



EQ360

# 360° FEEDBACK

REPORT

Jack Doe

Rated by: Manager(1), Peers(3), Direct Reports(3)

High Potential Training Program Assessment

August 26, 2011

**EQ** **EDGE**  
*Consulting*

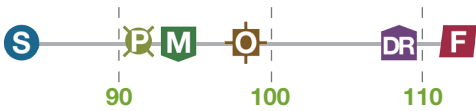
 **MHS**

# Welcome to your EQ 360 report

The EQ 360 is a multirater measure of emotional intelligence (EI) designed to provide you with a complete “360-degree” view of your emotional and social functioning. Your report combines your self-evaluation of EI with that of your raters, providing you with a rich understanding of your EI capabilities.

It is important to start with your self-evaluation first and then look at how others rated you, which is why throughout this report, you will see your results separated into “How You Responded” and “How Your Raters Responded.”

- S** Self
- M** Manager
- P** Peers
- DR** Direct Reports
- F** Family/Friends
- O** Other

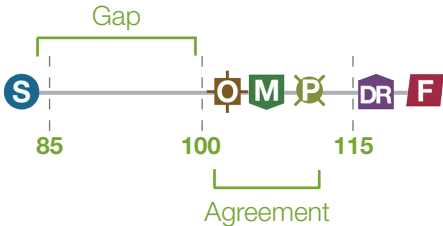


**How to read this report.** This report contains information gathered from both yourself (self rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, friends, family, or others and will be labeled as such throughout this report.

**Scores.** You and your raters responded to the exact same items assessing your EI across a variety of skill areas (e.g., Empathy). You will see scores for each scale of the EQ-i 2.0 model. This model is depicted on the next page.



**Confidentiality.** Aside from your Manager and yourself, there must be a minimum of 3 respondents in rater groups in order for results to be shown. If fewer than 3 individuals responded in the Direct Reports, Family/Friends, or Peer groups, their ratings will be rolled into an “Other” group to protect the confidentiality of the respondents.



**Gaps and Agreement.** The terms “gap” and “agreement” are used throughout your report to speak to any differences or similarities that exist between rater groups. A gap exists when one group sees you as significantly different than does another rater group. Gaps of 10 points or more are considered significant. Agreement, on the contrary, exists when there is less than 10 points difference between rater group scores.

You are encouraged to fully understand your self-evaluation before diving into the results provided by others. Your report is structured in this way by showing your “self” results first, followed by your raters’ results.

# EQ-i 2.0 Model of Emotional Intelligence

The EQ 360 is based on the EQ-i 2.0 Model of Emotional Intelligence. The questions that you and your raters answered measure the components of EI defined in the model.

## SELF-PERCEPTION

**Self-Regard** is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

**Self-Actualization** is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

**Emotional Self-Awareness** includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on the thoughts and actions of oneself and others.

## STRESS MANAGEMENT

**Flexibility** is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

**Stress Tolerance** involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

**Optimism** is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

## SELF-EXPRESSION

**Emotional Expression** is openly expressing one's feelings verbally and non-verbally.

**Assertiveness** involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

**Independence** is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.



## DECISION MAKING

**Problem Solving** is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

**Reality Testing** is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

**Impulse Control** is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

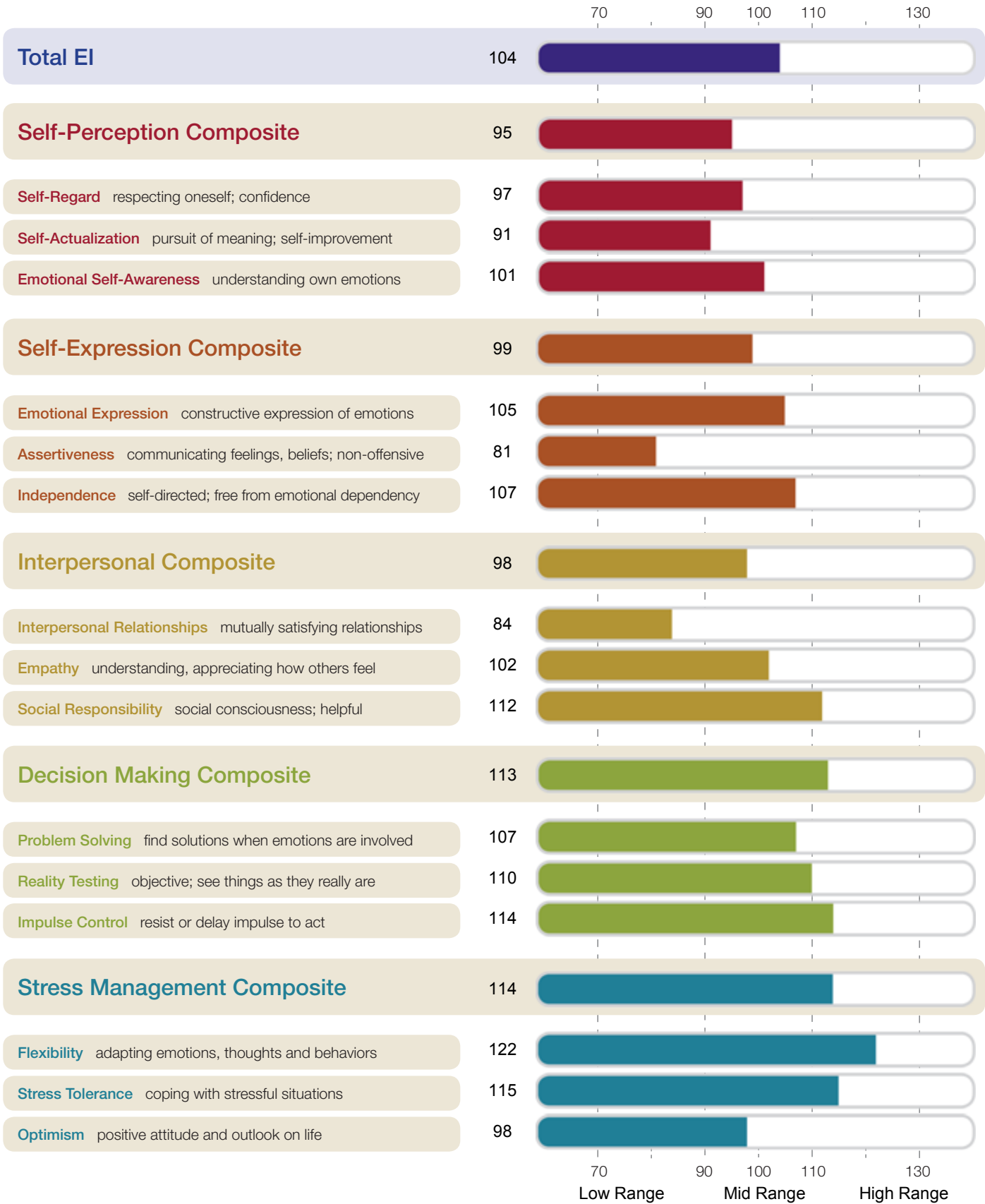
## INTERPERSONAL

**Interpersonal Relationships** refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

**Empathy** is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

**Social Responsibility** is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

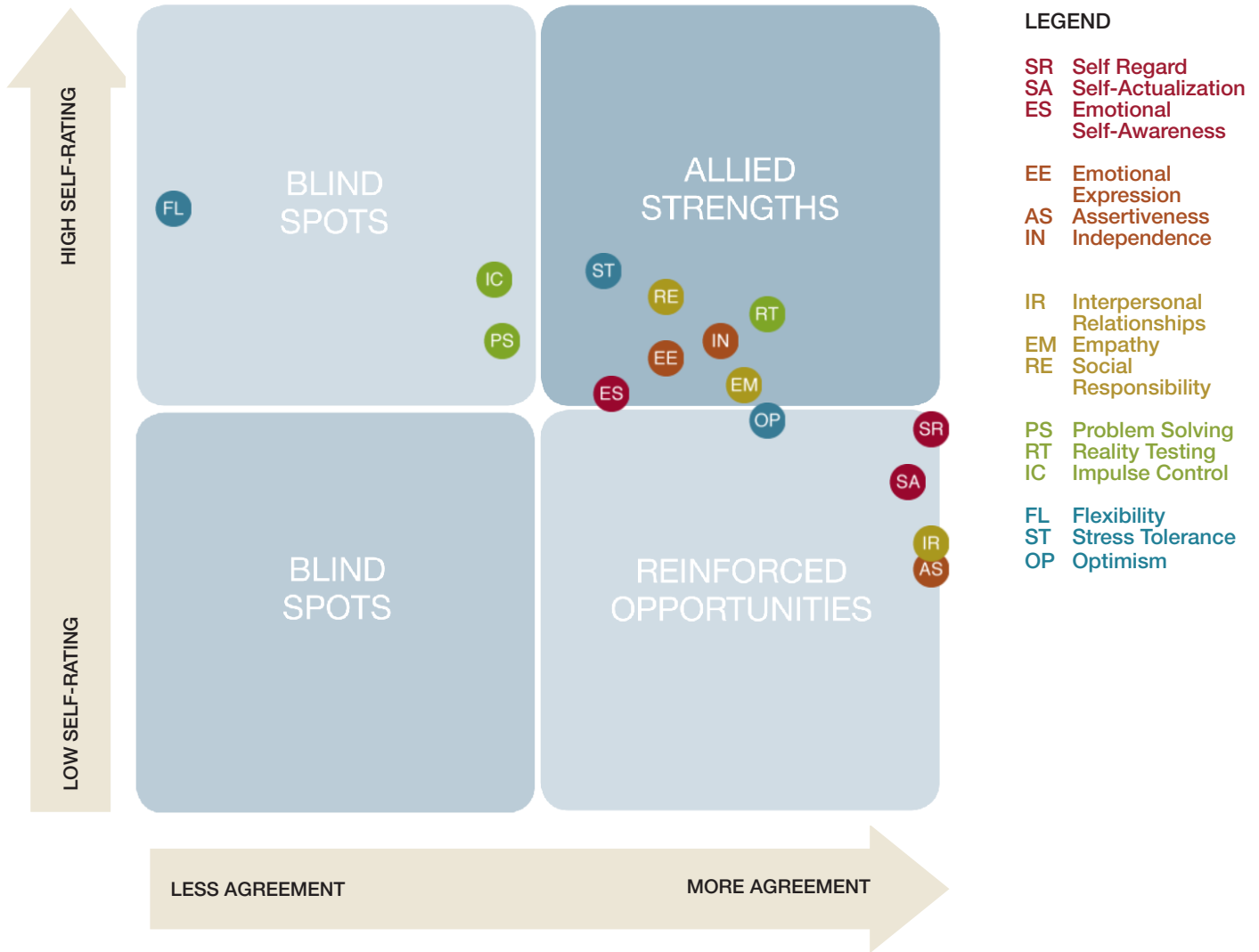
# How You Responded: Summary



# Profile Gap Analysis

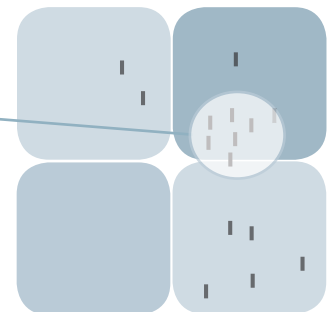
The figure on this page provides you with a general overview of the level of agreement between how you see yourself and how others see you.

