

360° REPORT ON EMOTIONAL INTELLIGENCE QUESTIONNAIRE: GENERAL

Name:

Sample

Email:

sample@example.com

Date:

06 Aug 2020



Victor Dulewicz & Associates



Report Format

This report is based on your completion of the *Emotional Intelligence Questionnaire: General*, and the 360° version of the questionnaire completed by one or more colleagues who were able to comment on your behaviours in a work-related context. 'Colleagues' can include your boss, peers and subordinates. The structure of the report is as follows.

Section 1: Results and interpretation

This section describes your emotional intelligence based upon the *Emotional Intelligence Questionnaire: General* which you completed, together with the 360° questionnaires completed by your colleagues. It highlights any differences of opinion and possible areas on which to focus your development. In analysing the data provided, all scores have been normed against self-assessments from a general work population.

Section 2: Analysis of colleagues' perceptions

This section examines how you can interpret differences between your own perceptions and those of your colleagues.

Section 3: Development Guidelines

This section provides some very broad developmental guidelines and encourages you to discuss, in a non-judgemental way, the perceptions of your colleagues before finalising your development plan.

Section 1: Results and interpretation

Introduction

This report provides information, based on your response to the *Emotional Intelligence Questionnaire: General*. It reviews your results on the seven elements which comprise the overall emotional intelligence (EI) result. In 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 even associated with more wide-reaching 'life success'.

However, in interpreting your results, it is important to understand how the different elements of your emotional intelligence contribute to the overall result. All results are examined in relation to a reference group, comparing your responses to the distribution of results from a large sample of employees at all levels of work, to determine objectively your emotional intelligence profile and its implications. It is useful to examine the individual element results in order to identify which components of emotional intelligence you might wish to reinforce, or develop, to enhance performance. Your overall EI result is also reported.

An overview profile of your 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. For each Element, the first row presents your own score and the second row the mean average of your colleagues ratings (others).

In reviewing your 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 (sten 1-4, shown in blue) will give you some indication of development priorities, while any above-average results (sten 7-10, shown in green) will reflect a strength you may wish to apply more widely. Average scores are in the sten range 5-6, shown in khaki.

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 their track record and ability, should be taken into account.

© 2002 Prof Victor Dulewicz and Prof Malcolm Higgs

Overview

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

Norm used: General Norm 2007 (n=1047)

Key:

Below-average
 Average
 Above-average

Name

Page 2

The Seven Elements of Emotional Intelligence

A Self-Awareness

Self 3
Colleagues 2

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.

Those scoring in this range, like yourself, may not always be aware of their feelings and emotions in work situations. You may find that in some situations, although you are aware of your feelings or emotions, you are not able to control your impact on the way in which you behave. You may find it helpful to reflect on specific situations in which you have felt in control of your 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.

Your colleagues broadly share your view on Self-Awareness. This consistency in perception is helpful in directing your development planning. You may, however, gain even greater insight by talking to your colleagues about their perceptions of your behaviour in a range of situations.

Whilst your overall score is below average on Self-Awareness you appear to have **strengths** in relation to: my moods don't mean I cannot function properly; and know what my feelings are, which should be exploited.

B Emotional Resilience

Self 3
Colleagues 3

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.

Individuals who score within this range, like yourself, may find it difficult to perform consistently when under pressure. You 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 you attempt to depersonalise criticism and challenge, and view it as a challenge to the ideas, proposals, etc. associated with the task rather than a personal attack.

Your colleagues share your view on Emotional Resilience. This consistency in perception is helpful in directing your development planning. You may, however, gain even greater insight by talking to your colleagues about their perceptions of your behaviour in a range of situations.

Whilst your overall score is below average on Emotional Resilience you appear to have **strengths** in relation to: maintain effectiveness when insulted by others, which should be exploited.

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.

Self 1
Colleagues 1

Those with a score in this range, like yourself, 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 you having no strong long-term goal to which you feel sufficiently committed. You might find it helpful to reflect on your aspirations in a work context and identify the longer-term goals which you believe are essential for realising these aspirations. You may then find it easier to achieve a balance between short-term goals and actions and the longer-term goal.

