PSYTECH
INTERNATIONAL

Sam Sample
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DECISION MAKER

EMOTIONAL INTELLIGENCE

SOLUTIONS
DEVELOPMENT

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REPORT STRUCTURE

This report presents Sam Sample's Emotional Intelligence (EI) profile in the following sections:

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- Team Working and Open Communication

8. Development Planning
- Feedback and Reactions
- Selecting Areas for Development
- Development Plan

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DISCLAIMER

This is a strictly confidential assessment report on Sam Sample. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam 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 Sam 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 Sam 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, Sam 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 Sam Sample's personal development. In the latter case it should be used as a starting point to begin exploring with Sam 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 report describes Sam 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 asociated competency clusters are presented below.

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.
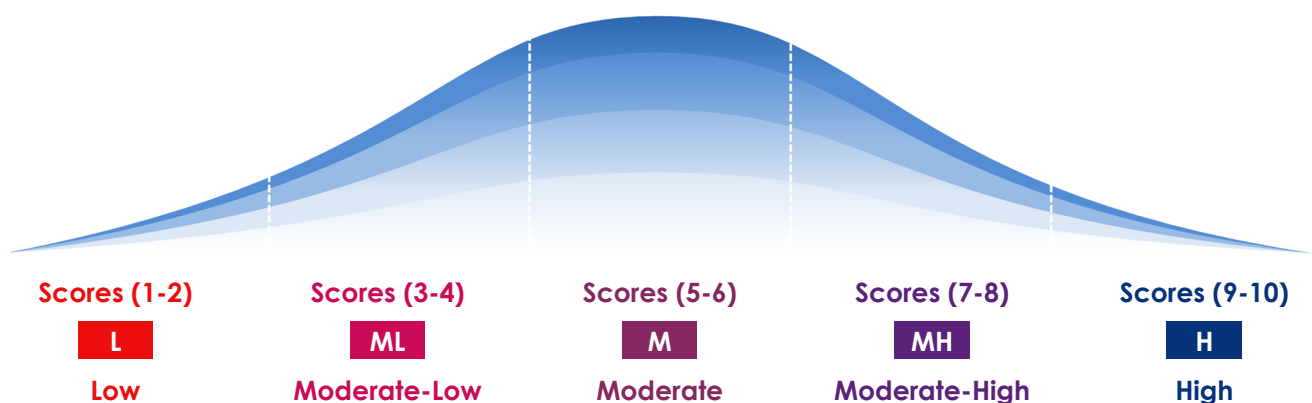
INTER-PERSONAL DOMAIN

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 Sam 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.

