



EI360TM *report*

Emotional Intelligence
the science of leadership under pressure

John Doe

06/15/2015



The Institute for Health and Human Potential

The Institute for Health and Human Potential (IHHP) is a global research and learning company that specializes in helping organizations and leaders leverage the science of performing under pressure.



We offer Training, Leadership Assessments, Coaching, Keynotes and the New York Times bestselling book: *Performing Under Pressure, The Science of Doing Your Best When it Matters Most*.

IHHP's unique ability is taking cutting edge research – both our own and others' – and the brain science of human performance, and leveraging that to create powerful learning programs that help people perform and lead more effectively under pressure.

We have created a series of world-class leadership and pressure training programs that have been delivered to over 10,000 people in 70 countries during the past 15 years.

IHHP's Performing Under Pressure training programs:

Performing Under Pressure: The Science of Emotional Intelligence

Performing Under Pressure: Doing Your Best When it Matters Most

Performing Under Pressure: The Three Conversations of Leadership

The **EI360™** has been developed based on internal and external research examining performance and leadership. To date, over 100,000 individuals have completed the EI360™ either as a participant or as an evaluator. In 2015, the on-line survey was reengineered to increase client ease of use and reliability.

Learn more by exploring our website www.ihhp.com

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INTRODUCTION

Welcome to the EI360™ Report and the Performing Under Pressure: The Science of Emotional Intelligence. You have received a gift today—a gift contained in this report that, if used and applied, could increase your level of personal and professional success. This valuable feedback has been provided to you by your evaluators, including your manager, direct reports, peers, key clients, family members and others.

It will allow you to better understand your strengths and developmental needs, the perceptions others hold of you versus how you view yourself and the impact that you may be having on others, regardless of your intention.

Use this feedback well. It will provide insights and opportunities for ways to increase your personal leadership, at work and in other avenues of your life.

WHAT IS EMOTIONAL INTELLIGENCE?

Emotional Intelligence is:

- The ability to effectively perceive, manage and use one's emotions
- The ability to effectively manage emotional connections with those around us

THE EI Model

The feedback included in this report is based on the emotional intelligence competency model developed by the Institute for Health and Human Potential (IHHP).

This model of EI consists of three main areas for leadership development. These include Self-Awareness, Emotional Management and Emotional Connection. These three overriding competencies are considered the building blocks of personal leadership. Within each area, there are individual competencies which comprise each. These are described below.

Emotional Connection

Empathy
Communication
Coaching Others

Emotional Management

Impulse Control
Adaptable/Flexible
Authenticity
Personal Drive

Self-Awareness

Self-Assessment
Emotional Self-Awareness
Self-Regard
Optimism



ABOUT THE EI360™ REPORT

The EI360™ Report provides a very specific opportunity to improve your personal leadership based on critical feedback from the people in your life.

The purpose of the EI360™ feedback is to help you increase both your personal and professional success by:

1. Gauging your overall level of emotional intelligence based on the 11 competencies;
2. Assessing how you view yourself versus how others view you;
3. Discovering how your level of emotional intelligence positively or negatively affects your performance;
4. Creating an awareness of how to use your strengths more fully;
5. Focusing on developmental areas;
6. Creating specific action plans for change.

INTENTION VERSUS IMPACT

As you review your report, think of the feedback as a barometer of the **impact** you have on those people who completed the assessment for you.

In this way, feedback typically does not measure an individual's intention – that is, the reasons behind our behavior. Most often, we mean well and our intentions are good. What the report does measure, however, is the impact that we have on those around us. Our impact – the way people perceive how we behave, interact and communicate – is the true measurement of our effectiveness.

To recap, as you review your results, remember:

These results are NOT about your INTENTION

These results ARE about your IMPACT

HIGH PERFORMERS AND FEEDBACK

At IHHP we have learned that high performers **extract 3-5 times** more information from this kind of feedback than average performers.

Exceptional leaders use their feedback to understand their actual impact and then focus on behaviors they need to change so that they can improve their impact.

Two other important things to keep in mind when you review your results:

1. Remember to make note of your high scores and positive comments in your report. People tend to focus on the negative and don't take enough time to acknowledge and celebrate their strengths.
2. If you are struggling with low scores, try to identify behaviors from the comments section that may help you understand the particular competency. For example, if you have a low Empathy score, look to the comments section for anything that might help you understand how you are impacting people with your empathy.

PERFORMANCE RANGES

Performance ranges are based on the analysis of results from over 3,500 individuals and 40,000 evaluators (observers) who completed the EI360™. Based on this sample, IHHP was able to determine the average score and the standard deviation for each competency (as evaluated by observers).

The performance range score (indicated below your self-assessment score), is the **MODERATE** scoring range for that competency – ie. the range that approximately 70% of EI360™ participants scored in. Think of a bell curve where the largest, middle part is composed of the scores for that 70% of participants.

Research reveals that approximately 15% of participants score above the moderate range. If your score is higher than the top MODERATE performance range score (i.e. the performance range is 5.5-6.3 and your score is 6.4 or higher), you are in the **HIGH** range (the top 15%)

Another 15% of participants score below the moderate range. If your score is below the bottom MODERATE performance range score (i.e. the performance range is 5.4 or lower), you are in the **LOW** range (the bottom 15%).

YOUR EVALUATOR SUMMARY

EVALUATOR DISTRIBUTION

Evaluators include a combination of yourself, your manager, direct reports, peers, key clients, partners, family members and any other individuals that you may have selected. The number of evaluators will vary depending on how many of the above completed their on-line surveys.

Note: The bar graph will show N/A if there were less than 2 evaluators; however, if at least one evaluator responded, their score will be calculated in the overall score. The bar graph displays N/A to allow for anonymity of the individual evaluator in that category. The exception to this is the manager evaluator – this is shown because only 1 evaluator is requested in this category

The following is the distribution of your evaluator responses:

Total evaluations for this assessment: **13**

Number of Self evaluations received: **1**

Number of Manager evaluations received: **1**

Number of Direct Report evaluations received: **2**

Number of Peer evaluations received: **3**

Number of Family Member evaluations received: **2**

Number of Other evaluations received: **2**

Number of Key Client evaluations received: **2**

FAMILIARITY RATING

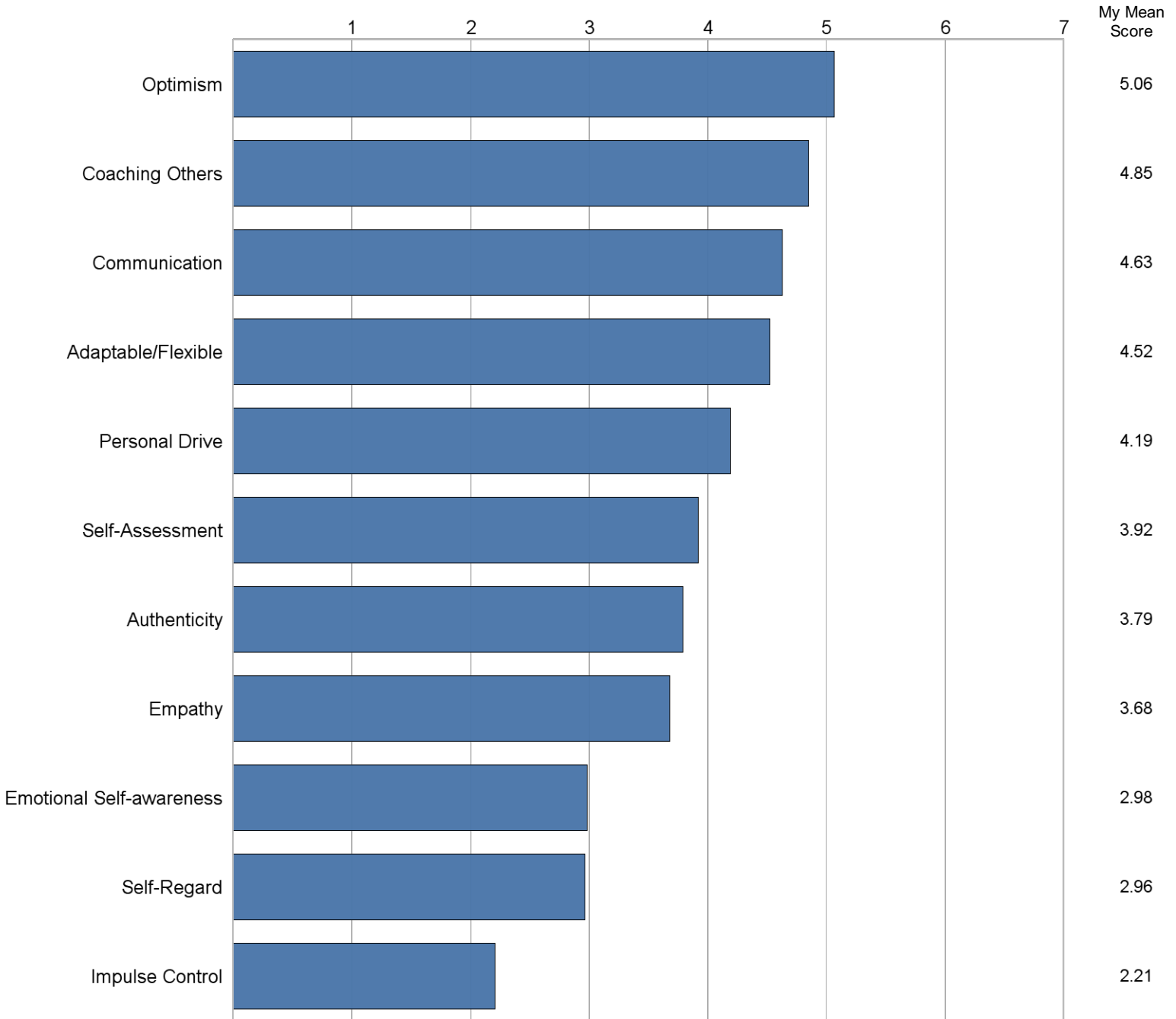


A familiarity rating of 3 or higher indicates people feel that they know the participant moderately well to very well. If the rating is below 3, familiarity with the participant is low. This lower rating has two implications: you should take the feedback with a 'grain of salt.' In other words, be clear that the feedback you are receiving is coming from someone who does not know you that well and may not have an accurate picture of you. It also means, however, that this may be the impact you have on people you do not know very well – which can be important information in its own right.

