

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



ECI Case1  
GENERIC  
09/27/01

**HayGroup®**

# Introduction

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

## What Is Emotional Intelligence?

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

## Emotional Competencies

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

## How This Report Is Organized

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

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

# Interpreting Your Feedback

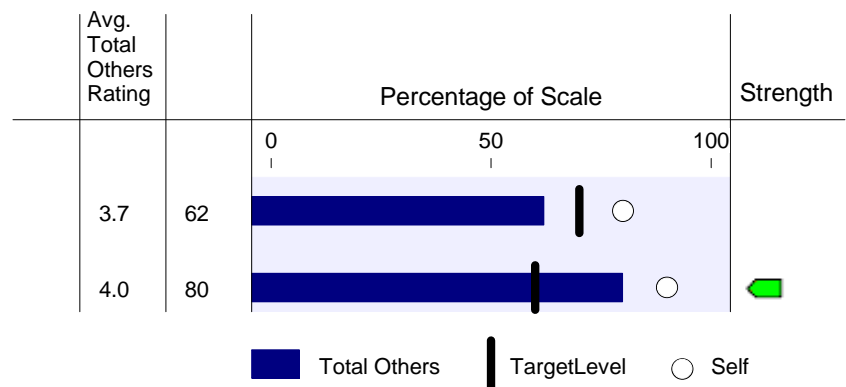
*A guide to what you'll see in your ECI*

## Interpreting the ECI Summary

The ECI Summary provides an overview of your strengths and areas for improvement. All the competencies measured in this report are listed and organized by cluster.

### Competency Scores

To the right of each competency, you will see **Avg Total Others Rating**. This is the mean score from everyone, excluding yourself, who provided you with feedback. The **% Total Others Rating** is the standardized Total Others Score.



The bars represent your Total Others Score. The circle represents your rating, how you saw yourself on that competency. The vertical line represents the target level for the competency.

When the Total Others bar matches or is to the right of the Target Level line, the competency is considered a strength. In this case, a green arrow will appear for that competency under the strength column.

### Clusters and Algorithms

In the Introduction section it was noted that you do not need to master every emotional competency to be effective. In fact, research has shown that there is an algorithm or a certain combination of competencies that distinguishes the outstanding performers.

The algorithm is represented by the numbers to the left of each competency or group of competencies. These numbers represent the number of competencies needed to have strength in this cluster. If an individual competency has a "1" to the left, it is considered mandatory. That is, in order to have strength in the cluster, you must demonstrate this competency at, or above, the target level. If a group of competencies has a "1" to the left, you will need to demonstrate mastery (at or above the target level) in at least 1 of the competencies in this group.

*Continued*

# Interpreting Your Feedback

A guide to what you'll see in your ECI

To the left of each cluster, you will see a diamond.

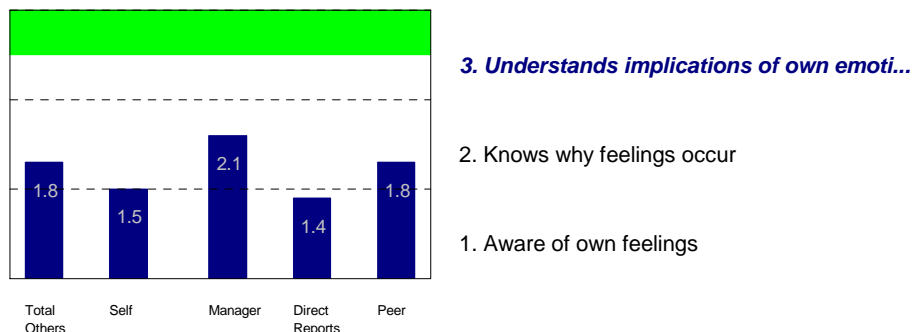
The shading of the diamond indicates your overall strength for this cluster of competencies, determined by the algorithm.

