



# Narrative Report

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28 February 2020

General Working Population

**Private and confidential**



**eip3**

**Emotional Intelligence Profile**



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# About this report

This is a confidential report which is to be used under the guidance of a trained professional who is qualified to use the **Emotional Intelligence Profile**. The information in this report should only be disclosed to third parties with the prior agreement of the participant.

A full understanding of this analysis should also take into account other relevant information such as personality, actual experience, skills and knowledge, current circumstances, culture etc.

## Your Narrative report contains the following information:

- A brief explanation of the six key parts of Emotional Intelligence
- A colour coded summary of your profile in relation to the six key parts of Emotional Intelligence
- Your score on sixteen different aspects of Emotional Intelligence
- A description of your score on each of the sixteen Emotional Intelligence scales
- A list of your responses to each question

Emotional Intelligence focuses you on the personal changes you may choose to make in order to get the best out of yourself and truly engage, inspire and motivate others.

# Introduction to Emotional Intelligence

Emotional Intelligence (EI) is a combination of attitudes and behaviours that distinguish outstanding performance from average performance. Individuals with higher EI will be better able to manage themselves and their relationships to be both personally and interpersonally effective. The framework shown below provides an organising structure for the different facets of EI and how they are related. The two main streams of EI are:

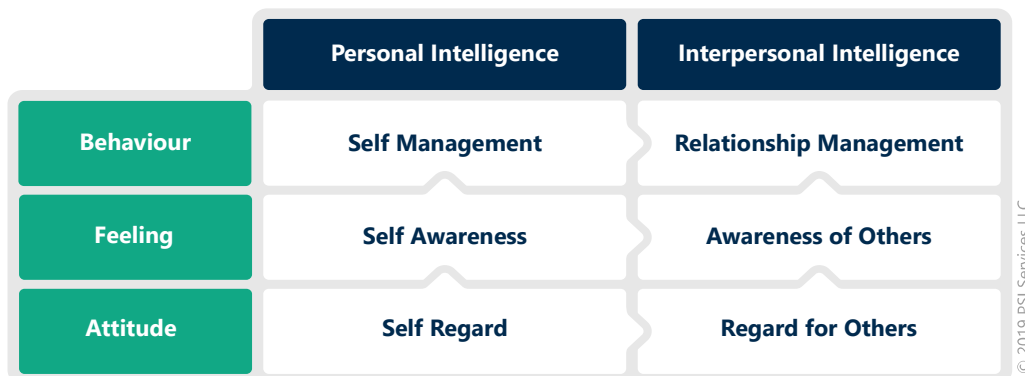
## Personal Intelligence

Being effective at picking up what is going on inside of you (**Self Awareness**) and taking appropriate actions to manage yourself (**Self Management**).

## Interpersonal Intelligence

Being effective in picking up what is going on for other people (**Awareness of Others**) and taking appropriate actions to manage them (**Relationship Management**).

Your Emotional Intelligence is influenced by your attitudes. In particular, your attitude towards yourself (**Self Regard**) and your attitude towards other people (**Regard for Others**). To make developmental changes stick, it is important to develop the right attitudes along with your behaviours. The relationship between the various parts of Emotional Intelligence is shown in the diagram below.






## Who you are being compared against

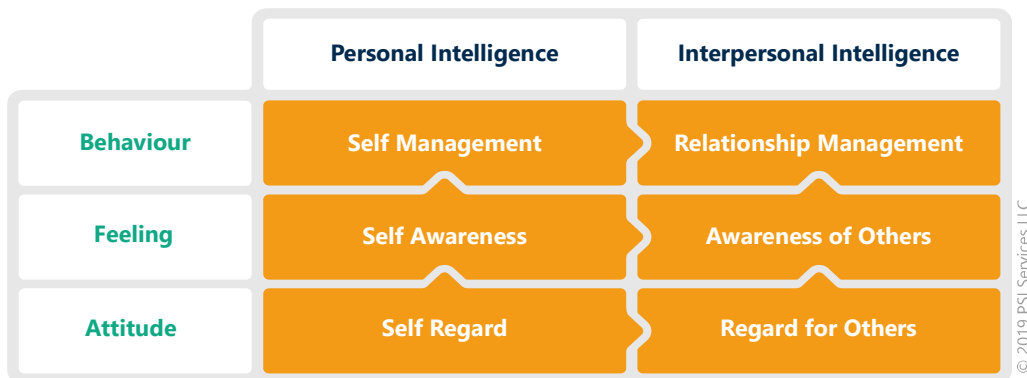
The Emotional Intelligence questionnaire is a self-report measure and your Profile reflects your self-perceptions. Your results are based on a comparison with a working population or specific group within the working population (as shown on the cover page).

# Your summary profile

Your Emotional Intelligence results represent your responses to questions relating to each of the sixteen scales. The measurement for the questionnaire works by calculating how different your patterns of responses to the questions are when compared to a large group of other responses.

The summary profile below represents your overall level of effectiveness (strengths and development areas) on each of the six parts of the Emotional Intelligence framework. These have been colour coded as follows:

-  You rated yourself lower than the comparison group rated themselves.
-  You rated yourself about the same as the comparison group rated themselves.
-  You rated yourself higher than the comparison group rated themselves.



## Pause for reflection

The profile above indicates your view of your own Emotional Intelligence at the time you completed the questionnaire:

- Consider the difference between your Personal Intelligence (the left side of the model) and your Interpersonal Intelligence (the right side of the model).
- Consider the difference between the three levels: your Attitude (the bottom of the model), your Feeling (the middle part of the model) and your Behaviour (the top of the model).

Scores are not necessarily good or bad. They should be used to help you focus on 'where you are now' against 'where you want to be'.

# Your Emotional Intelligence Profile

## Linear scoring

Scores are presented on a 1 to 10 scale relative to the comparison group (this is called a sten score). A mid-range score of 5 or 6 indicates that your score was similar to the average of the comparison group. Scores further away from the mid-point indicate you were higher or lower than the average range. A sten score of 8 to 10 would indicate you rated yourself higher than most people (in the highest 15% of the comparison group). The ideal position is to score higher on each scale.

Key: ▶ Represents your previous score

## Attitude

### 1 Self Regard



The degree to which you accept and value yourself.

### 2 Regard for Others



The degree to which you accept and value others as people, as distinct from liking or approving of what they may do.