EI360™ RESULTS SUMMARY

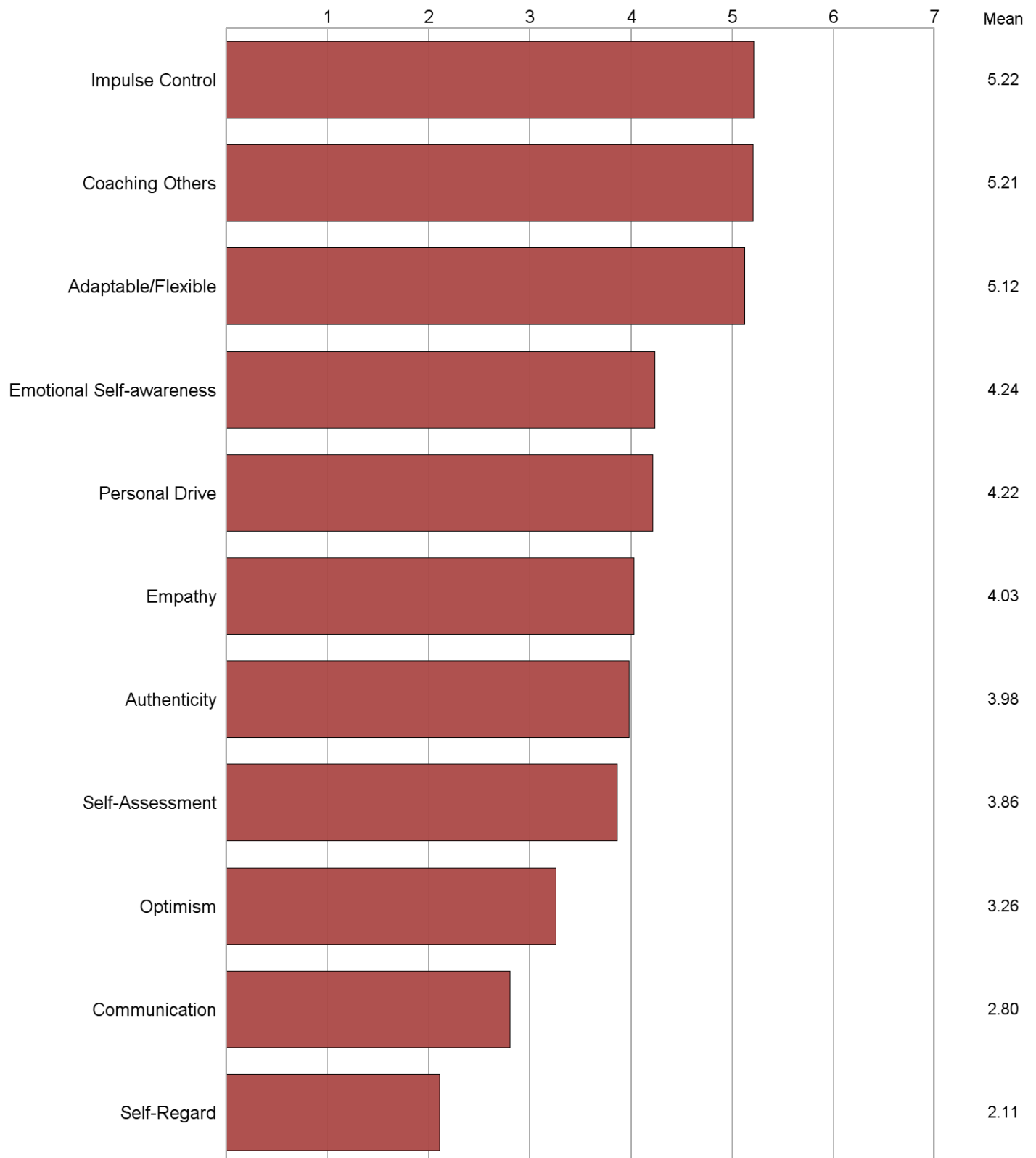
These summary results provide average scores for each of the 11 competencies based on the responses of your evaluators. *These average scores do not include your own evaluations.*
 The report provides you with an overall sense of your strengths and areas for development, and is presented from highest to lowest score for each competency.

EI360 PERFORMANCE RANGES SCORES: Moderate Ranges		
Personal Drive 4.76 - 6.09	Impulse Control 4.2 - 5.95	Emotional Self-awareness 4.27 - 5.67
Optimism 4.69 - 5.81	Coaching Others 4.69 - 6.02	Empathy 4.27 - 5.6
Authenticity 5.11 - 5.60	Adaptable/Flexible 4.48 - 5.6	Communication 4.62 - 5.81
Self-Regard 5.04 - 6.09	Self-assessment 4.97 - 6.02	



TEAM RESULTS

The Team Results provide an overview of the average scores for each of the 11 competencies based on scores of the entire group participating in a program. This report is primarily used for intact teams where it identifies team strengths and areas for development.



SELF-AWARENESS

COMPETENCIES OF SELF-AWARENESS

1. Self-Assessment
2. Emotional Self-Awareness
3. Self-Regard
4. Optimism

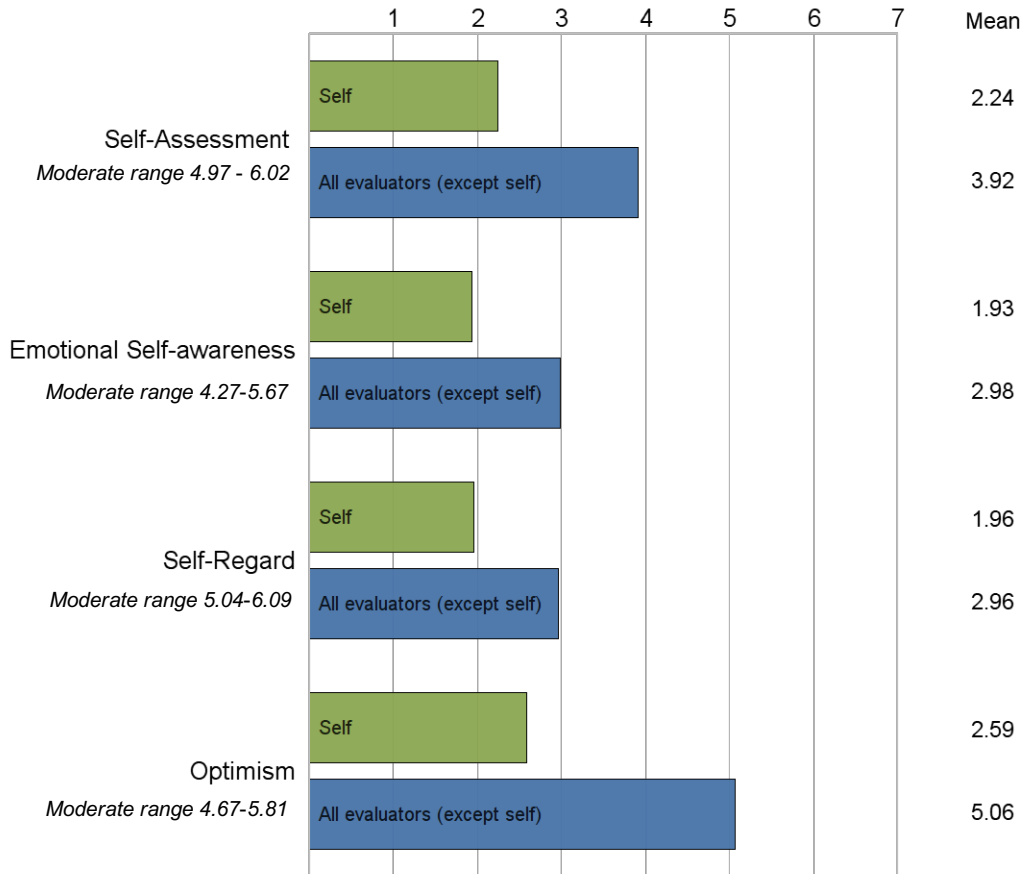
WHY SELF-AWARENESS IS IMPORTANT

Self-awareness is the first building block of personal leadership. It consists of four competencies: self-assessment, emotional self-awareness, self-regard and optimism.

Research supports the need for self-awareness as a foundational element of emotional intelligence. At a certain threshold level of self-awareness, individuals have a 50% chance of demonstrating the next major element of emotional intelligence—emotional management.

Below this threshold, the ability to manage oneself is quite low (4%).

