



emotional competencies
questionnaire

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Introduction

The Emotional Competencies Questionnaire (ECQ) assesses your current emotional competencies and style by asking you questions about your behaviours in different 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 sets of behaviours or behavioural repertoires encompassing skills, knowledge, abilities, and personal attributes. The ECQ measures four clusters of competencies that apply across a wide range of managerial and professional occupations:

- Identification of your own and other people's feelings and emotions.
- Expression and regulation of feelings and emotions.
- Use of emotions to facilitate thinking and decision making.
- Analysis and understanding of emotions.

Competencies are not the only influence on your behaviour and performance, however, as 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.

Please bear the following points in mind as you consider the results from your assessment:

- This report 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 your abilities, skills and your style.
- Test 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.
- Your current level of competence in different areas is shown on a ten point standardised scale which is calculated by comparing your responses against the responses of an international comparison group made up of 20,000 people who have completed the questionnaire.
- This assessment is intended to help you clarify your view of yourself and help you to develop and achieve personal growth. If you do not agree with some aspects of the analysis it can be useful to check what other people think by taking views from friends, line managers, peers or direct reports.

The report below is intended to provide a framework for assessing your current strengths, weaknesses, and development needs. Taking each 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. Use this report alongside your organisation's competency framework to identify where further development would improve your performance. 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 for these development areas.

Assessment scales

The ECQ has nine scales which measure eight emotional competencies and impression management. These are defined as follows.

Self-awareness	This scale measures the extent to which a person is aware of their feelings and emotions. High scorers are conscious of their feelings and emotions and changes in mood. Low scorers do not notice or ignore their feelings and emotions.
Awareness of others	This scale assesses how far a person takes notice of, and identifies the feelings and emotions that other people are experiencing. High scorers take an interest in others' feelings and emotions. Low scorers tend not to notice or ignore other people's feelings and needs.
Self-expression	This scale measures the degree to which a person expresses their feelings and emotions. High scorers are forthcoming, communicative, and animated. Low scorers are more retiring, reserved, and diffident.
Self-control	This scale looks at the extent to which a person can control their feelings and emotions under pressure and stress. High scorers come across as calm, cool, and collected. Low scorers are seen as more unpredictable, quick-tempered, and irritable.
Intuition	This scale reflects the degree to which a person uses feelings constructively in thinking and decision making. High scorers let their feelings and emotions guide their thoughts and decisions. Low scorers prefer to rely on logic, facts and information.
Shrewdness	This score measures the extent to which a person can discriminate between honest and dishonest expressions of feeling and emotion. High scorers are perceptive, shrewd, and astute. Low scorers are more naïve, tend to accept things at face value, and are more easily deceived.
Sensitivity	This scale reflects the degree to which a person is sensitive to the emotional undercurrents in situations. High scorers are thoughtful, tolerant, and receptive. Low scorers tend to close their minds to what is going on around them.
Expertness	This scale assesses the degree to which a person understands how emotions change and escalate. High scorers understand changes in complex emotional states. Low scorers do not seem to understand emotional transitions.
Impression management	This scale indicates whether the person's questionnaire responses are a true and accurate reflection of their behaviour. High scorers either view themselves very positively, or have tried to create a favourable impression as a deliberate tactic. Low scorers tend to be very self-critical and hard on themselves.

Your emotional competencies profile

Competency	Sten									
	1	2	3	4	5	6	7	8	9	10
Self-control							<<	...	>>	
Intuition							<<	...	>>	
Self-awareness						<<	...	>>		
Shrewdness						<<	...	>>		
Awareness of others					<<	...	>>			
Self-expression				<<	...	>>				
Sensitivity			<<	...	>>					
Expertness			<<	...	>>					
Impression management				<<	...	>>				
EI total					<<	...	>>			

Low
Average
High

The Standard Ten (STEN) scores in this chart compare your performance against an international standardisation sample of 20,000 test-takers.

