



**EQ-i** 2.0  
assess. predict. perform.

# COACH GROUP

## REPORT

Insert Personalized Title  
SAMPLE

Assessments Completed Between:  
December 18, 2013 and December 20, 2013

Report Generated on: January 13, 2014

Total in Group: 10

**EQ** **EDGE**  
*Consulting*

# Introduction

## Purpose of the Report

The EQ-i 2.0 Group Report provides a lens through which to interpret emotional intelligence (EI) results in a team or group setting. It combines scores of individual assessments which can be helpful when presenting feedback in group settings, or when working on group level development plans. It is important to bear in mind that the overall group results presented may not, and usually will not, apply to every single individual in the group. Consequently, prior to using the Group Report, it is highly recommended that individual feedback be provided using the Workplace or Leadership reports.

## An Overview of the Report

Your report provides a wealth of information about how the group is utilizing EI skills. The contents are as follows:

- **Executive Summary:** highlights the group’s highest and lowest subscales based on an average of scores.
- **Group Response Style Explained:** includes group validity indicators which show how participants responded to items in the assessment.
- **Overview of Group Results:** shows averages for all EQ-i 2.0 scores across the group.
- **Group Pattern Analysis:** shows each participant’s score by EQ-i 2.0 scale so you can see how close together or far apart the group is.
- **Subscale Pages:**

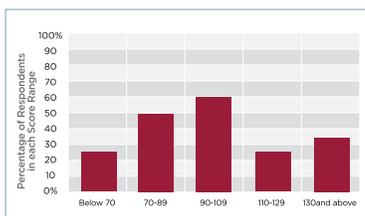
- › Shows a snapshot of the group results by subscale.

Average:	125
Minimum:	63
Maximum:	135
Spread of Scores :	1

### Spread of Scores:

the standard deviation, or how close or far apart scores are from the mean, on average (optional feature)

- › Shows a distribution of scores for the group so you can see trends that might otherwise be “washed out” using averages.



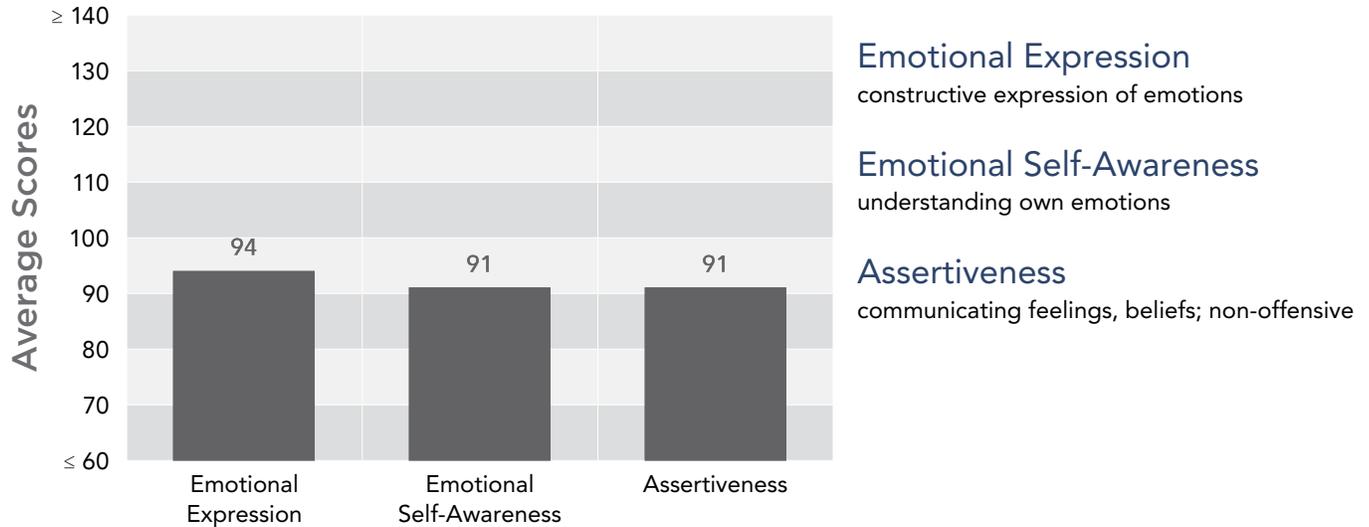
For Self-Regard, this graph shows the breakdown of responses for the group in the low (below 70), below average (70–89), mid (90–109), above average (110–129) and high ranges (130 and above).

- › Displays item level distribution of how participants responded to each item.
- › Identifies organizational implications and strategies for action to harness the group’s EI and to help realize its full potential.

# Executive Summary

## Highest Three Subscales

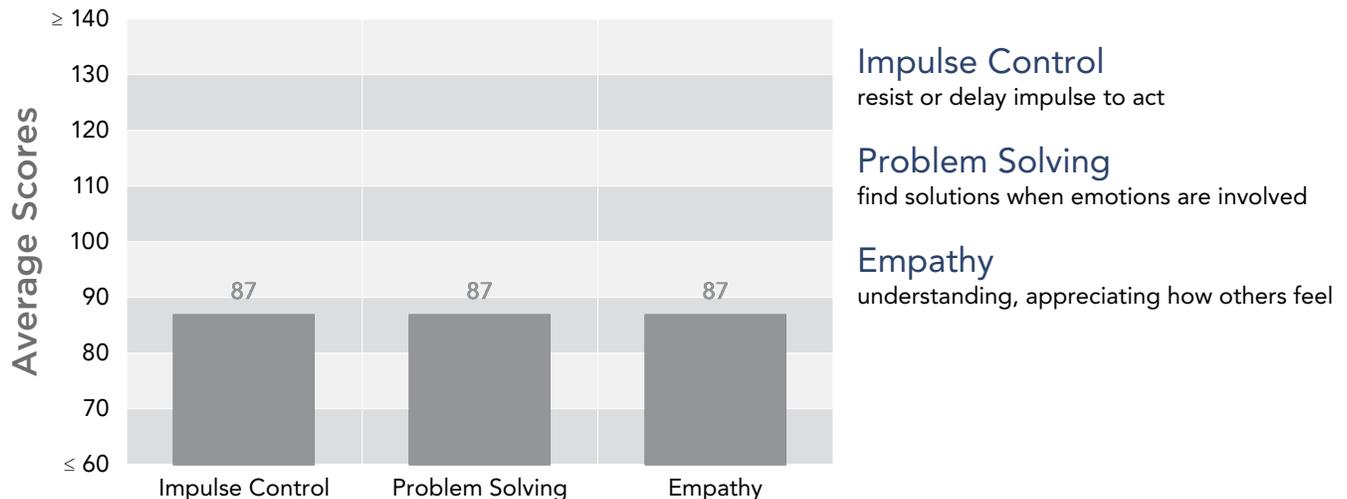
The top three subscales for the group are Emotional Expression, Emotional Self-Awareness, and Assertiveness.



