

REPORT ON EMOTIONAL INTELLIGENCE QUESTIONNAIRE: GENERAL

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Sample Person

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Introduction

This report provides information, based on Sample's response to the Emotional Intelligence Questionnaire: General. It reviews Sample's results on the seven elements which comprise the overall emotional intelligence (EI) result. In recent research studies, a high level of emotional intelligence has been found to be associated with 'success' in a work context. Indeed, some claim that high emotional intelligence is associated with more wide-reaching 'life success'.

However, in interpreting Sample's results, it is important to understand how the different elements of Sample's emotional intelligence contribute to the overall result. All results are examined in relation to a reference group, comparing Sample's responses to the distribution of results from a large sample of people from the general working population, to determine objectively Sample's emotional intelligence profile and its implications. It is useful to examine the individual element results in order to identify which components of emotional intelligence Sample might wish to reinforce, or develop, to enhance performance. Sample's overall EI result is also reported.

An overview profile of Sample's results appears on the next page. It is based on Sten scores, a standardised 10-point scale derived from the norm group mentioned at the bottom of the profile. The 'Sten %' figure above that refers to the percentage of the norm group who achieve that score.

In reviewing Sample's detailed results on the following pages, it is helpful to begin by reading the definition of the element being reported. This is reproduced just below the title of each element. Any results below the average range will give them some indication of development priorities, while any above-average results will reflect a strength they may wish to apply more widely.

IMPORTANT NOTE

The descriptions of emotional intelligence the report contains are not absolute truths, but are based upon the research and experience of the Authors. It is possible that the person described in the report may disagree with parts of it despite the Authors' efforts to ensure that the statements contained in the report are an accurate reflection of the person's responses to the questionnaire. Because of this, it is recommended that the report be presented to both the respondent and third parties (such as recruiters, trainers and counsellors) on a person-to-person basis. Whenever this report is used to make decisions concerning the respondent, all other available information of relevance, such as his/her track record and ability, should be taken into account.

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Overview

Sten	1	2	3	4	5	6	7	8	9	10	Dimensions
A	.	2	Self-Awareness
B	.	2	Emotional Resilience
C	1	.	.	.	.	.	.	.	.	.	Motivation
D	.	.	.	4	.	.	.	.	.	.	Interpersonal Sensitivity
E	.	.	3	.	.	.	.	.	.	.	Influence
F	.	.	.	.	.	.	7	.	.	.	Intuitiveness
G	1	.	.	.	.	.	.	.	.	.	Conscientiousness & Integrity
EI	.	.	3	.	.	.	.	.	.	.	Overall Emotional intelligence
Sten%	2	5	8	15	20	20	15	8	5	2	

Norm used: General Working Population (n=1047)

Key:

Below-average
 Average
 Above-average

Name

The Seven Elements of Emotional Intelligence

A Self-Awareness

The awareness of one's own feelings and the ability to recognise and manage these feelings in a way which one feels that one can control. This factor includes a degree of self-belief in one's capability to manage one's emotions and to control their impact in a work environment.

2

Those scoring in this range, like Sample, may not always be aware of their feelings and emotions in work situations. They may find that in some situations, although they are aware of their feelings or emotions, they are not able to control their impact on the way in which they behave. Sample may find it helpful to reflect on specific situations in which they have felt in control of their feelings and emotions, and identify specific actions which were helpful. This knowledge could then be applied in future situations which arouse strong feelings or emotions.

B Emotional Resilience

The capability to perform consistently in a range of situations under pressure and to adapt behaviour appropriately. The capability to balance the needs of the situation and task with the needs and concerns of the individuals involved. The capability to retain focus on a course of action or need for results in the face of personal challenge or criticism.

2

Individuals who score within this range, like Sample, may find it difficult to perform consistently when under pressure. They may also become frustrated by challenge or criticism and therefore find it difficult to continue to perform effectively in these circumstances. It may be helpful if Sample attempts to depersonalise criticism and challenge, and views it as a challenge to the ideas, proposals, etc. associated with the task rather than a personal attack.

C Motivation

The drive and energy to achieve clear results and make an impact and, also, to balance short and long-term goals with an ability to pursue demanding goals in the face of rejection or questioning.

