



**EQ360®**

# LEADERSHIP EQ 360

**REPORT**



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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.

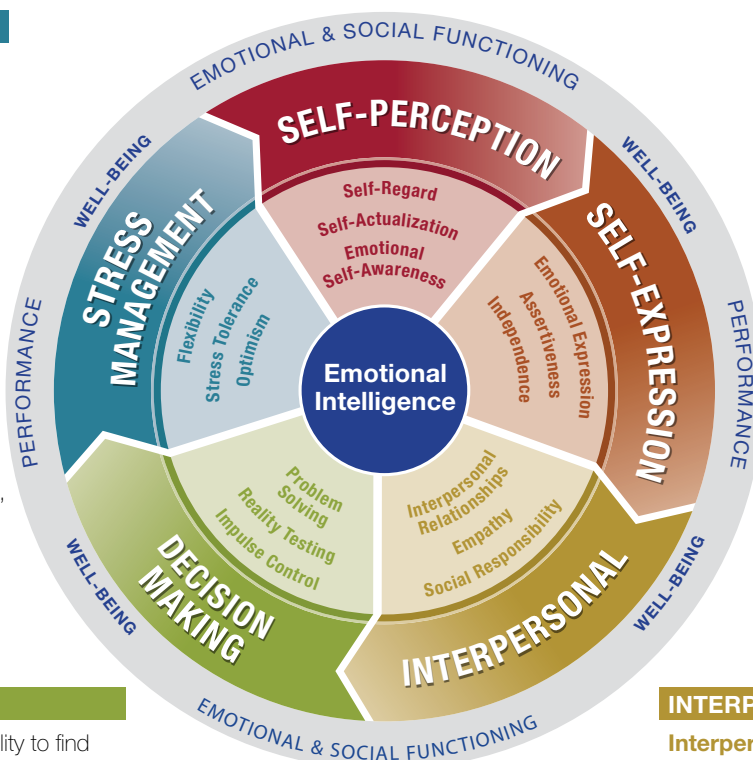
**Optimism** is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

## 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.

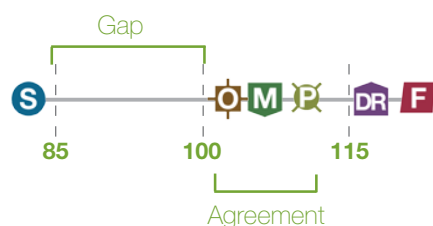
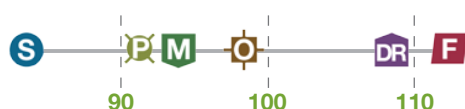
**Empathy** is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

**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.

## ■ Your 360 Lens

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

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



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

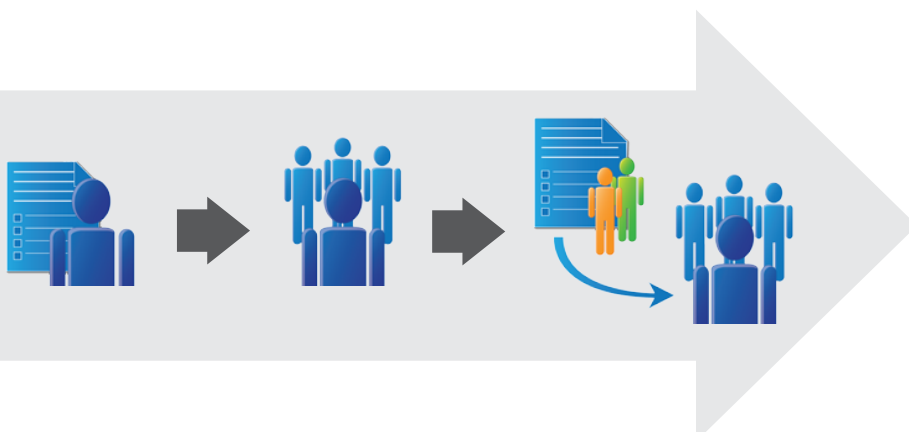
**How to read this report.** This report contains information gathered from both yourself (self-rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, friends, family, or others and will be labeled as such throughout this report.

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

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

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

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



# Your Leadership Lens

## Understanding Your Report

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

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

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

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

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

## Emotional Intelligence and Leadership

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

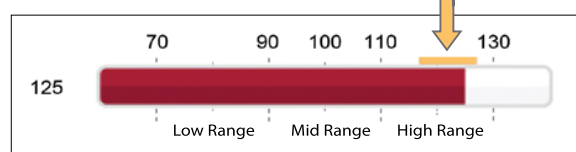
## Getting the Most Out of Your Report

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

1. No one knows your role like you do. Although this report offers insight into how your results can help strengthen your leadership skills, the value of the report is enhanced by framing it within your own individual context. Integrate your wealth of knowledge about your organization, its culture, and the specifics of your leadership with the information in this report to derive the most value from it.
2. Take notes as you read the report. Choose strategies for development that you wish to try in your role.
3. *All EQ-i 2.0 subscales are related to leadership behaviors, but selecting the right areas to focus on is key to development.* Work with your coach or administrator to determine which subscales will help drive the leadership results you are looking for. You can treat subscales as building blocks that strengthen broader leadership skills like mentoring, communication, or conflict resolution.

