EQ 360®

LEADERSHIP
EQ 360

REPORT

Sam Sample
Other Raters (3), Family/Friends (3), Direct Reports (3), Peers (4), and Manager (3)

Sample Report
Multi-Health Systems Inc.

January 01, 2020

Profile Assessments

IN PARTNERSHIP WITH **CorporateTeams**

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■ EQ-i 2.0® Model of Emotional Intelligence

EQ 360®

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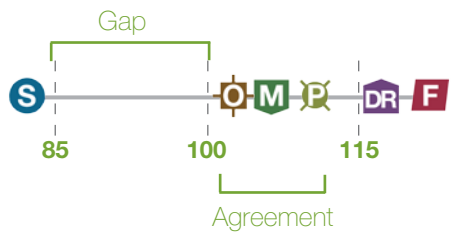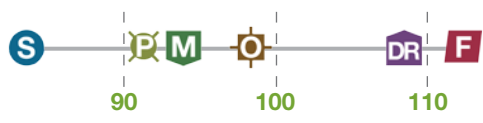
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

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.

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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

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.

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

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.
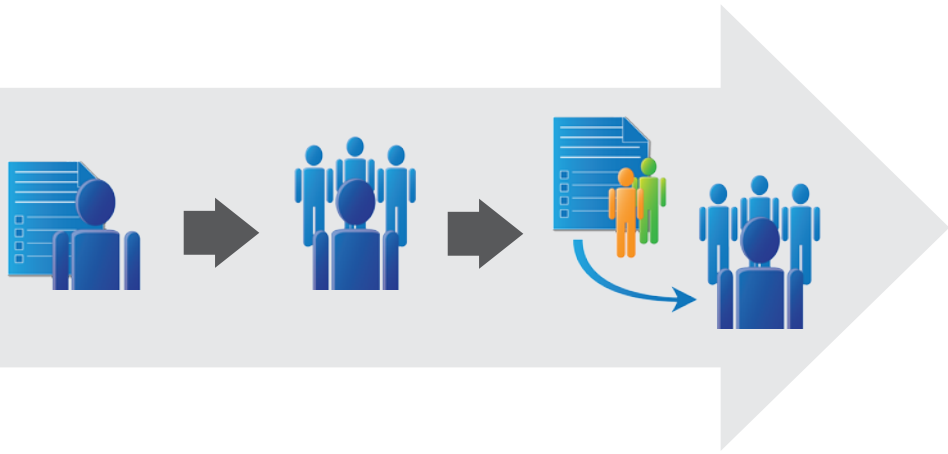
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Understanding Your Report

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.
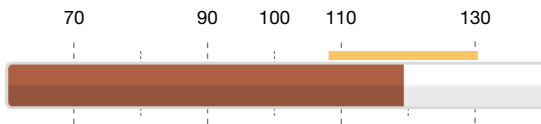
Executive Summary

EQ 360

Total EI 89

70	90	100	110	130

Low Range   Mid Range   High Range
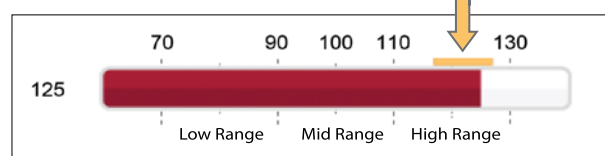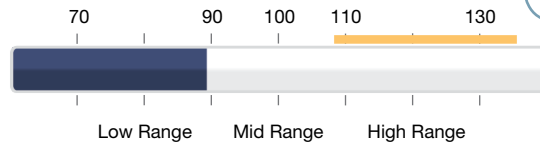
Highest 3 Subscales

Assertiveness (119)

| 70	90	100	110	130

Your result suggests that you are a leader who shares your thoughts and maintains a strong position when your beliefs are challenged. Remain aware of being assertive as opposed to aggressive. 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.

Optimism (115)

Your high level of optimism is contagious in your leadership approach and you likely can encourage others to see the same grand possibilities. Leaders with optimism such as yours cultivate innovation and inspiration in their teams. 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 (112)
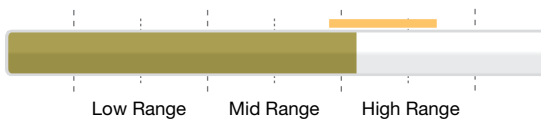
You lead as if you are a champion for your team, investing in their growth and development and taking responsibility for their well-being. Your result on this subscale is not only above average but it also falls *within* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.
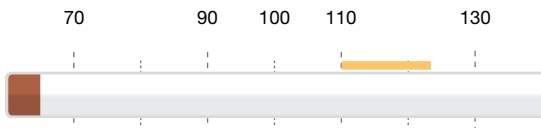
Low Range   Mid Range   High Range

Lowest 3 Subscales

Independence (60)

| 70	90	100	110	130

You are likely more reliant than you should be on your team's reassurance and approval of your decisions. Improvement in this area will benefit you when objective and difficult decisions need to be made. 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.

