



Feedback Report

The EI Plus Questionnaire

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8th May 2017

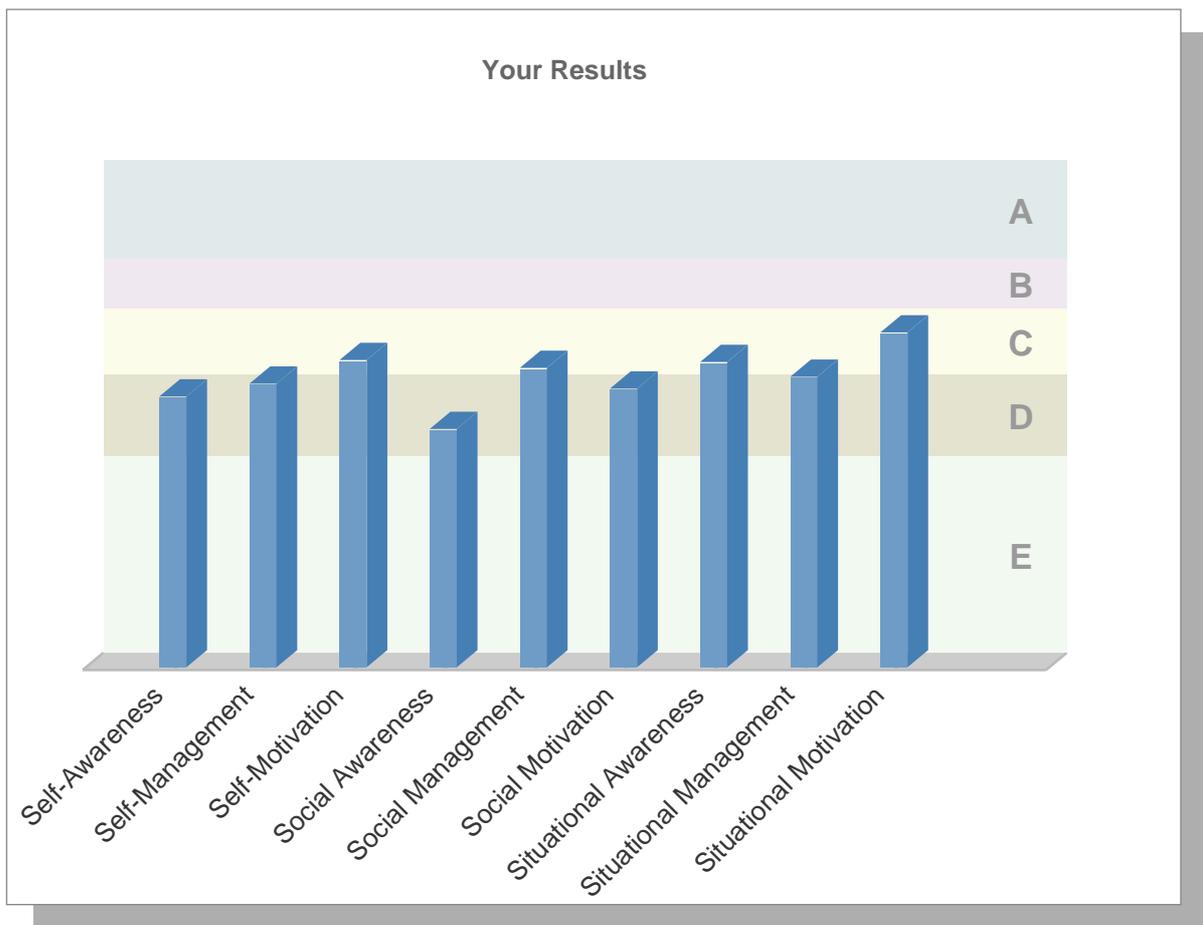


Feedback Report

The EI Plus Questionnaire

This report presents your results on the EI Questionnaire which is a self-report questionnaire assessing 'Emotional Intelligence'. This questionnaire assesses your own view of your abilities in a number of areas of social functioning and generates scores across 9 broad areas of emotional intelligence.

Your overall results are shown in the chart below.



The coloured bands (A-E) indicate the extent to which you believe you show the competency characteristics described in the questionnaire. The bands are defined as follows:

- A: shows these characteristics very consistently
- B: shows these characteristics consistently
- C: generally shows these characteristics
- D: is not consistent in showing these characteristics
- E: rarely shows these characteristics

The Competency Model

The chart below shows how the questionnaire is based on 9 major competency areas. Each major area is broken down into two individual competencies. How highly you scored on each competency is indicated by the bar to the right of the competency name. This score effectively conveys how you personally judge yourself on the competency in question.

Area	Competency	Range	Score
Self-Awareness	Self-Understanding	D	
	Self-Value	C	
Self-Management	Self-Regulation	D	
	Openness	B	
Self-Motivation	Drives for Results	C	
	Drives for Change	C	
Social Awareness	Understands Others	D	
	Appreciates Others	D	
Social Management	Exerts Influence	B	
	Builds Relationships	D	
Social Motivation	Leads for Results	C	
	Inspires Commitment	D	
Situational Awareness	Understands Context	C	
	Appreciates Diversity	C	
Situational Management	Manages diplomatically	C	
	Demonstrates Flexibility	D	
Situational Motivation	Energises Change	C	
	Inspires Ownership	C	

The remainder of this report breaks down each of the above areas in more detail and provides further information on both the nature of the EI scales and also your responses in each area. In reading this report, remember that the EI Questionnaire is a self-report instrument and the validity of the results is entirely dependent on how accurately you answered the questions.

