



EQ360

COACH
360°
FEEDBACK
REPORT

Serena Sample

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

Leadership Development Program

November 22, 2011

EQEDGE
Consulting

 MHS

Participant Response Style Explained

No validity concerns were found for this report.

PARTICIPANT SUMMARY

Name: Serena Sample
Age: 44
Gender: Female

Completion Date: November 22, 2011
Time to Completion: 9:58
Norm Type: General Population

INCONSISTENCY INDEX: 1

The Inconsistency Index is 1, indicating consistency in responses across pairs of items with similar content. However, you may want to examine the following item pair where inconsistent responses were provided (see Item Responses page for more details): 28&31.

POSITIVE IMPRESSION: 0

NEGATIVE IMPRESSION: 0

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

"Tell me about your process for responding to the items."

"What did you think of the items? Were any particularly difficult to respond to?"

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

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

OMITTED ITEMS:

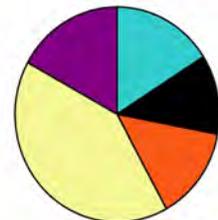
No items were omitted.

RESPONSE DISTRIBUTION

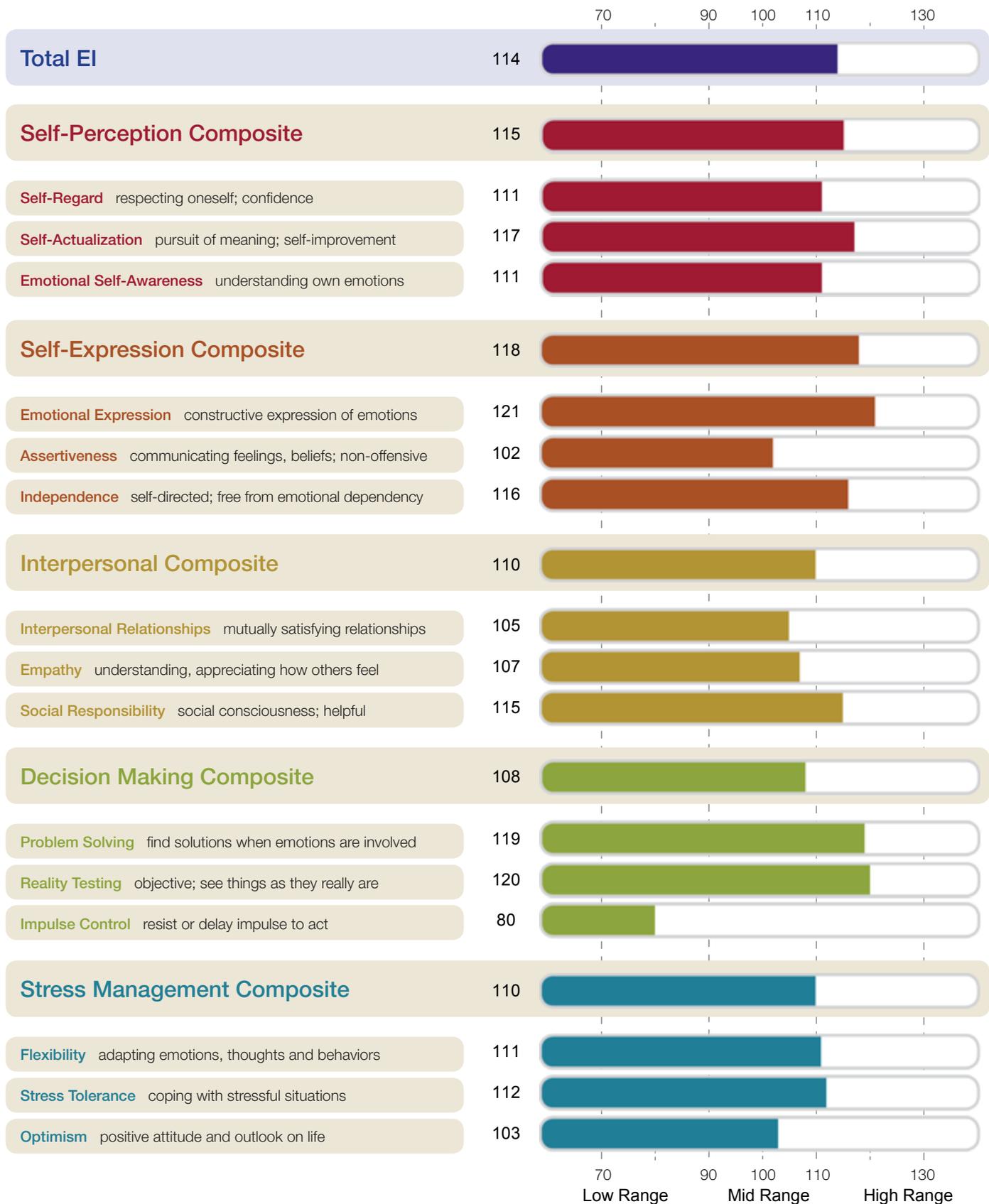
Serena did not show a significant preference for using either the extreme ends or the middle points of the response scale.

Responses

- ? = 0%
- 1 = 16%
- 2 = 12%
- 3 = 14%
- 4 = 41%
- 5 = 17%



Overview of Results



Item Responses

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

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

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

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

Self-Regard

| | | |
|-----|--|---|
| 10 | I'm proud of my good and bad points. They go together. | 5 |
| 19 | I'm proud of myself. | 3 |
| 31 | I don't feel good about myself. | 1 |
| 64 | I'm self-confident. | 1 |
| 89 | It's hard for me to accept myself just the way I am. | 1 |
| 128 | I don't enjoy myself. | 4 |
| 130 | I respect myself. | 4 |
| 132 | It's hard for me to like myself. | 5 |

Self-Actualization

| | | |
|-----|---|---|
| 8 | I'm proud of my goals. | 5 |
| 49 | I'm proud of my ability to contribute. | 5 |
| 58 | I don't feel anything is important. | 5 |
| 63 | I'm self-motivated. | 4 |
| 73 | I take good care of my abilities. | 4 |
| 76 | I don't do the best I can do. | 4 |
| 104 | I'm able to achieve. | 5 |
| 109 | It's hard for me to be as meaningful as I want. | 4 |
| 118 | I don't do what I expect myself to do. | 5 |

Emotional Self-Awareness

| | | |
|-----|---|---|
| 16 | I can identify the cause of my feelings. | 5 |
| 27 | It's hard for me to understand the way other people feel. | 4 |
| 40 | I know what triggers my emotions. | 4 |
| 62 | It's hard for me to feel. | 4 |
| 105 | I recognize when I'm upset. | 4 |
| 121 | I understand how the emotions of others affect me. | 4 |
| 125 | I know when someone affects my performance. | 4 |