Self-Regard (69)
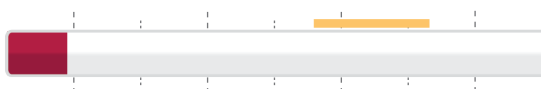
Your tendency to doubt your abilities or second guess your decisions may hold you back from confidently leading a team. If you doubt your leadership, others will too. Your result on this subscale falls *below* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Interpersonal Relationships (75)
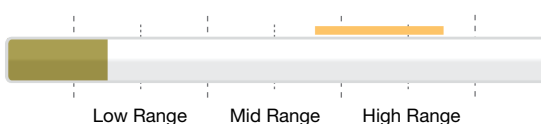
You may not leverage relationships as much as others. Investing in mutually satisfying relationships will help you gain buy-in, instill trust, and garner the resources you and your team need. Your result on this subscale falls *below* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Low Range   Mid Range   High Range

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How You Responded: Overview

	Score	Low Range	Mid Range	High Range
Total EI	89			
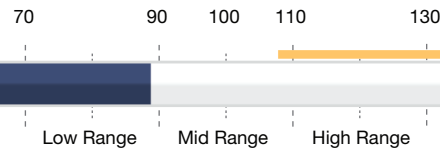
■ Self-Perception Composite — 87

	Score
Self-Regard — Respecting oneself; Confidence	69
Self-Actualization — Pursuit of meaning; Self-improvement	105
Emotional Self-Awareness — Understanding own emotions	95

■ Self-Expression Composite — 83

	Score
Emotional Expression — Constructive expression of emotions	85
Assertiveness — Communicating feelings, beliefs; Non-offensive	119
Independence — Self-directed; Free from emotional dependency	60

■ Interpersonal Composite — 90

	Score
Interpersonal Relationships — Mutually satisfying relationships	75
Empathy — Understanding, appreciating how others feel	91
Social Responsibility — Social consciousness; Helpful	112

■ Decision Making Composite — 102

	Score
Problem Solving — Find solutions when emotions are involved	111
Reality Testing — Objective; See things as they really are	93
Impulse Control — Resist or delay impulse to act	100

■ Stress Management Composite — 93

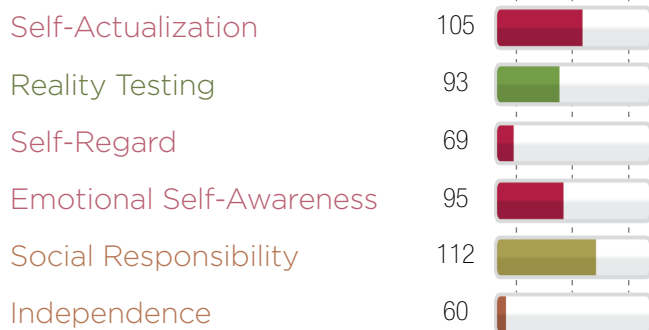|	Score
Flexibility — Adapting emotions, thoughts and behaviors	80
Stress Tolerance — Coping with stressful situations	91
Optimism — Positive attitude and outlook on life	115

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.
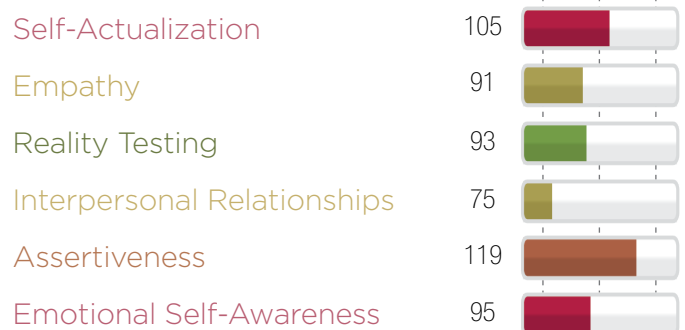
Authenticity

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

Subscale	Score
Self-Actualization	105
Reality Testing	93
Self-Regard	69
Emotional Self-Awareness	95
Social Responsibility	112
Independence	60

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.

Subscale	Score
Self-Actualization	105
Empathy	91
Reality Testing	93
Interpersonal Relationships	75
Assertiveness	119
Emotional Self-Awareness	95

Insight

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

Subscale	Score
Self-Actualization	105
Optimism	115
Self-Regard	69
Social Responsibility	112
Interpersonal Relationships	75
Emotional Expression	85

Innovation

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

Subscale	Score
Self-Actualization	105
Independence	60
Problem Solving	111
Assertiveness	119
Flexibility	80
Optimism	115

Leadership Derailers

Sam, you may be at a **high risk of derailment** as you received a lower result in Independence and a moderate result in Stress Tolerance. Lower scores on any of the four subscales are associated with adopting a more passive or avoidant leadership style. Consider rater feedback for alignment in these areas of potential risk. You would benefit from strengthening any lower scoring subscales and be especially cognizant of any scores below 90.