SELF-AWARENESS

Self-Awareness explores the degree to which a person understands and values him/herself. Without this understanding people are prone to react to events in an emotional and habitual way which may not always be appropriate or useful. Greater self-awareness moves people away from automatically responding to events, to consciously attending to what is happening and acting in a way that fits their self image. This area is composed of two competency groups, 'Self-Understanding' and 'Self-Value', and your scores in this area are shown below.

Area	Competency	Range	Score
Self-Awareness	Self-Understanding	D	 3.50
	Self-Value	C	 4.00

Self-Understanding

On the basis of your responses to the questionnaire, your view is that you are reasonably well aware of your own strengths and limitations and will usually be prepared to acknowledge when you do not possess all the skills or knowledge that may sometimes be needed or expected in particular situations. On the other hand though, it seems that you spend relatively little time thinking about and analysing your own inner feelings. It also seems that you often find it quite hard to understand why people react to you in the way they do.

In general, you may need to spend more time trying to understand yourself and your reactions. It may help to consider how your own reactions can affect others. Perhaps sometimes you may react or express your opinions too fast without thinking through the consequences first of all or taking the other people's feelings into consideration.

Self-Value

Your questionnaire responses suggest that you are reasonably self-assured and feel you can generally express your point of view confidently without letting your emotions interfere or get in the way. However, it seems that it is not always easy for you to be 'up front' about things. Sometimes you may prefer to conceal what you think or how you feel. Perhaps you recognise that you could be a little more open about things or you realise that you do not feel strongly motivated to take stands on 'principles' and prefer to act more according to what you see as the requirements of the situation.

As a consequence, although you will come across as a self-assured individual, you may nevertheless like to consider whether, at times, your words and your deeds do not always match. For example, have there been times when you have not kept your promise? Or have there been times when you felt you needed to be pragmatic and expedient rather than 'principled' but which may have resulted in people feeling let down?

Additional Points

As well as any development suggestions made above you might like to consider the following:

Self-Understanding

Your results indicate that you have rated one or more of the behaviours that constitute 'Self-Understanding' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Check your feelings. Rate yourself on an imaginary 10-point 'ready for anything - ready for nothing' scale every morning and reflect on the reasons for your rating.

Test your comfort level. Now and then vary your pace of work and activities and assess what feels good and what feels less comfortable. Ask yourself why.

Recognise your default mode. Routinely ask yourself how you are feeling: anxious or relaxed, tired or energetic, bored or excited etc. Do you have a dominant emotion? Why?

Is your mood fit for purpose? Get into the habit of asking yourself how you appear to other people. Are your

moods and reactions helping or hindering what you do

Self-Value

Your results indicate that you have rated one or more of the behaviours that constitute 'Self-Value' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Accept your good points. Offer honest and positive feedback to others: pointing out the good points in others can encourage you to do so to yourself.

Identify your values. Think about and explore your spoken (espoused) and unspoken values. What standards do you really expect of yourself and others?

Make sure you deliver. Ensure you are realistic when making a promise to do something. It is better to decline than to have genuine problems fulfilling a commitment.

Be resonant with your inner self. Think of the most genuine person you know. What shines through? And what does this tell you about 'authenticity'?

SELF-MANAGEMENT

Self-Management concerns the ability to express one's innermost thoughts and feelings whilst remaining in control and meeting commitments. It also involves continually listening, learning and adapting to life. Without this ability people can find themselves reacting impulsively and having their judgement clouded by emotion. Increased self-management enables greater flexibility in thought and feeling, and the capacity to take on board constructive feedback from others. This area is composed of two competency groups, 'Self-Regulation' and 'Openness', and your scores in this area are shown below.

Area	Competency	Range	Score
Self-Management	Self-Regulation	D	 3.17
	Openness	B	 4.58

Self-Regulation

It appears that sometimes you do not find it easy to make firm decisions or follow through on things you have committed yourself to. You may also find it hard sometimes to fulfil what you and others perceive as your responsibilities. Also, it seems that it is quite difficult for you to remain composed and non-defensive in difficult situations. Perhaps you tend to react to difficult situations at an emotional level rather than staying detached and perhaps your emotions sometimes cloud your judgement.

If your self-perception is correct, it may be useful for you to consider how you typically react to short-term pressures and obstacles. Are there occasions when you have allowed your emotions to affect your judgement and your actions - perhaps reducing your ability to remain effective under pressure? Are there occasions where your perception of who should be accepting responsibility differed from those around you? Such considerations may help you to understand how you come across to others. This may, in turn, help you manage future situations to fit better with people's expectations and needs.

Openness

You appear to thrive on change and to be a very flexible person, able to adapt your plans easily in the light of new information or modified circumstances. Furthermore, you see yourself as someone who willing to listen and learn and who is happy to receive feedback on your opinions and actions from others.

You are therefore likely to be continually listening and learning, seeking new and relevant information and avoiding becoming stuck into old ways of working and outdated processes. This receptivity to new information allows a person to easily change outdated perceptions and to manage evolving situations with flexibility. Furthermore, people should have confidence in the feedback which you give them and which they will perceive as genuine and without any hidden agendas.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Self-Regulation

Your results indicate that you have rated one or more of the behaviours that constitute 'Self-Regulation' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Take five. When you feel yourself about to give into an impulse, stop for a few seconds and take a deep breath.

