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A Sample | Company
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EXPERT

EMOTIONAL INTELLIGENCE REPORT

FIFTEEN FACTOR QUESTIONNAIRE PLUS



WWW.PSYTECH.COM

REPORT STRUCTURE

This report presents A Sample Emotional Intelligence (EI) profile in the following sections:

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- Reference Group Used
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2. Emotional Intelligence Profile

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- Potential Strengths
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- Emotional Self-awareness
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- Team Working and Open Communication

8. Development Planning

- Feedback and Reactions
- Selecting Areas for Development
- Development Plan

DISCLAIMER

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

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 A Sample'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'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's level of job specific knowledge can be assessed through a critical review of his work history and previous qualifications, and by the use of objective tests and structured interviews. His 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's personal development. In the latter case it should be used as a starting point to begin exploring with Sample possible development needs and to produce a shared development strategy for promoting his 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 competency scores are calculated from Sample's responses on the 15FQ+ personality questionnaire. Therefore, if this report is to be used to compare different individual's EI competencies, it is essential all the reports are produced using the same norms.
- The report describes Sample's EI competencies in terms of his typical behaviour, and should not be taken as an assessment of his maximum (or most effective) performance. Rather it describes his core EI competencies, with his actual performance in any particular setting being influenced by a number of factors in addition to his level of Emotional Intelligence. These include: the specific skills he has developed; the impact the environment has on facilitating or inhibiting his performance; his motivation; his 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

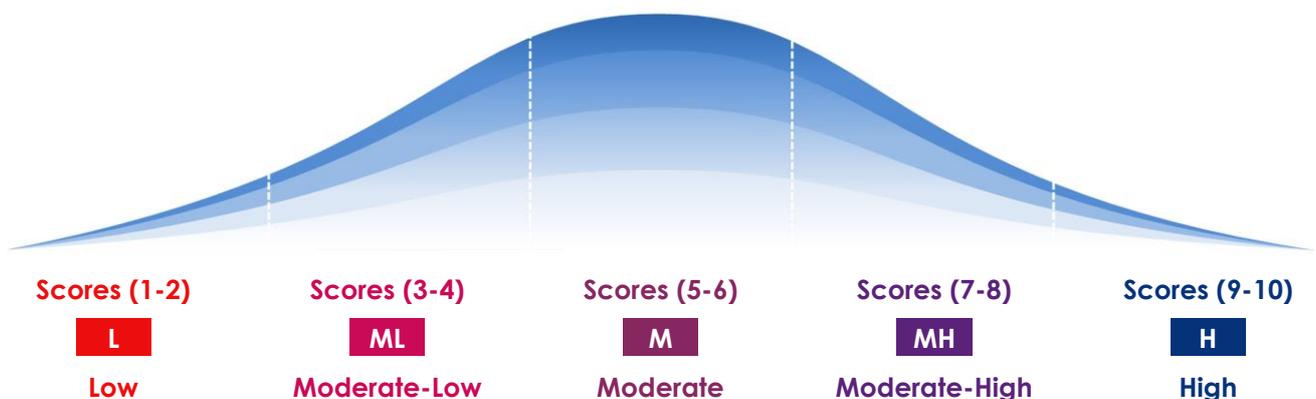
The Social Awareness Competency Cluster includes: Empathy; Interpersonal Openness; Organisational ('political') Awareness and Service Orientation. These competencies enable a person to: understand others' motives, emotions and behaviour; be open to others' points of view and perspectives; be sensitive 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's results and determine his tendency to exhibit effective workplace behaviours compared to others. His 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.



REFERENCE GROUP USED

The following norm was used to generate this report:

Test	Norm Used	Sample Size
Fifteen Factor Questionnaire Plus (15FQ+)	Professional Managerial	1186

