



Feedback Report

# The EI Questionnaire

A Sample

15th December 2016

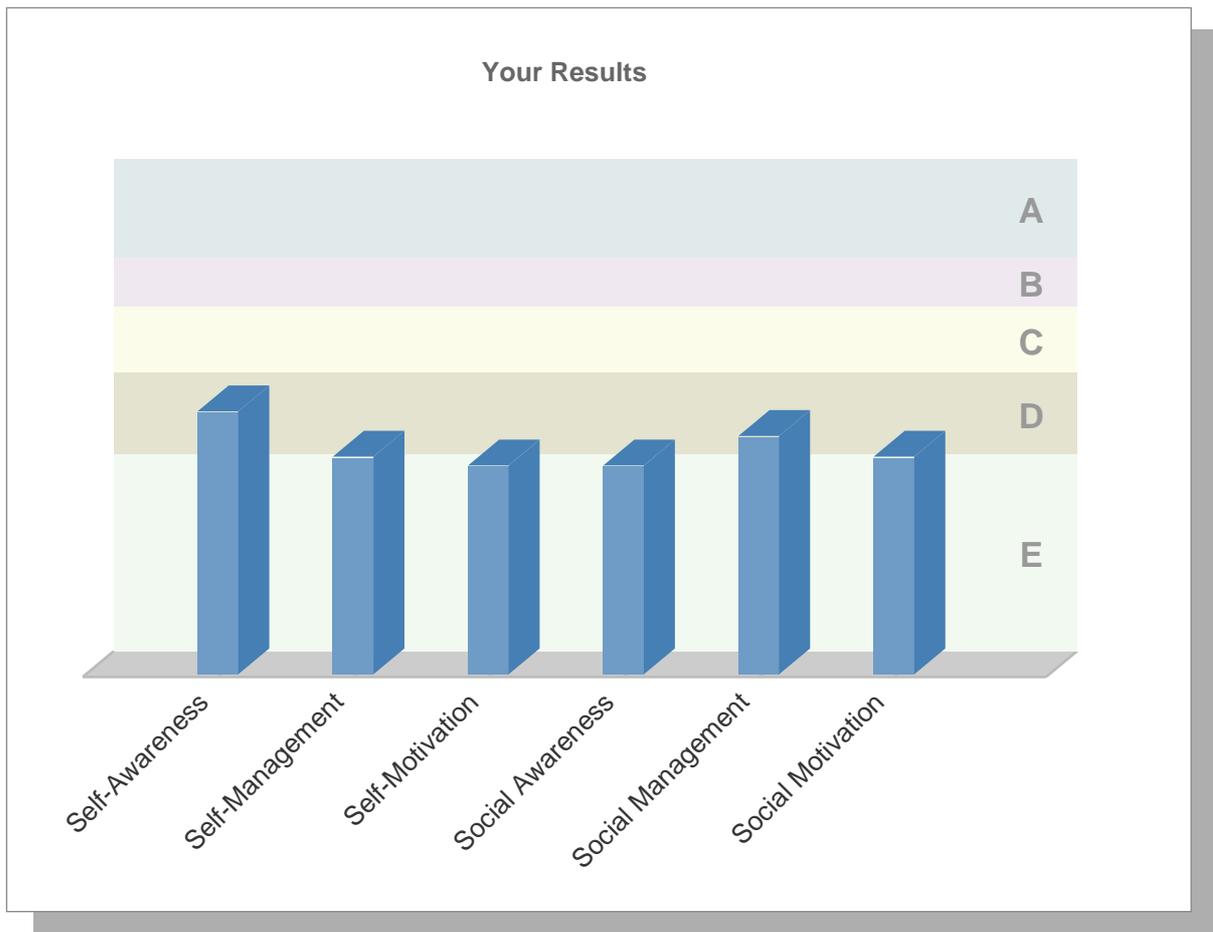


# Feedback Report

## The EI 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 6 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 6 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   | C     |       |
|                   | Self-Value           | D     |       |
| Self-Management   | Self-Regulation      | E     |       |
|                   | Openness             | D     |       |
| Self-Motivation   | Drives for Results   | E     |       |
|                   | Drives for Change    | D     |       |
| Social Awareness  | Understands Others   | E     |       |
|                   | Appreciates Others   | D     |       |
| Social Management | Exerts Influence     | D     |       |
|                   | Builds Relationships | D     |       |
| Social Motivation | Leads for Results    | D     |       |
|                   | Inspires Commitment  | E     |       |

