EQ 360®

LEADERSHIP EQ 360

REPORT

Sally Sample
Other Raters (3), Family/Friends (4), Direct Reports (4), Peers (4), and Manager (1)

October 21, 2020

theEicoach.

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EQ-i 2.0® Model of Emotional Intelligence

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

SELF-PERCEPTION

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

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

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

STRESS MANAGEMENT

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

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

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

SELF-EXPRESSION

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

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

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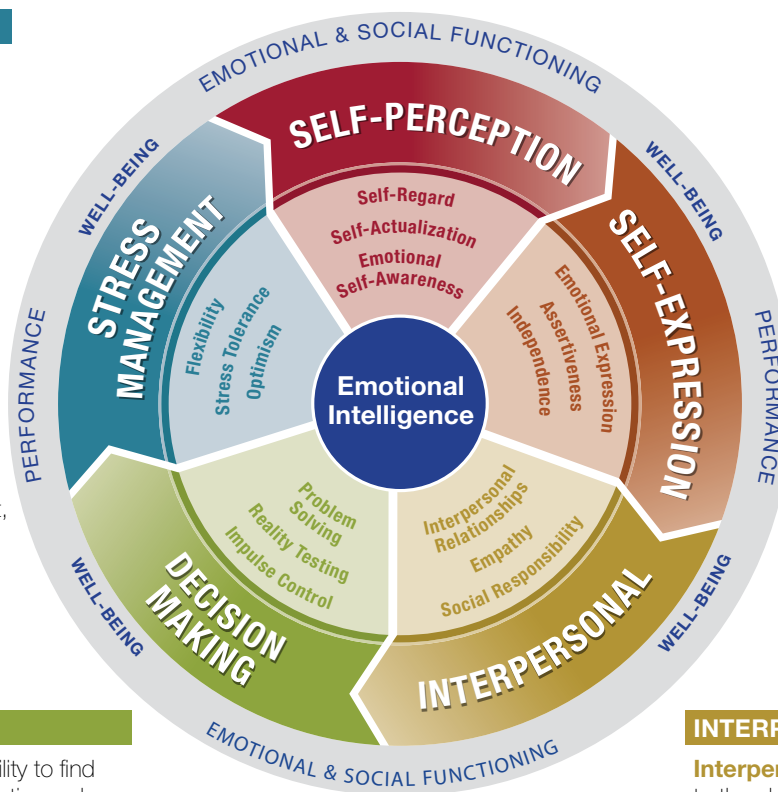
DECISION MAKING

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

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

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

INTERPERSONAL

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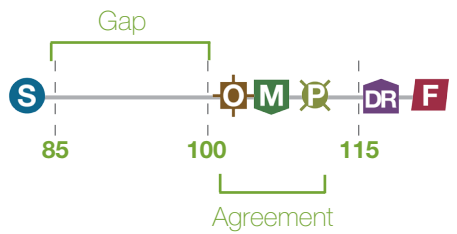
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

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

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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

2 Peers?
2 Direct Reports?
→ One "Other" group with 4 raters


Gap
Agreement

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

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

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

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

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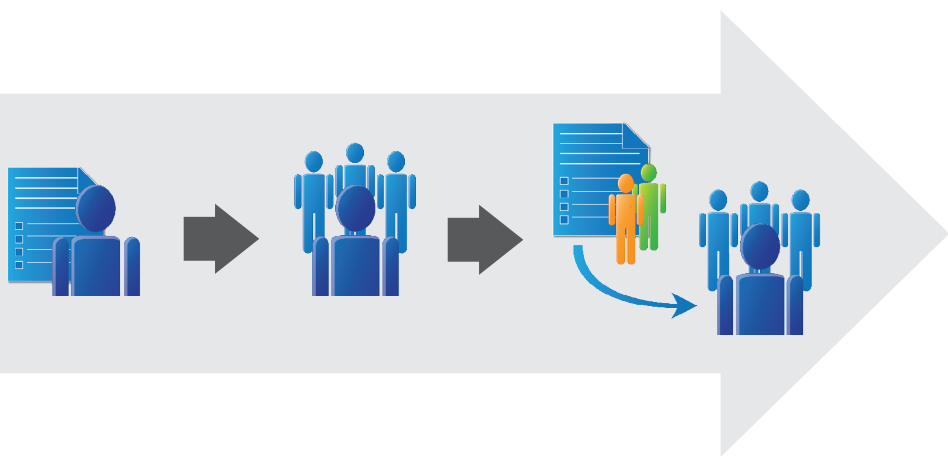
Understanding Your Report

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.
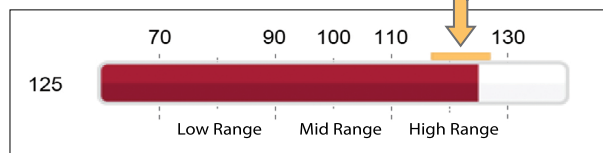
Executive Summary

Total EI   91

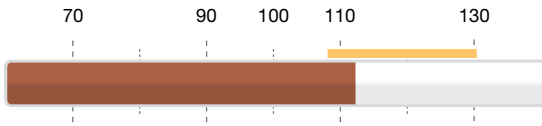| 70	90	100	110	130

Low Range   Mid Range   High Range
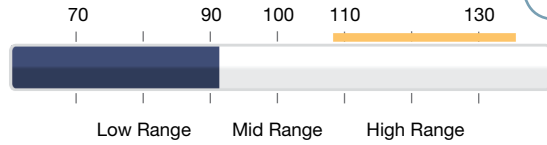
▌ Highest 3 Subscales

Assertiveness (112)

| 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.

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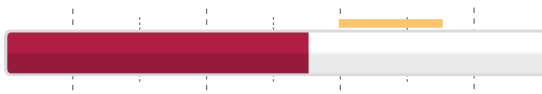
As a leader, you likely feel fulfilled from your role and the activities you pursue, both at work and outside of the workplace. A continued focus on personal development and achievement could be beneficial. While your score is slightly above average, your result on this subscale falls *below* the leadership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

Empathy (102)
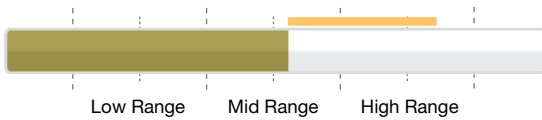
Empathy is a skill that you regularly utilize in your leadership approach to build a culture of caring within your team. Developing empathy further will help you fully understand another's perspective. Your result for this subscale falls *within* the leadership bar. There is a mixed level of agreement between your self-assessment and your raters' feedback.

Low Range   Mid Range   High Range

▌ Lowest 3 Subscales

Impulse Control (62)

70	90	100	110	130
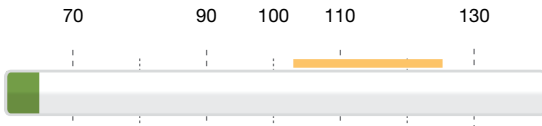
You may have a tendency to make rash decisions that can overwhelm your team. Work on this area to avoid being derailed by the temptation to act, particularly when others are not on board with your decision. Your result on this subscale falls *below* the leadership bar. There is little agreement between your self-assessment and your raters' feedback.

Flexibility (82)

You tend to stick to tried and true methods, both in your leadership approach and the directions you set for your team. They are likely lacking the inspiration they need from you for innovation and progress. 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 (83)

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.
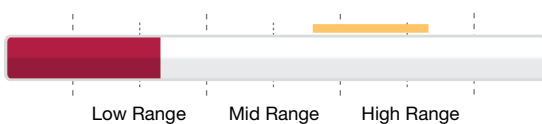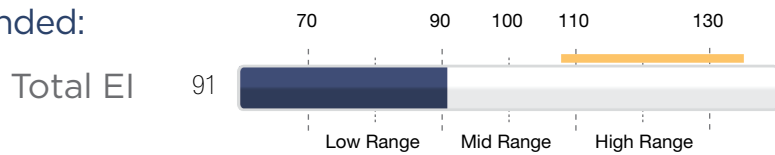
Low Range   Mid Range   High Range

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How You Responded: Overview

Total EI	91	

Low Range   Mid Range   High Range

Self-Perception Composite — 94

Self-Regard Respecting oneself; Confidence	83	
Self-Actualization Pursuit of meaning; Self-improvement	105	
Emotional Self-Awareness Understanding own emotions	98	

Self-Expression Composite — 95

Emotional Expression Constructive expression of emotions	90	
Assertiveness Communicating feelings, beliefs; Non-offensive	112	
Independence Self-directed; Free from emotional dependency	90	

Interpersonal Composite — 100

Interpersonal Relationships Mutually satisfying relationships	97	
Empathy Understanding, appreciating how others feel	102	
Social Responsibility Social consciousness; Helpful	100	

Decision Making Composite — 82

Problem Solving Find solutions when emotions are involved	96	
Reality Testing Objective; See things as they really are	100	
Impulse Control Resist or delay impulse to act	62	

Stress Management Composite — 89

Flexibility Adapting emotions, thoughts and behaviors	82	
Stress Tolerance Coping with stressful situations	97	
Optimism Positive attitude and outlook on life	95	

Low Range   Mid Range   High Range

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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.
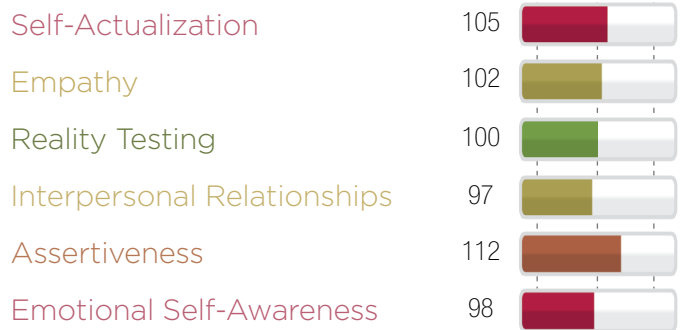
Authenticity

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	100
Self-Regard	83
Emotional Self-Awareness	98
Social Responsibility	100
Independence	90

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.

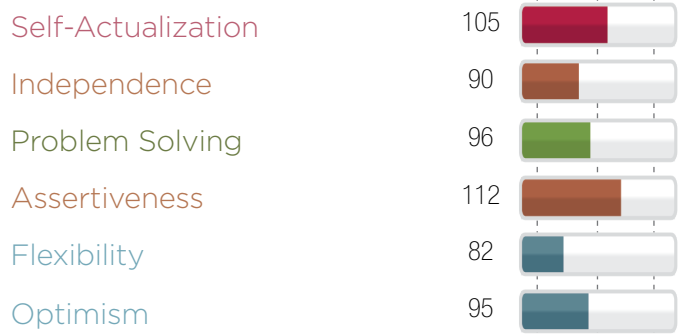| Subscale	Score
Self-Actualization	105
Empathy	102
Reality Testing	100
Interpersonal Relationships	97
Assertiveness	112
Emotional Self-Awareness	98

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	95
Self-Regard	83
Social Responsibility	100
Interpersonal Relationships	97
Emotional Expression	90

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	90
Problem Solving	96
Assertiveness	112
Flexibility	82
Optimism	95

■ Leadership Derailers

Sally , you may be at a **high risk of derailment** as you received a lower result in Impulse Control and a moderate result in Stress Tolerance, Problem Solving, and Independence. 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. Strengthening any of these subscales may help you reach your true leadership potential.

