



EQ 360®

# WORKPLACE EQ 360

## REPORT

Brenda Jimenez  
Rated by: Peers (4) and Manager (3)

Doctor of Executive Leadership  
Fall 2022

August 04, 2022

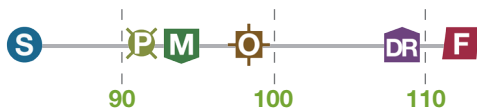


# Welcome to your EQ 360 report

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

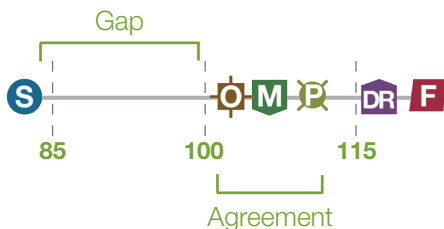


**How to read this report.** This report contains information gathered from both yourself (self rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, friends, family, or others and will be labeled as such throughout this report.

**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.

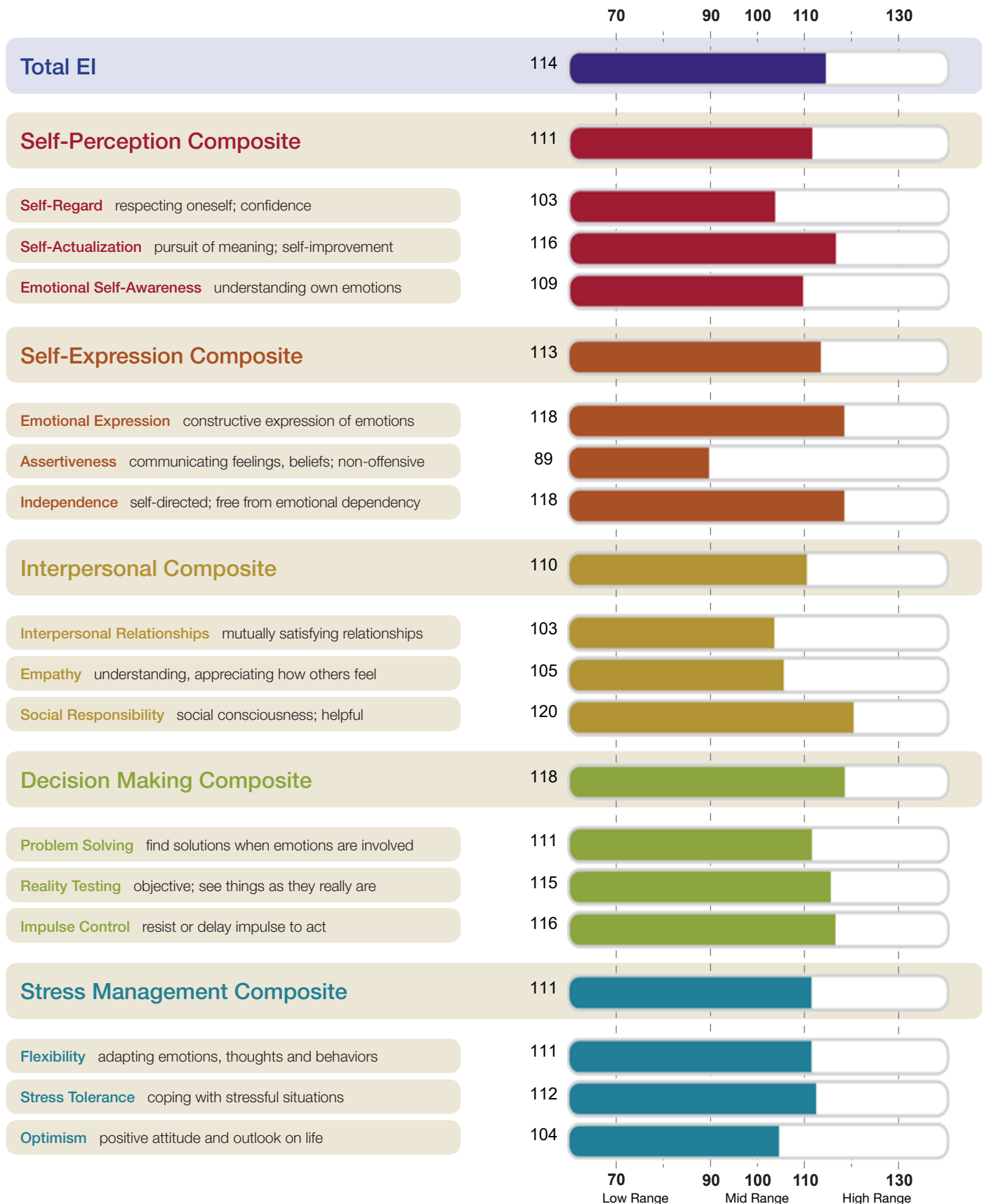
## INTERPERSONAL

**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

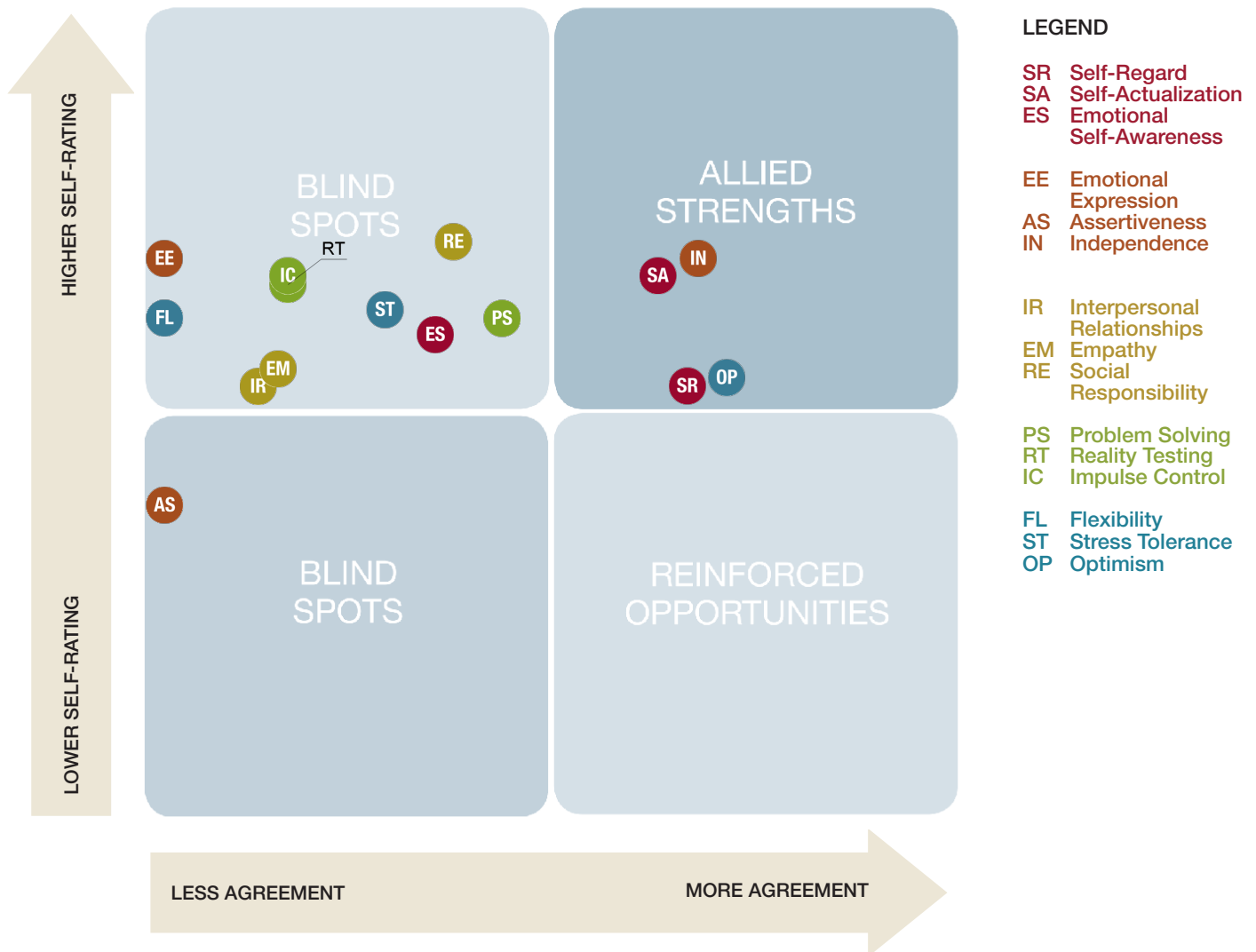




# Profile Gap Analysis

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.

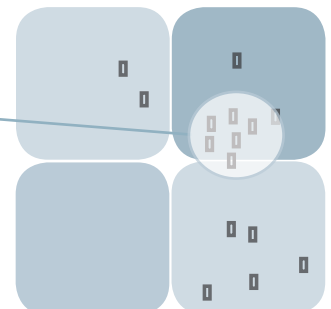


## WHAT TO LOOK FOR:

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.

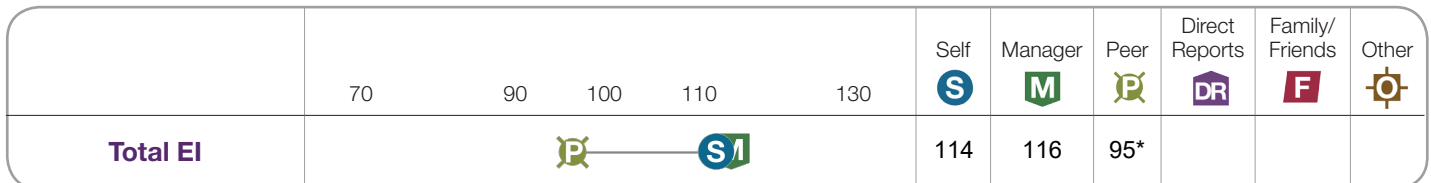


## How You and Your Raters Responded: Summary

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:

