



**EQ360<sup>®</sup>**

**COACH**

# LEADERSHIP EQ 360

**REPORT**

Sam Sample  
Other Raters (3), Family/Friends (3), Direct Reports (3), Peers (4), and Manager (3)

Sample Report  
Multi-Health Systems Inc.

December 05, 2014



# Participant Response Style Explained

 Indicates the need for further examination – possible validity concern

## Participant Summary

Name: Sam Sample

Age: 35

Gender: Male

Completion Date: December 05, 2014

 Time to Completion: 00:00 (**Unusually short response time**)

Norm Type: Professional - Overall

Norm Region: US/Canada

## Inconsistency Index: 1

The Inconsistency Index is less than 3, indicating consistency in responses across pairs of items measuring similar content. However, you may want to examine the following item pair where inconsistent responses were provided (see Item Responses page for more details): 28&31.

## Positive Impression: 0

## Negative Impression: 0

Both the Positive and Negative Impression indices are less than 3. Responses are neither likely 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

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

## Omitted Items: 0 %

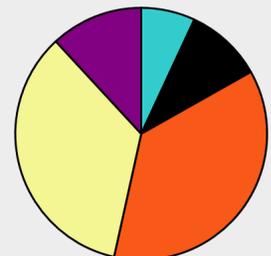
No items were omitted.

## Response Distribution:

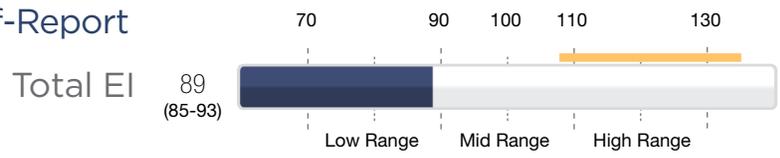
Sam did not show a significant preference for using either the extreme ends or the middle points of the response scale.

### Responses

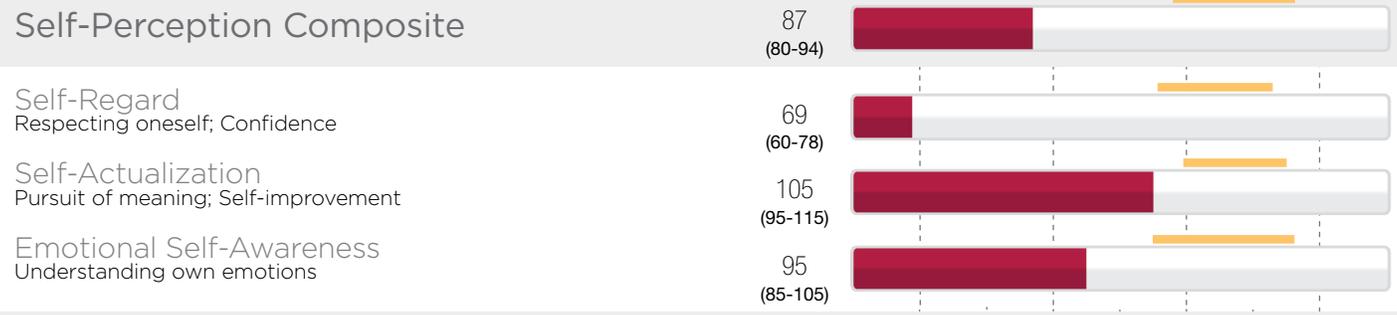
-  ? = 0 %
-  1. Never/Rarely = 7 %
-  2. Occasionally = 10 %
-  3. Sometimes = 37 %
-  4. Often = 35 %
-  5. Always/Almost Always = 12 %



