



**EQ360<sup>®</sup>**

# WORKPLACE EQ 360

## REPORT

Jane Sample  
Rated by: Direct Reports (3) and Manager (1)

Sample Report  
Multi Health System Inc.

July 14, 2022

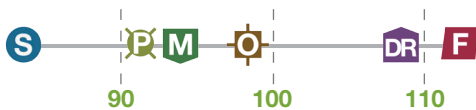


# Welcome to your EQ 360 report

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.”

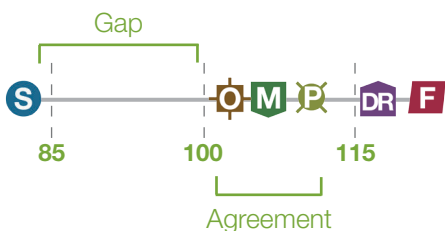
- S** Self
- M** Manager
- P** Peers
- DR** Direct Reports
- F** Family/Friends
- O** Other



**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.

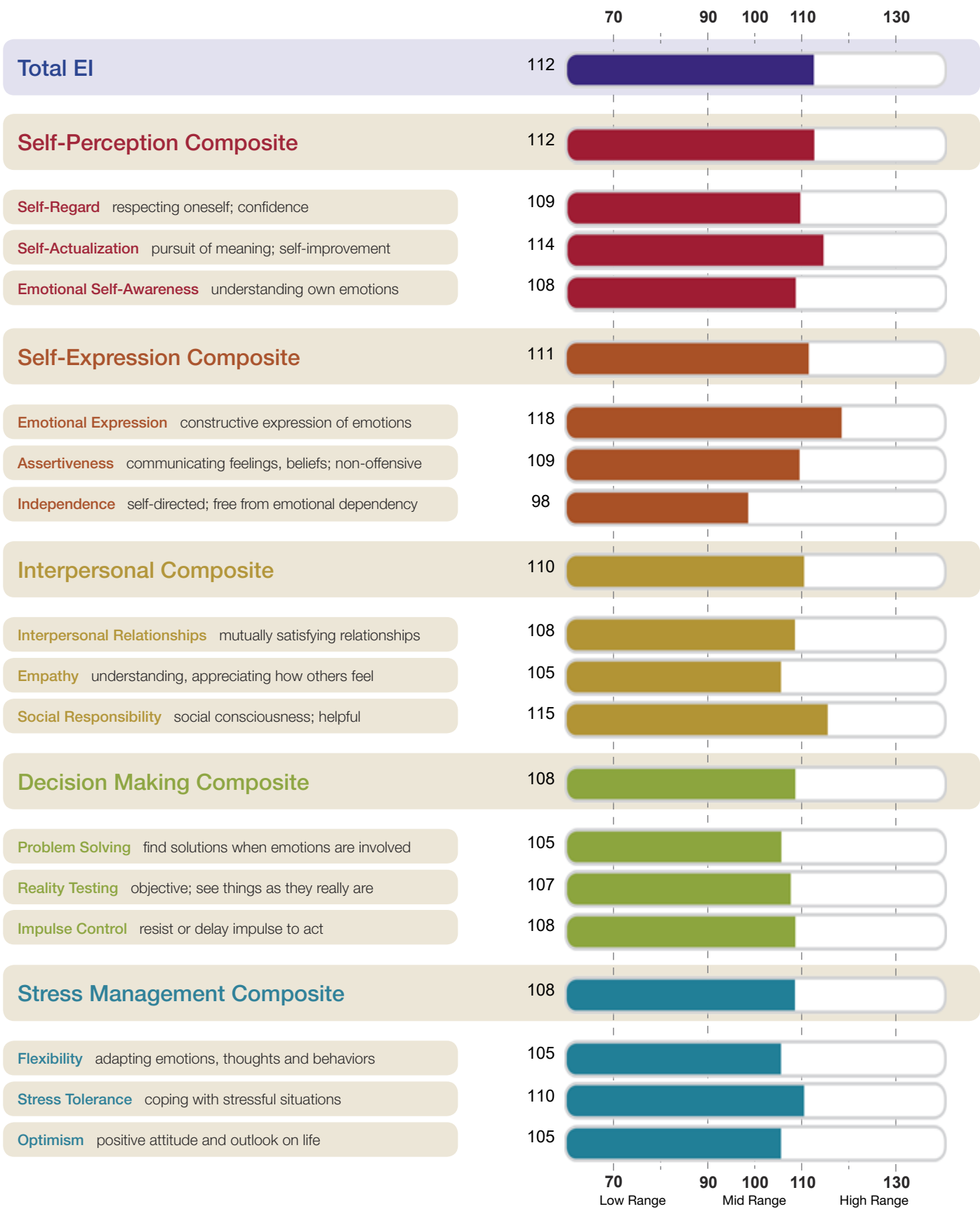
## INTERPERSONAL

**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.

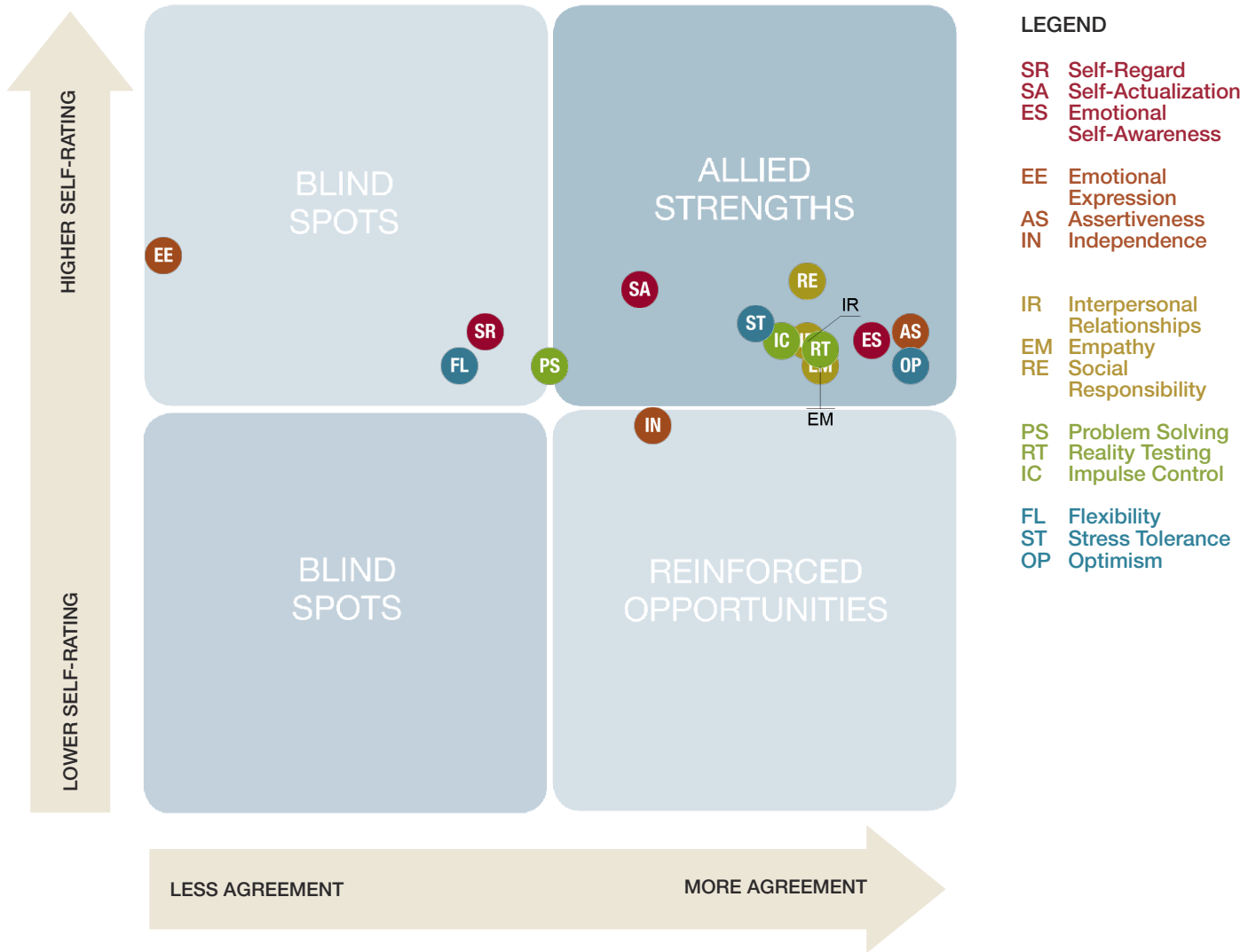
# How You Responded: Summary



# Profile Gap Analysis

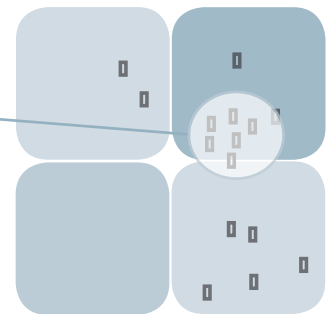
The figure on this page provides you with a general overview of the level of agreement between how you see yourself and how others see you.

- 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 subscales. 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 <b>S</b>	Manager <b>M</b>	Peer <b>P</b>	Direct Reports <b>DR</b>	Family/ Friends <b>F</b>	Other 
<b>Total EI</b>			<b>DR</b>	<b>MS</b>		112	109		101*		

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

### 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 <b>S</b>	Manager <b>M</b>	Peer <b>P</b>	Direct Reports <b>DR</b>	Family/ Friends <b>F</b>	Other 
<b>Self-Perception</b>			<b>DR</b>	<b>S</b>		112	111		103		