Your colleagues share your view on Motivation. This consistency in perception is helpful in directing your development planning. You may, however, gain even greater insight by talking to your colleagues about their perceptions of your behaviour in a range of situations.

Whilst your overall score is below average on Motivation you appear to have **strengths** in relation to: not deflected from my long term goals; and achieve results consistently when dealing with different tasks, which should be exploited.

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.

Self 6
Colleagues 2

A score in this range could indicate that, while you sometimes takes account of the views and feelings of others, there are situations in which you have a tendency to impose solutions on work colleagues. You may on occasions feel frustrated that you do not consistently achieve the support you would like and sometimes encounters difficulties in dealing with other people. You might therefore find it helpful to reflect on the situations in which you feel you have been successful and identify the behaviours you have adopted, and then try to apply these behaviours more generally in working with others.

Your colleagues rate you significantly lower on Interpersonal Sensitivity than you do. There can be several reasons for this degree of discrepancy and it would be helpful if you could explore with your colleagues, or the person giving you feedback, what may have led to these differences in your particular case. The outcome of these discussions will help give direction to your development plan.

Your overall score on this scale is in the average range, but you might like to work on **developing**: give people ample time to express their views, and on exploiting your **strengths** in relation to: encourage colleagues to work together as a team; encourage co-operation when working with others; take account of others' needs when dealing with problems and decisions; listen to others' communication without pre-judging its value; and take account of others' feelings when making decisions.

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.

Self 3
Colleagues 2

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

Your colleagues broadly share your view on Influence. This consistency in perception is helpful in directing your development planning. You may, however, gain even greater insight by talking to your colleagues about their perceptions of your behaviour in a range of situations.

Whilst your overall score is below average on Influence you appear to have **strengths** in relation to: get colleagues to change their minds; and find it easy to establish rapport with external people, 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.

Self 8
Colleagues 9

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

Your colleagues broadly share your view on Intuitiveness. This consistency in perception is helpful in directing your development planning. You may, however, gain even greater insight by talking to your colleagues about their perceptions of your behaviour in a range of situations.

Although your overall score on Intuitiveness is high, you should focus on **developing** the following areas: minimise the risks when making decisions; and decide or act 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.

Self 5
Colleagues 1

Individuals with an average score on this element, like yourself, may find that, while in general their actions conform to expected behaviours and rules, there are occasions when they can tend to be unduly pragmatic. Others may perceive inconsistency between your words and actions. You may find it helpful to find ways of consistently achieving results within the organisation's existing standards of behaviour, to reflect before acting and testing whether or not your proposed action is in line with what you have said to others about a task, situation or problem.

Your colleagues rate you significantly lower on Conscientiousness & Integrity than you do. There can be several reasons for this degree of discrepancy and it would be helpful if you could explore with your colleagues, or the person giving you feedback, what may have led to these differences in your particular case. The outcome of these discussions will help give direction to your development plan.

Your overall score on this scale is in the average range, but you might like to work on **developing**: adhere to accepted standards of organisational behaviour, and on exploiting your **strengths** in relation to: challenge unethical behaviour at work; will not do something I know is wrong; ensure that what I say and what I do are the same; my commitment to decisions or action is critical to success; and conform to accepted ethical standards when making decisions.

Overall emotional intelligence

Self 4
Colleagues 3

Those individuals who score in this range, like yourself, may find it helpful to focus your effort on improving and developing your emotional intelligence both on the elements on which you have below-average scores and on those you have reported strengths to build on. To achieve some short to medium-term results, you could focus your 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 you sustain effort in building your capability over the longer term.

It does appear that your colleagues broadly share your assessment of your overall Emotional Intelligence.

SECTION 2: ANALYSIS OF COLLEAGUES' PERCEPTIONS

When reviewing the feedback from your colleagues it is important to focus on areas of agreement and disagreement. The feedback from your colleagues has been analysed to provide an overall profile based on mean average scores (shown on page 2 above). The differences between your assessment and your colleagues' assessments, and the implications of these differences, have been highlighted and discussed in section 1.

