

People Skills Assessment Certification Program

Provided by



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Use of this booklet

Purpose This booklet is intended to be a “thought” prompter to encourage your use of the People Skills Assessment. Various concepts and issues are raised to facilitate your understanding of the frameworks and models associated with the assessment.

Actions As you review these pages use the worksheets and questions as a way to become aware of assessment issues and concerns related to using a multi-rater tool.

Topics To facilitate your thinking about the People Skills Assessment and System, we’ve pulled together these topics:

- Basic Assumptions Related to the Use of Assessments
- Powerful Questions in Making Meaning of Scores
- EQ Literature Review—Big Thinkers
- Schools of Thought about Multi-Raters
- Normative Distributions and Scores
- Ethical Challenges, Cases, and Principles

Basic Assumptions and Frameworks

Underlying Point of View

Our underlying commitments about this work are:

- Discernment flows from two frameworks—good scientific research and personal, tacit knowledge.
- Instruments are 350 horsepower engines of self-awareness in a world moving at 15 miles per hour, in terms of individual change.
- Recognizing that the meaning of any communication is in the receiver, we will strive to make information practical and useful.
- The value added is much deeper than the surface level knowledge of these instruments. You need to learn the deep meaning embedded in the instrument results.
- You control and influence your learning. Your openness, willingness to learn, and acceptance of responsibility are essential if learning is to occur.
- Learning is governed by specific principles:
 - *Experience-Reflect-Abstract-Act*
 - *7 +/- 2 with chunking and relevance*
 - *GRRASP process (Gradual, Repetition, Reinforcement, Active, Stimulus control, Practice)*

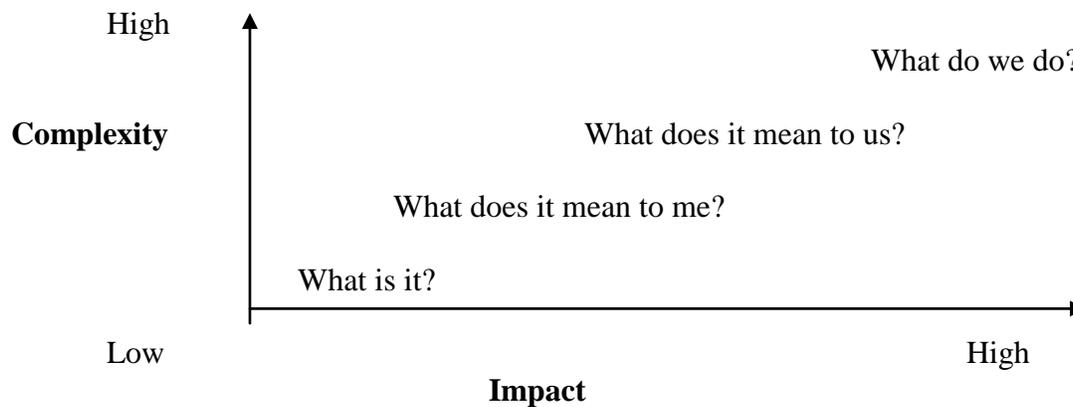
Transformation

More skills are not enough. A transformation in the way we see the world and our relationships is required to move from current to more complete and effective levels of performance.

Transformation requires us to:

- Identify and specialize in knowledge and behavior before we integrate into our perspective.
- Move from classification and description to proscription and systems thinking. Feedback is only useful if fed forward to performance.
- Identify what “has” us (e.g. childhood, psychological issues, baggage) so we can use it to inform our next conscious choice.

Powerful Questions



Reflect on the following questions.

- When you are sharing information or listening to others, keep in mind that if you do not ask clarifying questions about “what it is” you make assumptions that individuals are talking about the same thing. A recent example of when I failed to clarify the data, situation, or purpose of a conversation that led to the wrong conclusion is.....
- When you and others are clear about what “it” is that you are exploring, the next question is what does the information mean to me personally and then to others.
- When you have decided to act on the information, note that “taking action” results in.....(and an example is....)

Modest Review of Literature—PSA is Embedded in EQ Research

Some of the key writers and thinkers about emotional intelligence share some common themes and differ on various issues as outlined below.