Learn from the past. Take time to reflect on past situations where your emotional reactions have had negative consequences.

Monitor your emotions. Think of the other reactions you can choose from when you feel yourself becoming angry, irritable or overly emotional.

Don't forget the reality check. Before you make a firm commitment to a course of action, ask yourself if what you are promising is realistic.

Learn to say 'no'. It's easy to say 'yes' to everything, much harder to say 'no'. But sometimes the most responsible thing to say is 'no'.

Let people know what to expect. When making commitments, make sure you are on top of the agendas and expectations that other people may have

Openness

Your results indicate that you have rated one or more of the behaviours that constitute 'Openness' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Give something of yourself. If you are uncomfortable talking about yourself, ask yourself why. Perhaps you find it difficult because you are not in the habit of sharing your thoughts with others

SELF-MOTIVATION

Self-Motivation centres on a person's drive to get going, sustain their energy levels and grow as an individual. In contrast a low level of engagement and motivation can lead to a lack of direction, resistance to change and ultimately wasted effort. Thus increased self-motivation typically shows itself through greater positivity and determination, and a thirst for taking on new ideas and challenges. This area is composed of two competency groups, 'Drives for Results' and 'Drives for Change', and your scores in this area are shown below.

Area	Competency	Range	Score
Self-Motivation	Drives for Results	C	 3.83
	Drives for Change	C	 4.42

Drives for Results

Your answers to the questionnaire suggest that, on the whole, you quite like taking the initiative when something needs doing. You feel you can make things happen and that you will quite often be able to use your skills and resourcefulness to overcome obstacles that get in the way. Nevertheless, it seems that you sometimes do not pay as much attention to standards and quality of work as you could. Achieving goals and setting targets for your own self-development appears not to be one of your main priorities.

If your questionnaire responses are an accurate reflection of your actual behaviour, then people would probably describe you as someone who has reasonable self-motivation, but who needs to adopt higher standards and put more energy into improving the quality of results. You may like to make a comparison between those situations where you have shown determination to maintain standards and quality and those where you may have taken an overly relaxed approach which has allowed standards to slip. Perhaps you are too selective about the situations in which you think standards are important. Perhaps you could also allocate more time to ensuring that your own skills and capabilities are as fully developed as they need to be.

Drives for Change

It seems that you are someone who is able to remain remarkably optimistic, encouraging and supportive of others in the face of difficulties and adversity. No matter how bad the situation, it seems you never allow things to get on top of you. In contrast, you do not appear to see yourself as particularly imaginative or creative. On the whole, you are not someone who rushes forward with new solutions to problems or who is constantly looking for new ways of doing things.

Your own resilience in difficult times will help considerably in bringing hope and optimism to those around you. However, at the same time, people may expect rather more from you in terms of new ideas designed to bring about a change for the better.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Drives for Results

Your results indicate that you have rated one or more of the behaviours that constitute 'Drives for Results' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Open up the options. Given a particular assignment, make yourself think of at least two distinctly different ways of fulfilling it.

Set targets. Make sure that you establish clear and measurable targets so that you know when you have achieved your objectives.

Focus. Once you have decided what you want to achieve, make arrangements for all other projects and distractions to keep to a minimum

Stretch yourself. Move yourself out of your comfort zone as personal development depends on personal challenge

Drives for Change

Your results indicate that you have rated one or more of the behaviours that constitute 'Drives for Change' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

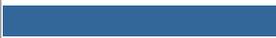
Look to the future. Endeavour to look beyond the here and now and consider what you can do to create a better future.

Practise brainstorming. List all the ideas that come into your head about something, and weigh up all of them, even if some seem a little crazy.

Voice your ideas. Get behind your ideas and sell them to other people. Creativity can only make a difference if it is embraced by your colleagues

SOCIAL AWARENESS

Social Awareness looks at the way in which someone understands and respects other people. Without the ability to genuinely appreciate and value someone there is a danger of misreading their needs and concerns and of coming to judgement too quickly. Increased social awareness takes people from a superficial interest in others, and possibly a degree of suspicion of their motives, to a more open, empathic and trusting style of interaction. This area is composed of two competency groups, 'Understands Others' and 'Appreciates Others', and your scores in this area are shown below.

Area	Competency	Range	Score
Social Awareness	Understands Others	D	 3.58
	Appreciates Others	D	 3.25

Understands Others

You feel that you are fairly aware of the needs and feelings of other people. You will do your best to understand what is personally important to them and this will help you to understand things better from their point of view. In spite of this, when it comes to other people, you do not feel that you are particularly perceptive. You might sometimes find it hard to judge people's strengths and weaknesses accurately and your personal relationships with people might sometimes influence your judgement about them.

If this is so, then it might help if you were to take a little more time before reaching conclusions about a person and to try to understand what is relevant and important from their own personal point of view. This will help you to understand issues from their perspective, which you might find is often very different from your own.

Appreciates Others

Your responses to the questionnaire suggest that you sometimes do not find yourself feeling especially concerned for or interested in other people. You appear not to take a great interest in how other people feel and you do not really see it as your responsibility to enhance other people's sense of self-value. In addition, it seems that sometimes you do not find it particularly easy to trust people. On the whole, you are fairly quick to form an opinion about another person and may not be prepared to give them too many chances to change your mind about them.

