

Feedback
Retroalimentación
Rétroaction
Bericht
フィードバック・レポート



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GENERIC

06/07/FI

Emotional Competence Inventory - v.2

HayGroup®

Introduction

This report will provide you with the results of the Emotional Competence Inventory that you and the people whom you asked for feedback recently completed.

What Is Emotional Intelligence?

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in others. An emotional competence is a learned capability based on emotional intelligence that contributes to effective performance at work.

Emotional Competencies

The Emotional Competence Inventory (ECI) measures 18 competencies organized into four clusters: Self-Awareness, Self-Management, Social Awareness and Relationship Management. Although each of the ECI competencies are important, you may not have to master every one to be successful. Depending on your situation, there is a combination of competencies you can use to be effective. In this report you will see suggestions of competency combinations that have been shown to lead to success.

How This Report Is Organized

This report is organized into the following sections:

- Interpreting Your Feedback—a guide to what you'll see in your competency portfolio report
- Competency Model Reference—a list of the competencies measured in this survey, organized by cluster
- Data Validity—a summary of the source and quality of the feedback data, as well as the agreement within rater groups
- ECI Summary—a summary of your strengths and areas for improvement across the four clusters of emotional competencies
- Competency Detail—definitions, levels, and scores by rater group for each emotional competency
- Item Frequency Report—a distribution of ratings by rater group for each item in the ECI
- Verbatim Comments—written comments about your behavior and performance from those who provided you with feedback

Interpreting Your Feedback

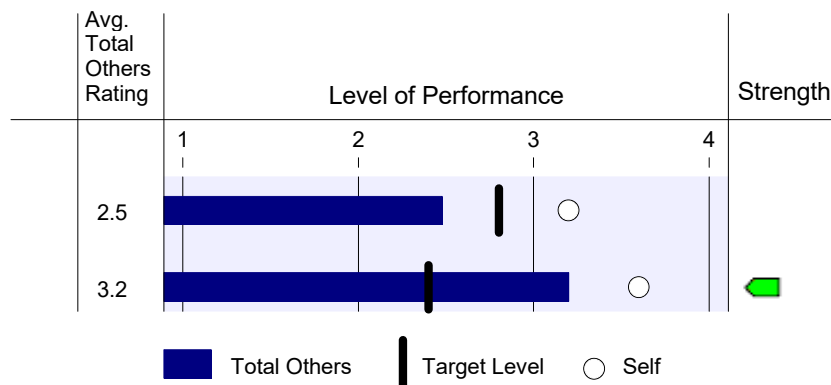
A guide to what you'll see in your ECI

Interpreting the ECI Summary

The ECI Summary provides an overview of your strengths and areas for improvement. All the competencies measured in this report are listed and organized by cluster.

Competency Scores

To the right of each competency, you will see Avg. Total Others Rating. This is the mean score from everyone, excluding yourself, who provided you with feedback.



The bars represent your Total Others score. The circle represents your rating, or how you saw yourself on that competency. The vertical line represents the target level for the competency.

When the Total Others bar matches or is to the right of the Target Level line, the competency is considered a strength. In this case, an arrow will appear for that competency under the strength column.

Clusters and Algorithms

In the Introduction section it was noted that you do not need to master every emotional competency to be effective. In fact, research has shown that there is an algorithm or a certain combination of competencies that distinguishes outstanding performers.

The algorithm is represented by the numbers to the left of each competency or group of competencies. These numbers represent the number of competencies needed to have strength in this cluster. If an individual competency has a "1" to the left, it is considered mandatory. That is, in order to have strength in the cluster, you must demonstrate this competency at or above the target level. If a group of competencies has a "1" to the left, you will need to demonstrate mastery (at or above the target level) in at least 1 of the competencies in this group.

To the left of each cluster, you will see a diamond.