- The horizontal axis shows you how much agreement there is between your self score and the scores you received from your rater groups, across the various subscale. Subscales appearing to the far right indicate consensus—you see yourself demonstrating these behaviors much in the same way as do those around you.
- The vertical axis shows your self-rating. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- Subscales that overlap with one another indicate a consistent experience of those particular EI behaviors.



**WHAT TO LOOK FOR:**  
Subscales falling in the left quadrants have awareness gaps, meaning you see yourself differently from the way others see you. You may be unaware of, or "blind" to your own EI strengths and weaknesses.

**WHAT TO LOOK FOR:**  
Concentration in the two right quadrants indicates a healthy level of self-awareness.










# How You and Your Raters Responded: Summary

Now that you understand how you rated yourself on the EQ-i 2.0, you can begin to discover the richness of the data collected from your colleagues. The two graphs below show a broad overview of your results at the Total EI level and at a Composite Scale level.












## Total EI:

Total EI provides a general indication of your emotional and social skills, and how these skills influence the way you perceive and express yourself, maintain social relationships, cope with challenges, and use emotional information in a meaningful way.

|                 | 70  | 90 | 100 | 110 | 130 | Self<br> | Manager<br> | Peer<br> | Direct Reports<br> | Family/Friends<br> | Other<br> |
|-----------------|---|----|-----|-----|-----|---|--|---|---|---|--|
| <b>Total EI</b> |  |    |     |     |     | 104   | 104  | 104   | 90*   |   |  |

## Composite Areas:

The five composite areas of the EQ-i 2.0 represent broad skill areas that are important in dealing with workplace demands. Once you understand your results in these broader areas, use the graph on the next page to dig deeper into your specific subscale results.

|                          | 70  | 90 | 100 | 110 | 130 | Self<br> | Manager<br> | Peer<br> | Direct Reports<br> | Family/Friends<br> | Other<br> |
|--------------------------|---|----|-----|-----|-----|--|---|--|--|--|---|
| <b>Self-Perception</b>   |  |    |     |     |     | 95   | 98  | 98   | 92   |  |   |
| <b>Self-Expression</b>   |  |    |     |     |     | 99   | 98  | 98   | 85*  |  |   |
| <b>Interpersonal</b>     |  |    |     |     |     | 98   | 101   | 101  | 93   |  |   |
| <b>Decision Making</b>   |  |    |     |     |     | 113  | 111   | 111  | 93*  |  |   |
| <b>Stress Management</b> |  |    |     |     |     | 114  | 111   | 111  | 91*  |  |   |

\* indicates that there is a significant difference between this rater group's score and your SELF score

**Self-Perception.** Subscales in this composite address the 'inner-self' and assess your feelings of inner strength, confidence, pursuit of meaningful goals as well as your understanding of what, when, why, and how different emotions impact your thoughts and actions.

**Self-Expression.** Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of your internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

**Interpersonal.** The Interpersonal composite includes subscales which measure your ability to develop and maintain relationships based on trust and compassion, articulate an

understanding of another's perspective, and act responsibly, showing concern for others, your team or your greater community/organization.

**Decision Making.** Subscales in this composite address the way in which one uses emotional information by understanding the impact emotions have on decision-making, including the ability to resist or delay impulses and remain objective so to avoid rash behaviors and ineffective problem solving.

**Stress Management.** This composite contains subscales which address how well one can cope with the emotions associated with change and unpredictable circumstances, while remaining hopeful about the future and resilient in the face of setbacks and obstacles.

# How You and Your Raters Responded: Summary

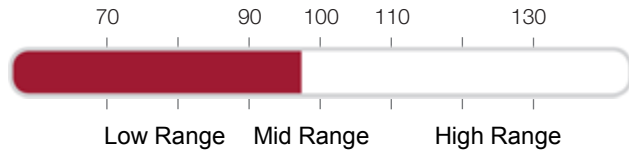
| EI Subscales                | 70 | 80 | 90                          | 100 | 110                         | 120      | 130 | Self <b>S</b> | Manager <b>M</b> | Peer <b>R</b> | Direct Reports <b>DR</b> | Family/Friends <b>F</b> | Other <b>O</b> |
|-----------------------------|----|----|-----------------------------|-----|-----------------------------|----------|-----|---------------|------------------|---------------|--------------------------|-------------------------|----------------|
| Number of raters            |    |    |                             |     |                             |          |     | 1             | 1                | 3             | 3                        |                         |                |
| Self-Regard                 |    |    | DR <b>P</b>                 |     |                             |          |     | 97            | 96               | 96            | 92                       |                         |                |
| Self-Actualization          |    | DR | DR <b>S</b> <b>P</b>        |     |                             |          |     | 91            | 93               | 93            | 84                       |                         |                |
| Emotional Self-Awareness    |    |    |                             |     | <b>S</b> <b>DR</b> <b>P</b> |          |     | 101           | 109              | 109           | 107                      |                         |                |
| Emotional Expression        |    |    | DR                          |     | DR <b>P</b> <b>S</b>        |          |     | 105           | 103              | 103           | 89*                      |                         |                |
| Assertiveness               |    | DR |                             |     |                             |          |     | 81            | 82               | 82            | 83                       |                         |                |
| Independence                |    |    |                             | DR  |                             | <b>P</b> |     | 107           | 106              | 106           | 91*                      |                         |                |
| Interpersonal Relationships |    |    | <b>S</b> <b>P</b> <b>DR</b> |     |                             |          |     | 84            | 86               | 86            | 90                       |                         |                |
| Empathy                     |    |    |                             | DR  | <b>S</b> <b>P</b>           |          |     | 102           | 107              | 107           | 96                       |                         |                |
| Social Responsibility       |    |    |                             | DR  | DR <b>P</b> <b>S</b>        |          |     | 112           | 110              | 110           | 96*                      |                         |                |
| Problem Solving             |    |    |                             | DR  | DR <b>P</b> <b>S</b>        |          |     | 107           | 105              | 105           | 85*                      |                         |                |
| Reality Testing             |    |    |                             |     | <b>DR</b> <b>S</b> <b>P</b> |          |     | 110           | 114              | 114           | 102                      |                         |                |
| Impulse Control             |    |    |                             | DR  | DR <b>P</b> <b>S</b>        |          |     | 114           | 109              | 109           | 96*                      |                         |                |
| Flexibility                 |    |    |                             | DR  | DR <b>P</b> <b>S</b>        |          |     | 122           | 116              | 116           | 94*                      |                         |                |
| Stress Tolerance            |    |    |                             | DR  | DR <b>P</b>                 |          |     | 115           | 114              | 114           | 95*                      |                         |                |
| Optimism                    |    |    |                             | DR  | DR <b>S</b> <b>P</b>        |          |     | 98            | 100              | 100           | 86*                      |                         |                |

\* indicates that there is a significant difference between this rater group's score and your SELF score

# Self-Regard

**Self-Regard** respecting oneself; confidence

97



## What You Said:

Individuals with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. Jack, your result suggests that you do have a good sense of your own strengths and weaknesses without being overly confident. At times you may experience lower self-confidence; however, you approach most challenges with self-assuredness and a can-do attitude. You may have:

- a reasonable level of respect for yourself, your talents, and your weaknesses.
- a willingness to openly admit mistakes or unfamiliarity with a situation.
- a well-developed sense of identity—you know what you are good at.

### Emotional Implications on the Job

**Emotional Implications.** The emotional implications of self-regard extend further than many people realize. The implications from your result suggest that you are driven to achieve your fullest potential, you show a more positive outlook on your capabilities, and you are likely more confident in expressing yourself than those individuals with lower self-regard.

### Strategies for Action

**Self-Regard Profile.** Seeking others' feedback on your strengths and weaknesses demonstrates a willingness to learn and gives you insight to reveal hidden talents.

- Identify those at work (colleague, manager) who know you well enough to comment on your strengths and weaknesses.
- Ask them to list your strengths and weaknesses with specific observations or examples.
- Without looking at their list, write what you believe your strengths and weaknesses are. Then compare lists. Look for disconnects and similarities between lists. Identify opportunities to repeat the positive examples provided in your feedback.

**Healthy Self-Doubt.** To strengthen Self-Regard, it is important to recognize the difference between healthy and unhealthy self-doubt.

- Healthy self-doubt results from knowing and accepting an area of weakness. For example, you are nervous giving presentations, and you know this needs improvement.
- Unhealthy self-doubt results from negative self-talk; there is no evidence that you will do poorly, yet you are convinced you will fail.
- Unhealthy self-doubt prevents you from having stronger Self-Regard. Reflect on what triggers negative self-talk (e.g., stress, feelings of intimidation) and prove it wrong through your actions.

## Balancing Your EI

This section compares Self-Regard with Self-Actualization, Problem Solving, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Self-Regard(97)**  **Reality Testing(110)**

Your Self-Regard is lower than your Reality Testing. In balancing these two areas, remember that although input from external sources is important, self-regard is about your own subjective evaluation of self-worth, and should not be overly influenced by external sources. Seek objective information about your performance, but give primary importance to your personal goals and your own sense of personal success.



# Self-Regard

70                      90                      100                      110                      130



Low Range    Mid Range    High Range

**Self-Regard** respecting oneself; confidence

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

#### How your rater groups rated you:

Overall, there is close agreement between your self-rating and ratings made by others. Your results suggest that across situations you show lower self-confidence and satisfaction with who you are. This agreement suggests that in most of your daily interactions your confidence is presented in much the same way; you are unlikely to be extremely confident with one group and less so with others. However, there are likely a few situations (e.g., under pressure) where you appear less confident. It is likely that you and your raters believe that you could benefit from strengthening your self-regard. *What are some projects or tasks where you could demonstrate confidence more frequently to all rater groups? What behaviors are indicative of someone with high self-regard?*

| This person...                            | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Feels good about self                     | 3    | 3       | 3     | 2.67           |                |        |
| Feels sure of self                        | 3    | 3       | 3     | 3.33           |                |        |
| Doesn't feel good about self              | 1    | 1       | 1     | 1              |                |        |
| Lacks self-confidence                     | 1    | 1       | 1     | 2              |                |        |
| Finds it hard to accept the way he/she is | 1    | 1       | 1     | 1.67           |                |        |
| Thinks highly of himself/herself          | 3    | 3       | 3     | 3.33           |                |        |
| Respects self                             | 3    | 3       | 3     | 3              |                |        |
| Happy with self                           | 3    | 3       | 3     | 2.67           |                |        |

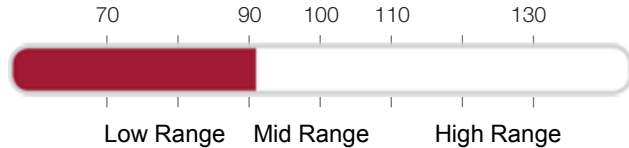
**Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always**

This table contains abbreviated versions of the items your raters responded to. These items are copyright and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

# Self-Actualization

**Self-Actualization** pursuit of meaning; self-improvement

91



## What You Said:

Self-actualization can be summed up in three words: pursuit of meaning. While this sounds quite philosophical, in the business world it means finding purpose and enjoyment in your job and performing to your fullest potential. Jack, your result suggests that you are passionate about your work and life outside of work and take pride in setting and achieving challenging goals. Although you may believe that you can accomplish more, your result may mean that:

- you place value on training and keeping your expertise sharp.
- you appear to be working or acting with a plan in mind.
- for the most part you believe you are leading a rich and fulfilling life.
- at times you turn on “autopilot” mode, going through the motions of your job without truly striving to excel.