- ◆ Indicates a solid cluster strength (algorithm has been met)
- ◊ Indicates you are close to a strength, but need to develop at least one more competency to meet the algorithm criteria
- ◇ Indicates an area for development

## Interpreting the ECI Detail Report

The ECI competency detail report provides scores by rater group for each of the emotional competencies measured in this report.

*Competency Scales:* To the right of the graph, the specific behaviors for each competency are arranged in a scale of increasing intensity, sophistication, complexity, or completeness. These scales also reflect the manner in which people tend to develop the competency, with the easier behaviors at the bottom of the scale and the hardest at the top. For each group of people who provided feedback you receive a single-scale score that which reflects their overall opinion, with the items from the "higher" part of the scale weighted more heavily. This score is shown as a bar on a graph for each competency.



*Target Levels:* For each competency, a desirable level has been selected to represent the level at which use of the competency is likely to be most effective. This level is indicated by the shaded area of the graph.

## Emotional Intelligence Competency Model



### Self-Awareness

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

### Self-Management

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

### Social Awareness

- Empathy
- Organizational Awareness
- Service Orientation

### Social Skills

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

## Data Validity

*Summarizes the source and quality of the feedback data*

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

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prccd.	Low	High	Low	High
Self	1	1	1				
Manager	1	1	1				
Direct Reports	3	3	3				
Peer	3	3	3				
Family Member	0	0	0				
Business Associate	0	0	0				
Client/Customer	0	0	0				
Other	0	0	0				

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

### Ratings Familiarity

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

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

### Rater Agreement

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

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

# ECI Summary

Cluster / Competencies	Avg. Total Others Rating	% Total Others Rating	Percentage of Scale	Strength
<b>Self-Awareness</b> 3 { Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	1.8 3.1 3.2	60 78 64		
<b>Self-Management</b> 1 - Self-Control 1 { Trustworthiness Conscientiousness Adaptability 1 { Achievement Orientation Initiative	2.6 2.0 2.5 3.5 3.1 2.6	87 67 83 88 52 65		
<b>Social Awareness</b> 1 - Empathy 1 { Organizational Awareness Service Orientation	5.6 3.1 3.6	93 78 72		

















◆ Cluster Strength

◆ Close to Cluster Strength

◆ Cluster to Develop



# ECI Summary

Cluster / Competencies	Avg. Total Others Rating	% Total Others Rating	Percentage of Scale	Strength
<b>Social Skills</b>			0   50   100	
1 { Developing Others	3.6	90		
1 { Leadership	2.5	63		
1 - Influence	3.8	76		
0 { Communication	3.7	93		
0 { Change Catalyst	3.3	66		
1 { Conflict Management	2.9	73		
1 { Building Bonds	3.6	90		
1 { Teamwork & Collaboration	4.6	92		

◆ Cluster Strength

◆ Close to Cluster Strength

◇ Cluster to Develop

 Total Others     TargetLevel     Self

# Self-Awareness

## Emotional Self-Awareness

Recognizing how our emotions effect our performance.



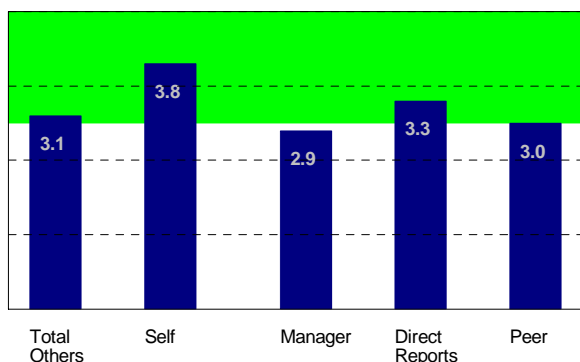
**3. Understands implications of own emotions**

