



EQ360

360° FEEDBACK

REPORT

Jack Doe

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

August 18, 2011

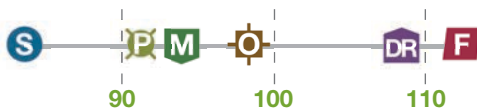


Welcome to your EQ 360 report

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.”

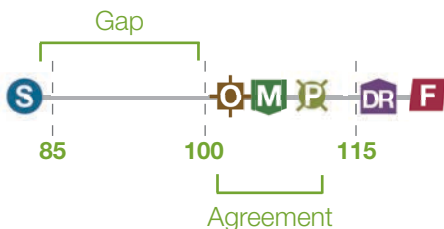
-  **S Self**
-  **M Manager**
-  **P Peers**
-  **DR Direct Reports**
-  **F Family/Friends**
-  **O Other**



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.

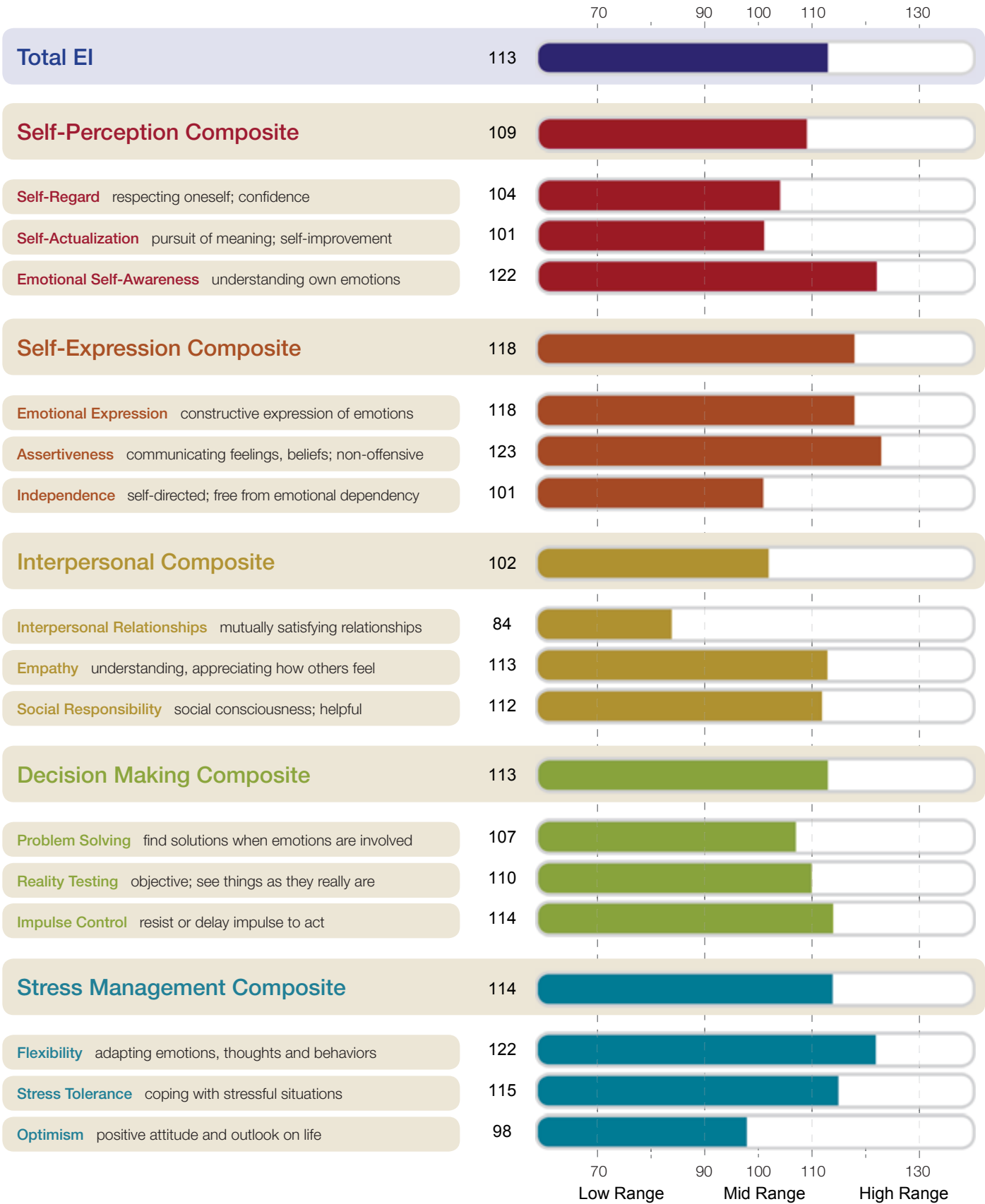
INTERPERSONAL

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.

