

The logo for EQi Higher Education Report. It features a stylized 'E' composed of several parallel diagonal lines on the left, followed by a purple 'Q' and a black 'i' with a dot. To the right of the logo, the text 'Higher Education Report' is written in a bold, black, sans-serif font.

EQi Higher Education Report

Student Comprehensive Report

Name: Ben Sample
Admin.Date: September 17, 2008



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P.O. Box 950, North Tonawanda, NY 14120-0950
3770 Victoria Park Ave., Toronto, ON M2H 3M6

Welcome to the **Emotional Quotient Inventory: Higher Education (EQ-i:HED)**. The contents of this report are intended to help you better understand how your emotional and social functioning impacts your academic, professional, and personal performance. It is designed to help you objectively identify your perceived or self-described frequency of emotionally intelligent behaviours in terms of 15 established emotional intelligence skills.

Why is this information important?

Success in college and in life depends on social and emotional skills and, unlike IQ, Emotional Intelligence (EI) can be improved. As a student there are numerous areas where emotional intelligence may directly affect performance. For example, emotional intelligence may affect your ability to:

- make friends
- get along with a roommate
- decide how to spend free time
- manage money
- work well in groups
- deal with feeling down

How to Use This Report

Feedback on your functioning is presented in several different formats. The report begins with the presentation of the components of the EQ-i:Hed, including a description of the 5 composite scales, and the 15 subscales. The composite scales break Total EQ into the 5 domains of **Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood**. The 15 subscales then provide very focused information about specific skills within each of those domains. The descriptive text provides information that may serve as the foundation or starting point for discussion with your academic counselor, supervisor, or instructor.

The second section of the report, **Interpreting Results** indicates your 5 areas of interest and corresponding development strategies. The output provided summarizes your 3 greatest strengths and 2 areas that may provide the most return on your personal investment. A counselor, supervisor, or instructor can further help you determine which areas are critical to achieving optimal personal, academic, and professional performance. With proper practice, areas of higher skill may be used more in key situations or more frequently to make the most of them. The identification of lower skill areas should be recognized as an opportunity for enrichment. With proper identification and practice, these areas will eventually help to support other EQ-i:Hed skill areas, which can help aid your overall performance.

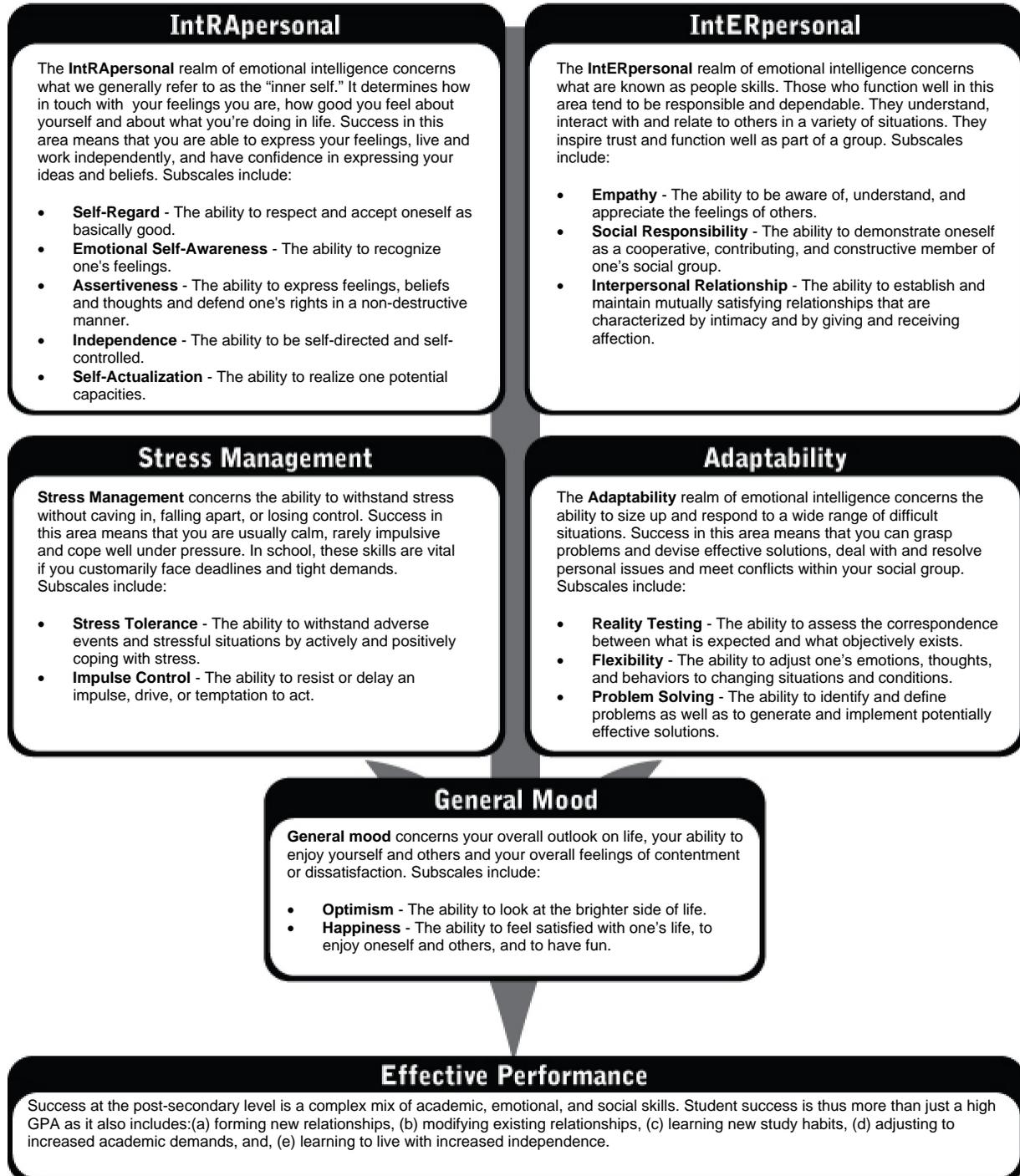
The third section of this report provides worksheets to assist you in defining your own personal development plan. The EQ-i:Hed supports the onset of positive behavioral change by offering simple development strategies and exercises. The development strategies promote awareness of how emotions may influence your actions and provides useful tips to improving targeted skill areas. These exercises are action-oriented and provide a guideline for initiating improvements. You can use these exercises independently or enhance them by working with your academic advisor.