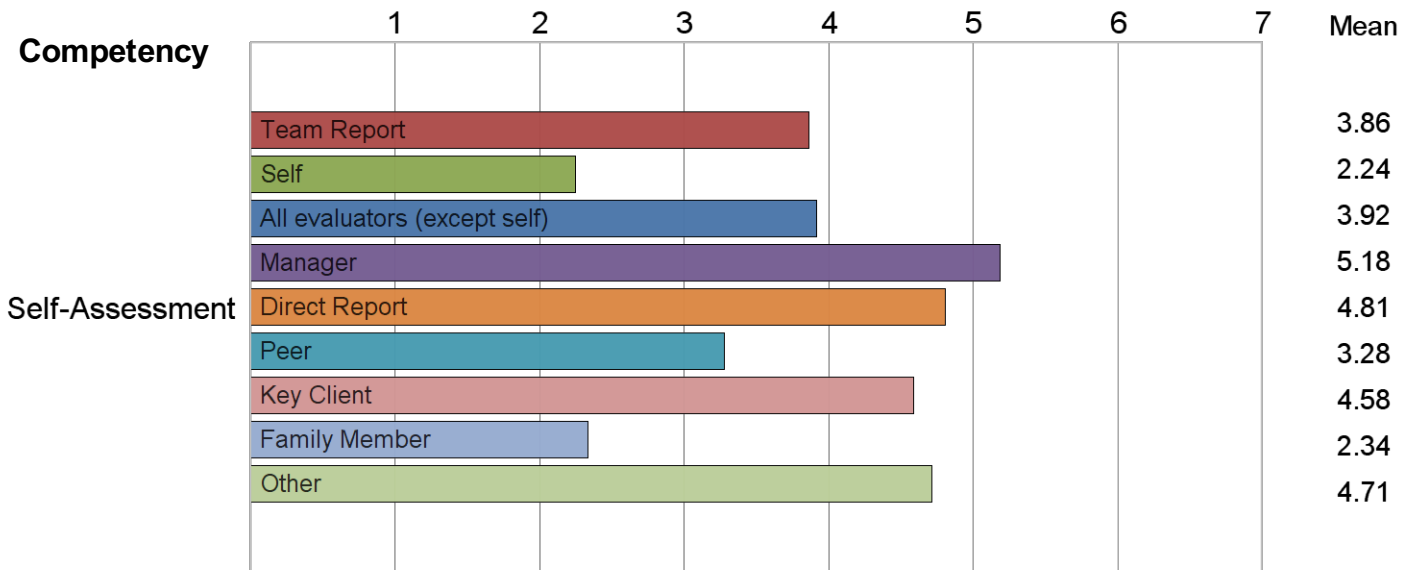
A lack of self-awareness also impacts our ability to connect with others; the third area of emotional intelligence. At low levels of self-awareness, there is only a 17% chance of being emotionally connected while those high in self-awareness are much more likely to connect with others (38%).



RESULTS: SELF-ASSESSMENT

This competency consists of:

- The ability to objectively assess one's strengths and weaknesses.
- The willingness to make adjustments, listen to feedback, and share self-perceptions.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question. **Please note questions with * beside them have a reverse scale.**

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
*Has difficulty accepting feedback.	Self	-	1	-	-	-	-	-
	Evaluators	1	-	1	1	1	1	-
Does not have difficulty admitting weaknesses.	Self	-	-	-	-	-	-	1
	Evaluators	-	-	1	1	1	-	2
Is very aware of their strengths.	Self	-	-	-	-	-	-	-
	Evaluators	1	-	-	1	1	-	1

Your Score:

3.92

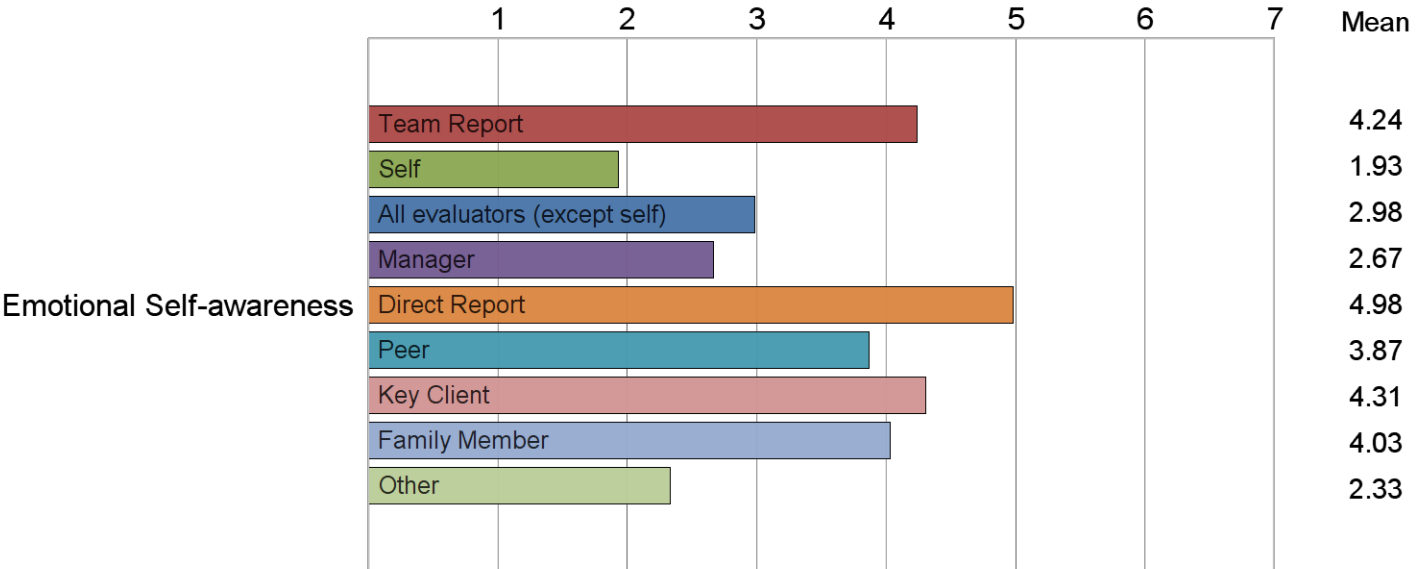
Low performance range - You may want to watch for the following situations: you may take on a variety of different tasks and find yourself "in over your head" before you realize it. Or, you may not accept enough risk or challenge because you are unsure of your strengths. At times, this lack of clarity might have you interpret feedback from others as being off target or inaccurate when it could be quite valuable. Coworkers may experience you as easily triggered by feedback. They may be overly cautious with you or may avoid giving you bad news. This may make it especially difficult for you to receive feedback in the spirit in which it is offered. To improve lower self-assessment scores, try the following: pay close attention when you feel misunderstood or if you are surprised by feedback that may feel inaccurate or even hurtful to you. Be careful not to assume that your intentions are correctly interpreted when they are not. Be clear about the differences between intention and impact. You might also ask a respected colleague or your coach to give you honest feedback about how you are doing, what your strengths are and where you could improve. This might feel risky but it will go a long way to helping you improve your performance and impact on the important people in your life.

RESULTS: EMOTIONAL SELF AWARENESS

This competency consists of the ability to:

- Stay in touch with one's emotions, balance both reason and emotion when making decisions.
- Recognize the impact of emotions when interacting with others.

Competency



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Recognizes how their behaviour affects others.	Self	-	-	-	-	1	-	-
	Evaluators	1	1	-	1	-	1	-
Is aware of their emotions.	Self	-	-	-	-	-	1	-
	Evaluators	-	1	1	1	-	1	-
Balances intuition with reason.	Self	-	-	-	1	-	-	-
	Evaluators	1	1	1	1	-	-	1
Knows how their emotions impact behaviour	Self	-	-	-	-	-	-	1
	Evaluators	-	-	1	-	1	1	1

Your Score:

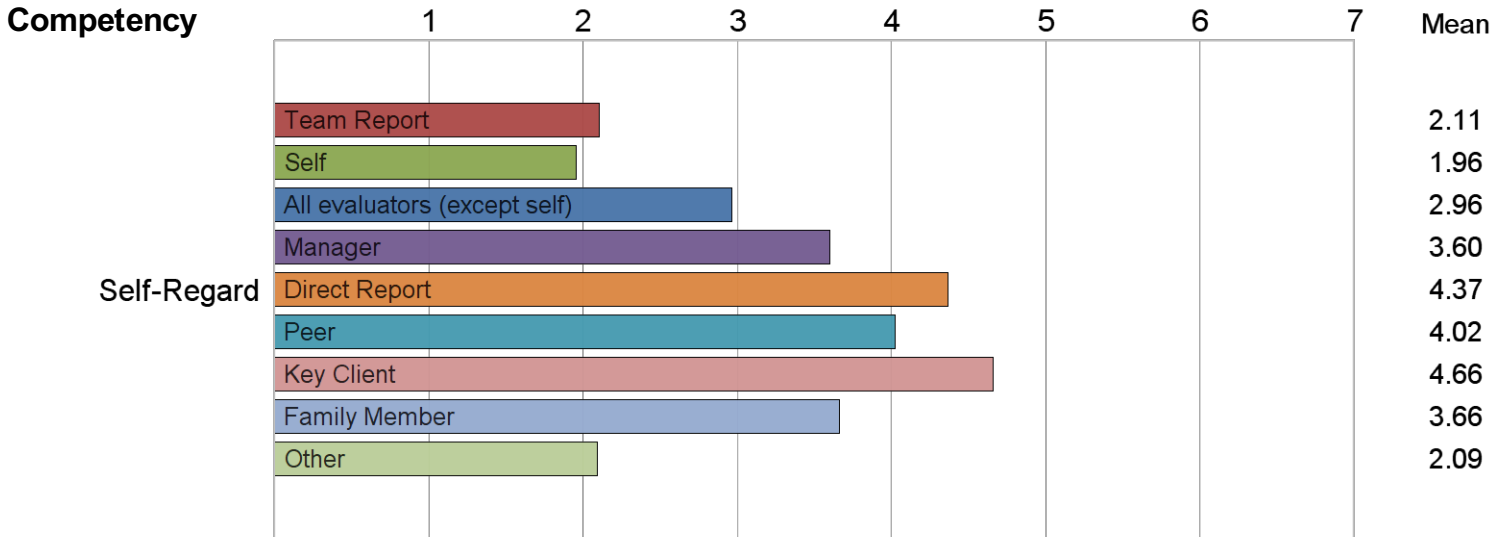
2.98

Low performance range - You may often be surprised by an upwelling of emotion. You may not notice emotions or be able to speak about them clearly. It is possible that you may think you feel one way and then realize you feel differently. You may believe you are making decisions based solely on facts and reason. You may not be aware of how often behavior is driven by an emotional state that you have justified with your rational mind. You may also be surprised by the reactions of others to your behavior or decisions. If you would like to improve your Emotional Self-Awareness scores, you might want to set aside some time to ask yourself what your emotional needs are and whether those needs are being met in the relationships that are troubling you. Some questions that might help are: what is important to me about this relationship? How do I feel in this relationship? How do I want to feel in this relationship? What do I think needs to happen for me to feel the way I want to? Looking closely at the answers to these questions may provide real insight into what emotions are driving your behavior. You may also want to intentionally shift your awareness to the reactions of others to your actions. Try asking yourself how your behavior affects the people around you and then check the accuracy of your answers. Be prepared for some surprises. Building emotional self-awareness decreases the chance of blow ups and helps you to speak clearly and calmly about what is important to you.

