EQ 360®

LEADERSHIP
EQ 360

REPORT

Jacob Sample
Family/Friends (3), Direct Reports (3), and Manager (1)

Sample Report
Multi Health System Inc.

July 14, 2022

Molto
Crescendo

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▮ EQ-i 2.0® Model of Emotional Intelligence

The EQ 360® is based on the EQ-i 2.0® Model of Emotional Intelligence. The questions that you and your raters answered measure the components of EI defined in the model.

SELF-PERCEPTION

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence

Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

Emotional Self-Awareness includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on the thoughts and actions of oneself and others.

STRESS MANAGEMENT

Flexibility is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

SELF-EXPRESSION

Emotional Expression is openly expressing one's feelings verbally and non-verbally.

Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

Independence is the ability to be self-directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.
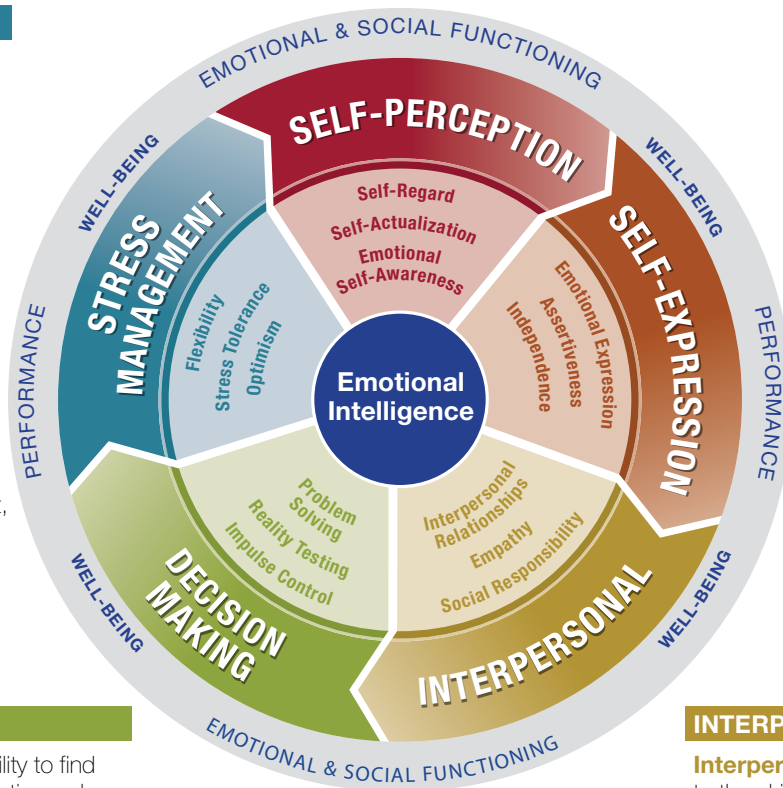
DECISION MAKING

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

INTERPERSONAL

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.
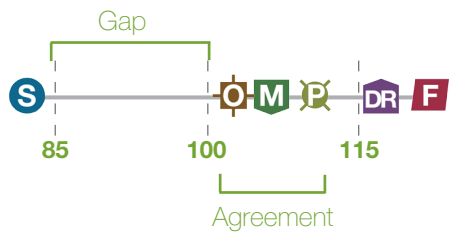
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

Based on the Bar-On EQ-i model by Reuven Bar-On, copyright 1997.

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▌ Your 360 Lens

The EQ 360 is a multi-rater measure of emotional intelligence (EI) designed to provide you with a complete "360-degree" view of your emotional and social functioning. Your report combines your self-evaluation of EI with that of your raters, providing you with a rich understanding of your EI capabilities.

It is important to start with your self-evaluation and then look at how others rated you, which is why throughout this report you will see your results separated into "How You Responded" and "How Your Raters Responded."

S Self
M Manager
P Peers
DR Direct Reports
F Family/Friends
O Other

S ─── **P M** ── **O** ────── **DR** **F**
       90   100   110

P 2 Peers?
DR 2 Direct Reports? ➡ One "Other" group with 4 raters

Gap
S ────── **O M P** **DR** **F**
85   100   115
          Agreement

How to read this report. This report contains information gathered from both yourself (self-rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, friends, family, or others and will be labeled as such throughout this report.

Scores. You and your raters responded to the exact same items assessing your EI across a variety of skill areas (e.g., Empathy). You will see scores for each scale of the EQ-i 2.0 model. This model is depicted on the previous page.

Confidentiality. Aside from your Manager and yourself, there must be a minimum of 3 respondents in rater groups in order for results to be shown. If fewer than 3 individuals responded in the Direct Reports, Family/Friends, or Peer groups, their ratings will be rolled into an "Other" group to protect the confidentiality of the respondents.

Gaps and Agreement. The terms "gap" and "agreement" are used throughout your report to speak to any differences or similarities that exist between rater groups. A gap exists when one group sees you as significantly different than does another rater group. Gaps of 10 points or more are considered significant. Agreement, on the contrary, exists when there is less than 10 points difference between rater group scores.

You are encouraged to start by examining your self-evaluation results, and understand what these results mean in regards to your leadership abilities. When you are comfortable with your self-evaluation results, you should dive into the responses provided by others and understand how they see you as a leader.

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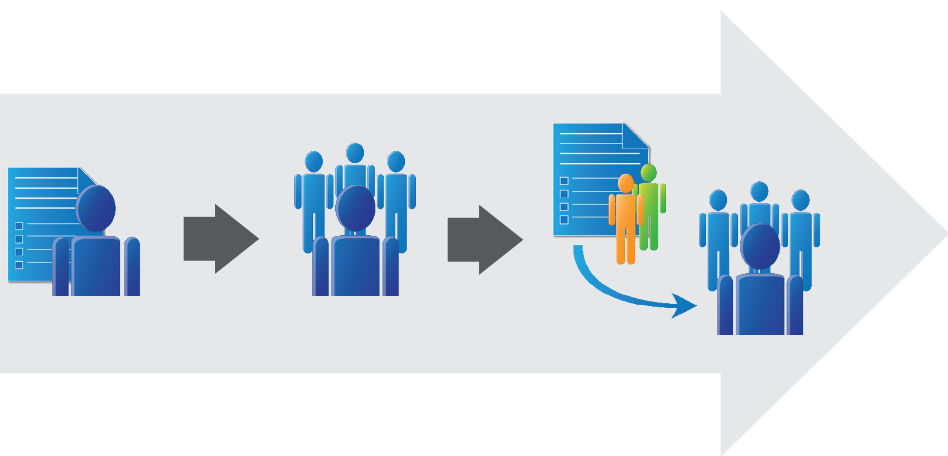
▮ Your Leadership Lens

Understanding Your Report

You will find this report has many unique features linking your own evaluation of EI and leadership development. These features provide you with a snapshot of how your EI compares to that of other leaders and insight into your leadership strengths and potential areas for development. These sections examine your self-report results using four key dimensions of leadership:

Authenticity	Coaching	Insight	Innovation
An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.	A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.	A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.	An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.

These leadership dimensions were identified from research conducted on 220 leaders who took the same assessment you did and who also responded to a leadership assessment measuring performance across these four areas of leadership. These leaders held positions of mid-level management through to C-suite leadership roles and were from a variety of industries (e.g., healthcare, technology, financial services, and construction) across North America. The majority of leaders were working in large organizations (over 400 employees).

As a group, the leaders had significantly higher EI than the general population. *In fact, the average Total EI score for leaders was 14 points higher than that of the general population.*

While this leadership sample is a valuable comparison group, it also helped organize the EQ-i 2.0 subscales according to the four leadership dimensions to which they were most strongly connected. Particular subscales were associated with stronger performance in these four leadership areas.

Emotional Intelligence and Leadership

How is EI linked to leadership? In addition to the research supporting this report, fifteen years of research has shown that leaders tend to score higher in EI than the general population. Also, many professionals find it easier to focus on improving a few specific skills that underlie broader leadership competencies, making the EQ-i 2.0 subscales the perfect building blocks to reaching your leadership potential.
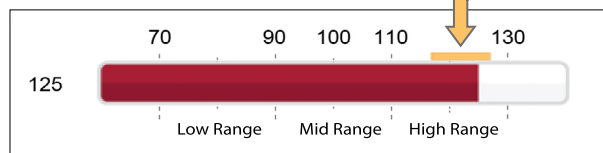
Getting the Most Out of Your Report

Keep the following tips in mind as you work through your EQ 360 Leadership Report:

1. No one knows your role like you do. Although this report offers insight into how your results can help strengthen your leadership skills, the value of the report is enhanced by framing it within your own individual context. Integrate your wealth of knowledge about your organization, its culture, and the specifics of your leadership with the information in this report to derive the most value from it.

2. Take notes as you read the report. Choose strategies for development that you wish to try in your role.

3. *All EQ-i 2.0 subscales are related to leadership behaviors, but selecting the right areas to focus on is key to development.* Work with your coach or administrator to determine which subscales will help drive the leadership results you are looking for. You can treat subscales as building blocks that strengthen broader leadership skills like mentoring, communication, or conflict resolution.