Writer/Thinker	Definition	Key Variables
Robert K. Cooper, Ph.D.	EQ is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, and influence. Emotions are the domain of feelings, gut level reactions and emotional sensations.	Life pressures, life satisfactions, emotional self-awareness, emotional expression, awareness of others, intentionality, creativity, resilience, interpersonal connections, constructive discontent, outlook, compassion, intuition, trust, personal power, integrated self, general health, quality of life, relationship quotient, optimal performance.
Bar-on, Reuven, Ph.D. who developed the bases of the EQ-i and EQ 360 tools	EQ is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. EQ combines biomedical predispositions and conditions, cognitive intellectual capacity, as well as the reality and limitations of the immediate and ever changing environment.	<u>Intrapersonal</u> : emotional self-awareness, assertiveness, self-regard, self-actualization, independence; <u>Adaptability</u> : problem solving, reality testing, flexibility; <u>General mood</u> : happiness, optimism; <u>Interpersonal</u> : empathy, social responsibility, interpersonal relationships; <u>Stress management</u> : stress tolerance, impulse control.
Goleman, D.	EQ is the meta-abilities of self-management and interpersonal skills such that self-regulation of emotions leads to interpersonal success.	Self-awareness with attention to self-confidence, self-assessment, and emotional drivers, self-regulation, motivation, empathy, and social skill
Mayer, Salovey, Caruso	EQ needs to meet the traditional standards of measuring intelligence, which is built on abilities for perceiving and acting constructively on emotions.	Basic abilities: Identifying emotions Contextualizing emotions Naming emotional consequences Selecting constructive behaviors
Pearman, Aanstad, Corbett, Jourdan	Behaviors linked to the emotional make up of individuals can be learned and developed for greater effectiveness.	54 People Skills cover the "universe" of EQ related behaviors; organized into three clusters covering self-awareness, self-regulation, and working with others.

Custom Tools Multi-rater publishing companies offer to let you select from a pool of items or scales which you can use to map to your competencies or leader qualities.

Plus	Minus
<ul style="list-style-type: none"> • Product specific to company language • Questions are generic 	<ul style="list-style-type: none"> • Items and scales have no psychometric integrity • Scales have no national or position appropriate norms

Framework or Theory Tools Multi-rater is based on a theory of effectiveness, usually from major research studies on those competencies common to leaders regardless of organization or market sector.

(e.g. Type 360, EQ-360, CDP 360)

Plus	Minus
<ul style="list-style-type: none"> • Scales have psychometric strength • Scores can be compared to norms • Results can be tracked over time 	<ul style="list-style-type: none"> • Limited flexibility • Some scales may not be as relevant to current situation

Competency based Tools Multi-rater is developed for a given organization using a specific library of competencies that have been empirically derived.

(e.g. People Skills 360®)

Plus	Minus
<ul style="list-style-type: none"> • Competencies have psychometric strength • Scales can be normed for comparisons • Competencies linked to company needs 	<ul style="list-style-type: none"> • No underlying framework or system on which to evaluate the behavior • Shifts over time make long-term analysis difficult

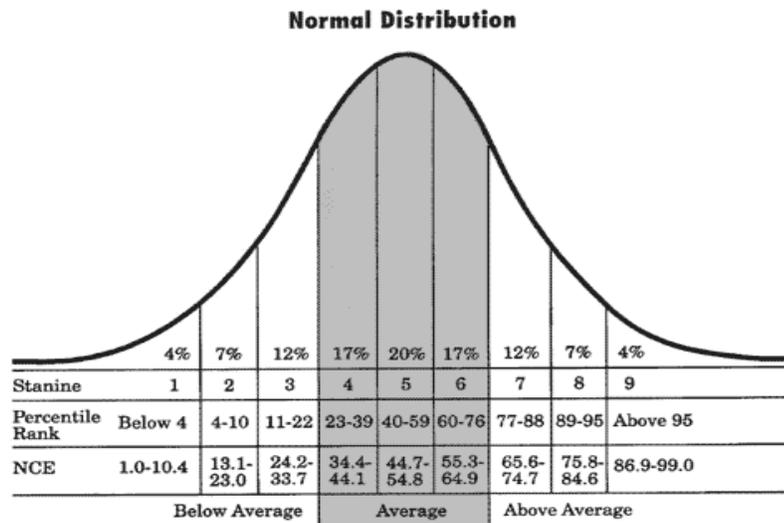
Scores

Raw scores are converted to standard scores and marked to show a relationship to the standard population sample.

