

# **MEASURING THE EI NEEDS OF A ROLE/POSITION 1 (PART)**

# Measuring the EI Needs of a Role/Position – 1

(part of full test and full needs assessment process)

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**Note : This material is no substitute for professional advice.**

# Introduction

Welcome to “Assessing the EI Needs of a Role/Position – 1 (part)”. My name is Leigh Kibby (my picture appears on your right) and I am the author.

The purpose of this E-Book is to help you decide what type of Emotional Intelligence (EI) best suits the role that either your leaders, or your staff, might undertake.



## Assessing the EI Needs of a Role/Position – 1 (part)

“Assessing the EI Needs of a Role/Position – 1 (part)” has been designed to be an easy to use process by which you can assess the EI needs of a role/position. Assessing a role in terms of either Emotional Agility (EA) or Emotional Invigoration (EIV - Charisma), both of which are higher emotional development levels, are not provided here. However, the EA and EIV Needs assessment can be provided on a fee-for-service basis.

**Please note that this is a reduced version of the complete EI Needs Assessment process.**



## About the Author

My background is in education, security and intelligence and as an entrepreneur who launched a successful business unit for an Australian University. I now run Kinematic full-time (see <http://kinematic.com.au>) and lecture to post-graduate students at University. I am also conducting PhD research into Emotional Intelligence (EI) and have established a framework called the Affective Hierarchy, models for Emotional Agility and Emotional Invigoration (EIV – Charisma) and the Language-Emotion-Thought framework for explaining the psychology of emotions. I also :

- Created the Psychological Genome;
- Established a framework called the Emotional Hierarchy;
- Devised Neuro-Empathic Programming (NEP); and created Noetic Psychology academic papers, please email me at [leigh@kinematic.com.au](mailto:leigh@kinematic.com.au)



# Measuring the EI Needs of a Role/Position

**Please remember, this process is measuring the EI Needs of a role or position, it is NOT measuring a person's EI.**

## There are two ways to measure the EI Needs of a Role:

1. One way to measure the EI Needs of a role is to assess the nature of the task nature and the cultural context in which tasks are undertaken. This can help determine the emotions related to task demands and the emotional demands of the people. For tests designed in this way, please contact either Kinematic;
2. The other method for determining the EI needs of a role or position is to assess those needs using an Emotional Intelligence model as the basis of the assessment. This means the needs of the role will be assessed based on a particular concept of, and model for, emotional intelligence. The assessment described in this booklet is one such test and is based on the Logothoric Emotional Intelligence Generic Hallmark model from Noetic Psychology – a developmental approach to EI.

Please note that a full assessment of the EI needs can require a more detailed questionnaire and role analysis which might include assessing comparative roles or positions. Additionally, a full picture of the EI needs of a role based on a model EI as described in two above, might also benefit from peer review, leader review and subordinate review. The test provided here is brief and involves only one perspective. However, you can ask peers, subordinates and leaders to assess the relevant role using this questionnaire. Comparative results can then be obtained.

The key is to adopt an approach with the degree of rigour which reflects the importance of the role and will provide a value for money outcome. Also, seek advice if you need help.



## The LEIGH Model of Emotional Intelligence

This EI needs assessment, as stated earlier, is based on the LEIGH, a developmental approach to EI that is different to existing tests.

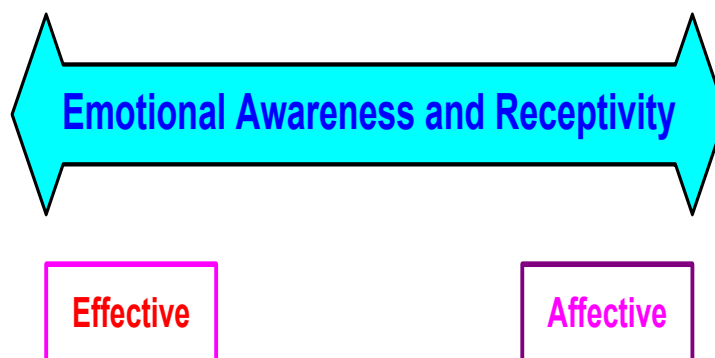
The LEIGH model of EI helps you understand your type of EI, much the same way as the Myer-Briggs indicator helps you understand your personality type.