<b>Self-Expression</b>		<b>DR</b>		<b>MS</b>		111	107		93*		
<b>Interpersonal</b>			<b>DS</b>	<b>I</b>		110	112		108		
<b>Decision Making</b>			<b>DR</b>	<b>S</b>		108	107		100		
<b>Stress Management</b>			<b>DR</b>	<b>MS</b>		108	104		100		

\* 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.

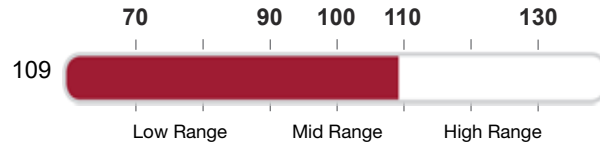
# How You and Your Raters Responded: Summary

EI Subscales	70	80	90	100	110	120	130	Self [S]	Manager [M]	Peer [R]	Direct Reports [DR]	Family/Friends [F]	Other [O]
Number of raters								1	1		3		
Self-Regard				[M]	[S]			109	98*		98*		
Self-Actualization				[DR]	[S]			114	113		103*		
Emotional Self-Awareness				[S]	[M]			108	117		109		
Emotional Expression				[DR]	[M]	[S]		118	111		93*		
Assertiveness					[S]			109	108		107		
Independence				[DR]	[S]			98	98		87*		
Interpersonal Relationships				[DR]	[S]			108	110		102		
Empathy				[S]	[DR]	[M]		105	112		109		
Social Responsibility					[M]	[S]		115	110		110		
Problem Solving				[M]	[S]			105	96		95*		
Reality Testing				[DR]	[S]	[M]		107	114		103		
Impulse Control				[DR]	[S]			108	109		101		
Flexibility				[DR]	[M]	[S]		105	102		90*		
Stress Tolerance				[M]	[DR]	[S]		110	101		105		
Optimism				[S]	[M]			105	109		104		

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

# Self-Regard

**Self-Regard** respecting oneself; confidence



## What You Said:

Individuals with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. Jane, 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.