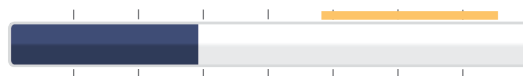
## Leadership Bar

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

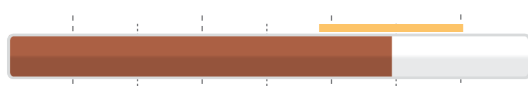


## Executive Summary

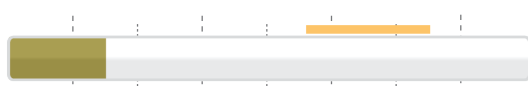
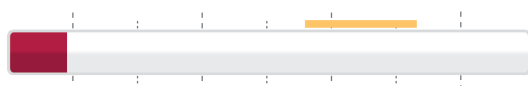
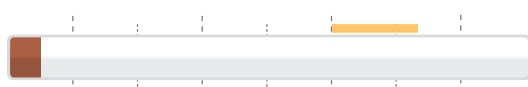
Total EI



### Highest 3 Subscales

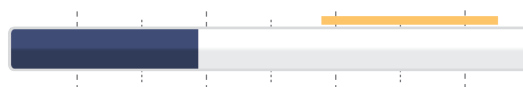


### Lowest 3 Subscales



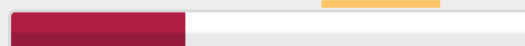
## How You Responded: Overview

Total EI



### Self-Perception Composite

Self-Regard  
Respecting oneself; Confidence



Self-Actualization  
Pursuit of meaning; Self-improvement

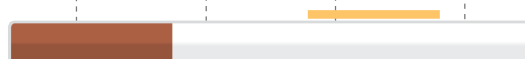


Emotional Self-Awareness  
Understanding own emotions



### Self-Expression Composite

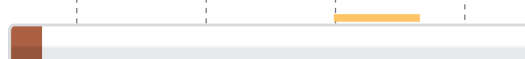
Emotional Expression  
Constructive expression of emotions



Assertiveness  
Communicating feelings, beliefs; Non-offensive

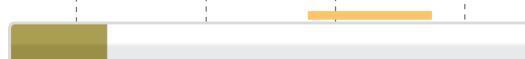


Independence  
Self-directed; Free from emotional dependency

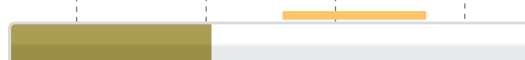


### Interpersonal Composite

Interpersonal Relationships  
Mutually satisfying relationships



Empathy  
Understanding, appreciating how others feel



Social Responsibility  
Social consciousness; Helpful

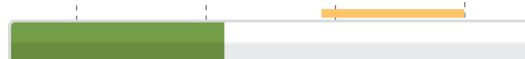


### Decision Making Composite

Problem Solving  
Find solutions when emotions are involved



Reality Testing  
Objective; See things as they really are

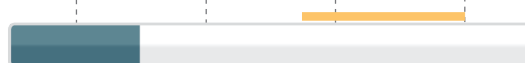


Impulse Control  
Resist or delay impulse to act

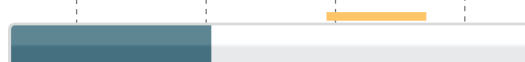


### Stress Management Composite

Flexibility  
Adapting emotions, thoughts and behaviors



Stress Tolerance  
Coping with stressful situations



Optimism  
Positive attitude and outlook on life



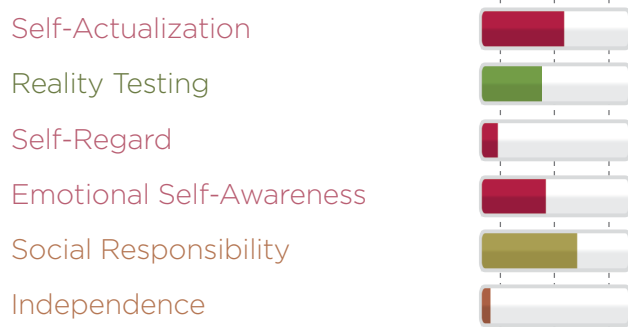
## How You Responded: Leadership Potential

