



EQ360[®]

LEADERSHIP EQ 360

REPORT



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.

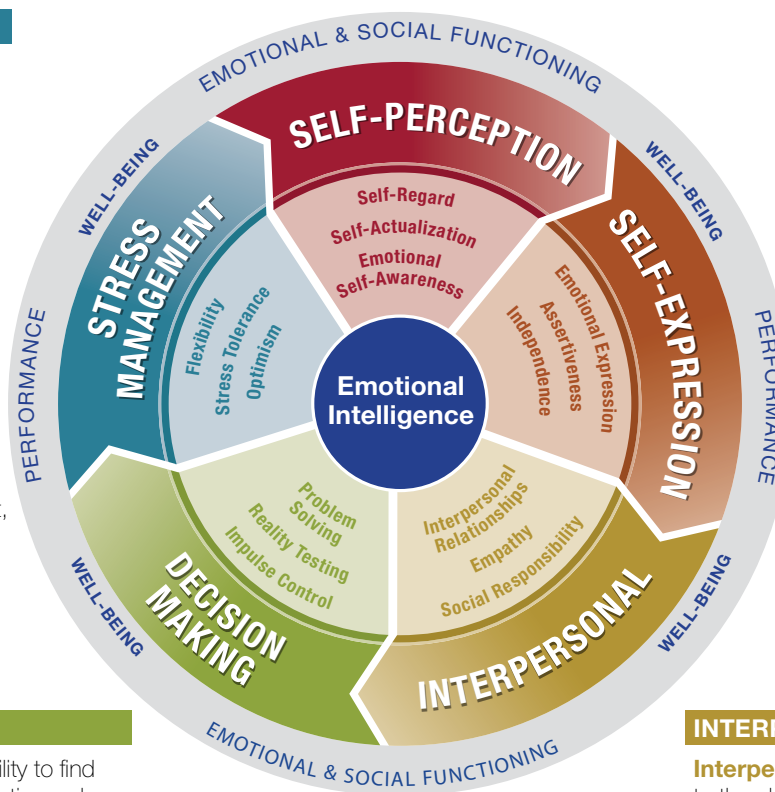
Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

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.

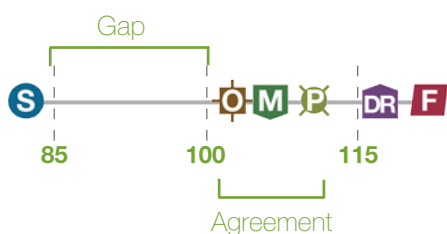
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

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.

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.

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



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.”

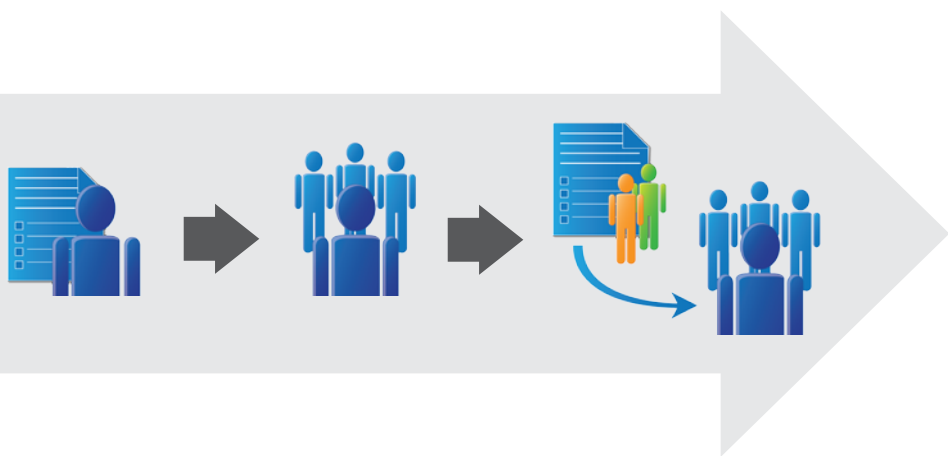
How to read this report. This report contains information gathered from both yourself (self-rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, friends, family, or others and will be labeled as such throughout this report.

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.



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.

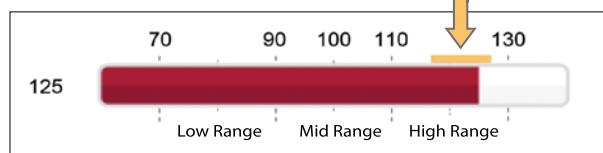
Getting the Most Out of Your Report

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.