Continued

Interpreting Your Feedback

A guide to what you'll see in your ECI

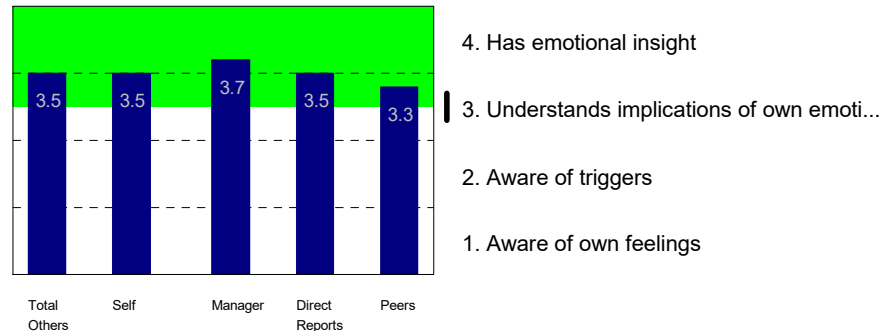
The shading of the diamond indicates your overall strength for this cluster of competencies, determined by the algorithm.

- ◆ Indicates a solid cluster strength (algorithm has been met)
- ◆ Indicates you are close to a strength, but need to develop at least one more competency to meet the algorithm criteria
- ◇ Indicates an area for development

Interpreting the ECI Detail Report

The ECI competency detail report provides scores by rater group for each of the emotional competencies measured in this report.

Competency Scales: To the right of the graph, the specific behaviors for each competency are arranged in a scale of increasing intensity, sophistication, complexity, or completeness. These scales also reflect the manner in which people tend to develop the competency, with the easier behaviors at the bottom of the scale and the hardest at the top. For each group of people who provided feedback you receive a single-scale score which reflects their overall opinion, with the items from the "higher" part of the scale weighted more heavily. This score is shown as a bar on a graph for each competency.



Target Levels: For each competency, a desirable level has been selected to represent the level at which use of the competency is likely to be most effective. This level is indicated by the shaded area of the graph.

Emotional Intelligence Competence Model



Self-Awareness

- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

Self-Management

- Emotional Self-Control
- Transparency
- Adaptability
- Achievement Orientation
- Initiative
- Optimism

Social Awareness

- Empathy
- Organizational Awareness
- Service Orientation

Relationship Management

- Developing Others
- Inspirational Leadership
- Change Catalyst
- Influence
- Conflict Management
- Teamwork and Collaboration

Introduction to your Survey Results

Summarizes the source and quality of the feedback data

This report is based on the responses of 7 individuals as shown below.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prccd.	Low	High	Low	High
Self	1	1	1				
Manager	1	1	1	██████████			
Direct Reports	3	3	3	██████████		██████████	
Peers	2	2	2	██████		██████████	

7 questionnaires were returned in time to be included in this feedback.

Ratings Familiarity

When making their ratings, raters indicated their familiarity with your job performance and their frequency of work-related contact with you. Responses to these questions were used to determine the credibility of the ratings. The credibility of the ratings for each perspective is reported above.