If this is so, then it is possible that people will feel that you are pre-judging them and perhaps even simply failing to listen to and understand them. They may feel that you do not value them, so making them reluctant to place their trust in you. You might therefore like to consider whether it would be worthwhile trying to develop a little more sensitivity towards the views, ideas and emotions of people whom you may currently not be taking as seriously as you could. This might also help you to develop a greater level of trust in a wider group of people and, conversely, may make them feel more confident in placing their trust in you. But to do this, it may firstly be important for you to explore more deeply your own feelings about yourself and your feelings about other people.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Understands Others

Your results indicate that you have rated one or more of the behaviours that constitute 'Understands Others' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Become a people watcher. Take some time to sit and observe people. Speculate about what they may be thinking or feeling, and consider what the clues/evidence might be that you are using.

Don't rush to judgement. Reflect on times when you have misjudged people. What did you miss? Were you stereotyping? What could you have spotted earlier?

Take an interest in people. Spend time getting to know what is important in a person's life. This is often the

key to understanding what motivates them.

Meet the needs of others. Ask yourself what others would like from you and what would make them give their best

Appreciates Others

Your results indicate that you have rated one or more of the behaviours that constitute 'Appreciates Others' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Hand out rewards. Find something genuinely positive to say to each person you see during the day. Notice how it affects their mood and willingness to cooperate.

Develop your empathy. Put yourself in other people's shoes and consider how they might be affected by the way you interact with them.

See the unique value in people. When feeling negative towards someone try telling yourself that they are doing the best they can given the attitudes and abilities they have developed.

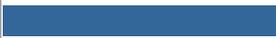
Look for good. Make a point of finding the positive in people you know and people you meet.

Talk about trust. Be honest with someone if you do not trust them and allow them the chance to explain themselves and change their behaviour, if necessary.

Give people a chance. Give everyone the opportunity to show you their best side. If they are always on the defensive they will not be so ready to cooperate with you

SOCIAL MANAGEMENT

Social Management revolves around interpersonal skill and the ability to build relationships that feel positive and collaborative. Without this ability others can feel manipulated, unsupported and excluded from decision making. So the power of social management comes from being able to persuade in a sensitive yet flexible manner, to develop bridges that encourage mutual contribution, whilst at the same time having the will to confront difficult situations. This area is composed of two competency groups, 'Exerts Influence' and 'Builds Relationships', and your scores in this area are shown below.

Area	Competency	Range	Score
Social Management	Exerts Influence	B	 4.50
	Builds Relationships	D	 3.58

Exerts Influence

Even in difficult situations where there are varying points of view, you feel you are able to address issues directly, able to challenge others if necessary and are generally very good at managing conflict promptly and fairly. Also, you see yourself as being reasonably good when it comes to persuading others. You will vary your style of persuasion according to whom you are addressing in order to find a way of bringing people round to your point of view.

If this is so, then people will describe you as someone with good interpersonal skills who can be persuasive and who can influence others in a positive way. Your ability to easily manage conflict will help you to put forward your case, ignite enthusiasm and make people feel genuinely involved.

Builds Relationships

Your questionnaire responses suggest that you prefer not to allocate a great deal of time to helping people grow and learn. You do not seem greatly interested in providing people with learning opportunities nor do you often delegate tasks simply for the purpose of helping others develop their skills. Furthermore, on the whole, collaboration with others does not seem to be especially important to you. You do not seem to want to devote a great deal of time to building collaborative relationships or developing your network of contacts. Generally speaking, you tend not to look for opportunities to collaborate with others or to create a collaborative climate for other people to work in.

If this is true, it is possible that others may see you as not having sufficient interest in their development. You may like to consider whether there could be benefits both for you and for others if you were to devote more of your time to coaching and supporting people. You might also consider whether you should spend more time maintaining and building your network of useful contacts so that there could be more opportunities for collaboration. It may be that so far you have not had the opportunity to appreciate the mutual benefits that collaboration with others can bring.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Exerts Influence

Your results indicate that you have rated one or more of the behaviours that constitute 'Exerts Influence' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Different strokes for different folks. People respond to different styles of influence. Match your style (directive, supportive, coaching, delegative etc) to each individual separately

Builds Relationships

Your results indicate that you have rated one or more of the behaviours that constitute 'Builds Relationships' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Tune your evaluation skills. Work on your ability to decide if people have the competence and confidence to take on bigger roles.

Empower people. When you delegate make sure that you also pass on the responsibility to make decisions.

Encourage personal growth. Reflect on the thought that a test of the success of development is whether it makes people attractive to other potential employers.

Network, network, network. Even if it does not come naturally to you, treat networking as a work task and set goals for attendance at social events.

Stay in touch. Productive relationships require regular maintenance and long term collaboration requires long term contact!

Invite everyone into your tent. Work to get different sorts of people to collaborate and consider that sometimes we learn the most from those who irritate us

SOCIAL MOTIVATION

Social Motivation is about having a vision for the future. People who are motivated in this way work with others to generate a compelling view of how things can be, as opposed to being rooted in the present and having an ambivalence to progress. A commitment to social motivation also implies the ability to kindle co-operation, and to engender a strong sense of belonging within a group, through an engaging and enthusiastic communication style. This area is composed of two competency groups, 'Leads for Results' and 'Inspires Commitment', and your scores in this area are shown below.