RESULTS: SELF-REGARD

This competency consists of:

- The ability to maintain a strong sense of identity and purpose.
- The ability to convey a sense of confidence, conviction and decisiveness.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question. **Please note questions with * beside them have a reverse scale.**

Choice	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
*Becomes defensive when criticized.							
Self	-	-	-	-	-	-	-
Evaluators	1	1	1	-	1	-	1
*Is not always willing to stand up for an idea.							
Self	-	1	-	-	-	-	-
Evaluators	1	-	-	2	1	-	1
Is decisive.							
Self	-	-	-	-	-	-	-
Evaluators	-	1	1	-	1	1	-
Speaks confidently.							
Self	-	1	-	-	-	-	-
Evaluators	-	1	1	1	1	1	-
Has a strong belief in their ability.							
Self	-	-	-	-	-	-	1
Evaluators	1	1	1	-	1	-	-

Your Score:

2.96

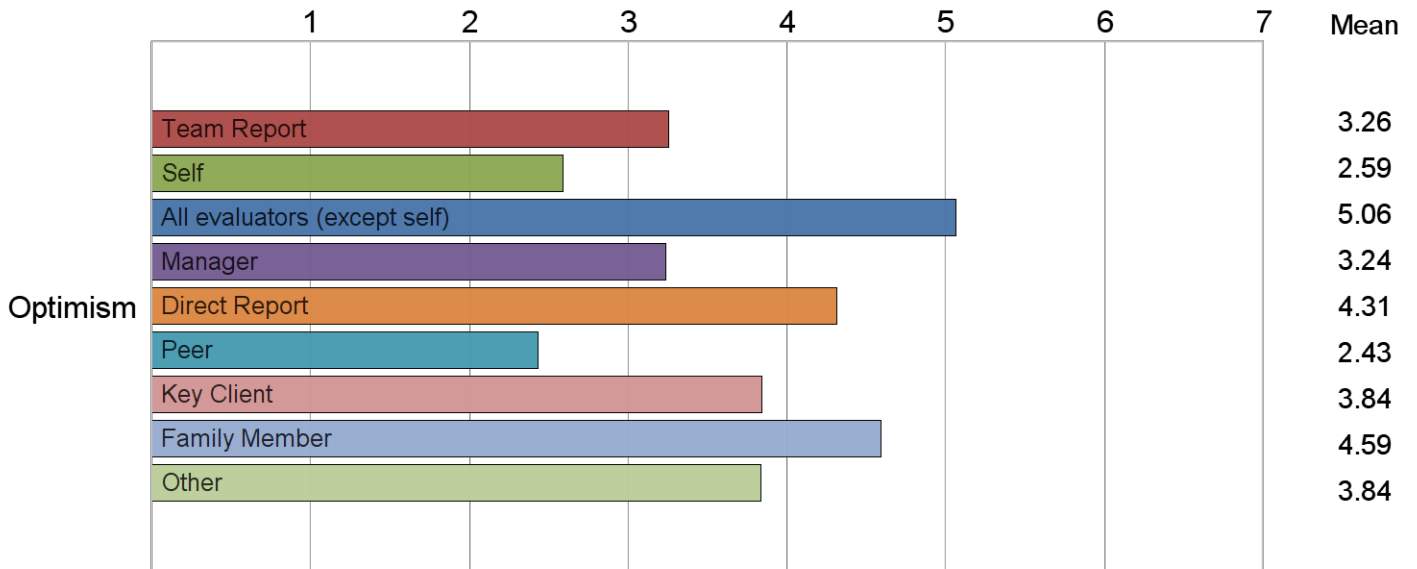
Low performance range - Sometimes, people who score in the low range of self-regard may not be clear about their strengths or they may be trying to cover for what they feel are problematic weaknesses. They may be unsure of what is important to them or may not believe they will be able to have their needs met or values considered. Consequently, they may find it difficult to claim what they need or want. They may decline to take a stand or provide honest feedback even when doing so might be of benefit. Does this sound true for you? If you'd like to improve your self-regard, try clarifying your needs and values. If you find yourself in these situations take some time apart and ask yourself, "What is important to me here? Why?" Look at some of your assumptions. Do you tend to see things as either/or situations? Try seeing what ideas come up if you substitute 'and' for 'or' in some of your dilemmas. Do you think you should be strong in all abilities? Is that realistic? Where can you ask for help? Another great way to improve low self-regard scores is to spend some time with a trusted colleague, friend or coach and uncover your strengths. Some of these suggestions may feel risky, but developing your self-regard means that acting with strength and integrity will feel less risky in the long run. You are working to improve a skill set that will greatly enhance your personal leadership and your ability to create winning relationships. Congratulate yourself on your bravery if you decide to work on this competency!

RESULTS: OPTIMISM

This competency consists of:

The ability to maintain a positive and resilient attitude in the face of challenge.

Competency



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Handles setbacks effectively.	Self	-	-	-	-	-	-	-
	Evaluators	1	1	-	-	-	1	1
Is always positive.	Self	-	-	-	-	-	1	-
	Evaluators	-	1	1	-	1	-	1
Believes they can influence an outcome.	Self	-	-	-	-	-	1	-
	Evaluators	1	-	-	-	1	1	1

Your Score:

5.06

Moderate performance range - You probably tend to see setbacks as temporary and normal, although you may get frustrated if too many gang up on you at once. You are usually able to handle difficult challenges but when you do make mistakes you probably prefer to leave yourself time to recover, learn and adjust your response. You see possibilities in most situations and are willing to apply yourself to find solutions to problems. Like most people who score in the moderate range of optimism, however, this is much easier to do when surrounded by a positive environment. You can have bad days when it is difficult to stay engaged in work. These moods are rarely lasting and do not normally affect your ability to function or interact with others. Coworkers might describe you as enjoyable to work with and willing to approach most situations with a reasonable level of effort. An opportunity for growth might be to stay connected with your optimism even when those around you are succumbing to negative thoughts. Remember to breathe and stay appreciative of the opportunity for learning in challenging times. Perhaps remind yourself of all the times in the past when you have prevailed in the face of challenge.

EMOTIONAL MANAGEMENT

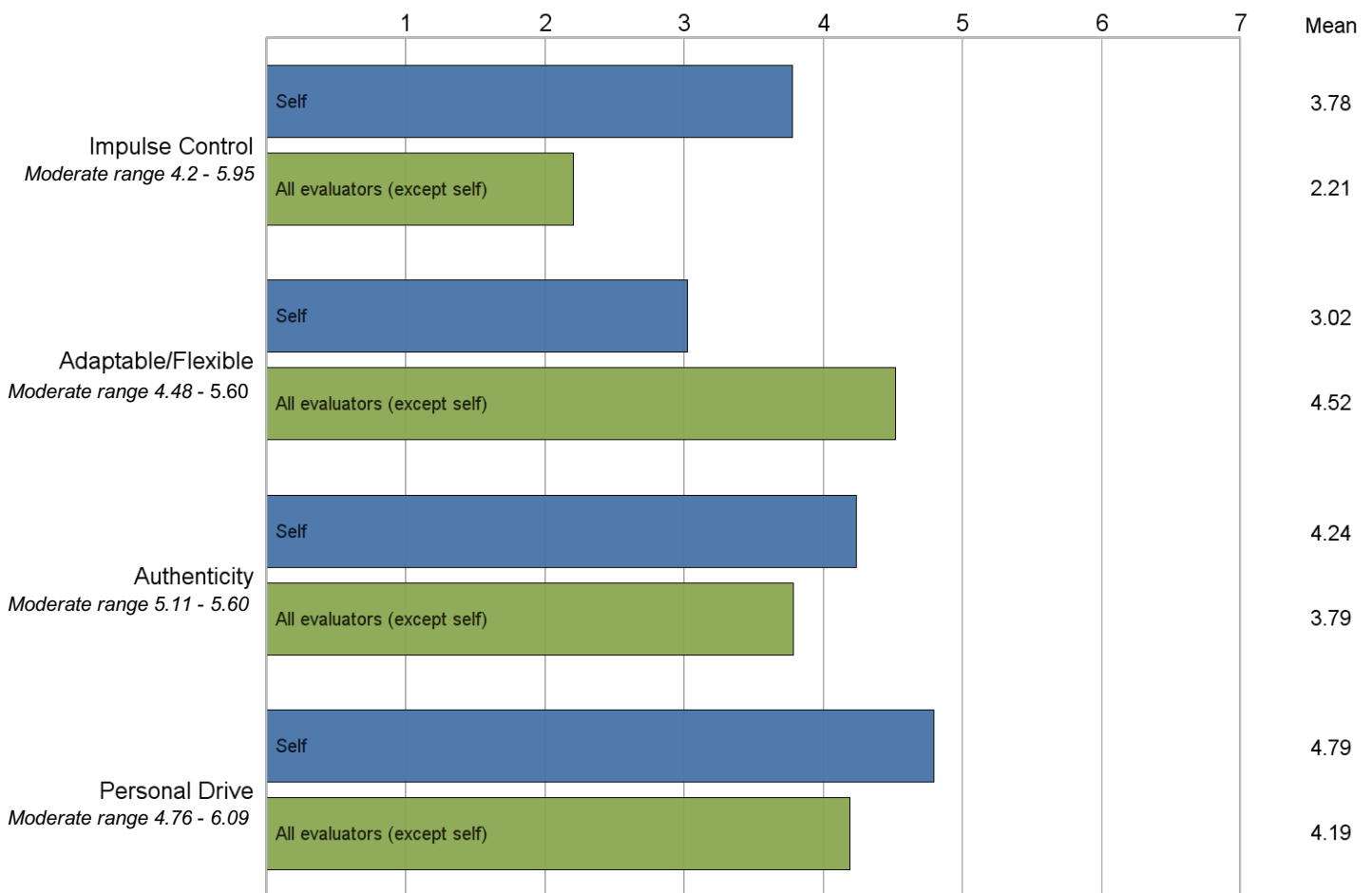
COMPETENCIES OF EMOTIONAL MANAGEMENT

1. Impulse Control
2. Adaptable/Flexible
3. Authenticity
4. Personal Drive

Once we have come to understand the importance of our self-awareness, we can then move on to the next competency required for emotional intelligence - emotional management. While developing our self-awareness means accurately identifying emotions in the moment and noticing our reactions, emotional management is the ability to manage and use our emotions to get the best results.

