EQ-i 2.0

assess. predict. perform.

COACH

LEADERSHIP

REPORT

Ms. Sample

August 28, 2012

MHS

▮ Response Style Explained

No validity concerns were found for this report.

Participant Summary

Name: Ms. Sample
Age: 55
Gender: Female

Completion Date: August 28, 2012
⚑ Time to Completion: 6:54 (Unusually short response time)
Norm Type: General Population
Norm Region: US/Canada

Inconsistency Index: 0

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

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

Ms. Sample's response was: **Always/Almost Always.**

Omitted Items:

No items were omitted.

Response Distribution

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

Responses
- ● ? = 0%
- ● 1. Never/Rarely = 26%
- ● 2. Occasionally = 9%
- ● 3. Sometimes = 3%
- ● 4. Often = 44%
- ● 5. Always/Almost Always = 17%

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Overview
Total EI

EQ-i 2.0

123

| 70 | 90 | 100 | 110 | 130 |

Low Range | Mid Range | High Range
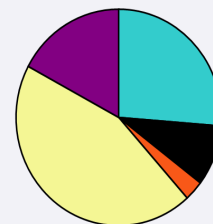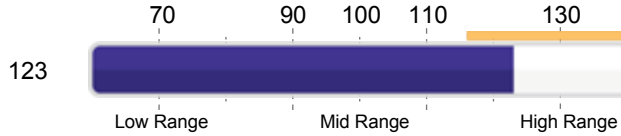
| | 70 | 90 | 100 | 110 | 130 |

Self-Perception Composite — 115

Self-Regard
Respecting oneself; Confidence — 113

Self-Actualization
Pursuit of meaning; Self-improvement — 114

Emotional Self-Awareness
Understanding own emotions — 111

Self-Expression Composite — 128

Emotional Expression
Constructive expression of emotions — 123

Assertiveness
Communicating feelings, beliefs; Non-offensive — 123

Independence
Self-directed; Free from emotional dependency — 119

Interpersonal Composite — 113

Interpersonal Relationships
Mutually satisfying relationships — 111

Empathy
Understanding, appreciating how others feel — 105

Social Responsibility
Social conciousness; Helpful — 119

Decision Making Composite — 125

Problem Solving
Find solutions when emotions are involved — 125

Reality Testing
Objective; See things as they really are — 114

Impulse Control
Resist or delay impulse to act — 120

Stress Management Composite — 119

Flexibility
Adapting emotions, thoughts and behaviors — 122

Stress Tolerance
Coping with stressful situations — 118

Optimism
Positive attitude and outlook on life — 108

| 70 | 90 | 100 | 110 | 130 |

Low Range | Mid Range | High Range

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Leadership Potential

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

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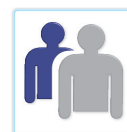
Authenticity

An effective leader in the area of authenticity serves as a role model to inspire moral and fair behavior, as well as to command esteem and confidence from colleagues.

Self-Actualization	114
Reality Testing	114
Self-Regard	113
Emotional Self-Awareness	111
Social Responsibility	119
Independence	119

Coaching

A leader who coaches effectively operates as a mentor, responding to colleagues' concerns and queries, and supporting employee needs. Employees are nurtured to achieve their highest levels of performance.

Self-Actualization	114
Empathy	105
Reality Testing	114
Interpersonal Relationships	111
Assertiveness	123
Emotional Self-Awareness	111

Insight

A leader portrays insight by communicating a purpose, meaning, and a vision for colleagues to follow. A hopeful view of the future is communicated, and employees are compelled to reach and exceed their goals.