\*Note: There are other subscales that have tied for the highest three scores.

## Lowest Three Subscales

The bottom three subscales for the group are Impulse Control, Problem Solving, and Empathy.



\*Note: There are other subscales that have tied for the lowest three scores.

Refer to the subscale pages and the strategies for action to learn about methods to develop the group's areas for improvement and how to leverage existing strengths. Be mindful that the average scores shown in the Executive Summary can be misleading if one doesn't examine the distribution of individual scores. There may be important differences within the group that are washed out when averages are calculated.

## Participant Summary

**Total in group:** 10

**Average time to completion:** 2.51 minutes (5 participants completed the assessment in an unusually short amount of time)

**Assessments completed between:** December 18, 2013 and December 20, 2013

**Norm Region:** US/Canada

**Norm Type:** General Population - Overall

## Inconsistency Index

100% of participants were consistent in their responses (i.e., had Inconsistency Indexes of less than 3).

## Positive Impression and Negative Impression

40% of participants' responses may be the result of an overly positive response style (i.e., EI skills may be overestimated). Results should be interpreted with caution as there may be individuals in this group who did not provide genuine responses. All remaining participants' responses were likely not the result of an overly positive response style.

40% of participants' responses may be the result of an overly negative response style (i.e., EI skills may be underestimated). Results should be interpreted with caution as there may be individuals in this group who did not provide genuine responses. All remaining participants' responses were likely not the result of an overly negative response style.

## Item 133 (My responses to the preceding sentences were open and honest)

20% of participants answered Never/Rarely.  
20% of participants answered Occasionally.  
20% of participants answered Sometimes.  
20% of participants answered Often.  
20% of participants answered Always/Almost Always.

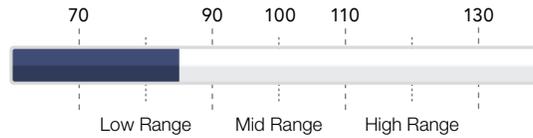
Interpret group results with caution as honest results may not have been provided by all people in the group.

## Omitted Items

There were no individuals in this group who omitted 9 or more items overall. Fewer omitted items may still result in some scales not being calculated. Please refer to the subscale pages for more information.

# Overview of Group Results

Total EI: 85



## Self-Perception Composite

Self-Regard  
Respecting oneself; confidence

87

Self-Actualization  
Pursuit of meaning; self-improvement

88

Emotional Self-Awareness  
Understanding own emotions

91

## Self-Expression Composite

Emotional Expression  
Constructive expression of emotions

94

Assertiveness  
Communicating feelings, beliefs; non-offensive

91

Independence  
Self-directed; free from emotional dependency

87

## Interpersonal Composite

Interpersonal Relationships  
Mutually satisfying relationships

88

Empathy  
Understanding, appreciating how others feel

87

Social Responsibility  
Social consciousness; helpful

91

## Decision Making Composite

Problem Solving  
Find solutions when emotions are involved

87

Reality Testing  
Objective; see things as they really are

89

Impulse Control  
Resist or delay impulse to act

87

## Stress Management Composite

Flexibility  
Adapting emotions, thoughts and behaviors

91

Stress Tolerance  
Coping with stressful situations

90

Optimism  
Positive attitude and outlook on life

88

Low Range Mid Range High Range

# Group Pattern Analysis

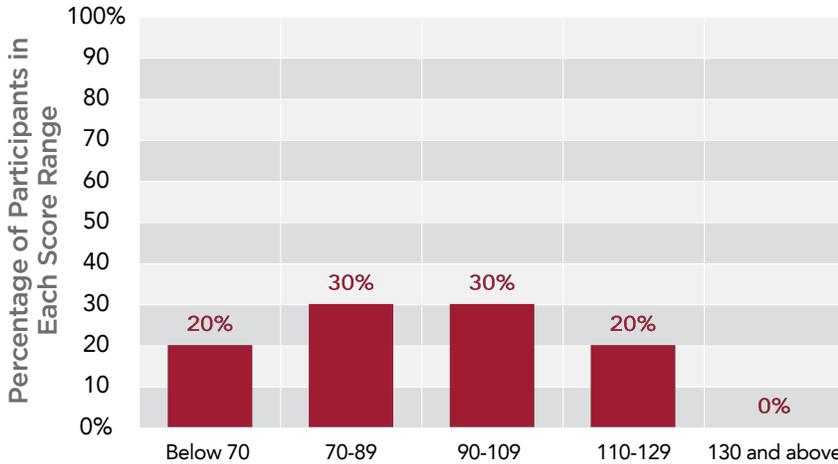
Below you can see how every individual in the group scored on every scale on the EQ-i 2.0. Each dot represents an individual's score (or if multiple participants obtained the same standard score for a scale, only a single dot will be used to represent their scores). The rectangles represent the group's average score for each scale. You will be able to identify patterns in your group; look for scales where there are clusters of similar scores, or outliers. It is recommended that this visual not be shared with the group as it exposes individuals' scores.



[Rectangle] = Group Average Score

# Self-Regard

Respecting oneself; confidence



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	89
Minimum:	45
Maximum:	121
Spread of Scores:	26.7

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
10	20	30	0	10	40	0
19	20	10	10	20	40	0
31	70	0	0	10	20	0
64	50	0	10	20	20	0
89	50	0	10	20	20	0
128	20	20	10	30	20	0
130	20	20	10	30	20	0
132	20	20	10	30	20	0

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

## Organizational Implications

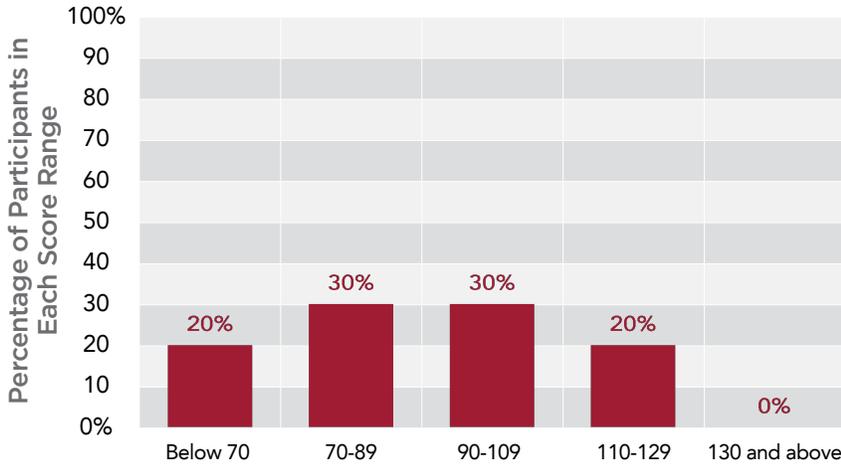
This group is unlikely to be a catalyst for change in the organization, preferring to revert to a tentative approach in their interactions with others. A conservative approach is utilized in decision-making, and ideas may sometimes not be voiced during meetings. The group is unlikely to play to its strengths, and some people may be in roles that they are not suited for. There is a possibility that motivation may be low, which can spur higher levels of disengagement and turnover.