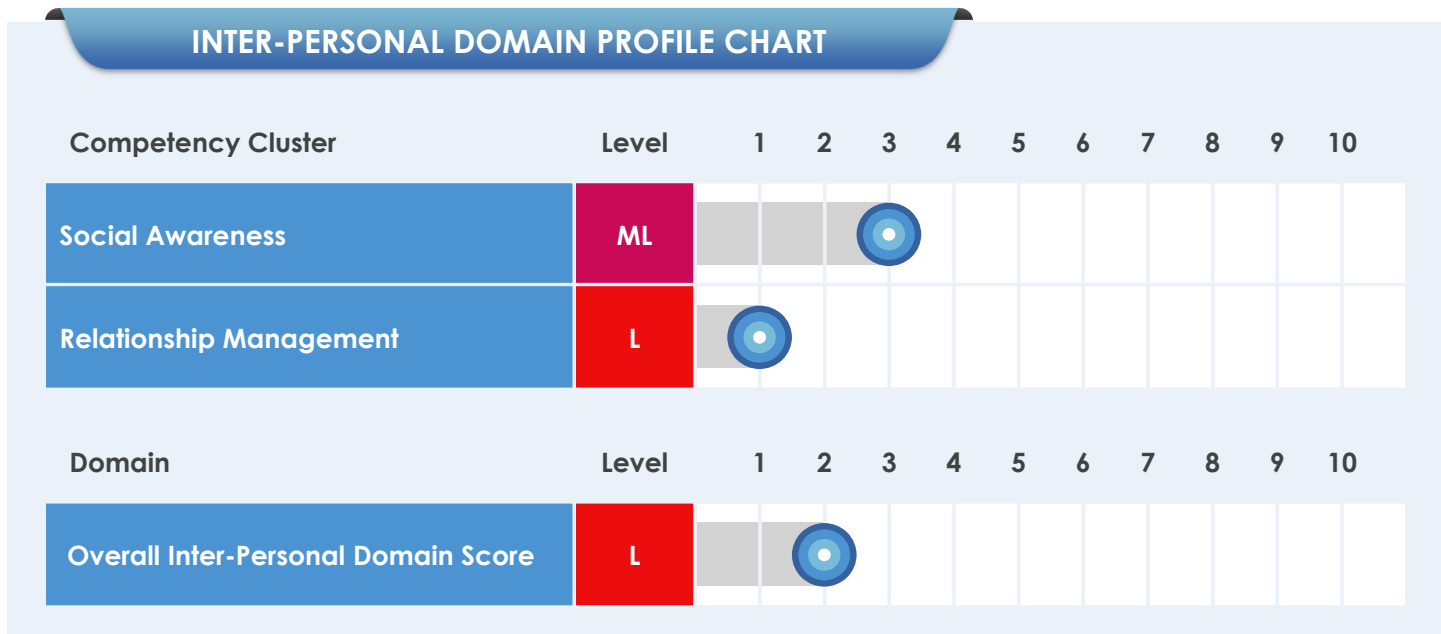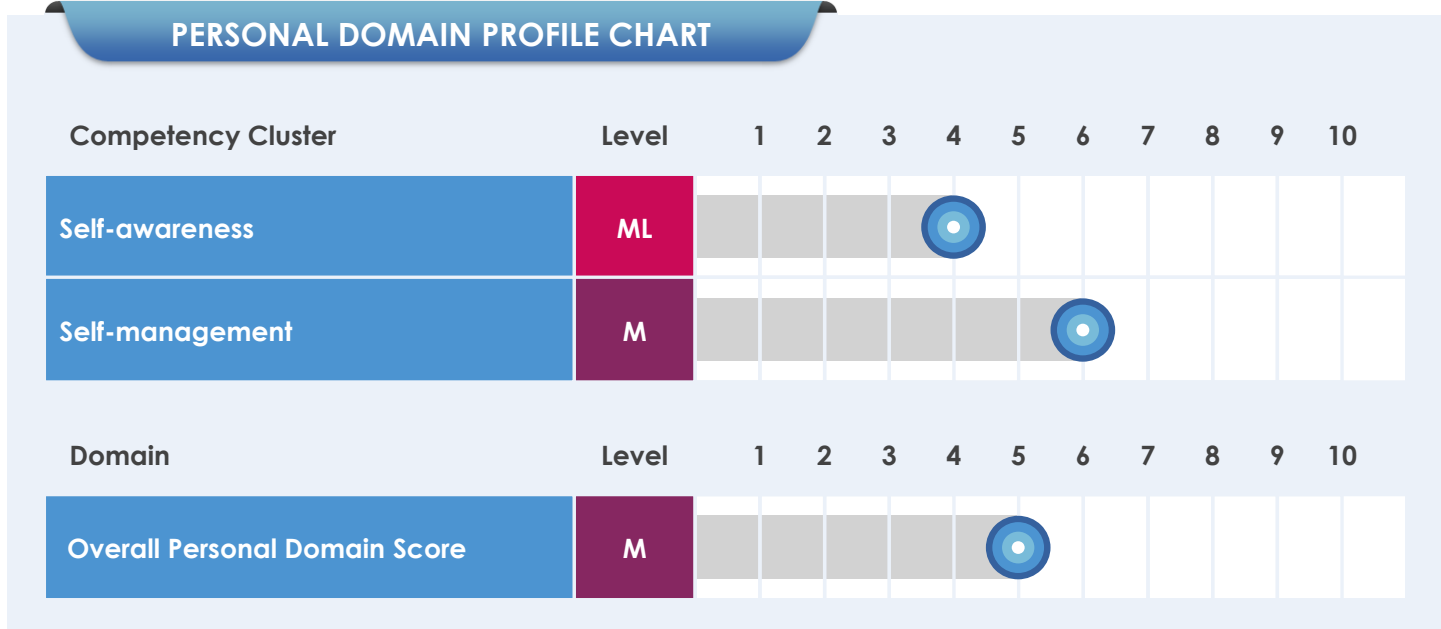| Scores (1-2)	Scores (3-4)	Scores (5-6)	Scores (7-8)	Scores (9-10)
L	**ML**	**M**	**MH**	**H**
Low	**Moderate-Low**	**Moderate**	**Moderate-High**	**High**