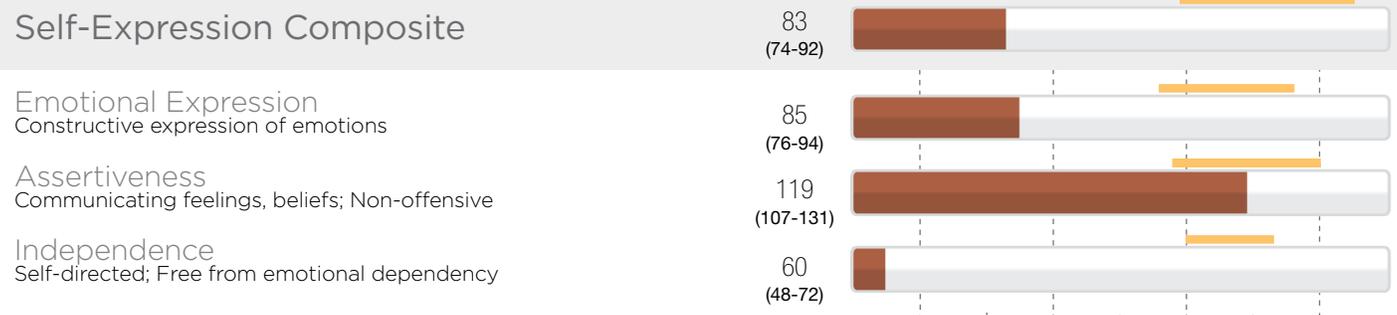
## Overview of Self-Report Results



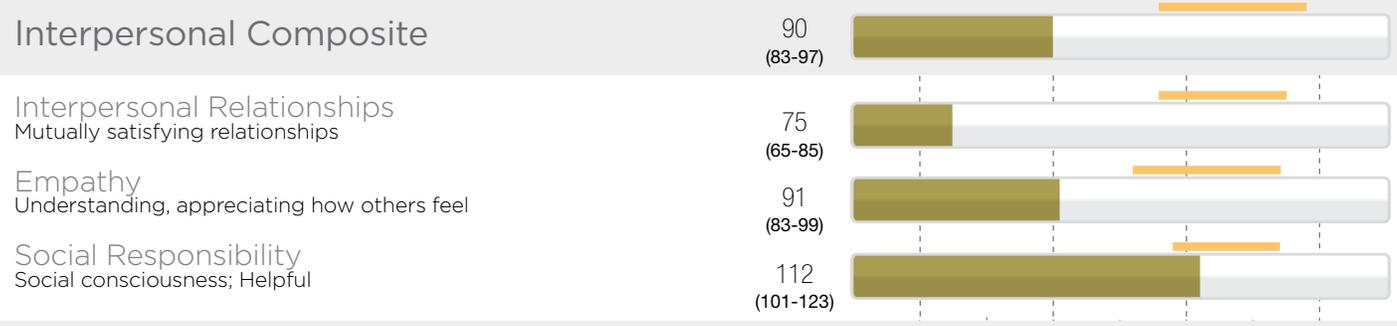
### Self-Perception Composite



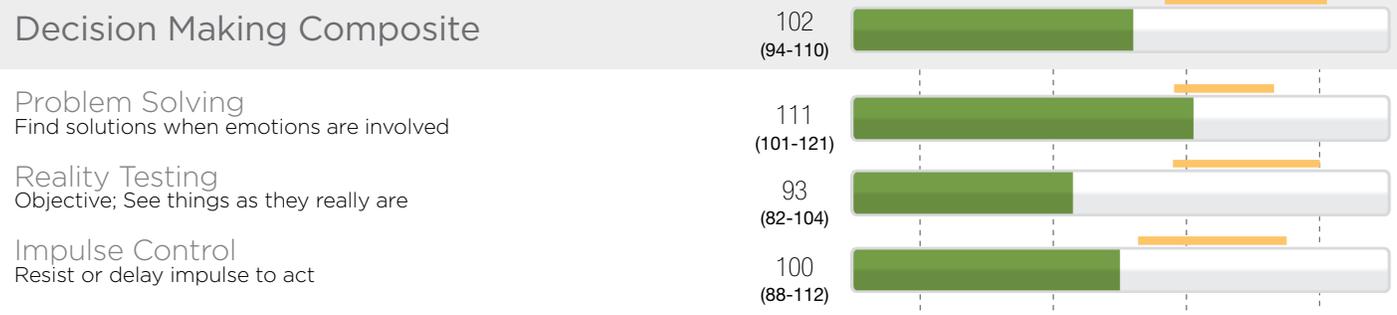
### Self-Expression Composite



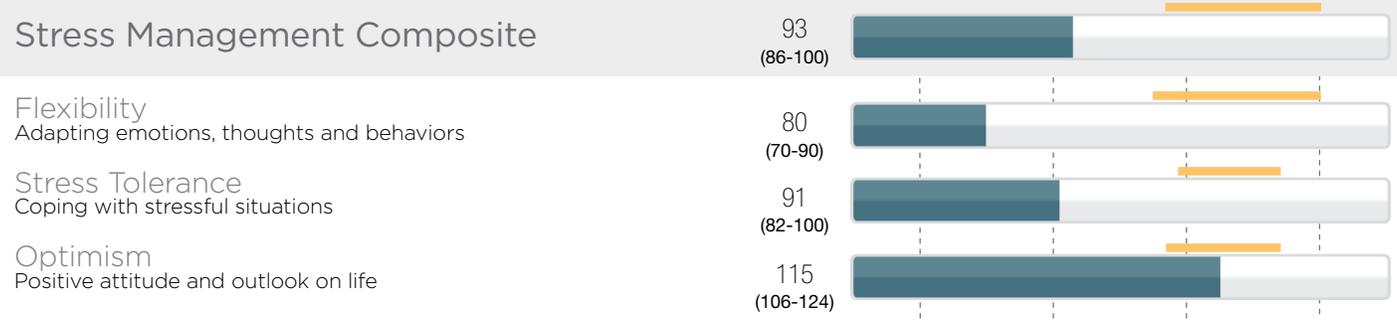
### Interpersonal Composite



### Decision Making Composite



### Stress Management Composite



**Note: Values in brackets = 90% confidence intervals (Nine times out of ten, the respondent's true score would fall within such ranges.)**

70 90 100 110 130

Low Range Mid Range High Range

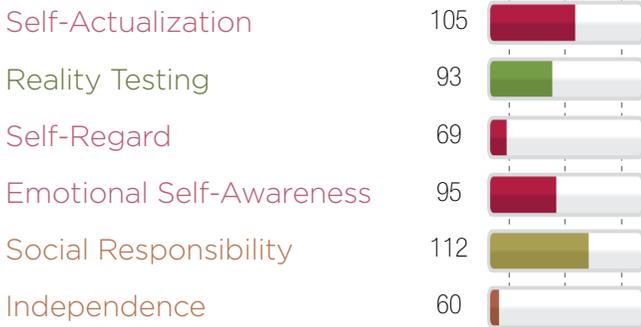
# Participant Leadership Potential

The EQ-i 2.0® subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies below is more likely to increase work satisfaction, create trust, and foster organizational commitment and loyalty.

This page provides you with a leadership lens through which to view your client's **self-report** results. There are four general competencies required of most leaders: authenticity, coaching, insight and innovation. The top six EQ-i 2.0 subscales (based on theory and research) that are associated with each competency are displayed below. High scores on the associated subscales help ensure optimal functioning in the competency area. Alternatively, if your client scores lower on a few subscales for a particular leadership competency, you can quickly see that this might be an area of challenge for them in their current leadership role. Focusing development efforts in these areas is likely to yield the greatest return in their growth as a leader.

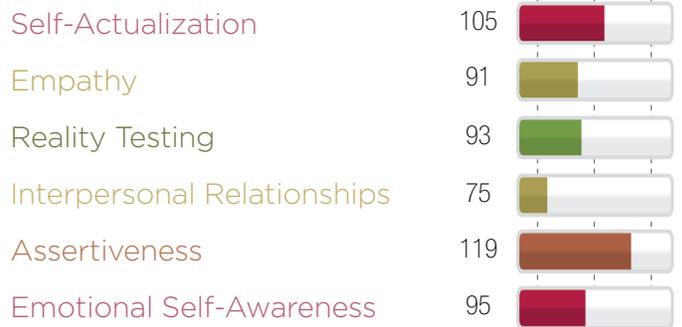
## Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.



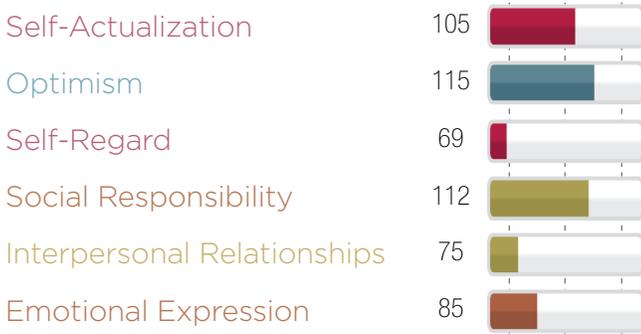
## Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.



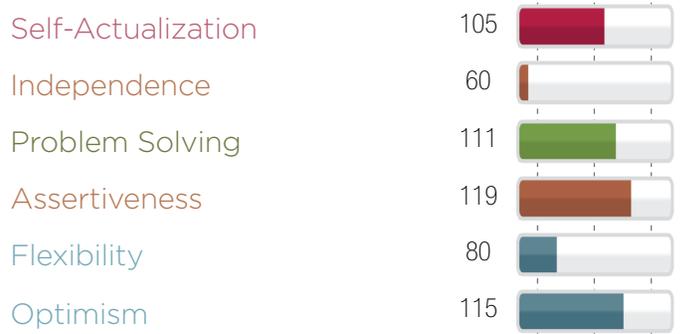
## Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.



