



# EQ360

# COACH 360° FEEDBACK REPORT

Serena Sample

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

Leadership Development Program

November 22, 2011

**EQEDGE**  
*Consulting*



## 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

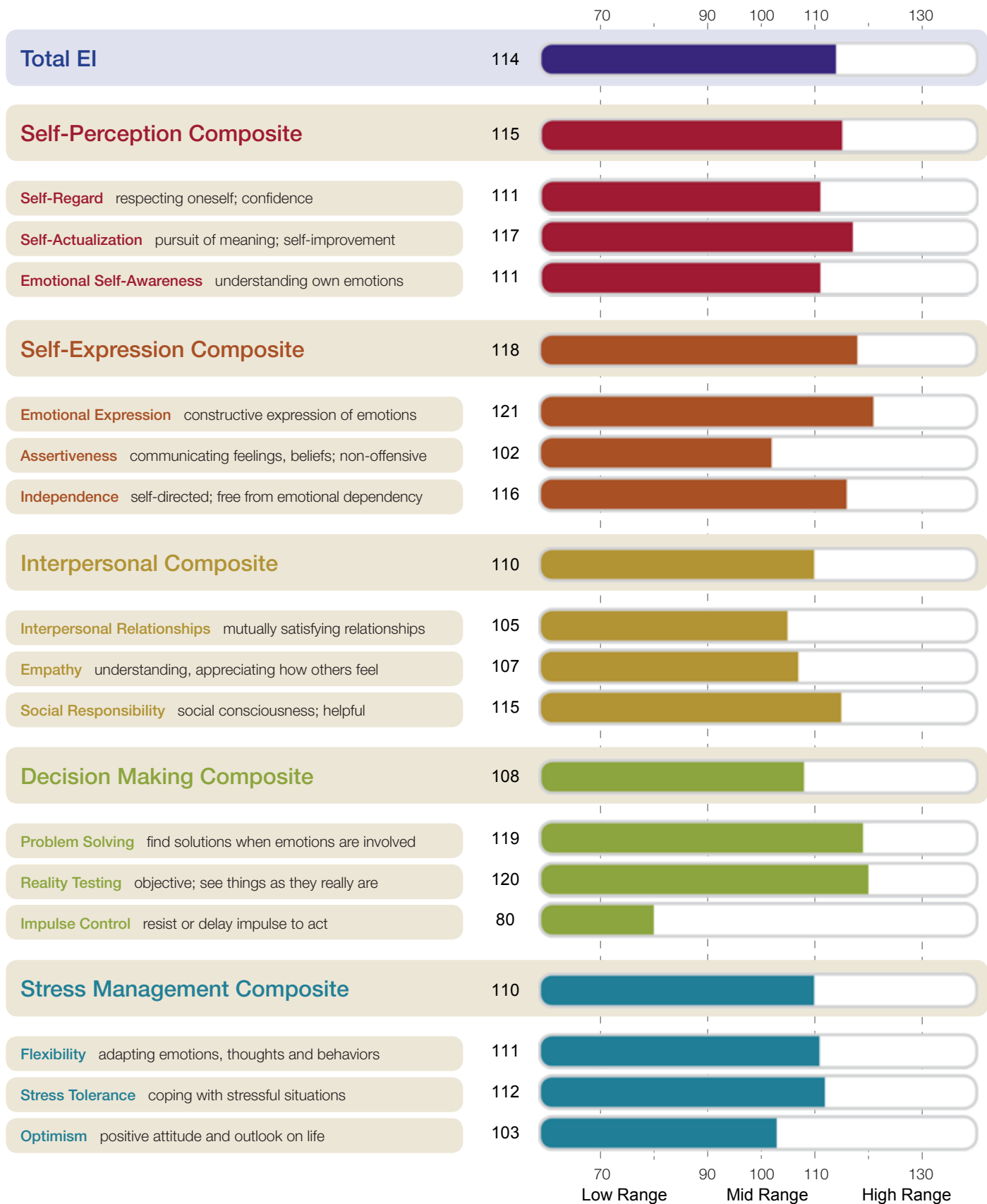
Serena did not show a significant preference for using either the extreme ends or the middle points of the response scale.