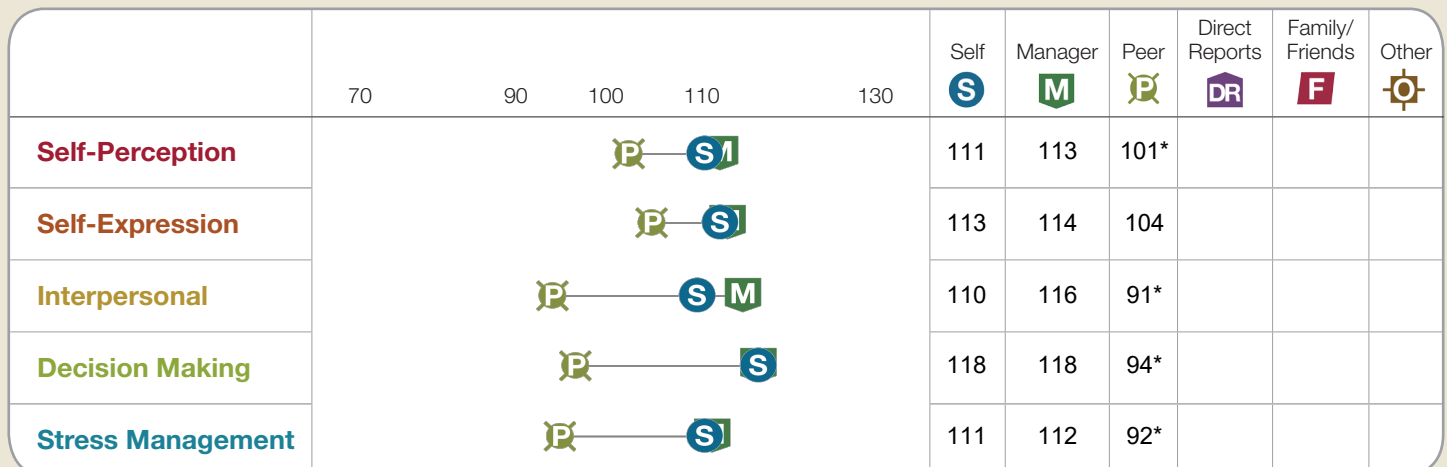
Total EI provides a general indication of your emotional and social skills, and how these skills influence the way you perceive and express yourself, maintain social relationships, cope with challenges, and use emotional information in a meaningful way.



\* 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.



\* 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

Name: Brenda Jimenez



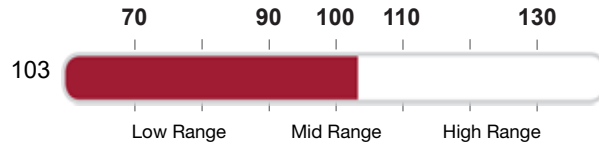
EQ Subscales	70	80	90	100	110	120	130	Self S	Manager M	Peer P	Direct Reports DR	Family/ Friends F	Other O
Number of raters								1	3	4			
Self-Regard								103	106	100			
Self-Actualization								116	113	108			
Emotional Self-Awareness								109	118	95*			
Emotional Expression								118	110	95*			
Assertiveness								89	105*	104*			
Independence								118	116	107*			
Interpersonal Relationships								103	117*	88*			
Empathy								105	115*	88*			
Social Responsibility								120	117	104*			
Problem Solving								111	120	100*			
Reality Testing								115	119	94*			
Impulse Control								116	116	89*			
Flexibility								111	118	89*			
Stress Tolerance								112	108	94*			
Optimism								104	106	94*			

\* 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. Brenda, your result suggests that you do have a good sense of your own strengths and weaknesses without being overly confident. At times you may experience lower self-confidence; however, you approach most challenges with self-assuredness and a can-do attitude. You may have:

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

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

## Balancing Your EI

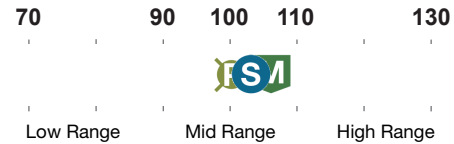
This section compares Self-Regard with Self-Actualization, Problem Solving, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Self-Regard (103)** < **Self-Actualization (116)**

Your Self-Regard is lower than your Self-Actualization. These components can be aligned by evaluating self-worth in terms of concrete achievements. When appropriate, take time to recognize successes and how they reflect upon your abilities. Finally, ensure that you are considering your strengths and growth opportunities when determining which activities you should pursue.



# Self-Regard



**Self-Regard** respecting oneself; confidence

## What Your Raters Said:

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

### Closest Agreement

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

### How your rater groups rated you:

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Feels good about self	4	4.67	4			
Feels sure of self	4	4.33	4.25			
Doesn't feel good about self	1	1.33	1.5			
Lacks self-confidence	2	1.33	1.5			
Finds it hard to accept the way they are	1	1.33	2			
Thinks highly of themselves	4	4	4			
Respects self	5	4.67	4.75			
Happy with self	4	4	3.5			

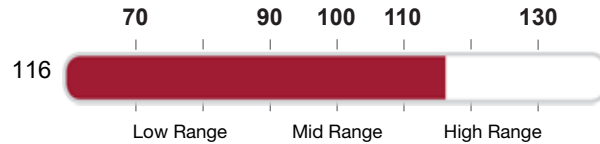
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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. Brenda, 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.
- you should consider whether your goals are too easy to meet. They should be sufficiently challenging and contribute to your growth both inside and outside of work.