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

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

### Authenticity

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



### Coaching

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



### Insight

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



### Innovation

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



## Leadership Derailers

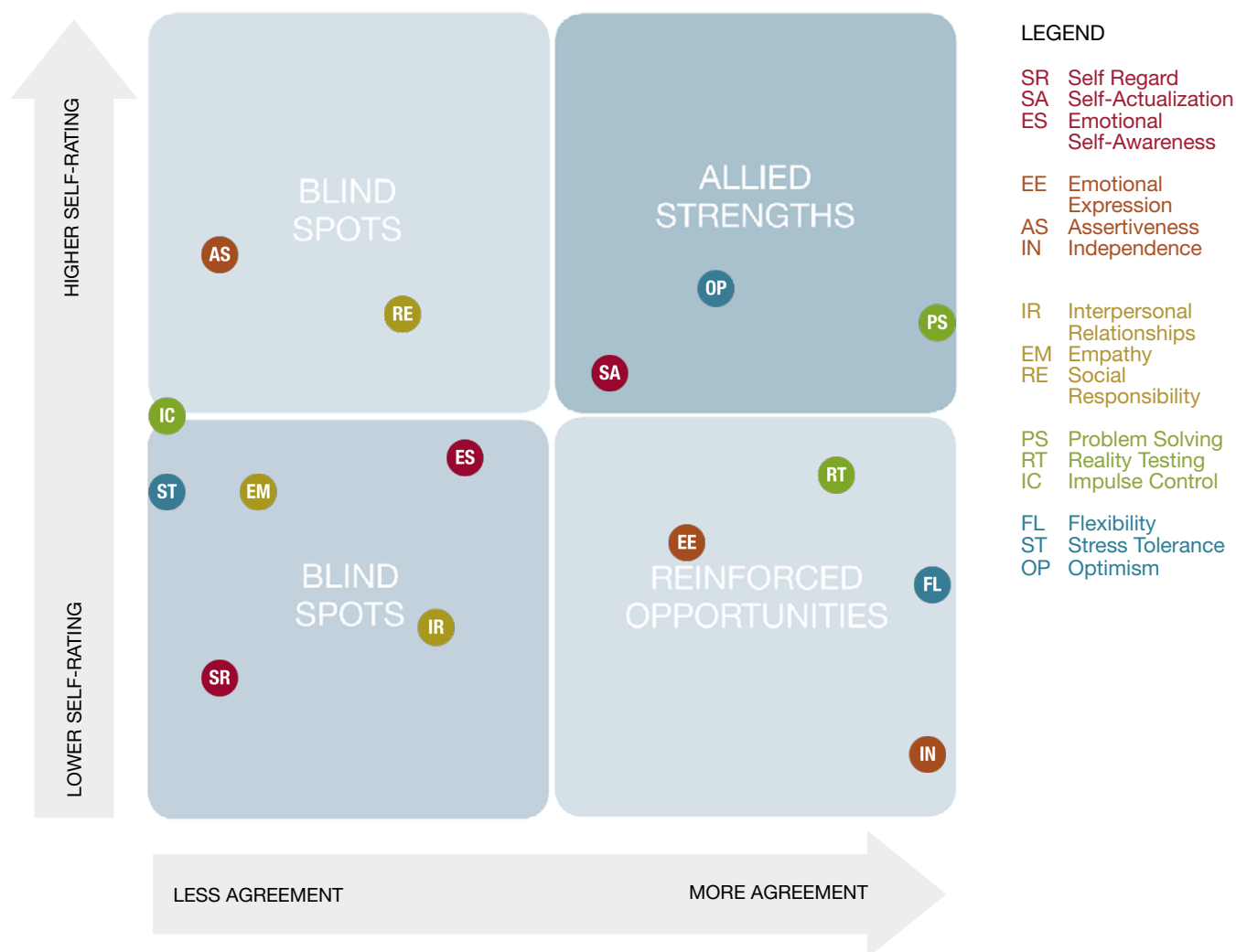


# Profile Gap Analysis

Agreement between self scores and each rater score

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

- The horizontal axis shows you how much agreement there is between your self scores and the ratings from your raters. Subscales appearing to the far right indicate consensus—you see yourself demonstrating these behaviors much in the same way as do those around you.
- The vertical axis shows your self-ratings. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- Subscales that overlap with one another indicate a consistent experience of those particular EI behaviors.

