Group Dynamics Report
GDR-Essential
Based on the EQ-i®

Department RST
Company XYZ

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1.   Benefit of the Advanced Group Dynamics Report

This report provides group insights beyond what is conventionally offered in group reports that contain an averaging of the EQ performance of individuals in a group. When used in conjunction with individual EQ-i® results, it identifies areas of collective strength and development, and includes a description of the underlying group dynamics at work in this group.

This report was compiled in preparation for a workshop on EQ development. The 16 individuals in this group are predominantly male and range in age from 32 to 57, with an average age of almost 44 years. The participants tend to be dominantly in their forties.

These advanced group insights are supported by comprehensive statistical analysis of the EQ-i results of the group as a whole. If desired, the findings can be analyzed further (e.g., sub-grouped based on demographics and other work-related characteristics). Please contact your emotional intelligence consultant if you have an interest in obtaining additional perspectives on this group.

2.1   Understanding the Group Profile (graphed)

Participants' responses to the EQ-i were analyzed as a whole to establish the EQ characteristics of the group. The EQ scores presented in this advanced group report are calibrated (i.e., standardized) against the distribution of scores found in a large, general population norm group. *Unadjusted* EQ-i scores are used. This step is necessary to compare apples with apples, that is, to put the participants' EQ scores on the same baseline for comparison purposes.
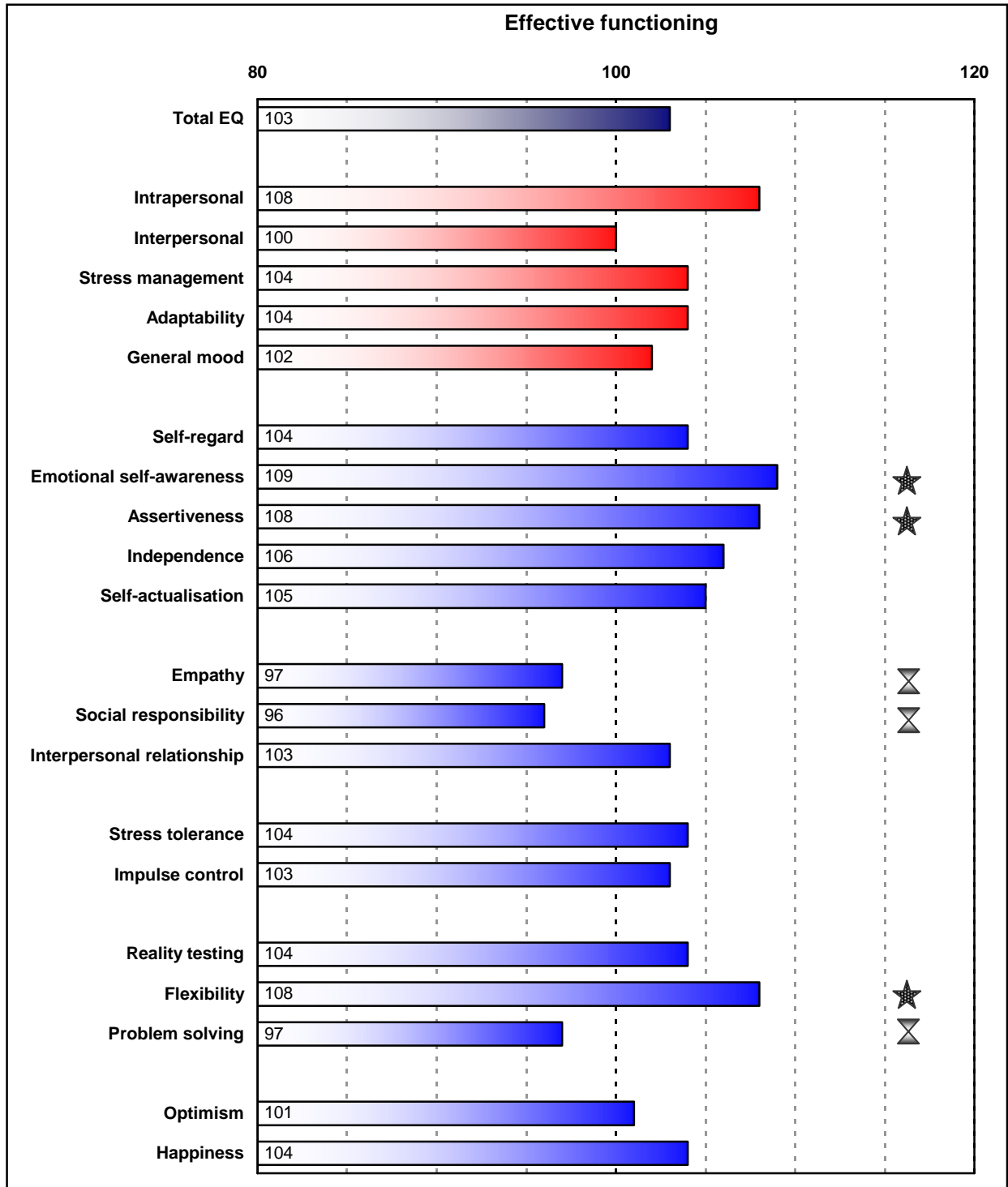
The graph on the next page shows the collective EQ-i profile of the group, and is arrived at by averaging out the scores of all participants on each EQ-i scale.

