



EQ360

COACH  
360°  
FEEDBACK  
REPORT

Jack Doe

Rated by: Manager(1), Peers(3), Direct Reports(3)

High Potential Training Program Assessment

August 26, 2011

**EQ**EDGE  
*Consulting*

 MHS

# Participant Response Style Explained

🚩 Indicates the need for further examination – possible validity concern

## PARTICIPANT SUMMARY

Name: Jack Doe  
Age: 36  
Gender: Male

Completion Date: August 26, 2011  
Time to Completion: 12:09  
Norm Type: General Population

## 🚩 INCONSISTENCY INDEX: 3

The Inconsistency Index is 3 indicating a possible inconsistent response style. Results should be interpreted with caution as this person may have rushed the assessment, not taken the task seriously, or been highly swayed by wording subtleties within similar item pairs. You may want to check the completion time and delve into the item discrepancies further with the respondent.

The following item pairs had score discrepancies (see Item Responses page for more details): 71&116, 28&31 and 88&99.

## POSITIVE IMPRESSION: 0

## NEGATIVE IMPRESSION: 0

Both the Positive and Negative Impression indices are less than 3. Responses are likely neither the result of an overly positive, nor an overly negative response style. You may want to ask:

*“Tell me about your process for responding to the items.”*

*“What did you think of the items? Were any particularly difficult to respond to?”*

## ITEM 133 (My responses to the preceding sentences were open and honest): 5

Jack's response was: **Always/Almost Always.**

## OMITTED ITEMS:

No items were omitted.

## RESPONSE DISTRIBUTION

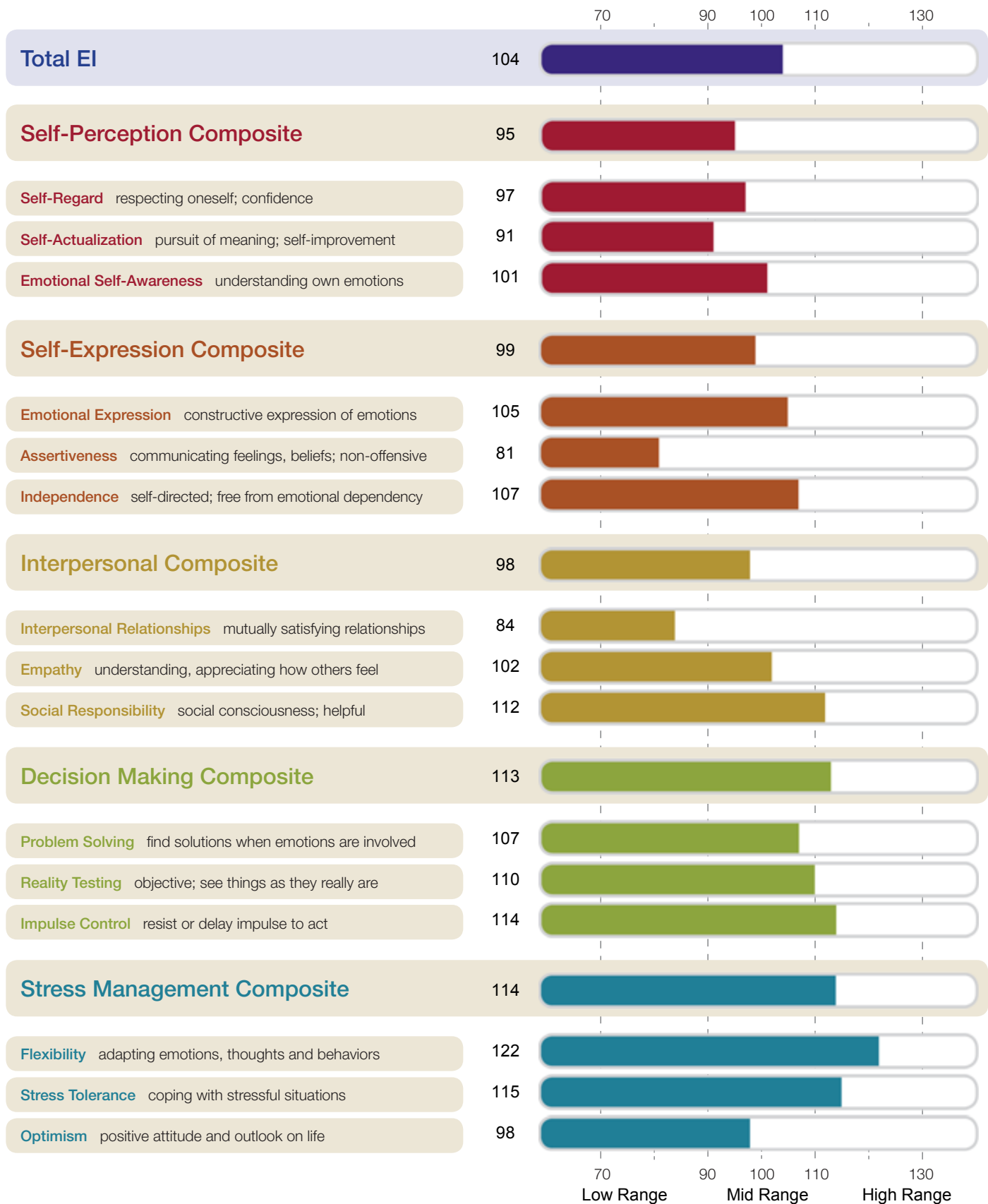
Jack did not show a significant preference for using either the extreme ends or the middle points of the response scale.

### Responses

- ? = 0%
- 1 = 21%
- 2 = 13%
- 3 = 33%
- 4 = 17%
- 5 = 16%



# Overview of Results



# Item Responses

Responses are shown by item on the following two pages. Items are shown by subscale and are exactly as they appeared on the assessment. Please note, although some items use reversed language, the higher the response indicated, the more frequent is the behavior.

Responses to each item were provided using the following rating scale:

**1= Never/Rarely; 2=Occasionally; 3=Sometimes; 4=Often; 5=Always/Almost Always.**

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## Self-Regard

10	Looking at both my good and bad points, I feel good about myself.	3
19	I feel sure of myself.	3
31	I don't feel good about myself.	1
64	I lack self-confidence.	1
89	It's hard for me to accept myself just the way I am.	1
128	I think highly of myself.	3
130	I respect myself.	3
132	I'm happy with who I am.	3

## Self-Actualization

8	I accomplish my goals.	3
49	I feel I have something to contribute.	2
58	I seek out enriching experiences.	3
63	I am self-motivated.	4
73	I make good use of my abilities.	3
76	I strive to be the best I can be.	4
104	I am driven to achieve.	4
109	I try to make my life as meaningful as I can.	4
118	I look for ways to improve myself.	4

## Emotional Self-Awareness

16	I pay attention to how I'm feeling.	4
27	I'm aware of the impact of my mood on others.	5
40	I know what triggers my emotions.	3
62	I'm aware of how I feel.	5
105	I recognize when I'm upset.	2
121	I understand how the emotions of others affect me.	3
125	I know which emotions affect my performance.	4

## Emotional Expression

39	It's hard for me to share my feelings with others.	3
47	It's easy for me to express my feelings.	2
69	It's hard to express my intimate feelings.	2
93	When I'm sad, I talk to people about it.	3
100	I find it difficult to show people how I feel about them.	1
103	I find it difficult to show affection.	1
108	It's hard for me to describe my feelings.	1
117	It's hard for me to smile.	3

## Assertiveness

3	I back down even when I know I am right.	2
7	I say "no" when I need to.	3
21	I am assertive without being offensive.	3
23	When I disagree with someone, I say so.	2
53	I am firm and direct when necessary.	3
86	I stand up for what I believe in.	2
95	I tell people what I think.	3

