



Emotional Intelligence Appraisal[®]

360° EDITION

RESULTS REPORT FOR:
SAMPLE REPORT

DATE CREATED:
April 12, 2014



**assessment
LEADERS**

DISCOVER THE HUMAN POTENTIAL™

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ABOUT MY FEEDBACK

Thank you for completing the *Emotional Intelligence Appraisal*. You are now in a customized learning program that contains feedback on your emotional intelligence skills. People familiar with your behavior answered questions about what they see you doing on a regular basis. Rather than evaluating you, they simply answered questions covering how often you do different things. You also answered these questions to provide a comparison between your own perceptions and the perceptions of others.

This learning program will teach you about emotional intelligence (EQ). You'll discover what your current skill levels are and what you can do to improve. Each page has content for you to read, activities for you to enjoy, as well as areas for you to set goals and track your thoughts. Listen to what others have to say about your emotionally intelligent behavior. What they say is about what they see now, and you can improve. This learning program will help you do so by providing a starting point for your EQ development.

About Your Online Report

You have unlimited access to your online report. You can access this report with the following log-in information:

URL address: www.talentsmart.com/eia360

Password: 3696LBD39YU

Please consider the following as you move through your online learning program:

- Your online learning program is available 24 hours a day. You can use it to track your EQ goals and further explore what it means to be emotionally intelligent.
- You can download your report at any time so that you can print it and save it on your computer. Just click "Download" at the top of any page to do so.

ABOUT MY EQ RESULTS

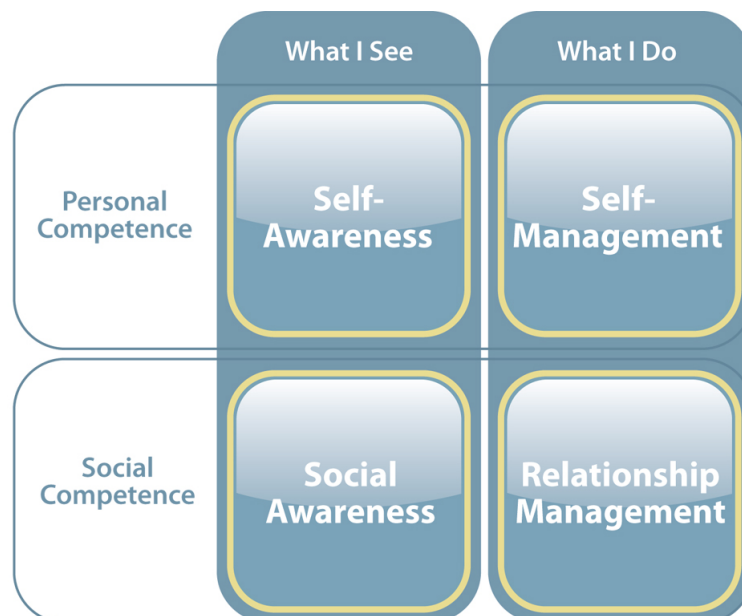
This report will provide:

- Information about your raters.
- Your overall EQ score and scores for each of the four EQ skills as rated by you and by others.
- Your three highest and lowest EQ behaviors.
- A detailed comparison of how you rated your behaviors in relation to how your raters responded.
- A breakdown of scores by rater group.
- Comments made in response to two open-ended questions.
- An action plan to help you decide where to start your EQ Journey.

What is Emotional Intelligence?

Emotional intelligence is the ability to recognize, understand, and use your emotions effectively. This includes picking up on the emotional state of others and using this awareness to respond to them successfully.

The four parts of the emotional intelligence model are based upon a connection between what you see and what you do with yourself and others.



How Does it Work?

Emotional intelligence often includes altering your natural response to a situation to get better results in both work and personal life. When people increase their awareness of emotions and their ability to manage them well, they get a positive reaction from those around them. Unlike regular IQ, emotional intelligence can be greatly improved.

What Can it Do for Me?

Enhancing emotional intelligence is likely to increase your satisfaction with your work and personal life. Simply put, emotionally intelligent responses get better results. Developing your emotional intelligence skills will help you reach your potential.

Studies Show:

People higher in emotional intelligence are happier with their lives and perform better on the job.

ABOUT MY RATERS

To provide confidentiality for the people who provided you with feedback on your emotional intelligence skills, the table below lists the number of people who were invited and how many responded to your *Emotional Intelligence Appraisal*. This information will help you interpret the results of your feedback report. The average response rate to 360-degree assessments is 70%.

Raters	Responded	Invited	Response Rate
Self	1	1	100%
Others Combined*	7	8	88%
Peers	4	5	80%
Direct Reports	2	2	100%
Supervisors	1	1	100%
Others	0	0	0%

*The Others Combined category represents the total response rate for all of your raters.

WHAT THE SCORES MEAN

Scores on the *Emotional Intelligence Appraisal* come from a "normed sample." That means your scores are based on a comparison to tens of thousands of responses to discover where you fall relative to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

Score	Meaning
90-100	<p>A STRENGTH TO CAPITALIZE ON</p> <p>These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.</p>
80-89	<p>A STRENGTH TO BUILD ON</p> <p>This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you've done well to receive this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.</p>
70-79	<p>WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH</p> <p>You are aware of some of the behaviors for which you received this score, and you are doing well with them. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see a big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover the difference and improve in the areas where you don't do as well.</p>
60-69	<p>SOMETHING YOU SHOULD WORK ON</p> <p>This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill area that doesn't always come naturally for you or that you don't make use of. With a little improvement in this skill, your credibility will go way up.</p>
59 and Below	<p>A CONCERN YOU MUST ADDRESS</p> <p>This skill area is either a problem for you, you don't value it, or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news is this discovery and choosing to do something about it will go a long way in improving your emotionally intelligent behavior.</p>

NOW FOR THE NUMBERS...

You have an overall emotional intelligence score and a score for each of the four emotional intelligence skills. Your overall emotional intelligence score is a global measure of your emotional intelligence. Your scores for each of the four emotional intelligence skills give you insight into your ability in the four core areas of emotional intelligence. These scores are combined for your overall emotional intelligence score.

Your Overall Emotional Intelligence Score

As you rated yourself: 91

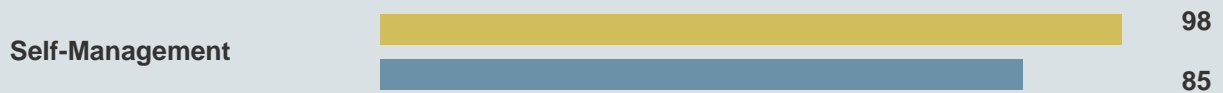
As rated by others: 83

Personal Competence:

The collective power of your self-awareness and self-management skills. It's how you use emotional intelligence in situations that are more about you privately.



Your ability to accurately perceive your emotions and stay aware of them as they happen. This includes keeping on top of how you tend to respond to specific situations and certain people.



Your ability to use awareness of your emotions to stay flexible and positively direct your behavior. This means managing your emotional reactions to all situations and people.

Social Competence:

The combination of your social awareness and relationship management skills. It's more about how you are with other people.



Your ability to accurately pick up on emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling, even if you don't feel the same way.





Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. Letting emotional awareness guide clear communication and effective handling of conflict.

 - How I rated myself  - How others rated me

All scores on the *Emotional Intelligence Appraisal* are measured on a 0 to 100 point scale. Scores tend to fall much like you would expect.

- Higher emotional intelligence scores are in the 80s and 90s.
- Lower emotional intelligence scores are in the 50s and 60s.


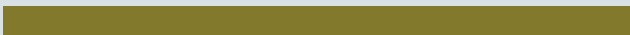



MY EQ SCORES BY RATER CATEGORY

EMOTIONAL INTELLIGENCE		SCORE
Self		91
Others Combined*		83

Your overall Emotional Intelligence Score is a combination of scores from the skills below.

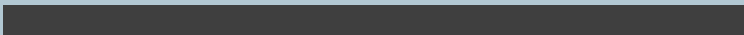




Self-Awareness:

Self-Awareness is your ability to accurately recognize your emotions as they happen and understand your general tendencies for responding to different people and situations.

SELF-AWARENESS		
Self		86
Others Combined*		83
Peers		85
Direct Reports		76
Supervisors		90
Others		N/A**

Self-Management:

Self-Management is your ability to keep a finger on the pulse of your emotions so that you stay flexible and positively choose how you react to different situations and people.

