

Feedback
Retroalimentación
Rétroaction
Bericht
フィードバック・レポート



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Emotional Competence Inventory (ECI)

HayGroup®

Introduction

This report will provide you with the results of the Emotional Competence Inventory that you and the people whom you asked for feedback recently completed.

What Is Emotional Intelligence?

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in others. An emotional competence is a learned capability based on emotional intelligence that contributes to effective performance at work.

Emotional Competencies

The Emotional Competence Inventory (ECI) measures 20 competencies organized into four clusters: Self-Awareness, Self-Management, Social Awareness and Social Skills. Although each of the ECI competencies are important, you may not have to master every one to be successful. Depending on your situation, there is a combination of competencies you can use to be effective. In this report you will see suggestions of competency combinations that have been shown to lead to success.

How This Report Is Organized

This report is organized into a number of sections ranging from summary data to a very detailed analysis of item responses. The sections include the following:

- Emotional Intelligence Competency Model—the clusters and competencies measured in the Emotional Competence Inventory
- Data Validity—summarizes the source and quality of the feedback data, as well as the agreement within rater groups
- ECI Summary—summarizes your strengths and areas for improvement across the four clusters of emotional competencies
- Competency Detail—provides definitions, levels, and scores by rater group for each emotional competency
- Item Responses—provides a distribution of ratings by rater group for each item in the ECI
- Verbatim Comments—written comments about your behavior and performance from those who provided you with feedback.

Emotional Intelligence Competency Model



Self-Awareness

- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

Self-Management

- Self-Control
- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement Orientation
- Initiative

Social Awareness

- Empathy
- Organizational Awareness
- Service Orientation

Social Skills

- Developing Others
- Leadership
- Influence
- Communication
- Change Catalyst
- Conflict Management
- Building Bonds
- Teamwork & Collaboration

Data Validity

Summarizes the source and quality of the feedback data

This report is based on the responses of 13 individuals as shown below.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prccd.	Low	High	Low	High
Self	1	1	1				
Manager	1	0	0				
Direct Reports	4	3	3	██████████		██████████	
Peers	4	3	3	██		██████████	
Client/Customers	4	3	3	██████		██████████	
Others	4	3	3	██		██████████	

13 questionnaires were returned in time to be included in this feedback.

Ratings Familiarity

When making their ratings, raters indicated their familiarity with your job performance and their frequency of work-related contact with you. Responses to these questions were used to determine the credibility of the ratings. The credibility of the ratings for each perspective is reported above.

The higher the credibility, the more attention you should pay to the ratings. Low credibility can occur when raters report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from perspectives with low to moderate credibility.

Rater Agreement

The level of rater agreement for perspectives with two or more raters is reported above. The higher the agreement, the more consistent the ratings within the perspective.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behavior. If the agreement for a perspective is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your evaluation of the feedback appropriately.

ECI Summary

Cluster / Competencies	Avg. Total Others Rating	% Total Others Rating	Percentage of Scale	Strength
Self-Awareness 3 — Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	2.6 3.5 4.4	87 88 88		
Self-Management 1 — Self-Control 1 — Trustworthiness Conscientiousness Adaptability 1 — Achievement Orientation Initiative	2.0 2.4 2.8 3.9 4.7 4.0	67 80 93 98 78 100		
Social Awareness 1 — Empathy 1 — Organizational Awareness Service Orientation	4.5 3.2 4.2	75 80 84		

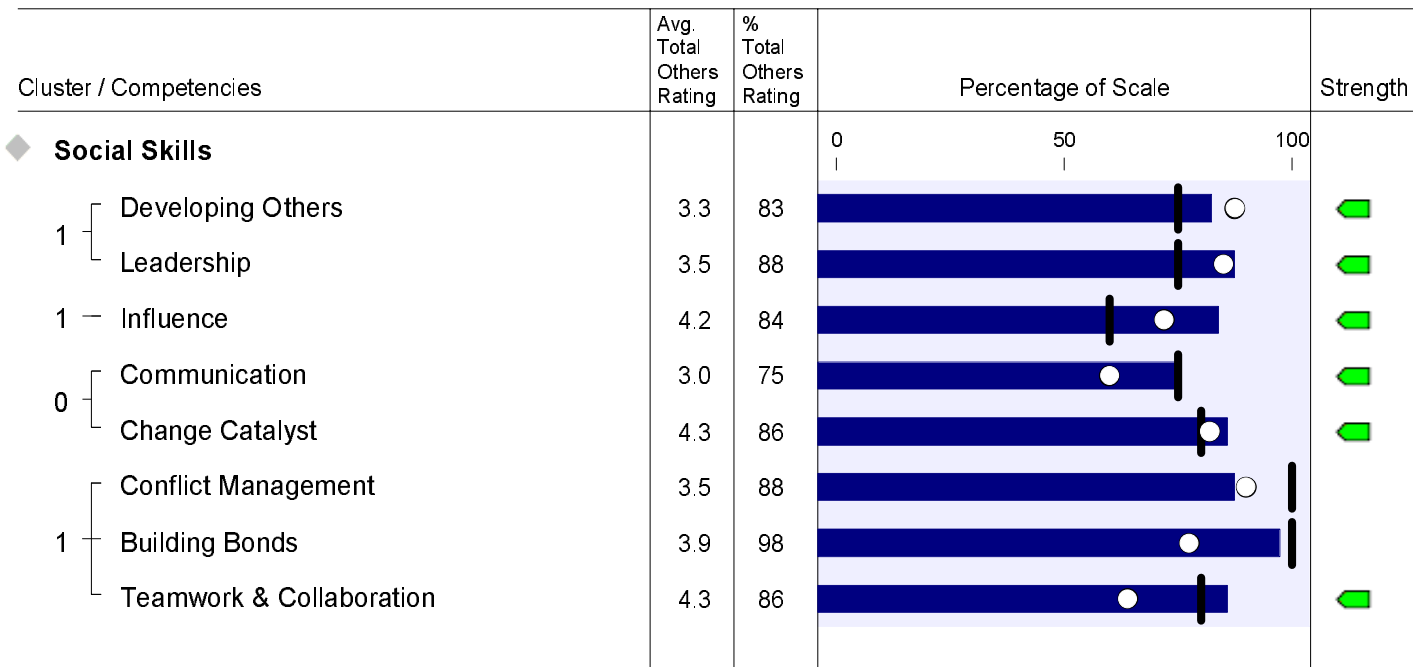
◆ Cluster Strength

◆ Close to Cluster Strength

◇ Cluster to Develop

■ Total Others | Target Level ○ Self

ECI Summary



◆ Cluster Strength

◆ Close to Cluster Strength

◇ Cluster to Develop

Total Others

Target Level

Self

Self-Awareness

Emotional Self-Awareness

Recognizing how our emotions affect our performance.



