EQ-i 2.0

assess. predict. perform.

COACH

WORKPLACE

REPORT

Steve Sample

MHS

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.

EQ-i 2.0 assess. predict. perform.

Response Style Explained

PARTICIPANT SUMMARY

Name: Mr. Steve Sample
Age: 71
Gender: Male

Completion Date: January 01, 0001
Time to Completion: 0 (Unusually short response time)
Norm Type: General Population

INCONSISTENCY INDEX: 0

The Inconsistency Index is less than 3, 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

The response was: **Always/Almost Always.**

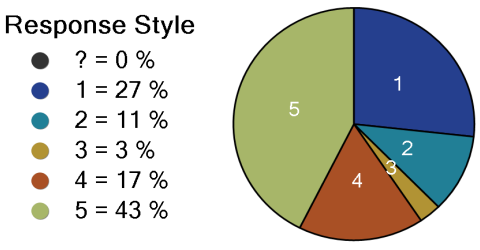
OMITTED ITEMS:

No items were omitted.

RESPONSE DISTRIBUTION

Steve tended to use the extreme ends of the scale. You may want to ask:

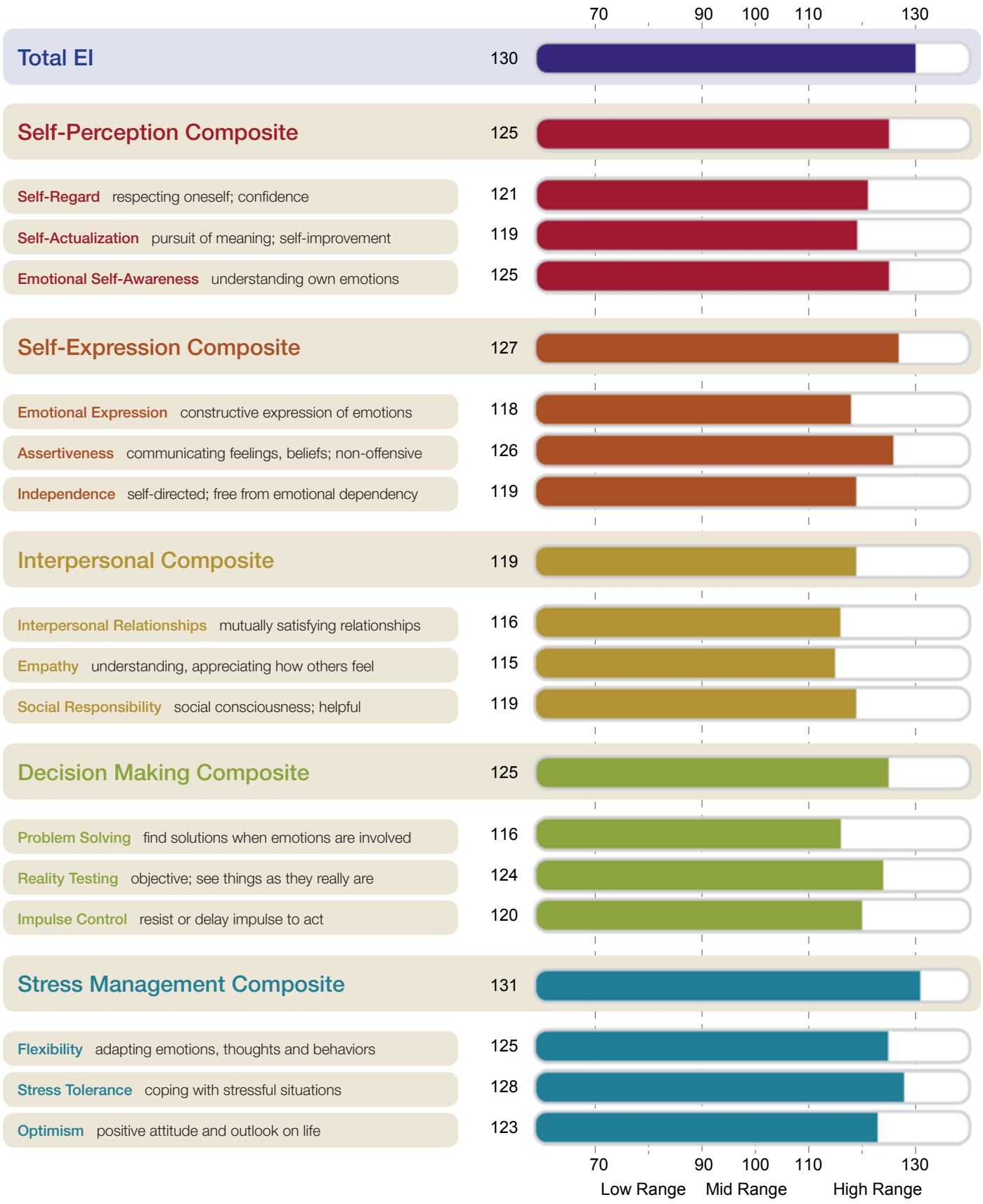
"How did you go about answering the items?"
"How have you used similar scales in the past? Do you tend to use the end-points of the scale?"