Self-Actualization	114
Optimism	108
Self-Regard	113
Social Responsibility	119
Interpersonal Relationships	111
Emotional Expression	123

Innovation

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

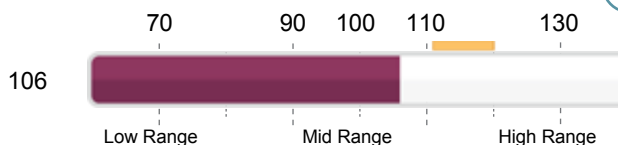| Self-Actualization | 114 |
Independence	119
Problem Solving	125
Assertiveness	123
Flexibility	122
Optimism	108

Leadership Derailers

Your client has a **low risk of derailment** as he/she received above average results across all subscales shown on the right. High scores on these subscales indicate that your client is less likely to adopt a passive or avoidant leadership style. Because of high expectations placed on leaders, it is important to strive towards exceptional performance on these subscales in order to prevent moments where your client may avoid his/her leadership responsibilities.

Impulse Control	120
Stress Tolerance	118
Problem Solving	125
Independence	119

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❚ Well-Being Indicator

Satisfied with life; content

EQ-i 2.0

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       70        90   100  110      130
106
      Low Range      Mid Range     High Range
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❚ How to Use this Page

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

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

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

The four subscales most often associated with Happiness are:
• Self-Regard
• Optimism
• Self-Actualization
• Interpersonal Relationships

Happiness

Your client's result in Happiness suggests that more often than not, a satisfaction is felt with life, and a general enjoyment of the company of others and work. Your client may:
- Have fun at both work and play while participating in enjoyable activities.
- Be seen by the team as likeable and pleasant to be around.
- Have to occasionally manage discontentment with certain aspects of life.

Although there are no low scores in any of the four subscales typically tied to happiness, nor in any other EI skill area, your client may benefit from ensuring development goals are linked to improving Happiness. Are there additional goals that your client can set to achieve things that are important, leading to an increased sense of well-being?

Self-Regard (113)

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your client's high level of Self-Regard helps promote positive self-feelings and confidence, and can enhance life satisfaction and happiness. You might ask:
- How do you envision success in your leadership position? Are you reaching the pinnacle of success?
- What are some strategies you have used in the past (e.g., positive self-talk) to be confident and self-assured?

Optimism (108)

In the face of setback and disappointment, the ability to regroup and reclaim a happy state is contingent on one's level of optimism. Your client's results suggest that optimism and hopefulness prevail most of the time, but perhaps this outlook could be used more frequently so that happiness becomes even more personal, permanent, and justifiable. You might ask:
- What are some steps to demonstrate your positivity in a more active/overt manner?
- Do you monitor your perspective and analyze how it affects your achievements?

Interpersonal Relationships (111)

Your Interpersonal Relationships result indicates that your client has well-developed relationships that help to shield from the negative effects of life's daily demands. If maintained, these relationships help to enhance and sustain pervasive feelings of happiness. You might ask:
- Do you have a confidant outside of work who helps buffer any stressful or negative events that you encounter?
- How can you effectively leverage your network to maintain happiness in your work life?

Self-Actualization (114)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your client's level of self-motivation and feelings of an enriched life ultimately drive life achievement and overall happiness. You might ask:
- Can you pinpoint the emotions you experience when you feel you are optimally using your talents?

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EQ-i 2.0

▌ Balancing EI

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

- Where a greater than (⊘) or less than (⊘) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equal sign (⊜) is shown, the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide

the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

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

▌ Self-Perception

Self-Regard (113)	⊜ Self-Actualization	(114)	Your Self-Regard is in balance with your Self-Actualization.
	⊘ Problem Solving	(125)	Your Self-Regard is lower than your Problem Solving. These components can be balanced by evaluating your self-worth in terms of your ability to solve problems and by validating decisions before acting. When problem solving, evaluate your strengths and weaknesses and develop solutions that cater to your strengths.
	⊜ Reality Testing	(114)	Your Self-Regard is in balance with your Reality Testing.
Self-Actualization (114)	⊜ Self-Regard	(113)	Your Self-Actualization is in balance with your Self-Regard.
	⊜ Optimism	(108)	Your Self-Actualization is in balance with your Optimism.
	⊜ Reality Testing	(114)	Your Self-Actualization is in balance with your Reality Testing.
Emotional Self-Awareness (111)	⊜ Reality Testing	(114)	Your Emotional Self-Awareness is in balance with your Reality Testing.
	⊘ Emotional Expression	(123)	Your Emotional Self-Awareness 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	(118)	Your Emotional Self-Awareness is in balance with your Stress Tolerance.