### Emotional Implications on the Job

**Emotional Implications.** Your success, happiness, and life satisfaction can probably be traced back to the fact that most of the time you do what you enjoy. Because you have found ways to apply your talents and strengths, you likely experience harmony knowing that your talents are being put to good use.

### Strategies for Action

**The Small Things we Enjoy.** Sometimes you just need to look at your job under a microscope to develop an even deeper passion for what you do.

- Write down some of the things you do in your job that are motivating for you. No matter how small, everything makes the list. Review this list once a week; Monday is usually a good day. Remind yourself that even the small things (like having a client compliment you on your presentation) can push you to do your very best.

**Protect Your Time.** Since you already know what you're passionate about, you need to protect the time you have scheduled for these activities so they do not fall lower on your list of priorities.

- Block off time in your calendar, well in advance, for those activities you enjoy, especially if they are the vulnerable, non-work related type. Seeing an appointment in your calendar, even if it is for lunchtime yoga, will help you keep your time commitment.

## Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Self-Actualization(91)**  **Reality Testing(110)**

Your Self-Actualization is lower than your Reality Testing. These components can be balanced by setting realistic plans to accomplish meaningful experiences that are internally satisfying and not just objectively required. The challenge is to set goals that are attainable and realistic, but also intrinsically valuable.

# Self-Actualization

70 90 100 110 130

**Self-Actualization** pursuit of meaning; self-improvement



Low Range Mid Range High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

#### How your rater groups rated you:

You agree with your rater groups that you show less self-motivation and accomplishment of meaningful goals than most people. This consistency in ratings means that you and your raters believe that you have something to contribute, but that you could benefit from showing a greater drive to reach more challenging goals and greater enrichment in your work and personal life. Self-Actualization is a continuous process, and improvement can always be made. Continue to expand your interests and contributions in your personal and professional worlds, and seek tasks that make good use of your natural abilities. *How can you ensure that your goals and contributions are in line with the expectations of your raters?*

| This person...                       | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--------------------------------------|------|---------|-------|----------------|----------------|--------|
| Accomplishes goals                   | 3    | 3       | 3     | 4.33           |                |        |
| Has something to contribute          | 2    | 2       | 2     | 2.67           |                |        |
| Seeks enriching experiences          | 3    | 3       | 3     | 2              |                |        |
| Self-motivated                       | 4    | 4       | 4     | 3.67           |                |        |
| Makes good use of abilities          | 3    | 3       | 3     | 2              |                |        |
| Strives to be the best he/she can be | 4    | 4       | 4     | 2.67           |                |        |
| Driven to achieve                    | 4    | 4       | 4     | 4              |                |        |
| Makes life meaningful                | 4    | 4       | 4     | 3              |                |        |
| Looks for ways to improve            | 4    | 4       | 4     | 2.33           |                |        |

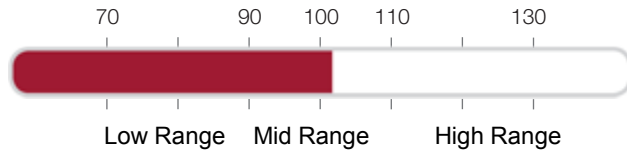
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# Emotional Self-Awareness

**Emotional Self-Awareness** understanding own emotions

101



## What You Said:

If you have a solid understanding of what causes your emotions, it is much easier to regulate your behavior and control the impact your emotions have on those you work with. Jack, your result indicates that you are in touch with your emotions and that you manage them in a way that is healthy for you and your relationships at work. It is likely that you:

- have a solid read of your inner self—you can describe and manage the emotions you are experiencing.
- are aware of how emotions impact team morale, collaborative relationships, and individual performance.
- still have a few emotions that make you uneasy or are difficult to fully understand.

### Emotional Implications on the Job

**Emotional Implications.** One of the implications of recognizing your emotions and their triggers is that for you, experiencing an emotion is the result of a cause-and-effect relationship. You know when and why an emotion will be triggered and you know how to use that emotion to your benefit. You are usually in tune with the physiological sensations of emotion, but there may be some emotions that continue to slip by unrecognized.

### Strategies for Action

**Cause and Effect.** Your strength in identifying a cause-and-effect relationship for your own emotions can be leveraged to predict others' emotional reactions.

- The next time you are in a meeting ask others, "How do you feel about this direction?" or "What is your gut telling you about this decision?"
- Identify the causes of your colleagues' emotions and how their emotions impact their buy-in to a decision. This will help not only to show that you care about others' feelings (empathy), but to give you the information you need to predict how colleagues will react in the future.

**Leveraging Emotions.** Although you understand emotions quite well, you can always work on refining your ability to adopt the right emotion at the right time. People with strong emotional self-awareness are able to bring on emotions in themselves that will help them with the task at hand.

- Experiment with different techniques and mediums to make you feel a wide range of emotions (e.g., somber, happy, angry, creative, or peaceful). Putting yourself in a slightly somber mood can help you focus on analytical tasks, while being happy will help you with brainstorming or creative tasks.

## Balancing Your EI

This section compares Emotional Self-Awareness with Reality Testing, Emotional Expression, and Stress Tolerance. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Emotional Self-Awareness(101)** > **Stress Tolerance(115)**

Your Emotional Self-Awareness is lower than your Stress Tolerance. To balance these components, the object is to learn to recognize and process the emotions involved in the situation. By using Emotional Self-Awareness effectively to deal with the emotions, you will be better prepared to perform under stress until a proper resolution is found.

# Emotional Self-Awareness

70                      90                      100                      110                      130

**Emotional Self-Awareness** understanding own emotions


Low Range    Mid Range    High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

#### How your rater groups rated you:

There is agreement between you and your raters on your level of Emotional Self-Awareness, suggesting that you pay attention to your emotions more than most people. This consistency between how you and those around you view your emotional self-awareness has positive implications; your understanding of your emotions is observable to the people you work with and you probably know when your emotions have gotten the best of you. While you may be in tune with some emotional triggers and resulting physiological sensations, there are likely other emotions that you are less comfortable with or that are less recognizable to you. You and your raters would likely agree that there is room for improvement in your understanding of your emotions. *What cues can you look for, in both yourself and others, to determine when your emotions have gotten the best of you? What skills can you leverage from situations where you have a solid understanding of your emotions to apply to emotions with which you are less comfortable?*

| This person...                                  | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Attends to own feelings                         | 4    | 4       | 4     | 3.67           |                |        |
| Aware of how own mood impacts others            | 5    | 5       | 5     | 5              |                |        |
| Knows what triggers own emotions                | 3    | 3       | 3     | 2.33           |                |        |
| Aware of own feelings                           | 5    | 5       | 5     | 4.33           |                |        |
| Recognizes when he/she is upset                 | 2    | 2       | 2     | 3.67           |                |        |
| Understands how others' emotions affect him/her | 3    | 3       | 3     | 2.33           |                |        |
| Knows which emotions affect his/her performance | 4    | 4       | 4     | 4              |                |        |

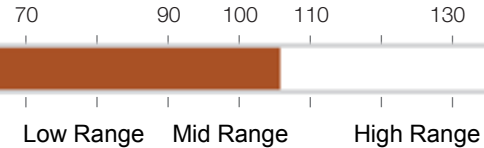
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# Emotional Expression

**Emotional Expression** constructive expression of emotions

105



## What You Said:

Individuals who effectively express emotions use words and physical expressions to convey their feelings in a way that is not hurtful to others. Jack, your result portrays someone who is emotionally expressive, bringing your true feelings to the surface with relative ease. Sharing your emotions with others, as you do, helps you achieve your goals and builds stronger relationships with your colleagues.

Consider the following characteristics of your result:

- you are comfortable expressing many emotions through words and/or facial expressions.
- you find beneficial ways to express your emotions, both positive (e.g., appreciation) and negative (e.g., anger).
- on a few occasions, you may have difficulty articulating or sharing certain emotions; the right words or expressions may elude you.

### Emotional Implications on the Job

**Emotional Implications.** Think of Emotional Expression as the action part of the emotional experience. You typically act on the emotions you experience; however, there are a few emotions or circumstances where you do not feel comfortable being open. You should strive for a more balanced expression of emotions; that way you don't appear to be more comfortable expressing one extreme (e.g., happiness) over another (e.g., sadness).

### Strategies for Action

**Ask an Expert.** Write down a few emotions that you have trouble expressing at work.

- Research them first. Find out what triggers these emotions in you and what prevents you from sharing them openly (e.g., "I feel offended and brushed off when my ideas are not accepted by the team. I haven't said anything because I don't want to disrupt the team's harmony").
- Find someone you know who is quite adept at expressing these emotions. Ask for his/her advice on how to clearly articulate emotion and overcome the fear of emotional expression.

**Expression Check-In.** Use your skills in empathy, interpersonal relationships, and emotional self-awareness to watch others' responses when you express emotions.

- The next time you express what you feel, pay more attention to how the other person is reacting. Notice their facial cues, the tone of their voice, and their body language; does it match what you would expect? For example, are they as happy as you are about your promotion, or do they appear threatened by the change?
- This check-in will help remind you that expressing your emotions is not entirely about you—it is also about taking care of others while showing them what you feel!

## Balancing Your EI

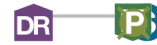
This section compares Emotional Expression with Interpersonal Relationships, Assertiveness, and Empathy. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Emotional Expression(105) > Assertiveness(81)**

Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing emotional expression and assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see.

