Leadership Assessment

Prepared for:

MYBRAIN-896166-1

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This report provides scores about core brain and behavior competencies compared directly or indirectly to a normative database.

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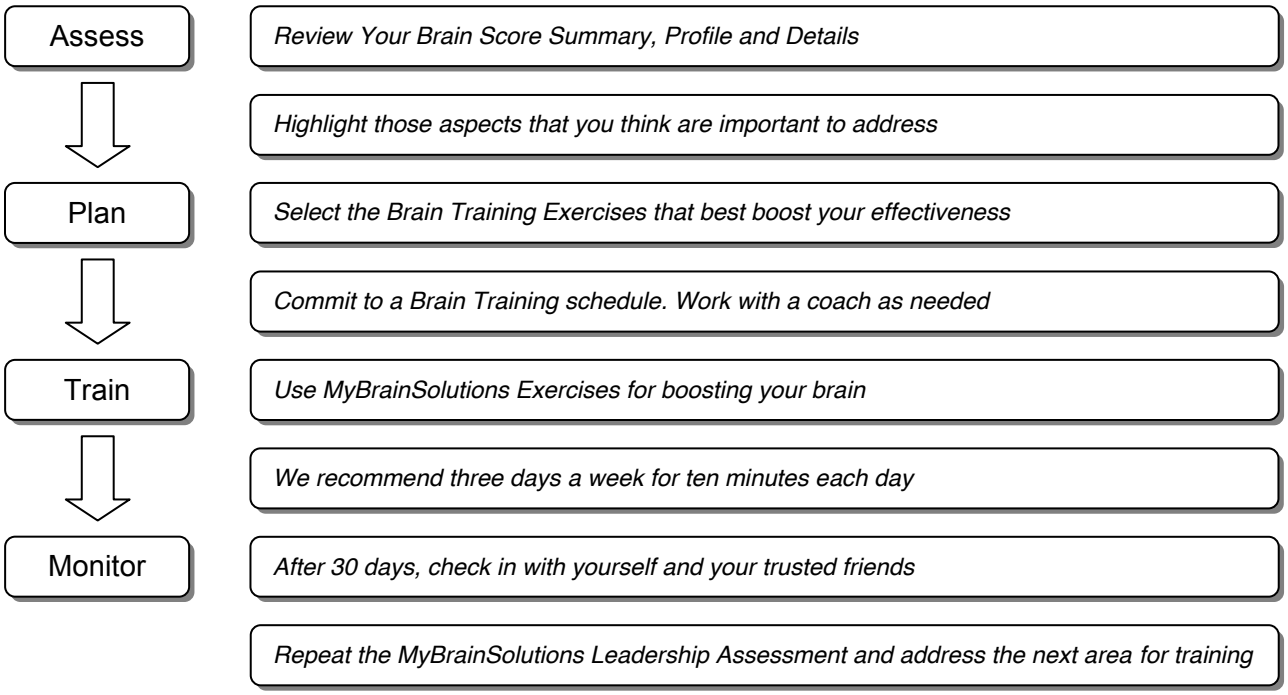
I. About this Report

This report provides you with the results of the MyBrainSolutions Leadership Assessment that you took recently. It also provides insights for you to become the expert on your own brain as it impacts you as a leader. To get the best results moving forward, we recommend the following overall approach:



The report presents the results of your assessment in four key brain processes: Thinking, Emotion, Feeling and Self Regulation [†]

Thinking: Thinking involves conscious speech (you think in words) including memory, focus and planning details. Thinking relies on memory to remember what works for you, contextualize your past actions, and plan for your best future options.

Focus gives you the ability to concentrate on a selected task while ignoring distractions, so that you can complete tasks that are important to you.

Planning (executive function) uses memory and focus to implement the best strategy to achieve your goals.

[†] For a more detailed description of the brain, its main organizing principles and keys to brain training please read Brain Revolution, by Dr. Evian Gordon, available as a free download at www.BrainRevolution.com

Emotion: Your deepest brain networks are continually and rapidly scanning for emotion cues that quickly inform you of impending threat or reward. These cues trigger automatic, nonconscious reactions that heavily weight all your other brain functions at each moment.

Emotional reactions to these cues happen very rapidly (within 1/5th of a second) without your conscious awareness. They set up automatic reactions to these cues, which prepare you to respond to any threat or reward possibility.

Awareness of cues is a helpful alarm system, but you are best served if your thinking processes can moderate your reactions. Your thinking processes can help you select and respond most effectively to the best options and best possible consequences. But if there is not enough time for this conscious reaction, you will remain dependent upon your emotion cue reactions.

Cues, therefore, are the concrete triggers of your emotions. Brain research has shown that *your emotion cues are central to effective decision-making*. Emotions help you make effective decisions by serving as a significance detector and evaluator of what is likely to be most important, useful and authentic for you.