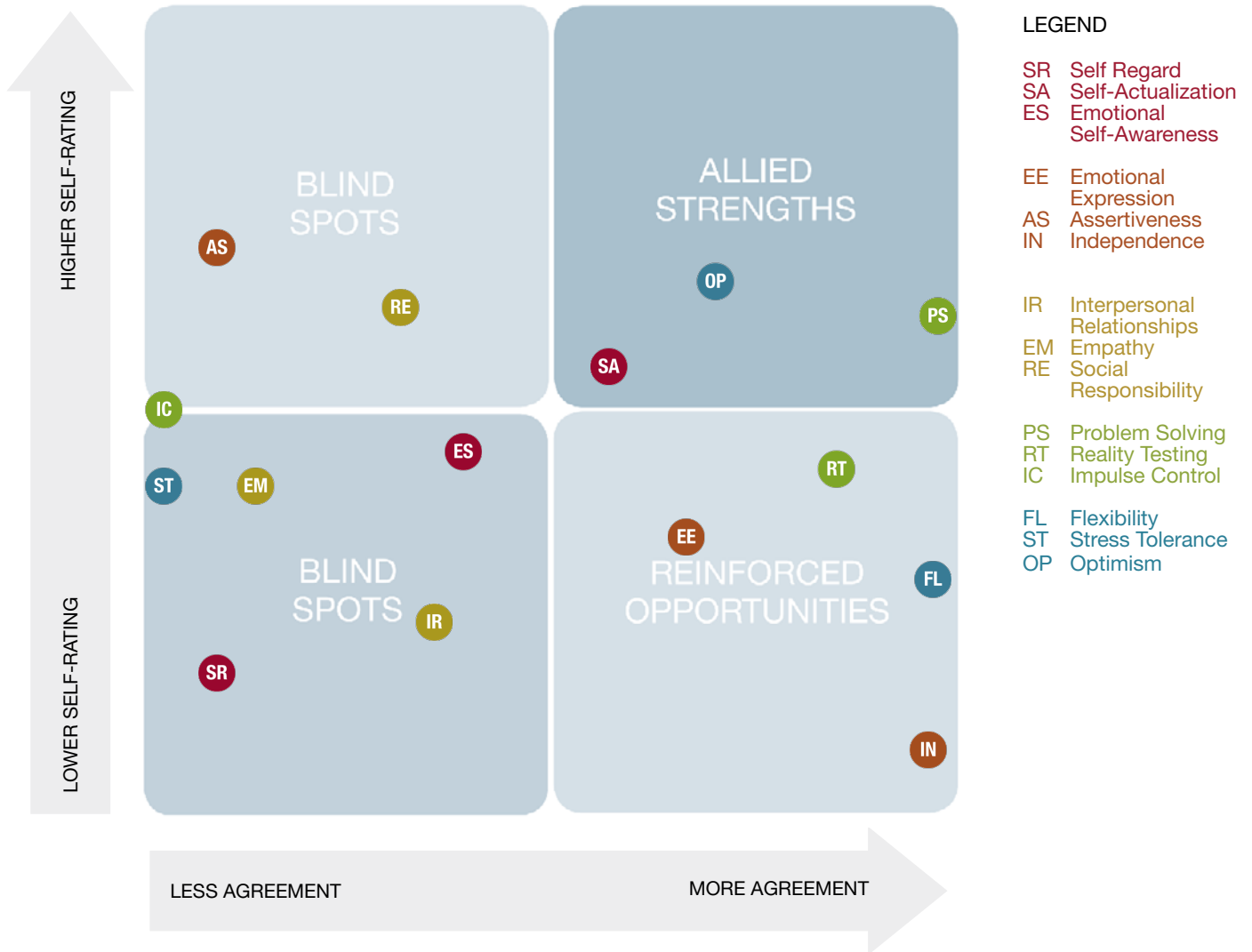| Subscale	Score
Impulse Control	100
Stress Tolerance	91
Problem Solving	111
Independence	60

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

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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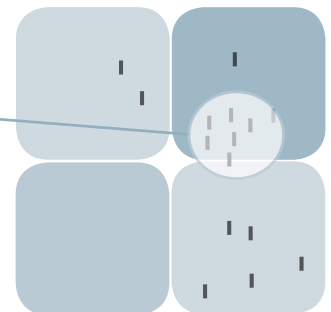
▌ How You and Your Raters Responded: Summary

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 (O)
Total EI	DR—M F S	89	80	90	70*	86	80

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

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 (O)
Self-Perception	DR—M F S	87	75*	84	65*	81	75*
Self-Expression	DR—M F S	83	71*	81	60*	77	71*
Interpersonal	DR—M F P S	90	74*	84	66*	80*	74*
Decision Making	DR M F S	102	91*	98	83*	94	88*
Stress Management	DR S M F P	93	97	105*	88	101	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.