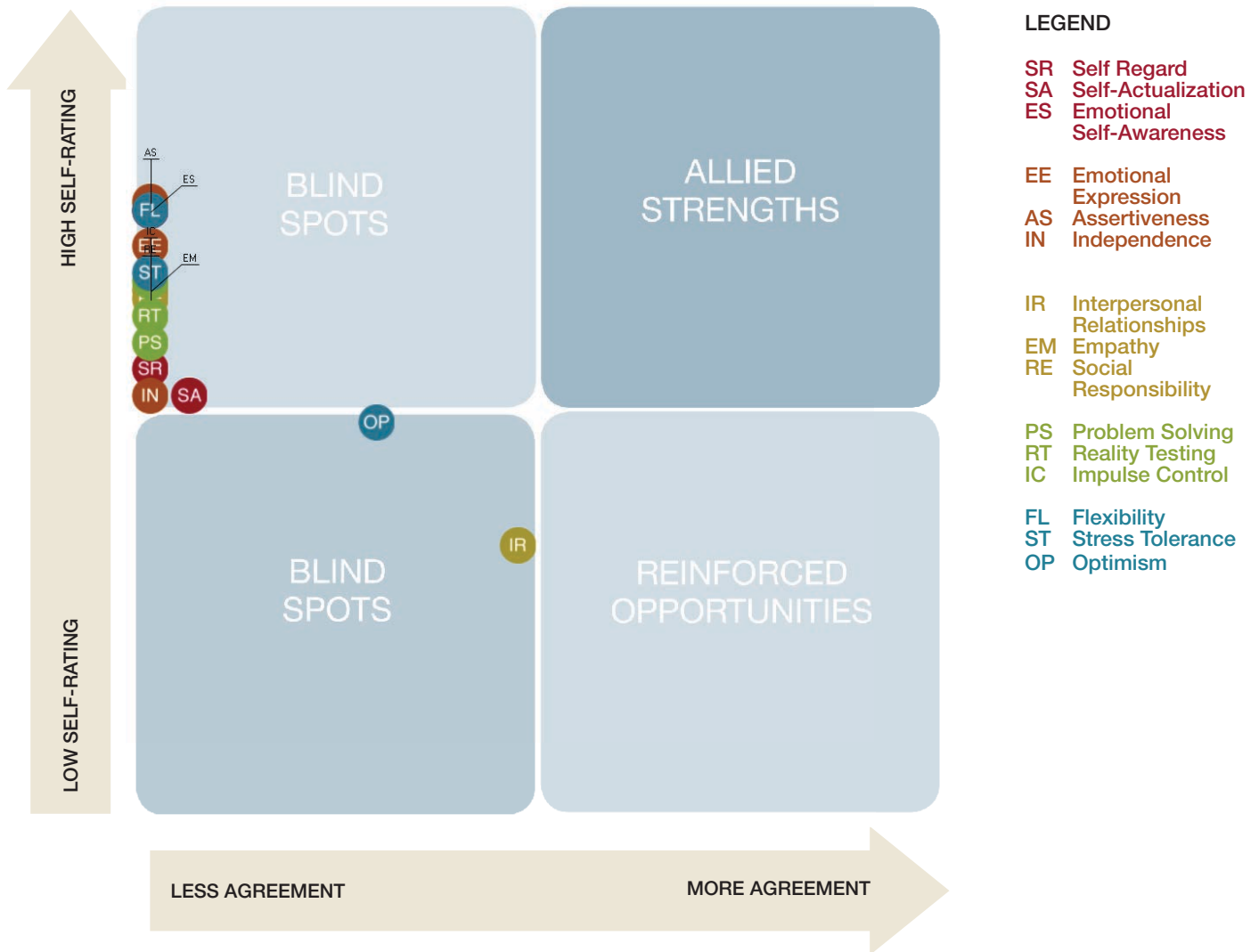
How You Responded: Summary



Profile Gap Analysis

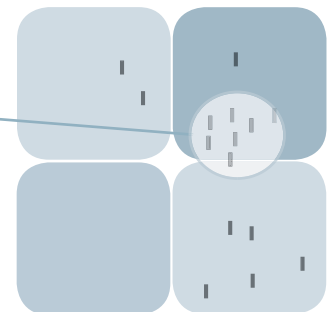
The figure on this page provides you with a general overview of the level of agreement between how you see yourself and how others see you.

- 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 | Manager | Peer | Direct Reports | Family/Friends | Other |
|-----------------|----|----|-----|-----|-----|----------|-------------|----------|--------------------|--------------------|-----------|
| Total EI | | | | | | 113 | 90* | 81* | 86* | | |

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 | Manager | Peer | Direct Reports | Family/Friends | Other |
|--------------------------|----|----|-----|-----|-----|----------|-------------|----------|--------------------|--------------------|-----------|
| Self-Perception | | | | | | 109 | 94* | 75* | 91* | | |
| Self-Expression | | | | | | 118 | 77* | 87* | 80* | | |
| Interpersonal | | | | | | 102 | 98 | 80* | 94 | | |
| Decision Making | | | | | | 113 | 84* | 85* | 83* | | |
| Stress Management | | | | | | 114 | 98* | 87* | 88* | | |

* 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

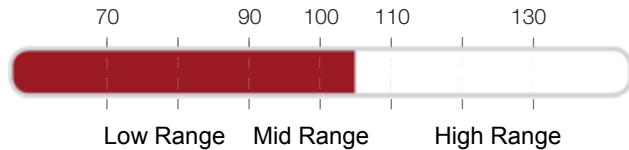
| EI Subscales | 70 | 80 | 90 | 100 | 110 | 120 | 130 | Self S | Manager M | Peer P | Direct Reports DR | Family/Friends F | Other |
|-----------------------------|----|----|----|-----|-----|-----|-----|---------------|------------------|---------------|--------------------------|-------------------------|-------|
| Number of raters | | | | | | | | 1 | 1 | 3 | 3 | | |
| Self-Regard | | | | | | | | 104 | 80* | 75* | 84* | | |
| Self-Actualization | | | | | | | | 101 | 100 | 74* | 93 | | |
| Emotional Self-Awareness | | | | | | | | 122 | 106* | 86* | 99* | | |
| Emotional Expression | | | | | | | | 118 | 89* | 97* | 81* | | |
| Assertiveness | | | | | | | | 123 | 95* | 77* | 98* | | |
| Independence | | | | | | | | 101 | 64* | 92 | 75* | | |
| Interpersonal Relationships | | | | | | | | 84 | 88 | 78 | 92 | | |
| Empathy | | | | | | | | 113 | 97* | 82* | 96* | | |
| Social Responsibility | | | | | | | | 112 | 113 | 85* | 97* | | |
| Problem Solving | | | | | | | | 107 | 75* | 93* | 75* | | |
| Reality Testing | | | | | | | | 110 | 111 | 79* | 102 | | |
| Impulse Control | | | | | | | | 114 | 74* | 88* | 79* | | |
| Flexibility | | | | | | | | 122 | 82* | 101* | 83* | | |
| Stress Tolerance | | | | | | | | 115 | 109 | 84* | 96* | | |
| Optimism | | | | | | | | 98 | 102 | 80* | 88* | | |

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

Self-Regard

Self-Regard respecting oneself; confidence

104



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.

