



**EQ-i**<sup>2.0</sup>  
assess. predict. perform.

# WORKPLACE

**REPORT**

Steve Sample



# EQ-i 2.0 Model of Emotional Intelligence

## SELF-PERCEPTION

**Self-Regard** is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

**Self-Actualization** is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

**Emotional Self-Awareness** includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

## STRESS MANAGEMENT

**Flexibility** is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

**Stress Tolerance** involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

**Optimism** is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.



## SELF-EXPRESSION

**Emotional Expression** is openly expressing one's feelings verbally and non-verbally.

**Assertiveness** involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

**Independence** is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

## DECISION MAKING

**Problem Solving** is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

**Reality Testing** is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

**Impulse Control** is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

## INTERPERSONAL

**Interpersonal Relationships** refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

**Empathy** is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

**Social Responsibility** is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

# Overview of Your Results



# Self-Regard

**Self-Regard** respecting oneself; confidence

121

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Individuals with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. Steve, your result suggests that your self-regard is stronger than most people's. You know yourself and are comfortable with yourself, which generally translates into increased performance. You may have:

- a high level of respect for yourself, your talents, and your weaknesses.
- a willingness to confidently admit mistakes or unfamiliarity with a situation.
- to ensure that your perception of your strengths is supported by objective evidence, otherwise you run the risk of being seen as overconfident in your abilities.

### Impact at Work

**Emotional Implications.** Your result may mean that on an emotional level you are driven to achieve your fullest potential, have a more positive outlook on your capabilities, and are more confident in expressing yourself than those with average self-regard. The potential challenge is that you could lose touch with objective assessments of your capabilities. Draw on reality testing behaviors to maintain a healthy self-perception.

**Social and Behavioral Implications.** Your willingness and ability to understand and accept your strengths and weaknesses is often perceived by others as confidence. People may frequently gravitate toward you, look to you for advice, and seek your leadership. Because your strengths are confidently demonstrated, you may be given opportunities or promotions that maximize these talents, but it is also important to seek out opportunities that stretch your less developed skills as well. To avoid potential negative consequences of overly high self-regard, use empathy and an appropriate level of assertiveness to avoid appearing overconfident.

### Strategies for Action

**Self-Regard Profile.** Seeking others' feedback on your strengths and weaknesses demonstrates a willingness to learn and gives you objective data to confirm whether your self-beliefs are in line with what others see.

- Identify those at work (colleague, manager) who know you well enough to comment on your strengths and weaknesses.
- Ask them to list your strengths and weaknesses with specific observations or examples.
- Without looking at their list, write what you believe your strengths and weaknesses are. Then compare lists. Look for disconnects and similarities between lists. Are there examples of where others didn't agree with your listed strengths?

**Own up to your Weaknesses.** Although challenging, openly admitting your weaknesses can help keep your Self-Regard in check with how your colleagues see you.

- Record your reaction to any mistakes or errors you make over the next few weeks. If you find yourself blaming "the system" or others for your mistakes, you might want to start openly admitting your points of weaknesses.
- Rather than placing blame, use mistakes as opportunities to show you know and accept your weaknesses and put in place strategies that manage them, rather than pretending they don't exist.

## Balancing Your EI

This section compares Self-Regard with Self-Actualization, Problem Solving, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning.

### Self-Regard(121)

Your Self-Regard is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Self-Regard with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Self-Actualization

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

119

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Self-actualization can be summed up in three words: pursuit of meaning. While this may sound philosophical, in the business world it means finding purpose and enjoyment in your job and performing to your fullest potential. Steve, your result suggests that you find deep meaning in your work, set challenging goals and expect the same level of engagement from others. In addition to the passion you bring to your job, your result may also mean that:

- you appear to be working or acting with a plan in mind.
- you continually hone your trade/skills and expect the same growth from colleagues.
- you are not usually satisfied with the status quo.

### Impact at Work

**Emotional Implications.** Your success and satisfaction with your life can probably be traced back to you doing what you enjoy in both your work and personal life. Because you have found ways to apply your talents and strengths, you likely experience harmony knowing that your talents are being put to good use and should a setback occur, you can bounce back quickly knowing there is a greater purpose behind your actions.

**Social and Behavioral Implications.** Behaviorally, people who are self-actualized are committed to the ongoing development of their talents and abilities by engaging in daily activities that are purposefully tied to meaningful goals. Your passion and lack of acceptance of the status quo drive you to seek out new challenges and approaches to decision making and problem solving. Although being self-actualized is a tremendous strength, people may have a tendency to expect that you have all the answers. Particularly if you are in a leadership position, continue to make the effort to engage those around you by asking reflective questions and sharing ideas.

### Strategies for Action

**Spread the Word.** Imagine the progress your organization would experience if everyone was just a little more passionate about their jobs! Obviously you can't force people to become self-actualized, but you can put your enthusiasm on stage for others to take notice and hopefully join in.

- Start something new at work that is in line with your interests and brings people together. For example, find some colleagues to join a professional organization, attend a conference (even better, be on a panel at a conference), try a new training course, start up a lunch 'n' learn, or invite people to form a corporate fundraising team for a local charity.

**Great Expectations.** Your high self-actualization means that you could unrealistically apply the same high achieving expectations to your colleagues or family.

- Examine the performance expectations you have for others. Have you "topped up" the level of performance you expect beyond what's adequate for successful job performance? For example, if you spend 10 hours at work, do you unfairly judge someone who only works the required 8 hours as less committed to their job?

## Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning.

### Self-Actualization(119)

Your Self-Actualization is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Self-Actualization with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Emotional Self-Awareness

**Emotional Self-Awareness** understanding own emotions

125

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

If you have a solid understanding of what causes your emotions, it is much easier to regulate your behavior and control the impact your emotions have on those you work with. Steve, your result indicates that more than most people, you are conscious of your emotions and the impact they have on your performance. It is likely that:

- you view both positive and negative emotions as precious feedback from which to learn.
- you are attuned to slight nuances between emotions (e.g., contempt and anger).
- you have a solid read of your inner self—you can differentiate between and manage a full spectrum of emotions.

### Impact at Work

**Emotional Implications.** An emotional implication of your result is that you have a very active internal monologue where you are constantly processing and evaluating your emotions. While this is a natural process for you, for others it may be difficult and they may not pick up the same emotional cues that you do. You have solid emotional knowledge; now apply it to working with others, making decisions and managing stress.

**Social and Behavioral Implications.** Those you interact with will often benefit from your emotional understanding and ability to communicate how you are feeling. This level of communication may go a long way in forming meaningful, productive, and even personal relationships. You could be sought out as a natural mediator of conflict between people or teams, as you not only pick up on emotional states, but you can recognize and predict what will be emotional triggers for your colleagues. If emotional self-awareness becomes an overused strength, you may be hypersensitive to emotions, seeing situations as emotionally evocative where others do not perceive the same level of intensity.

### Strategies for Action

**See the Finer Things in Life.** Regardless of your role at work, a good practice is to really observe your colleagues' reactions during intense interactions.

- What do their facial expressions, tone of voice, choice of words, and body language tell you about their mood? Because you already easily recognize these signals in your own body, try to pick up on the smallest cues of others.
- Your next move must take into account their emotions. For instance, match their tone of voice, or if you have recognized worry in their facial expression try to answer their concerns before they ask—this will really show that you have picked up on fine emotional signals during your interaction.

**Managing Your Emotional Radar.** You pick up on emotions faster than most people, so when you experience an emotionally charged situation at work, make sure you are not always the first one to comment on what emotion you are sensing.

- Learn to ask others what feelings they perceived (e.g., “How do you think the meeting went?”) and see if this differs from your own evaluation. This will help prevent your “emotional radar” from being overbearing and influencing the emotions others see.

## Balancing Your EI

This section compares Emotional Self-Awareness with Reality Testing, Emotional Expression, and Stress Tolerance. Achieving balance between these subscales can enhance emotional functioning.

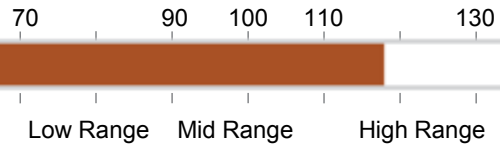
### Emotional Self-Awareness(125)

Your Emotional Self-Awareness is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Emotional Self-Awareness with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Emotional Expression

**Emotional Expression** constructive expression of emotions

118



## What Your Score Means

Individuals who effectively express emotions find words and physical expressions to convey their feelings in a way that is not hurtful to others. Steve, your result suggests you extensively express emotion, using a large emotional vocabulary and nonverbal expressions to tell others how you feel. Your result suggests:

- you are comfortable expressing most, if not all emotions through words and/or facial expressions.
- you find beneficial ways to express your emotions, both positive (e.g., appreciation) and negative (e.g., anger).
- others do not have to assume what you are feeling, as what you say and do is evidence of your emotions.

### Impact at Work

**Emotional Implications.** Think of Emotional Expression as the action part of the emotional experience. You rarely keep emotions bottled up, preferring instead to express and work through them with others. For you, it is likely a natural process to describe your emotions in a way that is genuine and consistent. One implication for you is that you might express emotion so freely that it is seen as inappropriate for certain situations.