Leadership Bar

The gold bar positioned on the top of your graph is the Leadership Bar. This bar represents the range of scores of the top leaders (those whose scores were in the top 50% of the leader sample). Using this bar you can compare your results to those exceptional leaders who demonstrate high EI. If your score falls near the bottom of the leadership bar, then your EI skills need further development in order to be on par with top leaders. If your score falls near the top of the leadership bar, then your EI skills are as strong as those of top leaders.
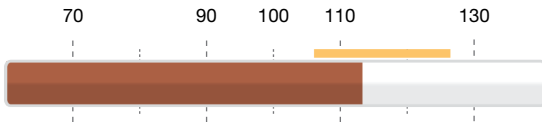
Executive Summary

Total EI   103

| 70 | 90 | 100 | 110 | 130 |

Low Range   Mid Range   High Range
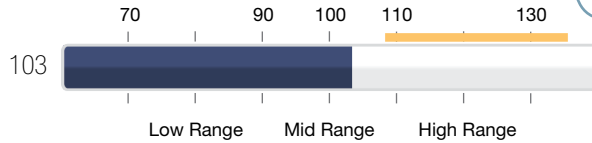
Highest 3 Subscales

Emotional Expression (113)

| 70 | 90 | 100 | 110 | 130 |

You are likely very comfortable in expressing your emotions and lead in a way that is authentic and inspirational. Free emotional expression ensures you are seen as human with a connection to your work and those you lead. Your result on this subscale is not only above average but it also falls *within* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Social Responsibility (108)
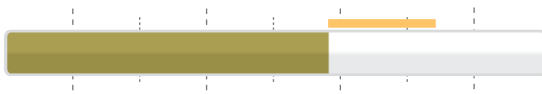
Your result suggests you usually have a balanced focus on your needs, and the needs of your team and organization. Be careful of competing pressures that may cause you to put less effort towards goals that contribute to broader organizational objectives. Your result for this subscale falls *within* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Self-Actualization (105)
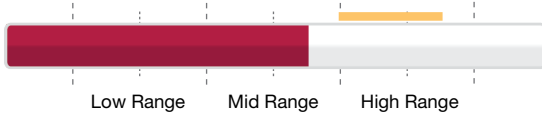
As a leader, you likely feel fulfilled from your role and the activities you pursue, both at work and outside of the workplace. A continued focus on personal development and achievement could be beneficial. While your score is slightly above average, your result on this subscale falls *below* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Low Range   Mid Range   High Range

Lowest 3 Subscales

Independence (93)

| 70 | 90 | 100 | 110 | 130 |
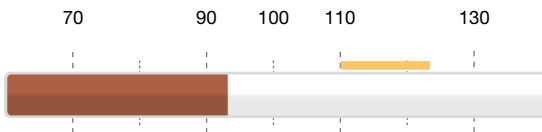
You tend to be slightly more reliant than you should be on your team's approval of your decisions. Strengthen this subscale to become a more independent and confident leader. Your result on this subscale falls *below* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Optimism (98)

You are slightly less optimistic than most, sometimes seeing the wrongs more than the rights. Try to see opportunities as possibilities and inspire your team towards stretch goals. Your result on this subscale falls *below* the leadership bar. There is agreement between your self-assessment and your raters' feedback.

Problem Solving (99)
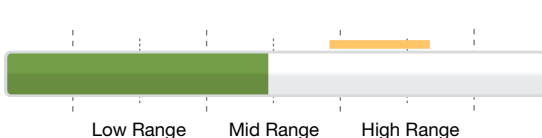
You may have a slight tendency to fall victim to your emotions when solving problems. Improvement in this area can help you further leverage emotions when solving problems instead of falling victim to them. Your result on this subscale falls *below* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.
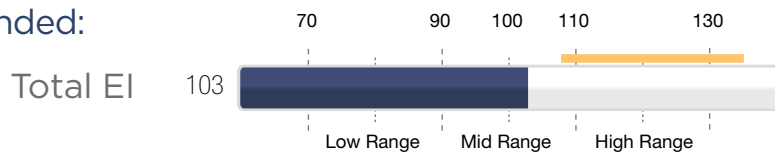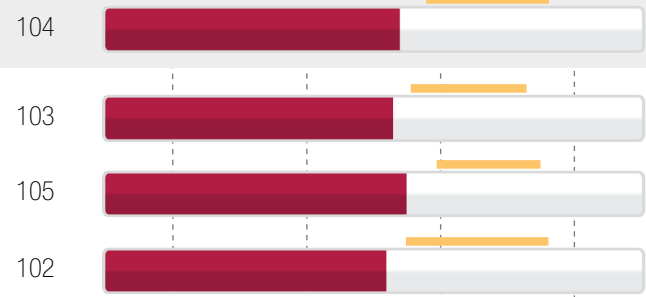
Low Range   Mid Range   High Range

*Note: You may have other subscales that have tied for the lowest three scores.

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How You Responded: Overview

Total EI 103

Low Range Mid Range High Range

70 90 100 110 130

Category	Score
Self-Perception Composite	104
Self-Regard — Respecting oneself; Confidence	103
Self-Actualization — Pursuit of meaning; Self-improvement	105
Emotional Self-Awareness — Understanding own emotions	102
Self-Expression Composite	106
Emotional Expression — Constructive expression of emotions	113
Assertiveness — Communicating feelings, beliefs; Non-offensive	104
Independence — Self-directed; Free from emotional dependency	93
Interpersonal Composite	104
Interpersonal Relationships — Mutually satisfying relationships	103
Empathy — Understanding, appreciating how others feel	100
Social Responsibility — Social consciousness; Helpful	108
Decision Making Composite	101
Problem Solving — Find solutions when emotions are involved	99
Reality Testing — Objective; See things as they really are	100
Impulse Control — Resist or delay impulse to act	103
Stress Management Composite	100
Flexibility — Adapting emotions, thoughts and behaviors	99
Stress Tolerance — Coping with stressful situations	103
Optimism — Positive attitude and outlook on life	98
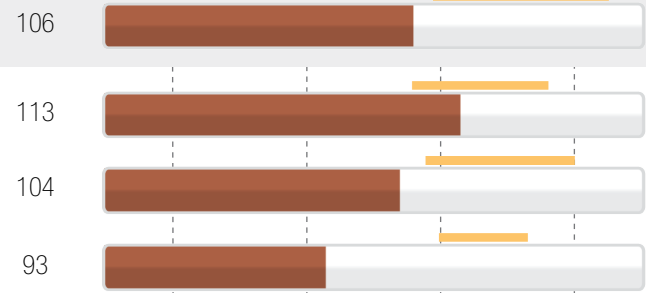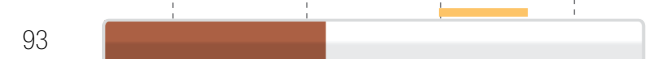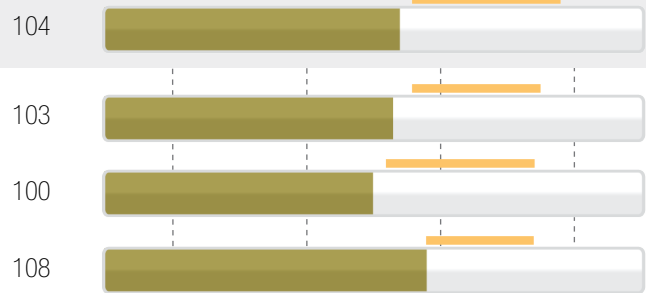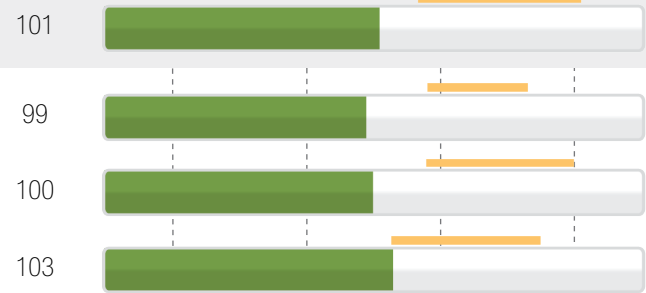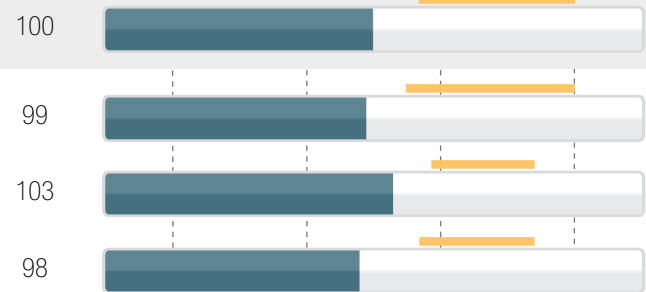
70 90 100 110 130

Low Range Mid Range High Range

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▍ How You Responded: Leadership Potential

The EQ-i 2.0 subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies below is more likely to increase work satisfaction, create trust, and foster organizational commitment and loyalty.

This page provides you with a leadership lens through which to view your **self-report** results. There are four general competencies required of most leaders: authenticity, coaching, insight and innovation. The top six EQ-i 2.0 subscales (based on theory and research) that are associated with each competency are displayed below. High scores on the associated subscales help ensure optimal functioning in the competency area. Alternatively, if you score lower on a few subscales for a particular leadership competency, you can quickly see that this might be an area of challenge for you in your current leadership role. Focusing development efforts in these areas is likely to yield the greatest return in your growth as a leader.
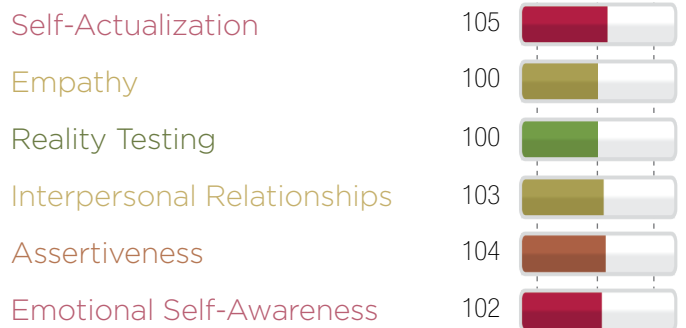
Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.