#### 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.**

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## Self-Regard

10	I looking at both my good and bad points, I feel good about myself.	5
19	I feel good about myself.	3
31	I don't feel good about myself.	1
64	I like self-confidence.	1
89	It's hard for me to accept myself just the way am.	1
128	I like myself as I am.	4
130	I respect myself.	4
132	I'm happy with who I am.	5

## Self-Actualization

8	I accomplish my goals.	5
49	I feel I have something to contribute.	5
58	I seek out interesting experiences.	5
63	I am self-motivated.	4
73	I make good use of my abilities.	4
76	I strive to be the best I can be.	4
104	I am driven to achieve.	5
109	I try to make my life as meaningful as I can.	4
118	I seek to keep improving myself.	5

## Emotional Self-Awareness

16	I am aware of how I'm feeling.	5
27	I'm aware of the impact of my mood on others.	4
40	I know what triggers my emotions.	4
62	I'm aware of how I feel.	4
105	I recognize when I'm upset.	4
121	I understand how the emotions of others affect me.	4
125	I know what emotions affect 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 to express my intimate feelings.	2
93	When I'm sad, I talk to people about it.	4
100	It's difficult to share people how I feel about them.	1
103	It's difficult to share 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 get down when other people aren't right.	3
7	I say "No" when I need to.	4
21	I am assertive without being offensive.	4
23	When I disagree with someone, I say so.	3
53	I am firm and direct when necessary.	4
86	I stand up for what I believe in.	4
95	I tell people what I think.	4

## Independence

4	It's hard for me to make decisions on my own.	1
15	I rely on others.	1
46	I'm easily influenced by others.	1
54	I make a job or project my own way to do.	1
65	It's hard for me to do things on my own.	2
81	I seek reassurance from others.	2
97	I want other people more than they need me.	1
114	I'm more of a follower than a leader.	2

## Interpersonal Relationships

9	It's easy for me to make friends.	5
22	I enjoy talking with people.	4
38	I'm able to appreciate.	4
41	People confide in me.	3
66	I get lost in my self.	5
74	I'm a team player.	4
102	People think I am available.	4
129	I have good relationships with others.	4

## Empathy

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

## Social Responsibility

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

## Problem Solving

17	When I'm really upset, I can't decide what to do.	2
37	I tend to worry about a problem other than try to solve it.	1
45	I avoid dealing 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
75	I feel overwhelmed when I need to make a decision.	1
84	I have trouble seeing a problem, I get frustrated and give up.	1
112	Let my emotions get in the way when making decisions.	1

### Reality Testing

14	See situations as they really are.	5
36	Make realistic plans to achieve my goals.	5
43	Recognize my own biases.	4
57	Have a good sense of my strengths and weaknesses.	4
77	Know when I need to be more realistic.	5
85	Know when my emotions affect my objectivity.	5
107	Look when upset, for signs of what's happening.	4
111	Have a good sense of what's going on around me.	4

### Impulse Control

2	Make rash decisions when I'm emotional.	2
5	Interact when others are speaking.	3
34	My impulsiveness creates problems for me.	3
44	I am impulsive.	3
48	When I start talking, it's hard to stop.	4
50	React to react hastily.	3
56	It's difficult for me to control my impulses.	3
67	It's hard for me to avoid temptation.	3

### Flexibility

6	It's difficult for me to change my opinion.	2
33	Do not like being in unfamiliar situations.	3
42	It's hard for me to change my ways.	2
82	It's hard for me to compromise.	2
87	Don't really get along with change.	2

96	It's hard for me to make changes in my daily life.	1
120	I need things to be just the way.	2
122	Change makes me uneasy.	3

### Stress Tolerance

1	Take calm in difficult situations.	3
26	Keep from reacting when I'm under stress.	2
55	Thrive in challenging situations.	4
79	Handle stress without getting too nervous.	5
88	Calms self under pressure.	4
99	Cope well with stressful situations.	4
113	Handle upsetting problems well.	5
123	Do not react badly to stressful situations.	1