# Emotional Expression

70                      90                      100                      110                      130

**Emotional Expression** constructive expression of emotions


Low Range    Mid Range    High Range

## What Your Raters Said:

There is variability in how your rater groups rated your Emotional Expression--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

This rater group sees you as less emotionally expressive than you see yourself. This gap suggests that your Direct Reports may not see the same level of emotion from you as you believe you are expressing. One implication of this is that you may appear to be withholding thoughts or feelings in your interactions with your Direct Reports. Or there could be a mismatch between the words you use, your body language, and tone of voice, which could give the impression that you aren't being completely forthright. Building stronger and trusting relationships may be difficult if people do not believe that you are being open with your feelings. *Why do you think this rater group sees you as less emotionally expressive than you believe yourself to be? Are there certain types of feelings you don't express or discuss?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

How your PEERS and MANAGER rated you:

Jack, you agree with your Peers and Manager(s) that you are generally open and expressive but could benefit from expressing an even wider range of emotions. There may be situations in which you hide your true emotions, or perhaps there are certain emotions that you find uncomfortable to share, no matter what the situation. Consider the implications of your level of emotional expression on your relationships; if you struggle to find the right words to describe your feelings you may have difficulty inspiring others or getting the support and resources you need to be successful. Also, consider whether your level of expression is appropriate across rater groups and situations; context matters, as full emotional disclosure is not always effective. *Why do you think your ratings on Emotional Expression are similar between you and your Peers and Manager(s)? What would make other rater groups feel differently?*

| This person...                              | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Finds it hard to share feelings             | 3    | 3       | 3     | 3              |                |        |
| Easily expresses feelings                   | 2    | 2       | 2     | 3              |                |        |
| Has difficulty expressing intimate feelings | 2    | 2       | 2     | 4              |                |        |
| Talks to others when sad                    | 3    | 3       | 3     | 3.67           |                |        |
| Difficult to show feelings to others        | 1    | 1       | 1     | 2.33           |                |        |
| Finds it difficult to show affection        | 1    | 1       | 1     | 1.67           |                |        |
| Has difficulty describing feelings          | 1    | 1       | 1     | 3              |                |        |
| Hard to smile                               | 3    | 3       | 3     | 4              |                |        |

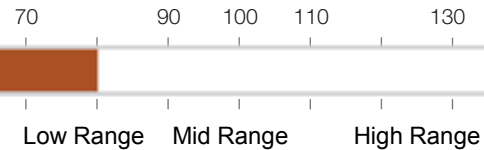
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Assertiveness

**Assertiveness** communicating feelings, beliefs; non-offensive

81



## What You Said:

Picture a line between the words passive and aggressive. At the middle point of this line lies assertiveness, a place where you work with others by finding the right words at the right time to express your feelings and thoughts. Jack, you have the tendency to be more toward the passive side of this line, keeping opinions and thoughts to yourself rather than sharing them openly. Some of the following characteristics may apply to you:

- you are seen as supportive (of everything) and a team player, but at the expense of standing up for your beliefs.
- you play the role of “observer” in meetings or discussions.
- you have a lot to contribute, but feel defeated when no one hears your good ideas.
- you work harder than most because you struggle to clearly articulate to others what you need.

### Emotional Implications on the Job

**Emotional Implications.** Your tendency to keep thoughts inside may lead you to feel exhausted, frustrated, or even angry that you are on your own dealing with your unvoiced opinions. You may ruminate over bad decisions made, the “crazy” plan that someone created, or that coworker who took credit for your work. It’s as if all this occurred without your approval or your input, and yet you are left wanting to say so much.

### Strategies for Action

**Overcoming Fear.** A common reason for overly passive behavior is the fear of losing something as a result of speaking up.

- Identify the last three times you were passive (meetings are great places to start). Then, brainstorm all the possible positive and negative results that could have occurred had you been more assertive.
- Most of our fear comes from an exaggeration of bad consequences. Think of situations where the good consequences outweighed the bad. Identify when similar situations will be occurring in the future. These will be relatively safe opportunities for you to practice being more assertive.

**Have a Goal in Mind.** Try setting a small goal before you go into an assertive situation. When you are clear upfront on what you want to achieve, it is easier to assert yourself.

- Leverage the skills that you would normally use to get the job done (e.g., motivation, drive, technical skills, goal setting) to set a small goal for the conversation. Tie this smaller goal to a larger performance objective so you know something bigger is at stake. For example, “I will tell my manager today that customer service errors are angering my top customers. She won’t be happy, but if I don’t speak up we may lose these key accounts.”

## Balancing Your EI

This section compares Assertiveness with Interpersonal Relationships, Emotional Self-Awareness, and Empathy. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Assertiveness(81) < Empathy(102)**

Because your Assertiveness is lower than your Empathy, you may place a greater emphasis on caring for others than you do on being assertive. It is important to recognize that it is possible to be empathic and assertive at the same time. Being sensitive to the feelings of others allows you to express your assertiveness in a way that will be received in the best manner possible.



# Assertiveness

70                      90                      100                      110                      130



Low Range      Mid Range      High Range

**Assertiveness** communicating feelings, beliefs; non-offensive

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

#### How your rater groups rated you:

There is agreement between you and all your rater groups that assertiveness is a skill where you may benefit from improvement. Your interactions with these groups might often be described as passive, where you may withhold your true feelings, beliefs, and thoughts. Although you may be favoring team harmony by not voicing an opposing opinion, you could be missing opportunities to show your conviction, contribute to the direction of your team or obtain adequate resources for effective job performance. Unassertive individuals are rarely seen by others as leaders who are decisive, tenacious and inspiring. *Which of your colleagues effectively use assertiveness? What strategies does he/she use? How can you model that kind of behavior?*

| This person...                  | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------|------|---------|-------|----------------|----------------|--------|
| Backs down even when right      | 2    | 2       | 2     | 2              |                |        |
| Says "no" when needed           | 3    | 3       | 3     | 3.33           |                |        |
| Is assertive                    | 3    | 3       | 3     | 2              |                |        |
| Says so when he/she disagrees   | 2    | 2       | 2     | 2.33           |                |        |
| Firm and direct                 | 3    | 3       | 3     | 2.67           |                |        |
| Stands up for own beliefs       | 2    | 2       | 2     | 3.33           |                |        |
| Tells people what he/she thinks | 3    | 3       | 3     | 2.67           |                |        |

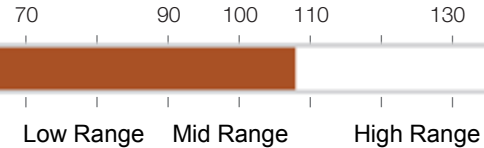
**Responses:** 1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Independence

**Independence** self-directed; free from emotional dependency

107



## What You Said:

Jack, being independent means that you are capable of feeling, thinking, and working on your own. Your results show that you are usually willing and capable of choosing your own course of action. You are comfortable being a leader and follower, which is desirable in most workplaces. There may be times when the risk and responsibility of being independent is too heavy and you allow others to step up and take charge of a situation. Consider the following interpretation of your results:

- you are comfortable making most decisions on your own.
- you sometimes welcome or request guidance or reassurance from others.
- you will consult others for advice, but usually make the ultimate decision.
- you accept responsibility for your decisions knowing that at times people will disagree with you.

### Emotional Implications on the Job

**Emotional Implications.** Think of independence as the stage for showcasing your other EI abilities. Because you are able to think and behave freely, you are likely to demonstrate to your colleagues your strengths in other areas of EI.

### Strategies for Action

**Building More Autonomy.** Decades of research has shown that being autonomous at work is one of the leading contributors to job satisfaction. Because your tendency is to work independently, you may benefit from adding more autonomy to your role.

- If this is the case, talk with your manager about new decision-making boundaries for your role. Perhaps you can be given final signoff authority, or maybe you no longer need to send certain requests to your manager for approval.

**Predict Reactions.** To further develop your Independence, it is important to identify situations where you remain overly tied to what others think (particularly if your Interpersonal subscales are high, you may be inclined to follow the team to avoid conflict or bruised relationships).

- When you find yourself being more dependent than you wish to be, list possible reactions others may have to the decisions you make. List both negative reactions (e.g., my team might feel I am neglecting their opinions) and positive reactions (e.g., my team might be energized by a decision they hadn't even considered before). When you can predict possible reactions, you are better informed to make your decision free of dependence on others.

## Balancing Your EI

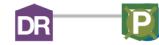
This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Independence(107) > Interpersonal Relationships(84)**

Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collaboration can help establish positive relationships.

# Independence

70                      90                      100                      110                      130

**Independence** self-directed; free from emotional dependency


Low Range    Mid Range    High Range

## What Your Raters Said:

There is variability in how your rater groups rated your Independence--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

#### How your DIRECT REPORTS rated you:

The gap between how you and your Direct Reports responded suggests that you are seen as less independent than you believe yourself to be. Consider whether the decisions you make could appear to be heavily based on the input of others, particularly from the viewpoint of your Direct Reports. It may be worthwhile to clarify what level of autonomy this rater group expects; perhaps what you believe to be gathering input is seen as seeking reassurance and validation by your Direct Reports. Find balance between including others in your decisions and becoming overly dependent on their input. *Why might your Direct Reports have rated you lower than you did yourself on Independence? What are the implications of believing yourself to be more independent compared to how others see you?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

#### How your PEERS and MANAGER rated you:

Jack, you and your Peers and Manager(s) agree that you usually feel confident taking initiative and working independently. You and these raters are likely aware of instances when your independence wavers and you turn to others for reassurance and guidance. It is crucial to maintain productive relationships by including others in your decisions; however, you may want to reflect on which decisions make you feel less confident in your solution. *Why do you think your raters do not all agree with your self-rating of Independence? Do you rely more on certain rater groups than others?*

| This person...                    | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|-----------------------------------|------|---------|-------|----------------|----------------|--------|
| Finds it hard to make decisions   | 2    | 2       | 2     | 3              |                |        |
| Clings to others                  | 2    | 2       | 2     | 1.33           |                |        |
| Easily influenced                 | 1    | 1       | 1     | 1              |                |        |
| Prefers job where told what to do | 3    | 3       | 3     | 4              |                |        |
| Difficult doing things on own     | 2    | 2       | 2     | 2              |                |        |
| Needs reassurance                 | 1    | 1       | 1     | 3.67           |                |        |
| Needs others                      | 2    | 2       | 2     | 2.33           |                |        |
| More of a follower                | 1    | 1       | 1     | 2.67           |                |        |

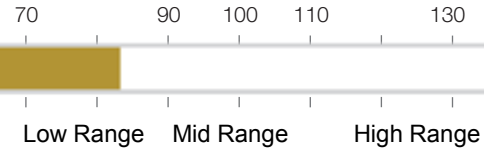
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# Interpersonal Relationships

**Interpersonal Relationships** mutually satisfying relationships

84



## What You Said:

Jack, this subscale is about developing and maintaining mutually satisfying relationships and your result suggests that this could be challenging for you. Your view of relationships may be transactional, where you see relationships in terms of how others can help you, instead of building bonds that include mutual give-and-take. Unless you work alone, close relationships are crucial to your success and you may be missing opportunities to share your team members' expertise and resources. Some characteristics of your result are:

- you may have many acquaintances but few cherished, supportive friends/colleagues.
- you likely understand how others can help you, but know few details about them personally.
- you may rely on your own devices to get the job done, rather than asking for help.

### Emotional Implications on the Job

**Emotional Implications.** If you do not frequently draw on interpersonal skills you will struggle to showcase your other EI capabilities. For example, any EI skills you have will not be evident to your colleagues if you do not regularly engage them in authentic interactions. Also, the deeper and more active your relationships are, the more you will recognize others' emotions and the more adept they will become at recognizing yours.

### Strategies for Action

**Be Personal.** Personal questions don't always have to be intrusive in nature, you can easily rephrase a work related question in a way that allows the other person to open up.

- Try switching from closed ended questions (e.g., "Is your part of the report complete?" or "Did you have a good weekend?") to open ended questions (e.g., "How have you been finding your part of the report?" or "What plans do you have for the weekend?")
- Brainstorm a list of questions that spark conversation and keep it handy so you can show your interest in the individual and not just in the work they do.

**Learn Your Comfort Zone.** Try identifying social situations where you are most comfortable and replicate your behavior when you are at ease to other less comfortable situations.

- Write down how you interact with others when you are in a comfortable environment. For example, are you more talkative with close friends? Can you joke with your family?
- Try applying some of these strategies to other, less-comfortable situations. For example, if you joke with your family try using lighthearted humor when you feel uncomfortable meeting new people.