Self-Regard(104)

Your Self-Regard 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 Self-Regard with other subscales may lead to further EI development and enhanced emotional and social functioning.

Self-Regard

70 90 100 110 130



Low Range Mid Range High Range

Self-Regard respecting oneself; confidence

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR PEERS

How your PEERS rated you:

You rated yourself higher in Self-Regard than your Peers. An implication of this result is that your self-perception may not be grounded in objective evidence, or at least not the same evidence that is used by your Peers to gauge your self-confidence. Although you rated yourself higher in Self-Regard, your Peers may see you as being more modest, insecure or self-critical. If you continually downplay your ability to others, you may convey a sense of reduced self-worth and misrepresent some of your strengths. Take advantage of challenging opportunities that allow you to demonstrate your skills. *What examples can you think of that would lead your Peers to rate you lower in Self-Regard?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Feels good about self | 5 | 4 | 2.33 | 3.33 | | |
| Feels sure of self | 4 | 5 | 2.33 | 4.33 | | |
| Doesn't feel good about self | 1 | 5 | 2.67 | 3.33 | | |
| Lacks self-confidence | 1 | 5 | 2.33 | 3 | | |
| Finds it hard to accept the way he/she is | 1 | 4 | 3.33 | 3.33 | | |
| Thinks highly of himself/herself | 3 | 3 | 2.67 | 3.33 | | |
| Respects self | 3 | 3 | 2.67 | 3.67 | | |
| Happy with self | 3 | 5 | 2.33 | 2.67 | | |

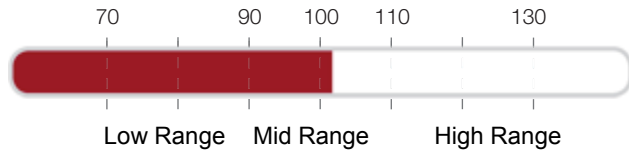
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Self-Actualization

Self-Actualization pursuit of meaning; self-improvement

101



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.

Self-Actualization(101)

Your Self-Actualization 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 Self-Actualization with other subscales may lead to further EI development and enhanced emotional and social functioning.

Self-Actualization



Self-Actualization pursuit of meaning; self-improvement

What Your Raters Said:

There is variability in how your rater groups rated your Self-Actualization--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 PEERS

How your PEERS rated you:

You see yourself as being more self-actualized compared to how you are seen by your Peers, which could mean that your goals and achievements do not align with what others expect of you. It may seem that you are not contributing to your fullest, or that you lack commitment to your role. It may be the case that this rater group is not aware of certain types of pursuits and activities in which you engage. For example, your colleagues may not know you coach soccer or volunteer at a senior's centre in your community. Given that perceptions of your self-actualization can have profound implications for future opportunities, you might want to appropriately show others that your goals are indeed stretching you above and beyond what is expected for satisfactory performance. *How can you show more drive and passion when interacting with your Peers?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

You and your Manager(s) agree that you are usually self-motivated and driven to accomplish meaningful goals. This consistency in ratings means that you and your Manager(s) 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. Jack, 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 Manager(s)?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--------------------------------------|------|---------|-------|----------------|----------------|--------|
| Accomplishes goals | 5 | 4 | 2 | 3.33 | | |
| Has something to contribute | 2 | 3 | 3 | 4 | | |
| Seeks exciting experiences | 5 | 5 | 3.67 | 3 | | |
| Self-motivated | 4 | 4 | 2.67 | 2.67 | | |
| Makes good use of abilities | 3 | 5 | 3 | 3 | | |
| Strives to be the best he/she can be | 4 | 2 | 2 | 3.33 | | |
| Driven to achieve | 4 | 4 | 1.33 | 3.67 | | |
| Makes life meaningful | 4 | 4 | 2.33 | 3.33 | | |
| Looks for ways to improve | 4 | 3 | 2 | 4.33 | | |

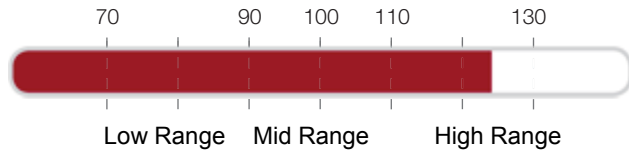
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Emotional Self-Awareness

Emotional Self-Awareness understanding own emotions

122



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 more than most people, you are conscious of your emotions and the impact they have on your performance. It is likely that:

- you view both positive and negative emotions as precious feedback from which to learn.
- you are attuned to slight nuances between emotions (e.g., contempt and anger).
- you have a solid read of your inner self—you can differentiate between and manage a full spectrum of emotions.

Emotional Implications on the Job

Emotional Implications. An emotional implication of your result is that you have a very active internal monologue, where you are constantly processing and evaluating your emotions. While this is a natural process for you, for others it may be difficult and they may not pick up the same emotional cues that you do. You have solid emotional knowledge; now apply it to working with others, making decisions and managing stress.

Strategies for Action

See the Finer Things in Life. Regardless of your role at work, a good practice is to really observe your colleagues' reactions during intense interactions.

- What do their facial expressions, tone of voice, choice of words, and body language tell you about their mood? Because you already easily recognize these signals in your own body, try to pick up on the smallest cues of others.
- Your next move must take into account their emotions. For instance, match their tone of voice, or if you have recognized worry in their facial expression, try to answer their concerns before they ask—this will really show that you have picked up on fine emotional signals during your interaction.

Managing Your Emotional Radar. You pick up on emotions faster than most people, so when you experience an emotionally charged situation at work, make sure you are not always the first one to comment on what emotion you are sensing.

- Learn to ask others what feelings they perceived (e.g., "How do you think the meeting went?") and see if this differs from your own evaluation. This will help prevent your "emotional radar" from being overbearing and influencing the emotions others see.