Area	Competency	Range	Score
Social Motivation	Leads for Results	C	4.08
	Inspires Commitment	D	3.58

Leads for Results

It seems that you do show some concern for the future and for how things could change for the better. You would like to be able to make a difference if possible and you will quite often communicate your ideas to other people. In addition, where there is a lack of purpose and direction you will sometimes want to make a contribution in terms of developing ideas and encouraging others to contribute their ideas.

This would suggest that people will see you as someone who likes to be involved and to involve others in the change process and who will contribute positively to the detailed process of change.

Inspires Commitment

Your responses to the questionnaire suggest that you do not make great efforts to create a climate of interaction and enthusiastic collaboration within a team. 'Team spirit' is not your greatest priority and you do not devote a great deal of time to creating a sense of co-operation amongst team members or to injecting your own enthusiasm into team interactions. Also, it seems that you do not feel communication skills to be one of your greatest strengths and that your style of communication would not be described as particularly engaging or inspirational.

If this is true, it may be that you simply do not see this as a competence area of great importance to your work. But if you do feel it is important and part of your responsibility, then you may want to explore ways of creating a greater sense of involvement and enthusiasm within the team. Alternatively, it may be that you use a communication style that is not sufficiently direct or concise or that you do not feel able to inject a sense of enthusiasm and fun into the team. If so, then perhaps you might spend some time observing others who you feel are more capable in this area and see if this might give you some ideas for approaches you could try yourself.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Leads for Results

Your results indicate that you have rated one or more of the behaviours that constitute 'Leads for Results' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Parachute yourself forwards. What does the future look like and how are you going to get there?

Build a reputation for change. Be the person that others know to be open to new ideas, change and flexible thinking

Inspires Commitment

Your results indicate that you have rated one or more of the behaviours that constitute 'Inspires Commitment' in

the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Create a productive climate. Teams are more than just groups of individuals. Make sure that you give people time to get to know each other and a special place to meet.

Make it fun. People often under-estimate the power that fun has to make tasks both more enjoyable and participants more productive.

It's the taking part that's important. If you are a naturally competitive character rein in your desire to make the biggest impact and work at being more collaborative.

Be passionate. Convey your enthusiasm and use it to energise other people. If you are not a demonstrative person think of ways of showing that something has emotional meaning.

Get to the point. If you have something to say, say it. Influential communication is about grasping the moment and having great clarity.

Speak with sincerity. Even difficult messages become palatable if people believe that you are speaking from the heart. Let others know that you are sincere

SITUATIONAL AWARENESS

Situational Awareness describes how well a person understands and appreciates variety and diversity. People with higher situational awareness are more able to go beyond the narrow lens of their own experience and to evaluate situations more objectively. They are interested in the differences between people and cultures and view such differences as opportunities for creating better ideas and more durable solutions. This area is composed of two competency groups, 'Understands Context' and 'Appreciates Diversity', and your scores in this area are shown below.

Area	Competency	Range	Score
Situational Awareness	Understands Context	C	 4.30
	Appreciates Diversity	C	 3.90

Understands Context

On the basis of your questionnaire responses, you believe that you are good at reading diverse situations. This would suggest that you can be sensitive to different people and cultures and can quickly identify what is important and what is appropriate. This is likely to be true in diverse circumstances both inside and outside of the work context. Furthermore, you believe that you are quite good at getting 'under the skin' of a situation and reasonably quick to pick up on what is not obvious or explicit. You appear able to sum up what is important and appropriate in diverse situations based on quick or intuitive understanding of the unwritten rules or protocols.

If your self-perception is accurate, then you are fairly well tuned to the 'politics' of many diverse situations and reasonably capable of reading the subtleties of what is important and what is not.

Appreciates Diversity

It seems that you can be quite open-minded and tend to see differences of opinion – even those you disagree with – as worthy of consideration. In fact you encourage alternative views and promote open discussions thus helping to create an atmosphere of trust and tolerance. On the other hand though, you can show a degree of curiosity and interest in people from different backgrounds and cultures. However, whilst you are sometimes stimulated by alternative ideas, there are times when you may close your mind a little early and disregard some legitimate views and opinions.

If your self-perception is accurate, then you are not particularly interested in the variety of people's ideas and this can make you appear somewhat closed minded at times. On the other hand though, you recognise that people have different cultures and values and you can be respectful of these differences.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Understands Context

Your results indicate that you have rated one or more of the behaviours that constitute 'Understands Context' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Become an OWL. The OWLS principle is Observe, Wait, Listen and then Speak – and when you speak, ask a question. Think carefully about what are the right questions in this situation. Is it strategic or operational? Does it encourage or discourage open inquiry? If you think you understand what is going on, ask yourself 'what have I missed' and then look again. Take more time before you make assumptions or jump to conclusions.

Define what you mean by 'politics'. Identify how much of this is about other people doing things you do not like. Describe what you do when such things happen. Write a list of things you could do differently. Try putting some of these ideas into practice

Appreciates Diversity

Your results indicate that you have rated one or more of the behaviours that constitute 'Appreciates Diversity' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Identify your own prejudices and stereotypes. Write down as many diverse groups as you can. Identify any that are important (because you work or live with/near them). Now write down what you see as positive and negative about them. Challenge yourself about how well founded your thoughts really are.