How to interpret Sten scores

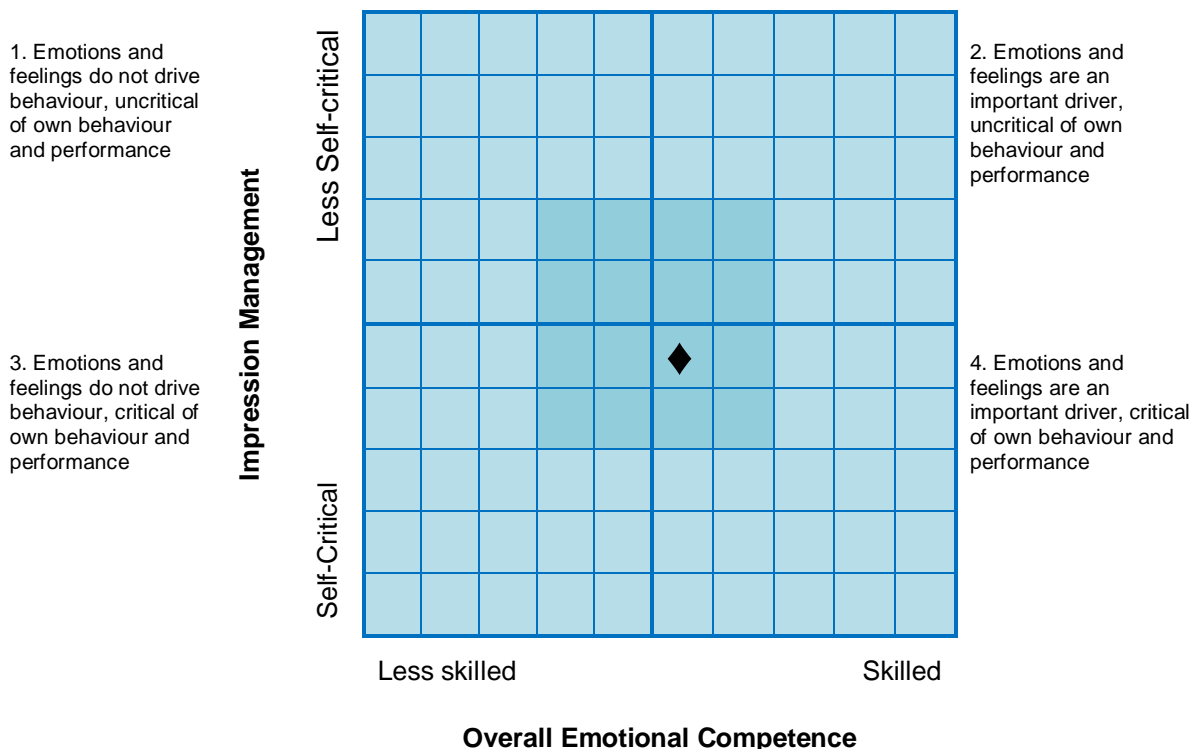
- 1 – 3 lower than average
- 4 low average
- 5 – 6 average
- 7 high average
- 8 – 10 higher than average

Your overall emotional competence

Emotional intelligence (EI) is a set of acquired skills and competencies that predict positive outcomes at home with one's family, in school, and at work. People who possess these are healthier, less depressed, more productive at work, and have better relationships. It is important to understand that emotional intelligence is not the triumph of heart over head - it is the unique connection of both.

The Emotional Competencies Questionnaire (ECQ) provides a summary assessment of your emotional abilities and skills based on your total score across eight emotional competency dimensions, and your score on the impression management scale. The impression management scale measures your questionnaire response style – for example, whether you are very self-critical, or whether you appear to be concerned to present a positive impression. The table below depicts four outcomes based on the combination of these two scores, and shows where you are at present. From an EI development perspective, the ideal position to be is somewhere in the right-hand column of the table in the middle area between Quadrant 2 or 4.