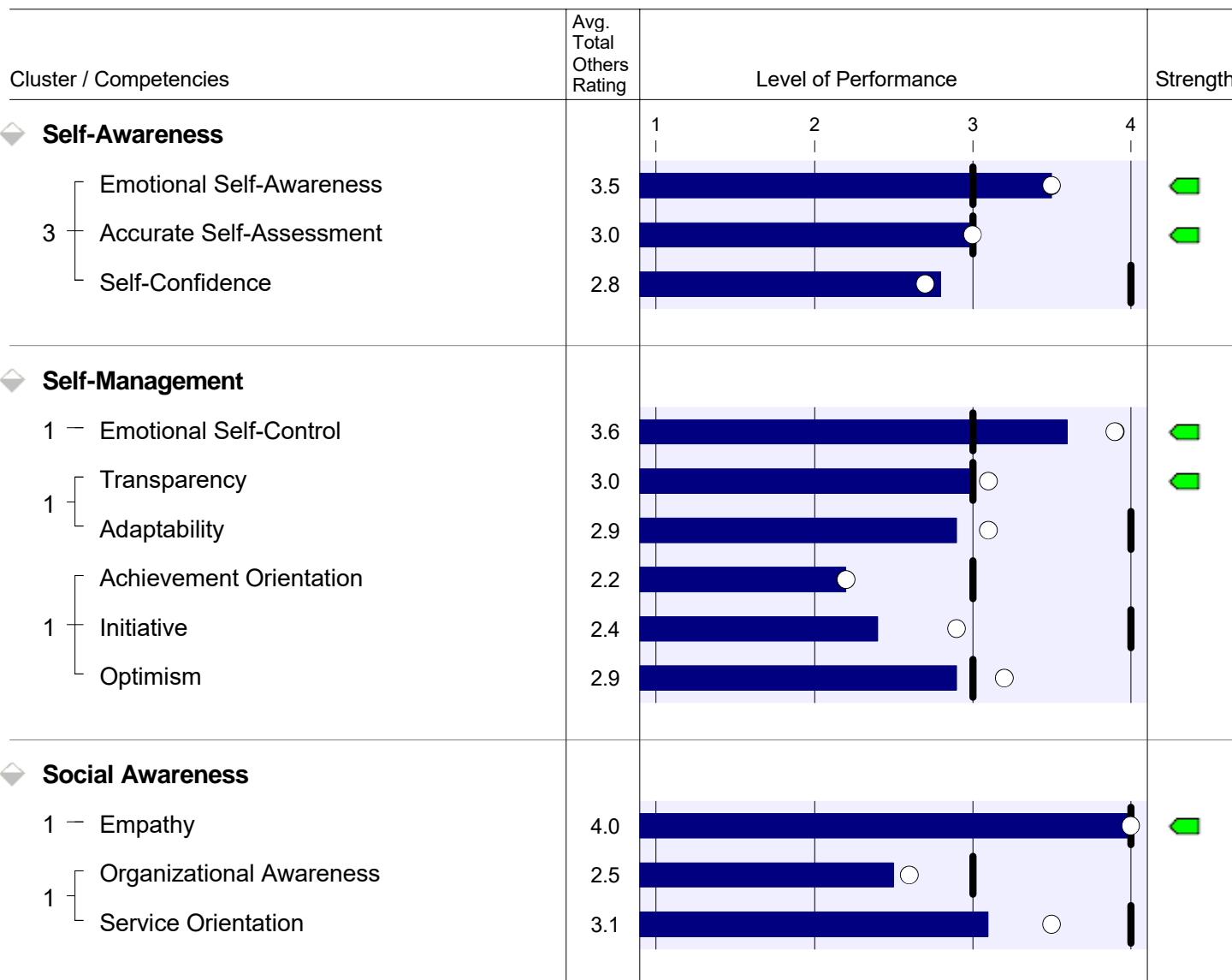
The higher the credibility, the more attention you should pay to the ratings. Low credibility can occur when raters report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from perspectives with low to moderate credibility.

Rater Agreement

The level of rater agreement for perspectives with two or more raters is reported above. The higher the agreement, the more consistent the ratings within the perspective.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behavior. If the agreement for a perspective is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your evaluation of the feedback appropriately.