## Independence

4	It's hard for me to make decisions on my own.	2
15	I cling to others.	2
46	I am easily influenced by others.	1
54	I prefer a job in which I'm told what to do.	3
65	It's hard for me to do things on my own.	2
81	I need reassurance from others.	1
97	I need other people more than they need me.	2
114	I am more of a follower than a leader.	1

## Interpersonal Relationships

9	It's easy for me to make friends.	5
22	I enjoy talking with people.	4
38	I am easy to approach.	3
41	People confide in me.	3
66	I am fun to be with.	1
74	I'm a team player.	3
102	People think I am sociable.	3
129	I have good relationships with others.	3

## Empathy

13	I'm aware of how others feel.	2
24	I am empathic.	4
30	I am good at understanding the way other people feel.	4
52	I avoid hurting the feelings of others.	3
70	I'm in touch with other people's emotions.	4
78	I relate to the emotions of others.	4
91	I respect the way others feel.	5
110	I am sensitive to the feelings of others.	5
124	I care about other people's feelings.	4

## Social Responsibility

11	I act in an environmentally friendly way.	5
18	I try to make a difference in society.	4
20	I like helping people.	4
60	I am a contributing member of the groups to which I belong.	5
61	I contribute to my community.	4
115	I care about social issues.	3

## Problem Solving

17	When I'm really upset, I can't decide what to do.	1
37	I tend to worry about a problem rather than try to solve it.	3
45	I avoid dealing with problems.	5
68	It's hard for me to decide on the best solution when solving a problem.	1

# Item Responses

72	I get stuck when thinking about different ways of solving problems.	1
75	I feel overwhelmed when I need to make a decision.	1
84	If I have trouble solving a problem, I get frustrated and give up.	1
112	I let my emotions get in the way when making decisions.	1

## Reality Testing

14	I see situations as they really are.	4
36	I make realistic plans to achieve my goals.	3
43	I recognize my own biases.	3
57	I have a good sense of my strengths and weaknesses.	4
77	I know when I need to be more objective.	4
85	I know when my emotions affect my objectivity.	5
107	Even when upset, I'm aware of what's happening to me.	5
111	I have a good sense of what is going on around me.	5

## Impulse Control

2	I make rash decisions when I'm emotional.	2
5	I interrupt when others are speaking.	2
34	My impulsiveness creates problems for me.	3
44	I am impulsive.	1
48	When I start talking, it's hard to stop.	1
50	I tend to react hastily.	1
56	It's difficult for me to control my impulses.	1
67	It's hard for me to resist temptation.	2

## Flexibility

6	It's difficult for me to change my opinion.	1
33	I do not like being in unfamiliar situations.	3
42	It's hard for me to change my ways.	3
82	It's hard for me to compromise.	1
87	I feel uneasy with last-minute changes.	1

96	It's hard for me to make changes in my daily life.	2
120	I need things to be predictable.	1
122	Change makes me uneasy.	1

## Stress Tolerance

1	I keep calm in difficult situations.	5
26	I can't think clearly when I'm under stress.	1
55	I thrive in challenging situations.	5
79	I handle stress without getting too nervous.	3
88	I perform well under pressure.	3
99	I cope well with stressful situations.	5
113	I handle upsetting problems well.	5
123	I do not react well to stressful situations.	2




## Optimism

29	I stay positive even when things get difficult.	5
32	I am optimistic.	5
35	I expect the worst.	3
80	I am hopeful about the future.	3
83	I see the best in people.	5
90	I have good thoughts about the future.	4
98	I expect things to turn out all right, despite setbacks from time to time.	4
116	I have a positive outlook.	1

## Happiness

12	It's hard for me to enjoy life.	1
28	I am not happy with my life.	5
51	I am enthusiastic.	3
71	I am happy.	5
92	I am satisfied with my life.	4
101	I'm excited about my life.	3
106	When I wake up in the morning, I look forward to the day.	4
126	I am content.	3




### Inconsistency Item Pairs indicates inconsistent responses

80.	I am hopeful about the future.	3	110.	I am sensitive to the feelings of others.	5
90.	I have good thoughts about the future.	4	124.	I care about other people's feelings.	4
29.	I stay positive even when things get difficult.	5	 28.	I am not happy with my life.	5
32.	I am optimistic.	5	31.	I don't feel good about myself.	1
130.	I respect myself.	3	 88.	I perform well under pressure.	3
132.	I'm happy with who I am.	3	99.	I cope well with stressful situations.	5
92.	I am satisfied with my life.	4	70.	I'm in touch with other people's emotions.	4
101.	I'm excited about my life.	3	78.	I relate to the emotions of others.	4
 71.	I am happy.	5	106.	When I wake up in the morning, I look forward to the day.	4
116.	I have a positive outlook.	1	126.	I am content.	3

### Positive Impression/Negative Impression

25	I make mistakes.	3	119	Things bother me.	3
59	I like everyone I meet.	3	127	I only care about what is best for others.	3
94	I have bad days.	3	131	I know the right answer.	3

# Rater Details

	Manager(s) 	Peers 	Direct Reports 	Friends/Family 	Other 	All Raters
Number of raters per group	1	3	3			7
<b>How long have you known the person being assessed?</b>						
Under 1 year			2			2
1 to 5 years		2				2
6 to 10 years	1		1			2
Over 10 years		1				1
<b>How often do you interact with the person being assessed?</b>						
Rarely			1			1
Occasionally		2	1			3
Sometimes	1	1				2
Often			1			1
<b>How well do you know the person being assessed?</b>						
Not very well	1		1			2
Fairly well		1	1			2
Well		2				2
Very well			1			1

# Rater Response Style Explained




M	P	DR	F	
Manager(s)	Peers	Direct Reports	Friends/Family	Other

INCONSISTENCY INDEX				
The responses for 1 of 1 raters were inconsistent within item pairs.	The responses for 3 of 3 raters were inconsistent within item pairs.	The responses for 1 of 3 raters were inconsistent within item pairs.		

POSITIVE & NEGATIVE IMPRESSION				
Raters' responses are likely neither the result of an overly positive nor an overly negative response style.	Raters' responses are likely neither the result of an overly positive nor an overly negative response style.	Raters' responses are likely neither the result of an overly positive nor an overly negative response style.		

ITEM 133 (My responses to the preceding sentences were open and honest):				
Always/Almost Always=1	Always/Almost Always=3	Always/Almost Always=3		

OMITTED ITEMS				
None of the raters exceeded the allowed number of omitted items for any of the scales.	None of the raters exceeded the allowed number of omitted items for any of the scales.	None of the raters exceeded the allowed number of omitted items for any of the scales.		

