

SEI 360 EMOTIONAL INTELLIGENCE MULTI-RATER ASSESSMENT

Measure & Develop Human Capacity

SEI 360 FEEDBACK

International Edition

Report prepared for Sample Report
On: 25 March 2021

Executive Summary

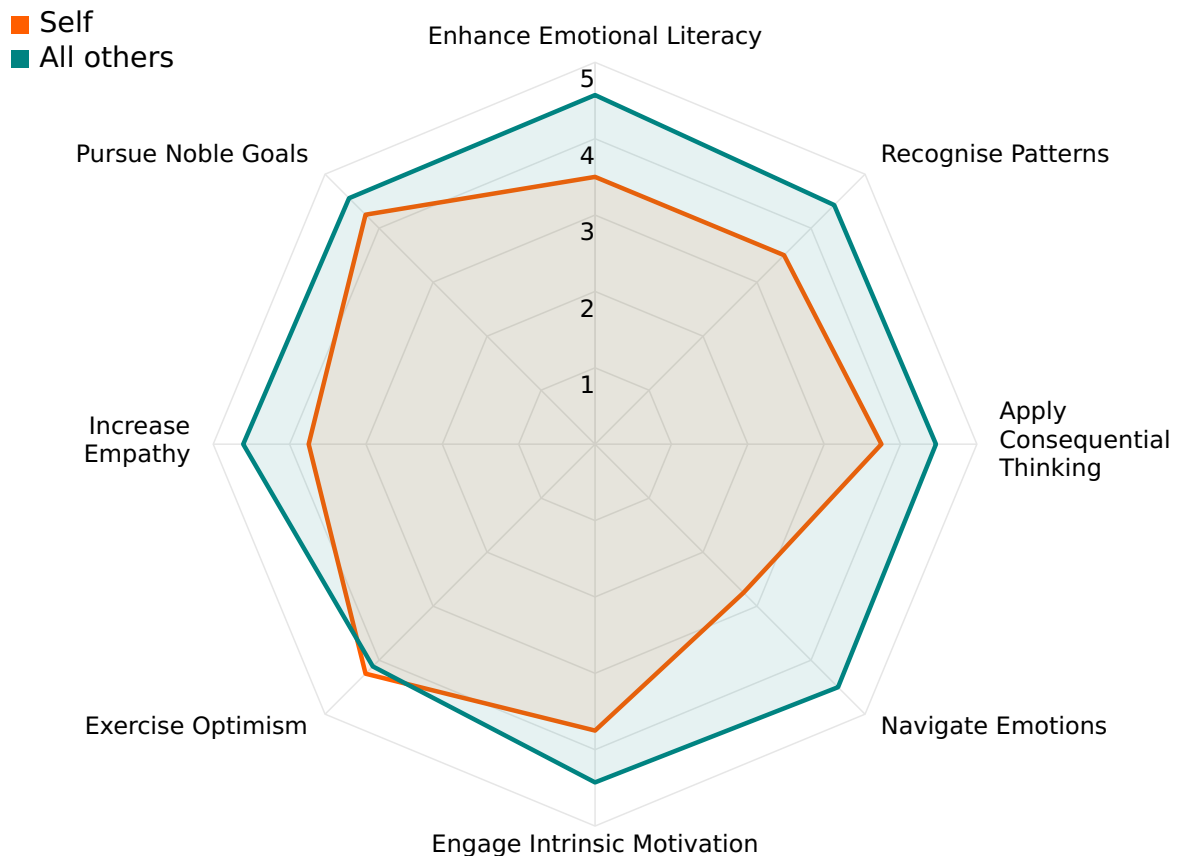
This report will describe your results on the SEI 360° assessment and illustrate how you and others perceive your emotional intelligence performance (EP) — EP shows how you are using your emotional intelligence skills to create optimal relationships.

The report includes:

- Introduction to emotional intelligence and to the Six Seconds EQ Model.
- Chart of your SEI 360° scores (self evaluation).
- Chart of your SEI 360° scores (others' evaluation).
- Concluding remarks.

Your Profile at a Glance

This graph shows your and others' perceptions of your emotional performance. The orange line shows your self-perception scores; the green shows others' perceptions. A line closer to the outside of the graph represents a higher score.



