



EQ-i^{2.0}
assess. predict. perform.

Leadership

Coach Report

Sample Participant

April 6, 2023



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v.1.3.

Response Style Explained

 Indicates there is a possible validity concern and further examination is needed.

Participant Summary

Name: Sample Participant	Completion Date: April 6, 2023
Age: 37	Time to Completion: 61:00
Gender: Male	Norm Type: General Population - Male, 30-39 years
Assessment Language: English (North America)	Norm Region: US/Canada

Inconsistency Index: 6

The Inconsistency Index is greater than or equal to 3 indicating a possible inconsistent response style. Results should be interpreted with caution as this person may have rushed the assessment, not taken the task seriously, or been highly swayed by wording subtleties between the item pairs. You may want to check the time to completion and delve into the item discrepancies further with the respondent.

Note. Item pairs with score discrepancies can be found in the Item Responses section of this report.

Positive Impression: 1

The Positive Impression Index is less than 3 indicating that responses were not likely the result of an overly positive response style.

Item 133 (My responses to the preceding sentences were open and honest): 5







The respondent's response was **Always/Almost Always**.

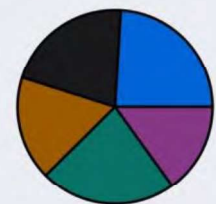
Omitted Items: 0% overall omission rate

No Items were omitted.

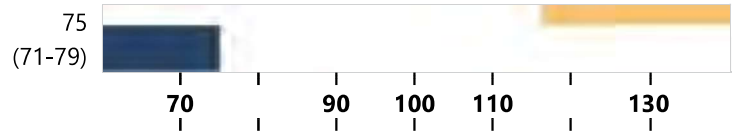
Response Distribution

Responses

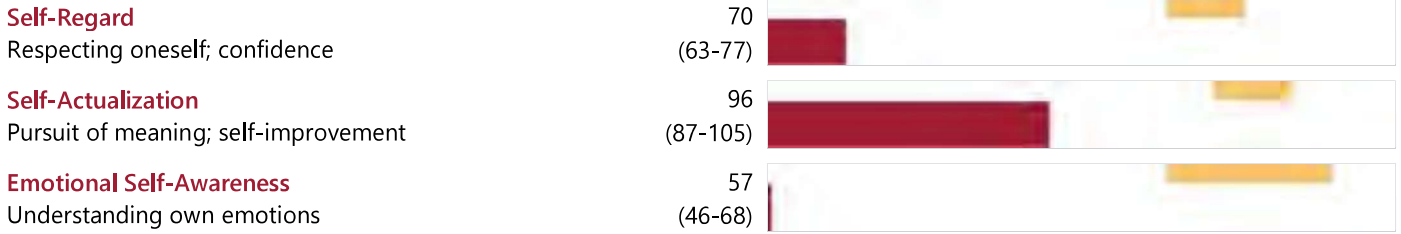
-  ? = 0%
-  1. Never/Rarely = 24%
-  2. Occasionally = 21%
-  3. Sometimes = 17%
-  4. Often = 23%
-  5. Always/Almost Always = 15%