Emotional Expression

| | | |
|-----|---|---|
| 39 | It's hard for me to share my feelings with others. | 2 |
| 47 | It's hard for me to express my feelings. | 4 |
| 69 | It's hard for me to express my internal feelings. | 2 |
| 93 | When I'm sad, I like to speak about it. | 4 |
| 100 | It's difficult for me to show people how I feel about them. | 1 |
| 103 | It's difficult for me to show affection. | 1 |
| 108 | It's hard for me to describe my feelings. | 1 |
| 117 | It's hard for me to smile. | 1 |

Assertiveness

| | | |
|----|---|---|
| 3 | I can stand up for what I believe is right. | 3 |
| 7 | I say "no" when I need to. | 4 |
| 21 | I'm assertive without being offensive. | 4 |
| 23 | When I disagree with someone, I say so. | 3 |
| 53 | I'm firm and direct when necessary. | 4 |
| 86 | I stand up for what I believe in. | 4 |
| 95 | I let people know how I feel. | 4 |

Independence

| | | |
|-----|---|---|
| 4 | It's hard for me to make decisions on my own. | 1 |
| 15 | I like to follow. | 1 |
| 46 | I'm easily influenced by others. | 1 |
| 54 | I don't like a job or school that I don't want to do. | 1 |
| 65 | It's hard for me to do things on my own. | 2 |
| 81 | I don't make decisions from others. | 2 |
| 97 | I don't think people realize how hard they need me. | 1 |
| 114 | I'm more of a follower than a leader. | 2 |

Interpersonal Relationships

| | | |
|-----|--|---|
| 9 | It's hard for me to make friends. | 5 |
| 22 | I don't get along with people. | 4 |
| 38 | I'm able to appreciate. | 4 |
| 41 | People dislike me. | 3 |
| 66 | I'm hard to get along with. | 5 |
| 74 | It's a hard place. | 4 |
| 102 | People don't get along. | 4 |
| 129 | I have good relationships with others. | 4 |

Empathy

| | | |
|-----|---|---|
| 13 | It's hard for me to understand how other people feel. | 4 |
| 24 | I'm sensitive. | 4 |
| 30 | I'm good at understanding the way other people feel. | 4 |
| 52 | I understand the feelings of others. | 2 |
| 70 | It's hard for me to understand other people's emotions. | 5 |
| 78 | I don't feel the emotions of others. | 5 |
| 91 | I respect the way other people feel. | 5 |
| 110 | I'm sensitive to the feelings of others. | 4 |
| 124 | I don't know other people's feelings. | 4 |

Social Responsibility

| | | |
|-----|--|---|
| 11 | I'm an environmentally friendly person. | 5 |
| 18 | It's hard for me to make a difference in society. | 4 |
| 20 | It's hard for me to help people. | 5 |
| 60 | I'm a contributing member of the groups to which I belong. | 4 |
| 61 | I contribute to my community. | 4 |
| 115 | I don't do what I should do. | 4 |

Problem Solving

| | | |
|----|---|---|
| 17 | When I'm really upset, I can't decide what to do. | 2 |
| 37 | It's hard for me to work about a problem other than how to solve it. | 1 |
| 45 | I don't deal with problems. | 1 |
| 68 | It's hard for me to decide on the best solution when solving a problem. | 2 |

Item Responses

| | | | | | | |
|------------------------|---|---|-------------------------|--|--|---|
| 72 | I get stuck when thinking about different ways of solving problems. | 1 | 96 | It's hard for me to make changes in my daily life. | 1 | |
| 75 | It's uncomfortable when I need to make a decision. | 1 | 120 | I need things to be predictable. | 2 | |
| 84 | I struggle to solve a problem, I get frustrated and angry. | 1 | 122 | Change makes me uneasy. | 3 | |
| 112 | It's too stressful to get in the way when making decisions. | 1 | Stress Tolerance | | | |
| Reality Testing | | | 1 | 1 | It's hard to get in a difficult situation. | 3 |
| 14 | I see obstacles as they really are. | 5 | 26 | I get stuck, usually when I'm under stress. | 2 | |
| 36 | I make realistic plans to achieve my goals. | 5 | 55 | There is something about me. | 4 | |
| 43 | I recognize my own limits. | 4 | 79 | There's stress without getting too nervous. | 5 | |
| 57 | There's a good sense of my strengths and weaknesses. | 4 | 88 | Confirms with what I feel. | 4 | |
| 77 | There's a clear reason to be made responsible. | 5 | 99 | I cope well with stressful situations. | 4 | |
| 85 | There's a clear reason why I'm doing what I'm doing. | 5 | 113 | There's something about me. | 5 | |
| 107 | There's a good sense of what's going on around me. | 4 | 123 | It's not hard to deal with stressful situations. | 1 | |
| 111 | There's a good sense of what's going on around me. | 4 | Optimism | | | |
| Impulse Control | | | 29 | There's a good sense of what's going on around me. | 4 | |
| 2 | I make quick decisions when I'm stressed. | 2 | 32 | I'm optimistic. | 4 | |
| 5 | I often act when I don't see anything. | 3 | 35 | I expect the best. | 2 | |
| 34 | My impulsiveness makes problems for me. | 3 | 80 | I'm hopeful about the future. | 4 | |
| 44 | I'm impulsive. | 3 | 83 | I see the best in people. | 4 | |
| 48 | When I start taking things hard to do. | 4 | 90 | There's good thoughts about the future. | 4 | |
| 50 | When I start taking things hard to do. | 3 | 98 | I expect things to turn out alright. People behave like they should. | 4 | |
| 56 | It's difficult for me to control my impulses. | 3 | 116 | There's a positive outlook. | 4 | |
| 67 | It's hard for me to avoid temptation. | 3 | Happiness | | | |
| Flexibility | | | 12 | It's hard for me to enjoy life. | 1 | |
| 6 | It's difficult for me to change my opinion. | 2 | 28 | I'm not happy with my life. | 3 | |
| 33 | It's not too hard to understand situations. | 3 | 51 | I'm not happy. | 4 | |
| 42 | It's hard for me to change my mind. | 2 | 71 | I'm happy. | 5 | |
| 82 | It's hard for me to compromise. | 2 | 92 | I'm satisfied with my life. | 4 | |
| 87 | It's not easy to get things done. | 2 | 101 | It's not hard to understand situations. | 4 | |
| | | | 106 | When I wake up in the morning, I feel happy to be here. | 4 | |
| | | | 126 | I'm content. | 4 | |