How You and Your Raters Responded: Summary

EI Subscales	Self (S)	Manager (M)	Peer (P)	Direct Reports (DR)	Family/Friends (F)	Other
Number of raters	1	3	4	3	3	3
Self-Perception						
Self-Regard	69	53*	62	44*	59*	53*
Self-Actualization	105	96	101	86*	98	96
Emotional Self-Awareness	95	82*	91	74*	88	82*
Self-Expression						
Emotional Expression	85	77	82	66*	80	77
Assertiveness	119	102*	112	96*	109*	102*
Independence	60	56	64	47*	61	56
Interpersonal						
Interpersonal Relationships	75	62*	71	54*	66	62*
Empathy	91	76*	83	68*	81*	76*
Social Responsibility	112	98*	107	91*	104	98*
Decision Making						
Problem Solving	111	111	111	102	105	111
Reality Testing	93	88	95	80*	93	80*
Impulse Control	100	81*	91	74*	86*	81*
Stress Management						
Flexibility	80	79	89	71	84	79
Stress Tolerance	91	105*	112*	96	110*	105*
Optimism	115	107	112	99*	109	107

* 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

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		DR M F S			
Reality Testing		DR M S			
Self-Regard	M S				
Emotional Self-Awareness		DR M F F S			
Social Responsibility		DR M F P S			
Independence	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		DR M F S			
Empathy		DR M P S			
Reality Testing		DR M S			
Interpersonal Relationships	M F S				
Assertiveness			DR M F P S		
Emotional Self-Awareness		DR M F F S			

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		DR — M F S			
Optimism			DR — M S		
Self-Regard	M S				
Social Responsibility			DR M F P S		
Interpersonal Relationships	M F S				
Emotional Expression		DR — M S			

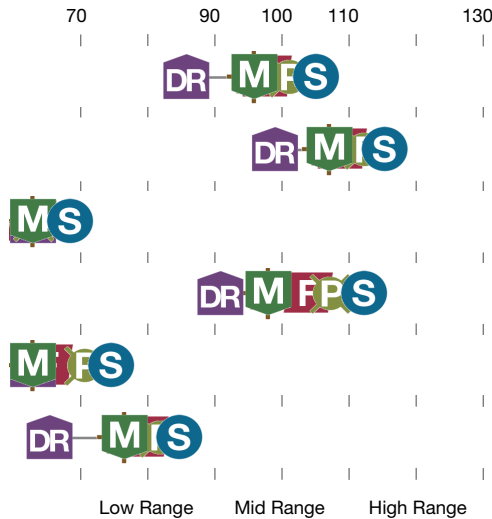Low Range   Mid Range   High Range

Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.
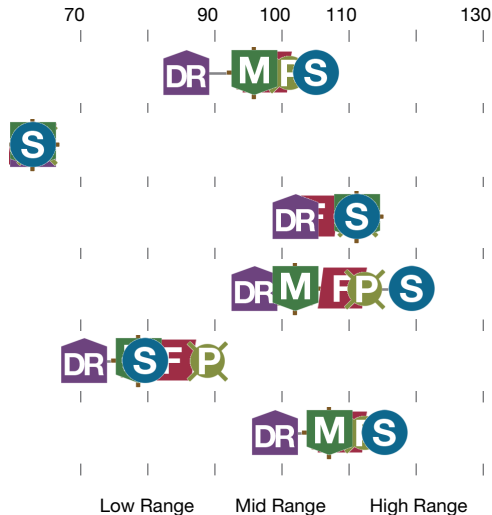
	70	90	100	110	130
Self-Actualization		DR — M F S			
Independence	S				
Problem Solving			DR F S		
Assertiveness			DR M F P S		
Flexibility		DR — S F P			
Optimism			DR — M S		

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	DR M F P — S				
Stress Tolerance	S DR — M F P				
Problem Solving		DR F S			
Independence	S				

Low Range   Mid Range   High Range

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Self-Actualization

Pursuit of meaning; Self-improvement

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       70        90    100   110       130
105 [████████████████████      ]
      Low Range   Mid Range   High Range
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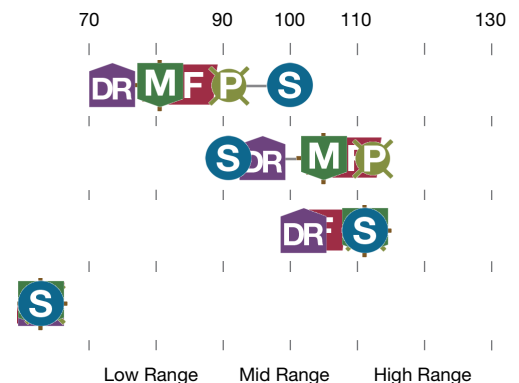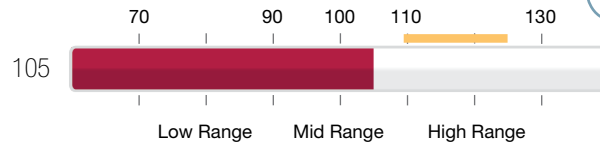
How You Responded:

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. Sam, 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   Insight

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.
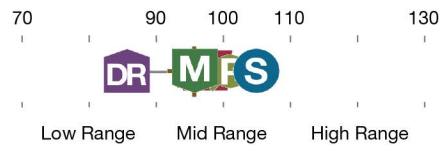
Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. The subscale that differs the most from Self-Actualization is Self-Regard. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Self-Actualization (105) ➤ Self-Regard (69)

Your Self-Actualization is higher than your Self-Regard. To balance these components, set realistic goals that are challenging and aligned with what you are trying to achieve in life. If you set goals that are unrelated to what is important to you, accomplishing them will not necessarily improve your self-worth. Set goals that are challenging, relevant, and give meaning to your life.