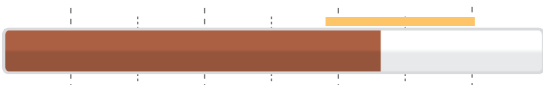
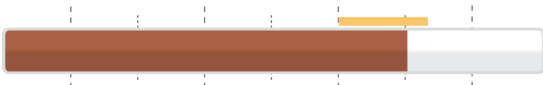
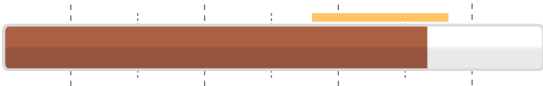


Executive Summary

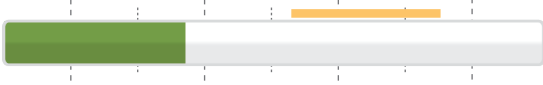
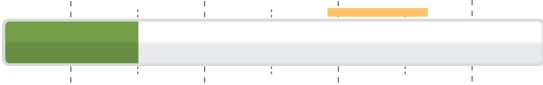
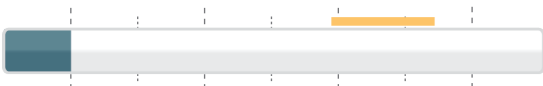
Total EI



Highest 3 Subscales



Lowest 3 Subscales



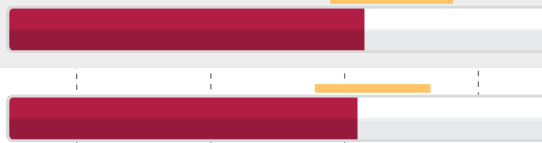
How You Responded: Overview

Total EI



Self-Perception Composite

Self-Regard
Respecting oneself; Confidence



Self-Actualization
Pursuit of meaning; Self-improvement



Emotional Self-Awareness
Understanding own emotions



Self-Expression Composite

Emotional Expression
Constructive expression of emotions



Assertiveness
Communicating feelings, beliefs; Non-offensive



Independence
Self-directed; Free from emotional dependency



Interpersonal Composite

Interpersonal Relationships
Mutually satisfying relationships



Empathy
Understanding, appreciating how others feel

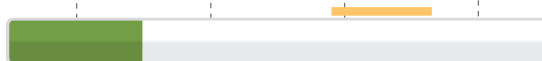


Social Responsibility
Social consciousness; Helpful



Decision Making Composite

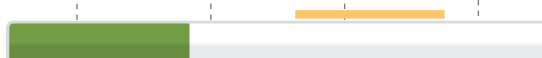
Problem Solving
Find solutions when emotions are involved



Reality Testing
Objective; See things as they really are



Impulse Control
Resist or delay impulse to act

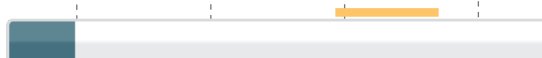


Stress Management Composite

Flexibility
Adapting emotions, thoughts and behaviors



Stress Tolerance
Coping with stressful situations



Optimism
Positive attitude and outlook on life



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.



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.



