

ASSESS Emotional Intelligence Report

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First Name Last Name

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Introduction

Defining Emotional Intelligence

Emotional intelligence (EI) is the ability of an individual to identify and understand their own and others' emotions, to discriminate between different feelings, label feelings appropriately, and to use such information to manage and guide thinking and actions.

Emotional Intelligence is about identifying, understanding, and managing one's emotions, as well as recognizing, understanding, and managing others' emotions.

Interpreting the Report

This report shows First Name's scores on 7 major components of Emotional Intelligence, namely: Positive Expressivity; Negative Expressivity; Responsive Joy; Responsive Distress; Emotional Decision-making; Attending to Own Emotions; and Empathic Concern.

High or low scores reflect First Name's inclination to one end rather than the other for each EI component; hence, low scores are not necessarily a negative indication nor reflection of low EI. The report helps in identifying First Name's strengths and areas that need development.

This report has a shelf-life of 24 months and should be treated confidentially. The accuracy of this report depends on the frankness with which First Name answered the questions as well as their self-awareness. Major personal or work-related events may invalidate First Name's report, and accordingly a new assessment should be completed.

Profile Summary

Attending to Own Emotions

Emotional Decision-making

Empathic Concern

Positive Expressivity

Emotional Intelligence Profile

- Scoring high on 'Attending to Own Emotions' implies that First Name has better understanding of

their own emotions. They, therefore, are better able to successfully track how their feelings change over time.

- Scoring high on 'Emotional Decision-making' implies that First Name is more likely to take decisions based on how they feel. They have a tendency to be subjective rather than objective.
- Scoring low on 'Empathic Concern' implies that First Name is less likely to have the ability to deeply understand and experience the emotions of people -whether peers, co-workers, or friends- surrounding them.
- Scoring low on 'Positive Expressivity' implies that First Name is less likely to share such positive emotions as happiness, joy, and excitement with their peers, co-workers, and friends, and prefer to keep it to themselves. They, therefore, tend to keep positive news and memories to themselves and, accordingly, are less likely to be able or willing to boost or create a sense of enthusiasm and excitement within a relevant context.

Definitions

Positive Expressivity (PE) is the tendency to express to, and show, others positive emotions, such as happiness, joy, and excitement.

Negative Expressivity (NE) is the tendency to express to others negative emotions, such as sadness, anger, and frustration.

Responsive Joy (RJ) is the tendency to mirror the positive emotions, such as joy, happiness, and excitement, as shown by others.

Responsive Distress (RD) is the tendency to mirror the negative emotions, such as sadness, anger, and frustration, as shown by others.

Emotional Decision-making (ED) is the tendency to make decisions based on emotions or feelings, rather than logic.

Attending to Own Emotions (AM) is the ability to observe, identify, and analyze one's own emotions.

Empathic Concern (EC) is the ability to express empathy for others. In other words, it is about having the capacity to put oneself in others' shoes and to understand issues from their perspectives.

Interviewer's Notes

This section provides general considerations and reminders to interviewers with respect to use of ASSESS Emotional Intelligence Report.

1. Chance

Assessment is occasionally subject to chance. Assesseees may occasionally misunderstand the question, may interpret the meaning of words incorrectly, or may choose by mistake a response she/he did not intend to choose.

If there are doubts about whether the person has had adequate understanding of the assessment instructions, then a complete reassessment is required, given that the reassessment does not provide the assessee with an unfair advantage. Alternatively, other evidence gathered from interview, academic achievement, experience, behavioural or situational performance can provide assistance in decision making. In all cases great care must be exercised in interpretation of all evidence.

2. Extreme Highs and Lows

Extreme high or low scores are uncommon and may involve irregularity.

When the profile of assessment scores shows one or more pronounced highs or lows, then some inconsistency may be evident. A skilfully conducted interview is necessary to find out the reason for inconsistency, without upsetting the candidate by inadvertently suggesting that the assessee did not provide frank or genuine responses.

Where an extreme score is scrutinized for validity and reliability, an interview must be considerately handled to avoid giving the impression that a single assessment has been sufficient to disqualify the candidate for a job or impair his development potential.

3. General Recommendations on Fair Practice

It is important to explain procedures and practices before administering ASSESS Emotional Intelligence, and ensure that the candidate understands these procedures and practices.

Assessments results should not be offered as a reason for non-acceptance of a candidate.

ASSESS assessments and thhe question inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.