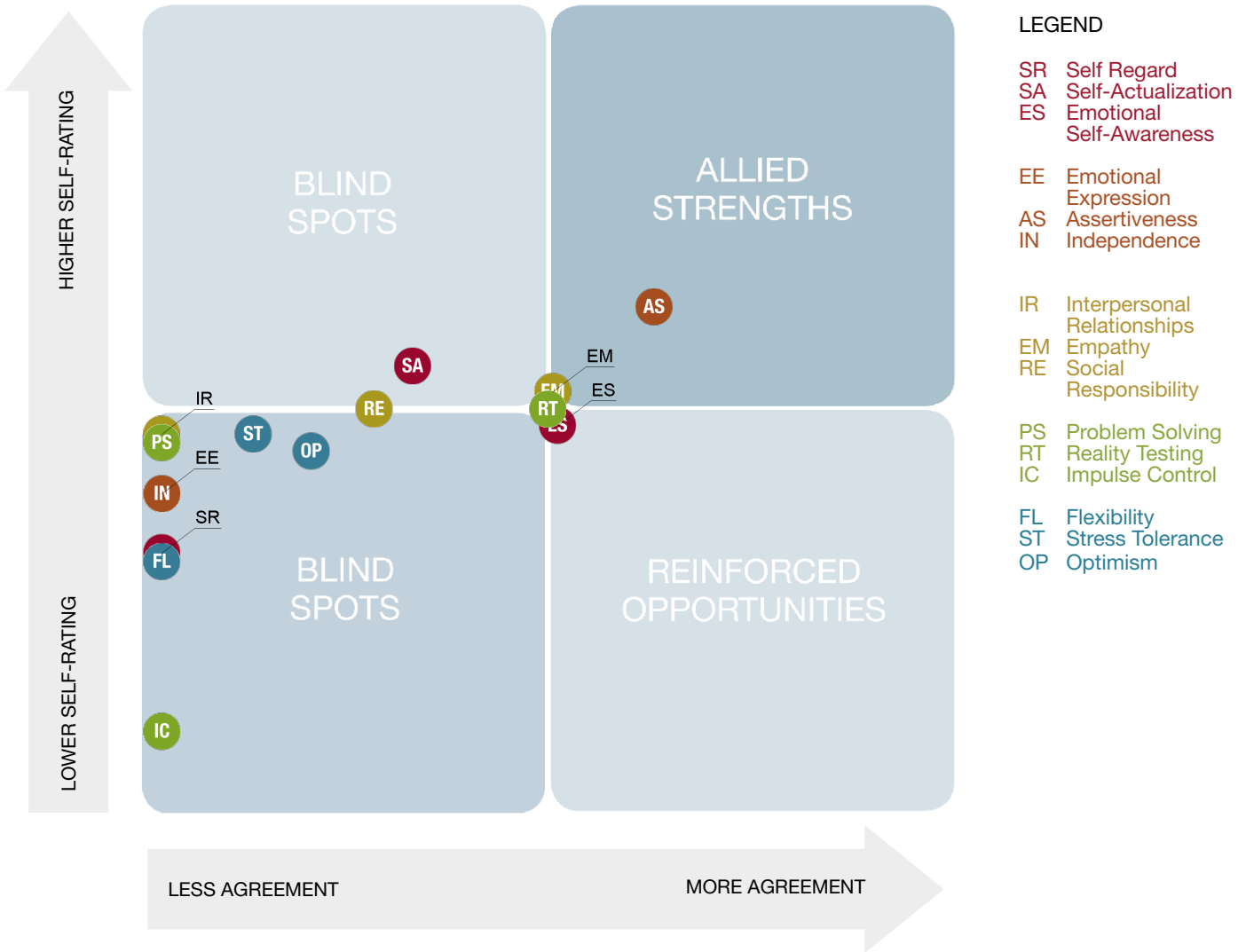| Subscale	Score
Impulse Control	62
Stress Tolerance	97
Problem Solving	96
Independence	90

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

AS

SA

EM

RE

ES

IR

RT

PS

ST

OP

EE

IN

SR

FL

IC

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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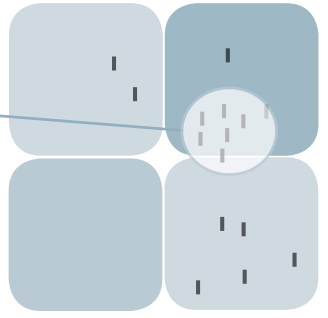
How You and Your Raters Responded: Summary

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	[S P — M F]	91	106*	96	90	109*	111*

* 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	[S M F]	94	103	94	93	108*	110*
Self-Expression	S P M F	95	106*	101	100	112*	115*
Interpersonal	DR S — M F	100	108	100	96	113*	107
Decision Making	[S — P F M]	82	104*	95*	81	101*	108*
Stress Management	[S P — M F]	89	105*	94	87	108*	110*

* 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	1	4	4	4	3
Self-Perception	Self-Regard	83	80	90	93*	103*	104*
	Self-Actualization	105	112	98	98	116*	114
	Emotional Self-Awareness	98	114*	98	91	104	110*
Self-Expression	Emotional Expression	90	109*	102*	108*	108*	114*
	Assertiveness	112	96*	104	101*	115	109
	Independence	90	112*	99	90	110*	117*
Interpersonal	Interpersonal Relationships	97	112*	101	97	116*	110*
	Empathy	102	105	99	90*	109	104
	Social Responsibility	100	110*	103	105	119*	108
Decision Making	Problem Solving	96	99	101	84*	108*	119*
	Reality Testing	100	108	94	92	106	105
	Impulse Control	62	106*	94*	74*	91*	105*
Stress Management	Flexibility	82	115*	96*	90	103	112*
	Stress Tolerance	97	98	92	83*	108*	107*
	Optimism	95	102	96	93	110*	111*

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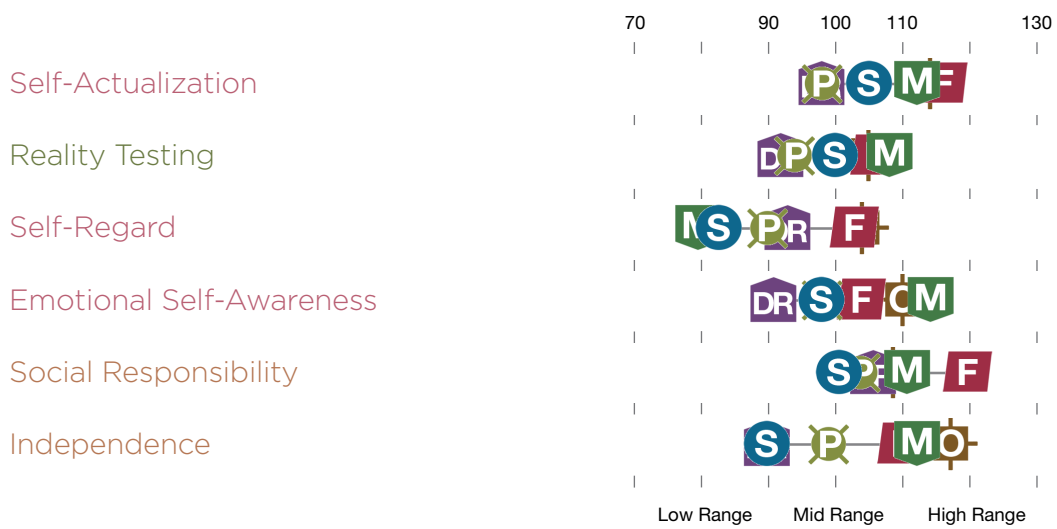
How Your Raters Responded: Leadership Potential

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.
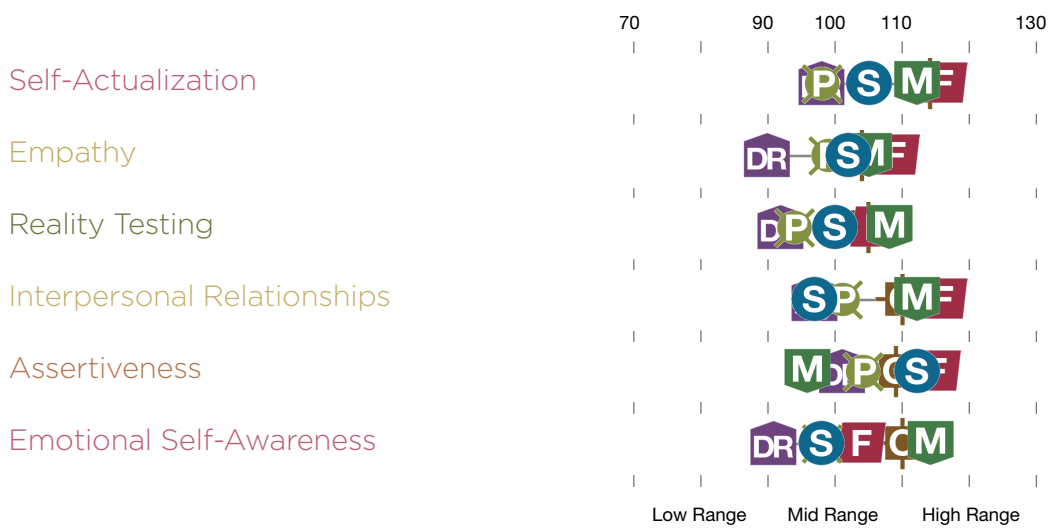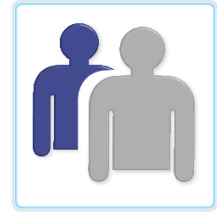
Authenticity

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			IP S M F		
Reality Testing			D P S M		
Self-Regard		MS P R	F		
Emotional Self-Awareness			DR S F CM		
Social Responsibility			SP M F		
Independence			S P MO		

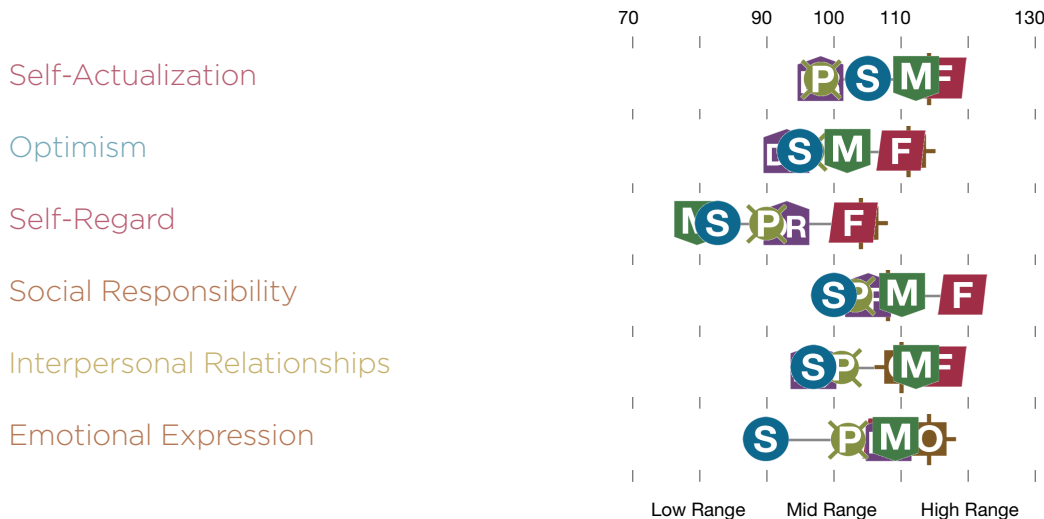Low Range   Mid Range   High Range

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			IP S M F		
Empathy		DR	S M F		
Reality Testing			D P S M		
Interpersonal Relationships			S P M F		
Assertiveness			M P S F		
Emotional Self-Awareness			DR S F CM		

Low Range   Mid Range   High Range

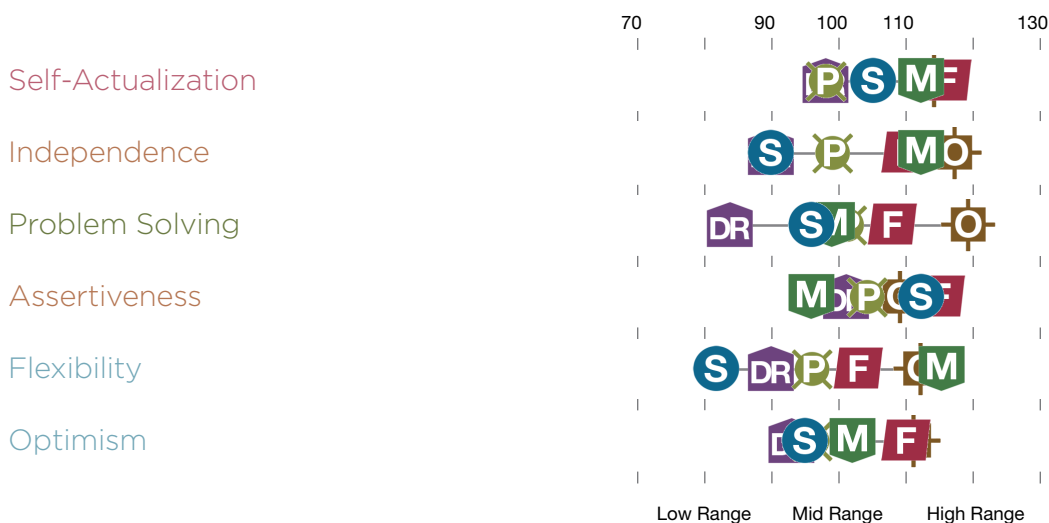# ▌ How Your Raters Responded: Leadership Potential

Insight

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

	70	90	100	110	130
Self-Actualization					
Optimism					
Self-Regard					
Social Responsibility					
Interpersonal Relationships					
Emotional Expression					

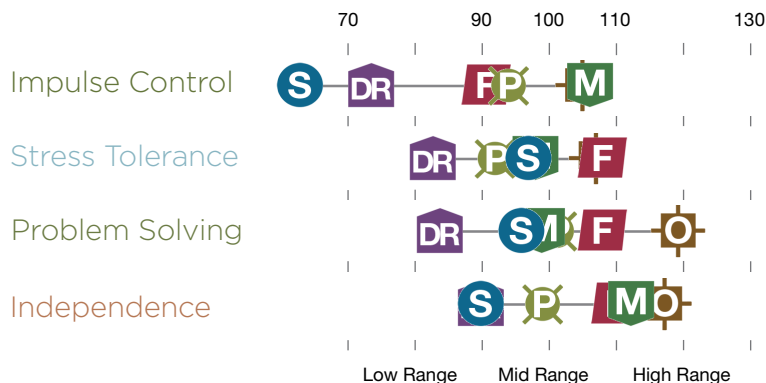Low Range   Mid Range   High Range

Innovation

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

	70	90	100	110	130
Self-Actualization					
Independence					
Problem Solving					
Assertiveness					
Flexibility					
Optimism					

Low Range   Mid Range   High Range
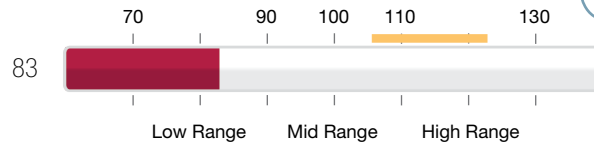
▌ Leadership Derailers

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

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

	70	90	100	110	130
Impulse Control					
Stress Tolerance					
Problem Solving					
Independence					

Low Range   Mid Range   High Range

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MHS

EQ 360

Self-Regard
Respecting oneself; Confidence

70   90   100 110   130

83   Low Range   Mid Range   High Range

How You Responded:

Leaders with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. Sally , your result suggests that self-regard may be an area where you would benefit from improvement. Lower confidence in your capabilities may hinder your leadership potential by hampering growth and the influence you have over key organizational decisions. You may:
- Appear to be hard on yourself or unhappy with who you are.
- Exert less influence on important group decisions.
- Take a leadership stance that is easily swayed by the presence of others.
- Shy away from creating a high-performance culture.