“Normal”
Distribution

There is an assumption that when behavior is measured, it will fall on a continuum. A low score suggests the relative infrequency of a behavior; a high score suggests a relative frequent display of behavior.

Typical



A Normal Distribution of Stanines, Percentile Ranks,
Normal Curve Equivalents, and Performance Classifications

Remember

Interpretation of a score is as meaningful as the sample for the comparison is reasonable and representative. For example, it wouldn't make much sense to compare an executive's scores to an athletic trainer's scores.

Also, when considering a sample that is to represent the population of adults, the makeup of that sample is critical to the claim that a given score is or isn't like most adults.

NOTE: Your particular PSA may NOT use normative samples.

Scores

Basic scores

- Normative scores with reference to “normal” behavior.
- Means reflected central most scores
- Use of reference groups provide normative scores as a benchmark.

Language

<i>Rather than</i>	<i>Consider</i>
You are...	Your tendency is....
Your scores.....	Your results suggest.... ..
You came out.....	You selected interests that....
Your sociability is.... (or any behavior)	Tell me about your experience of (being social)...
The test	A hypothesis from the tool or the responses you gave suggest
Your characteristics....	Some patterns, tendencies, or trends associated with this theme are.....
Scores	Votes
Measure	Comparing your pattern to....
You are slight or strong	Your results are like..or unlike most people...in this regard....
Are you...or Can you...	Give me an example when....
Because you...	Explore some of the influences....

Introduction	<p>The “best practices” are outlined in the ethical code provided in the Self Study Guide. Regardless of the printed guides, interpreters consistently find that they are placed in various dilemmas when using the People Skills 360®. The three general areas of concern are:</p> <ul style="list-style-type: none">• Contracting and Administering the People Skills 360®.• Interpreting the People Skills 360® (to groups or individuals).• Enhancing professional competence with applying the instrument.
Your Task	<p>Identify the challenges in each of the case studies that follow. With your small group, problem solve potential strategies or solutions to these challenges.</p>
Reminders	<p>As a general rule of thumb, these strategies make the biggest difference:</p> <ul style="list-style-type: none">• Soliciting feedback from as many different views as possible regarding your presentations and interpretations.• Work with as many different audiences as possible.• Utilize the free service the “Community Network” at www.qualifying.org.• Use your personal courage to engage in dialog with others who are using the model and instrument inappropriately.

When contracting isn't enough....

Ed is the Vice President for Development for a global retail organization. He is charged with the responsibility of developing and implementing a global leadership development program. He decided to use the People Skills 360® tool as part of a feedback package that each leader would receive from a certified coach.

Ed had the president and other vice presidents sign a memo that was sent to all of the employees which explicitly stated that the results from all instruments were confidential and would not be shared with any other management staff.

The executive team participated in the first program. The day following the program, the president called Ed into his office and explained that he had changed his mind and wanted to see the People Skills 360® profiles of everyone from general manager up.

Stunned, Ed reminded the president of the statement that had been signed, and of all of the material that guarantees confidentiality. The president said he understood the concern, but as president, he feels that now that he knows how valuable the profiles are, he wants the data to help him lead the management staff.

What should Ed do? What would you do to address this situation?

What elements should be included in all "pre-contracting" when using psychological tools?

Team uses for
the Fraternity
and Society
Leadership
Council

Janet was asked to use the People Skills 360® instrument as part of a team development program. Five members of the team completed the tool and attended a group interpretation session. Janet provided various handouts to explain the scales and scoring of the tool.

Team members had “normal” EQ scores, ranging from 2.84-3.32.

During the workshop, one of the team members got up and started looking at everyone’s report. He started announcing everyone’s scores and writing the scores on the newsprint.

Before Janet realized what was happening, the team members were being told things like...“you got 2.85 on Empathy....I knew you were a hardass...” and another heard “you got 90 on interpersonal relationship....you social challenged hard head.”

What should Janet do to intervene?

What should Janet do to prevent this from happening in the future?

When using the profile with a group, what do you need to do to use the results appropriately and effectively?

