"We must become the change
we want to see."

---*Mahatma Gandhi*

EQi®
LEADERSHIP REPORT

Reuven Bar-On, Ph.D.

Report For:	John Smith
Age:	35
Gender:	Male
Administration Date:	April 11, 2005

MHS

Effective leadership must embrace the organizational culture as well as the industrial process and people involved to yield maximum results. The BarOn EQ-i® Leadership Report expands your understanding of leadership in organizations from the perspective of emotional intelligence (EI), and it helps you explore the direct role that EI plays in predicting leadership success. The development of this report was based on both current leadership theory and empirical research conducted with the BarOn EQ-i on thousands of leaders worldwide. Much of the empirical underpinnings of this report are based on research conducted at the Center for Creative Leadership. The findings clearly demonstrate that an individual's EQ-i scores can predict both the potential for successful leadership and accurately assess the strength of the key leadership skills involved. The report identifies specific strengths in leadership skills as well as areas that need to be improved in order to enhance performance as a leader.

The BarOn EQ-i Leadership Report is applicable in different contexts, including executive-level leadership, management-level leadership, and operational-level leadership. In this report, several key aspects of leadership are examined. First, leadership skills are classified based on three orientations: people-oriented, process-oriented, and organization-oriented. Next, we look at leadership in terms of major leadership skills and behaviors which are described as centered and grounded, action-taking, participative, and tough-minded. These four functional pillars contribute in varying degrees to the three leadership orientations.

The Leadership Orientations

Most leadership activities undertaken by an individual can be assigned to one of three functional areas. The three leadership orientations are people-, process-, and organization-oriented leadership.

People-Oriented
This leadership area pertains to the ability to handle interactions with people to resolve conflict and to maximize performance and motivation. The most highly related BarOn EQ-i scales are
- Empathy
- Social Responsibility
- Stress Tolerance
- Impulse Control
- Happiness

Process-Oriented
This leadership area gauges one's ability to realize tasks, projects, and goals efficiently and on time. The most highly related BarOn EQ-i areas are
- Assertiveness
- Independence
- Self-Actualization
- Stress Tolerance
- Optimism

Organization-Oriented
This leadership area involves understanding and making use of the organization's structure to achieve one's ends. It is about knowing the physical resources of the organization that can be accessed and forming alliances in an organizational hierarchy to facilitate "buy-in" from others. The related BarOn EQ-i scales are
- Self-Actualization
- Interpersonal Relationship
- Reality Testing
- Impulse Control
- Happiness

EQ-i Leadership Report for: John Smith

MHS

Leadership Behavioral Pillars

The four pillars of leadership are specific to the behavioral tendencies of the leader. The four pillars are centered and grounded, action-taking, participative, and tough-minded.

Centered and Grounded
This pillar is about being in control and knowing one's strengths and weaknesses. The most related BarOn EQ-i areas are
- Social Responsibility
- Stress Tolerance
- Impulse Control
- Optimism

Action-Taking
This pillar is about the willingness and ability to take action when required. Good leaders think things through as much as possible but also recognize when it's time to act: they are decisive. The most closely related BarOn EQ-i areas are
- Assertiveness
- Independence
- Optimism

Participative
This pillar is related to interpersonal relationship skill and building good relations and allegiances. It involves engaging others through listening and communicating and the ability to put people at ease. The key BarOn EQ-i areas are
- Empathy
- Social Responsibility
- Interpersonal Relationship
- Impulse Control
- Happiness

Tough-Minded
This pillar involves resiliency and perseverance to overcome challenges. It includes the ability to handle pressure and to remain resolved in convictions, tasks, and goals. Related BarOn EQ-i areas are
- Self-Regard
- Stress Tolerance
- Impulse Control

EQ-i Leadership Report for: John Smith

MHS

Emotional Intelligence Leadership Model

Shown below is a graphical representation of the leadership model underlying the BarOn EQ-i Leadership Report. The model portrays the relationship between Emotional Intelligence, the leadership orientations, the leadership pillars, and leadership success.
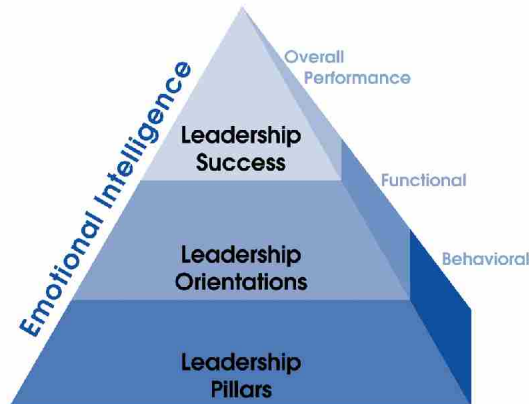
Leadership Report Facets

The BarOn EQ-i Leadership Report contains an Executive Summary, a Development Report, and a Coach's Summary. These three sections are customized to support the specific needs of the respondent's supervisor, the respondent, and the respondent's coach. The concise Executive Summary section provides leadership benchmarks and profiles for each of the leadership orientations and behavioral pillars, including the specific emotional intelligence (EI) components that impact these orientations and behavioral pillars. It then continues with the BarOn EQ-i profile and interpretations for each of the relevent EI components in terms of the potential for leadership and the potential for derailment followed by a benchmark summary.

The Development Summary is the most detailed section of the BarOn EQ-i Leadership Report. It also contains profiles for leadership orientations and behavioral pillars. Other sections focus on the validity of results, narratives of the scores obtained for each leadership scale, leadership strengths, areas of explaining the meaning of derailment potential, and suggestions for improving leadership skills. At the end of this section is an action plan for the respondent to use to formulate action steps towards his leadership goals.

The Coach's Summary section of the report includes information about the validity of the results, a leadership summary, and possible concerns for derailment. This section also includes an action plan portion, designed for the coach, at the end of the report.

The BarOn EQ-i Leadership Report provides the best interpretation of leadership skills based on the individual's responses to the BarOn EQ-i. In interpreting scores for leadership skills, you will find that not only are there are positive and negative implications for both high and low scores, but also that certain scores are more important for predicting leadership than others. This report will help the respondent better understand how social and emotional functioning in key situations influences leadership ability.

EQ-i Leadership Report for: John Smith

MHS

EQ-i Leadership Report Guidelines for Scoring

The EQ-i Leadership Report scoring guidelines will help the reader better understand how emotional functioning in key situations influences leadership ability. Having knowledge of how high and low EQ-i scores helps to identify key leadership skills is valuable in predicting leadership success and potential for derailment. The table and information contained below shows how to meaningfully interpret EQ-i Leadership Report results.

EQ-i Standard Score	Interpretive Guideline
110+	Enhanced – well developed emotional capacity
100-109	Effective – adequately developed emotional capacity
90-99	Consider Developing – adequate emotional capacity, although further development in certain areas may be warranted.
Under 90	Develop – underdeveloped emotional capacity, requiring improvement

Enhanced – EQ-i scores that span above 110 reveals an individual with a well developed emotional capacity. Leaders that score in this range are very much in touch with their emotions, adequately understand others and effectively manage and control their emotions. They leverage these emotional skills exceptionally well in leadership situations.

Effective – EQ-i scores that range between 100-109 shows a well developed emotional capacity. These leaders feel fairly good about themselves and others and are using their emotional intelligence skills reasonably well in leadership situations.

Consider Developing – EQ-i scores that range between 90-99 indicates a typically healthy emotional intelligence skill level, although certain emotional skills can be improved in a number of ways.

Develop – EQ-i scores that are below 90 reveals an individual with an underdeveloped emotional capacity that requires further improvement. These leaders may lack the motivation or direction to further develop their own emotional potential in several areas.

EQ-i Leadership Report for: John Smith

MHS

"Management is doing things right, leadership is doing the right things."

---Peter F. Drucker

EQi ®

EXECUTIVE SUMMARY

Reuven Bar-On, Ph.D.

Report For:	John Smith
Age:	35
Gender:	Male
Administration Date:	April 11, 2005

MHS

The BarOn EQ-i Leadership Report examines EQ-i results as they relate to leadership skills. The report's results can be used for the general assessment of leadership strengths and weaknesses to assist in making leadership selection, placement, and development decisions. It is important to note that weaknesses may contribute to ineffective leadership and even derailment. The assessment is applicable to most levels and functions of leadership, including executive-level leadership, management-level leadership, and operational-level leadership. In developing this report, empirical research (based in part on leadership theory) involving thousands of leaders worldwide has demonstrated that effective leadership must embrace the organizational culture, which includes both the people and processes in order to yield maximum results.

Response Validity

The following sections summarize the results of the validity indicators for this assessment.

Inconsistency Index (=5.6)
The score on the Inconsistency Index is not elevated and poses no concern for interpretation.

Positive Impression (PI) Score (=93)
The score on the Positive Impression scale (PI) is not elevated and poses no concern for interpretation.

Summary of Validity Scale Results
This assessment should be considered valid.

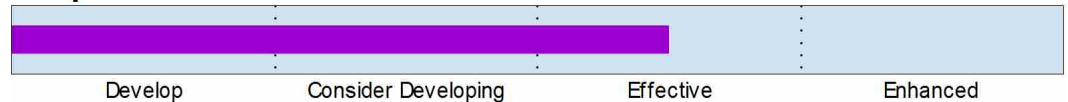## Emotional Intelligence Leadership Model

Shown below is a graphical representation of the leadership model underlying the BarOn EQ-i Leadership Report. The model portrays the relationship between Emotional Intelligence, the leadership orientations, the leadership pillars, and leadership success.

EQ-i Leadership Report for: John Smith

MHS

This section of the report breaks down leadership skills into various aspects of dealing with people, processes, and the organization as a whole. The results are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Process-Oriented			■	
Organization-Oriented			■	

People-Oriented

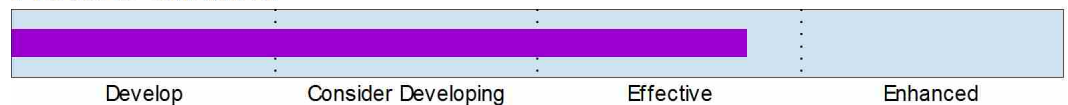| Develop	Consider Developing	Effective	Enhanced

Many leaders with high IQs can be extremely proficient in achieving targets, accomplishing tasks, and mastering processes. There is an additional need, however, to keep staff satisfied and motivated so they consistently perform at a high level. A good leader listens to staff ideas and concerns and uses this input to guide decisions. The score on the People-Oriented scale indicates satisfactory functioning, although improvements in this area may be possible.

Related BarOn EQ-i scales:
Empathy, Social Responsibility, Stress Tolerance, Impulse Control, Happiness

Process-Oriented

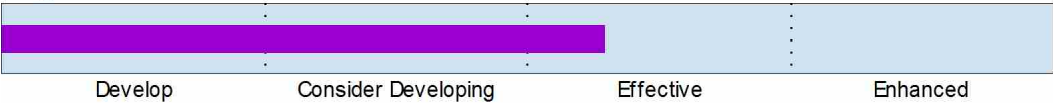| Develop	Consider Developing	Effective	Enhanced

Process-oriented leadership deals most directly with accomplishing tasks and projects and meeting deadlines. It requires the ability to function well under pressure, solve problems, and be flexible when required. A number of areas of emotional intelligence impact process-oriented leadership, and the BarOn EQ-i results suggest satisfactory skills in each of these areas. Problematic process-oriented leadership can lead to inefficiencies and quality assurance issues in task completion. When processes are unclear there may be uncertainty from staff that could lead to mistakes or impaired progress on projects.