ECI Summary



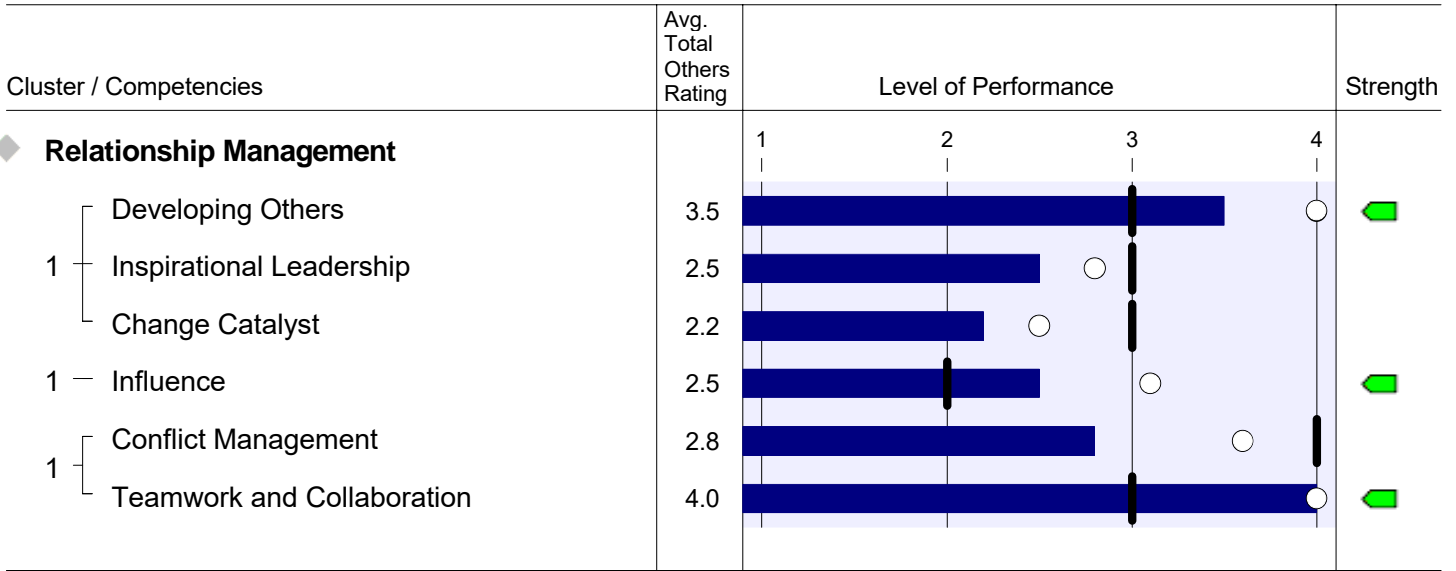
◆ Cluster Strength

◆ Close to Cluster Strength

◇ Cluster to Develop



ECI Summary




◆ Cluster Strength

◆ Close to Cluster Strength

◇ Cluster to Develop

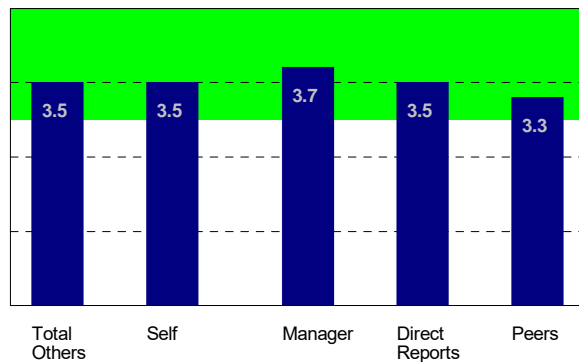
■ Total Others | Target Level ○ Self

Self-Awareness

Target Level |
Strength 

Emotional Self-Awareness

Recognizing how our emotions affect our performance.



- 4. Has emotional insight
- 3. Understands implications of own emotions
- 2. Aware of triggers
- 1. Aware of own feelings

Accurate Self-Assessment

Knowing one's own inner resources, abilities and limits.



- 4. Solicits honest critiques
- 3. Has a sense of humor about oneself
- 2. Open to feedback
- 1. Aware of own strengths and limits


Self-Confidence

A strong sense of one's self-worth and capabilities.



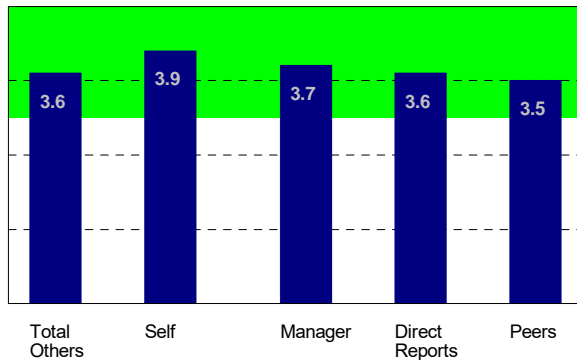
- 4. Has presence
- 3. Is self assured
- 2. Believes in oneself
- 1. Is confident in job capability

Self-Management

Target Level |
Strength 

Emotional Self-Control

Keeping disruptive emotions and impulses in check.