Your best decisions are most likely to occur when your detailed thinking and emotion-intuition cue-processing are aligned.

Feeling: Feeling stems from your conscious awareness of feedback from your body, in the form of changes in heart rate, sweating and breathing. These physical symptoms are all triggered by your reaction to emotion cues.

Feeling is, therefore, your subjective, conscious experience of emotion.

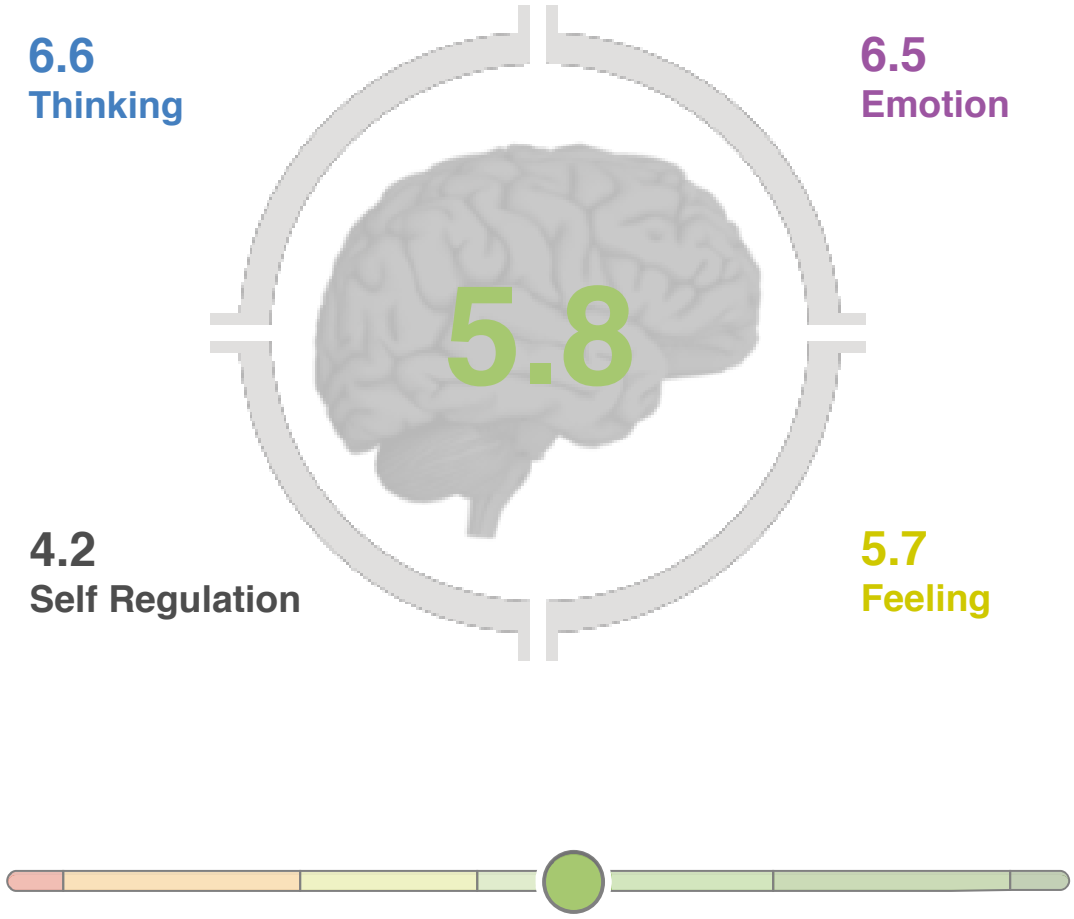
Feelings enhance and empower your awareness of emotions. But they can also be unhelpful; feelings of stress and worry are likely to derail your decision–making if you cannot regulate them

Self Regulation: Self Regulation is your conscious capacity to manage and align your thinking, emotions and feelings. This alignment then allows you to be maximally effective in the moment, helping you to achieve your goals and find meaning.

The timescale within which you can consciously regulate yourself and choose how to act occurs over seconds, minutes, hours, days and sometimes, even longer.

II. Your Brain Score Summary

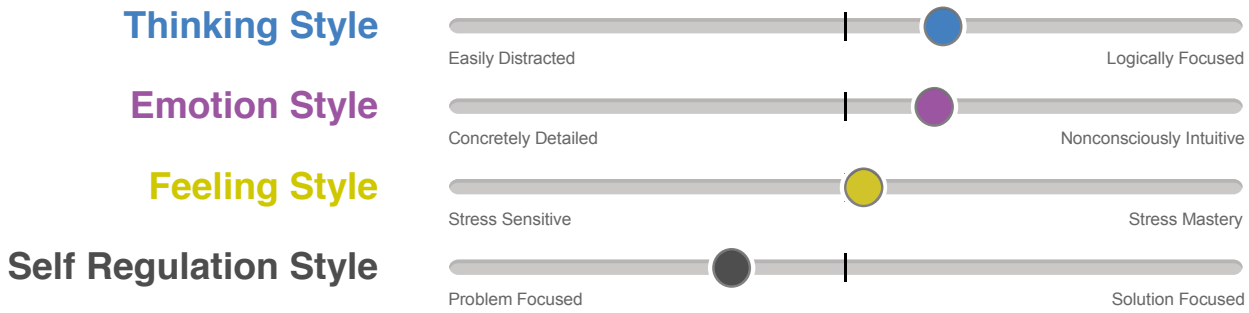
Scores range from 1 (low) to 10 (high), and indicate ranked position among others of the same age and gender.