Copyright © 2011 Multi-Health Systems Inc. All rights reserved.
MHS

Name: Mr. Steve Sample •Age: 71 •Gender: M

Overview of Results

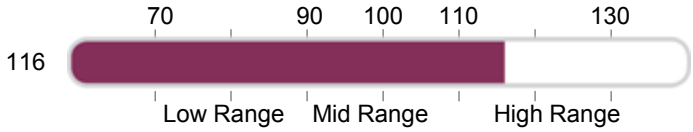


Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

EQ-i 2.0 assess. predict. perform.

Well-Being Indicator

Happiness satisfied with life; content



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

Happiness

The result in Happiness suggests that your client almost always maintains a happy disposition towards all aspects of life. Your client enjoys the company of others and is likely on a positive life course. The client's happiness is seen and experienced as infectious. The results in Happiness and the four subscales most connected with Happiness are high. Because of this your client likely experiences a certain balance between well-being, optimism, self-confidence, personal relationships and fulfillment of goals. Gains in one area likely contribute to gains in another—quite a reciprocal set of relationships! Your client may:

- exude cheerfulness at both work and play.
- be seen by coworkers as motivating and resilient in the face of obstacles.

Self-Regard

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your 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

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 indicate that your client has a high level of optimism, adopting a positive framework during adverse conditions. This approach to life enhances and sustains pervasive feelings of happiness. You might ask:

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

Interpersonal Relationships

The Interpersonal Relationships result indicates that your client has well-developed relationships that likely help reduce the negative effects of life's daily demands. If maintained, these relationships can enhance and sustain pervasive feelings of happiness. You might ask:

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

Self-Actualization

Happiness comes from a willingness to learn and grow on a journey aligned with 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?

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.
MHS

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 (121)	= Self-Actualization (119)	Your Self-Regard is in balance with your Self-Actualization.
		= Problem Solving (116)	Your Self-Regard is in balance with your Problem Solving.
		= Reality Testing (124)	Your Self-Regard is in balance with your Reality Testing.
	Self-Actualization (119)	= Self-Regard (121)	Your Self-Actualization is in balance with your Self-Regard.
		= Optimism (123)	Your Self-Actualization is in balance with your Optimism.
		= Reality Testing (124)	Your Self-Actualization is in balance with your Reality Testing.
	Emotional Self-Awareness (125)	= Reality Testing (124)	Your Emotional Self-Awareness is in balance with your Reality Testing.
		= Emotional Expression (118)	Your Emotional Self-Awareness is in balance with your Emotional Expression.
		= Stress Tolerance (128)	Your Emotional Self-Awareness is in balance with your Stress Tolerance.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

Balancing EI

Self-Expression

Emotional Expression (118)

Interpersonal Relationships (116)

Your Emotional Expression is in balance with your Interpersonal Relationships.

