

**MSP Feedback Guide 2009**

# **Emotional Intelligence Questionnaire (EIQ16)**

**Feedback to Test Takers**

### Introduction (page 2 of the report)

#### Key points to make

- The Emotional Intelligence Questionnaire (EIQ16) measures aspects of your emotional intelligence by asking you questions about your behaviours, attitudes and reactions in various work and life situations.
- Groups of questions relate to different aspects of emotional intelligence called competencies. It is the particular combination of competencies possessed by a person that shapes their style and contributes to their job performance.
- Competencies are not the only influence on your performance, however, as your personality, your particular talents, your interests, your values, your pattern of intellectual abilities, your life experience and your current situation also contribute to making you the person you are.
- Psychological tests do not measure the whole you which is why they need to be interpreted in the context of other information about you.
- Your profile is based on what you have said about yourself through your responses to the questionnaire so that what we are measuring here is your own perception of what you are like.
- The results can also be affected by your strategy for answering the questionnaire - whether this was conscious or unconscious – for example, whether you were very frank, whether you were very self-critical or whether you felt under pressure to convey a more than usually positive impression of yourself.
- The assessment is intended to help you clarify your view of yourself and help you to develop and achieve personal growth. If you do not recognize yourself in the following profile, check what other people think by taking views from bosses, peers and direct reports.
- The framework provides a way of analysing how your emotional competencies along with your personality, abilities and motivations may be influencing your current job performance.
- Taking each broad competency area in turn, think about the tasks that you find come easily to you and those that you find harder to perform consistently to a high standard. In deciding where to put your development efforts, focus on one or two areas that are likely to have the biggest impact on your work performance. Set yourself specific learning goals and identify what you are going to change.

### Your emotional intelligence quotient (page 3 of the report)

#### Key points to make

- The EIQ16 is based on a four branch model of emotional intelligence published by psychologists John Mayer and Peter Salovey in 1997. This model defines emotional intelligence as involving the abilities to:
  - accurately perceive emotions in oneself and others
  - use emotions to facilitate thinking
  - understand emotional meanings
  - manage emotions
- The instrument has 16 scales measuring different aspects of these abilities. These scales are shown on the profile chart on page 8 of your report along with a short explanation of what each scale reflects.
- The questionnaire also has an impression management scale. This scale indicates how self-critical you have been in answering the questionnaire. A high score indicates that the test taker has attempted to create a favourable profile (sometimes called faking or cheating) whereas a low score indicates that the test taker has been hard on themselves.
- The scores on the profile chart are based on an international comparison group of 40,000 people who have taken the test. The majority of respondents come from the USA, Canada, UK, Australia, New Zealand and Singapore. The average age in the sample is 36. The sample includes people from a wide range of occupations and includes managers at all levels.
- The scores reported in the profile sheet are percentiles. If you get, for example, a score of 60, it means that your ability is as good as or better than 60% of people whom taken the test.
- Your total score across the 16 scales in the questionnaire provides an indicator of your current emotional competence or emotional achievement.
- There are statistically significant correlations between scores on the questionnaire scales and ratings of job performance. Analysis indicates that about 13% of the variability in job performance ratings is explained by emotional competencies assessed by the questionnaire. This compares favourably with general intelligence which is considered to account for between 10 and 20 percent of academic and job success.

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### Reading people (page 4 of the report)

#### Key points to make

- This is the first of 4 short sections dealing with the 4 factors in the model. It covers your scores on 4 emotional abilities reflecting how well you can read yourself and other people.

Scale	High Score Meaning
<b>Self-Analysis</b>	Analyzes own emotions in different situations and states
<b>Analysis of Others</b>	Recognizes how others are feeling in different situations and states
<b>Self-Expression</b>	Expresses emotions and emotional needs appropriately for the situation
<b>Discrimination</b>	Recognizes feelings and emotions that point to dishonesty or manipulation

- The narrative gives brief descriptions and explanations of your scores and what they mean for two pairs of abilities:
  - First, how aware are you of your feelings and emotions (Self-Analysis scale), and to what degree do you express them (Self-Expression scale).
  - Second, can you read other people's emotions, feelings and needs (Analysis of Others scale), and tell when they are trying to hide their feelings or deceive you (Discrimination scale).

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### Using emotions (page 5 of the report)

#### Key points to make

- This section covers your scores on 4 scales measuring how far you use your feelings and emotions to guide your thinking, decision making and actions.