## Feeling

### 3 Self Awareness



The degree to which you are in touch with your physiology, feelings and intuitions.

### 4 Awareness of Others



The degree to which you are in touch with the feelings of others.

## Self Management

### 5 Emotional Resilience



The degree to which you are able to pick yourself up and bounce back when things go badly for you.

### 6 Personal Power



The degree to which you believe that you are in charge of and take sole responsibility for your outcomes.

### 7 Goal Directedness



The degree to which you relate your behaviour to long-term goals.

### 8 Flexibility



The degree to which you feel free to adapt your thinking and your behaviour to changing situations.

### 9 Connecting with Others



The extent and ease with which you are able to make significant connections with other people.

### 10 Authenticity



The degree to which you invite the trust of others by being principled, reliable, consistent and known.

## Multi-scale scoring

Multi-scale scores are also presented on a 1 to 10 sten scale relative to the comparison group. Mid-range scores (5 or 6) indicate you were similar to the average for the comparison group. Scores further away from the mid-point mean you were higher or lower than average. Multi-scale scores measure whether you display too much, too little or the ideal amount on a particular scale. The ideal position is to score low on the red scales (too little and too much) and high on the green scale (ideal). The blue bar represents the degree to which this overall balance between the three scales is achieved.

## Relationship Management

### 11 Trust

Your tendency to trust others.



#### Mistrusting



#### Carefully Trusting



#### Over Trusting



### 12 Balanced Outlook

How well you manage to balance optimism with realism.



#### Pessimistic



#### Realistically Optimistic



#### Over Optimistic



### 13 Emotional Expression and Control

The degree to which you are emotionally controlled.



#### Under Controlled



#### Free and in Charge



#### Over Controlled



### 14 Conflict Handling

How well you handle conflict.



#### Passive



#### Assertive



#### Aggressive



### 15 Interdependence

How well you manage to balance taking yourself and taking others into account.



#### Dependent



#### Interdependent



#### Over Independent



## Developing your Emotional Intelligence

### 16 Reflective Learning

The degree to which you enhance your Emotional Intelligence by reflecting on what you and others feel, think and do.





# Your narrative section

## 1 Self Regard



**Definition:** The degree to which you accept and value yourself.

### Interpretation

Your Self Regard score was typical of the comparison group. Developing and maintaining your Self Regard or self-esteem is a prerequisite for effective behaviours. Your score on Self Regard suggests that you feel generally happy with yourself and who you have become and have reasonable inner confidence. Your Self Regard will enable you to accept your strengths and weaknesses, welcome feedback and be open to change without feeling threatened or defensive. Despite there being aspects of yourself you may want to change, you are less inclined to put yourself down. In situations where you feel competent and respected you are likely to be authentic, self assured, take risks, learn from mistakes and inspire others. However, under other circumstances, such as when you feel under pressure, feelings of self-doubt may creep in. On these occasions you may tend to worry about your shortcomings and be more self-critical. This may also distort your awareness causing you to interpret experiences negatively and sometimes behave inflexibly. Individuals that excel in the workplace take steps to maintain and cultivate their Self Regard.

#### Your key descriptors

Acceptance of possible development areas without being too self-critical.

Generally self-confident with a good sense of well-being.

May give insufficient praise and recognition to self.

May be self-doubting when under pressure.

Occasional worry about personal shortcomings.

### Development suggestions

- Notice those occasions when you feel in a low mood or are self-doubting. Identify if there are particular situations causing it. Then, decide how you could best manage these events in the future.
- If you receive a put-down, which is when someone (including yourself) criticises you as a person rather than what you have done, ask them to give you examples and clarify with evidence. Every time you say something negative about yourself, counter it with something positive.
- Once a day take a few minutes to notice your 'inner critic' and challenge it with the question, "Is that really true?". Ask others who know you well for their opinion on what you doubt about yourself, they are likely to have a valuable perspective.
- Foster team spirit by giving and accepting compliments from others rather than dismissing them. Dismissing a compliment may make the person giving the compliment feel rejected and reduce rapport.

**Definition:** The degree to which you accept and value others as people, as distinct from liking or approving of what they may do.

### Interpretation

Your Regard for Others score was typical of the comparison group which suggests you have a reasonable acceptance and appreciation of others but with some room for further development. Demonstrating Regard for Others helps build trust, collaboration and effective working relationships. When you display Regard for Others, people will likely feel valued and their regard for themselves will increase. Conversely, when you display less Regard for Others this could significantly impair people's belief in themselves. It maybe when you are particularly busy or under stress you pay less attention to others; for example, if you forget their name or sometimes ignore them, they are likely to feel undervalued. If your goal is to inspire high performance, then it is critical to continue to show Regard for Others and pay attention to their needs so that they feel significant and motivated. Cultivating and maintaining a positive attitude towards people will also support you in displaying compassion and humility.

#### Your key descriptors

Tend to balance people focus with task focus.

Supportive and helpful when choosing to engage with others.

Will use praise and personal encouragement to motivate others.

Listen to people's concerns and respond to their needs.

May sometimes be critical or unsympathetic towards people.

### Development suggestions

- Notice and recognise when others do something well and show your appreciation.
- When critiquing performance balance negative feedback with positive feedback and ensure you focus on behaviour while guarding against making it overly personal.
- Make time for people and give them your full attention while you are with them. For example, ask more questions than making statements - seek to understand a person's point of view first.
- Try to do the small things that can make a big difference, such as remembering a person's name, a smile, saying "good morning" or asking them a question.

**Definition:** The degree to which you are in touch with your physiology, feelings and intuitions.

## Interpretation

Your Self Awareness score was typical of the comparison group. Self Awareness in Emotional Intelligence terms goes beyond self-knowledge; for example, knowing what you are good or poor at, personal likes and dislikes or typical patterns of behaviour. In this case, Self Awareness is the awareness of your physiology and feelings in a given moment in time and an understanding of the impact these have on your thinking and behaviour. Your score suggests you have reasonable awareness of your feelings, needs and typical reactions to things. However, there is room for you to develop your Self Awareness further; if you learn to notice your feelings early, then you will be more able to intervene and prevent the feelings from negatively impacting your behaviour, for example frustration turning to anger. Likewise, if you learn to notice how you feel under stress you are more likely to learn what causes you stress and how to manage this effectively. Further developing your Self Awareness will provide a firm platform for improving your overall Emotional Intelligence .