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EQ-i 2.0

▌ Balancing EI

■ Self-Expression

Emotional Expression (123)

> Interpersonal Relationships (111)
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 (123)
Your Emotional Expression is in balance with your Assertiveness.

> Empathy (105)
Your Emotional Expression is higher than your Empathy. Do you focus more on the expression of emotions, thoughts, and feelings than on being empathic toward others? Balancing these facets requires careful listening to the ideas of others, as well as being attentive to their feelings. When these facets are balanced, you can effectively gauge whether the intensity and timing of your expression is appropriate for the situation.

Assertiveness (123)

> Interpersonal Relationships (111)
Your Assertiveness is higher than your Interpersonal Relationships result, suggesting that you tend to focus more on promoting your own views and that you may benefit from being equally attentive to the views of others. By doing so, you may strike a better balance of "give and take" in your work relationships.

> Emotional Self-Awareness (111)
Your Assertiveness is higher than your Emotional Self-Awareness. Ensure that you attend to your tone of voice, body language, and the manner in which you treat others when you are being assertive. Self-understanding will help you to express your assertiveness more appropriately.

> Empathy (105)
Your Assertiveness is higher than your Empathy. Where possible, focus on collaboration in meetings. You should strive to appropriately assert your views, but show an equal willingness to listen to others and be willing to agree when possible.

Independence (119)

⊜ Problem Solving (125)
Your Independence is in balance with your Problem Solving.

⊜ Emotional Self-Awareness (111)
Your Independence is in balance with your Emotional Self-Awareness.

⊜ Interpersonal Relationships (111)
Your Independence is in balance with your Interpersonal Relationships.

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▌ Balancing EI

EQ-i 2.0

▪ Interpersonal

Interpersonal Relationships (111)	Self-Actualization **(114)**	Your Interpersonal Relationships is in balance with your Self-Actualization.
	Problem Solving **(125)**	Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.
	Independence **(119)**	Your Interpersonal Relationships is in balance with your Independence.
Empathy (105)	Emotional Self-Awareness **(111)**	Your Empathy is in balance with your Emotional Self-Awareness.
	Reality Testing **(114)**	Your Empathy is in balance with your Reality Testing.
	Emotional Expression **(123)**	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 (119)	Self-Actualization **(114)**	Your Social Responsibility is in balance with your Self-Actualization.
	Interpersonal Relationships **(111)**	Your Social Responsibility is in balance with your Interpersonal Relationships.
	Empathy **(105)**	Your Social Responsibility is higher than your Empathy. These components work best together when you put yourself in the other person's shoes to understand what is truly needed from their perspective. It is best to listen to the needs and concerns of others before choosing the best way to help them or work with them.

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▌ Balancing EI

EQ-i 2.0

■ Decision Making

	⊜ Flexibility (122)	Your Problem Solving is in balance with your Flexibility.
Problem Solving (125)	⊜ Reality Testing (114)	Your Problem Solving is higher than your Reality Testing. Make sure that your belief in your ability to use emotional information is balanced with your ability to remain objective. It is a good idea to validate your thoughts and assumptions by asking someone else to define the problem as they see it, and look for similarities and discrepancies with how you see it. This validation process can help you see your problem objectively, keeping you grounded as you arrive at timely decisions.
	⊜ Emotional Self-Awareness (111)	Your Problem Solving is higher than your Emotional Self-Awareness. These components are balanced when proper consideration is given to your emotions when implementing a course of action. Some solutions may seem effective but don't feel right on an emotional level. Understanding the roles different emotions play in the decision making process will be of benefit in the long run.
	⊜ Emotional Self-Awareness (111)	Your Reality Testing is in balance with your Emotional Self-Awareness.
Reality Testing (114)	⊜ Self-Regard (113)	Your Reality Testing is in balance with your Self-Regard.
	⊜ Problem Solving (125)	Your Reality Testing is lower than your Problem Solving. To bring these two components into line with one another, attempt to validate the soundness of plans before implementing them.
	⊜ Flexibility (122)	Your Impulse Control is in balance with your Flexibility.
Impulse Control (120)	⊜ Stress Tolerance (118)	Your Impulse Control is in balance with your Stress Tolerance.
	⊜ Assertiveness (123)	Your Impulse Control is in balance with your Assertiveness.