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

Leadership Impact

Authenticity   Insight

Leadership Implications. The leadership implications of low self-regard extend further than many people realize. Low self-confidence may create self-doubt in your leadership capability and may impair decision making. Your ability to serve as a role model and to create a meaningful vision for colleagues may be compromised.

Organizational Implications. Your low feeling of self-worth may translate into a self-fulfilling prophecy; a feeling of being less competent leads to objectives not being adequately met. You may lack the necessary confidence to develop talent in the organization, which can impede productivity and progress. Your ability to promote change may be compromised by lower self-respect. If you don't respect yourself, others will be unlikely to follow you, particularly in times of change.

Strategies for Action

Focus on the Positive. Consider your strengths, accomplishments and achievements.
- Think about your past successes (e.g., effectively leading the organization through a merger). Try to recall the feelings associated with the event and visualize the outcome. Your thought process is closely aligned with your self-perception. Thinking about success enhances a healthy self-image.
- Try not to be too humble; give yourself permission to relish in your achievements and improve your self-talk.
- Do not dwell on failure. Failure is an opportunity to grow and learn from mistakes so that you and the organization can thrive.

Learn a New Skill. Leaders must be quick to adapt to industry changes. What better way to bolster your self-regard than to acquire a new skill to help adapt to these changes.
- Even the most revered and trusted leaders cannot be subject matter experts in every field. Pinpoint an area in which you can improve your knowledge (e.g., budgeting, product knowledge), and take a course to boost your understanding. This newfound wisdom will increase your sense of self-worth.
- Schedule the time to practice the new skill. Try tackling this new area of expertise with a colleague or friend to help you stay on track.

Balancing Your EI

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

Self-Regard (83)   Self-Actualization (105)

Your Self-Regard is lower than your Self-Actualization. These components can be aligned by evaluating self-worth in terms of concrete achievements. When appropriate, take time to recognize successes and how they reflect upon your abilities. Finally, ensure that you are considering your strengths and growth opportunities when determining which activities you should pursue.

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Self-Regard
Respecting oneself; Confidence

70   90   100 110   130

I S P R F

Low Range   Mid Range   High Range
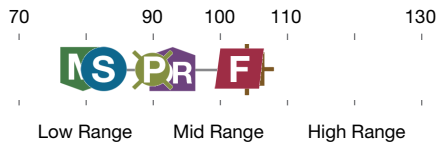
How Your Raters Responded:

There is variability in how your rater groups rated your Self-Regard—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:

OTHER RATERS

How your OTHER RATERS rated you:

You rated yourself lower in Self-Regard than your Other Raters. This comparison suggests that you don't see in yourself the same level of assuredness that others do. If you are too critical of your capabilities, you may not step up to opportunities that others believe you are well suited for. Use this feedback to see yourself in a different light, as people seem to see you as having more confidence and inner strength than you see in yourself. *You might ask yourself: Why do you think your Other Raters might see you as being more confident than you believe yourself to be?*

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

MANAGER

How your MANAGER rated you:

Sally , the closest agreement between your Self-Regard rating and those of your rater groups is between you and your Manager. Self-Regard may be an area in need of improvement. This rater group agrees with your self-assessment, meaning that when you interact with your Manager, you may be seen as feeling unsure of yourself and as lacking confidence. Lower Self-Regard can make it difficult for you to take charge and command action from your team, particularly important if you are in a leadership role. *Can you think of any examples where strengthening your Self-Regard will lead to a better relationship with this rater group?*


This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Feels good about himself/herself when thinking about both his/her good and bad points.	4	3	3.75	4	4.5	4
Feels sure of himself/herself.	3	3	4	4	4.75	4.67
Does not feel good about himself/herself.	3	2	2	2	2	1
Lacks self-confidence.	3	2	2	2.25	1.5	1
Finds it hard to accept himself/herself just the way he/she is.	4	3	2	1.5	1.75	1.33
Thinks highly of himself/herself.	4	2	3.5	3.5	3.75	2.67
Respects self.	5	4	3.75	4	4.75	4.67
Is happy with who he/she is.	4	4	3.5	3.75	4.25	4.33

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

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

MHS

Self-Actualization

Pursuit of meaning; Self-improvement

EQ 360

	70	90	100	110	130

105

Low Range   Mid Range   High Range
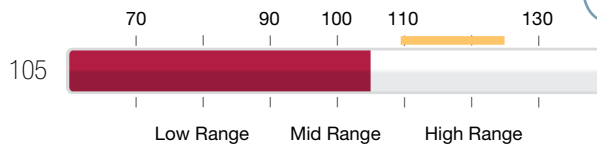
How You Responded:

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

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

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

Leadership Impact

Authenticity   Coaching   Insight   Innovation

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

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

Strategies for Action

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

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

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

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

Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. 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 (83)

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.

Self-Actualization
Pursuit of meaning; Self-improvement

EQ360®

70   90   100 110   130

P S M F

Low Range   Mid Range   High Range

How Your Raters Responded:

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

| The rater group whose score is most different from your self-assessment: FAMILY/FRIENDS	How your FAMILY/FRIENDS rated you: The difference in perspectives between you and your Family/Friends could indicate that you see yourself as less accomplished than this rater group does. Bring your self-perception in line with how others see you by taking some time to reflect on your accomplishments and contributions both to your organization and your community in general. One other possibility to note: it might seem to your colleagues that your achievements have more personal meaning than you know to be true. Are your goals significant to you, or are they mainly driven by others? *Viewing your accomplishments from the standpoint of your Family/Friends, what do you think they would say are some of your most notable achievements? Do you agree?*
The rater groups who agreed most closely with your self-assessment: DIRECT REPORTS PEERS	How your DIRECT REPORTS AND PEERS rated you: You and your Direct Reports and Peers agree that you are usually self-motivated and driven to accomplish meaningful goals. This consistency in ratings means that you and these raters 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. Sally , 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 Direct Reports and Peers?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Accomplishes his/her goals.	5	5	3.75	4.25	5	5
Feels he/she has something to contribute.	5	4	4.25	4.5	4.5	4.67
Seeks out enriching experiences.	5	5	3.5	3	5	4.33
Is self-motivated.	4	4	4	4.25	5	5
Makes good use of his/her abilities.	5	4	4	4.25	4.75	4.67
Strives to be the best he/she can be.	4	5	4.25	4.25	5	4.67
Is driven to achieve.	4	5	4.5	4.75	4.5	5
Tries to make his/her life as meaningful as he/she can.	4	5	4.25	4	5	4.67
Looks for ways to improve himself/herself.	4	5	4	3.75	4.75	4.67

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

Emotional Self-Awareness
Understanding own emotions

70   90   100   110   130

98

Low Range   Mid Range   High Range
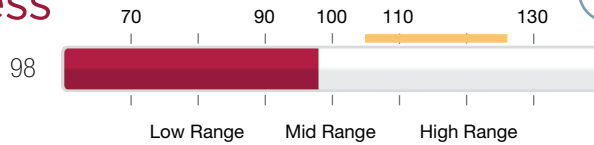
How You Responded:

If you have a solid understanding of what brings about your emotions, it is much easier to regulate your behavior and control the impact your emotions have on employees in the organization. Sally , your result indicates that you are slightly less in touch with your emotions than most, and that you may have moments when managing emotions proves challenging for you. However, you do have a foundation of self-awareness, and small improvements here could make large improvements in your path towards leadership development. It is likely that you:

- Understand what triggers your emotions and how performance is impacted.
- Have the ability to channel your emotions into constructive action.
- Still have a few emotions that make you uneasy or are difficult for you to fully comprehend.

You scored below the leadership bar on Emotional Self-Awareness and could benefit from strengthening skills in this area.

Leadership Impact

Authenticity   Coaching

Leadership Implications. You are usually aware of your emotional triggers and reactions. For instance, knowing that competing priorities lead to stress and anxiety, you can help direct efforts to delegate work and secure additional resources. You have a realistic appraisal of your emotional reactions that helps you to monitor your emotional states; however, some emotions may remain undetected and "under the radar."

Organizational Implications. You are generally attuned to your emotions, and this likely helps you handle most challenges in the organization. You can usually admit to mistakes without being unduly swayed by your emotions. This comfort discussing your emotions allows you to lead with authenticity and a candid approach that helps you gain credibility and buy-in with employees. You are generally able to manage tense and perhaps overwhelming situations, although there is room to improve on how you use and recognize the full spectrum of emotions.

Strategies for Action

Act the Way You Want to Feel. Acting or forcing yourself to embrace emotions can fool your body into experiencing emotions that run counter to your prevailing mood.

- By being aware of your emotions, you have the power to change your emotional reactions to situations. For instance, in a situation of intense pressure, force yourself to smile, or relax your posture and roll your shoulders. You will be surprised by the change in your emotional reaction.
- Choose three emotions (e.g., fear, anger, elation) and write down five techniques that you can subtly use to change your emotional reaction. The more strategies you have at your disposal, the more emotionally agile you will become.

Ask for Feedback. Solicit feedback from colleagues you trust and who know you well.

- These trusted associates can provide candid information about how your emotions impact them. Rather than navigating the office with an "emotional blindfold," this knowledge will empower you to alter your emotions, allowing you to achieve the desired effect and help you to manage your mood more effectively.

Balancing Your EI

This section compares Emotional Self-Awareness with Reality Testing, Emotional Expression, and Stress Tolerance. Achieving balance between these subscales can enhance emotional functioning.

Emotional Self-Awareness (98) ⊖ Reality Testing (100), Emotional Expression (90), and Stress Tolerance (97)

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

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EQ 360

Emotional Self-Awareness

Understanding own emotions

70   90   100 110   130

DR **S** F **CM**

Low Range   Mid Range   High Range

How Your Raters Responded:

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

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

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

MANAGER

How your MANAGER rated you:

You are perceived by your Manager to be more emotionally self-aware than you see yourself. This prominent difference in perspective means that you present or display a stronger sense of awareness to your Manager, but feel less clear of yourself or perhaps more perplexed by your emotions than you let on. You may not pay attention to your feelings as much as this rater group thinks you do and therefore you run the risk of your emotions being misinterpreted by others, or of your emotions being displayed without the appropriate amount of self-scrutiny. *Why do you think this rater group feels you are more in touch with your emotions than you believe yourself to be? On what observations do you think they are making this rating?*

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

PEERS

How your PEERS rated you:

You agree with your Peers that you pay attention to, and understand your emotions in most situations. You may be in tune with some emotional triggers and resulting physiological sensations, but perhaps there are emotions you are better at identifying where others slip by unrecognized. Ensure that you demonstrate your emotional understanding in a way that is appropriate given the nature of your relationship with different people, which can improve your ability to communicate and interact more effectively. *How can you ensure you are demonstrating your Emotional Self-Awareness consistently across rater groups? What are the benefits of agreement with your Peers when assessing your Emotional Self-Awareness?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Pays attention to how he/she is feeling.	4	4	3.5	3.75	3.75	4
Is aware of the impact of his/her mood on others.	4	5	2.75	2.75	3.25	3.67
Knows what triggers his/her emotions.	4	4	3.5	3.25	4	4.33
Is aware of how he/she feels.	5	4	3.75	3.75	4	4.67
Recognizes when he/she is upset.	4	4	4.5	2.75	4.25	4.33
Understands how the emotions of others affect him/her.	3	4	3.5	3	4	3.67
Knows which emotions affect his/her performance.	3	5	3	3	3.25	4

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

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Emotional Expression
Constructive expression of emotions

| 70 | 90 | 100 | 110 | 130 |

90

Low Range   Mid Range   High Range
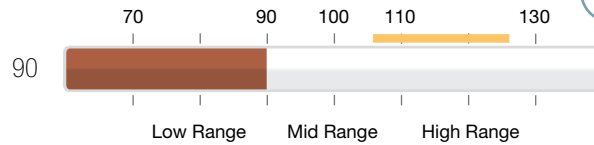
How You Responded:

Think of Emotional Expression as the action part of the emotional experience. Leaders who effectively express their emotions use words and physical expressions to convey their feelings in a way that is not hurtful to others. Emotionally charged messages can also be used to engage and inspire others. Sally , your result indicates that you bring your true feelings to the surface a little less often than most. You may only express certain emotions, while others elude you. Sharing your emotions with your team helps to build a culture of open communication and makes you a more personable leader. Consider the following, which may be characteristic of you:

- You are generally comfortable expressing certain emotions, although there are likely times when finding the right words or expressions may elude you.
- You have a basis for emotional expression, but could benefit from further exploring ways to use your emotions to engage those you lead.
- You may assume your team knows how you feel, so you appear guarded, and do not always put your emotions on display.

