EQ-i 2.0
assess. predict. perform.

GROUP

REPORT

Insert Personalized Title
SAMPLE

Assessments Completed Between:
December 18, 2013 and December 20, 2013

Report Generated on: January 13, 2014

Total in Group: 10

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EQ-i 2.0 Model of Emotional Intelligence

SELF-PERCEPTION

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

Emotional Self-Awareness includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

STRESS MANAGEMENT

Flexibility is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

SELF-EXPRESSION

Emotional Expression is openly expressing one's feelings verbally and non-verbally.

Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

Independence is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

DECISION MAKING

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

INTERPERSONAL

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

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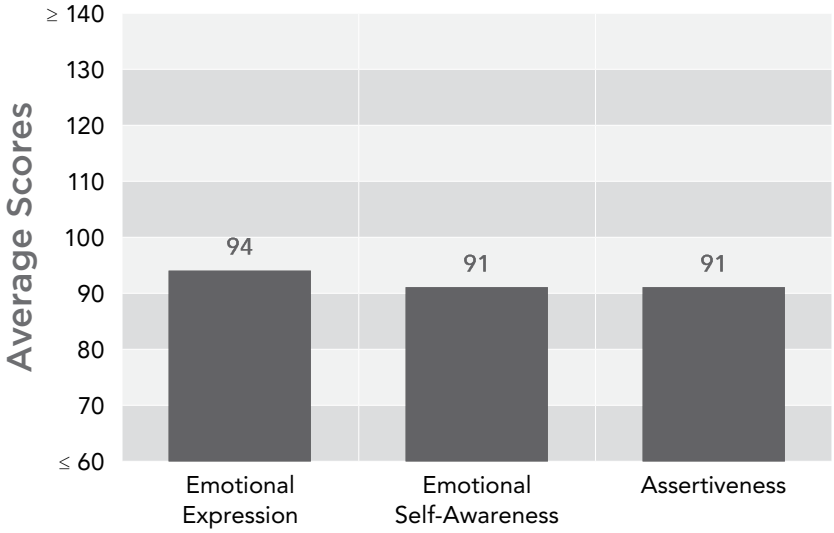
Executive Summary

Highest Three Subscales

The top three subscales for the group are Emotional Expression, Emotional Self-Awareness, and Assertiveness.



Emotional Expression
constructive expression of emotions

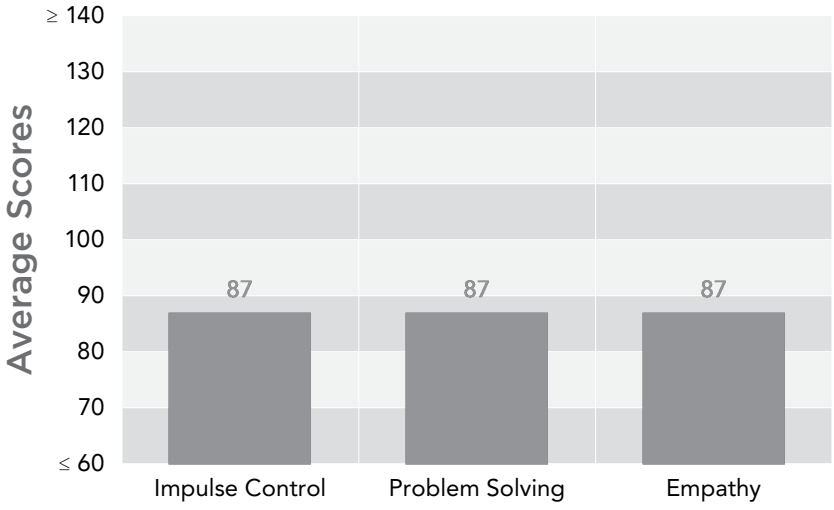
Emotional Self-Awareness
understanding own emotions

Assertiveness
communicating feelings, beliefs; non-offensive

*Note: There are other subscales that have tied for the highest three scores.

Lowest Three Subscales

The bottom three subscales for the group are Impulse Control, Problem Solving, and Empathy.