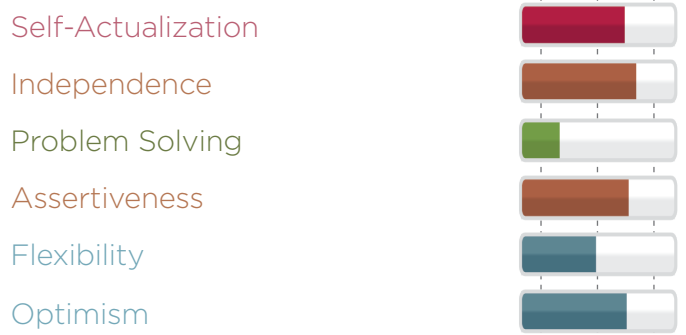
Insight

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



Innovation

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



Leadership Derailers

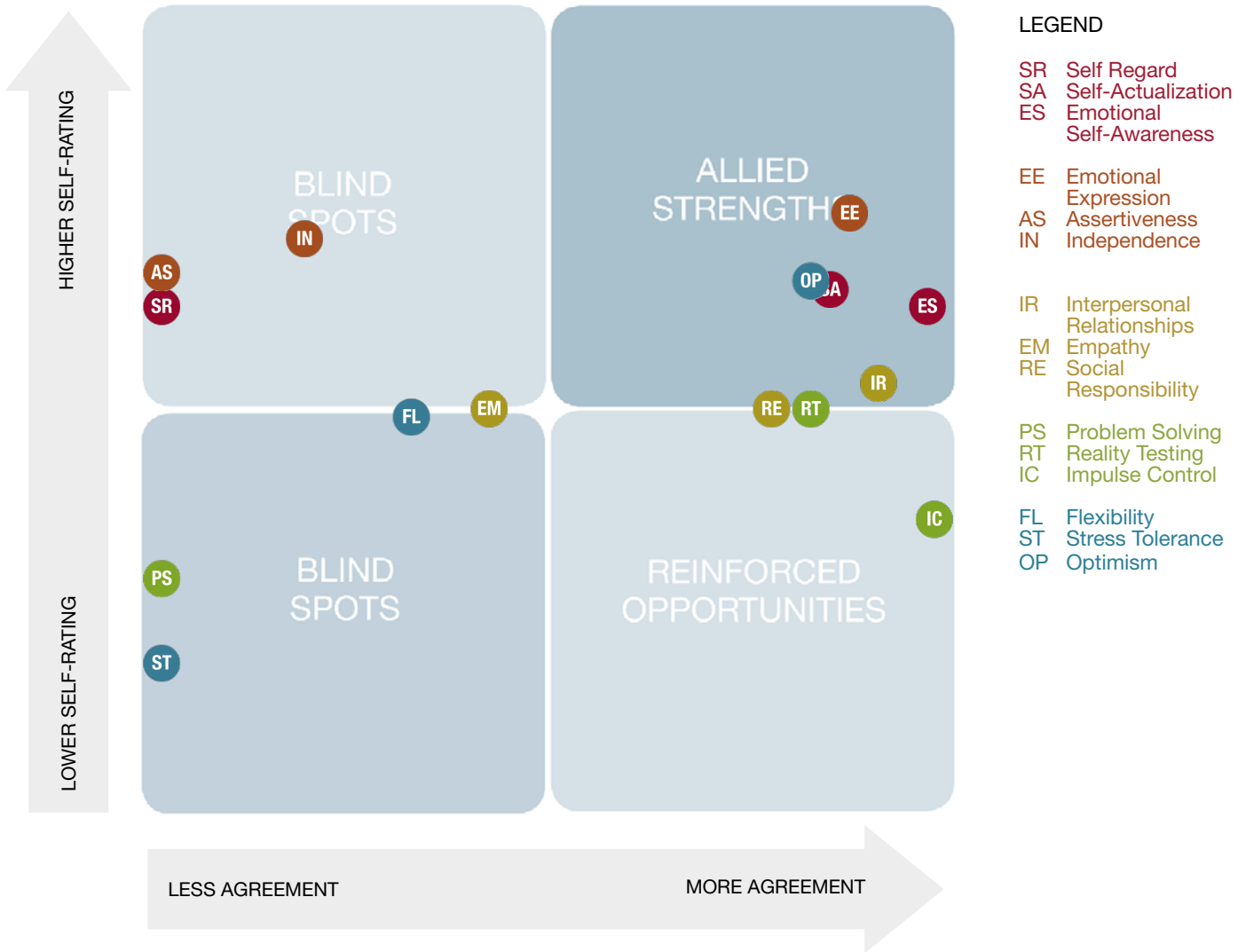


Profile Gap Analysis

Agreement between self scores and each rater score

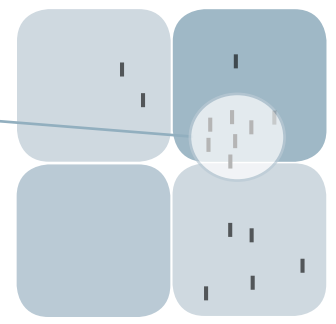
The figure on this page provides you with a general overview of the level of agreement between how you see yourself and how others see you. It compares your self score and the scores you received from each individual rater, across the various subscales.

- 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.



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.

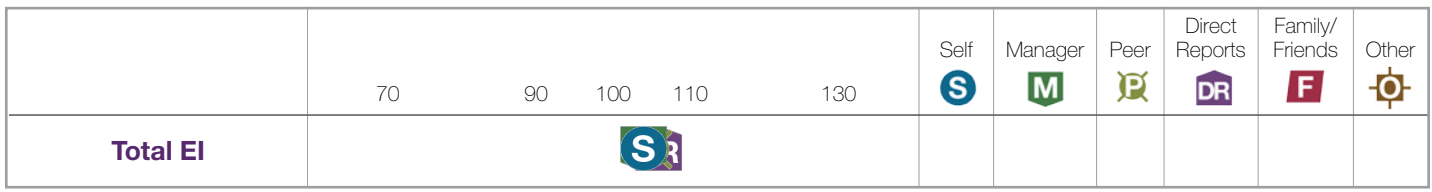


How You and Your Raters Responded: Summary

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.

