

## Emotional Intelligence Profile

Executive report

Sample

Case study 1

1 January 2015



# Your Emotional Intelligence Profile Executive report

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# About this report

This is a confidential report which is to be used under the guidance of a trained professional who is qualified to use the **Emotional Intelligence Profile**. The information in this report should only be disclosed to third parties with the prior agreement of the participant.

A full understanding of this analysis should also take into account other relevant information such as personality, actual experience, skills and knowledge, current circumstances, culture etc.

## Your Emotional Intelligence Profile Executive report contains the following:

- A brief explanation of the six key parts of Emotional Intelligence.
- Your score on sixteen different aspects of Emotional Intelligence.
- A description of your score on each of the sixteen Emotional Intelligence scales.
- A list of your responses to each question.
- A colour coded summary of your profile in relation to the six key parts of Emotional Intelligence.

Emotional Intelligence focuses you on the personal changes you may need to make in order to get the best out of yourself and truly engage, inspire and motivate others.

# Introduction to Emotional Intelligence

Emotional Intelligence is a combination of attitudes and behaviours that distinguish outstanding performance from average performance. Emotional Intelligence provides a framework for understanding how you manage yourself to be personally and interpersonally effective:

## Personal Intelligence

- Being effective at picking up what is going on inside of you (**Self Awareness**) and taking appropriate actions to manage yourself (**Self Management**).

## Interpersonal Intelligence

- Being effective in picking up what is going on for other people (**Awareness of Others**) and taking appropriate action to manage them (**Relationship Management**).

Your Emotional Intelligence is influenced by your attitudes. In particular, your attitude towards yourself (**Self Regard**) and your attitude towards other people (**Regard for Others**). To make developmental changes stick, it is important to develop the right attitudes along with your behaviours. The relationship between the various parts of Emotional Intelligence is shown in the diagram below.

	Personal Intelligence	Interpersonal Intelligence
Behaviour	Self Management	Relationship Management
Feeling	Self Awareness	Awareness of Others
Attitude	Self Regard	Regard for Others

## Who you are being compared against

The Emotional Intelligence questionnaire is a self-report measure and your Emotional Intelligence Profile reflects your self-perceptions. Your results are based on a comparison with a mixed group of over 6,000 leaders from a range of large organisations. The Emotional Intelligence questionnaire is specifically designed for senior leaders and aims to challenge and emphasise areas for potential improvement within this high performing group. Your results are compared against other high performers; therefore a low score is still relative to the top end of the working population.

# Your Emotional Intelligence profile

## Linear scoring

Scores are presented in decile bands. Each score is equivalent to 10% of the comparison group. For example, a decile score of 1 sits within the lowest 10% range. Therefore, a score of 8 would mean that 80% of the comparison group rated themselves equal to or lower than you rated yourself and 20% of the comparison group rated themselves higher. The ideal position is to score higher on each scale.

## Attitude

### 1. Self Regard



The degree to which you accept and value yourself.

### 2. Regard for Others



The degree to which you accept and value others as people, as distinct from liking or approving of what they may do.

## Feeling

### 3. Self Awareness



The degree to which you are in touch with your physiology, feelings and intuitions.

### 4. Awareness of Others



The degree to which you are in touch with the feelings of others.

## Self Management

### 5. Emotional Resilience



The degree to which you are able to pick yourself up and bounce back when things go badly for you.

### 6. Personal Power



The degree to which you believe that you are in charge of, and take sole responsibility for, your outcomes.

### 7. Goal Directedness



The degree to which you relate your behaviour to long-term goals.

### 8. Flexibility



The degree to which you feel free to adapt your thinking and your behaviour to the changing situations.

### 9. Connecting with Others



The extent and ease with which you are able to make significant connections with other people.

### 10. Authenticity



The degree to which you invite the trust of others by being principled, reliable, consistent and known.

## Multi-scale scoring

Multi-scale scores are presented in decile bands. Each score is equivalent to 10% of the comparison group. For example, a decile score of 1 sits within the lowest 10% range. Multi-scale scores measure whether you display too much, too little or the ideal amount on a particular scale. The ideal position is to score low on the red scales (too little and too much) and high on the green scale (ideal). The blue bar represents the degree to which this overall balance between the three scales is achieved.

## Relationship Management

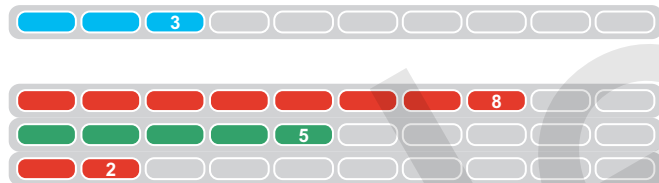
### 11. Trust

Your tendency to trust others.

**Mistrustful**

**Carefully Trusting**

**Over Trusting**



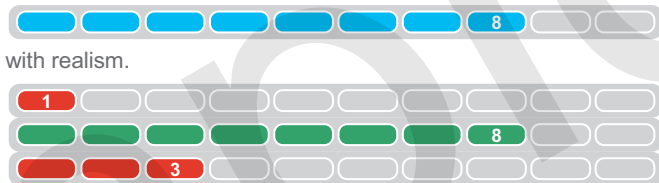
### 12. Balanced Outlook

How well you manage to balance optimism with realism.

**Pessimistic**

**Realistically Optimistic**

**Over Optimistic**



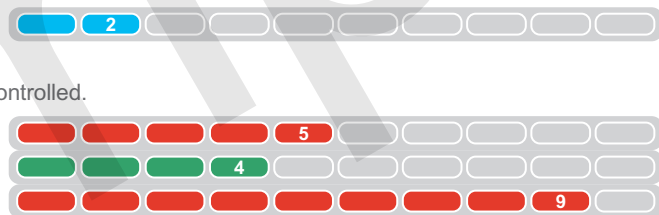
### 13. Emotional Expression and Control

The degree to which you are emotionally controlled.

**Under Controlled**

**Free and in Charge**

**Over Controlled**



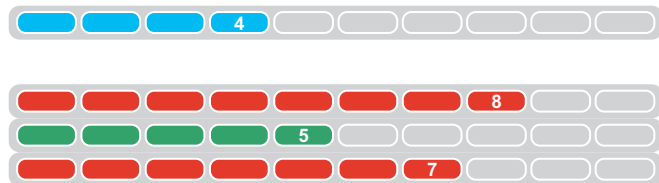
### 14. Conflict Handling

How well you handle conflict.

**Passive**

**Assertive**

**Aggressive**



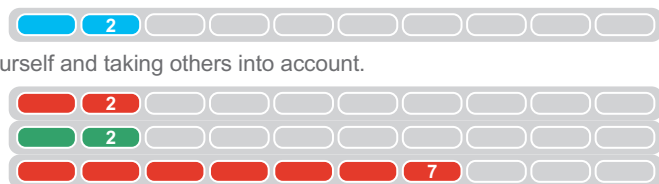
### 15. Interdependence

How well you manage to balance taking yourself and taking others into account.

**Dependent**

**Interdependent**

**Over Independent**



## Developing your Emotional Intelligence

### 16. Reflective Learning

The degree to which you enhance your Emotional Intelligence by reflecting on what you and others feel, think and do.



# Your narrative section

## 1. Self Regard



**Definition** The degree to which you accept and value yourself.

### Interpretation

Your Self Regard score was high compared to other leaders. Developing and maintaining your Self Regard or self-esteem is a prerequisite for effective leadership. Having high Self Regard suggests that you feel mostly happy with yourself and who you have become and have reasonably strong inner confidence. High Self Regard will enable you to accept your strengths and weakness, welcome feedback and be open to change without feeling threatened or defensive. Despite there being aspects of yourself you may want to change, you are less inclined to put yourself down. This unconditional acceptance of yourself will mean that rather than feeling driven to behave in a certain way in order to feel good about yourself, you are able to work flexibly and non-defensively. High Self Regard will assist you to view mistakes as opportunities for learning, to take risks, to be authentic, to inspire others and to show vulnerability. Compelling humility is displayed through combining high Self Regard with high Regard for Others. Combining these elements will enable you to build close, open and collaborative relationships. Leaders that excel in the workplace take steps to maintain and cultivate their Self Regard.