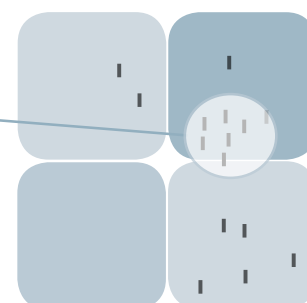


## WHAT TO LOOK FOR:

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

## WHAT TO LOOK FOR:

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

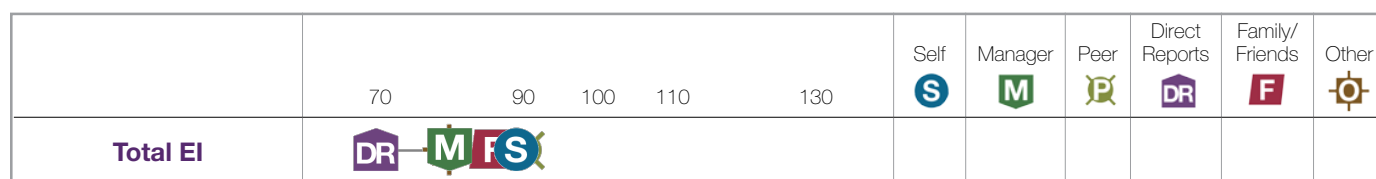


## How You and Your Raters Responded: Summary

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

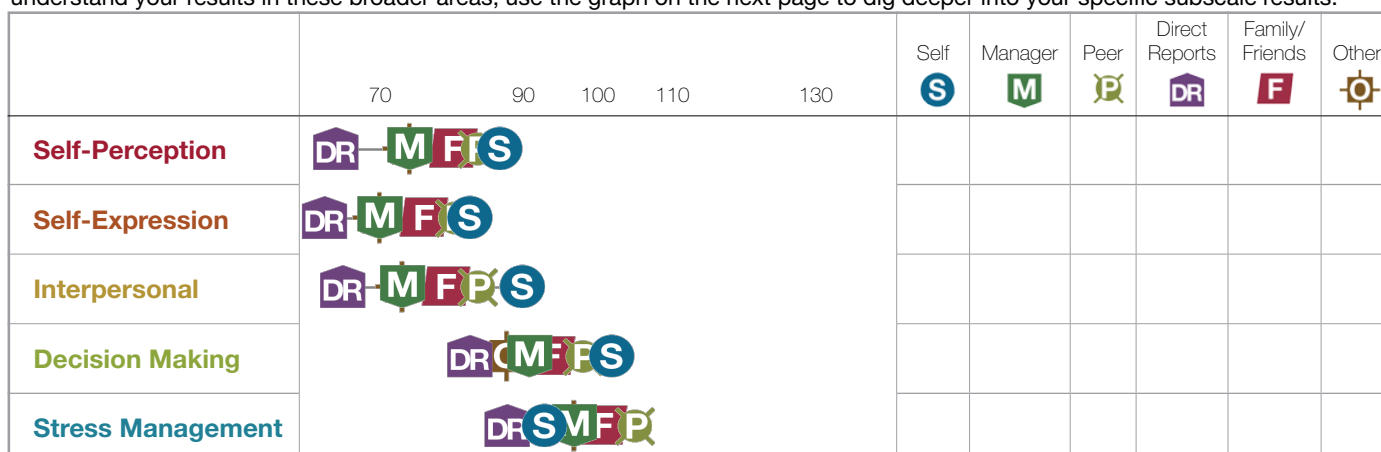
### Total EI:

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



### Composite Areas:

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



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

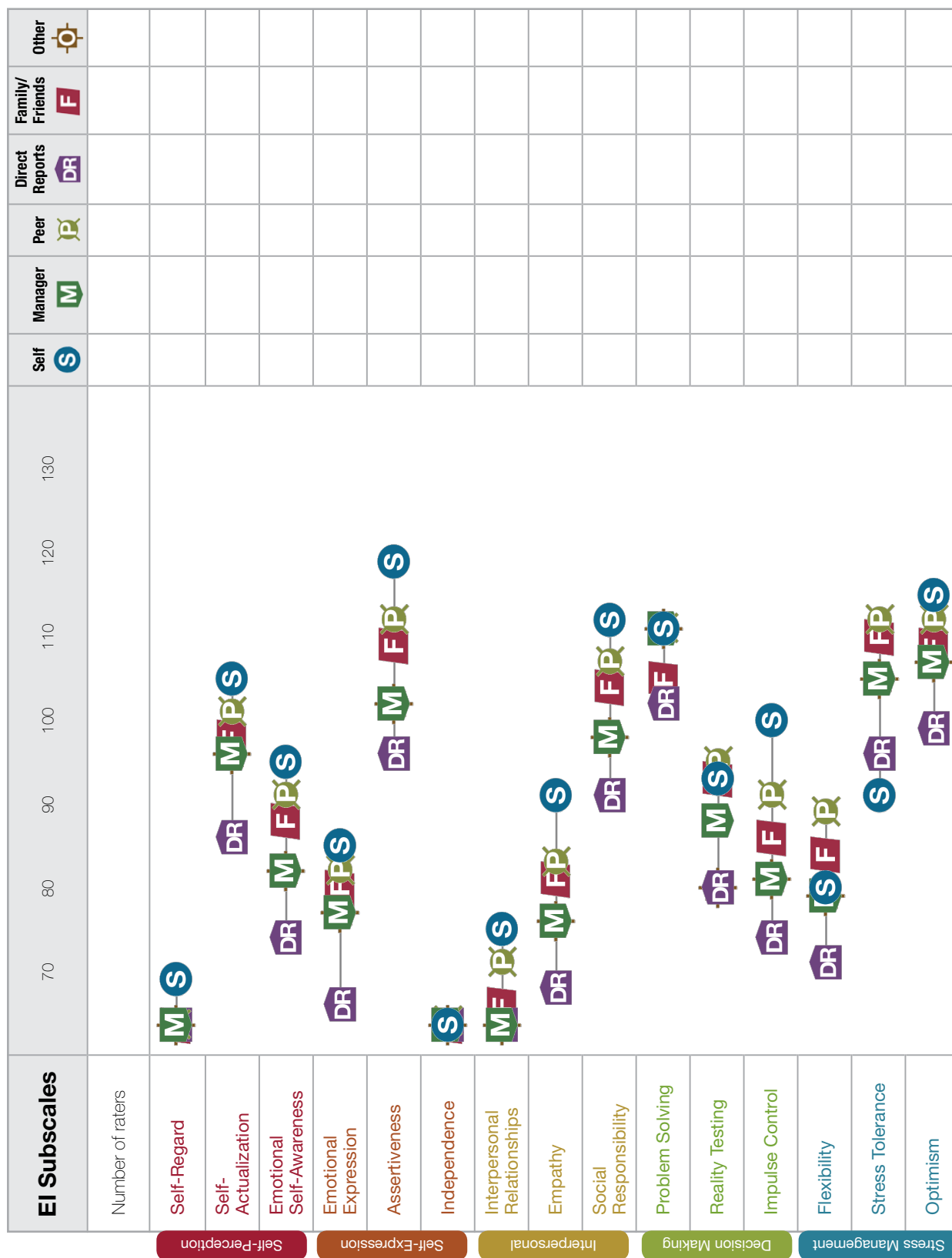
**Self-Expression.** Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of your internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