## 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?

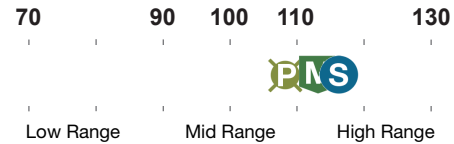
## Balancing Your EI

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

**Self-Actualization (116)** ➡ **Self-Regard (103)**

Your Self-Actualization is higher than your Self-Regard. To balance these components, set realistic goals that are challenging and aligned with what you are trying to achieve in life. If you set goals that are unrelated to what is important to you, accomplishing them will not necessarily improve your self-worth. Set goals that are challenging, relevant, and give meaning to your life.

# Self-Actualization



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

## What Your Raters Said:

Brenda, 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 have achieved a significant level of Self-Actualization and this likely has a positive influence on your daily functioning. This result suggests that those you work with may describe you as a self-motivated, goal-driven individual who seeks improvement in oneself and inspires the same improvement in others. 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. *Are your activities and interests varied, or do you focus your energy on just a few key passions? What benefits does your level of self-actualization have on meeting your performance objectives?*

### This person...

	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Accomplishes goals	5	4.33	4.5			
Has something to contribute	5	4.67	4.75			
Seeks enriching experiences	4	4	4.25			
Self-motivated	5	5	5			
Makes good use of abilities	4	4.33	4			
Strives to be the best they can be	5	5	4.5			
Driven to achieve	5	5	4.75			
Makes life meaningful	5	5	4.5			
Looks for ways to improve	5	4.67	4.25			

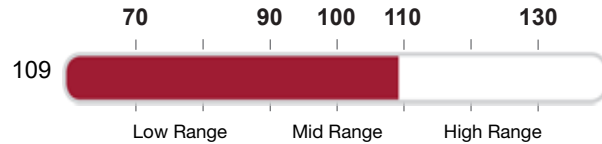
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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. Brenda, 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.

### Emotional Self-Awareness (109)

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

# Emotional Self-Awareness

**Emotional Self-Awareness** understanding own emotions



## What Your Raters Said:

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

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

### Biggest Gap

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

**YOUR PEERS**

#### How your PEERS rated you:

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

### 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 pay attention to, and understand your emotions more than most people. You may be in tune with some emotional triggers and resulting physiological sensations, but perhaps there are emotions you are better at identifying where others slip by unrecognized. Ensure that you demonstrate your emotional understanding in a way that is appropriate given the nature of your relationship with different people, which can improve your ability to communicate and interact more effectively. *How can you ensure you are demonstrating your Emotional Self-Awareness consistently across rater groups? What are the benefits of agreement with your Manager(s) when assessing your Emotional Self-Awareness?*

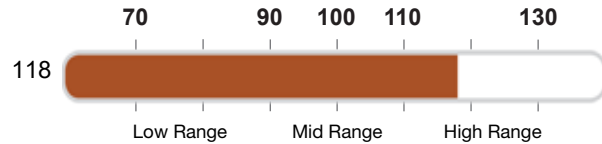
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Attends to own feelings	4	4.67	4			
Aware of how own mood impacts others	5	4	3			
Knows what triggers own emotions	5	4.33	3.67			
Aware of own feelings	4	5	4			
Recognizes when they are upset	4	4.67	3			
Understands how they are affected by the emotions of others	4	4	3			
Knows which emotions affect their performance	4	4.67	2.5			

**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. Brenda, 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

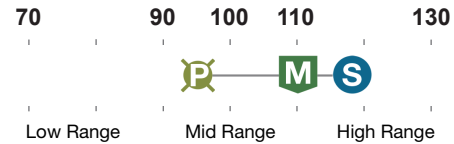
This section compares Emotional Expression with Interpersonal Relationships, Assertiveness, and Empathy. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

**Emotional Expression (118)** ➤ **Assertiveness (89)**

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

# Emotional Expression

**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 PEERS**

How your PEERS rated you:

This rater group sees you as less emotionally expressive than you see yourself. This gap suggests that your Peers 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 Peers. 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:

Brenda, 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
Finds it hard to share feelings	2	1.67	2.25			
Easily expresses feelings	5	4.67	3.25			
Has difficulty expressing intimate feelings	2	1.67	2.33			
Talks to others when sad	4	4.5	2.67			
Difficult to show feelings to others	1	4	2.5			
Difficult to show affection	1	1	2.67			
Has difficulty describing feelings	1	1.33	2.25			
Hard to smile	1	1	2			

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

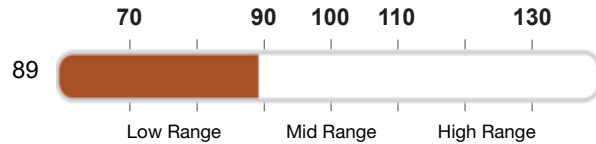
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# Assertiveness

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



## 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. Brenda, you have the tendency to be more toward the passive side of this line, keeping opinions and thoughts to yourself rather than sharing them openly. Some of the following characteristics may apply to you:

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

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

## Balancing Your EI

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

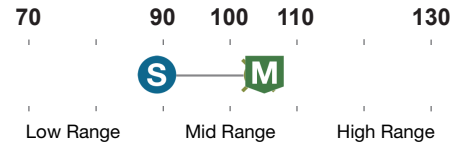
Assertiveness (89) < Emotional Self-Awareness (109)

Your Assertiveness is lower than your Emotional Self-Awareness. Creating balance here will enable you to better use emotional information to guide your assertiveness. When you have strong feelings about something, you should be more inclined to behave assertively. When you feel less strongly, you can back off.