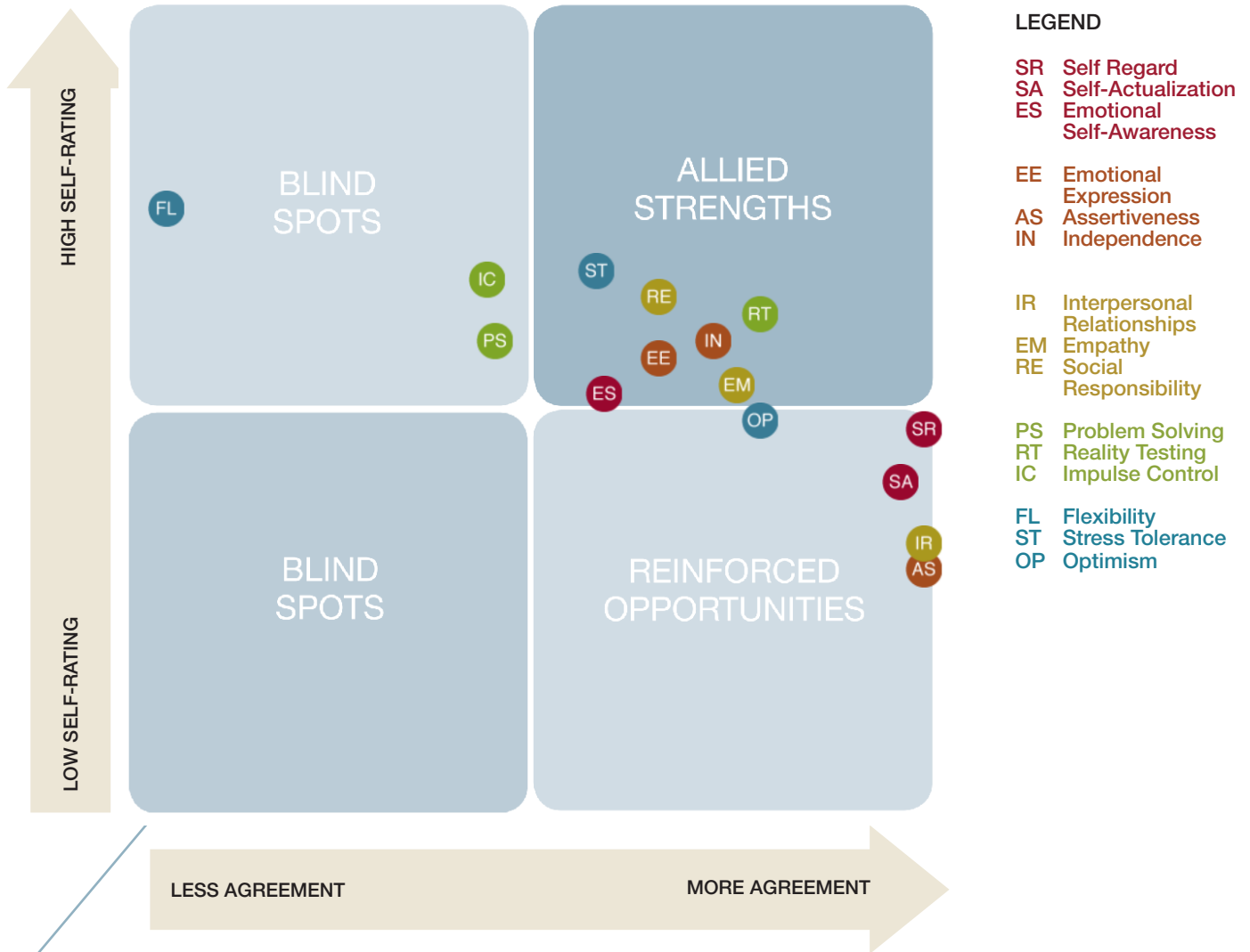
RESPONSE DISTRIBUTION				
				

■ = Never/Rarely  
 ■ = Occasionally  
 ■ = Sometimes  
 ■ = Often  
 ■ = Always/Almost Always  
 ■ = ?

# Profile Gap Analysis

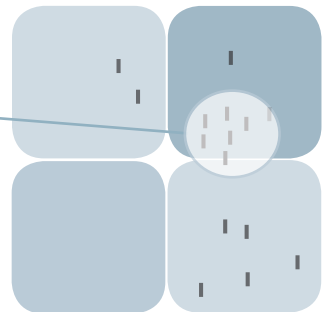
The figure on this page provides you with a general overview of the level of agreement between your client's self-report and how others see him or her.

- The vertical axis shows your client's self-rating. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- The horizontal axis shows you how much agreement there is between your client's self score and the scores received from the rater groups, across the various subscales. Subscales appearing to the far right indicate consensus—raters agree with your client's own assessment of each behavior.
- Subscales that overlap with one another indicate a consistent experience of those particular EI behaviors.



**WHAT TO LOOK FOR:**  
 Subscales falling in the left quadrants have awareness gaps, meaning your client sees him- or herself differently from the way others do. Your client may be unaware of, or “blind” to his/her own EI strengths and weaknesses.

**WHAT TO LOOK FOR:**  
 Concentration in the two right quadrants indicates a healthy level of self-awareness.













# Rater Response Summary

Now that you understand your client's self-rating on the EQ-i 2.0, you can begin to discover the richness of the data collected from his/her colleagues. The two graphs below show a broad overview of the results at the Total EI level and at a Composite Scale level.



















## Total EI:

Total EI provides a general indication of how emotional and social skills influence the way one perceives and expresses oneself, maintains social relationships, copes with challenges, and uses emotional information in a meaningful way.

	70	90	100	110	130	Self 	Manager 	Peer 	Direct Reports 	Family/Friends 	Other 
<b>Total EI</b>			 — 			104	104	104	90*		

## Composite Areas:

The five composite areas represent broad skill areas that are important in dealing with workplace demands. Once your client understands his or her results in these broader areas, use the graph on the next page to dig deeper into your client's specific subscale results.

	70	90	100	110	130	Self 	Manager 	Peer 	Direct Reports 	Family/Friends 	Other 
<b>Self-Perception</b>			 			95	98	98	92		
<b>Self-Expression</b>		 — 				99	98	98	85*		
<b>Interpersonal</b>			  			98	101	101	93		
<b>Decision Making</b>			 — 			113	111	111	93*		
<b>Stress Management</b>			 —  			114	111	111	91*		

\* indicates that there is a significant difference between this rater group's score and your SELF score

**Self-Perception.** Subscales in this composite address the 'inner-self' and assess one's feelings of inner strength, confidence, pursuit of meaningful goals as well as one's understanding of what, when, why, and how different emotions impact your thoughts and actions.

**Self-Expression.** Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of one's internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

**Interpersonal.** The Interpersonal composite includes subscales which measure one's ability to develop and maintain relationships based on trust and compassion, articulate an

understanding of another's perspective, and act responsibly, showing concern for others, one's team or one's greater community/organization.

**Decision Making.** Subscales in this composite address the way in which one uses emotional information by understanding the impact emotions have on decision-making, including the ability to resist or delay impulses and remain objective so to avoid rash behaviors and ineffective problem solving.

**Stress Management.** This composite contains subscales which address how well one can cope with the emotions associated with change and unpredictable circumstances, while remaining hopeful about the future and resilient in the face of setbacks and obstacles.

# Rater Response Summary

EI Subscales	70	80	90	100	110	120	130	Self <b>S</b>	Manager <b>M</b>	Peer <b>R</b>	Direct Reports <b>DR</b>	Family/Friends <b>F</b>	Other <b>O</b>
Number of raters								1	1	3	3		
Self-Regard			DR P					97	96	96	92		
Self-Actualization		DR SP						91	93	93	84		
Emotional Self-Awareness				S DRP				101	109	109	107		
Emotional Expression			DR		PS			105	103	103	89*		
Assertiveness		DR						81	82	82	83		
Independence				DR	P			107	106	106	91*		
Interpersonal Relationships				SP DR				84	86	86	90		
Empathy				DR	S P			102	107	107	96		
Social Responsibility				DR		PS		112	110	110	96*		
Problem Solving				DR		PS		107	105	105	85*		
Reality Testing						DR	S P	110	114	114	102		
Impulse Control					DR		P S	114	109	109	96*		
Flexibility					DR		P S	122	116	116	94*		
Stress Tolerance					DR		P	115	114	114	95*		
Optimism				DR		SP		98	100	100	86*		

\* indicates that there is a significant difference between this rater group's score and your SELF score

# Self-Regard

70                      90                      100                      110                      130


**Self-Regard** respecting oneself; confidence

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
feels good about himself/herself when thinking about both his/her good and bad points.	3	3	3	2.67		
feels sure of himself/herself.	3	3	3	3.33		
does not feel good about himself/herself.	1	1	1	1		
lacks self-confidence.	1	1	1	2		
finds it hard to accept himself/herself just the way he/she is.	1	1	1	1.67		
thinks highly of himself/herself.	3	3	3	3.33		
respects himself/herself.	3	3	3	3		
is happy with who he/she is.	3	3	3	2.67		

**Responses:** 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

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## Balancing EI

This section compares Self-Regard with its related subscales: Self-Actualization, Problem Solving, and Reality Testing.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

= Self-Actualization (91)	Your Self-Regard is in balance with your Self-Actualization.
Self-Regard (97) < Problem Solving (107)	Your Self-Regard is lower than your Problem Solving. These components can be balanced by evaluating your self-worth in terms of your ability to solve problems and by validating decisions before acting. When problem solving, evaluate your strengths and weaknesses and develop solutions that cater to your strengths.
< Reality Testing (110)	Your Self-Regard is lower than your Reality Testing. Remember that although input from external sources is important, self-regard is about your own evaluation of self-worth, and should not be overly influenced by external sources. Seek objective feedback, but give primary importance to your own sense of personal success.