## Balancing Your EI

This section compares Interpersonal Relationships with Self-Actualization, Problem Solving, and Independence. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Interpersonal Relationships(84)** <math>\leftarrow</math> **Problem Solving(107)**

Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.

# Interpersonal Relationships

70                      90                      100                      110                      130

**Interpersonal Relationships** mutually satisfying relationships



Low Range    Mid Range    High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

### How your rater groups rated you:

There is agreement between you and all your rater groups that you could focus more on developing mutually satisfying relationships. Your relatively low ratings on this scale suggest that you either have difficulty connecting with these rater groups, or that you are generally dissatisfied with the quality of your current relationships. While it's critical to focus on the task at hand, if you rarely engage in personal, friendly conversations, you will miss out on learning about the expertise and talents of your colleagues. Additionally, strong relationships can provide the social support needed to buffer the negative effects of stress, promote psychological adjustment and contribute to long lasting physical health. *Think about what kinds of social situations make you more comfortable than others. What it is about these interactions that allows you to be more engaging?*

| This person...         | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|------------------------|------|---------|-------|----------------|----------------|--------|
| Makes friends easily   | 5    | 5       | 5     | 3              |                |        |
| Enjoys talking         | 4    | 4       | 4     | 4.33           |                |        |
| Easy to approach       | 3    | 3       | 3     | 3.33           |                |        |
| Easy to confide in     | 3    | 3       | 3     | 2.33           |                |        |
| Fun to be with         | 1    | 1       | 1     | 3.33           |                |        |
| Team player            | 3    | 3       | 3     | 3.33           |                |        |
| Is sociable            | 3    | 3       | 3     | 4              |                |        |
| Has good relationships | 3    | 3       | 3     | 3              |                |        |

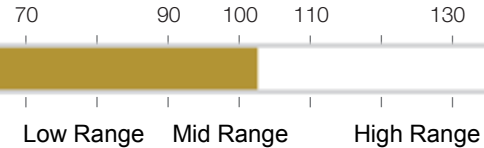
**Responses:**    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Empathy

**Empathy** understanding, appreciating how others feel

102



## What You Said:

Empathy, the ability to recognize, understand, and appreciate the way others feel, is a crucial EI skill at the heart of all effective work relationships. Jack, your result indicates that you are generally an empathic person who is able to grasp what another is feeling, even if it is much different from what you feel. Your empathic nature makes you an approachable and open team member with whom coworkers feel safe sharing thoughts and ideas. With a result such as yours you may find:

- you are “tuned in” to how others are feeling.
- you care about the thoughts and feelings of others as much as you do your own.
- under times of stress or moments of defensiveness, your empathy is challenged since there is a tendency to focus on oneself when under duress.

### Emotional Implications on the Job

**Emotional Implications.** Your result in Empathy provides a solid foundation for all other interpersonal skill areas. You draw on your ability to respect others so that your interactions with others appear sincere. Still, certain emotions may cause your normally empathic demeanor to crack. Anger, for example, can create problems for some people, causing them to become critical instead of caring and respectful.

### Strategies for Action

**Be Prepared.** Prior to your next meeting, prepare by:

- Listing all attendees and what needs and expectations each brings to the meeting
- Predicting how they will act during the meeting. What issues do you need to be sensitive towards?
- Generating a number of questions to further understand your colleagues’ needs during the meeting. You may not be able to resolve conflicting needs, but these engaging questions will help show your interest and compassion for others’ situations and needs.

**Connecting on a Personal Level.** If you know colleagues on a personal level you will better understand what impacts their emotions and be in a better position to see situations from their perspective.

- With some of your lesser known colleagues, take the time to connect with them on topics outside of their field of work (e.g., children, sports, current events, traveling).
- With the next situation that calls for empathy on your part, draw upon this background information to show your sensitivity to their needs (e.g., “You must really be feeling stressed with two sick kids at home and I know your wife is away at that conference. How can I help?”).

## Balancing Your EI

This section compares Empathy with Emotional Self-Awareness, Reality Testing, and Emotional Expression. Achieving balance between these subscales can enhance emotional functioning.

### Empathy(102)

Your Empathy is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Empathy with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Empathy

70                      90                      100                      110                      130

**Empathy** understanding, appreciating how others feel


Low Range    Mid Range    High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

### How your rater groups rated you:

You agree with your rater groups that you are typically appreciative, understanding and compassionate of others' feelings. The consistency between how you and others see your empathy suggests that your actions are genuine and that you can understand another's perspective regardless of who (e.g., manager, direct reports) you are dealing with. However, there still may be certain situations where you are less empathic. Try leveraging the empathy strengths you do have and apply them to situations where you may not show as much empathy as you could. *How would your raters describe the way you show empathy? Are there clear instances where you show less or more empathy?*

| This person...                  | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------|------|---------|-------|----------------|----------------|--------|
| Aware of others' feelings       | 2    | 2       | 2     | 2.67           |                |        |
| Is empathic                     | 4    | 4       | 4     | 3.33           |                |        |
| Understands the way others feel | 4    | 4       | 4     | 4.33           |                |        |
| Avoids hurting others' feelings | 3    | 3       | 3     | 1.67           |                |        |
| In touch with others' emotions  | 4    | 4       | 4     | 3.67           |                |        |
| Relates to others' emotions     | 4    | 4       | 4     | 4              |                |        |
| Respects others' feelings       | 5    | 5       | 5     | 3.33           |                |        |
| Sensitive to others' feelings   | 5    | 5       | 5     | 3              |                |        |
| Cares about others' feelings    | 4    | 4       | 4     | 3              |                |        |

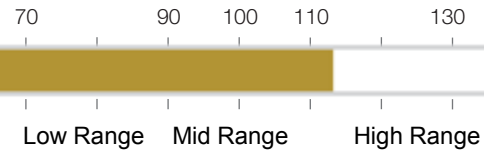
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# Social Responsibility

**Social Responsibility** social consciousness; helpful

112



## What You Said:

Social responsibility is that moral compass directing your behavior toward promoting the greater good and contributing to society and one's social groups. Jack, your result suggests that you are highly altruistic in your efforts, taking most, if not all, opportunities to help others. Your concern for societal issues is demonstrated through the selfless contributions you make, both at work and in your community. Based on your result, you:

- consistently demonstrate your social conscience and are compelled to help others.
- are seen as a "Good Samaritan" who helps out without expecting anything in return.
- gain fulfillment from a variety of sources, including those activities outside of work.

## Emotional Implications on the Job

**Emotional Implications.** You are able to keep your emotions in perspective, having observed firsthand the difficulties others are facing. Also, because you contribute to a wide variety of activities, your emotions are not tied to one source. For example, if you have a setback in one area (e.g., loss of a key client account), you can look to another area for relief (e.g., coaching basketball).

## Strategies for Action

**The Best Intentions.** Check in with yourself to ensure that you are not avoiding your current emotional state by focusing solely on helping others.

- Ask someone close to you (e.g., family or close friends) to describe what your intentions to help look like from their perspective. Others may be able to see the real motives behind even the best intentions.
- If you are overly involved to the point that your personal well-being is neglected or you are placing unrealistic expectations on your friends, family or work peers for their social or corporate involvement, it may be time to reflect on your motives behind your desire to help others.

**Inspiring Initiative.** Inspiring others to be socially responsible can create an overall feeling of meaning and charity in the lives of others while fueling your passion for contributing towards the greater good.

- Leverage your passion for causes you care about by reaching out to your friends and family for help.
- Brainstorm several activities that you, family and friends can engage in to help at least one of these causes.
- Identify a plan, specific roles for each person and a timeframe for these activities.

## Balancing Your EI

This section compares Social Responsibility with Self-Actualization, Interpersonal Relationships, and Empathy. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Social Responsibility(112)** ↔ **Interpersonal Relationships(84)**

Your Social Responsibility is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect with individuals who are involved in the activities you pursue. Remember that being socially responsible can happen even on the smallest scale, helping one person at a time.



# Social Responsibility

70                      90                      100                      110                      130



Low Range    Mid Range    High Range

**Social Responsibility** social consciousness; helpful

## What Your Raters Said:

There is variability in how your rater groups rated your Social Responsibility--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

### How your DIRECT REPORTS rated you:

Your Direct Reports may see you as less socially responsible than you believe yourself to be. This difference in perspective may be the result of your Direct Reports not being privy to all you do, not seeing your care and passion being translated into action, or not sensing authenticity in your efforts to contribute and cooperate. Reflect on your interactions with your Direct Reports and determine whether there have been events where you put your own interests or welfare ahead of others. Sometimes, even if we have the best of intentions, others may feel that we didn't contribute or help out to our fullest potential. If this is the case, seek feedback to determine ways in which you can demonstrate more teamwork and dependability to your Direct Reports. *What are the implications of this rater group not seeing you as socially responsible as you believe you are?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

### How your PEERS and MANAGER rated you:

You and your Peers and Manager(s) agree that you frequently show concern for the welfare of others and participate as a cooperative and constructive member of your organization and community. It is not uncommon to see someone with this level of social responsibility involved in a variety of social and leadership pursuits, which can be inspirational and motivating to your colleagues. Helping others also has benefits for you, Jack, such as positive emotions, improved relationships and greater confidence in managing change. Take care that when helping others, you do not take on the responsibilities of others at the expense of your own priorities. *How can you apply your social responsibility skills to less established relationships?*

| This person...                        | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------------|------|---------|-------|----------------|----------------|--------|
| Environmentally friendly              | 5    | 5       | 5     | 4.67           |                |        |
| Tries to make a difference in society | 4    | 4       | 4     | 2.33           |                |        |
| Likes helping                         | 4    | 4       | 4     | 4              |                |        |
| Is a contributing member              | 5    | 5       | 5     | 4.67           |                |        |
| Contributes to community              | 4    | 4       | 4     | 2.67           |                |        |
| Cares about social issues             | 3    | 3       | 3     | 1.67           |                |        |

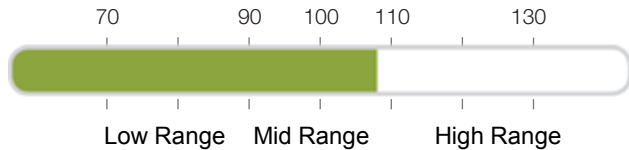
Responses:    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Problem Solving

**Problem Solving** find solutions when emotions are involved

107



## What You Said:

Problem Solving is not about the quality of your solutions, but rather at how effectively you use your emotions in the process of solving a problem. Jack, your result in problem solving speaks of someone who can use their emotions effectively to focus on the problem at hand. In most situations you keep a clear head on the pertinent issues, without becoming frustrated by too much information or too many options. Your result indicates:

- that you take in enough information to make informed conclusions, but not so many details that you are overwhelmed.
- you confront problems head on, rather than avoiding them.
- there are still certain types of problems where your emotions get in the way of reaching a conclusion.

### Emotional Implications on the Job

**Emotional Implications.** The emotional implication for your result is that while most of the time you tackle decisions head on, there are likely some situations where you tend to avoid making a decision. It is important to be consistently decisive whether dealing with interpersonal conflict or performance-management issues. Decisions regarding interpersonal issues shouldn't be avoided due to their uncomfortable nature, for they can be just as toxic as technical problems.