# Assertiveness

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



## What Your Raters Said:

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

### Biggest Gap

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

**YOUR MANAGER**

### How your MANAGER rated you:

You rated yourself as less assertive compared to the ratings of your Manager(s). This gap suggests that you might be more assertive with this rater group than you are with other individuals. Perhaps you are more comfortable with your Manager(s) which makes it easier to put forth your own views. Nonetheless, assertiveness is sometimes required in situations where you feel less comfortable, and finding appropriate ways to effectively state your ideas and opinions is important in those contexts as well. If your assertiveness is inconsistent, interactions with you can be more difficult. That is, because you speak up for yourself sometimes, people will assume you are comfortable doing so. When you do not, they will assume that you are content when you may not be. *What does it feel like to be assertive and forthright with your thoughts? Are there some instances where it is more comfortable for you to be assertive? What is it that enables you to be assertive?*

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Backs down even when right	3	2.33	1.33			
Says "no" when needed	3	3.33	4			
Is assertive	4	5	3.25			
Says so when they disagree	3	3.33	4.5			
Firm and direct	3	5	4.5			
Stands up for own beliefs	4	4.67	4.5			
Tells people what they think	4	3.67	3.5			

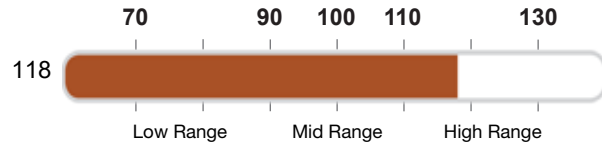
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Independence

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



## What You Said:

Brenda, being independent means you are capable of feeling, thinking, and working on your own. Your results show that this is a well-developed skill, as you are more than willing and capable of pursuing your own ideas and course of action. You are more likely than most to be decisive, directive, and accountable for the responsibility associated with making decisions. Consider the following interpretation of your results:

- you are comfortable making decisions on your own.
- you can work without direction or reassurance from others.
- you accept responsibility for your decisions knowing that at times people will disagree with you.

## Emotional Implications on the Job

**Emotional Implications.** Your tendency to act and think on your own positions you to showcase your strengths in other areas of EI. Your strong Independence result also means that your emotions are freely expressed; you don't need reassurance or a group consensus to say what you feel. Remember that it is okay to reach out for help when you need it; always working alone can make you appear arrogant and alienating.

## Strategies for Action

**Independence Check.** Not every situation requires you to act autonomously, although it may be your preferred approach to accomplishing your goals. Here are three questions you should ask yourself before making a decision independently:

- Am I missing subject matter expertise to make an informed decision?
- Am I hurting collaborative relationships by making this decision on my own?
- Does my decision have implications for those I work with? Would their input help me predict these implications?

**Securing Buy-In.** Effective, independent professionals don't march off in their own direction hoping that others follow; they balance self-directed thought with the ability to secure buy-in and support from key relationships.

- Examine past decisions that were not well supported by your colleagues. What did your decision-making process look like? Where might securing buy-in have broken down?
- Brainstorm ways that you can involve others in your decision-making process. The ultimate decision or plan may rest with you, but it will be easier to gain support when others feel empowered throughout the decision-making process.

## 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.

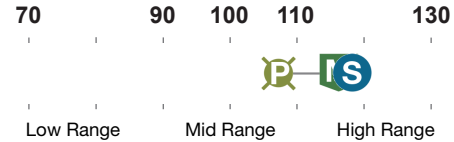
**Independence (118)** ➡ **Interpersonal Relationships (103)**

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



# Independence

**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 PEERS

#### How your PEERS rated you:

The gap between how you and your Peers 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 Peers. 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 Peers. Find balance between including others in your decisions and becoming overly dependent on their input. *Why might your Peers 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:

You and your Manager(s) agree that Independence seems to come naturally to you. You are able to analyze a situation on your own, formulate an appropriate response, and move into implementation mode without seeking much approval. Brenda, this independent approach shows initiative and suggests that you take responsibility for your actions when direction is limited. A note of caution for independent people is to ensure that you include others not only in an effort to gather relevant information, but to achieve full support and buy-in for decisions. Check in regularly with your rater groups to ensure your preference for autonomy does not spur feelings of neglect or lack of involvement in your decisions. *At what point do you think independence can become counterproductive? Would your other rater groups agree with this?*

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it hard to make decisions	1	1	1.25			
Clings to others	1	1	1.75			
Easily influenced	1	1	2.25			
Prefers job where told what to do	2	1	1			
Difficult doing things on own	1	1	1.25			
Needs reassurance	2	1.67	2.25			
Needs others	1	1.5	1.25			
More of a follower	1	1	1.25			

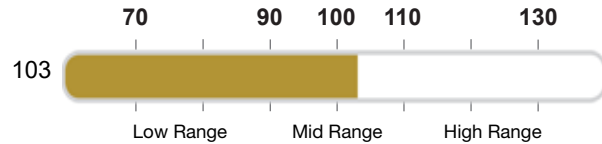
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Interpersonal Relationships

**Interpersonal Relationships** mutually satisfying relationships



## What You Said:

Brenda, 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 (103) < Independence (118)**

Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognize that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.