3. Understands implications of own emotions

2. Knows why feelings occur

1. Aware of own feelings

➤ Accurate Self-Assessment

Knowing one's inner resources, abilities, and limits.



4. Makes long-term self-development plans

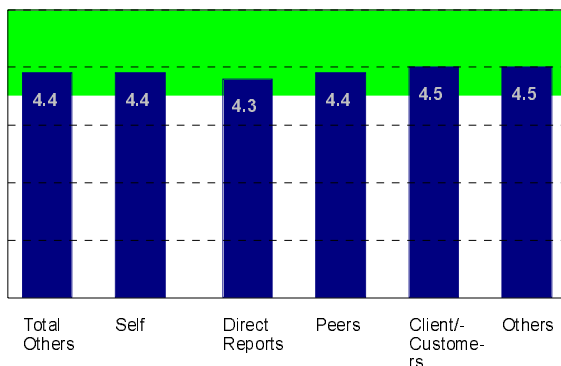
3. Leverages self-awareness

2. Is open to feedback

1. Aware of own strengths & limits

➤ Self-Confidence

A strong sense of one's self-worth and capabilities.



5. Takes on challenges willingly

4. Presence

3. Decisiveness

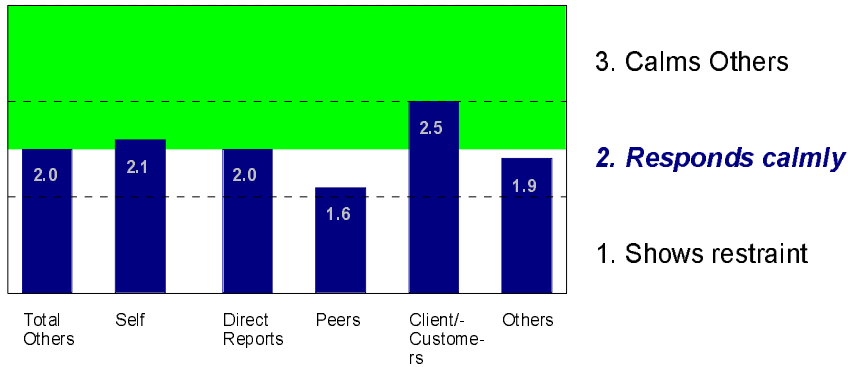
2. Is confident in own ability

1. Acts independently

Self-Management

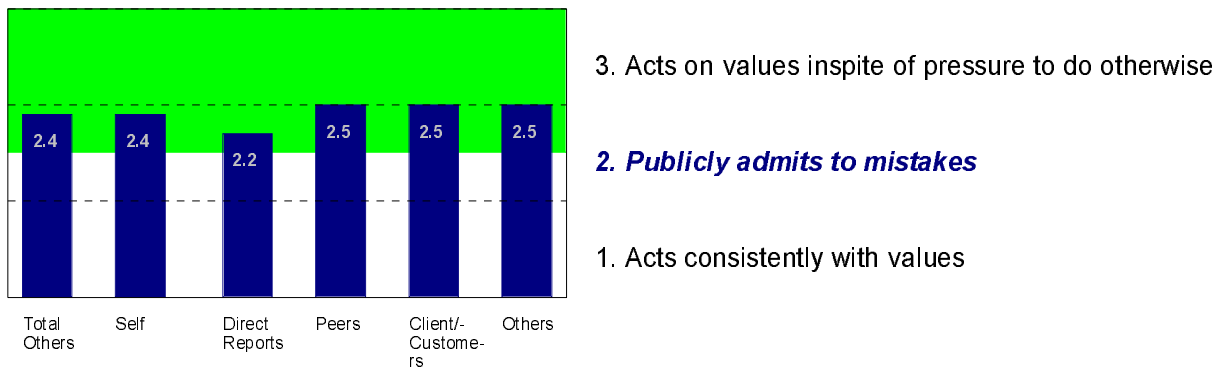
Self-Control

Keeping disruptive emotions and impulses in check.



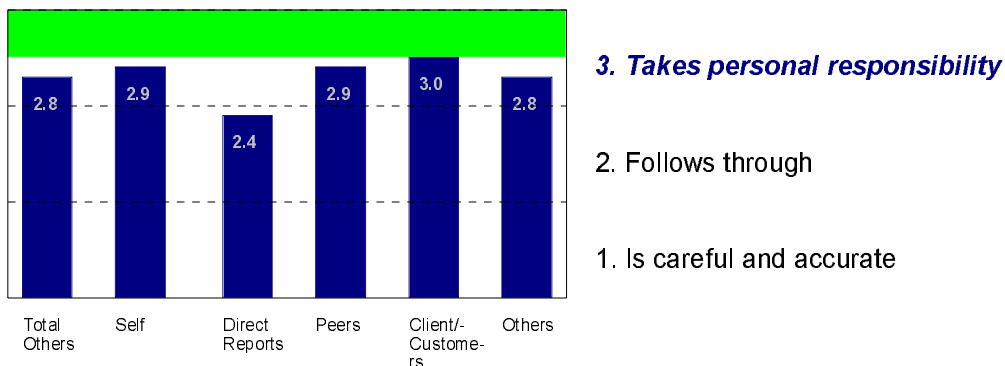
Trustworthiness

Maintaining integrity, acting congruently with one's values.



Conscientiousness

Taking responsibility for personal performance.



Self-Management

Adaptability

Flexibility in handling change.



4. Adapts or changes strategy

- 3. Tolerance for ambiguity
- 2. Adapts to situations
- 1. Open to new ideas

Achievement Orientation

Striving to improve or meeting a standard of excellence.



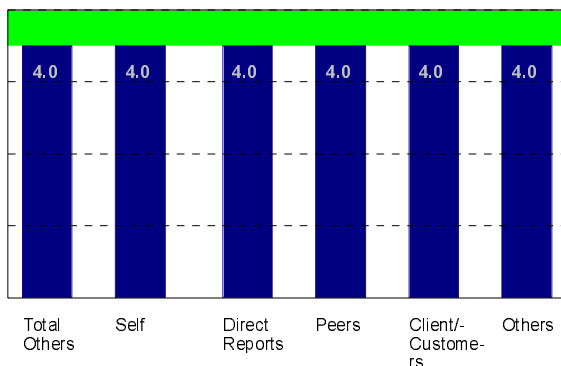
6. Takes calculated risks

5. Anticipates obstacles

- 4. Conducts cost-benefit analyses
- 3. Sets challenging goals
- 2. Improves performance
- 1. Creates own measures of excellence

Initiative

Readiness to act on opportunities.