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▌ Balancing EI

▌ Stress Management

Flexibility (122)

⊜ Problem Solving (125)
Your Flexibility is in balance with your Problem Solving.

⊜ Independence (119)
Your Flexibility is in balance with your Independence.

⊜ Impulse Control (120)
Your Flexibility is in balance with your Impulse Control.

Stress Tolerance (118)

⊜ Problem Solving (125)
Your Stress Tolerance is in balance with your Problem Solving.

⊜ Flexibility (122)
Your Stress Tolerance is in balance with your Flexibility.

⊜ Interpersonal Relationships (111)
Your Stress Tolerance is in balance with your Interpersonal Relationships.

Optimism (108)

⊜ Self-Regard (113)
Your Optimism is in balance with your Self-Regard.

⊜ Interpersonal Relationships (111)
Your Optimism is in balance with your Interpersonal Relationships.

⊜ Reality Testing (114)
Your Optimism is in balance with your Reality Testing.

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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.

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

- -

Self-Regard

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

Self-Actualization

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

Emotional Self-Awareness

16	I pay attention to how I'm feeling.	4
27	I'm aware of the impact of my mood on others.	4
40	I know what triggers my emotions.	5
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 which emotions affect my performance.	4

Emotional Expression

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

Assertiveness

3	I back down even when I know I am right.	1
7	I say "no" when I need to.	5
21	I am assertive without being offensive.	5
23	When I disagree with someone, I say so.	4
53	I am firm and direct when necessary.	4
86	I stand up for what I believe in.	5
95	I tell people what I think.	4

Independence

4	It's hard for me to make decisions on my own.	1
15	I cling to others.	1
46	I am easily influenced by others.	2
54	I prefer a job in which I'm told what to do.	1
65	It's hard for me to do things on my own.	1
81	I need reassurance from others.	2
97	I need other people more than they need me.	1
114	I am more of a follower than a leader.	1

Interpersonal Relationships

9	It's easy for me to make friends.	5
22	I enjoy talking with people.	5
38	I am easy to approach.	4
41	People confide in me.	4
66	I am fun to be with.	4
74	I'm a team player.	5
102	People think I am sociable.	4
129	I have good relationships with others.	4

Empathy

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

Social Responsibility

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

Problem Solving

17	When I'm really upset, I can't decide what to do.	1
37	I tend to worry about a problem rather 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.	1

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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	If I have trouble solving a problem, I get frustrated and give up.	1
112	I let my emotions get in the way when making decisions.	1

Reality Testing

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

Impulse Control

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

Flexibility

6	It's difficult for me to change my opinion.	2
33	I do not like being in unfamiliar situations.	2
42	It's hard for me to change my ways.	1
82	It's hard for me to compromise.	1
87	I feel uneasy with last minute changes.	2
96	It's hard for me to make changes in my daily life.	1
120	I need things to be predictable.	2
122	Change makes me uneasy.	2

Stress Tolerance

1	I keep calm in difficult situations.	5
26	I can't think clearly when I'm under stress.	1
55	I thrive in challenging situations.	4
79	I handle stress without getting too nervous.	4
88	I perform well under pressure.	5
99	I cope well with stressful situations.	4
113	I handle upsetting problems well.	4
123	I do not react well to stressful situations.	1

Optimism

29	I stay positive even when things get difficult.	5
32	I am optimistic.	4
35	I expect the worst.	1
80	I am hopeful about the future.	4
83	I see the best in people.	4
90	I have good thoughts about the future.	4
98	I expect things to turn out all right, despite setbacks from time to time.	4
116	I have a positive outlook.	4