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

Leadership Impact

Insight

Leadership Implications. Expressing one's feelings verbally and nonverbally allows you to build authentic relationships that are beneficial to successful leadership. Although you have a solid foundation for expressing your emotions, you may at times come across as emotionally reserved, leaving your team hesitant to share information or approach you because your reactions, or lack thereof, are difficult to predict. It will be easier to engage followers if your expressions match what the situation demands of you.

Organizational Implications. Your result suggests that you generally express your emotions in a meaningful way and create a culture of open communication with your team and organization. It is especially important in difficult times to ensure that you stay connected with your team's reality. Furthermore, during times when you use strong emotions and captivating expressions, you are able to inspire your team to reach greater heights, and realize organizational and team goals. At other times, determine why you might choose to hold back expressing your emotions.

Strategies for Action

Expression Check-In. Identify a few instances from the past few weeks when you chose not to express your thoughts and feelings.

- What were your thoughts and emotions?
- Why did you choose not to share them?
- How would you and your team have benefitted had you expressed the emotions?
- Make a note to express your emotions at the next appropriate time.
- Over time, this process will become natural to you and enable you to express your thoughts and emotions before the moment passes.

Deal with the Difficult. As a leader, your Emotional Expression is constantly center stage. Therefore, it is critical that you are comfortable handling even the toughest situations.

- Assess the situation: What's the difficulty? How is the situation impacting your team?
- Reflect on your feelings: What do you feel about the situation? Assign "emotion words" to those feelings.
- Make your selection: What would your team appreciate hearing from you (don't assume they already know)?
- Delivery: Take your notes to the meeting as a reference and carry the conversation using the emotion words.

Balancing Your EI

This section compares Emotional Expression with Interpersonal Relationships, Assertiveness, and Empathy. The subscale that differs the most from Emotional Expression is Assertiveness. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Emotional Expression (90) Assertiveness (112)

Your Emotional Expression is lower than Assertiveness. People tend to be most cooperative when they are aware of your underlying motives and concerns. When these two facets are balanced, and Emotional Expression is used effectively, there is a better understanding of both the issues and feelings involved, and the resolutions tend to be more effective overall.
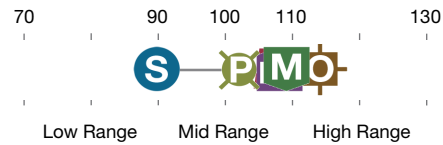
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How Your Raters Responded:

Sally , your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

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

OTHER RATERS

How your OTHER RATERS rated you:

This rater group sees you as more emotionally expressive than you see yourself. This difference in perspective could mean that your facial expressions, tone of voice and body language are expressing emotional meaning even if you are unaware of it. You may need to become more aware of the subtle changes you are making in your expressions, posture or tone of voice when you interact with your Other Raters, who could be picking up on more feelings than you believe you are showing. The difference in ratings may also stem from you knowingly holding back emotions and only expressing a small portion of your true thoughts when communicating with others. Emotionally expressive individuals enjoy the feeling of freedom that comes from openly expressing their feelings on a matter (when appropriate, given the context and audience). *Are there certain types of situations or particular groups of individuals with whom you are less expressive? More expressive?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Finds it hard to share his/her feelings with others.	3	2	1.75	1.75	1.75	1.33
Finds it easy to express his/her feelings.	4	4	3.5	4.25	4.75	4.67
Finds it hard to express his/her intimate feelings.	4	2	2.33	1.67	2.25	1.67
When sad, talks to people about it.	3	4	3	4	3.5	3.67
Finds it difficult to show people how he/she feels about them.	3	2	2.5	2.25	1.5	1.33
Finds it difficult to show affection.	3	1	2.75	2.25	2	1.33
Finds it hard to describe his/her feelings.	2	3	1.75	1.75	2	1
Finds it hard to smile.	2	1	1	1.5	2	2.67

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

Assertiveness

Communicating feelings, beliefs; Non-offensive

112

70	90	100	110	130

Low Range   Mid Range   High Range
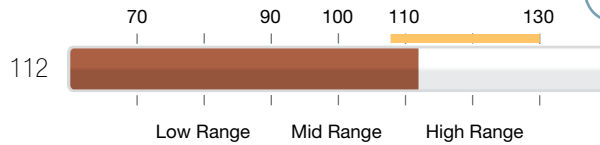
How You Responded:

Picture a line between the words passive and aggressive. At the middle point of this line lies assertiveness, a place where you work with your team by finding the right language at the right time to express your feelings and thoughts. Sally , your results indicate you operate at the assertiveness midpoint of this line almost all of the time, articulating your thoughts in a clear and confident way. The following characteristics may apply to you:

- You are firm and direct when making decisions.
- You guide your team toward your goals by articulating your needs and protecting their resources.
- You view your rights and those of your team's as sacred.

You scored well above average on Assertiveness and fall within the leadership bar.

Leadership Impact

Coaching   Innovation

Leadership Implications. Your results suggest that you likely pull on strong emotions and convictions to state your position. This is a crucial skill to have when leading a team; it helps in gaining your team's buy-in and inspiring them towards innovative solutions. Further, a high level of assertiveness helps to gain the resources your team needs and proactively clear obstacles in the path of your team's success. While such situations require you to be an assertive leader, others may require you to be more flexible in your thinking. Becoming too rigid in defending your position may result in unproductive, stubborn, or aggressive behavior.

Organizational Implications. Your results suggest that you are skilled at getting your point across in a clear and confident manner. This skill is likely to help you resolve conflict, leverage organizational resources, openly voice your opinion, and contribute to the success of your organization. Leadership competencies are especially visible when you are assertive because you likely create a strong platform from which to showcase your talents, and those of your team. Watch that when you defend your position, you do not miss important information or feedback that may alter your perspective.

Strategies for Action

Knowing Where You Stand. In order to move towards a decision, and ensure your team works collaboratively, highly assertive leaders need to have a clear understanding of where they stand and the points on which you are willing to concede.

- Note the ideal outcomes you would like to see from your next meeting.
- Review the outcomes you identified and separate the core outcomes that are essential to progress.
- Then, identify the information you need to hear from others to concede on these points.

Knowing the core outcomes that are essential, and the idealistic outcomes on which you are willing to be flexible, will help you stay focused on the goal, and not become paralyzed in rigid debate.

Crossing the Aggression Line. As a leader with a high level of Assertiveness, making decisions probably comes easily to you. This likely provides direction for your team to work towards project goals. Be mindful of your behavior crossing the line into aggression. Ensure you spend the time truly listening to the input of others when making decisions. Maintaining a culture of open and respectful communication in this way can help immensely in inspiring others to reach new heights.

Balancing Your EI

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

Assertiveness (112) ➤ Interpersonal Relationships (97)

Your Assertiveness is higher than your Interpersonal Relationships result, suggesting that you tend to focus more on promoting your own views and that you may benefit from being equally attentive to the views of others. By doing so, you may strike a better balance of "give and take" in your work relationships.

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Assertiveness

Communicating feelings, beliefs; Non-offensive

70   90   100   110   130

M P C S

Low Range   Mid Range   High Range

EQ 360®
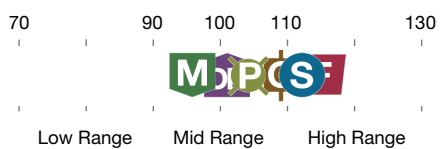
How Your Raters Responded:

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

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

MANAGER

How your MANAGER rated you:

You rated yourself higher on Assertiveness than did your Manager. This gap suggests that you see yourself being more firm and direct than what is experienced in interactions with your Manager. Perhaps there are instances where this rater group had expected you to take a more assertive stance than you did, or maybe you feel assertive in your thoughts or intentions, but that ability to make your voice heard is not always translated into observable actions. Remember that in any role, and especially in leadership positions, your assertiveness is constantly on display. If your assertiveness is inconsistent, interactions with you can be more difficult. That is, because you speak up for yourself sometimes, people will assume you are comfortable doing so. When you do not, they will assume that you are content when you may not be. *What do you think explains the difference between your self-ratings and those of your Manager?*

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

OTHER RATERS

How your OTHER RATERS rated you:

You agree with your Other Raters that you are able to be assertive, and stand up for yourself in a way that doesn't damage your relationships. Sally , you are comfortable expressing your thoughts and ideas across different situations and in a manner that supports the accomplishment of your goals and objectives. This agreement in ratings indicates that your level of assertiveness is observed in much the same way as you believe you are demonstrating it; this rater group doesn't see you as being much more passive or much more assertive than you know yourself to be. You should still reflect on your interactions with your other rater groups to determine whether you find yourself as assertive in their presence as well. *Why might other rater groups see your level of assertiveness differently than you and your Other Raters do? Would your raters say that assertiveness is a strength for you? Have there been times when you should have taken a less assertive position?*


This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Backs down even when he/she knows he/she is right.	2	2	2.5	2.75	2.25	2
Says "no" when he/she needs to.	4	4	3.75	4	4.75	4.67
Is assertive without being offensive.	4	3	3.25	3.25	4	3.67
Says so when he/she disagrees with someone.	4	3	4.5	4.75	4.5	4.33
Is firm and direct when necessary.	5	4	4.25	4.25	5	4.67
Stands up for what he/she believes in.	5	4	4.75	4.25	5	4.33
Tells people what he/she thinks.	4	4	4.5	4	4.75	4.33

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

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

MHS

Independence

Self-directed; Free from emotional dependency

90

| 70 | 90 | 100 | 110 | 130 |

Low Range   Mid Range   High Range
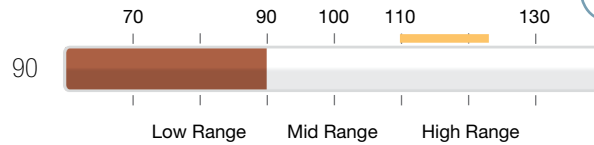
How You Responded:

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

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

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

Leadership Impact

Authenticity   Innovation

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

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

Strategies for Action

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

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

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

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

Balancing Your EI

This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning.

Independence (90) ⊜ Problem Solving (96), Emotional Self-Awareness (98), and Interpersonal Relationships (97)

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

Independence

Self-directed; Free from emotional dependency

```
        70        90   100  110        130
S   P   M O
Low Range    Mid Range    High Range
```

EQ 360
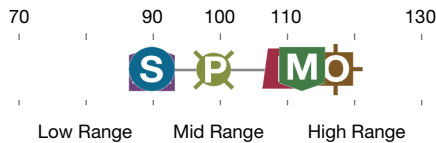
How Your Raters Responded:

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:

OTHER RATERS

How your OTHER RATERS rated you:

You are seen by your Other Raters as more independent than you see yourself. This gap suggests that you might put more weight on the thoughts and directions of other people than these rater groups think you do. Giving the impression that you are more independent than you feel can result in the absence of help and guidance, especially in times when you need it the most. Consider what your decision making process looks like to your Other Raters. Are you seen as being influenced by others, or do you often demonstrate that you are comfortable making a decision on your own? Compare this perception to other ratings of your independence. *What might explain the differing viewpoints of your level of independence? Can you think of situations where you could have benefitted from being either more independent or less independent?*

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

DIRECT REPORTS

How your DIRECT REPORTS rated you:

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


This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Finds it hard to make decisions on his/her own.	3	1	1.75	1.5	1.75	1.33
Clings to others.	2	1	1.25	1.5	1.25	1
Is easily influenced by others.	2	1	2	3.5	1.5	1
Prefers a job in which he/she is told what to do.	3	2	1.5	1.75	1.5	1
Finds it hard to do things on his/her own.	1	1	2.25	2	1	1
Needs reassurance from others.	3	2	2.5	3.25	1.5	1.67
Needs other people more than they need him/her.	2	2	2.25	2.25	1.75	1.33
Is more of a follower than a leader.	2	1	1.5	2	1.25	1

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

MHS

Interpersonal Relationships
Mutually satisfying relationships

70	90	100	110	130

97

Low Range   Mid Range   High Range
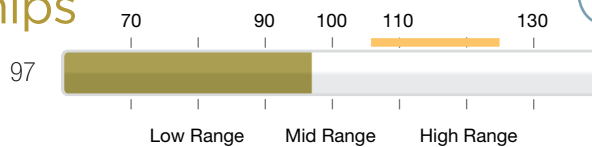
How You Responded:

Leadership cannot exist without strong relationships. While you likely have solid technical skills, your ability to form strong relationships in your team is also important, especially to help weather difficult times. Sally , you generally establish mutually satisfying and healthy relationships, although there is room for improvement. Think of interpersonal relationships as the medium through which you can gain buy-in, trust, and the resources you need to reach your goals. The more you strengthen your interpersonal skills, the better you'll be able to engage your team in reaching common goals. You likely:
- Focus on building relationships slightly less often than most people.
- Are a somewhat approachable and sociable leader, however people would be more open with you if you further honed this skill.
- Underestimate the potential of your team, hampering talent management and goal attainment.