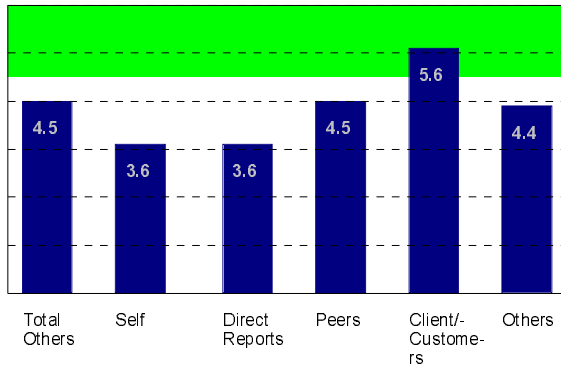
4. Initiates action for future

- 3. Makes extra efforts
- 2. Ready to act
- 1. Addresses current opportunities

Social Awareness

Empathy

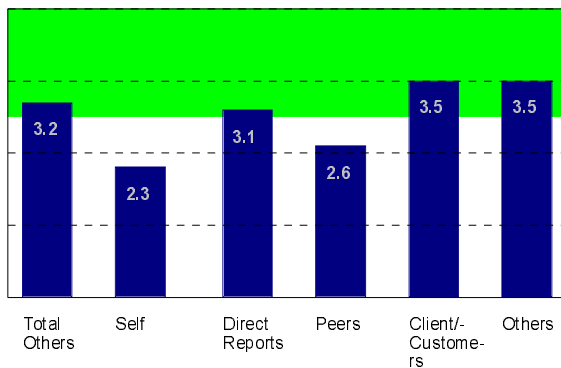
Sensing others' feelings and perspectives, and taking an active interest in their concerns.



6. Understands others
- 5. Sees others' perspectives**
4. Open to diversity
3. Reads non-verbal cues
2. Actively listens
1. Listens

Organizational Awareness

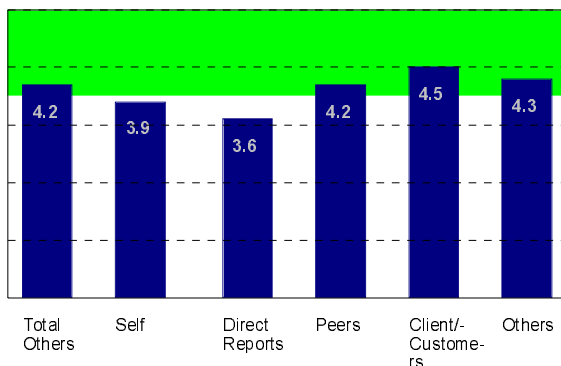
Reading a group's emotional currents and power relationships.



4. Understands underlying issues
- 3. Understands organizational politics**
2. Understands climate and culture
1. Understands informal structure

Service Orientation

Anticipating, recognizing, and meeting customers' or clients' needs.

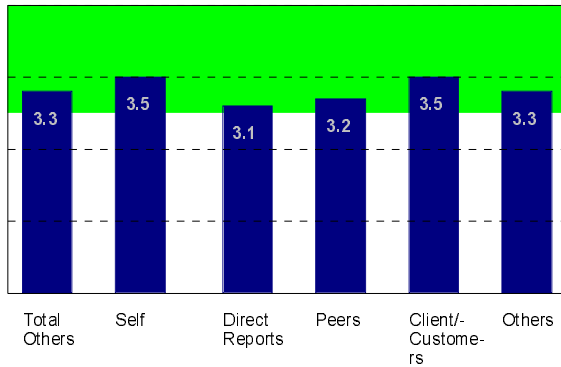


5. Acts as a trusted advisor
- 4. Addresses underlying needs**
3. Takes personal responsibility
2. Monitors satisfaction
1. Maintains clear communication

Social Skills

Developing Others

Sensing others' development needs and bolstering their abilities.



4. Acts as a mentor
- 3. Gives timely feedback**
2. Provides support
1. Expresses positive expectations

Leadership

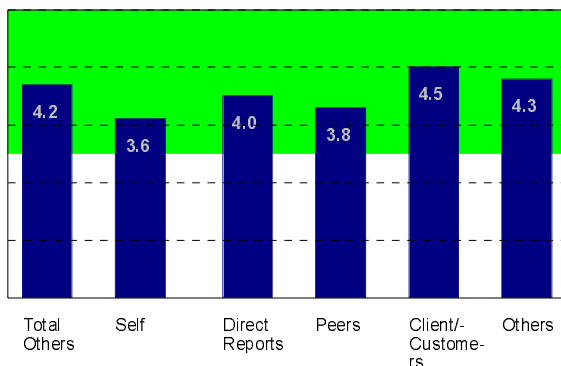
Inspiring and guiding individuals and groups.



4. Communicates a compelling vision
- 3. Positions self as leader**
2. Stimulates enthusiasm
1. Uses formal authority

Influence

Having impact on others.

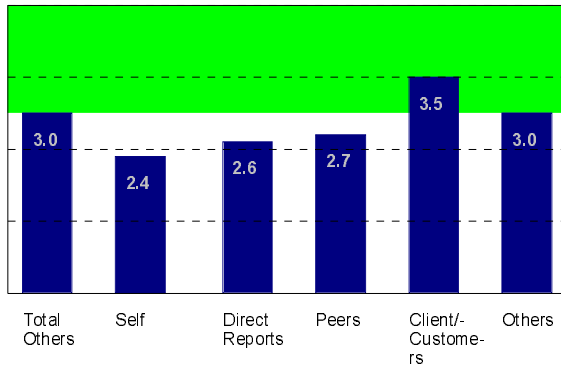


5. Uses complex influence strategies
4. Uses indirect influence
- 3. Anticipates impact of actions or words**
2. Persuades based on facts and reason
1. Concern with image

Social Skills

Communication

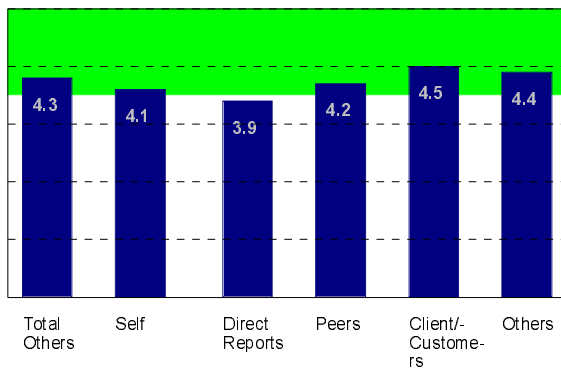
Listening openly and sending convincing messages.



4. Fine tunes delivery
3. *Effective in give-and-take*
2. Clarifies or emphasizes the message
1. Engages audience

Change Catalyst

Initiating or managing change.



5. Champions change
4. *Personally leads change*
3. Acts to support change
2. Expresses vision for change
1. Defines general need for change

Conflict Management

Negotiating and resolving disagreements.