Happiness

12	It's hard for me to enjoy life.	2
28	I am not happy with my life.	1
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, I 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	I have good thoughts about the future.	4
29	I stay positive even when things get difficult.	5
32	I am optimistic.	4
130	I respect myself.	4
132	I'm happy with who I am.	4
92	I am satisfied with my life.	4
101	I'm excited about my life.	4
71	I am happy.	5
116	I have a positive outlook.	4

110	I am sensitive to the feelings of others.	4
124	I care about other people's feelings.	4
28	I am not happy with my life.	1
31	I don't feel good about myself.	1
88	I perform well under pressure.	5
99	I cope well with stressful situations.	4
70	I'm in touch with other people's emotions.	4
78	I relate to the emotions of others.	4
106	When I wake up in the morning, I look forward to the day.	4
126	I am content.	4

Positive Impression/Negative Impression

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

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

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▌ 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 as a leader? Provide an example where you used your strengths to your advantage.
2. How does your level of confidence impact the influence you have on your team?
3. How can you use your strengths to enhance your leadership skills?
4. Which of your abilities require development? Provide an example where you had to work around/compensate for an area of challenge.
5. Describe a situation where you had to overcome feelings of insecurity or low confidence in your abilities.
6. In what leadership scenarios do you feel less confident in your skills? Why do you think that is?
7. How can you overcome challenges to becoming a strong leader?
8. 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?
9. What are you willing to do to improve your leadership skills, abilities, habits, and attitudes?

Self-Actualization
1. What are some of your interests outside of work? What new activities or interests would you like to explore?
2. How would you describe your work-life balance? Are you able to leave your work responsibilities in order to pursue outside interests?
3. Are there some areas of your life that you wish you could enhance? Either by spending more time or becoming more knowledgeable about something?
4. Can you describe one or two of your short-term goals? Long-term goals? How are your short-term goals connected to your long term-goals?
5. Tell me about your process for setting goals. How would you describe the goals you set for yourself? How would you describe the goals you set for your team?
6. What are some words you would use to describe your leadership style?
7. Who are some of the leaders you view as role models? Which of their characteristics do you aspire to have?
8. How are you working towards obtaining the leadership skills and characteristics you aspire to have? What are some steps you could put in place?
9. Does your team know what activities and interests fulfill you? Do you know what interests each person on your team has?

Emotional Self-Awareness
1. How do your emotions affect your team? Can you provide an example where your team 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, and cognitively.
3. Describe a time when you were making a decision and your emotions got the best of you. What emotions were you experiencing and what was your reaction?
4. What signals can you look for within your team to warn you of your heightened emotions?
5. What emotions make you a more effective leader? What emotions help you influence and inspire your team? How can you identify these emotions?

Emotional Expression
1. Do you ever feel emotionally exhausted as a leader? How can you leverage your Emotional Expression skills to re-fuel?
2. 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.
3. Describe a time when you regretted not having expressed your true thoughts or feelings about something. What were the consequences (positive and negative) of not expressing your feelings? How would the situation have been different had you been more expressive?
4. In general, do you find yourself bottling up emotions? How does this affect your ability to get your work done?
5. Does your team know your thoughts or feelings and where you stand on pertinent issues? Has your team ever misread the way you expressed yourself? Why do you think that happened?
6. Does your team come to you with input or feedback? What can be done to ensure your "open door" policy is truly seen as an open-door policy by your team?

Assertiveness
1. Describe a scenario in which you behaved as an assertive leader. What specifically did you do or say that was assertive?
2. What do you find challenging about being assertive?
3. In what ways do you hold others accountable for their actions/behaviors? Do you ever struggle to follow through on accountability?
4. If you were more assertive, how would that help your team be more innovative and tolerant of taking risks?
5. How do you manage performance issues? How can you be more assertive when discussing performance plans?
6. What is the difference between assertive and aggressive behavior? Have you ever been perceived as being aggressive? How do you know?
7. When you disagree with your team, how do you present your differing point of view?
8. When there are several viewpoints and disagreements within your team, how do you address these differing perspectives to reach a decision?