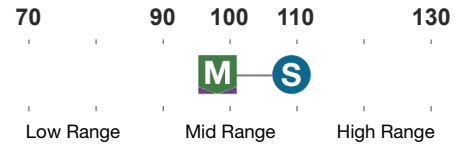
## Balancing Your EI

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

### Self-Regard (109)

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



**Self-Regard** respecting oneself; confidence

## What Your Raters Said:

Jane, 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 DIRECT REPORTS  
MANAGER**

How your DIRECT REPORTS AND MANAGER rated you:

You rated yourself higher in Self-Regard than did your Direct Reports and Manager(s). 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 these raters to gauge your self-confidence. Although you rated yourself higher in Self-Regard, your Direct Reports and Manager(s) 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 Direct Reports and Manager(s) to rate you lower in Self-Regard?*

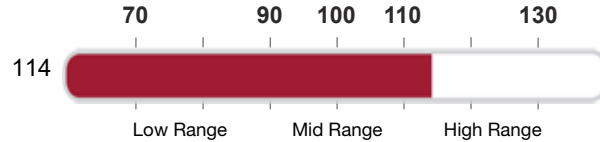
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Feels good about self	5	4		3.33		
Feels safe about self	4	4		4		
Doesn't feel good about self	1	1		2.67		
Lacks self-confidence	2	2		1.33		
Feels it hard to accept the way they are	2	4		2.67		
Thinks highly of themself	4	4		4		
Respects self	4	4		4		
Happy with self	5	4		4		

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 copyrighted and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

# Self-Actualization

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



## What You Said:

Self-actualization can be summed up in three words: pursuit of meaning. While this may sound philosophical, in the business world it means finding purpose and enjoyment in your job and performing to your fullest potential. Jane, your result suggests that you find deep meaning in your work, set challenging goals and expect the same level of engagement from others. In addition to the passion you bring to your job, your result may also mean that:

- you appear to be working or acting with a plan in mind.
- you continually hone your trade/skills and expect the same growth from colleagues.
- you are not usually satisfied with the status quo.

## Emotional Implications on the Job

**Emotional Implications.** Your success and satisfaction with your life can probably be traced back to you doing what you enjoy in both your work and personal life. 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 and should a setback occur, you can bounce back quickly knowing there is a greater purpose behind your actions.

## Strategies for Action

**Spread the Word.** Imagine the progress your organization would experience if everyone was just a little more passionate about their jobs! Obviously you can't force people to become self-actualized, but you can put your enthusiasm on stage for others to take notice and hopefully join in.

- Start something new at work that is in line with your interests and brings people together. For example, find some colleagues to join a professional organization, attend a conference (even better, be on a panel at a conference), try a new training course, start up a lunch 'n' learn, or invite people to form a corporate fundraising team for a local charity.

**Great Expectations.** Your high self-actualization means that you could unrealistically apply the same high achieving expectations to your colleagues or family.

- Examine the performance expectations you have for others. Have you "topped up" the level of performance you expect beyond what's adequate for successful job performance? For example, if you spend 10 hours at work, do you unfairly judge someone who only works the required 8 hours as less committed to their job?

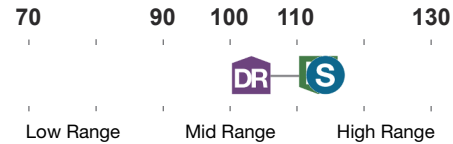
## Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning.

### Self-Actualization (114)

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 DIRECT REPORTS**

How your **DIRECT REPORTS** rated you:

You see yourself as being more self-actualized compared to how you are seen by your Direct Reports, 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 Direct Reports?*

### Closest Agreement

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

**YOUR MANAGER**

How your **MANAGER** rated you:

You agree with your Manager(s) that you have achieved an established level of Self-Actualization which likely has a positive influence on your daily functioning. This result suggests that your Manager(s) may describe you as a self-motivated, goal-driven individual who seeks improvement in oneself and inspires the same improvement in others. Jane, because you have found ways to apply your talents and strengths, you likely experience harmony knowing that they are being put to good use. You also know there is a greater purpose behind your actions, so if something goes awry your resilience and fortitude are likely to get you back on track more quickly than someone who has a lower sense of meaning in their pursuits. *Why do you think there is more agreement on your Self-Actualization with your Manager(s) than with other rater groups?*

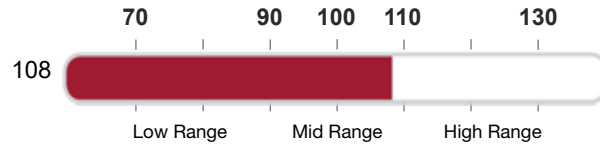
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Accomplishes goals	4	4		4		
Has something to contribute	4	4		4		
Takes exciting experiences	4	5		4		
Self-motivated	4	4		3.67		
Makes good use of abilities	4	5		4.33		
Strives to be the best they can be	5	5		3.67		
Driven to achieve	5	5		4		
Makes life meaningful	5	4		4		
Looks for ways to improve	5	4		4		

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



## 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. Jane, your result indicates that you are in touch with your emotions and that you manage them in a way that is healthy for you and your relationships at work. It is likely that you:

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

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

## Balancing Your EI

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

**Emotional Self-Awareness (108)** < **Emotional Expression (118)**

Your Emotional Self-Awareness is lower than your Emotional Expression. Try to explain why you are expressing a certain emotion. For example, provide reasons for why you are worried about an upcoming business meeting—don't just be worried. Aligning these components helps you manage your own emotions more effectively, and helps others to more effectively deal with the underlying cause.