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Section 1: Using this Tool

Emotional intelligence is the capacity to integrate reason and emotion to make effective decisions. Emotional intelligence, sometimes abbreviated “EQ” for “emotional quotient,” describes an internal capacity rather than a set of behaviors. Just as someone who is strong in mathematical intelligence may or may not do math problems, someone strong in EQ may or may not use the skills. Emotional Performance (EP) is a way of describing the behaviors. Someone with strong EP is utilizing their emotional intelligence and putting it into practice.

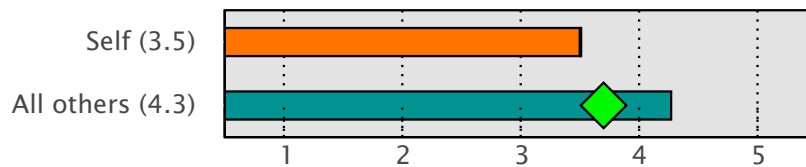
The SEI 360° provides feedback about your Emotional Performance from two points of view: your self-evaluation and others’ evaluations. This report will show you how you see yourself using your EQ skills, and how others perceive you.

The items on the SEI 360° asked you to reflect on your own behaviors. The tool also asked your colleagues for their perceptions. The goal is to help you see how you are demonstrating your skills to others – how you are “coming across.”

Your ability to use EQ is revealed in what you say and do on a daily basis. People who interact with you regularly are an excellent source of information on your behavior. If you rely solely on one person who knows you well for feedback, it tends to be biased. When a group of people are asked what they observe you say and do, trends emerge that reveal evidence of your true Emotional Performance.

Interpreting the Graphs

This is an example of a chart of one competence:



The first bar represents your view; the second bar shows the opinion of others who rated you. On the “Others” bar you’ll see a diamond – this is a performance target calculated from the SEI database. If the target is white, it may be a development area; if it is green, this may be a strength you can leverage.



Section 2: EQ in Action

The SEI 360° is based on the Six Seconds Emotional Intelligence Model. This model of EQ-in-Action begins with three important pursuits: to become more aware (noticing what you do), more intentional (doing what you mean), and more purposeful (doing it for a reason).

Know Yourself

Clearly seeing what you feel and do. Emotions are data, and these competencies allow you to accurately collect that information.

Choose Yourself

Doing what you mean to do. Instead of reacting “on autopilot,” these competencies allow you to proactively respond.

Give Yourself

Doing it for a reason. These competencies help you put your vision and mission into action so you lead with purpose and full integrity.



Know Yourself gives you the “what” – when you Know Yourself, you know your strengths and challenges, you know what you are doing, what you want, and what to change.

Choose Yourself provides the “how” – it shows you how to take action, how to influence yourself and others, how to “operationalize” these concepts.

Give Yourself delivers the “why” – when you Give Yourself you are clear and full of energy so that you stay focused and know why to respond a certain way, why to move in a new direction, and why others should come on board.



Emotional Performance Scores

Your EP scores are shown below — an overall score plus scores in each of the three areas:

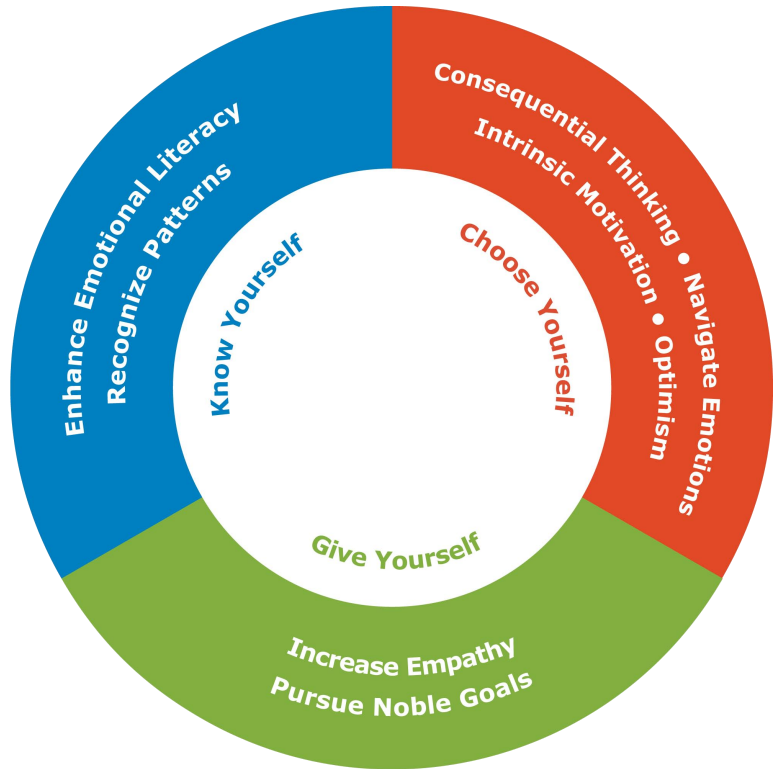


Section 3: Core Competencies

Within each of the three pursuits, the SEI measures specific competencies that facilitate each pursuit.

The eight competencies are shown to the right and in the table below.

On the next page you will see your scores for each competency.



The Six Seconds EQ Model:

Pursuit	Competency	Definition
Know Yourself	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings.
	Recognize Patterns	Acknowledging frequently recurring reactions and behaviors.
Choose Yourself	Apply Consequential Thinking	Evaluating the costs and benefits of your choices
	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource.
	Engage Intrinsic Motivation	Gaining energy from personal values & commitments vs. being driven by external forces.
	Exercise Optimism	Taking a proactive perspective of hope and possibility.
Give Yourself	Increase Empathy	Recognizing and appropriately responding to others' emotions.
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose.



Emotional Performance Scores: Core Competencies

<p>Enhance Emotional Literacy</p>	<p>Self (3.5) All others (4.6)</p>	
<p>Recognise Patterns</p>	<p>Self (3.5) All others (4.4)</p>	
<p>Apply Consequential Thinking</p>	<p>Self (3.8) All others (4.5)</p>	
<p>Navigate Emotions</p>	<p>Self (2.8) All others (4.5)</p>	
<p>Engage Intrinsic Motivation</p>	<p>Self (3.8) All others (4.4)</p>	
<p>Exercise Optimism</p>	<p>Self (4.3) All others (4.1)</p>	
<p>Increase Empathy</p>	<p>Self (3.8) All others (4.6)</p>	
<p>Pursue Noble Goals</p>	<p>Self (4.3) All others (4.6)</p>	



Section 4: Competencies in Detail

In this section you will see a definition of each competency plus your scores. The people who provide feedback are called “raters” and, depending how your project was created, you could have many different groups of raters.

In the following charts you will see responses from different groups of raters. “All others” is a compilation of all the people who provided feedback, excluding your own feedback. “All others” may be further broken down into subgroups. However, this will only be done when it will not compromise the anonymity of any of your raters, thus not all categories of raters will necessarily be shown separately.

Your Rater Groups:

Category	Number of raters
Subordinates	4
Supervisors	3



1. Enhance Emotional Literacy

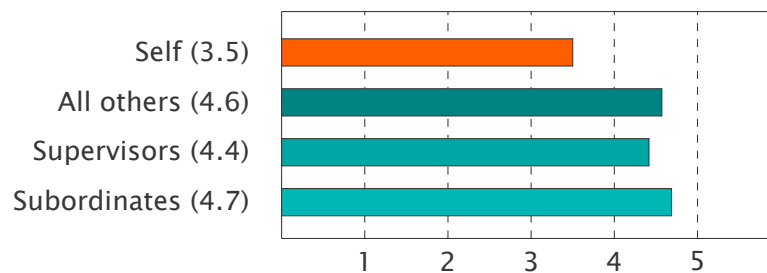
Definition: Accurately identifying and interpreting both simple and compound feelings.

Importance: Emotions are chemicals, a form of neurotransmitters, that provide data about yourself and others; emotions are a feedback system delivering information that drives behavior and decisions. Emotional literacy is the capacity to access and interpret that data.



Emotional literacy helps you notice, name, and understand feelings. This critical information about you (and about others), gives you insight into the core drivers of behavior. Such understanding is also key to managing your reactions.