You lie in the top left of quadrant 4 at present as your responses to the questionnaire suggest that the development of emotional skills and competencies has been a reasonably important driver for you. Your total score is within the average range of scores of the international comparison group. You also got an average impression management score which suggests that that your responses to the questionnaire are likely to be a reasonably accurate reflection of your behaviour. The remainder of this report provides a more detailed description of your abilities, and provides some advice to help you develop your skills and raise your performance.



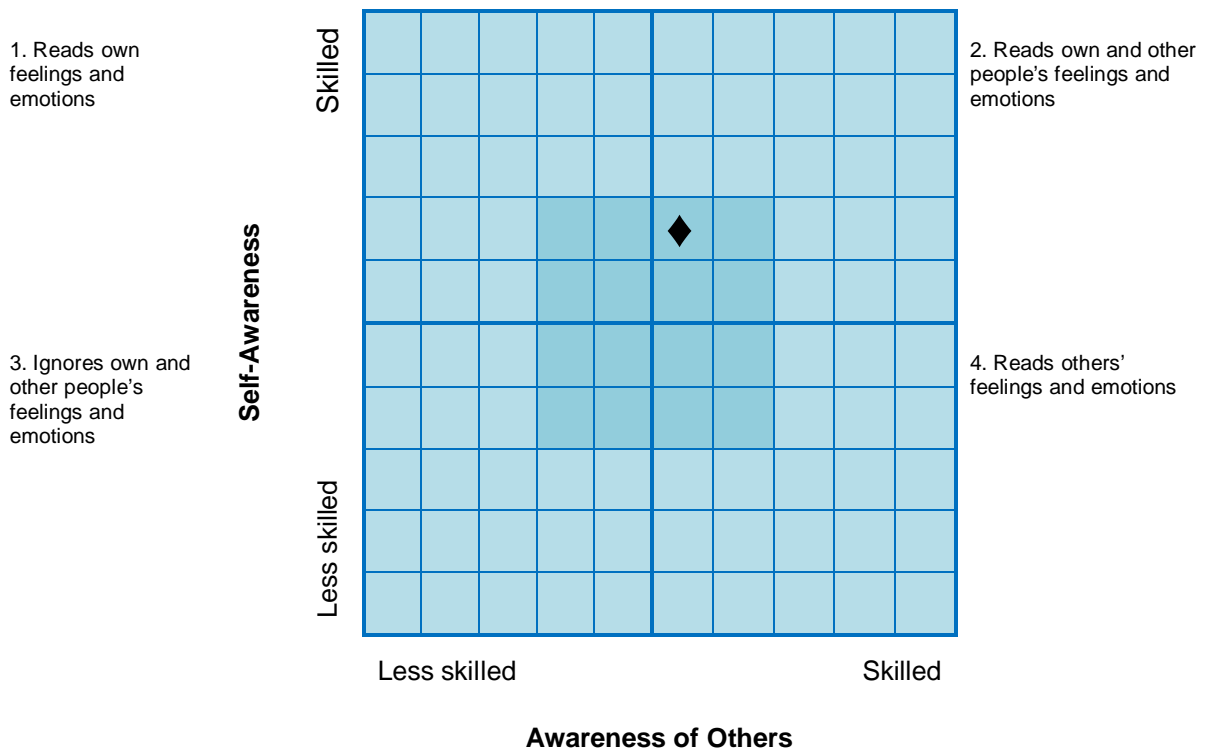
◆ = Current position

Identifying your own and other people’s emotions

This section of the report looks at your ability to identify emotion in your own and other people’s physical states, feelings, and thoughts.

The four quadrants in the table below reflect different emotional abilities based on your responses to the Self-Awareness and Awareness of Others scales. Quadrants 1 and 4 represent styles based on emotional competencies developed strongly in one area only. Quadrant 2 reflects well developed abilities in both areas, and quadrant 3 reflects the person who doesn’t pay a good deal of attention to either their own, or other people’s feelings and emotions.