Self-Actualization	105
Reality Testing	100
Self-Regard	103
Emotional Self-Awareness	102
Social Responsibility	108
Independence	93

Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.

Self-Actualization	105
Empathy	100
Reality Testing	100
Interpersonal Relationships	103
Assertiveness	104
Emotional Self-Awareness	102

Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.

Self-Actualization	105
Optimism	98
Self-Regard	103
Social Responsibility	108
Interpersonal Relationships	103
Emotional Expression	113

Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.

Self-Actualization	105
Independence	93
Problem Solving	99
Assertiveness	104
Flexibility	99
Optimism	98

▍ Leadership Derailers

Jacob, you may be at a **low to moderate risk of derailment** as you received a slightly below average result in Problem Solving and Independence. Lower scores on any of the four subscales are associated with adopting a more passive or avoidant leadership style. Because of high expectations placed on leaders, it is important to strive towards exceptional, or at least above average performance across all four subscales.

Impulse Control	103
Stress Tolerance	103
Problem Solving	99
Independence	93

Profile Gap Analysis

Agreement between self scores and each rater score

The figure on this page provides you with a general overview of the level of agreement between how you see yourself and how others see you. It compares your self score and the scores you received from each individual rater, across the various subscales.
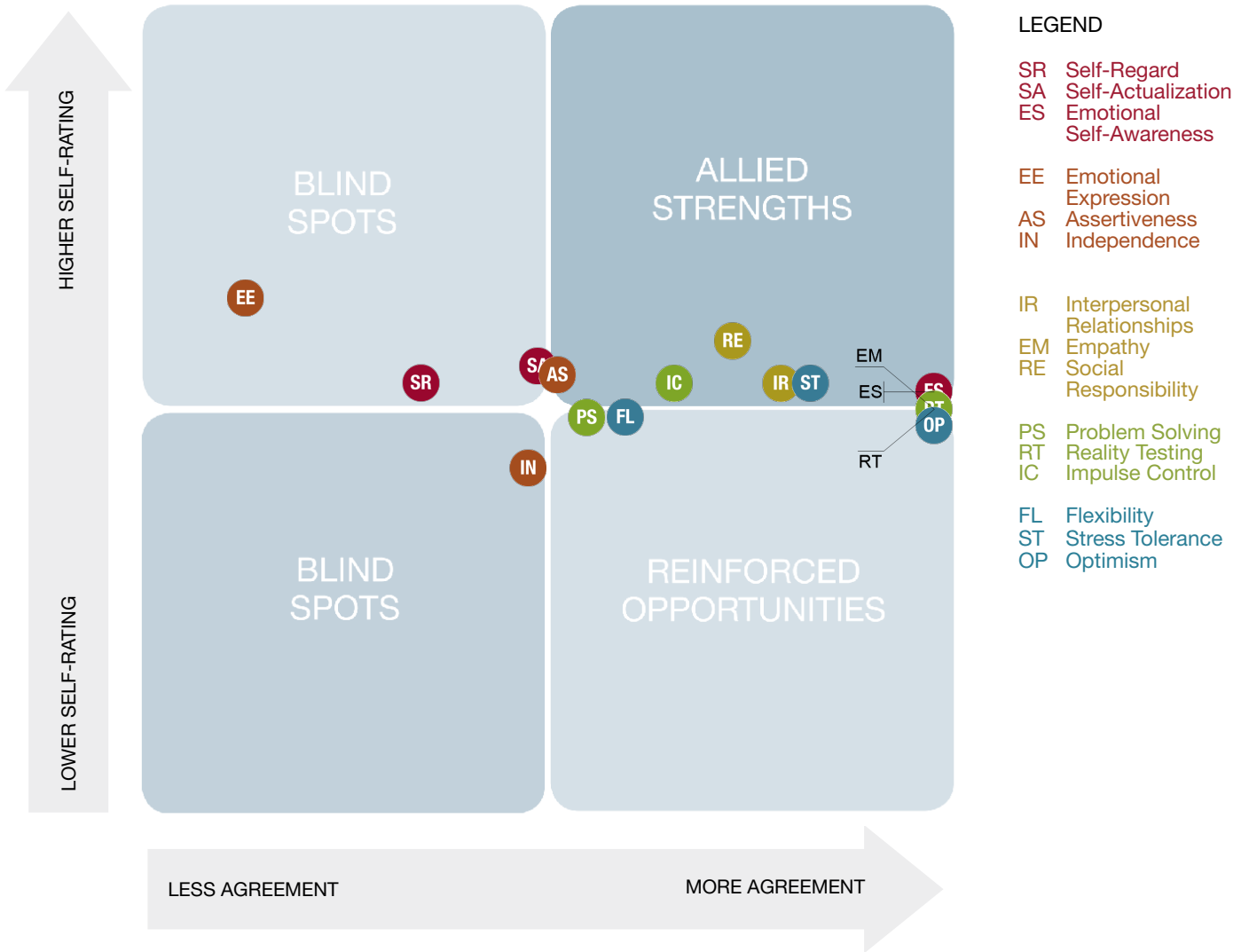
- The horizontal axis shows you how much agreement there is between your self scores and the ratings from your raters. Subscales appearing to the far right indicate consensus—you see yourself demonstrating these behaviors much in the same way as do those around you.
- The vertical axis shows your self-ratings. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- Subscales that overlap with one another indicate a consistent experience of those particular EI behaviors.

HIGHER SELF-RATING

LOWER SELF-RATING

BLIND SPOTS

ALLIED STRENGTHS

BLIND SPOTS

REINFORCED OPPORTUNITIES

LESS AGREEMENT

MORE AGREEMENT

EE · SR · SA · AS · PS · FL · IC · RE · IR · ST · EM · ES · RT · OP · IN

LEGEND

|	
SR	Self-Regard
SA	Self-Actualization
ES	Emotional Self-Awareness
EE	Emotional Expression
AS	Assertiveness
IN	Independence
IR	Interpersonal Relationships
EM	Empathy
RE	Social Responsibility
PS	Problem Solving
RT	Reality Testing
IC	Impulse Control
FL	Flexibility
ST	Stress Tolerance
OP	Optimism

WHAT TO LOOK FOR:

Subscales falling in the left quadrants have awareness gaps, meaning you see yourself differently from the way others see you. You may be unaware of, or "blind" to your own EI strengths and weaknesses.

WHAT TO LOOK FOR:

Concentration in the two right quadrants indicates a healthy level of self-awareness.

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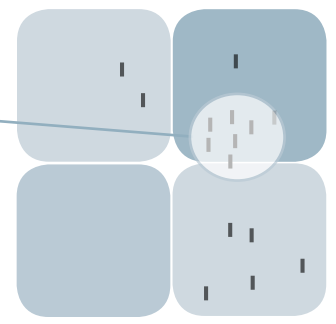
How You and Your Raters Responded: Summary

Now that you understand how you rated yourself, you can begin to discover the richness of the data collected from your colleagues and how this compares to your self-ratings. The two graphs below show a broad overview of your results at the Total EI level and at a Composite Scale level.

Total EI:

Total EI provides a general indication of your emotional and social skills, and how these skills influence the way you perceive and express yourself, maintain social relationships, cope with challenges, and use emotional information in a meaningful way.

	70　　90　100　110　　130	Self S	Manager M	Peer P	Direct Reports DR	Family/ Friends F	Other
Total EI	DR—S	103	102		94	94	

Composite Areas:

The five composite areas of the EQ-i 2.0 represent broad skill areas that are important in dealing with workplace demands. Once you understand your results in these broader areas, use the graph on the next page to dig deeper into your specific subscale results.

	70　　90　100　110　　130	Self S	Manager M	Peer P	Direct Reports DR	Family/ Friends F	Other
Self-Perception	DR—S	104	104		95	93*	
Self-Expression	DR—MS	106	101		87*	89*	
Interpersonal	FDSM	104	107		102	98	
Decision Making	DR—S	101	100		93	94	
Stress Management	DRS	100	98		93	97	

* indicates that there is a significant difference between this rater group's score and SELF score

Self-Perception. Subscales in this composite address the 'inner-self' and assess your feelings of inner strength, confidence, and pursuit of meaningful goals, as well as your understanding of what, when, why, and how different emotions impact your thoughts and actions.

Self-Expression. Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of your internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

Interpersonal. The Interpersonal composite includes subscales which measure your ability to develop and maintain relationships based on trust and compassion, articulate an understanding of another's perspective, and act responsibly, showing concern for others, your team or your greater community/organization.

Decision Making. Subscales in this composite address the way in which one uses emotional information by understanding the impact emotions have on decision-making, including the ability to resist or delay impulses and remain objective so to avoid rash behaviors and ineffective problem solving.

Stress Management. This composite contains subscales which address how well one can cope with the emotions associated with change and unpredictable circumstances, while remaining hopeful about the future and resilient in the face of setbacks and obstacles.