### Your key descriptors

- Authentic and non-defensive.
- Stay calm and centred, keeping challenges in perspective.
- Can flex personal comfort zones.
- Sense of inner-confidence and well-being.
- Acceptance of weakness without being too self critical.

### Building and managing strengths

- When you have to make tough or unpopular decisions, draw upon your inner Self Regard to be strong and assured.
- Use your Self Regard to inspire others. Check that they don't feel threatened by your higher Self Regard. Demonstrate modesty and Regard for Others to encourage their motivation.
- If you receive a put-down, which is when someone criticises you as a person rather than what you have done, ask them to give you examples and clarify with evidence.
- If you tend to only think of yourself in positive terms at work extend this to your home life too.



## 2. Regard for Others

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### Definition

The degree to which you accept and value others as people, as distinct from liking or approving of what they may do.

### Interpretation

Your Regard for Others score was fairly low compared to other leaders. Regard for Others lies at the heart of effective leadership and getting the best from people. If on occasions you tend to start from a slightly negative or critical position towards people this may make it more difficult for you to really hear their concerns and develop good working relationships. A negative attitude towards others may be manifest in a tendency to take too much control, blame others for mistakes or make disparaging remarks. Displaying less Regard for Others could also significantly impair peoples' Regard for themselves; if you pay less attention to others, for example forget their name or sometimes ignore them, they are likely to feel undervalued. If your goal is to inspire high performance then it is critical to show Regard for Others and pay attention to their needs so that they feel significant and motivated.

### Your key descriptors

- Tend to be more task than people focused.
- Less likely to adapt and respond to people's needs when under pressure.
- A tendency to tell rather than ask questions.
- Sometimes critical or unsympathetic towards people.
- May doubt others competence or feel impatient towards people.

### Development suggestions

- Notice and recognise when others do something well and show your appreciation.
- When critiquing performance, balance negative feedback with positive feedback and ensure you focus on behaviour while guarding against making it overly personal.
- Make time for people and give them your full attention while you are with them. Practice asking questions than making statements – seek to understand a person's point of view first.
- Try to do the small things that can make a big difference, for example remembering a person's name, a smile, saying "good morning" or asking them a question.

### 3. Self Awareness



<b>Definition</b>	The degree to which you are in touch with your body, your feelings and your intuitions.
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#### Interpretation

Your Self Awareness score was typical of other leaders. Self Awareness in Leadership Intelligence terms goes beyond self knowledge, for example knowing what you are good or poor at, personal likes and dislikes or typical patterns of behaviour. In this case, Self Awareness is the awareness of your physiology and feelings in a given moment in time, and an understanding of the impact these have on your thinking and behaviour. Your score suggests you have reasonable awareness of your feelings, needs and typical reactions to things. However, there is room for you to develop your Self Awareness further; if you learn to notice your feelings early, then you will be more able to intervene and prevent the feeling from negatively impacting your behaviour, for example frustration turning to anger. Likewise, if you learn to notice how you feel under stress you are more likely to learn what causes you stress and how to manage this effectively. Further developing your Self Awareness will provide a firm platform for improving your overall Leadership Intelligence.

#### Your key descriptors

- Tend to understand own emotional responses to different stressors.
- Display reasonable awareness of own values and needs.
- Sometimes ignore, bottle or compartmentalise emotions.
- Display reactive behaviour when not managing emotions effectively.
- Could develop better use of intuition to support decision making.

#### Development suggestions

- Keep a record of your emotional responses. This helps to identify your emotional reactions, which provides a first step to managing them.
- Choose to share your feelings with someone you trust. Talking through your feelings may help you to learn your patterns of behaviour and their impact on your leadership performance.
- Be prepared to listen to and trust your gut reaction. Next time you make an organisational decision, check whether it feels like the right decision as well as if it is logically the right decision.
- Consider how your feelings from yesterday may still be affecting your feelings and/or your behaviour today. Ask yourself how this might impact on your leadership style and how others view you.

## 4. Awareness of Others



<b>Definition</b>	The degree to which you are in touch with the feelings of others.
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### Interpretation

Your Awareness of Others score was typical of most other leaders. This ability is a vital attribute for understanding how to motivate, engage and lead people. Your score on this scale suggests you have a reasonable capacity to understand, empathise and pay attention to the feelings of others. You generally notice people's individual needs and wants and therefore adapt and respond appropriately to them. However, there is room for you to develop your Awareness of Others further as sometimes you may be more inwardly focused and less interested in people. This may result in you sometimes appearing as insensitive, blunt or overly direct. You may have developed an attitude towards some people of 'I already know,' or 'I don't need to know about others' rather than an interest and openness to finding out. Underlying an Awareness of Others is an appreciation for and valuing of individual differences. You may also want to further enhance your level of interpersonal sensitivity and empathy which are essential for building relationships, team-working, handling conflict, motivating and influencing others. Further developing your ability to read people could make a considerable difference to your success in leading change and influencing people.

### Your key descriptors

- Generally pay attention to and show interest in others.
- Reasonable understanding of individual's motivations and needs.
- Sometimes lack tact, interpersonal sensitivity and empathy.
- Not always aware of the impact you have on others.
- May occasionally form assumptions about others which are inaccurate.

### Development suggestions

- When exploring how a person is feeling about a situation, reflect this back to them so as to demonstrate that you have listened and to check the accuracy of your understanding.
- Seek out opportunities to enquire about what others' are thinking and feeling, for example about a decision during a meeting are they positive, concerned or excited?
- Increase your empathy by imagining yourself in the other person's position and openly acknowledging the feelings of another person during the conversation.
- During conversation, observe body language and tone of voice; notice how people talk to you and their facial expressions. Subtly mirror body language to build rapport.

## 5. Emotional Resilience

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<b>Definition</b>	The degree to which you are able to pick yourself up and bounce back when things go badly for you.
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### Interpretation

Your Emotional Resilience score was high compared to other leaders. Leadership can be exciting but such positions are also accompanied by inherent pressure. Your high score suggests that you are effective at applying your inner resources to cope with the demands of leadership. For example, you are more likely to learn from failure than let it get you down, remain calm in a crisis, think through problems rationally, look for and find solutions to challenges, be more forgiving towards yourself when you make mistakes and keep problems in perspective rather than ruminate over things. Your higher Emotional Resilience will help you to keep your focus when times get tough and remain flexible when under pressure. You may take good care of yourself physically through exercise and nutrition. Effective recovery and relaxation periods will help maintain your energy, particularly in times of stress and adversity. Continuing to use the habits of mind, body and behaviour that enhance Emotional Resilience, will help you counter the effects of stressful roles and create a platform for resilient leadership effectiveness.

### Your key descriptors

- Effectively manage energy levels during stress and anxiety.
- Take a balanced view about what you can control and keep problems in perspective.
- See mistakes as learning opportunities and bounce back from disappointments.
- Robust capacity to cope with set backs.
- Remain calm in a crisis and think through problems rationally.

### Building and managing strengths

- Being emotionally resilient is a useful attribute so long as you do not tend to deny or ignore real problems. If something is on your mind and it keeps coming into your mind, this is a sign to address it quickly.
- As a leader you may be tempted to prove your Emotional Resilience, that you can cope with all challenges, and not to show weakness. Continue to keep a calm disposition during stressful periods and ensure that you acknowledge the difficulties you experience.
- Even though you may bounce back easily from different problems you encounter, it is helpful to talk them through with a coach or another trusted individual.
- Develop advanced skills in Emotional Resilience, for example when things are going wrong consider the positives in the situation or what actions you can take to improve it. Ask yourself what you can learn from the situation.
- Be mindful of your physical needs and ensure you are not neglecting them in order to achieve a task. Impaired physical state can lead to reduced resilience.