You appear in the bottom left of Quadrant 2 because you got high-average scores on both scales. This indicates that although your abilities in these basic aspects of emotional intelligence are both reasonably well-developed, there is scope for improvement in both areas. Development advice and suggestions are provided at the end of the report.



◆ = current position

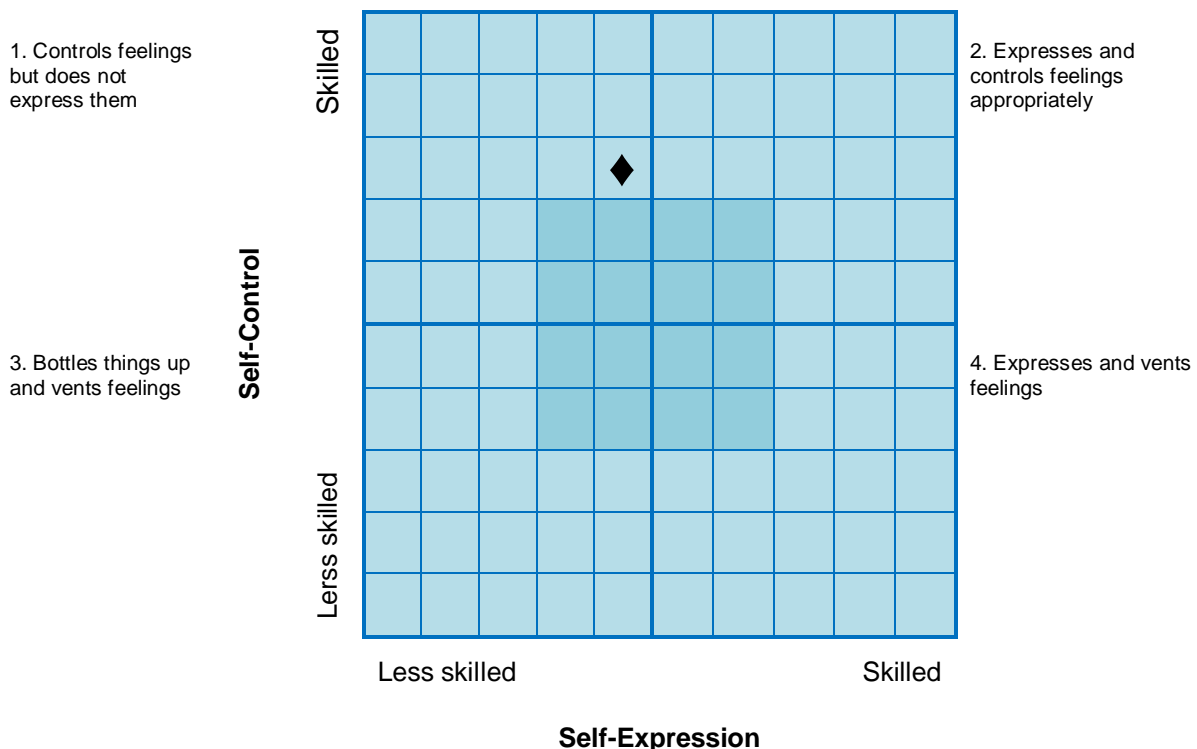
Expressing and managing emotions

This section looks at your ability to express your feelings, emotions and needs, and your ability to control your feelings and emotions under pressure.

The four quadrants in the table below contrast different styles of emotional competency based on your responses to the Self-Control and Self-Expression scales. If you lie in the top left of quadrant 1, you are likely to be perceived as self-controlled but also as reserved, uncommunicative, and out of touch with your feelings. By contrast, people in the lower right of quadrant 4 are talkative and expressive, but vent their feelings under pressure and stress.

The ideal position to be is in the middle of/towards the top right of quadrant 2, as this represents the person who knows how to express and regulate their feelings and emotions appropriately for the situation.