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.

While the results suggest that Sam Sample may not have been particularly concerned about projecting a positive image of himself, he appears to have selected an unusually high number of middle or uncertain answers. This indication may be the result of his considered desire to reveal little of his true self, or may be a function of a genuinely moderate personality, perhaps reflective of someone who prefers not to readily express strong views on many issues. Furthermore, Sam Sample's results indicate that there was a strong element of randomness within how he answered the questionnaire. This indication may be the result of a conscious lack of commitment to the assessment process, a failure for him to buy into the process or simply a lack of willingness to portray his true self. Consequently, the number of central answers combined with the degree of randomness represents a high risk of distortion to the profile.

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

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Self-awareness	ML				●						
Self-management	M						●				

Domain	Level	1	2	3	4	5	6	7	8	9	10
Overall Personal Domain Score	M					●					

INTER-PERSONAL DOMAIN PROFILE CHART

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Social Awareness	ML			●							
Relationship Management	L	●									

Domain	Level	1	2	3	4	5	6	7	8	9	10
Overall Inter-Personal Domain Score	L		●								

SUMMARY OVERVIEW

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

POTENTIAL STRENGTHS

Sam Sample's responses to the assessment suggest the following core competencies:
- He would be expected to be reasonably happy to take pro-active decisions.
- It is anticipated he should cope fairly well with uncertainty and be reasonably confident making decisions when outcomes are unclear and only limited information is available.
- He is unlikely to be unduly prone to prevarication.
- He would not be expected to be prone to overestimate his own level of knowledge and skill.
- He should be fairly adaptable and open to change.
- When negotiating, he would be expected to be motivated to try to achieve a balance between making sufficient concessions to move the negotiations forward while not conceding on the most important issues.
- He is unlikely to attempt to dominate discussions.

POTENTIAL AREAS FOR DEVELOPMENT

Sam Sample's responses to the assessment suggest the following development needs:
- To be more open to his own emotional experiences.
- To focus more on forward planning.
- To be more attentive to detail.
- To follow systems and procedures more diligently.
- To be more tactful and diplomatic in his dealings with others.
- To be more attentive to the power relationships and emotional undercurrents within any given group or organisation.
- To work at becoming a more persuasive speaker.
- To develop his public speaking skills.
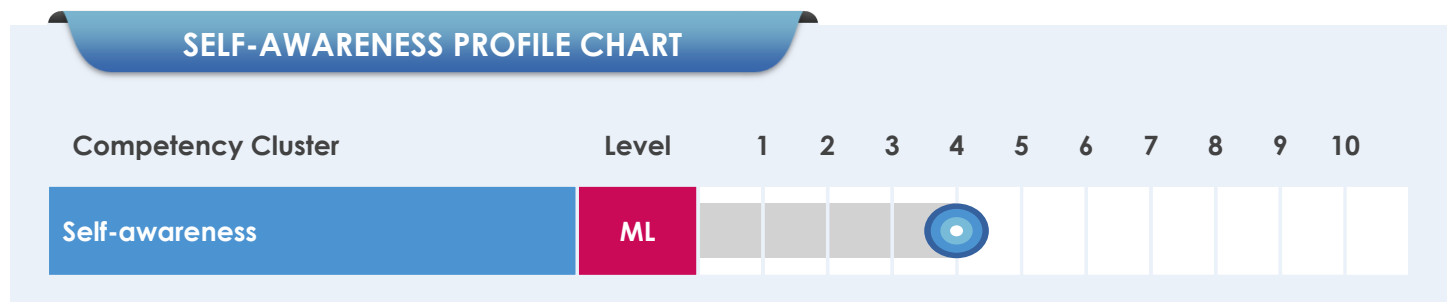- To develop the ability to energise and motivate others.