Ratings:



2. Recognise Patterns

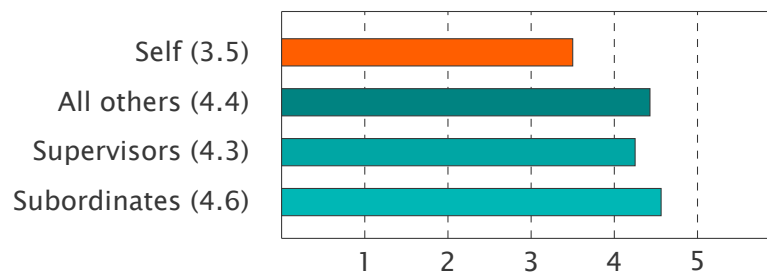
Definition: Acknowledging frequently recurring reactions and behaviors.

Importance: Sometimes people assess new situations and respond carefully and thoughtfully, but frequently they run on autopilot, reacting unconsciously, based on habit. In part it's because the human brain is wired to form and follow neural pathways. Left unconscious, these patterns can inhibit optimal performance because they are a generalized response rather than one carefully tailored to the current situation.



Recognizing Patterns helps you track and monitor your reactions – which is an essential step to managing them. Recognizing your own patterns will also help you see others' patterns – which will be invaluable in coaching others off of autopilot as well.

Ratings:



3. Apply Consequential Thinking

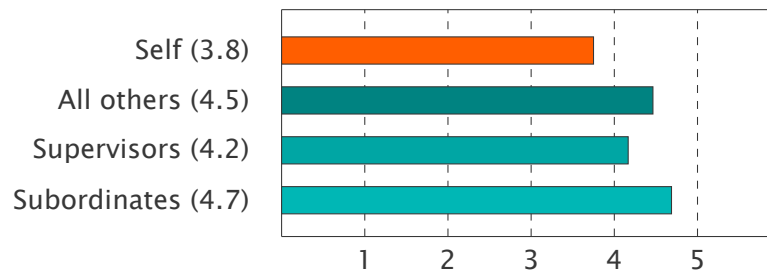
Definition: Evaluating the costs and benefits of your choices.

Importance: This skill helps you assess your decisions and their effects. It is key to managing your impulses and acting intentionally (rather than reacting). It's a process of analyzing and reflecting, using both thoughts and feelings, to identify a response that is optimal for yourself and others.



This competence is critical for making a strategic plan that accounts for the human dynamics – and for managing your own behavior as you execute that plan.

Ratings:



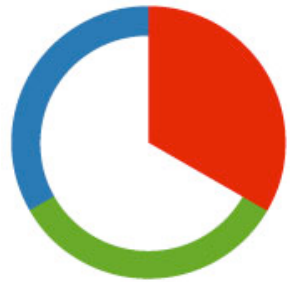
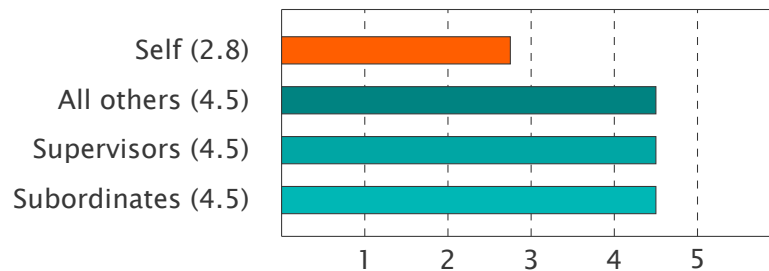
4. Navigate Emotions

Definition: Assessing, harnessing, and transforming emotions as a strategic resource.

Importance: People are often told to control their emotions, to suppress feelings like anger, joy, or fear, and eliminate them from the decision-making process. However, feelings provide insight and energy; they drive decision-making and behavior – without emotion people literally cannot make decisions.

So rather than ignoring feelings or controlling them through sheer force of will, this competence lets you manage emotions, gain valuable insight from them, and then transform them so you create feelings that are helpful to you and others.