MHS

▌ Self-Actualization
Pursuit of meaning; Self-improvement

▌ How Your Raters Responded:

70   90 100 110   130

DR M F S

Low Range   Mid Range   High Range

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:

DIRECT REPORTS

How your DIRECT REPORTS rated you:

You see yourself as being more self-actualized compared to how you are seen by your Direct Reports, 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 Direct Reports?*

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

PEERS

How your PEERS rated you:

You and your Peers agree that you are usually self-motivated and driven to accomplish meaningful goals. This consistency in ratings means that you and your Peers 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. Sam, 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 Peers?*

| This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	5	4	5	4	5	4
	5	4	5	4	4	4
	5	4	4	4	4	4
	5	4	4	4	4	4
	4	4	4	4	4	4
	4	4	4	3	4	4
	4	4	4	3	4	4
	4	4	4	3	4	4
	4	4	4	3	4	4

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

70   90   100   110   130

60

Low Range   Mid Range   High Range
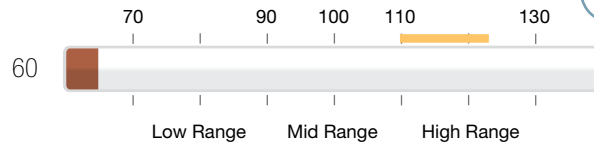
▌ How You Responded:

Sam, 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 are not regularly showcasing your independence; instead, you often look to others for advice, reassurance, and direction. As a leader, this approach can be particularly obvious when you need to make decisions. Although you do need to consult with your team and gain their buy-in, regularly passing on the role of primary decision maker can hurt the performance of your team and your reputation as a leader. Consider the following interpretation of your results:

- You prefer to receive guidance and direction from others on many decisions you make.
- Since you likely crave the approval of your team, you may not bring forth alternative opinions, which may mean the group is determining the course of action without your input.
- You may fear that the decisions you make for your team will prove to be a mistake, restraining risk taking.

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

▌ Leadership Impact

Authenticity   Insight

Leadership Implications. Your tendency to depend on others instead of operating autonomously means you may struggle to make quick, objective decisions—a critical skill for leaders. Your team is likely to find you open to their ideas and needs, and while on the surface this appears to be a great characteristic, you may do so at the expense of voicing your own thoughts and beliefs. Even though your team may not agree, sharing your personal and unbiased thoughts helps you be viewed as a leader and not as a follower.

Organizational Implications. In conversations or meetings, you may find yourself adopting the same emotions or opinions as others in the room, or easily conforming to others' decisions. When ideas are brought to the table, you may find yourself being more of a passive receiver than an active participant. As a leader, it is crucial to consider multiple ideas, explore each idea from a broad range of perspectives, and encourage your team to do the same.

▌ Strategies for Action

Step Up. The next time you have to make a decision, follow these steps.

- Write down a list of people you can consult for advice.
- Write a list of pros and cons for and against the possible decisions.
- Reach out for advice: if you have any additional information for your list of pros and cons, integrate it now.
- For options you wish to dismiss, write the reasons why.
- Use the remaining pros and cons to make the final decision from the options.

Enhance Your Confidence. Holding on to convictions becomes difficult when we start doubting ourselves and the decisions we make. When you start second-guessing your decision:

- Rewrite the problem you are trying to solve, considering the people and areas affected by the decision.
- Check in with trusted colleagues to ensure that you have not missed any information required for your decision.
- Review the list of pros and cons you used in your decision-making process.

These steps will keep you focused on the task and give you the confidence you need in your decision-making.

▌ 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 Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Independence (60) ⬌ Problem Solving (111)

Your Independence is lower than your Problem Solving. Although collaborative solutions are often effective, these facets are balanced when solutions are not just a reflection of what the group thinks or wants. Ideally, group input is considered and integrated with what you think is needed to determine the best course of action.

EQ 360®

70   90 100 110   130

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: **FAMILY/FRIENDS**	**How your FAMILY/FRIENDS rated you:**
	You and your Family/Friends are in agreement that you are less independent than most people and could benefit from exercising more autonomy in your approach to work and in the expression of your thoughts and feelings. For instance, rather than making a decision on your own, this rater group may see you being influenced by others' opinions or needing reassurance from others before a final decision is made. Sam, you and your Family/Friends are aware of your tendency to adopt the same emotions or opinions as others when in meetings or conversations. Conforming to the influence of others may give the impression that you are a great team player, but it can be at the expense of your independent voice. *Have there been times when you were influenced by others to abandon an idea of your own?*

This person...	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~Finds it hard to make decisions~~	4	4	4	5	4	4
~~Clings to others~~	4	4	4	4	4	4
~~Easily influenced~~	4	4	4	4	4	4
~~Prefers an when told what to do~~	3	4	3	4	4	4
~~Difficult doing things on own~~	3	4	3	4	3	4
~~Needs reassurance~~	3	4	3	4	3	4
~~Needs others~~	3	3	3	4	3	3
~~Wants to follow~~	3	3	3	4	3	3