| Inconsistency Item Pairs | |  indicates inconsistent responses | | | |
|--------------------------|--|--|---|---|---|
| 80. | I'm hopeful about the future. | 4 | 110. | I'm sensitive to the feelings of others. | 4 |
| 90. | There's good thoughts about the future. | 4 | 124. | I'm not happy with my life. | 4 |
| 29. | There's a good sense of what's going on around me. | 4 |  28. | I'm not happy with my life. | 3 |
| 32. | I'm optimistic. | 4 | 31. | I don't feel good about myself. | 1 |
| 130. | I expect the best. | 4 | 88. | Confirms with what I feel. | 4 |
| 132. | I'm happy with what I am. | 5 | 99. | I cope well with stressful situations. | 4 |
| 92. | I'm satisfied with my life. | 4 | 70. | It's not hard to understand situations. | 5 |
| 101. | It's not hard to understand situations. | 4 | 78. | It's hard to get in a difficult situation. | 5 |
| 71. | I'm happy. | 5 | 106. | When I wake up in the morning, I feel happy to be here. | 4 |
| 116. | There's a positive outlook. | 4 | 126. | I'm content. | 4 |

| Positive Impression/Negative Impression | | | | | |
|---|--|---|-----|--|---|
| 25 | I make realistic plans. | 3 | 119 | There's a good sense of what's going on around me. | 3 |
| 59 | It's not too hard to understand situations. | 4 | 127 | It's not too hard to understand situations. | 4 |
| 94 | There's a good sense of what's going on around me. | 3 | 131 | There's a good sense of what's going on around me. | 3 |

Rater Details

| | Manager(s)  | Peers  | Direct Reports  | Friends/Family  | Other  | All Raters |
|--|---|--|---|---|--|------------|
| Number of raters per group | 1 | 3 | 3 | | | 7 |
| How long have you known the person being assessed? | | | | | | |
| Under 1 year | | | | | | |
| 1 to 5 years | 1 | 2 | 2 | | | 5 |
| 6 to 10 years | | 1 | 1 | | | 2 |
| Over 10 years | | | | | | |
| How often do you interact with the person being assessed? | | | | | | |
| Rarely | | | | | | |
| Occasionally | | | | | | |
| Sometimes | | | 3 | | | 3 |
| Often | 1 | 3 | | | | 4 |
| How well do you know the person being assessed? | | | | | | |
| Not very well | | | | | | |
| Fairly well | | 2 | | | | 2 |
| Well | | | 3 | | | 3 |
| Very well | 1 | 1 | | | | 2 |

Rater Response Style Explained

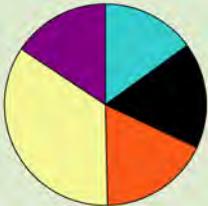
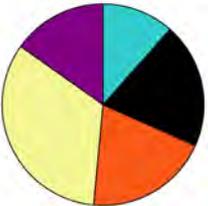
| M | P | DR | F |  |
|------------|----------|----------------|----------------|---|
| Manager(s) | Peers | Direct Reports | Friends/Family | Other |

| INCONSISTENCY INDEX | | | | |
|---|---|---|--|--|
| These raters were consistent across the inconsistency item pairs. | These raters were consistent across the inconsistency item pairs. | These raters were consistent across the inconsistency item pairs. | | |

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

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

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

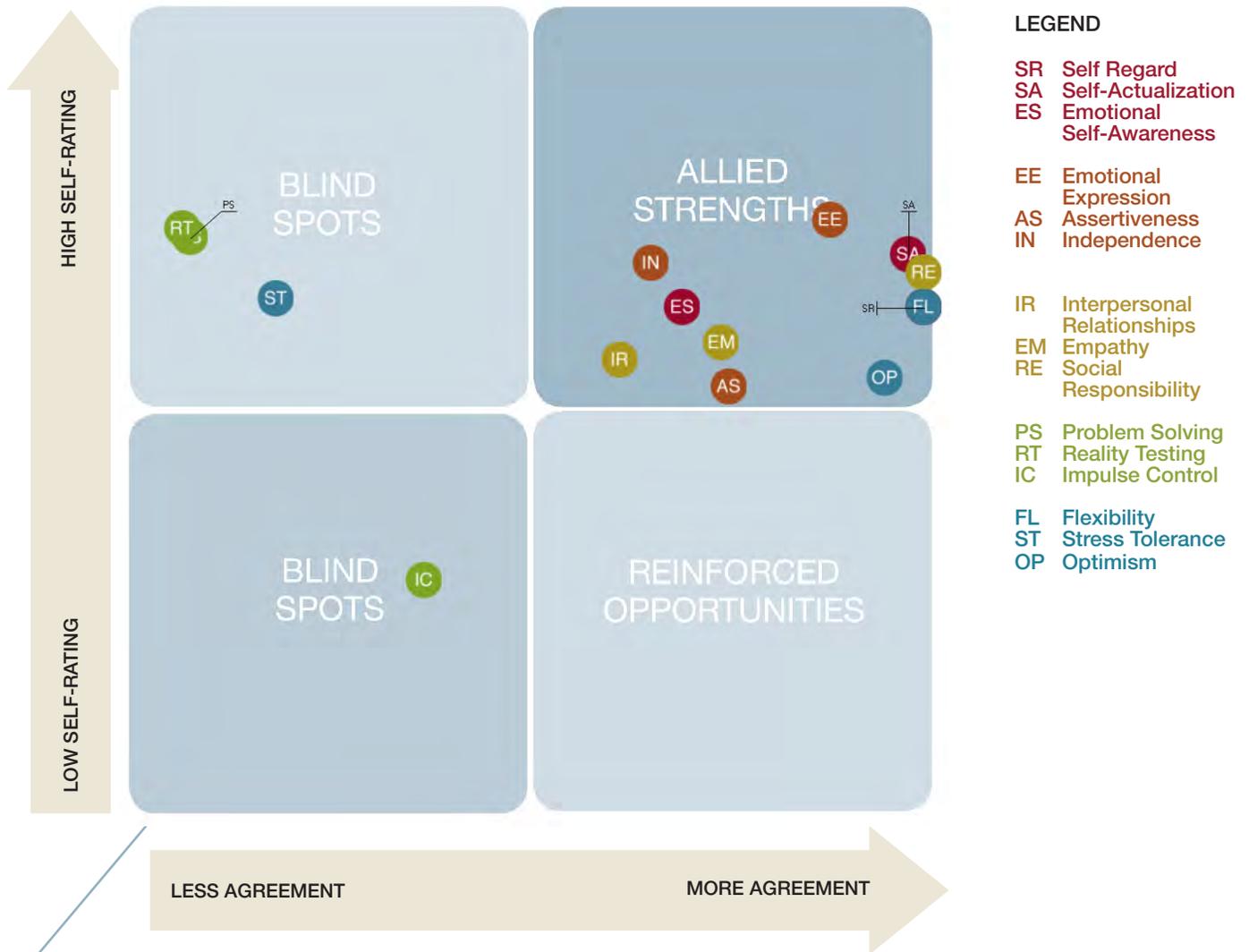
| RESPONSE DISTRIBUTION | | | | |
|---|---|---|--|--|
|  |  |  | | |

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

Profile Gap Analysis

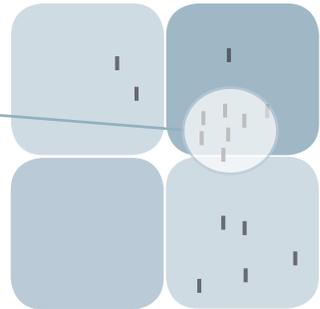
The figure on this page provides you with a general overview of the level of agreement between your client's self-report and how others see him or her.