## 6. Personal Power



<b>Definition</b>	The degree to which you believe that you are in charge of, and take sole responsibility for, your outcomes.
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### Interpretation

Your Personal Power score was very high compared to other leaders. Leaders displaying high Personal Power recognise what they can influence, continually exercise choice in their actions and decisions, accept accountability and feel self-determined, empowered and in control. Your high score suggests that you have a strong sense of self-determination and responsibility for what happens around you and for creating your future. High Personal Power is often associated with having confidence in your skills and abilities to take action and create effective outcomes. If you have a clear view of what you want, you will be able to channel your confidence and energy in an appropriate direction. You are likely to see yourself as being responsible for your own development and your capacity for change. In summary, if you believe you can or you believe you can't do something, then this is what will probably happen. Continuing to take Personal Power so you feel self-assured and empowered is an important aspect of self-determined leadership.

### Your key descriptors

- Strong sense of control or influence over circumstances.
- See self as responsible for taking action and accept accountability for outcomes.
- Identify clear options and exercise high levels of personal choice.
- Feel empowered and self-determined.
- Quickly identify scope of influence within most situations.

### Building and managing strengths

- Ensure that your expectations are such that you feel challenged and motivated, but not overwhelmed. This also applies to motivating others and setting their expectations.
- Reflect on the role you take in different situations. Are you able to let others take control, or do you always seek to be in charge?
- Request to take on responsibilities that take you out of your comfort zone. Ensure that you ask for adequate support to do this so that what you and others expect of you is achievable.
- See if you can develop even more advanced levels of Personal Power. For example, on occasions when you normally think you have no responsibility for a situation, such as those in which chance, luck, accidents and other people's actions figure; consider the possibility that you did have some influence over events.

## 7. Goal Directedness



<b>Definition</b>	The degree to which you relate your behaviour to long-term goals.
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### Interpretation

Your Goal Directedness score was high compared to other leaders, suggesting that you know what you want and have a sense of purpose and direction to get there. As a leader this may help you to keep your goals in mind, so that what you do moves you towards rather than away from them. One reason leaders do not achieve their goals is that they are too easily distracted with competing priorities. Your high score on this scale suggests that you keep the end goal in mind and are likely to put strategies in place for success, for example; planning ahead, setting stretching targets and having clearly-defined objectives. You are also likely to possess some personal qualities such as perseverance, focus, self-discipline, inner conviction and a will to succeed. However, it is important that you also remain flexible to changing demands in how you achieve your goals, and that your goals are also those of your organisation. Being Goal Directed may also help you feel satisfied and motivated in your work life, as knowing what you want is the first step to making it happen. Continuing to develop your Goal Directedness will enable you to create a compelling set of personal aims that are intrinsically motivating and provide a personal compass for focused effort and future personal development.

### Your key descriptors

- Clear focus on achieving personal development goals.
- Can maintain focus and not be easily distracted.
- Know what gives you personal satisfaction and motivation.
- Clear on personal wants and goals.
- Engage in long-term thinking and future planning.

### Building and managing strengths

- As a leader it is common to constantly strive for more. Ensure you balance this with enjoying the present and valuing what you already have.
- Continue to be clear on your long-term goals and check that you have balanced this with clarity on short-term goals. Project forward five years and consider how what you are doing now meets your long-term aspirations.
- Review at the end of each day whether you achieved your daily goals; what blocked you from achieving them and what you intend to do about them.
- Consider how your goals are motivated by your underlying values, for example; to be of service to others, to be successful, to be productive and to be creative.

## 8. Flexibility

3

### Definition

The degree to which you feel free to adapt your thinking and your behaviour to match the changing situations of life.

### Interpretation

Your Flexibility score was fairly low compared to other leaders. Different people and different situations require different leadership styles; the capacity to be flexible is therefore an absolute requirement for the effective leader. Your lower Flexibility score suggests that in some situations such as under work pressure, you tend to be less willing to move outside of your comfort zones and try new ways of doing things. This may limit your ability to adapt appropriately to change or new working environments. If on these occasions you adopt an overly rigid approach when interacting with people you will likely meet with resistance. Being seen by others as inflexible could limit your ability to influence and motivate them, work collaboratively, create well-rounded solutions or fully engage with groups you lead. If you tend to stick to doing what is familiar you may be exposed to fewer learning experiences – slowing the development of your broader leadership capability. Leadership development involves continued personal change and development. Improving your Flexibility will help assist significant and rapid personal growth.

### Your key descriptors

- May be slower to change or adapt personal ways of working.
- May be less willing to adapt and accommodate to the needs of others.
- Will sometimes stick to own preferences rather than situational requirements.
- May be slower to innovate or embrace new ideas.
- May be less flexible and stay within own comfort zones when under pressure.

### Development suggestions

- Before making a decision or reacting to a proposed organisational or role change, spend a few minutes considering alternative ways of responding.
- Consult the views of others and consider each opinion and suggestion from the perspective that it could be the best way forward. Also consider the advantages for the change.
- Check that you are not rejecting change for the wrong reasons, such as a fear of the unknown, feeling outside of your comfort zone or stuck habits.
- If you find changing your behaviour difficult, start with small changes which hold no risk, for example move your watch from the wrist you normally keep it on to the other for a few days. Notice your initial reactions and the time it takes for you to feel comfortable.

## 9. Connecting with Others

2

### Definition

The extent and ease with which you make significant connections with other people.

### Interpretation

Your Connecting with Others score was fairly low compared to most leaders. Your ability and willingness to build strong relationships and networks is an important part of sustainable leadership effectiveness. Evidence shows that strong relationships boost job satisfaction, improve job retention and increase creativity. Your low score suggests you may have a tendency to be guarded about yourself and may not invest sufficient time into building and maintaining relationships. People may sometimes experience you as slightly detached, which may limit your ability to form close connections. You may have a preference to be more formal and business-like in your interactions, tending to wait for others to initiate contact and prefer not to talk openly about emotions. There may also be situations when you are more shy and retiring and lack confidence with people. Building networks and the breadth of your relationships requires investing time and energy into making connections with people. Strengthening the depth of your connections with people requires being open, listening without judgment and being prepared to express your feelings and vulnerabilities. Doing this will help you to build trusting relationships, create effective networks at work, gain people's support in times of need and generally enhance the quality and depth of your relationships.

### Your key descriptors

- May lack social confidence in some situations.
- Could invest more time into building relationships.
- May sometimes appear guarded, closed or slightly detached.
- May focus more on tasks than on people.
- May take time to form connections and engage with people.

### Development suggestions

- Make a deliberate effort to initiate contact with people and communicate with them face to face.
- Make it part of your daily routine to spend time getting to know people.
- Notice what you don't share when talking with people; risk being more open than you would usually. For example, when appropriate, share something about yourself on a personal level, express your feelings and share your vulnerabilities.
- Identify which area of relationships is stronger for you – 'depth' or 'breadth'. Experiment in developing the area that is least strong.



## 10. Authenticity



<b>Definition</b>	The degree to which you invite the trust of others by being principled, reliable, consistent and known.
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### Interpretation

Your Authenticity score was typical of most leaders. Acting authentically means first being trustworthy and secondly being known as someone who is trustworthy. Your score suggest you are authentic in most situations. However when under pressure you may become less reliable, inconsistent or may not fulfill your commitments. One explanation for this could be if you have a tendency to try to please others by agreeing to do things that you are unable to deliver. Another aspect to Authenticity is being predictable and known. If people find you to be more difficult to get to know or to read, they may feel less inclined to trust you. In the main you probably have a reasonable understanding of your core values and principles and act in accordance with these. Most of the time what you believe matches what you do, you remain true to your values and you can be relied upon. However, as a leader there may still be opportunity for you to develop this further. By consistently behaving in line with your values and principles, people will more likely feel comfortable in working alongside you.

### Your key descriptors

- Usually reliable and can be depended upon.
- Have integrity, guiding values and principles.
- May change direction too readily in an attempt to meet others' expectations.
- Some people may find you difficult to know or hard to read.
- May sometimes over-commit on what you can deliver.