Research clearly shows that strong emotional management improves our performance and ability to make decisions. It is at this point that significant change can occur.

The degree to which we can manage our own emotions during challenges is the degree to which we can use the best of our other skills and abilities, including IQ and technical skills. This is one of the tests of personal leadership - managing ourselves during challenging times. It is essential for personal success (8%).

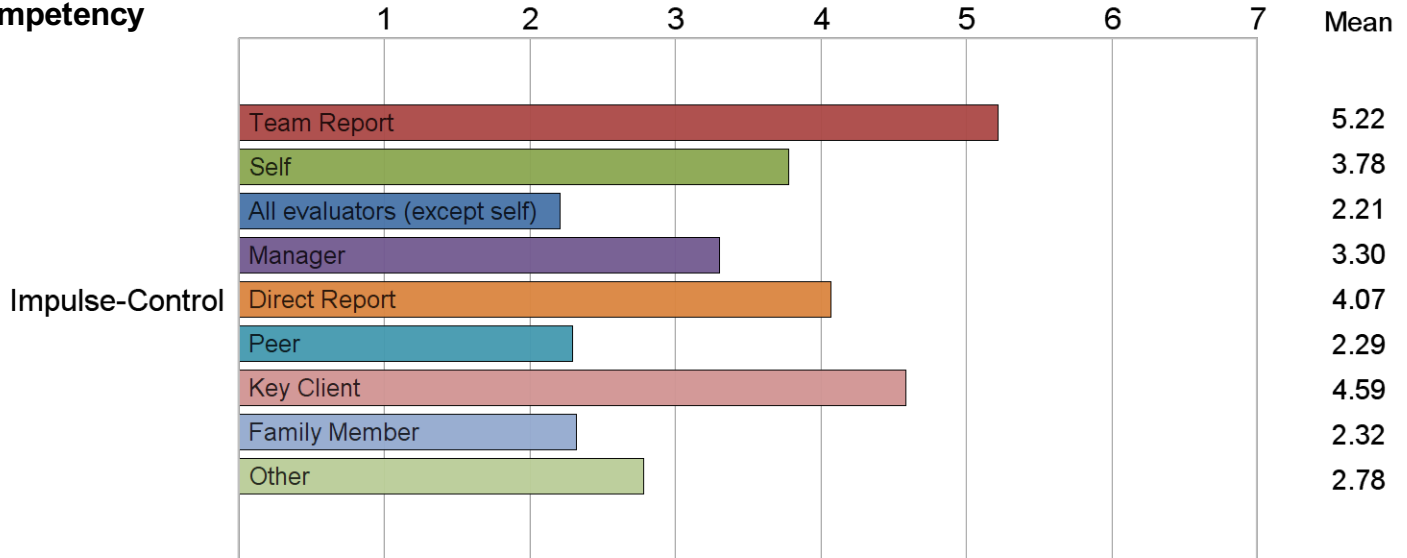


RESULTS: IMPULSE CONTROL

This competency consists of:

The ability to respond to stressful situations by maintaining a calm and professional demeanor. Staying focused, and taking the time to carefully weigh options for action.

Competency



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Does not act impulsively.	Self	-	-	-	-	-	1
	Evaluators	1	-	-	1	1	-
Stays calm under pressure.	Self	-	-	1	-	-	-
	Evaluators	-	-	1	-	2	1
Maintains a sense of humor in trying circumstances.	Self	-	-	-	1	-	-
	Evaluators	1	-	1	-	1	-
Always keeps promises.	Self	-	-	-	-	-	1
	Evaluators	-	-	1	-	2	1
Can overcome difficult emotions in pursuit of a goal.	Self	-	1	-	-	-	-
	Evaluators	1	1	1	1	-	1

Your Score:

2.21

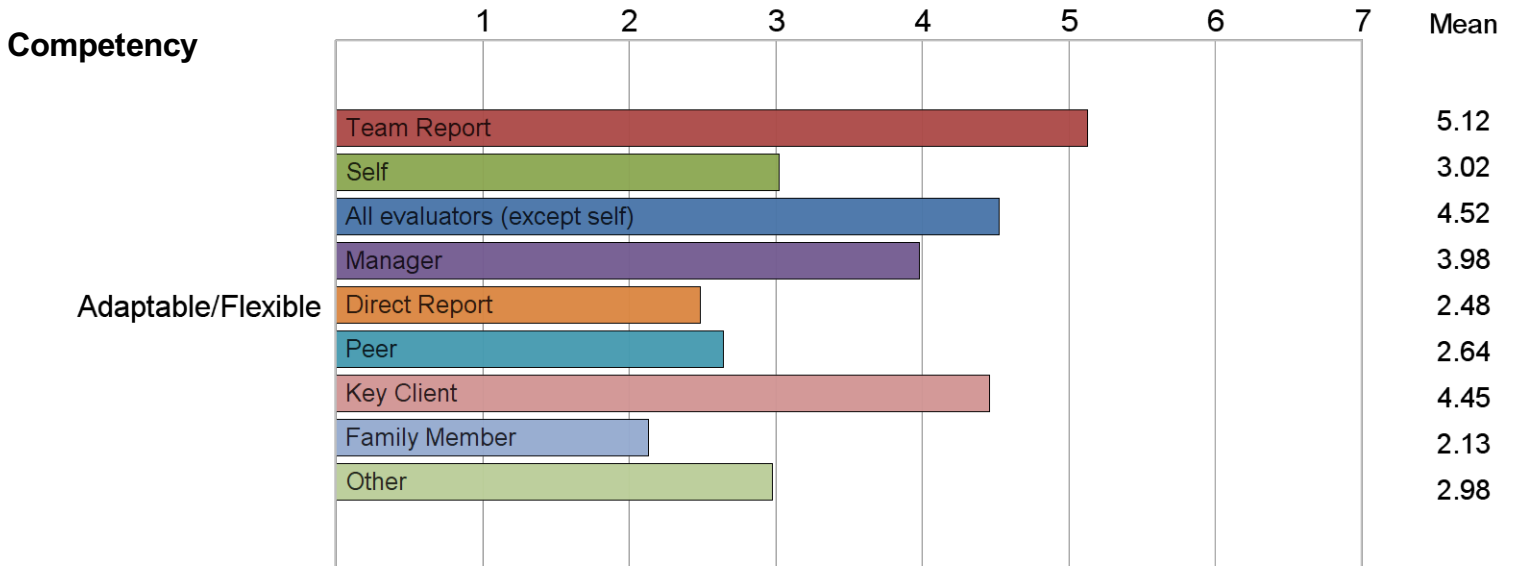
Low performance range - People who score in this range perform quite effectively on a day-to-day basis but their behavior can change significantly in circumstances involving emotional triggers. Emotional triggers can cause them to speak their mind or take action without considering the negative impact on others. Because of this, they might find themselves apologizing for past comments or trying to back out of decisions that were made in the heat of the moment. Having lower impulse control might lead them to react to stress by shutting down completely or becoming angry or agitated. If you recognize yourself in any of these behaviors and would like to improve your impulse control, it may be helpful to increase awareness of the triggers that prompt you to behave impulsively and the default behaviors you engage in on impulse. Begin to align your choices with the needs and values you want to honor. Replace unwanted default behavior with more helpful behaviors. As you do this, you will find it less likely that an unmet need or unrecognized value will trigger impulsive behavior. You can also try pausing and disengaging during emotional times in order to let emotions run their course and allow you to re-engage your rational mind.

RESULTS: ADAPTABLE/FLEXIBLE

This competency consists of:

The ability to respond to change with an open mind.