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



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

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



Rater Response Summary

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

Total EI:

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

| | 70 | 90 | 100 | 110 | 130 | Self  | Manager  | Peer  | Direct Reports  | Family/Friends  | Other  |
|-----------------|---|----|-----|-----|-----|---|--|---|---|---|--|
| Total EI |  | | | | | 114 | 106 | 108 | 107 | | |

Composite Areas:

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

| | 70 | 90 | 100 | 110 | 130 | Self  | Manager  | Peer  | Direct Reports  | Family/Friends  | Other  |
|--------------------------|---|----|-----|-----|-----|--|---|--|--|--|---|
| Self-Perception |  | | | | | 115 | 112 | 111 | 110 | | |
| Self-Expression |  | | | | | 118 | 103* | 118 | 114 | | |
| Interpersonal |  | | | | | 110 | 110 | 103 | 106 | | |
| Decision Making |  | | | | | 108 | 97* | 101 | 99 | | |
| Stress Management |  | | | | | 110 | 104 | 107 | 106 | | |

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

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

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

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

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

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

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

Rater Response Summary

Name: Serena Sample



| EI Subscales | 70 | 80 | 90 | 100 | 110 | 120 | 130 | Self S | Manager M | Peer P | Direct Reports DR | Family/Friends F | Other |
|-----------------------------|----|----------|--------------------|--------------------------------------|--------------------------------------|-----|-----|------------------|---------------------|------------------|-----------------------------|----------------------------|-----------|
| Number of raters | | | | | | | | 1 | 1 | 3 | 3 | | |
| Self-Regard | | | | | P DR | | | 111 | 109 | 107 | 111 | | |
| Self-Actualization | | | | | DR M PS | | | 117 | 113 | 115 | 111 | | |
| Emotional Self-Awareness | | | | DR P M S | | | | 111 | 109 | 105 | 102 | | |
| Emotional Expression | | | | M DR P | | | | 121 | 111* | 120 | 115 | | |
| Assertiveness | | | | M DR P | | | | 102 | 101 | 114* | 106 | | |
| Independence | | | | M DR S | | | | 116 | 96* | 110 | 111 | | |
| Interpersonal Relationships | | | | P DR M | | | | 105 | 108 | 99 | 105 | | |
| Empathy | | | | F DR M S | | | | 107 | 105 | 99 | 101 | | |
| Social Responsibility | | | | | DR P | | | 115 | 116 | 116 | 113 | | |
| Problem Solving | | | | | M DR P S | | | 119 | 94* | 108* | 104* | | |
| Reality Testing | | | | | DR S | | | 120 | 104* | 105* | 105* | | |
| Impulse Control | | S | DR M | | | | | 80 | 95* | 89 | 89 | | |
| Flexibility | | | | | DR | | | 111 | 111 | 111 | 112 | | |
| Stress Tolerance | | | | | M DR P S | | | 112 | 94* | 101* | 97* | | |
| Optimism | | | | | S DR | | | 103 | 107 | 108 | 107 | | |

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

Self-Regard



Self-Regard respecting oneself; confidence

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| How good about themselves when feeling about self during good and bad periods | 5 | 4 | 3.67 | 4.33 | | |
| How good about themselves | 3 | 4 | 4 | 4.33 | | |
| How not so good about themselves | 1 | 1 | 1.33 | 2 | | |
| How self-confident | 1 | 1 | 1.33 | 1.33 | | |
| How afraid to accept themselves and the way things are | 1 | 2 | 1 | 1.33 | | |
| How happy about themselves | 4 | 4 | 4 | 4.33 | | |
| How much themselves | 4 | 4 | 4.33 | 4.33 | | |
| How much self-confidence is | 5 | 5 | 4 | 5 | | |

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

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Balancing EI

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

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

| | |
|----------------------------|--|
| = Self-Actualization (117) | Your SelfRegard is in balance with your SelfActualization. |
| = Problem Solving (119) | Your SelfRegard is in balance with your Problem Solving. |
| = Reality Testing (120) | Your SelfRegard is in balance with your Reality Testing. |

Self-Regard (111)

Self-Actualization

70 90 100 110 130

Self-Actualization pursuit of meaning; self-improvement


| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| ...is an individual who has goals | 5 | 4 | 4.33 | 4.67 | | |
| ...has a positive attitude toward his/her work | 5 | 5 | 4.67 | 4.67 | | |
| ...is an individual who is motivated | 5 | 5 | 5 | 4.67 | | |
| ...is an individual who is self-motivated | 4 | 5 | 4.33 | 4.33 | | |
| ...has a good job of meeting his/her goals | 4 | 5 | 4.67 | 4.33 | | |
| ...is an individual who is self-directed | 4 | 4 | 4.67 | 4 | | |
| ...is an individual who is self-motivated | 5 | 4 | 4.67 | 4 | | |
| ...is an individual who is self-motivated | 4 | 4 | 4.67 | 4.33 | | |
| ...is an individual who is self-motivated | 5 | 4 | 4 | 4.33 | | |

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

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Balancing EI

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

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

= Self-Regard (111)

> Optimism (103)

= Reality Testing (120)

Self-Actualization (117)

Your SelfActualization is in balance with your SelfRegard.

Your SelfActualization result is higher than your Optimism result. These components can be better balanced by taking the time to recognize and celebrate successes. This approach is a good way to stay focused on positive results and become more optimistic toward future endeavors.

Your SelfActualization is in balance with your Reality Testing.