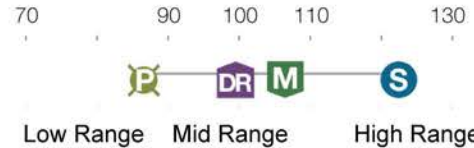
Balancing Your EI

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(122) > **Reality Testing(110)**

Your Emotional Self-Awareness is higher than your Reality Testing. Do you have a tendency to focus more on your own feelings and less on what is going on around you? Keeping a balance between Emotional Self-Awareness and Reality Testing means giving equal consideration to your feelings and to those of others, as well as to the situation. The balance between these elements can be critical to optimal functioning.

Emotional Self-Awareness



Emotional Self-Awareness understanding own emotions

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR PEERS

How your PEERS rated you:

Your self-rating of Emotional Self-Awareness was higher than that of your Peers. This could mean that much of your internal dialogue and processing of your emotions is kept to yourself and not easily observable to your Peers, or perhaps there is something in your actions that is causing your Peers to believe you are less aware of your emotions and the impact they have on others. It's true that emotional understanding starts within, but it eventually needs to be translated into your interactions with others. For instance, openly recognizing the impact stress has on your mood and apologizing for a heightened reaction to a colleague's problem is an effective demonstration of Emotional Self-Awareness. *What are the implications of your Peers rating you lower in Emotional Self-Awareness? Have there been moments when you were unaware of your emotions or resulting behavior?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Attends to own feelings | 4 | 3 | 1.67 | 3.67 | | |
| Asks if how own mood impacts others | 5 | 4 | 2 | 4.33 | | |
| Knows what triggers own emotions | 3 | 4 | 2.33 | 3 | | |
| Asks if own feelings | 5 | 5 | 4.33 | 3 | | |
| Recognizes when feelings is upset | 5 | 4 | 2 | 2.33 | | |
| Understands how others' emotions affect behavior | 5 | 1 | 3.67 | 2.67 | | |
| Knows which emotions affect behavior performance | 5 | 4 | 2.33 | 3.67 | | |

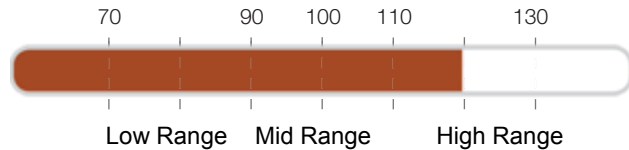
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Emotional Expression

Emotional Expression constructive expression of emotions

118



What You Said:

Individuals who effectively express emotions find words and physical expressions to convey their feelings in a way that is not hurtful to others. Jack, your result suggests you extensively express emotion, using a large emotional vocabulary and nonverbal expressions to tell others how you feel. Your result suggests:

- you are comfortable expressing most, if not all 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).
- others do not have to assume what you are feeling, as what you say and do is evidence of your emotions.

Emotional Implications on the Job

Emotional Implications. Think of Emotional Expression as the action part of the emotional experience. You rarely keep emotions bottled up, preferring instead to express and work through them with others. For you, it is likely a natural process to describe your emotions in a way that is genuine and consistent. One implication for you is that you might express emotion so freely that it is seen as inappropriate for certain situations.

Strategies for Action

Expression Check-In. Use Empathy and Interpersonal Relationships behaviors to carefully watch others' responses to your emotions.

- The next time you express what you feel pay close attention to others' reactions. Notice their facial cues, tone of voice and body language; does it match what you would expect? For example, is your colleague as happy as you are about your promotion, or does he/she appear threatened by your advancement?
- This check-in will remind you to be vigilant of others' reactions to ensure your expressions are at the right intensity.

Backing up your Emotions. Backing up your emotions with the potential business impact of what you are feeling will help inform others of the source of your emotions and ensure you aren't seen as too emotional.

- In advance of the next meeting or discussion where you will need to gain resources or buy-in, prepare a business case to back up what you intend to express. For example, rather than just being anxious, you could prepare the following: "I am really anxious about meeting our timelines for this product. I'm anxious because we have lost two engineers to another project. If we don't receive more support from engineering, I am concerned we will lose thousands with a late product."

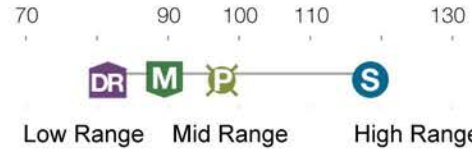
Balancing Your EI

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(118) > **Interpersonal Relationships(84)**

Your Emotional Expression is higher than your Interpersonal Relationships result. The expression of thoughts and feelings can be invaluable to maintaining meaningful and reciprocal relationships. Be attentive to how your words, tone, and body language can influence colleagues to maximize the effectiveness of your interactions with them.

Emotional Expression



Emotional Expression constructive expression of emotions

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from 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?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Feels I need to share feelings | 3 | 3 | 2 | 3.67 | | |
| Easily expresses feelings | 5 | 4 | 2.67 | 4 | | |
| Has difficulty expressing intense feelings | 2 | 2 | 2.67 | 3.33 | | |
| Talks to others when sad | 5 | 4 | 3.33 | 2.33 | | |
| Difficult to share feelings to others | 1 | 3 | 2.33 | 2.67 | | |
| Feels I'm difficult to show affection | 1 | 2 | 2.67 | 4 | | |
| Has difficulty describing feelings | 1 | 5 | 2 | 3 | | |
| Hard to smile | 3 | 4 | 2.33 | 3.67 | | |

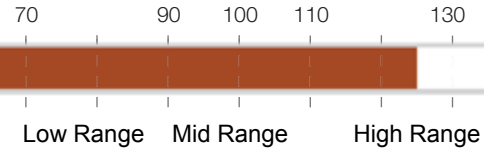
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Assertiveness

Assertiveness communicating feelings, beliefs; non-offensive

123



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, your results indicate you operate at the assertiveness midpoint of this line almost all of the time, articulating your thoughts in a clear and confident way. Some of the following characteristics may apply to you:

- you are firm and direct whenever necessary.
- you achieve your goals by articulating your needs and protecting your resources.
- you view your rights and those of others as sacred; you stand up for yourself and others.

