

## A Guide to Interpreting the Emotional Intelligence Appraisal® – 360 Edition

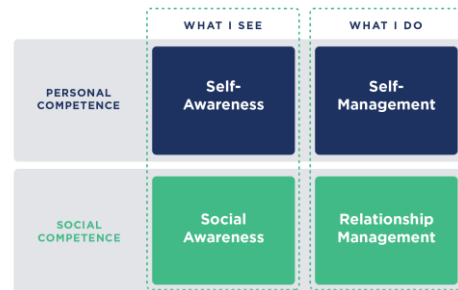
This guide is intended to help coaches and trainers interpret the Emotional Intelligence Appraisal® – 360 Edition so learners can increase their awareness of how others perceive them (across 4 rater groups) versus self-perception, create a Development Plan, and build their emotional intelligence skill set. The shaded boxes include questions for the coach to consider using with the learner.

### About Emotional Intelligence (EQ)

EQ is the ability to recognize, understand, and use your emotions effectively. Unlike mental ability or IQ, EQ is a skill that can be improved through increased awareness, practice, and a commitment to change.

EQ is made up of 4 core EQ skills:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management



**Personal competence** is made up of self-awareness and self-management skills, which focus more on the individual rather than on interactions with other people. Personal competence is the ability to stay aware of one's own emotions and manage one's own behavior and tendencies.

**Social competence** is made up of social awareness and relationship management skills; social competence is the ability to understand other people's moods, behavior, and motives to improve the quality of relationships.

### About the Emotional Intelligence Appraisal® 360 Edition:

Feedback from others is the most effective way to increase learner awareness and show learners what they need to improve. Learners can only address what they are aware of. The Emotional Intelligence Appraisal® 360 Edition provides a profound opportunity to change behavior or mold perceptions about behavior.

The Emotional Intelligence Appraisal® 360 Edition provides anonymous feedback from others, across four rater groups, and compares how the learner sees their own behavior (self-scores) to how the different rater groups see their behavior.

In this 28-item self-assessment, with two open-ended comments, learners and raters answer specific questions about the learner's behavior, using a 6-point frequency scale (never to always). The assessment takes about 10 minutes to complete.

The Emotional Intelligence Appraisal® 360 Edition is a perception survey, collecting data on how a learner sees themselves compared to how others see the learner. These rater perceptions, which do not necessarily correspond with an objective "truth," are "true" to them.

When responses are grouped, trends and patterns emerge that are deeply meaningful to the person receiving the feedback. The results allow any person at any point in their career to determine which behaviors get in their way, which skills need to be developed, and which strengths are most valued by the people they invited to respond.

The assessment is both valid and reliable. For more information, please see Emotional Intelligence Appraisal Technical Manual.

## About the Results Report

The assessment report was designed to help learners identify strengths, skills that are worth investing in improving, and specific behaviors to address in order to improve.

Each response is unique to the rater, and no single response is especially meaningful. When responses are grouped, trends and patterns emerge that are meaningful. The following pages describes each assessment feature in detail, including:

- About My Raters
- EQ Scores
- EQ Scores by Rater Group
- Highest and Lowest EQ Behaviors – All Raters
- Gap Scores by Rater Group
- Rater Comments

## Assessment Feature: About Your Raters

This is a snapshot of rater participation rates and shows how many people completed the assessment. An average response rate for 360 assessments is 70%.

As you interpret the results, consider:

- Is the response rate representative of the individual's work group? If not, keep in mind the results may reflect that.
- Is the group size small (e.g. <5)? If yes, the results may reflect only a few perceptions and changes across items may look large but could reflect a difference in perception by one rater. Group sizes of 10+ are large enough to minimize this type of variation.

## Assessment Feature: EQ Scores

This is an overview of all skill scores from self and all raters. We draw no conclusions here; we are just becoming familiar with the data and noticing whether scores are higher, lower, or varied. In this assessment, 75 is the average EQ score.

As you interpret the results, consider:

- How do the self-scores compare to all raters?
- Is there a strength or development opportunity in either personal or social competence?
- Is there a pattern emerging in the scores (e.g., awareness scores are higher)?

## Assessment Feature: EQ Scores by Rater Group

This skill score data is presented in bar charts as reported by each rater group.

As you interpret the results, consider:

- Self-scores compared to rater groups:
  - What is the gap between the self-score and the scores from each group?
  - Does anything stand out?
  - Is there a pattern emerging?
- Rater Groups:
  - Are the skill scores similar or different among each rater group?

- How does each group rate? Look for groups that consistently rate the learner higher or lower within skill areas and between skill areas.
- What differences or similarities do you see among the rater groups? Compare and contrast.

Use this section later to discuss how the bar charts reinforce other emerging patterns.

## Assessment Feature:

### Highest and Lowest EQ Behaviors By Rater Group: All Raters

This section highlights the top three and bottom three behaviors as rated by all raters, across the 28 assessment items. As you interpret the results, consider:

- Highest:**
- Is there an identifiable strongest EQ skill?
  - How do these EQ behaviors relate to each other? Are they all in personal or social competence?
  - These are EQ behaviors that work and define the learner's EQ. They should be encouraged.
- Lowest:**
- How low are the scores? In any ranking, something must be at the bottom.
  - Is there an identifiable weakest EQ skill? This is a potential focus area.