When displayed visually, the group EQ-i profile provides a summary of the strengths and development areas of the group. The group Total EQ can be used as a barometer of overall group EQ potential, while recognizing that this barometer can fluctuate and be further developed. Note that these scores do not reveal the variability among participants within each scale, which are tabled later in the report.

The graph depicts a score of 100 as the general average (i.e., adequate emotional capacity). Roughly 70% of individual profiles from the general population norm score between 80 and 120, which is considered to indicate 'effective functioning' on a daily basis.

2.2   Group EQ-i Unadjusted Scores

Effective functioning

Scale	Score
Total EQ	103
Intrapersonal	108
Interpersonal	100
Stress management	104
Adaptability	104
General mood	102
Self-regard	104
Emotional self-awareness	109 ★
Assertiveness	108 ★
Independence	106
Self-actualisation	105
Empathy	97 ⋈
Social responsibility	96 ⋈
Interpersonal relationship	103
Stress tolerance	104
Impulse control	103
Reality testing	104
Flexibility	108 ★
Problem solving	97 ⋈
Optimism	101
Happiness	104

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★ Areas of collective strength   ⋈ Areas of collective development opportunity

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2.3. Interpreting the Graphed Group Profile

▪ When compared with the general population norm, overall this group shows **average EQ or adequate emotional intelligence**. All EQ components fall within the effective-functioning range.

▪ Strengths that the group brings to daily interactions, self-development and learning are competence in **emotional self-awareness**, **assertiveness** and **flexibility**.

▪ This indicates that generally participants are able to:

  ▫ Recognize, be aware of and understand their emotions.
  ▫ Express and defend their feelings and themselves non-destructively.
  ▫ Adjust to change in their daily life.

▪ Areas that may need careful management during daily interactions as these may affect performance and learning are **social responsibility**, **empathy** and **problem solving**.

▪ Participants are least developed in their ability to:

  ▫ Identify with and feel part of their social group.
  ▫ Have others sense that they are aware of and understand how people feel.
  ▫ Generate effective solutions to emotional and social problems.

3.1 Putting the Group Profile in Perspective (tabled)

The table on page 5 illustrates the group's average and standard deviation for each of the 15 EQ components. Typically, when reviewing just the average scores for a group, the group profile will appear to be relatively balanced. However, to fully comprehend the working dynamics of the group, one must also take into account the standard deviation scores for each EQ component.