**Social and Behavioral Implications.** Successful relationships flow from a willingness to openly exchange thoughts and feelings. Your result suggests that not only are you capable of meaningfully expressing your emotions, but you are also quite eager to share these feelings with others. Sharing how you feel about a decision or issue helps improve team communication and decision making, resolves interpersonal conflict, and helps you gain the resources that you need. If emotions are expressed too frequently, you can quickly overwhelm your colleagues by sharing too much emotion at the wrong times (e.g., are you remaining angry over a bad decision when your team has moved on?).

### Strategies for Action

**Expression Check-In.** Use Empathy and Interpersonal Relationships behaviors to carefully watch others' responses to your emotions.

- The next time you express what you feel pay close attention to others' reactions. Notice their facial cues, tone of voice and body language; does it match what you would expect? For example, is your colleague as happy as you are about your promotion, or does he/she appear threatened by your advancement?
- This check-in will remind you to be vigilant of others' reactions to ensure your expressions are at the right intensity.

**Backing up your Emotions.** Backing up your emotions with the potential business impact of what you are feeling will help inform others of the source of your emotions and ensure you aren't seen as too emotional.

- In advance of the next meeting or discussion where you will need to gain resources or buy-in, prepare a business case to back up what you intend to express. For example, rather than just being anxious, you could prepare the following: "I am really anxious about meeting our timelines for this product. I'm anxious because we have lost two engineers to another project. If we don't receive more support from engineering, I am concerned we will lose thousands with a late product."

## Balancing Your EI

This section compares Emotional Expression with Interpersonal Relationships, Assertiveness, and Empathy. Achieving balance between these subscales can enhance emotional functioning.

### Emotional Expression(118)

Your Emotional Expression is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Emotional Expression with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Assertiveness

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

126

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Picture a line between the words passive and aggressive. At the middle point of this line lies assertiveness, a place where you work with others by finding the right words at the right time to express your feelings and thoughts. Steve, your results indicate you operate at the assertiveness midpoint of this line almost all of the time, articulating your thoughts in a clear and confident way. Some of the following characteristics may apply to you:

- you are firm and direct whenever necessary.
- you achieve your goals by articulating your needs and protecting your resources.
- you view your rights and those of others as sacred; you stand up for yourself and others.

### Impact at Work

**Emotional Implications.** You have a solid understanding of what is worth standing up for, and you likely pull on strong emotions and convictions to state your position. While this is a crucial skill to have, watch that when you defend your position you do not miss important information or feedback that may alter your perspective. While some situations call for a definitive stance (e.g., addressing a safety violation), others may require you to be more flexible in your thinking.

**Social and Behavioral Implications.** Your level of assertiveness suggests that you have the knack for finding the right words at the right time to get your point across in a clear and confident manner. As a result your team may see you proactively dealing with conflict, leveraging organizational resources and openly voicing your opinion or feedback on the matters at hand. You must remain aware of the distinction between assertiveness and aggressiveness and how the work context determines which type of person you are seen as. Becoming overconfident in your ability or being too rigid in defending your position may result in unproductive, stubborn, or aggressive behavior.

### Strategies for Action

**Identify Cave Points.** Determining your cave points allows you to demonstrate your flexibility by setting a point where you have enough information to change your stance on an issue.

- Before entering a discussion or a meeting, determine what you need to hear from others for you to concede on your position. For example, you strongly want a spring launch date for a new product, but others are insisting the winter would be best. What evidence or data do they need to present to you that will convince you to surrender your position?
- Highly assertive people need to know this cave point ahead of time in order to allow the team to move toward a decision and not become paralyzed in rigid debate.

**Crossing the Aggression Line.** Because of your strong result in assertiveness, you need to be particularly cautious that your behavior doesn't harm your relationships.

- Set up a few rules for yourself (or for the whole team) that you will follow when your behavior starts to cross the line into aggression. For example, interrupting others in a meeting is a sign that you are no longer being respectful. If this happens, a rule could be "Openly apologize to the interrupted person and be silent until it is your time to speak."

## Balancing Your EI

This section compares Assertiveness with Interpersonal Relationships, Emotional Self-Awareness, and Empathy. The subscale that differs the most from Assertiveness and with the greatest potential for development is shown below.

Assertiveness(126) ↔ Empathy(115)

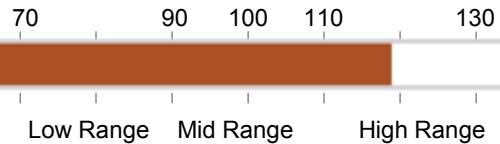
Your Assertiveness is higher than your Empathy. Because these scores are out of balance, you may run the risk of being seen as abrasive. You may benefit from balancing this relationship by looking for ways to demonstrate empathy more often. Where possible, focus on collaboration in meetings. Continue to appropriately assert your views, but listen to others and be willing to agree when possible.



# Independence

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

119



## What Your Score Means

Steve, being independent means you are capable of feeling, thinking, and working on your own. Your results show that this is a well-developed skill, as you are more than willing and capable of pursuing your own ideas and course of action. You are more likely than most to be decisive, directive, and accountable for the responsibility associated with making decisions. Consider the following interpretation of your results:

- you are comfortable making decisions on your own.
- you can work without direction or reassurance from others.
- you accept responsibility for your decisions knowing that at times people will disagree with you.

### Impact at Work

**Emotional Implications.** Your tendency to act and think on your own positions you to showcase your strengths in other areas of EI. Your strong Independence result also means that your emotions are freely expressed; you don't need reassurance or a group consensus to say what you feel. Remember that it is okay to reach out for help when you need it; always working alone can make you appear arrogant and alienating.

**Social and Behavioral Implications.** Your level of Independence indicates that you rarely depend on others to make important decisions. Because you are self-directed, you can analyze a situation on your own, formulate a response, and move into implementation mode without second guessing your decisions or looking for approval. This independent approach shows initiative, and in autonomous roles allows you to take responsibility for your actions when direction is limited. Due to your high level of independence, you must be cautious not to neglect the emotions and opinions of your colleagues. Keep a close eye on how often you go off in your own direction, rather than building coalitions.

### Strategies for Action

**Independence Check.** Not every situation requires you to act autonomously, although it may be your preferred approach to accomplishing your goals. Here are three questions you should ask yourself before making a decision independently:

- Am I missing subject matter expertise to make an informed decision?
- Am I hurting collaborative relationships by making this decision on my own?
- Does my decision have implications for those I work with? Would their input help me predict these implications?

**Securing Buy-In.** Effective, independent professionals don't march off in their own direction hoping that others follow; they balance self-directed thought with the ability to secure buy-in and support from key relationships.

- Examine past decisions that were not well supported by your colleagues. What did your decision-making process look like? Where might securing buy-in have broken down?
- Brainstorm ways that you can involve others in your decision-making process. The ultimate decision or plan may rest with you, but it will be easier to gain support when others feel empowered throughout the decision-making process.

## Balancing Your EI

This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. Achieving balance between these subscales can enhance emotional functioning.

### Independence(119)

Your Independence is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Independence with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Interpersonal Relationships

**Interpersonal Relationships** mutually satisfying relationships

116

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Steve, this subscale is about developing and maintaining mutually satisfying relationships and your result shows an above-average capability to build relationships with compassion, trust, and mutual give-and-take. Your colleagues support you in getting your job done, and in turn others seek you out because of your approachable demeanor. Some characteristics of your result are:

- you have built up, or are currently building up, a useful network of colleagues and professionals.
- your relationships are authentic; you know people on a personal level.
- you feel at ease with people and look forward to engaging in social interactions.

### Impact at Work

**Emotional Implications.** For you, relationships are an essential part of life and you are likely heavily invested in making your relationships work. One implication of this emotional investment is that you may hide emotions or shy away from making decisions that could potentially cause conflict. Particularly if you scored high in Empathy and low in Assertiveness, you should determine if you or your relationships are suffering as a result of withholding your true thoughts and emotions.

**Social and Behavioral Implications.** Your result suggests that you take an active role in establishing and maintaining your professional relationships at work. You are probably seen as a “connector”, aware of who does what, who knows what, and who needs to know what. Maintaining confidences, team harmony and open communication are likely top priority for you in your job. As you continue to build relationships, it is important to know the boundaries of these interactions. Failure to recognize when you begin to occupy more and more of your colleagues’ time may result in less time allocated to projects, at which point your social interactions may prove costly to job performance.

### Strategies for Action

**Recognition Goes a Long Way.** Remember to celebrate events that are important to your coworkers, but also express recognition on a regular basis. Instances may include birthdays, promotions, or recognition for a job well done.

- Do you know what kind of recognition your coworkers prefer? Not everyone likes “Happy Birthday” sung at their desk or a reward given in front of their peers.
- Leverage empathy skills to determine what type of recognition motivates and is appreciated by each of your coworkers.

**Sharing the Truth.** A healthy work relationship needs to be based on open communication, without fearing that your opinion will cause irreparable damage.