The EQ-i:Hed was designed to provide you with awareness in regards to your emotional and social functioning and offers the best interpretation possible based on the responses provided. When reading through your report, various emotions may surface. Please remember that this report is only one source of information and is best used in combination with one-on-one feedback among other sources of relevant information (e.g., instructor feedback). The process of self-development starts by raising your own level of awareness and determining what actions need to be taken to increase your level of effectiveness.

If you have any questions about your results please contact: Jane Smith, jsmith@ABC.edu

The diagram below depicts five domains and 15 subscales of Emotional Intelligence. No one single component exists in isolation, but rather the many components of EI are intertwined and can better improve your chance for personal, academic, and professional success.

BarOn Model of Emotional Intelligence



Interpreting Your Results

In general, **Enhanced Functioning** scores identify areas of relative strength. Scores in the **Effective Functioning** range indicate healthy functioning and are scores that are obtained by the majority of individuals who have taken the EQ-i:HEd. Scores in the **Area for Enrichment** indicate capacities to be improved upon in order to increase overall emotional and social functioning. The benefit of the EQ-i:HEd resides in identifying the relationship between scales. To maximize your development, five scales have been identified below to help pinpoint your areas of relative strength and areas for enrichment.

It is recommended that all students seek professional guidance and feedback regarding the results of their EQ-i:HEd. To schedule an appointment please contact:

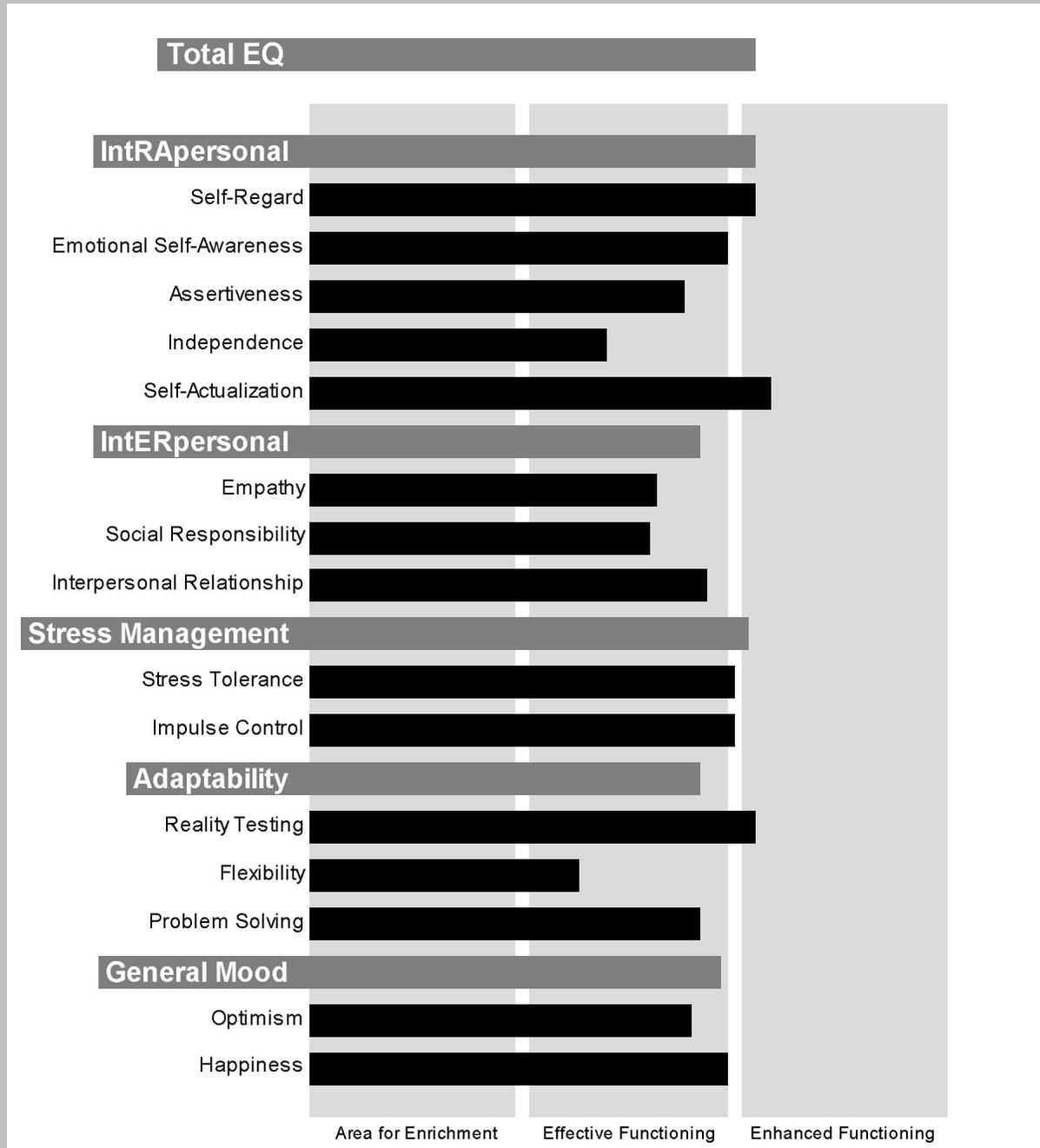
Jane Smith
jsmith@ABC.edu

Please note that you may be contacted by your academic advisor/counselor to discuss your results for further clarity.



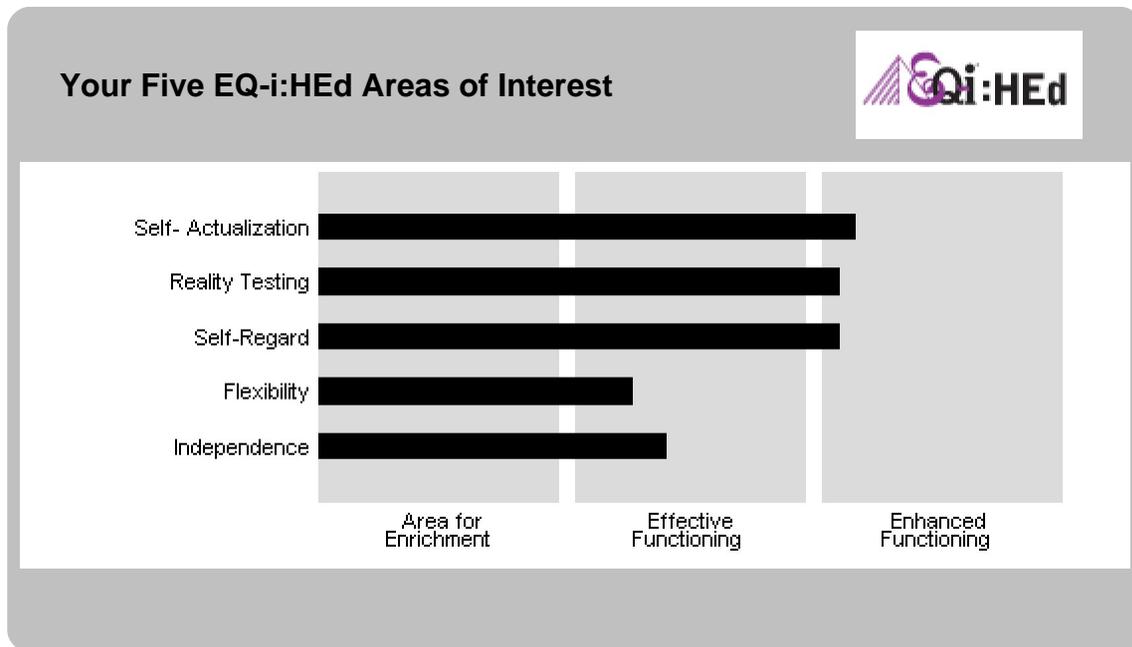
Name: Ben Sample
Age: 19
Gender: Male

Results Summary



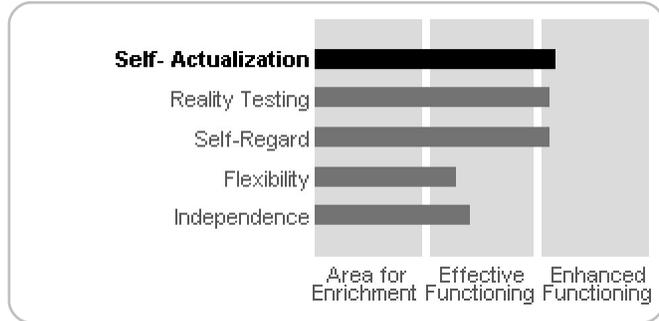
EQ-i:HEd Results

The EQ-i:HEd comprises 15 subscales, five of which have been identified as significant areas for you. These 5 areas of interest correspond with your top three strengths and two areas offering the greatest opportunity for personal development. These have been identified to help you maximize your social and emotional functioning by leveraging your strengths and by enhancing areas for development in order to achieve personal, academic, and professional success.