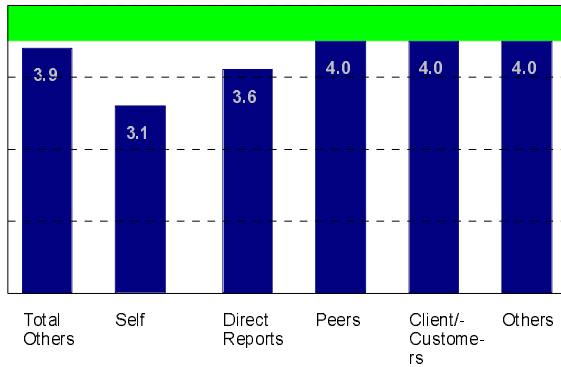


4. *Orchestrates win-win solutions*
3. De-escalates conflicts
2. Maintains objectivity
1. Spots potential conflict

Social Skills

Building Bonds

Nurturing instrumental relationships.



4. Uses strong mutual relationships

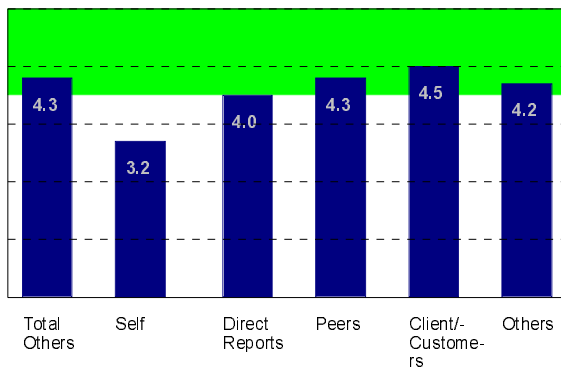
3. Cultivates and maintains networks

2. Establishes relationships

1. Builds rapport

Teamwork & Collaboration

Working with others towards shared goals. Creating group synergy in pursuing collective goals.



5. Builds team spirit

4. Encourages others

3. Solicits input

2. Expresses positive expectations

1. Cooperates

Item Frequency Report
Self-Awareness Cluster

Level	Item #	Emotional Self-Awareness	Self			Direct Reports			Peers			Client/Customers							
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very					
			A	B	C	D	E	F	G	A	B	C	D	E	F	G			
1	94	Expresses own feelings.					1	1	1	1						1	1	1	
2	49	Recognizes the situations that arouse own emotions.			1				1	2	*	1	1			*		1	1
3	5	<i>Knows how feelings impact own performance.</i>					1		1	2	1	1		1				1	2

Level	Item #	Accurate Self-Assessment	Self			Direct Reports			Peers			Client/Customers						
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very				
			A	B	C	D	E	F	G	A	B	C	D	E	F	G		
1	13	Acknowledges own strengths and areas of weakness.					1	1		2		1	1	1			1	2
2	16	Has sense of humor about oneself.				1				2	1	*		2			1	2
2	36	Is not defensive in receiving new information or perspectives about oneself.					1	1	1	1		1		2			1	2
3	88	<i>Compensates for own stated limitations by working with others with the necessary strengths.</i>					1		1	2			2	1			1	2
4	11	Makes career choices to leverage opportunities to learn new things or broaden one's experiences.					1			3		1		2				3
4	41	Seeks out opportunities to broaden one's repertoire of capabilities.						1		2	1		1	2				3

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Self-Awareness Cluster

Others

Slightly Somewhat Very

Level	Item #	Emotional Self-Awareness	A	B	C	D	E	F	G
1	94	Expresses own feelings.						1	2
2	49	Recognizes the situations that arouse own emotions.					1	2	
3	5	<i>Knows how feelings impact own performance.</i>				1	1	1	

Others

Slightly Somewhat Very

Level	Item #	Accurate Self-Assessment	A	B	C	D	E	F	G
1	13	Acknowledges own strengths and areas of weakness.					1	2	
2	16	Has sense of humor about oneself.					1	2	
2	36	Is not defensive in receiving new information or perspectives about oneself.			1		1		1
3	88	<i>Compensates for own stated limitations by working with others with the necessary strengths.</i>			1		1	1	
4	11	Makes career choices to leverage opportunities to learn new things or broaden one's experiences.						3	
4	41	Seeks out opportunities to broaden one's repertoire of capabilities.					1	2	

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Self-Awareness Cluster

Level	Item #	Self-Confidence	Self			Direct Reports			Peers			Client/Customers												
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very										
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	
1	29	Feels confident to work without the need for direct supervision.							1							3								3
2	8	Believes oneself to be among the most capable for a job and likely to succeed.						1							1	2								3
3	102	Is decisive.						1		1		1	1											3
4	3	Presents self in an assured, forceful, impressive, and unhesitating manner.						1								3								3
4	31	Has "presence" (e.g., stands out in a group).						1								3	*							3
5	86	Assumes significant personal or professional risk to accomplish important goals (e.g., challenging powerful others with an unpopular point of view).						1								3								1 2
5	91	Speaks out for a course of action one believes in even when others disagree.						1		1			1	1			1							2 1 1 1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Self-Awareness Cluster

Others

Slightly Somewhat Very

Level	Item #	Self-Confidence	A	B	C	D	E	F	G
1	29	Feels confident to work without the need for direct supervision.							3
2	8	Believes oneself to be among the most capable for a job and likely to succeed.					1	2	
3	102	Is decisive.					1	2	
4	3	<i>Presents self in an assured, forceful, impressive, and unhesitating manner.</i>					1	2	
4	31	<i>Has "presence" (e.g., stands out in a group).</i>							3
5	86	Assumes significant personal or professional risk to accomplish important goals (e.g., challenging powerful others with an unpopular point of view).					1	2	
5	91	Speaks out for a course of action one believes in even when others disagree.							3

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

			Self							Direct Reports							Peers							Client/Customers						
			Slightly			Somewhat		Very		Slightly			Somewhat		Very		Slightly			Somewhat		Very		Slightly			Somewhat		Very	
Level	Item #	Self-Control	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
1	39	Resists the impulse to act immediately.	1							1		2					*	1					1					1	1	1
2	23	<i>Behaves calmly in stressful situations.</i>				1					1	2					1	1			1								3	
2	37	<i>Stays composed and positive, even in trying moments.</i>				1					1	2							1		1	1						1	2	
3	75	Calms others in stressful situations.							1		1	2					*	1	1								1	2		

			Self							Direct Reports							Peers							Client/Customers						
			Slightly			Somewhat		Very		Slightly			Somewhat		Very		Slightly			Somewhat		Very		Slightly			Somewhat		Very	
Level	Item #	Trustworthiness	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
1	106	Behaves consistently with own stated values and beliefs.				1						3					1					2					1	2		
2	71	<i>Publicly admits to mistakes even when it is not easy to do.</i>				1					1	2							1		2						1	2		
3	1	Confronts unethical actions in others.				1					1	1	1							1	2			*			1			
3	58	Acts on own values even when there is a significant risk.							1		1	2									1	2					1	2		