### Development suggestions

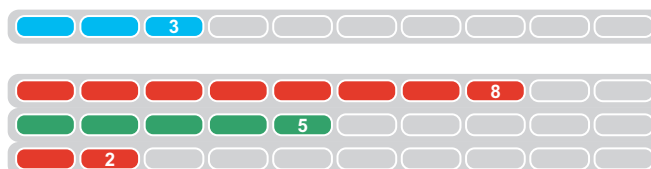
- Continue to keep your beliefs, feelings and aspirations aligned, ensuring that you are acting with integrity and Authenticity. You may find it helpful to talk to someone else to help you do this.
- Ask a range of people who experience you in different settings whether you are consistent and reliable with them in all situations. Ensure that you extend your reliability to all people in all situations. Ask them what they would like you to do to improve on this even further.
- Be reliable and keep your promises, only agree to deliver on things if you have made an assessment of your workload and priorities to ascertain how achievable it is.
- Being an authentic leader sets a good example to others. Create a team and work environment where others also act responsibly and honestly.

## 11. Trust

Mistrustful

Carefully Trusting

Over Trusting



<b>Definition</b>	Your tendency to trust others.
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### Interpretation

Your Mistrust score was high compared to other leaders. Trust is a key component in developing collaborative and supportive relationships. Your scores suggest that you are typically cautious about trusting others until they have proven themselves. For example, you may question people's motives and treat people with a degree of skepticism. This may mean that you prefer to maintain tight control over people's work, protect your ideas, regularly check up on people or do not give others the benefit of the doubt. If people are aware that you lack Trust in their abilities or them personally it will likely undermine their confidence in themselves. You may feel uncomfortable delegating work to others or only delegate to a select few people. As a result, you may have a tendency to take on too much work yourself or miss opportunities to develop others through delegating stretching assignments and providing the appropriate support. There are a number of reasons for developing a Mistrusting approach to others. You may have very high self-expectations which have led you to develop unrealistically high expectations of others. You may work in an environment where a risk-averse or more cautious approach is required. Alternatively, your role may require you to be wary of people's motives generally. Whatever the reason, there is a balance to be struck between unquestioningly expecting the best from people and Mistrusting their competence. Displaying the correct degree of Trust in others will help create a positive and reassuring work environment of mutual Trust and respect.

### Your key descriptors

- Reluctant to delegate and take too much work on personally.
- Questioning of people's motives.
- Keep people at a distance.
- Manage people's work very closely.
- May lack confidence in people's ability to complete tasks.

### Development suggestions

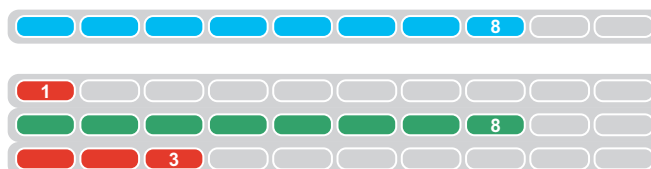
- Ask others what they need in order to complete a task effectively; check whether they want more or less input from you.
- Check yourself from over-generalising about people or situations. For example, if a person didn't deliver on one task you may think they never deliver on any task.
- Calibrate your expectations of others (and yourself); are they fair and realistic? Allow room for others to learn from their mistakes. Provide training where necessary.
- Check whether you have provided people with the right information and communicated your expectations accurately and clearly before assuming they will not deliver.

## 12. Balanced Outlook

Pessimistic

Realistically Optimistic

Over Optimistic



**Definition** How well you manage to balance optimism with realism.

### Interpretation

Your Realistic score was very high compared to other leaders. Research confirms that those who are realistically optimistic enjoy greater success in their work, relationships and have significantly improved well-being. Your scores suggest that you tend to be positive in your expectations and general view of situations, while at the same time balancing this with a sense of reality. Expectations may become self-fulfilling i.e. if you anticipate good results you are more likely to experience them. Importantly, you are unlikely to ignore what may go wrong and balance optimism with a sense of realism for what is possible. Such a Balanced Outlook will help you set aspirational but achievable goals, and your positive outlook, motivation and confidence will positively impact on others. You are also likely to check assumptions and facts and look for contradictory evidence, which will help to improve your overall judgment and decision making. As a leader, inspiring and motivating people to follow you, by projecting a positive view of the future combined with a realistic plan of how to get there is essential. Balanced Outlook is an important attribute to develop in order to shape the way you and other people view the future in a positive and meaningful manner.

### Your key descriptors

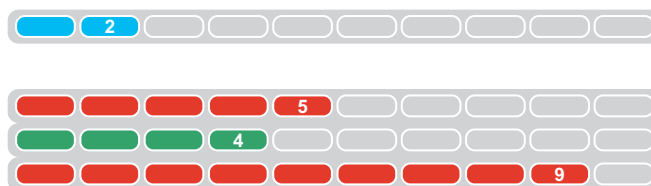
- Demonstrate sound judgment and decision making.
- Keep problems and difficulties in perspective.
- Set stretching but achievable goals or expectations.
- Accurately assess if ideas will work in practice.
- Inspire confidence in others.

### Building and managing strengths

- Use your sense of realism to provide balance and guidance to other's who may be overly optimistic or pessimistic.
- Notice when your frame of mind is affecting your perception. Engage your ability to be realistic and separate out your subjective feelings from objective facts.
- Continue to use your realism to make concrete the connection between organisational vision and operational delivery. Help others translate long term goals into workable action plans.
- There may be occasions when your balanced approach frustrates other people who are more Pessimistic or Overly Optimistic. Be aware of how others differ from you and guide them gently rather than expose their weaknesses.

### 13. Emotional Expression and Control

Under Controlled  
Free and in Charge  
Over Controlled



**Definition** The degree to which you balance emotional expression with emotional control.

#### Interpretation

Your score on Emotional Over Controlled was very high compared to other leaders. Expressing emotions and passion can be a real asset for a leader, especially when motivating or influencing people. Your score suggests that you have a tendency to be Emotionally Over Controlled and suppress the expression of your feelings. Expressing emotions helps leaders relate to and engage with people. Being Emotionally Over Controlled may appear to others as lack of warmth and responsiveness to their needs; people may find it difficult to gauge your true intentions, feel you are less appreciative or overly logical and find it difficult to build rapport. Therefore, overly suppressing the expression of your feelings could affect your ability to develop and maintain effective relationships. The effective expression of emotion is a core element of inspirational leadership, without it you may experience difficulty in truly engaging others in achieving the vision. If you tend to bottle up emotions and not express them effectively, overtime there is a risk that this approach will have a negative physiologically impact, e.g. elevated blood pressure and stress related ill-health. Learning to effectively express emotions with skill and control is an important element of building good relationships and inspiring others.

#### Your key descriptors

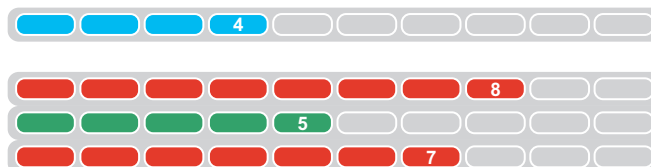
- Demonstrate very high levels of emotional self-control.
- Attempt to hide own feelings from others.
- May feel uncomfortable when others display emotion.
- Appear socially cautious, distant, very logical or business-like.
- Refrain from overt expressions of enthusiasm or passion.

#### Development suggestions

- When you are around people who express their feelings with calmness and control, take note of the impact they have on others and you. Ask for their advice on the approach they take.
- Find opportunities to safely and gradually express your feelings more often. Starting with feelings and situations you find more comfortable. Record the differences this makes to improving your relationships and achieving your goals.
- Being Over Controlled does not necessarily mean you experience less emotion than other people do. Consider how else you may be releasing your feelings, e.g. through physical activity. Seek to broaden the effective expression of emotion to other areas of your work.
- Although high levels of emotional expression may not come naturally to you, work is not devoid of feeling. Make a conscious effort to notice and acknowledge the emotions of others and demonstrate your passion; for example, overtly state your commitment and show encouragement.