## Strategies for Action

- Being able to utilize strengths at work is related to increased engagement. Have the group identify individual/team strengths and attempt to link consideration of strengths to task assignment.
- Learn from mistakes; have the team set up action plans for rectifying an obstacle so they will have increased confidence when they next encounter it.

# Self-Actualization

Pursuit of meaning; self-improvement



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	88
Minimum: ▼	35
Maximum: ▲	127
Spread of Scores:	31.5

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
8	20	10	20	10	40	0
49	20	10	0	10	60	0
58	20	10	10	40	20	0
63	20	20	10	30	20	0
73	20	20	10	30	20	0
76	20	20	10	30	20	0
104	20	20	10	30	20	0
109	20	10	0	40	30	0
118	20	10	10	30	30	0

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## Organizational Implications

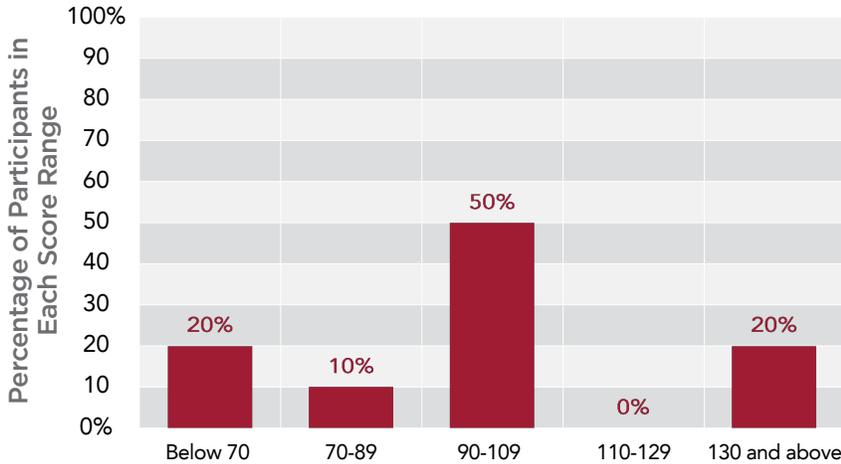
This group may feel as though their full potential is not being harnessed in their role, and at times, productivity may be compromised. A sense of mismatch between where the group is and where it wants to be may resonate and contribute to reduced performance. On occasion, employees may believe that their talents are not being utilized and feel that they are not contributing to the organization in a meaningful way.

## Strategies for Action

- This group may benefit from defining its mission, vision, and values. Use mission setting techniques to help this group redefine a sense of purpose. Encourage individuals to explore their new sense of self within this mission.
- Have individuals work on new skills and integrate them into their existing role in the group.

# Emotional Self-Awareness

Understanding own emotions



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	91
Minimum:	34
Maximum:	132
Spread of Scores:	32.6

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
16	20	10	20	20	30	0
27	20	10	0	40	30	0
40	20	10	0	40	30	0
62	20	20	0	30	30	0
105	30	10	10	20	30	0
121	20	10	10	30	30	0
125	20	20	10	30	20	0

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## Organizational Implications

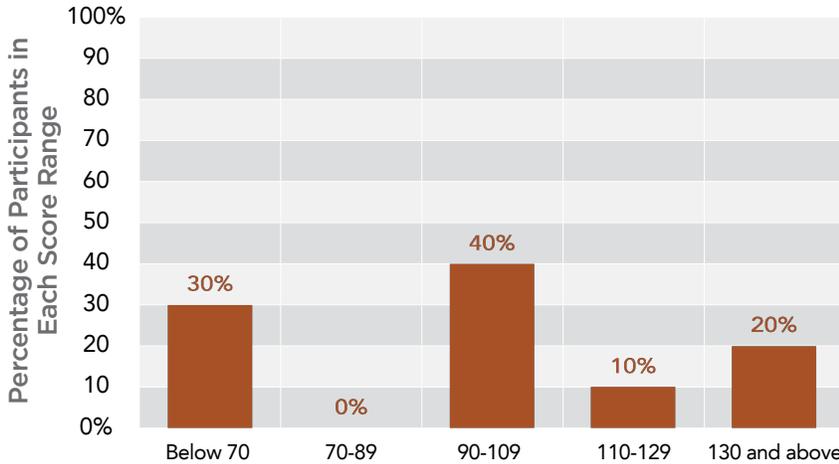
This group is sometimes able to understand emotional reactions and triggers, but they could benefit from sharpening this understanding. The climate within the group could be tense at times or relationships strained due to moments of unawareness of how emotions are impacting group members. For the most part, however, this group can put moods and emotions to good use, rather than being derailed by them.

## Strategies for Action

- Examine the reasons why certain decisions conjure up certain emotions with the group.
- Have the group work on identifying the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.

# Emotional Expression

Constructive expression of emotions



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	94
Minimum:	49
Maximum:	131
Spread of Scores:	28.2

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
39	40	10	10	20	20	0
47	20	10	0	20	50	0
69	40	20	0	20	20	0
93	20	20	10	10	40	0
100	40	10	10	20	20	0
103	20	10	10	40	20	0
108	30	10	10	30	20	0
117	20	20	10	30	20	0

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## Organizational Implications

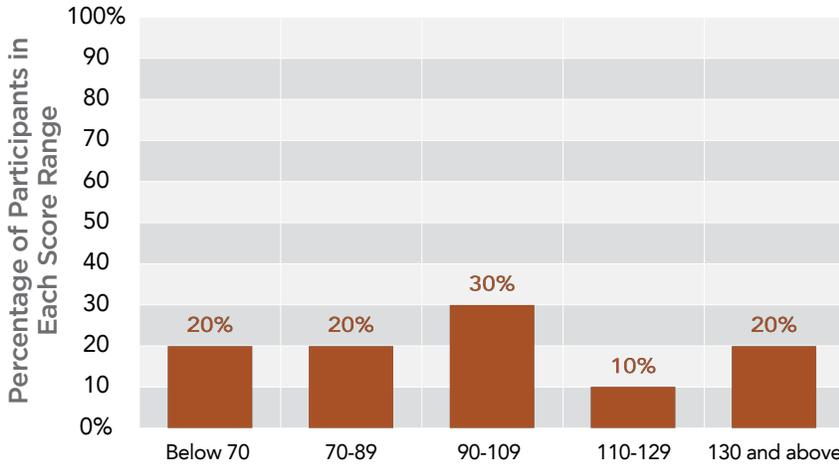
This group is generally able to speak about their emotions, although there are some feelings that may be harder to express, especially under situations of duress encountered at work. When emotions are expressed it lends itself to greater group harmony and feelings of "knowing where others stand on a matter." Group cohesion is generally good as employees bond over shared emotions.