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

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MHS

Interpersonal Relationships
Mutually satisfying relationships

75

| 70 | 90 | 100 | 110 | 130 |

Low Range   Mid Range   High Range
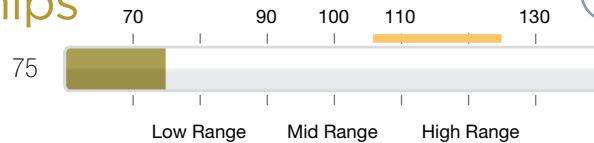
How You Responded:

Leadership cannot exist without strong relationships. Even if you have solid technical skills, your ability to form strong relationships in your team is also important, especially to help weather difficult times. Sam, your lower score indicates that you may struggle with gaining buy-in, coaching, instilling trust, and garnering the resources that you need to reach team and organizational goals. The stronger your interpersonal skills, the better you'll be able to engage your team to reach common goals. You may:

- Genuinely like those you work with but have not focused on getting to know them on a deeper level (e.g., their talents and interests); knowing people only at a surface level holds you back from finding ways to motivate and inspire your team.
- Rely on your own devices to get the job done rather than asking for help or delegating appropriately.

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

Leadership Impact

Authenticity   Insight

Leadership Implications. Your result in Interpersonal Relationships indicates that your leadership approach is likely process-oriented and not focused on building strong relationships. Keep in touch and stay connected with your team members' reality by coaching them to reach their fullest potential. A lack of rapport can keep your team from comfortably sharing valuable information and feedback that lead to better-informed decision-making. Mutually satisfying relationships can help you motivate and inspire your team, and gain the commitment needed to follow through on strategies.

Organizational Implications. When relationships are not as strong as they can be, you may struggle to play on the organizational stage. Your impact may be nominal because without loyal and trusted colleagues, you don't have the network needed to gain resources for your team. Maintaining mutually beneficial relationships can have immeasurable returns, both in terms of providing you with a supportive network to buffer the negative effects of stress, as well as to promote a positive team and corporate culture.

Strategies for Action

It's an Open Concept. How approachable are you? Do you have an open door policy, but nobody walks into your office? Leaders can sometimes lose sight of how their behavior can actually close their open door.

- Determining whether you are approachable requires a thorough examination of your leadership behaviors. For example, do you actively listen, or check your smartphone when someone is talking? Are you a good sport about tolerating workplace annoyances? Do you actively participate in company events, groups and parties?
- Brainstorm at least five other indicators of an approachable leader, and if you need help, ask a coach or a trusted colleague for their input.

Recognition Goes a Long Way. Remember to express recognition on a regular basis.

- Through simple acknowledgments, reward people for achievements, meeting challenges, and upgrading their skills and knowledge.
- Do you know what kind of recognition your team prefers? 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 colleagues. These opportunities can help expose you to the type of recognition people prefer.

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 Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Interpersonal Relationships (75) ⬌ Problem Solving (111)

Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.

MHS

▋ Interpersonal Relationships
Mutually satisfying relationships

70		90	100	110		130

Low Range   Mid Range   High Range

▋ How Your Raters Responded:

There is variability in how your rater groups rated your Interpersonal Relationships—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:

This gap suggests that your Direct Reports may have higher expectations for your relationships than you do. It is important to examine any differences where others may not experience the same quality of relationship as you do. In the case of your Direct Reports, there may be unmet needs or unequal give and take in this relationship, or perhaps this rater group sees a similar situation in the way you interact with others. You need strong relationships to successfully navigate your career. If interactions become strained because people see you as less trusting or approachable, they may avoid sharing information with you or feel little commitment to fulfilling their part of any shared objectives. *Do you treat your relationship with your Direct Reports any differently than you treat your relationships with your other rater groups?*

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

PEERS

How your PEERS rated you:

You and your Peers agree that you could focus more on developing mutually satisfying relationships. Sam, your relatively low result on this scale suggests that you either have difficulty connecting with this group, or that you are generally dissatisfied with the quality of your current relationships. While it's critical to focus on the task at hand, if you rarely engage in personal, friendly conversations, you will miss out on learning about the expertise and talents of your colleagues. Additionally, strong relationships can provide the social support needed to buffer the negative effects of stress, promote psychological adjustment and contribute to long lasting physical health. *Think about what kinds of social situations make you more comfortable than others. What it is about these interactions that allows you to be more engaging?*
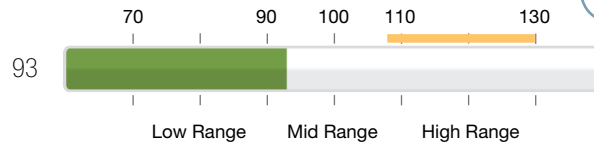
This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	4	3	3	2	3	3
	3	2	3	2	3	2
	3	2	3	2	3	2
	3	2	3	2	2	2
	3	2	3	2	2	2
	3	2	2	2	2	2
	3	2	2	1	2	2
	3	2	2	1	2	2