# Emotional Self-Awareness



**Emotional Self-Awareness** understanding own emotions

## What Your Raters Said:

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

### Closest Agreement

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

How your rater groups rated you:

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

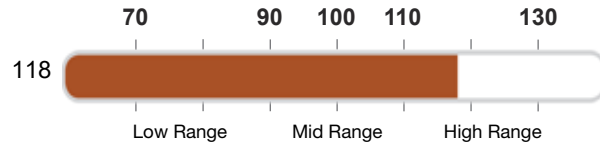
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Attends to own feelings	4	4		3.67		
Aware of how our mood impacts others	4	4		3		
Knows what triggers own emotions	4	4		4		
Aware of own feelings	4	4		4.33		
Recognizes when they are upset	4	4		4		
Understands how they are affected by the emotions of others	4	4		3		
Knows which emotions affect their performance	4	5		4		

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

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# Emotional Expression

**Emotional Expression** constructive expression of emotions



## 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. Jane, 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."

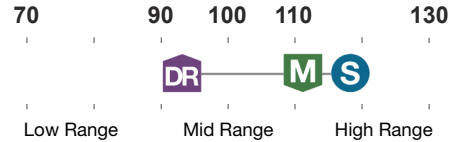
## Balancing Your EI

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)** ➤ **Empathy (105)**

Your Emotional Expression is higher than your Empathy. Do you focus more on the expression of emotions, thoughts, and feelings than on being empathic toward others? Balancing these facets requires careful listening to the ideas of others, as well as being attentive to their feelings. When these facets are balanced, you can effectively gauge whether the intensity and timing of your expression is appropriate for the situation.

# Emotional Expression



**Emotional Expression** constructive expression of emotions

## What Your Raters Said:

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

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

### Biggest Gap

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

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

How your MANAGER rated you:

Jane, you agree with your Manager(s) that expressing your emotions seems to come quite naturally to you. This rater group would describe you as comfortable expressing most, if not all, emotions across different situations. You've probably been seen expressing yourself in a variety of ways using tone of voice, body language, facial expressions, and an expansive emotional vocabulary to clearly articulate how you feel. Those you interact with rarely have to guess how you feel about a particular decision or course of action. Your expressiveness helps to build two-way communication, heal interpersonal conflict, and gain the emotional, social, and tactical resources needed to be successful in your role. *Why do you think there is more agreement between you and your Manager(s) than between you and other rater groups?*

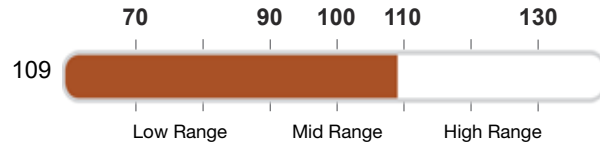
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Feels it hard to share feelings	2	2		3.33		
Usually expresses feelings	4	4		4.33		
Has difficulty expressing intimate feelings	1	2		2.67		
Talks to others when sad	4	4		4		
Difficult to show feelings to others	2	2		2.33		
Difficult to show affection	1	2		2.67		
Has difficulty describing feelings	2	2		3		
Hard to smile	1	1		4		

**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 copyrighted and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

# Assertiveness

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



## 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. Jane, your results indicate that you are operating at the middle of this line, being able to clearly articulate your emotions and needs while respecting the relationships you have with others. Some of the following characteristics may apply to you:

- you are firm and direct when necessary.
- you are positioned to achieve your goals by articulating your needs.
- you bear in mind others' feelings and consider them when voicing your opinion or thoughts.
- you either back down or become slightly aggressive in times of mounting pressure.

### Emotional Implications on the Job

**Emotional Implications.** For the most part, you are able to stand your ground and ensure your voice is heard. There will be times when you back down from your normally confident position. Something is being triggered at an emotional level that causes you to “cave in”; using your self-awareness to identify why this is the case will be beneficial.

### Strategies for Action

**Identifying Cave Points.** What is it about certain situations that cause you to be less assertive than you wish to be? Lack of subject matter expertise? The presence of a more senior person? Unsure of your convictions?

- Identify the reasons for why you cave when you do.
- Use this information to proactively eliminate your cave points. For example, the next time you have a meeting on an unfamiliar topic, gather research ahead of time so that you can confidently voice your thoughts on the subject.

**Assertive Body Language.** To continue to ensure your assertive behavior is socially acceptable, be extra conscious of your body language, tone of voice, and emotional language when delivering your message (particularly if you are low in Emotional Expression and Emotional Self-Awareness); they may skew the message you are trying to put forth, even if you intend to be assertive with the content you are discussing.

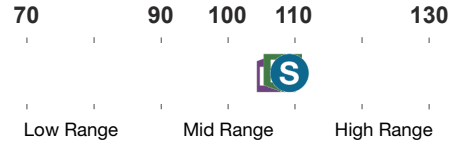
## Balancing Your EI

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

### Assertiveness (109)

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

# Assertiveness



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

## What Your Raters Said:

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

### Closest Agreement

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

How your rater groups rated you:

You and your raters agree that you are comfortable being assertive, and standing up for what you believe in. You all would likely agree that strengthening your assertiveness would be of benefit. Reflect on those situations and individuals with whom you find yourself taking a more passive approach. What is it about these circumstances that tempers your intention to be assertive? Does the context require a passive position, or are you missing out on an opportunity to show conviction and perhaps be more effective in your role? *What situations require you to be more assertive than you currently are? Can you leverage other EI strengths (e.g., Self-Regard) to build enough courage to stand up for yourself and your ideas?*

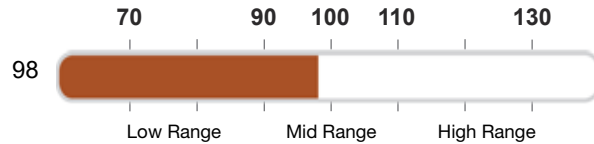
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Backs down even when right	2	2		2		
Says "No" when needed	4	4		3.33		
Is assertive	4	4		4		
Says so when they disagree	4	4		4		
Firm and direct	4	4		4.33		
Stands up for own beliefs	4	4		4		
Tells people what they think	4	4		4		

**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



## What You Said:

Jane, 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

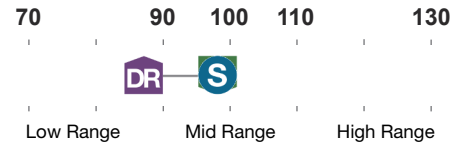
This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

Independence (98)  Emotional Self-Awareness (108)

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 DIRECT REPORTS**

How your **DIRECT REPORTS** rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

How your **MANAGER** rated you:

Jane, you and your Manager(s) agree that you are not always confident taking initiative or working on your own. You and your Manager(s) 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?*