Self-Actualization

Self-Actualization is defined as the ability to realize one's potential. The **Self-Actualization** component of emotional intelligence is manifested by the pursuit of a rich, meaningful and full life. Striving to actualize your potential involves developing enjoyable and meaningful activities and can mean a lifelong effort and an enthusiastic commitment to long-term goals.



Self-Actualization is an ongoing, dynamic process of striving toward the maximum development of your abilities and talents, of persistently trying to do your best and to improve yourself in general. Excitement about your interests energizes and motivates you to continue these interests. **Self-Actualization** is affiliated with feelings of self-satisfaction. Individuals with healthy **Self-Actualization** are pleased with the point in which they find themselves on life's highway with respect to their personal, interpersonal, and occupational destinations.

Ben, your score on this scale demonstrates that you derive a great deal of enjoyment from your work and find meaning in the role that you perform. You most likely seek out challenges and take pride in a job well done. Individuals who find meaning in their pursuits are often more successful because of the passion they exude. People who demonstrate this passion are not satisfied with the status quo and continue to seek out new challenges. They are eager to learn new things and explore dynamic approaches to problem solving and decision-making. People with high **Self-Actualization** are often seen as valuable assets to their groups because they are viewed as being lifelong learners. They are committed to striving towards the ongoing development of their abilities and talents.

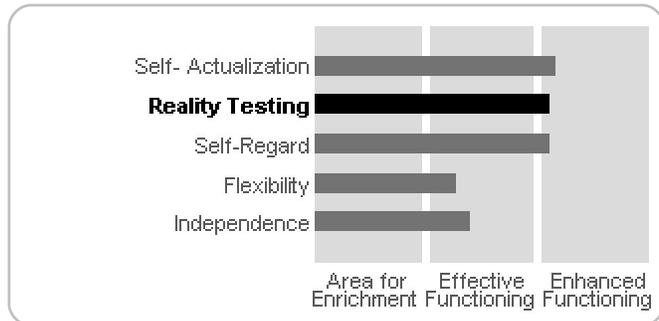
EQ-i Strategies

Self-Actualization

- Write a list of your strengths. Identify how these strengths can contribute to your personal and academic success. It is recommended that you also ask fellow students, teaching assistants, and instructors whenever possible to identify what they perceive to be your strengths. This feedback can prove invaluable as you work toward your goals.
- Determine your short-term, intermediate, and long-term goals, both within and beyond your studies. Set goals that are specific, realistic, measurable, and attainable. It is important to have a good idea of what you want to achieve in the present, as well as in the future.
- Once you have a clear idea of what you would like to achieve in school, be sure to monitor your progress. Tracking and evaluating your progress can reduce the likelihood of procrastination and can further assist you in achieving your goals over time.
- Take some time to explore the reasons why you are studying what you are. Write down all of the areas that are motivating to you (i.e., the things you most like to do) and keep them near by. Review your list at least once a week. This will serve as a reminder to you.
- Make sure that your course of study is aligned with your personal interest and ultimately your career expectations. Any amount of personal, academic, or professional ambiguity may cause you to lose excitement and meaning in your work.
- Maintain focus and enthusiasm for your work by joining study groups, organizations, or societies that are specifically related to your studies. These groups can provide a supportive network for you to connect, communicate, and share ideas with, all of which can help you achieve your goals with passion and motivation.
- Examine your scores on the subscales of Self-Regard, Emotional Self-Awareness, Happiness, and Optimism. These subscales are closely linked to Self-Actualization and may help you in understanding how certain groups of related emotional intelligence skills may impact your academic performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Self-Actualization. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Self-Actualization score.

Reality Testing

Reality testing is an indication of one's ability to maintain an accurate distinction between appearance and reality. It is important to academic success because it involves taking the proper steps to looking past our emotional biases so that we can recognize situations for what they really are. By paying close attention to real and relevant information, individuals are better equipped to make more accurate decisions.



Ben, your results for this subscale indicate that you have well-developed skills in evaluating the correspondence between what you experience and what in reality exists. You can be described as someone who is “well grounded” and “tuned in” to what’s going on around you. You are unlikely to misinterpret critical information because you are swayed by overly positive or overly negative emotions, and you can be counted on to make sound decisions based on facts. Your ability to remain attuned to your immediate environment while adjusting your behavior in accordance with the demands of the situation are essential skills that will contribute to your academic success.

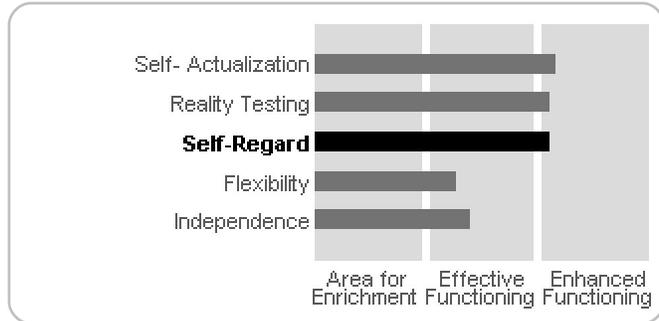
EQ-i Strategies

Reality Testing

- Increase focus on practical actions when making decisions. Ideals are desirable, but not always feasible. Ensure that your perspective is validated by alternate sources of information and by other individuals before finalizing the decision.
- It is extremely important to define your problem before starting the problem-solving process. Understanding the problem and where it came from is a necessary step before generating different solutions. Gathering and discussing relevant information based on facts will have a positive impact on decision-making outcomes.
- Examine how you rated yourself on the subscales of Emotional Self-Awareness, Stress Tolerance, Optimism, Flexibility, and Impulse Control. These subscales are closely linked to Reality Testing and may help you in understanding how certain groups of related emotional intelligence skills may impact you. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Reality Testing. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Reality Testing score.