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

Leadership Impact

Coaching   Insight

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

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

Strategies for Action

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

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

Balancing Your EI

This section compares Interpersonal Relationships with Self-Actualization, Problem Solving, and Independence. Achieving balance between these subscales can enhance emotional functioning.

Interpersonal Relationships (97) ⊜ Self-Actualization (105), Problem Solving (96), and Independence (90)

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

Interpersonal Relationships
Mutually satisfying relationships

70   90   100   110   130

S P M F

Low Range   Mid Range   High Range
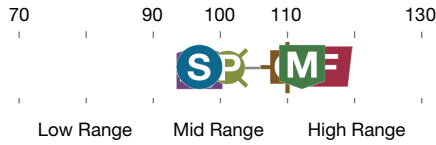
How Your Raters Responded:

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:

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

Your Family/Friends may perceive you to have richer interpersonal relationships than what you perceive. This discrepancy may suggest that from the outside you appear to be more approachable and comfortable socializing than you feel internally. It may also be the case that you are aware of deficiencies in your relationships that are unobservable to your Family/Friends. It is important for you to reflect on why your self-rating is lower than that of your Family/Friends and whether this is an opportunity to see your relationship skills in a new light. Engaging in authentic interactions with people at all levels in your organization will allow you to build relationships characterized by engagement, trust and compassion. *Why might you have given yourself a more conservative rating for Interpersonal Relationships than your Family/Friends did?*

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

DIRECT REPORTS

How your DIRECT REPORTS rated you:

You and your Direct Reports agree that you easily socialize, open up to, and connect with people. The consistency between your ratings and the ratings of your Direct Reports suggests that you both have similar expectations for how your relationship should be maintained; if there are unmet expectations, it is likely that you are all experiencing them to a similar degree. Sally , there is still room for improvement. Stronger relationships can provide the social support needed to buffer the negative effects of stress, promote psychological adjustment and contribute to long lasting physical health. *How can stronger relationships help you to be more successful in your job? What are some small steps you can take to build these stronger relationships and work together towards achieving mutual goals?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Makes friends easily.	3	4	3.75	3.5	4.75	4.33
Enjoys talking with people.	5	5	4.75	4.25	5	5
Is easy to approach.	4	5	4.25	4.25	4.5	4.67
Is easy to confide in.	3	4	3.5	3.5	5	4
Is fun to be with.	4	5	4	3.5	4.5	4.33
Is a team player.	5	5	4	4	4.75	4.67
Is sociable.	4	5	4.75	4.5	5	5
Has good relationships with others.	4	4	3.75	4	4.5	4.33

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

MHS

Empathy

Understanding, appreciating how others feel

```
70        90      100  110        130
102  [================|====      ]
    Low Range    Mid Range    High Range
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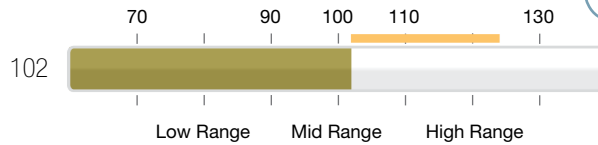
How You Responded:

As a leader, the ability to manage relationships is your medium for transforming your team and taking the organization to new heights. Empathy, the ability to recognize, understand, and appreciate the way others feel, is a crucial component in building these strong interpersonal relationships. Sally , your result indicates that you tend to lead with empathy, grasping what another is feeling, even if it is much different from what you feel. Your empathic nature makes you an approachable leader and your team feels safe sharing thoughts and ideas. With a result such as yours, you may find:

- You are "tuned in" to how others are feeling.
- You care about the thoughts and feelings of your team as much as you do your own.
- Under times of stress or moments of defensiveness, you are likely to adopt a less empathic approach, possibly making decisions without considering the needs of your team.

You fall within the leadership bar on Empathy.

Leadership Impact

Coaching

Leadership Implications. For you, empathy is a daily active process when resolving conflict, managing change, or making tough decisions. Your ability to show empathy usually allows you to come across as an authentic leader who can gain the trust and respect of your team. In order to be even more effective in inspiring and coaching your team, watch for instances where your empathic demeanor may crack (e.g., when you are feeling stress, or anger) and cause an emotional disconnect between you and your employees.

Organizational Implications. Although you have a reasonable level of empathy, working to increase it will benefit both you and your organization. The need to feel heard and understood is in the core nature of all human beings. Further increasing your level of empathy to provide this validation will help dampen defenses in conflict management and gain the commitment you need to achieve common goals.

Strategies for Action

Kick it up a Notch. Successful leaders have the ability to adopt others' perspectives and can understand how different people experience emotions. Take the time to understand each member of your team. Prior to your next meeting, prepare by:

- Listing all attendees and what needs and expectations each bring to the meeting.
- Predicting how they will act during the meeting. What issues do you need to be sensitive towards?
- Generating a number of questions that you can use during the meeting to further understand your team's needs.
- Keeping a journal that records your correct predictions (hits) and incorrect predictions (misses) of the issues and actions that would be brought forth. Reduce the number of misses by understanding individual team members on a deeper level.

Watching a Pro. Find someone who is an empathic and yet efficient communicator.

- Observe their communication style in practice, taking note of how they balance their ability to remain empathic and respectful with meeting organizational demands.
- Examine your scores on Independence, Interpersonal Relationships, and Assertiveness to see how you can leverage other skills to develop Empathy.

Balancing Your EI

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

Empathy (102) ➤ Emotional Expression (90)

Your Empathy is higher than your Emotional Expression. Aligning these components of EI means taking other people's feelings into account when expressing your own emotions. The goal is to express your feelings effectively while staying attuned to others, so that your expressions are more than just a reflection of the feelings of others.

MHS

Empathy

Understanding, appreciating how others feel

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

DR—S/F

Low Range   Mid Range   High Range

How Your Raters Responded:

There is variability in how your rater groups rated your Empathy—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:

Your Direct Reports may perceive you to be less empathic than you see yourself. This difference in perspective may be the result of your Direct Reports perceiving your empathy as insincere. It is important to seek feedback from your Direct Reports to determine ways in which you can be more empathic and considerate of their needs. Although internally you may truly care for others, this level of concern may not be entirely apparent in your actions or conversations with your Direct Reports. Remember, if others sense that their needs and feelings are not being taken into consideration, they can be left feeling alienated and undervalued, even if you have the right intentions behind your actions. *Why might there be such a difference between your self rating and that of your Direct Reports? Are there examples of interactions with this group that might have come across as less empathic than was intended?*

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

OTHER RATERS

How your OTHER RATERS rated you:

Sally , you agree with your Other Raters that you are generally appreciative, understanding and compassionate of others' feelings. Although your Other Raters may describe you in this way, it is important to note that there are other rater groups who view your empathy differently than you do. The implication of this is that if you are seen as less sensitive or more senstive towards certain individuals, you may lose the respect and trust of others. Try leveraging the empathy strengths you do have and apply them to situations where you may not show as much empathy as you could. *Why would your Other Raters agree with your self-rating of Empathy but other rater groups have a difference experience?*
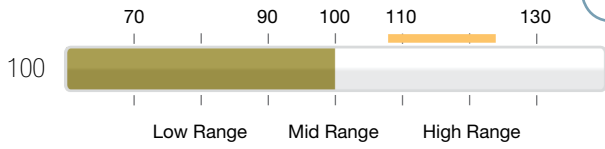
This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Is aware of how others feel.	4	4	3.5	3.25	4.25	4
Is empathic.	4	5	4	3.5	4.5	4
Is good at understanding the way other people feel.	4	4	3.25	3.25	4.25	3.33
Avoids hurting the feelings of others.	5	2	3.75	3.25	4	4.33
Is in touch with other people's emotions.	4	4	3.25	3	4	3.67
Relates to the emotions of others.	4	4	3.75	3	4.25	3.67
Respects the way others feel.	4	5	3.75	3.25	4.5	4.33
Is sensitive to the feelings of others.	4	4	4	3.25	4.25	4.33
Cares about other people's feelings.	4	4	4	3	4.5	4.33

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

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MHS

Social Responsibility

Social consciousness; Helpful

EQ 360®

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

Social responsibility calls for leaders to act in a moral and responsible manner, promote the greater good, and be a strong voice in their teams, organizations, and communities. Sally , your result suggests that you may be seen as a socially responsible leader who finds ways to coach and inspire your team. Although you usually promote cooperation and the achievement of mutually satisfying goals, you could benefit from demonstrating this even more often. Based on your result, you:

- Are socially conscious and are concerned with others' well-being.
- Identify with and see yourself as the champion for your team, taking responsibility and winning resources.
- Feel a sense of fulfillment from supporting your team and organization.

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

Leadership Impact

Authenticity   **Insight**

Leadership Implications. Your result suggests that you balance your focus between yourself and those in your organization/ community. You are likely seen as an ethical leader, who regularly places your team's goals ahead of your own personal agenda. That being said, under times of stress or competing pressures, you may not draw on social responsibility as much as you could, putting less effort into achieving goals for the greater good.

Organizational Implications. You tend to be regarded as a key contributor in achieving organizational and community goals, working with and not against others to get the job done. At the same time, you lead everyone to achieve common goals and make a difference in society (e.g., recycle, volunteer). You likely promote employee engagement, morale, mentoring, and other development practices that help build talent in the organization, but it would benefit you to make these practices even more of a priority.

Strategies for Action

Start Coaching. Being a successful leader means consistently helping your team members improve. This increases overall team potential allowing you to guide your team to new heights and innovative outcomes.

- List your team members and the support that you currently provide for each of them.
- Then list how you can further help your team (e.g., increase your budget for further training, provide opportunity to incorporate a new method).
- What are some ways you could guide the team as a whole (e.g., team building activities)? Even if such activities take time and resources away from immediate activities, the net result will be improved collaboration and increased overall efficiency.

A Culture of Cooperation. A team that works in collaboration works like a well-oiled machine. What have you done recently to promote cooperation within your team?

- Conducting meetings to update the team will help them understand each others' needs and promote an environment of information sharing.
- Ask your team what other teams in your organization may need from your team (e.g., warehouse team might need product information).
- Look for ways to incorporate community support activities into your team/organization (e.g., working with a charitable organization for your next team-building event).

Balancing Your EI

This section compares Social Responsibility with Self-Actualization, Interpersonal Relationships, and Empathy. Achieving balance between these subscales can enhance emotional functioning.

Social Responsibility (100) ⊖ Self-Actualization (105), Interpersonal Relationships (97), and Empathy (102)

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

Social Responsibility

Social consciousness; Helpful