You appear in the middle right of Quadrant 1 because you got a high score on controlling your feelings and emotions, and an average score on expressing them. It seems that you express your emotions and feelings as well as the average person. When under pressure, you keep control of yourself very well. A slightly higher score on self-expression would tip you into Quadrant 2. Development advice and suggestions are provided at the end of the report.



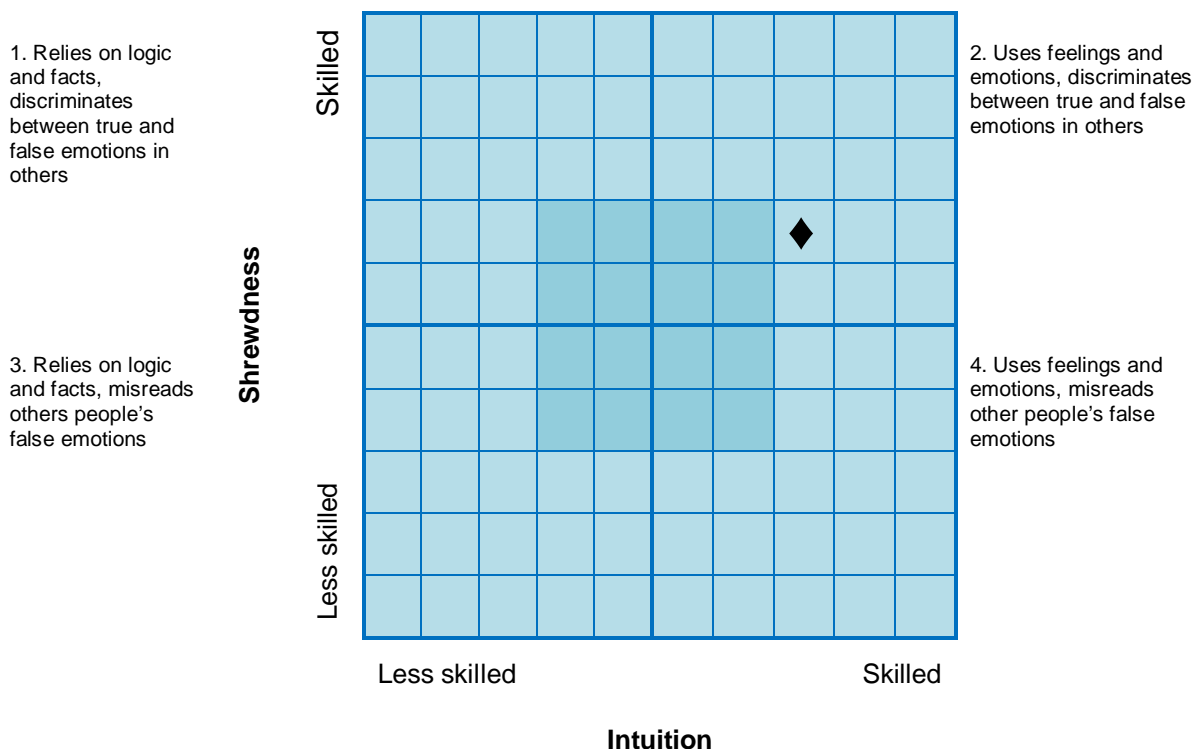
Using emotions to facilitate thinking and decision making

This section looks at your ability to use your feelings and emotions constructively to guide your thinking, decision making, and actions.

The table below identifies 4 styles based on your responses to the Intuition and Shrewdness scales. It shows how far you use your feelings and emotions to guide your thinking and decision making, and whether you have the ability to recognise false expressions of feelings and emotions in other people – for example, when someone is trying to deceive you.

As in the previous section, the ideal position to be is in the middle of/towards the top right of quadrant 2, as this represents the person who uses feelings and emotions, and can discriminate between true and false emotions in others.

You appear in the bottom half of Quadrant 2 because your responses indicate that you have some ability to discriminate between true and false emotions in others, and a definite ability to use your feelings constructively in thinking and decision making. Development advice and suggestions are provided at the end of the report.



