelligence: The theory of successful intelligence. *Consulting Psychology Journal*, 55, 139-154.
- ❖ Schmidt, F. & Hunter, J. (1998). The validity and utility of selection methods in personnel: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-274
- ❖ Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- ❖ Seligman, Martin E. P. and Csikzentmihalyi, Mihalyi, Positive Psychology: An introduction. *American Psychologist*, January, 2000.



360-Degree Feedback Selected Resources

- ❖ Nowack, K. (1999). 360-Degree feedback. In DG Langdon, KS Whiteside, & MM McKenna (Eds.), Intervention: 50 Performance Technology Tools, San Francisco, Jossey-Bass, Inc., pp.34-46.
- ❖ Nowack, K., Hartley, G, & Bradley, W. (1999). Evaluating results of your 360-degree feedback intervention. Training and Development, 53, 48-53.
- ❖ Nowack, K. (1999). Manager View/360. In Fleenor, J. & Leslie, J. (Eds.). Feedback to managers: A review and comparison of sixteen multi-rater feedback instruments (3rd edition). Center for Creative Leadership, Greensboro, NC.,
- ❖ Wimer & Nowack (1998). 13 Common mistakes in implementing multi-rater systems. Training and Development, 52, 69-79.
- ❖ Nowack, K. & Wimer, S. (1997). Coaching for human performance. Training and Development, 51, 28-32.
- ❖ Nowack, K. (1997). Congruence between self and other ratings and assessment center performance. Journal of Social Behavior & Personality, 12, 145-166
- ❖ Nowack, K. (1994). The secrets of succession. Training & Development, 48, 49-54
- ❖ Nowack, K. (1993). 360-degree feedback: The whole story. Training & Development, 47, 69-72
- ❖ Nowack, K. (1992). Self-assessment and rater-assessment as a dimension of management development. Human Resources Development Quarterly, 3, 141-155.



Emotional Intelligence View 360

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