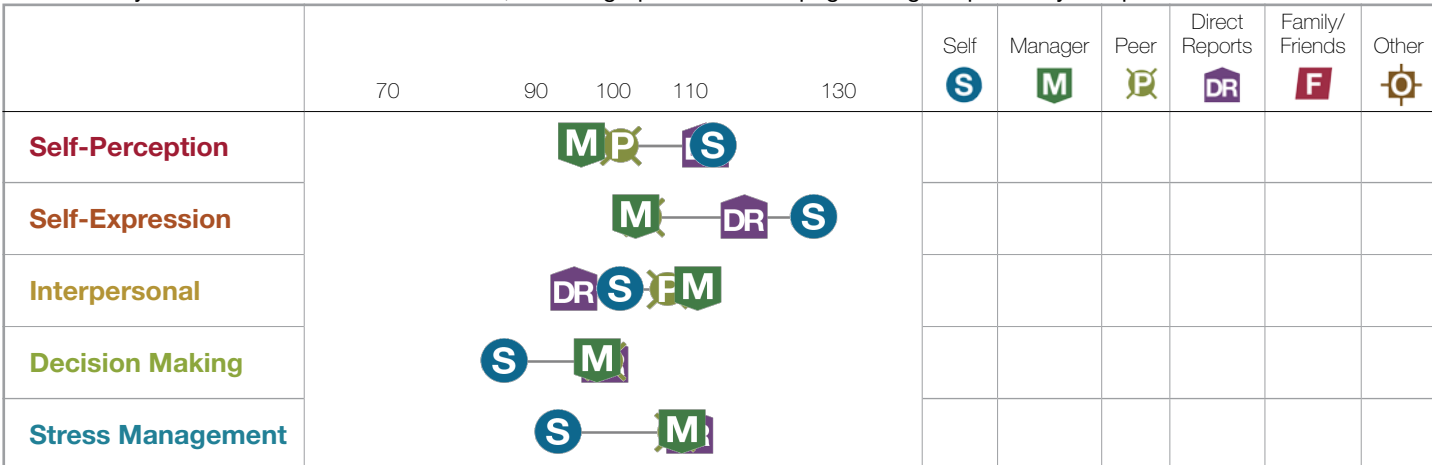
Total EI:

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.



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.



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.

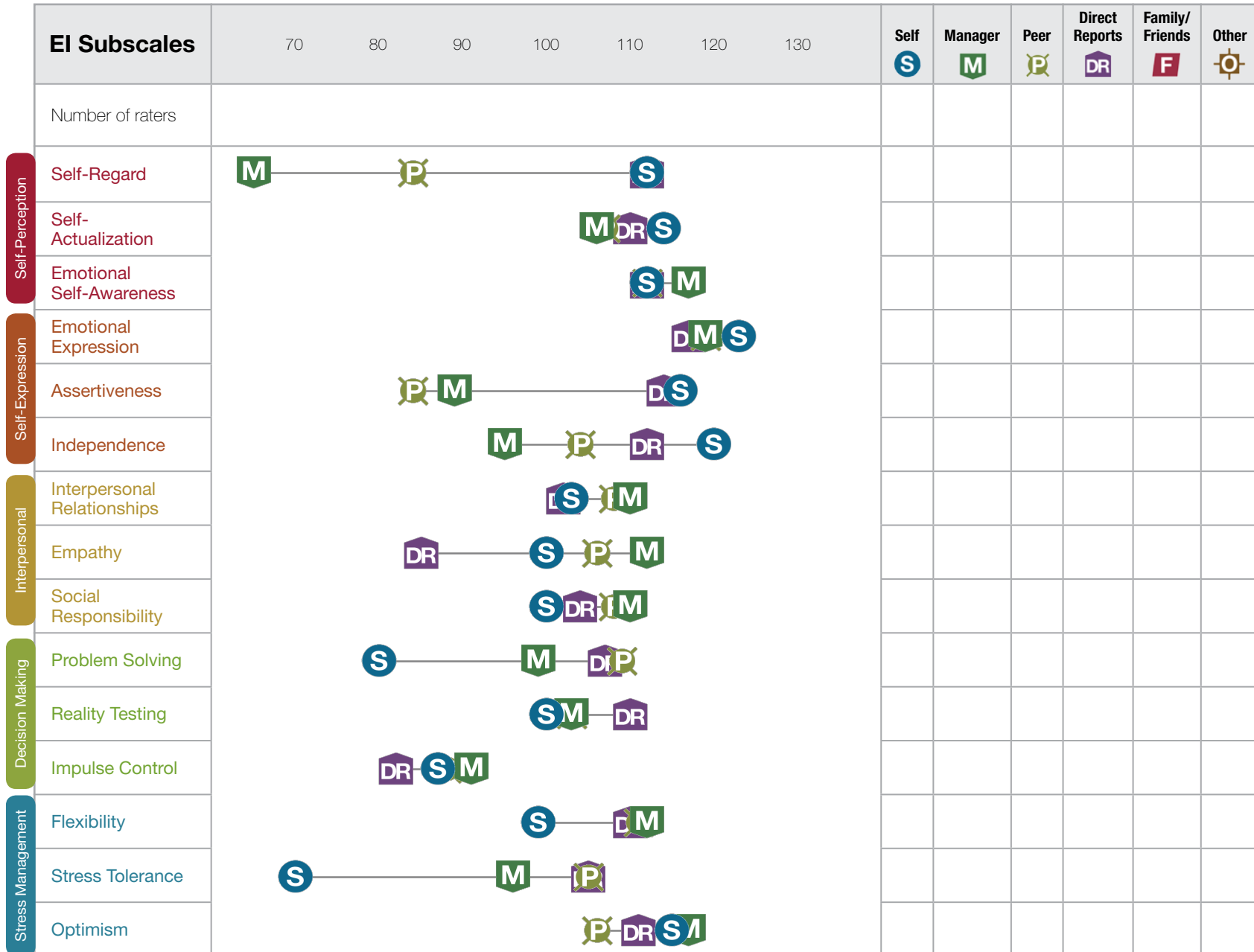
Self-Expression. Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of your internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