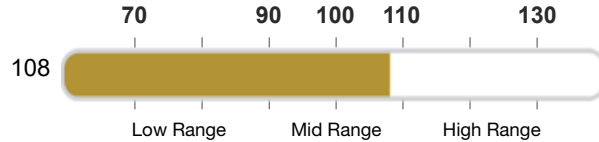
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Find it hard to make decisions	1	2		2.33		
Cling to others	2	2		2		
Easily influenced	2	2		2		
Prefer job where told what to do	4	2		3.33		
Difficult doing things on own	1	2		2.33		
Needs reassurance	2	2		3		
Needs others	3	2		3.33		
More of a follower	2	3		3.33		

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



## What You Said:

Jane, this subscale is about developing and maintaining mutually satisfying relationships and your result suggests that generally you handle most social interactions well and with confidence. Being a contributing member of a team is something you value and you usually work toward creating relationships that support mutual goals. However, when relationships require maintenance, you may avoid putting in the required effort, preferring to work on your own instead. Some characteristics of your result are:

- you generally seek out new relationships, yet continue to take care of the ones you have.
- you understand how others can help you, as well as how you can help them.
- in unfamiliar or uncomfortable situations, you may be more hesitant to socialize.

### Emotional Implications on the Job

**Emotional Implications.** While you value the relationships you have, continue to build your relationships by connecting with diverse individuals (e.g., people with different jobs, and levels of seniority). If you only forge relationships with people you are comfortable with, you may not receive balanced support, especially if your closest colleagues are similar to you and will likely not offer a differing point of view.

### Strategies for Action

**Step Outside Your Comfort Zone.** Building resilient and trusting relationships with all types of people, whether you “like” them or not, is crucial to your success.

- Identify someone (colleague, manager, or customer) whose relationship with you is ineffective. Pick someone with whom if you had a stronger relationship you would be better able to reach your objectives.
- What have you done to earn this person’s trust and his/her willingness to help you? Leverage your empathy to see things from his/her perspective. List what you think this person needs from you.
- Meet with this person to confirm your perspective. Emphasize the importance of understanding mutual needs and arrive at an action plan to support one another.

**Recognition Goes a Long Way.** Remember to celebrate events that are important to your coworkers, but also express recognition on a regular basis. Instances may include birthdays, promotions, or recognition for a job well done.

- Do you know what kind of recognition your coworkers prefer? Not everyone likes “Happy Birthday” sung at their desk or a reward given in front of their peers.
- Leverage empathy skills to determine what type of recognition motivates and is appreciated by each of your coworkers.

## 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 (108) > Independence (98)**

Your Interpersonal Relationships result is higher than your Independence result. These components work in unison by distinguishing the times when collaboration and group work is needed from times that require independent functioning. As a general rule, when tasks can be completed independently, it may be best to do so, leaving colleagues free to work on other tasks that they may be required to do.

# Interpersonal Relationships



**Interpersonal Relationships** mutually satisfying relationships

## What Your Raters Said:

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

### Closest Agreement

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

### How your rater groups rated you:

You and your raters all agree that you regularly focus on developing rich, mutually satisfying relationships. The consistency between these ratings and yours suggests that you have similar expectations for how your relationships should be maintained; if there are unmet expectations, it is likely that you are experiencing them to a similar degree. However, there is still room for improvement. Stronger relationships can provide the social support needed to buffer the negative effects of stress, promote psychological adjustment and contribute to long lasting physical health. *How can you build stronger relationships at work? Are there people you would like to be closer to? How can you earn their trust and respect?*

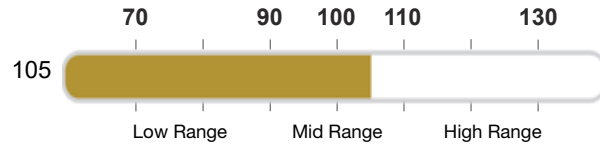
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes friends easily	5	4		4		
Enjoys talking	4	4		4		
Easy to approach	4	5		4		
Easy to confide in	4	4		4		
Fun to be with	5	5		4		
Team player	4	5		4.33		
Is available	4	5		4		
Has good relationships	4	4		4		

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



## 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. Jane, your result indicates that you are generally an empathic person who is able to grasp what another is feeling, even if it is much different from what you feel. Your empathic nature makes you an approachable and open team member with whom coworkers feel safe sharing thoughts and ideas. With a result such as yours you may find:

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

### Emotional Implications on the Job

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

### Strategies for Action

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

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

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

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

## Balancing Your EI

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

**Empathy (105)**  **Emotional Expression (118)**

Your Empathy is lower than your Emotional Expression. Before expressing emotions, be sure to consider the impact that your emotions can have on others. By displaying a greater balance of empathic behaviors, you will appear more supportive and less directive in your interactions with others.

# Empathy

**Empathy** understanding, appreciating how others feel



## What Your Raters Said:

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

### Closest Agreement

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

### How your rater groups rated you:

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

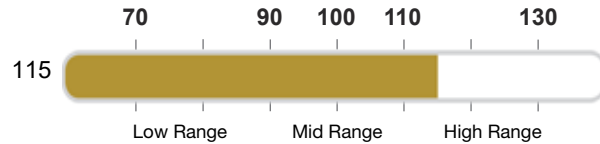
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Aware of others' feelings	4	4		3.67		
Is empathic	4	4		4		
Understands the way others feel	4	4		4		
Avoids hurting others' feelings	4	4		4.33		
In touch with others' emotions	4	4		4		
Failure to others' emotions	4	5		4		
Respects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

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 copyrighted and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

# Social Responsibility

**Social Responsibility** social consciousness; helpful



## 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. Jane, 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.

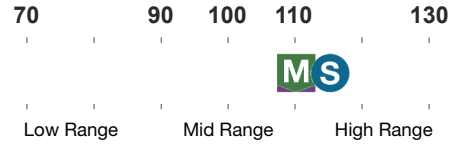
## Balancing Your EI

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 (115)** > **Empathy (105)**

Your Social Responsibility is higher than your Empathy. These components work best together when you put yourself in the other person's shoes to understand what is truly needed from their perspective. It is best to listen to the needs and concerns of others before choosing the best way to help them or work with them.