### Strategies for Action

**Watch Your Limit!** Our brains typically handle seven chunks of information, whether we are memorizing or deciding between many options; seven seems to be the maximum amount of information we can effectively manage.

- The next time you are stuck in solving a problem, ensure you are dealing with no more than seven pieces of information (or deciding among fewer than seven choices). Too much information paralyzes you, while too little leaves you uninformed.
- Also, if your decision is stressful, your mental and emotional resources will be even fewer, so you may want to limit yourself to three options.

**Decision Deadlines.** For complex issues, including interpersonal conflicts, set a deadline by which the problem must be resolved. This deadline will help you stick to an efficient process for problem-solving where you are less likely to put off dealing with a tough decision.

- Generate multiple alternatives for a problem and evaluate them on the basis of impact, costs, resources and timing.
- Set a deadline for when you will select the best single solution. Treat this like any other important deliverable and have a colleague follow up with you to ensure you've met your deadline.

## Balancing Your EI

This section compares Problem Solving with Flexibility, Reality Testing, and Emotional Self-Awareness. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Problem Solving(107)** ↔ **Flexibility(122)**

Your Problem Solving is lower than your Flexibility. To balance these areas, consideration should be given to alternate solutions, but once a course of action is chosen it should be implemented with commitment. Ideally, you want to remain open to changing your plan when required, but doing so too frequently without due cause can be inefficient over the long-term and create confusion for those around you.

# Problem Solving

70                      90                      100                      110                      130



Low Range      Mid Range      High Range

**Problem Solving** find solutions when emotions are involved

## What Your Raters Said:

There is variability in how your rater groups rated your Problem Solving--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

### How your DIRECT REPORTS rated you:

The gap between you and your Direct Reports suggests that you may not be leveraging your emotions to facilitate problem solving as much as you believe. To your Direct Reports, you may appear more indecisive or overwhelmed when making decisions. Even if internally you feel very much in control of your emotional state, consider what your decision making process looks like from the perspective of your Direct Reports. If you second-guess yourself, avoid problems, or blow things out of proportion, it can appear that your emotions have clouded the process. *What would your problem-solving process look like to your Direct Reports? What elements would cause them to provide you with a lower rating than you gave yourself?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

### How your PEERS and MANAGER rated you:

You and your Peers and Manager(s) agree that you usually manage and even leverage the right emotions when faced with a problem to solve. Jack, you have room to strengthen your problem solving skills. Determine whether your problem solving process looks different depending on the situation, the emotions and the people involved. Watch for inconsistencies in how your rater groups view your problem-solving capabilities, or you may find yourself in situations where you are overlooked, or relied upon too much, in your team's problem solving process. *Can you think of any situations where your emotions derailed your problem solving process? Which emotions help you to focus on the problem at hand? Is there a way to sustain these emotions?*

| This person...                                 | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Can't decide what to do when upset             | 1    | 1       | 1     | 3              |                |        |
| Worries about a problem rather than solving it | 3    | 3       | 3     | 3              |                |        |
| Avoids dealing with problems                   | 5    | 5       | 5     | 4.33           |                |        |
| Has difficulty deciding on the best solution   | 1    | 1       | 1     | 2              |                |        |
| Gets stuck when solving problems               | 1    | 1       | 1     | 3              |                |        |
| Gets overwhelmed when making decisions         | 1    | 1       | 1     | 2.33           |                |        |
| Gets frustrated and gives up                   | 1    | 1       | 1     | 3.33           |                |        |
| Emotions get in the way of decisions           | 1    | 1       | 1     | 1.67           |                |        |

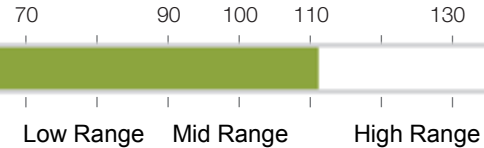
Responses:    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Reality Testing

**Reality Testing** objective; see things as they really are

110



## What You Said:

Reality Testing—“being grounded” or “tuned into the situation”—means seeing things for what they really are. In business, this includes accurately sizing up the environment, resources, and future trends in order to set realistic plans/goals. Jack, your results indicate that you have the ability to remain objective. By keeping your personal biases at bay, you likely make trusted and sensible decisions that others can buy into. Your result suggests:

- you are very unlikely to misinterpret critical information or allow emotions to color reality.
- you are keenly aware of your own strengths and weaknesses.
- you are attuned to your immediate environment and attentive to the task at hand.

### Emotional Implications on the Job

**Emotional Implications.** Your ability to see most situations objectively may lead you to make very black and white conclusions: something is right or it is wrong, there are no shades of grey. Your emotions can also appear black and white: either you are angry or you aren't. For example, when an event triggers a slight emotion in others, you may remain emotionally neutral as you believe emotions cloud your assessment of the event.

### Strategies for Action

**Gut Checks.** Emotions provide us with information about an event. If you ignore them completely, you are missing out on crucial data that objective analysis cannot provide.

- Try a few “gut checks” throughout your day. Reflect on how you felt about a discussion, calling a customer, making a decision, etc.
- Gut checks are particularly important for large decisions or meetings where you usually allow objective data (e.g., a 10 to 4 vote in favor of pulling the project) to take precedence over what your emotions tell you (e.g., Karen was furious that her project was cut).

**Put your Realism to Work.** You are likely to notice when personal bias is affecting your performance or your team's performance.

- Leverage this strength by using objective processes to facilitate the group's productivity (e.g., SWOT analysis, strategic-planning techniques) when you notice progress becoming sidetracked by personal agendas or unrealistic views of the situation.
- Research some facilitation or meeting management techniques to create a more productive mindset for your team, where the focus is not on exploring personal speculations, but rather on accomplishing realistic objectives in each meeting.

## Balancing Your EI

This section compares Reality Testing with Emotional Self-Awareness, Self-Regard, and Problem Solving. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Reality Testing(110)**  **Self-Regard(97)**

Your Reality Testing is higher than your Self-Regard. To align these components, set meaningful but attainable goals and base your self-assessment on the accomplishment of these goals. The use of objective, supportive feedback can be helpful.

# Reality Testing

70 90 100 110 130

**Reality Testing** objective; see things as they really are



Low Range Mid Range High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

### How your rater groups rated you:

You are in agreement with all your rater groups that Reality Testing is a well-established skill for you, and that on a frequent basis you remain grounded, objective, and realistic. Consistently across interactions, you are seen as accurately sizing up situations and creating plans and goals that are considered achievable. Your raters agree that even when strong emotions and biases enter the picture, you are able to stay focused on the task at hand without over- or under-reacting. You may want to consider whether at times you might be too objective, especially in situations where visionary thinking and stretch goals call for passion and zeal. *What are the benefits of having such high alignment in how others see your Reality Testing?*

| This person...                                     | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Sees situations as they really are                 | 4    | 4       | 4     | 3.67           |                |        |
| Makes realistic plans to achieve goals             | 3    | 3       | 3     | 3.33           |                |        |
| Recognizes own biases                              | 3    | 3       | 3     | 3              |                |        |
| Has good sense of strengths and weaknesses         | 4    | 4       | 4     | 4.33           |                |        |
| Knows when to be objective                         | 4    | 4       | 4     | 3              |                |        |
| Knows when emotions affect objectivity             | 5    | 5       | 5     | 3              |                |        |
| Even when upset, aware of what's happening to self | 5    | 5       | 5     | 3              |                |        |
| Has a good sense of what is going on               | 5    | 5       | 5     | 5              |                |        |

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

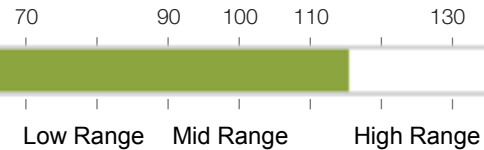
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# Impulse Control

**Impulse Control** resist or delay impulse to act

114



## What You Said:

Impulse control involves understanding the appropriate times and ways to act on emotions and impulses, and the importance of thinking before acting. Jack, your result shows someone who extensively controls their emotions and impulses to act. Your highly stable nature helps to put people at ease; coworkers will feel that they can easily predict your behavior or mood and will be more likely to open communication channels with you. Your result may indicate a tendency to:

- be deliberate and apt to survey a situation before making a decision.
- be patient and calm even when provoked.
- be able to think before you act; you rarely regret what you have said or done.

## Emotional Implications on the Job

**Emotional Implications.** Your emotions are often expected visitors: you experience them, learn from them, and then take action based on this emotional knowledge. This deliberate use of emotions means you give yourself lots of time to understand how you feel and then determine what is the required action.

## Strategies for Action

**Unfreezing.** If you find yourself significantly less impulsive than your colleagues, you may appear to be rooted in thought when others want action. If progress is being held up by too much contemplation, your teammates may see you as a barrier to moving forward.

- Before making a decision, determine upfront what evidence you will need in order to feel comfortable acting. Whose approval do you need? What is the threshold of risk you are willing to accept?
- Knowing this information upfront will help you balance deliberate decision making with the progress demanded by today's business.

**Giving Your Gut Reaction a Voice.** People high in Impulse Control have a lot of self-talk happening all the time. You rarely act unless you have played out multiple scenarios, and as a result, your gut reaction can often be overlooked.

- Describe a situation in the past week where you regretted not speaking up or acting quickly.
- What emotion were you experiencing? Was it fear, uncertainty, sadness?
- If you could rewrite the situation, what would you have done differently? How could you have listened to your instincts despite the emotion you felt?
- Use this example of how you wished you had behaved as a goal. Try to demonstrate this behavior in the next two weeks.

## Balancing Your EI

This section compares Impulse Control with Flexibility, Stress Tolerance, and Assertiveness. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Impulse Control(114)** > **Assertiveness(81)**

Your Impulse Control is higher than your Assertiveness. These components work best together when assertiveness is tempered by good impulse control, resulting in communication that is both forthright and respectful. This means taking the time to consider the impact of your actions, and then proceeding with confidence in an appropriately assertive manner that reflects the most significant aspects of a situation.