Assertiveness (126)

Your Emotional Expression is in balance with your Assertiveness.

Empathy (115)

Your Emotional Expression is in balance with your Empathy.

Assertiveness (126)

Interpersonal Relationships (116)

Assertiveness is higher than Interpersonal Relationships, suggesting that your efforts appear to be more directed at voicing your thoughts and opinions than caring for your relationships. You may benefit from working toward a greater balance; if your assertiveness is high try softening your position on a few noncrucial issues so your colleagues see you exercising some “give and take” in your work.

Emotional Self-Awareness (125)

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

Empathy (115)

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

Independence (119)

Problem Solving (116)

Your Independence is in balance with your Problem Solving.

Emotional Self-Awareness (125)

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

Interpersonal Relationships (116)

Your Independence is in balance with your Interpersonal Relationships.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

EQ-i 2.0 assess. predict. perform.

Balancing EI

Interpersonal

Interpersonal Relationships (116)	Self-Actualization (119)	Your Interpersonal Relationships is in balance with your Self-Actualization.
	Problem Solving (116)	Your Interpersonal Relationships is in balance with your Problem Solving.
	Independence (119)	Your Interpersonal Relationships is in balance with your Independence.
Empathy (115)	Emotional Self-Awareness (125)	Your Empathy is lower than your Emotional-Self Awareness. This suggests that although you understand how you feel about a particular situation, you have a tendency to not spend enough time uncovering how others feel. In order to bring your empathy in line with your self-awareness, you will need to reach out more often and ask your team members how they feel about a decision, rather than assuming they feel the same way you do.
	Reality Testing (124)	Your Empathy is in balance with your Reality Testing.
	Emotional Expression (118)	Your Empathy is in balance with your Emotional Expression.
Social Responsibility (119)	Self-Actualization (119)	Your Social Responsibility is in balance with your Self-Actualization.
	Interpersonal Relationships (116)	Your Social Responsibility is in balance with your Interpersonal Relationships.
	Empathy (115)	Your Social Responsibility is in balance with your Empathy.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.

MHS

EQ-i 2.0 assess. predict. perform.

Balancing EI

Decision Making

Problem Solving (116)

Flexibility (125)	Your Problem Solving is in balance with your Flexibility.
Reality Testing (124)	Your Problem Solving is in balance with your Reality Testing.
Emotional Self-Awareness (125)	Your Problem Solving is in balance with your Emotional Self-Awareness.

Reality Testing (124)

Emotional Self-Awareness (125)	Your Reality Testing is in balance with your Emotional Self-Awareness.
Self-Regard (121)	Your Reality Testing is in balance with your Self-Regard.
Problem Solving (116)	Your Reality Testing is in balance with your Problem Solving.

Impulse Control (120)

Flexibility (125)	Your Impulse Control is in balance with your Flexibility.
Stress Tolerance (128)	Your Impulse Control is in balance with your Stress Tolerance.
Assertiveness (126)	Your Impulse Control is in balance with your Assertiveness.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

Balancing EI

Stress Management

Flexibility (125)

Problem Solving (116)

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 (128)

Problem Solving (116)

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

Flexibility (125)

Your Stress Tolerance is in balance with your Flexibility.

Interpersonal Relationships (116)

Your Stress Tolerance is higher than your Interpersonal Relationships result. This could indicate that you may prefer to handle stress on your own rather than reaching out as often as you could to appropriate social resources for help. If you find that you could benefit from the support of others during stressful times, try describing your circumstances to a close friend or colleague as a change from trying to deal with it independently.

Optimism (123)

Self-Regard (121)

Your Optimism is in balance with your Self-Regard.

Interpersonal Relationships (116)

Your Optimism is in balance with your Interpersonal Relationships.