## Strategies for Action

- Continue the discussion of emotions, especially ones that are harder to express (e.g., conflict). Have the group work on identifying the triggers for "bottling" emotions and put in place actions to eliminate these triggers in meetings.
- Create a code of conduct/mantra for the group to share positive emotions and show appreciation to colleagues.

# Assertiveness

Communicating feelings, beliefs; non-offensive



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	91
Minimum:	35
Maximum:	133
Spread of Scores:	33.1

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
3	30	10	20	20	20	0
7	20	10	20	30	20	0
21	20	20	20	20	20	0
23	20	20	0	30	30	0
53	20	20	0	20	40	0
86	20	10	10	20	40	0
95	20	10	10	20	40	0

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## Organizational Implications

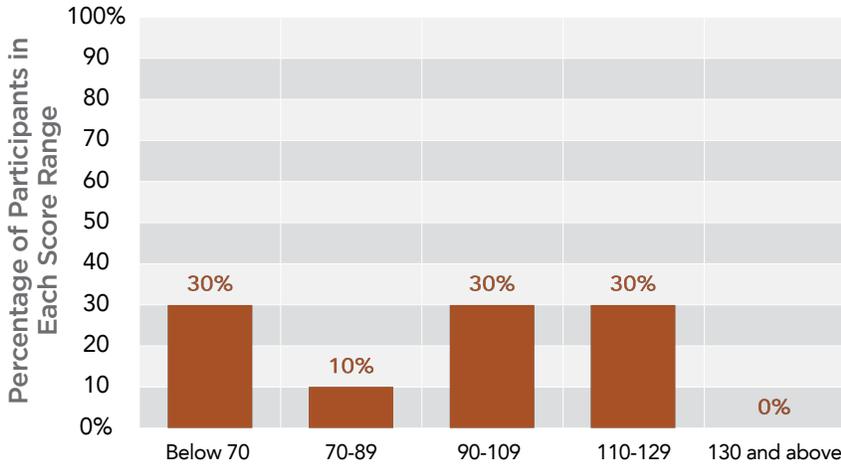
This group is sometimes able to confidently express disagreements, although there remain some situations that may prove more challenging than others. An assertive stance is generally taken that helps move the agenda forward and attain buy-in for ideas. However, if strengthened, employees will have a greater platform to voice discontent with incompatible viewpoints, and propose new methods of working.

## Strategies for Action

- Use visualization techniques to help the group see a successful, assertive outcome when interacting with others. What is the ultimate goal? How will they be direct and firm when necessary?
- Brainstorm assertive behaviors/language that can help the group get its point across more effectively. What causes their assertiveness to crack?

# Independence

Self-directed; free from emotional dependency



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	87
Minimum:	32
Maximum:	124
Spread of Scores:	32.7

## % Distribution of Responses per Item

- 1 Never/Rarely      2 Occasionally      3 Sometimes  
4 Often      5 Always/Almost Always      ? No Answer

Item	1	2	3	4	5	?
4	50	10	0	20	20	0
15	50	10	10	10	20	0
46	70	0	0	10	20	0
54	50	10	0	20	20	0
65	70	0	0	10	20	0
81	50	0	10	20	20	0
97	20	10	10	40	20	0
114	20	10	10	40	20	0

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## Organizational Implications

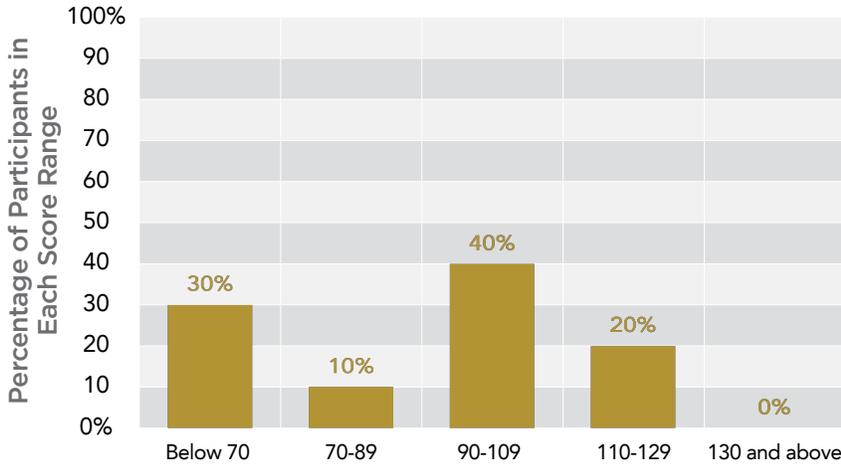
This group is reliant on others' feedback and is generally unable to work autonomously without consulting others. If this group is a leadership team, it is unlikely that they are seen as the real leaders of the organization, often appearing wishy-washy on decisions and usually waiting for others' approval. It may be hard for members of this group to gain support for their ideas as they are often seen as being heavily influenced by others.

## Strategies for Action

- Have the group identify less risky decisions that they are comfortable working on independently. Ask them to brainstorm the resources available to them to make decisions on their own.
- Have the group define what independence within the group looks like. Establish emotionally-independent behaviors that the group agrees to demonstrate regularly.