- The next time you find yourself tempted to hold back your true thoughts for the sake of group happiness, pause.
- Write down what you really think or feel. Look at this statement and list all the potential positive and negative outcomes that could occur as a result of sharing your opinion.
- If the positives outweigh the negatives, rephrase what you want to say beginning with an agreement statement and ending with your true opinion.
- Bring this newly phrased statement to your discussion and be prepared to share it, starting with agreement and ending with your honest thoughts.

## Balancing Your EI

This section compares Interpersonal Relationships with Self-Actualization, Problem Solving, and Independence. Achieving balance between these subscales can enhance emotional functioning.

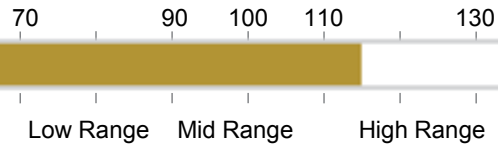
### Interpersonal Relationships(116)

Your Interpersonal Relationships is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Interpersonal Relationships with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Empathy

**Empathy** understanding, appreciating how others feel

115



## What Your Score Means

Empathy, the ability to recognize, understand, and appreciate the way others feel, is a crucial EI skill at the heart of all effective work relationships. Steve, your result indicates that your empathy is well-developed; you are likely empathic towards others, respecting their ideas even when they differ from your own. Your “emotional read” on people is usually accurate, ensuring peers feel safe sharing important issues with you. With a result such as yours:

- you are constantly “tuned in” to how others are feeling.
- you care about others, and take their feelings into consideration before acting.
- it is easy for you to imagine how others feel and predict emotional reactions.

### Impact at Work

**Emotional Implications.** Generally, you “feel” for others more than the average person does, almost always showing sensitivity and respect for others. High Empathy can also be a double-edged sword. Being empathic, your coworkers trust you with their issues and feel comfortable coming to you for advice. You, being very concerned with their feelings, run the risk of taking on their problems, becoming the victim of your empathy.

**Social and Behavioral Implications.** The intensity with which you care for others is evident in the way you approach your job, whether it be when making decisions, resolving conflict, or leading change; you act in others’ best interests. Because you are constantly on the lookout for emotional reactions, you have a pretty good read of your team’s emotional landscape; you likely know ahead of time how people will react to what you have to say. You may want to be vigilant of putting too much emphasis on others’ feelings, causing you to avoid making tough decisions or dealing proactively with performance issues.

### Strategies for Action

**Watching a Pro.** Find someone who you believe is an effective communicator and team leader. Observe their communication style in practice, taking note of how they balance their ability to remain empathic and socially responsible with meeting organizational demands. Examine your scores on Independence, Interpersonal Relationships, and Assertiveness to see how you can leverage other skills to balance organizational and team progress with Empathy.

**Mixing Sugar with Spice.** It is important to ensure that your empathy doesn’t get in the way of handling tough conversations/decisions. Being empathic does not mean being extra nice all the time; you still have deadlines to meet and so does your organization. When a tough conversation or decision is needed, acknowledge that you may need more preparation time in order to be empathic. Then to prepare:

- Write down what you want to say and rehearse it.
- Be respectful of people’s reactions, but don’t let them derail you.
- Keep in mind that if you mirror the emotion, you will likely intensify the other person’s reaction. For example, if the news you are bringing someone makes them angry, by becoming angry yourself you are likely to make the situation more heated.

## Balancing Your EI

This section compares Empathy with Emotional Self-Awareness, Reality Testing, and Emotional Expression. The subscale that differs the most from Empathy and with the greatest potential for development is shown below.

Empathy(115)  Emotional Self-Awareness(125)

Your Empathy is lower than your Emotional-Self Awareness. This suggests that although you understand how you feel about a particular situation, you have a tendency to not spend enough time uncovering how others feel. In order to bring your empathy in line with your self-awareness, you will need to reach out more often and ask your team members how they feel about a decision, rather than assuming they feel the same way you do.

# Social Responsibility

**Social Responsibility** social consciousness; helpful

119

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Social responsibility is that moral compass directing your behavior toward promoting the greater good and contributing to society and one's social groups. Steve, your result suggests that you are highly altruistic in your efforts, taking most, if not all, opportunities to help others. Your concern for societal issues is demonstrated through the selfless contributions you make, both at work and in your community. Based on your result, you:

- consistently demonstrate your social conscience and are compelled to help others.
- are seen as a "Good Samaritan" who helps out without expecting anything in return.
- gain fulfillment from a variety of sources, including those activities outside of work.

### Impact at Work

**Emotional Implications.** You are able to keep your emotions in perspective, having observed firsthand the difficulties others are facing. Also, because you contribute to a wide variety of activities, your emotions are not tied to one source. For example, if you have a setback in one area (e.g., loss of a key client account), you can look to another area for relief (e.g., coaching basketball).

**Social and Behavioral Implications.** Overall, you appear to be a cooperative and constructive member of your organization who acts in support of the common good. It is not uncommon to see someone with this level of Social Responsibility involved in a variety of social and leadership pursuits both inside and outside of the workplace. A potentially problematic implication of such involvement is that you may take on too many responsibilities, regardless of the cost to the quality of your work or your personal well-being. Be mindful that you don't engage in helping others as an escape from things that need to be fixed in your own life.

### Strategies for Action

**The Best Intentions.** Check in with yourself to ensure that you are not avoiding your current emotional state by focusing solely on helping others.

- Ask someone close to you (e.g., family or close friends) to describe what your intentions to help look like from their perspective. Others may be able to see the real motives behind even the best intentions.
- If you are overly involved to the point that your personal well-being is neglected or you are placing unrealistic expectations on your friends, family or work peers for their social or corporate involvement, it may be time to reflect on your motives behind your desire to help others.

**Inspiring Initiative.** Inspiring others to be socially responsible can create an overall feeling of meaning and charity in the lives of others while fueling your passion for contributing towards the greater good.

- Leverage your passion for causes you care about by reaching out to your friends and family for help.
- Brainstorm several activities that you, family and friends can engage in to help at least one of these causes.
- Identify a plan, specific roles for each person and a timeframe for these activities.

## Balancing Your EI

This section compares Social Responsibility with Self-Actualization, Interpersonal Relationships, and Empathy. Achieving balance between these subscales can enhance emotional functioning.

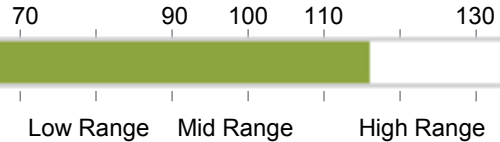
### Social Responsibility(119)

Your Social Responsibility is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Social Responsibility with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Problem Solving

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

116



## What Your Score Means

Problem Solving is not about the quality of your solutions, but rather at how effectively you use your emotions in the process of solving a problem. Steve, this is an area of emotional intelligence that you use extensively; you tackle problems head on without being overwhelmed or distracted by your emotions. Your approach to problem solving is likely logical, uninterrupted, and involves gathering information before drawing a conclusion. Your result indicates:

- you see emotional information as playing a pivotal role but are not sidetracked by it.
- you work through the many steps of solving a problem without being emotionally distracted.
- you tend to stick with a problem until a solution is reached.

### Impact at Work

**Emotional Implications.** You are able to maintain a focused demeanor as you generate solutions to many types of problems. However, be aware that you may appear too removed from the gravity of the situation if you “turn off” your emotions in order to arrive at an objective decision. You still want to appear emotionally invested in the decisions you make—you just aren’t allowing your emotions to derail you from making those decisions.

**Social and Behavioral Implications.** You frequently engage in effective problem-solving strategies, especially when emotions enter the picture. Your level of awareness, persistence, and decisiveness speaks to your level of understanding of how emotions play a role in the problem-solving process. Although you rarely let your emotions derail your problem solving, you do run the risk of being overly decisive when a solution isn’t readily available, or putting your emotions so far aside that your solutions are seen as cold and impersonal.

### Strategies for Action

**Seek Understanding First.** If you find yourself quick to jump into problem-solving mode, you might start implementing solutions without fully surveying the situation.

- Begin by explaining your interpretation of a problem to at least two people, one who is connected closely to the problem and the other who is a neutral third party.
- Don’t ask for solutions; present your summary of the situation and have them ask clarifying questions if needed.
- If there’s a question to which you do not know the answer, that’s a sign that you need greater understanding of the problem before you begin to solve it.

**In the Mood.** Emotions play different roles in the decision-making process. Learning ways in which you can generate both positive and negative emotions can help you to focus on the task at hand.

- Positive emotions help you stay open to ideas and brainstorm creative solutions. Identify ways to generate a positive mood to help you with the brainstorming phase of problem solving (e.g., listen to music, talk to a friend).
- Negative emotions help you concentrate on the details or analyze the costs associated with each solution. Identify ways to generate a mood that can help you with the analytical phase of problem solving.

## Balancing Your EI

This section compares Problem Solving with Flexibility, Reality Testing, and Emotional Self-Awareness. Achieving balance between these subscales can enhance emotional functioning.