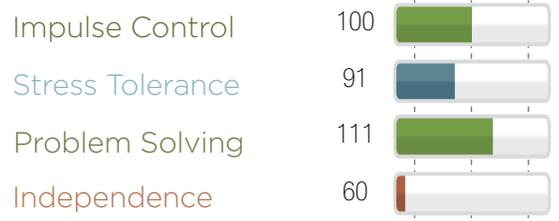
## Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.



# Leadership Derailers

Your client may be at a **high risk of derailment**; as he/she received a lower result in Independence and a moderate result in Stress Tolerance. Lower scores on any of the four subscales are associated with adopting a more passive or avoidant leadership style. Consider rater feedback for alignment in these areas of potential risk. Your client should be especially cognizant of scores below 90. For development strategies, refer to subscale pages in your client's report.



# 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.**

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed.**

## Self-Regard

10	I'm proud of both my good and bad points. I don't give myself a hard time.	3
19	I'm proud of myself.	3
31	I don't like my good about myself.	3
64	I like my confidence.	3
89	I'm proud for me to accept myself and the way I am.	3
128	I like myself, at least.	3
130	I respect myself.	3
132	I'm happy with who I am.	2

## Self-Actualization

8	I'm proud of my goals.	5
49	I feel I'm accomplishing my potential.	5
58	I like my growing independence.	5
63	I'm self-sufficient.	5
73	I like my good use of my abilities.	4
76	I like to be the best I can be.	4
104	I'm proud to achieve.	4
109	I'm proud to be an independent person.	4
118	I look for ways to improve myself.	4

## Emotional Self-Awareness

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

## Emotional Expression

39	I'm happy for me to share my feelings with others.	3
47	I'm happy for me to express my feelings.	3
69	I'm happy to express my emotions freely.	3
93	I don't feel I can talk to people about it.	3
100	I don't feel it's okay to share my feelings with others.	3
103	I don't feel it's okay to share my feelings.	3
108	I'm happy for me to describe my feelings.	3
117	I'm happy for me to share.	3

## Assertiveness

3	I don't stand up for myself when I'm right.	1
7	I say "no" when I need to.	5
21	I'm assertive without being offensive.	5
23	I don't disagree with someone, I say "no."	5
53	I'm firm and direct when necessary.	4
86	I stand up for what I believe in.	4
95	I'm confident when I speak.	4

## Independence

4	I'm happy for me to make decisions on my own.	4
15	I like to be alone.	4
46	I'm really interested by others.	4
54	I prefer to be in control of my own life.	3
65	I'm happy for me to be alone on my own.	3
81	I don't depend on other people.	3
97	I don't let other people know how they affect me.	3
114	I'm proud of a lifestyle that is simple.	3

## Interpersonal Relationships

9	I'm happy for me to make friends.	4
22	I'm really happy with people.	3
38	I'm happy to approach.	3
41	People usually like me.	3
66	I'm happy to be with.	3
74	I'm really happy.	3
102	People think I'm a success.	3
129	I have good relationships with others.	3

## Empathy

13	I'm aware of how others feel.	4
24	I'm sensitive.	4
30	I'm good at understanding the way other people feel.	4
52	I don't understand the feelings of others.	4
70	I'm a little bit like other people's emotions.	4
78	I'm sensitive to the emotions of others.	4
91	I know how other people feel.	3
110	I'm sensitive to the feelings of others.	3
124	I don't know other people's feelings.	3

## Social Responsibility

11	I'm an environmentally friendly person.	5
18	I'm a member of a community or society.	5
20	I'm a good person.	5
60	I'm a contributing member of the group to which I belong.	4
61	I contribute to my community.	4
115	I don't know what I can do.	4

## Problem Solving

17	I don't really think I can't decide what to do.	2
37	I don't really think about a problem unless I have to do it.	2
45	I don't really think about problems.	2
68	I'm happy 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	When I'm frustrated when I need to make a decision.	1
84	I have trouble solving a problem. I get frustrated and give up.	1
112	As the problems get on the way when making decisions.	1

## Reality Testing

14	See solutions as they really are.	4
36	Make realistic plans to achieve my goals.	4
43	Imagine my best future.	4
57	Have a good sense of my strengths and weaknesses.	4
77	Know what I need to be more objective.	4
85	Know what my weaknesses affect my objectivity.	4
107	Know what goals, in terms of what's happening to me.	3
111	Have a good sense of what is going on around me.	3

## Impulse Control

2	Make up decisions when I'm uncertain.	2
5	Jump on ideas when you're working.	2
34	Be impulsive when making decisions for me.	2
44	Am impulsive.	2
48	When I start making, I want to stop.	2
50	Act on my feelings.	2
56	It's difficult for me to control my impulses.	2
67	It's hard for me to keep impulses.	2

## Flexibility

6	It's difficult for me to change my opinion.	4
33	It's not the best way to handle situations.	4
42	It's hard for me to change my mind.	3
82	It's hard for me to compromise.	3

87	Deal calmly with last minute changes.	3
96	It's hard for me to make changes if my schedule.	3
120	Deal things in the unpredictable.	3
122	Things make me angry.	3

## Stress Tolerance

1	Deal with a difficult situation.	4
26	Don't think about when to make plans.	2
55	Deal with challenging situations.	4
79	Handle stress without getting too nervous.	4
88	Get along with other people.	4
99	Deal with other stressful situations.	3
113	Handle stressful situations well.	3
123	It's not hard for me to handle situations.	3

## Optimism

29	Stay positive even when things get difficult.	5
32	Am optimistic.	5
35	Expect the best.	1
80	Am hopeful about the future.	5
83	See the best in people.	5
90	Have good thoughts about the future.	5
98	Expect things to turn out all right. Despite setbacks.	4
	Am able to give.	
116	Have a positive outlook.	4

## Happiness

12	It's hard for me to enjoy life.	1
28	Am not happy with my life.	1
51	Am enthusiastic.	4
71	Am happy.	4
92	Am satisfied with my life.	4
101	It's unclear about my life.	4
106	When I wake up in the morning, I feel happy to be here.	4
	Am content.	
126	Am content.	4

### Inconsistency Item Pairs indicates inconsistent responses

80.	Am hopeful about the future.	5	110.	Am sensitive to the feelings of others.	3
90.	Have good thoughts about the future.	5	124.	Know about other people's feelings.	3
29.	Stay positive even when things get difficult.	5	 28.	Am not happy with my life.	1
32.	Am optimistic.	5	31.	Don't feel good about myself.	3
130.	Expect the best.	3	88.	Get along with other people.	4
132.	It's hard to get along with other people.	2	99.	Deal with other stressful situations.	3
92.	Am satisfied with my life.	4	70.	It's a hassle with other people's emotions.	4
101.	It's unclear about my life.	4	78.	React to the emotions of others.	4
71.	Am happy.	4	106.	When I wake up in the morning, I feel happy to be here.	4
116.	Have a positive outlook.	4	126.	Am content.	4

### Positive Impression/Negative Impression

25	Have realistic.	3	119	Things make me.	3
59	Be realistic about.	3	127	Only care about what is best for others.	3
94	Have high goals.	3	131	Have the right answer.	3

# Rater Details

Manager(s)	Peers	Direct Reports	Family/Friends	Other	All Raters
					

<b>Number of raters per group</b>	3	4	3	3	3	16
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## How long have you known the person being assessed?