- 4. Stays composed and positive
- 3. Responds calmly
- 2. Has patience
- 1. Shows restraint

Transparency

Maintaining integrity, acting congruently with one's values.



- 4. Acts on values
- 3. Publicly admits to mistakes
- 2. Brings up ethical concerns
- 1. Keeps promises


Adaptability

Flexibility in handling change.



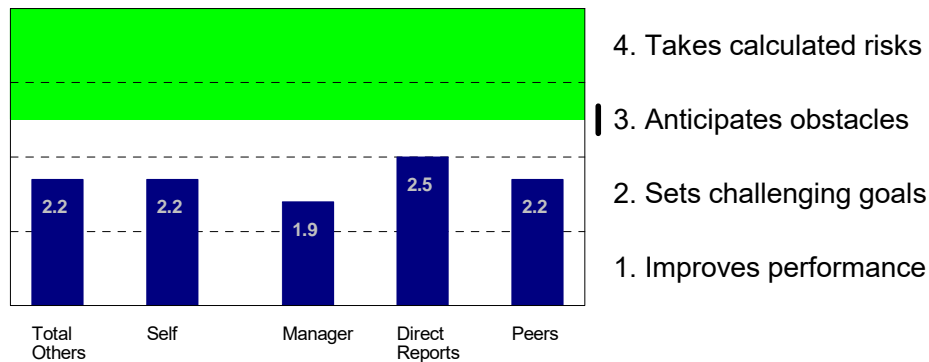
- 4. Adapts or changes strategy
- 3. Handles unexpected demands
- 2. Adapts to situations
- 1. Open to new ideas

Self-Management

Target Level |
Strength 

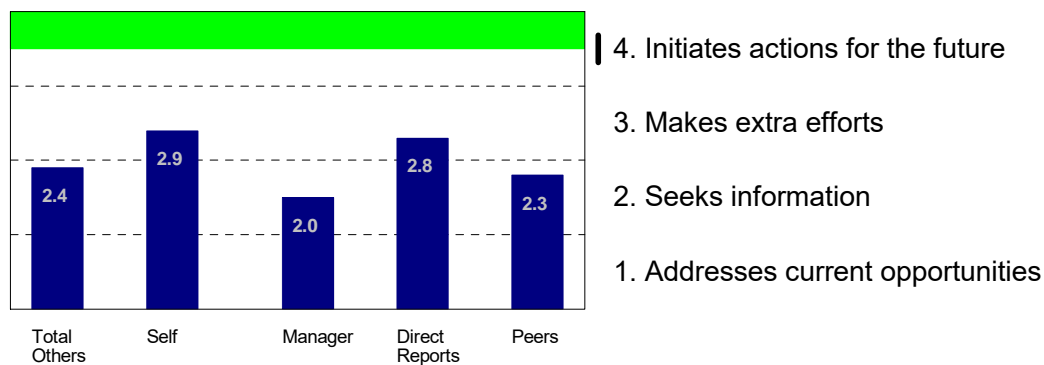
Achievement Orientation

Striving to improve or meeting a standard of excellence.



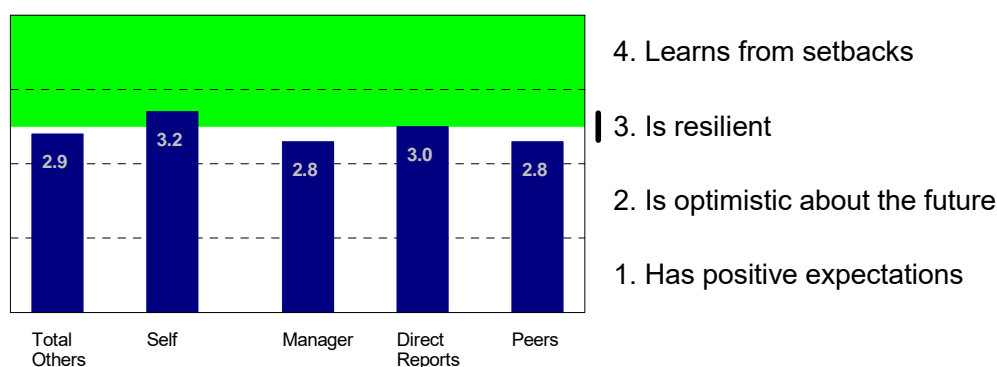
Initiative

Readiness to act on opportunities.