Scale	High Score Meaning
<b>Thinking</b>	Uses feelings and emotions to redirect or prioritize thinking
<b>Judgment</b>	Uses feelings and emotions to facilitate judgment and decision making
<b>Sensitivity</b>	Capitalizes on mood changes to appreciate multiple points of view
<b>Problem Solving</b>	Uses emotional states to facilitate problem solving and creativity

- The narrative gives brief descriptions and explanations of your scores and what they mean for two pairs of abilities:
  - First, do you use your feelings and intuition to guide your thoughts (Thinking scale), and do emotional considerations figure in your decisions (Judgment scale). Are you the type of person that relies a lot on instinct and feel, or do you prefer to base your decisions on facts and data?
  - Second, how far do you get caught up and let yourself be swayed by other people's moods (Sensitivity scale)? To what extent do you use your feelings, your visual imagination, your dreams, moods influenced by, for example, art and music in creative problem solving (Problem Solving scale)?

## Feedback to Test Takers

### Understanding emotions (page 6 of the report)

#### Key points to make

- This section covers your scores on 4 scales measuring the depth of your understanding of emotional competencies.

Scale	High Score Meaning
<b>Symptoms</b>	Can spot the clues and warning signs of common emotional states
<b>Outcomes</b>	Perceives the causes and consequences of positive and negative emotions
<b>Complexity</b>	Understands complex feelings, emotional blends and contradictory states
<b>Transitions</b>	Understands transitions among different feelings and emotions

- The narrative gives brief descriptions and explanations of your scores and what they mean for two pairs of abilities:
  - First, the Symptoms and Outcomes scales reflect how skilled you are at recognizing the signs of common emotional states and whether you understand how emotions affect behaviour – for example, how different moods affect performance. For example, the distinction between treating people fairly and with respect, making work fun etc as opposed ignoring people’s views and concerns, hurting people’s feelings etc.
  - Second, the Complexity and Transitions scales reflect your understanding of complex emotions and how they change. For example, do you understand why people get angry, aggressive, stressed, depressed etc? Do you understand how one emotion can lead to another and things can get out of control?

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### Managing emotions (page 7 of the report)

#### Key points to make

- This section covers your scores on 4 scales measuring how skilled you are at managing your emotions.

Scale	High Score Meaning
<b>Openness</b>	Open to pleasant and unpleasant feelings and emotions
<b>Monitoring</b>	Monitors feelings and emotions and reflects on implications and meaning
<b>Self-Control</b>	Knows how to control own feelings and emotions effectively
<b>Others</b>	Handles others' feelings and emotions sensitively and effectively

- The narrative gives brief descriptions and explanations of your scores and what they mean for two pairs of abilities:
  - First, the Openness scale reflects whether you are receptive to your own and other people's feelings, both pleasant and unpleasant, and the Monitoring scale measures whether you regularly keep an eye on what you are feeling.
  - Second, the Self-Control and Others scales reflect the degree to which you can manage your own and other people's emotions when under pressure and stress.

### Development advice (not in report)

#### Key points to make

- Most people don't need to completely change their style to behave in a more emotionally intelligent and competent manner. The following kinds of modest changes have been suggested by experts in the field of emotional intelligence and leadership.
- Try to understand what you do well, what motivates and satisfies you and what people and situations push your buttons. Assess how your mood affects your behaviour and performance. Seek feedback to check whether how you see yourself is the same as how other people see you
- Observe people and listen to their conversations. Get to know people on a personal level and try to understand their perspectives and work well with them. Walk around your work environment and notice what is happening. Put yourself in other people's situations and ask yourself what you would do.
- When things get difficult, give yourself time to digest difficult situations and sleep on things. Put your immediate needs on hold in favour of achieving larger goals. Give things an opportunity to work out before reacting but don't allow things to fester. Use performance enhancement techniques such as breathing techniques, visualisation, and smiling and laughing to help manage pressure and lift your mood.
- Try to use your feelings as a signal to understand what is going on, and balance emotional considerations and facts when making decisions. Try to make your decisions transparent, and try to be reliable and genuine when you discuss your reasons for decisions.
- Displaying positive emotions such as enthusiasm and optimism can be a huge motivator. Convey to your team the message that you know they can do it. It will raise their confidence and encourage them to work harder.
- Encourage people to think about new ways of doing things and come to you with ideas and suggestions. When someone comes to you with ideas, think first about the positive aspects of their proposals - "yes and" instead of "no but". Engage people by asking them what they would do rather than by dictating solutions.
- Create space in your diary to find out about and pay attention to people's views and concerns. Be careful not to operate through only the best performers who will quickly be perceived as your favourites. Personally thank subordinates for their efforts. Face-to-face communication is best but written notes and emails will also do.
- The quick guide at the end of this booklet provides further ideas and suggestions on how to improve your emotional competencies.