Under 1 year		1	1	1		3
1 to 5 years	1	1	1	1	1	5
6 to 10 years	1	1		1	1	4
Over 10 years	1	1	1		1	4

## How often do you interact with the person being assessed?

Rarely		1	1	1		3
Occasionally	1	1	1	1	1	5
Sometimes	1	1		1	1	4
Often	1	1	1		1	4

## How well do you know the person being assessed?

Not very well		1	1	1		3
Fairly well	1	1	1	1	1	5
Well	1	1		1	1	4
Very well	1	1	1		1	4

# Rater Response Style Explained

US/Canada\_Professional - Overall

<b>M</b>	<b>P</b>	<b>DR</b>	<b>F</b>	
Manager(s)	Peers	Direct Reports	Family/Friends	Other
<b>INCONSISTENCY INDEX</b>				
These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.
<b>POSITIVE &amp; NEGATIVE IMPRESSION</b>				
Raters' responses are likely neither the result of an overly positive nor an overly negative response style.	4 positive and 4 negative impression indices could not be scored due to omitted items. The remainder of raters' responses are likely neither the result of an overly positive nor an overly negative response style.	The responses of 3 of 3 raters may be the result of an overly negative response style. There were likely no raters in this group who used an overly positive response style.	The responses of 3 of 3 raters may be the result of an overly positive response style. There were likely no raters in this group who used an overly negative response style.	Raters' responses are likely neither the result of an overly positive nor an overly negative response style.
<b>ITEM 133 (My responses to the preceding sentences were open and honest):</b>				
1. Never/Rarely = 1 2. Occasionally = 0 3. Sometimes = 0 4. Often = 1 5. Always/Almost Always = 0	1. Never/Rarely = 0 2. Occasionally = 1 3. Sometimes = 1 4. Often = 1 5. Always/Almost Always = 1	1. Never/Rarely = 1 2. Occasionally = 1 3. Sometimes = 0 4. Often = 0 5. Always/Almost Always = 1	1. Never/Rarely = 1 2. Occasionally = 0 3. Sometimes = 1 4. Often = 1 5. Always/Almost Always = 0	1. Never/Rarely = 0 2. Occasionally = 1 3. Sometimes = 1 4. Often = 0 5. Always/Almost Always = 0
<b>OMITTED ITEMS</b>				
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.	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.
<b>RESPONSE DISTRIBUTION</b>				
				

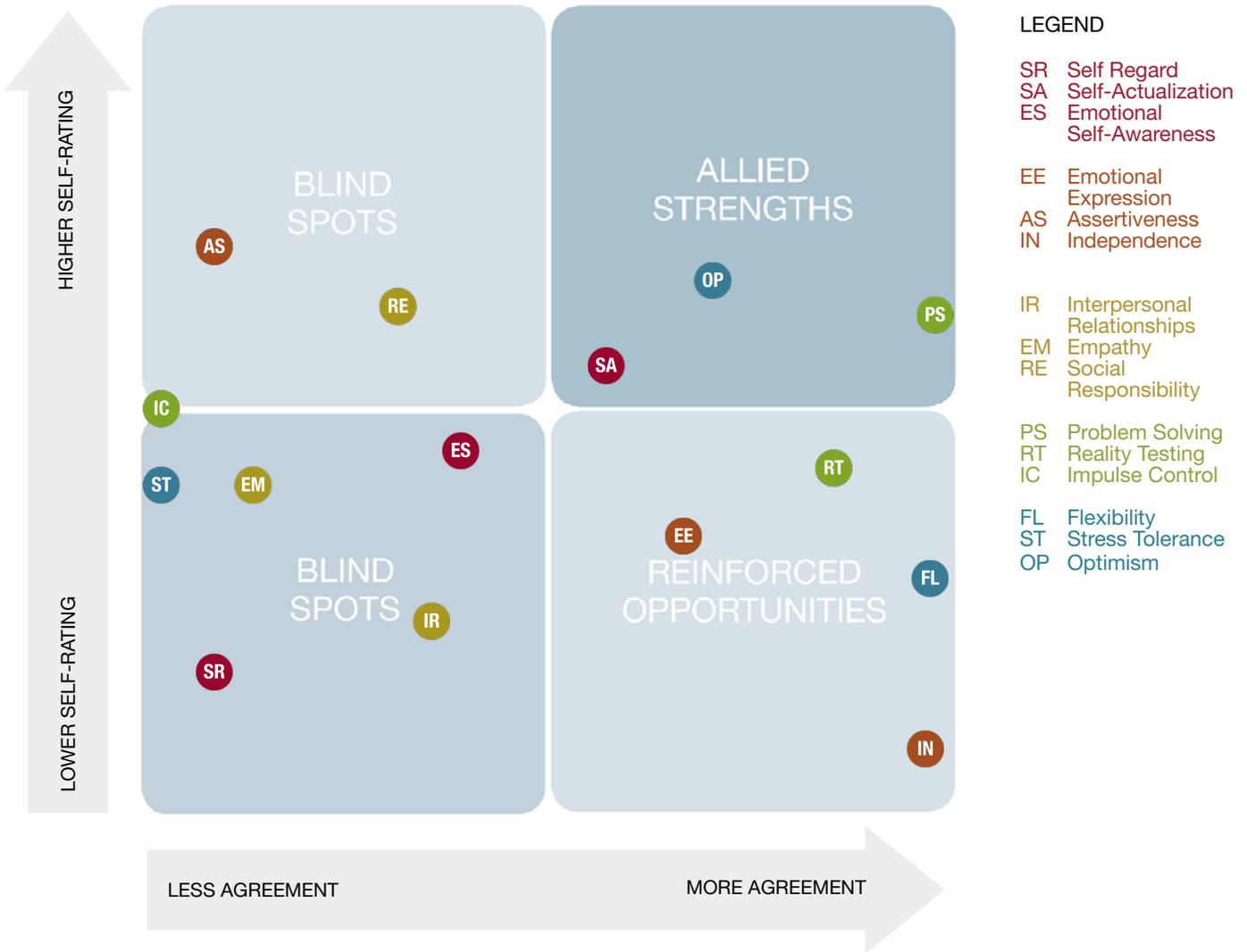
■ = Never/Rarely   
 ■ = Occasionally   
 ■ = Sometimes   
 ■ = Often   
 ■ = Always/Almost Always   
 ■ = ?