The remainder of this report breaks down the six 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 | C     |  4.25 |
|                | Self-Value         | D     |  3.08 |

### Self-Understanding

You believe that you have a high level of awareness about your feelings and emotions as well as how these affect other people. It seems that you have a willingness to manage any issues arising in an open and constructive way. This suggests that you are very comfortable dealing with the emotional side of life. On the other hand though, your responses to the questionnaire suggest that you do not find it especially easy to discuss any shortcomings and limitations you may have with other people.

If your self-perception is accurate, then although you have a good understanding of your self at the emotional level, you may still need to be a little more willing to learn by being open to feedback - especially when under pressure.

### Self-Value

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. Also, your questionnaire responses suggest that, although you can appear confident on the surface, you probably feel quite a lot less confidence and self-belief at a deeper level. This might sometimes make you pull back from defending your views sufficiently strongly or you may overdo it - defending your views at all costs rather than let yourself be proved wrong about something.

As a consequence, you may find that you allow yourself to be swayed by short-term pressures when the expectation of those around you is for you to take a firmer stand or a longer-term position. If you feel that you need to make yourself appear confident to others, you may need to be careful that your outer confidence does not come across to others as over-confidence or even arrogance, especially if inside you are not really sure about decisions you have taken. You may 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 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.

**Know your strengths.** Imagine that you are going to an interview and will be asked about your five key strengths. What are they? How will you 'sell' them to the interviewer?

**Learn from criticism.** Think about a time when someone has rightly criticised your work. After the initial shock, what did you realise about yourself

## 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.

**Realise we are all human.** Research or get to know people you consider successful. You will often find they have the same problems, self image and vulnerabilities as you.

**Esto quod es (Be what you are).** Stick to who you are and what you believe in. Genuine confidence comes from being able to justify your decisions 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 | E     |  2.75 |
|                 | Openness        | D     |  3.67 |

### Self-Regulation

It seems that certain kinds of 'difficult situations' can make you feel a little anxious and defensive. Perhaps you tend to react to difficult situations at an emotional level rather than staying detached and perhaps from time to time your emotions will cloud your judgement. Furthermore, you do not seem to find it easy to make firm decisions or to follow through on things you have committed yourself to. It seems also that you find it hard to fulfil what you and others perceive as your responsibilities.

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 have a positive attitude to change and to be a reasonably flexible person who is willing to adapt if the circumstances require. However, your responses to the questionnaire suggest you do not always encourage open dialogue. On the whole, you do not enjoy receiving feedback on your own behaviour and are not particularly happy about having to give feedback to others.

On the whole therefore, you are likely to enjoy learning and seeking new information that is relevant to your current circumstances and this will allow you to manage evolving situations with flexibility. On the other hand, people may feel that you do not seek enough feedback, especially if you think it is not going to show you in a positive light. Perhaps you also avoid giving or neglect to give open and honest feedback yourself to all the people who want and expect it from you.

### 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.

**See change as opportunity.** Think about some form of change that you resisted, but which actually turned out to be a good idea.

**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.

**Embrace your mistakes.** Everyone learns from their mistakes, and everyone makes mistakes. Acknowledge that the best learning often occurs when things do not go to plan.

**Help others to talk openly.** Encourage more open communication by using language such as 'Sometimes I find it difficult to...'