RESPONSE STYLE

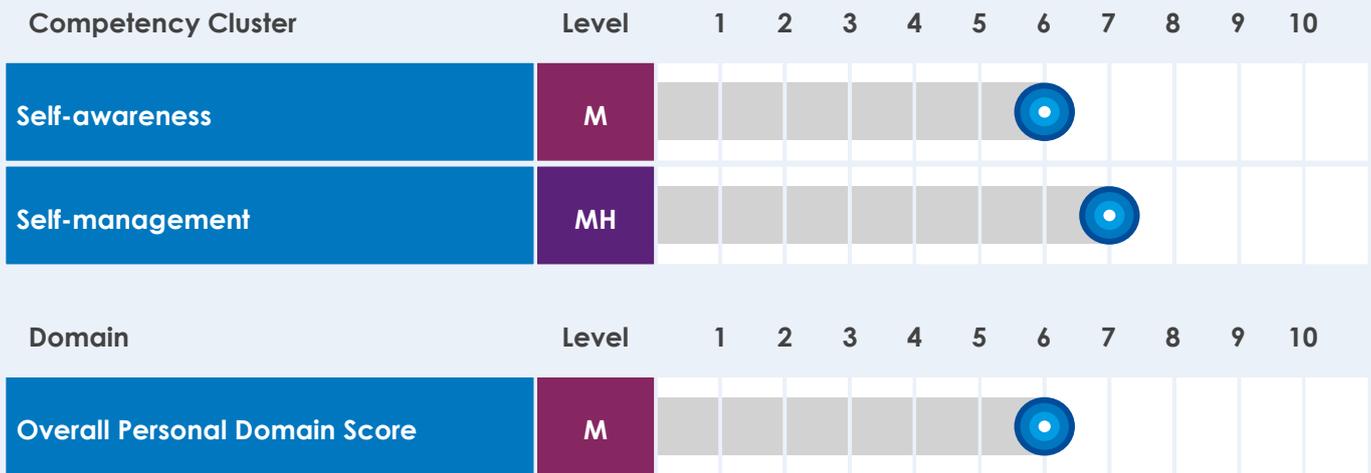
The Fifteen Factor Questionnaire Plus (15FQ+) contains several scales which measure individuals' test taking attitudes and whether they were committed to portraying themselves accurately. Such measures inform practitioners of the degree to which they can trust and rely on the interpretation of respondents' profiles.

The results suggest that Sample could have been rather concerned to present himself in both a socially acceptable manner and as an ideal employee. That is, he may have intentionally (or otherwise) selected answers that project a highly positive image that he considered to be advantageous to the outcome given the context in which the questionnaire was completed. It should be understood that this indication may occur for one of two reasons: It may be the result of a deliberate and considered strategy or alternatively a reflection his true personality, where his true personality is more a function of the genuine altruism or desire to engage in positive organisational citizenship than an attempt to distort profile indications.

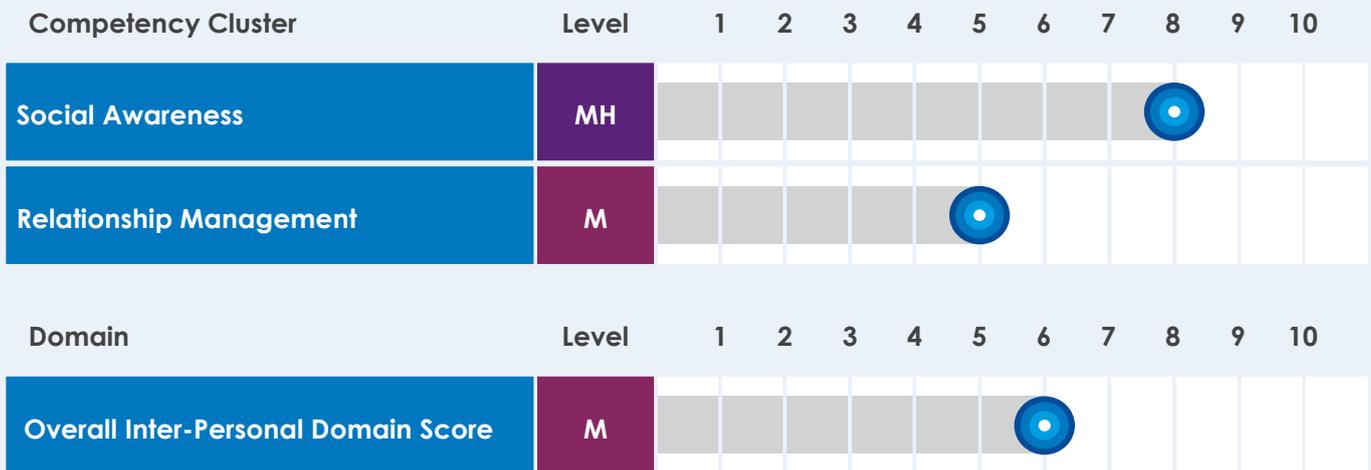
EMOTIONAL INTELLIGENCE PROFILE

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's responses to the questionnaire. Further details are available in the discussion of the results later in the report.

POTENTIAL STRENGTHS

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

- He would be expected to be reasonably happy to take pro-active decisions.
- He would be expected to cope fairly well with setbacks.
- He should not be particularly prone to let his emotions cloud his judgment or adversely affect his performance at work.
- He would not be expected to be particularly prone to lose his temper when things go wrong.
- He is likely to be open to novel ideas and would be expected to be very motivated to seek out new solutions to problems.
- He is likely to have a preference for planning ahead, rather than deal with problems as they arise.
- He would be expected to be reasonably motivated to attend to detail.

