EQ360

COACH

360° FEEDBACK

REPORT

Serena   Sample

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

Leadership Development Program

November 22, 2011

EQ**EDGE**
Consulting

MHS

EQ 360

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.**

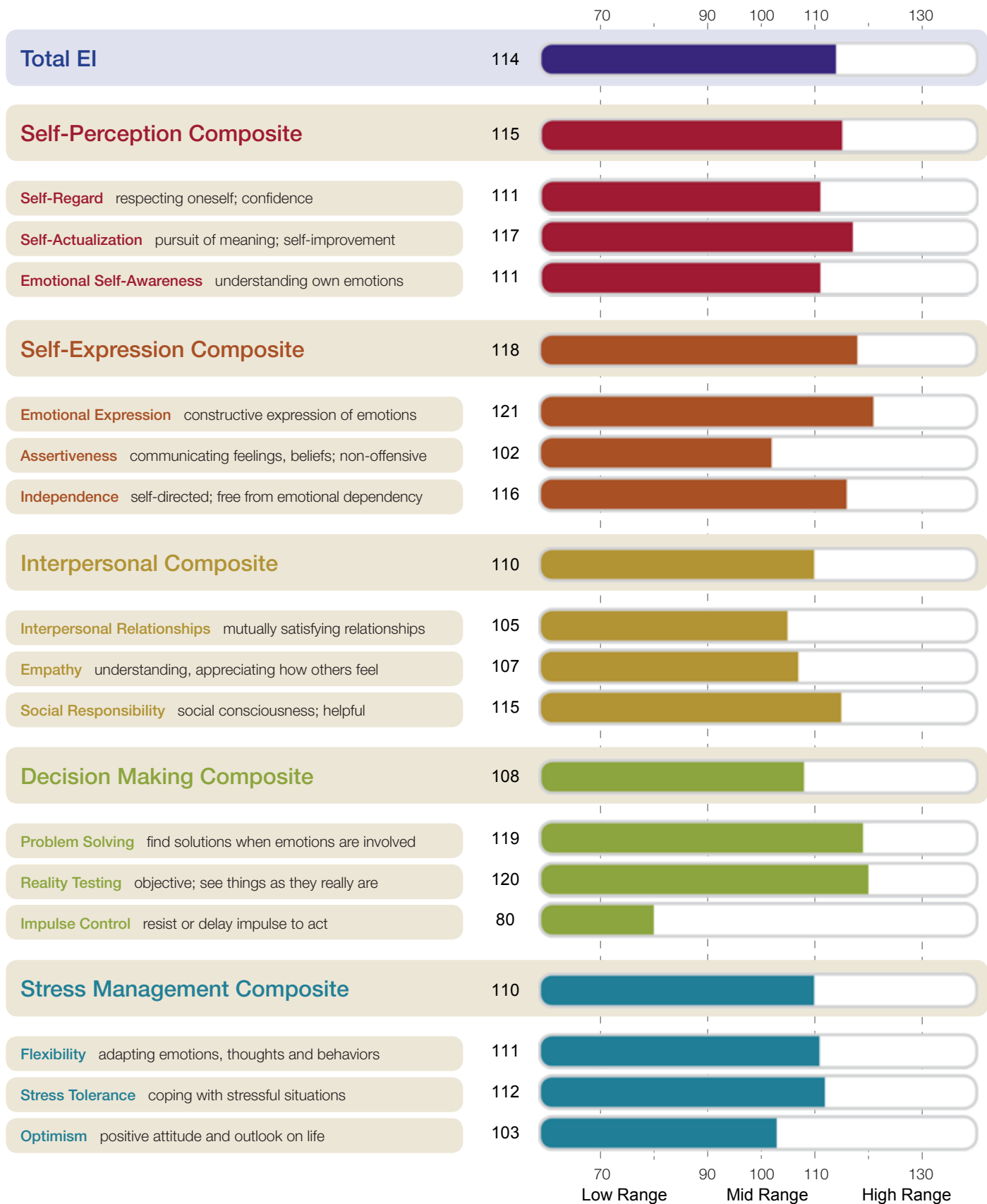## OMITTED ITEMS:

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%

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Overview of Results

EQ 360

Scale	Score
Total EI	114
Self-Perception Composite	115
Self-Regard respecting oneself; confidence	111
Self-Actualization pursuit of meaning; self-improvement	117
Emotional Self-Awareness understanding own emotions	111
Self-Expression Composite	118
Emotional Expression constructive expression of emotions	121
Assertiveness communicating feelings, beliefs; non-offensive	102
Independence self-directed; free from emotional dependency	116
Interpersonal Composite	110
Interpersonal Relationships mutually satisfying relationships	105
Empathy understanding, appreciating how others feel	107
Social Responsibility social consciousness; helpful	115
Decision Making Composite	108
Problem Solving find solutions when emotions are involved	119
Reality Testing objective; see things as they really are	120
Impulse Control resist or delay impulse to act	80
Stress Management Composite	110
Flexibility adapting emotions, thoughts and behaviors	111
Stress Tolerance coping with stressful situations	112
Optimism positive attitude and outlook on life	103

Low Range   Mid Range   High Range

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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.

Self-Regard

Item	Response
10	5
19	3
31	1
64	1
89	1
128	4
130	4
132	5

Self-Actualization

Item	Response
8	5
49	5
58	5
63	4
73	4
76	4
104	5
109	4
118	5

Emotional Self-Awareness

Item	Response
16	5
27	4
40	4
62	4
105	4
121	4
125	4

Emotional Expression

Item	Response
39	2
47	4
69	2
93	4
100	1
103	1
108	1
117	1

Assertiveness

Item	Response
3	3
7	4
21	4
23	3
53	4
86	4
95	4

Independence

Item	Response
4	1
15	1
46	1
54	1
65	2
81	2
97	1
114	2

Interpersonal Relationships

Item	Response
9	5
22	4
38	4
41	3
66	5
74	4
102	4
129	4

Empathy

Item	Response
13	4
24	4
30	4
52	2
70	5
78	5
91	5
110	4
124	4

Social Responsibility

Item	Response
11	5
18	4
20	5
60	4
61	4
115	4

Problem Solving

Item	Response
17	2
37	1
45	1
68	2

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Item Responses

72   1
75   1
84   1
112   1

Reality Testing
14   5
36   5
43   4
57   4
77   5
85   5
107   4
111   4

Impulse Control
2   2
5   3
34   3
44   3
48   4
50   3
56   3
67   3

Flexibility
6   2
33   3
42   2
82   2
87   2

96   1
120   2
122   3

Stress Tolerance
1   3
26   2
55   4
79   5
88   4
99   4
113   5
123   1

Optimism
29   4
32   4
35   2
80   4
83   4
90   4
98   4
116   4

Happiness
12   1
28   3
51   4
71   5
92   4
101   4
106   4
126   4

Inconsistency Item Pairs
⧧ **indicates inconsistent responses**

80.   4
90.   4

29.   4
32.   4

130.   4
132.   5

92.   4
101.   4

71.   5
116.   4

110.   4
124.   4

⧧ 28.   3
   31.   1

88.   4
99.   4

70.   5
78.   5

106.   4
126.   4

Positive Impression/Negative Impression

25   3
59   4
94   3

119   3
127   4
131   3

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EQ 360

Rater Details

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

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EQ 360

Rater Response Style Explained

M Manager(s)	**P** Peers	**DR** Direct Reports	**F** 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

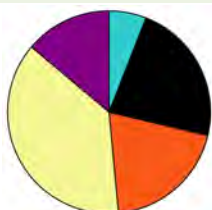| None of the raters exceeded the allowed number of omitted items for any of the scales. | None of the raters exceeded the allowed number of omitted items for any of the scales. | None of the raters exceeded the allowed number of omitted items for any of the scales. | | |

RESPONSE DISTRIBUTION

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

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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.

LEGEND

SR	Self Regard
SA	Self-Actualization
ES	Emotional Self-Awareness
EE	Emotional Expression
AS	Assertiveness
IN	Independence
IR	Interpersonal Relationships
EM	Empathy
RE	Social Responsibility
PS	Problem Solving
RT	Reality Testing
IC	Impulse Control
FL	Flexibility
ST	Stress Tolerance
OP	Optimism

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.