The ability to consider alternative paths of action, and modify behavior to fit the demands of the situation.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question. **Please note questions with * beside them have a reverse scale.**

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Is always open to change.	Self	-	-	-	-	1	-
	Evaluators	1	-	1	1	-	1
Is comfortable with uncertainty.	Self	-	-	-	1	-	-
	Evaluators	-	2	-	1	1	-
Is willing to ask for help.	Self	-	-	-	-	1	-
	Evaluators	-	1	1	1	1	1
*Has difficulty handling multiple demands.	Self	-	-	-	-	-	-
	Evaluators	1	1	1	-	-	1

Your Score:

4.52

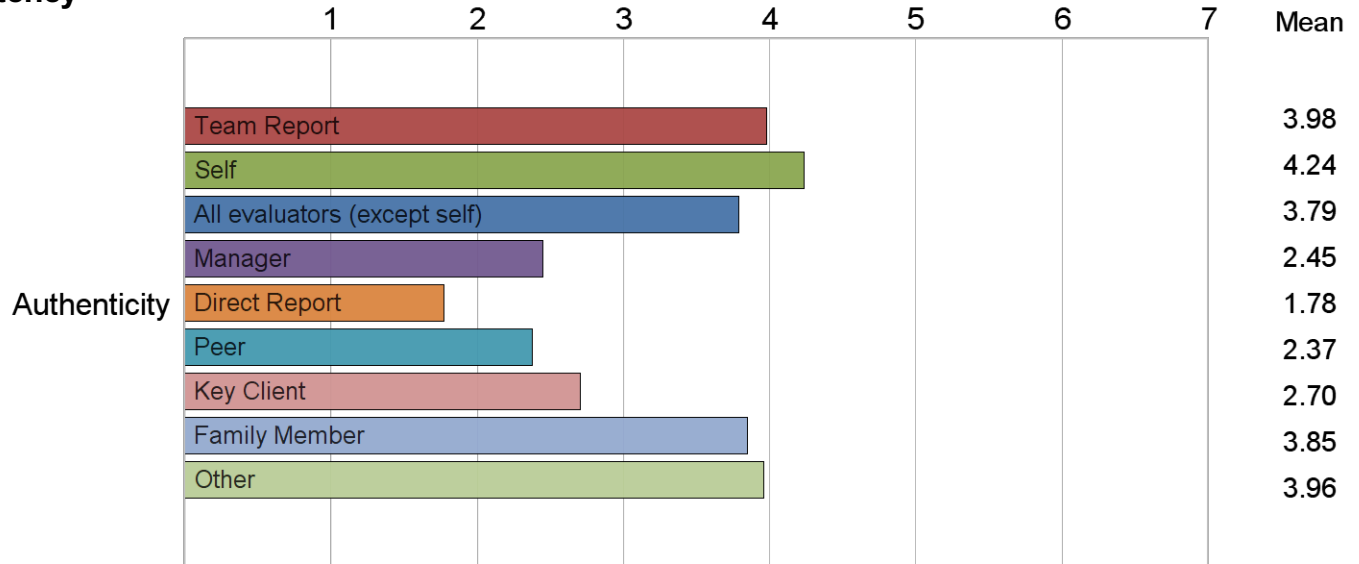
Moderate performance range - People with moderate scores in this competency generally handle changes effectively and can come up with novel approaches to unexpected challenges. However, they may still need to manage some trepidation in order to do so. This sometimes means that it takes longer than necessary to adjust. Since you scored in this range, you may find that your ability to adapt is partly determined by the newness of the challenge and the level of support you receive. When you are prepared for change and have good support from others, you can work through any uncertainty. However, if the change is unexpected, not well supported, or if the best course of action is not immediately apparent, you might stumble and hesitate to take action. Coworkers might describe you as "open to change" but not necessarily a "champion for change." To improve your adaptability and flexibility, you might try asking for help and support when you are feeling overwhelmed by changing demands. You might also want to explore reconnecting with the big picture and/or asking yourself calming questions when faced with changes that leave you feeling uncertain or fearful. For instance answering questions like; "Where am I headed?" "What am I committed to?" or "Who do I want to be?" can provide much needed solid ground in a shifting environment.

RESULTS: AUTHENTICITY

This competency consists of:

The ability to express oneself openly and honestly, in a consistent and forthright manner.

Competency



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question. **Please note questions with * beside them have a reverse scale.**

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Makes decisions consistent with values.	Self	-	-	-	-	1	-	-
	Evaluators	-	-	-	1	-	2	1
Always discloses information in an appropriate way.	Self	-	1	-	-	-	-	-
	Evaluators	-	-	1	1	-	1	1
Is always open and honest when presenting themselves to others.	Self	-	1	-	-	-	-	-
	Evaluators	-	1	-	1	1	1	-
Always tries to behave in a way that builds trust	Self	-	-	-	1	-	-	-
	Evaluators	2	-	1	1	-	1	-
*Difficult to admit when wrong.	Self	-	-	-	-	-	-	-
	Evaluators	-	1	-	-	1	1	1

Your Score:

3.79

Low performance range - People who score in the lower range of authenticity are sometimes worried that sharing their true thoughts and feelings will lead to negative outcomes. This may be based on real experience. It may also be because they feel judged by others. Scoring in the low range here may mean you stop yourself from admitting when you have made a mistake or have failed to keep your word. It may also mean that you're not as sure as you could be about your needs and values, or you don't feel entitled to act in alignment with them. You may hide what you're feeling until backed into a corner, then when you do tell people what you think, you may be seen as harsh or angry. If you'd like to work on authenticity, begin with your self-awareness. As you come to know and accept what's important to you, you will be able to speak up sooner when the risk is smaller. As you do this, your confidence in your ability to handle challenges with integrity increases. When you know what you want to say "Yes!" to in your work and life it will become easier to say "No" and any desire or perceived need to tell people what they want to hear will lessen. People will feel more trusting when they see you walking your talk and saying what you really mean.

RESULTS: PERSONAL DRIVE

This competency consists of:

The ability to maintain high levels of energy and commitment to tasks, even when faced with challenges.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question. **Please note questions with * beside them have a reverse scale.**

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Has a strong presence.	Self	-	-	1	-	-	-	-
	Evaluators	1	1	1	-	1	-	-
Is very energetic.	Self	-	-	-	-	-	-	1
	Evaluators	1	1	-	-	1	1	1
Is extremely passionate.	Self	1	-	-	-	-	-	-
	Evaluators	-	2	-	1	-	1	1
Has a strong sense of purpose in life.	Self	-	-	-	-	1	-	-
	Evaluators	-	-	1	1	1	1	1
Is very goal oriented.	Self	-	-	-	-	-	-	1
	Evaluators	1	-	-	1	-	1	1
*Does not always enjoy challenges.	Self	-	-	-	1	-	-	-
	Evaluators	1	-	1	1	1	1	-

Your Score:

4.19

Low performance range - People who score in the low range for personal drive may simply not be entirely sure of what their passions are or what goals to focus on. Coworkers might sometimes wonder how committed people who score in this range are to their job or company. If you'd like to increase your personal drive, it may help to go back to some self-awareness exercises, and work to align your activities with those things that are most important to you. This will have the effect of increasing your energy and helping you take on new challenges, making life more interesting for you.

EMOTIONAL CONNECTION

COMPETENCIES OF EMOTIONAL CONNECTION

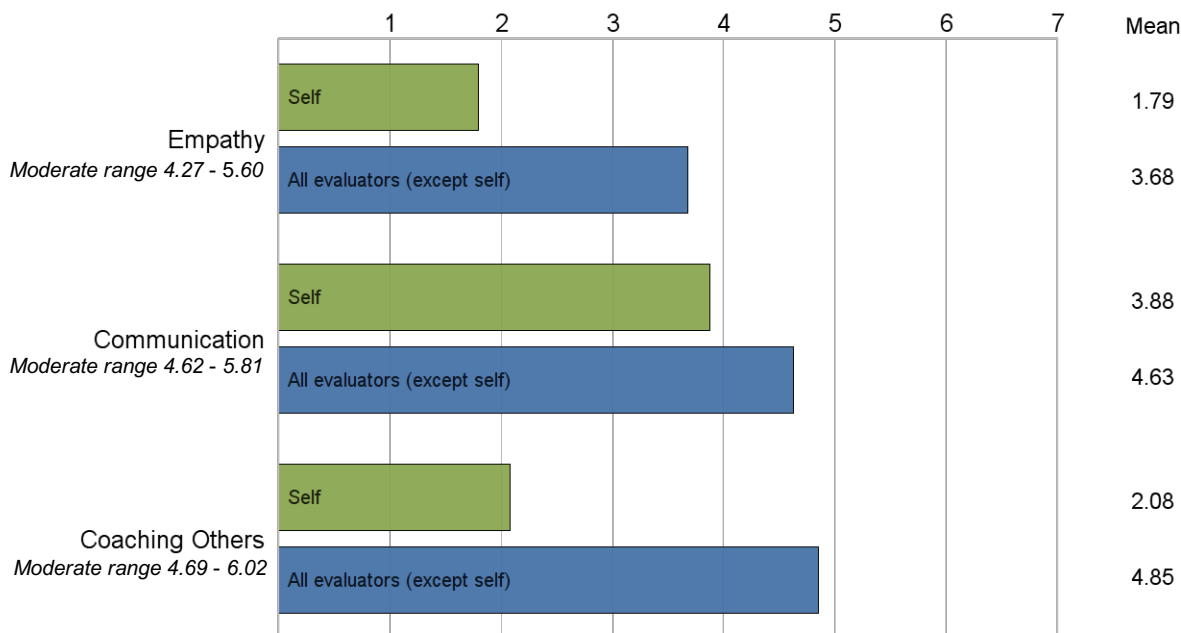
1. Empathy
2. Communication
3. Coaching Others

The third major building block of emotional intelligence is emotional connection. At the end of the day, self-awareness and emotional management are critical because they allow us to execute one of the most important tasks of personal leadership – to connect. If we do not know ourselves, if we cannot manage our own challenging emotions, it is very unlikely that we will step outside ourselves and truly connect with others.

An emotional connection also affects the most important competitive advantage of organizations – retaining the best and brightest employees.