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How You and Your Raters Responded: Summary

EI Subscales		70	80	90	100	110	120	130	Self (S)	Manager (M)	Peer (P)	Direct Reports (DR)	Family/Friends (F)	Other
Number of raters									1	1		3	3	
Self-Perception	Self-Regard								103	92*		91*	91*	
	Self-Actualization								105	106		95*	92*	
	Emotional Self-Awareness								102	111		102	99	
Self-Expression	Emotional Expression								113	109		91*	102*	
	Assertiveness								104	102		101	86*	
	Independence								93	92		79*	85	
Interpersonal	Interpersonal Relationships								103	110		98	95	
	Empathy								100	108		105	102	
	Social Responsibility								108	104		104	96*	
Decision Making	Problem Solving								99	89*		87*	92	
	Reality Testing								100	108		97	100	
	Impulse Control								103	106		96	92*	
Stress Management	Flexibility								99	97		85*	99	
	Stress Tolerance								103	93*		98	97	
	Optimism								98	104		99	96	

* indicates that there is a significant difference between this rater group's score and SELF score
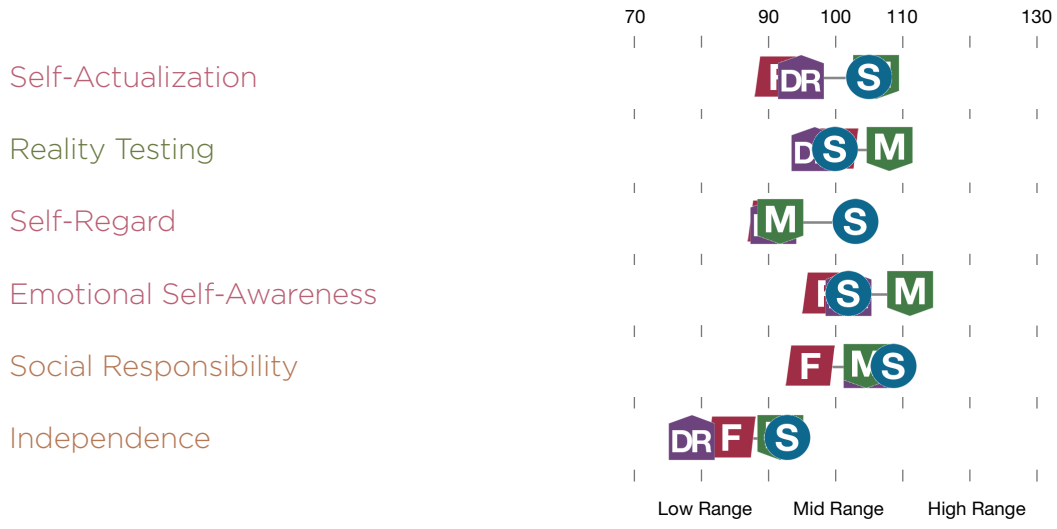
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How Your Raters Responded: Leadership Potential

EQ 360

The EQ-i 2.0 subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies presented over the next two pages is more likely to increase work satisfaction, create trust, and foster organizational commitment and loyalty.

This section provides you with a leadership lens through which to view how your raters responded. There are four general competencies required of most leaders: authenticity, coaching, insight and innovation. The top six EQ-i 2.0 subscales (based on theory and research) that are associated with each competency are listed. High scores on the associated subscales help ensure optimal functioning in the competency area. Alternatively, if you are rated lower on a few subscales for a particular leadership competency, you can quickly see that this might be an area of challenge for you in your current leadership role. Focusing development efforts in these areas is likely to yield the greatest return in your growth as a leader.

Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.

	70	90	100	110	130
Self-Actualization			I DR — S		
Reality Testing			D S — M		
Self-Regard			M — S		
Emotional Self-Awareness			I S — M		
Social Responsibility			F — M S		
Independence		DR F — S			

Low Range Mid Range High Range

Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.

	70	90	100	110	130
Self-Actualization			I DR — S		
Empathy			S — M		
Reality Testing			D S — M		
Interpersonal Relationships			I DF S — M		
Assertiveness		F — I S			
Emotional Self-Awareness			I S — M		

Low Range Mid Range High Range

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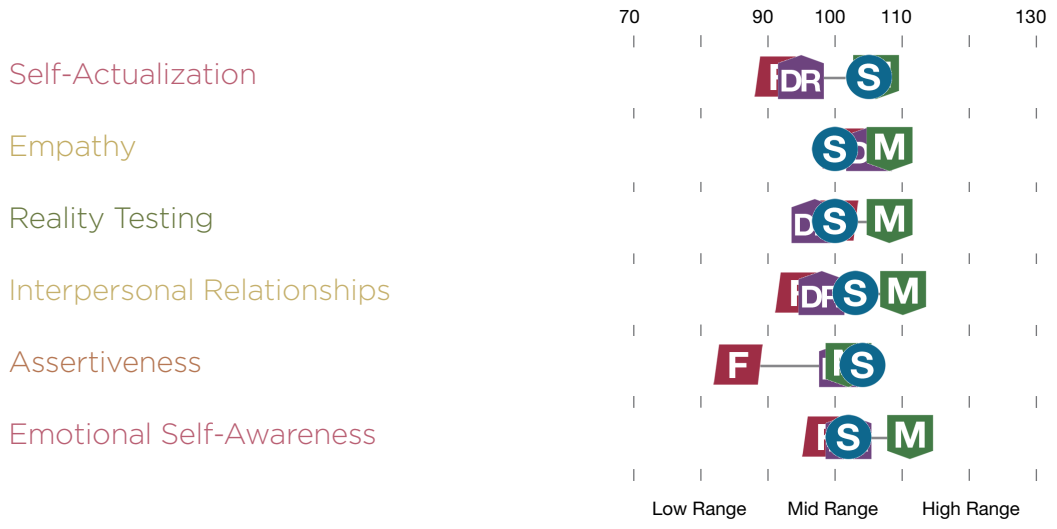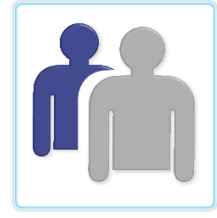
How Your Raters Responded: Leadership Potential

Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.

	70	90	100	110	130

Self-Actualization

Optimism

Self-Regard

Social Responsibility

Interpersonal Relationships

Emotional Expression

Low Range   Mid Range   High Range

Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.

	70	90	100	110	130

Self-Actualization

Independence

Problem Solving

Assertiveness
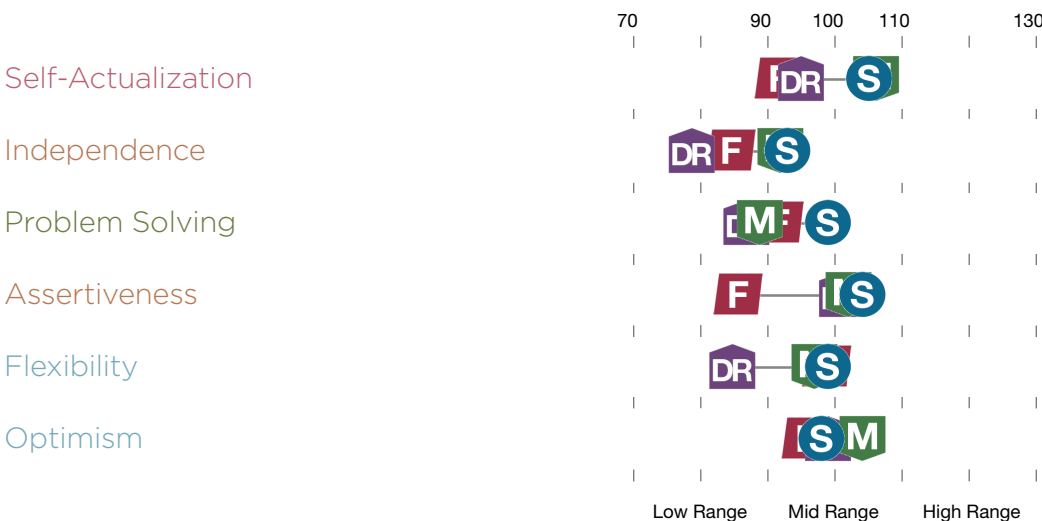
Flexibility

Optimism

Low Range   Mid Range   High Range

Leadership Derailers

Although scoring low on any EI subscale is a potential contributor to leadership derailment, our research suggests that the four EI subscales presented to the right will have the biggest implications for leadership derailment.

This section presents how you were rated on these four subscales. Please refer to the "How You Responded: Leadership Potential" page for further details about how these scores could affect your Leadership Potential.

	70	90	100	110	130

Impulse Control

Stress Tolerance

Problem Solving

Independence

Low Range   Mid Range   High Range

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Self-Actualization

Pursuit of meaning; Self-improvement

| 70 | 90 | 100 | 110 | 130 |

105

Low Range   Mid Range   High Range
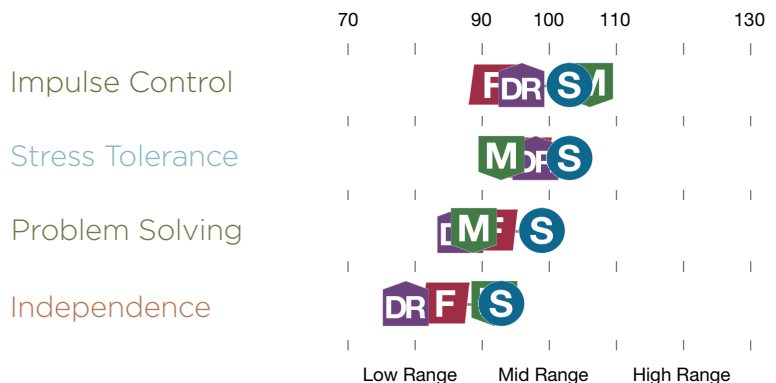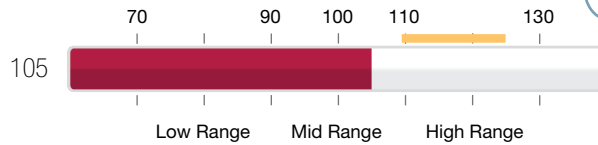
How You Responded:

Self-actualization is strongly related to overall work success and performance. It can be summed up in three words: pursuit of meaning. While this sounds quite philosophical, as a leader it means finding purpose and enjoyment in your role and performing to your fullest potential. Jacob, your result suggests that you operate with a slightly higher sense of accomplishment and resolve than most leaders, which spurs both you and the organization to strive for greatness. Your result may mean that:

- You operate with an energetic focus and involvement in your business objectives.
- You achieve the goals you establish for the organization, although you may benefit even more by setting stretch goals that challenge yourself and others.
- For the most part, you believe you are fulfilling your potential.
- On rare occasions, you may not be making optimal use of your full skill-set.