Ratings:



5. Engage Intrinsic Motivation

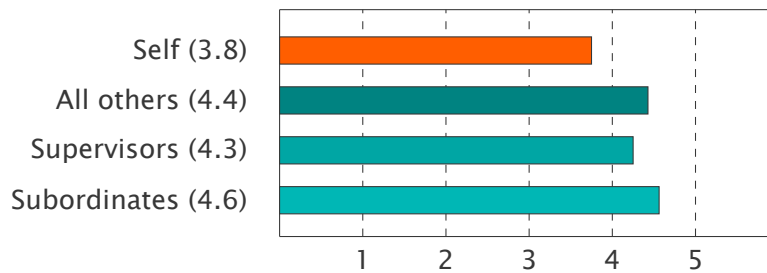
Definition: Gaining energy from personal values and commitments vs. being driven by external forces.

Importance: People who require external reinforcement to be motivated are always at the mercy of others' approval or reward system. This ultimately reduces self-efficacy.

Engaging Intrinsic Motivation helps you develop and use lasting inner drivers. This allows you to stand up, challenge the status quo, take risks, and persevere when the going is tough — and it helps you inspire that in others.



Ratings:



6. Exercise Optimism

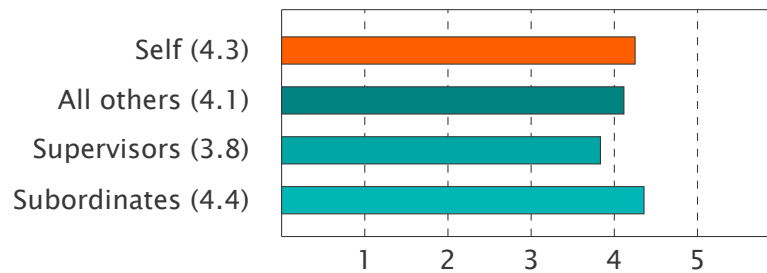
Definition: Taking a proactive perspective of hope and possibility.

Importance: This learned way of thinking + feeling gives you ownership of your decisions and outcomes. Everyone uses both optimistic and pessimistic styles of feeling + thinking, some tend to use one more often.



An optimistic outlook increases the pool of choices and the opportunity for success. This provides a solution-oriented approach, helps you innovate, and allows you to engage others' positive energy. Optimism helps you see beyond the present and take ownership of the future.

Ratings:



7. Increase Empathy

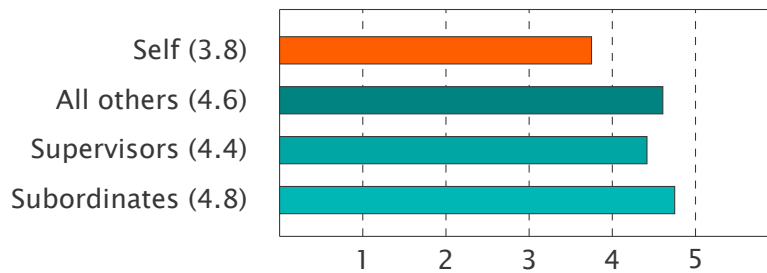
Definition: Recognizing and appropriately responding to others' emotions

Importance: Empathy is a nonjudgmental openness to others' feelings and experiences that builds connection and awareness. It starts by noticing both the pleasant and unpleasant feelings and genuinely caring what the other person is experiencing. The next steps include listening, sharing, and responding in a way that shows your concern.

Empathy is key to understanding others and forming enduring and trusting relationships. It ensures you take other people into account in your decision-making and gives them a rock-solid assurance that you are on the same team.



Ratings:



8. Pursue Noble Goals

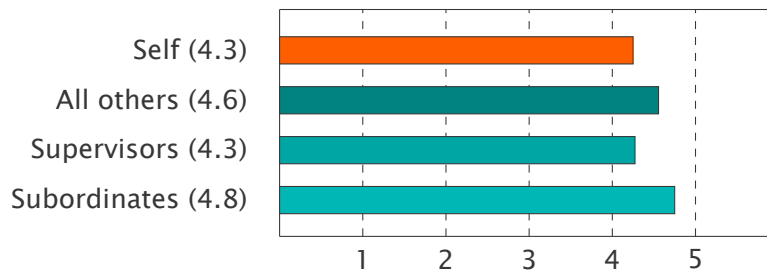
Definition: Connecting your daily choices with your overarching sense of purpose.

Importance: Noble Goals activate all of the other competencies in the Six Seconds Model. When people examine their personal vision, mission, and legacy, and use that conviction to set their goals and objectives, emotional intelligence gains relevance and power.