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.

How You and Your Raters Responded: Summary



How Your Raters 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 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.



Self-Actualization

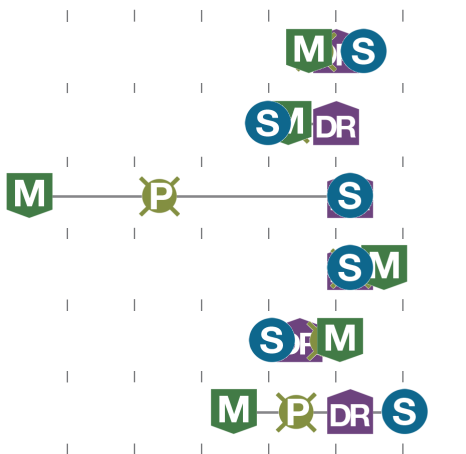
Reality Testing

Self-Regard

Emotional Self-Awareness

Social Responsibility

Independence



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

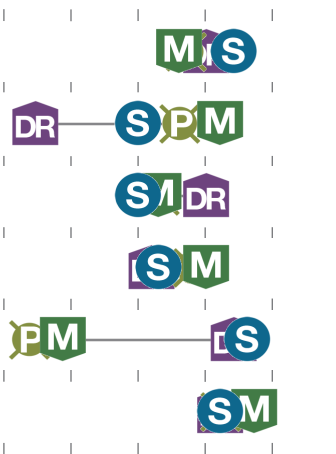
Empathy

Reality Testing

Interpersonal Relationships

Assertiveness

Emotional Self-Awareness



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.



Self-Actualization

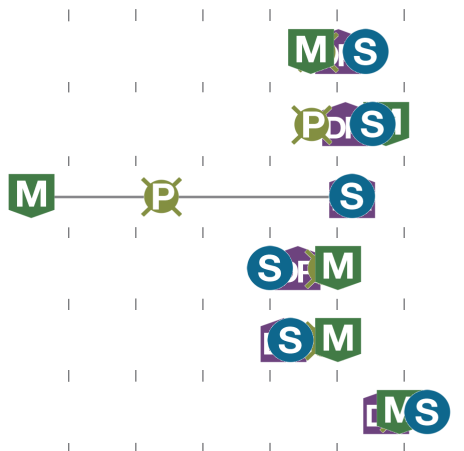
Optimism

Self-Regard

Social Responsibility

Interpersonal Relationships

Emotional Expression



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

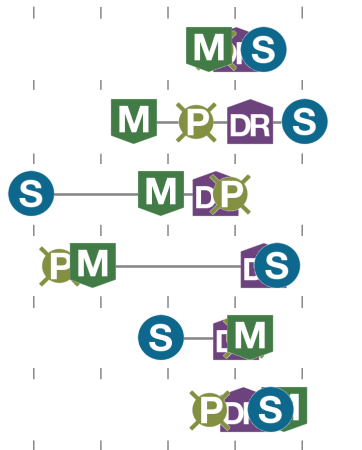
Independence

Problem Solving

Assertiveness

Flexibility

Optimism



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.

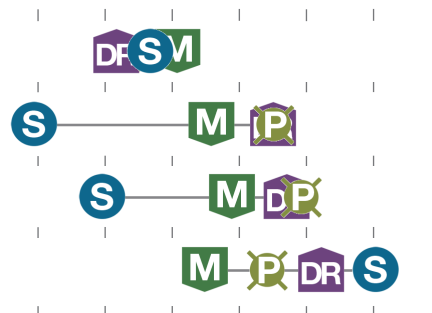
This section presents how you were rated on these four subscales. Please refer to the "How You Responded: Leadership Potential" page for further details about how these scores could affect your Leadership Potential.