Emotional Self-Awareness



Emotional Self-Awareness understanding own emotions

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Does attention to how he/she is feeling | 5 | 3 | 3.67 | 3.33 | | |
| Is aware of the impact of his/her mood on others | 4 | 4 | 3 | 3 | | |
| Knows what triggers his/her emotions | 4 | 4 | 3.67 | 3 | | |
| Is aware of how he/she feels | 4 | 4 | 3.67 | 4 | | |
| Recognizes when he/she is upset | 4 | 4 | 3.67 | 3.33 | | |
| Understands how the emotions of others affect his/her | 4 | 4 | 3.67 | 3.67 | | |
| Knows what makes others feel their emotions | 4 | 3 | 3.33 | 3.33 | | |

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

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Balancing EI

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

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

| | |
|--|---|
| = Reality Testing (120) | Your Emotional SelfAwareness is in balance with your Reality Testing. |
| < Emotional Self-Awareness (111) vs Emotional Expression (121) | Your Emotional SelfAwareness is lower than your Emotional Expression. Try explaining why you are expressing an emotion. For example, provide reasons for why you are worried about an upcoming business meeting—don't just be worried. This alignment will help you manage your emotions more effectively and helps others to deal with the underlying cause. |
| = Stress Tolerance (112) | Your Emotional SelfAwareness is in balance with your Stress Tolerance. |

Emotional Expression

70 90 100 110 130

Emotional Expression constructive expression of emotions


| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| How often do you share your feelings with others? | 2 | 2 | 1.33 | 2 | | |
| How often do you express your feelings? | 4 | 4 | 4.67 | 4.33 | | |
| How often do you express your feelings to others? | 2 | 2 | 2 | 1.33 | | |
| When you talk to people about it... | 4 | 4 | 4.33 | 3.67 | | |
| How often do you share your feelings with your boss? | 1 | 2 | 1.67 | 1.67 | | |
| How often do you share your feelings with your family? | 1 | 2 | 1 | 1.33 | | |
| How often do you describe your feelings? | 1 | 2 | 1.67 | 2 | | |
| How often do you... | 1 | 1 | 1.33 | 1.33 | | |

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

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Balancing EI

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

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

| | | |
|-------------------------------|-------------------------------------|--|
| Emotional Expression (121) | > Interpersonal Relationships (105) | Your Emotional Expression is higher than your Interpersonal Relationships result. The expression of thoughts and feelings can be invaluable to maintaining meaningful and reciprocal relationships. Be attentive to how your words, tone, and body language can influence colleagues to maximize the effectiveness of your interactions with them. |
| | > Assertiveness (102) | Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing Emotional Expression and Assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see. |
| | > Empathy (107) | Your Emotional Expression is higher than your Empathy. Do you focus more on the expression of emotions, thoughts, and feelings than on being empathic toward others? Balancing these facets requires careful listening to the ideas of others, as well as being attentive to their feelings. When these facets are balanced, you can effectively gauge whether the intensity and timing of your expression is appropriate for the situation. |

Assertiveness



Assertiveness communicating feelings, beliefs; non-offensive

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Expresses ideas and feelings in a direct and honest way. | 3 | 1 | 1 | 2 | | |
| Expresses feelings and beliefs in a direct and honest way. | 4 | 3 | 3.67 | 4 | | |
| Is assertive without being offensive. | 4 | 4 | 3.67 | 3.67 | | |
| Expresses feelings and beliefs in a direct and honest way. | 3 | 3 | 4.33 | 3.67 | | |
| Is firm and direct when necessary. | 4 | 3 | 4 | 3.67 | | |
| Expresses feelings and beliefs in a direct and honest way. | 4 | 4 | 4.67 | 4.33 | | |
| Expresses feelings and beliefs in a direct and honest way. | 4 | 4 | 4.67 | 4.33 | | |

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

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Balancing EI

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

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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Interpersonal Relationships (105)

Assertiveness (102)

Emotional Self-Awareness (111)

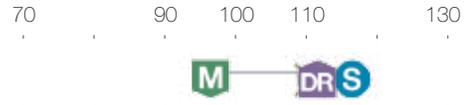
Empathy (107)

Your Assertiveness is in balance with your Interpersonal Relationships.

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

Your Assertiveness is in balance with your Empathy.

Independence



Independence self-directed; free from emotional dependency

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Wants to help to make decisions on behalf of others | 1 | 3 | 2 | 1.33 | | |
| Wants to share | 1 | 2 | 1.33 | 1 | | |
| Is easily influenced by others | 1 | 2 | 1.67 | 1.67 | | |
| Wants to be in charge, to make a decision on his/her own | 1 | 2 | 1 | 1.67 | | |
| Wants to help to do things on behalf of others | 2 | 2 | 2 | 1.67 | | |
| Wants to make decisions for others | 2 | 3 | 1.67 | 1.67 | | |
| Wants other people to do things on behalf of others | 1 | 2 | 1.67 | 1.67 | | |
| Wants to be in charge for a while | 2 | 2 | 1 | 1.33 | | |

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

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Balancing EI

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

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| | |
|--|---|
| Problem Solving (119) | Your Independence is in balance with your Problem Solving. |
| Independence (116) Emotional Self-Awareness (111) | Your Independence is in balance with your Emotional Self-Awareness. |
| Interpersonal Relationships (105) | Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collaboration can help establish positive relationships. |

Interpersonal Relationships

70 90 100 110 130



Interpersonal Relationships mutually satisfying relationships

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|-----------------------------|------|---------|-------|----------------|----------------|--------|
| Interpersonal Relationships | 5 | 4 | 3.67 | 4.67 | | |
| Interpersonal Relationships | 4 | 4 | 4.33 | 4.33 | | |
| Interpersonal Relationships | 4 | 4 | 3.67 | 4 | | |
| Interpersonal Relationships | 3 | 4 | 3.33 | 3.67 | | |
| Interpersonal Relationships | 5 | 5 | 4 | 4.33 | | |
| Interpersonal Relationships | 4 | 5 | 4 | 4.67 | | |
| Interpersonal Relationships | 4 | 5 | 4.33 | 4.33 | | |
| Interpersonal Relationships | 4 | 4 | 3.67 | 3.67 | | |

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

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Balancing EI

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

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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| | |
|---|--|
| <p>< Self-Actualization (117)</p> | <p>Your Interpersonal Relationships result is lower than your Self-Actualization result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.</p> |
| <p>Interpersonal Relationships (105) < Problem Solving (119)</p> | <p>Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.</p> |
| <p>< Independence (116)</p> | <p>Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognize that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.</p> |

Empathy

70 90 100 110 130


Empathy understanding, appreciating how others feel

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

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

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Balancing EI

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

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| | |
|---------------------------------------|--|
| = Emotional Self-Awareness (111) | Your Empathy is in balance with your Emotional Self-Awareness. |
| < Empathy (107) Reality Testing (120) | Your Empathy is lower than your Reality Testing. The ability to remain objective and unbiased should be balanced by embracing the emotional tone of a situation. Being overly detached may mean missing social nuances or emotional changes in others that can inhibit a positive resolution in some situations. |
| < Emotional Expression (121) | Your Empathy is lower than your Emotional Expression. Before expressing emotions, be sure to consider the impact that your emotions can have on others. By displaying a greater balance of empathic behaviors, you will appear more supportive and less directive in your interactions with others. |

Social Responsibility



Social Responsibility social consciousness; helpful

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| works to do an environmentally friendly job | 5 | 5 | 4.67 | 4.67 | | |
| tries to make a difference in society | 4 | 5 | 5 | 4.67 | | |
| likes helping others | 5 | 4 | 3.67 | 3.67 | | |
| is a contributing member of the groups to which he/she belongs | 4 | 4 | 4.33 | 4.33 | | |
| contributes to his/her community | 4 | 4 | 4.33 | 4.33 | | |
| likes doing social tasks | 4 | 5 | 5 | 4.33 | | |

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

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Balancing EI

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

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Social Responsibility
(115)

= Self-Actualization (117)

Your Social Responsibility is in balance with your Self-Actualization.