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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.
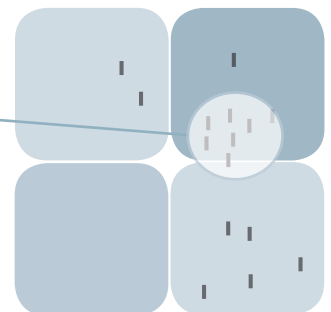
Total EI:

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 **S**	Manager **M**	Peer **P**	Direct Reports **DR**	Family/ Friends **F**	Other
Total EI	DR S	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 **S**	Manager **M**	Peer **P**	Direct Reports **DR**	Family/ Friends **F**	Other
Self-Perception	DR S	115	112	111	110		
Self-Expression	M DR P	118	103*	118	114		
Interpersonal	F DR M	110	110	103	106		
DecisionMaking	DR S	108	97*	101	99		
Stress Management	DR S	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.

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Rater Response Summary

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

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

MHS

Self-Regard

| 70 | 90 | 100 | 110 | 130 |

Self-Regard respecting oneself; confidence

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
feels good about himself/herself when thinking about both his/her good and bad points	5	4	3.67	4.33		
feels sure of himself/herself	3	4	4	4.33		
does not feel good about himself/herself	1	1	1.33	2		
lacks self-confidence	1	1	1.33	1.33		
finds it hard to accept himself/herself just the way he/she is	1	2	1	1.33		
thinks highly of himself/herself	4	4	4	4.33		
respects himself/herself	4	4	4.33	4.33		
is happy with who he/she is	5	5	4	5		

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

This table contains copyrighted items and information that are not intended for public disclosure. The Client version of this report contains abbreviated items. If it is necessary to provide a copy of the to anyone other than the assessor, you must remove this page.

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)

Self-Regard (111) ⊜ Problem Solving (119)

⊜ Reality Testing (120)

Your SelfRegard is in balance with your SelfActualization.

Your SelfRegard is in balance with your Problem Solving.

Your SelfRegard is in balance with your Reality Testing.

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Self-Actualization

EQ 360

Self-Actualization   pursuit of meaning; self-improvement

70	90	100	110	130

DR PS

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
accomplishes his/her goals	5	4	4.33	4.67		
feels he/she has something to contribute	5	5	4.67	4.67		
seeks out enriching experiences	5	5	5	4.67		
is self motivated	4	5	4.33	4.33		
makes good use of his/her abilities	4	5	4.67	4.33		
strives to be the best he/she can be	4	4	4.67	4		
is driven to achieve	5	4	4.67	4		
tries to make his/her life as meaningful as he/she can	4	4	4.67	4.33		
looks for ways to improve himself/herself	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)**

Your SelfActualization is in balance with your SelfRegard.

Self-Actualization (117)

🔵> Optimism **(103)**

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.

🔵= Reality Testing **(120)**

Your SelfActualization is in balance with your Reality Testing.

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Emotional Self-Awareness

70   90   100   110   130

Emotional Self-Awareness   understanding own emotions

DR M

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	5	3	3.67	3.33		
	4	4	3	3		
	4	4	3.67	3		
	4	4	3.67	4		
	4	4	3.67	3.33		
	4	4	3.67	3.67		
	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)

< 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.

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EQ 360

Name: Serena Sample

Emotional Expression

Emotional Expression	constructive expression of emotions

70   90   100   110   130

MDR P

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
(item text redacted)	2	2	1.33	2		
(item text redacted)	4	4	4.67	4.33		
(item text redacted)	2	2	2	1.33		
(item text redacted)	4	4	4.33	3.67		
(item text redacted)	1	2	1.67	1.67		
(item text redacted)	1	2	1	1.33		
(item text redacted)	1	2	1.67	2		
(item text redacted)	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.

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Assertiveness

EQ 360

| 70 | | 90 | 100 | 110 | | 130 |

Assertiveness   communicating feelings, beliefs; non-offensive

M DR P

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	3	1	1	2		
	4	3	3.67	4		
	4	4	3.67	3.67		
	3	3	4.33	3.67		
	4	3	4	3.67		
	4	4	4.67	4.33		
	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.

- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Interpersonal (105)
Relationships

Your Assertiveness is in balance with your Interpersonal Relationships.

Assertiveness (102)   Emotional Self-Awareness (111)

Your Assertiveness is in balance with your Emotional SelfAwareness.