Self-Regard

Self-Regard is defined as the ability to respect and accept oneself as basically good. It is the ability to appreciate your perceived positive aspects and possibilities as well as the ability to accept your negative aspects and limitations and still feel good about yourself. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence and feelings of self-adequacy.



Individuals with a healthy self-regard know their strengths and weaknesses and feel good about themselves, they have no trouble openly and appropriately acknowledging when they have made mistakes or don't know all the answers. People with good self-regard feel fulfilled and satisfied with themselves. At the opposite end of the continuum are feelings of personal inadequacy and lack of self-confidence.

Ben, your score on the **Self-Regard** scale demonstrates that you are self-assured in your abilities to perform responsibilities in various settings (e.g., school work, errands, work related tasks). Individuals with enhanced **Self-Regard** know what they bring to the table and have a very good understanding of what skills they possess and what areas they need to improve on. Having well-developed **Self-Regard** also impacts other areas of emotional and social functioning. Individuals who are assured of themselves generally have more energy to realize their true potential (i.e., Self-Actualization), have a more positive outlook (i.e., Optimism), are more able to express themselves with confidence (i.e., Assertiveness), coupled with greater levels of satisfaction (i.e., Happiness).

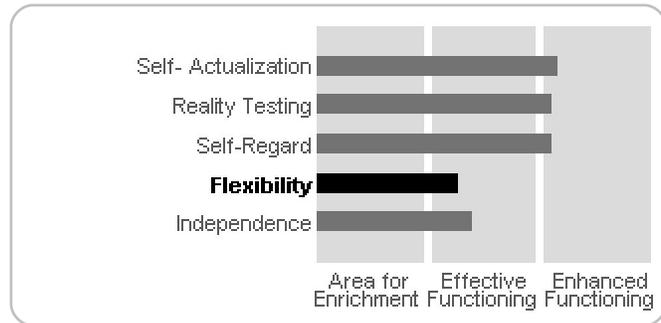
EQ-i Strategies

Self-Regard

- Conduct a Self-Regard assessment. That is, evaluate your academic performance and create a list of your strengths and areas that need developing. Once you have pinpointed your areas of strength, use these skills in a variety of situations including academic and professional situations while monitoring your success.
- You will be most successful when you create personally relevant and meaningful goals. Make your goals specific, measurable, and action-oriented. If your goals are not being met, break them down into smaller steps to create more manageable mini-goals. Take time to recognize even your smallest accomplishments whether they are individual or collective. Accomplishing your goals is a prime determinant of feeling good about yourself.
- Review your goals and evaluate your progress on a frequent basis. Take time to communicate to professors, academic advisors, and your friends the content of your goals. Making your goals public will help ensure access to positive and meaningful feedback and support that can help you achieve your dreams even in the most trying of times.
- Spend time with someone with high self-regard. Observe and learn ways to leverage this skill more effectively.
- Examine how you rate yourself on the subscales of Emotional Self-Awareness, Self-Actualization, Optimism, and Happiness. These subscales are closely linked to Self-Regard and may help you understand how certain related emotional intelligence skills may impact your performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the(se) subscale(s) may influence your Self-Regard. If you have a high score on one or more of the subscales, consider ways you can leverage those skills to help increase your Self-Regard score.-

Flexibility

Flexibility refers to your ability to adjust your emotions, thoughts, and behaviors to the ever-changing personal, social, and academic demands. This component of emotional intelligence applies to your overall ability to adapt to unfamiliar, unpredictable, and often dynamic circumstances. Success in an academic environment requires an agile and adaptive approach. People with enhanced flexibility are generally open to and tolerant of different ideas, orientations, and means of practice.



More importantly, flexibility is not a product of fleeting thoughts and values, but rather the result of rational and substantiated logic. Students who lack this ability tend to be rigid and demonstrate difficulty adapting to new situations.

Ben, your results indicate that there may be times when you have trouble adjusting your emotions, thoughts, and behaviors to changing situations and conditions. As a result you may be more inclined to stick with your “tried and true” methods of collecting facts and problem solving rather than seeking out new ideas and innovative solutions to problems. Remaining inflexible or unwilling to adapt to different situations can prove costly socially, personally, and academically.