In responding to the feedback, it could be helpful for you to reflect on the similarities and differences between your self-assessment and the assessment provided by your colleagues. In reviewing these differences, it is important to recognise that your own assessment may differ from that of your colleagues because of differences in perception. It could prove valuable for you to explore these differences by seeking the opportunity to learn and develop, rather than by becoming overly concerned with the correctness (in an absolute sense) of either assessment. For example, if you have a more positive overall view of your emotional intelligence, it may be more useful if you try to understand the reasons for the difference than trying to identify which view is 'correct'.

In reviewing your colleagues' profile of you and comparing it with your own, it is informative to consider the degree of difference between the two profiles. The score below, the 'overall difference score' (d), reflects the difference between your own sten score and the average (mean) of your colleagues' scores on each element which are aggregated and the mean calculated.

Your 'd' score is 1.6 stens.

Therefore, there is close agreement between your own view of your emotional intelligence and the views of your colleagues. In interpreting differences, it is important for you to reflect on the extent of your colleagues' knowledge of you in a work context.

Having looked at the overall picture, it could be helpful for you to review the individual scales to identify which aspects of your emotional intelligence show the greatest differences in perception (comparing Self and Others' scores in the chart on page 2). If the differences in ratings are frequently at least three sten points different from your own, this may indicate a need to focus carefully on understanding your level of self-awareness.

Colleagues' Range Profile

The Range Profile Chart below shows the range of different assessments provided by each of your colleagues. The number in brackets shows how many produced that specific score. This gives further information which can help you in understanding the feedback.

If any of the respondents do not know you that well, or have not known you very long, then this may explain some of the differences. Equally, it is important to reflect on the context in which your colleagues know you, and their seniority. For example, if four respondents are your subordinates and one is your boss, this may explain some of the differences.

In reviewing the Range Profile Chart, begin by looking at the overall emotional intelligence result and then the pattern of responses. In general terms a range of two to three stens would indicate some notable differences among respondents, while a range of four or more stens would indicate very significant differences.