While you scored slightly above average on Self-Actualization, you could benefit from strengthening these skills and reaching the leadership bar.

Leadership Impact

Authenticity   Coaching   Insight   Innovation

Leadership Implications. You are likely leading people with a moderate sense of mastery and accomplishment. You usually motivate your employees to achieve their potential, and you ignite their ingenuity and resolve to achieve personal and professional goals. You may benefit from striving even harder to be the best you can be so that your work and personal life are as meaningful as possible.

Organizational Implications. You are perceived as a person who is striving to learn, developing new skills and willing to grow in order to fully optimize your talents. If strengthened, this quest could permeate the entire organization, as employees may emulate your approach. This drive for self-fulfillment may stimulate higher productivity and greater employee satisfaction. Continue to work on achieving the zenith of your potential so that employees may learn from this style.

Strategies for Action

One Small Step. Transcribing your objectives is a great strategy to solidify your action plan as you work toward greater self-actualization.

- By writing your action plan on paper or sharing it with a colleague, you solidify your goals. Choose one small strategy for making your life more enriching and share this with a colleague or place it in your calendar. Or, is there a way you can get your whole team involved in adding more meaning to the workday? Research clearly demonstrates that the likelihood of successful goal attainment increases by the mere fact of simply writing down your goals.

Capitalize on Strengths. You are already aware of your passions, though at times you may not realize it.

- List tasks in which you excel (e.g., chairing meetings, producing comprehensive financial reports), and try to incorporate these activities throughout the workday. If you feel unsure of your areas of strength, pinpoint pursuits in which you receive many compliments, or ask your colleagues for feedback. These activities will reinvigorate your zeal for work and improve your productivity.

Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning.

Self-Actualization (105) ⊜ Self-Regard (103), Optimism (98), and Reality Testing (100)

Your Self-Actualization is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Self-Actualization with other subscales may lead to further EI development and enhanced emotional and social functioning.

v1.0.0

MHS

Self-Actualization
Pursuit of meaning; Self-improvement

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70        90   100  110      130
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IDR - S

Low Range   Mid Range   High Range

How Your Raters Responded:

There is variability in how your rater groups rated your Self-Actualization—some see you differently than you see yourself, while others agree with your self-assessment. This section details:
1. the rater group whose score was most different from your self-assessment, and
2. the rater group that agreed most closely with your self-assessment.

The rater group whose score is most different from your self-assessment:

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

You see yourself as being more self-actualized compared to how you are seen by your Family/Friends, which could mean that your goals and achievements do not align with what others expect of you. It may seem that you are not contributing to your fullest, or that you lack commitment to your role. It may be the case that this rater group is not aware of certain types of pursuits and activities in which you engage. For example, your colleagues may not know you coach soccer or volunteer at a senior's centre in your community. Given that perceptions of your self-actualization can have profound implications for future opportunities, you might want to appropriately show others that your goals are indeed stretching you above and beyond what is expected for satisfactory performance. *How can you show more drive and passion when interacting with your Family/Friends?*

The rater group that agreed most closely with your self-assessment:

MANAGER

How your MANAGER rated you:

You and your Manager agree that you are usually self-motivated and driven to accomplish meaningful goals. This consistency in ratings means that you and your Manager believe that you have something to contribute, but that you could benefit from showing a greater drive to reach more challenging goals and greater enrichment in your work and personal life. Self-Actualization is a continuous process, and improvement can always be made. Jacob, continue to expand your interests and contributions in your personal and professional worlds, and seek tasks that make good use of your natural abilities. *How can you ensure that your goals and contributions are in line with the expectations of your Manager?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Accomplishes their goals	4	4		4	4	
Peak they have something to contribute	4	4		4	4	
Seeks out exciting experiences	4	5		4	3.67	
Is self-motivated	4	4		3.67	4	
Makes good use of their abilities	4	5		4.33	4	
Strives to be the best they can be	5	5		3.67	3.67	
Is driven to achieve	5	5		4	4	
Tries to make that life so meaningful to they can	5	4		4	3.33	
Looks for ways to improve themself	5	4		4	3.67	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

Independence
Self-directed; Free from emotional dependency

70   90   100   110   130

93

Low Range   Mid Range   High Range
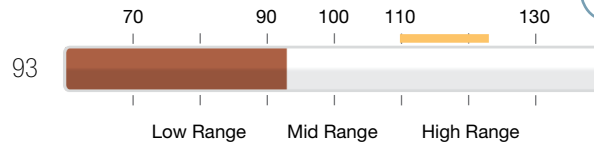
How You Responded:

Jacob, being independent means that you are capable of feeling, thinking, and working on your own, a critical skill that all great leaders have in common. Your results show that you do sometimes showcase independence, but not consistently. Although you may offer your opinions and thoughts, you might be more hesitant when you fear they are different from group consensus. You may hesitate to provide the decisions and directions that your team requires from your leadership, especially when the risk and responsibility of being independent are too high. Consider the following interpretation of your results:

- You welcome or request guidance from others, but sometimes you rely too heavily on it.
- You are usually emotionally independent from others, but could benefit from honing this skill when others might disagree with you.
- You may be more comfortable making decisions on your own when you are certain there is no risk.

You scored below the leadership bar on Independence and could benefit from strengthening skills in this area.

Leadership Impact

Authenticity   Innovation

Leadership Implications. While you are open to the thoughts and feelings of your team, you have the ability to remain self-directed and free from emotional dependency on others. Your results suggest that you can take initiative and act freely, allowing your team to trust your convictions. At the same time, you earn credit with them for independent thinking. You may find some instances where you are more dependent on others than you wish to be. Determine why your independence wavers in these situations.

Organizational Implications. In the organizational arena, you are likely seen influencing others and providing your perspective as often as most leaders, but in order to build more respect for your direction, you could benefit from taking an even more independent stance. Being independent in your thoughts and feelings will help avoid group-think, and allow you to have a greater impact on the direction of the organization.

Strategies for Action

Predict Possibilities and Reactions. The ability to make decisions while remaining emotionally independent contributes heavily to strong leadership. To further develop your independence when you find yourself being more dependent than you wish to be:

- List possible reactions that others may have to the decisions you make.
- List both negative reactions (e.g., my team might feel I am neglecting their opinions) and positive reactions (e.g., my team might be energized by a decision they hadn't even considered before).
- List the pros and cons of your decision so that your convictions remain strong.
- Do consult your team for input, but remember that the final decision is yours. Create (or review) your list of pros and cons to make even the toughest decisions without second-guessing yourself.

Create a Central Vision. You may find that it is easier to maintain your independent stance on an issue when you distill your thoughts and emotions down to a single central vision.

- When you find yourself being more dependent than you wish to be, come back to your sense of purpose as a leader. Why is your decision or stance the right one from your perspective?
- Communicate this central vision clearly by not using distracting small talk or irrelevant sidebars. Think of your independence as riding on this central vision; leave your listeners captivated and your influence will increase.

Balancing Your EI

This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. The subscale that differs the most from Independence is Interpersonal Relationships. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Independence (93)   Interpersonal Relationships (103)

Your Independence is lower than your Interpersonal Relationships result. To balance these components, recognize the importance of being a team player, without becoming overly reliant on the direction or support of others. Be collaborative, but retain the courage of your convictions.

MHS

Independence
Self-directed; Free from emotional dependency

70   90   100 110   130

DR F S

Low Range   Mid Range   High Range

How Your Raters Responded:

There is variability in how your rater groups rated your Independence—some see you differently than you see yourself, while others agree with your self-assessment. This section details:

1. the rater group whose score was most different from your self-assessment, and
2. the rater group that agreed most closely with your self-assessment.

The rater group whose score is most different from your self-assessment:

DIRECT REPORTS

How your DIRECT REPORTS rated you:

The gap between how you and your Direct Reports responded suggests that you are seen as less independent than you believe yourself to be. Consider whether the decisions you make could appear to be heavily based on the input of others, particularly from the viewpoint of your Direct Reports. It may be worthwhile to clarify what level of autonomy this rater group expects; perhaps what you believe to be gathering input is seen as seeking reassurance and validation by your Direct Reports. Find balance between including others in your decisions and becoming overly dependent on their input. *Why might your Direct Reports have rated you lower than you did yourself on Independence? What are the implications of believing yourself to be more independent compared to how others see you?*

The rater group that agreed most closely with your self-assessment:

MANAGER

How your MANAGER rated you:

Jacob, you and your Manager agree that you usually feel confident taking initiative and working independently. You and your Manager are likely aware of instances when your independence wavers and you turn to others for reassurance and guidance. It is crucial to maintain productive relationships by including others in your decisions; however, you may want to reflect on which decisions make you feel less confident in your solution. *Why do you think your raters do not all agree with your self-rating of Independence? Do you rely more on certain rater groups than others?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Finds it hard to make decisions on their own.	1	2		2.33	2	
Clings to others.	2	2		2	2.33	
Is easily influenced by others.	2	2		2	2.67	
Prefers a job in which they are told what to do.	4	2		3.33	2.67	
Finds it hard to do things on their own.	1	2		2.33	2.33	
Needs reassurance often.	2	2		3	2	
Needs other people more than other people need them.	3	2		3.33	3	
Is more of a follower than a leader.	2	3		3.33	2.67	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

Interpersonal Relationships

Mutually satisfying relationships

70   90   100   110   130

103   Low Range   Mid Range   High Range
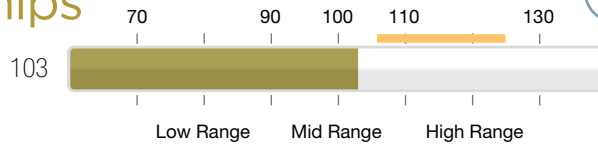
How You Responded:

Leadership cannot exist without strong relationships. While you likely have solid technical skills, your ability to form strong relationships in your team is also important, especially to help weather difficult times. Your result suggests that you focus on building strong relationships to inspire your team around the organization's vision and to reach innovative outcomes. Jacob, you can think of interpersonal relationships as your medium to encourage learning, share new ideas and gain buy-in for your vision—all in an effort to engage your team in reaching common goals. You likely:

- Know your team members' hidden and visible strengths and weaknesses.
- Are generally approachable and encourage the exploration of fresh ideas and risks.
- Are seen as a sociable leader, however your relationships would be even stronger if you honed this skill.