## 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 | E     |  2.83 |
|                 | Drives for Change  | D     |  3.42 |

### Drives for Results

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. In addition, your answers to the questionnaire suggest that you prefer not to take initiatives of your own accord. You tend to take a rather more passive approach, perhaps ready to respond when asked but not actively going out of your way to take action. Where you feel action is necessary, you may still find yourself easily put off or demotivated by any difficulties which arise along the way.

If your questionnaire responses are an accurate reflection of your actual behaviour, then people would probably describe you as someone who may need to develop greater self-motivation, adopt higher standards and put more energy into improving the areas, activities and results which affect them. You may like to make a comparison between those situations where you have shown considerable initiative and determination to overcome obstacles and those where you may have taken an overly relaxed approach which allowed standards to slip. Perhaps you are too selective about the situations you seek to improve and perhaps you could put a little more energy into developing your environment, getting results and improving your own capabilities.

### Drives for Change

It seems that on the whole you try to remain reasonably optimistic in the face of difficulties. You will try not to let things get on top of you and will also try to encourage others to cope with whatever problems they face. Nevertheless, 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 generally positive outlook will be important in contributing to a sense of optimism within your team and to a sense that things will eventually change for the better when times are difficult. You would be able to contribute even further in this way were you to feel more able to offer ideas about how current difficulties could be resolved and the situation changed 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.

**Navigate round difficulties.** Be brave enough to use your knowledge and initiative to bypass problems.

**Challenge the status quo.** If you don't agree with something, object. Sometimes a different viewpoint really

is required.

**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.

**Get things in proportion.** Break tasks down into digestible chunks and deal with problems one at a time. You will become more optimistic about the outcome.

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

**Practice brainstorming.** List all the ideas that come in to 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 | E     |  2.92 |
|                  | Appreciates Others | D     |  3.33 |

### Understands Others

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. Also, it seems that it is not at all easy for you to understand the needs and feelings of other people. You may find it difficult to understand how their personal values and circumstances cause them to feel and act as they do.

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. You might also like to consider if there have been times when you later discovered that you had not properly understood a person's motivations or fully appreciated their skills and how this may have caused you to reflect upon earlier judgements you had made about them.

### Appreciates Others

It seems that you find it reasonably easy to place your trust in other people. On the whole, you will not judge a person too quickly and will sometimes be prepared to 'give them a second chance' before making your final judgement about them. In contrast, your responses to the questionnaire suggest that you feel rather less positive regard and concern for people than many others do. You appear not to take very much interest in how other people feel and you do not see it as your responsibility to enhance other people's sense of self-value.

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. But to do this, it may firstly be important for you to explore more deeply your feelings about other people and, perhaps also, your own feelings about yourself.

### 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.

**Listen!** Do you actually pay attention to other people, or are you turning off, thinking ahead, jumping into the conversation etc?

**Use your antennae.** Ask yourself what mood you think people are in during a conversation

## 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

## 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     | D     |  3.50 |
|                   | Builds Relationships | D     |  3.33 |

### Exerts Influence

Your questionnaire results suggest that you see yourself as being particularly skilled when it comes to persuading others. On the whole, you do not feel that it is particularly important to adjust your style of persuasion according to whom you are trying to influence and do not seem to devote very much attention to the 'arts and skills' of persuasion. Furthermore, it seems that you do not particularly like to deal with conflict situations in which people take varying points of view. You may sometimes find yourself avoiding such issues or not addressing them directly.

If this is so, you may find that you have rather less success than you would like when it comes to influencing people. Perhaps you need to put more effort into gaining the necessary commitment from people by winning their hearts as well as their minds. Maybe you need to consider different approaches to persuading people, perhaps varying your methods according to whom you happen to be addressing. It may also help to consider how you feel when confronted with difficult interpersonal issues. For example, how would you feel if you had to challenge people or their performance? How would you feel when you have to deal with a conflict between others? Do you feel that people will view you less positively if you criticise what they have done or said?

