

Sample Sally
05 Aug 2015

DECISION MAKER

EMOTIONAL INTELLIGENCE





REPORT STRUCTURE

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DISCLAIMER

This is a strictly confidential assessment report on Sample Sally. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sample Sally.

The Emotional Intelligence profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, motivation, interests, values, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



GUIDE TO USING THIS REPORT

INTRODUCTION

Research studies have shown that Emotional Intelligence (EI) contributes to several factors of interpersonal effectiveness and leadership capability. Employees who demonstrate high levels of EI are better at understanding themselves and others, making confident decisions and expressing their views. They have also been found to effectively manage their emotions and have the drive, energy and optimism to succeed. Furthermore, they are more capable of being sensitive to interpersonal and organisational dynamics and relate to others with diplomacy and tact.

This report describes Sample Sally's Emotional Intelligence in terms of the conceptual framework proposed by Daniel Goleman and his colleagues. This framework defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching and training. These competencies are described in detail below.

The report outlines Sample Sally's most likely personal strengths and weaknesses in each of the EI competency domains. These should be treated as hypotheses to be explored in greater detail via other assessments. For example, Sample Sally's level of job specific knowledge can be assessed through a critical review of her work history and previous qualifications, and by the use of objective tests and structured interviews. Her skills can be assessed in greater detail through work sample tests, behavioural observation, role-plays and assessment centre exercises.

This report can be used for assessment and selection, or as a tool to facilitate Sample Sally's personal development. In the latter case it should be used as a starting point to begin exploring with Sample Sally possible development needs and to produce a shared development strategy for promoting her EI competencies

Please Note:

- As the report contains information relating to a number of different competencies, it is important when using it to focus on those competencies that are specific to the role being considered.
- The report describes Sample Sally's EI competencies in terms of her typical behaviour, and should not be taken as an assessment of her maximum (or most effective) performance. Rather it describes her core EI competencies, with her actual performance in any particular setting being influenced by a number of factors in addition to her level of Emotional Intelligence. These include: the specific skills she has developed; the impact the environment has on facilitating or inhibiting her performance; her motivation; her current level of emotional wellbeing, etc.



DIMENSIONS

In line with the work of Goleman this report defines emotional intelligence as consisting of competencies in two domains, the personal and interpersonal. Within these domains, EI competencies are split into two clusters. The definitions of the EI domains and associated competency clusters are presented below.

PERSONAL DOMAIN

The Self-awareness Competency Cluster includes: Emotional Self-awareness; Self-confidence and Accurate Self-assessment. These competencies enable a person to: accurately understand themselves, their emotions, motives and goals; trust their own judgement and take confident decisions; express their views with confidence and self-assurance; realistically appraise their skills, aptitudes and abilities and be able to use feedback to improve their performance.

The Self-management Competency Cluster includes: Emotional Self-control; Optimism; Achievement Orientation; Forward Planning; Conscientiousness; Adaptability and Trustworthiness. These competencies enable a person to: effectively manage their emotions and have the drive, energy and optimism to succeed; produce work of a high standard, plan for the future and diligently attend to detail; be adaptable and open to change; maintain high levels of personal integrity.