Emotional Implications on the Job

Emotional Implications. You have a solid understanding of what is worth standing up for, and you likely pull on strong emotions and convictions to state your position. While this is a crucial skill to have, watch that when you defend your position you do not miss important information or feedback that may alter your perspective. While some situations call for a definitive stance, others may require you to be more flexible in your thinking.

Strategies for Action

Identify Cave Points. Determining your cave points allows you to demonstrate your flexibility by setting a point where you have enough information to change your stance on an issue.

- Before entering a discussion or a meeting, determine what you need to hear from others for you to concede on your position. For example, you strongly want a spring launch date for a new product, but others are insisting the winter would be best. What evidence or data do they need to present to you that will convince you to surrender your position?
- Highly assertive people need to know this cave point ahead of time in order to allow the team to move toward a decision and not become paralyzed in rigid debate.

Crossing the Aggression Line. Because of your strong result in Assertiveness, you need to be particularly cautious that your behavior doesn't harm your relationships.

- Set up a few rules for yourself (or for the whole team) that you will follow when your behavior starts to cross the line into aggression. For example, interrupting others in a meeting is a sign that you are no longer being respectful. If this happens, a rule could be "Openly apologize to the interrupted person and be silent until it is your time to speak."

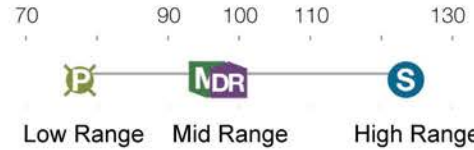
Balancing Your EI

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(123) > **Interpersonal Relationships(84)**

Your Assertiveness is higher than your Interpersonal Relationships result, suggesting that you tend to focus more on promoting your own views and that you may benefit from being equally attentive to the views of others. By doing so, you may strike a better balance of "give and take" in your work relationships.

Assertiveness



Assertiveness communicating feelings, beliefs; non-offensive

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR PEERS

How your PEERS rated you:

You rated yourself higher on Assertiveness than did your Peers. This gap suggests that you see yourself being more firm and direct than what is experienced in interactions with your Peers. Perhaps there are instances where this rater group had expected you to take a more assertive stance than you did, or maybe you feel assertive in your thoughts or intentions, but that ability to make your voice heard is not always translated into observable actions. Remember that in any role, and especially in leadership positions, your assertiveness is constantly on display. If your assertiveness is inconsistent, interactions with you can be more difficult. That is, because you speak up for yourself sometimes, people will assume you are comfortable doing so. When you do not, they will assume that you are content when you may not be. *What do you think explains the difference between your self-ratings and those of your Peers?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------|------|---------|-------|----------------|----------------|--------|
| Backs down when under right | 2 | 5 | 3.67 | 4 | | |
| Says "no" when needed | 5 | 5 | 2.33 | 4 | | |
| Is assertive | 5 | 5 | 3 | 4.33 | | |
| Stays on when facing disagree | 5 | 3 | 2.67 | 4.33 | | |
| Firm and direct | 3 | 3 | 3.33 | 3.67 | | |
| Stands up for own beliefs | 5 | 5 | 2.33 | 3.67 | | |
| Tells people what he/she thinks | 5 | 2 | 2.33 | 3 | | |

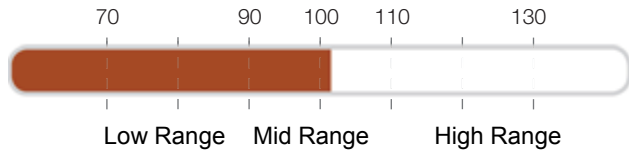
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Independence

Independence self-directed; free from emotional dependency

101



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(101) < **Emotional Self-Awareness(122)**

Your Independence is lower than your Emotional Self-Awareness. When these components work in harmony, your self-understanding drives feelings of self-confidence and enables independent behavior. As a result, your self-understanding and actions will not be unduly influenced by what others believe or think of you.

Independence

Independence self-directed; free from emotional dependency



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 MANAGER

How your MANAGER rated you:

The gap between how you and your Manager(s) 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 Manager(s). 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 Manager(s). Find balance between including others in your decisions and becoming overly dependent on their input. *Why might your Manager(s) 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 group that agreed most closely with your self-assessment:

YOUR PEERS

How your PEERS rated you:

Jack, you and your Peers agree that you usually feel confident taking initiative and working independently. You and your Peers 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 |
|--|------|---------|-------|----------------|----------------|--------|
| Needs a lot of input to make decisions | 2 | 4 | 2 | 3.33 | | |
| Checks in often | 4 | 5 | 2.67 | 3.67 | | |
| Easily influenced | 1 | 3 | 2.33 | 3.33 | | |
| Follows up when told what to do | 3 | 4 | 1.67 | 3 | | |
| Difficult doing things on own | 2 | 4 | 2.67 | 3.67 | | |
| Needs reassurance | 1 | 4 | 3.33 | 3 | | |
| Needs others | 2 | 4 | 2.33 | 3.67 | | |
| Worries if a failure | 1 | 3 | 2.67 | 3 | | |

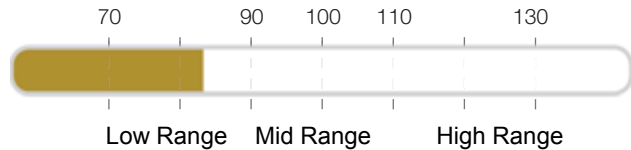
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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) < **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 |
|------------------------|------|---------|-------|----------------|----------------|--------|
| Wishes friends would | 5 | 2 | 3 | 4 | | |
| Enjoy talking | 4 | 4 | 2.33 | 3.67 | | |
| Easy to approach | 3 | 2 | 2.67 | 3 | | |
| Easy to confide in | 3 | 4 | 3 | 3.67 | | |
| Fun to be with | 1 | 3 | 2.33 | 2.33 | | |
| Warm person | 3 | 4 | 2.67 | 2.67 | | |
| Is sensitive | 3 | 3 | 2.33 | 3.67 | | |
| Has good relationships | 3 | 4 | 3 | 4.67 | | |