Notes

III. Your Brain Profile

Your brain optimally processes multiple possibilities, while keeping a longer-term view of the risks. This enables you to find strategic solutions that have a logical outcome, but also show insight into others' needs.



Learning and Work

Your Thinking style is Logically Focused. This gives you the capacity for strategic focus and planning, and for dealing with distractions. You are likely to be suited to work situations that allow you to use your Logical Focus in combination with Nonconscious Intuition for communication to find solutions. You may flourish in an environment that allows you find your optimal balance of structure and flexibility to make the most of your focus and concentration. Combined with your Stress Mastery and Problem Focused, you are able to be aware of risk in work situations, but also cope with stress on a day to day basis.

Relationships and Communication

Your Emotion processing style is Nonconsciously Intuitive. You likely tune in to the nonconscious emotion cues of others, which supports your nonverbal communication and intuition. Combined with your Logical Focus, you are likely to be at your best combining your Nonconscious Intuition and Logical Focus to grow effective relationships that meet both practical and emotional needs. Your capacity to tune in to your own needs as well as those of others is supported by your Stress Mastery.

Dealing with Life Events and Stress

Your Feeling style is Stress Mastery. This means you are able to tune in to positive feelings and be resilient to stress. Your Stress Mastery helps you adapt to unexpected changes in life. Your challenge is to use your capacity to tune in to positive feelings to balance your Problem Focused.

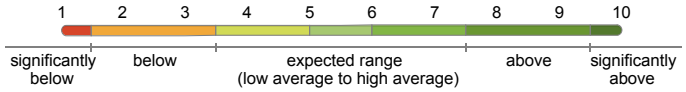
Quality of Life and Happiness

Your Self Regulation style is Problem Focused. With this style, your tendency is to tune into the negative outcomes that could happen. Being aware of risks is important to Self Regulation. Combined with your Stress Mastery, Logical Focus and Nonconscious Intuition you have the capacity to use your Problem Focused to make good decisions, and avoid getting caught up in worry. Finding ways to boost your positive experiences will also balance your Problem Focused, and have flow on benefits to health and wellbeing.

Notes

IV. Your Brain Score Details

See Appendix A for Description of Brain Scores



Overall Brain Score 5.8

Thinking 6.6

CAPACITY	SCALE	SCORE
Sustained Attention	expected range	6.5
Controlled Attention	expected range	7
Working Memory	below	3
Recall Memory	expected range	7
Processing Speed	expected range	6
Motor Coordination	above	8.5
Inhibition	expected range	6
Flexibility	above	8.5
Executive Function	expected range	6.5

Emotion 6.5

CAPACITY	SCALE	SCORE
Identifying Emotions	expected range	6.5
Emotion Bias	expected range	6.5

Feeling 5.7

CAPACITY	SCALE	SCORE
Stress Level	expected range	4.5
Anxiety Level	above	7.5
Low Mood Level	expected range	5

Self Regulation 4.2

CAPACITY	SCALE	SCORE
Positivity-Negativity Bias	expected range	5
Resilience	below	2.5
Social Capacity	expected range	5

V. Interpretation of Your Brain Score

	Below 5.5	5.5 and above
Thinking 6.6		
Sustained Attention		
	Leaders who score below 5.5 might be seen as: - being scattered - taking on too many unconnected tasks	Leaders who score 5.5 or above are likely to: - be able to effectively move projects to closure or completion - be consistent and consolidating in their approach
Controlled Attention		
	Leaders who score below 5.5 might be seen as: - being easily distracted	Leaders who score 5.5 or above are likely to: - easily retain their focus in the face of distraction
Working Memory		
	Leaders who score below 5.5 might be seen as: - being unable to hold in memory sufficient information to deal with the problem at hand - jumping to conclusions	Leaders who score 5.5 or above are likely to: - be able to hold in memory all of the information required to deal effectively with the problem at hand
Recall Memory		
	Leaders who score below 5.5 might be seen as: - not being able to accurately recall the required information to deal with the problem at hand	Leaders who score 5.5 or above are likely to: - easily able to recall the information associated with the content and context of the problem at hand
Processing Speed		
	Leaders who score below 5.5 might be seen as: - slow to understand new trends - slow to reach decisions - being too deliberative	Leaders who score 5.5 or above are likely to: - be quick to pick up on new concepts - be quick to reach effective decisions - react quickly and adaptively to changes
Motor Coordination		
	Leaders who score below 5.5 might be seen as: - having difficulty in parallel tasking	Leaders who score 5.5 or above are likely to: - work parallel tasks effectively