### Builds Relationships

Your questionnaire responses suggest that you quite like to provide people with opportunities to learn and develop. You will allocate at least some of your time to coaching and supporting people and will sometimes delegate responsibilities to others to help them learn. In spite of this, on the whole, collaboration with others does not seem to be of great importance to you. You do not seem to want to devote time to building collaborative relationships or developing your network of contacts. Nor do you seem to feel it is important to look for opportunities to collaborate with others or to create a collaborative climate for other people to work in.

If this is true, 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.

**Find the right channel.** Are you talking numbers to numerical people, using words with verbal people etc,

and all at an understandable level?

**What's the source of your power?** Make sure that others are responding to you as an individual and not to your position.

**Know what you want.** Be aware of what it is you wish to do and the benefits that will accrue from your actions.

**Be fair and consistent.** Treat everyone in the same way and ensure that all recognise a particular course of action as being measured and fair.

**Confront difficult situations.** People want different things and this leads to discontent. Being able to 'grasp the nettle' and handle conflict is a key part of relationship building

## 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.

**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 that 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   | D     |  3.58 |
|                   | Inspires Commitment | E     |  2.83 |

### Leads for Results

From your responses to the questionnaire, it appears that you are not someone who especially focuses on the future and does not feel particularly inclined to motivate others towards any particular vision of the future that you or other people may have. In addition, when change is needed, you do not seem to feel it is particularly your responsibility to bring it about or to initiate the change process, either by your own actions or via other people. On the whole, this is a responsibility which it seems you would prefer to leave to others.

If this is accurate, then perhaps you may need to focus a little more on the future and consider whether it is worthwhile devoting time to improving the current state of things. Perhaps you could also involve others rather more by encouraging them to contribute themselves to the 'shared vision'. More generally, it is likely that others will expect rather more direction from you - either in the form of clearer plans for change or by encouraging them to be more involved themselves in the change process. Overall, people may expect you to take a stronger lead in developing a sense of purpose, guiding the direction and building and communicating the vision.

### Inspires Commitment

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. Also, your responses to the questionnaire suggest that you do not make very much effort to create a climate of interaction and enthusiastic collaboration within the team. 'Team spirit' does not appear to be one of your priorities and you do not appear to see it as your role or responsibility to create a sense of co-operation amongst team members or to inject your own enthusiasm into team interactions.

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?

**Get everyone on board.** Look for the common ground and build on it. Work towards developing a shared

purpose in which everyone has a stake.

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

**Become a catalyst.** Actively encourage people to contribute ideas and support them when they do

## 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.

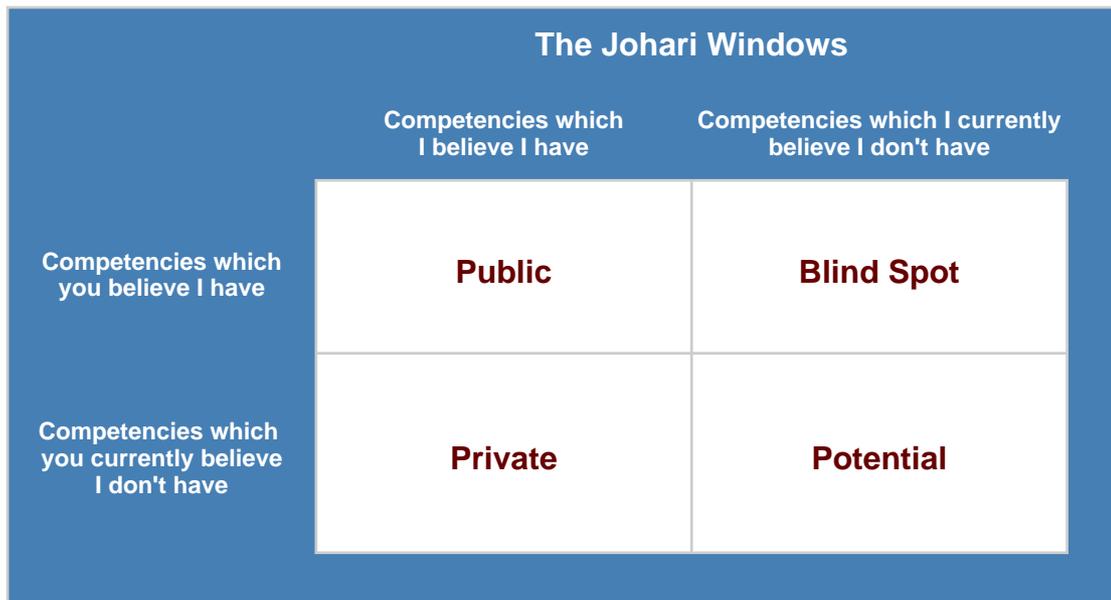
**Be passionate.** Convey your enthusiasm and use it to energise other people. If you are not a demonstrative person think of ways of showing that something has emotional meaning.