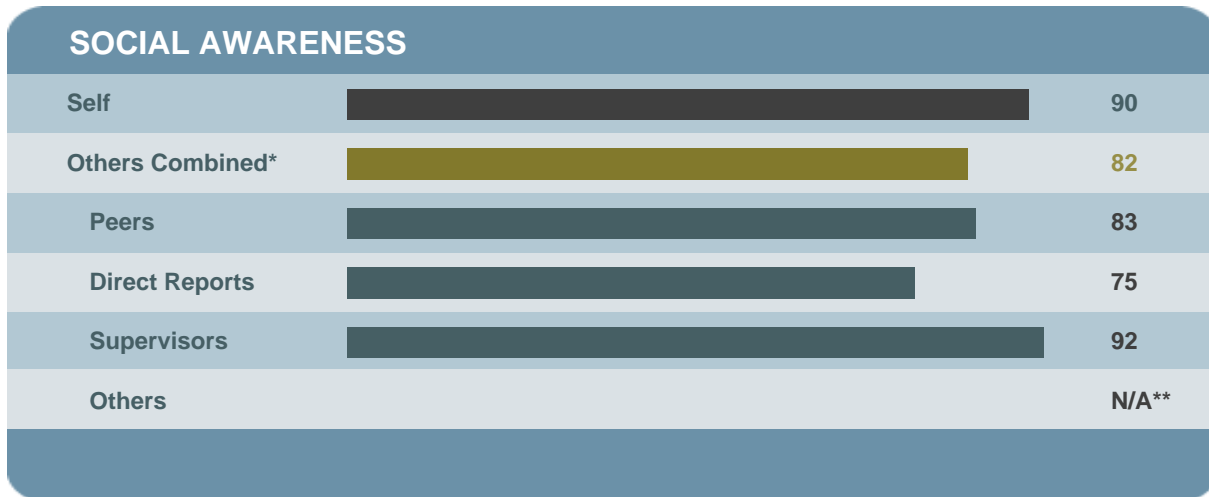
SELF-MANAGEMENT		
Self		98
Others Combined*		85
Peers		83
Direct Reports		83
Supervisors		97
Others		N/A**

*This score was created by calculating an average of the scores given to you by all of your raters.

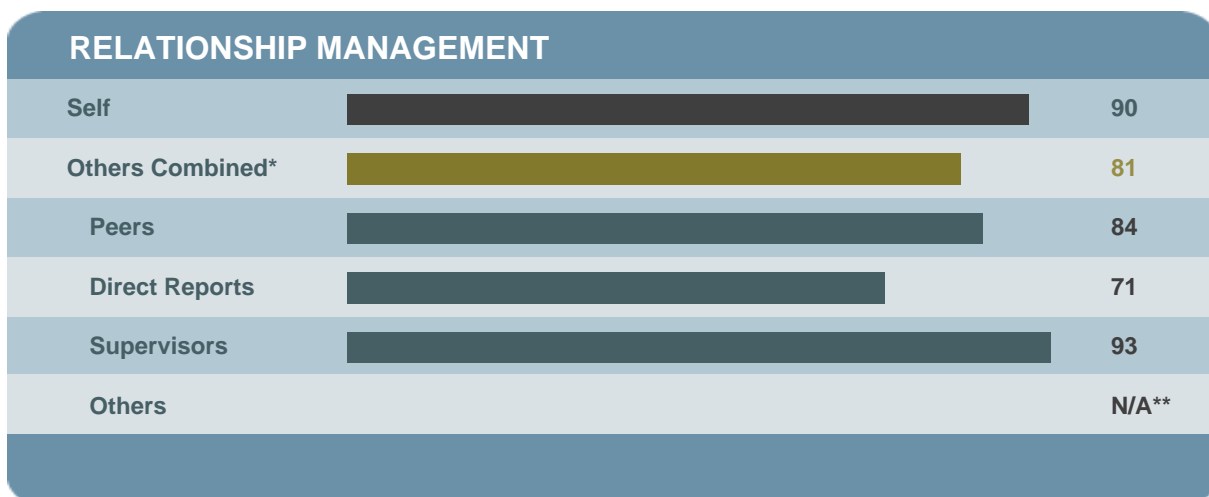
** Not available

MY EQ SCORES BY RATER CATEGORY CONTINUED**Social Awareness:**

Social Awareness is your ability to recognize and understand the moods of other individuals and entire groups of people. This awareness is necessary to control your reactions to others and manage relationships to the best of your ability.

**Relationship Management:**

Relationship Management is the most advanced emotional intelligence skill. It requires that you apply the first three skills as you relate to other people. By managing the emotions involved in an interaction, you will connect more with others and improve how people respond to you.



*This score was created by calculating an average of the scores given to you by all of your raters. ** Not available

MY HIGHEST AND LOWEST EQ BEHAVIORS

The following tables list your three highest- and three lowest-rated EQ behaviors based on how your raters responded to 28 questions. Each question in the *Emotional Intelligence Appraisal* was rated on a scale from 1 to 6. The higher the number, the better the score—and the more often you demonstrate desirable EQ behaviors. The scale is listed below:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Your 3 **HIGHEST** EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Is confident in his/her abilities.	Self-Awareness	5.71
2. Can be counted on.	Self-Management	5.71
3. Handles stress well.	Self-Management	5.57

[^]This score was created by calculating an average of the scores given to you by all of your raters.

Your 3 **LOWEST** EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Acknowledges his/her shortcomings.	Self-Awareness	3.71
2. Brushes people off when something is bothering him/her.†	Self-Management	3.29
3. Shows he/she cares about what others are going through.	Relationship Management	3.86

[^]This score was created by calculating an average of the scores given to you by all of your raters.

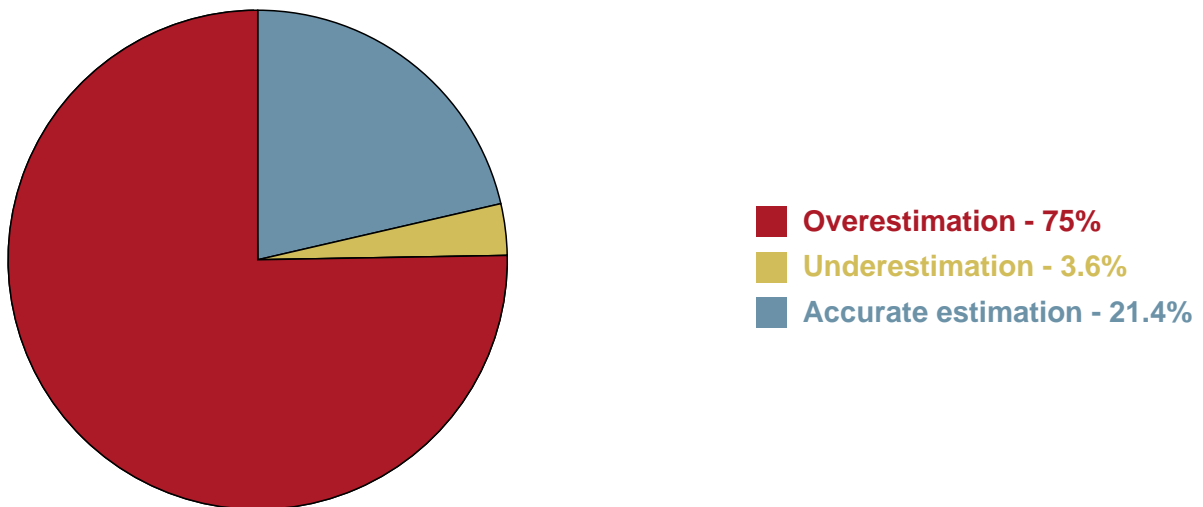
†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

MY ACCURACY SCORES

Your responses were compared to the average responses of others to determine your accuracy scores. Your Accuracy Scores are a reflection of whether you tend to **Overestimate**, **Underestimate**, or **Accurately estimate** your skills. The pie chart below shows the percentage (%) of questions in your report that fall into each category. If your pie chart is predominantly one color, then this was your general tendency for these skills.

Pie Chart

You can view which statements from your assessment fall into each of the three categories by clicking on the legend of your pie chart below.



Overestimation is when you rated yourself higher than others rated you by at least a 0.50 gap.

Underestimation is when you rated yourself lower than others rated you by at least a 0.50 gap.

Accurate estimation is when the difference between how you rated yourself and how others rated you is less than a 0.50 gap in either a positive or negative direction.