Optimism

Persistence in pursuing goals despite obstacles and setbacks.

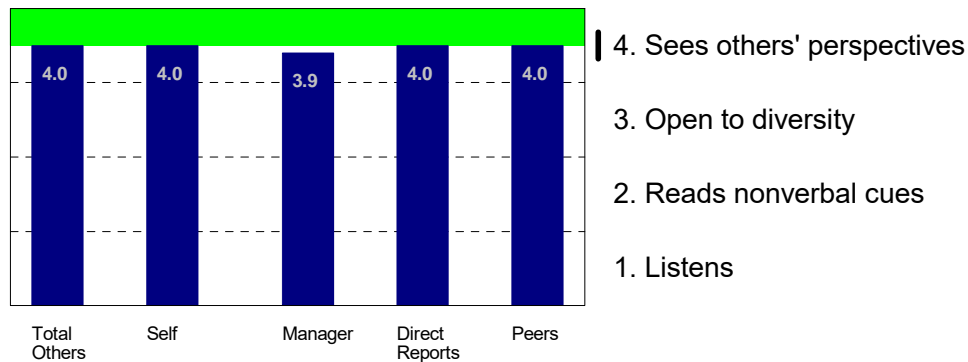


Social Awareness

Target Level |
Strength 

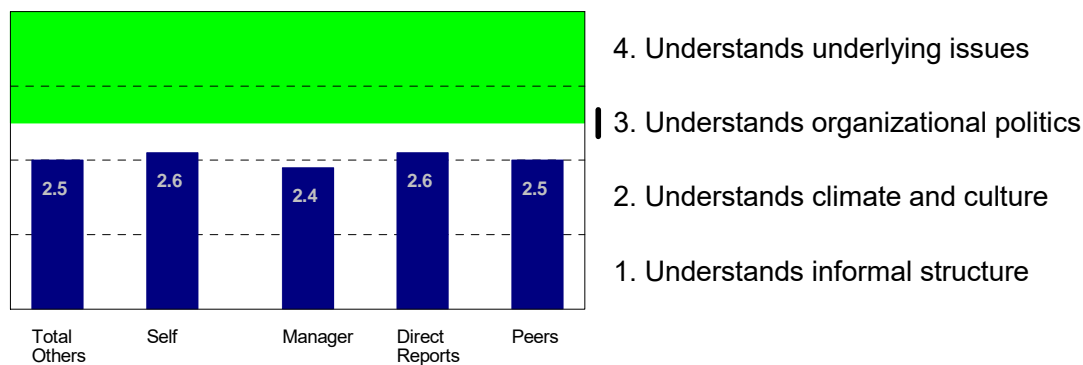
Empathy

Sensing others' feelings and perspectives, and taking an active interest in their concerns.



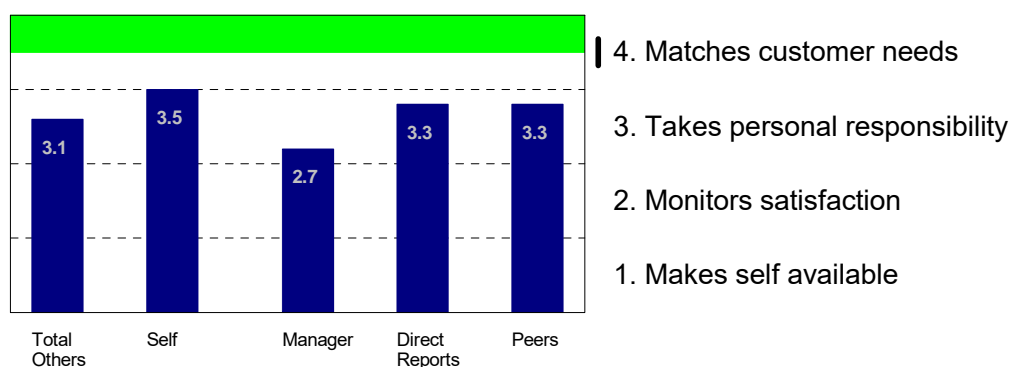
Organizational Awareness

Reading a group's emotional currents and power relationships.