INTER-PERSONAL DOMAIN

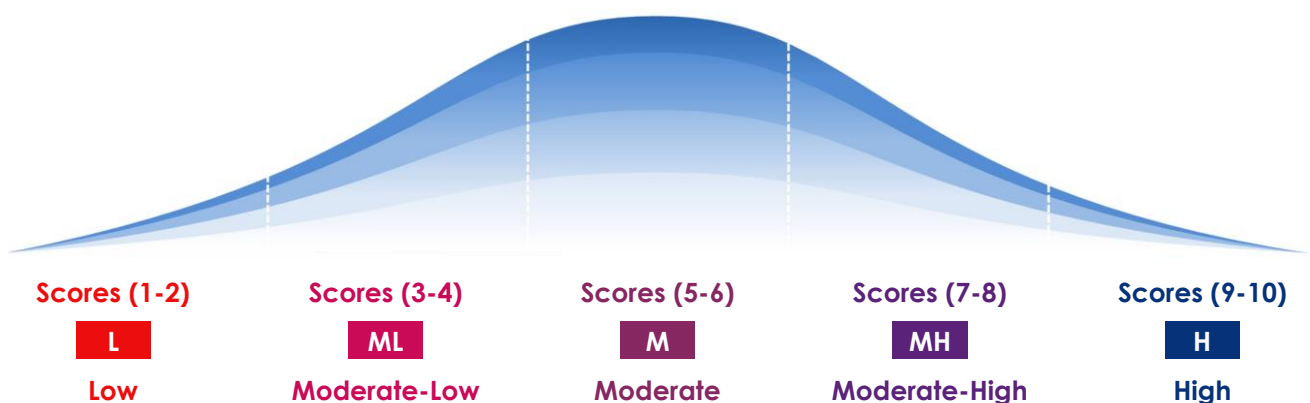
The Social Awareness Competency Cluster includes: Empathy; Interpersonal Openness; Organisational ('political') Awareness and Service Orientation. These competencies enable a person to: understand others' motives, emotions and behaviour; be open to others' points of view and perspectives; be sensitive to interpersonal and organisational dynamics.

The Relationship Management Competency Cluster includes: Persuasiveness; Conflict Management; Inspirational Leadership; Change Catalyst; Team Working and Open Communication. These competencies enable a person to: communicate effectively; relate to others with diplomacy and tact; network; negotiate successfully; work collaboratively; openly share information; actively participate in team projects; motivate others; actively promote change and develop colleagues' potential through coaching, mentoring and teaching.

RESULTS SCALE

A reference group is used to evaluate Sample Sally's results and determine her tendency to exhibit effective workplace behaviours compared to others. Her results are presented as standardised scores on a scale of 1 to 10.

The following chart represents a distribution of individuals on a particular scale, where high scores represent greater tendency to behave in a particular manner and low scores represent a reduced likelihood of behaving in a particular manner. An overall level ranging from a "Low" to a "High" tendency is provided to help highlight areas of concern.





RESPONSE STYLE

The personality questionnaire contains several scales which measure individuals' test taking attitudes and whether they were committed to portraying themselves accurately. Such measures inform practitioners of the degree to which they can trust and rely on the interpretation of respondents' profiles.

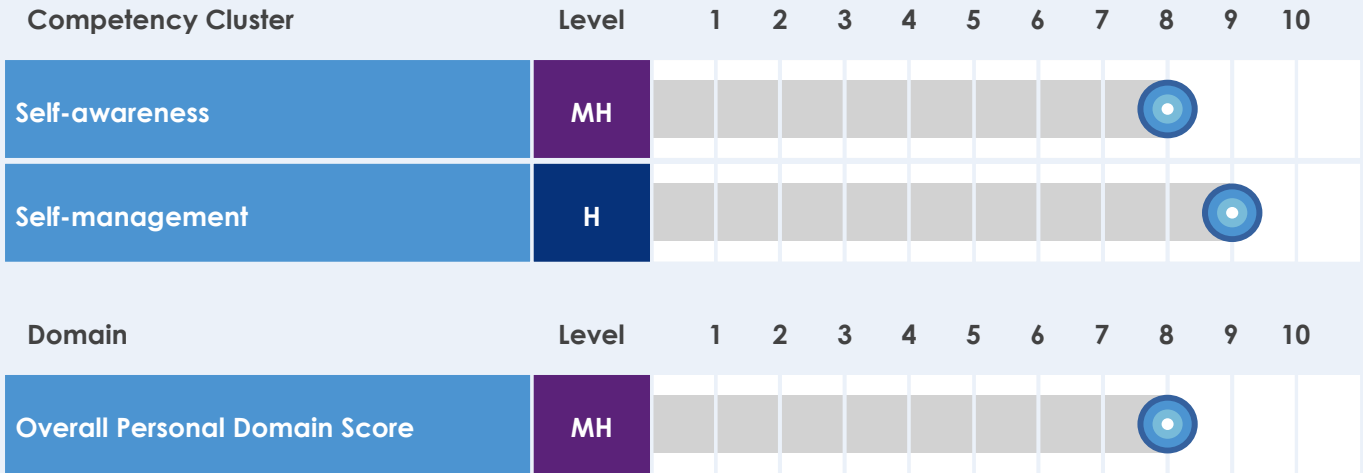
The results indicate that Sample Sally has responded to the questionnaire in an open and honest manner.