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Others

Slightly Somewhat Very

Level	Item #	Self-Control	A	B	C	D	E	F	G
1	39	Resists the impulse to act immediately.	1	1		1			
2	23	<i>Behaves calmly in stressful situations.</i>				1		1	1
2	37	<i>Stays composed and positive, even in trying moments.</i>				1	1		1
3	75	Calms others in stressful situations.				1		1	1

Others

Slightly Somewhat Very

Level	Item #	Trustworthiness	A	B	C	D	E	F	G
1	106	Behaves consistently with own stated values and beliefs.						1	2
2	71	<i>Publicly admits to mistakes even when it is not easy to do.</i>				1	1		1
3	1	Confronts unethical actions in others.							3
3	58	Acts on own values even when there is a significant risk.						2	1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Self-Management Cluster

Level	Item #	Conscientiousness	Self			Direct Reports			Peers			Client/Customers											
			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>											
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
1	21	Shows attention to detail (e.g., double-checks information for accuracy).	1						1		2				1	1					1	2	
1	98	Is organized and careful in own work.				1				1	1	1				2			1			2	1
2	44	Follows through on commitments.				1					2	1				2	1						3
2	99	Strives to keep promises.						1	*	1		1				3							3
3	107	<i>Builds trust through reliability - can be counted on.</i>						1			1	1	1			1	2						3

Level	Item #	Adaptability	Self			Direct Reports			Peers			Client/Customers											
			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>			<i>Slightly Somewhat Very</i>											
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
1	46	Willingly changes ideas or perceptions based on new information or contrary evidence.					1				1	1	1				1	1	1			1	2
2	6	Applies standard procedures flexibly (e.g., alters normal procedures to fit a specific situation).			1						1	1	1	*	1		1					2	1
3	50	Smoothly juggles multiple demands.				1					2	1			1		1	1				1	2
3	79	Is comfortable with ambiguity.					1			1	1		1		1		1	1		1		1	1
4	72	<i>Adapts by changing overall strategy, goals, or projects to fit the situation.</i>					1			1		1	1	*	1		1						3

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Others

Slightly Somewhat Very

Level	Item #	Conscientiousness	A	B	C	D	E	F	G
1	21	Shows attention to detail (e.g., double-checks information for accuracy).	1		1	1			
1	98	Is organized and careful in own work.		1				1	1
2	44	Follows through on commitments.				1	1		1
2	99	Strives to keep promises.				1			2
3	107	<i>Builds trust through reliability - can be counted on.</i>						1	2

Others

Slightly Somewhat Very

Level	Item #	Adaptability	A	B	C	D	E	F	G
1	46	Willingly changes ideas or perceptions based on new information or contrary evidence.				1		1	1
2	6	Applies standard procedures flexibly (e.g., alters normal procedures to fit a specific situation).				1	1	1	
3	50	Smoothly juggles multiple demands.						2	1
3	79	Is comfortable with ambiguity.					1		2
4	72	<i>Adapts by changing overall strategy, goals, or projects to fit the situation.</i>						2	1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Level	Item #	Achievement Orientation	Self							Direct Reports							Peers							Client/Customers									
			Slightly			Somewhat			Very	Slightly			Somewhat			Very	Slightly			Somewhat			Very	Slightly			Somewhat			Very			
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G			
1	45	Sets own standards and uses them to judge performance.					1					2	1								2	1							3				
2	78	Expresses dissatisfaction with the status quo and seek ways to improve performance.					1					1	2								1	2							1	2			
3	77	Sets measurable and challenging goals for oneself or others.					1					1	2								1	2							3				
4	42	Makes decisions, sets priorities, and chooses goals on the basis of calculated costs and benefits.					1					1	1	1								1	2							1	2		
5	70	Anticipates obstacles to a goal in order to overcome them.					1					1	1	1								1	1	1							1	1	1
6	87	Takes calculated risks to reach a goal.					1					1	1	1								1	2							1	1	1	

Level	Item #	Initiative	Self							Direct Reports							Peers							Client/Customers							
			Slightly			Somewhat			Very	Slightly			Somewhat			Very	Slightly			Somewhat			Very	Slightly			Somewhat			Very	
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G	
1	10	Finds and acts upon present opportunities.					1					1	2								1	2							3		
2	67	Acts rather than simply waiting to study options.					1					1	1	1								1	2							2	1
3	40	Cuts through red tape and bends the rules when necessary to get the job done.					1					3								2	1							3			
3	74	Goes beyond what is required or expected.					1					1	1	1								1	1	1							3
3	105	Seeks information in unusual ways or from sources not typically used.					1					1	2	*							1	1							1	1	1
4	81	Initiates action to create possibilities for the future.					1					1	2								3							1	2		

*Indicates that some of your assessors did not respond to this item

Item Frequency Report

Self-Management Cluster

Others

Slightly Somewhat Very

Level	Item #	Achievement Orientation	A	B	C	D	E	F	G
1	45	Sets own standards and uses them to judge performance.						1	2
2	78	Expresses dissatisfaction with the status quo and seek ways to improve performance.						1	2
3	77	Sets measurable and challenging goals for oneself or others.						1	2
4	42	Makes decisions, sets priorities, and chooses goals on the basis of calculated costs and benefits.					1	1	1
5	70	<i>Anticipates obstacles to a goal in order to overcome them.</i>					1	1	1
6	87	Takes calculated risks to reach a goal.					2	1	

Others

Slightly Somewhat Very

Level	Item #	Initiative	A	B	C	D	E	F	G
1	10	Finds and acts upon present opportunities.					1	1	1
2	67	Acts rather than simply waiting to study options.			1		1		1
3	40	Cuts through red tape and bends the rules when necessary to get the job done.				1		1	1
3	74	Goes beyond what is required or expected.					1		2
3	105	Seeks information in unusual ways or from sources not typically used.					1	1	1
4	81	<i>Initiates action to create possibilities for the future.</i>					1		2

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Awareness Cluster

Level	Item #	Empathy	Self			Direct Reports			Peers			Client/Customers						
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very				
			A	B	C	D	E	F	G	A	B	C	D	E	F	G		
1	53	Pays attention and listens.			1			1			1	1			3			
2	25	Asks questions to understand another person.			1				1	2		2	1		3			
3	26	Accurately reads people's moods, feelings, or nonverbal cues.			1				2	1		1	1	1	1	2		
4	18	Respects, treats with courtesy, and relates well to people of diverse backgrounds.			1					3			1	1	1	1	2	
5	24	<i>Responds to stereotyping by stating and appreciating person's uniqueness.</i>			1			*		1	1	*		1	1	1	2	
5	101	<i>Demonstrates an ability to see things from someone else's perspective.</i>			1				1	1	1			1	2		1	2
6	93	Understands the underlying causes for someone's feelings, behavior, or concerns.			1			1		1	1		1	1	1			3