Impulse Control

Stress Tolerance

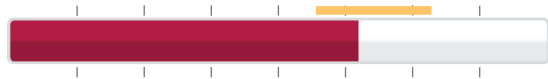
Problem Solving

Independence



■ Self-Regard

Respecting oneself; Confidence



■ How You Responded:

⋮

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-
-
-

■ Balancing Your EI



Self-Regard

Respecting oneself; Confidence



How Your Raters Responded:

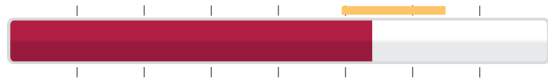


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Feels good about self						
Feels sure of self						
Doesn't feel good about self						
Lacks self-confidence						
Finds it hard to accept the way he/she is						
Thinks highly of himself/herself						
Respects self						
Happy with self						
Responses:	1 Never/Rarely	2 Occasionally	3 Sometimes	4 Often	5 Always/Almost Always	? Omitted Item

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.

Self-Actualization

Pursuit of meaning; Self-improvement



How You Responded:

•
•
•

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-

Balancing Your EI



Self-Actualization

Pursuit of meaning; Self-improvement



How Your Raters Responded:



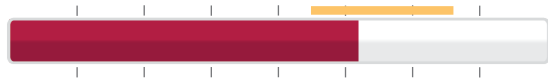
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Accomplishes goals						
Has something to contribute						
Seeks enriching experiences						
Self-motivated						
Makes good use of abilities						
Strives to be the best he/she can be						
Driven to achieve						
Makes life meaningful						
Looks for ways to improve						

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

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.

Emotional Self-Awareness

Understanding own emotions



How You Responded:

-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-

Balancing Your EI



Emotional Self-Awareness

Understanding own emotions



How Your Raters Responded:



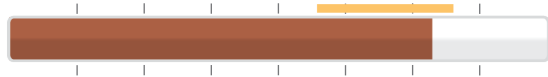
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Attends to own feelings						
Aware of how own mood impacts others						
Knows what triggers own emotions						
Aware of own feelings						
Recognizes when he/she is upset						
Understands how others' emotions affect him/her						
Knows which emotions affect his/her performance						

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

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.

Emotional Expression

Constructive expression of emotions



How You Responded:

-
-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-
-

Balancing Your EI



Emotional Expression

Constructive expression of emotions



How Your Raters Responded:



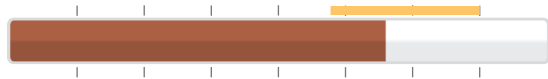
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it hard to share feelings						
Easily expresses feelings						
Has difficulty expressing intimate feelings						
Talks to others when sad						
Difficult to show feelings to others						
Difficult to show affection						
Has difficulty describing feelings						
Hard to smile						

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

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.

■ Assertiveness

Communicating feelings, beliefs; Non-offensive



■ How You Responded:

-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-

■ Balancing Your EI

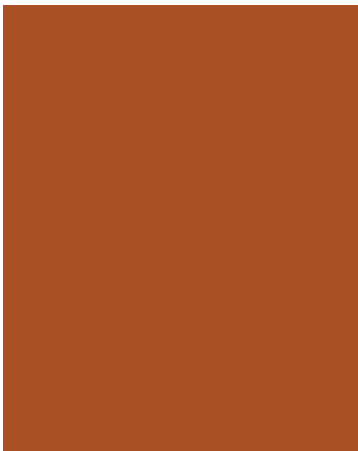


Assertiveness

Communicating feelings, beliefs; Non-offensive



How Your Raters Responded:



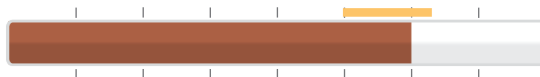
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Backs down even when right						
Says "no" when needed						
Is assertive						
Says so when he/she disagrees						
Firm and direct						
Stands up for own beliefs						
Tells people what he/she thinks						

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

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.