Standard deviation is a measure of the dispersion within the group, indicating whether the individuals scored similarly and close to the average, or whether there was a high variation between them. In other words, these measures of dispersion tell us whether there is a lot of variability within the group with regards to each EQ component, or whether the participants scored very similarly and close to the reported average.

3.2 Tabled Group EQ-i Unadjusted Scores

Scale	Mean	Standard Deviation
Total EQ	103.34	9.70
Intrapersonal	107.88	10.46
Interpersonal	99.66	9.78
Stress management	103.96	11.90
Adaptability	103.88	9.16
General mood	102.42	9.85
Self-regard	103.87	7.73
Emotional self-awareness	109.48	12.61
Assertiveness	108.38	13.38
Independence	105.85	11.48
Self-actualization	104.94	11.08
Empathy	96.59	13.88
Social responsibility	96.17	11.86
Interpersonal relationship	103.27	10.88
Stress tolerance	103.53	11.95
Impulse control	103.23	9.99
Reality testing	103.97	10.75
Flexibility	107.67	10.08
Problem solving	97.23	10.15
Optimism	100.89	11.21
Happiness	103.83	9.89

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Green: Areas of collective strength   **Pink**: Areas of collective development opportunity
Yellow: Barometer   **Blue**: Worth pondering the implications of this score

As a general guideline here, it can be assumed that **a standard deviation score distinctly higher than 15 per EQ sub-scale** indicates a considerable variation amongst the individual scores (*group heterogeneity*). Similarly, **a score distinctly lower than 10** indicates that there is considerable consistency amongst the individual scores (*group homogeneity*).

Because the response characteristics of every group differ, a standard deviation score does not have fixed boundaries and hence takes more effort to interpret. Therefore it is recommended that the 10 to 15 guideline offered here be used flexibly within this context only. Depending on the requirements for effective functioning of the group, one might prefer group heterogeneity or homogeneity. For group development purposes, generally a standard deviation ranging between 10 and 15 is considered desirable, along with a relatively strong mean score (i.e., above 100).

3.3   Interpreting the Tabled Results

- The variance of individual scores for all EQ components lies within the desirable range.

- Overall the group is most similar in their **self-regard** scores.

- The individuals differ most from each other in their **empathy** scores.

- Generally participants are equally able to:

  - Accept and respect themselves, which is considered on par with their group Total EQ.

- Participants have varying ability to:

  - Have others sense that they are aware of and understand how people feel, which is also considered a development area for the group.

- The implications of these interpretations should be pondered in the broader context of the group.

## 4.1   Modeling Group EQ-i Competence

While knowledge of the strength of each EQ component by itself is valuable, <u>competence</u> in emotional intelligence lies in how the different EQ components together take shape in dynamic interaction. The EQ-i competency model provides a robust framework for the group to understand how their use of EQ components in interaction affects functioning. It also offers a starting point and several targeted objectives for the group to develop its EQ.

A Note on using the Word 'Competencies'

The 15 EQ-i scales or represent mere components or attributes of emotional intelligence within a theoretical framework of traits. These attributes by themselves do not indicate EI competence. The latter lies in how different EQ attributes are applied effectively in combination during everyday functioning. A snapshot of this group's dynamic interaction is modeled to reveal its EI competence.