2. Knows why feelings occur

1. Aware of own feelings

## Accurate Self-Assessment

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



4. Makes long-term self-development plans

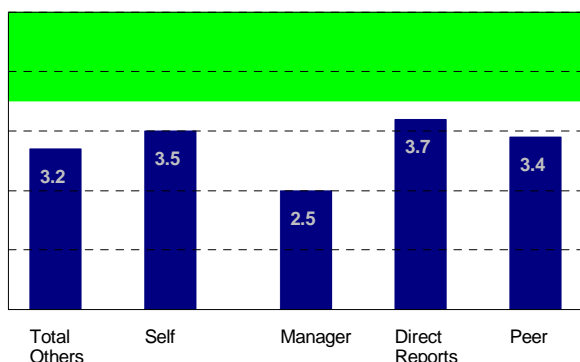
**3. Leverages self-awareness**

2. Is open to feedback

1. Aware of own strengths & limits

## Self-Confidence

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



5. Takes on challenges willingly

**4. Presence**

3. Decisiveness

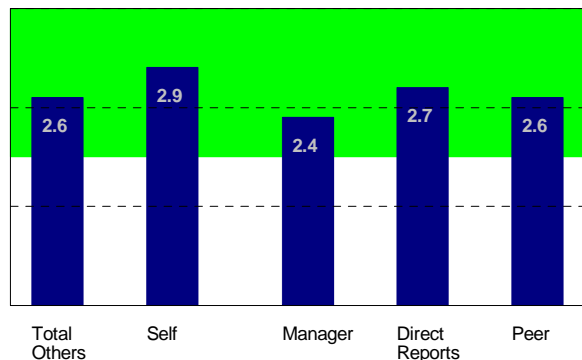
2. Is confident in own ability

1. Acts independently

# Self-Management

## Self-Control

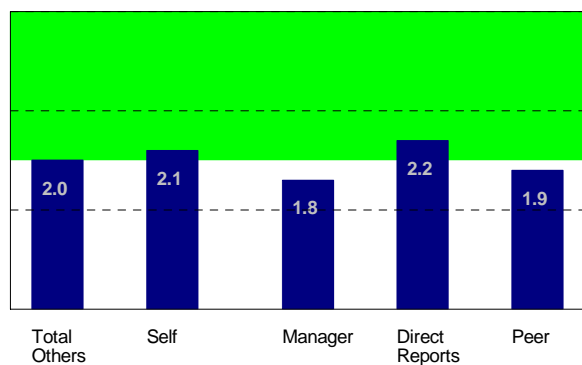
Keeping disruptive emotions and impulses in check.



- 3. Calms Others
- 2. Responds calmly**
- 1. Shows restraint

## Trustworthiness

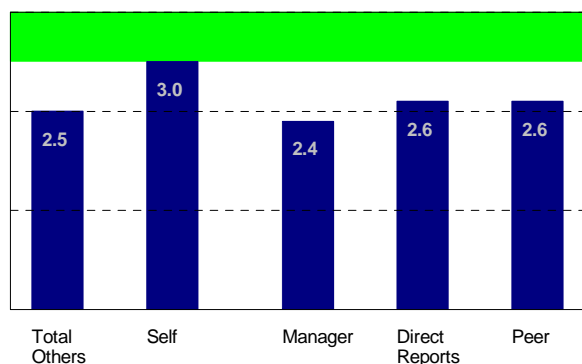
Maintaining integrity, acting congruently with one's values.



- 3. Acts on values inspite of pressure to do otherwise
- 2. Publicly admits to mistakes**
- 1. Acts consistently with values

## Conscientiousness

Taking responsibility for personal performance.

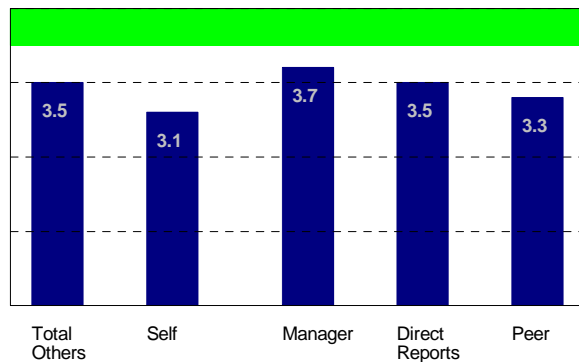


- 3. Takes personal responsibility**
- 2. Follows through
- 1. Is careful and accurate

# Self-Management

## Adaptability

Flexibility in handling change.