# Interpersonal Relationships

**Interpersonal Relationships** mutually satisfying relationships



## What Your Raters Said:

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

### Biggest Gap

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

**YOUR PEERS**

### How your PEERS rated you:

This gap suggests that your Peers may have higher expectations for your relationships than you do. It is important to examine any differences where others may not experience the same quality of relationship as you do. In the case of your Peers, there may be unmet needs or unequal give and take in this relationship, or perhaps this rater group sees a similar situation in the way you interact with others. You need strong relationships to successfully navigate your career. If interactions become strained because people see you as less trusting or approachable, they may avoid sharing information with you or feel little commitment to fulfilling their part of any shared objectives. *Do you treat your relationship with your Peers any differently than you treat your relationships with your other rater groups?*

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes friends easily	4	5	3.25			
Enjoys talking	4	5	3.75			
Easy to approach	4	5	4			
Easy to confide in	5	4.67	3			
Fun to be with	4	5	3.25			
Team player	4	4.67	3.5			
Is sociable	5	5	3.75			
Has good relationships	4	4.33	3.75			

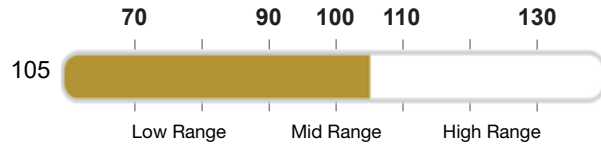
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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. Brenda, 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:

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

### Biggest Gap

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

**YOUR PEERS**

### How your PEERS rated you:

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Aware of others' feelings	5	4.67	3.75			
Is empathic	4	5	3			
Understands the way others feel	4	4	3.25			
Avoids hurting others' feelings	4	4	2.75			
In touch with others' emotions	4	4.67	2.75			
Relates to others' emotions	4	4.33	2.75			
Respects others' feelings	4	4.67	3.5			
Sensitive to others' feelings	4	5	3			
Cares about others' feelings	5	5	2.75			

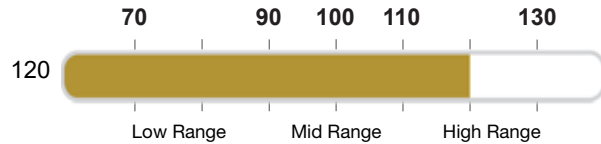
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Social Responsibility

**Social Responsibility** social consciousness; helpful



## 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. Brenda, 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.
- may need to watch that you don't put others' needs so far ahead of yours that you fail to achieve your personal goals.

## 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.

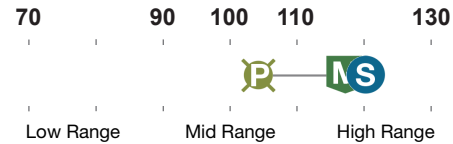
**Social Responsibility (120)** ➤ **Interpersonal Relationships (103)**

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



# Social Responsibility

**Social Responsibility** social consciousness; helpful



## What Your Raters Said:

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

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

### Biggest Gap

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

YOUR PEERS

#### How your PEERS rated you:

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

### Closest Agreement

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

YOUR MANAGER

#### How your MANAGER rated you:

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Environmentally friendly	4	4.67	4.25			
Tries to make a difference in society	5	4.67	4			
Likes helping	5	4.67	4.25			
Is a contributing member	5	4.67	4.25			
Contributes to community	5	5	4			
Cares about social issues	5	5	4.25			

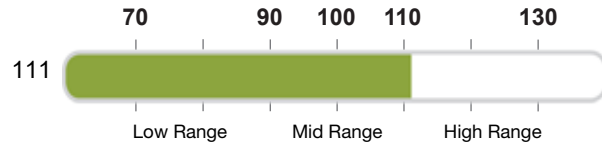
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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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. Brenda, this is an area of emotional intelligence that you use extensively; you tackle problems head on without being overwhelmed or distracted by your emotions. Your approach to problem solving is likely logical, uninterrupted, and involves gathering information before drawing a conclusion. Your result indicates:

- you see emotional information as playing a pivotal role but are not sidetracked by it.
- you work through the many steps of solving a problem without being emotionally distracted.
- you tend to stick with a problem until a solution is reached.

## Emotional Implications on the Job

**Emotional Implications.** You are able to maintain a focused demeanor as you generate solutions to many types of problems. However, be aware that you may appear too removed from the gravity of the situation if you “turn off” your emotions in order to arrive at an objective decision. You still want to appear emotionally invested in the decisions you make.

## Strategies for Action

**Seek Understanding First.** If you find yourself quick to jump into problem-solving mode, you might start implementing solutions without fully surveying the situation.

- Begin by explaining your interpretation of a problem to at least two people, one who is connected closely to the problem, and another who is a neutral third party.
- Don't ask for solutions; present your summary of the situation and have them ask clarifying questions if needed.
- If there's a question to which you do not know the answer, that's a sign that you need greater understanding of the problem before you begin to solve it.

**In the Mood.** Emotions play different roles in the decision-making process. Learning ways in which you can generate both positive and negative emotions can help you to focus on the task at hand.

- Positive emotions help you stay open to ideas and brainstorm creative solutions. Identify ways to generate a positive mood to help you with the brainstorming phase of problem-solving (e.g., listen to music, talk to a friend).
- Negative emotions help you concentrate on the details or analyze the costs associated with each solution. Identify ways to generate a mood that can help you with the analytical phase of problem-solving.