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▍Follow-up Questions

Independence

1. What role does independence play in being seen as a moral and fair leader?
2. Are there times when you need the counsel of others more than you'd like? What is at the root cause of your reliance on them?
3. Describe your typical style for making decisions.
4. Can you give an example of when you relied on your team to make a decision for you? What was the outcome?
5. What feelings do you experience when you need to work independently from others? Do these feelings change (i.e., become more or less intense) over time?
6. How do you balance involving your team in the decision-making process and making the final decision as a leader?
7. Describe a time when you had to make a final decision as the leader, either when your team felt differently from you, or when there was disagreement within the team. How did you proceed? What was the outcome?

Interpersonal Relationships

1. Describe a time when you mediated a conflict among your team members. Describe a time when you were in disagreement with a team member. How did your emotions differ between experiences?
2. Describe what types of social situations make you feel uncomfortable. What is your typical response in these situations?
3. What are some ways you use your Interpersonal Relationship skills when coaching your team? How do connect on a personal level?
4. Tell me about a time when you had to put extra effort into maintaining relationships with your team. What value did this relationship have in your team and leadership?
5. How do you balance Interpersonal Skills with decision-making; particularly when there is disagreement?
6. What are some strategies that you could use to build stronger relationships among your team members?

Empathy

1. How does empathy help you coach and mentor those you lead? What are some questions you could ask of your direct reports to show more empathy in your conversations?
2. 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?
3. Describe a situation where you were not as sensitive to someone's feelings as you should have been. Why do you think this was the case? What could you have done differently?
4. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
5. How do you ensure that you understand your team's thoughts and perspectives?
6. Has your empathy ever prevented you from having a difficult conversation or making a tough decision? What would you do differently to balance empathy with assertiveness?

Social Responsibility

1. Can your team depend on you? How do you know this is the case?
2. What have you done recently to help those in need?
3. What is the difference between a leader who takes responsibility and one who doesn't? How does this affect their ability to get things done?
4. Describe a situation where you placed your team's needs/interests over your own. How often does this type of scenario occur as a leader?
5. How do you define "being a team player"? What are some examples of where your success can be attributed to your team and not to you alone?
6. What are some organizational issues that are of particular concern to you? How do you help influence these issues?
7. When things don't go as planned, how do you take responsibility for your team? How do you keep your team motivated?
8. What are some techniques you use to compel your team towards reaching their fullest potential?

Problem Solving

1. If I was to ask your team, what would they say about your typical approach to solving problems?
2. What is the impact of your problem solving skills on your ability to lead effectively?
3. What was one of the most challenging problems you have ever had to solve? Describe the problem-solving process you used to arrive at the solution.
4. How do you think your problem-solving process looks to your team? What would they say are the strengths of this process? What would they say you could do better?
5. Describe a time when your emotions hampered your ability to make a decision. Why did you get sidetracked?
6. What role do your emotions play in your problem-solving process? How do they help or hinder your ability to arrive at a solution?
7. Tell me about a time when you made a rash decision. What caused this to happen and how did it affect others?
8. How do you share the workload of problem-solving with your team?
9. What are some techniques you use to keep your emotions in check when solving problems?
10. How do you manage your emotions as well your team's emotions through the problem-solving process? What are some techniques you use?

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▌ Follow-up Questions

Reality Testing
1. How important is reality testing when coaching your employees? What are some steps you can take to ensure you are assessing performance objectively?
2. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your role as a leader?
3. Describe a time where you incorrectly sized up a situation. What information did you misjudge and what was the impact?
4. How would your team describe the goals you set? What information do you take into account when you set these goals?
5. 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?
6. Tell me about a time when you should have listened to your instincts rather than being so objective. How do you confirm that your instincts are reliable?
7. How to you keep in touch with your team's reality? How do you keep in touch with the reality of other stakeholders? How do you connect these realities to lead your team towards success?
8. Tell me about a time when you had to make a decision before you had all the data to size up the situation.