Impulse Control
resist or delay impulse to act

Problem Solving
find solutions when emotions are involved

Empathy
understanding, appreciating how others feel

*Note: There are other subscales that have tied for the lowest three scores.

Refer to the subscale pages and the strategies for action to learn about methods to develop the group's areas for improvement and how to leverage existing strengths. Be mindful that the average scores shown in the Executive Summary can be misleading if one doesn't examine the distribution of individual scores. There may be important differences within the group that are washed out when averages are calculated.

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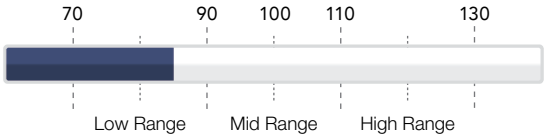
Overview of Group Results

Total EI: 85



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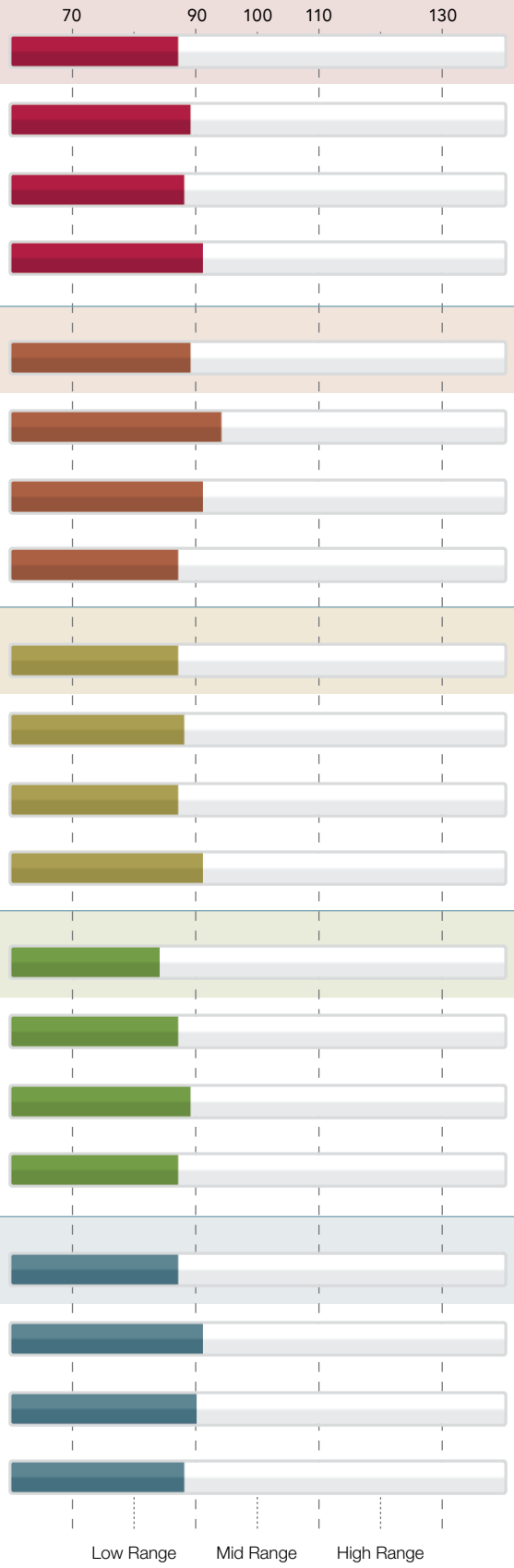

Self-Perception Composite — 87

- **Self-Regard** — Respecting oneself; confidence — 89
- **Self-Actualization** — Pursuit of meaning; self-improvement — 88
- **Emotional Self-Awareness** — Understanding own emotions — 91

Self-Expression Composite — 89

- **Emotional Expression** — Constructive expression of emotions — 94
- **Assertiveness** — Communicating feelings, beliefs; non-offensive — 91
- **Independence** — Self-directed; free from emotional dependency — 87