### Problem Solving(116)

Your Problem Solving is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Problem Solving with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Reality Testing

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

124

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Reality Testing—"being grounded" or "tuned into the situation"—means things for what they really are. In business, this includes accurately sizing up the environment, resources, and future trends in order to set realistic plans/goals. Steve, your results indicate that you have the ability to remain objective. By keeping your personal biases at bay, you likely make trusted and sensible decisions that others can buy into. Your result suggests:

- you are very unlikely to misinterpret critical information or allow emotions to color reality.
- you are keenly aware of your own strengths and weaknesses.
- you are attuned to your immediate environment and attentive to the task at hand.

### Impact at Work

**Emotional Implications.** Your ability to see most situations objectively may lead you to make very black and white conclusions: something is right or it is wrong, there are no shades of grey. Your emotions can also appear black and white: either you are angry or you aren't. For example, when an event triggers a slight emotion in others, you may remain emotionally neutral as you believe emotions cloud your assessment of the event.

**Social and Behavioral Implications.** Staying grounded, objective, and realistic is essential for the strategic and tactical elements of leadership, from accurately matching a five-year strategic plan within the forecasted economy to creating daily production quotas. Because you frequently see situations as they really are (and not as you wish them to be), your team likely turns to you for the hard facts when it comes to decision making and goal setting. As a result, you are likely to find yourself setting and pursuing meaningful and achievable goals. Be aware, however, of when your objectivity gets in the way of your creativity and willingness to set stretch goals.

### Strategies for Action

**Gut Checks.** Emotions provide us with information about an event. If you ignore them completely, you are missing out on crucial data that objective analysis cannot provide.

- Try a few "gut checks" throughout your day. Reflect on how you felt about a discussion, calling a customer, making a decision, etc.
- Gut checks are particularly important for large decisions or meetings where you usually allow objective data (e.g., a 10 to 4 vote in favor of pulling the project) to take precedence over what your emotions tell you (e.g., Karen was furious that her project was cut).

**Put your Realism to Work.** You are likely to notice when personal bias is affecting your performance or your team's performance.

- Leverage this strength by using objective processes to facilitate the group's productivity (e.g., SWOT analysis, strategic-planning techniques) when you notice progress becoming sidetracked by personal agendas or unrealistic views of the situation.
- Research some facilitation or meeting management techniques to create a more productive mindset for your team, where the focus is not on exploring personal speculations but rather on accomplishing realistic objectives in each meeting.

## Balancing Your EI

This section compares Reality Testing with Emotional Self-Awareness, Self-Regard, and Problem Solving. Achieving balance between these subscales can enhance emotional functioning.

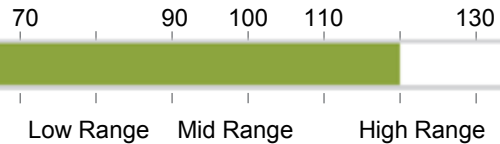
### Reality Testing(124)

Your Reality Testing is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Reality Testing with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Impulse Control

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

120



## What Your Score Means

Impulse control involves understanding the appropriate times and ways to act on emotions and impulses, and the importance of thinking before acting. Steve, your result shows someone who extensively controls their emotions and impulses to act. Your highly stable nature helps to put people at ease; coworkers will feel that they can easily predict your behavior or mood and will be more likely to open communication channels with you. Your result may indicate a tendency to:

- be deliberate and apt to survey a situation before making a decision.
- be patient and calm even when provoked.
- be able to think before you act; you rarely regret what you have said or done.

### Impact at Work

**Emotional Implications.** Your emotions are often expected visitors: you experience them, learn from them, and then take action based on this emotional knowledge. This deliberate use of emotions means you give yourself lots of time to understand how you feel and then determine what is the required action.

**Social and Behavioral Implications.** Your ability to remain focused, delay temptation, and avoid making rash decisions has tremendous interpersonal and professional implications. Leadership requires flexibility, but it is an astute focus and deliberate planning that achieves corporate buy-in. Because you reflect before you speak, your position is well articulated, grounded in evidence and, as a result, respected by your team. People may see your behavior as predictable and calculated and although this is necessary in many workplaces, ensure that it isn't at the expense of listening to your instincts or participating in spontaneous conversations.

### Strategies for Action

**Unfreezing.** If you find yourself significantly less impulsive than your colleagues, you may appear to be rooted in thought when others want action. If progress is being held up by too much contemplation your teammates may see you as a barrier to moving forward.

- Before making a decision, determine upfront what evidence you will need in order to feel comfortable acting. Whose approval do you need? What is the threshold of risk you are willing to accept?
- Knowing this information upfront will help you balance deliberate decision making with the progress demanded by today's business.

**Giving Your Gut Reaction a Voice.** People high in Impulse Control have a lot of self-talk happening all the time. You rarely act unless you have played out multiple scenarios and as a result, your gut reaction can often be overlooked.

- Describe a situation in the past week where you regretted not speaking up or acting quickly.
- What emotion were you experiencing? Was it fear, uncertainty, sadness?
- If you could rewrite the situation, what would you have done differently? How could you have listened to your instincts despite the emotion you felt?
- Use this example of how you wished you had behaved as a goal. Try to demonstrate this behavior in the next two weeks.

## Balancing Your EI

This section compares Impulse Control with Flexibility, Stress Tolerance, and Assertiveness. Achieving balance between these subscales can enhance emotional functioning.

### Impulse Control(120)

Your Impulse Control is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Impulse Control with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Flexibility

**Flexibility** adapting emotions, thoughts and behaviors

125

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Flexibility requires that you be able to modify your thoughts, emotions, and behaviors in response to change. Steve, your results speak of a well-developed ability to adjust yourself to changing conditions and priorities. At work, you likely see change as necessary for innovation and staying ahead of the competition. You can easily assume a change leadership role, where you can encourage others to be as open to change as you are. Some indicators of your result are:

- you are more inclined than most to enjoy change.
- you are able to change your mind when evidence suggests that you do so.
- you have a compliant attitude to working with others, even when opinions differ.

### Impact at Work

**Emotional Implications.** Adapting comes easily to you, whether it be an unexpected schedule change or a new strategy for your team. This flexible approach means you may find it difficult to become emotionally invested, as you tend to work with an understanding that ties will inevitably be broken. Be cautious that you don't appear to lack conviction or become so flexible that your efforts are scattered.

**Social and Behavioral Implications.** Your results suggest you frequently accept change and likely thrive when change is required. Being highly flexible is a desired trait in today's ever-changing work environment and you embrace the required adjustments to your work very well. You may be seen a change leader, facing adjustments with energy and garnering buy-in from your peers. Keep in mind that change preceded by reason and foresight is welcomed, particularly by those who are not as flexible as you are. You may have to alter the way you promote change to help people who struggle with the emotional adjustment change requires.

### Strategies for Action

**Change for Change's Sake.** Flexibility can look like impulsiveness if it is not grounded in sufficient thought and valid evidence.

- "Changing for change's sake" can leave a lot of people (including customers) shaking their heads in confusion over the loss of their once effective status quo.
- When you find yourself changing your thoughts, emotions, priorities, or direction, stop and ensure that this change is grounded in reasonable evidence and is not simply due to boredom with the status quo. This is particularly important if you are high in Interpersonal Relationships, as you may have the tendency to adjust your actions on a whim to the new ideas that are brought forward by others.
- Communicate this rationale for change to those impacted.

**Stay the Course.** Your ability to remain flexible is likely to come in handy. However, in team environments, it is very important to make sure your colleagues are aware of any changes that you are thinking about and embracing. Not all people deal well with regular change. Make an effort to document your changes and reasons for the change. This will go a long way to instilling trust and gaining buy-in from your colleagues.

## Balancing Your EI

This section compares Flexibility with Problem Solving, Independence, and Impulse Control. Achieving balance between these subscales can enhance emotional functioning.

### Flexibility(125)

Your Flexibility is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Flexibility with other subscales may lead to further EI development and enhanced emotional and social functioning.



# Stress Tolerance

**Stress Tolerance** coping with stressful situations

128

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Stress Tolerance is the ability to cope with and respond effectively to stress and mounting pressure. Steve, your result indicates that you are well armed to withstand stress, frequently drawing on your repertoire of effective coping strategies. You are able to manage your emotions, remain composed, and maintain your performance, even when times get rough. You likely use your emotions (e.g., optimism) to your advantage and feel that you are in control. Some characteristics of your result are:

- you see stress, competition, or pressure as a challenge, perhaps to the point of thriving in such conditions.
- you actively cope with stress rather than let your emotions take over.
- you should consider whether your high Stress Tolerance means you take on more than a healthy share of work, which could lead to fatigue or burnout.

### Impact at Work

**Emotional Implications.** You approach stress confidently, with a clear mind and a resilient “I can withstand anything” attitude. You may be missing the subtle emotional hints that you are becoming overwhelmed, and often those with high stress tolerance are at risk for job burnout and exhaustion.