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

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

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

## How You and Your Raters Responded: Summary



## How Your Raters Responded: Leadership Potential

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

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

### Authenticity

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



Self-Actualization

DR MFS

Reality Testing

DR MS

Self-Regard

MS

Emotional Self-Awareness

DR M FFS

Social Responsibility

DR M FFS

Independence

S

### Coaching

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



Self-Actualization

DR MFS

Empathy

DR MIP S

Reality Testing

DR MS

Interpersonal Relationships

MFS

Assertiveness

DR M FFS

Emotional Self-Awareness

DR M FFS

## How Your Raters Responded: Leadership Potential

### Insight

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



Self-Actualization

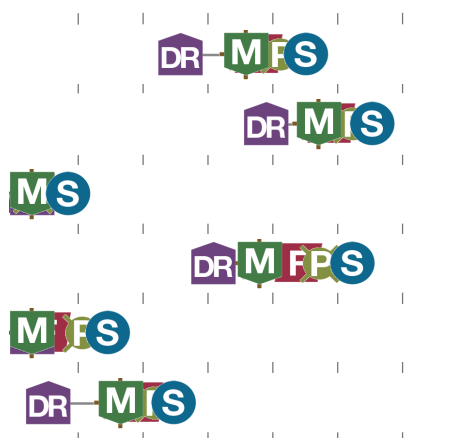
Optimism

Self-Regard

Social Responsibility

Interpersonal Relationships

Emotional Expression



### Innovation

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



Self-Actualization

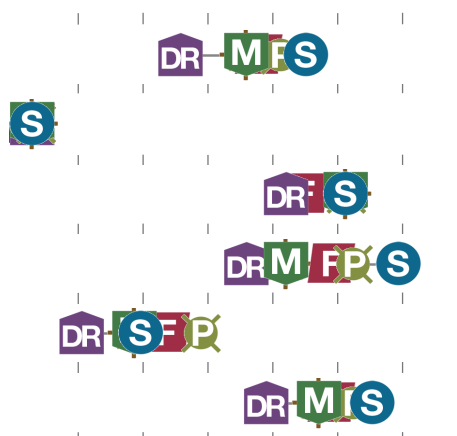
Independence

Problem Solving

Assertiveness

Flexibility

Optimism



## Leadership Derailers

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

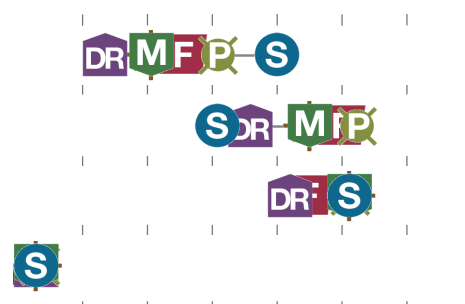
This section presents how you were rated on these four subscales. Please refer to the "How You Responded: Leadership Potential" page for further details about how these scores could affect your Leadership Potential.