	Below 5.5	5.5 and above
Thinking 6.6		
Inhibition		
	Leaders who score below 5.5 might be seen as: - making impulsive decisions and having impulsive reactions	Leaders who score 5.5 or above are likely to: - be planned and not impulsive in their decision making and reactions
Flexibility		
	Leaders who score below 5.5 might be seen as: - being overly rigid - having a narrow focus of attention	Leaders who score 5.5 or above are likely to: - bring to bear the optimal amount of processing for the task at hand - be effectively adaptive to address the task at hand
Executive Function		
	Leaders who score below 5.5 might be seen as: - having a hard time reaching decisions - having a hard time in planning	Leaders who score 5.5 or above are likely to: - reach decisions with relative ease - plan, organize and prioritize well in order to effectively reach their goals

	Below 5.5	5.5 and above
Emotion 6.5		
Identifying Emotions		
	Leaders who score below 5.5 might be seen as: - being unable to read other people - unaware of how other people are reacting	Leaders who score 5.5 or above are likely to: - tune into face and body cues to effectively interpret other people's natural intentions and authenticity
Emotion Bias		
	Leaders who score below 5.5 might be seen as: - be unaware of their own nonconscious biases and hence their actions can be driven by these biases	Leaders who score 5.5 or above are likely to: - have insight into their own nonconscious biases and factor that awareness into their decision making and actions

	Below 5.5	5.5 and above
Feeling 5.7		
Stress Level		
	Leaders who score below 5.5 might be seen as: - ineffective as a result of their stress	Leaders who score 5.5 or above are likely to: - have insight into what stresses them and manage those stressors - be in control or have mastery over their stress
Anxiety Level		
	Leaders who score below 5.5 might be seen as: - often reacting out of fear - exaggerating threats	Leaders who score 5.5 or above are likely to: - effectively adapt to threats - be seen as in control when others are anxious
Low Mood Level		
	Leaders who score below 5.5 might be seen as: - having less motivation to do things - their efficiency declines with low mood	Leaders who score 5.5 or above are likely to: - be in control of their moods - are upbeat most of the time

	Below 5.5	5.5 and above
Self Regulation 4.2		
Positivity-Negativity Bias		
	Leaders who score below 5.5 might be seen as: - always magnifying threat or potential threat - always playing the devil's advocate - having poor positive dynamics	Leaders who score 5.5 or above are likely to: - put threat or potential threat into context - encourage new ideas - encourage others to be a positive influence and to have positive contagion
Resilience		
	Leaders who score below 5.5 might be seen as: - being deterred from their course by any obstacle - being unable to recover from setbacks - having a tendency to give up	Leaders who score 5.5 or above are likely to: - have high bounce-backability - bounce back very quickly from setbacks and obstacles - maintain their course of action in spite of setbacks
Social Capacity		
	Leaders who score below 5.5 might be seen as: - disconnected - having limited and ineffective interactions with others	Leaders who score 5.5 or above are likely to: - have high connectedness - magnify and leverage their connections with others

VI. Your Recommended Brain Training Exercises

Based upon your brain score, we recommend that you explore the benefits of the Exercises below, available at www.MyBrainSolutions.com. However, we also encourage you to discover "what works best for you" to boost your brain-behavior effectiveness. †

Research and practice has shown that the brain can be boosted by focused training. Just ten minutes a day, for three days a week over one month can significantly improve brain functioning.

e-Self Regulate

Memory Maze

Bubble Topia

Emotion Match

e-Think Balance

† All the Exercises available for you to train are shown in Appendix D

Appendices

A. Description of Brain Scores
B. Scoring
C. Potential Issues with Extreme Scores
D. All the Exercises Available on MyBrainSolutions
E. Case Examples
F. Questions for Feeling and Self Regulation
G. References

Appendix A: Description of Brain Scores

Thinking [1]