4.2   The EQ-i Competency Model
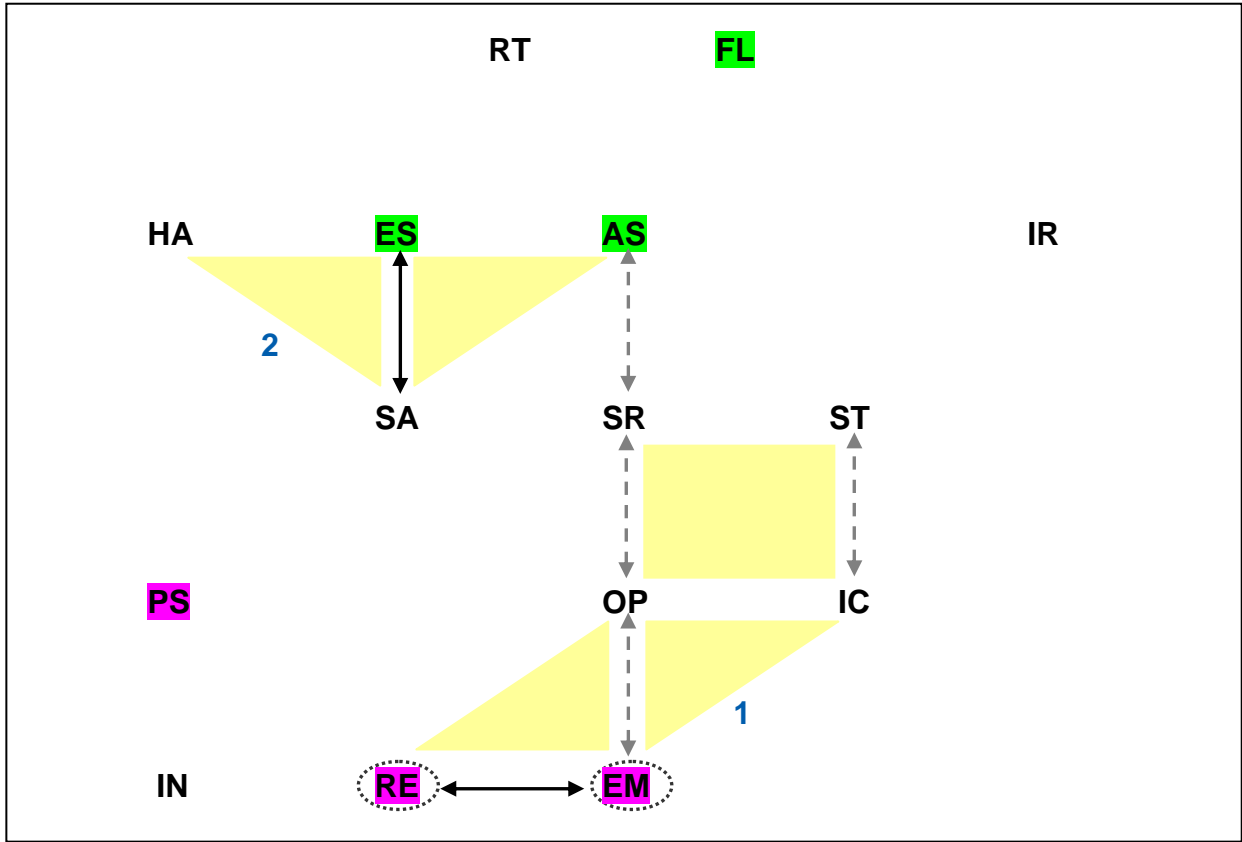
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Green: Areas of collective strength

Pink: Areas of collective development opportunity

:   Inverse relationship with neighboring scales

The black arrows in the model illustrate the EQ components with statistically significant relations at present. An EQ-i scale with many arrows pointing to and from it has multiple relations with other scales. This is desirable, especially if there are several such integration points in the model. If perforated grey arrows exist, relations between those scales have high potential to become significantly related. Significant associations between neighbouring EQ components can be developed if appropriate.

4.3   Understanding the EQ-i Competency Model

When we correlate the 15 EQ-i scales with each other using the scores of the general norm population, we expect to find moderate associations between them. *For the norm*, we require the EQ-i scales to be somewhat associated with each other to reflect that together they contribute to the broader construct of Emotional Intelligence.

At the same time, we require them to be not too strongly correlated *for the norm*, otherwise there will not be a clear distinction between the EQ components to enable targeted self-development and learning.