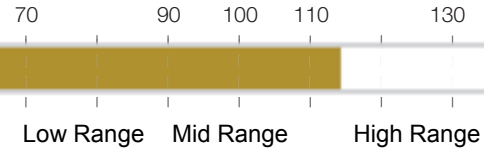
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Empathy

Empathy understanding, appreciating how others feel

113



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 your empathy is well-developed; you are likely empathic towards others, respecting their ideas even when they differ from your own. Your “emotional read” on people is usually accurate, ensuring peers feel safe sharing important issues with you. With a result such as yours:

- you are constantly “tuned in” to how others are feeling.
- you care about others, and take their feelings into consideration before acting.
- it is easy for you to imagine how others feel and predict emotional reactions.

Emotional Implications on the Job

Emotional Implications. Generally, you “feel” for others more than the average person does, almost always showing sensitivity and respect for others. High Empathy can also be a double-edged sword. Being empathic, your coworkers trust you with their issues and feel comfortable coming to you for advice. You, being very concerned about their feelings, run the risk of taking on their problems, becoming the victim of your empathy.

Strategies for Action

Watching a Pro. Find someone who you believe is an effective communicator and team leader. Observe their communication style in practice, taking note of how they balance their ability to remain empathic and socially responsible with meeting organizational demands. Examine your scores on Independence, Interpersonal Relationships, and Assertiveness to see how you can leverage other skills to balance organizational and team progress with Empathy.

Mixing Sugar with Spice. It is important to ensure that your empathy doesn’t get in the way of handling tough conversations/decisions. Being empathic does not mean being extra nice all the time; you still have deadlines to meet and so does your organization. When a tough conversation or decision is needed, acknowledge that you may need more preparation time in order to be empathic. Then to prepare:

- Write down what you want to say and rehearse it.
- Be respectful of people’s reactions, but don’t let them derail you.
- Keep in mind that if you mirror the emotion, you will likely intensify the other person’s reaction. For example, if the news you are bringing someone makes them angry, by becoming angry yourself, you are likely to make the situation more heated.

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(113)

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



Empathy understanding, appreciating how others feel

Low Range Mid Range High Range

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR PEERS

How your PEERS rated you:

Your Peers may perceive you to be less empathic than you see yourself. This difference in perspective may be the result of your Peers perceiving your empathy as insincere. It is important to seek feedback from your Peers to determine ways in which you can be more empathic and considerate of their needs. Although internally you may truly care for others, this level of concern may not be entirely apparent in your actions or conversations with your Peers. Remember, if others sense that their needs and feelings are not being taken into consideration, they can be left feeling alienated and undervalued, even if you have the right intentions behind your actions. *Why might there be such a difference between your self rating and that of your Peers? Are there examples of interactions with this group that might have come across as less empathic than was intended?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------------|------|---------|-------|----------------|----------------|--------|
| Knows of others' feelings | 4 | 2 | 2.67 | 4 | | |
| Is empathic | 4 | 2 | 2.33 | 3.67 | | |
| Understands the way others feel | 5 | 4 | 1.67 | 3.33 | | |
| Avoids hurting others' feelings | 3 | 3 | 2.33 | 3 | | |
| Is touch with others' emotions | 5 | 3 | 2.33 | 2 | | |
| Reacts to others' emotions | 4 | 4 | 3 | 2.67 | | |
| Respects others' feelings | 5 | 4 | 2.67 | 3 | | |
| Sensitive to others' feelings | 5 | 4 | 2.67 | 4.33 | | |
| Cares about others' feelings | 4 | 4 | 2 | 3 | | |

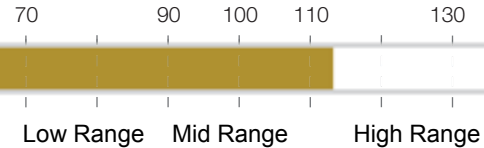
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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



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 PEERS

How your PEERS rated you:

Your Peers may see you as less socially responsible than you believe yourself to be. This difference in perspective may be the result of your Peers 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 Peers 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 Peers. *What are the implications of this rater group not seeing you as socially responsible as you believe you are?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

You and your 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 | 2.67 | 4 | | |
| Try to make a difference in society | 4 | 4 | 3 | 3.67 | | |
| Team helping | 4 | 4 | 2 | 3.67 | | |
| Is a contributing member | 5 | 5 | 3 | 3 | | |
| Contributes to community | 4 | 4 | 3.33 | 3.33 | | |
| Cares about social issues | 3 | 4 | 2.33 | 3 | | |

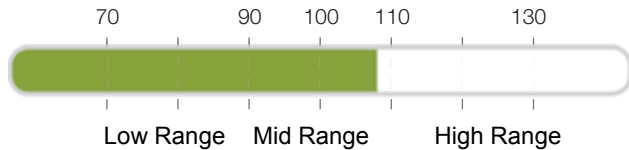
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

The rater groups whose scores were most different from your self-assessment:

YOUR MANAGER and DIRECT REPORTS

How your **MANAGER** and **DIRECT REPORTS** rated you:

The gap between you and your Manager(s) and Direct Reports suggests that you may not be leveraging your emotions to facilitate problem solving as much as you believe. To these individuals, 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 their perspective. 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 Manager(s) and Direct Reports? What elements would cause them to give you a lower rating than you gave yourself?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Can't decide what to do when upset | 1 | 2 | 2.67 | 4 | | |
| Worries about a problem rather than solving it | 3 | 5 | 3 | 3.33 | | |
| Avoids dealing with problems | 5 | 4 | 2.33 | 3.67 | | |
| Has difficulty deciding on the best solution | 1 | 2 | 2.33 | 3 | | |
| Gets stuck when solving problems | 1 | 4 | 1.67 | 3.33 | | |
| Gets overwhelmed when making decisions | 1 | 3 | 2.33 | 3.67 | | |
| Gets frustrated and gives up | 1 | 3 | 3 | 3 | | |
| Emotions get in the way of decisions | 1 | 4 | 2 | 3 | | |

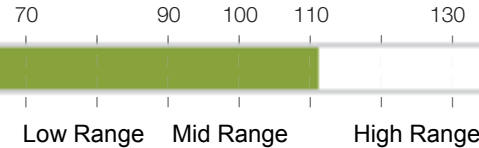
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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)  **Emotional Self-Awareness(122)**

Your Reality Testing is lower than your Emotional Self-Awareness. Be aware of your own emotions and use emotional information to inform your actions and decisions. This emotional input must be kept in balance with an awareness of what is happening with others and with the goals or tasks at hand. By doing so, decisions will properly consider both people factors as well as logistics.