Find out what different groups, cultures or religions really believe in. See yourself as a detective and set about finding out as much as you can – by reading books, asking people you know or visiting places that will inform you.

Make contact with a person or group that is very different from yourself. Spend some time with them and try to see the world through their eyes.

Write down what you do when you feel negative, critical or intolerant towards a group of people. Put yourself in their shoes. Imagine what you would feel like meeting yourself. In what ways could you do things differently to help in such situations?

SITUATIONAL MANAGEMENT

Situational Management describes how easily a person can move between different and diverse situations. People with higher situational management have developed ways of managing situations both diplomatically and with the appropriate level of flexibility – and without simply acquiescing to the dominant forces. In other words, they can be tough when needed but still show genuine understanding and respect. They have a picture of what the future holds and are good at anticipating change and next steps. This area is composed of two competency groups, 'Manages diplomatically' and 'Demonstrates Flexibility', and your scores in this area are shown below.

Area	Competency	Range	Score
Situational Management	Manages diplomatically	C	 4.30
	Demonstrates Flexibility	D	 3.60

Manages diplomatically

Your responses to the questionnaire suggest that you often have a good grasp of situations – of what the issues are and how best to manage them. It seems that you can show sensitivity about what is important and you have the skill to make the right kind of input in an acceptable way without avoiding difficult issues. However, you recognise that you do not always demonstrate these skills and that there are situations where you do not always get it right. In addition, it seems that you are quite effective at building bridges and creating a better understanding between diverse – and sometimes opposing – groups and views. At times you can be quite skilled at helping people to focus on their common interests rather than areas of potential conflict, although you recognise that it is not easy and that you do not always have all the skills required.

If your self-perception is accurate, then it is likely that you manage situations with a fair degree of diplomacy and you may well have a reputation for being fair and tactful. You appear capable of being firm and direct but there may be situations where this is not particularly easy for you. However, it is likely that you are reasonably skilled at reducing conflict and building harmony.

Demonstrates Flexibility

You appear to enjoy change which may sometimes come from your own view of how things can be different and, at other times, may simply reflect your willingness to accept 'new realities.' Either way, it is likely that you feel positive about change most of the time and are willing to do what is needed so that you and others contribute positively by adapting to meet changing demands. However, your responses to the questionnaire suggest that you see yourself as someone who is not particularly excited by the challenge of new situations and changing circumstances. You are willing to be flexible at times – perhaps by changing your approach or by re-prioritising what you do – but generally you appear to prefer a little more stability or predictability. As a consequence, you may sometimes come across as a little inflexible or even rigid.

If this self-perception is accurate, then you may be fairly inflexible and unenthusiastic about change. Nevertheless, once you have been convinced you are someone who can sometimes put that behind you and work to make it happen with reasonable enthusiasm.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Manages diplomatically

Your results indicate that you have rated one or more of the behaviours that constitute 'Manages diplomatically' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Consider a delicate situation that you managed well. What did you do? Describe the sensitivities involved in terms of the people and/or the situation? How did you manage to read the situation accurately? What did you do that was particularly effective?

Identify a situation where people were in conflict? What were the immediate triggers (e.g. resources, pressure, communication, values and beliefs)? Was there a more fundamental issue at the root of the conflict? What did you do? What do you normally do in such situations? What else could you do? What do people who are effective in such situations do? What would be a more effective approach? If you cannot answer these questions, make a note to explore this further

Demonstrates Flexibility

Your results indicate that you have rated one or more of the behaviours that constitute 'Demonstrates Flexibility' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Think of times when you have become inappropriately rigid and reluctant to change. Contrast this with times when you find it easy to be spontaneous and flexible. Consider the differences. What can you learn that will help you in both situations?

Think of a fast-changing situation that stretched you emotionally. What did you find difficult? What do you normally do in such situations to relieve the pressure? Could you have done more of that earlier?

Invite people to give you feedback about how you react to pressure. Do you recognise what they say? Is there a theme? Do you become a little too rigid? What would make it easier for you? Think of situations where you are more spontaneous and flexible and see whether that gives you ideas for dealing with other types of situations.

Picture any changes ahead that concern you. Now imagine that it all turns out well. What does it look like? Identify any negative thoughts and feelings you may still have. Write them down and ask whether they still make sense. Do you think these negative thoughts could be obstacles and, if so, can you think of ways of dealing with them

SITUATIONAL MOTIVATION

Situational Motivation describes the ability to transform people's reactions to change from a potentially negative perception to one that is positive. It involves the ability to recognise when change is needed and being able to communicate in a way that is clear and persuasive. It often requires the courage to change what needs to be changed, the serenity to accept what cannot be changed and the wisdom to know the difference. It also requires an understanding and appreciation of people's hopes and fears in order to pitch the communication at the right level and with the right tone such that it helps to transform perceptions into something positive yet realistic. People high in Situational Motivation understand the delicate balance between people's need for autonomy and guidance such that they create positive energy and a sense of shared responsibility combined with high levels of motivation. This area is composed of two competency groups, 'Energises Change' and 'Inspires Ownership', and your scores in this area are shown below.

Area	Competency	Range	Score
Situational Motivation	Energises Change	C	4.40
	Inspires Ownership	C	4.40

Energises Change

You see yourself as someone who is capable at communicating difficult messages to people. You can often take an idea and explain it clearly and quite persuasively. This helps people to transform their neutral or even negative perception into something that is a positive opportunity and to which they can feel a sense of personal commitment. Also, you can often be quite good at converting abstract ideas into pragmatic steps that help people to take action and make things happen in a positive way.