### Your key descriptors

Tend to understand own emotional responses to different stressors.

Display reasonable awareness of own values and needs.

Sometimes ignore, bottle or compartmentalise emotions.

Display reactive behaviour when not managing emotions effectively.

Could develop better use of intuition to support decision making.

## Development suggestions

- Keep a record of your emotional responses. This helps to identify your emotional reactions, which provides a first step to managing them.
- Choose to share your feelings with someone you trust. Talking through your feelings may help you to learn your patterns of behaviour and their impact on your personal performance.
- Be prepared to listen to and trust your gut reaction. Next time you make an organisational decision check whether it feels like the right decision as well as if it is logically the right decision.
- Consider how your feelings from yesterday may still be affecting your feelings and/or your behaviour today. Ask yourself how this might impact on your personal management style and how others view you.

**Definition:** The degree to which you are in touch with the feelings of others.

## Interpretation

Your Awareness of Others score was high compared to the comparison group. This ability is a vital attribute for understanding how to motivate, engage and manage people. A high Awareness of Others score suggests you are likely to understand, empathise and pay attention to the feelings of others. You may notice people's individual needs and wants and therefore adapt and respond appropriately to them. You may display high levels of interpersonal sensitivity and empathy. Empathy is the ability to understand how others are feeling and is essential for building relationships, team-working, handling conflict, motivating and influencing others. Underlying your high Awareness of Others may be an appreciation for and valuing of individual differences. If, on the other hand, your Regard for Others is low, your Awareness of Others may be negatively distorted. For example, you may be hyper vigilant of others because you assume people cannot be trusted. Cultivating positive underlying attitudes towards others will increase your ability to develop and coach people effectively. Continuing to develop Awareness of Others will make a considerable difference to your success in managing change and influencing people.

### Your key descriptors

Show a keen interest in and understanding of people.

Display tact, interpersonal sensitivity and empathy.

Pay attention to and show consideration for people's feelings.

Display a flexible interpersonal style.

Develop a clear understanding of individuals' motivations and needs.

## Building and managing strengths

- Keep using your listening skills to encourage others to talk honestly and openly about how they are feeling. This alone provides support and builds trust.
- Continue to practice empathy; step into another person's shoes to feel and experience the world as they do. This is most challenging to do with those that you feel threatened by.
- Encourage colleagues to share what is on their mind, prompt and really listen to the content of what they are saying. Mirror their body language subtly thereby giving a non-verbal message that you are interested in what they are saying.
- Observe people in a meeting and practice trying to understand how they might be feeling. Test out your assumptions with those people and seek to learn what a few people's body language means.

**Definition:** The degree to which you are able to pick yourself up and bounce back when things go badly for you.

### Interpretation

Your Emotional Resilience score was typical of the comparison group. Inevitably in work and life there will be challenges, set backs and pressures to deal with. Your score suggests you may cope well with day to day challenges but struggle more when under significant pressure. Under these situations you may feel despondent, exhausted or stressed. You may also be unforgiving towards yourself, a perfectionist, sacrifice too much of yourself to work and fail to engage in enough recovery time or renewal activity to sustain your personal effectiveness. Under less stressful situations you may be effective at applying your inner resources to cope with the demands of work and life. For example, you are more likely to learn from failure than let it get you down, think through problems rationally, look for and find solutions to challenges. Cultivating the habits of mind, body and behaviour that enhance Emotional Resilience will help counter the effects of stressful roles and create resilient performance.

#### Your key descriptors

Generally positive about your capacity to cope with situations.

Usually see mistakes as learning opportunities.

May become despondent with repeated setbacks.

Sometimes exaggerate problems.

Can take a while to bounce back from disappointments.

### Development suggestions

- If you are feeling the effects of stress on your physical health, particularly if you are living an unhealthy lifestyle, look after yourself physically, for example through exercise and nutrition.
- Ask for support from a trusted individual. Talk through your concerns to gain a different perspective and establish a rounded view of the issues.
- Distract yourself from stressful situations temporarily by doing a physical activity, such as go for a walk, have an informal conversation or breathe deeply with your eyes closed for twenty seconds.
- Attempt to understand what causes you negative stress by writing down those situations in which you felt under pressure. Note down how you reacted and the events leading up to the stressful situation. You may then choose to ask for help or delegate during these situations.

**Definition:** The degree to which you believe that you are in charge of and take sole responsibility for your outcomes.

## Interpretation

Your Personal Power score was typical of the comparison group. People displaying high Personal Power recognise what they can influence, continually exercise choice in their actions and decisions, accept accountability, feel self-determined, empowered and in control. Your score suggests that you have a reasonable sense of self-determination and responsibility for what happens around you and for creating your future. However, there may be times such as when you are under stress, when you doubt yourself and feel less confident in your ability to influence things. Feeling confident and able to make a difference is often tied up with our expectations. If you have a tendency to set the bar too high you may feel like giving up or if you set it too low you may become bored. There may also be a few aspects of your work where you feel less empowered. Be careful in these areas not to externalise responsibility; for example, being critical of others for failures, not acknowledging your own successes or avoiding accountability. Extending your Personal Power so you feel empowered and self-assured in all aspects of your work will help you further develop your self-determined behaviour.

### Your key descriptors

Takes reasonable control and accountability for own decisions and actions.

Usually self-assured and know how to get the result you want.

May seek out some opportunities for wider responsibility.

May lack confidence to influence certain situations.

Can feel disempowered and frustrated by perceived constraints.

## Development suggestions

- When there appears to be no choice, stop and challenge yourself to identify at least three options that have desirable consequences. If you find it difficult to identify clear options, elicit advice from someone who can help.
- Note down every time you start a sentence with 'I should' or 'I must'. Consider replacing 'should' and 'must' with 'will' or 'responsible for', then begin to action the statements.
- Recall a time when you felt empowered for taking on responsibility, not just organisationally but also socially, physically and mentally. Remind yourself of this when faced with challenging situations.
- Explore the option of getting involved in slightly more challenging work that will stretch you and increase your confidence and capability.