There are two aspects of EI that are being addressed using the LEIGH model :

1. Emotional Awareness and Receptivity (EARs); and
2. Interpretive Filters (IFs).

### **Emotional Awareness and Receptivity - EARs**

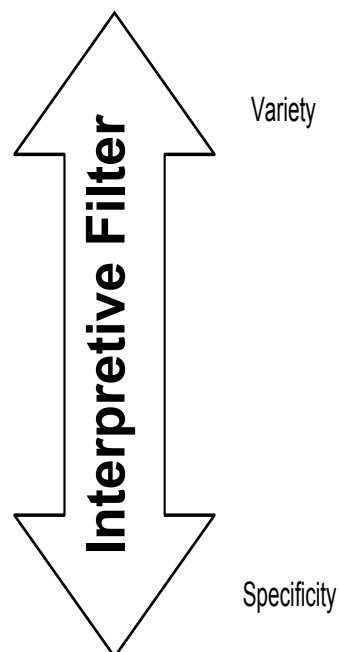
EARs refers to the familiarity, exposure and acceptance you may have regarding emotional words, expressions and ways of being. The EARs scale ranges from being Effective (a focus on process/task/making things happen/the way things happen) at one end of the scale to being Affective (a focus on emotions/feelings) at the other end of the scale.



**This is the first part of the EI model.**  
**The second aspect deals with IFs.**

## Interpretive Filter - IFs

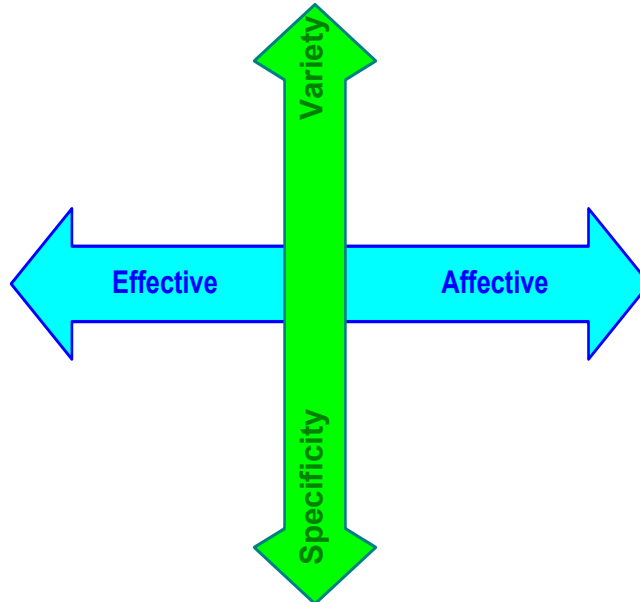
IFs refers to the familiarity, exposure and acceptance of broad contexts and situations. The IFs scale ranges from Specificity (a focus on specifics) at one end of the scale to Variety (a focus on numerous and diverse things) at the other end of the scale.





## EARS and IFs Combined

Both the EARS and IFs scores are combined to determine a type of EI Level One. The graph below provides the model with both EARS and IFs combined.



Based on this model, the types of EI that are possible are:

- Effective-Specific (ES type) : Effective (making things happen) - a capacity for process, task and outcomes; and Specific - a focus on specificity.
- Affective-Specific (AS type) : Affective (Emotions) – a capacity for emotions and feelings; and Specific - a capacity for specificity.
- Effective-Variety (EV type) : Effective (making things happen) - a capacity for process, task and outcomes; and Variety - a capacity for complexity and diversity.
- Affective- Variety (AV type) : Affective (Emotions) – a capacity for emotions and feelings; and Variety - a capacity for complexity and diversity.