# Self-Actualization

70                      90                      100                      110                      130


**Self-Actualization** pursuit of meaning; self-improvement

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
accomplishes his/her goals.	3	3	3	4.33		
feels he/she has something to contribute.	2	2	2	2.67		
seeks out enriching experiences.	3	3	3	2		
is self-motivated.	4	4	4	3.67		
makes good use of his/her abilities.	3	3	3	2		
strives to be the best he/she can be.	4	4	4	2.67		
is driven to achieve.	4	4	4	4		
tries to make his/her life as meaningful as he/she can.	4	4	4	3		
looks for ways to improve himself/herself.	4	4	4	2.33		

**Responses:** 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

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## Balancing EI

This section compares Self-Actualization with its related subscales: Self-Regard, Optimism, and Reality Testing.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Self-Actualization (91)	= Self-Regard (97)	Your Self-Actualization is in balance with your Self-Regard.
	= Optimism (98)	Your Self-Actualization is in balance with your Optimism.
	< Reality Testing (110)	Your Self-Actualization is lower than your Reality Testing. These components can be balanced by setting realistic plans to accomplish meaningful experiences that are internally satisfying and not just objectively required. The challenge is to set goals that are attainable and realistic, but also intrinsically valuable.

# Emotional Self-Awareness

70                      90                      100                      110                      130

**Emotional Self-Awareness** understanding own emotions


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
pays attention to how he/she is feeling.	4	4	4	3.67		
is aware of the impact of his/her mood on others.	5	5	5	5		
knows what triggers his/her emotions.	3	3	3	2.33		
is aware of how he/she feels.	5	5	5	4.33		
recognizes when he/she is upset.	2	2	2	3.67		
understands how the emotions of others affect him/her.	3	3	3	2.33		
knows which emotions affect his/her performance.	4	4	4	4		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Emotional Self-Awareness with its related subscales: Reality Testing, Emotional Expression, and Stress Tolerance.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

= Reality Testing (110)  = Emotional Expression (105) <b>Emotional Self-Awareness (101)</b>  < Stress Tolerance (115)	Your Emotional Self-Awareness is in balance with your Reality Testing.
	Your Emotional Self-Awareness is in balance with your Emotional Expression.
	Your Emotional Self-Awareness is lower than your Stress Tolerance. To balance these components, the object is to learn to recognize and process the emotions involved in the situation. By using Emotional Self-Awareness effectively to deal with the emotions, you will be better prepared to perform under stress until a proper resolution is found.

# Emotional Expression

70                      90                      100                      110                      130

**Emotional Expression** constructive expression of emotions


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
finds it hard to share his/her feelings with others.	3	3	3	3		
finds it easy to express his/her feelings.	2	2	2	3		
finds it hard to express his/her intimate feelings.	2	2	2	4		
when sad, talks to people about it.	3	3	3	3.67		
finds it difficult to show people how he/she feels about them.	1	1	1	2.33		
finds it difficult to show affection.	1	1	1	1.67		
finds it hard to describe his/her feelings.	1	1	1	3		
finds it hard to smile.	3	3	3	4		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Emotional Expression with its related subscales: Interpersonal Relationships, Assertiveness, and Empathy.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

<b>Emotional Expression</b> (105)	> Interpersonal (84) Relationships	Your Emotional Expression is higher than your Interpersonal Relationships result. The expression of thoughts and feelings can be invaluable to maintaining meaningful and reciprocal relationships. Be attentive to how your words, tone, and body language can influence colleagues to maximize the effectiveness of your interactions with them.
	> Assertiveness (81)	Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing Emotional Expression and Assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see.
	= Empathy (102)	Your Emotional Expression is in balance with your Empathy.

# Assertiveness

70                      90                      100                      110                      130


**Assertiveness** communicating feelings, beliefs; non-offensive

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
backs down even when he/she knows he/she is right.	2	2	2	2		
says "no" when he/she needs to.	3	3	3	3.33		
is assertive without being offensive.	3	3	3	2		
says so when he/she disagrees with someone.	2	2	2	2.33		
is firm and direct when necessary.	3	3	3	2.67		
stands up for what he/she believes in.	2	2	2	3.33		
tells people what he/she thinks.	3	3	3	2.67		

**Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always**

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## Balancing EI

This section compares Assertiveness with its related subscales: Interpersonal Relationships, Emotional Self-Awareness, and Empathy.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

= Interpersonal (84)  
Relationships

< Assertiveness (81)

< Emotional Self-Awareness (101)

< Empathy (102)

Your Assertiveness is in balance with your Interpersonal Relationships.

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Your Assertiveness is lower than your Emotional Self-Awareness. Creating balance here will enable you to better use emotional information to guide your assertiveness. When you have strong feelings about something, you should be more inclined to behave assertively. When you feel less strongly, you can back off.

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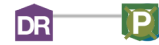
Because your Assertiveness is lower than your Empathy, you may place a greater emphasis on caring for others than you do on being assertive. It is important to recognize that it is possible to be empathic and assertive at the same time. Being sensitive to the feelings of others allows you to express your assertiveness in a way that will be received in the best manner possible.

15

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# Independence

70                      90                      100                      110                      130


**Independence** self-directed; free from emotional dependency

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
finds it hard to make decisions on his/her own.	2	2	2	3		
clings to others.	2	2	2	1.33		
is easily influenced by others.	1	1	1	1		
prefers a job in which he/she is told what to do.	3	3	3	4		
finds it hard to do things on his/her own.	2	2	2	2		
needs reassurance from others.	1	1	1	3.67		
needs other people more than they need him/her.	2	2	2	2.33		
is more of a follower than a leader.	1	1	1	2.67		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Independence with its related subscales: Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

**Problem Solving (107)**

**Independence (107)**

**Emotional Self-Awareness (101)**

**Interpersonal Relationships (84)**

Your Independence is in balance with your Problem Solving.

---

Your Independence is in balance with your Emotional Self-Awareness.

---

Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collaboration can help establish positive relationships.



# Interpersonal Relationships

70                      90                      100                      110                      130

**Interpersonal Relationships** mutually satisfying relationships


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
makes friends easily.	5	5	5	3		
enjoys talking with people.	4	4	4	4.33		
is easy to approach.	3	3	3	3.33		
is easy to confide in.	3	3	3	2.33		
is fun to be with.	1	1	1	3.33		
is a team player.	3	3	3	3.33		
is sociable.	3	3	3	4		
has good relationships with others.	3	3	3	3		


**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Interpersonal Relationships with its related subscales: Self-Actualization, Problem Solving, and Independence.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

 Self-Actualization (91)

Your Interpersonal Relationships is in balance with your Self-Actualization.