## 14. Conflict Handling

Passive  
Assertive  
Aggressive



**Definition** How well you handle conflict and how assertive you are.

### Interpretation

Your scores on Passive and Aggressive were both very high compared to other leaders. People are different and want different things, therefore managing conflicts and asserting yourself is an inevitable part of a leadership role. Your scores suggest that you may demonstrate a tendency to suppress your feelings and bottle up your frustrations (Passive). These emotions may eventually build up and be released with insufficient self control (Aggressive). There will be occasions where a leadership role will require you to assert your views strongly and deal with opposition or seek compromise and work collaboratively. If you find disagreement or resistance uncomfortable you may be tempted to ignore problems or take on extra work rather than risk confrontation. You may put your own needs second, put up with things that are not right for you or agree to things that you do not want. Over time this may result in feelings of frustration, anger and impatience, adversely affecting your perspective and judgment. Frustration can also manifest less overtly as Passive-Aggressive, for example ignoring others input and pushing ahead regardless. However, your average score on Assertive indicates that you are capable at managing conflict and acting assertively when required to do so. Developing your Conflict Handling and assertiveness skills will help enhance your ability to negotiate, maintain relationships, deal with confrontation and collaborate.

### Your key descriptors

- Initially less inclined to assert own wishes or opinions.
- Capitulate easily and then become rigid.
- May be Passive-Aggressive, e.g. seek opinions but ignore them.
- Suppress own emotions and may become confrontational or hostile.
- Can deal with confrontation and act assertively when necessary to do so.

### Development suggestions

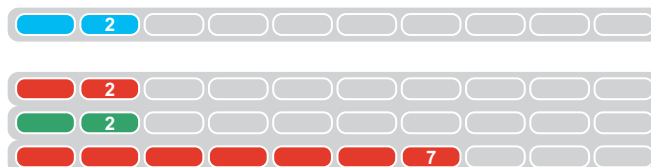
- Practice listening to others and reflecting back what you have heard, before giving your opinion.
- If you feel yourself becoming frustrated, learn how to calm down. For example, breathing deeply, taking a short break, or expressing feelings before they become too strong.
- Take care that your personal ambition and drive does not have a detrimental affect on others. For example, being overly competitive, only focusing on tasks and not people, or you losing sight of the team objectives.
- Most people feel uncomfortable giving feedback, yet often the person receiving it is more able to deal with it than we expect. If you tend to avoid addressing issues, don't make excuses and deal with them early.

## 15. Interdependence

Dependent

Interdependent

Over Independent



<b>Definition</b>	How well you manage to balance taking yourself and others into account.
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### Interpretation

Your Over Independence score was very high compared to other leaders. Leadership is a collective endeavor; therefore it is vital you work alongside others effectively. Your scores suggest that you may have a preference for working on your own and to do things in your own way. Although having the courage of your convictions, being willing to be in the minority and being able to work independently are all attractive attributes. As a leader, this needs to be balanced with the flexibility to work collaboratively, be consultative and work in teams. The effect of being overly independent could be that you take too much on yourself, inhibit others by making decisions for them, do not fully consider how your actions will impact others, show a lack of appreciation towards others contributions, become isolated from your team or find it difficult to work in collaboration with people. You may have an individualistic nature, have low trust or confidence in others, or have a strong desire to feel in control of what you do. Whatever the reason, developing your capacity to work interdependently is necessary for effective leadership, team working, collaboration and building effective relationships.

### Your key descriptors

- Comfortable making own decisions and relying on self.
- May not consult or consider others perspectives fully.
- May be seen as a reluctant team player and as individualistic.
- May take on too much responsibility.
- Strong preference to work independently.

### Development suggestions

- If you have a preference for being an individualistic expert, endeavour to share your expertise and thinking with others. Involve people early in a prospect; elicit their ideas before deciding the way forward.
- Having your own inner conviction is a good basis for leading others; ensure you convey this to people in a way they can engage with.
- For a piece of work you have, check whether there is someone more appropriate to delegate it to and allocate time to develop and coach them to complete the work.
- Create a team environment where generating ideas and solutions are encouraged. Where ideas are welcomed without criticism, ridicule or risk.

## 16. Reflective Learning

3

<b>Definition</b>	The degree to which you enhance your Leadership Intelligence by reflecting on what you and others feel, think and do.
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### Interpretation

Your Reflective Learning score was fairly low compared to other leaders. Research has overwhelmingly found that the most effective leaders are lifelong learners; learning to feel, think and behave differently based upon experience and changing circumstances. Your Reflective Learning score was fairly low, suggesting that you tend not to reflect greatly upon your experiences and that you may have an informal approach to self-development or raising your own self-knowledge. Reasons for this may be that your attention is focused more on the future or the immediate present; you may not have much interest in personal development or you may not have learnt how to engage effectively in self-development practices. If this is the case, there is a risk that you may repeat mistakes without integrating learning from past experiences or be reactive in adjusting your behaviour to new situational demands. Additionally, your personal and professional development could become overly narrow or outdated. In order to remain an effective leader it is important to develop the attitudes and skills of lifelong learning and fully engage in your own personal and professional development.

### Your key descriptors

- May not focus enough on what to develop or how.
- Over rely on current approach and skill set.
- Fairly slow to adjust or adapt to changing circumstances.
- May not seek out and listen enough to constructive feedback.
- May believe in development but often too busy to address it.

### Development suggestions

- Build a clearer picture of your strengths and development areas. Actively seek feedback from your boss and subordinates, undertake a 360 feedback process and ask people for their views.
- Show others you take your development more seriously; lead by example, state you development areas, make time to develop your strengths and close important development gaps.
- Get clear on your development goals and identify what success at the next level up looks like. Find a success profile against these roles then accurately assess yourself against these requirements.
- Record regular reflections on your week, both positives and negatives, and what you choose to take from these experiences. Ensure you build these reflections into useable information to guide your future behaviour.

# Your item analysis

The item analysis lists all the items in the questionnaire. These are divided into three sections:

- These are items that you rated yourself **Low** on (scores **1** and **2** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.
- These are items that you rated yourself **Average** on (score **3** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.
- These are items that you rated yourself **High** on (score **4** and **5** on a 1 to 5 scale) in terms of this aspect of Emotional Intelligence.

The purpose of these items is to help you understand your profile scores in more detail. Your profile scores are purely a reflection of your answers to the questionnaire. Only you know why you gave the response you did. If your response is in the **red zone** then consider how this may block your effectiveness. If your response is in the **green zone** then consider how this may be used to enhance your effectiveness.

## Attitude

Scale and Response	Item
<b>Regard for Others</b>	
Agree	I find it difficult to understand people who have opposite feelings or beliefs to my own.
Disagree	I see it as my job to understand and accept others and not to judge them.
Agree	Some people tend to find me somewhat judgmental and unsympathetic.
Agree	It is hard for me to tolerate some people.
<b>Regard for Others</b>	
Neither agree or disagree	I am sympathetic to a whole range of other people.
Neither agree or disagree	I tend to be critical of other people.
<b>Self Regard</b>	
Strongly disagree	I need to change some things about myself if I am to be happy.
Strongly agree	I am very happy with myself and who I have become.
Strongly disagree	I worry about my shortcomings.
Strongly agree	I accept and am happy with all of me.
Disagree	I am prone to feelings of self doubt and insecurity.
Agree	I have complete belief in myself.
Disagree	I tend to put myself down with negative self-talk.
Disagree	I often need encouragement to feel ok about myself.
<b>Regard for Others</b>	
Agree	I feel empathy for others and accept how they are.



## Feeling

Scale and Response	Item
<b>Self Awareness</b>	
<i>Agree</i>	I tend to bury and ignore my feelings.
<b>Awareness of Others</b>	
<i>Disagree</i>	I am better than most at understanding people.
<i>Disagree</i>	I can tell how other people are feeling.
<i>Disagree</i>	I make a particular point of asking others how they are feeling.
Scale and Response	Item
<b>Self Awareness</b>	
<i>Neither agree or disagree</i>	I only register my feelings when they are very powerful.
<i>Neither agree or disagree</i>	I am not the sort of person to get in touch with my feelings easily.
Scale and Response	Item
<b>Self Awareness</b>	
<i>Agree</i>	I pay a lot of attention to what my body tells me.
<i>Disagree</i>	I am not an intuitive sort of person.
<i>Agree</i>	I know how my different feelings express themselves in my body.
<i>Agree</i>	I can detect even the smallest changes in how I feel.
<i>Agree</i>	I incorporate my intuitions into my thinking.
<b>Awareness of Others</b>	
<i>Disagree</i>	I am not as sensitive or aware of other people's feelings as some people are.
<i>Agree</i>	I can easily see something from another person's perspective.
<i>Agree</i>	I pick up easily what is happening for other people.