# Impulse Control

70                      90                      100                      110                      130

**Impulse Control** resist or delay impulse to act


Low Range    Mid Range    High Range

## What Your Raters Said:

There is variability in how your rater groups rated your Impulse Control--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

You see yourself as more in control of your impulses than is perceived by your Direct Reports. Your interactions with your Direct Reports may appear to be more spontaneous or hasty than you intended them to be. One explanation for this discrepancy is that although you might believe you are being deliberate and analytical, you may not convey to your Direct Reports the thought process underlying your actions and decisions. As a result, these actions and decisions could be seen as hasty. *What are some ways that you can demonstrate your impulse control to your Direct Reports? Has there ever been a time when you acted impulsively and later regretted your behavior?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

How your PEERS and MANAGER rated you:

You agree with your Peers and Manager(s) that you are able to remain focused, delay temptation, and avoid making rash decisions. These individuals would likely describe you as someone who reflects before speaking, and as a result they seek and respect your advice. Jack, you may want to uncover situations where you feel more impulsive or less impulsive, as your raters do not all agree with this viewpoint. Individuals with high impulse control do need to be alert to the fact that spontaneity is appropriate in certain situations, such as during brainstorming sessions. *In which situations is it difficult for you to be spontaneous? How can you make sure that your impulse control doesn't become a stumbling block to progress?*

| This person...                          | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Makes rash decisions                    | 2    | 2       | 2     | 1.33           |                |        |
| Interrupts others                       | 2    | 2       | 2     | 2.67           |                |        |
| Impulsivity creates problems            | 3    | 3       | 3     | 2.67           |                |        |
| Is impulsive                            | 1    | 1       | 1     | 2.67           |                |        |
| Finds it hard to stop talking           | 1    | 1       | 1     | 2.67           |                |        |
| Reacts hastily                          | 1    | 1       | 1     | 2.33           |                |        |
| Difficult to control impulses           | 1    | 1       | 1     | 2.33           |                |        |
| Finds it difficult to resist temptation | 2    | 2       | 2     | 2              |                |        |

Responses:    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Flexibility

**Flexibility** adapting emotions, thoughts and behaviors

122

70 90 100 110 130

Low Range Mid Range High Range

## What You Said:

Flexibility requires that you be able to modify your thoughts, emotions, and behaviors in response to change. Jack, your results speak of a well-developed ability to adjust yourself to changing conditions and priorities. At work, you likely see change as necessary for innovation and staying ahead of the competition. You can easily assume a change leadership role, where you can encourage others to be as open to change as you are. Some indicators of your result are:

- you are more inclined than most to enjoy change.
- you are able to change your mind when evidence suggests that you do so.
- you have a compliant attitude to working with others, even when opinions differ.

### Emotional Implications on the Job

**Emotional Implications.** Adapting comes easily to you, whether it be an unexpected schedule change or a new strategy for your team. This flexible approach means you may find it difficult to become emotionally invested, as you tend to work with an understanding that ties will inevitably be broken. Be cautious that you don't appear to lack conviction or become so flexible that your efforts are scattered.

### Strategies for Action

**Change for Change's Sake.** Flexibility can look like impulsiveness if it is not grounded in sufficient thought and valid evidence.

- "Changing for change's sake" can leave a lot of people (including customers) shaking their heads in confusion over the loss of their once effective status quo.
- When you find yourself changing your thoughts, emotions, priorities, or direction, stop and ensure that this change is grounded in reasonable evidence and is not simply due to boredom with the status quo. This is particularly important if you are high in Interpersonal Relationships, as you may have the tendency to adjust your actions on a whim to the new ideas that are brought forward by others.
- Communicate this rationale for change to those impacted.

**Stay the Course.** Your ability to remain flexible is likely to come in handy. However, in team environments, it is very important to make sure your colleagues are aware of any changes that you are thinking about and embracing. Not all people deal well with regular change. Make an effort to document your changes and reasons for the change. This will go a long way to instilling trust and gaining buy-in from your colleagues.

## Balancing Your EI

This section compares Flexibility with Problem Solving, Independence, and Impulse Control. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

Flexibility(122)  Problem Solving(107)

Your Flexibility is higher than your Problem Solving. It is good to be open to change and to consider options, as long as you don't get stuck making a decision or postponing action. The best decisions usually involve proper consideration of alternatives, and the ability to act when needed.



# Flexibility

70                      90                      100                      110                      130

**Flexibility** adapting emotions, thoughts and behaviors


Low Range      Mid Range      High Range

## What Your Raters Said:

There is variability in how your rater groups rated your Flexibility--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

#### How your DIRECT REPORTS rated you:

You perceive yourself to be more open to change compared to the rating of your Direct Reports. In this relationship, you may come across as more “set in your ways” than you intend to be. If you appear to be uncomfortable with changes to the status quo, you might find yourself left out of conversations around important changes or the sharing of new information and innovative ideas. Watch for instances where your facial expressions or body language suggest that you are uneasy with change, particularly if you feel positively toward the change. Your Direct Reports may be picking up on subtle reactions you display and might infer that you are resistant to trying something new. *Why do you think your Direct Reports rated you lower in Flexibility compared to your self-rating?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

#### How your PEERS and MANAGER rated you:

You agree with your Peers and Manager(s) that adapting to change comes easily to you, whether the change is an unexpected hiccup in your schedule, or a brand new strategy for your team. These individuals may see you rebounding quite quickly from setbacks, demonstrating a “take charge” attitude, and rallying others to support the change as much as you do. Jack, you may want to consider if you are more flexible or less flexible depending on the situation or the people involved. Being more flexible toward one group but not others can make you appear insincere and can erode trust on your team. *What are some examples of where your Peers and Manager(s) would have experienced your openness to change? How did it feel to be open to change? What benefits did you experience?*

| This person...                           | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Finds it difficult to change own opinion | 1    | 1       | 1     | 2.67           |                |        |
| Does not like unfamiliar situations      | 3    | 3       | 3     | 3.33           |                |        |
| Hard to change own ways                  | 3    | 3       | 3     | 4              |                |        |
| Has difficulty compromising              | 1    | 1       | 1     | 1              |                |        |
| Uneasy with last-minute changes          | 1    | 1       | 1     | 3.33           |                |        |
| Finds it hard to make changes            | 2    | 2       | 2     | 2.67           |                |        |
| Needs things to be predictable           | 1    | 1       | 1     | 3.33           |                |        |
| Uneasy with change                       | 1    | 1       | 1     | 1.67           |                |        |

Responses:    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

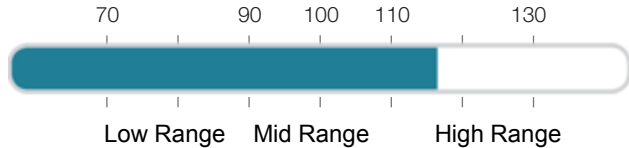
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# Stress Tolerance

**Stress Tolerance** coping with stressful situations

115



## What You Said:

Stress Tolerance is the ability to cope with and respond effectively to stress and mounting pressure. Jack, your result indicates that you are well armed to withstand stress, frequently drawing on your repertoire of effective coping strategies. You are able to manage your emotions, remain composed, and maintain your performance, even when times get rough. You likely use your emotions (e.g., optimism) to your advantage and feel that you are in control. Some characteristics of your result are:

- you see stress, competition, or pressure as a challenge, perhaps to the point of thriving in such conditions.
- you actively cope with stress rather than let your emotions take over.

### Emotional Implications on the Job

**Emotional Implications.** You approach stress confidently, with a clear mind and a resilient “I can withstand anything” attitude. You may be missing the subtle emotional hints that you are becoming overwhelmed, and often those with high stress tolerance are at risk for job burnout and exhaustion.

### Strategies for Action

**The Little Signs of Exhaustion.** Be vigilant that you aren’t taking on too much. Subtle changes in your emotions may be signaling that you are close to exhaustion.

- Write down descriptions of your emotions and any accompanying physical sensations.
- When you notice emotional changes, like hesitation to take on a new assignment, don’t dismiss their importance. It is quite possibly a sign that your high tolerance of stress is allowing you to take on too much.

**Leverage Your EI.** Your ability to withstand and cope with high levels of stress often puts you at an advantage. However, your colleagues may not be as well-equipped to handle the same frequency and intensity of stressors that you can.

- Leverage your other EI skills, especially your interpersonal skills, to determine if the people you work with are not coping well with the same demands you are.
- When a new task is added to your team’s priorities, suggest taking five minutes at the next meeting to talk about some proactive steps that you can take as a group to alleviate any associated stress.

## Balancing Your EI

This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Stress Tolerance(115) > Interpersonal Relationships(84)**

Your Stress Tolerance is higher than your Interpersonal Relationships result. Achieving balance here will help others better understand your circumstances while allowing you to gain insight into how others are affected by stress. In times of stress, it is often helpful to describe your circumstances to a friend or colleague. This practice may prove insightful and result in healthy and open relationships.

# Stress Tolerance

70                      90                      100                      110                      130

**Stress Tolerance** coping with stressful situations


Low Range    Mid Range    High Range

## What Your Raters Said:

There is variability in how your rater groups rated your Stress Tolerance--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

You describe yourself as more stress tolerant than what is observed by your Direct Reports. This gap could mean that during times of stress you may intend to remain calm and collected, but your behavior leads others to believe you are more anxious or overwhelmed than you feel. Your Direct Reports may therefore believe that your emotions get in your way when dealing with stress, even if you believe you have a clear focus to get through challenging times. Be aware of your physical displays of emotion and the way you communicate during times of stress. It appears that your Direct Reports may be picking up on signals that suggest you are not tolerating stress as well as you might think. *What are some possible explanations for the gap between your self-rating and that of your Direct Reports? What are the implications of your Direct Reports believing you to be less tolerant of stress?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

How your PEERS and MANAGER rated you:

Jack, you and your Peers and Manager(s) would describe your reaction to stress as composed, focused, and in control, which likely calms and motivates your colleagues. The way you cope with your challenges and demonstrate a stable and relaxed demeanor will help you to assume a leadership role. You may at times be sought out by others to help them handle the stress they are experiencing. Be aware of mounting expectations from your Peers and Manager(s), as they might see you as capable of taking on increasing amounts of work. You may need to be assertive and voice when you are at your threshold for accepting more responsibility. *What signals can you look for to indicate that you are being overwhelmed or fatigued by mounting stress?*

| This person...                        | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------------|------|---------|-------|----------------|----------------|--------|
| Keeps calm                            | 5    | 5       | 5     | 3.33           |                |        |
| Can't think clearly when under stress | 1    | 1       | 1     | 2.67           |                |        |
| Thrives when challenged               | 5    | 5       | 5     | 3.67           |                |        |
| Handles stress well                   | 3    | 3       | 3     | 2.67           |                |        |
| Performs well under pressure          | 3    | 3       | 3     | 3              |                |        |
| Copes well                            | 5    | 5       | 5     | 3.33           |                |        |
| Handles upsetting problems            | 5    | 5       | 5     | 4              |                |        |
| Does not react well to stress         | 2    | 2       | 2     | 3              |                |        |

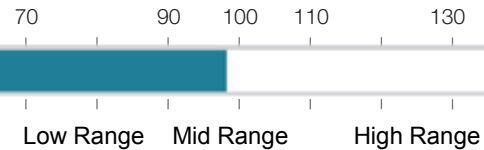
Responses:    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Optimism

**Optimism** positive attitude and outlook on life

98



## What You Said:

Optimism, the ability to remain positive despite setbacks, often differentiates between “star performers” and others in the workplace. It permeates almost every application of EI, from helping you persevere, to enabling you to view change as a good thing. Jack, your result shows a person who is normally optimistic, preferring to see the world in a positive light. A result in the average range also indicates that you are not so overly optimistic that you are blind or naive to the realities of life. Some characteristics of your result are:

- you tend to see the world with a “glass half-full” approach.
- you are hopeful about the future.
- you are energized by setbacks and obstacles, fuelled to overcome challenges in life.

### Emotional Implications on the Job

**Emotional Implications.** Optimistic people experience a range of emotions. You are not so optimistic that you ignore fear, nor are you so pessimistic that you ignore happiness. To your team, this grounded optimism is likely contagious; others will see your hopeful vision of the future, and with realistic plans they will see that this vision is attainable.

### Strategies for Action

**Pessimistic Moments.** If there are times when you feel less optimistic, take note of when these occur.

- Identify the trigger for your pessimism. Is it when timelines are tight? Are you in a leadership role and skeptical of others’ capabilities?
- Debate the validity of this pessimism. Look to the past to confirm whether similar successful or unsuccessful situations have occurred.
- If your pessimism is warranted, perhaps contingency plans for this risk should be considered.