# Profile Gap Analysis

Agreement between self scores and each rater score

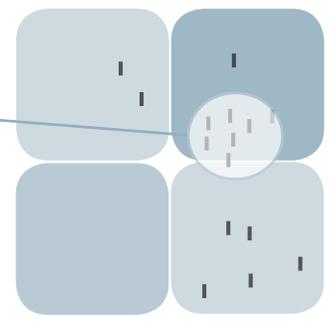
The figure on this page provides you with a general overview of the level of agreement between your client's self-report scores and how others see him or her. It compares your client's self scores and the scores received from each individual rater, across the various subscales.

- The horizontal axis shows you how much agreement there is between your client's self scores and the ratings from their raters. Subscales appearing to the far right indicate consensus—raters agree with your client's own assessment of each behavior.
- The vertical axis shows your client's self-ratings. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- 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 you see yourself differently from the way others see you. You may be unaware of, or “blind” to your 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 <b>S</b>	Manager <b>M</b>	Peer <b>P</b>	Direct Reports <b>DR</b>	Family/Friends <b>F</b>	Other 
<b>Total EI</b>						89	80	90	70*	86	80

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

## 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 <b>S</b>	Manager <b>M</b>	Peer <b>P</b>	Direct Reports <b>DR</b>	Family/Friends <b>F</b>	Other 
<b>Self-Perception</b>						87	75*	84	65*	81	75*
<b>Self-Expression</b>						83	71*	81	60*	77	71*
<b>Interpersonal</b>						90	74*	84	66*	80*	74*
<b>Decision Making</b>						102	91*	98	83*	94	88*
<b>Stress Management</b>						93	97	105*	88	101	97

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

**Self-Perception.** Subscales in this composite address the 'inner-self' and assess your feelings of inner strength, confidence, pursuit of meaningful goals as well as your 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 your 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 your 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, your team or your 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>P</b>	Direct Reports <b>DR</b>	Family/Friends <b>F</b>	Other <b>O</b>
Number of raters								1	3	4	3	3	3
Self-Regard	<b>M</b> — <b>S</b>							69	53*	62	44*	59*	53*
Self-Actualization			<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>					105	96	101	86*	98	96
Emotional Self-Awareness		<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>						95	82*	91	74*	88	82*
Emotional Expression	<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>							85	77	82	66*	80	77
Assertiveness					<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>			119	102*	112	96*	109*	102*
Independence	<b>S</b>							60	56	64	47*	61	56
Interpersonal Relationships	<b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>							75	62*	71	54*	66	62*
Empathy	<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>							91	76*	83	68*	81*	76*
Social Responsibility				<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>				112	98*	107	91*	104	98*
Problem Solving					<b>DR</b> — <b>F</b> — <b>S</b>			111	111	111	102	105	111
Reality Testing			<b>DR</b> — <b>M</b> — <b>S</b>					93	88	95	80*	93	80*
Impulse Control		<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>						100	81*	91	74*	86*	81*
Flexibility	<b>DR</b> — <b>S</b> — <b>F</b> — <b>P</b>							80	79	89	71	84	79
Stress Tolerance			<b>S</b> — <b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b>					91	105*	112*	96	110*	105*
Optimism				<b>DR</b> — <b>M</b> — <b>F</b> — <b>P</b> — <b>S</b>				115	107	112	99*	109	107

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

# Rater Response: Leadership Potential

The EQ-i 2.0® subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies presented over the next two pages is more likely to increase work satisfaction, create trust, and foster organizational commitment and loyalty.

This section provides you with a leadership lens through which to view how your client was rated. There are four general competencies required of most leaders: authenticity, coaching, insight and innovation. The top six EQ-i 2.0 subscales (based on theory and research) that are associated with each competency are listed. High scores on the associated subscales help ensure optimal functioning in the competency area. Alternatively, if your client is rated lower on a few subscales for a particular leadership competency, you can quickly see that this might be an area of challenge for them in their current leadership role. Focusing development efforts in these areas is likely to yield the greatest return in their growth as a leader.

## Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.



Self-Actualization

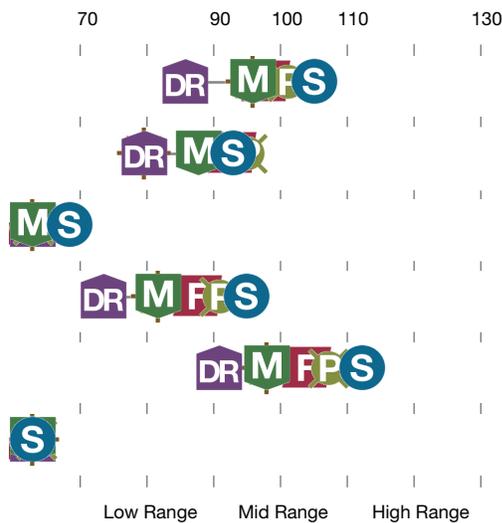
Reality Testing

Self-Regard

Emotional Self-Awareness

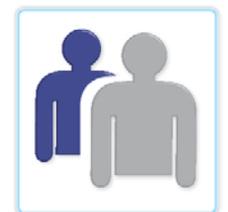
Social Responsibility

Independence



## Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.