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

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MHS

■ Reality Testing
Objective; See things as they really are

93

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70      90    100  110      130
```

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. Sam, your result on this subscale may mean that at times you lose your objectivity in favor of seeing things the way you wish them to be. Falling just below the midpoint means you may be connected with what is happening around you. However, if your decisions and interactions at times seem unrealistic, your team may question them. Your result suggests:

- You have a moderate sense of what is happening around you, but could benefit from being even more tuned in to your team and the organizational landscape.
- You may habitually deal with everyone in the same way, not always adjusting your approach to individual needs.
- You may set goals for yourself and others that are unrealistic, and you can benefit from creating goals that are based on data and reasonable expectations.

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

■ Leadership Impact

Authenticity   Insight

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. The subscale that differs the most from Reality Testing is Self-Regard. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Reality Testing (93) ➤ Self-Regard (69)

Your Reality Testing is higher than your Self-Regard. To align these components, set meaningful but attainable goals and base your self-assessment on the accomplishment of these goals. The use of objective, supportive feedback can be helpful.

■ **MHS**

▌ Reality Testing
Objective; See things as they really are

DR MS

Low Range   Mid Range   High Range
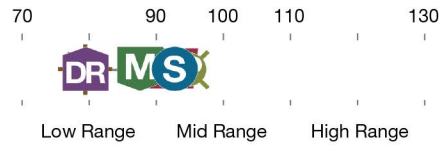
▌ How Your Raters Responded:

There is variability in how your rater groups rated your Reality Testing—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 groups whose scores were most different from your self-assessment:

**OTHER RATERS
DIRECT REPORTS**

How your OTHER RATERS AND DIRECT REPORTS rated you:

Your self-assessment suggests that you see yourself as more objective and realistic compared to the perceptions of your Other Raters and Direct Reports. You may feel that you are setting realistic goals, and making clear, objective decisions; however, those around you may not perceive the same level of practicality in these plans. Reality Testing includes being aware of what is happening around you, particularly when emotions run high. It seems that your Other Raters and Direct Reports may pick up on times when you are less tuned-in to situations, or when you see things as you wish them to be rather than how they really are. *Can you think of an example where your Other Raters and Direct Reports might have observed you being unrealistic or biased in your evaluation of a situation?*

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

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

Sam, you and your Family/Friends agree 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? You have room to grow in your capacity to see things objectively; strive to create a more consistent experience of your unbiased approach to making decisions. *How can you check in with your Family/ Friends to ensure that the goals you set are realistic? What evidence tells you whether or not you are being objective?*
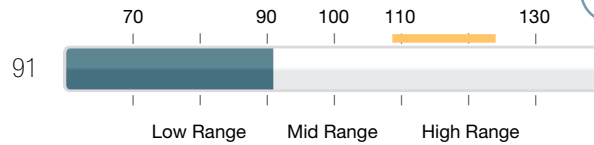
This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	4	4	4	3	4	3
	4	3	4	3	4	3
	4	3	4	3	4	3
	4	3	4	3	3	3
	4	3	3	3	3	3
	4	3	3	3	3	3
	3	3	3	2	3	2
	3	3	3	2	3	2

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

▨ MHS

Stress Tolerance
Coping with stressful situations

| 70 | 90 | 100 | 110 | | 130 |

91

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. Sam, your result indicates that you are slightly less comfortable than most when dealing with challenging situations. Some difficulties may arise when deadlines are imminent. Nevertheless, you generally inspire confidence in your team concerning your capability to manage change and complex issues. Some characteristics of your result are:

- You are able to achieve results when under pressure.
- You are generally viewed as a resource who is equipped with effective coping strategies, although you could always add more to your repertoire.
- You may, at times, feel uneasy managing multiple competing priorities and goals.

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

Leadership Impact

Authenticity   Insight

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. The subscale that differs the most from Stress Tolerance is Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Stress Tolerance (91) Problem Solving (111)

Your Stress Tolerance is lower than your Problem Solving. While solving the actual problem is of course necessary, it is also important to pay attention to effectively coping with the stress it creates. When problems take longer to resolve (e.g., ongoing job demands), you may need to use coping strategies (e.g., relaxation techniques) in order to keep you energized and effective in the long run.

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MHS

◼ Stress Tolerance
Coping with stressful situations

70   90   100 110   130

S DR M P

Low Range   Mid Range   High Range
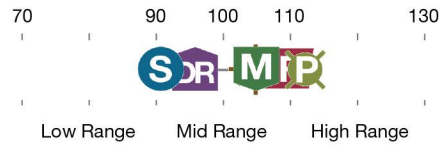
◼ How Your Raters Responded:

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: PEERS	How your PEERS rated you: To your Peers, you appear to be handling stress better than you think you are handling it. This discrepancy could mean that you do not visibly display the signs of stress or fatigue, even though physically and emotionally you may be feeling it to some degree. Individuals who find themselves in this situation are prone to burnout or illness as they have the tendency to take on more work given their composed demeanor and may be less likely to get the help they need. Consider why this rater group might believe you to be more tolerant of stress. Do you tell them that everything is under control when in fact you feel overwhelmed? *Why would your Peers give you a higher rating on Stress Tolerance than you gave yourself?*