Social Responsibility
(115)

> Interpersonal Relationships (105)

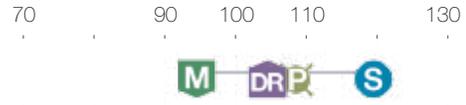
Your Social Responsibility is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect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

Social Responsibility
(115)

= Empathy (107)

Your Social Responsibility is in balance with your Empathy.

Problem Solving



Problem Solving find solutions when emotions are involved

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| can't decide what to do when facing a work problem | 2 | 3 | 1.67 | 2.33 | | |
| tries to work about a problem when there is no one to ask | 1 | 3 | 1.67 | 1.67 | | |
| works best by self | 1 | 2 | 1.33 | 1.33 | | |
| tries to figure out what is the best solution when working a problem | 2 | 2 | 2 | 1.67 | | |
| gets stuck when thinking about different ways of solving problems | 1 | 2 | 1.33 | 1 | | |
| gets overwhelmed when there are too many things to think about | 1 | 2 | 1.33 | 2 | | |
| gets frustrated and gives up when there are too many things to think about | 1 | 2 | 1.33 | 2 | | |
| lets other people get in the way when making decisions | 1 | 3 | 2.33 | 2.67 | | |

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

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Balancing EI

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

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Problem Solving (119)

= Flexibility (111)

Your Problem Solving is in balance with your Flexibility.

= Reality Testing (120)

Your Problem Solving is in balance with your Reality Testing.

= Emotional Self-Awareness (111)

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

Reality Testing



Reality Testing objective; see things as they really are

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Does whatever he/she needs to get the job done | 5 | 3 | 3.67 | 3.67 | | |
| Does what he/she needs to do to get the job done | 5 | 4 | 4.33 | 4 | | |
| Does what he/she needs to do to get the job done | 4 | 4 | 3.67 | 3.67 | | |
| Has a good sense of what he/she needs to do to get the job done | 4 | 4 | 3.67 | 3.67 | | |
| Knows what he/she needs to do to get the job done | 5 | 3 | 3.67 | 3.33 | | |
| Knows what he/she needs to do to get the job done | 5 | 4 | 3.33 | 3.67 | | |
| Does what he/she needs to do to get the job done | 4 | 3 | 3.33 | 3.67 | | |
| Has a good sense of what he/she needs to do to get the job done | 4 | 4 | 4 | 3.67 | | |

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

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Balancing EI

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

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Emotional Self-Awareness (111)

Reality Testing (120)

Self-Regard (111)

Problem Solving (119)

Your Reality Testing is in balance with your Emotional Self-Awareness.

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

Your Reality Testing is in balance with your Problem Solving.

Impulse Control



Impulse Control resist or delay impulse to act

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| ...makes rash decisions when he/she is speaking | 2 | 4 | 2.67 | 2.33 | | |
| ...interrupts when others are speaking | 3 | 2 | 3.33 | 3 | | |
| ...is impulsive, which creates problems for he/she | 3 | 2 | 2.67 | 3 | | |
| ...is impulsive | 3 | 2 | 2.33 | 3 | | |
| ...finds it hard to stop once he/she starts talking | 4 | 2 | 2.67 | 2.33 | | |
| ...finds it hard to think | 3 | 3 | 2.67 | 2.67 | | |
| ...finds it difficult to control he/she impulses | 3 | 2 | 2.67 | 2.67 | | |
| ...finds it hard to read situations | 3 | 2 | 2.33 | 2.67 | | |

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

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Balancing EI

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

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
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Impulse Control (80)

< Flexibility (111)

Your Impulse Control is lower than your Flexibility. It is important to remain open to new ideas and change, as long as changes are not made haphazardly without proper thought to the implications of the changes. Creating a balance between impulse control and flexibility can result in more efficient and effective actions.

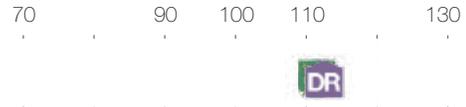
< Stress Tolerance (112)

Your Impulse Control is lower than your Stress Tolerance. The best decisions under stress are often made when you can remain "cool under fire" and not pressured into taking unnecessarily hasty action. Balancing your coping strategies with a deliberate and controlled behavioral style under stress can improve your overall performance.

< Assertiveness (102)

Your Impulse Control is lower than your Assertiveness. Assertiveness works effectively with impulse control when your actions are made with confidence after due consideration to those around you and to the circumstances. This relationship can be balanced by taking time to consider the appropriateness of what you want given the circumstances, then leveraging your assertiveness to act in the most effective manner.

Flexibility



Flexibility adapting emotions, thoughts and behaviors

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| It is difficult to change the way I work. | 2 | 2 | 3 | 2 | | |
| It is not always possible to change the way I work. | 3 | 2 | 1.33 | 2 | | |
| It is hard to change the way I work. | 2 | 2 | 1.67 | 2.67 | | |
| It is hard to compromise. | 2 | 1 | 3 | 2 | | |
| I struggle with not making changes. | 2 | 2 | 1.67 | 1.67 | | |
| It is hard to make changes to the way I work. | 1 | 3 | 1.33 | 1.33 | | |
| Some things to be considered. | 2 | 1 | 1.67 | 2 | | |
| I struggle with change. | 3 | 2 | 1.67 | 1.33 | | |

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

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Balancing EI

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

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| | |
|--|---|
| = Problem Solving (119) | Your Flexibility is in balance with your Problem Solving. |
| Flexibility (111) = Independence (116) | Your Flexibility is in balance with your Independence. |
| > Impulse Control (80) | Your Flexibility is higher than your Impulse Control. To balance these components, avoid making changes without factoring in longterm considerations. Watch for others' reactions to the changes you bring about. If they aren't on board, it may be a sign that your changes are not well justified. |

Stress Tolerance



Stress Tolerance coping with stressful situations

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| Handles calm in difficult situations | 3 | 2 | 3.33 | 3.33 | | |
| Gets things quickly done in times of crisis | 2 | 3 | 2.33 | 2.67 | | |
| Handles in challenging situations | 4 | 5 | 4.67 | 3.67 | | |
| Handles stress without getting too nervous | 5 | 4 | 3.67 | 3.67 | | |
| Gets things done under pressure | 4 | 3 | 3.67 | 3.33 | | |
| Handles well with stressful situations | 4 | 3 | 3.67 | 3.67 | | |
| Handles anything and does well | 5 | 3 | 3.33 | 3.33 | | |
| Does not react well to stressful situations | 1 | 3 | 2.67 | 3 | | |

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

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Balancing EI

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

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Stress Tolerance (112)

= Problem Solving (119)

Your Stress Tolerance is in balance with your Problem Solving.