**Social and Behavioral Implications.** Your ability to tolerate stress and exert influence over the situation is likely to appear calming and even inspiring to your colleagues. Your ability to cope with challenges likely allows you to assume a change leadership role, demonstrating a calm and focused demeanor. People likely seek you out for a realistic assessment of a situation; you rarely blow things out of proportion or let your emotions keep you from moving forward and persevering. Note, however, that holding your colleagues and direct reports to the same expectation for tolerating stress may come across as cold, unempathic, and even unrealistic if others are not as resilient as you.

### Strategies for Action

**The Little Signs of Exhaustion.** Be vigilant that you aren’t taking on too much. Subtle changes in your emotions may be signaling that you are close to exhaustion.

- Write down descriptions of your emotions and any accompanying physical sensations.
- When you notice emotional changes, like hesitation to take on a new assignment, don’t dismiss their importance. It is quite possibly a sign that your high tolerance of stress is allowing you to take on too much.

**Leverage Your EI.** Your ability to withstand and cope with high levels of stress often puts you at an advantage. However, your colleagues may not be as well-equipped to handle the same frequency and intensity of stressors that you can.

- Leverage your other EI skills, especially your interpersonal skills, to determine if the people you work with are not coping well with the same demands you are.
- When a new task is added to your team’s priorities, suggest taking five minutes at the next meeting to talk about some proactive steps that you can take as a group to alleviate any associated stress.

## Balancing Your EI

This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. The subscale that differs the most from Stress Tolerance and with the greatest potential for development is shown below.

Stress Tolerance(128)  Problem Solving(116)

Your Stress Tolerance is higher than your Problem Solving, which suggests that you feel more able to deal with stress than to solve the underlying problem. Because of this imbalance, you may want to be on the watch for fatigue and burnout in your life. Take action to solve problems even in situations where you feel you are able to cope adequately.

# Optimism

**Optimism** positive attitude and outlook on life

123

70 90 100 110 130

Low Range Mid Range High Range

## What Your Score Means

Optimism, the ability to remain positive despite setbacks, often differentiates between “star performers” and others in the workplace. It permeates almost every application of EI, from helping you persevere to enabling you to view change as a good thing. Steve, your result shows someone who is extensively optimistic and almost always sees the world in a positive light. Some characteristics of your result are:

- you approach the world with a “glass half-full” attitude.
- you believe in yourself and others and rarely give up prematurely.
- you inspire those you work with to overcome challenges.
- if you are overly optimistic you may set unrealistic goals, ignore personal shortcomings, or ignore evidence that suggests your efforts are headed towards a negative outcome.

### Impact at Work

**Emotional Implications.** People who are strong optimists may attend primarily to positive emotions, ignoring negative ones. The implication is that when you see the world with rose-colored glasses, you see your emotions under the same extra-positive lens. As a result you may miss important information that is accompanied by emotions such as fear, anger, and disgust.

**Social and Behavioral Implications.** You are likely able to see opportunities and possibilities that others may overlook or simply reject for being too difficult, too time-consuming, or outside of the organization’s current comfort level. This positive outlook helps you to set stretch targets and communicate a compelling vision that together brings out the best in yourself and others. Your team probably relies on you for a positive view of the current situation, which although motivating can be unrealistic and risky if beyond the organization’s capabilities.

### Strategies for Action

**Grounded Optimism.** Ideally, optimism is rooted in rational thought and logic. To check that this is the case for you, try:

- asking for feedback on the goals you have set.
- looking for past cases where what you are proposing was achieved.
- seeking buy-in from others. Watch for signs of hesitation or questions about the feasibility of what you are asking.

By incorporating some of these checks into your daily routine, you can confirm whether your goals will bring others along with you or leave them behind in the dust.

**Keep it Real.** Your high optimism can be a great strength; however, it is important that you remain realistic about the challenges you are willing to undertake. Stretch goals are important, but make sure they are within your capacity. Prior to undertaking new challenges, take time to evaluate all elements of the task and identify whether or not you have the emotional, social, financial, and technical resources to meet the challenge. If not, is help available?

## Balancing Your EI

This section compares Optimism with Self-Regard, Interpersonal Relationships, and Reality Testing. Achieving balance between these subscales can enhance emotional functioning.

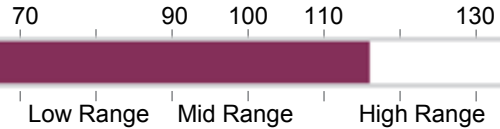
### Optimism(123)

Your Optimism is well balanced with these three related subscales. To maintain this balance with these subscales, watch for significant growth in one subscale over others and consider ways that you can develop the subscales in tandem. Discuss with your coach whether comparing Optimism with other subscales may lead to further EI development and enhanced emotional and social functioning.

# Well-Being Indicator

**Happiness** satisfied with life; content

116



## How to Use this Page

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being.

Your Happiness result is shown below, linked to your results on the four subscales most often associated with Happiness.

Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

## Happiness

Steve, your result in Happiness suggests that you almost always maintain a happy disposition towards all aspects of your life. You enjoy the company of others and are likely on a positive life course. Your happiness is seen and experienced as infectious. Happiness is most often associated with the subscales shown below. Because you have no low scores on any of these subscales you likely experience a certain balance between your well-being and optimism, self-confidence, personal relationships and fulfillment of goals. Gains in one area likely contribute to gains in another—quite a reciprocal set of relationships! Your result indicates that you may:

- exude cheerfulness at both work and play while participating in activities you truly enjoy.
- be seen by coworkers as motivating and resilient in the face of obstacles.

### Self-Regard

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your high level of Self-Regard helps to promote positive feelings about oneself, confidence, and enhanced life satisfaction and happiness.

- If you could improve one facet of your life, what would it be? Why?
- Aside from material things, what is it about you that makes you truly happy?

### Optimism

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Your results indicate that you have a high level of optimism, adopting a positive framework during adverse conditions. This approach to life enhances and sustains pervasive feelings of happiness.

- What thoughts help you remain optimistic during more difficult times?
- Are there any situations where you feel less optimistic? If so, how can you improve or deal better with those situations?

### Interpersonal Relationships

Your Interpersonal Relationships result indicates that you have well-developed relationships that likely help shield you from the negative effects of life's daily demands. If maintained, these relationships can enhance and sustain pervasive feelings of happiness.

- Are there times when you struggle with your relationships? If so, what causes the struggle and how do you remedy conflict and miscommunication?
- Do you have a mentor? Do you act as a mentor to someone else?

### Self-Actualization

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your level of self-motivation and feelings of an enriched life ultimately drive your life achievements and overall happiness.

- Are there areas in your work or personal life that you would like to further develop? If so, how can these endeavors mesh with your current lifestyle?

# Action Plan

The steps you take towards achieving your EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals. 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 you would like to further develop (e.g., “reflective listening” to build empathy, or “recognizing how my body reacts to stress” to raise emotional self-awareness). The SMART goals that you outline in the template should help to strengthen these EI skills and behaviors.

- 1.
- 2.
- 3.

Write down up to three overall qualities that you would like to have (e.g., integrity, providing clear leadership, team player, clear communicator). In some way the goals you outline in this action plan should help you achieve the overall qualities you 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

Action Planner (example)

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

# EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in work and our

organization's demands win the competition for our time and attention. By outlining your objectives here and leaving a copy with your coach you are increasingly more accountable to reach your personal goals.

## My Personal Development Goals

My action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

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

Your Coach's Signature \_\_\_\_\_



**EQ-i**<sup>2.0</sup>  
assess. predict. perform.

# COACH WORKPLACE

## REPORT

**Larry Low**

Sample Report for EQ-i 2.0 Certification

April 20, 2011



## Response Style Explained

No validity concerns were found for this report.

### PARTICIPANT SUMMARY

Name: Larry Low  
 Age: 48  
 Gender: Male

Completion Date: April 20, 2011  
 Time to Completion: 7:45  
 Norm Type: General Population

### INCONSISTENCY INDEX: 0

The Inconsistency Index is 0, indicating consistency in responses across pairs of items measuring similar content.

### POSITIVE IMPRESSION: 0

### NEGATIVE IMPRESSION: 1

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): 4

Larry's response was: **Often**. You may want to follow-up, as the response was not “Always/Almost Always”.

### OMITTED ITEMS:

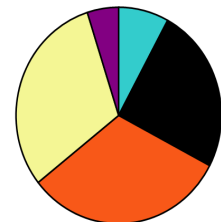
No items were omitted.