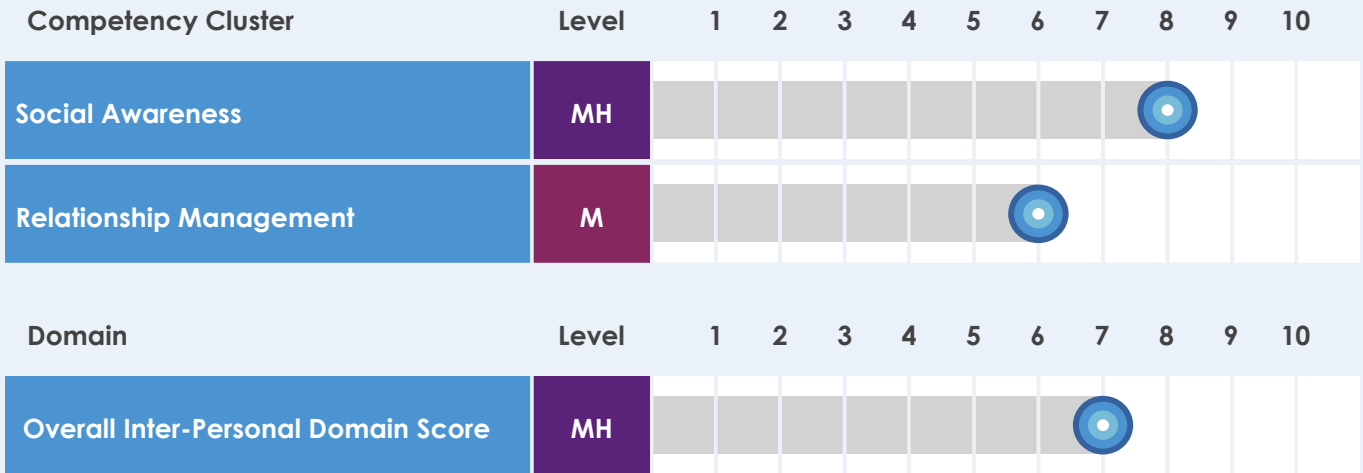
EMOTIONAL INTELLIGENCE PROFILE

The competency scores are weighted composites of the behavioural dimensions that contribute to each of EI Domains. The score any given individual obtains on these scales depends not only upon that person's pattern of strengths and weakness across the behavioural dimensions, but also on the importance of each behavioural dimension in contributing to the particular competency.

PERSONAL DOMAIN PROFILE CHART



INTER-PERSONAL DOMAIN PROFILE CHART





SUMMARY OVERVIEW

The following tables list the major strengths and potential areas of concern that can be inferred from Sample Sally's responses to the questionnaire. Further details are available in the discussion of the results later in the report.

POTENTIAL STRENGTHS

Sample Sally's responses to the assessment suggest the following core competencies:

- She is unlikely to have difficulty pushing un-obliging or uncooperative colleagues into action.
- She should be reasonably committed to completing tasks she has started, on time and to the required standard.
- She is likely to have a preference for planning ahead, rather than deal with problems as they arise.
- She would be expected to be reasonably motivated to attend to detail.