Self-Actualization

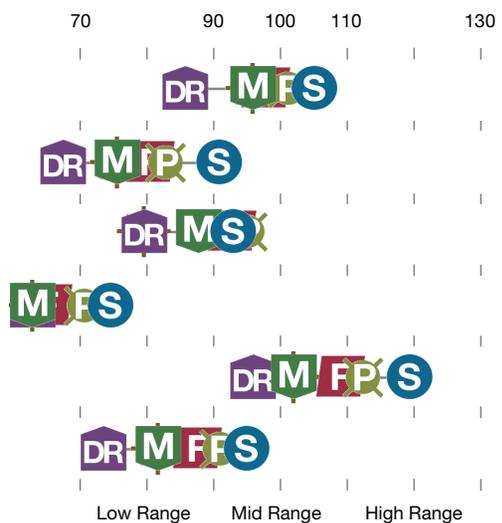
Empathy

Reality Testing

Interpersonal Relationships

Assertiveness

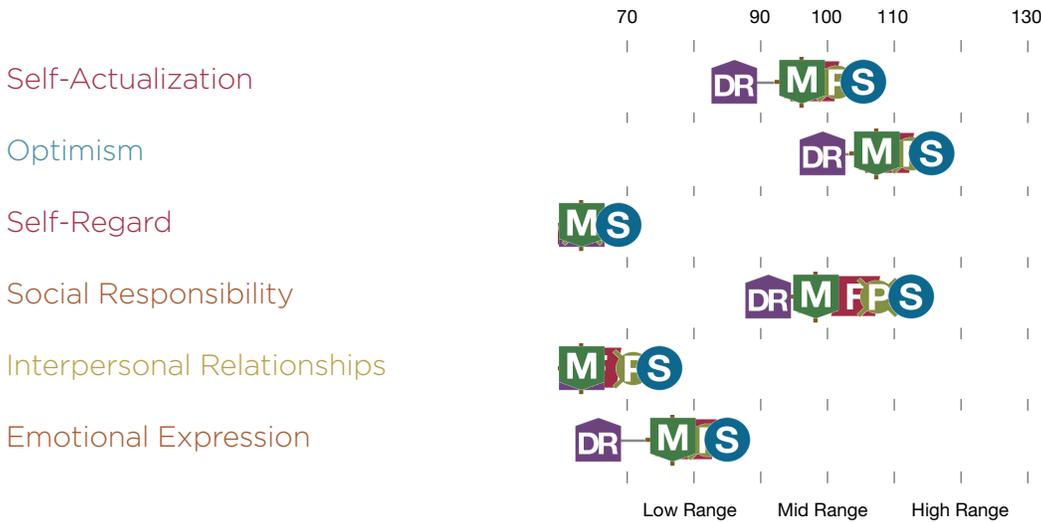
Emotional Self-Awareness



# Rater Response: Leadership Potential

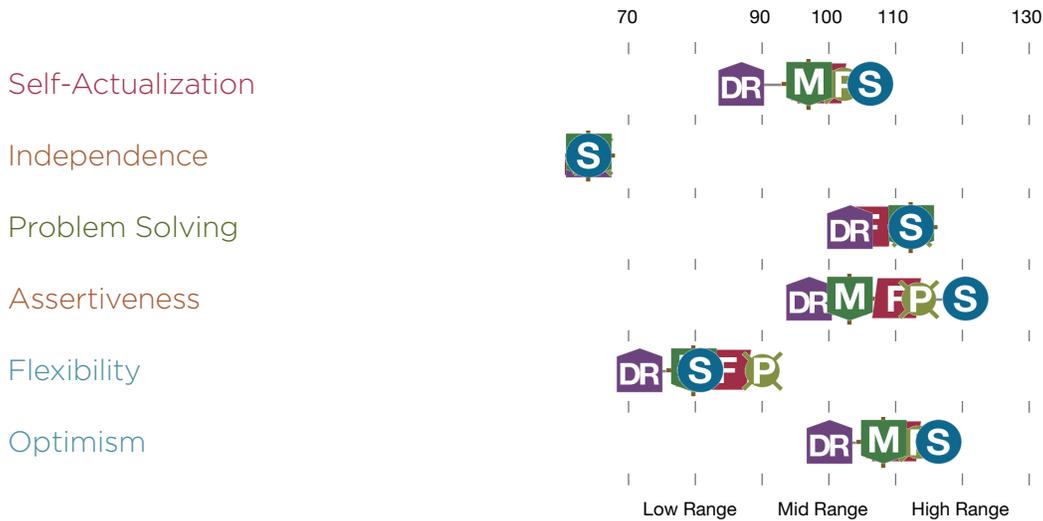
## Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.



## Innovation

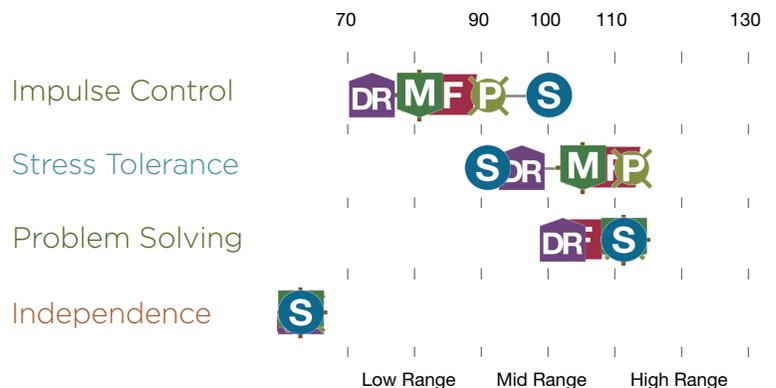
An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.



# Leadership Derailers

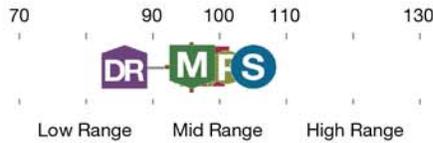
Although scoring low on any EI subscale is a potential contributor to leadership derailment, our research suggests that the four EI subscales presented to the right will have the biggest implications for leadership derailment.

This section presents how your client was rated on these four subscales. Please refer to the "Participant Leadership Potential" page for further details about how these scores could affect your client's leadership potential.



# Self-Actualization

Pursuit of meaning; Self-improvement



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
...is committed to their goals	5	4	5	4	5	4
...takes responsibility for achieving their objectives	5	4	5	4	4	4
...takes on challenging assignments	5	4	4	4	4	4
...is self-motivated	5	4	4	4	4	4
...takes initiative in their work	4	4	4	4	4	4
...takes on the most important tasks	4	4	4	3	4	4
...is driven to succeed	4	4	4	3	4	4
...takes responsibility for his or her own success or failure	4	4	4	3	4	4
...likes to work on projects that stretch him or her	4	4	4	3	4	4

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always ? Omitted Item

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## Balancing EI

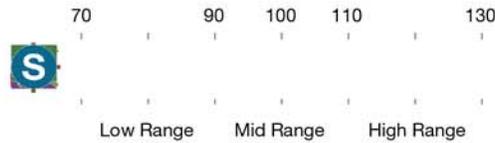
This section compares Self-Actualization with its related subscales: Self-Regard, Optimism, and Reality Testing.

- 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-Regard (69)	Your Self-Actualization is higher than your Self-Regard. To balance these components, set realistic goals that are challenging and aligned with what you are trying to achieve in life. If you set goals that are unrelated to what is important to you, accomplishing them will not necessarily improve your self-worth.
Self-Actualization (105)	<	Optimism (115)	Your Self-Actualization is lower than your Optimism. Balancing these components involves a "walk the talk" mentality. Optimism should be coupled with concrete activities that actually help you to achieve what you believe is possible. Optimism, on its own, does not replace the hard work and good decision making required to be successful.
	>	Reality Testing (93)	Your Self-Actualization is higher than your Reality Testing. To balance these components, goals and aspirations should be tempered with a sense of realism. Create both long-term and short-term goals to help you achieve your aspirations. This approach provides a sense of the short-term resources needed to be successful and thus brings a reality check into the process that also speaks to the viability of the long-term goals.

# Independence

Self-directed; Free from emotional dependency



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
How often do you discuss or debate with others?	4	4	4	5	4	4
How often do you disagree with others?	4	4	4	4	4	4
How often do you disagree with your manager?	4	4	4	4	4	4
How often do you disagree with your direct reports?	3	4	3	4	4	4
How often do you disagree with your family/friends?	3	4	3	4	3	4
How often do you disagree with your peers?	3	4	3	4	3	4
How often do you disagree with your other contacts?	3	3	3	4	3	3
How often do you disagree with your clients?	3	3	3	4	3	3

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

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## Balancing EI

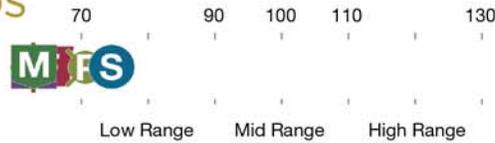
This section compares Independence with its related subscales: Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships.