While you scored slightly above average on Interpersonal Relationships, you could benefit from strengthening these skills and reaching the leadership bar.

Leadership Impact

Coaching   Insight

Leadership Implications. Your Interpersonal Relationships result indicates that most of the time you work as a connected leader who coaches and mentors others to reach their potential. While there is still room for improvement, you value building authentic relationships that help your team to feel comfortable in sharing information and insight for decision-making. Develop this skill further by building connections beyond your comfort zone.

Organizational Implications. Most of the time, you use interpersonal and networking skills to gain resources for your team. You are likely able to make a mark on the organizational stage, impacting decisions with information sourced from a variety of relationships. Although there is room for you to broaden your relationships, you understand that mutually-beneficial relationships can help you gain the support that your team needs and create a positive team and corporate culture.

Strategies for Action

Recognition Goes a Long Way. Remember to express recognition and celebrate individual and team success consistently.

- Through simple acknowledgments, reward people for achievements, meeting challenges, and upgrading their skills and knowledge.
- Do you know what kind of recognition your team members prefer? Not everyone likes a reward given in front of their peers.
- Find opportunities to improve your interpersonal skills; walking around the office and engaging in team discussions can be a management practice to help you understand your colleague. These opportunities can help expose you to the type of recognition people prefer.

Building Trust. Building resilient and trusting relationships with all people, regardless of your feelings toward them, is crucial to navigating the political landscape of your workplace.

- Identify the people with whom you have not developed a strong relationship. List areas of these relationships you'd like to improve.
- Reflect on this list and explore what you have done to earn their trust. List what you think each person needs from you.
- Next time you meet with these people, make note to confirm your perspective on their needs. Were you accurate or do they need something you had not thought of?
- Arrive at an action plan to support one another on achieving common goals and needs.

Balancing Your EI

This section compares Interpersonal Relationships with Self-Actualization, Problem Solving, and Independence. The subscale that differs the most from Interpersonal Relationships is Independence. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Interpersonal Relationships (103)   Independence (93)

Your Interpersonal Relationships result is higher than your Independence result. These components work in unison by distinguishing the times when collaboration and group work is needed from times that require independent functioning. As a general rule, when tasks can be completed independently, it may be best to do so, leaving colleagues free to work on other tasks that they may be required to do.
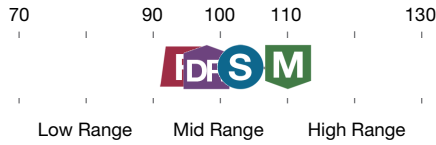
MHS

70   90   100 110   130

IDF S M

Low Range   Mid Range   High Range

How Your Raters Responded:

Jacob, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

There is close agreement between you and all your rater groups.

How your rater groups rated you:

You and your raters all agree that you easily socialize, open up to, and connect with people. The consistency between these ratings and yours suggests that you have similar expectations for how your relationships should be maintained; if there are unmet expectations, it is likely that you are experiencing them to a similar degree. However, there is still room for improvement. Stronger relationships can provide the social support needed to buffer the negative effects of stress, promote psychological adjustment and contribute to long lasting physical health. How can you build stronger relationships at work? *Are there people you would like to be closer to? How can you earn their trust and respect?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~Makes friends easily~~	5	4		4	4	
~~Enjoys talking with people~~	4	4		4	4	
~~Is easy to approach~~	4	5		4	4	
~~Is easy to confide in~~	4	4		4	4	
~~Is fun to be with~~	5	5		4	3.33	
~~Is a team player~~	4	5		4.33	4	
~~Is sociable~~	4	5		4	3.67	
~~Has good relationships with others~~	4	4		4	4	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

This table contains abbreviated versions of the items your raters responded to. These items are copyrighted and not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

Reality Testing

Objective; See things as they really are

70   90   100   110   130

100

Low Range   Mid Range   High Range
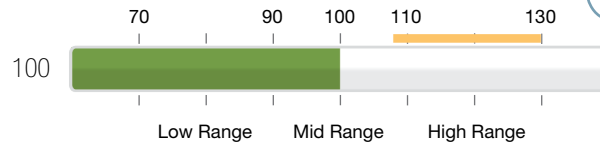
How You Responded:

Reality Testing is a key contributor to how you make decisions as a leader, whether your approach is seen as grounded, objective and in touch with the work environment, or disconnected and biased. Jacob, your result on this subscale suggests that you are fairly adept at validating your feelings with external reality and realistically tuning in to the immediate situation. Leaders who score in this range can still develop; however, for the most part you convey that you are in tune with others' perspectives, and with the immediate organizational landscape. Your result suggests:

- You are unlikely to misinterpret critical information or allow emotions to color reality.
- Your coaching and performance management discussions are likely unbiased and grounded in evidence.
- Your assessment of a situation is likely accurate and respected by those you lead.
- Some instances of overly positive (extreme happiness) or negative emotions (extreme anxiety) may cause less objectivity.

You scored below the leadership bar on Reality Testing and could benefit from strengthening skills in this area.

Leadership Impact

Authenticity   Coaching

Leadership Implications. You are likely conveying an appropriate level of objectivity which helps your direct reports see you as a fair, accurate and in-touch leader. Your leadership is likely even-keeled, particularly if you are high on impulse control as well. However, there may be times, particularly when under stress, when you allow your emotions and personal biases to cloud your objectivity.

Organizational Implications. Your midrange result suggests that you understand that giant possibilities are inspiring, but matching possibilities with capabilities will create the buy-in you need. Your goals are usually seen as realistic although more effort here could ensure that others, particularly those in other teams, can trust that your decisions are rooted in evidence. Leaders who can accurately size up external events and solve problems based on this assessment tend to be capable of greater achievements.

Strategies for Action

Fearing the Worst, or Sugarcoating Reality? Under times of stress, you may rely less on your reality testing skills and fall victim to fearing the worst-case scenario or sugarcoating reality. Which of these two extremes best describes you when you are not seeing things realistically?

- If you worry about catastrophes, remember that sometimes the best actions involve risks. Don't be stymied by worst-case scenarios that may never occur. Is there evidence that there is real danger? Try running your catastrophe hypothesis by a third party to see if it has any truth.
- If you tend to sugarcoat reality, try playing the role of "devil's advocate", and find data to more accurately describe the current situation. Also, watch others' reactions to your positivity; if there is hesitation in their voice or body language, they likely see your positive outlook as unrealistic.

Opening the Books. Keeping up-to-date data at your fingertips will ensure you have objective information ready to fuel strong decisions and goal-setting processes.

- Provide yourself and your team with critical business unit or departmental data (e.g., profit and loss, sales, product development costs) to make intelligent decisions with your team.
- Information is a form of power and can combat the tendency to color reality with our own personal biases.

Instill this power in your team. Validate theories, and assumptions and avoid targets that have no basis in hard data.

Balancing Your EI

This section compares Reality Testing with Emotional Self-Awareness, Self-Regard, and Problem Solving. Achieving balance between these subscales can enhance emotional functioning.

Reality Testing (100) ⊜ Emotional Self-Awareness (102), Self-Regard (103), and Problem Solving (99)
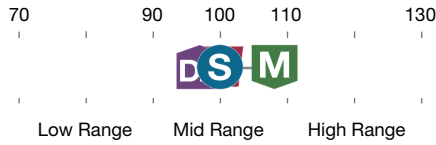
Your Reality Testing is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Reality Testing with other subscales may lead to further EI development and enhanced emotional and social functioning.

MHS

EQ 360

Reality Testing
Objective; See things as they really are

70   90   100 110   130

D S M

Low Range   Mid Range   High Range

How Your Raters Responded:

Jacob, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

There is close agreement between you and all your rater groups.

How your rater groups rated you:

The agreement between you and your raters suggests that you are generally connected to what is happening around you, taking the time to validate the way you see things against external data. Consider the plans and goals you set for yourself and others. How do you know they are realistic? What about your reaction to an upsetting problem? How can you tell whether you over- or under-reacted? Leverage the consistent experience of your objectivity and work on applying your reality testing skills to even more situations. *How can you check in with your raters to ensure that the goals you set are realistic? In what situations do you feel you might be less connected to what is happening around you?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	4	4		3.33	3.67	
	4	4		4	4	
	4	4		3.33	4	
	4	4		4	4	
	4	5		3.67	3.33	
	4	4		4	3.33	
	4	4		2.33	3.33	
	4	4		4	4	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

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MHS

Stress Tolerance
Coping with stressful situations

70   90   100   110   130

103   Low Range   Mid Range   High Range

How You Responded:

Stress Tolerance is the ability to effectively cope with and respond to stress and mounting pressure. Jacob, your result indicates that you are slightly more comfortable than most when dealing with novel and challenging situations. You inspire confidence in your team concerning your capability to manage change and complex issues. Nevertheless, some difficulties may arise when the pressure is high. Some characteristics of your result are:

- You are able to lead others to achieve results even when under pressure.
- You are viewed as a resource who is equipped with effective coping strategies.
- You may, under rare circumstances, feel uneasy managing multiple competing priorities and goals.