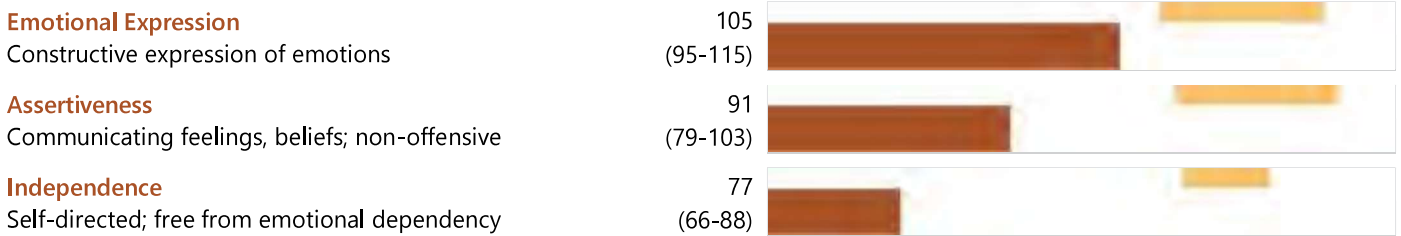
Total EI



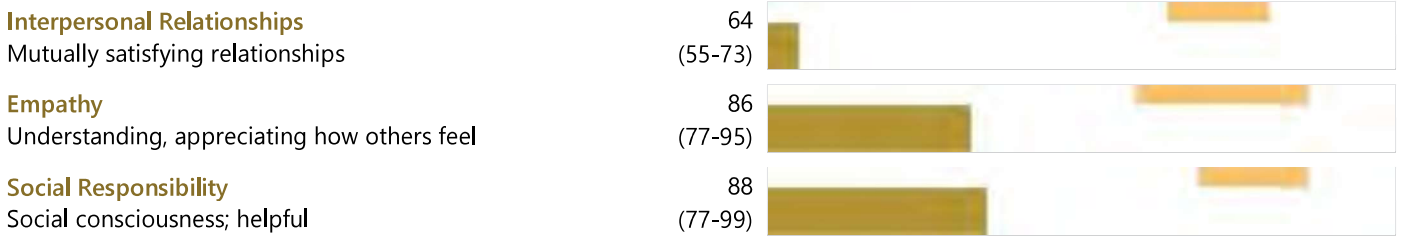
Self-Perception Composite



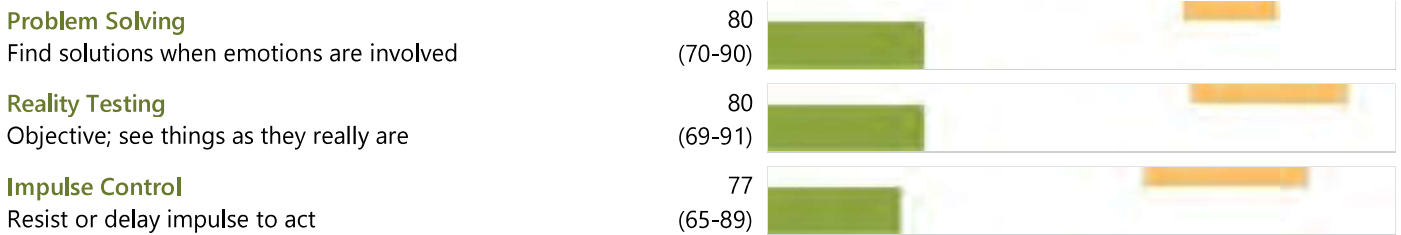
Self-Expression Composite



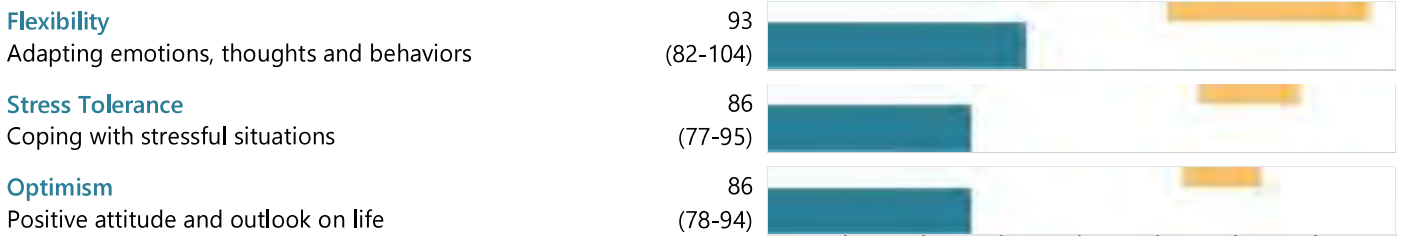
Interpersonal Composite



Decision Making Composite



Stress Management Composite



Note: Values in brackets = 90% confidence intervals; nine times out of ten, the respondent's true score would fall within such ranges.