Empathy (107)

Your Assertiveness is in balance with your Empathy.

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Independence

	70	90	100	110	130

Independence   self-directed; free from emotional dependency

M — DR S

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	1	3	2	1.33		
	1	2	1.33	1		
	1	2	1.67	1.67		
	1	2	1	1.67		
	2	2	2	1.67		
	2	3	1.67	1.67		
	1	2	1.67	1.67		
	2	2	1	1.33		

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

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to anyone other than the assessor, you must remove this page.

Balancing EI

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

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

- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Problem Solving (119)

Your Independence is in balance with your Problem Solving.

Independence (116)   Emotional Self-Awareness (111)

Your Independence is in balance with your Emotional SelfAwareness.

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. Colloabration can help establish positive relationships.

MHS

Interpersonal Relationships

| 70 | 90 | 100 | 110 | 130 |

| Interpersonal Relationships | mutually satisfying relationships |

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~makes friends easily~~	5	4	3.67	4.67		
~~enjoys talking with people~~	4	4	4.33	4.33		
~~is easy to approach~~	4	4	3.67	4		
~~is easy to confide in~~	3	4	3.33	3.67		
~~is fun to be with~~	5	5	4	4.33		
~~is a team player~~	4	5	4	4.67		
~~is sociable~~	4	5	4.33	4.33		
~~has good relationships with others~~	4	4	3.67	3.67		

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

Balancing EI

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

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

- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

< Self-Actualization (117)

Interpersonal Relationships (105)   < Problem Solving (119)

< Independence (116)

Your Interpersonal Relationships result is lower than your SelfActualization 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.

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.

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.

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Empathy

	70	90	100	110	130

DRM

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 empathic	4	4	3.33	3.67		
is good at understanding the way other people feel	4	4	3.67	3.67		
avoid hurting the feelings of others	2	4	2.67	2		
is in touch with other people's emotions	5	4	3.67	3.67		
relate 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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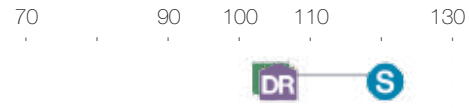
Balancing EI

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

- 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 Self-Awareness **(111)**	Your Empathy is in balance with your Emotional SelfAwareness.	
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.	

MHS

Social Responsibility

Social Responsibility	social consciousness; helpful

70   90   100   110   130

DRP

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	5	5	4.67	4.67		
	4	5	5	4.67		
	5	4	3.67	3.67		
	4	4	4.33	4.33		
	4	4	4.33	4.33		
	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.

- 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)

Social Responsibility (115)

> Interpersonal Relationships (105)

= Empathy (107)

Your Social Responsibility is in balance with your SelfActualization.

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.

Your Social Responsibility is in balance with your Empathy.

MHS

Problem Solving

70	90	100	110	130

Problem Solving   find solutions when emotions are involved

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
can't decide what to do when he/she is really upset.	2	3	1.67	2.33		
tends to worry about a problem rather than try to solve it.	1	3	1.67	1.67		
avoids dealing with problems.	1	2	1.33	1.33		
finds it hard to decide on the best solution when solving 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 he/she needs to make a decision.	1	2	1.33	2		
gets frustrated and gives up when he/she has trouble solving a problem.	1	2	1.33	2		
lets his/her emotions 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.

- 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.

Flexibility (111)

Problem Solving (119)

Reality Testing (120)

Emotional Self-Awareness (111)

Your Problem Solving is in balance with your Flexibility.

Your Problem Solving is in balance with your Reality Testing.

Your Problem Solving is in balance with your Emotional SelfAwareness.

MHS

Reality Testing

| 70 | 90 | 100 | 110 | 130 |

Reality Testing   objective; see things as they really are

DR ──── S

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

- 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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Reality Testing (120)

= Emotional (111) Self-Awareness

Your Reality Testing is in balance with your Emotional SelfAwareness.

= Self-Regard (111)

Your Reality Testing is in balance with your SelfRegard.

= Problem Solving (119)

Your Reality Testing is in balance with your Problem Solving.

