

REPORT ON EMOTIONAL INTELLIGENCE QUESTIONNAIRE: MANAGERIAL

Name:

Sample Person

Email:

sample@getfeedback.net

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: Managerial. 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 her some indication of development priorities, while any above-average results will reflect a strength she may wish to apply more widely.

Overview

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

Norm used: ALL MANAGERS (n=604)

The Seven Elements of Emotional Intelligence

A Self-Awareness

8

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.

The profile on this scale indicates that Sample is likely to be highly aware of her own feelings in a range of work-related situations, and can remain in control of those emotions and feelings. Those who score highly on this scale, like Sample, may find it helpful to reflect on their ability to manage their feelings in diverse situations and become even more conscious of the way in which this is translated into practical behaviours. This process of thinking about and reinforcing awareness may help individuals apply the behaviours in a productive and consistent manner.

B Emotional Resilience

7

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 her, 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 her personal motivation and, as a result, extend these across an even wider range of situations.

D Interpersonal Sensitivity

9

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.

High scorers on this scale, like Sample, are likely to be highly sensitive to other people, and are therefore likely to engage others in problem-solving and decision-making. In dealing with other people they are likely to listen carefully and acknowledge others' uncertainties, needs, views and opinions. Sample may find it useful to identify the behaviours which lead to this understanding and the ability to engage and involve others, and ensure that these behaviours are applied consistently in all work situations.

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.

7

Those scoring highly on this element, like Sample, can be extremely effective in persuading others to adopt their interpretation of a situation, or the need for action. They are likely to be effective in persuading others to change their viewpoint or opinion on important work issues. Sample may benefit from reflecting on and analysing positive results, and then develop strategies to incorporate these into all her dealings with other people in situations where influence is important.

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.

5

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 she has made, Sample may find it useful to identify the differences in the type of decision in which she felt it essential to have the full data, and then reflect on the extent to which the additional data changed the 'intuitive' decision. Her 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.

7

A high level of conscientiousness indicates that the words and actions of such people, like Sample, are likely to be consistent. It is also likely that they demonstrate a high degree of personal commitment to both goals and behaviours, high ethical standards and achieve high levels of performance without resorting to pragmatic behaviour. Sample may find it helpful to recognise the impact of such behaviours on others and ensure that they are applied to a wide range of challenges and situations.

Overall emotional intelligence

7

Those with an overall score in the range 7–10, like Sample, would appear to have a high degree of emotional intelligence. If all of her scores on the seven element scales are above average then she could formulate a plan for development based on moving the lowest of these upward, by addressing any areas highlighted for attention on each element. If, however, the overall score results from a mixture of very high and fairly low scores a development plan could focus on actions to address the lower scoring elements.

DEVELOPMENT GUIDELINES

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

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