## Self Management

Scale and Response	Item
<b>Flexibility</b>	
Agree	Once I have made my decision, I stick to it whatever.
<b>Connecting with Others</b>	
Agree	I find it uncomfortable when people are very emotional with me.
Disagree	There are many people I can easily call on for help.
Agree	I am a closed and private person.
Disagree	I like to get close to other people by sharing feelings with them.
Agree	I do not find it easy making new friends.
<b>Authenticity</b>	
Agree	I often behave in a certain way to impress other people.

Scale and Response	Item
<b>Flexibility</b>	
Neither agree or disagree	I particularly like to try new ways of doing things.
Neither agree or disagree	I find unexpected change unsettling.
Neither agree or disagree	It is easy for me to adjust my responses to changing conditions.
Neither agree or disagree	It is sometimes difficult for me to change the way I do things.
<b>Connecting with Others</b>	
Neither agree or disagree	I do not put a lot of time into maintaining friendships.
Neither agree or disagree	I live a more isolated existence than most.

Scale and Response	Item
<b>Emotional Resilience</b>	
Disagree	I fairly easily get despondent or depressed.
Strongly agree	When things go badly, I bounce back easily.
Disagree	When I am upset or anxious, I quite often don't know how to deal with it.
Agree	I have the capacity for managing stress.
Agree	I can let go, relax and manage my anxiety.
Strongly agree	I pick myself up easily when faced with problems.
Strongly agree	I am a very resilient person, especially in difficult times.
<b>Personal Power</b>	
Strongly disagree	Other people sometimes have more control over what happens to me than I do.
Strongly agree	I am confident in my abilities.
Agree	I am entirely in control of my life.
Strongly agree	I know I can achieve anything that I put my mind to.
Agree	I have made all my own success.
Agree	I believe that I alone am always responsible for everything I do.
Strongly agree	I find ways of getting what I want.
<b>Goal Directedness</b>	
Disagree	I am not always sure what I want.
Strongly agree	People would say I am a very determined person.
Disagree	I tend to just go with the flow rather than have any plan.
Strongly agree	I go for what I want.
Agree	I tend to set myself explicit targets and goals, which then govern my behaviour.
Agree	I can completely control my behaviour in order to achieve my ends.
Agree	I am conscious of how to manage my feelings to get what I want.
<b>Flexibility</b>	
Agree	I am not stuck in my ways.
<b>Authenticity</b>	
Disagree	If I make a mistake I will sometimes try to cover it up.
Agree	My core beliefs dictate a lot about how I behave.
Disagree	My beliefs and attitudes can shift depending on who I am with and on the situation.
Agree	I know what my inner principles are and live by them.
Strongly agree	The way I live my life completely fits and reflects my values.
Agree	I am true to myself even if it means risking disapproval.

## Relationship Management

Scale and Response	Item
<b>Mistrustful</b>	
<i>Agree</i>	I tend to be suspicious of other people's motives and reliability.
<i>Agree</i>	I have learned not to take anyone's word for anything.
<i>Agree</i>	There are only a few people I would ever depend on.
<i>Agree</i>	I need to know someone fairly well before I will tell them anything personal.
<b>Carefully Trusting</b>	
<i>Disagree</i>	I assume people to have good intentions, unless proven otherwise.
<i>Disagree</i>	In my experience on the whole people live up to the trust I place in them.
<b>Under Controlled</b>	
<i>Agree</i>	I sometimes have difficulty in choosing how and when to express my feelings.
<i>Agree</i>	When I am angry I sometimes can't help being aggressive.
<b>Free and in Charge</b>	
<i>Disagree</i>	I show my feelings naturally, but only when I choose to do so.
<b>Over Controlled</b>	
<i>Agree</i>	I find it difficult to say what I really feel.
<i>Agree</i>	Some people find me a bit inhibited and unemotional.
<i>Strongly agree</i>	I keep my emotions well under control.
<i>Agree</i>	I am not a spontaneous sort of person.
<b>Passive</b>	
<i>Agree</i>	I tend to give way when other people oppose me.
<i>Agree</i>	I dislike and try to avoid confrontation.
<b>Aggressive</b>	
<i>Agree</i>	I can be a fairly aggressive person.
<b>Interdependent</b>	
<i>Disagree</i>	I work well with others and take them into account, but do not depend on them too much.
<b>Over Independent</b>	
<i>Strongly agree</i>	I am an individualist - liking to do things my way.
<i>Agree</i>	It frustrates me when other people get involved in what I am doing.
<i>Agree</i>	I prefer working on my own.
<i>Agree</i>	I sometimes find it difficult to take other people into account.

Scale and Response	Item
<b>Over Trusting</b>	
<i>Neither agree or disagree</i>	I am a very trusting person.
<b>Over Optimistic</b>	
<i>Neither agree or disagree</i>	I always believe that everything will turn out fine, even when things look bad.
<b>Free and in Charge</b>	
<i>Neither agree or disagree</i>	I can express my feelings easily, but can choose when and how to do so.
<i>Neither agree or disagree</i>	I am at ease with my feelings, but also in control of them.
<i>Neither agree or disagree</i>	It is easy for me to show how I feel, but also to hide my feelings.
<b>Passive</b>	
<i>Neither agree or disagree</i>	I go along with things I don't really like to avoid confrontation.
<i>Neither agree or disagree</i>	I sometimes put up with things I do not like because I find it difficult to stand up for myself.
<b>Assertive</b>	
<i>Neither agree or disagree</i>	I keep calm even when others become angry.
<i>Neither agree or disagree</i>	I am capable of challenging people without undermining them.
<i>Neither agree or disagree</i>	I know how to ask for what I want and am not inhibited about doing so.
<b>Aggressive</b>	
<i>Neither agree or disagree</i>	When I have a disagreement with someone, we fall out.
<i>Neither agree or disagree</i>	When I am upset and angry I tend to attack other people.
<i>Neither agree or disagree</i>	It is hard for me to always stay calm and respectful when I disagree with someone.
<b>Interdependent</b>	
<i>Neither agree or disagree</i>	I enjoy collaborative working.
<i>Neither agree or disagree</i>	I enjoy interacting with other people and stand up for myself when necessary.
<i>Neither agree or disagree</i>	I find the give and take of social relationships easy.

Scale and Response	Item
<b>Carefully Trusting</b>	
<i>Agree</i>	I incline toward trusting others, but protect myself by checking in what respects and to what extent they are trustworthy.
<i>Agree</i>	I trust others, but not to the extent of putting myself at risk.
<b>Over Trusting</b>	
<i>Disagree</i>	I am very ready to trust others unconditionally.
<i>Strongly disagree</i>	I tend to be very open with people even if I don't know them well.
<i>Strongly disagree</i>	Some people think I am sometimes naive and gullible.
<b>Pessimistic</b>	
<i>Strongly disagree</i>	I often expect the worst before I attempt something new.
<i>Disagree</i>	I have a fear of failure.
<i>Strongly disagree</i>	I tend to exaggerate problems.
<i>Disagree</i>	I anticipate problems rather than successes.
<b>Realistically Optimistic</b>	
<i>Strongly agree</i>	I am fairly optimistic but test my hopes against reality.
<i>Agree</i>	I am confident of my success, but at the same time realistic.
<i>Strongly agree</i>	I expect things to go well, but check to see what is really happening.
<i>Agree</i>	I am neither over-optimistic nor over-pessimistic.
<b>Over Optimistic</b>	
<i>Strongly disagree</i>	I sometimes get into trouble because I assume that everything will always be fine.
<i>Disagree</i>	I tend to believe what I want to believe.
<i>Disagree</i>	I do not often check out the realism of my hopes and revise them accordingly.
<b>Under Controlled</b>	
<i>Disagree</i>	If I have a strong feeling, I let it out no matter what.
<i>Disagree</i>	I do things on the spur of the moment that I regret later.
<b>Assertive</b>	
<i>Agree</i>	I welcome critical feedback and find it easy to accept.
<b>Dependent</b>	
<i>Strongly disagree</i>	When starting a task, I feel unsure of myself until other people have approved my plans.
<i>Strongly disagree</i>	I do not feel comfortable working independently.
<i>Disagree</i>	I prefer to follow rather than to lead.
<i>Strongly disagree</i>	It is sometimes hard for me to make decisions without support from others.