Related BarOn EQ-i scales:
Assertiveness, Independence, Self-Actualization, Stress Tolerance, Optimism.

EQ-i Leadership Report for: John Smith

MHS

Organization-Oriented

Develop	Consider Developing	Effective	Enhanced

John Smith's score on the Organization-Oriented scale indicates satisfactory functioning in this area. This result indicates some interpersonal strengths and possibly some weaknesses. Interpersonal interactions are adequate most of the time, but difficulties may arise in certain situations. In these situations, a reduced ability to collaborate effectively with others might exist. Successful leaders understand and become part of the corporate structure in order to maximize their effectiveness. They not only know the physical resources that can be drawn upon, but are also able to form important alliances to build consensus and obtain buy-in from others.

Related BarOn EQ-i scales:
Self-Actualization, Interpersonal Relationship, Reality Testing, Impulse Control, Happiness.

EQ-i Leadership Report for: John Smith
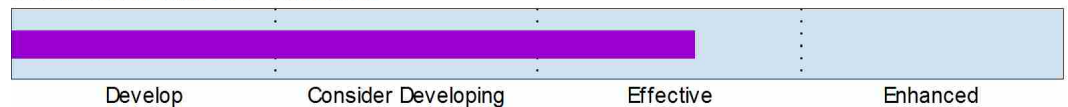
MHS

Profile of Leadership Orientation

This table provides a summary of John Smith's functional aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Empathy		■		
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Happiness				■
Process-Oriented			■	
Assertiveness			■	
Independence			■	
Self-Actualization			■	
Stress Tolerance				■
Optimism				■
Organization-Oriented			■	
Self-Actualization			■	
Interpersonal Relationship		■		
Reality Testing			■	
Impulse Control			■	
Happiness				■

EQ-i Leadership Report for: John Smith

MHS

The four pillars of behavioral leadership are based on research conducted by the Center for Creative Leadership (CCL). These pillars contribute in varying degrees to people-oriented, process-oriented, and organization-oriented leadership. They are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Action-Taking			■	
Participative			■	
Tough-Minded				■

Centered and Grounded

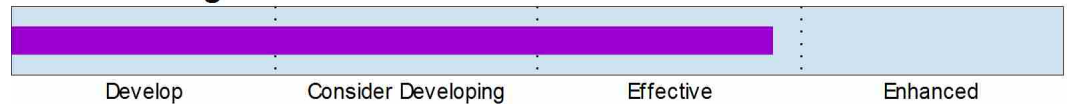| Develop	Consider Developing	Effective	Enhanced

Centered and grounded leadership is based on knowing one's strengths and weaknesses and on being in control. The complexities of leadership require the ability to integrate conflicting sources of information, weigh pros and cons, and make sound decisions based on good judgment. Successful leaders are usually practical, straightforward, and composed when under pressure. Although some scales may be low, overall, John Smith's BarOn EQ-i results suggest moderate skills in this area.

Related BarOn EQ-i scales:
Social Responsibility, Stress Tolerance, Impulse Control, Optimism.

Action-Taking

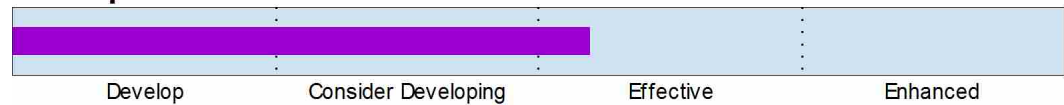| Develop	Consider Developing	Effective	Enhanced

To yield maximum change, all of the facets of leadership, whether it is people-oriented or tough-minded for example, must be accompanied by the ability and willingness to take action. Leaders who are apprehensive, too conservative, or do not want to "rock the boat" by questioning existing policies or processes, often limit their effectiveness. The most successful leaders are generally decisive and independent, take into account the advice of others, use good judgment, make sound decisions, and persevere when faced with challenges. An optimistic and positive attitude often contributes to the ability and willingness to take action. John Smith's BarOn EQ-i scores indicate moderate skill in this area, and some improvement may be possible.

Related BarOn EQ-i scales:
Assertiveness, Independence, Optimism.

EQ-i Leadership Report for: John Smith

MHS

Participative

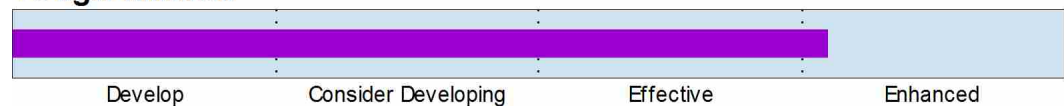| Develop	Consider Developing	Effective	Enhanced

Participative leadership involves interpersonal skills and is related to the organizational and people aspects of leadership. It includes the ability to form working alliances and partnerships that empower the leader to access resources and make changes that affect the organization when required. Participative management also involves the use of listening and communication skills and the ability to put people at ease. The BarOn EQ-i results suggest moderate skill in this area, although some improvement may be possible.

Related BarOn EQ-i scales:
Empathy, Social Responsibility, Interpersonal Relationship, Impulse Control, Happiness.

Tough-Minded

Develop	Consider Developing	Effective	Enhanced

Tough-Minded refers to the ability to show resiliency and perseverance in overcoming challenges. It includes the ability to handle pressure and to be focused on accomplishing goals. John Smith's results indicate an individual with high levels of tough-mindedness. Specifically, scores on Impulse Control, Stress Tolerance, and Self-Regard scales indicate an enhanced ability to persist when faced with obstacles.
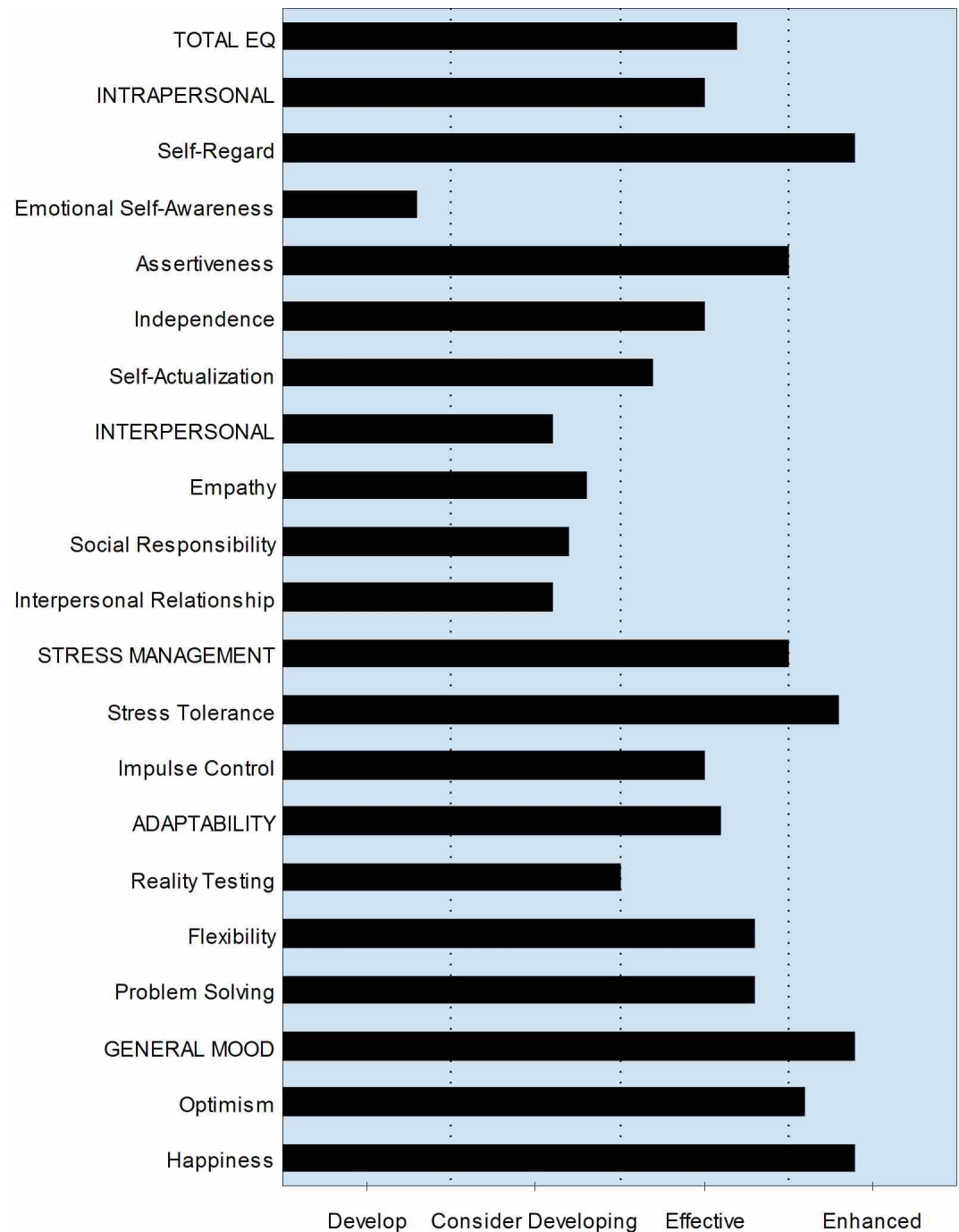
Related BarOn EQ-i scales:
Self-Regard, Stress Tolerance, Impulse Control.

EQ-i Leadership Report for: John Smith

▓▓ MHS

Profile of Leadership Behavior

This table provides a summary of John Smith's behavioral aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Optimism				■
Action-Taking			■	
Assertiveness			■	
Independence			■	
Optimism				■
Participative			■	
Empathy		■		
Social Responsibility		■		
Interpersonal Relationship		■		
Impulse Control			■	
Happiness				■
Tough-Minded				■
Self-Regard				■
Stress Tolerance				■
Impulse Control			■	

EQ-i Leadership Report for: John Smith

MHS

The following graph shows John Smith's results for all of the areas of emotional and social competency.

	Develop	Consider Developing	Effective	Enhanced
TOTAL EQ				
INTRAPERSONAL				
Self-Regard				
Emotional Self-Awareness				
Assertiveness				
Independence				
Self-Actualization				
INTERPERSONAL				
Empathy				
Social Responsibility				
Interpersonal Relationship				
STRESS MANAGEMENT				
Stress Tolerance				
Impulse Control				
ADAPTABILITY				
Reality Testing				
Flexibility				
Problem Solving				
GENERAL MOOD				
Optimism				
Happiness				

EQ-i Leadership Report for: John Smith

MHS

Potential for Leadership Success

This section shows the BarOn EQ-i factors that relate to leadership success based on empirical research findings. The primary factors related to leadership success are provided in the first section, with additional factors listed in the section on secondary factors.

Primary Impact Areas

Research has shown the following scales to be of primary importance in distinguishing successful from unsuccessful leaders.

Assertiveness.
The score on this scale may contribute to the respondent's leadership success.

Self-Actualization.
The score on this scale may contribute to the respondent's leadership success.

Empathy.
The score on this scale may contribute to the respondent's leadership success.

Social Responsibility.
The score on this scale may contribute to the respondent's leadership success.

Interpersonal Relationship.
The score on this scale may contribute to the respondent's leadership success.

Problem Solving.
The score on this scale may contribute to the respondent's leadership success.

Stress Tolerance.
The score on this scale was very high and should help to promote leadership success.

Secondary Impact Areas

The scores for the following BarOn EQ-i scales were high and should help promote leadership success:

- Happiness
- Independence
- Reality Testing
- Self-Regard
- Impulse Control
- Flexibility
- Optimism

EQ-i Leadership Report for: John Smith

MHS

Potential for Derailment

This section deals with the potential for derailment, which is grossly ineffective and unsuccessful leadership. There are many reasons why seemingly promising executives fail in their role as leaders. Although it is probably impossible to anticipate all such eventualities, several results from the current assessment are relevent for the possibility of derailment.