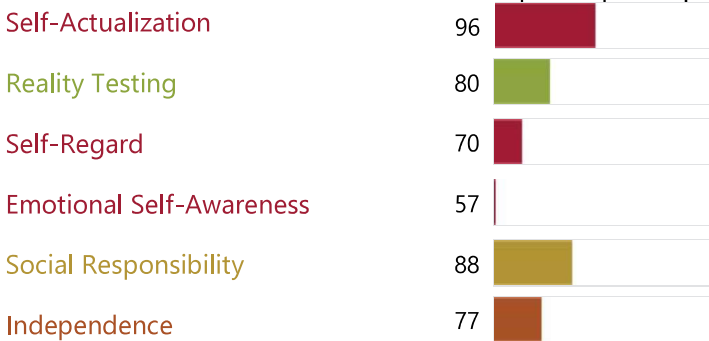
Leadership Potential

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

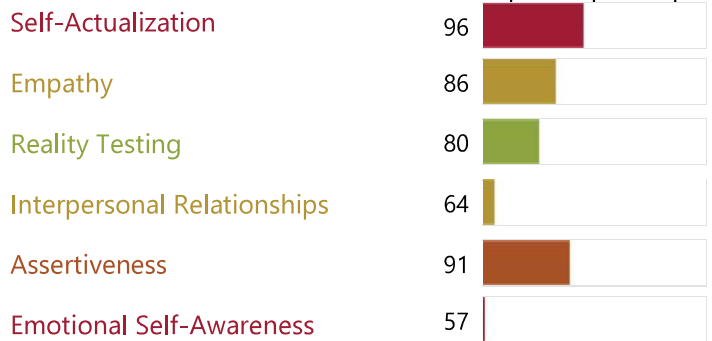
Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.



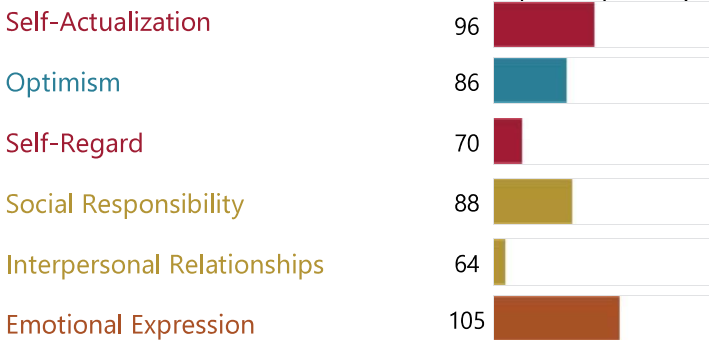
Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.



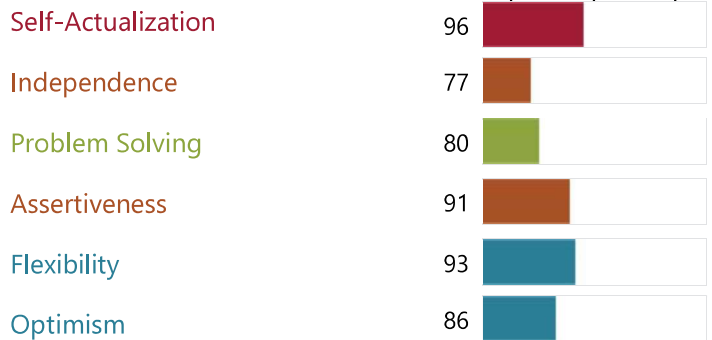
Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.