**Interpersonal Relationships** (84)  Problem Solving (107)

Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.

 Independence (107)

Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognize that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.

# Empathy

70                      90                      100                      110                      130

**Empathy** understanding, appreciating how others feel


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
is aware of how others feel.	2	2	2	2.67		
is empathic.	4	4	4	3.33		
is good at understanding the way other people feel.	4	4	4	4.33		
avoids hurting the feelings of others.	3	3	3	1.67		
is in touch with other people's emotions.	4	4	4	3.67		
relates to the emotions of others.	4	4	4	4		
respects the way others feel.	5	5	5	3.33		
is sensitive to the feelings of others.	5	5	5	3		
cares about other people's feelings.	4	4	4	3		

**Responses:** 1 Never/Rarely   2 Occasionally   3 Sometimes   4 Often   5 Always/Almost Always

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## Balancing EI

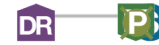
This section compares Empathy with its related subscales: Emotional Self-Awareness, Reality Testing, and Emotional Expression.

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Empathy (102)	= Emotional (101) Self-Awareness	Your Empathy is in balance with your Emotional Self-Awareness.
	= Reality Testing (110)	Your Empathy is in balance with your Reality Testing.
	= Emotional (105) Expression	Your Empathy is in balance with your Emotional Expression.

# Social Responsibility

70                      90                      100                      110                      130

**Social Responsibility** social consciousness; helpful


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
acts in an environmentally friendly way.	5	5	5	4.67		
tries to make a difference in society.	4	4	4	2.33		
likes helping others.	4	4	4	4		
is a contributing member of the groups to which he/she belongs.	5	5	5	4.67		
contributes to his/her community.	4	4	4	2.67		
cares about social issues.	3	3	3	1.67		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Social Responsibility with its related subscales: Self-Actualization, Interpersonal Relationships, and Empathy.

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> Self-Actualization (91)

Your Social Responsibility is higher than your Self-Actualization. To balance these components requires balancing the importance of contributing to society with achieving your own personal goals. Helping others to achieve their goals is important, but ideally this should work in a reciprocal way, so that the relationship helps you to achieve your potential and aspirations as well.

**Social Responsibility**  
(112)

> Interpersonal Relationships (84)

Your Social Responsibility is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect with individuals who are involved in the activities you pursue. Remember that being socially responsible can happen even on the smallest scale, helping one person at a time.

> Empathy (102)

Your Social Responsibility is higher than your Empathy. These components work best together when you put yourself in the other person's shoes to understand what is truly needed from their perspective. It is best to listen to the needs and concerns of others before choosing the best way to help them or work with them.

# Problem Solving

70                      90                      100                      110                      130


**Problem Solving** find solutions when emotions are involved

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
can't decide what to do when he/she is really upset.	1	1	1	3		
tends to worry about a problem rather than try to solve it.	3	3	3	3		
avoids dealing with problems.	5	5	5	4.33		
finds it hard to decide on the best solution when solving a problem.	1	1	1	2		
gets stuck when thinking about different ways of solving problems.	1	1	1	3		
gets overwhelmed when he/she needs to make a decision.	1	1	1	2.33		
gets frustrated and gives up when he/she has trouble solving a problem.	1	1	1	3.33		
lets his/her emotions get in the way when making decisions.	1	1	1	1.67		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Problem Solving with its related subscales: Flexibility, Reality Testing, and Emotional Self-Awareness.

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Flexibility (122)

Problem Solving (107)

Reality Testing (110)

Emotional Self-Awareness (101)

Your Problem Solving is lower than your Flexibility. To balance these areas, consideration should be given to alternate solutions, but once a course of action is chosen it should be implemented with commitment. Ideally, you want to remain open to changing your plan when required, but doing so too frequently without due cause can be inefficient over the long-term, and create confusion for those around you.

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Your Problem Solving is in balance with your Reality Testing.

---

Your Problem Solving is in balance with your Emotional Self-Awareness.

# Reality Testing

70                      90                      100                      110                      130


**Reality Testing** objective; see things as they really are

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
sees situations as they really are.	4	4	4	3.67		
makes realistic plans to achieve his/her goals.	3	3	3	3.33		
recognizes his/her own biases.	3	3	3	3		
has a good sense of his/her strengths and weaknesses.	4	4	4	4.33		
knows when he/she needs to be more objective.	4	4	4	3		
knows when his/her emotions affect his/her objectivity.	5	5	5	3		
even when upset, is aware of what's happening to himself/herself.	5	5	5	3		
has a good sense of what is going on around him/her.	5	5	5	5		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Reality Testing with its related subscales: Emotional Self-Awareness, Self-Regard, and Problem Solving.

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Reality Testing (110)	= Emotional (101) Self-Awareness	Your Reality Testing is in balance with your Emotional Self-Awareness.
	> Self-Regard (97)	Your Reality Testing is higher than your Self-Regard. To align these components, set meaningful but attainable goals and base your self-assessment on the accomplishment of these goals. The use of objective, supportive feedback can be helpful.
	= Problem Solving (107)	Your Reality Testing is in balance with your Problem Solving.

# Impulse Control

70                      90                      100                      110                      130


**Impulse Control** resist or delay impulse to act

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
makes rash decisions when he/she is emotional.	2	2	2	1.33		
interrupts when others are speaking.	2	2	2	2.67		
is impulsive, which creates problems for him/her.	3	3	3	2.67		
is impulsive.	1	1	1	2.67		
finds it hard to stop once he/she starts talking.	1	1	1	2.67		
tends to react hastily.	1	1	1	2.33		
finds it difficult to control his/her impulses.	1	1	1	2.33		
finds it hard to resist temptation.	2	2	2	2		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Impulse Control with its related subscales: Flexibility, Stress Tolerance, and Assertiveness.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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=> Flexibility (122)

=> Stress Tolerance (115)

> Assertiveness (81)

**Impulse Control**  
(114)

Your Impulse Control is in balance with your Flexibility.

---

Your Impulse Control is in balance with your Stress Tolerance.

---

Your Impulse Control is higher than your Assertiveness. These components work best together when assertiveness is tempered by good impulse control, resulting in communication that is both forthright and respectful. This means taking the time to consider the impact of your actions, and then proceeding with confidence in an appropriately assertive manner that reflects the most significant aspects of a situation.

# Flexibility



**Flexibility** adapting emotions, thoughts and behaviors

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
finds it difficult to change his/her opinion.	1	1	1	2.67		
does not like being in unfamiliar situations.	3	3	3	3.33		
finds it hard to change his/her ways.	3	3	3	4		
finds it hard to compromise.	1	1	1	1		
is uneasy with last minute changes.	1	1	1	3.33		
finds it hard to make changes in his/her daily life.	2	2	2	2.67		
needs things to be predictable.	1	1	1	3.33		
is uneasy with change.	1	1	1	1.67		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Flexibility with its related subscales: Problem Solving, Independence, and Impulse Control.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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> Problem Solving (107)	Your Flexibility is higher than your Problem Solving. It is good to be open to change and to consider options, as long as you don't get stuck making a decision or postponing action. The best decisions usually involve proper consideration of alternatives, and the ability to act when needed.
Flexibility (122) > Independence (107)	Your Flexibility is higher than your Independence. These components are balanced when you remain open to new ideas and approaches, but are able to remain convicted to your ideas when you believe something is important, even if it differs from the consensus or viewpoint of others. You want to be receptive to the ideas of others, but avoid being passively compliant, or simply "going along with the crowd."
= Impulse Control (114)	Your Flexibility is in balance with your Impulse Control.