People leave managers, not companies - Gallup

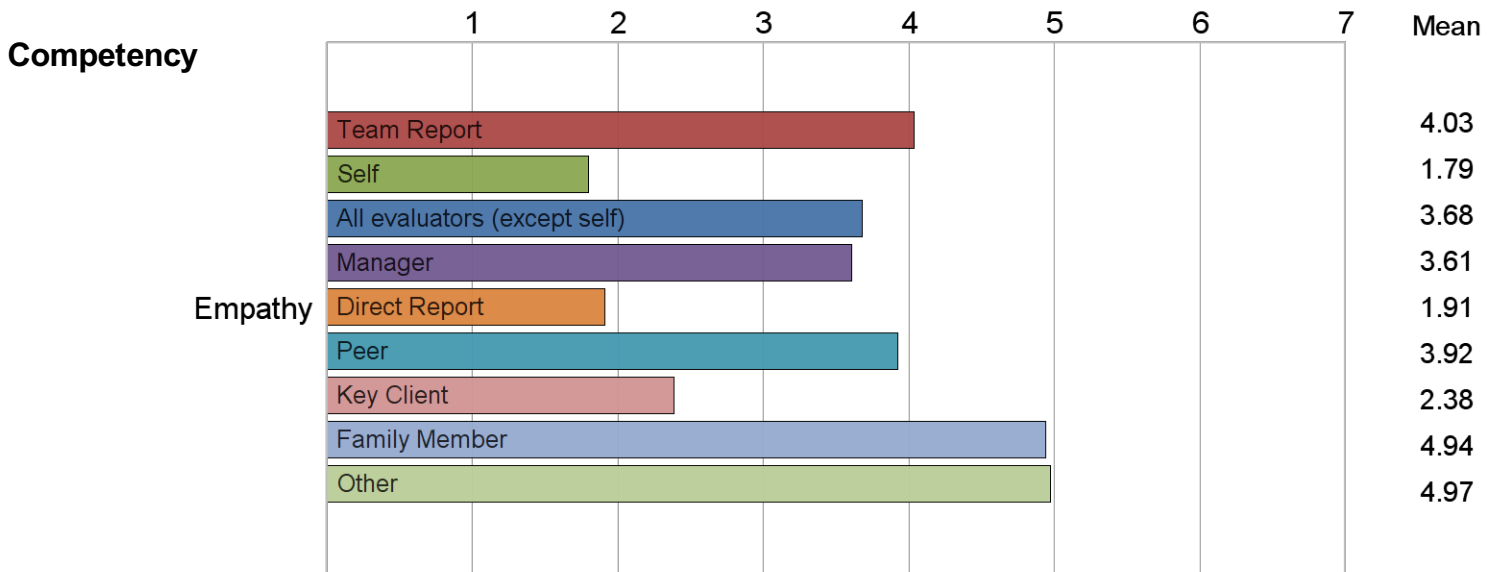
Twenty-five years of research (based on data from over one million workers) clearly illustrates the bottom-line value of creating a strong emotional connection between managers and direct reports. The single most important variable in employee productivity and loyalty is not pay, or perks, or benefits, or workplace environment. It is the quality of the relationship between employees and their direct supervisors. Although our ability to connect with others impacts us directly at work, it has equal significance for our personal lives.



RESULTS: EMPATHY

This competency consists of:

- The ability to tune into others' feelings.
- Listening effectively, and seeing things from others' perspectives.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Is non-judgmental.	Self	1	-	-	-	-	-	-
	Evaluators	-	1	1	1	1	1	-
Is very aware of others' moods.	Self	-	-	-	-	-	1	-
	Evaluators	1	-	-	1	1	1	-
Is a good listener.	Self	-	-	1	-	-	-	-
	Evaluators	-	1	1	1	-	1	-
Sees from another's perspective.	Self	-	-	-	-	-	-	1
	Evaluators	1	1	1	-	1	-	1

Your Score:

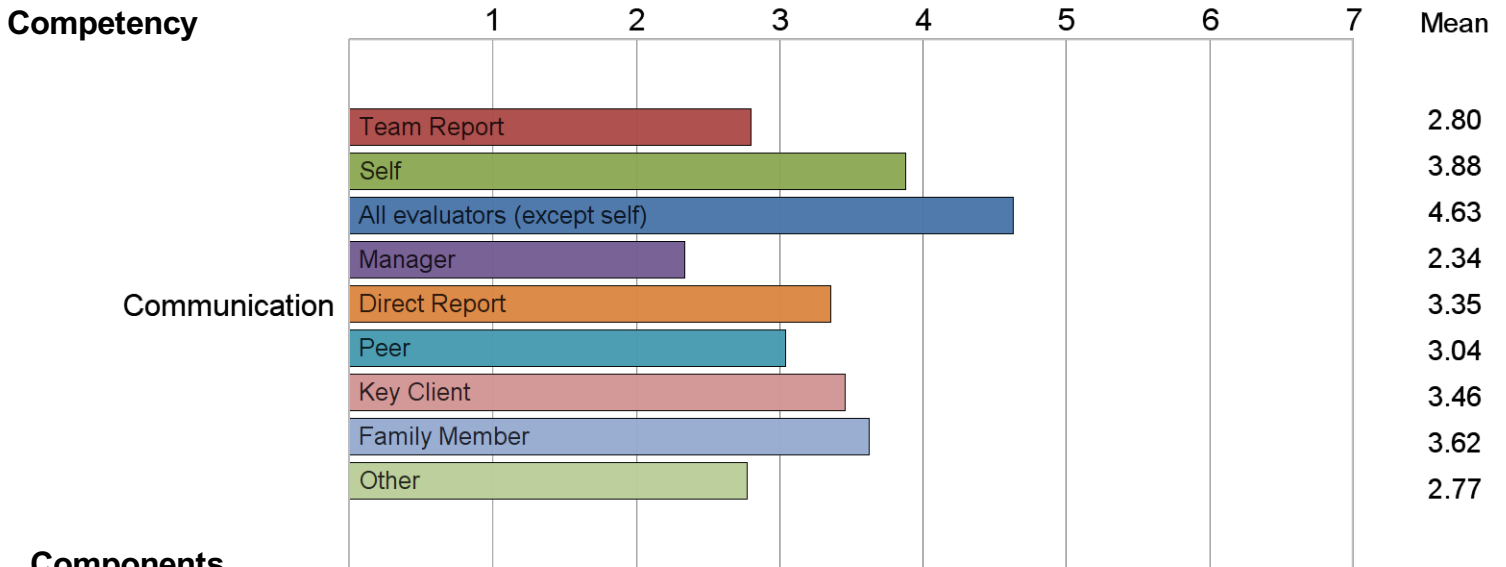
3.68

Low performance range - People who score in the lower range of empathy are typically able to understand another person's point of view and are capable of listening carefully to their concerns. In their well-intentioned desire to get things done, however, they might make statements that are interpreted as being insensitive. This can mean that coworkers often don't feel valued or cared about. It can also make it seem that empathy 'takes too much time.' If you see yourself as very task or goal oriented, you might tend to lose patience with people who frequently get upset or angry. This might even happen with colleagues you usually admire when time pressures are present. If you'd like to improve your empathy scores, start by spending one day noticing and acknowledging others' emotions. Pay attention to how long they actually spend focused on their feelings. You may be surprised to find that in most instances, when you don't try to change someone's emotional state, it will change all on its own and in surprisingly little time. For the times when someone is really stuck in one emotion or perspective, you may want to practice seeing the situation from 'their side of the bridge' first. Again, the hard part here is usually in managing your own reactions, not in how long it takes. Try to notice if you are becoming judgmental as they are speaking and try letting that judgment go for the time being. Especially watch for your reactions where you don't understand why others are reacting differently than you would.

RESULTS: COMMUNICATION

This competency consists of:

- The ability to tune into others' feelings.
- Listening effectively, and seeing things from others' perspectives.



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Gives adequate instruction.							
Self	-	1	-	-	-	-	-
Evaluators	2	-	1	-	-	1	-
Expresses feedback in a timely way.							
Self	-	1	-	-	-	-	-
Evaluators	-	-	1	1	1	1	1
Airs grievances skillfully.							
Self	-	-	1	-	-	-	-
Evaluators	1	-	-	1	1	1	1
Expresses feelings in an appropriate way.							
Self	-	-	-	1	-	-	-
Evaluators	1	1	1	1	-	1	-
Does not personalize disagreements.							
Self	-	1	-	-	-	-	-
Evaluators	-	-	1	1	1	-	1

Your Score:

4.63

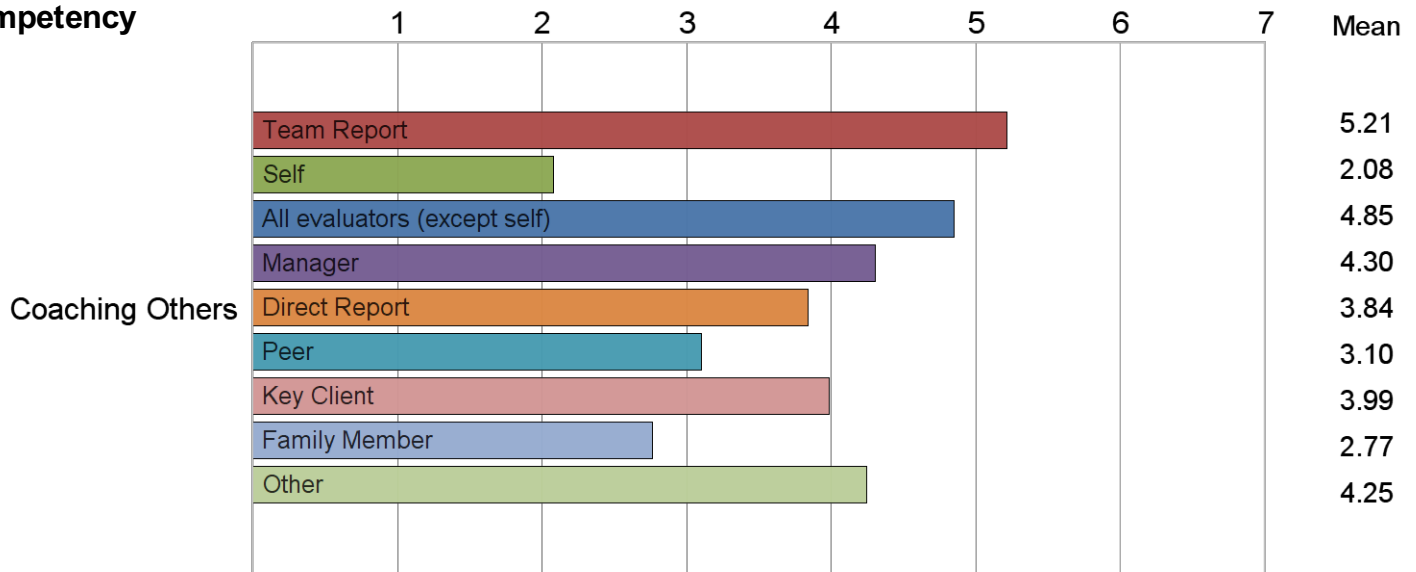
Moderate performance range - Those who score in the moderate range in communication usually do a very good job of getting their message across. They often express themselves clearly, allowing their thoughts and feelings to be understood. Their ability to communicate is generally strongest when they have had a chance to prepare their message and fully think through the issues. However, stressful situations or those involving conflict or the delivery of sensitive feedback can sometimes be difficult and may even be avoided. If you scored in this range, you may tend to lose your focus or get caught up in others' emotions during difficult conversations. You may be tempted to see situations as someone's fault, or you might try and avoid them altogether. You might find yourself struggling to find the right words when usually they come easily to you. You might also forget to fully explain your thoughts and ensure you are understood; especially when you are rushed or distracted. To improve your communication, you could try taking time to calm yourself and connect with the importance of delivering sensitive messages before you begin. If you do this, you may find yourself discussing challenging issues earlier rather than letting them fester and grow. As a result your success rate will climb. You may also want to pay attention to any temptation you might have to personalize the disagreement or lay blame. It is easy to do, even when you're trying not to, but it can cause the issue to become heated. Develop reminders to help you stay connected with what you are trying to accomplish and remember the importance of deep breaths, appreciation and the power of questions when you are trying to keep yourself calm.