# Social Responsibility



**Social Responsibility** social consciousness; helpful

## What Your Raters Said:

Jane, 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 in your social responsibility results that suggests you frequently show concern for the welfare of others and participate as a cooperative and constructive member of your organization and community. For the most part, you believe that you are helpful and those around you would likely echo this sentiment. 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, 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. *At what point can social responsibility become counterproductive? Has helping others ever resulted in missing your own deadlines?*

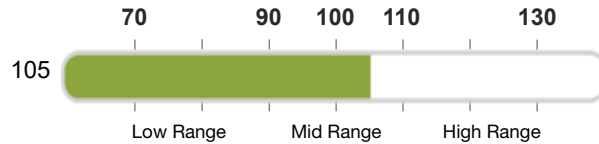
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Environmentally friendly	5	4		4		
Try to make a difference in society	4	4		4		
Like helping	4	4		4		
Is a contributing member	4	4		4.67		
Contributes to community	4	5		4.67		
Care about social issues	5	4		3.67		

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

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# Problem Solving

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



## 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. Jane, 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.

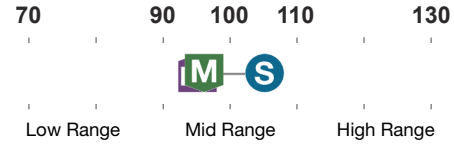
## Balancing Your EI

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

### Problem Solving (105)

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

# Problem Solving



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

## What Your Raters Said:

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

1. the rater group whose score was most different from your self-assessment, and

### Biggest Gap

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

**YOUR DIRECT REPORTS**

How your DIRECT REPORTS rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

How your MANAGER rated you:

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

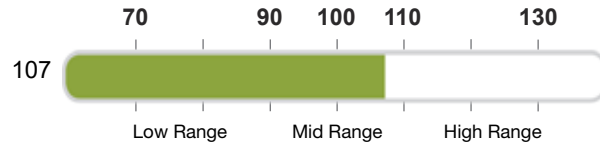
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Can't decide what to do when upset	2	2		2		
Worries about a problem rather than solving it	2	2		3.33		
Avoids dealing with problems	2	3		2.33		
Has difficulty deciding on the best solution	1	2		2.33		
Gets stuck when solving problems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

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 copyrighted and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

# Reality Testing

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



## What You Said:

Call it “being grounded” or “tuned into the situation,” Reality Testing 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. Jane, your results indicate that for the most part you can look past your emotional biases and see situations objectively. You are tuned into the task at hand and your environment and as a result set fairly reasonable goals. Your result suggests:

- you are unlikely to misinterpret critical information or allow emotions to color reality.
- your decisions and objectives are based on realistic information.
- some instances of overly positive (extreme happiness) or overly negative emotions (extreme anxiety) may cause you to be less objective.

## Emotional Implications on the Job

**Emotional Implications.** Your ability to size up the immediate situation means your emotional responses to events are generally within reason and acceptable. For instance, if something minor occurs you are unlikely to blow it out of proportion. There are times, however, particularly when under stress, that you might switch your reality testing off, allowing your emotions to cloud your objectivity.

## Strategies for Action

**Practical Actions.** Breaking a problem or decision down into small, practical steps can help you to stay focused on the reality of the situation and not what you wish would happen.

- Practical actions are specific steps that need to be taken, resources that need to be gathered, or buy-in you need to secure in order to make a decision.
- Listing practical actions helps you to stay grounded under pressure by keeping your focus on specific tasks required to reach a bias-free decision.

**Fearing the Worst, or Sugarcoating Reality?** Under times of stress you may rely less on your reality testing skills and fall victim to fearing the worst-case scenario or sugarcoating reality.

- Which of these two extremes best describes you when you are not seeing things realistically?
- If you worry about catastrophe, find evidence that says a catastrophe is unlikely. Or try running your catastrophe hypothesis by a third party to see if it's plausible.
- If you sugarcoat reality, play the role of “devil’s advocate”; find data that contradicts your overly positive assessment. Also, watch others’ reactions to your positivity; if there is hesitation in their voice or body language, they likely see your positive outlook as unrealistic.

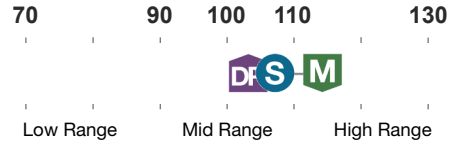
## Balancing Your EI

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

### Reality Testing (107)

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

# Reality Testing



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

## What Your Raters Said:

Jane, 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:

The agreement between you and your raters suggests that you are more objective, realistic and grounded in reality than most people. Consider the plans and goals you set for yourself and others. How do you know they are realistic? What about your reaction to an upsetting problem? How can you tell whether you over- or under-reacted? Leverage the consistent experience of your objectivity and work on applying your reality testing skills to even more situations. *How can you check in with your raters to ensure that the goals you set are realistic? In what situations do you feel you might be less connected to what is happening around you?*

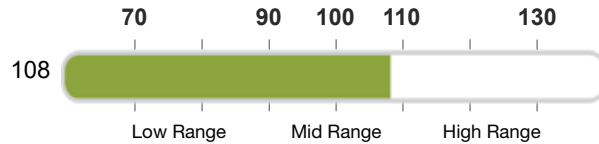
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
See situations as they really are	4	4		3.33		
Make realistic plans to achieve goals	4	4		4		
Recognize our biases	4	4		3.33		
Has good sense of strengths and weaknesses	4	4		4		
Know when to be objective	4	5		3.67		
Know when emotions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



## 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. Jane, your result shows someone who is generally able to resist or delay impulses to act. Your stable nature helps to put people at ease; coworkers will feel that they can predict your behavior and will open communication channels with you. Your result may indicate a tendency to:

- be deliberate and apt to survey a situation before responding.
- control your emotions and impulses to act.
- be considerate of sharing “airspace”, ensuring everyone has a chance to speak.
- be somewhat impulsive under times of stress or pressure.