If this self-perception is accurate, you are likely to be a good communicator who can transform people's perceptions. You create the motivation for taking clear and practical action which makes you quite effective at getting things done with enthusiasm.

Inspires Ownership

Your responses to the questionnaire suggest that you see yourself as someone who is participative and capable of creating a great sense of 'being in it together'. You are very good at getting others to be involved and feeling genuinely part of the team where they are heard and feel a keen sense of shared responsibility. Furthermore, you are quite good at recognising people's need for autonomy and hence allowing them to take an appropriate amount of personal responsibility whilst still remaining available to give appropriate guidance and direction. This is a 'light touch' management style which enables people to take initiatives without being out of control and hence maximises their sense of empowerment.

If this self-perception is accurate, then you are likely to create a great sense of shared responsibility. This is combined with an ability to judge when to get involved without interfering, how to provide guidance without controlling and when to hold people to account without turning mistakes into blame. This helps create a sense of involvement and ownership.

Additional Points

As well as any development suggestions made above you might like to consider the following:

Energises Change

Your results indicate that you have rated one or more of the behaviours that constitute 'Energises Change' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Take a difficult situation where people lack enthusiasm and commitment. Consider how Henry V turned the perception of being outnumbered by 5 to 1 into a positive. He took the "Oh that we now had here but one ten thousand of those men in England that do no work to-day" and made it "If we are mark'd to die, we are

enough to do our country loss; and if to live, the fewer men, the greater share of honour we few, we happy few, we band of brothers". Think of how you might be able to do the same thing in the situation you are considering. Be imaginative and then try it.

Consider a situation where people were initially reluctant to engage. What was their resistance? What was needed to convince them to accept and take action? How was that achieved? What part did you play? With hindsight, what could have been more effective? What have you learnt that would make you more effective in a similar situation

Inspires Ownership

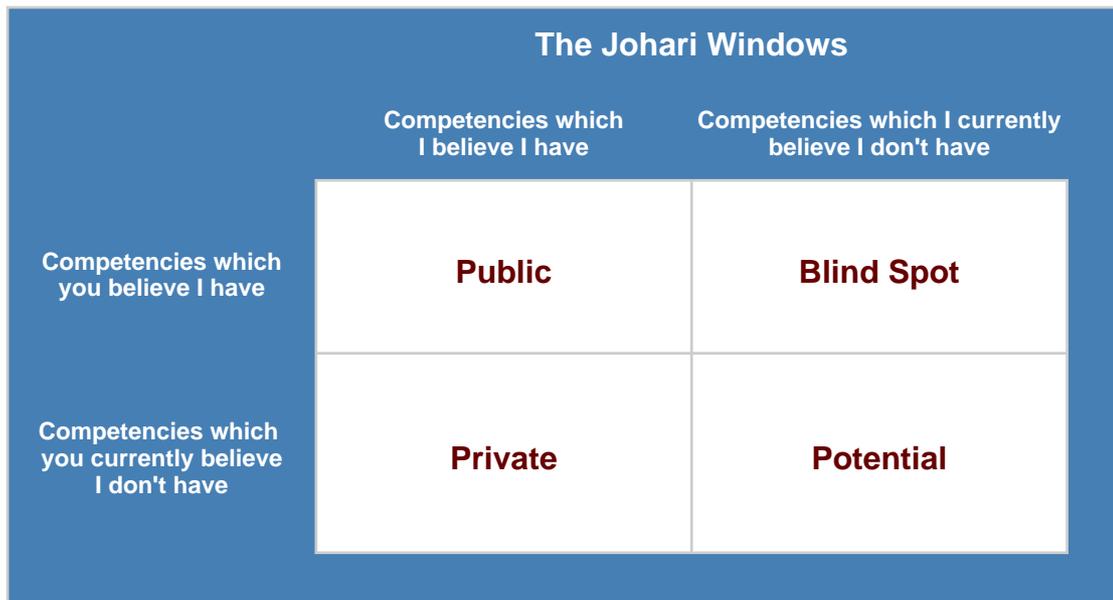
Your results indicate that you have rated one or more of the behaviours that constitute 'Inspires Ownership' in the middle or lower range. As a consequence these may be areas for development and you might like to consider the activities below.

Relinquish some control. Consider times when you feel you are indispensable? Now imagine what would happen if you simply weren't there. How would other people handle things? Do you think you might actually be able to let them handle a little more even when you are around

The Johari Windows

It can be useful to consider how your own view of your competencies might differ from that of other people who know you well. One way of looking at this is to use the 'Johari Windows' model which helps to explain how differences in self-disclosure and feedback can increase personal awareness.

The model consists of four windows which are labelled Public, Private, Blind Spot and Potential. Thus it draws a distinction between what you know about yourself and may or may not be willing to share (the Public or Private windows), and what someone else knows about you, but which you may not realise (the Blind Spot).



One way of gaining feedback from another person is to complete the Paired version of the EIQ in which another person also completes an alternative version of the questionnaire expressing his or her view of your competencies. The report from the paired version then highlights the discrepancies between your own view and the other person. This can indicate particular competencies which are in your Blind Spot (i.e. where you are either overestimating or underestimating yourself) or where you are keeping a competency Private (i.e. not letting others be aware of it). There might be further competencies which you and others are not aware of - i.e. your Potential space.