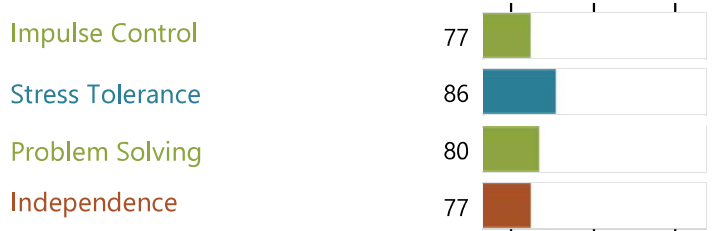
Innovation

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



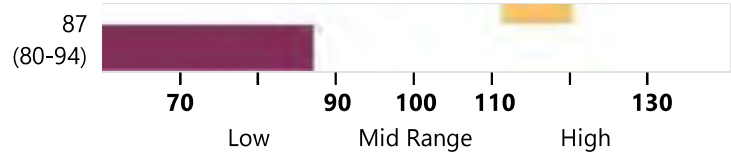
Leadership Derailers

Based on your client's results on these four subscales, they may be at a **very high risk of derailment**. Low scores on any of these four subscales are associated with a more passive or avoidant leadership style. Your client's team may see them as being ineffective at times and may not be fully satisfied under their leadership. Strengthening any of these subscales using the strategies on the subscale pages may help your client reach their true leadership potential.



Well-Being Indicator

Happiness satisfied with life; content.



How to Use this Page

Happiness includes feelings of satisfaction, contentment, and the ability to enjoy the many aspects of one’s life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your client’s result in Happiness is like an indicator of their emotional health and well-being.

Your client’s Happiness result is shown below, linked to their results on the four subscales most often associated with Happiness.

Happiness

Because Happiness is so interconnected with all EI abilities, and in particular the four noted below, your client may find further development opportunities if they explore how these contribute to their level of Happiness, and vice versa.

Your client’s result in Happiness suggests that it may be difficult for them to enjoy life or show enthusiasm and cheerfulness towards work and towards those being led. This lower Happiness may dampen any shining strengths in other EI skill areas making it difficult for others to see past this discontentment. Your client may:

- Experience periods of apathy or discontent, making it difficult to inspire others.
- View life as being all about work and not play.
- Withdraw from leadership responsibilities, social situations, friends and colleagues.

Additionally, your client’s level of Happiness may be related to current life circumstances. For example, perhaps a part of their life has been affected by the death or illness of someone close to them, a change at work, a problem with a close relationship, or financial setbacks. If a specific life circumstance is indeed the cause of unhappiness, dealing with that circumstance by leveraging their EI strengths will be fundamental to moving forward and experiencing increased contentment.

Self-Regard 70

Happiness is a by-product of believing in oneself and living according to your own values. Your client’s low Self-Regard may lead to a questioning of values, performance, and decisions, ultimately lowering happiness. You might ask:

- What leadership skills are strengths for you? Can you use them more often?
- How can you show more conviction in your decisions? How will this help your leadership?

Optimism 86

In the face of setback and disappointment, the ability to regroup and reclaim a happy state is contingent on one’s level of optimism. Because your client’s optimism is low, a positive outlook and a view of the good in life as personal, permanent, and justifiable are unlikely to be adopted. You might ask:

- How can you reframe situations to view your leadership role in a more positive light?
- Are you aware that your less positive outlook has an effect on your team?

Interpersonal Relationships 64

Well-developed relationships help shield and buffer us from the negative effects of life’s daily demands. Your client’s lower result in Interpersonal Relationships suggests that a strong, supportive network may not be available to help restore happiness when it is most needed. You might ask:

- Do you have a mentor at work? You may wish to pinpoint one or more likely candidates.
- Do you try to gain feedback and advice from colleagues? Seek their input to improve your leadership skills.

Self-Actualization 96

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your client’s result suggests a good level of self-actualization, but further improving upon it will promote feelings of life achievement and overall happiness. You might ask:

- What responsibilities in your current leadership role allow you to feel self-actualized?
- Can you identify ways to spend more time on those specific activities (e.g., by delegating other tasks to colleagues)?