1

Those with a score in this range, like Sample, may have a tendency to focus on short-term goals and actions at the expense of clear long-term goals or aspirations. This might be a result of their having no strong long-term goal to which they feel sufficiently committed. Sample might find it helpful to reflect on their aspirations in a work context and identify the longer-term goals which they believe is essential for realising these aspirations. They may then find it easier to achieve a balance between short-term goals and actions and the longer-term goal.

D Interpersonal Sensitivity

The capability to be aware of, and take account of, the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. The capability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep open one's thoughts on possible solutions to problems and to actively listen to, and reflect on, the reactions and inputs from others.

4

Those with a score in this range, like Sample, may have a tendency to impose their own solutions on those they work with without taking account of others' views and reactions. They may not always be aware of the needs and views of those they work with and may not spend enough time listening to others. Sample might find it helpful to seek the views and opinions of others, in relation to work problems and decisions, before proposing their own solutions and ideas. Discussing others' reactions to necessary tasks and activities, and trying to take account of these in a way which still allows the task to be completed effectively may also be beneficial.

Whilst Sample's overall score is below average on Interpersonal Sensitivity they appears to have **strengths** in relation to: giving people ample time to express their views; gaining colleagues' understanding of the need for action; encouraging co-operation when working with others; and listening to others' communication without pre-judging its value, which should be exploited.

E Influence

The ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.

3

Individuals who score in this range, like Sample, may find it difficult to win others over to their point of view, and may be frustrated by their lack of success in persuading others to change their viewpoint or opinion on an issue. Sample may find it helpful to try and understand the perspectives and needs of those they wishes to influence before presenting their case, and then do so in a way which takes account of others' alternative perspectives and shows how their needs might be met.

Whilst Sample's overall score is below average on Influence they appears to have **strengths** in relation to: others take account of my views and comments, which should be exploited.

F Intuitiveness

The capability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and 'emotional' or intuitive perceptions of key issues and implications.

7

A high score on this element indicates that Sample is likely to be able to make decisions in difficult situations when faced with incomplete or ambiguous information, and use their previous experience as a basis for an intuitive assessment of the decision. They may find it helpful to reflect on and understand the way in which they makes these decisions and the way they communicates them to others.

Although Sample's overall score on Intuitiveness is high, they should focus on **developing** the following areas: not delaying decisions by weighing up all the pros and cons; and deciding or acting on the basis of incomplete information.

G Conscientiousness & Integrity

The capability to display clear commitment to a course of action in the face of challenge and to match 'words and deeds' in encouraging others to support the chosen direction. The personal commitment to pursuing an ethical solution to a difficult business issue or problem.

1

People who score low on this element like Sample may, on occasions, choose to be unduly pragmatic and are probably willing to 'bend the rules' to get a task completed or achieve a particular goal: others may perceive inconsistency between their words and actions. It may be helpful if Sample finds ways of achieving results within the organisation's existing standards of behaviour, and develops consistency in behaviour by reflecting before acting, and testing whether or not their proposed actions are in line with what they have said to others about a task, situation or problem.

Whilst Sample's overall score is below average on Conscientiousness & Integrity they appears to have **strengths** in relation to: adhering to accepted standards of organisational behaviour, which should be exploited.

Overall emotional intelligence

3

Those individuals who score in this range, like Sample, may find it helpful to focus their effort on improving and developing their emotional intelligence on the elements on which they have reported strengths to build on. To achieve some short to medium-term results, Sample could focus their development and action on areas with existing strengths. With an overall below-average score it is important to establish a long-term development plan. The securing of 'early wins' will help them sustain effort in building their capability over the longer term.

DEVELOPMENT GUIDELINES

It is possible for Sample to develop their overall level of emotional intelligence by planned and sustained development activities. If they wish to develop their capabilities in this area, a useful framework is as follows:

- reflect on, and identify, examples of behaviour which they exhibits in different situations;
- identify those behaviours which are seen as strengths in this report, and develop plans to strengthen and build on these;
- identify those behaviours which are seen as development needs in this report, and identify changes which they could make to address these needs;
- consciously practise reinforcing and changing behaviours, and reflect on their responses to them;
- continuously seek feedback from colleagues on their behaviour they have attempted to change.

The overall development guidelines in Sample's self-report are important. However, with the benefit of feedback from others, Sample can reflect on how others have perceived their reactions to significant events, challenges or decisions. Sample could also benefit from discussing their development actions and ideas with colleagues. This will enable them to fine-tune their proposed action plans.