Sam Sample

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

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Self-awareness	ML				●						

EMOTIONAL SELF-AWARENESS

Sam Sample's profile indicates that, although he is likely to be as intuitive and aesthetically orientated as most, he may nonetheless be inclined to take a cool, distant and somewhat aloof approach to personal relationships. As a result, he may not have as much insight into his own emotions as some people. Moreover, he may not always be aware of his typical emotional responses to different situations and the ways in which his emotions influence his behaviour and affect those around him.

SELF-CONFIDENCE

Sam 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. However, as his responses suggest he is a little lacking in social boldness, he may not feel that confident speaking to large groups of people he does not know that well. Moreover, he may on occasion be a little reluctant to express unpopular views and opinions; particularly if he fears they may be badly received. He is likely to cope fairly well with uncertainty; with him being reasonably comfortable making decisions in situations where outcomes are unclear and only limited information is available. His scores suggest he is as assertive as most and, as such, is unlikely to experience undue 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 a particularly great need to seek support and guidance from others.

ACCURATE SELF-ASSESSMENT

Despite the fact that his profile suggests he is not that confident or sure of his own intellectual abilities, Sam Sample is nonetheless unlikely to be 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.
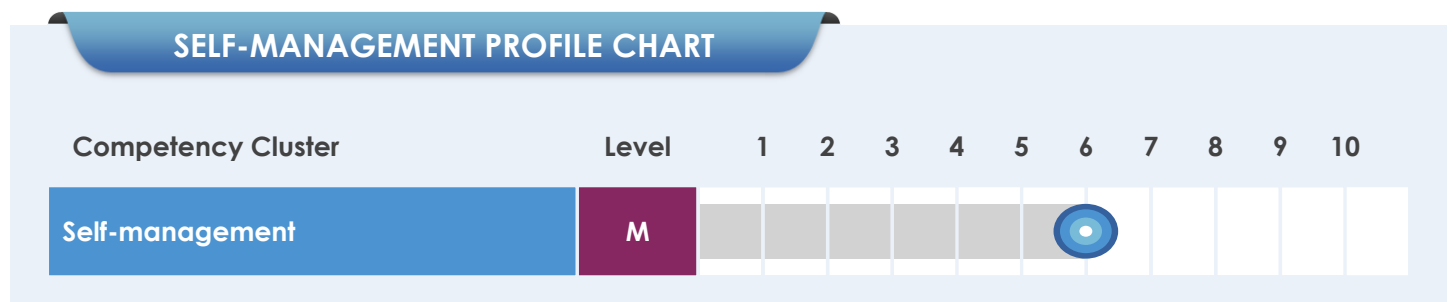
SELF-MANAGEMENT COMPETENCY CLUSTER

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.