Primary Impact Areas

Research has shown the following scales to be of primary importance for flagging possible derailment.

Emotional Self-Awareness.
The score on this scale was somewhat low and raises some concern for potential derailment.

Impulse Control.
The score on this scale was not low and does not raise concern for possible derailment.

Optimism.
The score on this scale was not low and does not raise concern for possible derailment.

Stress Tolerance.
The score on this scale was not low and does not raise concern for possible derailment.

Flexibility.
The score on this scale was not low and does not raise concern for possible derailment.

Secondary Impact Areas

No secondary scales were low enough to raise concern regarding the potential for derailment.

Cautionary Remarks

This report was designed to provide the best interpretation possible based on the responses provided and should not be used as the sole basis for selection, placement, training, succession planning, or other kinds of decision making. This report works best when combined with other sources of relevant information, which might include behavioral observations, performance ratings, or a 360-degree assessment (e.g., BarOn EQ-360®).

The author and publisher are not responsible for misuse of the information provided herein. This report must be used in conjunction with input from an experienced professional who is knowledgeable about the person being assessed and who can refine the assessment based on other available information.

EQ-i Leadership Report for: John Smith

MHS

"What lies ahead of you and what lies behind you is nothing compared to what lies within you."

---Mahatma Gandhi

E&Qi ®

DEVELOPMENT SUMMARY

Reuven Bar-On, Ph.D.

Report For:	John Smith
Age:	35
Gender:	Male
Administration Date:	April 11, 2005

MHS

The development summary section of the BarOn EQ-i Leadership Report identifies specific leadership strengths, as well as areas that could be improved to directly enhance the individual's performance as a leader. Several aspects of leadership are described, and specific suggestions are provided to facilitate the development of key skills. First, the individual's leadership ability is examined in relation to people-oriented, process oriented, and organization-oriented skills. Next, consideration is given to the behavioral pillars, which are centered and grounded, action-taking, participative, and tough-minded. To elaborate on these findings, a BarOn EQ-i profile is presented followed by a description of the fifteen facets of emotional intelligence as they relate to leadership success and derailment. A leadership action plan is also provided at the end of this section.

It is understood that some leaders use unique methods that have proven to be effective. In fact, good leadership can be quite idiosyncratic at times. The skills described here can easily be applied to diverse methods designed to augment leadership skills.
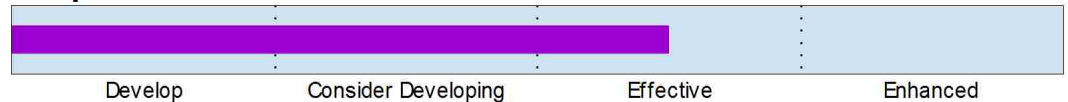
Emotional Intelligence Leadership Model

Shown below is a graphical representation of the leadership model underlying the BarOn EQ-i Leadership Report. The model portrays the relationship between Emotional Intelligence, the leadership orientations, the leadership pillars, and leadership success.

EQ-i Leadership Report for: John Smith

MHS

This section of the report breaks down leadership skills into various aspects of dealing with people, processes, and the organization as a whole. The results are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Process-Oriented			■	
Organization-Oriented			■	

People-Oriented

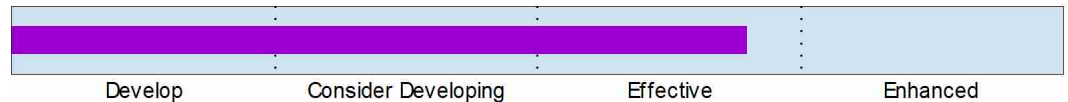| Develop	Consider Developing	Effective	Enhanced

Many leaders with high IQs can be extremely proficient in achieving targets, accomplishing tasks, and mastering processes. There is an additional need, however, to keep staff satisfied and motivated so they consistently perform at a high level. A good leader listens to staff ideas and concerns and uses this input to guide decisions. The score on the People-Oriented scale indicates satisfactory functioning, although improvements in this area may be possible.

Related BarOn EQ-i scales:
Empathy, Social Responsibility, Stress Tolerance, Impulse Control, Happiness

Process-Oriented

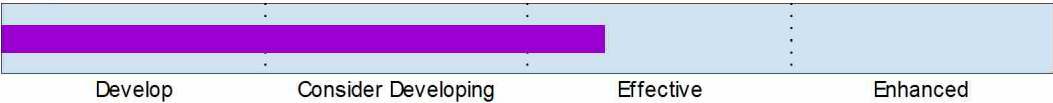| Develop	Consider Developing	Effective	Enhanced

Process-oriented leadership deals most directly with accomplishing tasks and projects and meeting deadlines. It requires the ability to function well under pressure, solve problems, and be flexible when required. A number of areas of emotional intelligence impact process-oriented leadership, and the BarOn EQ-i results suggest satisfactory skills in each of these areas. Problematic process-oriented leadership can lead to inefficiencies and quality assurance issues in task completion. When processes are unclear there may be uncertainty from staff that could lead to mistakes or impaired progress on projects.

Related BarOn EQ-i scales:
Assertiveness, Independence, Self-Actualization, Stress Tolerance, Optimism.

EQ-i Leadership Report for: John Smith

MHS

Organization-Oriented

Develop	Consider Developing	Effective	Enhanced

John Smith's score on the Organization-Oriented scale indicates satisfactory functioning in this area. This result indicates some interpersonal strengths and possibly some weaknesses. Interpersonal interactions are adequate most of the time, but difficulties may arise in certain situations. In these situations, a reduced ability to collaborate effectively with others might exist. Successful leaders understand and become part of the corporate structure in order to maximize their effectiveness. They not only know the physical resources that can be drawn upon, but are also able to form important alliances to build consensus and obtain buy-in from others.

Related BarOn EQ-i scales:
Self-Actualization, Interpersonal Relationship, Reality Testing, Impulse Control, Happiness.

EQ-i Leadership Report for: John Smith
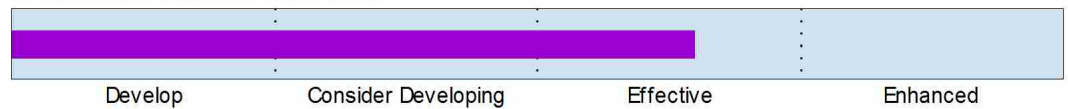
MHS

Profile of Leadership Orientation

This table provides a summary of John Smith's functional aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Empathy		■		
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Happiness				■
Process-Oriented			■	
Assertiveness			■	
Independence			■	
Self-Actualization			■	
Stress Tolerance				■
Optimism				■
Organization-Oriented			■	
Self-Actualization			■	
Interpersonal Relationship		■		
Reality Testing			■	
Impulse Control			■	
Happiness				■

EQ-i Leadership Report for: John Smith

MHS

The four pillars of behavioral leadership are based on research conducted by the Center for Creative Leadership (CCL). These pillars contribute in varying degrees to people-oriented, process-oriented, and organization-oriented leadership. They are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Action-Taking			■	
Participative			■	
Tough-Minded				■

Centered and Grounded

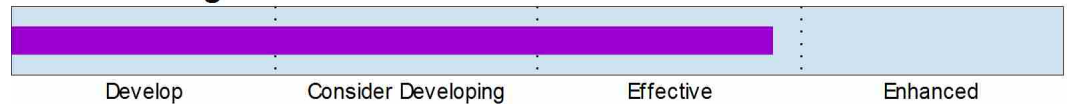|			
Develop	Consider Developing	Effective	Enhanced

Centered and grounded leadership is based on knowing one's strengths and weaknesses and on being in control. The complexities of leadership require the ability to integrate conflicting sources of information, weigh pros and cons, and make sound decisions based on good judgment. Successful leaders are usually practical, straightforward, and composed when under pressure. Although some scales may be low, overall, John Smith's BarOn EQ-i results suggest moderate skills in this area.

Related BarOn EQ-i scales:
Social Responsibility, Stress Tolerance, Impulse Control, Optimism.

Action-Taking

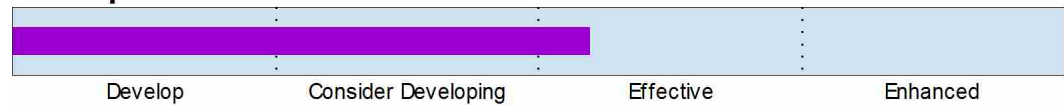|			
Develop	Consider Developing	Effective	Enhanced

To yield maximum change, all of the facets of leadership, whether it is people-oriented or tough-minded for example, must be accompanied by the ability and willingness to take action. Leaders who are apprehensive, too conservative, or do not want to "rock the boat" by questioning existing policies or processes, often limit their effectiveness. The most successful leaders are generally decisive and independent, take into account the advice of others, use good judgment, make sound decisions, and persevere when faced with challenges. An optimistic and positive attitude often contributes to the ability and willingness to take action. John Smith's BarOn EQ-i scores indicate moderate skill in this area, and some improvement may be possible.

Related BarOn EQ-i scales:
Assertiveness, Independence, Optimism.

EQ-i Leadership Report for: John Smith

MHS

Participative

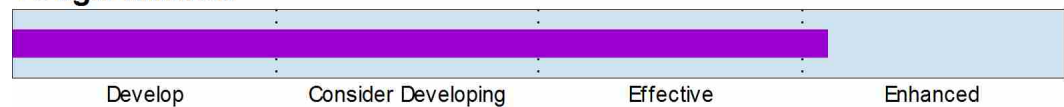| Develop	Consider Developing	Effective	Enhanced

Participative leadership involves interpersonal skills and is related to the organizational and people aspects of leadership. It includes the ability to form working alliances and partnerships that empower the leader to access resources and make changes that affect the organization when required. Participative management also involves the use of listening and communication skills and the ability to put people at ease. The BarOn EQ-i results suggest moderate skill in this area, although some improvement may be possible.

Related BarOn EQ-i scales:
Empathy, Social Responsibility, Interpersonal Relationship, Impulse Control, Happiness.