■ Independence

Self-directed; Free from emotional dependency



■ How You Responded:

-
-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-
-

-

-

■ Balancing Your EI

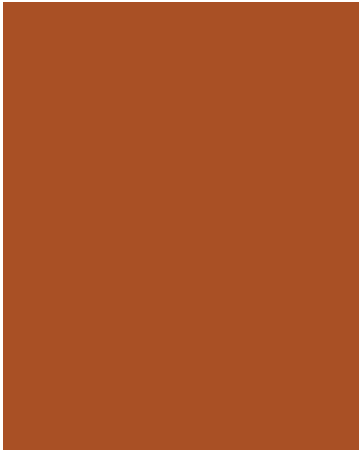


Independence

Self-directed; Free from emotional dependency



How Your Raters Responded:



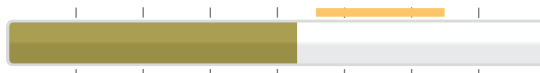
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it hard to make decisions						
Clings to others						
Easily influenced						
Prefers job where told what to do						
Difficult doing things on own						
Needs reassurance						
Needs others						
More of a follower						

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

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.

■ Interpersonal Relationships

Mutually satisfying relationships



■ How You Responded:

-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-
-
-
-
-

■ Balancing Your EI



■ Interpersonal Relationships

Mutually satisfying relationships



■ How Your Raters Responded:



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes friends easily						
Enjoys talking						
Easy to approach						
Easy to confide in						
Fun to be with						
Team player						
Is sociable						
Has good relationships						

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

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.

Empathy

Understanding, appreciating how others feel



How You Responded:

-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-
-

-
-

Balancing Your EI

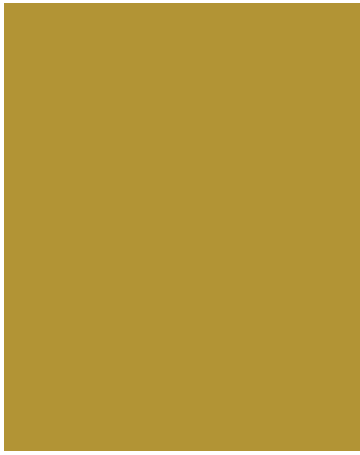


Empathy

Understanding, appreciating how others feel



How Your Raters Responded:



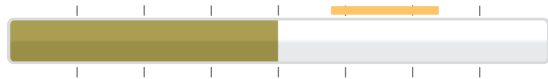
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Aware of others' feelings						
Is empathic						
Understands the way others feel						
Avoids hurting others' feelings						
In touch with others' emotions						
Relates to others' emotions						
Respects others' feelings						
Sensitive to others' feelings						
Cares about others' feelings						

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

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.

Social Responsibility

Social consciousness; Helpful



How You Responded:

-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-

-
-
-

Balancing Your EI

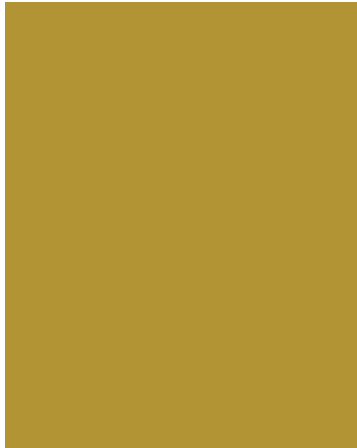
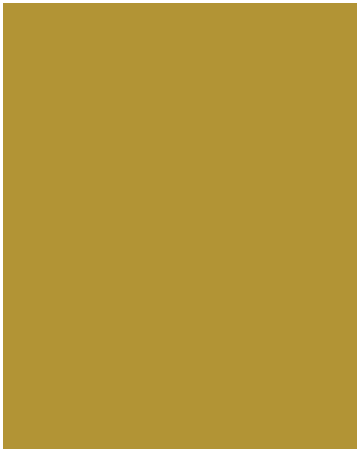


Social Responsibility

Social consciousness; Helpful



How Your Raters Responded:



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Environmentally friendly						
Tries to make a difference in society						
Likes helping						
Is a contributing member						
Contributes to community						
Cares about social issues						
Responses:	1 Never/Rarely	2 Occasionally	3 Sometimes	4 Often	5 Always/Almost Always	? Omitted Item

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.

■ Problem Solving

Find solutions when emotions are involved



■ How You Responded:

-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-
-
-

■ Balancing Your EI



■ Problem Solving

Find solutions when emotions are involved



■ How Your Raters Responded:

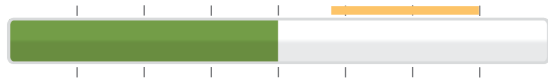


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Can't decide what to do when upset						
Worries about a problem rather than solving it						
Avoids dealing with problems						
Has difficulty deciding on the best solution						
Gets stuck when solving problems						
Gets overwhelmed when making decisions						
Gets frustrated and gives up						
Emotions get in the way of decisions						
Responses:	1 Never/Rarely	2 Occasionally	3 Sometimes	4 Often	5 Always/Almost Always	? Omitted Item

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



How You Responded:

-
-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-
-

Balancing Your EI



Reality Testing

Objective; See things as they really are



How Your Raters Responded:



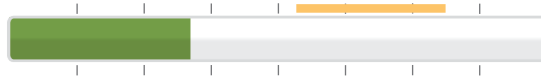
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Sees situations as they really are						
Makes realistic plans to achieve goals						
Recognizes own biases						
Has good sense of strengths and weaknesses						
Knows when to be objective						
Knows when emotions affect objectivity						
Even when upset, aware of what's happening to self						
Has a good sense of what is going on						

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

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.