SELF-MANAGEMENT PROFILE CHART

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Self-management	M						⦿				

EMOTIONAL SELF-CONTROL

The profile suggests Sam Sample is likely to be as stable and emotionally mature as most. As a result, he should not be any more prone than most people 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 unduly moody or unpredictable. He is relatively unlikely to lose his composure when placed under pressure or experience undue difficulty maintaining his concentration in noisy, distracting environments. As such, he would not be expected to experience undue difficulty coping with the emotional demands of challenging working environments. As his scores suggest he has average levels of frustration tolerance, he should be no more likely than most to become short tempered or irritable when things go wrong. Moreover, he should not experience undue difficulty dealing with slow or indecisive people and is no more likely than most to lose his temper in such situations.

ACHIEVEMENT ORIENTATION

While it is unlikely that Sam Sample is by nature that lively and fun-loving, it would nonetheless be expected that he would not be unduly likely to be troubled by feelings of despondency or depression. In general, he would be expected to have enough energy to meet reasonably demanding work schedules. He should not be unduly inclined to worry about the future or anticipate problems where others see none. As a result, he is likely to have a relatively optimistic and positive outlook, with him being inclined to anticipate success from the outset.

FORWARD PLANNING AND CONSCIENTIOUSNESS

The assessment results indicate Sam Sample is likely to have slightly below average levels of self-control and self-restraint. As a consequence, he would be expected to have a somewhat less strong sense of duty than some. In addition to this, he may be reluctant to persevere with boring, repetitive tasks. Moreover, his scores indicate he is likely to be flexible and adaptable in his approach to work and quite responsive to changing events and circumstances. As a result, he may be less committed than some to finishing tasks he has started. His profile suggests he is quite unlikely to be very motivated to create detailed plans and schedules, with him being somewhat more inclined to deal with problems as they arise. As his scores suggest he is quite spontaneous and expedient, he may be somewhat prone to overlook important details and make careless errors.

ADAPTABILITY AND TRUSTWORTHINESS

As his profile suggests he is no more or less radical than most and no more inclined than most to question existing methods and procedures, Sam Sample would be expected to be as motivated as most people to seek out new solutions to problems. His scores suggest he is not particularly rule-bound or rigid and therefore should be fairly adaptable and open to change. As his profile indicates he is likely to value tradition no more than most and is not by nature highly respectful of authority, he may be inclined not to feel duty bound to follow conventional moral standards and codes of conduct. His scores further suggest he is spontaneous and flexible, and is unlikely to feel a very strong need to follow organisational rules, regulations and procedures. As a result, he is likely to be capable of being fairly expedient when required.

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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

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Social-Awareness	ML			◉							

EMPATHY

Sam Sample's scores suggest he is unlikely to be that concerned about saying things that might cause offence. Moreover, as his profile indicates he is likely to be rather lacking in interpersonal warmth, he would be expected to have somewhat less insight into, and understanding of, others' emotions than most people. As he is unlikely to take a particular interest in his colleagues and their personal needs, he may be viewed as somewhat lacking in empathy and concern for others. Sam Sample's profile further suggests he is as assertive as most and fairly direct. As a result, people may be inclined to view him as being somewhat insensitive at times. However, as he is unlikely to be unduly concerned about raising issues that might cause discord or disagreement, he should be as capable as most of being direct and to the point when this is needed.