Reality Testing (124)

Your Optimism is in balance with your Reality Testing.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

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.	5
130	I respect myself.	5
132	I'm happy with who I am.	5

Self-Actualization

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

Emotional Self-Awareness

16	I pay attention to how I'm feeling.	5
27	I'm aware of the impact of my mood on others.	5
40	I know what triggers my emotions.	5
62	I'm aware of how I feel.	5
105	I recognize when I'm upset.	5
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.	1
69	It's hard to express my intimate feelings.	1
93	When I'm sad, I talk to people about it.	5
100	I find it difficult to show people how I feel about them.	2
103	I find it difficult to show affection.	1
108	It's hard for me to describe my feelings.	1
117	It's hard for me to smile.	1

Assertiveness

3	I 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.	4
23	When I disagree with someone, I say so.	5
53	I am firm and direct when necessary.	5
86	I stand up for what I believe in.	4
95	I tell people what I think.	5

Independence

4	It's hard for me to make decisions on my own.	2
15	I cling to others.	1
46	I am easily influenced by others.	1
54	I prefer a job in which I'm told what to do.	2
65	It's hard for me to do things on my own.	1
81	I need reassurance from others.	1
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.	4
22	I enjoy talking with people.	5
38	I am easy to approach.	5
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.	5
129	I have good relationships with others.	5

Empathy

13	I'm aware of how others feel.	5
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.	5
110	I am sensitive to the feelings of others.	5
124	I care about other people's feelings.	5

Social Responsibility

11	I act in an environmentally friendly way.	5
18	I try to make a difference in society.	4
20	I like helping people.	5
60	I am a contributing member of the groups to which I belong.	5
61	I contribute to my community.	3
115	I care about social issues.	5

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 trying to solve it.	1
45	I avoid dealing with problems.	3
68	It's hard for me to decide on the best solution when solving a problem.	2

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

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.	4
36	I make realistic plans to achieve my goals.	5
43	I recognize my own biases.	4
57	I have a good sense of my strengths and weaknesses.	5
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.	5
111	I have a good sense of what is going on around me.	5

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.	1
48	When I start talking, it's hard to stop.	1
50	I tend to react hastily.	2
56	It's difficult for me to control my impulses.	1
67	It's hard for me to resist temptation.	2

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.	2
82	It's hard for me to compromise.	1
87	I feel uneasy with last-minute changes.	1
96	It's hard for me to make changes in my daily life.	2
120	I need things to be predictable.	1
122	Change makes me uneasy.	1

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.	5
79	I handle stress without getting too nervous.	5
88	I perform well under pressure.	5
99	I cope well with stressful situations.	5
113	I handle upsetting problems well.	5
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.	5
35	I expect the worst.	1
80	I am hopeful about the future.	5
83	I see the best in people.	5
90	I have good thoughts about the future.	5
98	I expect things to turn out all right, despite setbacks from time to time.	5
116	I have a positive outlook.	5

Happiness

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

indicates inconsistent responses.

Inconsistency Item Pairs

80.	I am hopeful about the future.	5
90.	I have good thoughts about the future.	5
29.	I stay positive even when things get difficult.	5
32.	I am optimistic.	5
130.	I respect myself.	5
132.	I'm happy with who I am.	5
92.	I am satisfied with my life.	5
101.	I'm excited about my life.	5
71.	I am happy.	5
116.	I have a positive outlook.	5
110.	I am sensitive to the feelings of others.	5
124.	I care about other people's feelings.	5
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.	5
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.	2
59	I like everyone I meet.	4
94	I have bad days.	2
119	Things bother me.	3
127	I only care about what is best for others.	2
131	I know the right answer.	3

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

Follow-up Questions

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

Self-Regard

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

Self-Actualization

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

Emotional Self-Awareness

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

Emotional Expression

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

Assertiveness

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

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

Follow-up Questions

Independence

1. Describe your typical style for making decisions.
2. Can you give an example of when you relied on others to make a decision for you? What was the outcome?
3. What feelings do you experience when you need to work independently from others?
   Do these feelings change (i.e., become more or less intense) over time?
4. To what extent do you involve others in the decisions you make?
5. Can you describe a situation where you went against the grain and made a decision that was not the popular choice?
   What was the outcome?