When you are clear about your Noble Goal, you feel compelled to pay fierce attention to your daily choices to ensure that you are not undermining your life’s purpose. Pursuing a Noble Goal facilitates integrity and ethical behavior, which helps you maintain focus, inspire others, and access your full power and potential.

Ratings:



Section 5: Outcomes

The following table shows the ratings you received on various emotional intelligence outcomes.

is in good health	 <p>Self (3) All others (4.5) Supervisors (4.3) Subordinates (4.7)</p>
seems to have a good life	 <p>Self (4) All others (4.7) Supervisors (4.7) Subordinates (4.7)</p>
has excellent relationships	 <p>Self (2) All others (4.2) Supervisors (4) Subordinates (4.3)</p>
is achieving her/his goals	 <p>Self (4) All others (4) Supervisors (3.3) Subordinates (4.7)</p>
makes decisions that lead to positive results	 <p>Self (4) All others (4.5) Supervisors (4) Subordinates (5)</p>





Section 6: Numerical Tables

Self–Others

This table shows your and others’ scores for each part of the EQ Model; this is the same data you saw above consolidated into one table.

Question text	EP	KY	EEL	RP	CY	ACT	NE	EIM	EO	GY	IE	PNG
Self	3.71	3.50	3.50	3.50	3.63	3.75	2.75	3.75	4.25	4.00	3.75	4.25
All others	4.48	4.50	4.57	4.43	4.38	4.46	4.50	4.43	4.12	4.57	4.61	4.56
Supervisors	4.28	4.33	4.42	4.25	4.19	4.17	4.50	4.25	3.83	4.33	4.42	4.27
Subordinates	4.63	4.63	4.69	4.56	4.52	4.69	4.50	4.56	4.36	4.75	4.75	4.75

EP: Emotional Performance

KY: Know Yourself

EEL: Enhance Emotional Literacy

RP: Recognise Patterns

CY: Choose Yourself

ACT: Apply Consequential Thinking

NE: Navigate Emotions

EIM: Engage Intrinsic Motivation

EO: Exercise Optimism

GY: Give Yourself

IE: Increase Empathy

PNG: Pursue Noble Goals



Largest Gaps

Below are the items with the highest gap between your perception (self evaluation) and others' rating. For each there is a space for you to reflect about that gap.

Self Rating Higher

Item	Self	All others
encourages me to be hopeful	5	4.29
What can you learn from this?		
discusses the emotional impact of decisions	5	4.43
What can you learn from this?		
talks about the long-term vision	5	4.43
What can you learn from this?		
is proactive (takes action without having to be pushed by others)	5	4.57
What can you learn from this?		
makes decisions based on important values	5	4.57
What can you learn from this?		



Others' Rating Higher

Item	Self	All others
adjusts easily to new situations	2	4.71
What can you learn from this?		
is able to explain her/his feelings	2	4.71
What can you learn from this?		
reflects before jumping to decisions	2	4.71
What can you learn from this?		
genuinely cares about people	2	4.57
What can you learn from this?		



Responses by Question

The following table shows the number of people that rated you 1, 2, 3, 4 or 5 on each item. The last column on the right shows the mean score (all others). Your self-perception scores are marked in orange.

Question text	1	2	3	4	5	Average
notices my feelings	0	0	0	0	7	5.00
uses a wide variety of feeling words	1	0	0	3	3	4.00
discusses the emotional impact of decisions	0	0	0	4	3	4.43
makes decisions based on important values	0	0	1	1	5	4.57
accurately describes his/her own behavior	1	0	0	2	4	4.14
is proactive (takes action without having to be pushed by others)	0	0	0	3	4	4.57
takes responsibility for solving problems instead of blaming others	1	0	1	2	2	3.67
sees the best in situations	1	0	0	2	3	4.00
manages her/his reactions skillfully	1	0	0	2	4	4.14
is aware of her/his reactions	0	0	0	2	5	4.71
talks about the long-term vision	0	0	1	2	4	4.43
sets goals that energize her/him	0	0	1	4	2	4.14
expresses emotions appropriately	0	0	0	2	5	4.71
genuinely cares about people	0	0	1	1	5	4.57
is independent	0	0	1	3	3	4.29
inspires me with her/his passion and commitment	0	0	0	3	3	4.50
is able to talk about what makes him/her anxious	0	0	0	4	3	4.43
accurately explains why someone feels a particular way	0	0	0	2	5	4.71
adjusts easily to new situations	0	0	0	2	5	4.71
considers the consequences of his/her behavior on others	0	0	2	1	4	4.29
is able to explain her/his feelings	0	0	0	2	5	4.71