Service Orientation

Anticipating, recognizing, and meeting customers' or clients' needs.

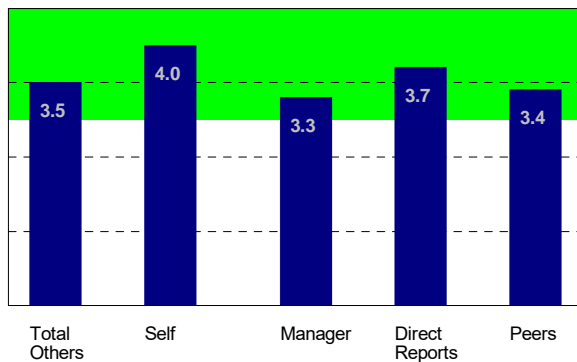


Relationship Management

Target Level |
Strength 

Developing Others

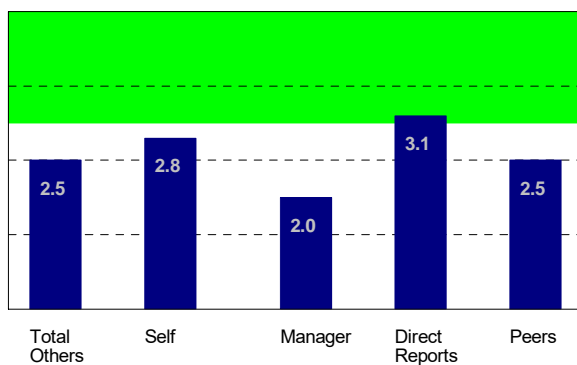
Sensing others' development needs and bolstering their abilities.



4. Acts as a mentor
3. Gives constructive feedback
2. Provides support
1. Recognizes strengths

Inspirational Leadership

Inspiring and guiding individuals and groups.



4. Communicates a compelling vision
3. Inspires others
2. Stimulates enthusiasm
1. Leads by example


Change Catalyst

Initiating or managing change.



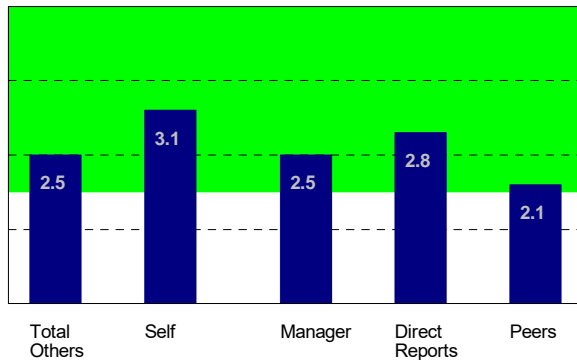
4. Champions change
3. Personally leads change
2. Acts to support change
1. Defines general need for change

Relationship Management

Target Level |
Strength 

Influence

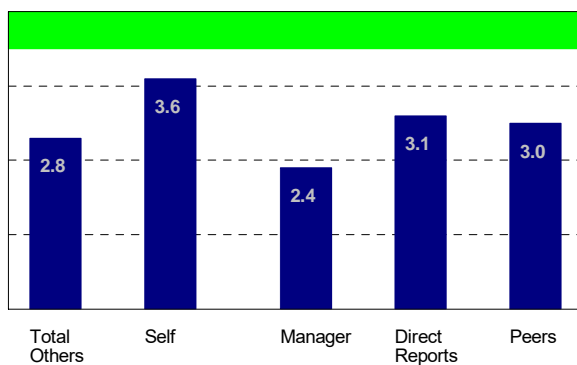
Having impact on others.



4. Develops behind the scenes support
3. Uses indirect influence
2. Anticipates impact of actions or words
1. Engages audience

Conflict Management

Negotiating and resolving conflict.