# Stress Tolerance



**Stress Tolerance** coping with stressful situations

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
keeps calm in difficult situations.	5	5	5	3.33		
can't think clearly when he/she is under stress.	1	1	1	2.67		
thrives in challenging situations.	5	5	5	3.67		
handles stress without getting too nervous.	3	3	3	2.67		
performs well under pressure.	3	3	3	3		
copers well with stressful situations.	5	5	5	3.33		
handles upsetting problems well.	5	5	5	4		
does not react well to stressful situations.	2	2	2	3		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Stress Tolerance with its related subscales: Problem Solving, Flexibility, and Interpersonal Relationships.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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**Stress Tolerance**  
(115)

**=** Problem Solving (107)

Your Stress Tolerance is in balance with your Problem Solving.

---

**=** Flexibility (122)

Your Stress Tolerance is in balance with your Flexibility.

---

**>** Interpersonal Relationships (84)

Your Stress Tolerance is higher than your Interpersonal Relationships result. Achieving balance here will help others to better understand your circumstances while allowing you to gain insight into how others are affected by stress. In times of stress, it is often helpful to describe your circumstances to a friend or colleague. This practice may prove insightful and result in healthy and open relationships.



# Optimism

70                      90                      100                      110                      130

**Optimism** positive attitude and outlook on life


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
stays positive even when things get difficult.	5	5	5	3.33		
is optimistic.	5	5	5	3.67		
expects the worst.	3	3	3	3		
is hopeful about the future.	3	3	3	2.67		
sees the best in people.	5	5	5	3.33		
has good thoughts about the future.	4	4	4	3		
expects things to turn out all right, despite setbacks from time to time.	4	4	4	3.33		
has a positive outlook.	1	1	1	1.67		

**Responses:** 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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## Balancing EI

This section compares Optimism with its related subscales: Self-Regard, Interpersonal Relationships, and Reality Testing.

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= Self-Regard (97)	Your Optimism is in balance with your Self-Regard.
> Interpersonal Relationships (84)	Your Optimism is higher than your Interpersonal Relationships result. Balancing optimism with well developed interpersonal relationships can help you to remain positive and realistic. Also, by using your interpersonal relationships effectively, you can get important feedback to help keep your optimism grounded.
< Reality Testing (110)	Your Optimism is lower than your Reality Testing. To balance these components, use objective information and facts to inform, strategize, and inspire dreams and visions for the future. Although there are times when you must change course entirely, don't give up if there is still a reasonable chance to succeed. Consider all possible courses of action before revising goals.

# Well-Being Indicator

70                      90                      100                      110                      130


**Happiness** satisfied with life; content

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
finds it hard to enjoy life.	1	1	1	2.33		
is not happy with his/her life.	5	5	5	2.67		
is enthusiastic.	3	3	3	4		
is happy.	5	5	5	3		
is satisfied with his/her life.	4	4	4	3.67		
is excited about life.	3	3	3	3		
looks forward to each day.	4	4	4	3.33		
is content.	3	3	3	3.67		

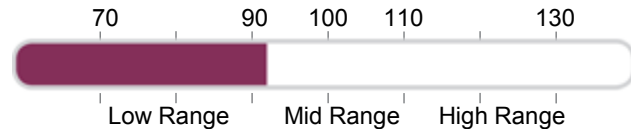
**Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always**

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# Well-Being Indicator

**Happiness** satisfied with life; content

92



In the EQ-i 2.0 model, Happiness is different than the other EI abilities in that it both contributes to, and is a product of, EI. As such, your client's result in Happiness can be used as a barometer of emotional health and well-being.

Although the causes and factors related to an individual's happiness extend beyond the scope of this assessment, it is important to examine your client's Happiness result in relation to the other EI subscales. For example, would strengthening

lower subscales lead to improved Happiness? Or will increased Happiness stem from working within the client's strengths and talents? In either case, the best way forward is as unique to each person as his or her own definition of Happiness.

The four subscales most often associated with Happiness are:

- **Self-Regard**
- **Optimism**
- **Self-Actualization**
- **Interpersonal Relationships**

## Happiness

The result in Happiness suggests that your client feels satisfied with life, and generally enjoys the company of others and work responsibilities. Your client may:

- have fun at both work and play.
- be seen by coworkers as likeable and pleasant to be around.
- have to occasionally manage discontentment with certain aspects of life.

Of the subscales most typically tied to Happiness, your client scored lower in Interpersonal Relationships. Directing development efforts here could strengthen Happiness even further.

### Self-Regard (97)

Happiness is a by-product of believing in oneself and living according to your own values. Although your client has good self-regard, there are times when self doubt may create feelings of unhappiness. Strengthening self-regard may help to enhance life satisfaction and well-being. You might ask:

- Reflect on past accomplishments by identifying skills that enabled you to be successful.
- If you could improve one facet of your life, what would it be? Why?

### Optimism (98)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. The results suggest that your client is optimistic and hopeful most of the time, but perhaps could use this outlook more frequently so that Happiness becomes even more personal, permanent and justifiable. You might ask:

- When are you the least optimistic? How could your outlook in these situations be improved?
- When faced with a new challenge, how do you typically feel? List your emotions and identify why you feel this way.

### Interpersonal Relationships (84)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. The lower result in Interpersonal Relationships suggests that your client may not have a strong, supportive network that can help restore happiness when needed the most. You might ask:

- Who are your closest friends and family members? How likely are you to confide in them? Why or why not?
- How often do you interact with others to complete a 'transaction', instead of having a meaningful interaction?

### Self-Actualization (91)

Happiness comes from a willingness to learn and grow on a journey aligned with personal values. The result suggests your client has a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness. You might ask:

- Identify what you value most in life. Are you spending enough time on the activities most important to you?
- What legacy will you leave behind?

## Follow-up Questions

The following questions are suggested to probe further into your client's results. Questions are listed by subscale.

### Self-Regard

1. What do you believe are your strengths? Provide an example where you used your strengths to your advantage.
2. Which of your abilities require development? Provide an example where you have had to work around/compensate for an area of weakness.
3. Describe a situation where you had to overcome feelings of insecurity or low confidence in your abilities.
4. Tell me about a time when it was clear you had made a mistake or error. How did you feel and what action did you take to rectify the situation? Why do you think you felt this way?
5. How can you use your strengths to achieve more of your goals (personal or job performance)?  
How can you overcome weaknesses on the way to achieving your goals?
6. What are you willing to do to improve your skills, abilities, habits, and attitudes?

### Self-Actualization

1. What are some of your interests outside of work?
2. Can you describe 1 or 2 of your short term goals? Long term goals? How are your short term goals connected to your long term goals?
3. Tell me about your process for setting goals? How would you describe the goals you set for yourself?
4. What new activities or interests would you like to explore?
5. How do you make time to do things you truly enjoy? What are some of the benefits both you and your career receive from these activities?

### Emotional Self-Awareness

1. How do your emotions affect other people? Can you provide an example where your teamwork (or a relationship) was affected by the way you were feeling?
2. What things do you feel really happy about? Sad? Angry? Describe how you experience these emotions physically, behaviorally, cognitively?
3. Describe a time when you were making a decision and your emotions got the best of you?  
What emotion were you experiencing and what was your reaction?
4. What emotions help your job performance? Which emotions hinder your performance?
5. Are there emotions that you are more comfortable with than others? Why do you think that is?

### Emotional Expression

1. Are there some emotions you feel more comfortable expressing than others? Why do you think that is?  
How do express what you are feeling? Give examples?
2. Describe a time where you regretted not expressing your true thoughts or feelings about something.  
What were the consequences (positive and negative) of not expressing your feelings? How would the situation have been different had you been more expressive?
3. In general, do you find yourself bottling up emotions? How does this affect your ability to get your work done?
4. What does being happy look like to you? Being angry? Being frustrated?
5. Have others ever misread your feelings or thoughts? Why do you think that happened?