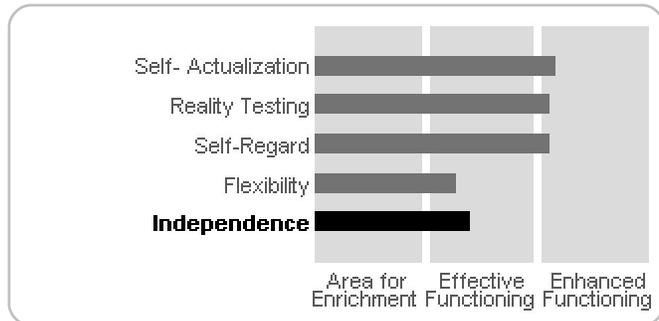
EQ-i Strategies

Flexibility

- If you have difficulty with change, write down what emotions accompany your thoughts of incorporating change. When looking through your list, ensure that your emotional reactions to the change are realistic. You can find out if your reactions are realistic by consulting alternate sources of information or by talking to friends, family, and faculty.
- One of the reasons people have trouble with Flexibility is that their irrational beliefs get in the way. People often believe that they cannot operate outside of their comfort zones. Reframing your beliefs can improve your self-confidence and your ability to take on new challenges. Consider how successful past experiences are applicable to new challenges.
- Solicit the opinions of fellow students and friends and genuinely listen to their views on a particular problem and how they would approach it. In the end, you can incorporate their insights and opinions as you see fit into your own solution formulation.
- Examine how you rated yourself on the subscales of Stress Tolerance, Independence, Problem Solving, and Impulse Control. These subscales are closely linked to Flexibility and may help you in understanding how certain groups of related emotional intelligence skills may impact your academic performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Flexibility. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Flexibility score.

Independence

Independence is defined as the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency. Independent people are self-reliant in planning and making important decisions. They can stand on their own two feet. They may, however, seek and consider other people's opinions before making the right decision for themselves in the end; consulting others is not necessarily a sign of dependency.



Independent people are able to function autonomously, as they avoid clinging to others in order to satisfy their emotional needs.

Ben, your results demonstrate that you are quite capable of independent thinking and are comfortable working out solutions to problems on your own. You may ask others for advice, but rarely depend on others to make decisions. While you can work without a lot of guidance from others, your responses also show no aversion to working collaboratively with or under the supervision of someone else. You must be able to work through problems with minimal guidance, while at the same time taking the initiative to build coalitions with others in order to meet objectives.

EQ-i Strategies

Independence

- When taking on new or unfamiliar projects there may be times when you feel insecure in your ability or overwhelmed by the task. Break down the activities into smaller parts; it may be that help is necessary for only one small part rather than the whole task.
- Ask your instructor or teaching assistant what you can do to acquire new skills or to improve your existing skill set. Ask what resources are available at your institution to further your development (e.g., study groups, workshops, webinars, social support etc...).
- Seek feedback on your personal and academic progress and performance from fellow students and faculty on a regular basis. Let them know that you are working on becoming more independent so they will know how to comment on your progress and suggest strategies for improving your decision-making. Feedback will also enable you to monitor your development and to deliberate which actions will help you to improve your performance in this area.
- Examine how you rated yourself on the subscales of Self-Regard, Stress Tolerance, and Assertiveness. These subscales are closely linked to Independence and may help you in understanding how certain groups of related emotional intelligence skills may impact your academic performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Independence. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Independence score.

Additional EI Subscales

The following section describes the results of the remaining EQ-i:HEd subscales. Although these subscales have not been deemed the most viable for maximum growth for the student, attention to these areas will provide additional opportunities to increase self-awareness and development.

Effective Functioning

Subscale scores that fall within the Effective Functioning zone, identify areas of relative strength and are scores that are obtained by the majority of individuals who have taken the EQ-i:HEd.

Emotional Self-Awareness

The importance of being emotionally self-aware dates back to the Ancient Greek aphorism “know thyself.” The Ancient Greeks believed that when someone has a good understanding of the self, it is much easier for them to control their own emotions and to regulate their own behavior. The Emotional Self-Awareness scale is seen as one of the most important elements of emotional intelligence, as it forms a foundation for all remaining emotional skills.

Ben, your score indicates that you are in touch with your feelings and emotions, and that you know what you are feeling and why. Your emotional awareness is critical to your success when interacting with others in personal, academic, or future workplace settings. In order for you to obtain full commitment from others, you must be aware of how the management of your emotions and the emotions of others can affect how they in turn interact with you. Maintaining a keen awareness will help to produce a higher level of trust and cooperation within your relationships, as well as a more efficient work environment when collaborating with fellow students.

Assertiveness

Assertiveness measures the ability to express one’s feelings, convictions, and opinions in a constructive manner. Being assertive does not mean dominating or even manipulating personal, academic, or workplace situations with strong verbal or social skills. Rather, assertiveness represents finding the right language at the right time while respecting those around you.

Ben, your responses indicate a well-developed ability to express and accept your feelings and emotions. You can openly express ideas and beliefs in a constructive manner and can defend your rights without feeling self-conscious. Your ability to express ideas clearly and confidently is critical when working with others. Being assertive can help you to motivate friends, family, and fellow students to achieve personal and even group success. Being effectively assertive can also help you when dealing with conflict, providing the possibility for you to leverage more resources to aid in the attainment of your personal and academic goals.

Empathy

Empathy is defined as the ability to be aware of, to understand, and to appreciate the feelings and thoughts of others. Empathy is “tuning in” (being sensitive) to what, how and why people feel and think the way they do. Being empathic means being able to “emotionally read” other people. Empathic people care about others and show interest in and concern for them. It is the ability to non-judgementally put into words your understanding of another person’s perspective on the world, even if you do not agree with it, or even if you feel that perspective is different.