Tough-Minded

Develop	Consider Developing	Effective	Enhanced

Tough-Minded refers to the ability to show resiliency and perseverance in overcoming challenges. It includes the ability to handle pressure and to be focused on accomplishing goals. John Smith's results indicate an individual with high levels of tough-mindedness. Specifically, scores on Impulse Control, Stress Tolerance, and Self-Regard scales indicate an enhanced ability to persist when faced with obstacles.
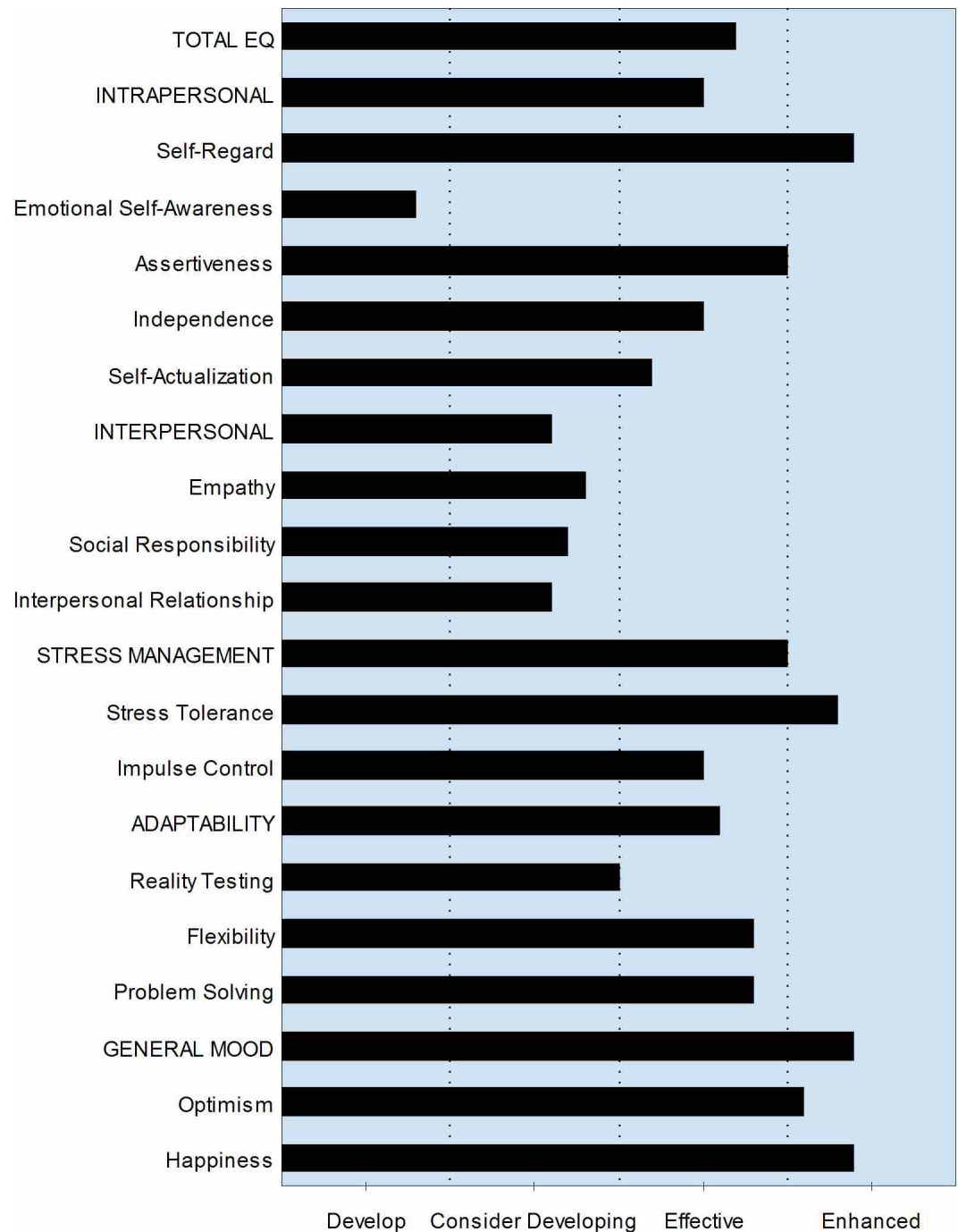
Related BarOn EQ-i scales:
Self-Regard, Stress Tolerance, Impulse Control.

EQ-i Leadership Report for: John Smith

MHS

Profile of Leadership Behavior

This table provides a summary of John Smith's behavioral aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Optimism				■
Action-Taking			■	
Assertiveness			■	
Independence			■	
Optimism				■
Participative			■	
Empathy		■		
Social Responsibility		■		
Interpersonal Relationship		■		
Impulse Control			■	
Happiness				■
Tough-Minded				■
Self-Regard				■
Stress Tolerance				■
Impulse Control			■	

EQ-i Leadership Report for: John Smith

MHS

The following graph shows John Smith's results for all of the areas of emotional and social competency.

| | Develop | Consider Developing | Effective | Enhanced |

Bar chart categories (top to bottom):
- TOTAL EQ
- INTRAPERSONAL
- Self-Regard
- Emotional Self-Awareness
- Assertiveness
- Independence
- Self-Actualization
- INTERPERSONAL
- Empathy
- Social Responsibility
- Interpersonal Relationship
- STRESS MANAGEMENT
- Stress Tolerance
- Impulse Control
- ADAPTABILITY
- Reality Testing
- Flexibility
- Problem Solving
- GENERAL MOOD
- Optimism
- Happiness

EQ-i Leadership Report for: John Smith

MHS

The following section describes each of the BarOn EQ-i scales with cross references to the leadership orientations and leadership pillars.

Total EQ

The total EQ score suggests that John Smith generally attempts to understand himself and express his feelings constructively, tries to understand others and to relate well with them, and typically makes an effort to manage and control his emotions. He manages change on a daily basis and is able to solve problems of a personal and interpersonal nature, for the most part.

Intrapersonal

Intrapersonal capacity is a composite scale that measures self-awareness and self-expression. It entails the ability to be aware of oneself and to understand one's strengths and weaknesses, as well as to express one's thoughts and feelings nondestructively. This composite also measures the ability and drive to set and achieve personal goals, be self-reliant, and be free of emotional dependency on others.

Intrapersonal functioning appears to be effective for the most part. However, it is possible that one or more of the Intrapersonal scale scores are low and could be the focus of improvement. Overall, the results indicate that self-awareness and self-expression are satisfactory. Leaders who score in this range are usually in touch with their feelings and emotions, understand their strengths and weaknesses, and are able to express themselves constructively. They are typically self-reliant, not overly dependent on others, know fairly well what they want, and attempt to achieve their goals.

Self-Regard

Relevant Leadership Areas:
Action-Taking and Tough-Minded Leadership

Self-Regard is an Intrapersonal scale that measures the ability to be aware of, understand, and accept oneself, including one's weaknesses and strengths.

John Smith shows a high level of self-regard. Leaders, like John Smith, who score high on this scale are generally well aware of themselves, understand who they are, and accept both their strengths and weaknesses. They are typically confident and have both high self-esteem and a positive sense of self. As such, they are able to surround themselves with others who help leverage their strengths and complement their shortcomings.

Emotional Self-Awareness

Emotional Self-Awareness is an Intrapersonal scale that measures the ability to be aware of and understand one's emotions. Lack of emotional self-awareness strongly increases the potential for derailment.

Emotional self-awareness is in need of development. John Smith may have difficulty identifying and understanding his emotions which could have an ill effect on work relationships. Unsuccessful leaders typically receive low scores on this scale. The potential for derailment increases if scores are also low on the Happiness and Stress Tolerance scales and especially on the Impulse Control scale.

EQ-i Leadership Report for: John Smith

MHS

Assertiveness

Relevant Leadership Areas:
Process-Oriented Leadership and Action-Taking

Assertiveness is an Intrapersonal scale which measures the ability to express one's feelings, convictions, and opinions nondestructively. Assertiveness is a very important component of process-oriented leadership.

Assertiveness seems to be adequate. For the most part, John Smith is able to express himself. He is able to articulate feelings, convictions, and opinions in a relatively effective and constructive manner that generally fosters open communication. However, John Smith may need to work on pushing boundaries in order to evoke a more open and creative forum among team members.

Independence

Relevant Leadership Areas:
Action-Taking and Tough-Minded Leadership

Independence is an Intrapersonal scale that measures the ability to be self-reliant in both thought and action as well as to be free of emotional dependency on others. Independence is an important component of an Action-Taking leadership style.

Independence seems to be adequately developed, although there may be room for improvement. Results show that John Smith tends to be self-reliant in terms of his thinking and actions. Typically, this person does not overly rely on others when making important decisions and following through with his actions.

Self-Actualization

Relevant Leadership Areas:
Process-Oriented Leadership and Organization-Oriented Leadership

Self-Actualization is an Intrapersonal subscale that measures the ability to set goals and the drive to achieve them in order to realize one's potential. Self-Actualization is an important component of both process-oriented and organization-oriented leadership.

Self-actualization seems to be adequate. For the most part, John Smith appears to have a sense of fulfillment at work and in life in general. This leader is generally able to set realistic and attainable goals and has the drive to pursue them. Like others, John Smith does have times when he feels that more can be accomplished.

Interpersonal

Interpersonal capacity is a composite scale which measures the ability to be aware of others' emotions, feelings, and needs. This entails being able to establish and maintain cooperative, constructive, and mutually satisfying relationships.

Interpersonal functioning appears to be satisfactory, however, it is possible that one or more of the scale scores are low and could be the focus of improvement. This person is generally aware of others' emotions, feelings, and needs and is typically able to establish adequate relationships. For the most part, leaders who score in this range understand and appreciate the feelings, concerns, and needs of their employees and fellow staff. Most social interactions are handled with ease and confidence.

EQ-i Leadership Report for: John Smith

MHS

Empathy

Relevant Leadership Areas:
People-Oriented Leadership and Participative Leadership

Empathy is an Interpersonal scale that measures the ability to be aware of and understand how others feel. It is a key component of people-oriented and participative leadership.

Empathy appears to be satisfactory, although improvement may be possible. For the most part, this individual is aware of and understands how others feel. Generally, John Smith tends to be sensitive to the feelings, concerns, and needs of his coworkers and is able to see the world from their perspective.

Social Responsibility

Relevant Leadership Areas:
People-Oriented Leadership, Organization-Oriented Leadership, Centered and Grounded Leadership, Participative Leadership, and Tough-Minded Leadership

Social Responsibility is an Interpersonal scale that measures the ability to identify with and feel part of one's social group as a cooperative and contributing member. Social Responsibility is an important component of people-oriented leadership, as well as other leadership facets.

Social responsibility seems to be adequate, although some improvements in this area may be possible. Leaders who score in this range generally tend to identify with and feel part of the workplace. Typically, they make cooperative and contributing team members.

Interpersonal Relationship

Relevant Leadership Areas:
Organization-Oriented Leadership and Participative Leadership

Interpersonal Relationship is an Interpersonal scale which measures the ability to establish mutually satisfying relationships with others. Well-developed interpersonal skills strengthen the potential for successful leadership. This is also a key component of organization-oriented leadership.

The level of this individual's interpersonal relationship ability seems to be satisfactory, although improvement may be possible. Generally, John Smith is able to establish mutually satisfying relationships with others.

Adaptability

Adaptability is a composite scale that measures the ability to be responsive, proactive, and adaptive in managing change and in dealing with daily demands and challenges. This entails the ability to realistically and flexibly deal with immediate situations and effectively solve problems as they arise.

Adaptability seems to be in the effective range; however, one or more of the scale scores may be low and could be the focus of improvement. For the most part, John Smith is fairly responsive, proactive, and adaptive in coping with problematic situations as they arise. John Smith appears fairly comfortable when faced with situations, conditions, and circumstances that involve change. John Smith seems able to solve problems in an effective and realistic manner. Despite this, there may be a need to work on being somewhat more responsive, proactive, and adaptive in exercising problem-solving and decision-making abilities when faced with problematic situations.

EQ-i Leadership Report for: John Smith

MHS

Reality Testing

Relevant Leadership Areas:
Organization-Oriented Leadership

Reality Testing is an Adaptability scale that measures the ability to validate one's feelings and thinking with external reality. It is a key component of organization-oriented leadership.

John Smith's level of reality testing seems to be satisfactory, although improvement may be possible. This person is able to effectively validate his feelings and thoughts with external reality. Generally, leaders who score in this range are well grounded and aware of situations that arise in their work environments.

Flexibility

Flexibility is an Adaptability scale that measures the ability to adjust to changes in one's daily life. This requires being able to modify one's thoughts, feelings, and actions in response to changing circumstances.

John Smith's Flexibility score is satisfactory, although improvement may be possible. For the most part, this person effectively adapts to change. He is evidently able to modify his feelings, thinking, and actions to changing circumstances. Such leaders tend to be generally open to new ideas and able to adapt to new situations that occur from time to time. They are typically able to evoke a sense of openness to change when needed to improve the working environment.