### RESPONSE DISTRIBUTION

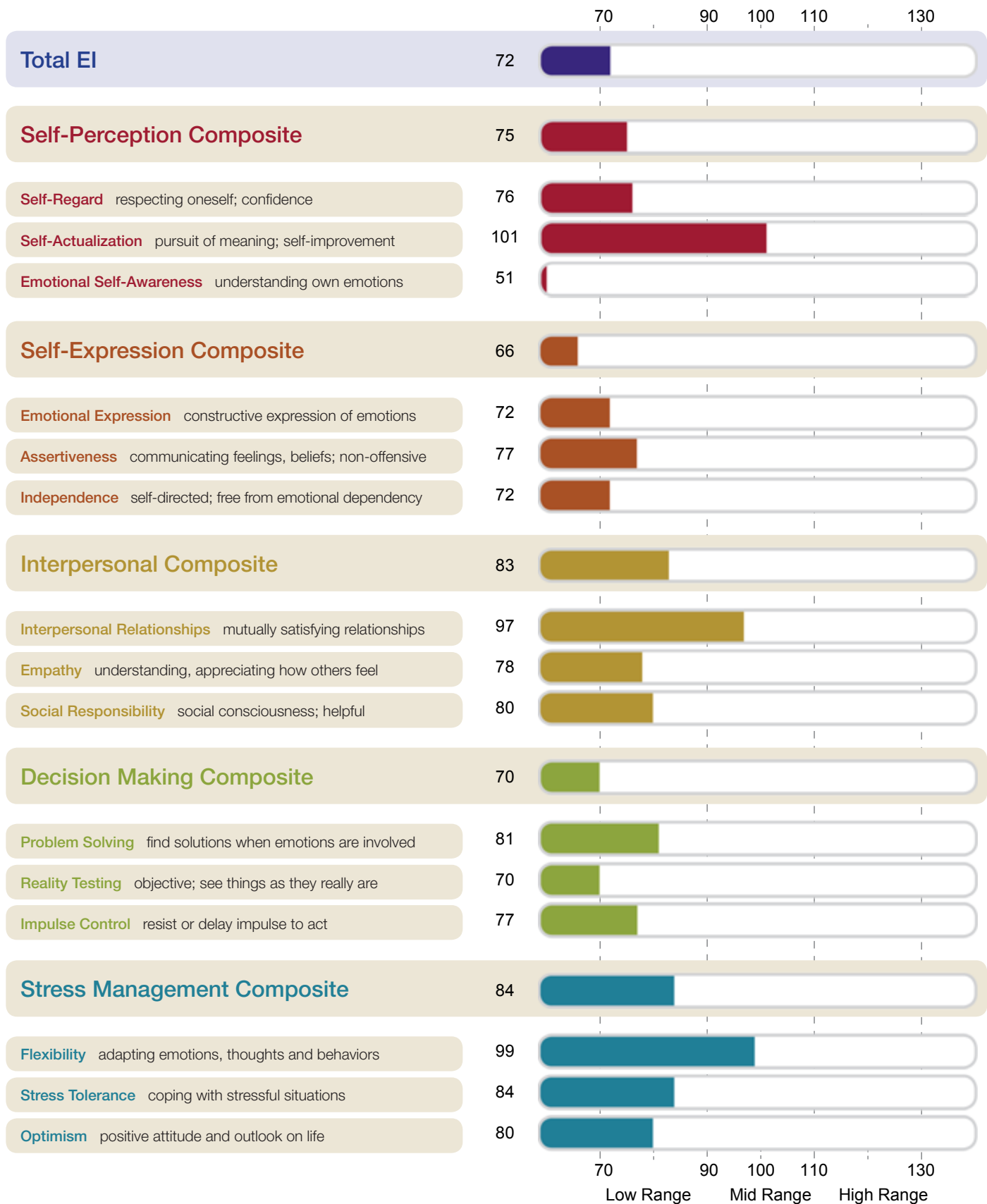
Larry did not show a significant preference for using either the extreme ends or the middle points of the response scale.

#### Responses

- ? = 0%
- 1. Never/Rarely = 8%
- 2. Occasionally = 25%
- 3. Sometimes = 32%
- 4. Often = 31%
- 5. Always/Almost Always = 5%



# Overview of Results

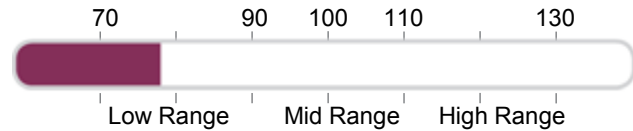




# Well-Being Indicator

**Happiness** satisfied with life; content

78



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

Your client's result in Happiness suggests that it may be difficult to show enthusiasm and cheerfulness towards life in general. Also, lower Happiness may dampen any shining strengths your client may have in other EI skill areas, making it difficult for others to see past the discontentment. The low happiness result is likely related to lower Self-Regard and Optimism, which are of particular importance in promoting feelings of happiness. Your client may:

- experience periods of apathy or discontent.
- view life as being all about work and not play.
- withdraw from social situations, friends and colleagues.

### Self-Regard

Happiness is a by-product of believing in oneself and living according to your own values. Low self-regard may lead your client to question personal values, performance and decisions, ultimately lowering happiness. You might ask:

- Reflect on past accomplishments by identifying skills that enabled you to be successful.
- What do you admire most about yourself? Why? What do you like the least?

### Optimism

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Because your client's Optimism is low, it may be difficult to adopt a positive outlook or view the good in life as personal, permanent and justifiable. You might ask:

- Take an inventory of the good in your life. Make a list of all things positive, personal, and permanent, celebrating even the smallest aspects.
- Identify two strategies that can help you to better cope with setbacks.

### Interpersonal Relationships

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. The result suggests that your client's relationships are fulfilling for the most part, but there may be times when more encouragement and support is needed from peers. You might ask:

- What causes struggles in your relationships and what could make things better?
- What are the most desirable attributes of the people you spend time with?

### Self-Actualization

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?

# Balancing EI

This section shows three related subscales for each of the fifteen subscales on the EQ-i 2.0. Below, you will find examples of feedback that you can provide to the respondent.

- 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 equal 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.

Please note that if you included this section in the respondent's report, the respondent will see only one subscale (the relationship with the greatest score discrepancy). All three relationships are shown here so that you may debrief the respondent on other areas that are out of balance. In addition to what is displayed in this report, you may want to explore other balances and imbalances in the respondent's profile that may lead to further EI development.

## Self-Perception

< Self-Actualization (101)

**Self-Regard**  
(76)

= Problem Solving (81)

= Reality Testing (70)

Self-Regard is lower than Self-Actualization and therefore you may feel unworthy of your achievements. For example, you may have a tendency to attribute your successes to luck and circumstance as opposed to your gifts and abilities. You may undertake goals and activities that are below your skill level because of your relatively lower Self-Regard.

Your Self-Regard is in balance with your Problem Solving.

Your Self-Regard is in balance with your Reality Testing.

> Self-Regard (76)

**Self-Actualization**  
(101)

> Optimism (80)

> Reality Testing (70)

Self-Actualization is higher than Self-Regard. You may not take enough time to recognize your successes. You can better balance these skills by setting realistic goals and aligning them with what you want to achieve in life. If you set goals that are unrelated to what's important to you, accomplishing them will not necessarily improve your self-worth.

Self-Actualization is higher than Optimism. This imbalance impacts Self-Actualization in two ways: you may set very conservative personal goals and/or your activities or interests do not challenge you to your fullest. Create better balance by celebrating your successes and recognizing the impact they have on your future.

Self-Actualization is higher than Reality Testing, suggesting that you may risk pursuing activities and goals that are not as realistic or as well suited to you as they could be. Regularly check in on your progress towards achieving your goals so that unrealistic pursuits can be abandoned for more achievable tasks.

< Reality Testing (70)

**Emotional Self-Awareness**  
(51)

< Emotional Expression (72)

< Stress Tolerance (84)

Because Emotional Self-Awareness is lower than Reality Testing, you may concentrate more on the feelings of those around you or the situation at hand than on your own feelings. Ideally, the two should be in balance so that you consider your own feelings in concert with the feelings of others.

Because Emotional Self-Awareness is lower than Emotional Expression, you may have a tendency to express emotions more often than you take the time to fully understand them. This imbalance may result in the untimely expression of emotions, or expressing emotions without the appropriate rationale or reasoning.

Because Emotional Self-Awareness is lower than Stress Tolerance, you may be better able to cope with stress than you are able to understand or deal with the emotions associated with stress. Your current approach to handling stress may be more action oriented than it is about processing the emotions involved.

# Balancing EI

Self-Expression

**Emotional Expression (72)**

Interpersonal Relationships (97)

Your Emotional Expression is lower than your Interpersonal Relationships result. This suggests that you may try to protect relationships by keeping your own feelings to yourself. However, sharing feelings in an appropriate manner typically strengthens relationships. Keep in mind that strong interpersonal relationships are built on trust and respect; openly sharing your thoughts and feelings can go a long way to building both.

Assertiveness (77)

Your Emotional Expression is in balance with your Assertiveness.

Empathy (78)

Your Emotional Expression is in balance with your Empathy.

Interpersonal Relationships (97)

Assertiveness is lower than Interpersonal Relationships suggesting you place a greater emphasis on protecting relationships than on being assertive. However, this may render you passive at times when your position or thoughts are different than those of the group. You may put team harmony ahead of standing up for what you believe in.

**Assertiveness (77)**

Emotional Self-Awareness (51)

Your Assertiveness is higher than your Emotional Self-Awareness; you may be assertive without firmly understanding your own feelings. Ensure that you attend to your tone of voice, body language, and the manner in which you treat others when you are being assertive. These cues will help you align your assertiveness more appropriately with your feelings.