**Definition:** The degree to which you relate your behaviour to long-term goals.

## Interpretation

Your Goal Directedness score was typical of the comparison group, suggesting that most of the time you know what you want and have a sense of purpose and direction to get there. Being goal directed may help you to keep your goals in mind, so that what you do moves you towards rather than away from your goals. However, it may be that during busy periods and times of stress you become distracted by competing priorities and do not achieve what you set out to do. Distractions may come from within yourself, for example you may lose attention, be impulsive or be constantly seeking something different. Alternatively, distractions may be external, for example you may focus more on meeting the needs of others at the cost of meeting your own needs. Being goal directed is an important element to being satisfied and motivated in your work life, as knowing what you want is the first step to making it happen. Continuing to develop your Goal Directedness will enable you to create a compelling set of personal aims that are intrinsically motivating and provide a personal compass for focused effort and future personal development.

### Your key descriptors

Clear on most of your personal wants and goals.

Engage in some long-term thinking and future planning.

Can sometimes be distracted, impulsive and lack concentration.

At times may overly focus on achieving the goals of others.

May lose sight of broader aims and purpose when under pressure.

## Development suggestions

- Put strategies in place for success, for example planning ahead, setting targets and having clearly defined objectives. Set realistic time frames to help you move towards your goals. Make the goal specific and ensure it is something you are personally motivated to achieve.
- Draw upon other personal qualities you may have to develop your Goal Directedness, such as perseverance, focus, self-discipline, inner conviction and a will to succeed.
- Make others aware of your goals and write them down. These two actions will make them more real, tangible and likely to happen. Work out what is really important for you, what your values are and what you want to achieve in the next five years.
- Recognise and try to avoid short-term distractions, for example find somewhere quiet to work, away from people who might distract you. Set yourself short periods of concentration time followed by a break.

**Definition:** The degree to which you feel free to adapt your thinking and your behaviour to changing situations.

### Interpretation

Your Flexibility score was fairly low compared to the comparison group. Different people and different situations require different interpersonal styles; the capacity to be flexible is therefore an absolute requirement in the workplace. Your lower Flexibility score suggests that in some situations, such as under work pressure, you tend to be less willing to move outside of your comfort zones and try new ways of doing things. This may limit your ability to adapt appropriately to change or new working environments. If on these occasions you adopt an overly rigid approach when interacting with people you will likely meet with resistance. Being seen by others as inflexible could limit your ability to influence and motivate them, work collaboratively, create well-rounded solutions or fully engage with groups. If you tend to stick to doing what is familiar you may be exposed to fewer learning experiences - slowing the development of your broader capability. Self-development involves continued personal change and development. Improving your Flexibility will help assist significant and rapid personal growth.

#### Your key descriptors

May be slower to change or adapt personal ways of working.

May be less willing to adapt and accommodate to the needs of others.

Will sometimes stick to own preferences rather than situational requirements.

May be slower to innovate or embrace new ideas.

May be less flexible and stay within own comfort zones when under pressure.

### Development suggestions

- Before making a decision or reacting to a proposed organisational or role change, spend a few minutes considering alternative ways of responding.
- Consult the views of others and consider each opinion and suggestion from the perspective that it could be the best way forward. Also consider the advantages for the change.
- Check that you are not rejecting change for the wrong reasons such as a fear of the unknown, feeling outside of your comfort zone or stuck habits.
- If you find changing your behaviour difficult, start with small changes which hold no risk; for example, move your watch from the wrist you normally keep it on to the other for a few days. Notice your initial reactions and the time it takes for you to feel comfortable.



**Definition:** The extent and ease with which you are able to make significant connections with other people.

## Interpretation

Your Connecting with Others score was high compared to the comparison group. Your ability and willingness to build strong relationships and networks is an important part of sustainable effectiveness. Evidence shows that strong relationships boost job satisfaction, improve job retention and increase creativity. Your high score suggests that you invest time and energy into maintaining and developing your relationships; you are open in sharing your thoughts, values and ideas and are prepared to express your feelings and vulnerabilities. It is this willingness to take down your guard, to be spontaneous, to listen and show others' appreciation that will help you build close and trusting relationships. Connecting with Others is about both the depth and breadth of your relationships. You likely have an established network that you can draw upon to help you to make useful contacts and be aware of issues. Continuing to invest time and energy in strengthening your connections with people will help you to build trusting relationships, create effective networks at work, gain people's support in times of need and generally enhance the quality and depth of your relationships.

### Your key descriptors

Confident and comfortable engaging with people.

Invest time and energy into building and maintaining relationships.

Open with people, being prepared to acknowledge feelings and express vulnerabilities.

Listen to people and show appreciation toward them.

Quickly form close connections and trusting relationships.

## Building and managing strengths

- Identify which area is stronger for you - 'depth' or 'breadth' of relationships. Experiment in developing the area that is least strong.
- Seek feedback from others on how you come across to people. Are you sometimes too open and make yourself too vulnerable with others? Are you sometimes seen as being overly informal with people?
- Challenge yourself to use your natural ability to make effective connections with people in all areas of your work that require good people skills; for example, team working, stakeholder management, customer relations, negotiations, network, mentoring and mediation.
- Develop more advanced skills in Connecting with Others, such as making a conscious effort to identify the emotions behind someone's comments and reflecting them back.

**Definition:** The degree to which you invite the trust of others by being principled, reliable, consistent and known.

### Interpretation

Your Authenticity score was fairly low compared to the comparison group. This suggests that you may not have clarity on what your values are or do not always act in accordance with them. At heart people need to be able to predict how you might act in any given situation in order to really trust you and feel comfortable working alongside you. One explanation for a low score is if you have a tendency to try to please others by agreeing to do things that you are unable to deliver or compromise your principles. If you let people down or fail to meet commitments you may be seen as unreliable and inconsistent. Getting other people's honest opinion of you can be a useful measure of how authentic you actually are. For example, do people think you say one thing whilst actually really thinking or feeling something different? Authenticity is about being consistent and genuine in that your behaviour matches your underlying attitudes. Regardless of whether or not your behaviour is well-intentioned, being authentic and true to your principles is a critical aspect to develop trust.

#### Your key descriptors

May be inconsistent or hard to read.

May not always act in accordance with own principles or values.

Can be unpredictable and unreliable.

May agree to things that you are unable to deliver.

Change direction in an attempt to meet others' expectations.