### Assertiveness

1. Describe a scenario in which you behaved assertively. What specifically did you do or say that was assertive?
2. What do you find challenging about being assertive? What is it about the context or situation that makes you uncomfortable standing up for yourself?
3. How would you react if someone on your team consistently failed to pull their weight on a team project?
4. What is the difference between assertive and aggressive behavior? Have you ever been perceived as being aggressive?  
How do you know?
5. Tell me about a time where you disagreed with someone. What did you do/say and what was the outcome?

## Follow-up Questions

### Independence

1. Describe your typical style for making decisions.
2. Can you give an example of when you relied on others to make a decision for you? What was the outcome?
3. What feelings do you experience when you need to work independently from others?  
Do these feelings change (i.e., more or less intense) over time?
4. To what extent do you involve others in the decisions you make?
5. Can you describe a situation where you went against the grain and made a decision that was not the popular choice?  
What was the outcome?

### Interpersonal Relationships

1. Describe a time when you had to mediate a conflict between team members. Describe a time when you had to deal with an interpersonal conflict with a team member. How did your emotions differ between experiences?
2. What efforts do you put in to maintaining healthy and effective relationships at work?  
How do you know when a working relationship is effective?
3. Describe what types of social situations make you feel uncomfortable? What is your typical response in these situations?
4. Tell me about a time when you had to put extra effort into maintaining a close relationship.  
What value did this relationship have in your life?
5. Has there ever been a time when your relationships have made it difficult to make a decision or get your work done?

### Empathy

1. Tell me about a time when it was really important that you were able to understand the way someone else felt.  
How did you convey this understanding? How did you ensure you understood them?
2. Describe a situation where you were not as sensitive to someone's feelings as you should have been.  
Why do you think this was the case? What would you have done differently?
3. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
4. How do you ensure you have really understood how another person is feeling?
5. Describe a situation where you found it difficult to make a decision because of the way the outcome might impact others.  
What was the result of your decision?

### Social Responsibility

1. What have you done recently to help those in need?
2. Describe a situation where you have placed others' needs/interests over your own.  
How often does this type of scenario occur in your life?
3. How do you define "being a team player" in your job? What are some examples of where your success can be attributed to your team and not to you alone?
4. What social issues are of particular concern to you? How do you contribute to these causes?
5. Provide an example of where you had to take responsibility for your actions. How did this make you feel?

### Problem Solving

1. What was one of the most challenging problems you have ever had to solve?  
Describe the problem solving process you used to arrive at this solution.
2. How do you think your problem solving process looks to those you work with?  
What would they say are strengths of this process? What would they say you could do better?
3. Describe a time where your emotions hampered your ability to make a decision. Why did you get side tracked?
4. What role do your emotions play in your problem solving process? How do they help or hinder your ability to arrive at a solution?
5. Tell me about a time when you made a rash decision. What caused this to happen and how did it affect others?

### Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?
2. Describe a time where you incorrectly sized up your environment. What information did you misjudge and what was the impact?
3. How would others describe the goals you set? What information do you take into account when you set these goals?
4. Tell me about a time when you should have been more objective rather than relying on a "gut feeling".  
How do you confirm that your "gut feeling" is accurate?
5. Tell me about a time when you should have listened to your instincts rather than being so objective. How do you confirm that your instincts are reliable?

## Follow-up Questions

### Impulse Control

1. How do you typically deal with an impulse to act?
2. Tell me about a time when you had to exercise patience and control over your behavior.
3. Describe a situation where you were impatient and reacted hastily. How did this impact the end result?
4. Describe a situation where it was beneficial for you to act quickly. How did this make you feel?
5. Has your impulsiveness ever created problems for you? How do you think others view your behavior in these instances?

### Flexibility

1. Would others say that you are flexible and open to change, or rigid and set in your ways?  
What benefits and drawbacks does your typical style bring to your workplace?
2. How do you successfully manage change in an environment where people are hesitant to depart with their old ways of doing things?
3. Give an example of where you found it difficult to adjust to a change in your job. What emotions were you feeling?
4. Do you prefer your work to be predictable and stable, or do you enjoy conditions that require you to change what you do?
5. Describe a time where you have to adjust quickly to changes in your environment.  
What was your process for changing your behavior/tasks?

### Stress Tolerance

1. How do you tackle stressful circumstances at work? What is an example of where you had to manage stress in order to get your job done?
2. What circumstances are stressful for you? How do you proactively manage these circumstances in order to reduce the stress you experience?
3. How does stress manifest itself in the way you feel (i.e., emotionally, physically) or act?  
Can you detect the very onset of stress in your body?
4. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
5. Describe a time when it was important for you to remain calm under pressure.  
What skills or techniques did you use? How were others impacted in this situation?

### Optimism

1. Would you describe yourself as having positive or negative expectations about how things will turn out?  
How does this impact the way you set goals and objectives?
2. Describe a project/task where you experienced several setbacks. What was your approach to overcoming these difficulties?
3. When planning and setting goals, how do you manage risk? What does your contingency plan look like?
4. Describe a situation where you were overly positive or overly negative in your expectations about how things would turn out.  
What impact did your outlook have on your performance and that of others?
5. What are some resources or strategies you draw upon in order to stay positive about the future?

# Action Plan

The steps your client takes towards achieving his/her EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide your client towards accomplishing personal objectives. Remember to use the SMART© goal setting criteria for each goal.

**S**PECIFIC  
**M**EAURABLE  
**A**CTION-ORIENTED  
**R**EALISTIC  
**T**IMELY

Write down three EI skills or behaviors that require further development (i.e. empathy-reflective listening, emotional self awareness- recognizing how your body reacts to stress). The SMART goals should then help to strengthen these EI skills and behaviors

- 1.
- 2.
- 3.

Write down three overall qualities that your client would like to have (i.e., integrity, providing clear leadership, team player, clear communicator). In some way the SMART goals he/she outlines in this action plan should help achieve these qualities identified.”

- 1.
- 2.
- 3.

Transfer your SMART goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Listen to others	In team meetings Starting from today	Other people will listen to me I will get to hear everyone's views	Feedback from the team to say that I am listening to them more Take actions that other people have suggested	From the team to give me honest feedback	Time – often do not have time to listen to views but just need to give instructions. If this is the case need to tell people at the beginning of the meeting

I commit to this action plan \_\_\_\_\_  
(signature)

# EI Development Commitment

A Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in his/her action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back to the office and company

demands win the competition for time and attention. By outlining your client's objectives here, and ensuring that your client does the same you are holding your client more accountable to reach their professional objectives.