Reality Testing



Low Range Mid Range High Range

Reality Testing objective; see things as they really are

What Your Raters Said:

There is variability in how your rater groups rated your Reality Testing--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 PEERS

How your PEERS rated you:

Your self-assessment suggests that you see yourself as more objective and realistic compared to the perception of your Peers. You may feel that you are setting realistic goals, and making clear, objective decisions; however, those around you (in your case, your Peers) may not perceive the same level of practicality in these plans. Reality Testing includes being aware of what is happening around you, particularly when emotions run high. It seems that your Peers may pick up on times when you are less tuned-in to situations, or when you see things as you wish them to be rather than how they really are. *Can you think of an example where your Peers might have observed you being unrealistic or biased in your evaluation of a situation?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

Jack, you agree with your Manager(s) that Reality Testing is a well-established skill for you and that you are grounded, objective, and realistic. Particularly in interactions with your Manager(s), you have been seen to accurately size up situations and create plans and goals that are considered achievable. 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 still benefit from considering whether certain circumstances or individuals cause you to act less objectively or see situations unrealistically. *Are there certain emotions that make it more difficult for you to remain objective? Would your Manager(s) ever say that you have been too objective? Too subjective?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| See situations as they really are | 4 | 4 | 2.33 | 3.33 | | |
| Make realistic plans to achieve goals | 3 | 4 | 2.33 | 2.67 | | |
| Recognize own biases | 3 | 4 | 2 | 3.67 | | |
| Have good sense of strengths and weaknesses | 4 | 4 | 3 | 4 | | |
| Know when to be objective | 4 | 3 | 3 | 3 | | |
| Know when emotions affect objectivity | 5 | 4 | 2.33 | 3.33 | | |
| Know when upset, aware of what's happening to self | 5 | 4 | 2.33 | 4.33 | | |
| Have a good sense of what is going on | 5 | 5 | 1.67 | 4 | | |

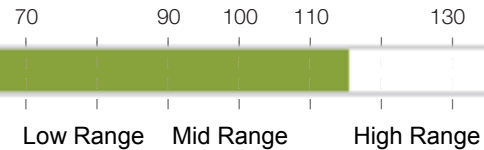
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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.

Impulse Control(114)

Your Impulse Control 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 Impulse Control with other subscales may lead to further EI development and enhanced emotional and social functioning.

Impulse Control

70 90 100 110 130



Low Range Mid Range High Range

Impulse Control resist or delay impulse to act

What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR MANAGER

How your MANAGER rated you:

You see yourself as more in control of your impulses than is perceived by your Manager(s). Your interactions with your Manager(s) 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 Manager(s) 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 Manager(s)? Has there ever been a time when you acted impulsively and later regretted your behavior?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Makes rash decisions | 2 | 4 | 2.67 | 3.67 | | |
| Interrupts others | 2 | 5 | 2.33 | 4 | | |
| Impulsively creates problems | 3 | 2 | 2 | 2.67 | | |
| Is impulsive | 1 | 4 | 3 | 3 | | |
| Finds it hard to stop talking | 1 | 3 | 2.67 | 3.33 | | |
| Reacts hastily | 1 | 3 | 2.67 | 3.33 | | |
| Difficult to control impulses | 1 | 4 | 4 | 3 | | |
| Finds it difficult to resist temptation | 2 | 3 | 2.67 | 2.67 | | |

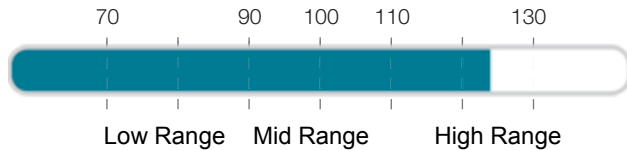
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Flexibility

Flexibility adapting emotions, thoughts and behaviors

122



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) Independence(101)

Your Flexibility is higher than your Independence. These components are balanced when you remain open to new ideas and approaches, but are able to remain convicted to your ideas when you believe something is important, even if it differs from the consensus or viewpoint of others. You want to be receptive to the ideas of others, but avoid being passively compliant, or simply "going along with the crowd."

Flexibility

Flexibility adapting emotions, thoughts and behaviors



What Your Raters Said:

Jack, your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

Biggest Gap

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

YOUR MANAGER

How your MANAGER rated you:

You perceive yourself to be more open to change compared to the rating of your Manager(s). 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 Manager(s) 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 Manager(s) rated you lower in Flexibility compared to your self-rating?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| It's difficult to change one's opinion | 1 | 4 | 3 | 3.33 | | |
| Does not like unfamiliar situations | 3 | 4 | 2.33 | 3.67 | | |
| Hard to change one's mind | 3 | 5 | 2.33 | 3 | | |
| Has difficulty compromising | 1 | 3 | 2.33 | 2 | | |
| Unsure with fast-moving changes | 1 | 4 | 2.67 | 4 | | |
| It's hard to make changes | 2 | 3 | 1.33 | 4 | | |
| Needs things to be predictable | 1 | 3 | 2.67 | 3 | | |
| Unsure with change | 1 | 1 | 2.67 | 3.67 | | |