Not me!!!

David was asked to lead a team of product leaders in a team development workshop. Everyone completed the instrument except for the team member who was the longest serving member. Joe, a senior team member, informed David that he would not complete the instrument but would participate in the workshop.

David's goals for the workshop were to help team members understand their interpersonal reactions and style, and to challenge them to become more interpersonally effective.

David knew that team members had different complaints about each other. One thought most people were not very empathetic about others' concerns or issues; another team member thought that some team members were terrible problem solvers; another team member felt that most were neither tolerant nor flexible.

What should David do?

How can David leverage the profile information for the group without Joe's data?

What are the ethical challenges presented by this situation?
How should these be addressed?

What should we do?

Kerry was called by a manager who reported that one of her employees shared his People Skills 360® report. The manager, Adrian, said that it was clear to her that this employee had a number of problems and that the report confirmed what she believed was a basis for encouraging the employee to leave the company.

Kerry pulled up the employee's file while talking with the manager and noted that this manager had given the employee satisfactory to above ratings over the last six quarters.

As Adrian talked, she said things like, "anyone with a mediocre overall score of 100 doesn't have what it takes..." "the 2.85 on Empathy confirms his inability to work well with others..." "the 90 on Problem Solving really presents concrete evidence of his competence issues on any key project." Finally, she said, "I know you've also seen the report and I need your help in arranging a conversation to ask the employee to transfer out of my group."

How should Kerry approach dealing with Adrian's interpretation?

What issues are facing Kerry about the use of the profile data?

What could Kerry do to help prevent this kind of situation from occurring in the future? What could Kerry do to educate others about the appropriate use of the data?

Where are the boundaries?

Cara had been careful to outline her coaching relationship with Elaine. Understanding the importance of outlining the nature of the coaching relationship, Cara was careful to focus on the stated goals of coaching.

This coaching relationship had extended longer than Cara had initially expected. Elaine had made steady progress on her goals. There was a comfortable and easy communication between them. Her People Skills 360® scores were a source of regular conversation.

A collection of tools had been used in the early part of coaching and a couple of the tools indicated that Elaine scored in some unusual ways, but there was no apparent behavior that reflected those scores. During a recent session, Elaine began to share information that indicated she had serious problems that she had “kept under wraps” for years.

As Elaine confided in Cara, it was increasingly clear that this exceeded the coaching relationship and was moving into areas of therapy.

How should Cara manage this situation?

What issues are facing Cara? Why is this ethical issue?

What could you do to help address this kind of situation? What procedures or policies need to be in place?

Framework	<p>Professionalism is about honoring standards of care and principles of good practice. These are usually based on the following values:</p> <ul style="list-style-type: none">•Fair Play (Justice)•Self Determination (Autonomy; Confidential)•Fidelity to the Evidence (Without Judgment)•Constructive Action•Avoiding Harm
Considerations	<p>As you approach any case or situation, keep in mind these values and use them as criteria in your decision making. Will your action be seen as playing fair? Are people free to choose? Is the evidence honored? Are the choices positive and 'win-win' for those involved? Will the action avoid causing harm?</p>
Professional Courage	<p>Codes and professional standards are only useful if those who are willing to live by them have the courage to promote such standards. Courage comes in a couple of forms. Consider:</p> <ul style="list-style-type: none">• Regularly asking for feedback, especially from those who are very different.• Offer feedback, especially when you observe something that seems askew from your training.• Initiate conversations regarding appropriate use of the instrument.

Values

If we are to be professional in our work, we need to be conscious of the values and principles that govern our behavior. While all of us seek to do the right thing, we would be foolish to believe that our best efforts always result in constructive outcomes. It is helpful to consider the following kinds of values in the way we treat our clients and ourselves.

Value	Definition	Implication
Justice	Rules of fair play	Contracting Processes employed Relationship boundaries
Autonomy	Self-determination	Confidentiality Freedom to withdraw Safe psychological space
Fidelity	Soundness of evidence	Feedback data collection Feedback process Soundness of sources
Constructive Action	Intention of care	Goal oriented services Professional standards Follow-up expectations
Avoiding Harm	Rule of unintended outcomes	Soliciting feedback Measurement of outcomes Sensitive to cultural subtleties