MY ACCURACY SCORES

Your Accurately Estimated Statements

The table below lists the statements where you rated yourself essentially the same as others rated you. The difference was less than a 0.50 gap. Each statement was rated on a scale from 1 to 6:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Statement	Skill	Category	Self	Raters	Gap
Handles stress well.	Self-Management	Others Combined	6.00	5.57	0.43
		Peers		5.25	0.75
		Direct Reports		6.00	0.00
		Supervisors		6.00	0.00
Resists the desire to act or speak when it will not help the situation.	Self-Management	Others Combined	5.00	4.57	0.43
		Peers		4.50	0.50
		Direct Reports		4.00	1.00
		Supervisors		6.00	-1.00
Is confident in his/her abilities.	Self-Awareness	Others Combined	6.00	5.71	0.29
		Peers		5.75	0.25
		Direct Reports		5.50	0.50
		Supervisors		6.00	0.00
Can be counted on.	Self-Management	Others Combined	6.00	5.71	0.29
		Peers		5.50	0.50
		Direct Reports		6.00	0.00
		Supervisors		6.00	0.00
Directly addresses people in difficult situations.	Relationship Management	Others Combined	5.00	4.86	0.14
		Peers		5.25	-0.25
		Direct Reports		4.00	1.00
		Supervisors		5.00	0.00
Is open to feedback.	Social Awareness	Others Combined	5.00	5.14	-0.14
		Peers		5.00	0.00
		Direct Reports		5.00	0.00
		Supervisors		6.00	-1.00

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

MY ACCURACY SCORES

Your Underestimated Statements

The table below lists the statements where you rated yourself lower than others rated you. The difference was greater than a 0.50 gap. Each statement was rated on a scale from 1 to 6:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Statement	Skill	Category	Self	Raters	Gap
Blames others for difficult circumstances.†	Self-Awareness	Others Combined	5.00	2.71	2.29
		Peers		2.75	2.25
		Direct Reports		3.00	2.00
		Supervisors		2.00	3.00

MY ACCURACY SCORES

Your Overestimated Statements

The table below lists the statements where you rated yourself higher than others rated you. The difference was greater than a 0.50 gap. Each statement was rated on a scale from 1 to 6:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Statement	Skill	Category	Self	Raters	Gap
Acknowledges his/her shortcomings.	Self-Awareness	Others Combined	6.00	3.71	2.29
		Peers		4.00	2.00
		Direct Reports		2.50	3.50
		Supervisors		5.00	1.00
Tolerates frustration without getting upset.	Self-Management	Others Combined	6.00	4.29	1.71
		Peers		4.50	1.50
		Direct Reports		3.50	2.50
		Supervisors		5.00	1.00
Allows his/her emotions to take over when upset.†	Self-Management	Others Combined	1.00	2.57	-1.57
		Peers		2.50	-1.50
		Direct Reports		3.00	-2.00
		Supervisors		2.00	-1.00
Considers many options before making a decision.	Self-Management	Others Combined	6.00	4.71	1.29
		Peers		4.75	1.25
		Direct Reports		4.00	2.00
		Supervisors		6.00	0.00
Brushes people off when something is bothering him/her.†	Self-Management	Others Combined	2.00	3.29	-1.29
		Peers		3.75	-1.75
		Direct Reports		3.00	-1.00
		Supervisors		2.00	0.00
Shows he/she cares about what others are going through.	Relationship Management	Others Combined	5.00	3.86	1.14
		Peers		3.75	1.25
		Direct Reports		3.00	2.00
		Supervisors		6.00	-1.00
Strives to make the most out of situations whether good or bad.	Self-Management	Others Combined	6.00	4.86	1.14
		Peers		4.75	1.25
		Direct Reports		4.50	1.50
		Supervisors		6.00	0.00
Communicates clearly and effectively.	Relationship Management	Others Combined	6.00	4.86	1.14
		Peers		4.75	1.25
		Direct Reports		4.50	1.50
		Supervisors		6.00	0.00

Your Overestimated Statements Continued...

Statement	Skill	Category	Self	Raters	Gap
Notices other people's feelings.	Social Awareness	Others Combined	5.00	4.00	1.00
		Peers		4.00	1.00
		Direct Reports		3.00	2.00
		Supervisors		6.00	-1.00
Is withdrawn in social situations.†	Social Awareness	Others Combined	1.00	2.00	-1.00
		Peers		2.00	-1.00
		Direct Reports		2.00	-1.00
		Supervisors		2.00	-1.00
Uses sensitivity to another person's feelings to manage interactions	Relationship Management	Others Combined	5.00	4.00	1.00
		Peers		4.00	1.00
		Direct Reports		3.50	1.50
		Supervisors		5.00	0.00
Hears what the other person is 'really' saying.	Social Awareness	Others Combined	5.00	4.14	0.86
		Peers		4.50	0.50
		Direct Reports		3.00	2.00
		Supervisors		5.00	0.00
Is aware of his/her emotions as they happen.	Self-Awareness	Others Combined	5.00	4.29	0.71
		Peers		4.50	0.50
		Direct Reports		3.50	1.50
		Supervisors		5.00	0.00
Recognizes how his/her behavior impacts others.	Self-Awareness	Others Combined	5.00	4.29	0.71
		Peers		4.50	0.50
		Direct Reports		3.50	1.50
		Supervisors		5.00	0.00
Understands how others influence his/her emotional state.	Self-Awareness	Others Combined	5.00	4.29	0.71
		Peers		4.50	0.50
		Direct Reports		3.50	1.50
		Supervisors		5.00	0.00
Handles conflict effectively.	Relationship Management	Others Combined	6.00	5.29	0.71
		Peers		5.25	0.75
		Direct Reports		5.00	1.00
		Supervisors		6.00	0.00
Learns about others in order to get along better with them.	Relationship Management	Others Combined	5.00	4.29	0.71
		Peers		4.50	0.50
		Direct Reports		3.00	2.00
		Supervisors		6.00	-1.00

Your Overestimated Statements Continued...

Statement	Skill	Category	Self	Raters	Gap
Embraces change early on.	Self- Management	Others Combined	6.00	5.43	0.57
		Peers		5.00	1.00
		Direct Reports		6.00	0.00
		Supervisors		6.00	0.00
Picks up on the mood in the room.	Social Awareness	Others Combined	5.00	4.43	0.57
		Peers		4.50	0.50
		Direct Reports		4.00	1.00
		Supervisors		5.00	0.00
Gets along well with others.	Relationship Management	Others Combined	6.00	5.43	0.57
		Peers		5.50	0.50
		Direct Reports		5.00	1.00
		Supervisors		6.00	0.00
Explains him/herself to others.	Relationship Management	Others Combined	5.00	4.43	0.57
		Peers		4.75	0.25
		Direct Reports		3.50	1.50
		Supervisors		5.00	0.00

MY HIGHEST AND LOWEST EQ BEHAVIORS: PEERS

The following tables list your three highest- and three lowest-rated EQ behaviors based on how Peers responded to 28 questions. Each question in the *Emotional Intelligence Appraisal* was rated on a scale from 1 to 6. The higher the number, the better the score—and the more often you demonstrate desirable EQ behaviors. The scale is listed below:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Your 3 HIGHEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Is confident in his/her abilities.	Self-Awareness	5.75
2. Can be counted on.	Self-Management	5.50
3. Gets along well with others.	Relationship Management	5.50

[^]This score was created by calculating an average of the rater group: Peers

Your 3 LOWEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Brushes people off when something is bothering him/her. †	Self-Management	3.75
2. Shows he/she cares about what others are going through.	Relationship Management	3.75
3. Acknowledges his/her shortcomings.	Self-Awareness	4.00
* Notices other people's feelings.	Social Awareness	4.00
* Uses sensitivity to another person's feelings to manage interactions successfully.	Relationship Management	4.00

[^]This score was created by calculating an average of the rater group: Peers

*This behavior was included because it had the same score as your third lowest behavior.

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

BIGGEST GAPS BY RATER GROUP: PEERS

The table below lists the statements where your responses were the most different from how this rater group responded. The larger the gap, whether positive or negative, the more your perceptions differed from this rater group.