While you scored slightly above average on Stress Tolerance, you could benefit from strengthening these skills and reaching the leadership bar.

Leadership Impact

Leadership Implications. Your even-keel demeanor is a tool that allows you to effectively weather most challenges encountered at work. To your direct reports, you are normally seen to calmly appraise a situation at hand, and show confidence in your ability to resolve issues. Regardless, there remain some times and trigger points when you may feel overwhelmed and unable to lead others through pressure and deadlines.

Organizational Implications. While you are able to cope with the challenges that you encounter at work, at times you may not be able to make tough decisions under pressure. By developing your stress tolerance, your skill at handling conflict and at managing your emotions under situations of duress leads to problems being effectively solved. Be sure to balance your focus between the long-term growth of the organization and the use of short-term "band-aid" solutions. If you further strengthen your tolerance to stress, others may see you as a resource when stressful events occur and may seek your counsel when they are unsure of the best course of action. Try to appear composed even when your emotions may cloud your judgment.

Strategies for Action

Exercise. If you experience tension from a stressful circumstance, exercise will help ease the strain.

- Exercise relaxes muscles and eases pent up energy, allowing you to redirect your focus.
- Stress related illnesses are avoided and endorphins are released that help fuel concentration.
- By maintaining a regular fitness routine, your reaction to stress will be mitigated with time.

Implement a Wellness Program. Organizations that invest in stress management initiatives help fuel a productive workforce. Major overhauls are not necessary, as small initiatives can have a major impact.

- Diet can have a substantial effect on one's ability to cope with stress. For instance, if the organization has an on-site cafeteria, a good recommendation is to replace unhealthy food with fresh fruit and vegetables, host a cooking class, or have a team potluck encouraging healthy eating and socializing.
- Employees can be encouraged to take a yoga or tai-chi class during their lunch hour at a subsidized rate.

Balancing Your EI

This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning.

Stress Tolerance (103) ⇌ Problem Solving (99), Flexibility (99), and Interpersonal Relationships (103)

Your Stress Tolerance is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Stress Tolerance with other subscales may lead to further EI development and enhanced emotional and social functioning.

MHS

Stress Tolerance
Coping with stressful situations

70   90   100   110   130

M of S

Low Range   Mid Range   High Range

How Your Raters Responded:

There is variability in how your rater groups rated your Stress Tolerance—some see you differently than you see yourself, while others agree with your self-assessment. This section details:
1. the rater group whose score was most different from your self-assessment, and
2. the rater group that agreed most closely with your self-assessment.

|	
The rater group whose score is most different from your self-assessment: MANAGER	**How your MANAGER rated you:** You describe yourself as more stress tolerant than what is observed by your Manager. This gap could mean that during times of stress you may intend to remain calm and collected, but your behavior leads others to believe you are more anxious or overwhelmed than you feel. Your Manager may therefore believe that your emotions get in your way when dealing with stress, even if you believe you have a clear focus to get through challenging times. Be aware of your physical displays of emotion and the way you communicate during times of stress. It appears that your Manager may be picking up on signals that suggest you are not tolerating stress as well as you might think. *What are some possible explanations for the gap between your self-rating and that of your Manager? What are the implications of your Manager believing you to be less tolerant of stress?*
The rater group that agreed most closely with your self-assessment: DIRECT REPORTS	**How your DIRECT REPORTS rated you:** Jacob, you and your Direct Reports agree that you generally withstand adverse events and stressful situations but there are times when mounting pressure might cause you to lose your composure. Both you and your Direct Reports would likely agree that there is room to improve your ability to tolerate stress, selecting from a wider range of coping mechanisms to maintain your calm and focused demeanor. Keep in mind that not all raters agree with your self-rating, so there may be interactions with certain individuals in which you are more tolerant or less tolerant of stress. *What strategies do you use to cope with stress? What do you think is the reason for the agreement between you and your Direct Reports regarding how you handle stress?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~Keeps calm in difficult situations.~~	5	4		4.33	4	
~~Can't think clearly when they are under stress.~~	2	3		2.67	2.33	
~~Thrives in challenging situations.~~	4	4		4	4	
~~Handles stress without getting too anxious.~~	4	4		4	4	
~~Performs well under pressure.~~	4	4		4	3.67	
~~Copes well with stressful situations.~~	4	4		4.33	3.67	
~~Handles upsetting problems well.~~	4	4		3.67	4	
~~Does not react well to stressful situations.~~	2	4		2.67	2.33	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

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MHS

Well-Being Indicator

Satisfied with life; Content

101

70   90   100   110   130

Low Range   Mid Range   High Range
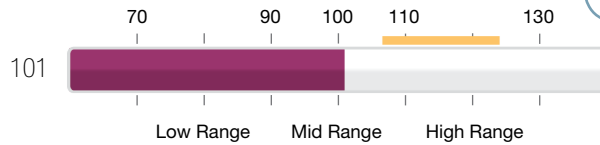
How You Responded:

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being. Your Happiness result is shown on this page, linked to your results on the four subscales most often associated with Happiness. Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

Happiness

Jacob, your result in Happiness suggests that more often than not you feel satisfied with your life, and generally enjoy the company of others and the work you do. You may:

- Have fun at both work and play while participating in activities you enjoy.
- Be seen by your team as likeable and pleasant to be around.
- Have to occasionally manage your discontentment with certain aspects of your life.

Although you have no low scores in any of the four subscales typically tied to happiness, or in any other EI skill area, you may benefit from ensuring your development goals are linked to improving your Happiness. Are there additional goals that you can set to achieve things that are important to you, leading to an increased sense of well-being?

Self-Regard   (103)

Happiness is a by-product of believing in oneself and living according to your own values. Although you have good self-regard, there are times when you may doubt yourself, creating feelings of unhappiness. Strengthening self-regard may help to enhance life satisfaction and well-being.

- List past accomplishments to pinpoint the skills that you can leverage to achieve leadership success.
- What are some actions (e.g., reading motivational books) that bolster your self-regard?

Optimism   (98)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Your results suggest you are optimistic and hopeful most of the time, but perhaps you could use this outlook more frequently so that your happiness becomes even more personal, permanent, and justifiable.

- What are some steps to demonstrate your positivity in a more active/overt manner?
- When faced with a new challenge, how do you typically feel? List your emotions and identify why you feel this way.

Interpersonal Relationships   (103)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. Your result suggests that your relationships are fulfilling for the most part, but there may be times when you need more encouragement and support from those around you.

- Are there particular relationships at work that could be improved to increase harmony?
- Do you feel as connected as you need to be with your team? If not, what steps can you use to improve the relationship?

Self-Actualization   (105)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your result suggests a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness.

- What responsibilities in your current leadership role allow you to feel self-actualized?
- Can you identify ways to spend more time on those specific activities (e.g., by delegating other tasks to colleagues)?

Well-Being Indicator
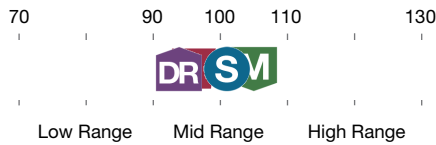
Satisfied with life; Content

70   90   100   110   130

DR S M

Low Range   Mid Range   High Range

How Your Raters Responded:

Jacob, all of your rater groups rated you very similarly to how you rated yourself. This section presents the implications of this level of agreement.

	Self **S**	Manager **M**	Peer **P**	Direct Reports **DR**	Family/Friends **F**	Other
Happiness	101	105		94	96	

There is close agreement between you and all your rater groups.

How your rater groups rated you:

You agree with all your rater groups that more often than not, you feel satisfied with your life. Although you acknowledge that there are moments when you could be more content, in most of your interactions you convey what you feel on the inside: a general enthusiasm for life and a happy disposition. Employees who show a happy disposition in their workplace are generally seen by their coworkers as likeable and fun to be around. This positive attitude generally proliferates around the workplace and affects others working around them. In your case, most of your raters would agree that this is true of you. Happiness can always be increased, and therefore you may want to probe into the item-level analysis below to find specific areas of strength in your Happiness result. *What are some aspects of your life that if changed, would make you happier and more satisfied?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~Finds it hard to enjoy life.~~	1	1		3.33	2	
~~Is not happy with their life.~~	1	1		2.33	2.33	
~~Is enthusiastic.~~	4	4		4.33	4	
~~Is happy.~~	4	4		4	4	
~~Is satisfied with their life.~~	4	4		4	4	
~~Is excited about life.~~	4	5		4	4	
~~Looks forward to each day.~~	4	4		4	4	
~~Is content.~~	4	4		4	4	

Responses: 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

This table contains abbreviated versions of the items your raters responded to. These items are copyrighted and not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

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▌ Action Plan

The steps you take towards achieving your EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the **SMART** goal setting criteria for each goal.

S	PECIFIC
M	EASURABLE
A	CTION-ORIENTED
R	EALISTIC
T	IMELY

Write down up to three EI skills or behaviors that you would like to further develop (e.g., "reflective listening" to build empathy, or "recognizing how my body reacts to stress" to raise emotional self-awareness). The **SMART** goals that you outline in the template should help to strengthen these EI skills and behaviors.

1.

2.

3.

Write down up to three overall qualities that you would like to have (e.g., integrity, providing clear leadership, team player, clear communicator). In some way the goals you outline in this action plan should help you achieve the overall qualities you identified.

1.

2.

3.