## Balancing Your EI

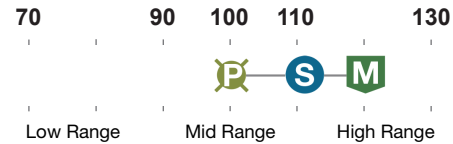
This section compares Problem Solving with Flexibility, Reality Testing, and Emotional Self-Awareness. Achieving balance between these subscales can enhance emotional functioning.

### Problem Solving (111)

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 PEERS

#### How your PEERS rated you:

The gap between you and your Peers suggests that you may not be leveraging your emotions to facilitate problem solving as much as you believe. To your Peers, 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 Peers. 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 Peers? 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 agree with your Manager(s) that you engage in effective problem-solving strategies. Your Manager(s) may describe you as having unwavering focus on the problem at hand, managing your emotions so that they do not interfere with, but rather facilitate, your ability to make decisions. Brenda, be cognizant of raters who see your problem solving in a different light than you and your Manager(s) do. Determine whether your problem solving process looks different depending on the situation, the emotions and the people involved. *Why do you think there is more agreement between you and your Manager(s) than between you and other rater groups? How do you see this aspect of EI influencing your performance with regard to other EI competencies?*

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Can't decide what to do when upset	2	1	2.25			
Worries about a problem rather than solving it	1	1	1.25			
Avoids dealing with problems	2	1	1.5			
Has difficulty deciding on the best solution	1	1	2			
Gets stuck when solving problems	1	2	2			
Gets overwhelmed when making decisions	2	1	1.5			
Gets frustrated and gives up	1	1	1.25			
Emotions get in the way of decisions	1	1	2.25			

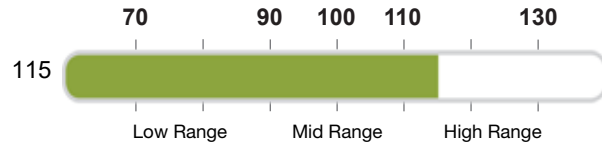
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Reality Testing

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



## What You Said:

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

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

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

## Balancing Your EI

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

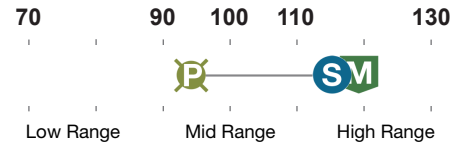
**Reality Testing (115)** ➤ **Self-Regard (103)**

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



# Reality Testing

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



## What Your Raters Said:

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

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

### Biggest Gap

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

YOUR PEERS

#### How your PEERS rated you:

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

### Closest Agreement

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

YOUR MANAGER

#### How your MANAGER rated you:

Brenda, you agree with your Manager(s) that Reality Testing is a well-established skill for you and that you are grounded, objective, and realistic. Particularly in interactions with your Manager(s), you have been seen to accurately size up situations and create plans and goals that are considered achievable. Even when strong emotions and biases enter the picture, you are able to stay focused on the task at hand without over- or under-reacting. You may still benefit from considering whether certain circumstances or individuals cause you to act less objectively or see situations unrealistically. *Are there certain emotions that make it more difficult for you to remain objective? Would your Manager(s) ever say that you have been too objective? Too subjective?*

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Sees situations as they really are	4	4.67	3.75			
Makes realistic plans to achieve goals	5	5	4.25			
Recognizes own biases	5	4.67	3			
Has good sense of strengths and weaknesses	4	5	4.25			
Knows when to be objective	4	4.5	2.75			
Knows when emotions affect objectivity	5	4.33	2.25			
Even when upset, aware of what's happening to self	4	4.33	3.75			
Has a good sense of what is going on	5	5	3.5			

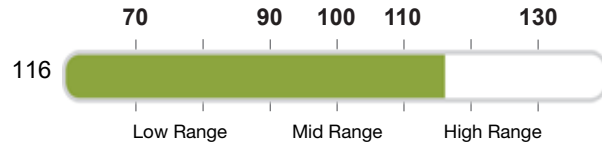
Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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# Impulse Control

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



## 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. Brenda, your result shows someone who extensively controls their emotions and impulses to act. Your highly stable nature helps to put people at ease; coworkers will feel that they can easily predict your behavior or mood and will be more likely to open communication channels with you. Your result may indicate a tendency to:

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

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

## Balancing Your EI

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

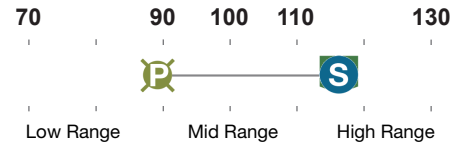
**Impulse Control (116)** ➡ **Assertiveness (89)**

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



# Impulse Control

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



## What Your Raters Said:

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

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

### Biggest Gap

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

YOUR PEERS

#### How your PEERS rated you:

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

### Closest Agreement

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

YOUR MANAGER

#### How your MANAGER rated you:

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes rash decisions	2	1	2.67			
Interrupts others	2	1.67	1.75			
Impulsivity creates problems	1	1	1.33			
Is impulsive	1	1	2.25			
Finds it hard to stop talking	2	1.67	3			
Reacts hastily	1	1	2.25			
Difficult to control impulses	1	1	2			
Finds it difficult to resist temptation	1	1	2.5			