### Optimism

29	Stay positive even when things get difficult.	4
32	I am optimistic.	4
35	Expect the best.	2
80	I am hopeful about the future.	4
83	See the best in people.	4
90	Have good thoughts about the future.	4
98	Expect things to turn out alright. Despite setbacks.	4
116	Have a positive outlook.	4

### Happiness

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

### Inconsistency Item Pairs

 indicates inconsistent responses

80.	I am hopeful about the future.	4
90.	Have good thoughts about the future.	4
29.	I stay positive even when things get difficult.	4
32.	I am optimistic.	4
130.	Expect the best.	4
132.	I'm happy with who I am.	5
92.	I am satisfied with my life.	4
101.	I'm excited about my life.	4
71.	I am happy.	5
116.	Have a positive outlook.	4






110.	I am sensitive to the feelings of others.	4
124.	Care about other people's feelings.	4
 28.	I am not happy with my life.	3
31.	Don't feel good about myself.	1
88.	Calms self under pressure.	4
99.	Cope well with stressful situations.	4
70.	Get in touch with other people's emotions.	5
78.	React to the emotions of others.	5
106.	When I wake up in the morning.	4
126.	Look forward to the day.	4
126.	I am content.	4

### Positive Impression/Negative Impression

25	I make mistakes.	3
59	Am someone I trust.	4
94	Have lost sleep.	3

119	Things bother me.	3
127	Only care about what's best for others.	4
131	Know the right answer.	3

## Rater Details

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

# Rater Response Style Explained



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.