CAPACITY	DESCRIPTION	TASK DESCRIPTION
Sustained Attention	Capacity to maintain focus while resisting distractions	*Continuous Performance Test* – 1 of 4 letters (B,C,D,G) are presented one at time. Participants respond when the same letter appears twice in row (an n-back task).
Controlled Attention	Capacity to stop automatic reactions and thoughts as needed	*Verbal Interference* – Colored words with incongruent color-word combinations (e.g. the word BLUE in red font color) are presented on the screen. In part 1, participants identify the word name (e.g. blue). In part 2, participants identify the font color (e.g. red). Comparable to the Stroop test.
Working Memory	Capacity to hold information 'online' in the moment	*Digit Span* – Participants recall in sequential order a series of digits that are presented one at time on the screen, using a 9-digit number pad.
Recall Memory	Capacity to remember information in the short term	*Verbal Memory Recall* – A list of 20 words is presented one at a time on the screen. Participants then recall the words by selecting 1 of 3 word buttons presented on the screen (1 list word and 2 new words), in consecutive trials, one for each list word.
Processing Speed	Capacity to rapidly process information	*Choice Reaction Time* – Respond to 1 of 2 circles that light up, using the left and right arrow keys on the keyboard. There are 20 trials.
Motor Coordination	Capacity to quickly execute movements	*Motor Tapping* – Repeatedly tap the keyboard space bar with the index finger of their dominant hand as fast as possible for 30 seconds.
Inhibition	Capacity to suppress an inappropriate response	*Go/No-Go* – The word "press" appears repeatedly on the screen. Respond as quickly as possible when the word is presented in green font color, and inhibit this response when presented in red font color.
Flexibility	Capacity to effectively switch attention	*Switching of Attention* – 13 digits (1-13) and 12 letters (A-L) are presented spatially across the screen. Participants select responses in ascending sequential order, alternating between digits and letters (e.g. 1-A-2-B).
Executive Function	Capacity to plan and organize behavior to meet a goal	*Maze* – Identify by trial and error a hidden path within an 8 x 8 grid of circles. Task ends with two consecutive error-free path completions, or times out after 5 minutes.

Emotion [2,3]

CAPACITY	DESCRIPTION	TASK DESCRIPTION
Identifying Emotions	Capacity to identify emotions in others and yourself (such as fear and happiness)	*Explicit Emotion Identification* – Participants identify the emotional expression of faces presented on the screen, selecting 1 of 6 word labels presented below the face (Happy, Fear, Sad, Anger, Disgust, Neutral).
Emotion Bias	The degree to which your nonconscious negative biases impact your thinking	*Delayed Emotion Recognition* – Sets of two faces are presented on the screen, one face is repeated from the previous task, and one face is new. Participants select which of the two faces they remember from the previous task. Reaction time for each emotion compared to Neutral reflects the impact of emotions on decision making.

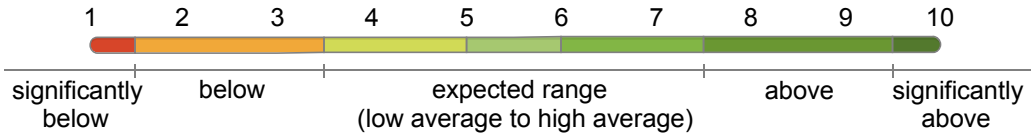
Feeling [4,5]

CAPACITY	DESCRIPTION	TASK DESCRIPTION
Stress Level	Current stress level, ranging from worry or panic to the complete absence of worry	Stress questions from the Depression, Anxiety and Stress Scale (DASS). See Appendix G
Anxiety Level	Current anxiety level, ranging from very anxious to feeling calm	Anxiety questions from the Depression Anxiety and Stress Scale (DASS). See Appendix G
Low Mood Level	Current mood level, ranging from extremely low to an absence of sadness	Depression questions from the Depression Anxiety and Stress Scale (DASS). See Appendix G

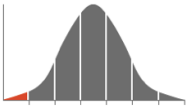
Self Regulation [6]

CAPACITY	DESCRIPTION	TASK DESCRIPTION
Positivity-Negativity Bias	Capacity for enhancing positivity and not magnifying threat	Positivity-Negativity Bias questions from the Brief Risk and Resilience Scale (BRISC). See Appendix G
Resilience	Capacity for coping and feeling confident during times of adversity	Resilience questions from the Brief Risk and Resilience Scale (BRISC). See Appendix G
Social Capacity	Capacity for building connections and keeping relationships	Social Capacity questions from the Brief Risk and Resilience Scale (BRISC). See Appendix G

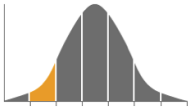
Appendix B: Scoring



STEN (Standard Ten) scores are commonly used in psychological tests to provide a score scale that ranges from 1 to 10 (poorer to better performance), with a mid-point average score of 5.5. The 5.5 mid-point average is the most common score, and scores that fall farther from the mid-point average (in either direction) are considered less common the further out they fall.

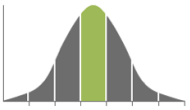


1.0 - 1.4 Significantly Below Expectation. 2.3% of individuals.

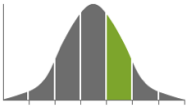


1.5 - 3.4 Below Expectation. 13.6% of individuals.

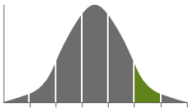
3.5 - 4.9 Low End of Expected Range. 24.3% of individuals.



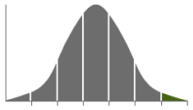
5.0 - 5.9 Within Expected Range. 19.6% of individuals.