### Development suggestions

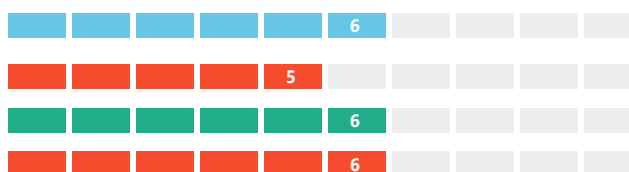
- Ask a range of people who experience you in different settings whether you are consistent and reliable with them in all situations. Ensure that you extend your reliability to all people in all situations. Ask them what they would like you to do to improve on this even further.
- You could help others to get know you more quickly by telling people about your principles, for example what is important to you, what your values are, what you expect from others and what are your likes and dislikes. Invite them to share this with you to maintain a balanced interaction.
- Be reliable and keep your promises, only agree to deliver on things if you have made an assessment of your workload and priorities to ascertain how achievable it is.
- Write down your top three values. On a scale of 1-10 rate how much you live by each of them, identify examples of when you have done so. If you struggle with examples then consider whether you need to change something in your life to be truer to your values.

## 11 Trust

Mistrusting

Carefully Trusting

Over Trusting



**Definition:** Your tendency to trust others.

## Interpretation

Your scores were all around the mid-point, suggesting that the level of Trust you have in others may vary depending upon the person, the situation or your frame of mind. Trust is a key component in developing collaborative and supportive relationships. Your scores suggest that at times you can be very trusting of others, perhaps without fully checking whether the Trust you place in them is well-founded, and at other times you assume that others are not to be trusted. One explanation for this is that you may rebound from expecting the best of others (Over Trusting) to feeling let down by people when they don't meet your expectations (Mistrusting). An important part of leadership is recognising what level of Trust to place in different people. Placing your belief or Trust in others is a powerful way to inspire people. However, offering your full Trust unquestioningly has drawbacks. If you often over-trust people they may undertake work they are unable to complete effectively, they may be unable to meet your expectations and you may feel disappointed in their performance. You may respond to this with the opposite behaviours of questioning people's capability, taking control over people's work or constantly checking up on them. One reason for developing this pattern of Trust towards others is if you are highly changeable depending on your frame of mind, the context or the person. However, your Carefully Trusting score suggests you have the capacity to accurately assess people's ability to deliver and set stretching but achievable targets.

### Your key descriptors

Initially willing to place belief in others' abilities.

May feel let down by others.

Alternate between taking control and leaving others to decide how to deliver work.

Sometimes display a categorical or 'all or nothing' approach to trusting others.

Can delegate responsibility appropriately when required to do so.

## Development suggestions

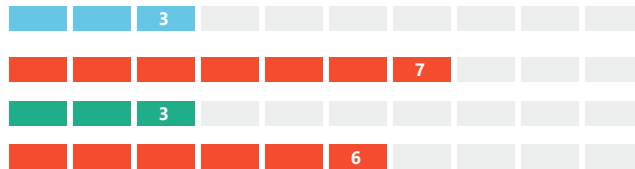
- Combine your subjective view with objective information before making a decision about how much Trust to place in people. Identify what is factual and what is more hopeful.
- Notice when you feel disappointed or let down by others. Did you half expect this to happen but ignored your instinct? If you have doubts about a person's ability to deliver, offer support and ask questions early.
- Calibrate your expectations of others (and yourself); are they fair and realistic? Allow room for others to learn from their mistakes.
- Check you are not over-generalising about people or situations, for example, if a person didn't deliver on one task you may think they never deliver on any task.

## 12 Balanced Outlook

Pessimistic

Realistically Optimistic

Over Optimistic



**Definition:** How well you manage to balance optimism with realism.

## Interpretation

Your Pessimistic score was high compared to the comparison group. Research confirms that those who are Realistically Optimistic enjoy greater success in their work, relationships and have significantly improved well-being. There are some benefits to being more Pessimistic, such as not ignoring what may go wrong, anticipating problems, checking assumptions, asking clarifying questions and avoiding unnecessary risk. However, this needs to be balanced with a sense of optimism for what is possible. Your scores suggest that you tend to be more negative in your expectations and general view of situations and may anticipate failure rather than success. Expectations can become self-fulfilling i.e. if you anticipate problems or difficulties, you are more likely to experience them. Your Over Optimistic score was in the middle. There may be occasions when your expectations are too high, resulting in disappointment and pessimism. In the long-run, this could negatively impact your mood, motivation, resilience and overall performance. In the workplace, inspiring and motivating people to follow you by projecting a positive view of the future combined with a realistic plan of how to get there, is important. Balanced Outlook is an important attribute to develop in order to shape the way you and other people view the future in a positive and meaningful manner.

### Your key descriptors

Tendency to identify the negative aspects of events.

May generalise or exaggerate difficulties.

Focus on identifying risks and problems.

Tendency to use critical, negative or discouraging language.

Some unrealistic expectations resulting in disappointment.

## Development suggestions

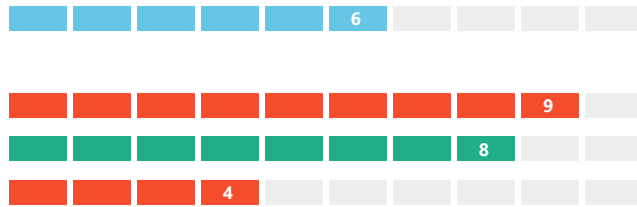
- Balance identifying problems with focusing on solutions and developing contingency plans. Help others to see ways around problems and picture successful outcomes.
- When making decisions, check your frame of mind/mood. Pause and reflect on whether this is skewing your perception, or if you are acting impulsively and whether you could be more objective.
- If you have a skill at providing critical analysis, then consider carefully how you communicate this to others so as not to appear overly negative; for example, ask questions, find something positive to say and offer solutions.
- There may be times that you use overly negative language when experiencing difficulties; for example, it's hopeless, pointless, or will never work. Look to balance or moderate your language with positive messages designed to encourage and motivate, such as; good idea, nice job, or well done.