Using this type of model for understanding types of EI, we can assess the EI requirements of a role. For example, we can determine if the role needs to focus on process and outcomes in a specific area or field - an ES role - or whether it needs to be AV i.e. emotions focused and capable of dealing with diversity and difference.

## The LEIGH Needs Assessment Score



The LEIGH Needs Assessment process enables you to “score” a role/position so that it can be plotted on a graph that combines EARs and IFs, just like the picture on page seven above. In that way, you can assess whether the position needs either ES, AS, EV or AV type EI skills.

Do assess the EI needs of the position and place it on the graph, you now need to answer questions in the following LEI Needs Assessment Questionnaire.

## The LEI Needs Assessment Questionnaire

**Before you continue, please remember, this is an abridged version of the full assessment questionnaire.**

Please read the statement which appears in bold below and link that with a quality/descriptor which appears in the far left column of the table on the next page.

If you :

- strongly agree that the position requires that quality, tick column one;
- if you agree, tick column two;
- if you neither agree nor disagree, tick column three;
- disagree that the position requires that quality, tick column four;
- if you strongly disagree, tick column five.

**The position being reviewed requires, or has a major focus on, .....**

## The LEIGH Needs Assessment Questionnaire

Statement	1	2	3	4	5
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	Strongly Agree	Agree	You neither agree nor disagree	Disagree	Strongly Disagree
High emotion					
Efficiency and Accuracy					
Achieving Goals					
Diverse opinions					
Enacting management directions which staff might dislike					
Staff revealing sensitive, personal matters					
Complex project management					
Being sensitive in relationships					
Being emotionally receptive					
Balancing diverse interests					
Attention to detail					
High technical skills					
I like to understand how I feel					
Staff welfare					
Ensuring consensus and group agreement					
Organisational success					

## Scoring your answers to the LEIGH Needs Assessment Questionnaire.



Now it is time to score your answers. In the table on the next two pages, the boxes in the questionnaire are given a value ranging from :

- EARs +2 to EARs -2; and
- IFs +2 to IFs -2

Add up the total value of all the EARs and IFs i.e. look at your answers and then find the score from the rating from the scoring system below. Tabulate these and add the total of BOTH EARs and IFs. For example, EARs -2; EARs-1; EARs 0; EARs-2; EARs+1 has a total value of EARs -4.

#### The LEI Needs Assessment - Scoring the Answers

<b>Statement</b>	1 Strongly Agree	2 Agree	3 You neither agree nor disagree	4 Disagree	5 Strongly Disagree
High emotion	<b>EARs +2</b>	<b>EARs +1</b>	<b>0</b>	<b>EARs -1</b>	<b>EARs -2</b>
Efficiency and Accuracy	<b>EARs -2</b>	<b>EARs -1</b>	<b>0</b>	<b>EARs +1</b>	<b>EARs +2</b>
Achieving Goals	<b>EARs -2</b>	<b>EARs -1</b>	<b>0</b>	<b>EARs +1</b>	<b>EARs +2</b>
Diverse opinions	<b>IFs +2</b>	<b>IFs +1</b>	<b>0</b>	<b>IFs -1</b>	<b>IFs-2</b>
Enacting management directions which staff might dislike	<b>EARs -2</b>	<b>EARs -1</b>	<b>0</b>	<b>EARs +1</b>	<b>EARs +2</b>
Staff revealing sensitive, personal matters	<b>EARs +2</b>	<b>EARs +1</b>	<b>0</b>	<b>EARs -1</b>	<b>EARs -2</b>