Interpersonal Composite — 87

- **Interpersonal Relationships** — Mutually satisfying relationships — 88
- **Empathy** — Understanding, appreciating how others feel — 87
- **Social Responsibility** — Social conciousness; helpful — 91

Decision Making Composite — 84

- **Problem Solving** — Find solutions when emotions are involved — 87
- **Reality Testing** — Objective; see things as they really are — 89
- **Impulse Control** — Resist or delay impulse to act — 87

Stress Management Composite — 87

- **Flexibility** — Adapting emotions, thoughts and behaviors — 91
- **Stress Tolerance** — Coping with stressful situations — 90
- **Optimism** — Positive attitude and outlook on life — 88

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Strategies for Action

Highest Three Subscales | Lowest Three Subscales

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Self-Perception

Self-Regard

- Being able to utilize strengths at work is related to increased engagement. Have the group identify individual/team strengths and attempt to link consideration of strengths to task assignment.
- Learn from mistakes; have the team develop action plans to rectify a particular obstacle.

Self-Actualization

- This group may benefit from defining its mission, vision, and values. Use mission setting techniques to redefine a sense of purpose. Encourage them to explore their new sense of self within this mission.
- Have individuals work on new skills and integrate them into their group roles.

Emotional Self-Awareness

- Examine the reasons why certain decisions conjure up certain emotions with the group.
- Have the group work on identifying the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.

Self-Expression

Emotional Expression

- Continue the discussion of emotions, especially ones that are harder to express. Have the group identify triggers for "bottling" emotions; discuss how to eliminate these triggers.
- Create a code of conduct for sharing positive emotions; show appreciation to colleagues.

Assertiveness

- Use visualization techniques to help the group see a successful, assertive outcome when interacting with others. How can they be direct and firm when necessary?
- Brainstorm assertive behaviors/ language that can help the group get its point across more effectively.

Independence

- Have the group choose less risky decisions to work on independently. Have them brainstorm the resources available to them to make decisions on their own.
- Have the group describe independence within the group. Establish emotionally-independent behaviors for them to demonstrate.

Interpersonal

Interpersonal Relationships

- Team or trust building exercises might work well with this team to foster an understanding of the importance of relationships.
- Brainstorm ways this group can celebrate big milestones (e.g., launch of a product, birthdays, promotions) to foster improved relationships.

Empathy

- This group should list stakeholders' perspectives before making a decision. Have them consider other viewpoints and implications before decisions are made.
- Have the group brainstorm cues for major emotions to help them relate to others' emotions during meetings and conversations.

Social Responsibility

- What causes call the team to action? Are there certain initiatives that motivate better citizenship? Have the team come to a consensus on a cause they can all support.
- Suggest they try to engage other teams in socially responsible behavior to spur collective action in the organization.

Decision Making

Problem Solving

- Use different language (e.g., "what if"/"imagine") to anticipate possibilities/solutions.
- Embrace a "solutions-focused" mindset by focusing on solutions, not on problems. Have the group understand the benefits of emotions, rather than seeing them as barriers.

Reality Testing

- Teach this group the SWOT approach.
- Have the team suspend their current beliefs. Take an issue they are dealing with and have them analyze it from at least 4 different points of view (e.g., from perspective of customers, stakeholders, the executive board, employees).

Impulse Control

- Have the group brainstorm ways they will think before responding to a situation to arrive at the best solution.
- Listen to what colleagues say before attempting to produce the best possible outcome. Create a "no interrupting" rule for meetings.

Stress Management

Flexibility

- Ensure that proper training and resources are available to deal with change.
- Brainstorm ideas with the team to arrive at solutions to cope with new developments.

Stress Tolerance

- Find a confidant at work with whom the stresses of the day can be shared.
- Distract yourself from challenges at work by engaging in restful pursuits (e.g., walk, bike ride).

Optimism

- Focus on the team's strengths (e.g., public speaking) rather than its problems/flaws. Look into techniques of positive psychology to help the team leverage strengths.
- Ignore what cannot be changed in the environment and think about what can be changed.

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