## My Client's Development Goals

My client's action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature \_\_\_\_\_

Your Client's Signature \_\_\_\_\_



# Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
<p><b>1. Build Rapport</b></p> <p>The first step is to create a sense of ease and establish common goals between you and your client.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remind the client of the objective of the session (e.g., “to take a look at your results and start to develop some strategies for increasing your effectiveness in certain areas.”)</li> <li><input type="checkbox"/> Remind the client of the confidentiality agreement and who “owns the data”.</li> <li><input type="checkbox"/> Starting on the “Welcome” page, remind the client about rater confidentiality and that any groups (except manager) in which there were less than three raters are merged into the “Other” group.</li> <li><input type="checkbox"/> Remind client that this is a “snapshot in time”. It is a starting point for discussion, not the end of the investigation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What was your experience in taking the assessment? How did you find taking the assessment?</li> <li><input type="checkbox"/> How did you select your raters?</li> <li><input type="checkbox"/> How well do you know your raters?</li> <li><input type="checkbox"/> Is there anything significant going on in your life that may have affected how you responded to the items?</li> <li><input type="checkbox"/> How did you find the items themselves? Anything you found odd or curious?</li> </ul>
<p><b>2. Validate Facts</b></p> <p>Next, establish the “truth” of EQ-i results in the eyes of your client.</p> <p>Once your client is comfortable with the model and his or her own self-ratings, look for any relevant patterns in the raters’ results.</p> <p>Establish the “truth” of the EQ-360 results in the eyes of your client.</p>	<p>EQ-i (self-report) results:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the EQ-i Model on the second page.</li> <li><input type="checkbox"/> Show the “How You Responded: Summary” page.</li> <li><input type="checkbox"/> The bar graphs represent how you responded to the items on each scale of the EQ-i.</li> <li><input type="checkbox"/> Look for areas of strength (longer bars) and areas where attention may be necessary (shorter bars).</li> </ul> <p>EQ-360 (rater) results:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the “Profile Gap Analysis” page.</li> <li><input type="checkbox"/> The top, right-hand quadrant indicates subscales where your raters agree with your high self-rating.</li> <li><input type="checkbox"/> The bottom, right-hand quadrant indicates subscales where your raters agree with your lower self-rating.</li> <li><input type="checkbox"/> The left-hand quadrants indicate areas where there is less agreement between you and your raters. Subscales you rated yourself higher on appear in the top quadrant, while lower self-ratings are in the lower quadrant.</li> <li><input type="checkbox"/> Show the “How Your Raters Responded” page.</li> <li><input type="checkbox"/> The symbols represent how your raters responded to the items on each scale of the EQ 360. At the top you’ll see how many people fall into each category.</li> <li><input type="checkbox"/> The lines that are shorter demonstrate a greater agreement amongst you and your raters, while the longer lines indicate a bigger gap in agreement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do these results look accurate to you?</li> <li><input type="checkbox"/> What surprises you?</li> <li><input type="checkbox"/> Can you give me an example of how you use that scale?</li> <li><input type="checkbox"/> Compared to your self-results, how do you think your raters would rate you on _____? Higher? Lower?</li> <li><input type="checkbox"/> Does anything stand out for you?</li> <li><input type="checkbox"/> Would you expect there to be agreement amongst your various rater groups here?</li> <li><input type="checkbox"/> What might account for a lack of consensus here?</li> <li><input type="checkbox"/> This suggests to me that _____. Is that true of you?</li> <li><input type="checkbox"/> What other feedback have you received that makes you question/validate this result?</li> <li><input type="checkbox"/> Do you see any general patterns in how your rater groups responded?</li> </ul>

# Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
<p><b>3. Discovery</b></p> <p>In the third step, the goal is to acquire a full understanding of any challenges that may be present. As a coach, you want to probe for details to clarify your client's thoughts, feelings, and expectations.</p>	<p>Have your client focus on <i>how</i> they demonstrate the skills related to the subscale (i.e., what is actually observable to the different rater groups?)</p> <p>Use the tools available:</p> <ul style="list-style-type: none"> <li>• Comments</li> <li>• Subscale pages</li> <li>• Balancing your EI</li> <li>• Profile Gap Analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does this feedback fit with your perception of yourself?</li> <li><input type="checkbox"/> What do you think accounts for the difference in how groups rated you?</li> <li><input type="checkbox"/> How do you see these results holding you back from moving your relationship with _____ rater group forward?</li> <li><input type="checkbox"/> How important is it that the rater groups all see you the same in this area?</li> <li><input type="checkbox"/> What's the downside of having a gap in how your groups rated you in this area?</li> <li><input type="checkbox"/> What's the upside (advantage) of having a gap/agreement in how your groups rated you in this area?</li> </ul>
<p><b>4. Establish Relevance</b></p> <p>Next, activate interest in finding a solution and gauge the possibility and desire for change.</p>	<p>Connect the importance of your conversation to your client's work.</p> <p>Highlight the EI skills necessary not only for the job they do, but also for the relationships they have with their rater groups.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It sounds like it is important for you to ___ on the job. Is that correct?</li> <li><input type="checkbox"/> It sounds like it is important for you to use this skill with your _____ rater group more than your peers/manager/etc. Is that correct?</li> <li><input type="checkbox"/> To what extent is that effective for you?</li> </ul>
<p><b>5. Explore Benefits</b></p> <p>The goal here is to help your client become aware of the benefits of change by considering the benefits of a particular solution.</p>	<p>Pose hypothetical questions to help your client imagine a new state of behavior and its outcomes.</p> <p>Remember that they don't have to be "all things to all people." Some skills will be more relevant with one rater group over another.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the ideal situation here?</li> <li><input type="checkbox"/> What would be the outcome on your job if you could do _____ more often?</li> <li><input type="checkbox"/> Which of your rater groups are more critical to your success? Where do you need to spend the most time?</li> <li><input type="checkbox"/> What kind of support can you get from within that rater group?</li> <li><input type="checkbox"/> Who can you ask for feedback as you begin to work on your development?</li> </ul>
<p><b>6. Transition</b></p> <p>The final step involves discussing the next steps and establishing the client's commitment to continue working with you, or on their personal goals.</p>	<p>Development should balance personal goals as well as 360 feedback. Ensure your client does not only focus on one or the other.</p> <p>"How" questions help work out the logistics of your future relationship.</p> <p>If appropriate, complete the Development Action Plan together with your client.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It sounds like this is an area you'd like to work on. What are some ways that you might be able to further develop in this area?</li> <li><input type="checkbox"/> What is one thing you can do to further develop this subscale?</li> </ul> <p>Questions to help close the conversation are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How would you like to move forward?</li> <li><input type="checkbox"/> How committed are you to your development plan?</li> <li><input type="checkbox"/> If you're not completely committed, what do you need to do to get there?</li> <li><input type="checkbox"/> How will you remain accountable for developing in this area?</li> <li><input type="checkbox"/> I propose that we _____. Does that sound good to you?</li> </ul>

## Open-Ended Responses

This page shows how your raters responded to the short-answer questions presented in the EQ 360. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

**Q: What areas of leadership do you believe are opportunities for growth for this individual?**

**M1:** I believe that Jack needs to be less assertive so that he can listen more to the ideas of others.

**P1:** I believe that Jack needs to step up to the plate more and make his voice heard.

**P2:** Not Provided

**P3:** I believe that Jack needs to be more self-confident

**DR1:** This individual could be more assertive as his voice tends to get lost in the crowd.

**DR2:** Not Provided

**DR3:** Not Provided

**Q: Describe the overall quality of your relationship with this person.**

**M1:** We work together well

**P1:** Not Provided

**P2:** Not Provided

**P3:** Jack and I work well together, he is an integral part of our team

**DR1:** Overall this is a positive and fulfilling relationship.

**DR2:** Not Provided

**DR3:** Not Provided

**Q: How does this individual involve other in the decision-making process?**

**M1:** No one answered this question.

**P1:** Jack makes sure that everyone is heard and that their opinions are valid.

**P2:** Not Provided

**P3:** He makes sure that everyone feels that their opinions are getting out there.

**DR1:** This individual seeks the opinions of others to ensure all parties are represented in the final decision.

**DR2:** Not Provided

**DR3:** Not Provided

## My Items

The following short-answer questions were added by your administrator. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

**Q: What should this individual do less?****M1:** Be less critical of himself**P1:** Jack should be less distracted when making a decision**P2:** Not Provided**P3:** He should stop being so critical of himself**DR1:** Complain**DR2:** Not Provided**DR3:** Not Provided**Q: What should this individual do more?****M1:** Take credit for his own work**P1:** Not Provided**P2:** Not Provided**P3:** Be more upfront about his achievements, and be less worried that he appears as if he's bragging.**DR1:** Speak up.**DR2:** Not Provided**DR3:** Not Provided