= Flexibility (111)

Your Stress Tolerance is in balance with your Flexibility.

= Interpersonal Relationships (105)

Your Stress Tolerance is in balance with your Interpersonal Relationships.

Optimism

70 90 100 110 130

Optimism positive attitude and outlook on life



| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|--|------|---------|-------|----------------|----------------|--------|
| Does another person often bring you off-balance in a positive way? | 4 | 4 | 4.33 | 3.67 | | |
| Does another person often bring you off-balance in a negative way? | 4 | 4 | 4.33 | 4.33 | | |
| Reports to the boss | 2 | 2 | 1.33 | 1.33 | | |
| Is treated as a subordinate | 4 | 4 | 4.33 | 4.67 | | |
| Does the boss report to you? | 4 | 4 | 3.67 | 3 | | |
| Has good thoughts about the future | 4 | 4 | 4 | 4.33 | | |
| Reports things to his/her boss that are not his/her to do | 4 | 4 | 4 | 4.33 | | |
| Has a positive outlook | 4 | 5 | 4.33 | 4 | | |

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

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Balancing EI

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

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| | |
|-------------------------------------|--|
| = Self-Regard (111) | Your Optimism is in balance with your Self-Regard. |
| = Interpersonal Relationships (105) | Your Optimism is in balance with your Interpersonal Relationships. |
| < Reality Testing (120) | Your Optimism is lower than your Reality Testing. To balance these components, use objective information and facts to inform, strategize, and inspire dreams and visions for the future. Although there are times when you must change course entirely, don't give up if there is still a reasonable chance to succeed. Consider all possible courses of action before revising goals. |

Well-Being Indicator



Happiness satisfied with life; content

| This person... | Self | Manager | Peers | Direct Reports | Family/Friends | Others |
|---|------|---------|-------|----------------|----------------|--------|
| How often do you... feel happy with your life? | 1 | 1 | 1.33 | 1.33 | | |
| are satisfied with your life? | 3 | 1 | 1 | 1.33 | | |
| are fulfilled? | 4 | 5 | 4.33 | 4.67 | | |
| are happy? | 5 | 5 | 4.67 | 4.33 | | |
| are satisfied with your life? | 4 | 4 | 4.33 | 5 | | |
| are content with life? | 4 | 5 | 4.67 | 4.33 | | |
| are happy to go to work? | 4 | 4 | 4 | 4 | | |
| are content? | 4 | 5 | 4.33 | 4.33 | | |

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

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Well-Being Indicator

Happiness satisfied with life; content

104

70 90 100 110 130

Low Range Mid Range High Range

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

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

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

The four subscales most often associated with Happiness are:

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

Happiness

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

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

Although your client has no low scores in the four subscales typically tied to Happiness, you should further examine other lower scoring subscales (Impulse Control) which may be holding your client back from experiencing greater happiness. Are there goals your client can set that are related to these areas?

Self-Regard (111)

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your client's high self-regard helps to promote positive feelings about oneself, confidence, and enhanced life satisfaction and happiness. You might ask:

- 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 (103)

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

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

Interpersonal Relationships (105)

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 (117)

Happiness comes from a willingness to learn and grow on a journey aligned with personal values. Your client's level of self-motivation and feelings of an enriched life ultimately drive personal achievements and overall happiness. You might ask:

- 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?

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. Describe a situation where you felt a moderate feeling of inadequacy or low confidence in your abilities. How did you respond?
3. Describe a situation where you felt a moderate feeling of inadequacy 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 did this way?
5. How do you use your strengths to achieve most of your goals (personal or job performance)? How do you overcome weaknesses or 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 are activities or interests would you like to explore?
5. How do you make time to do things you like doing? What are some of the benefits both you and your clients 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 "messy about"? Sad? Angry? Describe how you experience these emotions physically, internally, cognitively?
3. Describe a time when you were feeling stressed and your emotions got the best of you? What emotion were you experiencing and what was your reaction?
4. What emotions help you do well (perform)? Which emotions hinder your performance?
5. Are there situations that you do not work comfortably with other others? Why do you think that is?

Emotional Expression

1. Are there some emotions you feel more comfortable expressing than others? Why do you think that is? How do express what you are feeling? Give examples?
2. Describe a time when you recognized not expressing your true thoughts or feelings about something. What were the consequences (positive and negative) of not expressing your feelings? How would the situation have been different had you been more expressive?
3. In general, do you feel stressed working as a clinician? How does this affect your ability to get your work done?
4. What does being nervous look like to you? Being angry? Being frustrated?
5. How often and how do you express 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 culture or situation that makes you uncomfortable standing up for yourself?
3. How would you react if someone in your team consistently failed to put their weight in a team project?
4. What is the difference between assertive and aggressive behavior? How do you feel you stand in being assertive? How do you react?
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 were in a place 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 (e.g., more or less interested, less busy)?
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 advice do you give to team members regarding the collective relationship of work?
How do you advise when a working relationship is affected?
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 go against what was maintaining a close relationship.
What advice did the relationship have in your life?
5. How have you seen a time when your relationships have made it difficult to make a decision to 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 that was the case? What would you have done differently?
3. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
4. How do you ensure you have truly 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 shared others' responsibilities with your team.
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 others your business can be attributed to your team and not to you alone?
4. What would you do if someone couldn't do it? How do you contribute to these causes?
5. Provide an example of where you had to take responsibility for your actions. How did this make you feel?

Problem Solving

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

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?
2. Describe a time where you wanted to work at your environment. What information do you disregard 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 realistic rather than relying on a "gut feeling".
How do you realize that your "gut feeling" is accurate?
5. Tell me about a time when you should have listened to your instincts rather than being an idealist. How do you realize that your instincts are accurate?

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 overcome a desire and control your impulses.
 3. Describe a situation where you were impulsive and reacted quickly. How did this impact the situation?
 4. Describe a situation where it was tempting for you to act quickly. How did this make you feel?
 5. How do your impulses ever create problems for you? How do you feel about how you behave 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 resistant to accept with their concept of being right?
 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 had to adjust quickly to changes in your environment. What was your process for changing your responsibilities?

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 (e.g., emotionally, physically) or act? Can you define the why/what of stress in your world?
 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 was a technique that you used? How was stress impacted in the 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 where you experienced mixed outcomes. What was your approach to maintaining these objectives?
 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 really positive it could happen 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 decisions or strategies you have used 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.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Transfer your SMART goals into the action plan template below.