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

Always/Almost Always=1

Always/Almost Always=3

Always/Almost Always=3

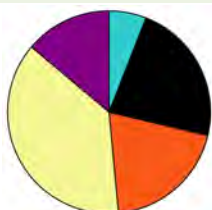
## OMITTED ITEMS

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

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

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

## RESPONSE DISTRIBUTION

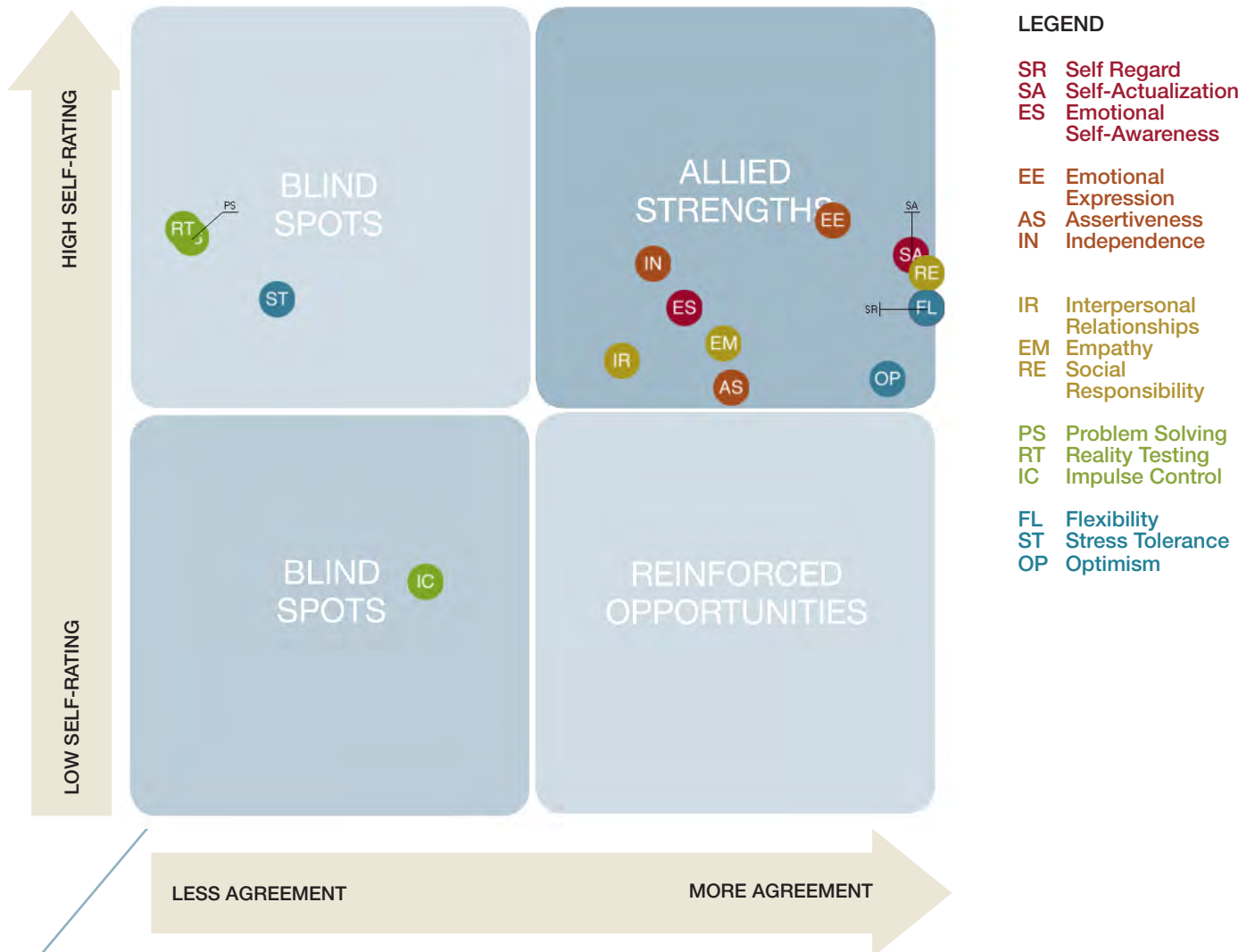


■ = Never/Rarely  
 ■ = Occasionally  
 ■ = Sometimes  
 ■ = Often  
 ■ = Always/Almost Always  
 ■ = ?

# Profile Gap Analysis

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

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

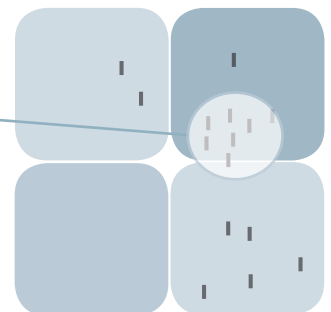


## WHAT TO LOOK FOR:

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

## WHAT TO LOOK FOR:

Concentration in the two right quadrants indicates a healthy level of self-awareness.












## Rater Response Summary

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












### Total EI:

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

	70	90	100	110	130	Self 	Manager 	Peer 	Direct Reports 	Family/Friends 	Other 
<b>Total EI</b>						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 subscale results.

	70	90	100	110	130	Self 	Manager 	Peer 	Direct Reports 	Family/Friends 	Other 
<b>Self-Perception</b>						115	112	111	110		
<b>Self-Expression</b>						118	103*	118	114		
<b>Interpersonal</b>						110	110	103	106		
<b>Decision Making</b>						108	97*	101	99		
<b>Stress Management</b>						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 Other
Number of raters								1	1	3	3		
Self-Regard								111	109	107	111		
Self-Actualization								117	113	115	111		
Emotional Self-Awareness								111	109	105	102		
Emotional Expression								121	111*	120	115		
Assertiveness								102	101	114*	106		
Independence								116	96*	110	111		
Interpersonal Relationships								105	108	99	105		
Empathy								107	105	99	101		
Social Responsibility								115	116	116	113		
Problem Solving								119	94*	108*	104*		
Reality Testing								120	104*	105*	105*		
Impulse Control								80	95*	89	89		
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

# 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 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		
Feels afraid to accept himself/herself and the way he/she is	1	2	1	1.33		
Feels 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

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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.