RESULTS: COACHING OTHERS

This competency consists of:

The ability to guide others toward goal achievement by clarifying the task and providing direction. Outlining an approach, and offering ongoing support and feedback.

Competency



Components

The following chart displays the distribution of your evaluators' responses. Your own rating "Self" is compared against how "Others" have rated you for each question.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Is a good mentor.	Self	-	-	-	1	-	-
	Evaluators	1	1	1	-	1	-
Gives clear feedback.	Self	-	-	-	-	-	-
	Evaluators	1	1	-	-	-	1
Inspires people to excel.	Self	-	-	-	-	-	1
	Evaluators	1	1	1	1	-	1
Rewards people for their performance.	Self	-	-	-	1	-	-
	Evaluators	-	1	1	1	-	1
Always treats others with respect.	Self	-	-	-	-	-	-
	Evaluators	1	1	1	1	-	1

Your Score:

4.85

Moderate performance range - People who score in the moderate range care about helping others to develop their skills and work toward goal achievement. They guide others through tasks by providing direction, clarifying goals, and providing ongoing feedback. At times, they can be distracted by other tasks or get impatient with individuals who seem to need a lot of support and guidance. They may also be tempted to 'cut to the chase' by offering what they feel are obvious solutions. Since you scored in this range, you may find that coworkers describe you as supportive, helpful, and willing to help others who might not have the same level of knowledge or skills. When there is time and crises are not looming, you probably are great at providing coaching support as needed. If you'd like to get even better at coaching others, you could watch that you don't get distracted by confusing your own needs and preferences for those of the person being coached. Although it might seem artificial at first, see if you can help others clarify tasks and determine their best course of action; not by telling them what to do but by asking them questions. Pay attention to the difference in follow-through that comes from a self-initiated action as opposed to an action that is proposed by you. To prepare for coaching conversations imagine that a goal, approach, or idea actually already exists in the client and it is your job to shine a light on it through good questioning. Also, remind yourself that they may come up with creative approaches that are different from what you would have considered.

COMMENTS SECTION

What 3 behaviors or competencies do you think this person should continue?

Self
Positive team spirit, Strong organizational skills, time management
Manager
Make decisions consistent with values.
Take on leadership roles.
Inspire Loyalty by offering it.
All raters (except self and manager)
Open-mindedness.
Loyalty.
Appreciation.
Great Positive Attitude.
High standard for self and others.

COMMENTS SECTION

What 3 behaviors or competencies do you think this person should strengthen?

Self
Dealing with conflict, Improving communication skills in uncomfortable situations, be more mindful of others moods.
Manager
Speaking to people that push them around and requesting the stop.
Not allowing others to control their moods or belief in their ow capabilities.
Flexibility at forgiving with stituations that arise
All raters (except self and manager)
Technical Skills.
Business writing skills.
Use of sense of humor in correct situations.
Following up on tasks to be completed.

EI360™ Information and Frequently Asked Questions

Q: *How many evaluators are required to make the EI360™ Report statistically valid/valuable?*

A: Of the 16 (more/less) potential evaluators, a minimum of 8 is required to provide enough feedback for solid results. If you have less than 8, it does not mean that the information is completely invalid. It simply means that this information may not be representative of all of the people you interact with on a regular basis. If you had a poor response rate, you may want to consider what may be contributing to it (e.g. what impact are you having on non-respondents?)

Q: *If the familiarity rating is low, how does it affect my rankings?*

A: A familiarity rating of 3 or higher indicates people feel that they know the participant moderately well to very well. If the rating is below 3, familiarity with the participant is low. This lower rating means two things: you should take the feedback with a 'grain of salt'. In other words, be clear that the feedback you are receiving is coming from someone who does not know you that well and may not have an accurate picture of you. It also means, however, that this may be the impact you have on people you do not know very well – which can be important information in its own right.

Q: *What does it mean if I have a N/A rating?*

A: N/A rating means that there was one, or no evaluator.

Q: *What if someone selects 'Don't Know'?*

A: A 'Don't Know' response does not get scored. Only valid responses are included in the ratings.

Q: *What does it mean if I invited 12 evaluators to complete the assessment but my report shows only 10 having completed it?*

A: Although you may have distributed the assessments to 12 individuals;

1. evaluators responded late so their scores were not included.
2. the evaluator didn't reply at all.

In either case, it is possible that a evaluator did not want to participate for some reason and they may have said they did submit the assessment when, in fact, they did not.

Q: *My bar graph has only one evaluator so my scoring shows N/A. Does that ranking bring down my overall score?*

A: Although the bar graph is showing N/A because there were less than 2 raters, if at least one evaluator responded, their score will be calculated in the overall score. The bar graph displays N/A to allow for anonymity of the individual evaluator in that category.

Q: *What does it mean if I constantly rate myself lower than others?*

A: It may mean that you need to examine your own level of self-regard (part of the Self- Awareness cluster). Consistently rating yourself lower can be every bit as damaging as rating yourself higher in terms of its effect on your performance. For instance, you may not be presenting yourself with confidence or not taking the necessary risks you need to take to achieve a business or relationship result.

Q: *What does it mean if I constantly rate myself higher than others?*

A: It means that there is a disconnect between how you see yourself and how others see you. This can lead to debilitating blind spots with the potential of causing real friction between you and the important people around you.

EI360™ Information and Frequently Asked Questions

Q: *If my scoring and that of others is closely aligned, what does that mean?*

A: Close alignment in scoring between the participant and evaluators on most of the competencies means that the participant has a high degree of self-awareness about their strengths and weaknesses. Leaders in the top 10% of performance tend to see themselves very similarly to the people around them (whether they score high or low on a particular competency).

Q: *What would be considered a "significant" gap between my own ratings and those of others that represents a statistically valid gap?*

A: A (+/-) 2 point gap is common but worth noting. A 3+ gap may be having a cost in terms of quality of relationship and effectiveness.

Q: *What if my distribution of statements has 2 in low, 2 in high, and 2 in the middle?*

A: This is an indication that the participant behaves differently with different people and/or different people/categories of people need different things from you. No one behavior is the leadership behavior. There is no definitive answer. You can do something with Paul and he smiles; you could do the same thing with Mary and it is offensive. Your Distribution of Answers is an indication of how you are impacting each of these people. The important question to ask (looking at the bar graph) is, "Am I being as effective managing the different people? Is there some information here that will help me have a better impact on the different people around me?"

Q: *In my comments section, I get praise from one person and a poor response for the same thing from someone else. How can that be?*

A: See the answer to the question directly above and remember—it is about others feeling valued by you; not whether or not you really do value them. Valuing someone without their feeling valued is a classic symptom of the Intent-Impact Gap. This is a time to get curious about these specific relationships.

Q: *Throughout my report, I have a consistent discrepancy between evaluator groups. What does that mean?*

A: You may be managing 'up' very differently than you manage 'down.' This may be appropriate or it may not be, given the context of what is happening in the business (a downsizing or significant change for your direct reports, for instance). The key is to note it and ask, "Is this in alignment with my intention?"

Performing Under Pressure Sustainment Options

Now that you have participated in the EI360 assessment, there are many options to help reinforce and sustain the insights and strategies you've learned. These options are available as part of IHHP's performing under pressure learning curriculum:

Performing Under Pressure Book

Co-authored by Dr. J.P. Pawliw-Fry, this New York Times bestselling book offers latest science on how your brain responds under pressure, and many empirically tested strategies to help you overcome its sabotaging effects.

Keynote Speakers

Be inspired by the world's leading experts on Leadership, Emotional Intelligence and Performing Under Pressure.

Video Sustainment

In this five part video series, reinforce the learning from the program you attended and review how you can apply what you learned, so you can be your best when it matters most.

Coaching

One on one coaching provides support and accountability to each person as they work to achieve the personal development goals committed to in the training program.

Training Programs

We offer follow up learning programs - both in-class and virtually - as part of our training curriculum.

Performing Under Pressure | The Science of Emotional Intelligence
Performing Under Pressure | Doing Your Best When it Matters Most
Performing Under Pressure | The Three Conversations of Leadership

Training | Assessments | Keynotes | Coaching

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