Your BIGGEST Gaps				
Statement	EQ Skill	Self	Score^	Gap
1. Blames others for difficult circumstances.†	Self-Awareness	5.00	2.75	2.25
2. Acknowledges his/her shortcomings.	Self-Awareness	6.00	4.00	2.00
3. Brushes people off when something is bothering him/her.†	Self-Management	2.00	3.75	-1.75

^This score was created by calculating an average of the rater group: Peers

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

MY HIGHEST AND LOWEST EQ BEHAVIORS: DIRECT REPORTS

The following tables list your three highest- and three lowest-rated EQ behaviors based on how Direct Reports responded to 28 questions. Each question in the *Emotional Intelligence Appraisal* was rated on a scale from 1 to 6. The higher the number, the better the score—and the more often you demonstrate desirable EQ behaviors. The scale is listed below:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Your 3 HIGHEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Can be counted on.	Self-Management	6.00
2. Handles stress well.	Self-Management	6.00
3. Embraces change early on.	Self-Management	6.00

[^]This score was created by calculating an average of the rater group: Direct Reports

Your 3 LOWEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Acknowledges his/her shortcomings.	Self-Awareness	2.50
2. Notices other people's feelings.	Social Awareness	3.00
3. Hears what the other person is 'really' saying.	Social Awareness	3.00
* Shows he/she cares about what others are going through.	Relationship Management	3.00
* Learns about others in order to get along better with them.	Relationship Management	3.00

[^]This score was created by calculating an average of the rater group: Direct Reports

*This behavior was included because it had the same score as your third lowest behavior.

BIGGEST GAPS BY RATER GROUP: DIRECT REPORTS

The table below lists the statements where your responses were the most different from how this rater group responded. The larger the gap, whether positive or negative, the more your perceptions differed from this rater group.

Your BIGGEST Gaps				
Statement	EQ Skill	Self Score	Score [^]	Gap
1. Acknowledges his/her shortcomings.	Self-Awareness	6.00	2.50	3.50
2. Tolerates frustration without getting upset.	Self-Management	6.00	3.50	2.50
3. Blames others for difficult circumstances.†	Self-Awareness	5.00	3.00	2.00

[^]This score was created by calculating an average of the rater group: Direct Reports

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

MY HIGHEST AND LOWEST EQ BEHAVIORS: SUPERVISORS

The following tables list your three highest- and three lowest-rated EQ behaviors based on how Supervisors responded to 28 questions. Each question in the *Emotional Intelligence Appraisal* was rated on a scale from 1 to 6. The higher the number, the better the score—and the more often you demonstrate desirable EQ behaviors. The scale is listed below:

1 - Never 2 - Rarely 3 - Sometimes 4 - Usually 5 - Almost Always 6 - Always

Your 3 HIGHEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Is confident in his/her abilities.	Self-Awareness	6.00
2. Can be counted on.	Self-Management	6.00
3. Handles stress well.	Self-Management	6.00

[^]This score was created by calculating an average of the rater group: Supervisors

Your 3 LOWEST EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Acknowledges his/her shortcomings.	Self-Awareness	5.00
2. Blames others for difficult circumstances.†	Self-Awareness	2.00
3. Is aware of his/her emotions as they happen.	Self-Awareness	5.00

[^]This score was created by calculating an average of the rater group: Supervisors

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

BIGGEST GAPS BY RATER GROUP: SUPERVISORS

The table below lists the statements where your responses were the most different from how this rater group responded. The larger the gap, whether positive or negative, the more your perceptions differed from this rater group.

Your BIGGEST Gaps				
Statement	EQ Skill	Self	Score^	Gap
1. Blames others for difficult circumstances.†	Self-Awareness	5.00	2.00	3.00
2. Acknowledges his/her shortcomings.	Self-Awareness	6.00	5.00	1.00
3. Allows his/her emotions to take over when upset.†	Self-Management	1.00	2.00	-1.00

^This score was created by calculating an average of the rater group: Supervisors

†This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

RATER COMMENTS

You and your raters also had the opportunity to elaborate on the feedback given to you through two open-ended questions. The responses to the first question are listed below. Comments are listed as typed.

Question 1:

In what situations do you see Sample Report managing emotions effectively and forming good relationships with others?

My Comments:

I tend to get along with everyone at work and try to maintain trusting relationships with my coworkers. I manage my emotions effectively with others when our goals are aligned and we are working closely with one another.

Rater Comments:

Comment 1

Evan manages his emotions well when others are cooperating with him and he feels like hes getting their support. He forms good relationships with people he can relate to or with people he feels will benefit him.

Comment 2

Evan makes every effort to do the right thing for the team. When faced with a new project he makes sure to seek our input.

Comment 3

Evan has a knack for connecting emotionally with everyone. He seems to really be able to pick up on what people are feeling. He listens well and offers supportive counsel. Hes also a great question-asker.

Comment 4

Evan is a master at managing difficult client interactions. There are many times Ive seen him turn- around and recover situations with unhappy clients.

Comment 5

Evan is evenhanded and even-tempered in dealing with stress (and he has had a lot of stress recently).

Question 1 (continued):

In what situations do you see Sample Report managing emotions effectively and forming good relationships with others?

Rater Comments:**Comment 6**

Evan is very aware of his emotional state and how it will affect the team. If he is having a bad day he lets people know in a way that clears the air, but he doesn't blame his mood for bad behavior.

Comment 7

Evan represents our company well when working with outside clients. He is very personable and easy to get along with.

RATER COMMENTS

You and your raters also had the opportunity to elaborate on the feedback given to you through two open-ended questions. The responses to the first question are listed below. Comments are listed as typed.

Question 2:

What do you wish Sample Report would do differently when it comes to managing emotions and relating well with others?

My Comments:

There are times when I may push people away because of my workload. I wish I could show the people I work with that they are just as important as the work I'm doing even when I am busy.

Rater Comments:

Comment 1

I would like to see Evan increase his ability to show empathy as well as gain perspective on how his actions and communication style affect people who work under him.

Comment 2

When Evan thinks of something as unfair, he tends to react or respond too quickly. He should work on waiting for a more appropriate opportunity to talk about his concerns.

Comment 3

I wish Evan would get better at communicating at various levels with different types of people. We have very open lines of communication, but sometimes I wonder if he should be more open with his direct reports.

Comment 4

Evan's self-assurance and skill at communicating sometimes intimidate others. This causes people who don't feel as confident to hold back their thoughts and opinions.

Comment 5

I wish Evan would dedicate more time to developing and encouraging his staff. We understand his plate is full, but the staff may be suffering because of it.

Question 2 (continued):

What do you wish Sample Report would do differently when it comes to managing emotions and relating well with others?

Rater Comments:**Comment 6**

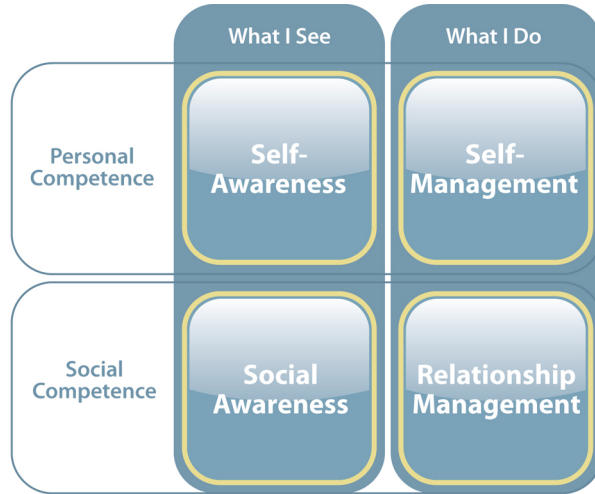
I can tell that Evan has been working on how he communicates with team members, and I really appreciate it. I hope you continue to open the lines of communication even further.

Comment 7

Evan puts a substantial amount of effort into managing external relationships, and I wish he would try just as hard with our internal team.

SAMPLE REPORT’S EQ SUMMARY

Emotional Intelligence is your personal and social competence skills (Self-Awareness, Self-Management, Social Awareness, and Relationship Management).



Response Rate

7 of the 8 raters completed your *Emotional Intelligence Appraisal*.

4 of the 5 Peers completed.

2 of the 2 Direct Reports completed.

1 of the 1 Supervisors completed.

Overall EQ Results

Your EQ Scores		
EQ Scores	Self	Others
Overall	91	83
Self-Awareness	86	83
Self-Management	98	85
Social Awareness	90	82
Relationship Management	90	81

SAMPLE REPORT'S EQ SUMMARY CONTINUED...