## The LEIGH Needs Assessment

### Scoring the Answers : Section Two

<b>Statement</b>	<b>1</b> Strongly Agree	<b>2</b> Agree	<b>3</b> You neither agree nor disagree	<b>4</b> Disagree	<b>5</b> Strongly Disagree
Complex project management	<b>EARs -2</b>	<b>EARs -1</b>	<b>0</b>	<b>EARs +1</b>	<b>EARs +2</b>
Being sensitive in relationships	<b>EARs +2</b>	<b>EARs +1</b>	<b>0</b>	<b>EARs -1</b>	<b>EARs -2</b>
Being emotionally receptive	<b>EARs +2</b>	<b>EARs +1</b>	<b>0</b>	<b>EARs -1</b>	<b>EARs -2</b>
Balancing diverse interests	<b>IFs +2</b>	<b>IFs +1</b>	<b>0</b>	<b>IFs -1</b>	<b>IFs -2</b>
Attention to detail	<b>IFs -2</b>	<b>IFs -1</b>	<b>0</b>	<b>IFs +1</b>	<b>IFs +2</b>
High technical skills	<b>IFs -2</b>	<b>IFs -1</b>	<b>0</b>	<b>IFs +1</b>	<b>IFs +2</b>
Staff welfare	<b>IFs +2</b>	<b>IFs +1</b>	<b>0</b>	<b>IFs -1</b>	<b>IFs -2</b>
Ensuring consensus and group agreement	<b>IFs +2</b>	<b>IFs +1</b>	<b>0</b>	<b>IFs -1</b>	<b>IFs -2</b>
Organisational success	<b>EARs -2</b>	<b>EARs -1</b>	<b>0</b>	<b>EARs +1</b>	<b>EARs +2</b>

# The LEIGH Needs Assessment

## Plotting the Answers : Part One

You will now have a score ranging from :

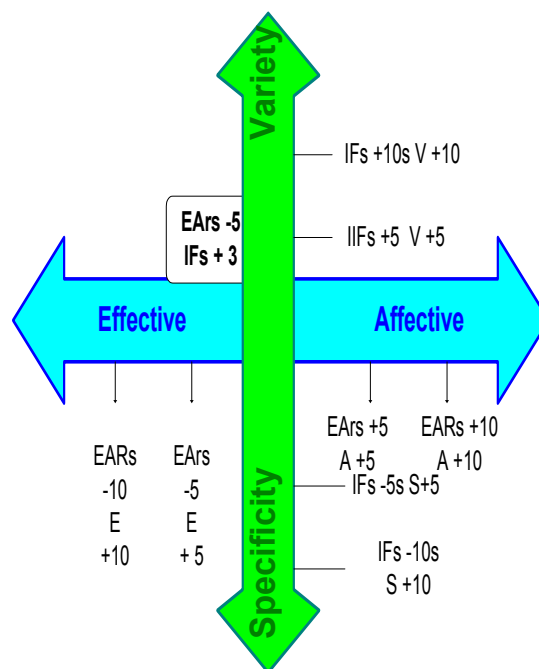
- EARs +18 to EARs -18; and
- IFs +12 to IFs -12

When putting these on the following graph:

- 0 (zero ) is the middle point;
- a + EARs score aligns with the A side of the EARs scale;
- a - EARs score aligns with the E side of the EARs scale;
- a +IFs score aligns with the V side of the IFs scale; and
- a - IFs score aligns with the S side of the IFs scale.