POTENTIAL AREAS FOR DEVELOPMENT

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

- To be more adaptable and open to change.
- In situations where he 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.



EMOTIONAL SELF-AWARENESS

Sample's profile indicates he is likely to have at least as much insight as most other people into his own emotional responses and how his emotions typically influence his behaviour and affect those around him. His scores suggest that, despite being tough-minded and taking a quite utilitarian approach to life, he is likely to be fairly open and quite warm in his interpersonal relationships. As a result, he is unlikely to be unduly defensive towards acknowledging his own emotions and feelings.

SELF-CONFIDENCE

Sample's responses to the questionnaire indicate he is likely to be fairly confident and self-assured. As a result, he is quite unlikely to be troubled by feelings of self-doubt. His scores indicate he is likely to have a fairly strong sense of his own self-worth and be relatively sure of his own opinions. Consequently, he should be reasonably happy to take decisions pro-actively. He would therefore not be expected to be unduly prone to prevaricate, even when much is at stake. His scores suggest he has a preference for creating detailed plans and schedules. As a result, he would be expected to quite dislike uncertainty. Consequently, he may be a little unhappy if forced to make decisions in situations where outcomes are unclear and only limited information is available. His responses suggest he is as socially bold as most. As a result, Sample is likely to have as strong a social presence as most other people. He is likely to be at least as happy as most to freely express his views and opinions, even if they are unpopular; without him being any more concerned than most that his views may be badly received. His scores suggest he is very assertive and, as such, is unlikely to experience difficulty pushing un-obliging or uncooperative colleagues into action should this be required of him. His responses to the questionnaire indicate he is likely to have fairly high levels of self-esteem and be reasonably confident of his own opinions. Consequently, he is unlikely to feel much need to seek support and guidance from others.

ACCURATE SELF-ASSESSMENT

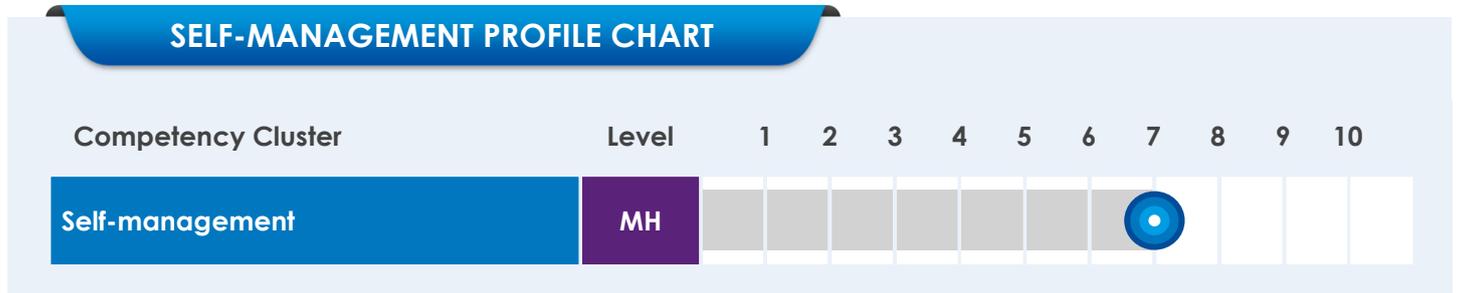
Despite the fact that his profile suggests he is not any more confident or sure of his own intellectual abilities than most people, Sample is nonetheless unlikely to be unduly prone to overestimate his own level of knowledge and skill. His scores suggest he is not any more suspicious than most and that he should be as open to receiving feedback, even when this is not presented in the most constructive manner. Moreover, he should be relatively happy to enter into a dialogue as to how best to improve his performance. In general he is likely to be quite open to acknowledging mistakes or errors he has made, but may be a little reluctant to do so if he 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.



EMOTIONAL SELF-CONTROL

The profile suggests Sample is likely to be stable and emotionally mature. As a result, he should not be particularly prone to let his emotions cloud his judgment or adversely affect his performance at work. Consequently, his colleagues are not likely to view him as being moody or unpredictable. He is quite unlikely to lose his composure when placed under pressure or experience much difficulty maintaining his concentration in noisy, distracting environments. As such, he would not be expected to experience great difficulty coping with the emotional demands of challenging working environments. As his scores suggest he has quite high levels of frustration tolerance, he should not be very likely to become short tempered or irritable when things go wrong. Moreover, he should not experience much difficulty dealing with slow or indecisive people and is not particularly likely to lose his temper in such situations.