## Emotional Implications on the Job

**Emotional Implications.** Your emotions are usually expected visitors: you experience them, learn from them, and then take action based on this emotional knowledge. This deliberate experience of emotions prevents you from acting erratically when an emotion presents itself.

## Strategies for Action

**Impulse Inventory.** There is still room for you to grow your understanding of what types of situations cause you to be impulsive.

- Conduct an inventory of what makes you impatient or impulsive. Think of the last couple of weeks of work—what reactions did you have that you wish you could take back?
- Write a list of what triggered these regrettable moments (e.g., stress, being caught off guard, team conflict). Being aware of specific triggers will help you plan to avoid them or practice your emotional response before they happen.

**Learning from Regret.** Rewriting a situation where you acted impulsively can help you see the positive effects of deliberate, contemplative action.

- For a situation or decision where you acted rashly, try to identify the emotion you were experiencing at the time. Was it frustration, anger, hopelessness?
- If you could rewrite the situation, what would you have done differently? How could you have exercised more control?
- Use this example of how you wished you had behaved as a goal. Try to demonstrate this behavior in the next two weeks, and make note of any positive effects your more controlled behavior had on yourself and those around you.

## Balancing Your EI

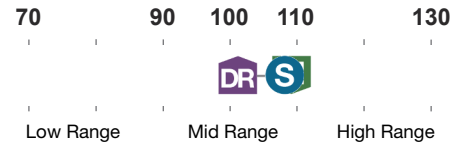
This section compares Impulse Control with Flexibility, Stress Tolerance, and Assertiveness. Achieving balance between these subscales can enhance emotional functioning.

### Impulse Control (108)

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

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



## What Your Raters Said:

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

### Closest Agreement

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

### How your rater groups rated you:

You agree with all your rater groups that you have an established sense of control in the face of temptation, in most cases avoiding “knee-jerk” reactions and rash decisions. Your ability to stay the course allows others to have confidence in you and commitment to your direction. If you find yourself acting rashly, stop to summarize the situation, ask others for their input or give yourself an allotted time for reflection before you act. *Are there certain situations that cause you to be impulsive? What impact does your impulse control have on your relationships with these rater groups?*

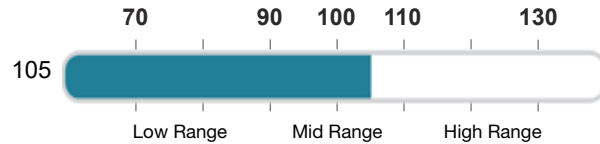
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes rash decisions	2	2		2.33		
Interrupts others	2	1		2		
Impulsively creates problems	2	2		2		
Is impulsive	2	1		2.67		
Finds it hard to stop talking	2	1		1.67		
Reacts hastily	2	1		2.33		
Difficult to control impulses	1	3		1		
Finds it difficult to resist temptation	2	2		2.33		

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



## What You Said:

Flexibility requires that you be able to modify your thoughts, emotions, and behaviors in response to change. Jane, you appear to be accepting of change and shifting priorities in your workplace. You embrace learning new things and remain open to others' opinions and new ways of thinking and doing things. While you likely value progress and innovation, there are some situations where you stick to your tried and true methods, preferring predictability over spontaneity. Some indicators of your result are:

- a willingness to respond to changes in the workplace (e.g., structural changes, new technology, evolving market needs).
- an inclination to enjoy change and find it refreshing.
- hesitation to change at times, most likely when you are under stress or feeling anxious.

### Emotional Implications on the Job

**Emotional Implications.** Your Flexibility suggests that although you frequently adapt your thoughts, emotions, and actions, there are still times when your emotions prevent you from accepting change. For many business people, being a specialist in one's profession is a lifetime pursuit, but keep in mind that it also creates an inherent rigidity. Your emotional attachment to "your ways" can prevent you from adapting to changes in the business.

### Strategies for Action

**The Plastic Brain.** Research suggests that our brains have a lifelong plasticity, that even in adulthood we can learn complex things. Why then has it been so long since we attempted to learn something completely new?

- The key is to move outside of your area of expertise and begin to learn something entirely new (e.g., learn a new language, take fencing or cooking lessons, learn to grow an organic garden) and accept the arduous practice and mistakes that come with taking on a new skill. (Remember learning how to ride a bike?)
- Once you start attaching positive emotions to the small successes you experience in this new area, you will find yourself becoming even more accepting of change in other areas of your life.

**Ask for Help.** When you find yourself being resistant to change, take some time out to solicit the opinions of trusted coworkers and embrace their views on a particular problem and how they would approach it. Particularly under stress, you may find yourself going down the same road you always travel, but if you take the time try out even one new strategy or technique, you will broaden your skill base and enhance your ability to cope with change.

## Balancing Your EI

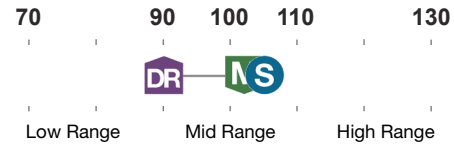
This section compares Flexibility with Problem Solving, Independence, and Impulse Control. Achieving balance between these subscales can enhance emotional functioning.