Impulse Control

Stress Tolerance

Problem Solving

Independence



# Self-Actualization

Pursuit of meaning; Self-improvement



## How You Responded:

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## Leadership Impact



Authenticity



Insight

## Strategies for Action

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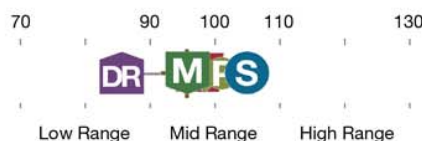
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## Balancing Your EI



# Self-Actualization

Pursuit of meaning; Self-improvement



## 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:

DIRECT REPORTS

How your DIRECT REPORTS rated you:

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

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

PEERS

How your PEERS rated you:

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

| This person...          | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|-------------------------|------|---------|-------|----------------|----------------|--------|
| Communicates well       | 5    | 4       | 5     | 4              | 5              | 4      |
| Has a positive attitude | 5    | 4       | 5     | 4              | 4              | 4      |
| Shows strong leadership | 5    | 4       | 4     | 4              | 4              | 4      |
| Self-motivated          | 5    | 4       | 4     | 4              | 4              | 4      |
| Shows good work habits  | 4    | 4       | 4     | 4              | 4              | 4      |
| Shows good work habits  | 4    | 4       | 4     | 3              | 4              | 4      |
| Shows good work habits  | 4    | 4       | 4     | 3              | 4              | 4      |
| Shows good work habits  | 4    | 4       | 4     | 3              | 4              | 4      |
| Shows good work habits  | 4    | 4       | 4     | 3              | 4              | 4      |

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

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

## Independence

Self-directed; Free from emotional dependency



### How You Responded:

- 
- 
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### Leadership Impact



Authenticity



Insight

### Strategies for Action

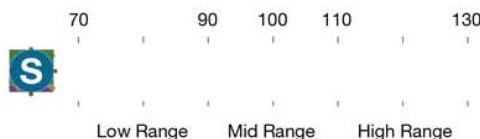
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### Balancing Your EI



## Independence

Self-directed; Free from emotional dependency



### How Your Raters Responded:

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

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

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

#### DIRECT REPORTS

How your DIRECT REPORTS rated you:

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

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

#### FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

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

| This person...                             | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| How much do you rely on others for advice? | 4    | 4       | 4     | 5              | 4              | 4      |
| Do you often seek reassurance from others? | 4    | 4       | 4     | 4              | 4              | 4      |
| Do you often seek approval from others?    | 4    | 4       | 4     | 4              | 4              | 4      |
| Do you often seek validation from others?  | 3    | 4       | 3     | 4              | 4              | 4      |
| Do you often seek support from others?     | 3    | 4       | 3     | 4              | 3              | 4      |
| Do you often seek help from others?        | 3    | 4       | 3     | 4              | 3              | 4      |
| Do you often seek guidance from others?    | 3    | 3       | 3     | 4              | 3              | 3      |
| Do you often seek advice from others?      | 3    | 3       | 3     | 4              | 3              | 3      |

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

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## ■ Interpersonal Relationships

Mutually satisfying relationships



### ■ How You Responded:

- 
- 

## ■ Leadership Impact



Authenticity



Insight

## ■ Strategies for Action

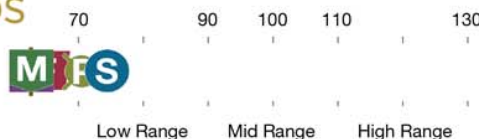
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- 

### ■ Balancing Your EI



## Interpersonal Relationships

Mutually satisfying relationships



### How Your Raters Responded:

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

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

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

#### DIRECT REPORTS

How your DIRECT REPORTS rated you:

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

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

#### PEERS

How your PEERS rated you:

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

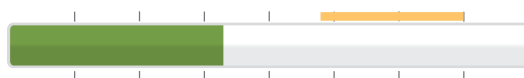
| This person...         | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|------------------------|------|---------|-------|----------------|----------------|--------|
| How much do you... (1) | 4    | 3       | 3     | 2              | 3              | 3      |
| How much do you... (2) | 3    | 2       | 3     | 2              | 3              | 2      |
| How much do you... (3) | 3    | 2       | 3     | 2              | 3              | 2      |
| How much do you... (4) | 3    | 2       | 3     | 2              | 2              | 2      |
| How much do you... (5) | 3    | 2       | 3     | 2              | 2              | 2      |
| How much do you... (6) | 3    | 2       | 2     | 2              | 2              | 2      |
| How much do you... (7) | 3    | 2       | 2     | 1              | 2              | 2      |
| How much do you... (8) | 3    | 2       | 2     | 1              | 2              | 2      |