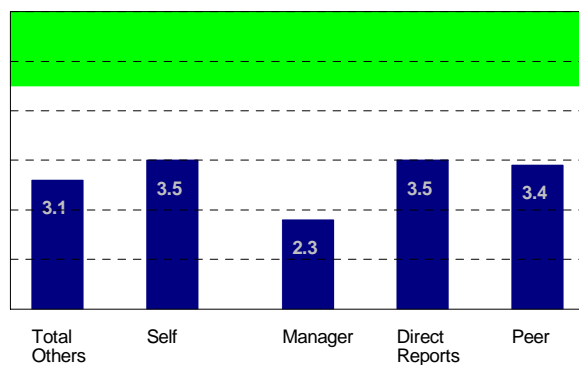


### 4. Adapts or changes strategy

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

## Achievement Orientation

Striving to improve or meeting a standard of excellence.



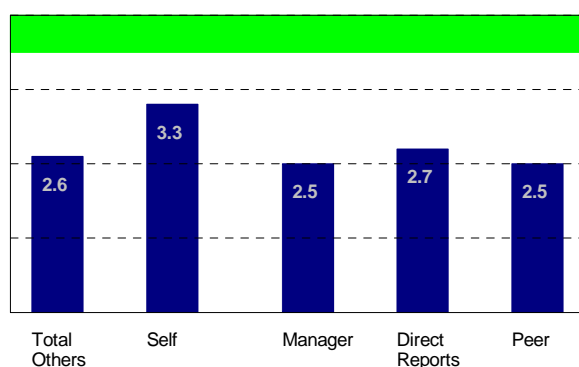
### 6. Takes calculated risks

### 5. Anticipates obstacles

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

## Initiative

Readiness to act on opportunities.



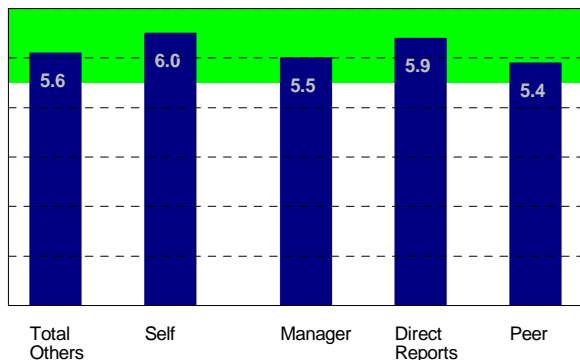
### 4. Initiates action for future

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

# Social Awareness

## Empathy

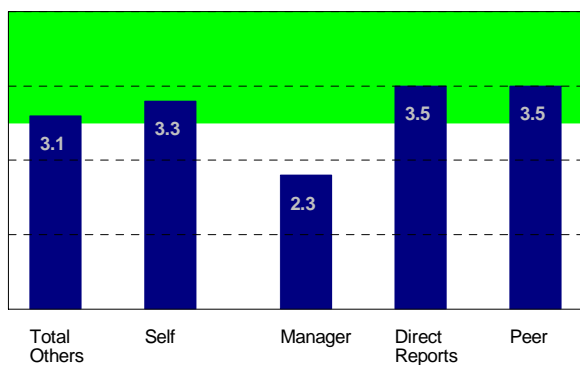
Sensing others' feelings and perspectives, and taking an active interest in their concerns.



