



Emotional Intelligence Multi-Rater Trend Report

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1 January 2007

Strictly Confidential Ref: ev.970.6787

The logo for 'genos' is displayed in a white, lowercase, serif font. The letter 'o' is stylized with two red dots above it, one positioned above the top curve and the other above the bottom curve.



About this Trend Report

The Genos Emotional Intelligence Multi-Rater Trend Report compares the results from your:

- previous Emotional Intelligence assessment on <insert date>, and
- most recent Emotional Intelligence assessment.

Results are compared according to:

- your self-scores
- the average of all raters, and
- specific rater categories.

Your biggest improvements

For each skill of Emotional Intelligence this Trend Report lists three behaviours you display most frequently since the previous assessment.

This is different to your first Assessment Report, where your strengths in each skill were simply the three behaviours that you displayed most frequently.

Opportunities for development

For each skill there are three behaviours you display least frequently. These are your opportunities for development.

Some may be the same as in your previous report. Even if you have improved those behaviours they may still be your most significant opportunities for development within that particular skill.

Level of significance

When looking at the difference in scores between assessments, refer to the following table that explains how significant the change is.

If the difference between scores is...	then you should consider this to be...
5 points or less	no real change.
6 to 10 points	a minor change.
11 to 20 points	a significant change.
more than 20 points	a highly significant change.



Your Self-Scoring Results

The graphs below display your self-scores from your previous Emotional Intelligence assessment on <insert date>, and the most recent Emotional Intelligence assessment.

Emotional Self Awareness



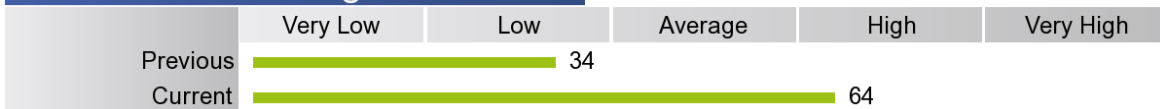
Emotional Expression



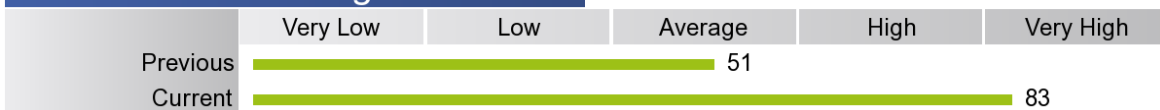
Emotional Awareness of Others



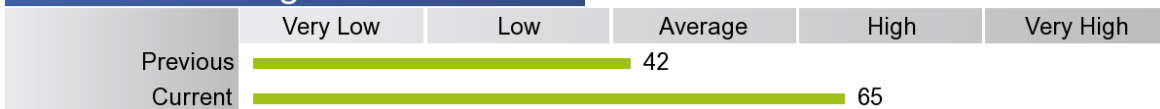
Emotional Reasoning



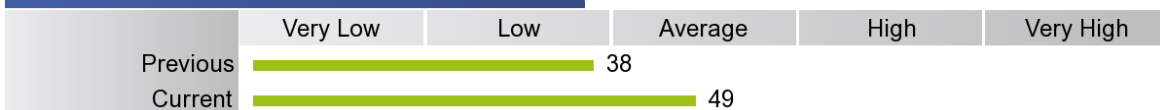
Emotional Self-Management



Emotional Management of Others



Emotional Self Control





Before You Begin

Considering the seven skills of Emotional Intelligence, where do you feel you have changed the most? Why is this so?

How have your actions led to these changes?

What challenges have you overcome to achieve these changes?

What has been the greatest impact of these changes for you?



Skill 3: Emotional Awareness of Others

Emotional awareness of others is the skill of perceiving and understanding others' emotions.

How do you feel about your latest results for emotional awareness of others?

What are some of the things you have done that have contributed to your latest results for emotional awareness of others?

To continue developing your emotional awareness of others, you should continue to be attentive to situations and people. Aim to become more aware of others' emotions, and the causes or reasons behind them.

Consider the opportunities and development activities in the table below.

Opportunity for development	Suggested development activity
Recognising how people feel about work issues.	<p>Think about recent issues at work that had an effect on people.</p> <p>Did you attempt to identify how people felt about any of those issues? If so, how? What clues did you use to identify people's feelings?</p> <p>List five ways that you might enhance your ability to recognise how people are feeling about work-related issues.</p> <p>Discuss your ideas with supportive colleagues.</p>
Recognising what motivates people at work.	<p>Devise a systematic and genuine approach for asking people about the situations, contexts and activities that motivate them when at work. For example, formal or informal meetings, during a coffee or lunch conversation, or other similar opportunities.</p> <p>Discuss your approach with supportive colleagues.</p> <p>Then talk with people about what motivates and drives them.</p>
Understanding what makes people feel valued.	<p>Devise a systematic and genuine approach for asking people about what makes them feel valued and important when at work. For example, formal or informal meetings, during a coffee or lunch conversation, or other similar opportunities.</p> <p>Discuss your approach with supportive colleagues.</p> <p>Then talk with people about what makes them feel valued and important.</p>

List several actions you might take in the next phase of your emotional self-control development.

Consider the development activities listed above and in the table on the previous page. Which activity would be most beneficial and effective for you?

What actions will you take to implement your intended development activity?

What barriers might you encounter? How could you overcome these barriers?

What support and resources might you require?

How will you measure your success?