## Developing your Emotional Intelligence

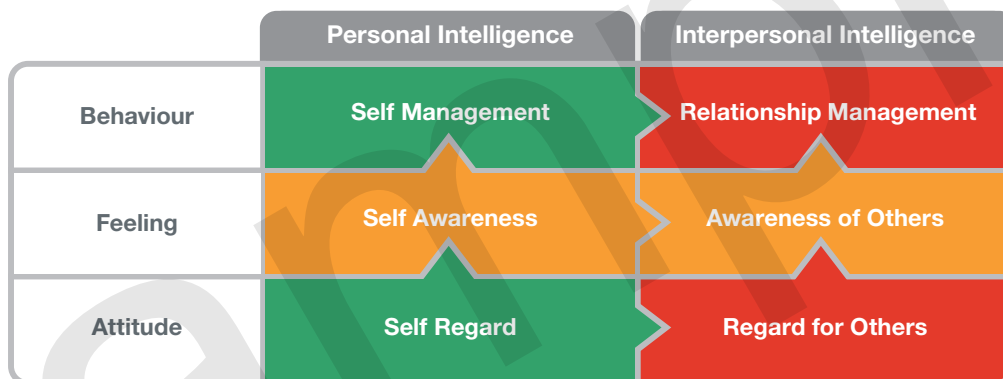
Scale and Response	Item
<b>Reflective Learning</b> <i>Disagree</i>	I frequently review each day, my successes and failures, and identify what I have learned.
<b>Reflective Learning</b> <i>Disagree</i>	I often reflect deeply about myself and change my behaviour accordingly.
<b>Scale and Response</b>	<b>Item</b>
<b>Reflective Learning</b> <i>Neither agree or disagree</i>	I notice what works and what doesn't in my interactions with others, and change my behaviour accordingly.
<b>Reflective Learning</b> <i>Neither agree or disagree</i>	I change my behaviour as a result of asking for feedback from others.
<b>Scale and Response</b>	<b>Item</b>
<b>Reflective Learning</b> <i>Agree</i>	I am easily able to review what I, and other people, have done in a non-judgmental way so that I can get the full learning out of it.
<i>Agree</i>	I measure my achievements against my goals and work out why I did or did not get what I wanted, and what I can learn from that.

# Your summary profile

Your Emotional Intelligence results represent your responses to questions relating to each of the sixteen scales. The measurement for the questionnaire works by calculating how different your patterns of responses to the questions are when compared to a large group of other responses.

The Summary Profile below represents your overall level of effectiveness (strengths and development areas) on each of the six parts of the Emotional Intelligence framework. These have been colour coded as follows:

- You rated yourself lower than the other leaders rate themselves.
- You rated yourself about the same as the other leaders rate themselves.
- You rated yourself higher than the other leaders rate themselves.



## Pause for reflection

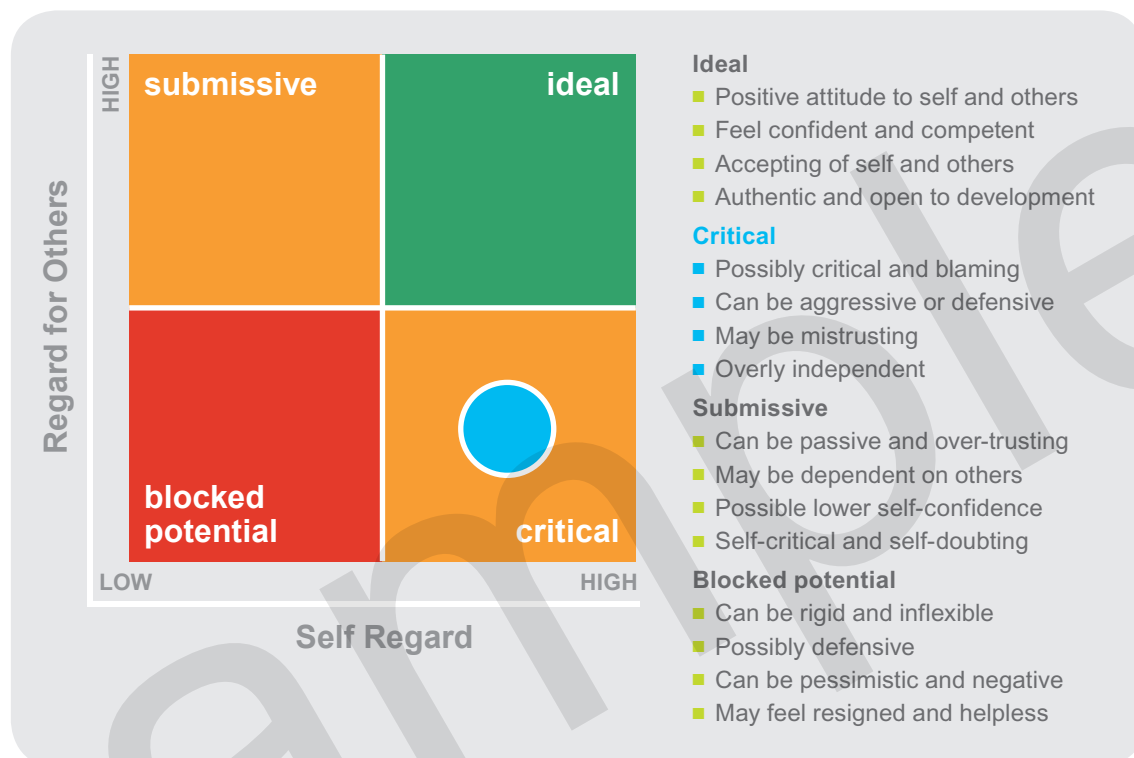
The profile above indicates your view of your own Emotional Intelligence at the time you completed the questionnaire:

- Consider the difference between your Personal Intelligence (the left side of the model) and your Interpersonal Intelligence (the right side of the model).
- Consider the difference between the three levels: your Attitude (the bottom of the model), your Feeling (the middle part of the model) and your Behaviour (the top of the model).

Scores are not necessarily good or bad. They should be used to help you focus on 'where you are now' against 'where you want to be'.

## Your Attitude summary

The matrix below gives an indication of the balance between your **Attitudes of Self Regard** and your **Regard for Others**. Your score is shown by the **blue ball**. The most effective position is to be **ideal** towards the top right hand corner; the least effective position is to be **blocked potential** towards the bottom left hand corner.