Ultimately the aim of any feedback process is to open up discussions that tap into your Private area, shine light into your Blind Spot, and start to reveal any hidden Potential that you may have. This is achieved by disclosing more about yourself and/or receiving constructive feedback from another person.

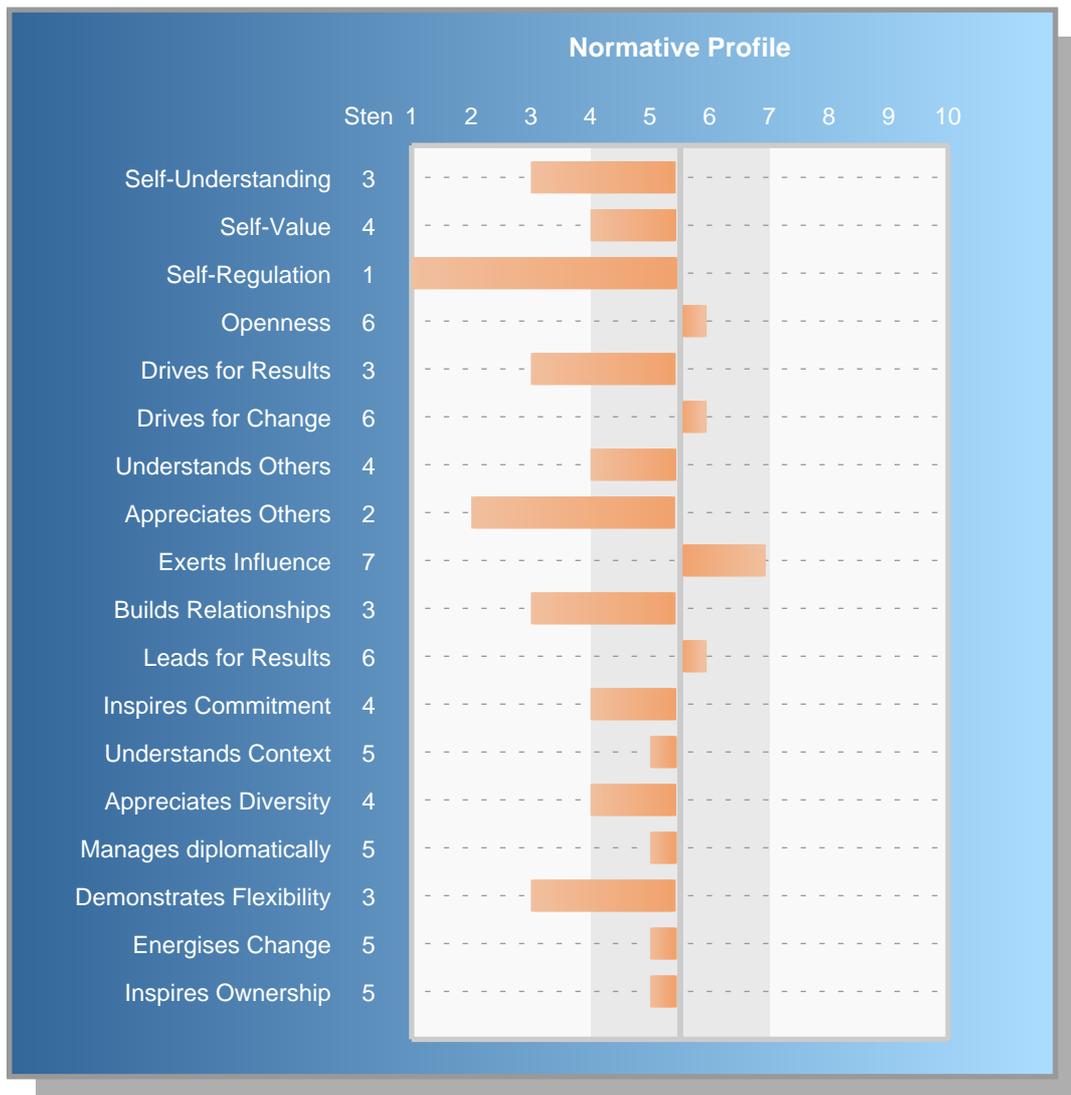
Comparing your scores to those obtained by other people

The previous sections of the report have provided your scores for each of the competencies covered by the EI Questionnaire. The scores were reported in terms of the average of the ratings for each of the questions for a given competency and so will have given you an idea of how you stand on each competency, in terms of the 1 to 6 rating scale.

In addition to this, it is also useful to see how your scores compare to those obtained by other people. For example, if you obtained a score of 4.8 on a given scale, then that suggests that you perform reasonably well on that competency. However, if the majority of other people obtained scores above 5.0, then compared to them your score would be relatively low.

The diagram below shows how your scores compare to those of other people. Where the bar for a competency moves from the centre line towards the right, your score for that competency is higher than average. Where your score moves from the centre line towards the left, your score for that competency is lower than average.

The numbers in the Sten column express this quantitatively. A sten score for a competency of 7 or over would indicate that you perform better in that competency area than most other people. A sten score of 4 or less would indicate that you perform less well than most other people. The group to which your responses were compared (the 'norm group') is indicated below the diagram.



Norms used: Development participants (1405 people in a development programme [Situational Intelligence temporary norms N = 396])

Date tested: 8/5/2017

Norm group used: Development participants