ACHIEVEMENT ORIENTATION

As his results suggest he is as lively, enthusiastic and fun-loving as most, he would be expected to have at least as high levels of energy and drive as most other people. He 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 is likely to have a below average level of self-control and self-restraint. Consequently, he may be expected to have a less strong sense of duty than many and to be less committed than many to finishing tasks he has started, particularly if they are quite boring or repetitive. However, as his scores also suggest he is likely to be fairly meticulous and attentive to detail, he should nonetheless be reasonably committed to maintaining relatively high quality standards. His scores further indicate he is likely to have a preference for planning ahead, rather than deal with problems as they arise. As a result, he is likely to be fairly keen to look to the future, with the aim of anticipating problems and difficulties for which he can build contingences into his relatively detailed plans.

ADAPTABILITY AND TRUSTWORTHINESS

Sample's responses to the questionnaire indicate he is likely to be very radical by nature and inclined to question existing methods and procedures. Consequently, he is likely to be very motivated to seek out new solutions to problems. However, as his scores suggest he may be a little more rule-bound and rigid than many, he may not always be that adaptable and open to change. As his profile indicates he is likely to be rather unconventional by nature and not be particularly respectful of authority, he would be expected not to feel a natural sense of allegiance to conventional moral standards and codes of conduct.

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.



EMPATHY

Sample's profile suggests he is warm and empathic, and is likely to be as concerned as most to attend to the nuances of the setting he finds himself in. As a result, he 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, he is likely to be quite sympathetic and understanding. Moreover, he would be expected to be fairly motivated to promote harmonious working relationships. However, despite his profile indicating that he is likely to be quite concerned about the welfare of others, his scores suggest he is very assertive. As a result, he would not be expected to experience much difficulty ensuring that his colleagues' personal needs are balanced against the demands of work.

INTERPERSONAL OPENNESS

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

ORGANISATIONAL AWARENESS AND SERVICE ORIENTATION

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

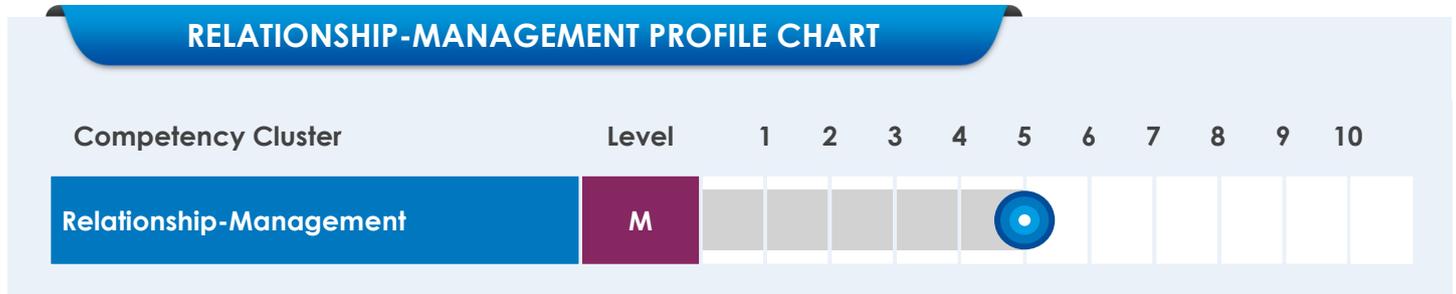
RELATIONSHIP-MANAGEMENT COMPETENCY CLUSTER

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

INSPIRATIONAL LEADERSHIP AND CHANGE CATALYST

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

TEAM WORKING AND OPEN COMMUNICATION

As his profile suggests he is not particularly group-orientated, Sample is unlikely to particularly enjoy team work. Moreover, as he may be prone to believe he does his best work away from the distraction of other people, he is not that likely to have cultivated a network of friends and colleagues to seek out when help and advice is needed. His results further suggest he is not unduly inclined to doubt people's motives and is likely to be at least as open and straightforward as most people in his dealings with others. Consequently, he is unlikely to see undue reason to be guarded or manipulative in his work relationships. Moreover, he is likely to be relatively happy to share information and knowledge with colleagues, with him seeing no more reason than most to fear that they may use this to gain advantage over him. As a result, he is unlikely to be concerned that developing colleagues will undermine his position at work. His profile suggests that when developing others he is likely to prefer mentoring or coaching to teaching. As his scores indicate he is inclined to believe he has at least as much as most others to contribute to the development of staff, he 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 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'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 him on the development plan.

1. FEEDBACK AND REACTIONS

Gauging Sample'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 before discussing the results with him. Use the following questions to gauge his 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 which areas he 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	
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'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'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?