4. Orchestrates win-win solutions
3. Addresses conflict
2. Maintains objectivity
1. Airs disagreements

Teamwork and Collaboration

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.



4. Builds bonds
3. Encourages others
2. Solicits input
1. Cooperates

Item Frequency Report
Self-Management Cluster

Level	Item #	Achievement Orientation	Self		Manager		Direct Reports		Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	52	Seeks ways to improve performance	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		3		2
2	10	Sets measurable and challenging goals	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		3		1 1
3	4	Anticipates obstacles to a goal	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		2 1		1 1
4	12	Takes calculated risks to reach a goal	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		1 2		1 1

Level	Item #	Initiative	Self		Manager		Direct Reports		Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	66	Hesitates to act on opportunities	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		3		2
2	70	Seeks information in unusual ways	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		1 2		1 1
3	56	Cuts through red tape or bends rules when necessary	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		2 1		1 1
4	3	Initiates actions to create possibilities	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		2 1		2

Level	Item #	Optimism	Self		Manager		Direct Reports		Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	2	Has mainly positive expectations	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		2 1		2
2	13	Believes the future will be better than the past	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		3		2
3	57	Stays positive despite setbacks	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		1 1 1		2
4	72	Learns from setbacks	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
				1		1		2 1		2

* Indicates that some of your assessors did not respond to this item

| Target Level

Item Frequency Report Relationship Management Cluster

Level	Item #	Developing Others	Self		Manager		Direct Reports		Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	38	Recognizes specific strengths of others	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 2	○ ○ ○ ○ ○	2
2	14	Gives directions or demonstrations to develop someone	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 2	○ ○ ○ ○ ○	2
3	8	Gives constructive feedback	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2 1	○ ○ ○ ○ ○	1 1
4	67	Provides ongoing mentoring or coaching	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 2	○ ○ ○ ○ ○	2

Level	Item #	Inspirational Leadership	Self		Manager		Direct Reports			Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	Never
1	25	Leads by example	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1 1	○ ○ ○ ○ ○	○ ○ ○ ○ ○	1 1
2	20	Makes work exciting	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1 1	○ ○ ○ ○ ○	○ ○ ○ ○ ○	1 1
3	29	Inspires people	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1 1	○ ○ ○ ○ ○	○ ○ ○ ○ ○	1 1
4	50	Articulates a compelling vision	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1 1	○ ○ ○ ○ ○	○ ○ ○ ○ ○	2

Level	Item #	Change Catalyst	Self		Manager		Direct Reports		Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	35	States need for change	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	3	○ ○ ○ ○ ○	2
2	5	Is reluctant to change or make changes	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2 1	○ ○ ○ ○ ○	2
3	41	Personally leads change initiatives	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2 1	○ ○ ○ ○ ○	1 1
4	36	Advocates change despite opposition	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2 1	○ ○ ○ ○ ○	1 1

* Indicates that some of your assessors did not respond to this item

| Target Level

Item Frequency Report Relationship Management Cluster

Level	Item #	Influence	Self		Manager		Direct Reports			Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
1	34	Engages an audience when presenting	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 1 1		2	
2	59	Persuades by appealing to peoples' self interest	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		3		2	
3	42	Gets support from key people	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 2		2	
4	58	Develops behind-the-scenes support	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		2 1		2	

Level	Item #	Conflict Management	Self		Manager		Direct Reports			Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
1	28	Airs disagreements or conflicts	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 2		1 1	
2	18	Publicly states everyone's position to those involved in a conflict	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 1 1		1 1	
3	63	Avoids conflicts	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 2		2	
4	33	In a conflict, finds a position everyone can endorse	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		2 1		2	

Level	Item #	Teamwork and Collaboration	Self		Manager		Direct Reports			Peers	
			Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
1	61	Does not cooperate with others	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
			1		1		1 2		1 1		
2	11	Solicits others' input	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		1 2		1 1	
3	7	In a group, encourages others' participation	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		3		2	
4	65	Establishes and maintains close relationships at work	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	
				1		1		3		2	

* Indicates that some of your assessors did not respond to this item

| Target Level