

REPORT ON EMOTIONAL INTELLIGENCE QUESTIONNAIRE: GENERAL

Name:

Sample Person

Email:

sample@email.com

Date:

24/Jul/2018



 Getfeedback

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.

© 2002 Prof Victor Dulewicz and Prof Malcolm Higgs

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 managers, 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 him some indication of development priorities, while any above-average results will reflect a strength he may wish to apply more widely.

Overview

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

Norm used: General Norm 2007 (n=1047)

The Seven Elements of Emotional Intelligence

A Self-Awareness

7

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.

Individuals who score highly on this element, like Sample, are likely to have a high level of motivation and thus be very focused on results or outcomes. They tend to show high levels of commitment to, and focus on, long-term goals and results, and are likely to pursue these in the face of obstacles which they strive to overcome. Sample may benefit from developing a deeper understanding of the reasons for his personal motivation and, as a result, extend these across an even wider range of situations.

B Emotional Resilience

9

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.

Those who have a high level of emotional resilience, like Sample, are likely to be able to adapt to a range of situations and to tolerate both criticism and challenge. High scorers on this element are also likely to be able to maintain consistent performance in a wide range of situations and when under pressure. It may be helpful for Sample to reflect on the behaviours shown in such diverse situations, understand how these help him, and make sure that they are applied in all circumstances and situations.

C Motivation

7

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.

Individuals who score highly on this element, like Sample, are likely to have a high level of motivation and thus be very focused on results or outcomes. They tend to show high levels of commitment to, and focus on, long-term goals and results, and are likely to pursue these in the face of obstacles which they strive to overcome. Sample may benefit from developing a deeper understanding of the reasons for his personal motivation and, as a result, extend these across an even wider range of situations.

D Interpersonal Sensitivity

5

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.

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

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.

5

An average score on this element could indicate that Sample may find that, in some situations, it is for them to win others over to their point of view. Sample may feel frustrated by his inability to persuade others to change viewpoints or opinions on important issues. It may be helpful for Sample to reflect on those situations in which he has been successful in influencing others, try to identify the behaviours or strategies which worked and then apply them to all situations in which they need to influence others.

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.

6

Individuals who score within the average range, like Sample, in this element may find that, while they can balance fact and intuition in decisions, there are some situations in which they are uncomfortable in making decisions unless they have full and unambiguous data available. There may be situations in which they either lack the confidence to use their own experience to close any gaps in information, or believe such intuitive behaviour would lead to an incorrect or bad decision. On reflecting on past business decisions he has made, Sample may find it useful to identify the differences in the type of decision in which he felt it essential to have the full data, and then reflect on the extent to which the additional data changed the 'intuitive' decision. His own experience may have led to intuitive decisions which were close to the final ones and the insight from these reflections could be applied to future decisions.

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.

5

Individuals with an average score on this element, like Sample, 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 his words and actions. Such people 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 his proposed action is in line with what they have said to others about a task, situation or problem.

Overall emotional intelligence

6

Those with a score in the range of 5–6, like Sample, might begin to develop their effectiveness in a work context by reviewing the profile of their scores on the seven elements. If almost all scores fall within the average range then some limited action across a broad range of elements may be called for. Priorities for action could well be in relation to those elements where clear strengths are indicated, which could be built on to secure a relatively rapid improvement in performance. If, however, the overall score results from a mixture of high and low element scores Sample could focus his efforts on development actions designed to address improvements on the low-scoring elements.

DEVELOPMENT GUIDELINES

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

- reflect on, and identify, examples of behaviour which he 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 he could make to address these needs;
- consciously practise reinforcing and changing behaviours, and reflect on his responses to them;
- continuously seek feedback from colleagues on his 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 his reactions to significant events, challenges or decisions. Sample could also benefit from discussing his development actions and ideas with colleagues. This will enable him to fine-tune his proposed action plans.