6.0 - 7.4 High End of Expected Range. 24.3% of individuals.



7.5 - 9.4 Above Expectation. 13.6% of individuals.



9.5 - 10 Significantly Above Expectation. 2.3% of individuals.

Appendix C: Potential Issues with Extreme Scores

Thinking	
Sustained Attention	Extremely high scores can indicate being hyper-focused, unable to 'multi-task' and focused on one thing to the exclusion of the bigger picture
Controlled Attention	Extremely high scores can indicate being hyper-focused, unable to 'multi-task' and focused on one thing to the exclusion of the bigger picture
Working Memory	No apparent risk associated with extremely high scores
Recall Memory	No apparent risk associated with extremely high scores
Processing Speed	Extremely high scores can indicate being too quick and reactive to new data and information
Motor Coordination	No apparent risk associated with extremely high scores
Inhibition	Extremely high scores can indicate being too distant, emotionally unavailable and uncaring
Flexibility	Extremely high scores can indicate being too flexible, and unable to stick to any given approach
Executive Function	Extremely high scores can indicate paying attention to too much detail and process that they miss the picture and pursue the wrong goals; doing things right rather than doing the right thing

Emotion	
Identifying Emotions	Extremely high scores can indicate being overly sensitive to people's reactions; can become too focused on individual cues rather than overall patterns
Emotion Bias	Extremely high scores can indicate the danger of being seen as cold, aloof and unfeeling

Feeling	
Stress Level	No apparent risk associated with extremely high scores
Anxiety Level	No apparent risk associated with extremely high scores
Low Mood Level	No apparent risk associated with extremely high scores

Self Regulation	
Positivity-Negativity Bias	Extremely high scores can indicate being too optimistic, out of touch with reality and being seen as inauthentic
Resilience	Extremely high scores can indicate the tendency to keep pursuing a goal even past the point of diminishing returns
Social Capacity	Extremely high scores can be seen as being too socially focused

Appendix D: All the Exercises Available on MyBrainSolutions

Association between Brain Score and Exercise: ●●● = very high, ●●○ = high, ●○○ = medium.

	e-Think Balance	Memory Maze	e-Think Focus	e-Think Memory	e-Think On Target	e-Think Simon Says	e-Body Language Cues	e-Motion Expressions	Emotion Booster	Happy Seeker	Bubble Heads	e-Motion Wellbeing
	Thinking Exercises						Emotion Exercises					
Thinking												
Sustained Attention	●●●	●●○	●●●	●●○	●●○	●●○	●○○	●○○	●○○			
Controlled Attention			●●○		●○○							
Working Memory		●●●		●●●	●○○	●●●						
Recall Memory				●●○		●●○						
Processing Speed		●○○			●●●							
Motor Coordination	●●○											
Inhibition					●●●							
Flexibility	●●○											
Executive Function		●●○		●○○	●●●	●○○						
Emotion												
Identifying Emotions							●●●	●●●	●●●	●●○	●●○	●●○
Emotion Bias				●○○		●○○	●○○	●○○	●○○	●○○	●○○	●○○
Feeling												
Stress Level							●○○	●○○	●○○	●●○	●●○	●●○
Anxiety Level												
Low Mood Level										●○○	●○○	●○○
Self Regulation												
Positivity-Negativity Bias										●●○	●●○	●●○
Resilience												
Social Capacity							●●○	●●○	●●○			

Association between Brain Score and Exercise: ●●● = very high, ●●○ = high, ●○○ = medium.

	Bubble Topia	Word Smith	Emotion Match	e-Positive Spin	Expressions of Gratitude	Positive Affirmations	Relaxation Room	Thought Challenger	e-Faces and Names	Face Shifter	e-Positivity Puzzle	e-Self Regulate	e-EQ Tree of Life	MyCalmBeat Training	Positive Reflections
	Feeling Exercises								Self Regulation Exercises						
Thinking															
Sustained Attention	●○○	●○○				●○○								●○○	●○○
Controlled Attention												●○○		●○○	
Working Memory									●●●						
Recall Memory									●●●						
Processing Speed														●○○	
Motor Coordination															
Inhibition			●●○	●●○					●○○				●●○	●○○	
Flexibility												●○○		●○○	
Executive Function								●○○	●○○				●○○	●○○	
Emotion															
Identifying Emotions			●○○	●○○					●○○	●○○	●○○	●○○			
Emotion Bias	●○○														●○○
Feeling															
Stress Level	●●●	●●○	●○○	●○○	●●●	●●●	●●●	●●○				●○○		●●●	
Anxiety Level			●○○	●○○	●●○	●●○	●●○	●●●						●●●	
Low Mood Level	●●○	●●●	●●●	●●●	●●○	●●○	●●○	●●○		●●○	●●○	●●○		●○○	●●○
Self Regulation															
Positivity-Negativity Bias	●●●	●●●	●●○	●●○	●●●	●●●		●●●		●●●	●●●	●●●	●●●		●●●
Resilience	●●○	●●○			●●○	●○○	●○○	●●●		●○○	●○○	●●●	●○○	●●●	●●○
Social Capacity					●○○				●●●	●●○	●●○	●○○	●●○		