# Interpersonal Relationships

Mutually satisfying relationships



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	88
Minimum: ▼	37
Maximum: ▲	124
Spread of Scores:	29.9

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
9	20	20	20	20	20	0
22	20	20	20	20	20	0
38	20	20	10	20	30	0
41	20	10	0	30	40	0
66	20	10	0	30	40	0
74	20	0	0	30	50	0
102	20	20	10	30	20	0
129	20	20	10	30	20	0

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## Organizational Implications

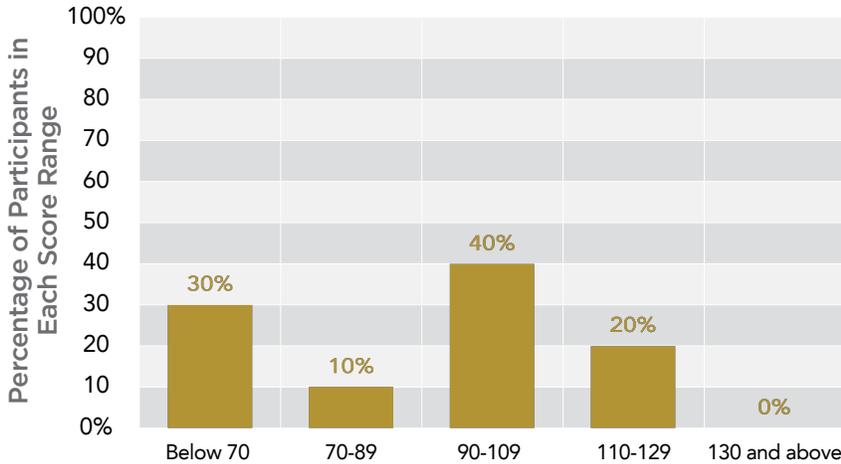
This group sometimes has trouble establishing relationships with colleagues based on mutual trust and understanding. The atmosphere in the organization may be colored by the lack of harmonious connections among colleagues and this group can sometimes appear to be isolated within the organization. Information may not always be shared, which may engender decreased efficiency.

## Strategies for Action

- Team or trust building exercises might work well with this team to foster an understanding of the importance of relationships.
- Brainstorm ways this group can celebrate big milestones (e.g., launch of a product, birthdays, promotions) to foster improved relationships.

# Empathy

Understanding, appreciating how others feel



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	87
Minimum:	33
Maximum:	129
Spread of Scores:	32.8

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
13	20	20	20	20	20	0
24	20	20	10	30	20	0
30	20	20	10	30	20	0
52	20	20	10	30	20	0
70	20	10	0	20	50	0
78	20	10	0	30	40	0
91	20	10	0	30	40	0
110	20	20	10	30	20	0
124	20	20	10	30	20	0

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## Organizational Implications

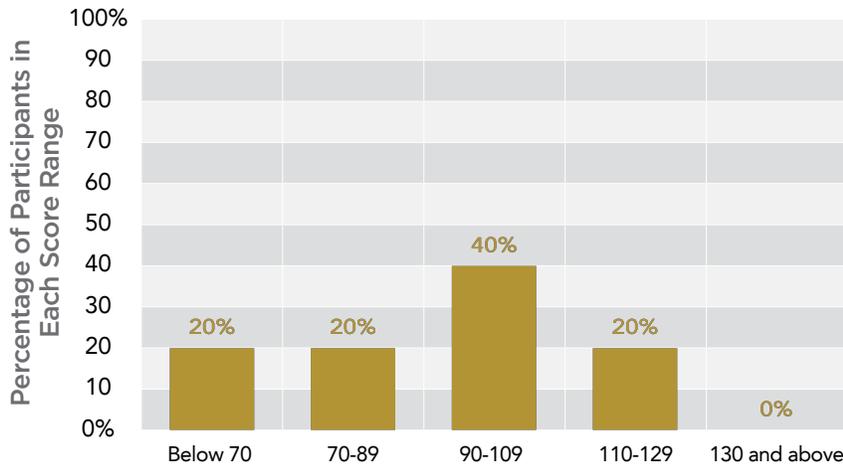
This group is not generally able to relate to others' feelings and may be blind to others' concerns or the emotional landscape of the room. Employees may feel as though their concerns are not listened to or taken seriously, which decreases information sharing in the organization. Certain decisions may be carried out without taking the "pulse" of the organization, or not contemplating colleagues' ramifications and worries, both of which can stem innovation and growth.

## Strategies for Action

- This group should list all stakeholders' perspectives before making a decision. Have them consider other viewpoints and implications before decisions are made.
- Have the group brainstorm emotional cues for major emotions. This way members can better relate to others' emotions during meetings and conversations.

# Social Responsibility

Social consciousness; helpful



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	91
Minimum:	44
Maximum:	129
Spread of Scores:	28.6

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
11	20	20	10	30	20	0
18	20	20	20	20	20	0
20	20	20	20	20	20	0
60	20	10	10	30	30	0
61	20	0	10	30	40	0
115	20	20	10	30	20	0

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## Organizational Implications

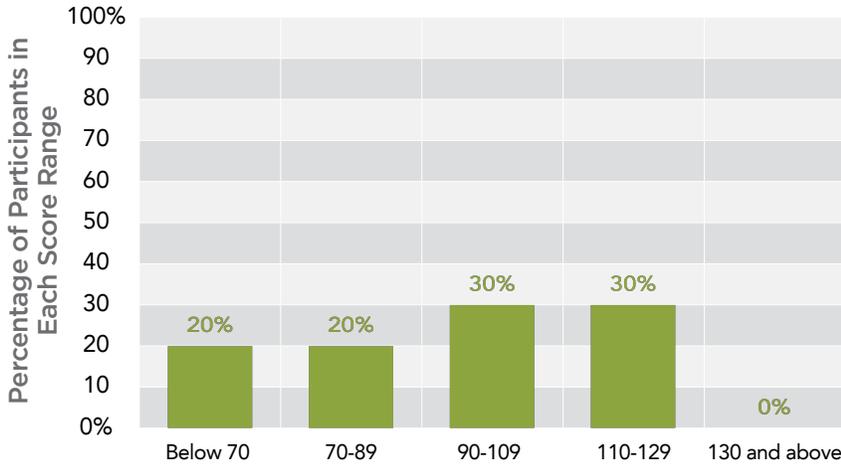
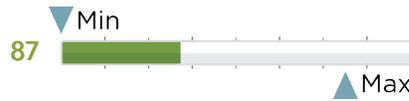
This group is generally concerned with the greater good of the organization, although there is room for improvement in this regard. The group sometimes thinks about how their actions affect others; however, unless social responsibility becomes more of a priority for these individuals, they could be seen as looking out for their own good, as opposed to the good of the organization.

## Strategies for Action

- What causes call the team to action? Are there certain organizational or community initiatives that motivate better citizenship? Have the team come to a consensus on a cause they can all support.
- Suggest that this group try to engage other teams in socially responsible behavior to spur collective action throughout the organization.