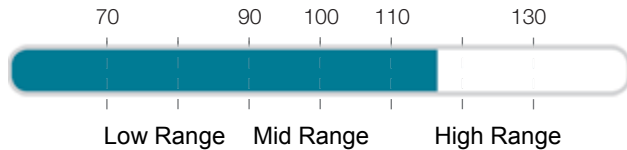
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Stress Tolerance

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



Low Range Mid Range High Range

Stress Tolerance coping with stressful situations

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 PEERS

How your PEERS rated you:

You describe yourself as more stress tolerant than what is observed by your Peers. 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 Peers 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 Peers 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 Peers? What are the implications of your Peers believing you to be less tolerant of stress?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

Jack, you and your 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 Manager(s), as this rater group 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 | 1.67 | 3.67 | | |
| Can't think clearly when under stress | 1 | 5 | 3 | 3.67 | | |
| Thinks when challenged | 5 | 5 | 2.67 | 3.67 | | |
| Handles stress well | 3 | 4 | 1.67 | 3.33 | | |
| Performs well under pressure | 3 | 5 | 3.33 | 4 | | |
| Copes well | 5 | 3 | 2.33 | 3.67 | | |
| Handles conflicting priorities | 5 | 5 | 3 | 2.67 | | |
| Does not react well to stress | 2 | 1 | 2.33 | 2.33 | | |

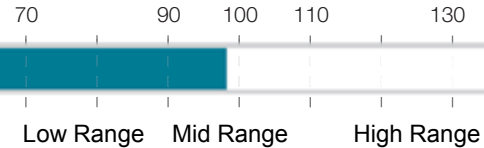
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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 PEERS

How your PEERS rated you:

Your Peers 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 Peers. 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 Peers thinking you are less optimistic than you really are?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

You and your 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 your Manager(s), 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 Manager(s)?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Does positive | 5 | 5 | 3 | 3.33 | | |
| is optimistic | 5 | 4 | 2.33 | 3.33 | | |
| Expresses the word | 3 | 3 | 3 | 3.33 | | |
| Hopeful for the future | 3 | 3 | 2.67 | 3.33 | | |
| Sees the best in people | 5 | 3 | 2.33 | 3.33 | | |
| Has good thoughts about the future | 4 | 4 | 3.33 | 3 | | |
| Expresses things to turn out all right | 4 | 4 | 2.67 | 2.67 | | |
| Has a positive outlook | 1 | 5 | 2 | 3 | | |

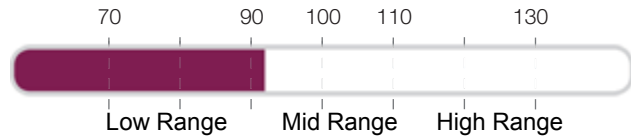
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Well-Being Indicator

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 (104)

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 (101)

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



Low Range Mid Range High Range

Happiness satisfied with life; content

What Your Raters Said:

There is variability in how your rater groups rated your Happiness--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 PEERS

How your PEERS rated you:

You see yourself as being much happier compared to how you are perceived by your Peers. This discrepancy suggests that regardless of how happy and satisfied you are with your life, this contentment is perhaps not being translated into the way you work with your Peers. There may be specific people or dynamics that make interactions with this rater group less enjoyable for you, or perhaps you present yourself differently with this group than you do with others. You may want to investigate why this rater group sees you as less satisfied compared to your self-perception. Addressing this gap could mean working out personal conflicts with people, or changing your interaction style with this rater group. *How do you display satisfaction with your life when you are working with these individuals?*

Closest Agreement

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

YOUR MANAGER

How your MANAGER rated you:

Jack, you and your Manager(s) agree that more often than not, you feel satisfied with your life. Although you acknowledge that there are moments when you could be more content, in most of your interactions with your Manager(s) you convey what you feel on the inside: a general enthusiasm for life and a happy disposition. You may want to look into why there are differences in how other rater groups see your level of Happiness. Consider whether you present yourself in a different light when working with groups other than your Manager (s). *Why would there be more agreement on your level of Happiness between you and your Manager(s) than between you and other rater groups?*

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---------------------------|------|---------|-------|----------------|----------------|--------|
| Hard to enjoy life | 1 | 3 | 2.67 | 3.33 | | |
| Not happy with life | 5 | 4 | 2.33 | 3.67 | | |
| Is enthusiastic | 3 | 3 | 2 | 3.33 | | |
| Is happy | 5 | 4 | 2.67 | 3 | | |
| Satisfied with life | 4 | 4 | 3.33 | 3.33 | | |
| Satisfied about life | 3 | 2 | 2.67 | 2.67 | | |
| Looks forward to each day | 4 | 5 | 2 | 3.33 | | |
| Is content | 3 | 5 | 2 | 3.33 | | |

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.

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.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

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 Starting from today | Other people will listen to me I will get to hear everyone's views | Feedback from the team to say that I am listening to them more 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: How does this individual involve other in the decision-making process?

M1: Jack makes sure that everyone is heard when they are voicing their opinions.

P1:

P2:

P3: No one answered this question.

DR1:

DR2:

DR3: No one answered this question.

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

M1: I really enjoy working with this person.

P1: Good, they are very personable

P2: Not Provided

P3: Good

DR1:

DR2:

DR3: No one answered this question.

Q: What should this individual do less?

M1: No one answered this question.

P1: Be less interested in other peoples business

P2: Not Provided

P3: Be less assertive, listen to others more.

DR1: Not Provided

DR2: Be more flexible

DR3: Not Provided

Q: How does this individual respond when resolving conflicts?

M1: Perfectly.

P1: Appropriately, they are sure to cover all of their bases.

P2: Not Provided

P3: Appropriately

DR1:

DR2:

DR3: No one answered this question.

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 more?

M1: Ensure that everyone knows about large decisions.

P1: Be more optimistic

P2: Not Provided

P3: Be more organized

DR1: Not Provided

DR2: Be more spontaneous

DR3: Not Provided