- 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.

<b>Problem Solving</b> (111)		<p>Your Independence is lower than your Problem Solving. Although collaborative solutions are often effective, these facets are balanced when solutions are not just a reflection of what the group thinks or wants. Ideally, group input is considered and integrated with what you think is needed to determine the best course of action.</p>	
<b>Independence</b> (60)		<b>Emotional Self-Awareness</b> (95)	<p>Your Independence is lower than your Emotional Self-Awareness. When these components work in harmony, your self-understanding drives feelings of self-confidence and enables independent behavior. As a result your self-understanding and actions will not be unduly influenced by what others believe or think of you.</p>
	<b>Interpersonal Relationships</b> (75)	<p>Your Independence is lower than your Interpersonal Relationships result. To balance these components, recognize the importance of being a team player, without becoming overly reliant on the direction or support of others. Be collaborative, but retain the courage of your convictions.</p>	

# Interpersonal Relationships

Mutually satisfying relationships



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Always/Almost Always	4	3	3	2	3	3
Often	3	2	3	2	3	2
Sometimes	3	2	3	2	3	2
Occasionally	3	2	3	2	2	2
Never/Rarely	3	2	2	2	2	2
Not Reported	3	2	2	1	2	2
Other	3	2	2	1	2	2

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always ? Omitted Item

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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 (105)	Your Interpersonal Relationships result is lower than your Self-Actualization result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.
Interpersonal Relationships (75)	<	Problem Solving (111)	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 (60)	Your Interpersonal Relationships result is higher than your Independence result. These components work in unison by distinguishing the times when collaboration and group work is needed from times that require independent functioning. As a general rule, when tasks can be completed independently, it may be best to do so, leaving colleagues free to work on other tasks that they may be required to do.

# Reality Testing

Objective; See things as they really are



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
They are objective in their self-view.	4	4	4	3	4	3
They are objective in their view of others.	4	3	4	3	4	3
They are objective in their view of the world.	4	3	4	3	4	3
They are objective in their view of their strengths and weaknesses.	4	3	4	3	3	3
They are objective in their view of their own abilities.	4	3	3	3	3	3
They are objective in their view of their own weaknesses.	4	3	3	3	3	3
They are objective in their view of their own potential.	3	3	3	2	3	2
They are objective in their view of their own limitations.	3	3	3	2	3	2

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always ? Omitted Item

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## Balancing EI

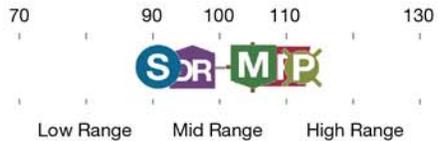
This section compares Reality Testing with its related subscales: Emotional Self-Awareness, Self Regard, and Problem Solving.

- 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.

	<p><b>=</b> Emotional Self-Awareness (95)</p>	Your Reality Testing is in balance with your Emotional Self-Awareness.
Reality Testing (93)	<p><b>&gt;</b> Self-Regard (69)</p>	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.
	<p><b>&lt;</b> Problem Solving (111)</p>	Your Reality Testing is lower than your Problem Solving. To bring these two components into line with one another, attempt to validate the soundness of plans before implementing them.

# Stress Tolerance

Coping with stressful situations



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
...	4	5	5	4	5	5
...	2	1	1	2	1	1
...	4	4	5	4	5	4
...	4	4	5	4	5	4
...	4	4	5	4	4	4
...	3	4	4	4	4	4
...	3	4	4	3	4	4
...	3	2	2	3	2	2

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always ? Omitted Item

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## Balancing EI

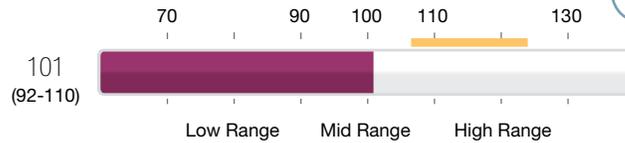
This section compares Stress Tolerance with its related subscales: Problem Solving, Flexibility, and Interpersonal Relationships.

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

Stress Tolerance (91)	<	Problem Solving (111)	Your Stress Tolerance is lower than your Problem Solving. While solving the actual problem is of course necessary, it is also important to pay attention to effectively coping with the stress it creates. When problems take longer to resolve (e.g., ongoing job demands), you may need to use coping strategies (e.g., relaxation techniques) in order to keep you energized and effective in the long run.
	>	Flexibility (80)	Your Stress Tolerance is higher than your Flexibility. Balancing these aspects involves using coping strategies to deal with stress while it is occurring, while remaining open to changing tactics if the stress has not been resolved. Waiting out stressful events may work but is not always the best strategy. Try an active approach to dealing with stress; identify one small thing that could be changed about your situation and push to change it. Even the most stress tolerant people need to adjust their approach to avoid burnout.
	>	Interpersonal Relationships (75)	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.

## Well-Being Indicator

Satisfied with life; content



## How to Use this Page

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
- Self-Actualization
- Optimism
- Interpersonal Relationships

### Happiness

Your client's result in Happiness suggests that, more often than not, they are satisfied with life, enjoy the company of others, and enjoy their work. Your client may:

- Have fun at both work and play while participating in enjoyable activities.
- Be seen by the team 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 and Self-Regard. Directing development efforts here could strengthen your client's level of Happiness.

### Self-Regard (69)

Happiness is a by-product of believing in oneself and living according to your own values. Your client's low Self-Regard may lead to a questioning of values, performance, and decisions, ultimately lowering happiness. You might ask:

- What leadership skills are strengths for you? Can you use them more often?
- How can you show more conviction in your decisions? How will this help your leadership?

### Optimism (115)

In the face of setback and disappointment, the ability to regroup and reclaim a happy state is contingent on one's level of optimism. Your client's results indicate that a high level of Optimism is displayed, and a positive framework is adopted during adverse conditions. This approach to life enhances and sustains pervasive feelings of happiness. You might ask:

- How does your optimism increase employee motivation and productivity?
- What can you do to impart this optimistic outlook in a transparent manner so that colleagues can benefit?

### Interpersonal Relationships (75)

Well-developed relationships help shield and buffer us from the negative effects of life's daily demands. Your client's lower result in Interpersonal Relationships suggests that a strong, supportive network may not be available who can help restore happiness when it is most needed. You might ask:

- How often do you interact with others to complete a "transaction," instead of having a meaningful interaction?
- Do you try to gain feedback and advice from colleagues? Seek their input to improve your leadership skills.