Empathy (78)

Your Assertiveness is in balance with your Empathy.

Problem Solving (81)

Your Independence is in balance with your Problem Solving.

**Independence (72)**

Emotional Self-Awareness (51)

Your Independence is not in balance with your lower Emotional Self-Awareness. With this imbalance, you may run into situations where you are missing important feedback from others on your own emotions. If you find yourself in situations where you are working independently, you may need to seek out that "sounding board" that close colleagues can represent when you need a second opinion on your thoughts, emotions or decisions.

Interpersonal Relationships (97)

Independence is not in balance with Interpersonal Relationships. While on the surface this imbalance makes you appear to be an ideal team player, it could mean that you are more susceptible to relying on the direction or support of others. To balance out this relationship, try eliminating some of the everyday ways you depend on others in your job. For instance, do you always invite certain people to your meetings because you know they will "have your back"?

# Balancing EI

Interpersonal

Self-Actualization (101)

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

**Interpersonal Relationships**  
(97)

Problem Solving (81)

Interpersonal Relationships is higher than Problem Solving, indicating that you may put the social side of an issue ahead of the process of actually solving the problem. You may find it hard to make decisions that heavily impact those with whom you have close relationships. If this is true of you, focus on remaining empathic and resolving the problem at hand.

Independence (72)

Your Interpersonal Relationships result is higher than your Independence. With this imbalance, you may have a tendency to spend more time and effort fostering relationships than you do working independently, and you may be more susceptible to the opinions of others. In order to bring this relationship into balance, try identifying instances where you can make a decision on your own instead of deferring to others.

Emotional Self-Awareness (51)

Your Empathy is higher than your Emotional-Self Awareness. This imbalance suggests that you may be more comfortable and willing to deal with others' emotions than you are with your own. For you, the risk could be that you "feel for others" too much, without putting the same amount of energy into meeting your own needs. People who have this imbalance are sometimes described as martyrs, putting more emphasis on rescuing others than taking care of themselves.

**Empathy**  
(78)

Reality Testing (70)

Your Empathy is in balance with your Reality Testing.

Emotional Expression (72)

Your Empathy is in balance with your Emotional Expression.

Self-Actualization (101)

Social Responsibility is not in balance with Self-Actualization, and therefore it may appear that you place little emphasis on helping others achieve their potential. Try making one of the things you do for yourself more about others. For instance, if you love playing golf, consider donating your time to coach or setting up a charity golf tournament.

**Social Responsibility**  
(80)

Interpersonal Relationships (97)

Social Responsibility is not in balance with Interpersonal Relationships, indicating a preference to socialize and/or focus on close relationships rather than spending time supporting broader societal, community, or organizational issues. To better balance these components, find ways to socialize that provide benefits beyond just having fun; show your willingness to roll up your sleeves in support of colleagues, groups, or teams.

Empathy (78)

Your Social Responsibility is in balance with your Empathy.

# Balancing EI

Decision Making

**Problem Solving (81)**

Flexibility (99)

Your Problem Solving is lower than your Flexibility. This imbalance suggests that you may have a tendency to continue to look for alternate solutions to a problem, even when you are well into implementing a solution. Although this tendency may prove beneficial from time to time, you run the risk of being inefficient over the long-term.

Reality Testing (70)

Your Problem Solving is higher than your Reality Testing, suggesting that you should make sure that your confidence in your strong problem solving skills doesn't override an evaluation of pertinent objective information. Try validating your thoughts and assumptions by asking someone else to define the problem as they see it, and look for similarities and discrepancies. This validation process can help you see your problem objectively, keeping you grounded while you arrive at timely decisions.

Emotional Self-Awareness (51)

Your Problem Solving is higher than your Emotional Self-Awareness. This imbalance means that you may be at risk for misinterpreting your emotions, which can influence the type of decision you make. You may benefit from increasing your understanding and awareness of the roles different emotions play in your decision making process in order to bring Emotional Self-Awareness in balance with Problem Solving.

Emotional Self-Awareness (51)

Reality Testing is not in balance with Emotional Self-Awareness, suggesting that when it comes to decision making you likely spend more time analyzing objective information than checking in with your emotions or others' emotions. Although there is room for emotional information in every decision you make, you may need to ensure that this is in balance with the objective information you collect.

**Reality Testing (70)**

Self-Regard (76)

Your Reality Testing is in balance with your Self-Regard.

Problem Solving (81)

Reality Testing is not in balance with Problem Solving, suggesting that you may not focus as much as you could on bias-free and realistic information when solving problems. If you have the tendency to make quick, instinctual decisions it is important to double check that your assumptions are accurate—this will help bring your objectivity in line with your problem-solving capabilities.

Flexibility (99)

Impulse Control is lower than Flexibility, suggesting that you are more flexible than regulated. Although flexibility is an essential skill, it is important to remain open to new ideas and change, though not at the expense of sound reason. You want to be flexible but not to the point that changes are made haphazardly without proper thought to the implications of the changes.

**Impulse Control (77)**

Stress Tolerance (84)

Your Impulse Control is in balance with your Stress Tolerance.

Assertiveness (77)

Your Impulse Control is in balance with your Assertiveness.

# Balancing EI

## Stress Management

Flexibility  
(99)

➤ Problem Solving (81)

Your Flexibility is higher than your Problem Solving. Your inclination to be flexible may at times lead you to reflect or hesitate when making decisions. While it is good to be open to change and to consider options, your effectiveness can be reduced if you end up getting stuck making a decision or postponing action. The best decisions usually involve proper consideration of alternatives, and the ability to act when needed.

➤ Independence (72)

Your Flexibility is higher than your Independence. This profile may make you susceptible to being swayed by others and their decisions (a.k.a. groupthink). If you find yourself appearing too compliant and easygoing, you could benefit from taking a stand when you believe something is important, even if your viewpoint differs from consensus.

➤ Impulse Control (77)

Because your Flexibility is higher than your Impulse Control, you may be inclined to make changes without giving an appropriate amount of thought to the change. Your behavior at work may be affected more by the demands of the moment than by longer term considerations. Watch for others' reactions to the changes you bring about. If they aren't on board with your change, it may be a sign that your changes are likely more impulsive than they are grounded.

⚖ Problem Solving (81)

Your Stress Tolerance is in balance with your Problem Solving.

Stress  
Tolerance  
(84)

⬅ Flexibility (99)

Your Stress Tolerance is lower than your Flexibility. When dealing with change, your tendency might be to alter the situation you are in rather than staying the course and dealing with emotions that result from the stress. While this can be effective at times, make sure that it isn't your only coping strategy. Consider various ways to cope with the stressor while maintaining your expected level of performance.

⬅ Interpersonal Relationships (97)

Stress Tolerance is lower than Interpersonal Relationships, indicating that your primary coping strategy for stress may be to socialize and focus on others, rather than actually dealing with the stressors in your life. Seeking support from others is a useful coping mechanism for stress, but your relationships should not be used as an escape from attentively managing the stress in your life. Use your support system to deal with stress, not to avoid it.

⚖ Self-Regard (76)

Your Optimism is in balance with your Self-Regard.

Optimism  
(80)

⬅ Interpersonal Relationships (97)

Because Optimism is lower than Interpersonal Relationships, you may find yourself relying on your relationships to compensate for your less positive outlook. Beyond your relationships, there may be other aspects of your life that lower your optimism. For greater balance, consider what these aspects might be. Also consider how optimistic your friends, family, and colleagues are, and whether they encourage feelings of optimism for you.

➤ Reality Testing (70)

Your Optimism is higher than your Reality Testing, suggesting that you may tend to view situations and people with rose-colored glasses. More of your time and energy may be devoted to seeing the world optimistically than objectively. To better balance these components, look to ground your goals and expectations by seeking concrete evidence to support your plans, and by seeking confirmation from others when needed.