Level	Item #	Organizational Awareness	Self			Direct Reports			Peers			Client/Customers							
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very					
			A	B	C	D	E	F	G	A	B	C	D	E	F	G			
1	12	Accurately reads key relationships and social networks in groups, organizations, or the larger world.			1			1		1	1		1	1	1			1	2
2	57	Understands the organization's values and culture (e.g., unspoken rules and expectations).			1					1	2	*		1	1				3
3	97	<i>Understands political forces at work in the organization.</i>			1					1	1	1		1	1	1			3
4	96	Understands the history and reasons for continuing organizational issues.			1			*		1	1	*		1	1		*		2

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Awareness Cluster

Others

Slightly Somewhat Very

Level	Item #	Empathy	A	B	C	D	E	F	G
1	53	Pays attention and listens.		1		1		1	
2	25	Asks questions to understand another person.		1					2
3	26	Accurately reads people's moods, feelings, or nonverbal cues.					2		1
4	18	Respects, treats with courtesy, and relates well to people of diverse backgrounds.				1		1	1
5	24	<i>Responds to stereotyping by stating and appreciating person's uniqueness.</i>				1		1	1
5	101	<i>Demonstrates an ability to see things from someone else's perspective.</i>		1			1		1
6	93	Understands the underlying causes for someone's feelings, behavior, or concerns.					2		1

Others

Slightly Somewhat Very

Level	Item #	Organizational Awareness	A	B	C	D	E	F	G
1	12	Accurately reads key relationships and social networks in groups, organizations, or the larger world.					1	1	1
2	57	Understands the organization's values and culture (e.g., unspoken rules and expectations).				1	1		1
3	97	<i>Understands political forces at work in the organization.</i>						1	2
4	96	Understands the history and reasons for continuing organizational issues.					1		2

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Awareness Cluster

Level	Item #	Service Orientation	Self			Direct Reports			Peers			Client/Customers																
			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very																
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G					
1	27	Maintains clear communication of mutual expectations with customers or clients.				1		1	1			1				1	1	1								1	2	
2	89	Monitors customer or client satisfaction.					1		1		1	1		*		1		1								2	1	
3	30	Takes personal responsibility for resolving customer or client problems undefensively.					1				1	2						2	1								3	
3	83	Makes self available to customers or clients.						1					1	2					1	2								3
4	20	Matches customer or client needs to services or products.					1			1	1	1		*		1		1								1	2	
4	109	Addresses unexpressed needs of the customer or client.					1		1			2		*												1	2	
5	76	Acts as a trusted advisor to a customer or client over time.						1			1		1	1					2	1								3

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Awareness Cluster

Others

Slightly Somewhat Very

Level	Item #	Service Orientation	A	B	C	D	E	F	G
1	27	Maintains clear communication of mutual expectations with customers or clients.					1	2	
2	89	Monitors customer or client satisfaction.						1	2
3	30	Takes personal responsibility for resolving customer or client problems undefensively.				1		1	1
3	83	Makes self available to customers or clients.					1	1	1
4	20	<i>Matches customer or client needs to services or products.</i>						1	2
4	109	<i>Addresses unexpressed needs of the customer or client.</i>					1		2
5	76	Acts as a trusted advisor to a customer or client over time.					1	1	1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Skills Cluster

Level	Item #	Developing Others	Self			Direct Reports			Peers			Client/Customers										
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very								
			A	B	C	D	E	F	G	A	B	C	D	E	F	G						
1	55	Expresses positive expectations about others' potential.					1				2	1			1	1	1				3	
2	34	Gives directions or demonstrations to develop someone.					1		1	1	1			1	1	1					1	2
3	52	<i>Recognizes specific strengths or development.</i>					1			1	1	1	*		1	1					1	2
3	65	<i>Gives timely, constructive feedback in behavioral rather than personal terms.</i>					1			1	1	1			1	1	1				1	2
4	103	Provides long-term mentoring or coaching in the context of a continuing relationship.					1				2	1				1	2					3

Level	Item #	Leadership	Self			Direct Reports			Peers			Client/Customers										
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very								
			A	B	C	D	E	F	G	A	B	C	D	E	F	G						
1	47	Leads by giving direction and by using one's formal authority or positional power.			1						1	1	1			1	1	1				3
2	9	Stimulates enthusiasm and makes work exciting.					1				1	2				1	2					3
3	35	<i>Consistently and visibly leads by example and sets a clear standard for teams and colleagues.</i>					1				2	1				1	2					3
4	100	Inspires others to action by articulating a compelling mission or vision.					1				1	2				2	1					3

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Skills Cluster

Others

Slightly Somewhat Very

Level	Item #	Developing Others	A	B	C	D	E	F	G
1	55	Expresses positive expectations about others' potential.						2	1
2	34	Gives directions or demonstrations to develop someone.						1	2
3	52	<i>Recognizes specific strengths or development.</i>					1	1	1
3	65	<i>Gives timely, constructive feedback in behavioral rather than personal terms.</i>			1			1	1
4	103	Provides long-term mentoring or coaching in the context of a continuing relationship.				1			2

Others

Slightly Somewhat Very

Level	Item #	Leadership	A	B	C	D	E	F	G
1	47	Leads by giving direction and by using one's formal authority or positional power.				1	1	1	
2	9	Stimulates enthusiasm and makes work exciting.						1	2
3	35	<i>Consistently and visibly leads by example and sets a clear standard for teams and colleagues.</i>						1	2
4	100	Inspires others to action by articulating a compelling mission or vision.						1	2

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Skills Cluster

Level	Item #	Influence	Self			Direct Reports			Peers			Client/Customers																
			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very																
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G					
1	90	Expresses concern with own image and reputation, or his/her organization's.				1						1	2							2	1					1	1	1
2	19	Uses factual arguments to persuade and influence others (e.g., appeals to reason or data).				1						1	2					1	1	1						1	2	
3	68	<i>Takes symbolic actions to have a specific impact on the audience.</i>				1		*				1	1		*			1	1							1	1	1
3	84	<i>Convinces by appealing to people's self-interest.</i>				1						1	2		*			1	1				*			1	1	
4	32	Gains the buy-in of influential parties and enlists their help in convincing others.				1						2	1					1	1	1						1	2	
5	43	Gets people to "buy in" or take ownership of ideas or plans.				1						1	1	1				1	1	1						1	2	
5	85	Develops broad, behind-the-scenes support to increase persuasive impact.				1						1	1	1				2	1							1	2	

Level	Item #	Communication	Self			Direct Reports			Peers			Client/Customers																
			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very			Slightly Somewhat Very																
			A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G					
1	95	Uses engaging style in writing or presenting to an audience.				1						1	2					2		1						3		
2	64	Uses nonverbal cues like tone of voice to focus on the message.				1						1	1	1				1	1	1						2	1	
2	73	Uses examples and/or visual aids to effectively clarify or emphasize the message.				1						1	2					1	1	1						1	2	
3	38	<i>Effective in give-and-take with an audience.</i>				1						1	1	1	*			1	1							1	2	
3	63	<i>Invites dialogue when communicating.</i>				1						1	1	1				1	1	1						1	2	
4	17	Fine-tunes delivery in accord with audience's mood and emotional reaction.				1						1	2					1	1	1						1	1	1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Skills Cluster