**Reevaluate.** When you are faced with a challenge and your normally optimistic demeanor wavers, you may need to reevaluate your goals in order to visualize a successful outcome.

- Adjust your tasks and goals into more manageable and attainable segments. For larger, more daunting projects, try to break them into five to seven smaller steps.
- This does not mean that you should oversimplify or trivialize what is needed, but it does help to become more solution-focused at smaller intervals than to be burdened by a single overwhelming goal.
- For each smaller step, describe what you visualize success to be. Keep focused on these smaller outcomes to help bring your optimism back in line.

## Balancing Your EI

This section compares Optimism with Self-Regard, Interpersonal Relationships, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Optimism(98)** ➤ **Interpersonal Relationships(84)**

Your Optimism is higher than your Interpersonal Relationships result. Balancing optimism with well developed interpersonal relationships can help you to remain positive and realistic. Also, by using your interpersonal relationships effectively, you can get important feedback to help keep your optimism grounded.

# Optimism

70                      90                      100                      110                      130



Low Range      Mid Range      High Range

**Optimism** positive attitude and outlook on life

## What Your Raters Said:

There is variability in how your rater groups rated your Optimism--some see you differently than you see yourself, while others agree with your self-assessment. This section details:

- (1) the rater group whose score was most different from your self-assessment, and
- (2) the rater group that agreed most closely with your self-assessment.

### Biggest Gap

The rater group whose score is most different from your self-assessment:

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

Your Direct Reports rated you as less positive and resilient than you rated yourself. This discrepancy suggests that regardless of how optimistic you feel, your actions and words are being perceived as less optimistic by your Direct Reports. In your interactions with this rater group, be vigilant that you are communicating and using actions that show you are as hopeful for the future as you feel. Otherwise, your ability to inspire and lead might be compromised if pessimism is sensed in the way you make decisions, formulate plans, or resolve setbacks. Consider also whether your self-assessment is realistic. Although we have good intentions about seeing the best in people and situations, our experience, role expectations, and policies may cloud our perceptions and actions. *What could be an implication of your Direct Reports thinking you are less optimistic than you really are?*

### Closest Agreement

The rater groups that agreed most closely with your self-assessment:

**YOUR PEERS and MANAGER**

How your PEERS and MANAGER rated you:

You and your Peers and Manager(s) agree that you are optimistic and positive in your approach to most activities, however there are times when you take a more pessimistic stance. In your interactions with these people, you tend not to be so optimistic that you ignore valid data or emotional warnings (e.g., fear), nor are you so pessimistic that you ignore the value of hopefulness and aspirations about people and situations. Jack, you could benefit from being even more optimistic—people with higher optimism bounce back more readily from setbacks and are less likely to experience prolonged stress when things get difficult. Optimists view setbacks as temporary, situational blips that can be the result of external causes and are not necessarily one's fault. *How can you demonstrate an optimistic approach more often with your Peers and Manager(s)?*

| This person...                       | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--------------------------------------|------|---------|-------|----------------|----------------|--------|
| Stays positive                       | 5    | 5       | 5     | 3.33           |                |        |
| Is optimistic                        | 5    | 5       | 5     | 3.67           |                |        |
| Expects the worst                    | 3    | 3       | 3     | 3              |                |        |
| Hopeful for the future               | 3    | 3       | 3     | 2.67           |                |        |
| Sees the best in people              | 5    | 5       | 5     | 3.33           |                |        |
| Has good thoughts about the future   | 4    | 4       | 4     | 3              |                |        |
| Expects things to turn out all right | 4    | 4       | 4     | 3.33           |                |        |
| Has a positive outlook               | 1    | 1       | 1     | 1.67           |                |        |

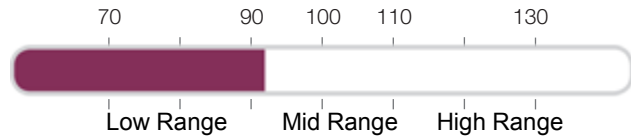
**Responses:**    1 Never/Rarely    2 Occasionally    3 Sometimes    4 Often    5 Always/Almost Always

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# Well-Being Indicator

**Happiness** satisfied with life; content

92



## How to Use this Page

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being.

Your Happiness result is shown below, linked to your results on the four subscales most often associated with Happiness.

Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

## Happiness

Jack, your result in Happiness suggests that more often than not you feel satisfied with your life, and generally enjoy the company of others and the work you do. You may:

- have fun at both work and play when participating in activities you enjoy.
- be seen by coworkers as likeable and pleasant to be around.
- have to occasionally manage your discontentment with certain aspects of your life.

Of the subscales most typically tied to Happiness, you scored lower in Interpersonal Relationships. Directing development efforts here could strengthen your level of Happiness.

### Self-Regard (97)

Happiness is a by-product of believing in oneself and living according to your own values. Although you have good self-regard, there are times when you may doubt yourself, creating feelings of unhappiness. Strengthening self-regard may help to enhance life satisfaction and well-being.

- Reflect on past accomplishments to identify skills that enabled you to be successful.
- If you could improve one facet of your life, what would it be? Why?

### Optimism (98)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Your results suggest you are optimistic and hopeful most of the time, but perhaps you could use this outlook more frequently so that your happiness becomes even more personal, permanent and justifiable.

- When are you the least optimistic? How could your outlook be improved in these situations?
- When faced with a new challenge, how do you typically feel? List your emotions and think about why you feel this way.

### Interpersonal Relationships (84)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. Your lower result in Interpersonal Relationships suggests that you may not have a strong, supportive network that can help restore your happiness when you need it the most.

- Who are your closest friends and family members? How likely are you to confide in them? Why or why not?
- How often do you interact with others to complete a 'transaction', instead of having a meaningful interaction?

### Self-Actualization (91)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your result suggests a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness.

- Identify what you value most in life. Are you spending enough time on the activities most important to you?
- What legacy will you leave behind?

# Well-Being Indicator

70 90 100 110 130

**Happiness** satisfied with life; content



Low Range Mid Range High Range

## What Your Raters Said:

Jack, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

### Closest Agreement

There is close agreement between you and all your rater groups.

#### How your rater groups rated you:

You agree with all your rater groups that you are less content with your life than most. Although you acknowledge that there are moments when you could be more content, in most of your interactions you convey what you feel on the inside: a general enthusiasm for life and a happy disposition. Employees who show a happy disposition in their workplace are generally seen by their coworkers as likeable and fun to be around. This positive attitude generally proliferates around the workplace and affects others working around them. In your case, most of your raters would agree that this is true of you. Happiness can always be increased, and therefore you may want to probe into the item-level analysis below to find specific areas of strength in your Happiness result. *What are some aspects of your life that if changed, would make you happier and more satisfied?*

| This person...                 | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--------------------------------|------|---------|-------|----------------|----------------|--------|
| Has a hard time enjoying life  | 1    | 1       | 1     | 2.33           |                |        |
| Feels sure of himself/herself  | 5    | 5       | 5     | 2.67           |                |        |
| Is enthusiastic                | 3    | 3       | 3     | 4              |                |        |
| Is happy                       | 5    | 5       | 5     | 3              |                |        |
| Is satisfied with his/her life | 4    | 4       | 4     | 3.67           |                |        |
| Is excited about his/her life  | 3    | 3       | 3     | 3              |                |        |
| Looks forward to his/her day   | 4    | 4       | 4     | 3.33           |                |        |
| Is content                     | 3    | 3       | 3     | 3.67           |                |        |

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Action Plan

The steps you take towards achieving your EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the **SMART** goal setting criteria for each goal.

**S**PECIFIC  
**M**EASURABLE  
**A**CTION-ORIENTED  
**R**EALISTIC  
**T**IMELY

Write down up to three EI skills or behaviors that you would like to further develop (e.g., “reflective listening” to build empathy, or “recognizing how my body reacts to stress” to raise emotional self-awareness). The SMART goals that you outline in the template should help to strengthen these EI skills and behaviors.

- 1.
- 2.
- 3.

Write down up to three overall qualities that you would like to have (e.g., integrity, providing clear leadership, team player, clear communicator). In some way the goals you outline in this action plan should help you achieve the overall qualities you identified.

- 1.
- 2.
- 3.

Transfer your SMART goals into the action plan template below.

| SMART Goal       | Time Frame                              | Benefits  | Measure of Success  | Support and Resources Needed             | Potential Barriers   |
|------------------|---|---|---|--|--|
| Listen to others | In team meetings<br>Starting from today | Other people will listen to me<br>I will get to hear everyone's views | Feedback from the team to say that I am listening to them more<br>Take actions that other people have suggested | From the team to give me honest feedback | Time – often do not have time to listen to views but just need to give instructions. If this is the case need to tell people at the beginning of the meeting |
|                  |   |   |   |  |  |
|                  |   |   |   |  |  |
|                  |   |   |   |  |  |

Action Planner (example)

I commit to this action plan \_\_\_\_\_  
(signature)



# EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in work and our

organization's demands win the competition for our time and attention. By outlining your objectives here and leaving a copy with your coach, you are increasingly more accountable for reaching your personal goals.

## My Personal Development Goals

My action plan includes the following goals:

Due Date

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

Your Signature \_\_\_\_\_

Your Coach's Signature \_\_\_\_\_

## Open-Ended Responses

This page shows how your raters responded to the short-answer questions presented in the EQ 360. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

**Q: What areas of leadership do you believe are opportunities for growth for this individual?**

**M1:** I believe that Jack needs to be less assertive so that he can listen more to the ideas of others.

**P1:** I believe that Jack needs to step up to the plate more and make his voice heard.

**P2:** Not Provided

**P3:** I believe that Jack needs to be more self-confident

**DR1:** This individual could be more assertive as his voice tends to get lost in the crowd.

**DR2:** Not Provided

**DR3:** Not Provided

**Q: Describe the overall quality of your relationship with this person.**

**M1:** We work together well

**P1:** Not Provided

**P2:** Not Provided

**P3:** Jack and I work well together, he is an integral part of our team

**DR1:** Overall this is a positive and fulfilling relationship.

**DR2:** Not Provided

**DR3:** Not Provided

**Q: How does this individual involve others in the decision-making process?**

**M1:** No one answered this question.

**P1:** Jack makes sure that everyone is heard and that their opinions are valid.

**P2:** Not Provided

**P3:** He makes sure that everyone feels that their opinions are getting out there.

**DR1:** This individual seeks the opinions of others to ensure all parties are represented in the final decision.

**DR2:** Not Provided

**DR3:** Not Provided

## My Items

The following short-answer questions were added by your administrator. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

**Q: What should this individual do less?****M1:** Be less critical of himself**P1:** Jack should be less distracted when making a decision**P2:** Not Provided**P3:** He should stop being so critical of himself**DR1:** Complain**DR2:** Not Provided**DR3:** Not Provided**Q: What should this individual do more?****M1:** Take credit for his own work**P1:** Not Provided**P2:** Not Provided**P3:** Be more upfront about his achievements, and be less worried that he appears as if he's bragging.**DR1:** Speak up.**DR2:** Not Provided**DR3:** Not Provided