# Problem Solving

Find solutions when emotions are involved



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	87
Minimum:	32
Maximum:	125
Spread of Scores:	32.3

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
17	40	10	10	20	20	0
37	50	0	10	20	20	0
45	60	10	0	10	20	0
68	60	10	0	10	20	0
72	60	10	0	10	20	0
75	50	0	10	20	20	0
84	20	10	10	40	20	0
112	20	10	10	40	20	0

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## Organizational Implications

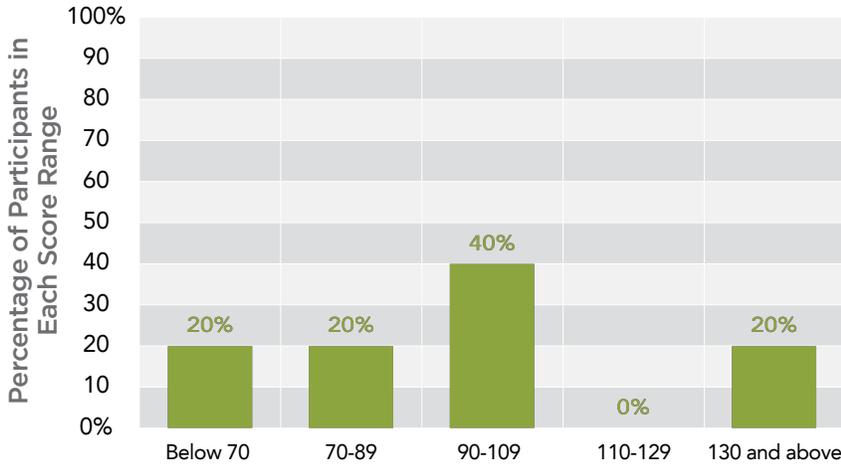
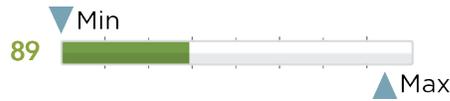
This group lets emotions impair its decision-making ability. In situations with competing timelines and/or mounting pressure, solutions may not always be forthcoming, which can lower employee morale and impede service delivery. At times, there may be a lull in productivity, as problems surface and group members get distracted by their emotional reactions, which results in the group's inability to tackle the issues.

## Strategies for Action

- Use different language (e.g., "what if"/"imagine") to anticipate possibilities/solutions.
- Embrace a "solutions-focused" mindset by focusing on solutions, not on problems. Have the group understand the benefits of emotions, rather than seeing them as barriers.

# Reality Testing

Objective; see things as they really are



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	89
Minimum:	26
Maximum:	134
Spread of Scores:	36.2

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
14	20	20	20	20	20	0
36	20	10	10	30	30	0
43	20	10	0	30	40	0
57	20	20	0	30	30	0
77	20	10	10	30	30	0
85	20	10	10	30	30	0
107	20	10	10	30	30	0
111	20	20	10	30	20	0

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## Organizational Implications

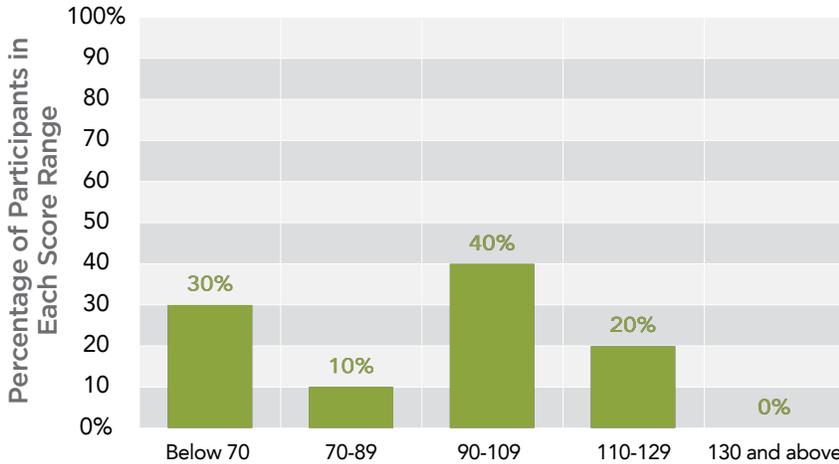
This group sometimes has difficulty viewing situations from an objective standpoint, as emotions may color their perception of reality. For instance, if a colleague is fired, the group may magnify the situation and believe their own job security is threatened, even if this isn't the case. Job satisfaction may be decreased and/or organizational tenure curtailed, as employees can misconstrue reality and distort it with their own subjective interpretation of reality.

## Strategies for Action

- Teach this group the SWOT approach (list issues' strengths/weaknesses/opportunities/threats) or another method of objectively analyzing a problem or situation.
- Have the team suspend their current beliefs. Take an issue they are dealing with and have them analyze it from at least 4 different points of view (i.e., put yourself in the shoes of your customers, your stakeholders, the executive board, your employees).

# Impulse Control

Resist or delay impulse to act



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	87
Minimum:	31
Maximum:	129
Spread of Scores:	33.6

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
2	40	10	10	20	20	0
5	40	10	10	20	20	0
34	60	10	0	10	20	0
44	60	10	0	10	20	0
48	50	10	0	20	20	0
50	30	20	0	30	20	0
56	30	0	10	40	20	0
67	20	10	10	40	20	0

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

## Organizational Implications

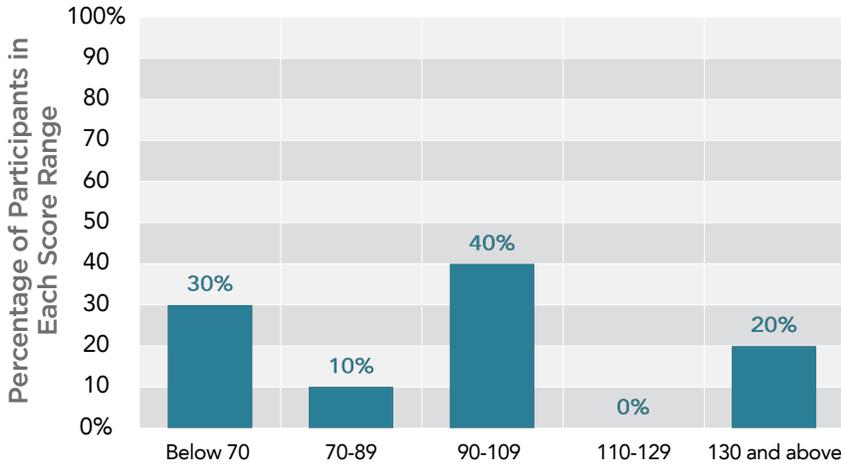
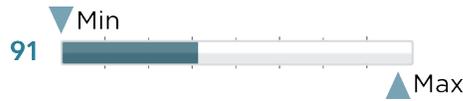
This group is generally not able to resist the natural inclination to act, even if situations call for a more measured approach. There is a tendency to behave or speak on a whim without considering potential ramifications. Tasks may be completed too hastily, colleagues may voice opinions that may cause resentment, or decisions may be made without contemplating options. In addition, product quality may decline, friction may arise between colleagues, and opportunities for organizational advancement may be curtailed.