Interpersonal Relationships

1. Describe a time when you had to mediate a conflict between team members. Describe a time when you had to deal with an interpersonal conflict with a team member. How did your emotions differ between experiences?
2. What efforts do you put in to maintaining healthy and effective relationships at work?
   How do you know when a working relationship is effective?
3. Describe what types of social situations make you feel uncomfortable. What is your typical response in these situations?
4. Tell me about a time when you had to put extra effort into maintaining a close relationship.
   What value did this relationship have in your life?
5. Has there ever been a time when your relationships have made it difficult to make a decision or get your work done?

Empathy

1. Tell me about a time when it was really important that you were able to understand the way someone else felt.
   How did you convey this understanding? How did you ensure you understood them?
2. Describe a situation where you were not as sensitive to someone's feelings as you should have been.
   Why do you think this was the case? What could you have done differently?
3. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
4. How do you ensure you have really understood how another person is feeling?
5. Describe a situation where you found it difficult to make a decision because of the way the outcome might impact others.
   What was the result of your decision?

Social Responsibility

1. What have you done recently to help those in need?
2. Describe a situation where you have placed others' needs/interests over your own.
   How often does this type of scenario occur in your life?
3. How do you define "being a team player" in your job? What are some examples of where your success
   can be attributed to your team and not to you alone?
4. What social issues are of particular concern to you? How do you contribute to these causes?
5. Provide an example of when you had to take responsibility for your actions. How did this make you feel?

Problem Solving

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

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?
2. Describe a time where you incorrectly sized up a situation. What information did you misjudge and what was the impact?
3. How would others describe the goals you set? What information do you take into account when you set these goals?
4. Tell me about a time when you should have been more objective rather than relying on a "gut feeling".
   How do you confirm that your "gut feeling" is accurate?
5. Tell me about a time when you should have listened to your instincts rather than being so objective. How do you confirm that your instincts are reliable?

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

Follow-up Questions

Impulse Control

1. How do you typically deal with an impulse to act?
2. Tell me about a time when you had to exercise patience and control over your behavior.
3. Describe a situation where you were impatient and reacted hastily. How did this impact the end result?
4. Describe a situation where it was beneficial for you to act quickly. How did this make you feel?
5. Has your impulsiveness ever created problems for you? How do you think others view your behavior in these instances?

Flexibility

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

Stress Tolerance

1. How do you tackle stressful circumstances at work? What is an example of where you had to manage stress in order to get your job done?
2. What circumstances are stressful for you? How do you proactively manage these circumstances in order to reduce the stress you experience?
3. How does stress manifest itself in the way you feel (i.e., emotionally, physically) or act? Can you detect the very onset of stress in your body?
4. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
5. Describe a time when it was important for you to remain calm under pressure. What skills or techniques did you use? How were others impacted in this situation?

Optimism

1. Would you describe yourself as having positive or negative expectations about how things will turn out? How does this impact the way you set goals and objectives?
2. Describe a project/task where you experienced several setbacks. What was your approach to overcoming these difficulties?
3. When planning and setting goals, how do you manage risk? What does your contingency plan look like?
4. Describe a situation where you were overly positive or overly negative in your expectations about how things would turn out. What impact did your outlook have on your performance and that of others?
5. What are some resources or strategies you draw upon in order to stay positive about the future?

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. MHS

EQ-i 2.0 assess. predict. perform.

Action Plan

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

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

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

1.
2.
3.

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

1.
2.
3.

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

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

Action Planner (example)

I commit to this action plan _____ .
(signature)

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.
MHS

EQ-i 2.0 assess. predict. perform.

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 _____

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.

MHS

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

Preparing for the Debrief

Review the Report

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

Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
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 general population, 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?

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.

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.	❑ It sounds like it is important for you to ___ on the job. 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?
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?

Copyright © 2011 Multi-Health Systems Inc. All rights reserved.