```
70        90    100   110        130
```

S M F

Low Range   Mid Range   High Range

EQ 360
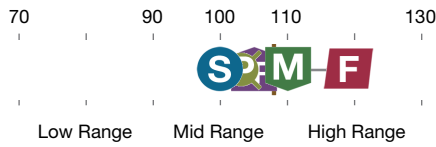
How Your Raters Responded:

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

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

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

Your Family/Friends may perceive you to be more socially responsible than you perceive yourself to be. You may be underestimating the ways in which you help others and contribute to the greater good. You should question whether you have high expectations of your social conscience, or perhaps your Family/Friends may be picking up on your contributions and dependable nature even if you believe you could contribute more. Also question whether your helpful behaviors are, at their core, sincere. Do you help your Family/Friends and expect nothing in return or is there a hidden agenda or political strategy behind your caring behavior? *Of all your rater groups, why do you think your Family/Friends might perceive you to be the most socially responsible?*

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

PEERS

How your PEERS rated you:

You and your Peers might describe you as someone who usually feels responsible for helping others and engages in prosocial behaviors. Sally , you would probably agree with your Peers that there is opportunity to improve, as not everyone views your social responsibility in the same way that you do. The benefits of helping others extend much further than most people realize. For instance, increased happiness, more confidence in your ability to manage change, and better relationships are just a few examples of the positive effects of caring for others. *How do you demonstrate a concern for the welfare of others at work? In your community? On a global level? What are some ways you can make a greater contribution to society?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Acts in an environmentally friendly way.	4	4	3.75	4	4.5	4
Tries to make a difference in society.	4	4	4	4.75	5	4.67
Likes helping others.	4	5	4.25	4.25	5	4.33
Is a contributing member of the groups to which he/she belongs.	4	5	4	4	5	5
Contributes to his/her community.	4	5	4	4.25	4.75	4.33
Cares about social issues.	4	4	4.5	4.25	5	4

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

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EQ 360

Problem Solving
Find solutions when emotions are involved

96

| 70 | 90 | 100 | 110 | 130 |

Low Range   Mid Range   High Range
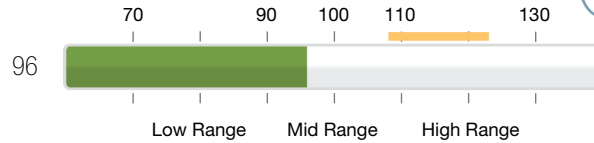
How You Responded:

Solving problems is an everyday reality for leaders. However, leaders need more than just problem-solving skills, they need to work with problems where emotions are involved and recognize how these emotions impact their decisiveness. Sally , this is an area where you fall just below average, sometimes falling victim to your emotions when decisions need to be made. Leaders who score in this range may not always tackle problems head-on and may evoke a sense of doubt and uncertainty in their fellow workers. Your result indicates:

- You are beginning to understand the role emotions play in your decision-making process.
- You may sometimes feel overwhelmed with the responsibility of making a decision.
- You would benefit from trying different ways and using different emotions when working through a problem.

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

Leadership Impact

Innovation

Leadership Implications. While a majority of the time you tackle decisions head-on, there are clear instances when you tend to avoid making a decision or allow your decisions to be clouded by emotion. As a leader, it is important to be consistently decisive whether dealing with interpersonal conflict or performance management issues. Decisions should not be avoided due to their uncomfortable nature, as your team will find it difficult to rely on you for resolutions.

Organizational Implications. The foundation is there for you to find solutions when emotions are running high, and for the most part, you try to promote decisiveness and execution in your team and organization. There may be instances where you are not as responsive to problems as the organization would expect, and therefore improvements made here could help drive overall organizational agility.

Strategies for Action

Take a Wider View. Did you know that positive emotions have been shown to expand the scope of your attention and thinking? They literally widen your view, both visually and mentally.

- When you find yourself avoiding a problem or solving it using a conventional (but not necessarily effective) strategy, try putting yourself in a happier mindset.
- Read a congratulatory email, talk with a good friend in the office, or temporarily work on something you really enjoy. Then head back to your problem, and begin the brainstorming process of generating solutions.

Find the Right Path. When you find yourself worrying about a problem rather than fixing it, build a map for yourself and your team to reach your destination.

- Think of a problem that you have been mulling over for some time. Paint a picture for yourself and your team on what success would look like. Don't worry if you don't know how you will get there.
- Determine where you are now on the road to solving the problem. What is your current state? Brainstorm some paths that will help you reach the destination, and also the paths that are likely to derail you. This transparent process will help you tackle problems quickly and in a manner that gains credibility with your team.
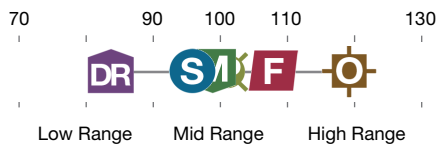
Balancing Your EI

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

Problem Solving (96) ⊘ Flexibility (82)

Your Problem Solving is higher than your Flexibility. Balancing these components often involves considering different solutions to a problem. Use solutions that you know from experience will work, but be receptive to new approaches when they may offer a more optimal solution. Remember to maintain a flexible stance throughout the brainstorming process to help generate as many solutions as possible.

v1.0.0

MHS

EQ360

Problem Solving
Find solutions when emotions are involved

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

DR — S M F — O

Low Range   Mid Range   High Range

How Your Raters Responded:

There is variability in how your rater groups rated your Problem Solving—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:

OTHER RATERS

How your OTHER RATERS rated you:

Rating yourself lower than your Other Raters suggests that from the perspective of this rater group, you appear to be managing your emotions when problem solving better than you feel you are. Even if emotions seem to derail our internal analysis of a problem, to others, such as your Other Raters, the end result can seem effective. Pay attention to how you are feeling at the different stages of solving a problem and determine whether these feelings are helping or hindering your resolution of that problem. *Why do you think this rater group sees stronger problem solving in you than you do? In your experience, what emotions have helped or hindered your ability to come to an effective resolution? How visible would this be to your Other Raters?*

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

MANAGER

How your MANAGER rated you:

You and your Manager agree that you usually manage and even leverage the right emotions when faced with a problem to solve. Sally , you have room to strengthen your problem solving skills. Determine whether your problem solving process looks different depending on the situation, the emotions and the people involved. Watch for inconsistencies in how your rater groups view your problem-solving capabilities, or you may find yourself in situations where you are overlooked, or relied upon too much, in your team's problem solving process. *Can you think of any situations where your emotions derailed your problem solving process? Which emotions help you to focus on the problem at hand? Is there a way to sustain these emotions?*

| This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Can't decide what to do when he/she is really upset.	3	3	1.5	2.75	1.5	1.33
Tends to worry about a problem rather than try to solve it.	1	2	1.75	2	1	1.33
Avoids dealing with problems.	2	1	1.5	2.5	1.25	1
Finds it hard to decide on the best solution when solving a problem.	2	1	1.75	2.5	1.25	1
Gets stuck when thinking about different ways of solving problems.	2	2	2.25	2.5	1.5	1
Gets overwhelmed when he/she needs to make a decision.	2	2	2	2	1.25	1
Gets frustrated and gives up when he/she has trouble solving a problem.	1	1	1	2.75	1.5	1
Lets his/her emotions get in the way when making decisions.	3	2	2.25	3	2.25	1

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

v1.0.0

MHS

Reality Testing
Objective; See things as they really are

70   90   100   110   130

100

Low Range   Mid Range   High Range
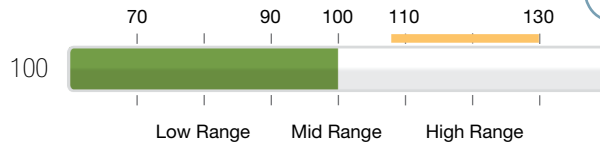
How You Responded:

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

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

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

Leadership Impact

Authenticity   Coaching

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

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

Strategies for Action

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

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

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

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

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

Balancing Your EI

This section compares Reality Testing with Emotional Self-Awareness, Self-Regard, and Problem Solving. 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 (100)   Self-Regard (83)

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

70	90	100	110	130

D P S M

Low Range   Mid Range   High Range
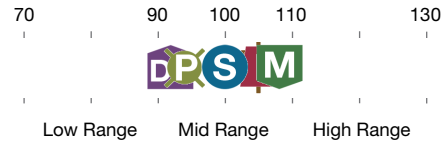
How Your Raters Responded:

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

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

How your rater groups rated you:

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

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Sees situations as they really are.	4	4	3.25	3.5	4.25	4
Makes realistic plans to achieve his/her goals.	4	4	3.25	3.75	4.5	4.67
Recognizes his/her own biases.	4	4	3.25	3.25	3.5	2.67
Has a good sense of his/her strengths and weaknesses.	5	5	4	3.5	4.5	4
Knows when he/she needs to be more objective.	4	4	3.75	3.5	4.25	4
Knows when his/her emotions affect his/her objectivity.	3	4	3.25	2.75	2.75	4
Even when upset, is aware of what's happening to himself/herself.	4	4	3.5	3.25	4.25	4.33
Has a good sense of what is going on around him/her.	4	4	3.5	3.5	4.5	4.33

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

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

MHS

Impulse Control
Resist or delay impulse to act

70   90   100 110   130

62

Low Range   Mid Range   High Range
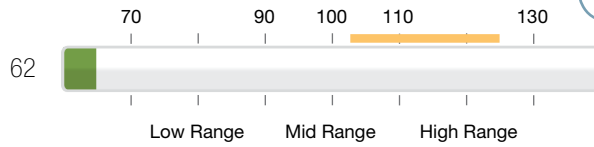
How You Responded:

Impulse control is the ability to think before acting and to show restraint in the face of impulses and temptations to act. Sally , your result is indicative of a leader who may be more often impulsive than restrained, showing a tendency to jump to hasty conclusions and appear impatient in decision making. You may respond in unpredictable ways to your emotions, rendering those you lead to distance themselves from you, particularly under times of stress. Your result may indicate:

- That you are overly talkative or controlling in meetings and conversations.
- That you need to be extra vigilant about appearing too spontaneous or wayward in your leadership approach.
- An "act now, think later" approach to solving problems and making decisions.
- You experience moments of regret, perhaps wishing you would have analyzed a situation more before responding.

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

Leadership Impact

Leadership Implications. Your lower impulse control may put you at risk of derailment as you tend to give the impression of being rash, spontaneous or mercurial in the way you lead your team. While spontaneity helps you adjust to an ever changing environment, being too erratic in your behavior can easily overwhelm those you lead. You need to watch how often you control conversations, interrupt others, or chase the next great idea, as these can all lead to you being perceived as an overpowering leader.

Organizational Implications. Over the long term, your inability to delay temptation and avoid rash decision-making can easily confuse your colleagues by sending mixed messages and priorities. Setting strategic direction for either a division or an entire organization requires thorough planning and long-term implementation. Changing courses of action too frequently will cause employees to question the organization's mission, vision and strategies, not to mention your commitment to leading in a way that upholds these corporate tenets.

Strategies for Action

Five Deep Breaths. Your best weapon against impulsive behavior is forcing yourself to pause before committing to an action.

- Take five deep breaths the next time you feel yourself being impulsive or interrupting someone.
- Give yourself this permission to pause. During this short 30 seconds or so, ask yourself what alternative actions you can take.

Watch Your Manners. The manners you learned as a child are just as important in the workplace as they were in the playground. Focusing on your manners will give your mind a chance to reflect and focus on demonstrating socially acceptable behavior instead of jumping into reaction mode. Here are a few to try to put into your daily regime.

- Don't interrupt others; be attentive and alert but do not speak over other people, regardless of how excited you feel.
- Maintain proper, open posture, non-vigorous hand movements and eye contact during meetings.
- Introduce others (those with more seniority first), use proper names, and finish conversations before you begin exiting a room.
- Research business etiquette strategies to help combat impulsive behavior.
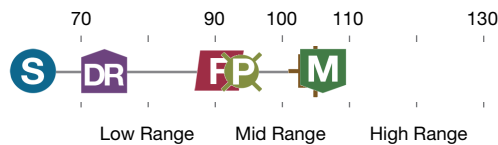
Balancing Your EI

This section compares Impulse Control with Flexibility, Stress Tolerance, and Assertiveness. The subscale that differs the most from Impulse Control is Assertiveness. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Impulse Control (62) ◀ Assertiveness (112)

Your Impulse Control is lower than your Assertiveness. Assertiveness works effectively with impulse control when your actions are made with confidence after due consideration to those around you and to the circumstances. This relationship can be balanced by taking time to consider the appropriateness of what you want given the circumstances, then leveraging your assertiveness to act in the most effective manner.

MHS

Impulse Control
Resist or delay impulse to act

70   90 100 110   130

S DR   F P   M

Low Range   Mid Range   High Range

How Your Raters Responded:

Sally , your raters all rated you differently than you rated yourself. This section presents the rater group with the biggest score difference from your self-assessment.

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

MANAGER

How your MANAGER rated you:

You see yourself as being more impulsive than you are perceived by your Manager. As a result, your Manager may assume that more thought and deliberation go into your decisions than is actually the case. You may have the ability to present convincing explanations even when decisions are made with little thought. Although this may be helpful in some situations, ultimately decisions made too quickly will lead to mistakes and your credibility will suffer. *What factors contribute to you acting impulsively? Why do you think you are seen as less impulsive by your Manager?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Makes rash decisions when he/she is emotional.	3	2	1.75	3	2.25	1.33
Interrupts when others are speaking.	3	3	2.5	3	2.25	2.33
Is impulsive, which creates problems for him/her.	3	1	1.75	3	1.25	1.67
Is impulsive.	4	1	2.25	3.25	2	1.33
Finds it hard to stop once he/she starts talking.	5	3	3.5	4	3.25	2.67
Tends to react hastily.	3	1	2.25	3.25	2.25	1.67
Finds it difficult to control his/her impulses.	3	1	1.5	3.25	2.25	1.33
Finds it hard to resist temptation.	4	1	1.5	2.25	2.5	1

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

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Flexibility

Adapting emotions, thoughts and behaviors

70   90   100   110   130

82

Low Range   Mid Range   High Range
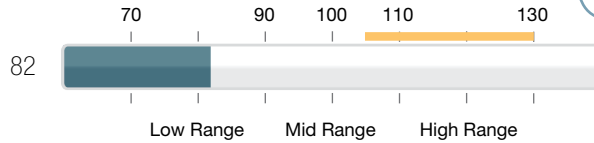
How You Responded:

Flexibility requires that you be able to modify your thoughts, emotions, and behaviors in response to change. Sally , you appear to be less willing to adapt to transformation in the organization, which may convey a rigid and formal atmosphere and managerial style. You are likely to stick by your convictions even in the face of dissenting viewpoints, and although at times this steadfastness could be seen as a strength, it needs to be balanced with an openness to change. Your result suggests:

- You do not tend to seek out new and engaging experiences.