Transfer your **SMART** goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Practice active listening	Today, especially in one on one meetings with my direct reports	Improved interpersonal relationships, empathy with my team. Increased employee engagement.	- Feedback - 360 results increase	Direct feedback from my team	Obtaining honest feedback can be difficult. Time – don't cancel one on one meetings – demonstrate the importance of regular touch points

I commit to this action plan _____ .
(signature)

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EQ 360

▮ EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in work and our organization's demands win the competition for our time and attention. By outlining your objectives here and leaving a copy with your coach you are increasingly more accountable to reach your personal goals.

▮ My Personal Development Goals

My action plan includes the following goals:

Due Date

1.

2.

3.

4.

Your Signature _____   Your Coach's Signature _____

Leadership, Conflict Management, and Emotional Intelligence

Managing conflict of any kind can be a frustrating task for most of us. For leaders, resolving some sort of conflict is usually the norm rather than the exception. From competing resources and deadlines, to new project teams, mergers, and managing through organizational change, leaders are continually required to flex their interpersonal conflict management skills.

In addition, more and more of the work we do today involves multiple teams to reach organizational goals. The increased need for clear communication and role clarity between teams will help to ease potential conflict, and if navigated well, can provide team members with the opportunity to be innovative, take risks, and increase productivity.

As a leader, you may find the tips below can help you to leverage your emotional intelligence skills in times of conflict.

Manage yourself first…

1. **Listen to yourself with purpose.**
   Leverage **Emotional Self-Awareness** skills to recognize your reactions, thoughts, and feelings regarding the conflict at hand. What are your thoughts about the conflict; the way it has been handled thus far and what can be done to get through it? What frustrates you about it? What is good about it? Remember, even though it may feel personal at times, the conflict is often not about you. Pay attention to how you feel and bring the focus back to the issue.

2. **Timely expressions of yourself.**
   As a leader, your emotional expressions are always in the limelight, and while some situations call for instantly expressing yourself, most require a more deliberate and controlled expression. Your genuine expression and authenticity will be appreciated by others—especially when it is timely and constructive. Along with the awareness from Tip #1, utilize your **Emotional Expression** and **Impulse Control** skills to make the conscious decision to express yourself in a constructive manner, thinking through the outcome you expect from your expression before you express it.

…manage others second.

3. **Empathy in conflict management?**
   Yes! So much so that without empathy, conflict would bring nothing but harm to your team and your effectiveness. Use your **Empathy** skills as a tool to bring down the temperature of the situation. Listen to the other side attentively

and genuinely—make it "their" time. Even if you disagree completely with the other side, find ways to express your genuine understanding (e.g., how frustrating the situation must be for them; the amount of effort being dedicated; how much is at stake for them). Validation in this way can be the single most powerful tool to get others to pull back their defenses. If the conflict is within your team, take the time to truly listen to each individual. The time spent will be a rewarding investment.

4. **Conflict ~~resolution~~ management.**
   Note that the title of this article is conflict management—not conflict resolution. Yes, there will be situations that call for immediate action, and you will need to make use of the authority behind the position you hold at your organization. For others, try simply managing the conflict as opposed to resolving it. Leaders usually have the tendency to jump right into problem solving mode, especially when problem solving skills are second-nature, or it seems easier to solve it yourself than allow others to do so. Make the conscious decision to use **Impulse Control** skills and apply your **Problem Solving** skills at a different level—manage the conflict as a leader and use it as an opportunity to develop your team. Use your **Interpersonal**, **Stress Tolerance**, and **Optimism** skills to guide and develop your teams to find innovative solutions to the conflict they experience. Provide them with the latitude to generate solutions and then review the best course of action with them. Remember, conflict can be a good thing! Learn to manage its destructive potential and harness its constructive energy.

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A Leadership Guide to Striking the Optimal Balance

Meet Harriet, Senior Vice-President of Communications at a multi-national Fortune 500 corporation. As she interacts with stakeholders in different time zones, her day begins at the crack of dawn when she checks her work email. After eating a hurried breakfast and dropping her children off at school, the rest of her workday consists of a slew of meetings, intermingled with bursts of brainstorming and team debriefs. In the rare occasion that a spare moment presents itself, editing and sign-offs are slotted in throughout the day. Her biggest problem is time pressure, as she finds it difficult to complete an ever-growing list of competing priorities. Her harried, multi-tasking lifestyle prevents her from being fully present and engaged in her work and personal life. Recently, Harriet has encountered health problems, such as rapid, irregular heartbeat, headaches, and aches and pains throughout her body. Because of these issues, her children are often let down when she can't attend their after-school sporting events.

Harriet's situation is endemic throughout organizations, and costs companies billions annually in lost productivity. In our globalized economy, pressures to accomplish more with fewer resources, and our hurried, frantic lifestyles are causing leaders to sacrifice their health to complete a long list of seemingly endless responsibilities. Aside from the personal toll, families may feel disappointed and neglected as interpersonal contact steadily decreases.

For today's time-pressured leader, the following is a guide to harness EI skills to strike the elusive work-life balance:

Keep work in perspective
Work is an essential component for leaders in organizations. Nevertheless, it should not consistently overtake other responsibilities. Use **Reality Testing** skills to maintain an objective view of your schedule and your various obligations (professional and personal).

Temper unrealistic expectations
Leaders are only capable of taking on so much before physical and emotional resources deplete. Use **Emotional Self-Awareness** to gauge emotional reactions to unfeasible demands, which can serve as a trigger to adopt a more efficient/streamlined schedule.

Set boundaries and leave work at the office
When work continually encroaches on a leader's personal life, quality of life suffers to the detriment of **Happiness**. Use **Assertiveness** to ensure that discontent with work volume is vocalized as much as appropriate, and implement **Flexibility** to secure breaks at lunch and in the evenings/weekends.

Change your mindset
Leaders frequently feel compelled to shoulder a great deal of responsibility to achieve the strategic vision of the organization. Use **Problem Solving** to alleviate strain, and leverage **Optimism** to alter perspective (adopt the mindset "this too shall pass").

Meditate and exercise
When pressure mounts, leaders often focus their priority on achievement and neglect their well-being. Meditation and exercise boost **Stress Tolerance** and **Optimism**, both of which help you to refocus attention and manage competing priorities.

Delegate
Harness the power of delegation; assign tasks to your team to alleviate the burden of competing deadlines. Leverage **Interpersonal Relationships** to identify those who can shoulder some obligations, or those who need exposure or development in a particular task, and use **Flexibility** to ensure fair distribution of work.

Prioritize responsibilities
Leaders must ensure that duties are prioritized according to importance, and tackle obligations in order of impact on organizational goals. Use **Reality Testing** to address the most significant issues, and implement **Problem Solving** to create a plan to address tasks.

Ensure proper rest and community engagement
Use **Flexibility** to ensure you receive proper sleep to help reframe challenging situations, and leverage **Interpersonal Relationships** and **Social Responsibility** to participate in community engagements that buffer the effects of competing priorities.

Indulge in your passions
Leaders devoid of hobbies or extra-curricular activities are not well-rounded, which can prevent a holistic or alternative view of the organization. Use **Independence** and **Self-Actualization** to identify interests and ensure that you engage in these pursuits.

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EQ360®

Take a quick survey of all the people you work with on a daily basis. Chances are you interact with people representing every generation: Baby Boomers, Generation Xers, and the latest addition to the workforce, Millennials. Although generation gaps have always been present in the workplace, never have we encountered such differences in values, communication styles, and expectations of leadership mixing together on the company stage. By leveraging your EI skills, you can capitalize on the dynamic work environment created from this mix of generations, while minimizing the tension that can arise when different expectations are present.

Leverage Empathy and Flexibility in order to manage the generation gap. Here are some suggestions:

Empathy

- View your leadership style from the perspective of each generation, then from the perspective of each individual.

- Ask questions to uncover what your team members value and what motivates them.

- Value each person as unique and having individual needs, regardless of the generation they belong to.

Flexibility

- Be tolerant of different tactics/approaches for communication. Show that you are open to using different methods for communication.

- Accommodate different learning styles amongst your team, and offer them alternatives (i.e., mentoring, e-learning, hands on training).

- Keep an open mind to alternative or innovative approaches to work. Your way may not be the only way.

The table below outlines some common trends for each generation. These characteristics may help you uncover the root of different expectations and preferences amongst your team. However, use your Interpersonal Relationships skills to form solid bonds with those you lead and get to know them personally; generational stereotypes should never replace healthy conversations between a leader and their team.

This generation...	prefers communication that is....	values things like...	approaches work by...
Baby Boomers • born between 1946–1964	- structured and systematic, like performance reviews - face to face	- expertise and experience - institutional and political knowledge - social contributions and loyalty	- separating professional and personal life - building strong relationships and networks
Generation X • born between 1965–1981	- face to face, or email - clear, direct, and transparent as they tend to be slightly skeptical	- efficiency - work/life balance - security	- working independently - learning on the fly - multitasking
Millennials/Gen Y • born after 1981	- instantaneous - transparent - about strategy and vision for the company - technology based, like instant messaging	- fast-paced work environment - empowerment - creativity, innovation - hyper-connectivity	- working with others, team work, socializing - doing what's meaningful and has purpose

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This page shows how your raters responded to the short-answer questions presented in the EQ 360. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

Q: What areas of leadership do you believe are strengths for this individual?

M_1: Coomunication and positive outlook

DR_1: She's assertive and good at decision making
DR_2: Not Provided
DR_3: Positivity and team player

FF_1: communicative
FF_2: Communicative
FF_3: supportive

Q: How does this individual respond when resolving conflicts?

M_1: She is very diplomatic

DR_1: She considers other's perpective when resolving conflict
DR_2: She tries to hear both side of stories
DR_3: She gets defensive sometimes

FF_1: calmly.
FF_2: calmly
FF_3: intellectually