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

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## Reality Testing

Objective; See things as they really are



## How You Responded:

- 
- 
- 

## Leadership Impact



Authenticity



Insight

## Strategies for Action

▪

▪

▪

▪

## Balancing Your EI



## Reality Testing

Objective; See things as they really are



## How Your Raters Responded:

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

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

The rater groups whose scores were most different from your self-assessment:

OTHER RATERS  
DIRECT REPORTS

How your OTHER RATERS AND DIRECT REPORTS rated you:

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

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

FAMILY/FRIENDS

How your FAMILY/FRIENDS rated you:

Sam, you and your Family/Friends agree that you are generally connected to what is happening around you, taking the time to validate the way you see things against external data. Consider the plans and goals you set for yourself and others. How do you know they are realistic? What about your reaction to an upsetting problem? How can you tell whether you over- or under-reacted? You have room to grow in your capacity to see things objectively; strive to create a more consistent experience of your unbiased approach to making decisions. *How can you check in with your Family/Friends to ensure that the goals you set are realistic? What evidence tells you whether or not you are being objective?*

| This person...   | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| I am objective in the way I see things.                            | 4    | 4       | 4     | 3              | 4              | 3      |
| I make clear, objective decisions.                                 | 4    | 3       | 4     | 3              | 4              | 3      |
| I am practical in the way I see things.                            | 4    | 3       | 4     | 3              | 4              | 3      |
| I am aware of what is happening around me.                         | 4    | 3       | 4     | 3              | 3              | 3      |
| I am able to see things objectively.                               | 4    | 3       | 3     | 3              | 3              | 3      |
| I am able to see things as they really are.                        | 4    | 3       | 3     | 3              | 3              | 3      |
| I am able to see things as they really are, even when I am upset.  | 3    | 3       | 3     | 2              | 3              | 2      |
| I am able to see things as they really are, even when I am biased. | 3    | 3       | 3     | 2              | 3              | 2      |

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

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## ■ Stress Tolerance

Coping with stressful situations



### ■ How You Responded:

- 
- 
- 

## ■ Leadership Impact



Authenticity



Insight

## ■ Strategies for Action

- 
- 
- 
- 
- 
- 

### ■ Balancing Your EI



## Stress Tolerance

Coping with stressful situations



### How Your Raters Responded:

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

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

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

#### PEERS

How your PEERS rated you:

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

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

#### DIRECT REPORTS

How your DIRECT REPORTS rated you:

Sam, you and your Direct Reports agree that you generally withstand adverse events and stressful situations but there are times when mounting pressure might cause you to lose your composure. Both you and your Direct Reports would likely agree that there is room to improve your ability to tolerate stress, selecting from a wider range of coping mechanisms to maintain your calm and focused demeanor. Keep in mind that not all raters agree with your self-rating, so there may be interactions with certain individuals in which you are more tolerant or less tolerant of stress. *What strategies do you use to cope with stress? What do you think is the reason for the agreement between you and your Direct Reports regarding how you handle stress?*

| This person...                       | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--------------------------------------|------|---------|-------|----------------|----------------|--------|
| Stress tolerance                     | 4    | 5       | 5     | 4              | 5              | 5      |
| Stress tolerance when under pressure | 2    | 1       | 1     | 2              | 1              | 1      |
| Stress tolerance when overwhelmed    | 4    | 4       | 5     | 4              | 5              | 4      |
| Stress tolerance when alone          | 4    | 4       | 5     | 4              | 5              | 4      |
| Stress tolerance when under pressure | 4    | 4       | 5     | 4              | 4              | 4      |
| Stress tolerance                     | 3    | 4       | 4     | 4              | 4              | 4      |
| Stress tolerance when overwhelmed    | 3    | 4       | 4     | 3              | 4              | 4      |
| Stress tolerance when alone          | 3    | 2       | 2     | 3              | 2              | 2      |

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

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## Well-Being Indicator

Satisfied with life; content



### How You Responded:

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being. Your Happiness result is

shown on this page, linked to your results on the four subscales most often associated with Happiness. Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

### Happiness

- 
- 
- 

### Self-Regard

- 
- 

### Optimism

- 
- 

### Interpersonal Relationships

- 
- 

### Self-Actualization

- 
-

## Well-Being Indicator

Satisfied with life; content



### How Your Raters Responded:

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<br> | Manager<br> | Peer<br> | Direct Reports<br> | Family/Friends<br> | Other<br> |
|-----------|---|--|---|---|---|--|
| Happiness | 101   | 105  | 102   | 97  | 111*  | 105  |

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

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

**FAMILY/FRIENDS**

How your FAMILY/FRIENDS rated you:

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

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

**PEERS**

How your PEERS rated you:

Sam, you and your Peers agree that more often than not, you feel satisfied with your life. Although you acknowledge that there are moments when you could be more content, in most of your interactions with your Peers you convey what you feel on the inside: a general enthusiasm for life and a happy disposition. You may want to look into why there are differences in how other rater groups see your level of Happiness. Consider whether you present yourself in a different light when working with groups other than your Peers. Why would there be more agreement on your level of Happiness between you and your Peers than between you and other rater groups?