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

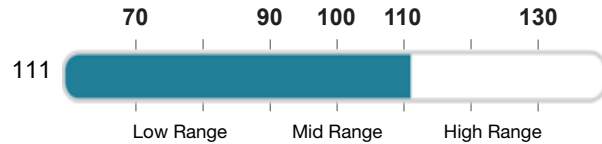
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# Flexibility

**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. Brenda, your results speak of a well-developed ability to adjust yourself to changing conditions and priorities. At work, you likely see change as necessary for innovation and staying ahead of the competition. You can easily assume a change leadership role, where you can encourage others to be as open to change as you are. Some indicators of your result are:

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

## Emotional Implications on the Job

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

## Strategies for Action

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

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

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

## Balancing Your EI

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

### Flexibility (111)

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 PEERS

#### How your PEERS rated you:

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

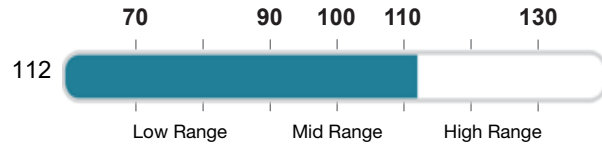
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it difficult to change own opinion	3	1	3			
Does not like unfamiliar situations	2	1	2.25			
Hard to change own ways	2	1.67	2.75			
Has difficulty compromising	1	1.33	3.5			
Uneasy with last-minute changes	2	1.5	2.75			
Finds it hard to make changes	2	1.5	3			
Needs things to be predictable	2	1	2.5			
Uneasy with change	1	1.5	2.5			

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. Brenda, 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

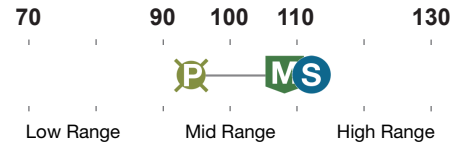
This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning.

### Stress Tolerance (112)

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:

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

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

### Biggest Gap

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

**YOUR PEERS**

How your PEERS rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

How your MANAGER rated you:

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

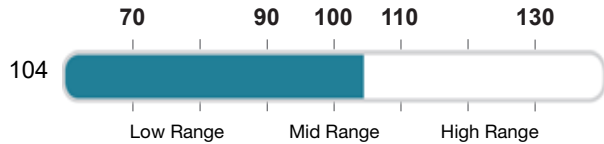
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Keeps calm	4	4.33	4.25			
Can't think clearly when under stress	1	2	2.75			
Thrives when challenged	5	4.67	3.75			
Handles stress well	4	4	4			
Performs well under pressure	5	4.33	3.75			
Copes well	4	4.33	3.75			
Handles upsetting problems	4	4.33	3.25			
Does not react well to stress	1	1	2.25			

**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. Brenda, 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

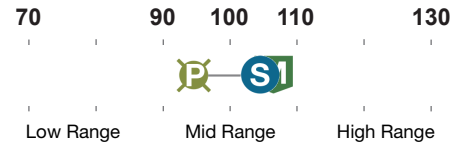
This section compares Optimism with Self-Regard, Interpersonal Relationships, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning. The largest difference is shown below.

Optimism (104) < Reality Testing (115)

Your Optimism is lower than your Reality Testing. To balance these components, use objective information and facts to inform, strategize, and inspire dreams and visions for the future. Although there are times when you must change course entirely, don't give up if there is still a reasonable chance to succeed. Consider all possible courses of action before revising goals.

# Optimism

**Optimism** positive attitude and outlook on life



## What Your Raters Said:

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

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

### Biggest Gap

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

**YOUR PEERS**

#### How your PEERS rated you:

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

### Closest Agreement

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

**YOUR MANAGER**

#### How your MANAGER rated you:

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Stays positive	4	3.33	4			
Is optimistic	4	4.33	3.75			
Expects the worst	1	1.67	2.75			
Hopeful for the future	5	4.67	4.25			
Sees the best in people	4	4.67	3.25			
Has good thoughts about the future	5	4.67	4			
Expects things to turn out all right	4	3.67	3.5			
Has a positive outlook	4	5	3.75			

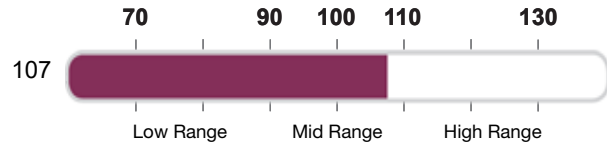
**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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.



# 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

Brenda, 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 the four subscales typically tied to Happiness, you should examine other lower scoring subscales (Assertiveness) which may be holding you back from experiencing greater happiness. Are there goals you can set that are related to these areas?

### Self-Regard (103)

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 (104)

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 (103)

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 (116)

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:

Brenda, 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	1.33	1.25			
Is not happy with their life	1	1	1			
Is enthusiastic	4	4.67	4.25			
Is happy	4	4.33	3.75			
Is satisfied with their life	4	5	3.75			
Is excited about their life	4	4.33	3.75			
Looks forward to their day	5	4.67	4			
Is content	5	4.33	3.5			

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

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## Action Plan

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

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

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Transfer your SMART goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Listen to others	In team meetings 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 \_\_\_\_\_