Lowest EQ Behaviors

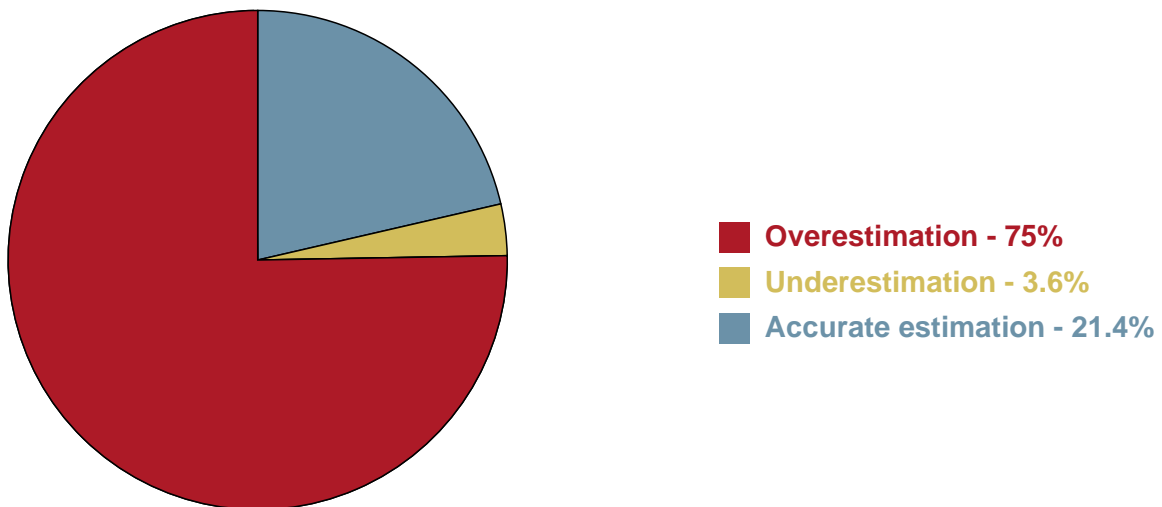
Your 3 **LOWEST** EQ Behaviors

EQ Behavior	EQ Skill	Score [^]
1. Acknowledges his/her shortcomings.	Self-Awareness	3.71
2. Brushes people off when something is bothering him/her.†	Self-Management	3.29
3. Shows he/she cares about what others are going through.	Relationship Management	3.86

[^]This score was created by calculating an average of the scores given to you by all of your raters.

[†]This behavior is negatively worded; meaning, the less you do it, the more emotionally intelligent you are.

Accuracy Scores



Overestimation is when you rated yourself higher than others rated you by at least a 0.50 gap.

Underestimation is when you rated yourself lower than others rated you by at least a 0.50 gap.

Accurate estimation is when the difference between how you rated yourself and how others rated you is less than a 0.50 gap in either a positive or negative direction.

HOW TO DEVELOP YOUR EQ

First Decide What to Work On

To decide where to start developing your EQ, find themes in:

- Your overall EQ scores
- Your lowest EQ behaviors
- Your under-estimated and over-estimated EQ behaviors
- Your raters' comments

Then Get Started

- **Give yourself a few days** to let the results in this EQ Summary report sink in.
- **Commit to an EQ skill** you will work on based on the themes you found in the data listed above.
- **Talk with someone you trust** about what you've learned and what you plan to work on.
- **Practice one EQ skill** at a time for one to three months, before moving on to the next skill. For each skill, focus on no more than three strategies at a time to develop that skill.
- **Access the EQ resources** on the next page to help you learn more and stay on track.

MY EQ ACTION PLAN

EQ Skill to Work on First

Strategies to Practice

1. _____
2. _____
3. _____

MY EQ RESOURCES

To develop emotional intelligence skills, you simply have to make the conscious effort to practice repeatedly until the new behaviors become habits. The following EQ resources are provided to help you do just that.

EQ Resources Online

Inside Your Report

TalentSmart's Goal Tracking System™

Here you will be able to set and share actionable EQ goals and choose the strategies you will practice to reach these goals. Simply select the EQ skill you will focus on first and then select a strategy from a drop-down list of the 66 proven EQ strategies included in *Emotional Intelligence 2.0*. You will also be given the option to enter your own custom strategies. A summary of your plan will be stored. You may set regular email reminders to help you work on your goals and share your progress with others.

To access the Goal Tracking System™, log on to your online report and click on the "Set and Track Goals" box.

My EQ Lessons

If you'd like new insights into the Self-Awareness, Self-Management, Social Awareness, and Relationship Management skills, watch and learn from 16 EQ lessons that include movie clips demonstrating EQ in action. These lessons have been designed to actively increase your understanding of, and capacity for, each EQ skill.

To access the EQ Lessons, log on your online report and click on the "My EQ Lessons" box.

Additional EQ Resources

For Help Along the Way

Read *Emotional Intelligence 2.0*

Emotional Intelligence 2.0 offers specific guidance with 66 proven EQ strategies that target the four core EQ skills.

*To learn more about *Emotional Intelligence 2.0*, go to www.talentsmart.com/book.*

Access an EQ Mentor

To keep you motivated to practice, read the following article to find and use an EQ Mentor.

"How to Choose and Use an EQ Mentor" can be found at www.talentsmart.com/articles.

Seek an EQ Coach

An EQ coach provides expert guidance in creating your emotional intelligence action plan and keeping you focused and accountable for lasting change.

To learn more about TalentSmart's expert EQ coaches, go to www.talentsmart.com/coach or call 1-888-818-SMART.

MY EQ LESSONS

This section contains fourteen EQ Lessons that will help you actively increase your understanding of, and capacity for, each EQ skill. Emotional intelligence is very different from traditional intelligence (IQ). With IQ, it is understood that you are generally as smart now as you are ever going to be. People learn new facts but their intelligence, or their ability to learn, remains largely the same. Emotional intelligence is a flexible skill that can be readily learned. People increase their emotional intelligence by working on the skills outlined in this learning system.

Research shows that people improve their EQ most when the following conditions are present:

- They have a strong motivation to learn or change
- They practice new behaviors consistently
- They seek feedback on their own behavior

How to Master A New Skill

Any time you are acquiring a new skill, remember the best path for doing something new or different looks like this:

- Find someone who is good at it.
- Watch that person do it.
- Get that person to talk about how they do it.
- Practice doing it yourself with his or her guidance.
- Ask the person to give you feedback.
- Practice doing it on your own.
- Seek feedback until you've mastered it.

Change can be a little...

Embarrassing, because as you practice new things, the very people who feel you ought to change may poke fun at you, forget to encourage you along the way, or not even notice. Don't give up. The rewards will outweigh these challenges because you will be better positioned personally and professionally than you ever were before.

How to handle it when you feel embarrassed:

- Say, "I could really use a little support here."
- Tell people you are serious about getting better at this. Most likely, they will become your allies.
- Ask for help and suggestions.

Change can also be a little...

Frustrating, because old habits and behaviors (what you say and do) can be difficult to change.

How to handle it when you feel frustrated:

- Remind yourself that change takes time and practice.
- Remind yourself that it's OK not to know.
- Find someone who handles change well. Ask how it's done.
- Find someone who can encourage you.

Change can also be terrific. It surprises most people how a little bit of change in the right direction can go a long way in the eyes of others. Good luck and have fun with it!

SELF-AWARENESS LESSON 1: FEEDBACK

To increase your self-awareness, you need to discover things you tend to do, say, think, and feel that you have previously failed to notice or understand. This process can be uncomfortable because some of the things you'll discover are unflattering or things you'll want to improve. That said, it's much less painful to seek out this information on your own than wait until someone brings it to your attention.

In the following clip from *Role Models*, Dan (played by Paul Rudd) increases his self-awareness the hard way.



[Log in to your assessment to watch the clip](#)

How does Dan increase his self-awareness the hard way?



She's had enough.



Dan gets defensive.



Dan realizes he's wrong.

She's had enough.

Being in a relationship with Dan means Beth is frequently subjected to his bad moods. She finally realizes that he's so annoyed with everyone because he's unhappy with himself. Beth knows Dan won't change until he understands this. So, she breaks it down for him.

Dan gets defensive.

Like most people in his position, Dan is quick to point out justifications for his behavior. Dan genuinely believes he's so annoyed because people are so annoying. Beth's feedback doesn't even begin to hit home until he realizes that venti means "twenty."

Dan realizes he's wrong.

By the time Dan gets to work and discusses the morning's events with a friend, it's clear that Beth's feedback has had a chance to sink in. Not only does Dan think Beth is right, but Dan's coworker also agrees with her. The more Dan thinks about Beth's feedback, the more he begins to see what is making him so frustrated.

SELF-AWARENESS TIP

To increase your self-awareness, you need to embrace feedback with open arms. Research shows that the vast majority of people struggle to see themselves as others see them, and the most accurate picture of anyone's behavior comes from those around them. The best way to find out what others see is to ask them. Asking for feedback is easy—hearing it without getting defensive is not.