■ Impulse Control

Resist or delay impulse to act



■ How You Responded:

-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-

-
-
-
-

■ Balancing Your EI



■ Impulse Control

Resist or delay impulse to act



■ How Your Raters Responded:



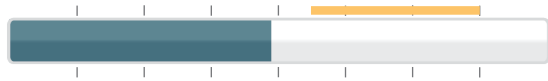
This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes rash decisions						
Interrupts others						
Impulsivity creates problems						
Is impulsive						
Finds it hard to stop talking						
Reacts hastily						
Difficult to control impulses						
Finds it difficult to resist temptation						

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

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.

Flexibility

Adapting emotions, thoughts and behaviors



How You Responded:

-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-

Balancing Your EI

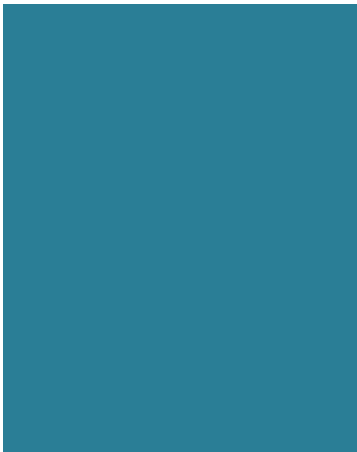


Flexibility

Adapting emotions, thoughts and behaviors



How Your Raters Responded:



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Finds it difficult to change own opinion						
Does not like unfamiliar situations						
Hard to change own ways						
Has difficulty compromising						
Uneasy with last-minute changes						
Finds it hard to make changes						
Needs things to be predictable						
Uneasy with change						

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

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.

Stress Tolerance

Coping with stressful situations



How You Responded:

-
-
-

Leadership Impact



Authenticity



Insight

Strategies for Action

-
-
-
-

Balancing Your EI

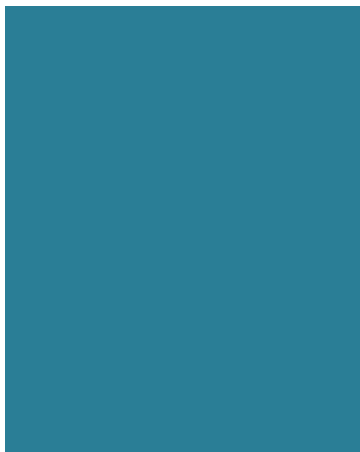


Stress Tolerance

Coping with stressful situations



How Your Raters Responded:



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Keeps calm						
Can't think clearly when under stress						
Thrives when challenged						
Handles stress well						
Performs well under pressure						
Copes well						
Handles upsetting problems						
Does not react well to stress						

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

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.

■ Optimism

Positive attitude and outlook in life



■ How You Responded:

-
-
-

■ Leadership Impact



Authenticity



Insight

■ Strategies for Action

-
-
-

-
-

■ Balancing Your EI



Optimism

Positive attitude and outlook in life



How Your Raters Responded:



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Stays positive						
Is optimistic						
Expects the worst						
Hopeful for the future						
Sees the best in people						
Has good thoughts about the future						
Expects things to turn out all right						
Has a positive outlook						

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

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.

Well-Being Indicator

Satisfied with life; content



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

-
-

Self-Regard

-
-

Optimism

-
-

Interpersonal Relationships

-
-

Self-Actualization

-
-

Well-Being Indicator

Satisfied with life; content



How Your Raters Responded:

	Self 	Manager 	Peer 	Direct Reports 	Family/Friends 	Other 
Happiness						



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Has a hard time enjoying life						
Is not happy with his/her life						
Is enthusiastic						
Is happy						
Is satisfied with his/her life						
Is excited about his/her life						
Looks forward to his/her day						
Is content						
Responses:	1 Never/Rarely	2 Occasionally	3 Sometimes	4 Often	5 Always/Almost Always	? Omitted Item

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.

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.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

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)

■ 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. Clear communication and role clarity between teams will help to ease potential conflict, and 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 section 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.

■ 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 meet 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 is 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 responsibilities, 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.

Leading a Multigenerational Workforce

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 members, 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 members. 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 his or her 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

■ Open-Ended Responses

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.

■ My Items

The following short-answer questions are added by your administrator. 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.