Empathy is a crucial skill that serves as the foundation for creating and nurturing interpersonal relationships. To achieve social, academic, and workplace success it is important to be viewed as someone who is able to demonstrate empathy on a regular basis. Showing empathy goes a long way to instilling confidence and trust in those you interact with and can increase the quality of the relationship.

Ben, your results indicate that you are an empathic person. You appear proficient at adopting the perspective of others, which allows you to recognize and appreciate their emotions and feelings, permitting you to understand how that person experiences emotions. Those who display a high level of empathy towards friends, family, and fellow students instills in others the confidence to be able to share their personal or academic concerns and ideas without feeling threatened. Having this skill enhances your interpersonal relationships, as well as increasing the effectiveness of the groups to which you belong. An inability to understand the feelings, concerns, and needs of those you interact with can lead to strained relations, disruptions, and misunderstandings.

Social Responsibility

Social Responsibility is defined as the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group. Those who function well in this area tend to be responsible and dependable. They understand, interact with and relate to others in a variety of situations. They inspire trust and function well as part of a team.

Individuals with high Social Responsibility are seen as assets to any group, since members can count on individuals with high moral and ethical standards to guide them to do the right thing. Ben, your results suggest that you are generally responsible and dependable, and will do your best to lend a helping hand.

Interpersonal Relationship

The **Interpersonal Relationship** component is defined as the ability to develop and maintain mutually rewarding relationships that are characterized by intimacy and the exchange of affection. This component of emotional intelligence is not only associated with the desire to develop friendly relations with others, but with the ability to feel at ease and comfortable in such relations and to possess positive expectations concerning social relationships.

The key to any successful individual is the ability to build and maintain satisfying relationships with meaningful individuals, including friends, family, and fellow students. Establishing strong interpersonal relationships at school can enhance your personal and academic performance, as well as create an enriching academic experience. Ben, your results portray an individual who has very good interpersonal skills. You are able to establish mutually satisfying relationships through communication that include a balance of listening, empathy, and sharing of information.

A healthy relationship needs to be based on open communication and a genuine appreciation for one another's background and skill set. Failure to acknowledge and appreciate differences in people decreases the likelihood of having strong, long lasting relationships. It is important for you to continue to examine and understand the characteristics of your peers and the groups that you belong to in order to earn trust and encourage cooperation.

Stress Tolerance

Stress Tolerance, which is defined as the ability to effectively manage emotions and the emotions of

others in order to positively cope with stress, is one component of emotional intelligence that has direct physical and mental health implications beyond mere academic performance. Students are often faced with hectic class schedules, including preparing for exams and meeting assignment deadlines.

Ben, your score indicates a well-developed level of **Stress Tolerance** and suggests an ability to withstand adverse events and stressful situations. You appear able to cope with stress actively and rarely get overly agitated when under pressure. People who are adept at coping with stressful situations have a greater propensity to withstand these events because they have a better understanding of their emotions and possess a more extensive repertoire of coping strategies. Individuals who use their emotional skills (e.g., Optimism, Emotional Self-Awareness) to their advantage feel more controlled when under stress than others do because of their ability to view a stressor as a challenge rather than a threat.

Impulse Control

Impulse Control is defined as the ability to effectively and constructively control one's emotions. Well-developed impulse control is an essential skill for any student. Given the ever-increasing social and academic demands of college life, being able to prioritize and remain committed to the task at hand is critical to success. Moreover, when collaborating on group projects the ability to avoid the proverbial "knee-jerk" responses (even when provoked) can go a long way toward making people feel relaxed and at ease.

Ben, your results indicate that you have well-developed **Impulse Control**, which suggests that you are able to resist or delay impulses, drives, and temptations to act. You are rarely impatient and seldom lose control of your emotions. Individuals with strong impulse control are able to manage their actions until they have had time to think about their emotions rationally. Instead of reacting too quickly, you are able to take enough time to understand why you are feeling a certain way before initiating your problem solving skills.

Problem Solving

Problem Solving is defined as the ability to identify and define problems as well as to generate and implement potentially effective solutions. Successful problem solving involving emotions or relationships is a critical skill for personal, academic, and workplace success. Individuals who have enhanced problem solving skills are often asked to take on leadership roles.

Ben, your results indicate that your **Problem Solving** ability is well developed and suggests a methodical approach to solving problems. Your responses reflect a deliberating style, and someone who is very good at defining problems as well as generating and implementing potentially effective solutions.

Optimism

Optimism is defined as the ability to maintain a positive attitude, even when faced with adversity. Optimists, for example, are able to look at the brighter side of circumstances, which is helpful when handling difficult situations. Optimism is a critical skill to have, as it often separates top students from others. Optimism gives people the power to tackle challenges head on, as their mindset allows them to focus on possibilities and not consequences.

Ben, your results reveal that you have an optimistic outlook towards your studies and life in general. Maintaining an optimistic outlook is often contagious and it could have a positive impact on the motivation and performance of fellow students. By showing a passion and optimism for your activities,

you demonstrate your resilience towards challenges. This attitude will consequently support your motivation and facilitate perseverance in the face of adversity. Your optimism may provide the underlying energy necessary to find creative ways to address challenges.