Appendix E: Case Examples

This section contains five examples:

- Two examples from the Thinking process
  - Low score in Sustained Attention
  - Low score in Executive Function
- One example from the Emotion process
  - Low score in Identifying Emotions
- One example from the Feeling process
  - Low score in Stress Level
- One example from the Self Regulation process
  - Low score in Social Capacity

Low score in Sustained Attention (Part of the Thinking Process)

Freda, the SVP of Sales, of a large publicly held company, had a 3.0 score in the "Sustained Attention" capacity of the Assessment. This capacity is the ability to maintain focus while resisting distractions. While her direct reports, peers and clients liked Freda, she had received comments that she was seen as scattered, taking on too many tasks and becoming easily distracted. In addition, she was seen being unable to bring closure to her projects.

Freda and her coach reviewed the report and decided that she needed to 'focus on learning how to focus.' She was very keen to develop this ability as this had been feedback she had also received in her previous company. She had taken various classes on focus, but nothing had worked for her to date. She and her coach selected one exercise for her to focus on.

- e-Think Balance

She used the exercise three times a week for ten minutes at a time for two months.

Two months later, Freda retook her assessment and scored 8 on the "Sustained Attention" capacity. Her coach asked Freda what she had seen change. She said that she was now able to organize her thoughts in a more efficient manner, and was much more able to focus on seeing projects through to closure. She reported that one of her clients had agreed to a significant purchase from the company, simply based upon her ability to get things done. This was a first for her!

Low score in Executive Function (Part of the Thinking Process)

Carolyn Entwhistle, had just been promoted to the role of CIO in a medium sized privately held company in the financial industry. She scored 3.0 in the "Executive Function" capacity of the Assessment. This capacity is the ability to plan and organize your behavior in order to meet your goals. Carolyn had risen through the ranks in the User and Customer Support side of IT, and had been successful because of her outgoing personality and her ability get on well with others. The company had taken a risk in giving her the promotion and the VP HR had suggested to her that if she wanted to be successful, then she needed to improve her ability to make decisions, plan, organize and prioritize. Hence why the VP HR had suggested that she take the assessment.

Carolyn agreed to working with a coach and between them, it had been easy to relate the feedback from the VP HR to the low score in "Executive Function".

She and her coach followed the suggestion in the report that she focus on the following exercise:

- e-Think on Target

In addition, she and her coach selected a stress reduction exercise as she was finding her new role somewhat taxing.

- MyCalmBeat

She used the MyBrainSolutions exercises three or four times a week for ten to fifteen minutes at a time for the next three months. She focused on the two that she and her coach had selected, but on some occasions used some different stress relieving exercises.

Three months later, Carolyn retook her assessment and scored 7.5 on the "Executive Function" capacity. By the time that she and her coach met after the second assessment, she had already received feedback from the CEO and the VP HR as to the difference they had noticed. They reported that she seemed much more at ease in organizing the tasks for her and her team and that she seemed to be able to make decisions with a greater degree of comfort.

Low score in Identifying Emotions (Part of the Emotion Process)

Dave Mason, SVP of Finance, at the same large publicly held company, had a 3.5 score in the "Identifying Emotions" capacity. This capacity is the ability to identify emotions in other people and in yourself i.e. emotions such as fear and happiness. This score aligned with feedback he had received from his direct reports and some of his peers, that he appeared to be unable to read other people and appeared to be oblivious as to their feelings and how they were reacting to him.

He and his coach reviewed the data and decided that this needed to be the focus of his development over the following three months.

He used the MyBrainSolutions exercises three times a week for ten minutes at a time for the next three months. They selected the following exercises:

- e-Body Language Cues
- e-Motion Expressions

and he used both of them each time he used, rotating between them.

Three months later, Dave retook his assessment and scored 8 on the "Identifying Emotions" capacity. His coach asked him what differences he noticed. He said that he was now able to pick up on facial expressions of the people he worked with and respond in a more appropriate fashion. He also stated that there are times when he now picked up on something that previously he would have just ignored. Now he has learned to stop and ask.

His coach interviewed some of his direct reports and they all commented that they had noticed a significant improvement on Dave's ability to pick up on non-verbal cues, and his willingness to engage in those topics.

Low score in Stress Level (Part of the Feeling Process)

Nancy Williams had been the SVP Product Development in a medium sized social media start-up since its inception. The company had grown rapidly as many Silicon Valley companies do, and they were now facing a new set of challenges. How to get software releases out the door much more quickly and bug-free. The intensity had grown and Nancy was showing it. She realized that she was taking more time off sick than she ever had before. She approached the VP HR for advice and she mentioned to Nancy that the Executive team was about to take the Leadership Assessment, and that they should touch base again after that. In line with Nancy's concern, her lowest score (3.5) was in her ability to handle stress.