## Personal Improvement Plan

Name	Date
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Reading Emotions		
Strengths	Weaknesses	Improvement Actions

  

Using Emotions		
Strengths	Weaknesses	Improvement Actions

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Understanding Emotions		
Strengths	Weaknesses	Improvement Actions

  

Managing Emotions		
Strengths	Weaknesses	Improvement Actions

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Notes

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### Developing Emotional Competencies: Quick Guide

Key Area	Competency	Development Advice
Identify and express feelings and emotions	Identify your own feelings and emotions	Keep a mood diary recording your feelings and emotions at different points in the day
		Try to spot when your mood changes and how the change affects your behaviour
		Assess how your own mood changes may have influenced your performance over the past month
	Identify other people's feelings and emotions	Look around your work and home environment and take in what is going on
		Observe people in and outside work, listen to their conversations, and diagnose their feelings and emotions
		At critical points in a project, ask bosses, colleagues and direct reports how they feel about things
	Identify false behaviour and deception	Look for at least four signals suggesting the same thing before totally believing it (Rule of Four)
		In high-stakes situations, analyse people's motives and why they are taking certain positions
		If something seems too good to be true, look for information to corroborate or refute it
	Express your own feelings and emotions	Express feelings and emotions to help build trust and develop warm and genuine relationships
		Use individual and team successes to express positive emotions and say thank you
		Share anxieties and concerns with other people at work and at home rather than bottle things up

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Key Area	Competency	Development Advice
Use feelings and emotions to facilitate thinking, problem solving and decision making	Use feelings and emotions to help focus on key issues and concerns	Probe your own feelings and emotions to elicit your own underlying concerns
		Switch emotional gears to identify the pros and cons of different options and approaches
		Get a range of perspectives by inviting others to express their feelings and emotions
	Use feelings and emotions to generate ideas and possible solutions	Use your own positive moods to generate plans and ideas for improvement
		Invite team members to adopt a positive mood to carry out blue sky thinking
		Invite team members to adopt a positive mood to generate/build on each other's ideas and solutions
	Change moods to explore problems from different angles and perspectives	Invite team members to identify key risks, concerns, or threats to a project
		Envisage optimistic and pessimistic scenarios to see a problem from different angles
		Ask stakeholders what their views and concerns are to help build a rich picture of a problem
	Play in feelings and emotions to help reach judgments and decisions	Invite stakeholders to express views and feelings about different options
		Listen to your feelings alongside other sources of information and advice
		Don't ignore bad feelings/anxiety about an option until you have information to refute it
Understand the signs, causes and consequences of feelings and emotions	Identify the signs of different emotional states	Consider what the emotional signs of a high performing team are

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Key Area	Competency	Development Advice
		Consider what the emotional warning signs of job-related stress and burnout are
		Consider what the emotional warning signs of low morale are
	Understand what different emotional states mean	Consider what confidence means
		Consider what anxiety and low self-esteem means
		Consider what frequent mood changes mean
	Understand what causes different emotional states	Consider what conditions produce happiness
		Consider what conditions produce frustration and anger
		Consider what conditions cause relationships at work to break down
	Understand how emotions change and progress	Learn how to defuse workplace conflict and create team harmony
		Learn how to lift the mood of a group and cheer people up
		Learn how to create enthusiasm and inspire people
	Manage your own and other people's feelings and emotions	Stay open to feelings and emotions
Monitor the emotional temperature in your team		

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Key Area	Competency	Development Advice
		Develop and maintain an extensive network
	Change emotional gears when necessary	Use humour to defuse tension and help other people change emotional gears
		Use visualization and positive self-talk to manage performance anxiety
		Use positive reinforcement to help build confidence
	Control your own feelings and emotions	Stay calm and in control before important events or when things do not go to plan
		Express frustrations and concerns appropriately rather than bottling things up
		Recognise how other people's feelings and emotions may be affecting you
	Control other people's feelings and emotions	When individuals are upset or disruptive, deal with the issue quickly
		Act to prevent emotional contagion and the emotional temperature escalating
		Provide opportunities for people to express emotions about success and failure