Happiness

Individuals who find their lives personally, academically, and socially rewarding are generally more successful in what they do. People with happy dispositions are likely to be more proactive, resilient to adverse conditions, and less prone to stress symptoms. They also show a passion for their work and take great pride in a job well done. Additionally, those who employ a happy disposition are generally seen by their peers as likeable and fun to be around.

Ben, your responses to this scale indicate that you feel satisfied with your life, genuinely enjoy the company of others, and are able to derive a great deal of pleasure from your daily routine. This positive attitude generally proliferates around your study groups, social groups, and living quarters. Showing high levels of happiness helps to empower and motivate your peers, especially when they are faced with difficult situations. The positive emotions associated with happiness are beneficial to overcoming obstacles since positive emotions expand the selection of potential thoughts and actions that come to mind when trying to solve problems. Positive emotions foster the desire to explore, to take on new information, and to think outside the box.

Area(s) For Enrichment

Subscale scores that fall within the Area of Enrichment zone, identify areas that need to be improved in order to increase overall emotional and social intelligence.

There are no subscale scores in this zone.

Enhanced Skills

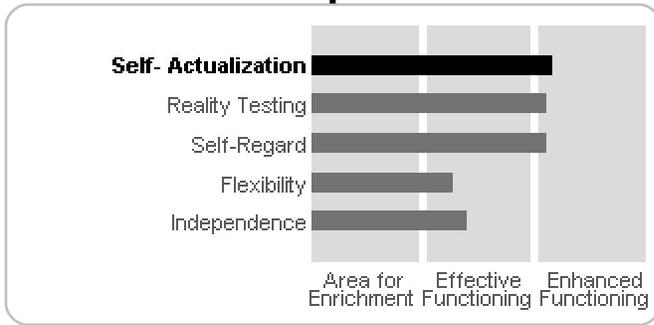
Subscale scores that fall within the Enhanced Skills zone identify areas of strength. These skills come naturally in most situations. However, caution should be taken so that the student does not rely too heavily on these skills. After all, too much of a good thing is not always good!

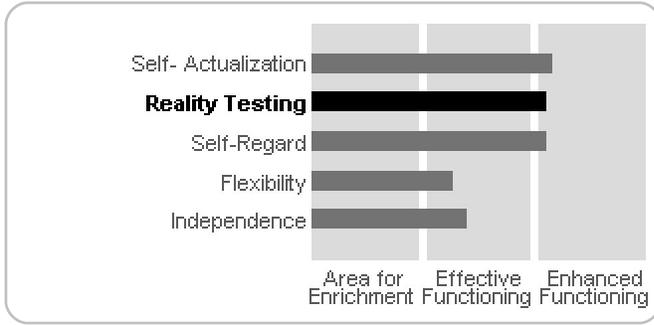
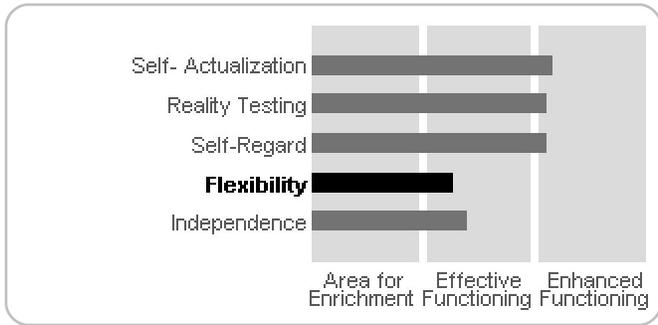
There are no subscale scores in this zone.

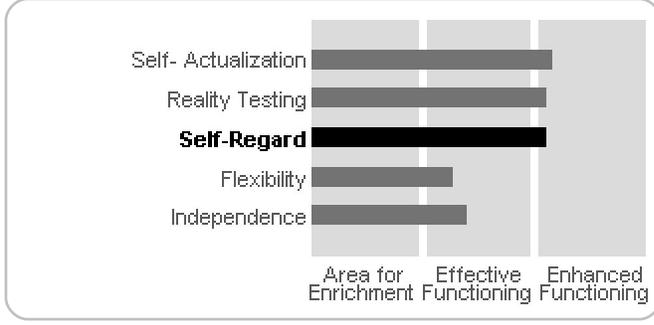
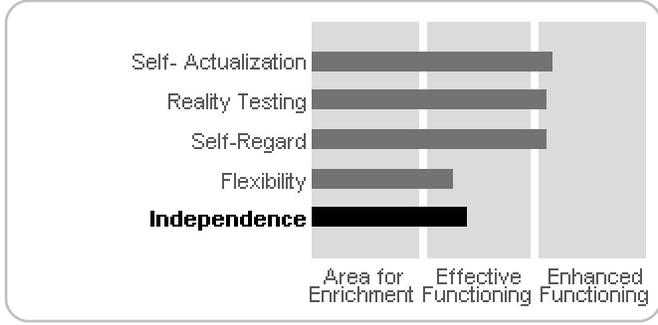
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End of Report

Personal Development Worksheet







Personal Development Worksheet

Additional EI Subscales

Use this space with your counselor to identify development strategies to maximize your strengths and enhance your areas for enrichment.

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