However, group EQ-i scales that are strongly associated beyond what we expect of them, are extremely useful for understanding the underlying EQ dynamics at work during group interactions. In a perfect world all group EQ-i scales would be strongly associated, indicating that the group is able to draw from a wide range of emotional components when challenged in a particular area. A well-integrated competency model (e.g., where all 15 EQ-i scales have multiple strong associations with each other) will best prepare the group to successfully deal with adversity.

The above model shows the competency dynamics of the group at the start of the program; a comparative analysis can effectively be done to show group development as a result of a targeted intervention such as training, coaching, etc.

Correlation coefficients were calculated between every combination of the 15 EQ-i scales to determine statistical significance – 120 unique pairs in all. The findings feed a bespoke competency model that is unique for every group situation. The positioning of the EQ-i scales in the model is deliberate: proximity of components indicates EQ components that work in combination, and which could benefit from further development and stronger association with other EQ components.

4.4   Interpreting the EQ-i Competency Model

- Note the general placing of the group strengths and development areas in the model. The group strengths (in green) and development areas (in pink) tend to cluster at the top and bottom of the model respectively. **As a first objective for the group, ways should be sought to bring these extremes closer together through further development and use of strong EQ associations.**

- You may wish to select a scale cluster that addresses a particular group challenge and build from there – eventually, group development based on the competency model should come full circle, meaning that pathways should be sought that include all 15 EQ components as far as possible. For example, **strengthening the link between assertiveness and self-regard (a second objective for the group)** will create an opportunity to combine the parts marked 1 and 2 in the model

- Notice the positioning of EQ components belonging to the same EQ domain – integrated use of EQ-i scales across the five different EQ composites is recommended, as these indicate larger versatility in the group dynamics. The intrapersonal, interpersonal and stress management domains tend to cluster together. The second objective for the group will help alleviate this.

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- As an alternative starting point, identify the EQ scale(s) with the most links – these components play a central role in dynamic group interaction, even if it is not considered a group strength. These are **empathy**, **optimism** and **self-regard**, although note the linear positioning of these EQ components that limit multiple links between these scales in particular. **A third objective would be to further develop links between the adjacent scales around the two yellow triangles and around the square in the part marked 1 in the model.**

- Investigate whether the central scale is linked with one or more group strengths, which is desirable as it builds support. If not, this EQ component may be particularly challenged if it is only linked to group development areas. For example, **optimism** appears to be particularly challenged by its link with **empathy** (and indirectly social responsibility), which are considered group development areas. Note the inverse relationship (i.e., negative correlation) that both **empathy** and **social responsibility** have with their neighboring scales. (Empathy and social responsibility are directly related with each other.) An inverse relationship means that a high score of one scale is associated with a low score of the second scale, and *vice versa*.

- Consider using the development areas as a meaningful starting point for further model development. **Transforming these interpersonal components to a direct relationship with optimism, impulse control and independence would be a fourth objective for the group.**

- Note the EQ-i scales that are completely isolated, and **focus on linking them with scales that are positioned closest to them**. For example, development of the following links will contribute to better integration of the EQ components:

  - **Independence** with **problem solving**.
  - **Flexibility** with **reality testing**.
  - **Happiness** with **self-actualization**.
  - **Interpersonal relationship** with **stress tolerance**.

5.   Next steps

The interpretations offered in this report are based on limited information available to the author about the group. The findings offered here should be put in a **broader context** with the circumstances within which the group functions. The group is encouraged to share information about their job, workplace and personal position during the development program.

Potential **sub-group differences** (whether demographic in nature or based on work-related classifications) and its impact on the group EQ-i profile and EQ competency model should be explored further. Additional statistical analysis in this regard is recommended. For example:

- Older participants scored meaningfully higher than younger participants in reality testing and in impulse control.
- There are distinct differences in the competency model between older and younger participants.

We look forward to discussing how your organization can benefit from further roll-outs and complementary services. You may also be interested in learning more from this group in either of two follow-up report options, called GDR-Expanded and GDR-Extensive. More information about these reports is available from ePsy Consultancy.

End of Report