The rater group that agreed most closely with your self-assessment: DIRECT REPORTS	How your DIRECT REPORTS rated you: Sam, 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
	4	5	5	4	5	5
	2	1	1	2	1	1
	4	4	5	4	5	4
	4	4	5	4	5	4
	4	4	5	4	4	4
	3	4	4	4	4	4
	3	4	4	3	4	4
	3	2	2	3	2	2

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

70   90   100   110   130

101

Low Range   Mid Range   High Range
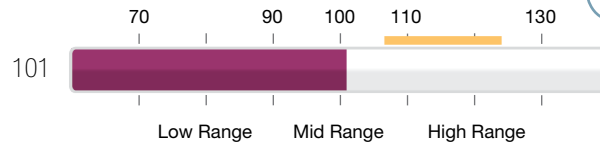
How You Responded:

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

Sam, 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.

Of the subscales most typically tied to Happiness, you scored lower in Interpersonal Relationships and Self-Regard. Directing development efforts here could strengthen your level of Happiness.

Self-Regard   (69)

Happiness is a by-product of believing in oneself and living according to your own values. Your low Self-Regard may lead you to question your values, performance, and decisions, ultimately lowering your happiness.
- What leadership skills are strengths for you? Can you use them more often?
- How can you show more conviction in your decisions? How will this help your leadership?

Optimism   (115)

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 indicate that you have a high level of optimism, adopting a positive framework during adverse conditions. This approach to life enhances and sustains pervasive feelings of happiness.
- How does your optimism increase employee motivation and productivity?
- What can you do to impart this optimistic outlook in a transparent manner so that colleagues can benefit?

Interpersonal Relationships   (75)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. Your lower result in Interpersonal Relationships suggests that you may not have a strong, supportive network that can help restore your happiness when you need it the most.
- How often do you interact with others to complete a "transaction," instead of having a meaningful interaction?
- Do you try to gain feedback and advice from colleagues? Seek their input to improve your leadership skills.

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)?

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Well-Being Indicator

Satisfied with life; content

70   90 100 110   130

Di S M F

Low Range   Mid Range   High Range
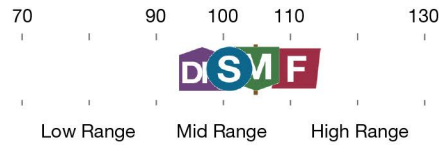
How Your Raters Responded:

There is variability in how your rater groups rated your Happiness—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.

	Self S	Manager M	Peer P	Direct Reports DR	Family/Friends F	Other
Happiness	101	105	102	97	111*	105

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

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

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

You are perceived by your Family/Friends to be happier compared to what you report yourself. Perhaps you appear to be more satisfied than you actually feel, or alternatively, you may be most comfortable and happiest when working with this particular rater group. Consider whether you openly share your emotions and moods with your Family/Friends, or if you adopt a happy facade in their presence to give the illusion that you are happy. If you feel happier with this group than with other groups or in other contexts, consider which characteristics of this relationship please you most, and work on fostering these characteristics in your relationships with others. What are some reasons why your Family/Friends would rate you differently on Happiness than you rated yourself?

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

PEERS

How your PEERS rated you:

Sam, you and your Peers agree 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 with your Peers you convey what you feel on the inside: a general enthusiasm for life and a happy disposition. You may want to look into why there are differences in how other rater groups see your level of Happiness. Consider whether you present yourself in a different light when working with groups other than your Peers. Why would there be more agreement on your level of Happiness between you and your Peers than between you and other rater groups?

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	1	1	1	2	1	1
	1	1	1	2	1	1
	4	5	4	4	5	5
	4	4	4	4	5	4
	4	4	4	4	5	4
	4	4	4	4	4	4
	4	4	4	4	4	4
	4	4	4	4	4	4

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

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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.

<table>
<tr><td>**S**</td><td>PECIFIC</td></tr>
<tr><td>**M**</td><td>EASURABLE</td></tr>
<tr><td>**A**</td><td>CTION-ORIENTED</td></tr>
<tr><td>**R**</td><td>EALISTIC</td></tr>
<tr><td>**T**</td><td>IMELY</td></tr>
</table>

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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◼ 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 _____

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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.

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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 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

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: How does this individual respond when resolving conflicts?

M_1: No one answered this question.

P_1: Not Provided
P_2: Not Provided
P_3: He defends his case assertively.

DR_1: Not Provided
DR_2: He can become defensive.
DR_3: Not Provided

FF_1: Tries to see the other person's perspective.
FF_2: Not Provided
FF_3: Not Provided

O_1: He is diplomatic.
O_2: Not Provided
O_3: Not Provided

EQ 360

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.

Q: What are Sam's best qualities as a leader?

M_1: No one answered this question.

P_1: Not Provided
P_2: Not Provided
P_3: He is very optimistic and believes in challenging himself.

DR_1: Not Provided
DR_2: He is optimistic and confident.
DR_3: Not Provided

FF_1: Great relationship skills, shares his vision well.
FF_2: Not Provided
FF_3: Not Provided

O_1: He is very positive and optimistic.
O_2: Not Provided
O_3: Not Provided

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