Problem Solving

Problem Solving is an Adaptability scale that measures one's ability to generate effective solutions to problems of a personal and social nature.

John Smith's problem-solving ability is satisfactory. Typically, he is able to generate effective solutions to problems of a personal and social nature. Leaders who score in this range are generally able to recognize problems and come up with effective solutions to problems that arise. However, they may not be considered overly creative or innovative in the way they do this. Their problem-solving ability could be enhanced by improving the way in which they evaluate problems, generate potential solutions, and decide upon the most appropriate solution.

Stress Management

Stress Management is a composite scale which measures one's ability to manage and control emotions so that they work for us and not against us.

Stress management seems to be adequate, although there may be room for improvement. For the most part, John Smith is managing and controlling his emotions so that they work for him and not against him.

EQ-i Leadership Report for: John Smith

MHS

Stress Tolerance

Relevant Leadership Areas:
People-Oriented Leadership, Process-Oriented Leadership, Centered and Grounded Leadership, and Tough-Minded Leadership

Stress Tolerance is a Stress Management scale that measures one's ability to effectively and constructively manage emotions, so that adverse and stressful events can be handled without losing control. While a well-developed ability to manage emotions strengthens the potential for successful leadership, difficulty in managing emotions increases the potential for derailment. Stress tolerance is a very important component of both people-oriented and process-oriented leadership.

The results indicate that John Smith received a high score on this scale. Leaders who score high on the Stress Tolerance scale are not only able to cope well with stressful events and solutions, but they are also able to perform at a higher level when under pressure than others. Leaders who score in this range can effectively and constructively manage emotions to cope with adverse and stressful events without losing control. Successful leaders typically receive high scores on this scale. The potential for successful leadership increases if scores are also high on other scales, such as the Social Responsibility, Empathy, Impulse Control, and Happiness. Process-oriented leaders also tend to receive high scores on this scale with their capability increasing if scores are also high on Self-Actualization, Optimism, Assertiveness, and Independence.

Impulse Control

Relevant Leadership Areas:
People-Oriented Leadership, Organization-Oriented Leadership, Centered and Grounded Leadership, Participative Leadership, and Tough-Minded Leadership

Impulse Control is a Stress Management scale that measures one's ability to effectively and constructively control impulses and strong emotions. A well-developed ability to control one's emotions strengthens the potential for successful leadership, while an inability to control them strongly increases the potential for derailment. Impulse Control is a very important component of both people-oriented and organization-oriented leadership.

Impulse control appears to be effective most of the time and in most situations. John Smith is able to effectively control impulses and strong emotions, although there could be occasional problems. For the most part, Leaders who score in this range are able to control their impulses and they are rarely impatient or impulsive.

EQ-i Leadership Report for: John Smith

MHS

General Mood

General Mood is a composite scale which measures one's ability to be optimistic, positive, and sufficiently self-motivated to set and pursue goals.

The results indicate that John Smith has an optimistic and positive outlook on life as well as a high level of self-motivation. Such leaders are typically confident and maintain a positive attitude when faced with difficult situations. More importantly, this attitude helps empower their coworkers when they are faced with difficult situations and helps with perseverance in setting and pursuing personal and organizational goals.

Optimism

Relevant Leadership Areas:
Process Oriented Leadership, Centered and Grounded Leadership, and Action-Taking

Optimism is a General Mood scale that measures one's ability to have a positive outlook and look on the brighter side of life even in the face of adversity. Optimism is a key component of process-oriented leadership.

The results reveal that John Smith obtained a high score on this scale. Leaders, like John Smith, who score high on this scale have a very positive outlook on life even in the face of adversity. They have a tendency to see good in others and to turn difficult situations around. Adverse conditions are often viewed as challenges rather than threats. When things do go wrong, they hope that things will get better. Process-oriented leaders typically receive high scores on this scale. Capability for this type of leadership increases if scores are also high on the Self-Actualization scale and especially on the Assertiveness, Independence, and Stress Tolerance scales.

Happiness

Relevant Leadership Areas:
Organization-Oriented Leadership and Participative Leadership

Happiness is a General Mood scale that measures the ability to maintain a happy disposition, enjoy life, and feel content with oneself, others, and life in general. While the ability to maintain a happy disposition strengthens the potential for successful leadership, an inability to enjoy life and feel content with oneself and others increases the potential for derailment. Happiness is also a key component of both people-oriented and organization-oriented leadership.

Leaders, like John Smith, who score high on this scale typically have a happy disposition, enjoy life, and feel content with themselves, others, and life in general. Their positive approach to things helps create a positive atmosphere at work. Successful leaders typically receive high scores on this scale. People-oriented leaders receive high scores on this scale as well. The capability for people-oriented leadership increases if John Smith's scores are also high on the Social Responsibility scale and especially on the Empathy, Stress Tolerance, and Impulse Control scales. For organization-oriented leaders, who also tend to receive high scores on this scale, this capability increases if John Smith's scores are also high on the Self-Actualization, Interpersonal Relationship, and Reality Testing scales and especially on the Impulse Control scale.

EQ-i Leadership Report for: John Smith

MHS

This section provides developmental recommendations and strategies for improving your leadership skills. To facilitate improvement, it is recommended that you target three to five areas based on the lowest BarOn EQ-i scores that you obtained. Areas falling in the "Develop" or "Consider Developing" categories should be selected, but other areas that seem particularly important for current leadership success may be chosen instead. The following section describes how to put together an appropriate action plan.

People-Oriented Leadership

- Balance your emphasis of interpersonal skill and technical skill. Stay "tuned in" to staff and employee needs, even when pressed by process demands.

- Be aware of the gender and racial differences within the organization. Acknowledge the special days and events of different cultures.

- Unlock the potential of the people on your team. For example, if one of your team members is effective working with people, place them in positions where they can use these talents. The most successful leaders develop their employees, making them feel valued and encouraging them to contribute to the organization.

- How visible are you as a leader? Where possible, apply the "manage by walking around" approach. This provides employees access to you and gives you "eyes and ears" to know what's going on with your organization and with your people.

- Reward people for upgrading their skills and knowledge through simple company-wide acknowledgement and recognition.

- Consider soliciting feedback on your leadership skills from trusted colleagues. Are their views regarding your leadership style similar to your own?

- Do you value the observations of others or do you view people's comments as criticisms? Improving communications with employees is a powerful way to help them feel valued at work.

- Successful leaders use many different methods to communicate information to their staff, including one-on-one meetings, team briefings, and newsletters.

- Effective leaders do not just relay information, but they also encourage feedback. The more a leader encourages communication, the better chance he has of breaking down the stereotypical "them" vs. "us" culture.

- Successful leaders have the ability to adopt the perspective of the other person and are able to understand how that person experiences emotions. Taking the time to understand each member of your team is very important to your leadership success.

- Discuss leadership issues with employees. For this strategy to be effective, you must provide a trusting and confidential environment in which employees can talk honestly. Prevent blaming in these discussions, but try to determine specific impediments to effective leadership.

EQ-i Leadership Report for: John Smith

MHS

Process-Oriented Leadership

- It is important to focus on things over which you have control (e.g., your emotions, thoughts, and behaviors). Do not be preoccupied with things that are out of your control.

- Identify ways of achieving short-term performance outcome goals. What needs to be done to improve productivity, profit, customer service? Set target levels for each performance goal (both individually and collectively). Provide a list of previous years' statistics to serve as a guide.

- Take advantage of seminars and workshops in specialty areas such as new technologies, specific work related skills, or soft skills.

- Make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of your planning and decision-making process.

- Think of a problem you are currently facing at work that will require your leadership skills (e.g., personality conflicts of team members, low team productivity). Think of alternative courses of action, and the pros and cons of each. Get input from relevant people.

- Delegate responsibilities, but don't concede your leadership role entirely. Individuals in leadership positions sometimes go to extremes when delegating tasks; that is, they either delegate too many tasks and lose control of the situation or they take an authoritarian approach and do not consider anyone else's perspective. Remember to empower members of your team by giving them responsibilities; however, be selective with how much responsibility you give them. It is important that you find a balance.

- Who do you know that is getting the leadership results you want? Find a role model and ask that person what his/her strategies are. Write down his/her suggestions.

EQ-i Leadership Report for: John Smith

MHS

Organization-Oriented Leadership

- Do you, as your team's leader, talk about teamwork but fail to demonstrate it? If a leader fails to model the practices of proper teamwork, staff will become less motivated to attain team goals. It is important that leaders be aware of how individuals within the organization feel about the status of team unity. Look into having 360-degree assessments (such as the BarOn EQ-360®) conducted with your group. This is a valuable way to learn more about your leadership strengths and weaknesses.

- Take an active role in celebrating organizational achievements. Whether it involves meeting sales goals, gaining new customers or contracts, successfully meeting certain challenges, or dealing with difficult customers, build in opportunities to recognize the staff members involved. Make public their successes in these situations.

- Reward people for upgrading their skills and knowledge through simple company-wide acknowledgment and recognition.

- An organizational culture that optimizes characteristics such as integrity, honesty, and loyalty is dependent on your leadership effectiveness. Leadership is likely to have a strong influence on the organizational culture, as well as on individuals' belief in the organization.

- Develop a sense of accomplishment within the organization. This can be done by setting clear organizational goals and objectives. Publicize the organizational goals. Chart the progress of these goals in public places, in a manner that is clear and easy for everyone to understand.

- Make sure that each employee has a formal training plan that clearly details areas and methods for growth, a support structure to enable development, and the potential use of a mentor/coach to guide development.

- Foster a learning-type environment in your organization by allowing people to experiment and try new approaches or ideas. You must be willing to allow people to learn from their mistakes.

- Be aware of the gender and racial differences within the organization. Acknowledge the special days and events of different cultures.

- Ensure that your personal objectives and your team's objectives are aligned with the organization's systems, strategies, and people.

EQ-i Leadership Report for: John Smith

MHS

Centered and Grounded Leadership

- Well-grounded leaders (leaders who can manage their emotions) are perceived as better leaders. Determine to what degree you have a balanced, well-grounded style.

- It is important to focus on things over which you have control (e.g., your emotions, thoughts, and behaviors). Do not be preoccupied with things that are out of your control.

- You must show authenticity in your leadership behavior. This is especially true when circumstances or situations change. Review your priorities and examine if your behavior matches those priorities.

- Define your values, likes, and dislikes, and make sure you know what is important to you. Are your values "in line" with your actions? Make sure the differences between your actions and values are small.

- Consider soliciting feedback on your leadership skills from trusted colleagues. Are their views regarding your leadership style similar to your own? Do you value the observations of others or do you view people's comments as criticisms?

- Ensure that personal goals and team goals are realistic. Set goals that are challenging yet achievable.

- Discuss leadership issues with employees. For this strategy to be effective, provide a trusting and confidential environment in which employees can talk honestly. Prevent blaming in these discussions, but try to determine specific impediments to effective leadership.

- Specific aspects of your leadership style should be explored with your supervisor, including your ability to share information, your decision-making processes, coaching opportunities, your ability to provide effective feedback on performance, and your conflict mediation skills. If you do not have a supervisor, talk to someone who will give you meaningful, constructive feedback. As well, you may want to look into 360-degree assessments such as the BarOn EQ-360®. This is a valuable way to learn more about your leadership strengths and weaknesses.

Action-Taking Leadership

- If you are currently not in a leadership role, be proactive and ask others to place you in situations where you can learn about leadership.

- As a leader, it is important for you to be decisive and consistent. Difficult decisions should not be put off for too long. You must demonstrate a willingness to make difficult decisions as well as simple ones.