- You may use a "one size fits all" leadership style, and miss the benefits of adjusting to the individual needs of those on your team.
- You may become mired in an individualistic thought process and may not incorporate colleagues' perspectives on key issues.

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

Leadership Impact

Innovation

Leadership Implications. Your propensity to be unyielding and stick to "tried and true" methods of operations may appear conservative and outdated. An adaptable approach is particularly needed by leaders to help manage external factors, such as changing markets, competition, and rapid advances in technology. In addition, flexibility is required to deal with the most important resource in the organization—its people. You may not appear to be as open to different points of view, which can lead to decisions that do not incorporate varying perspectives.

Organizational Implications. Change is a permanent fixture in most organizations. If you struggle to embrace change, you may not be able to actively solve issues or problems that can spontaneously surface. You may abide by and follow standard protocol at the expense of system-wide upgrades that help to fuel growth and productivity. If your team is more open to change than you are, they may not voice their opinions or innovative thoughts, because their feedback on process improvements is rarely incorporated.

Strategies for Action

Examine Your Emotions. Your emotions may be contributing to your resistance to change.

- The next time you encounter a novel situation, write down the emotions that you are experiencing. For instance, some common emotions may be fear, anxiety, nervousness and/ or panic. By gauging your emotional barometer, you help to identify the reason for your reticence to embrace change.
- Try to pinpoint whether there is a valid and logical reason for experiencing these emotions. Recall the last time that you effectively dealt with change, and the sense of accomplishment and triumph that resulted.

Visualization. Try to visualize the best-case scenario when dealing with change.

- Similar to how athletes use guided imagery to train for an event, you can exercise your mental creativity and overcome your internal struggle with change. In great detail, visualize yourself embracing change and overcoming any potential roadblocks.
- This visualization technique can be used in team meetings to brainstorm, and help you and those you lead to picture a desired goal and plan ahead for possible roadblocks.

Balancing Your EI

This section compares Flexibility with Problem Solving, Independence, and Impulse Control. The subscale that differs the most from Flexibility is Impulse Control. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Flexibility (82) ➤ Impulse Control (62)

Your Flexibility is higher than your Impulse Control. To balance these components, avoid making changes without factoring in long-term considerations. Watch for others' reactions to the changes you bring about. If they aren't on board, it may be a sign that your changes are not well justified.

Flexibility
Adapting emotions, thoughts and behaviors

70   90   100   110   130

S DR P F M

Low Range   Mid Range   High Range
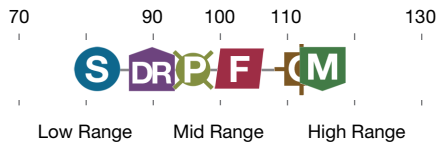
How Your Raters Responded:

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

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

MANAGER

How your MANAGER rated you:

Compared to the rating of your Manager, you perceive yourself as less flexible. These results can occur when you outwardly display flexibility, but internally feel uncomfortable with change. Though you may find it easier to act out the change required (e.g., adjusting your project schedule to accommodate new technology), coping with your feelings about that change (e.g., fear, worry) could be harder than you let on. In certain situations, you are likely to be more flexible than in others (for example, when a change comes from a higher authority), and it is cases like these that might be contributing to the disagreement in your Flexibility ratings. *What does being flexible mean to you? Are there circumstances where you feel less flexible and more inclined to maintain the status quo?*

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

DIRECT REPORTS

How your DIRECT REPORTS rated you:

You agree with your Direct Reports that you are more set in your ways than others. Sally , you may have difficulty adapting your emotions, thoughts, and behaviors to changing conditions in the workplace. As a result, your Direct Reports may perceive you as being resistant to change, and you may miss opportunities for leadership or become antiquated in your area of expertise. While others might tackle a new idea, project, or strategy with gusto, you tend to feel overwhelmed or worried about adjusting to the change, or experience higher levels of stress in the process of adapting. People who see change as a positive and refreshing process are more likely to rebound quickly from setbacks and rally the support needed from others to accept and promote change across their team or organization. *Why do you think the closest agreement with your self-rating of Flexibility is with your Direct Reports? On what examples do you think they are basing their feedback?*


This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Finds it difficult to change his/her opinion.	3	1	2.5	3	3	1.67
Does not like being in unfamiliar situations.	3	2	2.5	3	2.5	2.67
Finds it hard to change his/her ways.	4	3	3	3	2.25	1.33
Finds it hard to compromise.	3	1	2.5	2.75	2.5	2
Is uneasy with last minute changes.	2	1	2.25	2.25	1.5	1.33
Finds it hard to make changes in his/her daily life.	3	1	2.33	2.75	2	1.33
Needs things to be predictable.	4	2	2	2.5	1.25	1.33
Is uneasy with change.	3	1	1.75	2.5	1.5	1.33

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

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

MHS

Stress Tolerance
Coping with stressful situations

97

| 70 | 90 | 100 | 110 | 130 |

Low Range   Mid Range   High Range
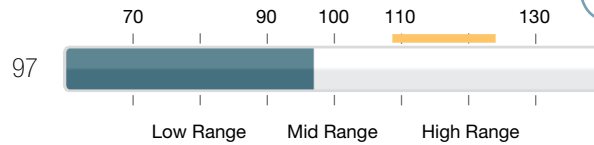
How You Responded:

Stress Tolerance is the ability to effectively cope with and respond to stress and mounting pressure. Sally , 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

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

Stress Tolerance (97) ⊘ Flexibility (82)

Your Stress Tolerance is higher than your Flexibility. Balancing these aspects involves using coping mechanisms to deal with stressful situations while they are occurring, as well as changing tactics when a stressful situation has not been overcome. To actively approach to dealing with stress, identify one small thing that could be changed about the stressful situation and push to change it. Even the most stress tolerant people need to adjust to their surroundings to avoid burnout.

MHS

Stress Tolerance
Coping with stressful situations

| 70 | 90 | 100 | 110 | 130 |

DR — P S F

Low Range   Mid Range   High Range
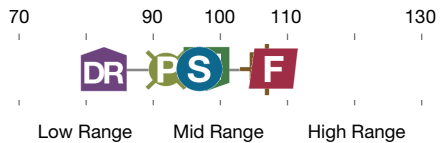
How Your Raters Responded:

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:

DIRECT REPORTS

How your DIRECT REPORTS rated you:

You describe yourself as more stress tolerant than what is observed by your Direct Reports. This gap could mean that during times of stress you may intend to remain calm and collected, but your behavior leads others to believe you are more anxious or overwhelmed than you feel. Your Direct Reports may therefore believe that your emotions get in your way when dealing with stress, even if you believe you have a clear focus to get through challenging times. Be aware of your physical displays of emotion and the way you communicate during times of stress. It appears that your Direct Reports may be picking up on signals that suggest you are not tolerating stress as well as you might think. *What are some possible explanations for the gap between your self-rating and that of your Direct Reports? What are the implications of your Direct Reports believing you to be less tolerant of stress?*

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

MANAGER

How your MANAGER rated you:

Sally , you and your Manager 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 Manager 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 Manager regarding how you handle stress?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Keeps calm in difficult situations.	4	4	3	2.75	4	3
Can't think clearly when he/she is under stress.	2	2	2	2.25	2	2
Thrives in challenging situations.	4	4	3.5	3	5	4.67
Handles stress without getting too nervous.	3	3	3.25	3.5	4.5	4.67
Performs well under pressure.	4	4	3.5	3.5	4.75	4.67
Copes well with stressful situations.	4	4	3.5	3.25	4.5	4.67
Handles upsetting problems well.	4	4	4	2.5	4.25	4.33
Does not react well to stressful situations.	2	2	2.25	3.25	1.75	1.33

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

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MHS

Optimism
Positive attitude and outlook in life

95

70   90   100   110   130

Low Range   Mid Range   High Range
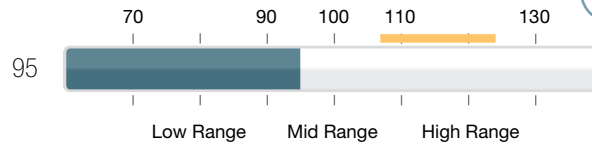
How You Responded:

Optimism, the ability to remain positive despite setbacks, is a crucial differentiator between successful leaders and others in the workplace. It permeates almost every application of EI, from helping you persevere, to motivating and inspiring colleagues. Sally , your result is indicative of a leader who is slightly less likely than most to view work and life in a positive light. The result also indicates that you are not so overly optimistic that you are blind or naïve to the realities of life. Some characteristics of your result are:

- You approach leadership with enthusiasm and gusto, although you may have moments when you are less hopeful.
- You typically motivate colleagues to achieve success; however, there are times when you could be more optimistic in your goal setting.
- You generally believe that setbacks are temporary and can be overcome.

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

Leadership Impact

Insight   Innovation

Leadership Implications. Your moderately optimistic stance permeates your leadership style and helps you view most situations as malleable and controllable. By further developing your sense of optimism, you will be able to overcome encounters with adversity, learn from the situation, and inspire others to do the same. While you are able to set an inspiring mission and vision for the organization that produces results and productivity, this ability can be enhanced.

Organizational Implications. Given your generally optimistic outlook, colleagues can emulate your disposition and use you as a role model when encountering tough situations. For the most part, the organization prospers under uncertainty, and these situations are viewed as transient and easily overcome. Generally, your team perseveres at solving problems as they arise; however, you could benefit from demonstrating even more optimism to ensure colleagues are inspired to continue to actively tackle problems.

Strategies for Action

Modify Your Language. Monitor your speech, as the words you use can create either a positive or negative ambiance.

- In a meeting, take note if you play the role of "devil's advocate." Do you often criticize others' ideas or solutions without weighing the evidence?
- The next time a colleague proposes an initiative, take the time to consider their perspective and their contribution.
- Temper your initial reaction with positive statements (e.g., "that sounds promising") to help boost your positive mindset.

Focus on Your Strengths. Capitalize upon your talents to introduce positive emotions into your way of thinking.

- Every leader is endowed with strengths and weaknesses. The key is to focus upon your strengths. For instance, if you are adept at public speaking, volunteer to deliver presentations at the next meeting.
- When appropriate, delegate tasks in which you do not excel to your colleagues who may be more specialized in a certain area of expertise. By focusing on your strengths, you are better able to leverage your skills to their full extent, which will aid in fostering a positive outlook.

Balancing Your EI

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

Optimism (95) ⟫ Self-Regard (83)

Your Optimism is higher than your Self-Regard. When these two components are working effectively together, self-confidence helps to drive and promote positive expectations about the future. It is good to be optimistic but it is also important to know the skills and expertise that will be required of you as you plan and prepare for the future.

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Optimism
Positive attitude and outlook in life

70   90   100   110   130

[S] [M] [F]

Low Range   Mid Range   High Range
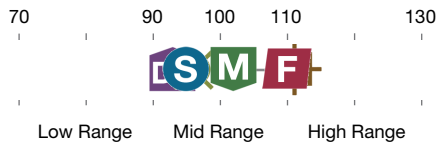
How Your Raters Responded:

There is variability in how your rater groups rated your Optimism—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:

OTHER RATERS

How your OTHER RATERS rated you:

Your Other Raters rated you higher on Optimism than you rated yourself. This discrepancy suggests that your Other Raters might see you as more hopeful and resilient than you feel you are. While maintaining a positive demeanor with your Other Raters is something you should continue, consider why this rater group in particular sees you as more optimistic than you see yourself and how other rater groups might perceive your optimism. For instance, perhaps you are trying to mask fears or hesitations about the future. If your actions (e.g., actively promoting a new and ambitious sales target) don't match your inner beliefs (e.g., expecting that the target won't be reached), you might be compromising your ability to contribute your fullest intentions and efforts. *Why do you think your self-rating for Optimism was lower than the rating from your Other Raters?*

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 optimistic and positive in your approach to most activities, however, there are times when you take a more pessimistic stance. In your interactions with your Peers, you tend not to be so optimistic that you ignore valid data or emotional warnings (e.g., fear), nor are you so pessimistic that you ignore the value of hopefulness and aspirations about people and situations. Sally , you could benefit from being even more optimistic—people with higher optimism bounce back more readily from setbacks and are less likely to experience prolonged stress when things get difficult. Optimists view setbacks as temporary, situational blips that can be the result of external causes and are not necessarily one's fault. *How can you demonstrate an optimistic approach more often with your Peers?*


This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Stays positive even when things get difficult.	4	4	3.75	3.25	4.25	4.67
Is optimistic.	4	4	3.75	4	5	4.33
Expects the worst.	2	2	1.5	2.5	1.25	1
Is hopeful about the future.	4	4	4	4	4.75	4.67
Sees the best in people.	4	4	3.75	3.75	4.25	4.33
Has good thoughts about the future.	4	5	3.75	4	4.75	4.33
Expects things to turn out all right, despite setbacks from time to time.	4	4	3.5	3.5	4.25	4.67
Has a positive outlook.	4	4	4	3.75	4.5	4.33

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

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

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Well-Being Indicator

Satisfied with life; content

70   90   100   110   130

87

Low Range   Mid Range   High Range
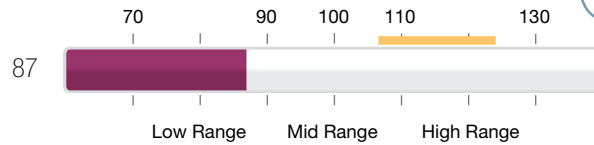
How You Responded:

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

Sally , your result in Happiness suggests that you may find it difficult to enjoy life or show enthusiasm and cheerfulness towards work and those you lead. Your lower Happiness may dampen any shining strengths you have in other EI skill areas making it difficult for others to see past your discontentment. Your low Happiness result is likely related to your lower Self-Regard which is of particular importance in promoting feelings of happiness. You may:
- Experience periods of apathy or discontent, making it difficult to inspire others.
- View life as being all about work and not play.
- Withdraw from leadership responsibilities, social situations, friends and colleagues.

Self-Regard   (83)

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   (95)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Your results suggest you are optimistic and hopeful most of the time, but perhaps you could use this outlook more frequently so that your happiness becomes even more personal, permanent, and justifiable.
- What are some steps to demonstrate your positivity in a more active/overt manner?
- When faced with a new challenge, how do you typically feel? List your emotions and identify why you feel this way.

Interpersonal Relationships   (97)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. Your result suggests that your relationships are fulfilling for the most part, but there may be times when you need more encouragement and support from those around you.
- Are there particular relationships at work that could be improved to increase harmony?
- Do you feel as connected as you need to be with your team? If not, what steps can you use to improve the relationship?

Self-Actualization   (105)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your result suggests a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness.