Here are topics you can cover for your assessment debrief or ongoing coaching:

1. What does the learner believe contributed to scoring so high or low on these items?
2. What rings true or not to the participant?
3. What may be contributing to these perceptions?
4. How important are these behaviors to the participant's job?

## Assessment Feature: Gap Scores by Rater Group

The pie chart and tables in this section illustrate how closely the learner and raters in each rater group agree.

The learner's responses are compared to the average responses of each rater group to determine a type of accuracy score. These Gap Scores reflect whether the learner tends to overestimate, underestimate, or accurately estimate their behaviors compared to how others estimate them. The pie chart shows the percentage (%) of questions in the report that fall into each category.

- **Overestimation:** learner rates themselves higher than others rating by at least a 0.50 gap.
- **Accurate estimation:** the difference between self and others is less than a 0.50 gap in either a positive or negative direction.
- **Underestimation:** learner rates themselves lower than others rating by at least a 0.50 gap.

### Over-Estimated Behavior Statements

Often the biggest slice of the pie chart is over-estimation. Confidence is healthy and this is not a problem unless it is extreme. Over-confidence may suggest lower self-awareness and social awareness. It's common because learners intend to do well.

As you interpret the results, consider:

- To avoid information overload, and to help lead to action, just focus on a few items with the largest gap. Look at the top 3-4 over-estimated items that matter.

- How large are the gaps?
- Look for skill clusters that tend to be overestimated.
- What are the rater groups showing among these items?

Discuss what could explain this difference in perception.

Remind them that these perception ratings are simply a measure of how well their good intentions are being received.

### **Under-Estimated Behavior Statements**

The learner's raters see them as demonstrating EQ better than they do.

If the under-estimated statements are in the majority, this may indicate a learner with:

- lower self-confidence
- high standards or hard on themselves
- a severity rating style (they never select the ends of a rating scale)
- image management

As you interpret the results, consider focusing here if there is something exceptional (a very large gap > 1.5 or a cluster of behaviors).

Discuss what could explain this difference in perception.

### **Accurately Estimated Behavior Statements**

The learner and raters are in agreement. If this list is long, it indicates more self-awareness, and self-awareness is associated with successful performers.

As you interpret the results, consider:

- Behaviors/skill areas that were scored low – these are possible areas for improvement. This could be an area of low resistance for the learner to choose to work on because everyone agrees it's a need area.
- Focusing on these accurately rated items if there are very few in agreement.

### **Assessment Feature: Rater Comments**

This section reports the open-ended rater comments as typed verbatim by the raters.

1. Consider asking the learner to read through each page of comments and underline those statements that stand out for them and then discuss those. Why did they underline that statement? Was it a nice surprise or did it sting?
2. Ask the learner's opinion of the comments. Do they agree or disagree?
3. Do any of the comments link to patterns? Observe where comments reinforce or explain emerging patterns from the numerical data.

Stop after each question and discuss the messages being shared.

If it comes up, ask the learner to avoid digging into "who this came from"; Comments simply give context for the numerical data. Emphasize that if they can guess who made the comment, they must not respond to that person, or they will break trust with the confidentiality for the rater.

## Points to Share

In your conversations with the learner, share with them that:

1. They should be commended for their openness to learn about their EQ.
2. It can feel difficult to receive feedback.
3. They can expect to have some ratings sting a little or stick with them in their minds.
4. This is a normal part of the process of absorbing feedback. Expect it to happen and those feelings will subside over a few days. As they linger, they may inform the learner about what to prioritize in their Development Plan.
5. These scores are not fixed or set in stone. With regular practice, EQ can be built and improved.
6. Developing new skills takes time.

## Development Plan

When it's time to create a Development Plan, the learner can transfer this information to their Development Plan (assessment results portal).

**Note:** If you are using *Emotional Intelligence 2.0* as a tool that accompanies the assessment, you can skim other strategies as well before finalizing the Development Plan together. It is possible a different strategy will stand out to the learner as being a first step. There is no right or wrong in starting an EQ Development Plan. The plan that is motivating and gets buy-in from the individual is the right one.

## Resources & Next Steps for the Learner

After an assessment debrief discussion, the learner can continue to glean further insights from others, close the feedback loop with raters, and complete a development plan. Below are some options to choose from:

1. Send a thank you email to all raters
2. Plan a conversation with a mentor
3. Finalize the development plan
4. Share insights with key people
5. Read *Emotional Intelligence 2.0*
6. Review online resources in the learner's assessment portal

## Resources for Coach

1. Emotional Intelligence Appraisal Technical Manual
2. *Emotional Intelligence 2.0* – hard cover or e-book
3. [www.talentsmarteq.com/resources](http://www.talentsmarteq.com/resources) - blog, articles, EQ Trends