Seeking feedback is difficult for most people. It can be scary when you are afraid to finally find out what people really think of you. Nonetheless, feedback from others won't do you any good if you're not open and receptive to other people's perspectives, especially when they differ from your own.

Here's a process you can follow to seek feedback that will increase your self-awareness:

- Seek out a trusted friend or colleague and ask this person if he or she would be willing to share his or her thoughts about you with you. A "real" feedback discussion is bound to have some difficult moments, so you need to find someone with whom you can work through these moments comfortably.
- Explain to your selected person that you are working on increasing your self-awareness as a result of reading the *Emotional Intelligence Appraisal*. Tell him or her what emotional intelligence is and describe some of your goals for improving your emotional intelligence (EQ).

SELF-AWARENESS LESSON 1: CONTINUED

- Ask this person to share with you what he or she sees and thinks regarding your ability to understand and respond effectively to your emotions. Be sure to get information on things that aren't readily apparent to you.
- The following questions should help this conversation:
 - Are there specific situations where, or people with whom, I tend to let my emotions get the best of me?
 - Is there anything I do too much? That is, can I tone down a certain behavior?
 - What holds me back from managing my emotions effectively?

SELF-AWARENESS LESSON 2: EMOTIONAL MISTAKES

Increasing your self-awareness is not going to be a perfect process. There will be times when your emotions slip beneath your awareness and get the better of you. These emotional "mistakes" are opportunities to gain a better understanding of your tendencies so that you can change for the better.

In *Envy*, Tim (Ben Stiller's character) and Nick (Jack Black's character) are best friends, neighbors, and co-workers at 3M. Nick recently struck it rich when he invented *Vapoorize*, a spray that makes dog poop evaporate. Tim's envy grows with Nick's wealth until it eats him up inside. Watch Tim come clean with Nick.



[Log in to your assessment to watch the clip](#)

How does Tim demonstrate self-awareness?



I Should Have Just Told You.



It Was Chewing Me Up.



You Just Gave To Us, Nick.

I Should Have Just Told You.

Tim comes to the realization that his feeling of envy toward Nick is not good for their friendship. Fortunately, Tim becomes aware of this and decides to tell his friend. By telling his friend the truth, Nick is using his emotional mistake as an opportunity to improve both himself and their friendship.

It Was Chewing Me Up.

Negative emotions that go unchecked are bound to affect your well being negatively. Tim feels guilty once he realizes that he is "wrapped up in the envy for everything" that Nick has. The surprising thing about self-awareness is that just spotting your mistakes will help you change, as you can't expect to improve until you understand what you're doing "wrong."

You Just Gave To Us, Nick.

As Tim explains himself, he's careful to avoid blaming Nick for his own behavior. Tim could have easily pointed the finger at Nick for throwing his wealth around and rubbing his success in Tim's face. Self-awareness requires taking full responsibility for your contribution to a given situation. You can't change anyone's behavior but your own. Thus, your effectiveness hinges upon your ability to embrace your mistakes and learn from them.

SELF-AWARENESS LESSON 3: A LIFE-LONG JOURNEY

How well you know and understand yourself at age 25 is very different from what you come to know by age 50. In *Lost in Translation*, a conversation between two insomniac travelers illustrates the difference. The clip opens with Charlotte (played by Scarlett Johansson) wondering if life gets any easier. See what she learns from Bob (played by Bill Murray).



[Log in to your assessment to watch the clip](#)

What do Charlotte and Bob learn from each other?



Does It Get Any Easier?



Anyone Can Be A Mentor.



What's really important?

Does It Get Any Easier?

In Bob's answer to Charlotte's first question, he zeros in on the true value of raising your self-awareness. He says, *"The more you know who you are and what you want, the less you let things upset you."* Charlotte doesn't seem to know yet who she is or what she wants, but she's open to learning more about herself, which is the key to self-awareness.

Anyone Can Be A Mentor.

Though Bob isn't Charlotte's official mentor, he demonstrates effective mentoring strategies. He gives honest answers to her questions, listens more than he speaks, and offers reassuring statements ("You'll figure that out.", "I'm not worried about you."). He knows Charlotte's lack of self-awareness is typical for her age, and he urges her to trust her gut. Even when she claims, "But, I'm so mean." Bob's reply of "Mean is OK," suggests that she should put her worries into perspective and keep on learning and growing.

What's really important?

Charlotte may be on the receiving end of a conversation about life, but Bob is also learning. Revisiting his own life path improves his perspective. Talking aloud about the scary and delightful aspects of parenting reminds him of what's truly important in his life. Revisiting your values now and again can help you to increase your self-awareness and improve your focus on what's truly important to you, regardless of where you are in life.

SELF-AWARENESS LESSON 4: LISTEN TO WHAT OTHERS SAY

No matter how hard you try to increase your self-awareness, there are always going to be some things that you cannot see without help from others. Your self-awareness hinges upon how open you are to feedback.

Feedback from other people can come unexpectedly, making it difficult to accept. In this scene from *Along Came Polly*, Ben Stiller's character, Reuben Feffer, gets some unexpected feedback from Polly (played by Jennifer Aniston). Watch and see if Polly's feedback increases Reuben's self-awareness.



[Log in to your assessment to watch the clip](#)

What is the impact of Polly's feedback?



Why Do You Do It?



Awareness Equals Freedom.

Why Do You Do It?

When Polly questions Reuben's nightly routine, it is clear he has never given it much thought. At first, Reuben gets defensive, acting as if putting the pillows out each day is no big deal. As Polly persists, he begins thinking about the motivation for this behavior.

Awareness Equals Freedom.

Polly's feedback helps Reuben realize that he's still trying to please his ex-wife with the pillows. This realization frees him, and he lets out all of his pent up frustration on the pillows he no longer needs. Reuben's openness to Polly's feedback increases his self-awareness and releases him from a daily behavior that is holding him back. The result is a profoundly cathartic moment for Reuben.

SELF-MANAGEMENT LESSON 1: PUSHING YOUR BUTTONS

It's easy to think that good self-management is as simple as controlling explosive emotional outbursts. Although you do need to control outbursts, your emotions have a negative impact on your behavior in other, less obvious ways.

In the following clip from *Erin Brockovich*, both characters demonstrate poor self-management. As you watch the clip, see if you can pick up on the self-management mistakes each character makes.



[Log in to your assessment to watch the clip](#)

Who does what?



She starts things off right.



He pushes her buttons.



She loses her cool.

She starts things off right.

When you have an uncomfortable interaction with another person, the range and intensity of your emotions are bound to change as the situation unfolds. Erin starts the meeting off right by remaining calm and listening to what Ed has to say.

He pushes her buttons.

Becoming a better self-manager requires taking an honest look at all the ways your emotions create problems for you. In Ed's case, having fun with Erin at her expense was a poor choice. Not only does Ed end up looking bad, but he also ruins what would have otherwise been a great moment for them to share.

She loses her cool.

When people push your buttons, powerful emotions rush to the surface. Effective self-managers keep tabs on their emotions throughout a difficult conversation, so that they know when their buttons are being pushed and can respond accordingly. In Erin's case, she could have avoided falling into Ed's trap by asking to see the check before taking the discussion any further.

SELF-MANAGEMENT TIP

An uncontrolled emotional outburst—even though it may make you feel better temporarily—can do major harm to your relationships. When your relationships are not voluntary, such as with your colleagues at work, minimizing this type of damage is essential to the health and productivity of your relationship.

SELF-MANAGEMENT LESSON 2: DEALING WITH BELLIGERENT PEOPLE

People often assume that self-management equals biting your tongue when people push your buttons, even to the point of being a pushover. Truth is, you can manage yourself effectively without letting people walk all over you.

So is the case with Coach Gary Gaines (played by Billy Bob Thornton) in this clip from *Friday Night Lights*. Coach has his work cut out for him in taking on leading a team in a football-crazy town that's bent on perfection. In this scene, he runs into two athletic boosters that threaten his job if the team doesn't win the state championship. Watch how Coach keeps his emotions under control without being a pushover.



[Log in to your assessment to watch the clip](#)

How does Coach deal with the boosters?



He's Direct.



He Listens To What They Have to Say.

He's Direct.

Coach can tell the men are up to something when they crack jokes about winning. Coach takes his job seriously. So, instead of letting them continue to disrespect him by joking about winning, he asks them directly and respectfully, "Is everything alright?" Coach's question throws the boosters off at first. Once they get over their surprise, they speak directly to him about winning.