POTENTIAL AREAS FOR DEVELOPMENT

Sample Sally's responses to the assessment suggest the following development needs:

- To develop skills at better managing tension and frustration.
- To learn to assert herself in a more constructive manner.
- To be more adaptable and open to change.
- In situations where she is negotiating, to be a little more prepared to concede ground in order to move the negotiations forward.



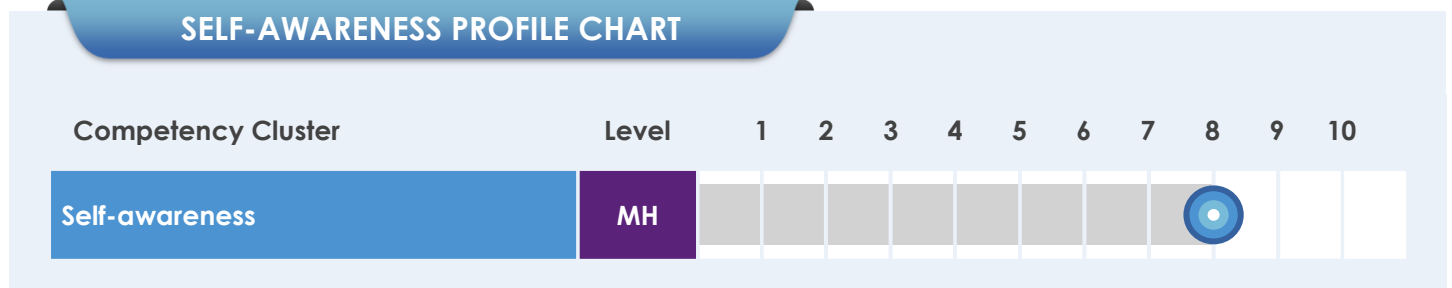
SELF-AWARENESS COMPETENCY CLUSTER

This competency cluster details behavioural styles that are characterised by:

- Emotional Self-awareness
- Self-confidence
- Accurate Self-assessment

These competencies enable a person to: accurately understand themselves, their emotions, motives and goals; trust their own judgement and take confident decisions; express their views with confidence and self-assurance; realistically appraise their skills, aptitudes and abilities and be able to use feedback to improve their performance.

SELF-AWARENESS PROFILE CHART



EMOTIONAL SELF-AWARENESS

Sample Sally's profile indicates she is likely to be at least as open to, and in tune with, her own emotions as most other people. Moreover, she is inclined to be as tender-minded and as aesthetically orientated as most. As a result, she would be expected to be fairly intuitive and to have insight into her typical emotional responses to different situations and the ways in which her emotions affect her own behaviour and influence those around her.

SELF-CONFIDENCE

Sample Sally's responses to the questionnaire indicate she is likely to have average levels of confidence and is expected to be as self-assured and secure in herself as most. As such, she should not be unduly prone to experience feelings of self-doubt and is likely to be as sure of her own opinions as most other people are. While she would be expected to be reasonably comfortable actively making decisions, she may nonetheless become a little indecisive (and possibly even somewhat prone to self-doubt) if much is at stake. Her scores indicate she is likely to have a preference for creating detailed plans and schedules. As a result, she would be expected to quite dislike uncertainty. Consequently, she may be unhappy if forced to make decisions in situations where outcomes are unclear and only limited information is available. Her responses suggest she is socially bold. As a result, Sample Sally is likely to have a strong social presence. She is unlikely to be any more inclined than most to worry about how her views and opinions will be received and should therefore be fairly happy to freely express her opinions, even if they are slightly unpopular. Her scores suggest she is very assertive and, as a result, she is unlikely to experience difficulty if required to push others into action, unless they are particularly un-obliging or uncooperative. Her responses to the questionnaire further indicate she is likely to have average levels of self-esteem. Consequently, she should be as confident of her own views and opinions as most other people and should not be particularly averse to seeking support and guidance from others.