### 13 Emotional Expression and Control

Under Controlled

Free and in Charge

Over Controlled



**Definition:** The degree to which you are emotionally controlled.

### Interpretation

Your Free and in Charge score and Under Controlled score were both fairly high compared to the comparison group. Being expressive and passionate can be a real asset, especially when motivating or influencing people. Your score suggests that you feel free to express your emotions and much of the time are also in charge of when and how you do this. Typically, you will not overly suppress your feelings and you are likely to show people warmth and to be emotionally responsive. Your score suggests that you effectively manage your emotional response in most situations. However, your score on Under Controlled was also high. This may suggest that in some circumstances, e.g. under stress, you may be less effective at managing the immediate expression of your feelings. For example, you may over-react or be easily 'triggered' and display this clearly to others through tone and body language. Without moderation, such responses may be inappropriate or ill-considered and could undermine your relationships. If you are frequently overcome by your emotions people may experience you as slightly unpredictable or even volatile. Learning to effectively express emotions with skill and control is an important element of building good relationships and inspiring others.

#### Your key descriptors

- Demonstrate reasonable levels of emotional self-control.
- Are comfortable when others display emotion.
- Usually display emotional maturity and do not over-react.
- Display passion for what you want and believe in.
- May be less able to manage emotions during times of stress.

### Development suggestions

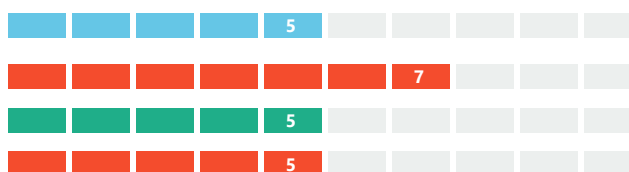
- If you feel compelled to express a feeling, pause for six seconds and allow time before you do or say anything. Think about your feelings, your possible reactions and their likely consequences.
- Use emotion to inspire. Identify what people are passionate about and ensure you match and reflect the emotional tone within your communication to them.
- Identify which situations can cause a strong emotional reaction in you. Notice your feelings early; for example, frustration before it becomes anger and anticipation before it becomes anxiety.
- Consider incorporating more physical activity into your weekly routine in order to provide additional release from stressful situations.

## 14 Conflict Handling

Passive

Assertive

Aggressive



**Definition:** How well you handle conflict.

## Interpretation

Your Passive score was high compared to the comparison group. People are different and want different things, therefore managing conflicts and asserting yourself is an inevitable part of work and life. Your scores suggest that you may demonstrate a tendency to be Passive. You may avoid conflict, be overly accommodating or be less inclined to assert yourself and stand up for what you want. This may mean that you put your own needs second, do not clearly express what you want and put up with things that are not right for you. Being Passive may have some benefits, such as people find you accommodating and non-threatening. However, there will be occasions where a job role will require you to assert your views strongly and deal with opposition. If you find disagreement or directing others uncomfortable, you may be tempted to ignore problems or take on extra work, rather than risk confrontation. However, your average score on Assertive indicates that you are capable at managing conflict and acting assertively when required to do so. Developing your Conflict Handling and assertiveness skills will help enhance your ability to negotiate, maintain relationships, deal with confrontation and collaborate.

### Your key descriptors

- Less inclined to assert own wishes or opinions.
- Avoid or find giving performance feedback uncomfortable.
- May back down in negotiation or be overly accommodating.
- May not fully express own needs or put them second to the needs of others.
- Can deal with confrontation and act assertively when necessary to do so.

## Development suggestions

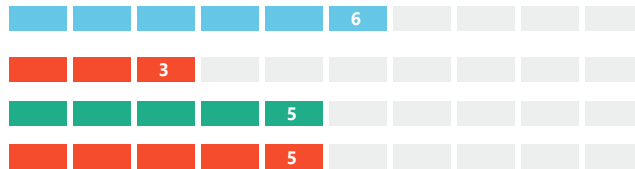
- If you feel uncomfortable about disagreement or asking people do something for you, prepare what you are going to say first and keep it short and to the point.
- Most people feel uncomfortable giving feedback, yet often the person receiving it is more able to deal with it than we expect. If you tend to avoid addressing issues, don't make excuses and deal with them early.
- Conflict is resolved when there is mutual respect and all the parties involved are not under pressure. Find a conducive environment and an appropriate time to hear the other person's views and fully state yours.
- Get beneath the presenting disagreement and find common ground; for example, you both want to achieve the same outcome and have different views on how best to achieve this.

## 15 Interdependence

Dependent

Interdependent

Over Independent



**Definition:** How well you manage to balance taking yourself and taking others into account.

## Interpretation

Your score on Interdependent and Over Independent were slightly higher than the other scale. Work performance is a collective endeavor; therefore, it is vital that you work alongside others effectively. Your scores suggest you are mostly comfortable collaborating as part of a team as well as working independently, taking responsibility and having courage in your convictions. The capacity to flex between working with others and acting independently is an important but challenging aspect of teamwork. On one side, it requires the ability to work collaboratively, be part of a team and seek advice. On the other, it involves being willing to take unpopular action, having the confidence to make tough decisions, being willing to be in the minority and being able to work independently when required. However, you may on occasions, such as when under pressure, become too self-sufficient and independent. The effect of this could be that you take too much on yourself, inhibit others by making decisions for them, do not fully consider how your actions will impact others, show a lack of appreciation towards others' contributions, become isolated from your team or find it difficult to work in collaboration with people. Continuing to develop the capacity to work interdependently is necessary for effective leadership, teamworking, collaboration and building effective relationships.

### Your key descriptors

Value others' contributions and fully consider their perspectives.

Usually work effectively as part of a team.

Comfortable making own decisions and relying on self.

Take responsibility and act decisively.

Under pressure may become too self-sufficient.

## Development suggestions

- If you find that others are becoming Dependent on you and constantly seeking solutions from you, encourage them to generate their own ideas first.
- Create a team environment where generating ideas and solutions is encouraged; where ideas are welcomed without criticism, ridicule or risk.
- Help those who find it more difficult to take responsibility by delegating to them and supporting them.
- Despite your higher Interdependent score, you may also have a tendency to become too self-sufficient at times. Notice what causes you to become more detached from others.

**Definition:** The degree to which you enhance your Emotional Intelligence by reflecting on what you and others feel, think and do.