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

## Organizational Awareness

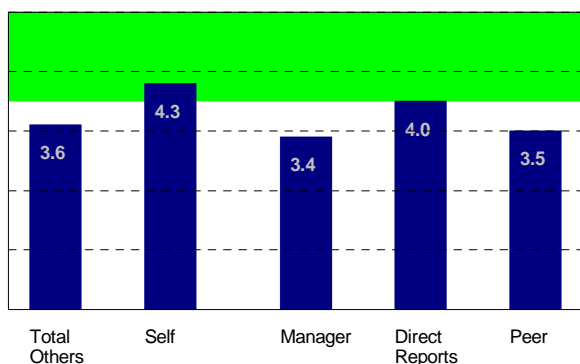
Reading a group's emotional currents and power relationships.



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

## Service Orientation

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

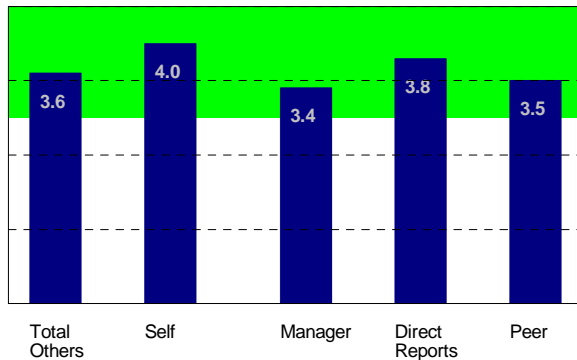


- 5. Acts as a trusted advisor
- 4. Addresses underlying needs**
- 3. Takes personal responsibility
- 2. Monitors satisfaction
- 1. Maintains clear communication

# Social Skills

## Developing Others

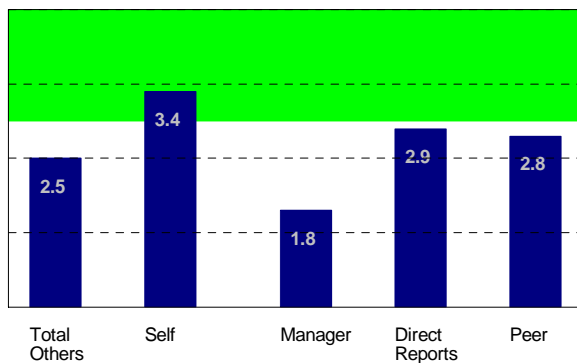
Sensing others' development needs and bolstering their abilities.



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

## Leadership

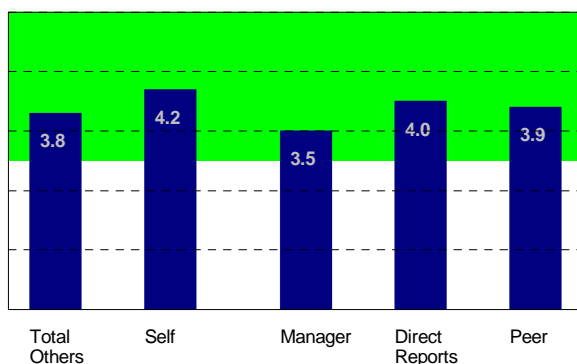
Inspiring and guiding individuals and groups.



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

## Influence

Having impact on others.

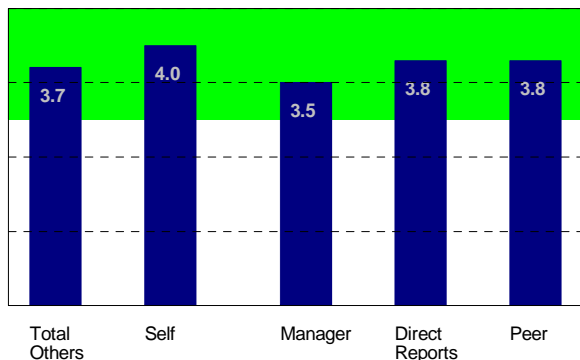


- 5. Uses complex influence strategies
- 4. Uses indirect influence
- 3. Anticipates impact of actions or words**
- 2. Persuades based on facts and reason
- 1. Concern with image

# Social Skills

## Communication

Listening openly and sending convincing messages.