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

I commit to this action plan _____
(signature)

EI Development Commitment

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

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

My Client's Development Goals

My client's action plan includes the following goals:

Due Date

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Your Signature _____

Your Client's Signature _____

Coach's Guide to an EQ 360 Debrief Session

| Phase | Points to Keep in Mind | Questions to Ask |
|--|---|--|
| <p>1. 10-Minute Debrief</p> <p>The first step is to create a sense of trust and establish common goals between you and your client.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review the items of the objectives of the session (e.g., "to take a look at your results and start to develop some strategies for increasing your effectiveness in your work.") <input type="checkbox"/> Review the items of the confidentiality agreement with the "coach for client" starting on the "Introduction" page, review the client about their confidentiality and that the group design manager is what their own time that they will be responsible for the "client" group. <input type="checkbox"/> Review that this is a "signature sheet" for a debriefing and for discussion, not for use of the facilitator. | <ul style="list-style-type: none"> <input type="checkbox"/> What was your experience in taking the assessment? How did you feel taking the assessment? <input type="checkbox"/> How do you define your values? <input type="checkbox"/> How well do you know your values? <input checked="" type="checkbox"/> Is there anything right now going on in your life that may have affected how you responded to the items? <input type="checkbox"/> How do you feel the items themselves? Anything you found odd or unclear? |
| <p>2. 10-Minute Debrief</p> <p>Next, explore the "high" and "low" results in the eyes of your client.</p> <p>Then you will be comfortable with the coaching and in the next step, explore what is the values difference in the client's world.</p> <p>Finally, the "high" and "low" results in the eyes of your client.</p> | <p>High and low results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the "High and Low" page. <input type="checkbox"/> Review the "How You Responded" Summary page. <input type="checkbox"/> Review the group agreement how you responded to the items on each scale of the EQ 360. <input type="checkbox"/> Look for areas of strength (high) and areas where there may be weakness (lower) items. <p>EQ 360 high results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the "High and Low" page. <input type="checkbox"/> Review the high results questions and items where you and your client agree with your high self rating. <input type="checkbox"/> Review the high results questions and items where you and your client agree with your low self rating. <input type="checkbox"/> Review the high results questions and items where there is a clear agreement between you and your client, but where you rated yourself higher or agreed to the high question, while your self rating was in the low question. <p>EQ 360 low results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the "How You Responded" page. <input type="checkbox"/> Review the group agreement how you responded to the items on each scale of the EQ 360. Ask the client if you have any items people didn't even attempt. <input type="checkbox"/> Review that an unclear discrepancy is greater agreement amongst you and your client, while the high item indicates a higher self agreement. | <ul style="list-style-type: none"> <input type="checkbox"/> Do these results look accurate to you? <input type="checkbox"/> What surprises you? <input type="checkbox"/> Can you give me an example of how you use that scale? <input type="checkbox"/> Compared to your self results, how do you think you others would rate you on _____? Higher? Lower? <input type="checkbox"/> Does anything stand out for you? <input type="checkbox"/> What you expect there to be agreement amongst you and your client group here? <input type="checkbox"/> What might account for a lack of consistency here? <input type="checkbox"/> This suggests to me that _____ is that that of you? <input type="checkbox"/> What other feedback have you received that makes you question whether this result? <input type="checkbox"/> Do you see any general patterns in how you and your group responded? |

Coach's Guide to an EQ 360 Debrief Session

| Phase | Points to Keep in Mind | Questions to Ask |
|---|--|--|
| <p>3. Overview</p> <p>In this phase, the coach is to gain a full understanding of the challenges that the coachee is facing. You will transfer the coach to work on their thoughts, feelings, and experiences.</p> | <p>How are you doing on how they describe the challenges the coachee is facing? (What is actually going on in the different role groups?)</p> <p>Use the role matrix:</p> <ul style="list-style-type: none"> • Comments • Technical skills • Relationship skills • Problem-solving | <ul style="list-style-type: none"> <input type="checkbox"/> How does the feedback fit with your perception of yourself? <input type="checkbox"/> What do you take account of for the difference between groups (self vs)? <input type="checkbox"/> How do you see these results today, you back from meeting and reflecting with _____ with group (self)? <input type="checkbox"/> How important is it that the other groups all see you the same in the year? <input type="checkbox"/> What are the downsides of having a gap in how your groups view you in the year? <input type="checkbox"/> What are the upside advantages of having a gap in how your groups view you in the year? |
| <p>4. Explore Beliefs</p> <p>How, within your own thinking, do you see your group the coachee and their for change?</p> | <p>Context the importance of your commitment to your client work.</p> <p>Highlight the 11 skills areas, not only for the job they do, but also for the relation ship they have with their other groups.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> How much do you think it is important for you to _____ in the job, is that correct? <input type="checkbox"/> How much do you think it is important for you to see the self with your _____ with group, from that your performance is that correct? <input type="checkbox"/> To what extent is that different for you? |
| <p>5. Explore Goals</p> <p>The goal is to help your client to come up with the results of change by considering the results of working in relation.</p> | <p>How important are questions to help your client to gain a new state of behavior and performance?</p> <p>Remember that they don't have to see all things in all groups, some will only have been relevant with one other group over another.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> What is the ideal situation here? <input type="checkbox"/> What would be the outcome of your job if you could be _____ how ideal? <input type="checkbox"/> Which of your other groups do you think would be your success? Where do you need to spend the most time? <input type="checkbox"/> What kind of support can you get from other that other group? <input type="checkbox"/> How can you ask for feedback as you begin to work on your development? |
| <p>6. Summarize</p> <p>The final step is to review the work done by the coach and the coachee, and to summarize the client's commitment to continue working with you, or to set personal goals.</p> | <p>Development should include personal goals as well as the feedback, create your client does not only think about in the year.</p> <p>How? questions help work out the highlights of your client's thinking.</p> <p>Remember, complete the development plan that together with your client.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> How much do you think it is as possible to work on, what are some ways that you might be able to further develop in the year? <input type="checkbox"/> What is one thing you can do to further develop the self and? <p>Questions to help close the conversation are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How would you like to move forward? <input type="checkbox"/> How committed are you to your development plan? <input type="checkbox"/> If you are not completely committed, what do you need to do to get there? <input type="checkbox"/> How will you remain accountable for developing in the year? <input type="checkbox"/> Remember that we _____ from that would you like to you? |

Open-Ended Responses

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

Q: How does this individual respond when resolving conflicts?

M1: No one answered this question.

P1: Not Provided

P2: Not Provided

P3: She defends her case assertively

DR1: She can become defensive

DR2: Tries to see the other person's perspective

DR3: She is diplomatic

Q: What areas of leadership do you believe are strengths for this individual?

M1: No one answered this question.

P1: Not Provided

P2: Not Provided

P3: she is very optimistic and believes in challenging yourself

DR1: she is optimistic, and confident

DR2: great relationship skills, shares vision well

DR3: She is very positive, optimistic