## Interpretation

Your Reflective Learning score was fairly low compared to the comparison group. Research has overwhelmingly found that the highest performers are lifelong learners; learning to feel, think and behave differently based upon experience and changing circumstances. Your Reflective Learning score was fairly low, suggesting that you tend not to reflect greatly upon your experiences and that you may have an informal approach to self-development or raising your own self-knowledge. Reasons for this may be that your attention is focused more on the future or the immediate present; you may not have much interest in personal development or you may not have learnt how to engage effectively in self-development practices. If this is the case, there is a risk that you may repeat mistakes without integrating learning from past experiences or be reactive in adjusting your behaviour to new situational demands. Additionally, your personal and professional development could become overly narrow or out-dated. In order to remain an effective performer it is important to develop the attitudes and skills of lifelong learning and fully engage in your own personal and professional development.

### Your key descriptors

May not focus enough on what to develop or how.

Over rely on current approach and skill set.

Fairly slow to adjust or adapt to changing circumstances.

May not seek out and listen enough to constructive feedback.

May believe in development but often too busy to address it.

## Development suggestions

- Build a clearer picture of your strengths and development areas. Actively seek feedback from your boss and colleagues, undertake a 360 feedback process and ask people for their views.
- Show others you take your development more seriously; lead by example, state your development areas, make time to develop your strengths and close important development gaps.
- Get clear on your development goals and identify what success at the next level up looks like. Find a success profile against these roles then accurately assess yourself against these requirements.
- Record regular reflections on your week, both positives and negatives, and what you choose to take from these experiences. Ensure you build these reflections into useable information to guide your future behaviour.



# Your item analysis

The item analysis lists all the items in the questionnaire. These are divided into three sections:

- These are items that you rated yourself **Low** on (scores **1** and **2** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.
- These are items that you rated yourself **Average** on (score **3** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.
- These are items that you rated yourself **High** on (score **4** and **5** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.

The purpose of these items is to help you understand your profile scores in more detail. Your profile scores are purely a reflection of your answers to the questionnaire. Only you know why you gave the response you did. If your response is in the **red zone** then consider how this may block your effectiveness. If your response is in the **green zone** then consider how this may be used to enhance your effectiveness.

## Attitude

Scale and Response	Item
<b>Self Regard</b>	
Agree	I worry about my shortcomings.
<b>Regard for Others</b>	
Disagree	I find something to value in everyone, even people I don't particularly like.
Strongly agree	I tend to be critical of other people.
Scale and Response	Item
<b>Self Regard</b>	
Neither agree nor disagree	I tend to put myself down with negative self-talk.
Neither agree nor disagree	I am prone to feelings of self-doubt and insecurity.
Neither agree nor disagree	I need to change some things about myself if I am to be happy.
Scale and Response	Item
<b>Self Regard</b>	
Agree	I am happy with where I am in life.
Disagree	I often need encouragement to feel okay about myself.
Agree	I am very happy with myself and who I have become.
<b>Regard for Others</b>	
Disagree	Some people tend to find me somewhat judgmental and unsympathetic.
Strongly agree	I am sympathetic to a wide range of people.
Agree	I feel compassion for others and accept how they are.
Disagree	It is hard for me to tolerate some people.
Agree	I find it easy to respect others, even when I don't agree with them.

## Feeling

Scale and Response	Item
	No items listed
Scale and Response	Item
<b>Self Awareness</b> Neither agree nor disagree	I consciously recognise when others have triggered an emotional response in me.
<b>Awareness of Others</b> Neither agree nor disagree	I make a point of asking others how they are feeling.
Scale and Response	Item
<b>Self Awareness</b> Agree Disagree Agree Strongly agree Disagree Agree Disagree	I pay attention to what my body tells me. I find it hard to differentiate between my feelings. I can detect even the smallest changes in how I feel. I am aware of how my emotional state affects my physical well-being. I tend to bury and ignore my feelings. I know how different feelings are manifested in my body. I find it difficult to get in touch with my feelings.
<b>Awareness of Others</b> Disagree Strongly agree Agree Strongly agree Strongly agree Disagree	I can sometimes lack tact and sensitivity with people. I can easily see something from another person's perspective. I consciously think about how others are feeling. I can easily empathise with others. I am very observant and can read what is going on between people. I find it hard to tell how other people are feeling.

## Self Management

Scale and Response	Item
<b>Emotional Resilience</b> Disagree	When things go badly, I bounce back easily.
<b>Personal Power</b> Disagree	I am usually the one who takes the initiative.
<b>Flexibility</b> Agree Agree	I am slow to change the way I do things. I like to stick to what I know rather than risk change.
<b>Authenticity</b> Strongly agree Strongly agree	I can over-commit myself, and often let people down as a consequence. I can be too concerned with what other people think of me rather than just being myself.
Scale and Response	Item
<b>Emotional Resilience</b> Neither agree nor disagree Neither agree nor disagree	When things are tough I get very stressed. I rarely dwell on my problems.
<b>Goal Directedness</b> Neither agree nor disagree	When I commit to doing something I see it through to completion.
<b>Flexibility</b> Neither agree nor disagree Neither agree nor disagree	It takes me time to accept new ideas. I find unexpected change unsettling.
<b>Connecting with Others</b> Neither agree nor disagree	I make an effort to keep in regular contact with people.
<b>Authenticity</b> Neither agree nor disagree	People know me for my integrity.
Scale and Response	Item
<b>Emotional Resilience</b> Disagree Agree Agree Agree	I tend to exaggerate my worries and problems. I have a high capacity for managing stress. I pick myself up easily when faced with problems. I am a very resilient person, especially in difficult times.
<b>Personal Power</b> Strongly disagree Agree Disagree Disagree Agree Disagree	Other people have more control over what happens to me than I do. I take control of things. When things go wrong, I often can't do much about it. Sometimes, I feel I have little control over my future. I choose what happens to me in my life. Many aspects of my life are outside of my control.
<b>Goal Directedness</b> Agree Agree Agree Agree Disagree Agree	I have a clear vision of what I want my future to be. I am a very determined person. I go for what I want. I can easily manage my behaviour in order to achieve my goals. I am persistent and tenacious in pursuit of my goals. I can lose focus on the end goal. I have a clear sense of purpose in my life.
<b>Flexibility</b> Agree Agree Agree	It is easy for me to adjust my behaviour to new environments. I am comfortable with uncertainty. I enjoy the challenge of working in new ways.
<b>Connecting with Others</b> Strongly agree Agree	There are many people I can easily call on for help. I easily form close connections with others.