Colleagues' Range Profile Chart

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

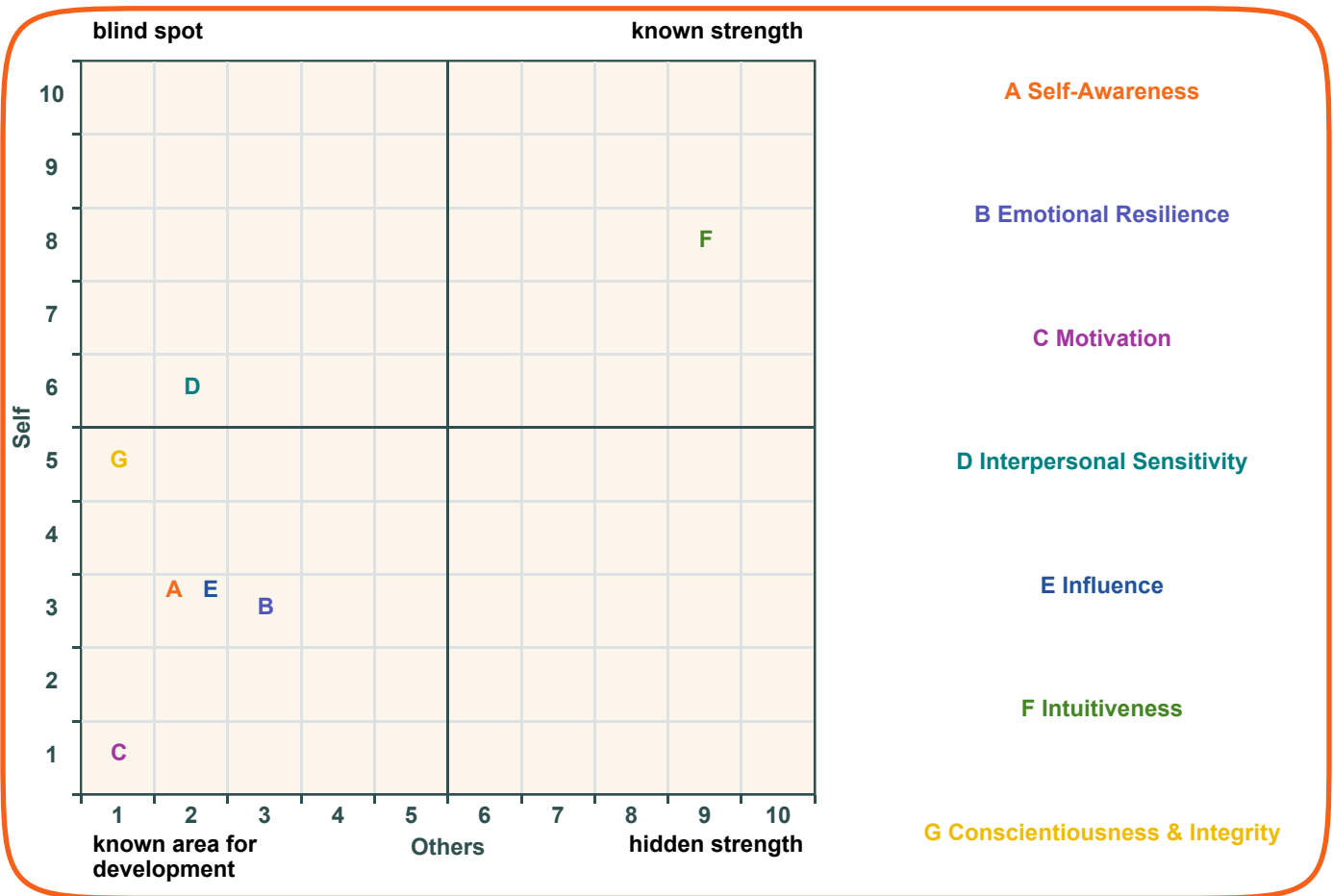
Key:

Below-average
 Average
 Above-average

Name Sample

Page 8

Self-awareness Window



Explanation of the chart

Known strength: Elements in this quadrant are those where you and all 'others' (on average) gave a rating of Sten 6 or above for the statements relating to that Element. This means you and your colleagues agree that you demonstrate the Elements' behaviours frequently.

Known area for development: Elements in this quadrant are those where both you and all 'others' (on average) gave a rating below Sten 6 for the behaviours relating to that Element. This means that you and your colleagues agree that you do not demonstrate these behaviours frequently.

Hidden strength: Elements in this quadrant are those where 'others' (on average) gave a rating of Sten 6 or above, but you have rated this below Sten 6. These Elements are therefore hidden strengths as you were not aware that you demonstrated these behaviours so frequently.

Blind spot: Elements in this quadrant are those where you have rated the element Sten 6 or above, but 'others' (on average) have rated it below Sten 6. This means that you think you demonstrate the Elements' behaviours more frequently than you are seen to do.

SECTION 3: DEVELOPMENT GUIDELINES

General guidelines

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

- reflect on, and identify, examples of behaviour which you exhibit 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 you could make to address these needs;
- consciously practice reinforcing and changing behaviours, and reflect on your responses to them;
- continuously seek feedback from colleagues on the behaviour you have attempted to change.

Feedback from others

In planning the development of your emotional intelligence, the feedback provided by your colleagues should help you to refine your understanding of your emotional intelligence. However, before responding to the needs identified, if you know the identity of the individuals who responded, it could be extremely valuable to discuss, in a non-judgmental way, their perceptions with them. This would enable you to focus your development efforts and priorities and increase your understanding of how others interpret and perceive your behaviours.

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

Development Planning

To facilitate planning your development, an action sheet appears overleaf for you to capture key action points.

Which elements are my strengths, to exploit?

Which elements are areas for me to develop?

What are my goals?

How can I leverage my strengths?

How can I develop my weaknesses?

When will I start? And aim to finish?

What resources do I need?

Who can help me? How?

What's getting in the way? How can I remove these barriers?