- Avoid dwelling on the past. When faced with a problem, determine the cause, take corrective action, and move forward, focusing on future behaviors and challenges.

- What problems do you think your team has? What problems do your team members think the team has? Talk to your team members to get a sense of whether or not you are all on the same page.

- Your leadership style may be too reactive and not proactive enough. Look for opportunities in which you can take charge and set the direction of your team.

- Effective leadership often involves taking risks. Try new things, and vary your approach to situations. It's okay to make mistakes, as long as you learn from them.

- Make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of your planning and decision-making process.

EQ-i Leadership Report for: John Smith

MHS

Participative Leadership

- Do you make decisions autonomously or do you involve others? Do you have a tendency to make decisions impulsively or under stress? When making decisions, generate a number of alternative solutions before making the final decision. Additionally, seek input from relevant people.

- Do you use a democratic leadership style or more autocratically functioning leadership? Leaders who build a consensus have been found to be more successful in achieving organizational goals.

- It is important to tell your team members what their roles are and to help them understand what responsibility they have in those roles.

- Clearly define what is expected of each team member. Once every team member understands the pattern of behavior that is expected, each person knows how he/she contributes to the team.

- What are your team's goals? Create goals for your team that are specific, measurable, realistic, and attainable. Have your employees help you create team goals. By obtaining their ideas and views you will create team goals that are in line with the individuals who make up your team.

- Individual goals should support the team's goals and should be revised if major changes to the team take place.

- Is there a shared goal and vision within your team? Employees like to feel good about the team they work for. If they do, they can become enormously powerful advocates for it. Meet with your team to determine staff perceptions of team functioning. Try to understand each team member's perspective when it comes to team goals and identify how each member can become a valuable asset to obtaining those goals.

- What strengths does each of your employees bring to your work team? Ask each individual what their strengths are and how these strengths can be utilized for the good of the team.

Tough-Minded Leadership

- As a leader, it is important for you to be decisive and consistent. Difficult decisions should not be put off for too long. You must demonstrate a willingness to make difficult decisions as well as simple ones.

- If you are having difficulty with this leadership skill, find someone who is qualified to coach you. Talk to this person about his/her leadership experiences and observe him in leadership situations.

- Successful leaders are not only problem solvers, they are problem finders. Look for potential problems in the early stages of development and then take initiative to correct them.

- Create and follow a step-by-step process for working through problems. This can help you not to ignore or avoid problems or pass judgment prematurely, This resulting in improved leadership, productivity, and a more pleasant organizational environment.

- Leaders are not afraid to confront members of the organization when problems arise. They have the courage and initiative to expose the problem and implement solutions to fix it.

EQ-i Leadership Report for: John Smith

MHS

Preparing an action plan is the first step towards improving leadership skills. In order to improve these skills the individual must be motivated, committed, and ready for change. Changes will not happen overnight: they take time and new behaviors need to be practiced. In order for your leadership skills to improve, specific emotional intelligence competencies, important in predicting leadership, need to be repeated, reinforced, and evaluated on a daily basis.

Look at all the EI factors that influence the People-Oriented, Process-Oriented, and Organization-Oriented Leadership areas, as well as the four functional pillars of leadership. Evaluating these factors is an effective way to gauge your strengths and understand the areas that need to be improved. Once all EI factors have been examined, continue with the following steps:

1. Set goals using emotional intelligence as a leadership framework.

2. Identify and address any obstacles to your goals.

3. Seek out experience or resources that will help you learn and practice new behaviors. This may include one-on-one coaching, a 360 degree assessment, performance evaluations, or learning from a role model.

4. Continue practicing new behaviors, and be sure you have some support for your effort. This support may include coworkers, peers, friends, and family.

5. Lastly, review and reassess your behavioral changes to help solidify what you have learned about emotional intelligence and leadership.

Some suggestions for engaging in your action plan are presented in the following pages.

Good Luck! You lead the way!

EQ-i Leadership Report for: John Smith

MHS

SMART© Goal Setting for Leadership Excellence

Top performing leaders make the time to establish clear targets. In order to establish these targets, leaders must set clear and realistic goals for themselves and their teams. Goal setting can help direct focus, increase persistence, and mobilize effort. It also helps individuals develop new strategies to improve problem solving. Use the goal setting suggestions listed below to help you achieve your targets.

Reaching one's goals is much more effective if goals are set **SMART**ly (Drucker, 1954) – that is, they are **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**imely.

Specific – The leadership goals you set must leave no room for interpretation. Vague goals are like bad directions: you may eventually get there, but chances are it won't be by the most direct or efficient route.

Measurable – Explicit, specific, and numerically measurable goals are more effective in facilitating behavior change than general "do your best goals" or no goals at all. Ideally, measure leadership goals objectively (e.g., with numbers) in order that a specific target can be focused upon.

Action-oriented – Just saying "I want to be a better leader" doesn't specify what you need to do to **become** a better leader. You can **want** all you want—but you must act in order to bring about any real change or success. Set goals that pertain to specific weaknesses and that are phrased in terms of specific actions that you will take in order to turn those weaknesses into strengths. These kinds of "action goals" organize your thoughts, increase persistence, and direct your focus.

Realistic – Set goals that are progressively more challenging and ambitious, but that are also achievable. You want to be able to experience success so that you'll be motivated to reach for the next goal.

Timely – When your goals are time-sensitive, you'll be more motivated. Assigning a target date to finish something helps you to manage and structure your time.

Find Time To Start Goal Setting and Make It a Priority!

Drucker, P.F. (1954). *The Practice of Management*. New York, New York: Harper & Row

EQ-i Leadership Report for: John Smith

MHS

Personal Goal Setting Activity

The steps you take towards achieving your leadership goals will determine whether or not you succeed in reaching them. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the SMART© goal setting criteria for each goal.

Specific

Measurable

Action-oriented

Realistic

Timely

Write down five leadership qualities you want to have.

1.

2.

3.

4.

5.

List the resources you will need to obtain these leadership qualities.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

EQ-i Leadership Report for: John Smith

MHS

Make a list of the resources you already have.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Now, make a list of 3 leadership goals that you would like to achieve within the next month. Remember to assign the goal a specific deadline and to provide detailed action steps.

Leadership Goal #1 :   **Deadline: ___/___/___**

Action 1

_____
_____
_____

Action 2

_____
_____
_____

Action 3

_____
_____
_____

EQ-i Leadership Report for: John Smith

MHS

Leadership Goal #2 :   **Deadline: ___/___/___**

Action 1

_____
_____
_____

Action 2

_____
_____
_____

Action 3

_____
_____
_____

Leadership Goal #3 :   **Deadline: ___/___/___**

Action 1

_____
_____
_____

Action 2

_____
_____
_____

Action 3

_____
_____
_____

EQ-i Leadership Report for: John Smith

MHS

Examining Your Leadership Strengths and Weaknesses

Referring to your EQ-I Leadership Report, write down 3 of your leadership strengths and 3 of your weaknesses. In the Resources sections, write down the resources you have that have contributed to your areas of strength. Then, for your 3 leadership weaknesses, write down the resources that you have but have not used that could help turn these areas of weakness into areas of strength. Use the strategies contained in the developmental recommendations section of the report to help facilitate your action plan.

Leadership Strengths

Strength: _____

Resources: _____

_____

Strength: _____

Resources: _____

_____

Strength: _____

Resources: _____

_____

Leadership Weaknesses

Weakness: _____

Resources: _____

_____

Weakness: _____

Resources: _____

_____

Weakness: _____

Resources: _____

_____

EQ-i Leadership Report for: John Smith

MHS

1. Write down 3 different scenarios where people at work reacted positively to your Leadership behavior.

a) _____
_____

b) _____
_____

c) _____
_____

What emotional intelligence resources did you use to help you be an effective leader in these scenarios? Do you think you can use them in other situations? If so, how?

_____
_____
_____
_____

2. Write down 3 different scenarios where people at work reacted negatively to your leadership behavior.

a) _____
_____

b) _____
_____

c) _____
_____

What emotional intelligence resources could you have used to improve the outcome of these scenarios?

_____
_____
_____
_____

What leadership behaviors do you practice at work that may lead to major problems for you? (e.g., being too independent and not advising others in decision making)

_____
_____
_____
_____

EQ-i Leadership Report for: John Smith

MHS

What additional emotional intelligence competencies do you think could help you avoid these types of problems?

_____

_____

_____

_____

Ask others (e.g., peers, direct reports, or managers) to observe your leadership skills in different leadership situations. Have them give you feedback on which leadership skills you need to work on.

Also, be aware that certain strengths can become weaknesses quickly if they are used to extremes. Very high scores on EQ-i scales can involve both positive and negative implications for leadership behavior. For example, a high flexibility score might be critical to adaptation needs for a leader, but excessive flexibility could result in a lack of firmness. High empathy might mean a leader who is in touch with his followers, or someone who cares too much about people to make the tough decisions (e.g., reduce staff).

EQ-i Leadership Report for: John Smith

MHS

Daily Leadership Performance Log

We work on our emotional intelligence skills the same way we work on our muscles — by working out every day to build the muscles we need to perform to our maximum capacity. One important method of improving your emotional intelligence is to keep a daily performance log like the one below. How your emotions affect your thoughts and behaviors will enable you to further understand how emotions impact leadership aptitude and how they can be monitored for optimal change.

Your Name: _____

Date: _____

Please circle what you believe was your overall leadership performance today:

- Great
- Good
- Average
- Poor
- Very Poor

Discuss a situation that occurred today in which your leadership skills were influenced by your emotions.

_____
_____
_____
_____

How did these emotions influence your judgment and decision-making?

_____
_____
_____
_____

EQ-i Leadership Report for: John Smith

MHS

Challenge your beliefs and feelings about the situation. Ask yourself whether there might have been an alternative approach to resolving the situation.

_____

_____

_____

_____

Write down possible solutions to the problem that you have identified.

_____

_____

_____

_____

What resources do you have or you can use to help you with this problem?

_____

_____

_____

_____

EQ-i Leadership Report for: John Smith

MHS

Additional Notes

EQ-i Leadership Report for: John Smith

MHS

"Give us the tools, and we will
finish the job."

---Winston Churchill

EQi

COACH'S SUMMARY

Reuven Bar-On, Ph.D.

Report For:	John Smith
Age:	35
Gender:	Male
Administration Date:	April 11, 2005

MHS

The Coach's Summary provides a complete leadership scoring review, including sections on response validity, as well as benchmarks and profiles of the leadership orientations and behaviors. In this section, relevant developmental strategies and action plans are suggested for dealing with the respondent's leadership strengths and weaknesses.

The coach's role is extremely important to improving the individual's leadership skills. Using the Coach's Summary, a coach will be able to objectively evaluate leadership performance, create specific strategies aimed at improving leadership performance, and monitor progress over time.

Response Validity

The following sections summarize the results of the validity indicators for this assessment.

Inconsistency Index (=5.6)
The score on the Inconsistency Index is not elevated and poses no concern for interpretation.