4. Fine tunes delivery

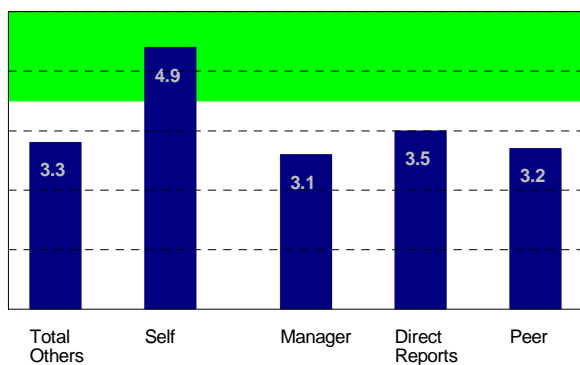
### 3. Effective in give-and-take

2. Clarifies or emphasizes the message

1. Engages audience

## Change Catalyst

Initiating or managing change.



5. Champions change

### 4. Personally leads change

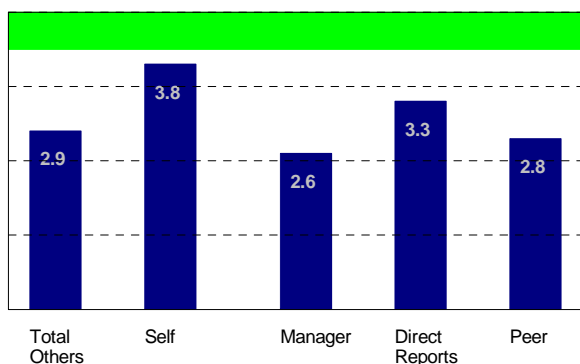
3. Acts to support change

2. Expresses vision for change

1. Defines general need for change

## Conflict Management

Negotiating and resolving disagreements.



### 4. Orchestrates win-win solutions

3. De-escalates conflicts

2. Maintains objectivity

1. Spots potential conflict

# Social Skills

## Building Bonds

Nurturing instrumental relationships.

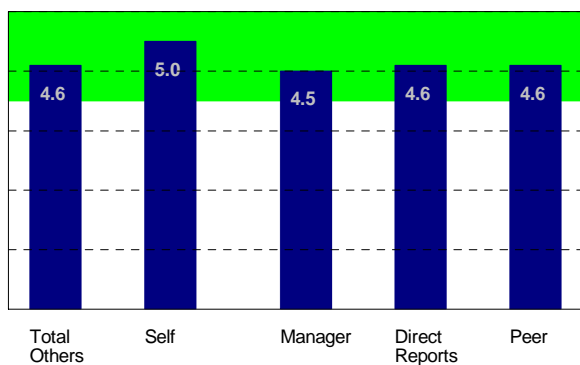


**4. Uses strong mutual relationships**

- 3. Cultivates and maintains networks
- 2. Establishes relationships
- 1. Builds rapport

## Teamwork & Collaboration

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



5. Builds team spirit

**4. Encourages others**

- 3. Solicits input
- 2. Expresses positive expectations
- 1. Cooperates

**Item Frequency Report**  
**Self-Awareness Cluster**

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

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

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

### Item Frequency Report Self-Awareness Cluster

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

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

**Item Frequency Report**  
**Self-Management Cluster**

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

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

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



### Item Frequency Report Self-Management Cluster

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

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

**Item Frequency Report**  
**Self-Management Cluster**

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

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

**Item Frequency Report**  
**Social Awareness Cluster**

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

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



### Item Frequency Report Social Awareness Cluster

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

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



**Item Frequency Report**  
**Social Skills Cluster**

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

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**Item Frequency Report**  
**Social Skills Cluster**

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

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**Item Frequency Report**  
**Social Skills Cluster**

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

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**Item Frequency Report**  
**Social Skills Cluster**

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

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

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