Impulse Control
1. How do you typically deal with an impulse to act? Can you wait for rewards until when the timing is right?
2. Tell me about a time when you had to exercise patience and control over your behavior.
3. Do you often have to act quickly as a leader or can you be more pensive? How does that make you feel?
4. Describe a situation where you were impatient and reacted hastily. How did this impact the end result?
5. Describe a situation where it was beneficial for you to act quickly. How did this impact the end result?
6. Has your impulsiveness ever created problems for you? How do you think your team views your behavior in these instances?
7. How do you respond in times when quick decisions need be made?
8. How do you differentiate between impulsive behavior and beneficial risk-taking behavior? What techniques do you use to identify between the two types of behavior before acting on them?

Flexibility
1. Is it difficult for you to consider new information, or adjust your course of action towards achieving long term goals?
2. Would your team say that you are flexible and open to change, or rigid and set in your ways? What benefits and drawbacks does your typical style have on your ability to get things done?
3. How do you successfully manage change in an environment where people are hesitant to depart from their old ways of doing things?
4. Give an example of where you found it difficult to adjust to a change in your job. What emotions were you feeling?
5. Describe a time where you had to adjust quickly to changes in your environment. What was your process for changing your behavior/tasks?
6. How do you balance the need to have structure and process for your team with the need to be creative and open to innovative ideas?
7. What are some ways that you use your flexibility to promote innovation and resilience within your team?

Stress Tolerance
1. How do you tackle stressful circumstances as a leader? How would your team describe you under stress?
2. How does stress manifest itself in the way you feel (i.e., emotionally, physically) or act? Can you detect the very onset of stress in your body?
3. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
4. Describe a time when it was important for you to remain calm under pressure. What skills or techniques did you use? How was your team impacted in this situation?
5. What skills, techniques, and/or activities do you use to manage your day-to-day stress?
6. How do you think your team has been affected by your ability to tolerate stress? What steps do you need to take to be seen as a more resilient leader?
7. What techniques do you use to gage and manage the stress experienced by your team? What are some ways you could help alleviate some of their stress?

Optimism
1. What are some examples of how you have seized opportunities in your organization as a leader?
2. 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 for others?
3. Describe a project/task where you or your team experienced several setbacks. What was your approach to overcoming these difficulties?
4. When planning and setting goals, how do you manage risk? What does your contingency plan look like?
5. Describe a situation where you were overly positive or overly negative in your expectations about how things would turn out. What impact did your outlook have on your performance and that of others?
6. What are some resources or strategies you draw upon in order to stay positive about the future?
7. How do you keep your team motivated in the face of obstacles?
8. How do you think your team sees your view of the future? What steps can you take to paint a motivational vision for the long term goals your team is working on?
9. How do you balance Optimism with Reality testing when inspiring your team towards achieving goals?

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▌ Action Plan

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

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

Write down up to three EI skills or behaviors that your client would like to further develop (e.g., "reflective listening" to build empathy, or "recognizing how my body reacts to stress" to raise emotional self-awareness). The **SMART** goals that your client outlines in the template should help to strengthen these EI skills and behaviors.

1.

2.

3.

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

1.

2.

3.

Transfer your client's **SMART** goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Practice active listening	Today, especially in one on one meetings with my direct reports	Improved interpersonal relationships, empathy with my team. Increased employee engagement.	- Feedback - 360 results increase	Direct feedback from my team	Obtaining honest feedback can be difficult. Time – don't cancel one on one meetings – demonstrate the importance of regular touch points

I commit to this action plan _____ .
(signature)

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▌ EI Development Commitment

A Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in his/her action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back to work and our organization's demands win the competition for time and attention.

By outlining your client's objectives here, and ensuring that your client does the same in his or her report, you help your client to be more accountable to reaching their professional objectives.

▌ My Client's Development Goals

My client's action plan includes the following goals: Due Date

1.

2.

3.

4.