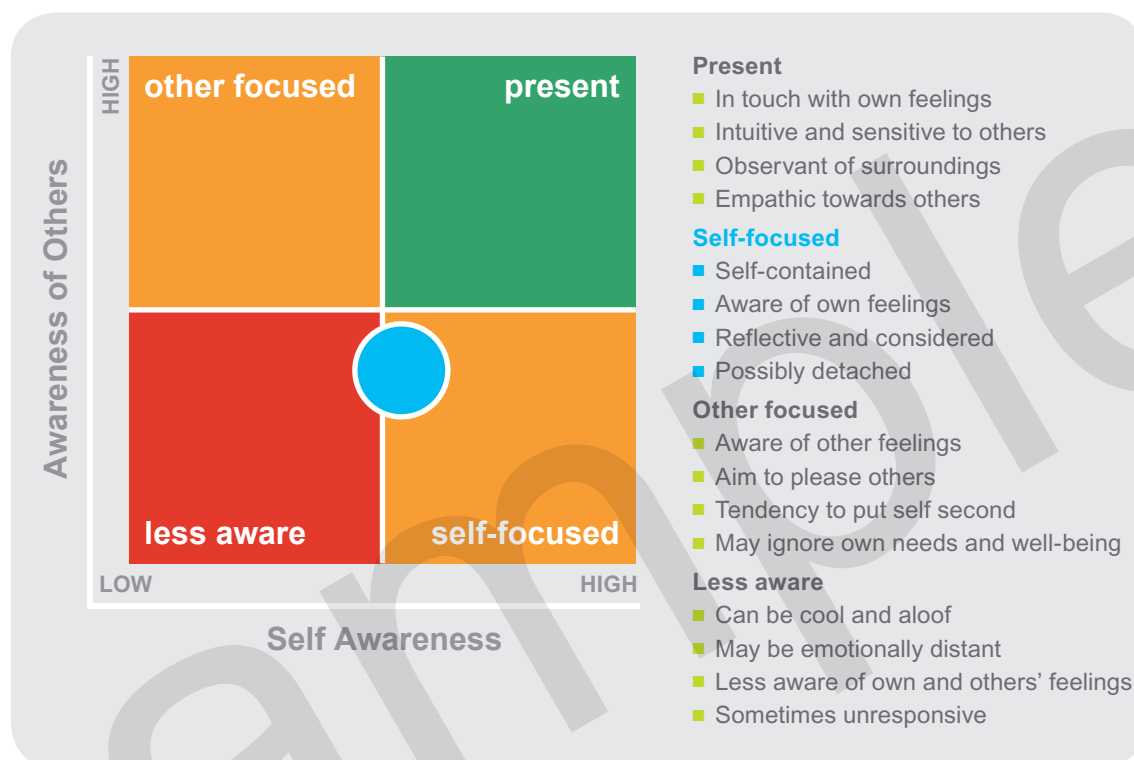
### Summary description

Your Self Regard score is higher than your Regard for Others score. This attitude may lead to behaviour such as being self-absorbed, mistrustful, not listening, rigidly sticking to your own way of doing things or prioritising your needs over other peoples'. These behaviours may occur more when you are experiencing stress. If you consistently adopt this approach other people may feel that you are unfairly critical, or hardly ever notice the good things they do.

To develop greater Regard for Others, practice adopting the attitude that people are doing the best they can. Bring this to life by giving attention to other people, asking questions and offering praise. Please note people are often negative towards others as a cover for feeling bad about themselves, for example lower confidence. Consider whether you may also benefit from acknowledging your own achievements and accepting compliments more readily.

## Your Feeling summary

The matrix below shows the balance between your **Feeling** scales of **Self Awareness** and **Awareness of Others**. Your score is shown by the **blue ball**. The ideal position is to be fully aware and **present** towards the top right hand corner, the least effective position is to be **less aware** towards the bottom left hand corner.



### Summary description

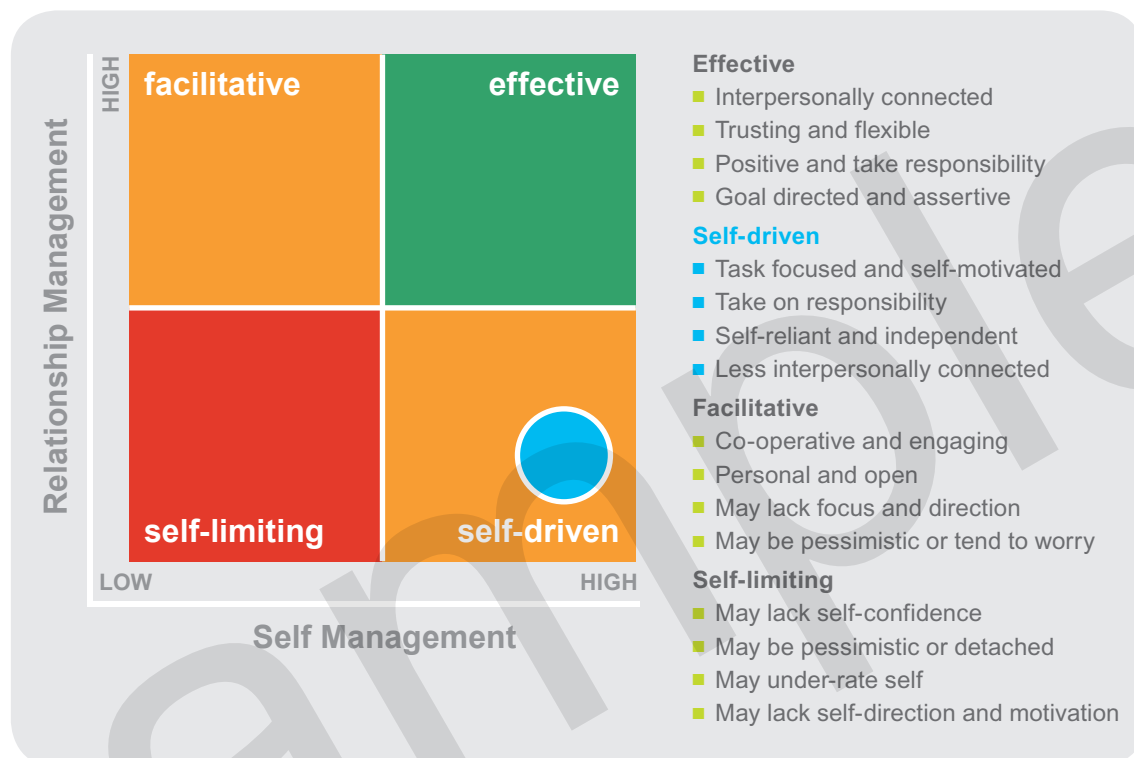
Your Self Awareness is slightly higher than your Awareness of Others. This suggests you are more likely to notice your own feelings, moods and needs, and less likely to focus on what other people are feeling or what motivates them. The impact of this on you may be that you are clear on what matters to you and know how different activities, circumstances and people affect you. The impact on others may be that people see you as not caring much about their feelings or needs, or you may come across as self-absorbed.

To develop your Awareness of Others, give extra attention to what people may be feeling and wanting. Your average score for Self Awareness suggests you may also benefit from putting more time and effort into noticing your own emotions and desired outcomes.



## Your Behaviour summary

The matrix below shows the balance between your **Behaviour** scales of **Self Management** and **Relationship Management**. Your score is shown by the **blue ball**. The ideal position is to be **effective** towards the top right hand corner, the least effective position is to have **self limiting** towards the bottom left hand corner.



### Summary description

Your Self Management is higher than your Relationship Management. This suggests that you are more effective at motivating yourself, staying focussed and achieving your own goals than at working with others. Perhaps you like doing things in your own way but find teamwork or influencing people less motivating. The impact may be that you feel more productive when working alone especially when you are able to do things in your own way. However, at times you may struggle to collaborate – possibly becoming withdrawn or overbearing.

To develop Relationship Management, actively connect with people, let yourself be known, show others appropriate trust, share your feelings in a calm way, learn how to handle confrontation and collaborate effectively with others.

# Your development summary

## Development suggestions

Develop your ability to connect with others. For example: make a deliberate effort to initiate contact with people and communicate with them face to face. Notice what you don't share when talking with people; risk being more open than you would usually. For example, when appropriate, share something about yourself on a personal level, express your feelings and share your vulnerabilities.

If you have a preference for being an independent expert, make sure you share your expertise and thinking with others. Involve people early in a new project; elicit their ideas before deciding the way forward. Having your own inner conviction is a good basis for managing others; ensure you convey this to people in a way they can engage with.

Although high levels of emotional expression may not come naturally to you, work is not devoid of feeling. Find opportunities to safely and gradually express your feelings more often. Make a conscious effort to notice and acknowledge the emotions of others and demonstrate your passion, for example; overtly state your commitment and show encouragement.

## Building on your strengths

Use your higher Self Regard to inspire others and lead by example. Balance this with modesty and demonstrating belief in others to encourage their motivation. Also, when you have to make tough or unpopular decisions, draw upon your inner Self Regard to be strong and self-assured.

Choose self-accountability and exercise personal power in all aspects of your life. Practice cultivating the 'choice mindset', exploring all the choices you make and taking responsibility for the outcomes you obtain. Try exercising higher levels of choice and control in new areas of your work and life.

How we feel profoundly influences our emotional resilience and how we perform. Become a 'corporate athlete' by paying attention to your physiology and maintaining your energy through good nutrition, getting enough sleep, exercise, rest and relaxation. Take regular breaks and consciously visualise positive outcomes.