Below is an example of EARs - 5 and IFs + 3

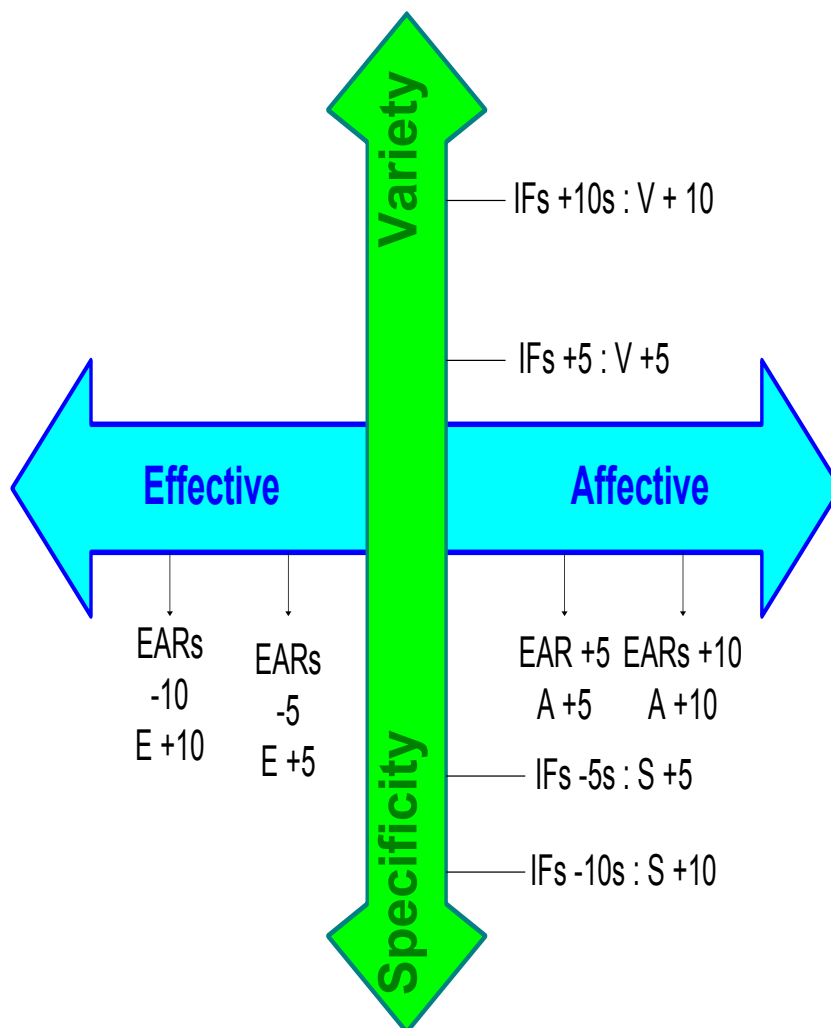
i.e. EARs - 5 becomes E +5  
and  
IFs +3 becomes V+3



# The LEIGH Needs Assessment

## Plotting the Answers : Part Two

Plot the results you achieved on the graph below





## Understanding the LEIGH Position on the Graph

### The following explains how to interpret the position you plotted on the graph.

- Scores on the E, or Effective (making things happen), side of the graph indicate a focus on, or need for, process, task and outcomes;
- Scores on the A, or Affective (Emotions), side of the graph indicate a focus on, or need for, dealing with emotions;
- Scores on the V, or Variety, side of the graph indicate a focus, or need for, complexity and diversity; and
- Scores on the S, or Specific, side of the graph indicate a focus on, or need for, being very specific.

Based on the position of the role using the LEI score, you will get an indication of one of four states being:

Affective and Variety, which means emotions needs and diverse perspectives are important;

Affective and Specific, which means emotions and specific situations are important;

Effective and Variety, which means task process and various perspectives is important; and

Effective and Specific, which means task process and a specific situation is important.

The next step that would be useful would to be to compare the needs of the role with your current EI, based on the LEI model, to ascertain if there is a gap.

Remember, despite the assessment of the EI needs of the role or your current EI, there are programs that teach the emotions management competencies, and other interaction skills, that exist in different quadrants of the LEI model. For example, even if the role is Effective-Specific, and even if you are Effective-Specific, you can be taught the skills of being Affective-Variety.



# Final Remarks

**This booklet is NOT suggesting that there ought be a preferred state, just that different roles may require a different type of EI according to the LEIGH model.**

**Also, the LEIGH does NOT assess an EI with a number or high or low rating which is counter to the model and the approach. The LEIGH model is based on the belief that there are different emotions management competencies and that these differing competencies are suited to differing situations. Simply put, the competencies needed differ from circumstance to circumstance. Hence, one type of EI in the LEI model is neither better nor worse than another.**

**The KEY is to have the emotions management competencies that you need either for your professional role or personal life. And, as stated earlier, there are programs that teach the emotions management competencies, and other interaction skills, relevant to the different parts of the LEI model of emotional intelligence.**

**If you are interested in more information or in an assessment of your EI email [leigh@kinematic.com.au](mailto:leigh@kinematic.com.au)**

**GOOD LUCK!**