He Listens To What They Have to Say.

It's clear that Coach is irritated when he asks the boosters, "Or, what?" However, he's still managing himself effectively by forcing them to be direct and not lashing out at them. It's ridiculous that the boosters are telling Coach his job is at stake if he doesn't win the state championship, but he resists the urge to get back at them. Coach could have easily gotten defensive, angry, or made a promise that he couldn't keep to placate the men. Instead he holds his ground and tells them, albeit with a hint of sarcasm, that he appreciates their support.

SELF-MANAGEMENT LESSON 3: KEEPING YOUR COOL IN A DIFFICULT CONVERSATION

We don't experience emotions in a vacuum; if we did, managing them would be easy. The place where most people trip up and fail to self-manage is during difficult conversations. Whether a heated debate with a colleague or a tense interchange with your significant other, situations that elicit high-intensity feelings put your true self-management skills to the test.

The following clip from *Catch Me If You Can* will show you how others practice self-management—even with bad intent—during a difficult conversation. In the clip, Carl Hanratty (played by Tom Hanks) is an FBI agent on the move to track down Frank Abagnale (played by Leonardo DiCaprio), who is a skillful check forger. Carl catches up to Frank in a hotel room. Since he doesn't know what Frank looks like, Frank tricks Carl into thinking that he is a Secret Service agent. Watch how nervous Frank is when confronted by Carl, and notice how Frank is able to remain calm in spite of this, enabling him to maintain the ruse.



[Log in to your assessment to watch the clip](#)

How does Frank keep his cool?



Relax! You're Late!



A Sip of Water.

Relax! You're Late!

In an intense situation—with a gun pointed at his head—Frank tells Carl to relax. Despite being shocked, surprised, and incredibly nervous, Frank focuses all of his attention and energy on staying calm. As a skilled self-manager, Frank is able to channel his intense emotions into the behavior he wants.

A Sip of Water:

People who are skilled self-managers know how to calm themselves down. In Frank's case, he knows he's done if Carl decides to stop his fictional partner, Merv, for questioning. While Frank waits for Carl to decide whether to question Merv, he grabs a drink of water, knowing that it's the only way to compose himself and hide his anxiety in that moment.

SELF-MANAGEMENT LESSON 4: TESTING YOUR PATIENCE

One of the biggest challenges people face is managing their emotions when a strong reaction seems justified. In the following clip from *Meet the Parents*, Greg (played by Ben Stiller) encounters a difficult airline employee who tests his patience for no apparent reason.



[Log in to your assessment to watch the clip](#)

How does Greg deal with her?



What's Wrong With Her?



No Sense in Making Things Worse.

What's Wrong With Her?

The gate agent does a wonderful job of pushing Greg's buttons by making him wait to board with his group even though no one else is around. We all know that traveling can be very stressful, and this lady appears to be going out of her way to make life miserable for him.

No Sense in Making Things Worse:

As annoyed as Greg is, he decides to stand back and wait until she lets him on the plane. Greg recognizes that arguing with this woman won't change her mind and is likely only going to make the situation worse. So, he bites his tongue. It doesn't matter if she deserves a tongue lashing. Emotional self-management means you don't make things worse *for yourself* by letting your emotions go unchecked.

SOCIAL AWARENESS LESSON 1: STEPPING INTO THEIR SHOES

Your ability to recognize and understand others' opinions—and the emotions that come with them—is critical to the quality of your relationships.

In this clip from *October Sky*, Homer greets his father after having just returned home from winning the national science fair. Homer has a difficult relationship with his father, who doesn't understand Homer's fascination with rockets and is the only member of the town who hasn't attended a single launch.



[Log in to your assessment to watch the clip](#)



Homer lets his father speak his mind.



Homer speaks directly to his father's feelings.

Homer lets his father speak his mind.

To demonstrate social awareness, first you have to let people speak their minds. For most of us, this is relatively easy. That is, until we're convinced that we know what the other person is saying. That's when we cut people off, allow our minds to wander, and completely miss what's really going on.

Homer speaks directly to his father's feelings.

Homer's confidence in directly addressing his father is bolstered by a keen read of the man. Homer's father may hold the authority, but that doesn't mean he doesn't need to feel heard. Homer knows the only way to get through to his father is to address his concerns directly, and Homer does so with a powerful effect. As you can see from the clip, directly addressing the feelings and concerns of others is often the best way to go. However, before you can do that, you have to become skilled at recognizing and reading other people's emotions.

To get better at picking up on others' emotional cues, seek out trusted friends or colleagues with whom you can have a frank conversation about your quest for improved social awareness. The next time they tell you about something they experienced or something important to them, check in with them on the following:

- Tell them your perception of what they are going through and see if it is accurate. Don't be afraid to ask the kinds of questions you really can't ask during a typical conversation.
- Finally, ask them if they were attempting to deliver any unspoken messages. Sometimes people just don't want to say flat out how they feel about something, so they drop hints. If they did, this is a great opportunity to see if you picked up on them.

Who will you try this with?

SOCIAL AWARENESS LESSON 2: HEARING MORE THAN WORDS

As you practice observing and listening to other people more closely, make an effort to hear more than just the words that they say. It's so easy to forget this small, but significant step. The trick to picking up on other people's feelings is not only noticing what they are saying, but also listening to the tone, speed, and volume of their voice and watching their body language.

In the following clip from *Apollo 13*, Commander Jim Lovell (played by Tom Hanks) is an astronaut discussing his upcoming mission with his son. Watch how he is able to move beyond the words that his son is saying to understand fully what his son is thinking and feeling.



[Log in to your assessment to watch the clip](#)

How does Jim demonstrate social awareness?



The Art of Listening.



Jeffrey's Shoes.

The Art of Listening:

While playing with his toys, Jeffrey asks his father questions about space travel. The questions start harmlessly enough, but they quickly evolve into deeper territory. Lovell's social awareness skills help him tune in to the emotion behind Jeffrey's questions. Lovell pays careful enough attention to hear what his son is actually saying (the questions) and understand what Jeffrey is feeling by picking up on his body language, facial expression, and tone of voice. Lovell senses Jeffrey's fear about his father going into space, and he embraces the opportunity to reassure his son that the mission will go smoothly.

Jeffrey's Shoes:

It must be terrifying to have your father travel into space, especially when astronauts have died in previous missions. Lovell clearly puts himself into his son's shoes. He avoids jargon and uses his son's toys to show why the mission is going to end safely. Lovell's use of social awareness is advanced in that he cues in to Jeffrey's perspective so well that he can speak to him in a language that he understands.

SOCIAL AWARENESS LESSON 3: TRUST YOUR GUT

Your ability to recognize and understand other people's emotions dictates the quality of your relationships. Putting yourself in the other person's shoes—taking the time to understand his or her feelings—is what social awareness is all about. Sometimes when you do this, you'll pick up on what someone is really feeling, even when their actions and words suggest otherwise.

The following clip shows a great example of picking up on what someone is feeling even when they're trying to tell you otherwise. *Friday Night Lights* is a film based on the coach and players of a Texas high school football team. The city is obsessed with the team, and for most players, football is more than a sport; it is a way of life. Boobie (played by Derek Luke) is the team's star player. He's been recruited by top colleges and has dreams of turning pro, but he's just endured a knee injury that's so severe he'll never play football again. In this scene, Boobie arrives to clean out his locker. Watch how Boobie's teammates react to his words, even though they can sense what he's really feeling.



[Log in to your assessment to watch the clip](#)

What do Boobie's teammates miss?



Trust Your Gut.



The Truth Comes Out.

Trust Your Gut.

Boobie's teammates know his dream of playing professionally has been shattered. They see through the act Boobie is putting on to hide his true emotions, but they're afraid to raise the issue or uncertain about what they should say. It's obvious the other boys want to support him, and they miss an important opportunity to do so.

The Truth Comes Out.

Boobie breaks down crying once he reaches his uncle's car. It's clear that Boobie's deeply hurt and needs a shoulder to cry on. If his friends on the team had spoken out, they could have provided the support Boobie needs to get through a very difficult time in his life.

SOCIAL AWARENESS LESSON 4: DIFFICULT PEOPLE

The most socially aware people are able to look past the words someone is saying and gain an understanding of the thoughts and emotions the other person is feeling beneath the surface. Understanding what kinds of thoughts and emotions the other person is feeling will help you unlock the true meaning of what the other person is saying and gain a better understanding of where the person is coming from.