ACCURATE SELF-ASSESSMENT

Despite the fact that she is likely to be no more secure and self-assured than most, Sample Sally may nonetheless on occasion be rather inclined to overestimate her own level of ability and skill. Her scores suggest she is not any more suspicious than most and that she should be as open as most people to receiving feedback, even if this is not presented in the most constructive manner. As a result, she should be fairly happy to enter into a constructive dialogue as to how best to improve her performance. Despite having average levels of confidence and self-assurance, she may nonetheless become a little upset if she feels the feedback she is being given is particularly unfair or undeserved. In general she is likely to be quite open to acknowledging mistakes or errors she has made, but may be a little reluctant to do so if she anticipates censure.



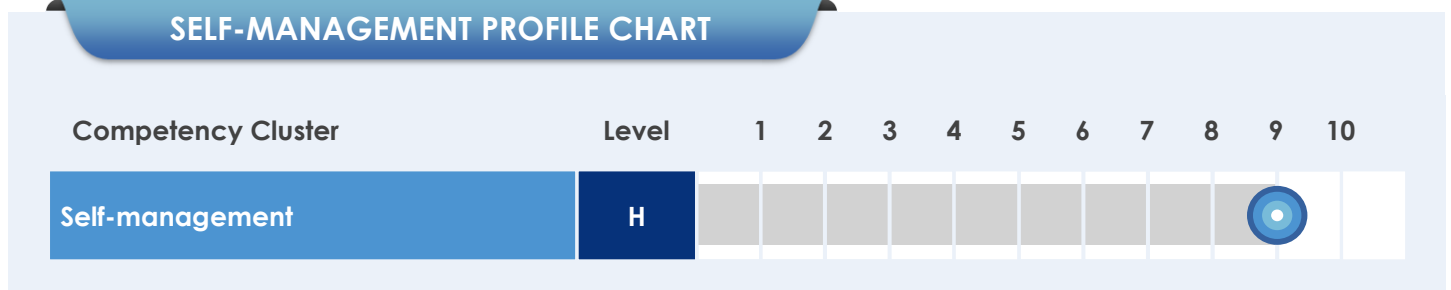
SELF-MANAGEMENT COMPETENCY CLUSTER

This competency cluster details behavioural styles that are characterised by:

- Emotional Self-control
- Achievement Orientation
- Forward Planning
- Conscientiousness
- Adaptability
- Trustworthiness

These competencies enable a person to: effectively manage their emotions and have the drive, energy and optimism to succeed; produce work of a high standard, plan for the future and diligently attend to detail; be adaptable and open to change; maintain high levels of personal integrity.

SELF-MANAGEMENT PROFILE CHART



EMOTIONAL SELF-CONTROL

The profile suggests Sample Sally is likely to be stable and emotionally mature. As a result, she should not be particularly prone to let her emotions cloud her judgment or adversely affect her performance at work. Consequently, her colleagues are not likely to view her as being moody or unpredictable. She is quite unlikely to lose her composure when placed under pressure or experience much difficulty maintaining her concentration in noisy, distracting environments. As such, she would not be expected to experience great difficulty coping with the emotional demands of challenging working environments. As her scores suggest she has below average levels of frustration tolerance, she may however be a little inclined to become short tempered and irritable when things go wrong. She may also be a little prone to lose her temper with slow or indecisive people, particularly if she thinks they are purposely being obstructive or difficult. Moreover, she might occasionally be a little prone to give vent to her frustrations by expressing herself in a very direct and forthright manner.

ACHIEVEMENT ORIENTATION

As her results suggest she is as lively, enthusiastic and fun-loving as most, she would be expected to have at least as high levels of energy and drive as most other people. She is not likely to be troubled by feelings of despondency or depression and should generally have more than enough energy to meet quite challenging work schedules.