MHS

Impulse Control

	70	90	100	110	130

Impulse Control   resist or delay impulse to act

S **DR** **M**

This person...	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~makes rash decisions when he/she is emotional~~	2	4	2.67	2.33		
~~interrupts when others are speaking~~	3	2	3.33	3		
~~is impulsive, which creates problems for him/her~~	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		
~~tends to react hastily~~	3	3	2.67	2.67		
~~finds it difficult to control his/her impulses~~	3	2	2.67	2.67		
~~finds it hard to resist temptation~~	3	2	2.33	2.67		

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

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.

- 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.

	< 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.
Impulse Control (80)	< 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.

MHS

Flexibility

| 70 | 90 | 100 | 110 | 130 |

Flexibility   adapting emotions, thoughts and behaviors

DR

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
~~finds it difficult to change his/her opinion~~	2	2	3	2		
~~does not like being in unfamiliar situations~~	3	2	1.33	2		
~~finds it hard to change his/her ways~~	2	2	1.67	2.67		
~~finds it hard to compromise~~	2	1	3	2		
~~is uneasy with last-minute changes~~	2	2	1.67	1.67		
~~finds it hard to make changes in his/her daily life~~	1	3	1.33	1.33		
~~needs things to be predictable~~	2	1	1.67	2		
~~is uneasy 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.

- 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.

Flexibility (111)

⊝ Problem Solving **(119)**
> Your Flexibility is in balance with your Problem Solving.

⊝ 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.

MHS

Stress Tolerance

	70	90	100	110	130

Stress Tolerance   coping with stressful situations

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	3	2	3.33	3.33		
	2	3	2.33	2.67		
	4	5	4.67	3.67		
	5	4	3.67	3.67		
	4	3	3.67	3.33		
	4	3	3.67	3.67		
	5	3	3.33	3.33		
	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.

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

- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Problem Solving (119)

Stress Tolerance (112)

Flexibility (111)

Interpersonal Relationships (105)

Your Stress Tolerance is in balance with your Problem Solving.

Your Stress Tolerance is in balance with your Flexibility.

Your Stress Tolerance is in balance with your Interpersonal Relationships.

MHS

Optimism

| | | | 70 | | 90 | 100 | 110 | | 130 |

Optimism   positive attitude and outlook on life

SDR

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
stays positive even when things get difficult.	4	4	4.33	3.67		
is optimistic.	4	4	4.33	4.33		
expects the worst.	2	2	1.33	1.33		
is hopeful about the future.	4	4	4.33	4.67		
sees the best in people.	4	4	3.67	3		
has good thoughts about the future.	4	4	4	4.33		
expects things to turn out all right, despite setbacks from time to time.	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.

- 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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= Self-Regard (111)

> Your Optimism is in balance with your SelfRegard.

Optimism (103)

= Interpersonal (105) Relationships

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.

MHS

Well-Being Indicator

EQ 360

| | 70 | 90 | 100 | 110 | 130 |

Happiness   satisfied with life; content

This person...	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
	1	1	1.33	1.33		
	3	1	1	1.33		
	4	5	4.33	4.67		
	5	5	4.67	4.33		
	4	4	4.33	5		
	4	5	4.67	4.33		
	4	4	4	4		
	4	5	4.33	4.33		

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

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MHS

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?

MHS

Follow-up Questions

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

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

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

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

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

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

MHS

EQ 360

Follow-up Questions

Independence

1. Describe your typical style for making decisions.

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?

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?

Social Responsibility

1. What have you done recently to help those in need?

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.

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?

MHS

Follow-up Questions

EQ 360

Impulse Control

1. How do you typically deal with an impulse to act?

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?

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?

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?

MHS

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.

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)

MHS

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 _____

MHS

Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
1.	☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]	☐ [illegible] ☐ [illegible] ☐ [illegible] ⑤ [illegible] ☐ [illegible]
2.	☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]	☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]

MHS

Name: Serena Sample

Coach’s Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
3. [illegible] [illegible]	[illegible] [illegible] • [illegible] • [illegible] • [illegible] • [illegible]	☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]
4. [illegible] [illegible]	[illegible] [illegible]	☐ [illegible] ☐ [illegible] ☐ [illegible]
5. [illegible] [illegible]	[illegible] [illegible]	☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]
6. [illegible] [illegible]	[illegible] [illegible] [illegible]	☐ [illegible] ☐ [illegible] [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]

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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 postive, optimistic

MHS