Others

Slightly Somewhat Very

Level	Item #	Influence	A	B	C	D	E	F	G
1	90	Expresses concern with own image and reputation, or his/her organization's.					1	1	1
2	19	Uses factual arguments to persuade and influence others (e.g., appeals to reason or data).							3
3	68	<i>Takes symbolic actions to have a specific impact on the audience.</i>					2	1	
3	84	<i>Convinces by appealing to people's self-interest.</i>						1	2
4	32	Gains the buy-in of influential parties and enlists their help in convincing others.					1	1	1
5	43	Gets people to "buy in" or take ownership of ideas or plans.					1		2
5	85	Develops broad, behind-the-scenes support to increase persuasive impact.					1	1	1

Others

Slightly Somewhat Very

Level	Item #	Communication	A	B	C	D	E	F	G
1	95	Uses engaging style in writing or presenting to an audience.							3
2	64	Uses nonverbal cues like tone of voice to focus on the message.					1	1	1
2	73	Uses examples and/or visual aids to effectively clarify or emphasize the message.					2	1	
3	38	<i>Effective in give-and-take with an audience.</i>				1		1	1
3	63	<i>Invites dialogue when communicating.</i>		1					2
4	17	Fine-tunes delivery in accord with audience's mood and emotional reaction.				1		1	1

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Skills Cluster

Level	Item #	Change Catalyst	Self			Direct Reports			Peers			Client/Customers							
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very					
			A	B	C	D	E	F	G	A	B	C	D	E	F	G			
1	60	States a need for change.					1		1								1	2	
2	54	Expresses an explicit vision for change to those affected.					1	*	1								2	1	
3	4	Enlists others in pursuit of a change initiative.					1										1	1	1
3	66	Removes barriers to change.					1										1	1	1
4	14	<i>Models the change expected of others.</i>					1										1	1	
4	80	<i>Personally leads change initiatives.</i>															1	2	
5	61	Takes a strong, public stand to advocate change despite opposition.															1	2	

Level	Item #	Conflict Management	Self			Direct Reports			Peers			Client/Customers							
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very					
			A	B	C	D	E	F	G	A	B	C	D	E	F	G			
1	51	Brings disagreements and grievances into the open.					1										1	1	1
2	82	Communicates the positions of those involved in a conflict to all concerned.					1												
2	92	Focuses disagreements on the issues or actions involved rather than the person.					1										1	1	1
3	69	Helps de-escalate conflicts.					1										1	1	1
4	48	<i>Finds a common ideal which all parties in a conflict can endorse.</i>															1	2	

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Skills Cluster

Others

Slightly Somewhat Very

Level	Item #	Change Catalyst	A	B	C	D	E	F	G
1	60	States a need for change.						2	1
2	54	Expresses an explicit vision for change to those affected.						1	2
3	4	Enlists others in pursuit of a change initiative.						2	1
3	66	Removes barriers to change.					1	2	
4	14	<i>Models the change expected of others.</i>					1	1	1
4	80	<i>Personally leads change initiatives.</i>						1	2
5	61	Takes a strong, public stand to advocate change despite opposition.						2	1

Others

Slightly Somewhat Very

Level	Item #	Conflict Management	A	B	C	D	E	F	G
1	51	Brings disagreements and grievances into the open.						2	1
2	82	Communicates the positions of those involved in a conflict to all concerned.					2		1
2	92	Focuses disagreements on the issues or actions involved rather than the person.			1				2
3	69	Helps de-escalate conflicts.		1			1	1	
4	48	<i>Finds a common ideal which all parties in a conflict can endorse.</i>					2	1	

*Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Skills Cluster

Level	Item #	Building Bonds	Self			Direct Reports			Peers			Client/Customers										
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very								
			A	B	C	D	E	F	G	A	B	C	D	E	F	G						
1	2	Identifies and uses opportunities to meet new people and develop new contacts.					1						1			2				3		
2	7	Establishes and maintains close relationships among work associates.	1						1	2						3				2	1	
3	56	Continuously broadens and maintains a wide network of relationships.					1								2	1					3	
4	28	<i>Uses strong mutual relationships toward work goals.</i>			1				1	1	1						3				1	2

Level	Item #	Teamwork & Collaboration	Self			Direct Reports			Peers			Client/Customers										
			Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very	Slightly	Somewhat	Very								
			A	B	C	D	E	F	G	A	B	C	D	E	F	G						
1	108	Maintains cooperative working relationships.			1				1	1	1			2	1					1	2	
1	110	Shares information (e.g., keeps others informed) to foster collaboration.					1	1		1	1			1	2						3	
2	33	Expresses positive expectations, or respect for others at work.			1				1	2				1	2						3	
3	22	Values, solicits, and uses others' input.		1					1	1	1			1	2						3	
4	62	<i>Identifies and encourages opportunities for collaboration across and within groups.</i>					1				2	1		1	2						3	
4	104	<i>Actively promotes a friendly climate, good morale, and cooperation.</i>					1			1	1	1		1	1	1					3	
5	15	Promotes group reputation with outsiders.					1				2	1	*		1	1		*			2	
5	59	Builds team spirit by creating symbols of identity and pride.					1				2	1	*			2					1	2

*Indicates that some of your assessors did not respond to this item

Item Frequency Report
Social Skills Cluster

Others

Slightly Somewhat Very

Level	Item #	Building Bonds	A	B	C	D	E	F	G
1	2	Identifies and uses opportunities to meet new people and develop new contacts.						1	2
2	7	Establishes and maintains close relationships among work associates.				1		1	1
3	56	Continuously broadens and maintains a wide network of relationships.					2		1
4	28	<i>Uses strong mutual relationships toward work goals.</i>						2	1

Others

Slightly Somewhat Very

Level	Item #	Teamwork & Collaboration	A	B	C	D	E	F	G
1	108	Maintains cooperative working relationships.			1				2
1	110	Shares information (e.g., keeps others informed) to foster collaboration.				1			2
2	33	Expresses positive expectations, or respect for others at work.					1		2
3	22	Values, solicits, and uses others' input.						2	1
4	62	<i>Identifies and encourages opportunities for collaboration across and within groups.</i>						2	1
4	104	<i>Actively promotes a friendly climate, good morale, and cooperation.</i>			1				2
5	15	Promotes group reputation with outsiders.					2		1
5	59	Builds team spirit by creating symbols of identity and pride.					1	1	1

*Indicates that some of your assessors did not respond to this item

Verbatim Comments

Please list this person's key strengths.