Positive Impression (PI) Score (=93)
The score on the Positive Impression scale (PI) is not elevated and poses no concern for interpretation.
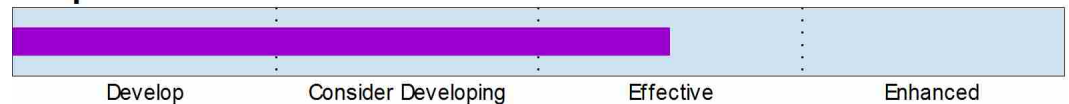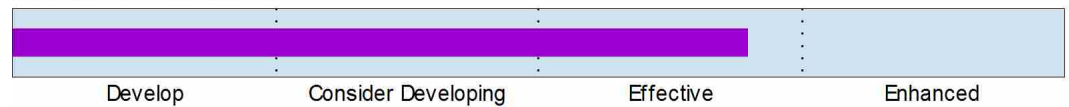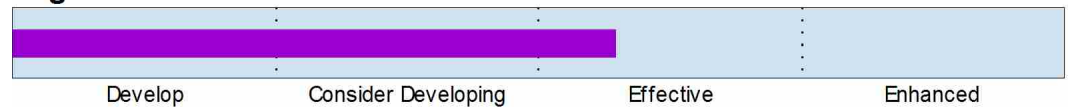
Summary of Validity Scale Results
This assessment should be considered valid.

EQ-i Leadership Report for: John Smith

MHS

This section of the report breaks down leadership skills into various aspects of dealing with people, processes, and the organization as a whole. The results are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Process-Oriented			■	
Organization-Oriented			■	

People-Oriented

Develop	Consider Developing	Effective	Enhanced

Process-Oriented

Develop	Consider Developing	Effective	Enhanced

Organization-Oriented

Develop	Consider Developing	Effective	Enhanced

EQ-i Leadership Report for: John Smith
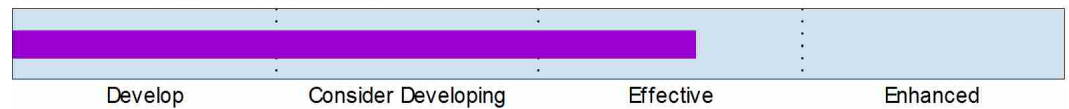
MHS

Profile of Leadership Orientation

This table provides a summary of John Smith's functional aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented			■	
Empathy		■		
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Happiness				■
Process-Oriented			■	
Assertiveness			■	
Independence			■	
Self-Actualization			■	
Stress Tolerance				■
Optimism				■
Organization-Oriented			■	
Self-Actualization			■	
Interpersonal Relationship		■		
Reality Testing			■	
Impulse Control			■	
Happiness				■

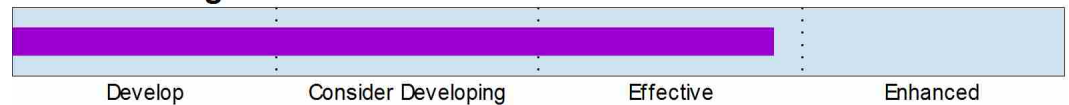EQ-i Leadership Report for: John Smith

MHS

The four pillars of behavioral leadership are based on research conducted by the Center for Creative Leadership (CCL). These pillars contribute in varying degrees to people-oriented, process-oriented, and organization-oriented leadership. They are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Action-Taking			■	
Participative			■	
Tough-Minded				■

Centered and Grounded

Develop	Consider Developing	Effective	Enhanced

Action-Taking

Develop	Consider Developing	Effective	Enhanced

Participative

Develop	Consider Developing	Effective	Enhanced

Tough-Minded

Develop	Consider Developing	Effective	Enhanced

EQ-i Leadership Report for: John Smith
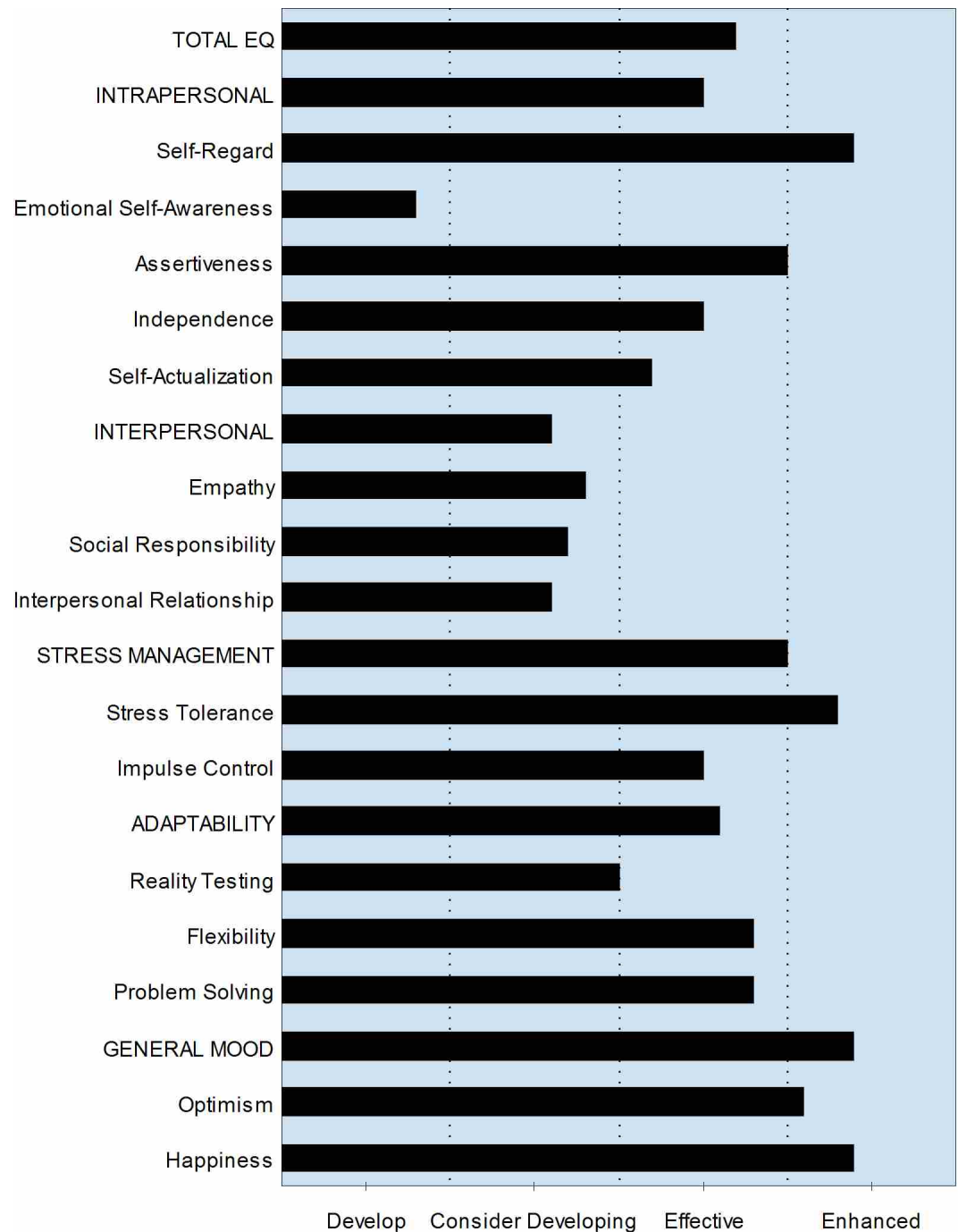
MHS

Profile of Leadership Behavior

This table provides a summary of John Smith's behavioral aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Social Responsibility		■		
Stress Tolerance				■
Impulse Control			■	
Optimism				■
Action-Taking			■	
Assertiveness			■	
Independence			■	
Optimism				■
Participative			■	
Empathy		■		
Social Responsibility		■		
Interpersonal Relationship		■		
Impulse Control			■	
Happiness				■
Tough-Minded				■
Self-Regard				■
Stress Tolerance				■
Impulse Control			■	

EQ-i Leadership Report for: John Smith

MHS

The following graph shows John Smith's results for all of the areas of emotional and social competency.

	Develop	Consider Developing	Effective	Enhanced
TOTAL EQ				
INTRAPERSONAL				
Self-Regard				
Emotional Self-Awareness				
Assertiveness				
Independence				
Self-Actualization				
INTERPERSONAL				
Empathy				
Social Responsibility				
Interpersonal Relationship				
STRESS MANAGEMENT				
Stress Tolerance				
Impulse Control				
ADAPTABILITY				
Reality Testing				
Flexibility				
Problem Solving				
GENERAL MOOD				
Optimism				
Happiness				

EQ-i Leadership Report for: John Smith

MHS

Potential for Leadership Success

This section shows the BarOn EQ-i factors that relate to leadership success based on empirical research findings. The primary factors related to leadership success are provided in the first section, with additional factors listed in the section on secondary factors.

Primary Impact Areas

Research has shown the following scales to be of primary importance in distinguishing successful from unsuccessful leaders.

Assertiveness.
The score on this scale may contribute to the respondent's leadership success.

Self-Actualization.
The score on this scale may contribute to the respondent's leadership success.

Empathy.
The score on this scale may contribute to the respondent's leadership success.

Social Responsibility.
The score on this scale may contribute to the respondent's leadership success.

Interpersonal Relationship.
The score on this scale may contribute to the respondent's leadership success.

Problem Solving.
The score on this scale may contribute to the respondent's leadership success.

Stress Tolerance.
The score on this scale was very high and should help to promote leadership success.

Secondary Impact Areas

The scores for the following BarOn EQ-i scales were high and should help promote leadership success:

- Happiness
- Independence
- Reality Testing
- Self-Regard
- Impulse Control
- Flexibility
- Optimism

EQ-i Leadership Report for: John Smith

MHS

Potential for Derailment

This section deals with the potential for derailment, which is grossly ineffective and unsuccessful leadership. There are many reasons why seemingly promising executives fail in their role as leaders. Although it is probably impossible to anticipate all such eventualities, several results from the current assessment are relevent for the possibility of derailment.

Primary Impact Areas

Research has shown the following scales to be of primary importance for flagging possible derailment.

Emotional Self-Awareness.
The score on this scale was somewhat low and raises some concern for potential derailment.

Interpersonal Relationship.
The score on this scale was not low and does not raise concern for possible derailment.

Impulse Control.
The score on this scale was not low and does not raise concern for possible derailment.

Happiness.
The score on this scale was not low and does not raise concern for possible derailment.

Flexibility.
The score on this scale was not low and does not raise concern for possible derailment.

Secondary Impact Areas

No secondary scales were low enough to raise concern regarding the potential for derailment.

Cautionary Remarks

This report was designed to provide the best interpretation possible based on the responses provided and should not be used as the sole basis for selection, placement, training, succession planning, or other kinds of decision making. This report works best when combined with other sources of relevant information, which might include behavioral observations, performance ratings, or a 360-degree assessment (e.g., BarOn EQ-360®).

The author and publisher are not responsible for misuse of the information provided herein. This report must be used in conjunction with input from an experienced professional who is knowledgeable about the person being assessed and who can refine the assessment based on other available information.

EQ-i Leadership Report for: John Smith

MHS

This section provides examples of developmental recommendations and strategies for improving the respondent's leadership skills.

People-Oriented Leadership

- Poor interpersonal skills have been found to be related to the derailment of leaders. The respondent's interpersonal skills should be evaluated as part of any leadership assessment.

- The leader should be aware of gender and racial differences within the organization. The leader should acknowledge the special days and events of different cultures.

- How well does the leader unlock the potential of the people on his team? The most successful leaders develop their employees, making them feel valued and encouraging them to contribute to the organization.

- How visible is the leader? Where possible, leaders should apply the "manage by walking around" approach. This provides employees access to leaders, and gives leaders "eyes and ears" to know what's going on with their organization and with their people.

- Does the individual acknowledge team members' success? Where possible, the leader should reward people for upgrading their skills and knowledge through simple company-wide acknowledgment and recognition.

- Does the person being assessed use different methods of communicating information to his staff? For example, does the leader conduct one-on-one meetings or team briefings or issue newsletters?

