

### Self-Awareness Assessment

#### Scoring Key

SKILL AREA	ITEMS	ASSESSMENT	
		PRE-	POST-
Self-disclosure and openness to feedback	1, 2, 3, 9, 11	_____	_____
Awareness of own values, emotional intelligence, change orientation, and core self-evaluation	4, 5, 6, 7, 8, 10	_____	_____
	<b>Total Score</b>	_____	_____

#### Comparison Data (N = 1,500 students)

Compare your scores to three standards:

1. The maximum possible score = 66
2. The scores of other students in the class.
3. Norm data from more than 1,500 business school students.

Pre-Test		Post-Test	
51.47	= mean	=	54.52
56 or above	= top quartile	=	60 or above
52-55	= third quartile	=	56-59
48-51	= second quartile	=	51-55
47 or below	= bottom quartile	=	50 or below

### Emotional Intelligence Assessment

#### Scoring Key

The statements below have been reorganized according to the key dimension of emotional intelligence being assessed. The numbers next to each alternative indicate the number of points attached to that alternative. Circle which alternatives you selected, and then add up the points for these 12 items.

ITEM    ALTERNATIVE    POINTS

Emotional Awareness		
1	a	10
	b	0
	c	0

EXPLANATION: Only alternative (a) indicates that you are aware of what's going on inside emotionally.

5	a	5
	b	10
	c	0

EXPLANATION: Alternative (a) may be OK if you are clear about your priorities, but alternative (b) indicates that you are aware of possible alternative points of view.

9	a	0
	b	0
	c	10

EXPLANATION: Only alternative (c) indicates that you are aware of your own emotional reactions and will require compensation for the inevitable upset it will create.

#### Emotional Control (Balance)

2	a	0
	b	5
	c	10

EXPLANATION: Alternative (c) implies that you are confident enough to handle the situation on the spot. Alternative (b) confronts the issue but not in the presence of those affected.

6	a	10
	b	5
	c	0

EXPLANATION: Alternative (a) is honest if it is done skillfully and avoids being harsh. Alternative (b) relies on the other person getting an indirect hint.

10	a	0
	b	0
	c	10

EXPLANATION: Only alternative (c) demonstrates emotional control.

#### Emotional Diagnosis (Empathy)

3	a	5
	b	10
	c	0

EXPLANATION: Alternative (a) may be appropriate in some circumstances, but alternative (b) indicates sensitivity to a possible emotional issue on the part of the other person.

7	a	10
	b	5
	c	0

EXPLANATION: Alternative (a) indicates an ability to recognize different emotions but to not let them get carried away. Alternative (b) acknowledges different emotional perspectives but may engender bad feelings or emotional casualties. Alternative (c) does not acknowledge the different emotional commitments.

11	a	0
	b	10
	c	0

EXPLANATION: Only alternative (b) empathetically acknowledges the other person's feelings.

### Emotional Response

4	a	0
	b	10
	c	0

EXPLANATION: Alternatives (a) and (c) may indicate that you are not sensitive to the emotional climate of the group, and your behavior may be inappropriately.

8	a	0
	b	5
	c	10

EXPLANATION: Alternative (b) may be appropriate if it isn't a sign of narcissism, but alternative (c) is clearly an indication of emotional control.

12	a	10
	b	0
	c	5

EXPLANATION: Alternative (b) implies losing emotional control, whereas (a) indicates remaining under control.

Total \_\_\_\_\_

### Comparison Data

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Mean score:	70
Top quartile:	86 or higher
Third quartile:	71-85
Second quartile:	55-70
Bottom quartile:	54 or lower

## The Defining Issues Test

The possibility of misusing and misinterpreting this instrument is high enough that its author, James Rest, maintains control over the scoring procedure associated with its use. Some people may interpret the results of this instrument to be an indication of inherent morality, honesty, or personal worth, none of which the instrument is intended to assess. A scoring manual may be obtained from James Rest, Minnesota Moral Research Center, Burton Hall, University of Minnesota, Minneapolis, MN 55455.

Our purpose is to help you become aware of the stage of moral development you rely on most when facing moral dilemmas. To help determine that, the following lists present the stage of moral development each statement associated with each story reflects. By looking at the four statements you selected as most important in deciding what action to take in each situation, you can determine which stage of development you use most often.

After you have done this, you should discuss which action you would take in each situation and why, and why you selected the statements you did as the most important ones to consider.

### The Escaped Prisoner

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1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person? (Stage 3)