| This person...               | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|------------------------------|------|---------|-------|----------------|----------------|--------|
| I am satisfied with my life. | 1    | 1       | 1     | 2              | 1              | 1      |
| I am content with my life.   | 1    | 1       | 1     | 2              | 1              | 1      |
| I am happy.                  | 4    | 5       | 4     | 4              | 5              | 5      |
| I smile.                     | 4    | 4       | 4     | 4              | 5              | 4      |
| I usually feel happy.        | 4    | 4       | 4     | 4              | 5              | 4      |
| I usually feel content.      | 4    | 4       | 4     | 4              | 4              | 4      |
| I usually feel satisfied.    | 4    | 4       | 4     | 4              | 4              | 4      |
| I usually feel happy.        | 4    | 4       | 4     | 4              | 4              | 4      |

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

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## Action Plan

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

**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<br>- 360 results increase | Direct feedback from my team | Obtaining honest feedback can be difficult. Time – don’t cancel one on one meetings – demonstrate the importance of regular touch points |
|                           |   |  |                                      |                              |  |
|                           |   |  |                                      |                              |  |
|                           |   |  |                                      |                              |  |
|                           |   |  |                                      |                              |  |

I commit to this action plan \_\_\_\_\_  
(signature)

## ■ EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in work and our

organization's demands win the competition for our time and attention. By outlining your objectives here and leaving a copy with your coach you are increasingly more accountable to reach your personal goals.

### ■ My Personal Development Goals

My action plan includes the following goals:

Due Date

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

Your Signature \_\_\_\_\_

Your Coach's Signature \_\_\_\_\_

# ■ Leadership, Conflict Management, and Emotional Intelligence

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

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

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

## ■ Manage yourself first...

### 1. Listen to yourself with purpose.

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

### 2. Timely expressions of yourself.

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

## ■ ...manage others second.

### 3. Empathy in conflict management?

Yes! So much so that without empathy, conflict would bring nothing but harm to your team and your effectiveness. Use your **Empathy** skills as a tool to bring down the temperature of the situation. Listen to the other side attentively and genuinely—make it “their” time. Even if you

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

### 4. Conflict ~~resolution~~ management.

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

## I A Leadership Guide to Striking the Optimal Balance

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

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

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

### Keep work in perspective

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

### Temper unrealistic expectations

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

### Set boundaries and leave work at the office

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

### Change your mindset

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

### Meditate and exercise

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

### Delegate

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

### Prioritize responsibilities

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

### Ensure proper rest and community engagement

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

### Indulge in your passions

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

# Leading a Multigenerational Workforce

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

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

## Empathy

- View your leadership style from the perspective of each generation, then from the perspective of each individual.
- Ask questions to uncover what your team members value and what motivates them.
- Value each person as unique and having individual needs, regardless of the generation they belong to.

## Flexibility

- Be tolerant of different tactics/approaches for communication. Show that you are open to using different methods for communication.
- Accommodate different learning styles amongst your team members, and offer them alternatives (i.e., mentoring, e-learning, hands-on training).
- Keep an open mind to alternative or innovative approaches to work. Your way may not be the only way.

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

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

## ■ Open-Ended Responses

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

---

### **Q: How does this individual respond when resolving conflicts?**

M<sub>1</sub>: No one answered this question.

P<sub>1</sub>: Not Provided

P<sub>2</sub>: Not Provided

P<sub>3</sub>: He defends his case assertively.

DR<sub>1</sub>: Not Provided

DR<sub>2</sub>: He can become defensive.

DR<sub>3</sub>: Not Provided

FF<sub>1</sub>: Tries to see the other person's perspective.

FF<sub>2</sub>: Not Provided

FF<sub>3</sub>: Not Provided

O<sub>1</sub>: He is diplomatic.

O<sub>2</sub>: Not Provided

O<sub>3</sub>: Not Provided

## ■ My Items

The following short-answer questions are added by your administrator. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, “No one answered this question” will appear in the answer field.

---

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

M<sub>1</sub>: No one answered this question.

P<sub>1</sub>: Not Provided

P<sub>2</sub>: Not Provided

P<sub>3</sub>: He is very optimistic and believes in challenging himself.

DR<sub>1</sub>: Not Provided

DR<sub>2</sub>: He is optimistic and confident.

DR<sub>3</sub>: Not Provided

FF<sub>1</sub>: Great relationship skills, shares his vision well.

FF<sub>2</sub>: Not Provided

FF<sub>3</sub>: Not Provided

O<sub>1</sub>: He is very positive and optimistic.

O<sub>2</sub>: Not Provided

O<sub>3</sub>: Not Provided