Nancy and her coach reviewed her report and agreed that Nancy would use some of the exercises and a stress reduction exercise. She focused on

- e-Catch the Feeling
- Relaxation Room
- Positive Affirmations

Nancy reported that while she had started by using the MyBrainSolutions exercises three or four times a week to start with, she found herself getting value out of using a couple of them every day. After exercise in the morning she would use e-Catch the Feeling and MyCalmBeat as she found that set her up for the day. She would use the others in the evening as she reviewed her day and the progress that they had made at work.

Three months later, Nancy retook her assessment and scored 6.5 on the "Stress Level" capacity. When she talked over the change with her coach, Nancy reported that her team had said that she was much easier to work with now, was much less likely to fly off the handle and that the team's ability to release software on time had significantly increased. Nancy also felt that she was getting more fun out of life again.

Low score in Social Capacity (Part of the Self Regulation Process)

Jeff Lee was the VP of Business Development of a medium sized privately held company that was going through rapid growth with several acquisitions. While the acquisitions had been executed well from a mechanical, logistics point of view, none of them was delivering up to their promise. In particular, the acquisition of their new venture into retail was seen as particularly troubling. The CEO had received several complaints from members of the newly acquired Executive team, that Dave was inaccessible, distant, rarely connected with them or their staffs and the interactions that they did have were ineffective.

The CEO decided to have all the Executive Team take the Leadership Assessment. Jeff scored low on several scores; 4.5 on Positivity-Negativity Bias and 3.5 on Social Capacity.

It took Jeff several weeks to select a coach that he was comfortable with, but finally he and the coach were able to sit down and review the data in Jeff's report. Between them they decided that Jeff would work on:

- e-Faces and Names

This approach would focus Jeff on the Social Capacity.

Jeff was reluctant to spend time on the exercises to start with and had several follow up conversations with his coach before he really got started. Once that happened Jeff followed his coach's advice and stuck with it over the next three months, doing fifteen minutes of brain exercises three times a week.

When he and his coach reviewed the follow up assessment, Jeff had increased both his Social Capacity and Positivity-Negativity scores to 6.5. Jeff reported that he felt more connected to the people that worked for him, seemed to be better connected with the retail group, and that finally that team seemed to be pulling together. He also reported that the turning point had come when his kids had started to use the exercises with him. They also had told him that he was being a better Dad now.

Appendix F: Questions for Feeling and Self Regulation

Feeling Questionnaire Answers

	Never	Occasionally	Often	Very Often	Always
Stress Level 4.5					
I found it hard to wind down		✓			
I tended to over-react to situations		✓			
I felt that I was using a lot of nervous energy	✓				
I was jumpy and agitated	✓				
I found it difficult to relax		✓			
I was intolerant of anything that kept me from getting on with things		✓			
I was rather touchy		✓			
Anxiety Level 7.5					
I was aware of dryness of my mouth	✓				
I experienced breathing difficulty (e.g. excessive rapid breathing, breathlessness in the absence of physical exertion)	✓				
I experienced trembling (e.g. in the hands)	✓				
I was worried about situations in which I might panic and make a fool of myself	✓				
I felt scared without any good reason	✓				
I felt I was close to panic	✓				
I was aware of the action of my heart in the absence of physical exertion	✓				
Depressed Mood Level 5					
I couldn't seem to experience any positive feeling at all		✓			
I found it difficult to work up the initiative to do things	✓				
I felt that I had nothing to look forward to	✓				
I felt that life was meaningless	✓				
I felt down-hearted and blue		✓			
I was unable to become enthusiastic about anything	✓				
I felt I wasn't worth anything	✓				

Self Regulation Questionnaire Answers

	Never	Occasionally	Often	Very Often	Always
Positivity-Negativity Bias 5					
I was stressed, with my nerves on edge			✓		
I lost hope and wanted to give up when something went wrong	✓				
I tended to over-react to situations		✓			
I felt down-hearted and blue		✓			
I felt I wasn't worth anything	✓				
Resilience 2.5					
I felt very satisfied with the way I look and act		✓			
I responded best to positive feedback about myself			✓		
When receiving negative comments about myself, I looked for positive things to counter balance those comments	✓				
There were times when people couldn't rely on me as much as they should have been able to		✓			
I was always successful at completing my tasks, even if I had more tasks than others			✓		
Social Capacity 5					
I could sense the mood of a group and discuss unspoken feelings			✓		
I got feedback that I am a sensitive and understanding person			✓		
I usually took the initiative and introduced myself to strangers				✓	
I tried to build my close relationships with people				✓	
I enjoyed socializing and chatting to other people			✓		

Appendix G: References

Brain Score

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