### Flexibility (105)

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

# Flexibility

**Flexibility** adapting emotions, thoughts and behaviors



## What Your Raters Said:

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

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

### Biggest Gap

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

**YOUR DIRECT REPORTS**

How your **DIRECT REPORTS** rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

How your **MANAGER** rated you:

You agree with your Manager(s) that you have established a flexible approach to your work, demonstrating the ability to adapt your thoughts, emotions, and actions to the changing environment on the job. Jane, both you and your Manager(s) would probably agree there is still room for you to demonstrate increased flexibility by recognizing when your emotions prevent you from being open to change. Being emotionally attached to your ways can prevent you from learning and adapting with the business. *Why do you think the closest agreement with your self-rating of Flexibility is with your Manager(s)? What do you think is the basis for their feedback?*

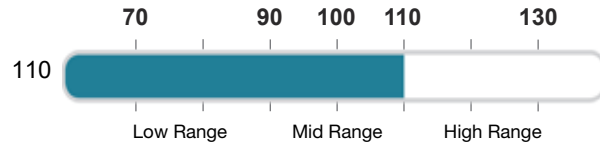
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it difficult to change own opinion	2	2		2.33		
Does not like unfamiliar situations	2	2		2		
Hard to change own ways	2	3		3.67		
Has difficulty compromising	4	2		2.33		
Uneasy with last minute changes	3	3		3.67		
Finds it hard to make changes	2	2		3.33		
Needs things to be predictable	2	3		4		
Uneasy with change	2	2		2.33		

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

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# Stress Tolerance

**Stress Tolerance** coping with stressful situations



## What You Said:

Stress Tolerance is the ability to cope with and respond effectively to stress and mounting pressure. Jane, 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.

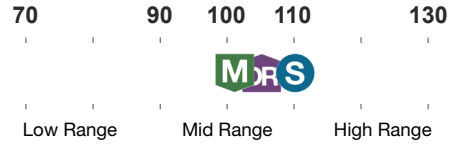
## Balancing Your EI

This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning.

### Stress Tolerance (110)

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

# Stress Tolerance



**Stress Tolerance** coping with stressful situations

## What Your Raters Said:

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

### Closest Agreement

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

### How your rater groups rated you:

You and your raters 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 those around you, as they might see you as capable of taking on increasing amounts of work. You may need to be assertive and voice when you are at your threshold for accepting more responsibility. *What signals can you look for to indicate that you are being overwhelmed or fatigued by mounting stress?*

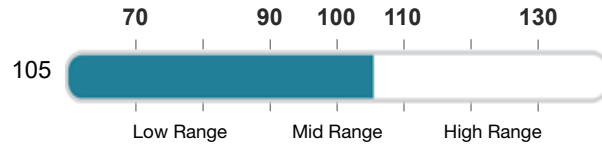
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Keeps calm	5	4		4.33		
Can't think clearly when under stress	2	3		2.67		
Thrives when challenged	4	4		4		
Handles stress well	4	4		4		
Performs well under pressure	4	4		4		
Copes well	4	4		4.33		
Handles upsetting problems	4	4		3.67		
Does not react well to stress	2	4		2.67		

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



## 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. Jane, 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 naïve 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.

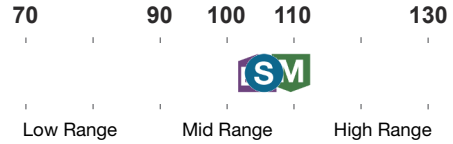
## Balancing Your EI

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

### Optimism (105)

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

# Optimism



**Optimism** positive attitude and outlook on life

## What Your Raters Said:

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

### Closest Agreement

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

How your rater groups rated you:

You and your raters agree that you are more optimistic than the average person. In your interactions, 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. 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 in the work you do? How does it feel (physically, mentally and emotionally) to be optimistic? Does being optimistic impact other EI skills?*

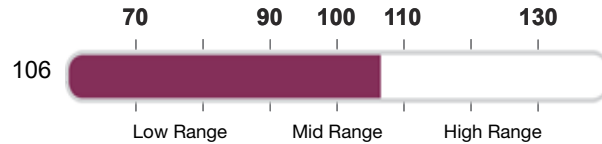
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Stays positive	4	4		4.33		
Is optimistic	4	5		4		
Expects the worst	1	1		2		
Hopes for the future	4	4		4		
Sees the best in people	4	4		4		
Has good thoughts about the future	4	4		4		
Expects things to turn out all right	4	4		3.33		
Has a positive outlook	4	4		4		

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

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# Well-Being Indicator

**Happiness** satisfied with life; content



## 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

Jane, 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.

Although you have no low scores in any of the four subscales typically tied to Happiness, nor in any other EI skill area, you may benefit from ensuring your development goals are linked to improving your happiness. Are there goals you can set to achieve things that are important to you, leading to an increased sense of well-being?

### Self-Regard (109)

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 (105)

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 (108)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. Your result suggests that your relationships are fulfilling for the most part, but there may be times when you need more encouragement and support from those around you.

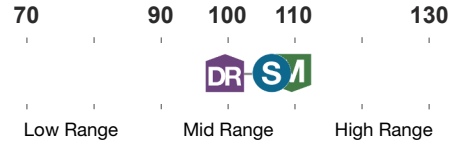
- What causes struggles in your relationships and what could make things better?
- What are the most desirable attributes of the people you spend time with?

### Self-Actualization (114)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your level of self-motivation and feelings of an enriched life ultimately drive your life achievements and overall happiness.

- Are there areas in your work or personal life that you would like to further develop? If so, how can these endeavors mesh with your current lifestyle?

# Well-Being Indicator



**Happiness** satisfied with life; content

## What Your Raters Said:

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

### Closest Agreement

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

How your rater groups rated you:

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

### This person...

	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Has a hard time enjoying life	1	1		3.33		
Is not happy with their life	1	1		2.33		
Is enthusiastic	4	4		4.33		
Is happy	4	4		4		
Is satisfied with their life	4	4		4		
Is excited about their life	4	5		4		
Looks forward to their day	4	4		4		
Is content	4	4		4		

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 copyrighted 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.

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

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Transfer your SMART goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Listen to others	In team meetings 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: What areas of leadership do you believe are strengths for this individual?**

**M<sub>1</sub>:** Communication and positive outlook

**DR<sub>1</sub>:** Not Provided

**DR<sub>2</sub>:** She's assertive and good at decision making

**DR<sub>3</sub>:** Positivity and team player

**Q: How does this individual respond when resolving conflicts?**

**M<sub>1</sub>:** She is very diplomatic

**DR<sub>1</sub>:** She tries to hear both side of stories

**DR<sub>2</sub>:** She considers other's perspective when resolving conflict

**DR<sub>3</sub>:** She gets defensive sometimes