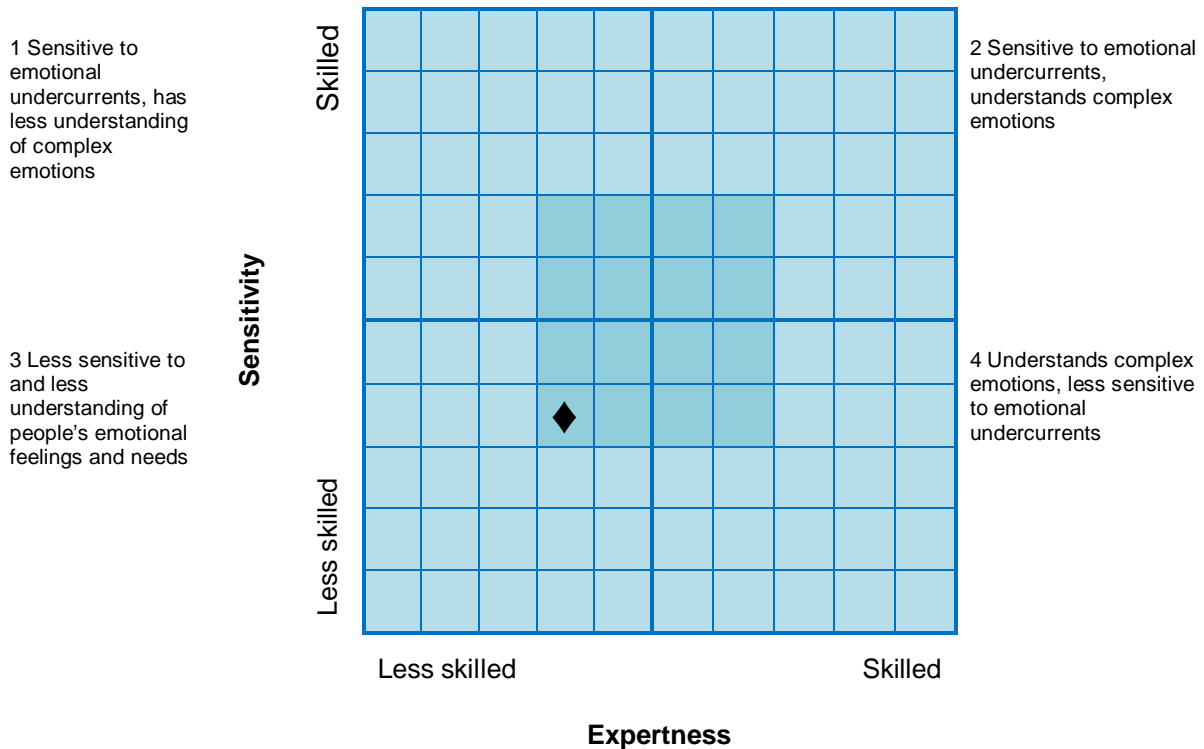
◆ = current position

Understanding and analysing emotions

This section looks at the level of your interest in what is going on under the surface of situations and relationships, and your understanding of complex emotions and how emotions develop and change. This is based on your responses to the Sensitivity and Expertness scales.

The table below depicts four styles of emotional competency based on the Sensitivity and Expertness scales with the ideal position shown in Quadrant 2. Quadrant 2 depicts the person who is curious and interested in emotional situations and undercurrents – that is, people’s feelings, emotions and needs - and who has a good understanding of how complex feelings and emotional considerations affect people’s relationships and behaviour.

You appear in the top right of Quadrant 3 because your responses indicate that you are fairly interested in what is going on under the surface of situations and relationships, and you have a passable understanding of complex emotions and how emotions develop and change. Development advice and suggestions are provided at the end of the report.



Development advice

- 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. Be cautious about taking important decisions when you are experiencing a low or high mood. 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. People like to be involved in discussions and decisions.
- 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.