FORWARD PLANNING AND CONSCIENTIOUSNESS

The assessment results indicate Sample Sally is likely to have quite high levels of self-control and self-restraint and a strong sense of duty. Consequently, she should be reasonably committed to completing tasks she has started on time and to schedule. As her scores suggest she is fairly meticulous and attentive to detail, she would be expected to have a fairly strong sense of commitment to maintaining fairly high quality standards. Moreover, her scores also indicate she is likely to have a preference for planning ahead, rather than deal with problems as they arise. As a result, she is likely to be fairly keen to look to the future, with the aim of anticipating problems and difficulties for which she can build contingences into her relatively detailed plans.

ADAPTABILITY AND TRUSTWORTHINESS

As her profile suggests she is no more or less radical than most and no more inclined than most to question existing methods and procedures, Sample Sally would be expected to be as motivated as most people to seek out new solutions to problems. However, as her scores suggest she may be a little more rule-bound and rigid than many, she may not always be that adaptable and open to change. As her profile indicates she is likely to value tradition no more or less than most, yet be quite respectful of authority, she is likely to express a fairly strong allegiance to conventional moral standards and codes of conduct. Moreover, she is likely to set herself above average standards at work and in her personal behaviour, and to be likely to have a relatively strong sense of personal ethics. Consequently, she would be expected to be fairly committed to following organisational rules, regulations and procedures. As her scores suggest she is socially bold, she is likely to be fairly happy to take a stand on those ethical issues she considers to be important.



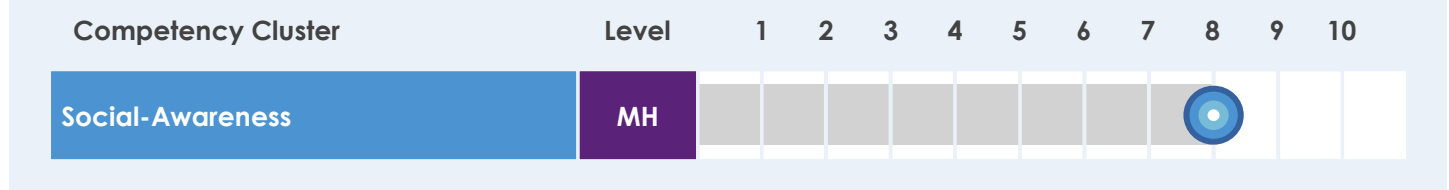
SOCIAL-AWARENESS COMPETENCY CLUSTER

This competency cluster details behavioural styles that are characterised by:

- Empathy
- Interpersonal Openness
- Organisational ('political') Awareness
- Service Orientation

These competencies enable a person to: understand others' motives, emotions and behaviour; be open to others' points of view and perspectives; be sensitive to interpersonal and organisational dynamics.

SOCIAL-AWARENESS PROFILE CHART



EMPATHY

Sample Sally's profile suggests she is warm and empathic, and is likely to be as concerned as most to attend to the nuances of the setting she finds herself in. As a result, she would be expected to have a fair degree of insight into others' thoughts and feelings. Having a profile which suggests an interest in other people, she is likely to be quite sympathetic and understanding. Moreover, she would be expected to be fairly motivated to promote harmonious working relationships. However, despite her profile indicating that she is likely to be quite concerned about the welfare of others, her scores suggest she is very assertive. As a result, she would not be expected to experience much difficulty ensuring that her colleagues' personal needs are balanced against the demands of work.

INTERPERSONAL OPENNESS

Sample Sally's responses to the questionnaire suggest that, despite her being rather less agreeable and accommodating than most, she is nonetheless likely to be a warm, caring and compassionate individual. As a consequence, her active listening skills would be expected to be at least as good as those of most other people. As her profile suggests she is not unduly conservative or traditional by nature, she is likely to be relatively open to others' views and opinions, even if they are highly radical and very unconventional.