**Self-Regard (111)**  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-Actualization

70 90 100 110 130

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


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
accomplishes major goals	5	4	4.33	4.67		
likes having his/her something to contribute	5	5	4.67	4.67		
likes not working overtime	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		
likes to be the best person on his	4	4	4.67	4		
is clear to others	5	4	4.67	4		
likes to make his/her life as meaningful as possible	4	4	4.67	4.33		
likes to work 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.

<b>Self-Actualization</b> (117)	= Self-Regard (111)	Your SelfActualization is in balance with your SelfRegard.
	> 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.

70                      90                      100                      110                      130



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# Emotional Expression

70 90 100 110 130

**Emotional Expression** constructive expression of emotions


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
How I tend to share my feelings with others	2	2	1.33	2		
How I tend to express my feelings	4	4	4.67	4.33		
How I tend to express my feelings privately	2	2	2	1.33		
When asked, how I speak about it	4	4	4.33	3.67		
How I attempt to share people how my feelings feel about them	1	2	1.67	1.67		
How I attempt to share feelings	1	2	1	1.33		
How I tend to describe my feelings	1	2	1.67	2		
How I tend to speak	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.

> 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.

**Emotional Expression**  
(121)

> 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.

70 90 100 110 130

M<sup>DR</sup>P

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Agrees with what he/she does	3	1	1	2		
Does not let he/she decide	4	3	3.67	4		
Is sensitive without being overdone	4	4	3.67	3.67		
Does so when he/she disagrees with someone	3	3	4.33	3.67		
Is firm and direct when necessary	4	3	4	3.67		
Stands up for what he/she believes in	4	4	4.67	4.33		
Tells people what he/she feels	4	4	4.67	4.33		

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

# Independence

70 90 100 110 130

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





This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Makes a habit of making decisions on his/her own	1	3	2	1.33		
Always is others	1	2	1.33	1		
Is easily influenced by others	1	2	1.67	1.67		
Wishes a job in which he/she is not what he/she is	1	2	1	1.67		
Makes a habit of doing as he/she sees	2	2	2	1.67		
Wishes independence from others	2	3	1.67	1.67		
Wishes other people knew that they need his/her	1	2	1.67	1.67		
Is more of a follower than a leader	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.

- 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 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
...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		
...has fun to be with	5	5	4	4.33		
...is a team player	4	5	4	4.67		
...is reliable	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

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## Balancing EI

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

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

&lt; Self-Actualization (117)

Your Interpersonal Relationships result is lower than your Self-Actualization result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.

**Interpersonal Relationships**  
(105)

&lt; Problem Solving (119)

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.

&lt; Independence (116)

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

# Empathy

70 90 100 110 130


**Empathy** understanding, appreciating how others feel

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
is aware of how others feel	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		
understanding 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.

- 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)

Empathy (107) < Reality Testing (120)

< Emotional Expression (121)

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

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.

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

70 90 100 110 130

**Social Responsibility** social consciousness; helpful


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
works to get an environmentally friendly car	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 issues	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.
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= 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.

# 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 really tough	2	3	1.67	2.33		
needs to worry about a problem rather than try to solve it	1	3	1.67	1.67		
enjoys dealing with problems	1	2	1.33	1.33		
needs time 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 negative 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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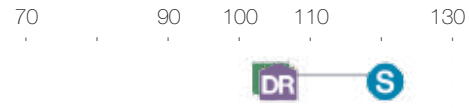
## Balancing EI

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.
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<b>Problem Solving (119)</b>	<b>= Flexibility (111)</b>	Your Problem Solving is in balance with your Flexibility.
	<b>= Reality Testing (120)</b>	Your Problem Solving is in balance with your Reality Testing.
	<b>= Emotional Self-Awareness (111)</b>	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
know situations as they really are	5	3	3.67	3.67		
know reality when it seems rather good	5	4	4.33	4		
recognize truth and reality	4	4	3.67	3.67		
has a good sense of truth, strength and weakness	4	4	3.67	3.67		
know what reality needs to be made up of	5	3	3.67	3.33		
know what reality involves about truth and reality	5	4	3.33	3.67		
see what's going on in what's happening to themselves	4	3	3.33	3.67		
has a good sense of what is going on around them	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

70 90 100 110 130

S DR M

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

This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
makes rash decisions when he/she is emotional	2	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		
needs to react quickly	3	3	2.67	2.67		
finds it difficult to control he/she 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

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## Balancing EI

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

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&lt; 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)**

&lt; 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.