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

## 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 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.

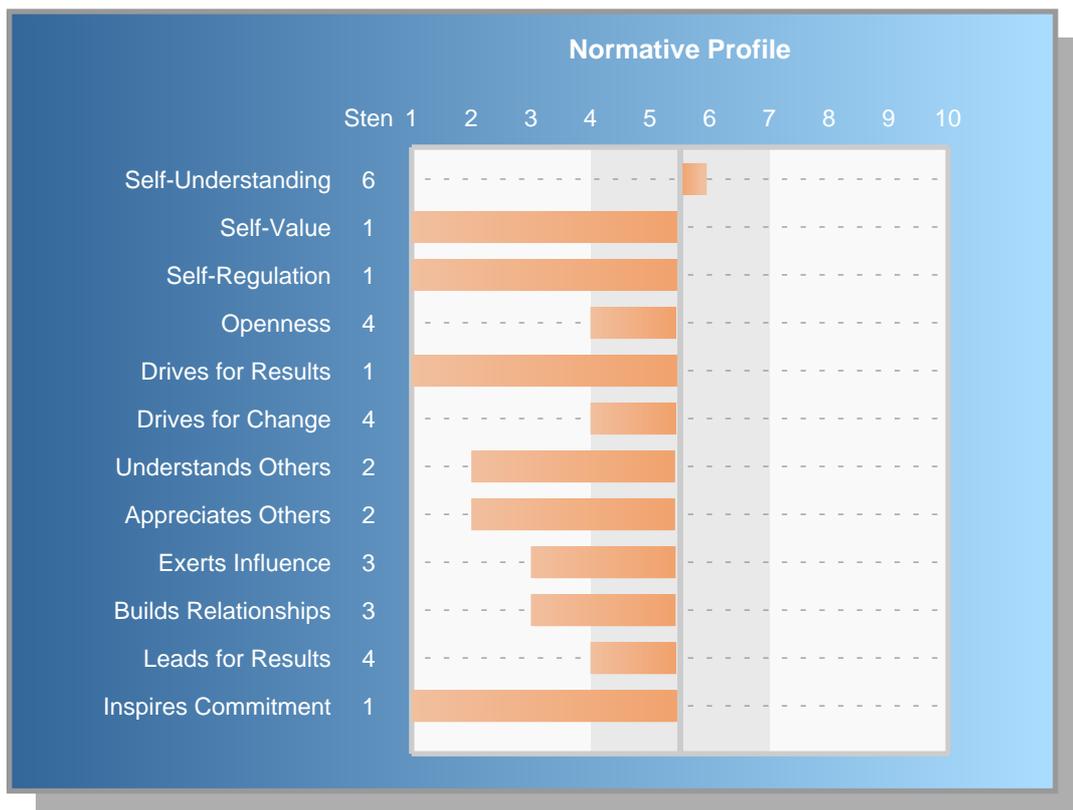
## Comparing your scores to those obtained by other people

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 that obtained by the typical person. Where your score moves from the centre line towards the left, your score for that competency is lower than that obtained by the typical person.

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 (399 participants at training courses and developmental workshops)

Date tested: 15/12/2016

Norm group used: Development Participants