Your Signature _____   Your Client's Signature _____

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Coach's Guide to an EQ-i 2.0 Debrief Session

Preparing for the Debrief

Review the Report

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

Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
1. Build Rapport The first step is to create a sense of ease and establish common goals between you and your client.	☐ Explain how the feedback will be structured and how long it will take. ☐ Ask what the client wants to get out of the session. ☐ Remind the client of the confidentiality agreement and who "owns the data". ☐ If appropriate, show the client a sample report so that they are prepared for what they will be seeing in their own report. This may help them understand what the results will indicate before they actually see them. ☐ Remind the client that this is a self-report and that it is a "snapshot in time". It is a starting point for discussion, not the end of the investigation.	☐ How are you feeling about this meeting? ☐ What was your experience in taking the assessment? ☐ Probing questions: were you alone, did you do it at the beginning of the day, end of the day; do you recall any items that you had difficulty with or that were not clear to you? ☐ Is there anything significant going on in your life that may have affected how you responded to the items? ☐ How did you find the items themselves? Anything you found odd or curious? ☐ Do you have any questions or comments before we go over your profile?
2. Validate Facts Next, establish the "truth" of EQ-i results in the eyes of your client.	☐ Give definition of EI and recap details of the EQ-i 2.0. ☐ As you can see, the bars represent how you responded to the items on each scale of the EQ-i 2.0. ☐ The bars that are in the middle range show that compared to the norm group, you answered the items in a similar way. ☐ Bars to the left indicate decreased use of behaviors related to the scale. ☐ Bars to the right indicate increased use of behaviors related to the scale.	☐ What is your first impression of this profile? ☐ Does this profile look accurate to you? ☐ What surprises you? ☐ Where would you like to focus first? ☐ What questions do you have about your results? ☐ Can you give me an example of how you use that skill? ☐ Would you say this is a real strength of yours? ☐ This suggests to me that _____. Is that true of you?

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EQ-i 2.0

Coach's Guide to an EQ-i 2.0 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
3. Discovery In the third step, the goal is to acquire a full understanding of any challenges that may be present. As a coach, you want to probe for details to clarify your client's thoughts, feelings, opinions, and expectations.	Use the Follow-Up Questions pages to get a better understanding of how your client demonstrates the skills related to specific subscales.	☐ What areas stand out for you as things you'd like to focus on? ☐ How satisfied are you with that? ☐ What concerns do you have with that situation? ☐ Why do you think that is so? ☐ What is the message here? ☐ What gets in your way in this area? ☐ Why is that so frustrating? ☐ How do you see that contributing to your success? ☐ How do you see that holding you back? ☐ Do these areas interfere with achieving your goals in any way? ☐ How might a decreased use of these types of behaviors help you in your role?
4. Establish Relevance Next, activate interest in finding a solution and gauge the possibility and desire for change.	Connect the importance of your conversation to your client's work, and role as a leader.	☐ It sounds like it is important for you to ___ as a leader. Is that correct? ☐ How long have you been doing that? ☐ To what extent is that effective for you? ☐ How is that behavior working for you? ☐ What impact does that have on the people you lead?
5. Explore Benefits The goal here is to help your client become aware of the benefits of change by considering the benefits of a particular solution.	Pose hypothetical, job-related situations to help your client imagine a new state of behavior and its outcomes. "If… then" questions help the client project an ideal state of operating effectively.	☐ What is the ideal situation here? ☐ If you had a choice, what would you do? ☐ If you didn't have to deal with ____, how would things be different? ☐ What kind of support would be helpful? ☐ If you were going to work on one or two areas, which one(s) would you choose? ☐ What benefits would you like to achieve by improving in those areas?
6. Transition The last part of the session involves discussing next steps and establishing the client's commitment to continue working with you.	Ask transition questions to remind your client of time limitations to ensure the majority of areas you both want to discuss are addressed. "How" questions help work out the logistics of your future relationship. If appropriate, complete the Development Action Plan together with your client.	☐ It sounds like this is an area you'd like to work on. What are some ways that you might be able to further develop in this area? ☐ What is one thing you can do to further develop this skill? Questions to help close the conversation: ☐ How would you like to move forward? ☐ How committed are you to your development plan? ☐ If you're not completely committed, what do you need to do to get there? OR What do you need to change in your development plan in order to be fully committed? ☐ How will you remain accountable for developing in this area? ☐ I propose that we ____. Does that sound good to you? ☐ What outstanding questions do you have?

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