&lt; 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

70 90 100 110 130

**Flexibility** adapting emotions, thoughts and behaviors


This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
It's difficult to change his/her opinion.	2	2	3	2		
Does not always get into the situation.	3	2	1.33	2		
It's hard to change his/her ways.	2	2	1.67	2.67		
It's hard to compromise.	2	1	3	2		
Is uneasy with not making change.	2	2	1.67	1.67		
It's hard to make changes to his/her way of life.	1	3	1.33	1.33		
Wants 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.

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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.

&gt; 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.





# Optimism

70 90 100 110 130

**Optimism** positive attitude and outlook on life



This person...	Self	Manager	Peers	Direct Reports	Family/Friends	Others
Often positive even when things get difficult	4	4	4.33	3.67		
is optimistic	4	4	4.33	4.33		
looks to the future	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 Self-Regard.

Optimism  
(103)

 Interpersonal Relationships (105)

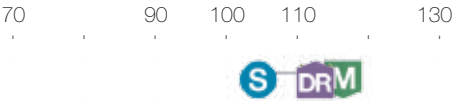
Your Optimism is in balance with your Interpersonal Relationships.

 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
Wishes I spent less time at work	1	1	1.33	1.33		
Is not happy with my/her life	3	1	1	1.33		
Is not healthy	4	5	4.33	4.67		
Is stressed	5	5	4.67	4.33		
Is satisfied with my/her life	4	4	4.33	5		
Is worried about life	4	5	4.67	4.33		
Wishes I worked less each day	4	4	4	4		
Is 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 had to overcome feelings of inadequacy or low confidence in your abilities. How did you overcome this?
3. Describe a situation where you had to overcome feelings of inadequacy or low confidence in your abilities. How did you overcome this?
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?
5. How can you use your strengths to overcome most of your goals (personal or professional)? 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. Tell me about your "short-term goals" vs. "long-term goals." How are your short-term goals connected to your long-term goals?
3. Tell me about your dreams 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 "hooked about"? (Love? Anger?) 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 you do your best? What emotions hinder your performance?
5. Are there emotions that you do have relationships with that others? Why do you think that is?

### Emotional Expression

1. Are there some emotions you feel more comfortable expressing than others? Why do you think that is? How do you express what you are feeling? Give examples?
2. Describe a time when you regretted not 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 holding 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. 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 context 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? Have you ever been put down or being aggressive? 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 asked others to make a decision for you? What was the outcome?
3. What feelings do you experience when you need to work independently from others?  
Do these feelings change (e.g., more or less interest over time)?
4. To what extent do you involve others in the decisions you make?
5. Can you describe a situation where you went against the grain and made a decision that was not the popular choice?  
What was the outcome?

### Interpersonal Relationships

1. Describe a time when you had to mediate a conflict between team members. Describe a time when you had to deal with an interpersonal conflict with a team member. How did your emotions differ between experiences?
2. What advice do you give to team members who have feelings of conflict?  
How do you ensure 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 put your effort into maintaining a close relationship.  
What value did this relationship have to you?
5. Has there ever been a time when your relationships have made it difficult to make a decision or get your work done?

### Empathy

1. Tell me about a time when it was really important that you were able to understand the way someone else felt.  
How did you convey this understanding? How did you ensure you understood them?
2. Describe a situation where you were not as sensitive to someone's feelings as you should have been.  
Why do you think 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 fully 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' needs/interests with your team.  
How often does this type of scenario occur to you?
3. How do you define "being a team player" to you? What are some examples of where your actions can be attributed to your team and not to you alone?
4. What would you like to contribute to your team? 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 could be better? How can you be better?  
What would they say are strengths of this process? What would they say you could do 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 correctly used up your enthusiasm. What information did you misjudge and what was the impact?
3. How would others describe the goals you set? What information do you take into account when you set these goals?
4. Tell me about a time when you should have been more objective rather than relying on a "gut feeling".  
How do you confirm that your "gut feeling" is accurate?
5. Tell me about a time when you should have listened to your instincts rather than being an objective. How do you confirm that your instincts are reliable?