# 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.	4
64	I lack self-confidence.	3
89	It's hard for me to accept myself just the way I am.	4
128	I think highly of myself.	2
130	I respect myself.	3
132	I'm happy with who I am.	3

## Self-Actualization

8	I accomplish my goals.	4
49	I feel I have something to contribute.	5
58	I seek out enriching experiences.	3
63	I am self-motivated.	4
73	I make good use of my abilities.	2
76	I strive to be the best I can be.	4
104	I am driven to achieve.	5
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.	1
27	I'm aware of the impact of my mood on others.	3
40	I know what triggers my emotions.	1
62	I'm aware of how I feel.	1
105	I recognize when I'm upset.	3
121	I understand how the emotions of others affect me.	1
125	I know which emotions affect my performance.	2

## Emotional Expression

39	It's hard for me to share my feelings with others.	2
47	It's easy for me to express my feelings.	2
69	It's hard to express my intimate feelings.	5
93	When I'm sad, I talk to people about it.	1
100	I find it difficult to show people how I feel about them.	4
103	I find it difficult to show affection.	3
108	It's hard for me to describe my feelings.	5
117	It's hard for me to smile.	3

## Assertiveness

3	I back down even when I know I am right.	3
7	I say "no" when I need to.	3
21	I am assertive without being offensive.	2
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.	4
95	I tell people what I think.	2

## Independence

4	It's hard for me to make decisions on my own.	3
15	I cling to others.	4
46	I am easily influenced by others.	2
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.	4
81	I need reassurance from others.	4
97	I need other people more than they need me.	2
114	I am more of a follower than a leader.	4

## Interpersonal Relationships

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

## Empathy

13	I'm aware of how others feel.	2
24	I am empathic.	3
30	I am good at understanding the way other people feel.	2
52	I avoid hurting the feelings of others.	4
70	I'm in touch with other people's emotions.	1
78	I relate to the emotions of others.	2
91	I respect the way others feel.	4
110	I am sensitive to the feelings of others.	4
124	I care about other people's feelings.	4

## Social Responsibility

11	I act in an environmentally friendly way.	2
18	I try to make a difference in society.	3
20	I like helping people.	4
60	I am a contributing member of the groups to which I belong.	1
61	I contribute to my community.	3
115	I care about social issues.	3

## Problem Solving

17	When I'm really upset, I can't decide what to do.	4
37	I tend to worry about a problem rather than try to solve it.	2
45	I avoid dealing with problems.	3
68	It's hard for me to decide on the best solution when solving a problem.	3

# Item Responses

72	I get stuck when thinking about different ways of solving problems.	4
75	I feel overwhelmed when I need to make a decision.	3
84	If I have trouble solving a problem, I get frustrated and give up.	2
112	I let my emotions get in the way when making decisions.	2

## Reality Testing

14	I see situations as they really are.	2
36	I make realistic plans to achieve my goals.	5
43	I recognize my own biases.	1
57	I have a good sense of my strengths and weaknesses.	2
77	I know when I need to be more objective.	3
85	I know when my emotions affect my objectivity.	1
107	Even when upset, I'm aware of what's happening to me.	4
111	I have a good sense of what is going on around me.	3

## Impulse Control

2	I make rash decisions when I'm emotional.	2
5	I interrupt when others are speaking.	4
34	My impulsiveness creates problems for me.	2
44	I am impulsive.	4
48	When I start talking, it's hard to stop.	1
50	I tend to react hastily.	4
56	It's difficult for me to control my impulses.	4
67	It's hard for me to resist temptation.	4

## Flexibility

6	It's difficult for me to change my opinion.	4
33	I do not like being in unfamiliar situations.	3
42	It's hard for me to change my ways.	2
82	It's hard for me to compromise.	4
87	I feel uneasy with last-minute changes.	2

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

## Stress Tolerance

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

## Optimism

29	I stay positive even when things get difficult.	2
32	I am optimistic.	3
35	I expect the worst.	4
80	I am hopeful about the future.	3
83	I see the best in people.	4
90	I have good thoughts about the future.	3
98	I expect things to turn out all right, despite setbacks from time to time.	3
116	I have a positive outlook.	3

## Happiness

12	It's hard for me to enjoy life.	3
28	I am not happy with my life.	4
51	I am enthusiastic.	2
71	I am happy.	3
92	I am satisfied with my life.	3
101	I'm excited about my life.	3
106	When I wake up in the morning, I look forward to the day.	3
126	I am content.	3

### Inconsistency Item Pairs indicates inconsistent responses

80.	I am hopeful about the future.	3
90.	I have good thoughts about the future.	3
29.	I stay positive even when things get difficult.	2
32.	I am optimistic.	3
130.	I respect myself.	3
132.	I'm happy with who I am.	3
92.	I am satisfied with my life.	3
101.	I'm excited about my life.	3
71.	I am happy.	3
116.	I have a positive outlook.	3

110.	I am sensitive to the feelings of others.	4
124.	I care about other people's feelings.	4
28.	I am not happy with my life.	4
31.	I don't feel good about myself.	4
88.	I perform well under pressure.	3
99.	I cope well with stressful situations.	3
70.	I'm in touch with other people's emotions.	1
78.	I relate to the emotions of others.	2
106.	When I wake up in the morning, I look forward to the day.	3
126.	I am content.	3

### Positive Impression/Negative Impression

25	I make mistakes.	4
59	I like everyone I meet.	3
94	I have bad days.	4

119	Things bother me.	5
127	I only care about what is best for others.	3
131	I know the right answer.	4



## 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 you express what you are feeling? Give examples?
2. Describe a time when you regretted not having expressed 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 when 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., become 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 could 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 when 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 the 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 when your emotions hampered your ability to make a decision. Why did you get sidetracked?
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 a situation. 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**EASURABLE  
**A**CTION-ORIENTED  
**R**EALISTIC  
**T**IMELY

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Transfer your client's 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 work and our

organization's demands win the competition for time and attention. By outlining your client's objectives here, and ensuring that your client does the same in his or her report, you help your client to be more accountable to reaching 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-i 2.0 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 and composite scores. Where does the client fall in relation to the general population?
- 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?
- 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
<b>1. Build Rapport</b>  The first step is to create a sense of ease and establish common goals between you and your client.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how the feedback will be structured and how long it will take.</li> <li><input type="checkbox"/> Ask what the client wants to get out of the session.</li> <li><input type="checkbox"/> Remind the client of the confidentiality agreement and who "owns the data".</li> <li><input type="checkbox"/> If appropriate, show the client a sample report so that they are prepared for what they will be seeing in their own report. This may help them understand what the results will indicate before they actually see them.</li> <li><input type="checkbox"/> Remind the client that this is a self-report and that it 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"/> How are you feeling about this meeting?</li> <li><input type="checkbox"/> What was your experience in taking the assessment? <b>Probing questions:</b> were you alone, did you do it at the beginning of the day, end of the day; do you recall any items that you had difficulty with or that were not clear to you?</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> <li><input type="checkbox"/> Do you have any questions or comments before we go over your profile?</li> </ul>
<b>2. Validate Facts</b>  Next, establish the "truth" of EQ-i results in the eyes of your client.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give definition of EI and recap details of the EQ-i 2.0.</li> <li><input type="checkbox"/> As you can see, the bars represent how you responded to the items on each scale of the EQ-i 2.0.</li> <li><input type="checkbox"/> The bars that are in the middle range show that compared to the general population, you answered the items in a similar way.</li> <li><input type="checkbox"/> Bars to the left indicate decreased use of behaviors related to the scale.</li> <li><input type="checkbox"/> Bars to the right indicate increased use of behaviors related to the scale.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is your first impression of this profile?</li> <li><input type="checkbox"/> Does this profile look accurate to you?</li> <li><input type="checkbox"/> What surprises you?</li> <li><input type="checkbox"/> Where would you like to focus first?</li> <li><input type="checkbox"/> What questions do you have about your results?</li> <li><input type="checkbox"/> Can you give me an example of how you use that skill?</li> <li><input type="checkbox"/> Would you say this is a real strength of yours?</li> <li><input type="checkbox"/> This suggests to me that _____. Is that true of you?</li> </ul>

# Coach's Guide to an EQ-i 2.0 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, opinions, and expectations.</p>	<p>Use the Follow-Up Questions pages to get a better understanding of how your client demonstrates the skills related to specific subscales.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What areas stand out for you as things you'd like to focus on?</li> <li><input type="checkbox"/> How satisfied are you with that?</li> <li><input type="checkbox"/> What concerns do you have with that situation?</li> <li><input type="checkbox"/> Why do you think that is so?</li> <li><input type="checkbox"/> What is the message here?</li> <li><input type="checkbox"/> What gets in your way in this area?</li> <li><input type="checkbox"/> Why is that so frustrating?</li> <li><input type="checkbox"/> How do you see that contributing to your success?</li> <li><input type="checkbox"/> How do you see that holding you back?</li> <li><input type="checkbox"/> Do these areas interfere with achieving your goals in any way?</li> <li><input type="checkbox"/> How might a decreased use of these types of behaviors help you in your role?</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>	<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"/> How long have you been doing that?</li> <li><input type="checkbox"/> To what extent is that effective for you?</li> <li><input type="checkbox"/> How is that behavior working 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, job-related situations to help your client imagine a new state of behavior and its outcomes.</p> <p>"If... then" questions help the client project an ideal state of operating effectively.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the ideal situation here?</li> <li><input type="checkbox"/> If you had a choice, what would you do?</li> <li><input type="checkbox"/> If you didn't have to deal with ____, how would things be different?</li> <li><input type="checkbox"/> What kind of support would be helpful?</li> <li><input type="checkbox"/> If you were going to work on one or two areas, which one(s) would you choose?</li> <li><input type="checkbox"/> What benefits would you like to achieve by improving in those areas?</li> </ul>
<p><b>6. Transition</b></p> <p>The last part of the session involves discussing next steps and establishing the client's commitment to continue working with you.</p>	<p>Ask transition questions to remind your client of time limitations to ensure the majority of areas you both want to discuss are addressed.</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 skill?</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? <i>OR</i> What do you need to change in your development plan in order to be fully committed?</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> <li><input type="checkbox"/> What outstanding questions do you have?</li> </ul>