ORGANISATIONAL AWARENESS AND SERVICE ORIENTATION

Having a pattern of scores that indicates she is likely to be at least as sensitive to the subtleties and overtones of social situations as most other people, Sample Sally would be expected to be at least as motivated as most to pay attention to the power relationships and emotional undercurrents within any given group or organisation. As her scores suggest she is as disinclined to take others at face value, she is likely to be inclined to question others' motives and consider what hidden agendas (if any) may be at play. Sample Sally's profile suggests that although she is likely to have an interest in understanding other people's needs, wants and goals, she is likely to be less intuitive than most. As a result, while she would be expected to be fairly motivated to try to understand clients' requirements and consider how these can be met, she may have a little more difficulty than some fully appreciating these if they are unclear.



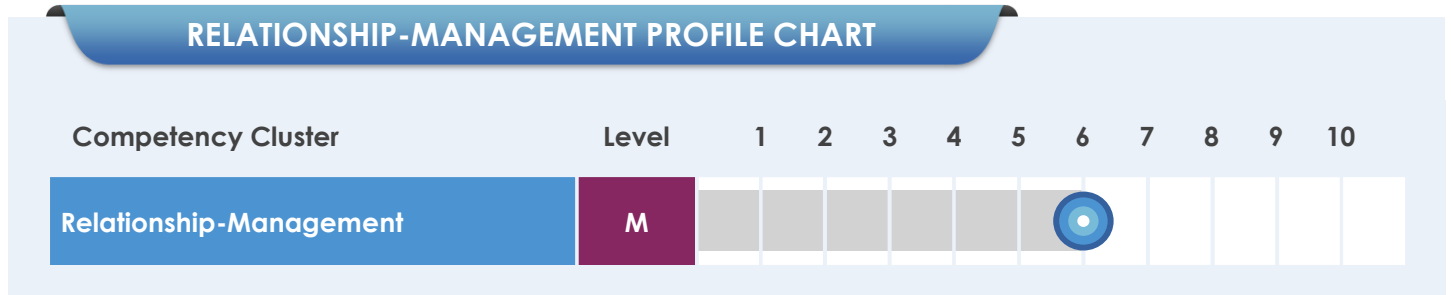
RELATIONSHIP-MANAGEMENT COMPETENCY CLUSTER

This competency cluster details behavioural styles that are characterised by:

- Persuasiveness
- Conflict Management
- Inspirational Leadership
- Change Catalyst
- Team Working
- Open Communication

These competencies enable a person to: communicate effectively, relating to others with diplomacy and tact; negotiate successfully; motivate others and actively promote change; network; work collaboratively, openly share information and actively participate in team projects; develop colleagues' potential through coaching, mentoring and teaching.

RELATIONSHIP-MANAGEMENT PROFILE CHART



PERSUASIVENESS AND CONFLICT MANAGEMENT

As the assessment results suggest she is socially confident and is likely to feel quite comfortable and at ease when speaking to large groups of people, Sample Sally would be expected to be a fairly effective public speaker. The profile further suggests Sample Sally is very assertive and may be somewhat inclined to 'take centre stage' in meetings and discussions. As a consequence, there is a risk that her more reticent colleagues may at times find her somewhat overpowering and may even have difficulty 'making their voice heard'. As her profile indicates a tendency to be dominant, when negotiating with others she would be expected at times to attempt to encourage the other parties to concede on their points through diplomacy and tact. As she would be expected to assert her demands very firmly, she should be disinclined to make sufficient concessions to move negotiations forward. Furthermore, while she may be effective in using diplomacy and tact to get her demands, she may not necessarily be effective in getting what is best for all parties. As a result, she may not be that effective in roles which require active negotiation skills. As her scores suggest she is as motivated as most people to attend to the emotional undercurrents of the setting she finds herself in, she should be capable of being at least as diplomatic and tactful as most others.