## Follow-up Questions

### Impulse Control

1. How do you typically deal with an impulse to act?
  2. Tell me about a time when you had to overcome criticism and control over your behavior.
  3. Describe a situation where you were impatient and reacted badly. How did this impact the outcome?
  4. Describe a situation where it was imperative for you to act quickly. How did this make you feel?
  5. How your impulsiveness has created problems for you? How do you think others view your behavior in these instances?

### Flexibility

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

### 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?
  4. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
  5. Describe a time when it was important for you to remain calm under pressure. What skills or techniques did you use? How were others impacted in 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 many setbacks. What was your approach to maintaining these difficult?
  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 or really negative in your expectations about how things would turn out. What impact did your outlook have on your performance and that of others?
  5. What are some resources or strategies you draw upon in order to stay positive about the future?

# Action Plan

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

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

Write down 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
<b>1. Build Rapport</b>  The first step is to create a sense of ease and establish common goals between you and your client.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the intent of the objective of the session (e.g., "to take a look at your results and start to develop some strategies for increasing your effectiveness in certain areas.")</li> <li><input type="checkbox"/> Review the intent of the confidentiality agreement and other "house rules."</li> <li>Starting on the "Introduction" page, review the intent about other confidentiality and that any groups or report managers in which there was less than five others are merged into the "Other" group.</li> <li><input type="checkbox"/> Remind client that this is a "guided discovery." It is a starting point for discussion, not the end of the investigation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What was your experience in taking the assessment? How did you feel taking the assessment?</li> <li><input type="checkbox"/> How did you select your values?</li> <li><input type="checkbox"/> How well do you know your values?</li> <li>⑤ Is there anything negatively going on in your life that may have affected how you responded to the items?</li> <li><input type="checkbox"/> How did you feel the items themselves? Anything you found odd or unusual?</li> </ul>
<b>2. Understand</b>  Next, establish the "truth" of EQ 360 results in the eyes of your client.  Once your client is comfortable with the results and he or she can self-reflect, look for any relevant patterns in the values results.  Consider the "truth" of the EQ 360 results in the eyes of your client.	<p><b>EQ 360 self-report results</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the EQ 360 Model on the second page.</li> <li><input type="checkbox"/> Show the "Your Top Responded Summary" page.</li> <li><input type="checkbox"/> The bar graphs represent how you responded to the items on each scale of the EQ 360.</li> <li><input type="checkbox"/> Look for areas of strength (longer bars) and areas where attention may be necessary (shorter bars).</li> </ul> <p><b>EQ 360 other results</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the "Other Top Responded" page.</li> <li><input type="checkbox"/> The top, right-hand quadrant indicates values where your values agree with your high self-rating.</li> <li><input type="checkbox"/> The bottom, right-hand quadrant indicates values where your values agree with your lower self-rating.</li> <li><input type="checkbox"/> The left-hand quadrants indicate areas where there is less agreement between you and your values. Values where you rated yourself higher or agree in the top quadrant, while lower self-ratings are in the lower quadrant.</li> </ul> <p><b>Consider the "truth" of the EQ 360 results in the eyes of your client.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the "Your Top Values Responded" page.</li> <li><input type="checkbox"/> The graphs represent how your values responded to the items on each scale of the EQ 360. In the top you'll see how many people selected each category.</li> <li><input type="checkbox"/> The items that are shorter demonstrate a greater agreement amongst you and your values, while the longer bars indicate a bigger gap in agreement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do these results look accurate to you?</li> <li><input type="checkbox"/> What surprises you?</li> <li><input type="checkbox"/> Can you give me an example of how you use that scale?</li> <li><input type="checkbox"/> Compared to your self results, how do you think your values would rate you on _____? Higher? Lower?</li> <li><input type="checkbox"/> Does anything stand out for you?</li> <li><input type="checkbox"/> Would you expect there to be agreement amongst your values other groups here?</li> <li><input type="checkbox"/> What might account for a lack of consensus here?</li> <li><input type="checkbox"/> This suggests to me that _____ is that true of you?</li> <li><input type="checkbox"/> What other feedback have you received that makes you question validity this result?</li> <li><input type="checkbox"/> Do you see any general patterns in how your values groups responded?</li> </ul>

# Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
<b>3. Identify</b>  In this third step, the goal is to develop a full understanding of any challenges that may be present. As a coach, you want to provide the details to clarify your client's thoughts, feelings, and expectations.	Have your client focus on how they demonstrate the skills related to the subject (i.e., what is actually observable in the different role groups?).  Use the tools available: <ul style="list-style-type: none"> <li>• Comments</li> <li>• Subjective ratings</li> <li>• Understanding your EQ</li> <li>• Problem-Solving Strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does the feedback fit with your perception of yourself?</li> <li><input type="checkbox"/> What do you think accounts for the difference between groups about you?</li> <li><input type="checkbox"/> How do you see those results building your back from meeting your relationship with _____ role group forward?</li> <li><input type="checkbox"/> How important is it that the role groups all see you the same in this area?</li> <li><input type="checkbox"/> What are the downsides of having a gap in how your groups view you in this area?</li> <li><input type="checkbox"/> What are the upside advantages of having a gap/alignment in how your groups view you in this area?</li> </ul>
<b>4. Evaluate Reflection</b>  Next, evaluate whether you're finding a solution and gauge the possibility and desire for change.	Contextualize the importance of your conversation to your client's work.  Highlight the 11 skills necessary not only for the job they do, but also for the relationship they have with their role groups.	<ul style="list-style-type: none"> <li><input type="checkbox"/> It sounds like it is important for you to _____ on the job. Is that correct?</li> <li><input type="checkbox"/> It sounds like it is important for you to use this skill with your _____ role group. Does that your professional perspective. Is that correct?</li> <li><input type="checkbox"/> To what extent is that effective for you?</li> </ul>
<b>5. Explore Details</b>  The goal here is to help your client become aware of the benefits of change by considering the benefits of exploring an option.	Pose hypothetical questions to help your client imagine a new state of behavior and/or outcomes.  Remember that they don't have to do "all things to all people." Some skills will be more relevant with one role group over another.	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the ideal situation here?</li> <li><input type="checkbox"/> What would be the outcome of your job if you could be _____ more often?</li> <li><input type="checkbox"/> Which of your role groups are most critical to your success? Where do you need to spend the most time?</li> <li><input type="checkbox"/> What kind of support can you get from other role groups?</li> <li><input type="checkbox"/> How can you ask for feedback as you begin to work on your development?</li> </ul>
<b>6. Transition</b>  The final step involves discussing the next steps and establishing the client's commitment to continue working with you, or on their personal goals.	Development should include personal goals as well as EQ feedback. Create your client does not only focus on one or two skills.  "How?" questions help work out the logistics of your future relationship.  If appropriate, complete the Development Action Plan together with your client.	<ul style="list-style-type: none"> <li><input type="checkbox"/> It sounds like this is an area you'd like to work on. What are some steps that you might be able to further develop in this area?</li> <li><input type="checkbox"/> What is one thing you can do to further develop this subject?</li> </ul> <p>Questions to help close the conversation are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How would you like to move forward?</li> <li><input type="checkbox"/> How committed are you to your development plan?</li> <li><input type="checkbox"/> If you're not completely committed, what do you need to do to get there?</li> <li><input type="checkbox"/> How will you remain accountable for developing in this area?</li> <li><input type="checkbox"/> I promise that we _____ down that would good to you?</li> </ul>

## Open-Ended Responses

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

**Q: 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