- What responsibilities in your current leadership role allow you to feel self-actualized?
- Can you identify ways to spend more time on those specific activities (e.g., by delegating other tasks to colleagues)?

Well-Being Indicator
Satisfied with life; content

	70	90	100	110		130

S — DR P - C M

Low Range   Mid Range   High Range
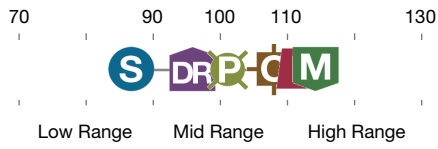
How Your Raters Responded:

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	87	114*	101*	96	112*	108*

* 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:

MANAGER

How your MANAGER rated you:

You are perceived by your Manager 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 Manager, 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 Manager would rate you differently on Happiness than you rated yourself?

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

DIRECT REPORTS

How your DIRECT REPORTS rated you:

Sally , you agree with your Direct Reports that you are less content with your life, and less enthusiastic in your approach to your work. Your dissatisfaction may appear via behaviors such as indifference to teamwork, disinterest in pursuing tasks outside of your role requirements, and failure to set ambitious goals. Keep in mind those who find their lives fulfilling are generally more successful in the workplace. People with happy dispositions are likely to be more proactive and resilient to adverse conditions or stress symptoms. You will be in a better position to showcase strengths in other areas of EI if you approach your life, work, and relationships with enthusiasm. *Of all the rater groups, why do you think your Direct Reports agrees the most with your self-rating of Happiness?*

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
Finds it hard to enjoy life.	3	1	1.5	1.25	1.25	1.33
Is not happy with his/her life.	3	1	1.5	2	1.5	1
Is enthusiastic.	5	5	4.5	4.25	5	4.67
Is happy.	4	5	4	3.5	4.5	4.33
Is satisfied with his/her life.	3	5	3.75	3.75	4.5	4.33
Is excited about life.	4	4	4	4	4.5	4.33
Looks forward to each day.	3	4	3.75	3.75	4.75	4.33
Is content.	4	5	4	3.75	4.25	4.33

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

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EQ 360®

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

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

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

1.

2.

3.

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

1.

2.

3.

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

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

I commit to this action plan _____ .
(signature)

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EQ 360

▮ EI Development Commitment

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

▮ My Personal Development Goals

My action plan includes the following goals:

Due Date

1.

2.

3.

4.

Your Signature _____

Your Coach's Signature _____

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▩ MHS

Leadership, Conflict Management, and Emotional Intelligence

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

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

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

Manage yourself first...

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

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

...manage others second.

3. Empathy in conflict management?
   Yes! So much so that without empathy, conflict would bring nothing but harm to your team and your effectiveness. Use your **Empathy** skills as a tool to bring down the temperature of the situation. Listen to the other side attentively and genuinely—make it "their" time. Even if you disagree completely with the other side, find ways to express your genuine understanding (e.g., how frustrating the situation must be for them; the amount of effort being dedicated; how much is at stake for them). Validation in this way can be the single most powerful tool to get others to pull back their defenses. If the conflict is within your team, take the time to truly listen to each individual. The time spent will be a rewarding investment.

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

A Leadership Guide to Striking the Optimal Balance

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

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

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

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

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

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

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

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

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

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

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

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

◼ Leading a Multigenerational Workforce

EQ360

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

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

Empathy

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

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

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

Flexibility

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

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

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

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

EQ 360

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.

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

M1: Sally is a bright leader with a lot of experience in her field that her direct team, and our larger team all benefits from. the opportunity that this coaching program will offer to Sally will be to help her find the balance between transferring these skills to her team, with guiding her team and pulling out their strengths to meet their goals and objectives

P1: Coaching and delegation, as her team continues to grow and the scope of projects to deliver grows as well -- although already very strong in this area in my opinion
P2: Coaching teams with growth potential. Encouraging staff to bring solutions, rather than directing them to the answers. Letting go of some roles and responsibilities that she has 'grown out of' as she has moved through new roles in the organization. Conflict resolution among team members.
P3: Listening and acknowledging -- exploration through open-ended questions.
P4: Sally is smart, self-aware and experienced. I think she could take more time to be reflective, listen and work at more subtle leadership and participation styles.

DR1: - More empathy - Honest, firm conversations with difficult employees
DR2: Empathy for the views/position of others. How to have difficult conversations. How to inspire.
DR3: Not Provided
DR4: Human resource management especially conflict resolution

FF1: Not Provided
FF2: Getting the most from those around her.
FF3: Not Provided
FF4: Interpersonal relationships. Listening skills.

O1: Continuing to manage a wide spectrum of professionals/personalities. Keeping talented staff challenged.
O2: Not Provided
O3: This individual would be open to an awareness and understanding of cultural competencies.

Q: How does this individual involve others in the decision-making process?

M1: team work is a strength of Sally. pulling different team members into a decision and involving all of their perspectives is a valuable skill. Listening and providing advice based upon her learned experiences is positive. cascading information from higher tables is also something that we can all learn to do better to ensure our teams have the relevant information to bring ideas and perspectives

P1: I think Sally is very collaborative. She knows that her team know their communities/stakeholders best. There are cases where decisions need to be made quickly without time for formal consult and I think it's important for the team to respect that in her position as a director. Overall though I think Sally will first come to the team to get their thoughts on a particular issue before pursuing a particular path.
P2: A lot of 1:1 discussion. Some group discussion/peer review.
P3: Invites them to discuss approach; informal conversations.
P4: Sally is open to collaboration and checks in with team members frequently and openly.

DR1: Always gets other individuals involved in decision-making process for feedback and insights
DR2: Asks for feedback or ideas.
DR3: She is very collaborative and open to suggestions and input from her team, colleagues/peers and stakeholders.
DR4: No comment

FF1: Not Provided
FF2: Very collaborative. Always interested in the views of others in areas where we interact.
FF3: Asks questions and listens intently to responses. Actively seeks feedback.
FF4: Sally could put more effort into letting people offer their views and recommendations and listening to them before making decisions.

O1: - Listens with attention - Encourages and facilitates open dialog - Recognizes the value of people and their input - Delegates with clear objectives - Engages with the team regularly to understand needs and help the team identify solutions leading to effective and timely decisions.
O2: Feedback is requested from team members and is incorporated into recommendations for decision-making.
O3: This is one of this individual's strengths including others in decision-making and checking with the people who are the content leaders

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

M1: building relationships in an matrixed organization. Building trust with external stakeholders, pulling out new ideas from team members, managing diversity,

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.

P₁: I think Sally exudes confidence (in a good way) and is not afraid to speak her mind and provide an opinion. This is a strength that I personally admire and strive to do more of in my own role. She is knowledgeable about her work and offers up out of the box and innovative ideas. She is quick to execute and hit the ground running. She also has a lot of valuable experience that lends itself well to other less experienced team members. Sally also stays level-headed in stressful situations.
P₂: Advocacy and compassion/understanding for challenging circumstances. Training and employee enrichment.
P₃: Assertiveness, self-reflection, humility, compassion.
P₄: Sally is brave and experienced. She is not afraid of showing her cards and stating her position.

DR₁: Her collaborative and supportive personality; her strong ability to delegate responsibly and effectively.
DR₂: Sharing credit and pride in the team, celebrating accomplishments.
DR₃: Communication and taking on difficult conversations. I admire her confidence and ability to have tough conversations when needed.
DR₄: - People oriented - Focused and confident - Strategic thinker and planner

FF₁: Not Provided
FF₂: Passion, commitment, gratitude for opportunity,
FF₃: Not Provided
FF₄: Confidence. Intelligence. Experience. Determination. Decision-making.

O₁: - Sincere - Self confident - Willing to take a stand - Open to feedback - Communicates clearly - Sensitive to the unique needs of her team members - Willing to adapt - Accepts responsibility - Respected by others
O₂: -Involving the right players in decision-making process. -Being able to make a decision when different options are provided by weighing the challenges and benefits. -Also looks at the risks associated with each decision. -Very good communications skills which ensures that everyone is informed along the decision-making process.
O₃: As mentioned, involving others in decision-making, recognizing other people's strength, checking on those who are the subject matter experts and authentic passion for her work & the people she works with

Q: When challenges arise in the workplace, how does this individual respond?

M₁: Sally would seek out information and collect facts and strategize with others on the best way to manage the situation

P₁: I think Sally approaches challenges with a clear head and looks to understand both sides of a particular issue. If there is a case where she offers up an opinion too quickly, she is just as quick to acknowledge that she may have been too impulsive and has a strong understanding of her own strengths and weaknesses as a leader.
P₂: She will seek advice/guidance in some cases. She usually comes with a proposed solution at the outset and will peer review it for refinement. She is comfortable allowing staff to handle challenging situations on their own but may not always step out of the way to let them complete the task.
P₃: With determination and vigor.
P₄: While Sally is very self-aware, sometimes her first reaction is a strong one and others may find it a bit overwhelming.

DR₁: By looking at the bigger picture and thinking outside the box.
DR₂: Often has a hard time with challenges and first seeks to understand who might be to blame, what went wrong, before helping to support/solve a problem.
DR₃: She wants to collaborate to solve problems. She may have a solution/path forward in mind but is open to working with others to develop and implement a solution.
DR₄: In most cases, she took immediate control of situation and handled the situation with clear focus and dedication In HR-related (managing staff) issues, she let the conflicts linger too long and didnt resolve the situation

FF₁: Not Provided
FF₂: Not in the workplace with her.
FF₃: Not Provided
FF₄: Not Provided

O₁: - Maintains a calm demeanor - Engages appropriate staff to understand/discuss the issue and identify potential mitigations - Informs who may need to be informed - Clearly communicates the next steps and takes timely action
O₂: -Generally she looks for a collaborative solution to the challenges. -Will speak to several stakeholders to ensure that all perspectives are considered when responding to challenges. -Not afraid to challenge different opinions to gain better understanding of situation.
O₃: This individual is ready and prepared to understand what are the challenges, how to solution solve and who to involve with any challenges

Q: How does this individual respond when resolving conflicts?

M₁: I have seen Sally seek guidance from other people who she trusts to provide honest feedback and advice. Being a advocate for communities, Sally is strong at dealing at de-eclating conflicts that arise when community members are not pleased with a decision. I have seen that it is a bit harder for Sally to manage conflicts when it becomes more personal. However, recognizing

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.

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this, Sally is not afraid to reach out to other trustworthy sources to help advise her on how to manage.

P₁: Sally owns up to mistakes when they happen and works with her team to solve problems collectively. Sally has a strong emotional intelligence, where she is always looking to improve her coaching techniques. She's a great listener, and if there is conflict on her team or on a particular project she tries to think holistically and always has the organization's, and team's best interests at heart. She's a supportive, innovative and strong thought leader at Metrolinx who I am grateful to work with.
P₂: Generally, Sally is more comfortable in situations where there is no conflict. She may struggle with figuring out how much or how little she should be involved in the resolution or facilitation of the resolution.
P₃: She gives herself time to consider different perspectives and, if conflicts involve her, she takes ownership wherever possible.
P₄: Sally wants to get to the bottom of issues. Sometimes her listening and absorbing could be more quiet and subtle.

DR₁: Tries her best to be objective but sometimes not firm enough when dealing with difficult and challenging employees.
DR₂: Emotionally.
DR₃: She is able to have tough conversations well. She can be blunt but diplomatic. She puts herself in the shoes of the parties who are involved in the conflict and tries to see it from every angle. She wants to help to identify a solution.
DR₄: If it is project related conflicts, she handles them very well. Strategically and with confidence. Not so much when it came to resolving conflicts within support staff. Favouring one staff over the other and not resolving conflicts in a timely manner.

FF₁: Not Provided
FF₂: She is not afraid to address them. She does not talk behind people's back, she is truthful and honest.
FF₃: Not Provided
FF₄: Not one of her strengths. Sally is passionate in her beliefs and causes. An area she could work on.

O₁: - Remains calm and focused - Listens carefully to understand the issue/conflict - Facilitates discussions to seek the root cause - Collaborates with staff to develop an equitable resolution - Persuades others to respect and maintain the commitments - Shares lessons learned
O₂: -Generally positive outlook with an approach to find collaborative solutions. -When not possible, is transparent about the decision made and communicates factors that contributed to final decision. -Tries to listen to all sides to better understand the situation.
O₃: This individual will most often tackle the conflict head on & likely to resolve with information & direction from others.

MHS