INSPIRATIONAL LEADERSHIP AND CHANGE CATALYST

Having a profile which suggests she is as lively and participative as most, Sample Sally is unlikely to experience undue difficulty energising and motivating others and galvanising them into action. As her responses to the questionnaire indicate she is as open to new ideas as most, others are likely to find the enthusiasm with which she embraces new working methods and procedures to be relatively infectious.



TEAM WORKING AND OPEN COMMUNICATION

As her profile suggests she is fairly group-orientated, she should quite enjoy team work. Moreover, Sample Sally would be expected to have a fairly large network of friends and colleagues to call upon for help and advice if needed. Her results further suggest she is not unduly inclined to doubt people's motives and is likely to be at least as open and straightforward as most in her dealings with colleagues. Consequently, she is unlikely to see undue reason to be guarded or manipulative in her work relationships. As a result, she should be relatively happy to share information and knowledge with her colleagues, with her not fearing they may use this information to gain an advantage over her. Therefore, she is unlikely to be concerned that the development of others might undermine her position at work. Her profile suggests that, when developing colleagues, she is likely to prefer mentoring or coaching to teaching. As her scores indicate she is inclined to believe she has quite a lot to contribute to the development of staff, she is likely to be relatively happy to take on such roles.



DEVELOPMENT PLANNING

This section provides respondents with the opportunity for self-reflection and self-development. Work with Sample Sally to define development goals based on the results of the profile.

Suggested development process:

1. Feedback and reactions
2. Selecting areas for development
3. Development plan

A detailed description of Sample Sally's most likely behaviour on each of the competency behavioural dimensions is provided in this section along with development recommendations. Please review these before working with her on the development plan.



1. FEEDBACK AND REACTIONS

Gauging Sample Sally's reaction to the profile is essential to the interpretation of the results and is useful in determining a development plan. A copy of the "Feedback" report can be shared with Sample Sally before discussing the results with her. Use the following questions to gauge her overall reaction to the feedback.

What did you learn from the results?

How did your perceptions of your workplace behaviour compare to those of the profile?

What areas did you agree with the most?

What areas did you disagree with the most?



2. SELECTING AREAS FOR DEVELOPMENT

Discuss with Sample Sally which areas she would like to focus on for development after having reviewed the report's findings. Use this page as the basis for all agreed development plans.

| | This development plan is for: | This development plan is overseen by: |
|------------------|-------------------------------|---------------------------------------|
| Name | Sample Sally | |
| Position | | |
| Signature | | |
| Date | | |

The table below lists the competencies used in Universal Competency Framework. The areas which have been determined as most in "Need" for development from the profile have been marked with a check mark under the "Need" column, though users may also select other areas which they deem to be in need for development.

| Domain | Competency Cluster | Need | Priority |
|-----------------------|-------------------------|--------------------------|--------------------------|
| Personal Domain | Self-awareness | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal Domain | Self-management | <input type="checkbox"/> | <input type="checkbox"/> |
| Inter-Personal Domain | Social Awareness | <input type="checkbox"/> | <input type="checkbox"/> |
| Inter-Personal Domain | Relationship Management | <input type="checkbox"/> | <input type="checkbox"/> |

Dimensions selected as being in "Need" of development and which have also been selected as a "Priority" should be considered as part of Sample Sally's development plan.



3. DEVELOPMENT PLAN

Please consider the following points in order to gain as much benefit from the development plan:

- Focus on the dimensions identified for development from the previous page.
- The development guides provide general recommendations for development. Use the development recommendations to help determine which development activities to pursue.
- Keep the objectives simple and measurable.
- Define how to monitor and evaluate progress.
- Use the provided form to put the plans in writing.
- Monitor Sample Sally's progress through regular review meetings.

What areas do you wish to develop?

Why is it important or necessary to develop these areas?

How will you go about developing these areas?

Who do you need support from in order to achieve your development objectives?

When do you wish to achieve the desired development?