INTERPERSONAL OPENNESS

His responses to the questionnaire suggest that even though Sam Sample is reasonably agreeable and accommodating, he is slightly lacking in interpersonal warmth. As a result, active listening skills are unlikely to be one of his strengths. he is rather lacking in interpersonal warmth. As a result, active listening skills are unlikely to be one of his strengths. As his profile suggests he is not unduly conservative or traditional by nature, he should be fairly 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 which suggests that, by nature, he is not that sensitive to the subtleties and overtones of social situations, Sam Sample might not be expected to be particularly motivated to pay attention to the power relationships and emotional undercurrents within any given group or organisation. As his scores suggest he is as trusting as most people and as inclined as most to take others at face value, he would not be expected to feel any greater need than most to question their motives and consider what hidden agendas (if any) may be at play. Sam Sample's profile indicates he is unlikely to have that much interest in understanding other people's needs, wants and goals, and is not likely to be unduly intuitive by nature. As a result, he is not expected to be particularly interested in trying to understand clients' requirements and how they can best be met.
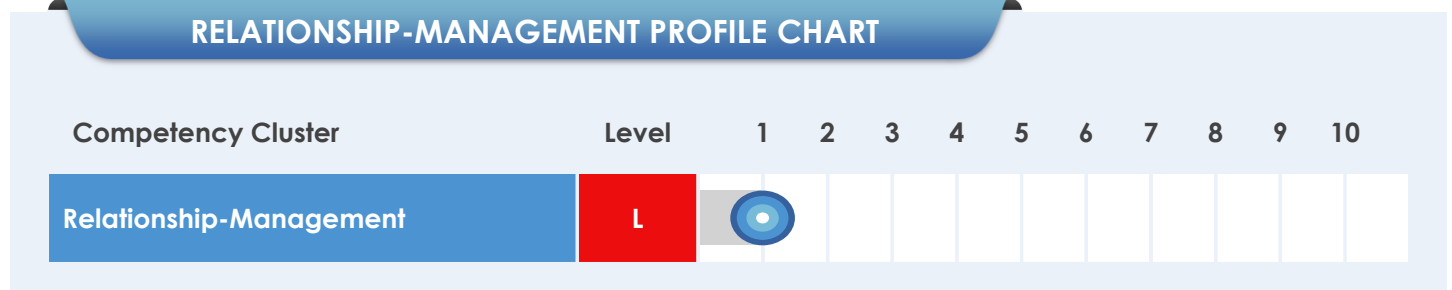
RELATIONSHIP-MANAGEMENT COMPETENCY CLUSTER

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

Competency Cluster	Level	1	2	3	4	5	6	7	8	9	10
Relationship-Management	**L**	◉									

PERSUASIVENESS AND CONFLICT MANAGEMENT

The assessment results suggest Sam Sample is a little lacking in social confidence and is not likely to feel very comfortable and at ease with people he does not know well. As a result, he would not be expected to be an extremely effective public speaker. As his profile indicates he is reasonably agreeable, it is relatively unlikely that Sam Sample will wish to force his views and opinions on others. As his scores suggest he is likely to be rather less motivated than many to attend to the emotional undercurrents of the setting he finds himself in, it would be expected that he may at times be somewhat prone to inadvertently make social gaffs or blunders. In situations where he is negotiating he may be expected to try to achieve a balance between making sufficient concessions to move the negotiations forward while not conceding on the most important issues.

INSPIRATIONAL LEADERSHIP AND CHANGE CATALYST

Having a profile which suggests he is slightly less lively and participative than many, he is unlikely to find it very easy to energise and motivate others. As his responses to the questionnaire indicate he is likely to be as traditional in approach as most, he is no more likely than most to enthusiastically promote new working methods, practises and procedures.

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TEAM WORKING AND OPEN COMMUNICATION

As his profile suggests he is not highly group-orientated, Sam Sample is unlikely to greatly enjoy team work. Moreover, as he may be a little prone to believe he does his best work away from the distraction of other people, he is not very 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 teaching to mentoring or coaching. As his scores further indicate he is rather lacking in confidence in his own academic abilities, he may need support and encouragement to take on such roles.

DEVELOPMENT PLANNING

This section provides respondents with the opportunity for self-reflection and self-development. Work with Sam 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 Sam 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.

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1. FEEDBACK AND REACTIONS

Gauging Sam 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 Sam 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 Sam 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	Sam 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	☑	☐
Personal Domain	Self-management	☐	☐
Inter-Personal Domain	Social Awareness	☑	☐
Inter-Personal Domain	Relationship Management	☑	☐

Dimensions selected as being in "Need" of development and which have also been selected as a "Priority" should be considered as part of Sam 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 Sam 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?