Scale and Response	Item
<b>Connecting with Others</b>	
Agree	I find it easy to build rapport with others.
Disagree	I am a fairly closed and private person.
Agree	I like to meet new people and get to know them.
Agree	I make an effort to really get to know people.
<b>Authenticity</b>	
Agree	I know what my inner principles are and live by them.
Strongly disagree	I do not find it easy to be my real self.
Disagree	I often behave in a certain way to impress other people.
Agree	I am straightforward in my dealings with people.
Disagree	I can try too hard to give a good impression instead of being true to myself.

## Relationship Management

Scale and Response	Item
<b>Carefully Trusting</b> Disagree	I find people are usually reliable and dependable.
<b>Over Trusting</b> Agree Agree Agree Agree	Sometimes, people take advantage of my trusting nature. It rarely occurs to me that others have ulterior motives. I assume people have good intentions, even when they let me down. I believe that people always mean well.
<b>Pessimistic</b> Agree	I am often unlucky.
<b>Over Optimistic</b> Agree	Sometimes I find my over-enthusiasm for a new idea takes me in the wrong direction.
<b>Under Controlled</b> Agree Agree Agree	People would say that I am too emotional. I say things when provoked that I later regret. My feelings control my behaviour.
<b>Passive</b> Agree Agree	I go along with things I don't like to avoid confrontation. I need to be more assertive.
<b>Assertive</b> Disagree	I am assertive but not aggressive.
<b>Interdependent</b> Disagree	I involve others in decisions without being reliant on them.
<b>Over Independent</b> Agree	It frustrates me when other people get involved in what I am doing.
Scale and Response	Item
<b>Mistrusting</b> Neither agree nor disagree	There are very few people I would ever trust.
<b>Over Trusting</b> Neither agree nor disagree	I confide in people even if I don't know them well.
<b>Pessimistic</b> Neither agree nor disagree Neither agree nor disagree	I worry about the future. People tell me I am a bit of a pessimist.
<b>Realistically Optimistic</b> Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree	I expect things to go well, but check to see what is really happening. I am fairly optimistic but test my hopes against reality. I am optimistic, but realistic at the same time.
<b>Over Optimistic</b> Neither agree nor disagree Neither agree nor disagree	I sometimes get caught out because I assume that everything will be fine. My expectations can be too optimistic.
<b>Under Controlled</b> Neither agree nor disagree Neither agree nor disagree	My emotions tend to get the better of me. I am prone to emotional outbursts.
<b>Over Controlled</b> Neither agree nor disagree	There are certain feelings I have difficulty expressing.
<b>Passive</b> Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree	I tend to give way when other people oppose me. I dislike and try to avoid confrontation. I can be overly accommodating.
<b>Aggressive</b> Neither agree nor disagree	I say exactly what I think, even if it upsets people.
<b>Dependent</b> Neither agree nor disagree Neither agree nor disagree	I find it difficult working without the support of others. I seek the approval of others.
<b>Over Independent</b> Neither agree nor disagree	I like to be left to do things in my own way.
Scale and Response	Item
<b>Mistrusting</b> Disagree	I tend to be suspicious of other people's motives.

Scale and Response	Item
<b>Mistrusting</b> Disagree Disagree Disagree	I think it is best not to trust people until you know them very well. I find that other people are unreliable. People often let you down.
<b>Carefully Trusting</b> Agree Agree Strongly agree Strongly agree	I generally assume people have good intentions, unless proven otherwise. I believe that most, but not all, people are trustworthy. I assume people are honest unless I have a good reason to doubt it. On the whole, people live up to the trust I place in them.
<b>Over Trusting</b> Strongly disagree	I am very trusting.
<b>Pessimistic</b> Disagree Disagree	I often expect the worst before I attempt something new. I find that if things can go wrong, they usually will.
<b>Realistically Optimistic</b> Agree Agree	I accept the reality of situations, but keep a positive outlook. I would describe myself as being optimistic, but cautious.
<b>Over Optimistic</b> Disagree Disagree Disagree	I usually see things as being better than they actually are. I have a tendency to overlook or ignore problems. Sometimes I persist too long with flawed ideas.
<b>Free and in Charge</b> Agree Agree Agree Agree Strongly agree	I get the balance right in how I express and control my emotions. I consider myself to be skilled in how I share my feelings with others. I find it easy to manage my feelings. I actively manage how I express my feelings. I show my feelings naturally, but choose when to do so.
<b>Over Controlled</b> Disagree Disagree Disagree Disagree	I find it difficult to say what I really feel. I suppress my feelings. I hide my true feelings from people. I am uncomfortable sharing my feelings.
<b>Assertive</b> Agree Agree Agree Strongly agree	I ask for what I want, but do so respectfully. I am confident and fair in negotiations. I am capable of challenging people without undermining them. I give people critical feedback, but do so in a sensitive way.
<b>Aggressive</b> Disagree Disagree Disagree Disagree	I can be quite confrontational. My style can sometimes be too direct and challenging. I often have disagreements with people. I can be a fairly aggressive person.
<b>Dependent</b> Disagree Strongly disagree Strongly disagree	I am strongly influenced by other people's opinions. I prefer to follow rather than to lead. I need reassurance from others.

Scale and Response	Item
<b>Interdependent</b>	
Strongly agree	I find the give and take of social relationships easy.
Agree	I am very comfortable either being in charge or being led by others.
Agree	I readily seek opportunities to collaborate but enjoy working alone too.
Agree	I actively seek consensus, but I'm prepared to take a decision without it.
Agree	I have a consultative style but don't feel bound by others' views.
<b>Over Independent</b>	
Disagree	I see relying on others as a weakness.
Disagree	I rarely ask people for help.
Disagree	I would much rather work alone than with others.

## Developing your Emotional Intelligence

Scale and Response	Item
<b>Reflective Learning</b> Strongly agree Strongly disagree	I rarely take time to stop and reflect on past experience. I think about the causes of my emotions so that I can learn to manage them better.
<b>Scale and Response</b> Neither agree nor disagree	<b>Item</b> I reflect on my interactions with others and change my behaviour accordingly.
<b>Scale and Response</b> <b>Reflective Learning</b> Agree Agree Agree Strongly agree	<b>Item</b> I frequently review my successes and failures and identify what I have learnt. I often reflect deeply about myself and change my behaviour accordingly. I consciously think about how I can change my behaviour for a more positive outcome. I take time to think about how my actions have made others feel.







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