The best way to be socially aware is to put yourself in the other person's shoes. This isn't always the easiest thing to do, but the following tips will help you do just that.

- When you are with other people, focus your thoughts on the other person's perspective by spending some extra time to fully observe the situation, listening closely to how and what is being said, and asking questions that will help you gain a better understanding.
- Try not to let your own thoughts and feelings disturb the interaction. You will be surprised by what you notice about others when your mind is more on them than it is on you.

The following clip will show you three different people who all have different levels of social awareness. The clip is from *The Lucy Show*, Mrs. Carmichael (Lucy) throws a curve ball to George Burns (playing himself) and Mr. Mooney by making a simple task extremely complex.



[Log in to your assessment to watch the clip](#)

See if you can pick out which of the three have the highest and lowest social awareness...



Mr. Mooney



George



Lucy

Mr. Mooney

Mr. Mooney displays the lowest level of social awareness. Managing an employee like Mrs. Carmichael wouldn't be easy. But for some reason, Mr. Mooney continues to be surprised and disappointed each time she doesn't follow the rules of convention. Instead of trying to understand the flurry of emotion Mrs. Carmichael is feeling and its effect on her ability to find the file, he just gets angry. Over time, it should become apparent that his anger can't control Mrs. Carmichael's strange methods for getting her work done, and he should instead try to understand why she files the way she does.

George

George Burns shows a high level of social awareness. He is perceptive in responding to Mrs. Carmichael. Instead of getting overly frustrated by her strange behavior, he asks good questions and strives to understand where she is coming from. He discovers she is funny, her logic doesn't add up, and she isn't going to be getting his file anytime soon, no matter what they do. In getting to know this new person for what she is, he discovers the next great bit for his stage routine.

Mrs. Carmichael

Mrs. Carmichael displays a low level of social awareness. She is at work, but can't contain herself: she is "starstruck" by George Burns. She also seems to miss Mr. Mooney and Mr. Burns's frustration with her inability to find the file. As she explains her logic for filing, she does nothing to calm them or build their faith in her ability to get the job done.

RELATIONSHIP MANAGEMENT LESSON 1: BRINGING THE SKILLS TOGETHER

Remember that emotions play a role in every interaction you have with another person, whether you are aware of them or not. Emotions often influence the "back and forth" between two people more than the words being said. The ability to spot emotions in the midst of an interaction, understand their influence, and respond effectively is the essence of relationship management. This can be very hard to do.

In the following scene from *The Pursuit of Happyness*, Chris Gardner (Will Smith) is a struggling salesman who has chosen to take an unpaid internship at a prestigious investment bank to make a better future for himself and his son. However, without a salary, he is failing to make ends meet. It is Saturday, and he's taking his son to play basketball before work. Observe the role that emotions play during their interaction.



[Log in to your assessment to watch the clip](#)

What happens between these two?



Chris disappoints his son.



Chris recognizes his mistake.



Chris makes a repair.

Chris disappoints his son.

Chris, thinking that he is protecting his son from future disappointment and failure, tries to be realistic with him. Instead, Chris's words destroy what little fun the boy gets to have with his hard-working father.

Chris recognizes his mistake.

Chris notices his son's dejected behavior. Chris realizes that, even though he meant well, his words did not have their intended effect. As Chris pauses to reflect, he realizes his own struggles with success and failure tainted the message. Where this realization would make most people defensive, Chris has the ability to stay focused on his son's feelings.

Chris makes a repair.

Chris repairs the broken conversation by acknowledging his mistake in discouraging his son's dream. The earnestness in Chris's voice shows his son he cares deeply about him, even though Chris's words don't say this directly. It's obvious that Chris remembers all of the times that he's been told he can't do something, and he uses these memories to empathize with his son's feelings.

RELATIONSHIP MANAGEMENT LESSON 2: SPEAKING DIRECTLY TO PEOPLE'S THOUGHTS AND FEELINGS

Relationship management is your ability to use the awareness of your own emotions and those of others to manage your interactions successfully. A major part of this skill is really understanding where others are coming from so that you can speak to them in a language they understand.

In the movie *The Hurricane*, Denzel Washington's character, Rubin 'Hurricane' Carter, is a renowned boxer who was falsely accused of a triple homicide and sentenced to three life terms in prison. In this scene, Rubin is appealing his case after having served twenty years of his sentence, and he asks to speak to the court before the judge makes his ruling. Watch how Rubin chooses his words carefully and gets his message across by reading the audience and tailoring his message to what they're ready to hear.



[Log in to your assessment to watch the clip](#)

How does Rubin demonstrate effective relationship management?



He Knows What They're Thinking.



Rubin Is Direct, Yet Tactful.

He Knows What They're Thinking.

When he speaks, Rubin clearly has the audience in mind. Instead of acting defensive or angry—two emotions that would be understandable for someone in his position—Reuben speaks to the audience's thoughts and feelings. Even though he is innocent, Rubin knows how he is perceived and he understands the importance of addressing people's beliefs about him directly if he's ever going to win them over. Acknowledging the perceptions that others have of him levels the playing field and builds trust.

Rubin Is Direct, Yet Tactful.

Rubin accepts that a tough conversation with the judge has to happen if he wishes to be exonerated. With this in mind, Reuben challenges the judge to consider the evidence against him and embrace his purpose as a judge—providing justice. By remaining poised (the result of keeping his own strong emotions in check) as he tactfully acknowledges the judge's perspective and position, Rubin earns his freedom.

RELATIONSHIP MANAGEMENT LESSON 3: SHOW PEOPLE THEY'RE IMPORTANT TO YOU

Spotting opportunities to show people that they're important to you is critical to building quality relationships. The following clip from *Lost In Translation* shows us what happens when these opportunities are missed.



[Log in to your assessment to watch the clip](#)

How does John make his wife feel unimportant?



John?



Oh, This Is My Wife,
Charlotte.

John?

It can be a little awkward when someone you haven't seen in a while calls out your name unexpectedly. When John realizes that it's Kelly, an old work friend, tunnel vision sets in, and he nearly forgets that his wife is standing right next to him. In failing to introduce his wife to Kelly, John not only misses an opportunity to show that she's important, he makes her feel unimportant.

Oh, This Is My Wife, Charlotte.

It's not until Kelly gestures to John about his wife that he finally introduces her to Kelly. Then, he introduces her so quickly—moving on to talk about himself and his career—that she's still left feeling unimportant. His actions erode the quality of their relationship right before our eyes.

RELATIONSHIP MANAGEMENT LESSON 4: SHARING ADVICE SO THE MESSAGE IS HEARD

We all have important decisions to make in life. When someone offers their own ideas about what we should do, it can be easy to get defensive, especially when their opinions aren't in line with our own.

To be successful, this type of conversation relies on sophisticated relationship management skills. Let's explore a moment like this in *Meet Joe Black*. The clip opens with a father (William, played by Anthony Hopkins) and daughter (Susan, played by Claire Forlani) on a helicopter discussing her boyfriend (Drew). William courageously jumps right into the conversation by asking, "Do you love Drew?" Watch how the father manages this important conversation and relationship.



[Log in to your assessment to watch the clip](#)

How does William make sure the message is heard?



Do You Love Drew?



I Want You to Get Swept Away.



William Uses All Four Skills.

Do You Love Drew?

William asks this question point-blank not once, but twice. When his daughter avoids answering, he asks if she's going to marry Drew. He quickly reads her discomfort with this question (social awareness) and changes his approach by sharing that he is "crazy about Drew" thinking this might help her relax. When she stays defensive, he knows better than to keep pushing and figures out a better way to get through to her.

I Want You to Get Swept Away.

William begins to break through his daughter's defensiveness when he shares that he doesn't see her showing any thrill or excitement about her relationship. William is clearly learning how to get through to her on the fly, and his flexible approach is the key to making this conversation a success. Things really turn a corner when William says, "I want you to get swept away." This comment puts a smile on her face because she finally understands where he's coming from. He isn't criticizing her—he simply wants her to be happy. Once she realizes this, she responds to him differently. She turns toward him and participates in the conversation, clear signs that she's no longer feeling defensive and is ready to hear what he has to say.

William Uses All Four Skills.

This interaction is a good example of using the first three EQ skills to manage a relationship effectively. William wants his daughter to think differently, and to do this, he has to be self-aware and understand what he can offer her. He uses self-management to manage his own emotions and choose his responses wisely. He uses social awareness to watch every cue from her, which helps him decide to push harder or try a different approach.