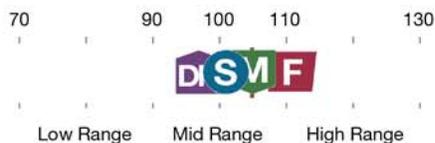
### Self-Actualization (105)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your client's result suggests a good level of self-actualization, but further improving upon it will promote feelings of life achievement and overall happiness. You might ask:

- What responsibilities in your current leadership role allow you to feel self-actualized?
- Can you identify ways to spend more time on those specific activities (e.g., by delegating other tasks to colleagues)?

# Well-Being Indicator

Satisfied with life; content



	Self <b>S</b>	Manager <b>M</b>	Peer <b>P</b>	Direct Reports <b>DR</b>	Family/Friends <b>F</b>	Other <b>O</b>
Happiness	101	105	102	97	111*	105

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
1. I am satisfied with my life.	1	1	1	2	1	1
2. I am satisfied with my work.	1	1	1	2	1	1
3. I am satisfied with my family.	4	5	4	4	5	5
4. I am satisfied with my friends.	4	4	4	4	5	4
5. I am satisfied with my community.	4	4	4	4	5	4
6. I am satisfied with my country.	4	4	4	4	4	4
7. I am satisfied with my world.	4	4	4	4	4	4
8. I am satisfied with my life.	4	4	4	4	4	4

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

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## Follow-up Questions

Please note the following questions are provided as examples of the full Follow-up Questions section (3 pages) found in the EQ 360 Leadership Report. The questions are listed by subscale with question 1 of each sub-scale provided as an example. The total number of questions found in the full Follow-up Questions Section is provided in brackets.

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

### Self-Regard (9 Questions in total)

1. What do you believe are your strengths as a leader? Provide an example where you used your strengths to your advantage.

### Self-Actualization (9 Questions in total)

1. What are some of your interests outside of work? What new activities or interests would you like to explore?

### Emotional Self-Awareness (5 Questions in total)

1. How do your emotions affect your team? Can you provide an example where your team was affected by the way you were feeling?

### Emotional Expression (6 Questions in total)

1. Do you ever feel emotionally exhausted as a leader? How can you leverage your Emotional Expression skills to re-fuel?

### Assertiveness (8 Questions in total)

1. Describe a scenario in which you behaved as an assertive leader. What specifically did you do or say that was assertive?

### Independence (7 Questions in total)

1. What role does independence play in being seen as a moral and fair leader?

### Interpersonal Relationships (6 Questions in total)

1. Describe a time when you mediated a conflict among your team members. Describe a time when you were in disagreement with a team member. How did your emotions differ between experiences?

### Empathy (6 Questions in total)

1. How does empathy help you coach and mentor those you lead? What are some questions you could ask of your direct reports to show more empathy in your conversations?

### Social Responsibility (8 Questions in total)

1. Can your team depend on you? How do you know this is the case?

### Problem Solving (10 Questions in total)

1. If I was to ask your team, what would they say about your typical approach to solving problems?

### Reality Testing (8 Questions in total)

1. How important is reality testing when coaching your employees? What are some steps you can take to ensure you are assessing performance objectively?

### Impulse Control (8 Questions in total)

1. How do you typically deal with an impulse to act? Can you wait for rewards until the timing is right?

### Flexibility (7 Questions in total)

1. Is it difficult for you to consider new information, or adjust your course of action towards achieving long term goals?

### Stress Tolerance (7 Questions in total)

1. How do you tackle stressful circumstances as a leader? How would your team describe you under stress?

### Optimism (9 Questions in total)

1. What are some examples of how you have seized opportunities in your organization as a leader?

# 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 closer towards accomplishing personal objectives. Remember to use the **SMART** goal setting criteria for each goal.

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

Write down up to 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 that you outline in the template should 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
Practice active listening	Today, especially in one on one meetings with my direct reports	Improved interpersonal relationships, empathy with my team. Increased employee engagement.	- Feedback - 360 results increase	Direct feedback from my team	Obtaining honest feedback can be difficult. Time – don't cancel one on one meetings – demonstrate the importance of regular touch points

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

## Preparing for the Debrief

### Review the Report

- Review the Response Style Explained page and look into any flagged areas.
- Review the Total EI score, Leadership Potential page and composite scores. Where does the client fall in relation to the norm group? Is the client's score in the low, mid or high range?
- Review the individual subscales and patterns. Which particular combinations of subscales are striking to you? Which do you want to investigate at the item level? Which subscales would have the greatest impact on your client's leadership?
- Review item scores for any particularly high or low scores.
- Examine the Balancing EI page. What stands out in this client's results? Which subscales do you need to look at more closely? What might be some challenges associated with the results?
- Make notes on areas you are curious about.
- What is your overall impression? What will you want to keep in mind as you go through the debrief?

## Conducting the Debrief

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>EQ-i (self-report) results:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the EQ-i Model.</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> </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> </ul>

Phase	Points to Keep in Mind	Questions to Ask
<p><b>2. Validate Facts</b> <i>(continued)</i></p> <p>Establish the “truth” of the EQ-360 results in the eyes of your client.</p>	<ul style="list-style-type: none"> <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"/> 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>
<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, opinions, 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 and their role as a leader.</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 ____ as a leader. 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, leadership-related situations 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"/> How would your leadership capabilities change 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:</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 each rater 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 client's raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

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### **Q: How does this individual respond when resolving conflicts?**

M<sub>1</sub>: No one answered this question.

P<sub>1</sub>: Not Provided

P<sub>2</sub>: Not Provided

P<sub>3</sub>: He defends his case assertively.

DR<sub>1</sub>: Not Provided

DR<sub>2</sub>: He can become defensive.

DR<sub>3</sub>: Not Provided

FF<sub>1</sub>: Tries to see the other person's perspective.

FF<sub>2</sub>: Not Provided

FF<sub>3</sub>: Not Provided

O<sub>1</sub>: He is diplomatic.

O<sub>2</sub>: Not Provided

O<sub>3</sub>: Not Provided

## ■ My Items

The following short-answer questions are those which you added as “Custom Items”. Answering these questions is optional, so you may see a different number of responses to each question. If none of your client’s raters chose to answer a particular question, “No one answered this question” will appear in the answer field.

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**Q: What are Sam's best qualities as a leader?**

M<sub>1</sub>: No one answered this question.

P<sub>1</sub>: Not Provided

P<sub>2</sub>: Not Provided

P<sub>3</sub>: He is very optimistic and believes in challenging himself.

DR<sub>1</sub>: Not Provided

DR<sub>2</sub>: He is optimistic and confident.

DR<sub>3</sub>: Not Provided

FF<sub>1</sub>: Great relationship skills, shares his vision well.

FF<sub>2</sub>: Not Provided

FF<sub>3</sub>: Not Provided

O<sub>1</sub>: He is very positive and optimistic.

O<sub>2</sub>: Not Provided

O<sub>3</sub>: Not Provided