## Strategies for Action

- Have the group brainstorm ways they will think before responding to a situation to arrive at the best solution.
- Listen to what colleagues say before attempting to produce the best possible outcome. Create a “no interrupting” rule for meetings.

# Flexibility

Adapting emotions, thoughts and behaviors



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	91
Minimum:	43
Maximum:	137
Spread of Scores:	32.2

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
6	40	10	10	20	20	0
33	40	10	10	20	20	0
42	50	10	10	10	20	0
82	30	20	10	20	20	0
87	20	20	10	30	20	0
96	20	10	10	40	20	0
120	20	0	10	50	20	0
122	20	10	10	40	20	0

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## Organizational Implications

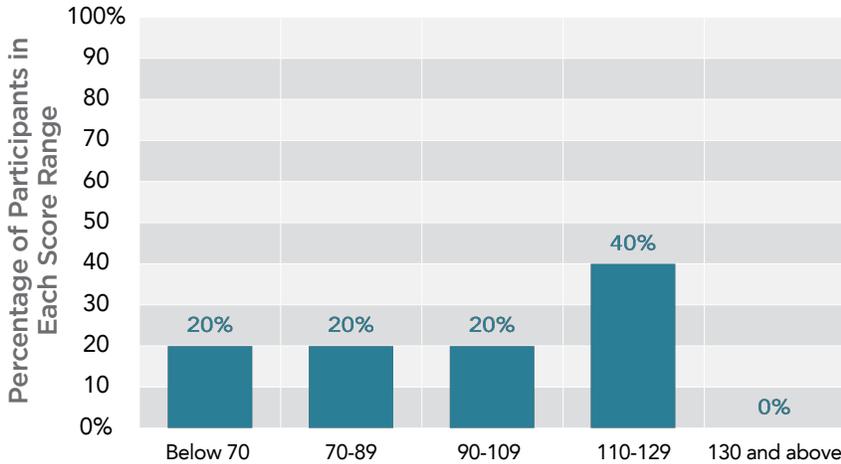
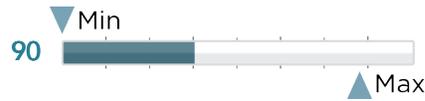
This group is generally tolerant and accepting of change, and usually adopts new procedures or ways of doing things with ease. Nevertheless, there are situations where change may make the group less willing to embrace new developments (e.g., merger between two companies may create trepidation). For the most part, new technologies and new methods of conducting business are readily implemented. The status quo is not the default, and progress and a willingness to “roll with the punches” are the norm.

## Strategies for Action

- Ensure that proper training and resources are available to deal with change.
- Brainstorm ideas with the team to arrive at solutions to cope with new developments.

# Stress Tolerance

Coping with stressful situations



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	90
Minimum: ▼	44
Maximum: ▲	128
Spread of Scores:	29.2

## % Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

Item	1	2	3	4	5	?
1	20	10	20	10	40	0
26	50	10	0	20	20	0
55	20	20	10	20	30	0
79	20	20	0	40	20	0
88	20	20	10	30	20	0
99	20	20	10	20	30	0
113	20	20	10	30	20	0
123	20	10	10	40	20	0

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## Organizational Implications

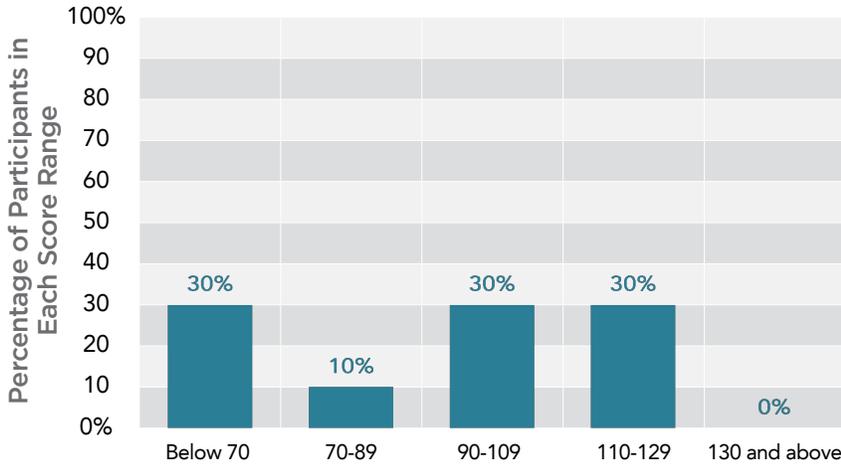
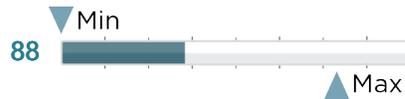
This group is generally able to cope with challenging situations without becoming too overwhelmed, although there are situations that may cause more stress than others. For the most part, the group has good coping strategies in place to deal with impending challenges; members appear calm and collected to other colleagues. Tight deadlines and unintended situations are met with a mostly relaxed demeanor. An ability to manage stress leads to heightened productivity and job satisfaction.

## Strategies for Action

- Find a confidant at work with whom the stresses of the day can be shared.
- Distract yourself from challenges at work by engaging in restful pursuits (e.g., walk, bike ride).

# Optimism

Positive attitude and outlook on life



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	88
Minimum: ▼	41
Maximum: ▲	123
Spread of Scores:	29.1

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
29	20	0	0	10	70	0
32	20	10	0	30	40	0
35	30	10	10	30	20	0
80	20	20	10	30	20	0
83	20	20	10	30	20	0
90	20	20	10	30	20	0
98	20	30	0	20	30	0
116	20	20	10	30	20	0

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## Organizational Implications

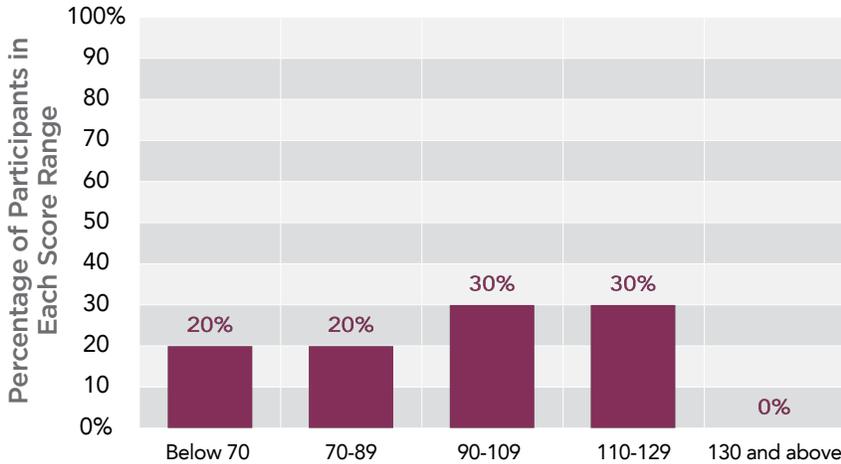
This group does not generally assume a positive stance on issues, and tends to see situations in a negative light. When faced with a challenge, team members may feel as though they are unlikely to overcome the situation, and may view the issue as permanent. Employees may be searching for what's wrong with their work, rather than what's right. This outlook can be off-putting for colleagues, and may hamper creativity, insight, and innovation.