Self

Synthesis. Intuition. Quick Learner. Directness. Compassion. Generosity.

Direct Reports

He is a determined, innovative individual who sets high goals and then puts into place those daily tasks needed to accomplish his goals. He possesses a drive and an enthusiasm for his work which causes those around him to be motivated to do better.

Charisma -determination -leadership abilities.

1. Visionary-can see patterns emerging from observed information. 2. Articulate/communicative-seeks to promote understanding of his perspective. 3. Prolific-highly capable of producing work. 4. Self-Aware-understands his own "issues" and constantly seeks to improve. 5. Generous (with knowledge and resources)-seeks to help others succeed. 6. Optimistic-generally things the world is a positive place 7. Responsive-meets others people's requests.

Peers

1) He's insightful -- can zero in on what's important quickly and adroitly. 2) He sees the big picture and can put together pieces of the puzzle. 3) He's energetic, enthusiastic and optimistic.

Enthusiasm as a coach and a person. Big-hearted. Open to self-improvement. Constantly challenging self and others. Core integrity. Striving for self-improvement. Intensity about coaching and community. Belief in what he's doing. His devotion to his kids and his Mom are very inspiring.

Client/Customers

Very enthusiastic. Makes the work really exciting. He's got a great sense of humour. He's a very warm & caring person. You really feel that he is totally engaged with you at all times. He's very confident in his abilities. His follow through is tremendous. He's a very busy guy, but he's on top of everything, and he makes you feel as though your agenda is #1. A fabulous leader. He's really present with you all the time. He models the change you need to learn so it's clear. Great networker.

He can be trusted to do the right thing. He has my confidence.

Continued

Verbatim Comments

Client/Customers

Mike is the most emotionally intelligent person I have had the opportunity to work with professionally. He has an incredible passion for and commitment to supporting his clients in becoming their full "Self" (my emphasis). He is genuine, intuitive, highly energised, knowledgeable and articulate in many realms, business-savvy and visionary. This is an impressive combination of qualities, not often found in one individual. Mike has a strong inner guidance that supports his agenda and drive. However, he is able to let go of that agenda in order to give room for others to speak and put themselves forward along with him. He is able to make "the tough call" and yet simultaneously provide support and training for those impacted by his actions. He conducts his client, training and business activities with the highest personal integrity and inspires the respect and admiration of those around him. Perhaps more than anything, Mike is able to connect with individuals representing a wide variety of personalities, backgrounds and training in such a way that they each feel special and "bigger," as a result of their interaction with him. He has integrated his beliefs and values and is able to share them with others in a truly empowering and yet compassion exchange. Mike is a rare example of a gifted individual that has discovered a way to express his vision and yet ground it in the world of business and human interaction. His goals, aspirations and source of satisfaction reach far beyond any personal advantage. I know that I am not alone in saying that I have nothing but the highest regard for him and his work.

Others

Mike's strengths are confidence in his abilities, tremendous work ethic, passion for learning and an understanding of his purpose to serve and help others. He has incredible business acumen and ability to relate and connect with all types of people.

Mike Jay works hard at what he does, is willing to take risks, is willing to take an unpopular stance for something he believes in, and works daily at learning and improving himself and his abilities.

Mike is a strong coach and has the ability to develop the most uneducated person. He is a team player and walks his talk, so to speak. He gives you all the information you need to succeed, if you want to. He gives people chances, who in other circumstances would have none.

Continued

Verbatim Comments

Please list specific areas where this person needs to improve, and what would be the payoffs if this person made these improvements?

Self

Listening without formulating ideas. Look to involve others more. Understand differences in people. See how things affect people - social relationships. Becoming better at these things would have obvious generative effects on my own well being as well as create the space for others to grow and develop at their own rates.

Direct Reports

He could be better at attending to the small details involved with his work and he could stop to take a look around every so often to access what has been completed, and what changes might benefit him with respect to his stated goals.

Communication w/other team members; payoff would be less confusion and keeping everyone on the same page - allow himself to be more receptive to needs of team members and participants in course; payoff would be less skepticism of him and he would learn more about the people he is working with.

Listen/receiver orientation-Mike relies more on speaking than listening to communicate. He would do well to let others participate in the communication experience. He should pause to check in. Ask people what they need. If he did this, Mike would find people more on board with his ideas. Mike may not realize that most people feel "bowled" over. Similarly, Mike communicates in a way that seems to assume people know what he's thinking. He moves really fast and people don't know where he is and what's changed. If he was more explicit and slowed down he would find that people would be able to contribute more. Both of these issues are a matter of patience. In some ways, Mike is eternally patient, but when it comes to communicating and creating a fuller experience for other people by allowing them to contribute, Mike could improve. Mike thinks holistically in a world that thinks linearly. This creates communication gaps.

Peers

1) Prioritise top projects so as to focus energies. Benefit = energy gets devoted to most important things. 2) Pull in expertise ("a second set of eyes") on PR and design matters. Benefit = possibly improved

Continued

Verbatim Comments

Peers

...outcomes and more time to devote to areas where he excels.

Mike sometimes gets so excited about what he's saying and doing that he gets ahead of himself. As a result, what he's saying sometimes isn't clear. Sometimes he overwrites as well. Simple clarity is better. He should strive to write short sentences in his writing. Think Einstein. Write Hemingway. Sometimes Mike is not consistent or clear about where he is going. Perhaps it is because we have different cognitive styles, but I think Mike would benefit from being clearer about some of his goals on a more practical level.

Client/Customers

He may come across as abrupt, but if you know him, you know he cares at a personal level.

It is difficult to find areas of improvement for Mike, in that he is so expert and accomplished in the issues that matter the most. I would offer only a couple of ideas for his consideration. In his work with clients that come from a non-coaching background, it may be useful to define terms somewhat more frequently. This might look like saying something as simple as, "and by that I mean...." He often does this already, and by being a little more conscious of the more limited exposure of some clients to the theories he uses, he could make his explanations to them even more seamless than they already are. In struggling to come up with any other feedback, I can only think of one more possible response. I hesitate to mention this, as I'm not sure that it is a real issue or perhaps my interpretation of an interaction. It might be that when Mike is frustrated in a certain way, he might come across as a -little- gruff. If this rings true to him, there may be something there to consider. If not, I would not suggest that he needed to probe further.

Others

His biggest area needing improvement are in his listening skills but those have improved tremendously over the last 5 years. He really has no weak areas from my perspective.

He sometimes forms an opinion before the other person finishes talking. He has a greater need to express his own thoughts than to listen to the other person's thoughts. By refining his listening skills he would be a better coach and friend.

Mike could be a better listener. He is often so excited about whatever

Continued

Verbatim Comments

Others

...he's doing that he forgets to hear you when you are talking. Mike also needs to realise that not everyone is like him and not everyone feels the need to make their mark on the world. He sometimes pushes too hard on people who are happy just being who they are.