- Effective leaders do not just relay information, but they also encourage feedback. The more a leader encourages communication, the better chance he has of breaking down the stereotypical "them" vs. "us" culture.

- Successful leaders have the ability to adopt the perspective of another person and are able to understand how that person experiences emotions. Taking the time to understand each member of the team is very important to the leader's success.

- The leader should consider soliciting feedback on his leadership skills from trusted colleagues. Are colleagues' views regarding the leader's style similar to the leader's own? Does he value the observations of others or does he view people's comments as criticisms?

EQ-i Leadership Report for: John Smith

MHS

Process-Oriented Leadership

- It is important for leaders to focus only on things over which they have control (e.g., their emotions, thoughts, and behaviors). The leader should not be concerned with things that are out of his control.

- The leader should identify ways of achieving short-term performance outcome goals. For example, what needs to be done to improve productivity, profit, customer service?

- The leader should set target levels for each performance goal. The leader should provide a list of previous years' statistics to serve as a guide and must set targets both individually and with his team.

- Does the individual want to develop his leadership skills? The leader should take advantage of seminars and workshops in specialty areas such as new technologies, specific work-related skills, or soft skills.

- How well does the individual tap into resources in order to help with decision making? Leaders should make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of their planning and decision-making process.

- When problem-solving, does the leader generate alternative solutions before making decisions? The leader should get input from relevant people before decisions are made.

- How are the respondent's delegation skills? Leaders should delegate responsibilities, but not concede their leadership role entirely. The leader should empower members of the team by giving them responsibilities; however, the leader should also be selective with how much responsibility he delegates and to whom.

- Does the respondent have a role model? Who do they know that is getting positive leadership results? The leader should find a role model, ask that person what his strategies are, and make note of helpful suggestions.

EQ-i Leadership Report for: John Smith

MHS

Organization-Oriented Leadership

- Does the leader talk about teamwork but fail to demonstrate it? If he fails to model the practices of appropriate and effective teamwork, the staff will be less motivated to attain team goals. It is important that leaders be aware of how individuals within the organization feel about the status of team unity. Look into having 360-degree assessments (such as the BarOn EQ-360®) conducted with the group. This is a valuable way to learn more about the leader's strengths and weaknesses.

- Does the leader take an active role in celebrating organizational achievements? These achievements can include but are not limited to meeting sales goals, gaining new customers or contracts, successfully meeting certain challenges, or dealing with difficult customers. The leader should build in opportunities to recognize the staff members involved and make staff members' successes public.

- Does the leader reward people for upgrading their skills and knowledge through simple company-wide acknowledgment and recognition?

- An organizational culture that optimizes characteristics such as integrity, honesty, and loyalty is dependent on the effectiveness of the leader. Leadership is likely to have a strong influence on the organizational culture, as well as on individuals' belief in the organization.

- Does the leader develop a sense of accomplishment within the organization? Organizational goals and objectives can be publicized and progress charted in public places in a manner that is clear and easy for everyone to understand.

- The leader should make sure that each employee has a formal training plan that clearly details areas and methods of growth, a support structure to enable development, and the potential use of a mentor/coach to guide development.

- How does the leader influence organizational development? The leader should foster a learning-type environment in the organization by allowing people to experiment and try new approaches or ideas. The leader must be willing to allow people to learn from their mistakes.

- The leader should be aware of gender and racial differences within the organization. The leader should acknowledge the special days and events of different cultures.

- Ensure that the leader's personal objectives and the team's objectives are aligned with the overall organization's systems and people.

EQ-i Leadership Report for: John Smith

MHS

Centered and Grounded Leadership

- People who are well-grounded (i.e., can manage their emotions) are perceived as more successful leaders. Determine to what extent the person you are working with has a balanced, well-grounded leadership style.

- Leaders must show authenticity in their leadership behavior. They must review their behavior to determine if it matches their priorities. This is especially true when situations change.

- How does the individual define his leadership behavior? Leaders should define their values, likes and dislikes, and be able to articulate what is important to them. Are the individual's values in line with his actions? The leader should make sure that the differences between his actions and values are small.

- The leader should consider soliciting feedback on his leadership skills from trusted colleagues. Are their views regarding the leader's style similar to the leader's own style? Does the leader value the observations of others or view people's comments as criticisms?

- Specific coaching opportunities and aspects of the leader's style should be explored with a supervisor, including his ability to share information, make decisions, provide effective feedback on performance, and mediate conflict. If the leader does not have a supervisor to explore leadership factors with, he should talk to someone who will give meaningful, constructive feedback. Additionally, a 360-degree assessment (such as the BarOn EQ-360®) may be a valuable way for the leader to learn more about his leadership strengths and weaknesses.

Action-Taking Leadership

- How developed are the individual's problem-solving skills? Leaders should avoid dwelling on the past. When faced with a problem, a leader should determine the cause, take corrective action, and move forward, focusing on future behaviors and challenges.

- Ask the individual what problems he thinks the team has. Ask what problems the team thinks it has. The individual should talk to his team to get a sense of whether or not they are all on the same page.

- The leader's leadership style may be too reactive and not proactive enough. He should look for opportunities to take charge and set the direction of the team.

- Is the individual willing to take risks when needed? Effective leadership often involves taking risks. The leader should try new things and vary his approach to situations. It's okay to make mistakes, as long as something is learned from them.

- Does the individual confront the task of making tough decisions? It is important for a leader to be decisive and consistent. Difficult decisions should not be put off for too long. Leaders must demonstrate a willingness to make both simple and difficult decisions.

- Does the individual use all available resources before making decisions? Leaders should make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of their planning and decision-making process.

- If the potential leader is currently not in a leadership role, he should be proactive and ask to be placed in situations where he can learn about leadership.

EQ-i Leadership Report for: John Smith

MHS

Participative Leadership

- Does the leader make decisions autonomously or does he consult with others? Does the leader have a tendency to make decisions impulsively or under excessive stress? When making decisions, the leader should generate a number of alternative solutions and receive input from the relevant people before making a final decision.

- Does the leader use a democratic leadership style or a more autocratically functioning leadership style? Leaders who build a consensus have been found to be more successful in achieving organizational goals.

- It is important for the leader to tell team members what their roles are and to help them understand what responsibility they have in those roles.

- The leader should clearly define what is expected of each team member. Once every team member understands the pattern of behavior that is expected, each person knows how he should contribute to the team.

- What are the goals of the leader's team? With the help of employees, the leader should create goals that are specific, measurable, realistic, and attainable. By obtaining employees' ideas and views, the leader will create team goals that are in line with the team members.

- The leader's goals should support the team's goals and should be revised if major changes to the team take place.

- Is there a shared goal and vision within the leader's team? Leaders should meet with their team to determine staff perceptions. Employees like to feel good about the team they work for. If they do, they can become tremendously powerful advocates for it.

- What strengths does each of the leader's employees bring to the team? The leader should ask each individual what his strengths are and how these strengths can be utilized for the good of the team.

Tough-Minded Leadership

- How does the individual handle making tough decisions? It is important for a leader to be decisive and consistent. Difficult decisions should not be put off for too long. Leaders must demonstrate a willingness to make difficult decisions as well as simple ones.

- If the leader is having difficulty with this leadership skill, he should learn from a qualified teacher or coach. The teacher or coach should talk to John Smith about his own leadership experiences and observe John Smith in leadership situations.

- Successful leaders are not only problem solvers, but they are also problem finders. Is the individual proactive in identifying problems? Is he able to find problems in the early stages of development and then take initiative to correct them?

- The leader should create a step-by-step process for working through problems to help him avoid ignoring or avoiding the problem or passing judgment prematurely. The results should be improved leadership, productivity, and a more pleasant organizational environment.

- What is the individual's Assertiveness score on the BarOn EQ-i? Successful leaders are not afraid to confront members of the organization when problems arise. They have the courage and initiative to expose the problem and suggest solutions.

EQ-i Leadership Report for: John Smith

MHS

Preparing an action plan is an important step in improving leadership skills. In order to improve these skills, the individual must be motivated, committed, and ready for change. Changes will not happen overnight: they take time and new behaviors need to be practiced. In order for leadership skills to improve, specific emotional intelligence (EI) competencies, important in predicting leadership, need to be repeated, reinforced, and evaluated often.

Examine those EI factors that impact the people-oriented, process-oriented, and organization-oriented leadership styles, as well as the four behavioural "pillars" of leadership. Evaluating these factors is an effective way to gauge strengths and understand the areas that need to be improved. Once all EI factors have been examined, continue with the following steps:

1. Set goals using emotional intelligence as a leadership framework.

2. Identify and address any obstacles to the goals.

3. Use resources that will help the individual learn and practice new behaviors. This may include one-on-one coaching, a 360 degree assessment, performance evaluations, and/or learning from a role model.

4. Make sure that the new behaviors are practiced, and that reinforcement and support are provided for positive efforts and accomplishments. This support may come from a coach, coworkers, peers, friends, and family.

5. Lastly, review and reassess these leadership styles and behaviors with the individual.

There are a series of worksheets provided at the end of the Coach's Summary that will help to create an action plan. These forms are set up so that the individual can work through them independently or with a coach.

EQ-i Leadership Report for: John Smith

MHS

Tips for your initial meeting with the individual

Be prepared with the following information:

- What emotional competencies does your client need to work on?
- What are your client's strengths? How can they be leveraged to improve leadership skills?
- What resources can you give the client that will be helpful in improving his leadership skills?
- What are your coaching goals for this session?
- What are your plans for achieving those goals?

Tips for subsequent meetings with the individual

Be prepared with the following information:

- What emotional competencies does your client still need to work on?
- What was planned in your prior meeting with this client that was not done? Is it still needed?
- What was done in your prior meeting with this client that was not planned? Should those actions be included in the coaching strategy? If yes, revise plans accordingly.
- What resources can you give the client that will be helpful in improving his leadership skills?
- What are your coaching goals for the next session?
- What are your plans for achieving those goals?

EQ-i Leadership Report for: John Smith

MHS

SMART© Goal Setting for Leadership Excellence

Top performing leaders make the time to establish clear targets. In order to establish these targets, leaders must set clear and realistic goals for themselves and their teams. Goal setting can help direct focus, increase persistence, and mobilize effort. It also helps individuals develop new strategies to improve problem solving. Use the goal setting suggestions listed below to help set appropriate targets.

Reaching one's goals is much more effective if goals are set **SMART**ly (Drucker, 1954) – that is, they are **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**imely.

Specific – The leadership goals that are set must leave no room for interpretation. Vague goals are like bad directions: it is possible that the individual will eventually achieve the goal, but the chances are it won't be by the most direct or efficient route.

Measurable – Explicit, specific, and numerically measurable goals are more effective in facilitating behavior change than general "do your best goals" or no goals at all. Ideally, measure leadership goals objectively (e.g., with numbers and figures) in order that a specific target can be focused upon.

Action-oriented – Just saying "I want to be a better leader" doesn't specify what needs to be done to accomplish the goal. Actions bring about real change and success. Set goals that pertain to specific weaknesses and are phrased in terms of specific actions that will turn weaknesses into strengths. These kinds of "action goals" organize thoughts, increase persistence, and direct focus.

Realistic – Set goals that are progressively more challenging and ambitious, but that are also achievable. Some success motivates people to strive to attain the next goal.

Timely – Time-sensitive goals have more motivational impact.

Drucker, P.F. (1954). *The Practice of Management*. New York, New York: Harper & Row

EQ-i Leadership Report for: John Smith

MHS

Additional Notes

Date Printed: April 13, 2005
End of Report

EQ-i Leadership Report for: John Smith

MHS