Question text	1	2	3	4	5	Average
recognizes the “hot buttons” that provoke him/her	0	0	0	4	3	4.43
reflects before jumping to decisions	0	0	0	2	5	4.71
manages her/his emotions effectively even in difficult situations	0	0	0	4	3	4.43
thinks of solutions even in challenging situations	0	0	1	2	4	4.43
motivates her/himself	0	0	0	2	5	4.71
includes others’ feelings when making decisions	0	0	1	2	4	4.43
appropriately communicates about emotions with others	0	0	0	1	6	4.86
has integrity	0	0	0	2	5	4.71
has an intuitive understanding of others	0	0	0	5	2	4.29
encourages me to be hopeful	0	0	2	1	4	4.29
is truly interested in what I say	0	0	1	1	5	4.57



Section 7: Narrative

Examples

On the SEI 360 you and your raters had the option to add examples or comments for each question. These comments appear below; your own comments are shown in orange.

No comments present.



Start, Stop, Continue

To help you integrate these concepts and take action, the SEI 360 asked your raters (and you) to answer three concluding questions. Here are the comments; your own comments appear in orange.

A. START – what would you like to see Sample start doing or do more?

- Sample text self...
- Sample text – Supervisor...
- Sample text – Supervisor...
- Sample text subordinate...
- Sample text subordinate...
- Sample text – Supervisor...
- Sample text subordinate...

B. STOP – what would you encourage Sample to stop doing or do less?

- Sample text self...
- Sample text – Supervisor...
- Sample text subordinate...
- Sample text – Supervisor...
- Sample text subordinate...
- Sample text subordinate...
- Sample text – Supervisor...

C. CONTINUE – what is Sample doing now (that is effective) that you'd like to see continue?

- Sample text self...
- Sample text – Supervisor...
- Sample text – Supervisor...
- Sample text subordinate...



- Sample text subordinate...
- Sample text – Supervisor...
- Sample text subordinate...



Section 8: Conclusions

Reflection

Answer these questions to help you gain the most value from this report:

What are you feeling now about what you've just read?

Are you surprised by anything? What?

Is there any of the feedback you received that you find challenging?

Is there any feedback you received that you are particularly happy about or feel proud of?

Which EQ areas are you interested in developing? Why?

Which areas of EQ are your strengths? Could you use those more?



Action Plan

Step	Objective 1	Objective 2	Objective 3
<p>Know Yourself: What do you want to work on?</p>			
<p>Choose Yourself: How can you do that? What will it look like to succeed? What are your key action steps?</p>			
<p>Give Yourself: Why do you want to improve in this area? How will this help you achieve your vision and purpose?</p>			



Conclusion

We would like to leave you with three key points about this report:

It's Data

The SEI 360° is intended to provide feedback, data, for you to consider. This data isn't "Truth," it isn't you in all situations. Many people find this data to be valuable, but its usefulness depends on many factors (such as how well your raters know you, and how accurate you and they are when providing the feedback), and how open you are to learning from this experience.

It's Powerful

Based on research and experience, the competencies in the Six Seconds Model are important for work and life success; they are linked to relationship quality, personal effectiveness, health, and life satisfaction. So please think over these results and consider how they are borne out in your day-to-day life. By developing and leveraging the EQ competencies you can make significant positive change.

It's Up to You

Your current Emotional Performance is not permanent. Again, from research and experience, we know that all the competencies in Six Seconds Model are learnable. So if there is any aspect of your Emotional Performance that you want to change, you can! Talk through this data with the coach who administered the SEI 360 and use the action planning tools above. Further reading and additional tools are available on www.6seconds.org.

[Congratulations on your decision to explore your emotional performance — may it enrich your life personally and professionally.](#)

– The Six Seconds' Team

Joshua Freedman, Massimiliano Ghini, Anabel Jensen