## Strategies for Action

- Focus on the team's strengths (e.g., public speaking) rather than its problems/flaws. Look into techniques of positive psychology to help the team leverage strengths.
- Ignore what cannot be changed in the environment and think about what can be changed.

# Happiness

Satisfied with life; content



## Group Snapshot for this Subscale

Number of Scored Participants:	10
Average:	88
Minimum:	44
Maximum:	120
Spread of Scores:	27.6

## % Distribution of Responses per Item

- |                       |                               |                    |
|-----------------------|-------------------------------|--------------------|
| <b>1</b> Never/Rarely | <b>2</b> Occasionally         | <b>3</b> Sometimes |
| <b>4</b> Often        | <b>5</b> Always/Almost Always | <b>?</b> No Answer |

Item	1	2	3	4	5	?
12	60	0	10	10	20	0
28	50	10	0	20	20	0
51	20	20	10	20	30	0
71	20	20	0	20	40	0
92	20	20	10	20	30	0
101	20	20	10	30	20	0
106	20	20	10	30	20	0
126	20	20	10	30	20	0

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## Organizational Implications

This group is somewhat dissatisfied and unable to enjoy work and/or life. In the face of obstacles, the group is discouraged and gives up without trying to overcome them. Colleagues may not appreciate this defeatist attitude. This gloomy behavior curtails job satisfaction, lowers job commitment, and heightens the likelihood of organizational turnover. Meetings may be colored by a glum and sad overtone, which can slow down efficiency and quality of output.

## Strategies for Action

- Refrain from comparing the group to others; each person's history/situation is different.
- Stop worrying about things outside of your control; focus on what can be controlled.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Self-Perception</b></p>	<p><b>Self-Regard</b></p> <ul style="list-style-type: none"> <li>• Being able to utilize strengths at work is related to increased engagement. Have the group identify individual/team strengths and attempt to link consideration of strengths to task assignment.</li> <li>• Learn from mistakes; have the team develop action plans to rectify a particular obstacle.</li> </ul>	<p><b>Self-Actualization</b></p> <ul style="list-style-type: none"> <li>• This group may benefit from defining its mission, vision, and values. Use mission setting techniques to redefine a sense of purpose. Encourage them to explore their new sense of self within this mission.</li> <li>• Have individuals work on new skills and integrate them into their group roles.</li> </ul>	<p><b>Emotional Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Examine the reasons why certain decisions conjure up certain emotions with the group.</li> <li>• Have the group work on identifying the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Self-Expression</b></p>	<p><b>Emotional Expression</b></p> <ul style="list-style-type: none"> <li>• Continue the discussion of emotions, especially ones that are harder to express. Have the group identify triggers for "bottling" emotions; discuss how to eliminate these triggers.</li> <li>• Create a code of conduct for sharing positive emotions; show appreciation to colleagues.</li> </ul>	<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Use visualization techniques to help the group see a successful, assertive outcome when interacting with others. How can they be direct and firm when necessary?</li> <li>• Brainstorm assertive behaviors/language that can help the group get its point across more effectively.</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>• Have the group choose less risky decisions to work on independently. Have them brainstorm the resources available to them to make decisions on their own.</li> <li>• Have the group describe independence within the group. Establish emotionally-independent behaviors for them to demonstrate.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Interpersonal</b></p>	<p><b>Interpersonal Relationships</b></p> <ul style="list-style-type: none"> <li>• Team or trust building exercises might work well with this team to foster an understanding of the importance of relationships.</li> <li>• Brainstorm ways this group can celebrate big milestones (e.g., launch of a product, birthdays, promotions) to foster improved relationships.</li> </ul>	<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>• This group should list stakeholders' perspectives before making a decision. Have them consider other viewpoints and implications before decisions are made.</li> <li>• Have the group brainstorm cues for major emotions to help them relate to others' emotions during meetings and conversations.</li> </ul>	<p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• What causes call the team to action? Are there certain initiatives that motivate better citizenship? Have the team come to a consensus on a cause they can all support.</li> <li>• Suggest they try to engage other teams in socially responsible behavior to spur collective action in the organization.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Decision Making</b></p>	<p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Use different language (e.g., "what if"/"imagine") to anticipate possibilities/solutions.</li> <li>• Embrace a "solutions-focused" mindset by focusing on solutions, not on problems. Have the group understand the benefits of emotions, rather than seeing them as barriers.</li> </ul>	<p><b>Reality Testing</b></p> <ul style="list-style-type: none"> <li>• Teach this group the SWOT approach.</li> <li>• Have the team suspend their current beliefs. Take an issue they are dealing with and have them analyze it from at least 4 different points of view (e.g., from perspective of customers, stakeholders, the executive board, employees).</li> </ul>	<p><b>Impulse Control</b></p> <ul style="list-style-type: none"> <li>• Have the group brainstorm ways they will think before responding to a situation to arrive at the best solution.</li> <li>• Listen to what colleagues say before attempting to produce the best possible outcome. Create a "no interrupting" rule for meetings.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Stress Management</b></p>	<p><b>Flexibility</b></p> <ul style="list-style-type: none"> <li>• Ensure that proper training and resources are available to deal with change.</li> <li>• Brainstorm ideas with the team to arrive at solutions to cope with new developments.</li> </ul>	<p><b>Stress Tolerance</b></p> <ul style="list-style-type: none"> <li>• Find a confidant at work with whom the stresses of the day can be shared.</li> <li>• Distract yourself from challenges at work by engaging in restful pursuits (e.g., walk, bike ride).</li> </ul>	<p><b>Optimism</b></p> <ul style="list-style-type: none"> <li>• Focus on the team's strengths (e.g., public speaking) rather than its problems/flaws. Look into techniques of positive psychology to help the team leverage strengths.</li> <li>• Ignore what cannot be changed in the environment and think about what can be changed.</li> </ul>