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 your client.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into this imbalance is recommended.
- When an equal sign (=) is shown, the subscale scores are not significantly different from one another and therefore are well-balanced. To maintain this balance, you can guide your client to consider ways they can develop the subscales in tandem.

Self-Perception

Self-Regard 70	<	Self-Actualization	96	Your Self-Regard is lower than your Self-Actualization. These components can be aligned by evaluating self-worth in terms of concrete achievements. When appropriate, take time to recognize successes and how they reflect upon your abilities. Finally, consider strengths and weaknesses when determining activities to pursue.
	<	Problem Solving	80	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	80	Your Self-Regard is lower than your Reality Testing. Remember that although input from external sources is important, self-regard is about your own evaluation of self-worth, and should not be overly influenced by external sources. Seek objective feedback, but give primary importance to your own sense of personal success.
Self-Actualization 96	>	Self-Regard	70	Your Self-Actualization is higher than your Self-Regard. To balance these components, set realistic goals that are challenging and aligned with what you are trying to achieve in life. If you set goals that are unrelated to what is important to you, accomplishing them will not necessarily improve your self-worth.
	>	Optimism	86	Your Self-Actualization result is higher than your Optimism result. These components can be better balanced by taking the time to recognize and celebrate successes. This approach is a good way to stay focused on positive results and become more optimistic toward future endeavors.
	>	Reality Testing	80	Your Self-Actualization is higher than your Reality Testing. To balance these components, goals and aspirations should be tempered with a sense of realism. Create both long-term and short-term goals to help you achieve your aspirations. This approach provides a sense of the short-term resources needed to be successful and thus brings a reality check into the process that also speaks to the viability of the long-term goals.
Emotional Self-Awareness 57	<	Reality Testing	80	Your Emotional Self-Awareness is lower than your Reality Testing. Do you have a tendency to concentrate more on the feelings of others and the situation at hand than on your feelings? Maintaining a balance between these two areas will allow you to consider your own feelings in concert with the feelings of others and within a given context.
	<	Emotional Expression	105	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	86	Your Emotional Self-Awareness is lower than your Stress Tolerance. To balance these components, the object is to learn to recognize and process the emotions involved in the situation. By using Emotional Self-Awareness effectively to deal with the emotions, you will be better prepared to perform under stress until a proper resolution is found.

Balancing EI

Self-Expression

Emotional Expression 105	>	Interpersonal Relationships	64	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	91	Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing Emotional Expression and Assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see.
	>	Empathy	86	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 91	>	Interpersonal Relationships	64	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	57	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	86	Your Assertiveness is in balance with your Empathy.
Independence 77	=	Problem Solving	80	Your Independence is in balance with your Problem Solving.
	>	Emotional Self-Awareness	57	Your Independence is higher than your Emotional Self-Awareness. When these components of EI are in balance, you seek feedback from others on your emotions without being overly dependant on that feedback. There are times when it is a good idea to seek a sounding board; gaining a second opinion on the way you are feeling can enhance your effectiveness.
	>	Interpersonal Relationships	64	Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collaboration can help establish positive relationships.

Balancing EI

Interpersonal

Interpersonal Relationships 64	<	Self-Actualization	96	Your Interpersonal Relationships result is lower than your Self-Actualization result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.
	<	Problem Solving	80	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	77	Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognize that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.
Empathy 86	>	Emotional Self-Awareness	57	Your Empathy is higher than your Emotional Self-Awareness. This imbalance suggests that you may put the thoughts and feelings of others ahead of your own, running the risk that you neglect yourself. The optimal balance here is achieved by taking the feelings of others into account, without neglecting your own feelings and needs.
	=	Reality Testing	80	Your Empathy is in balance with your Reality Testing.
	<	Emotional Expression	105	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 88	=	Self-Actualization	96	Your Social Responsibility is in balance with your Self-Actualization.
	>	Interpersonal Relationships	64	Your Social Responsibility result is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect with individuals who are involved in the activities you pursue. Remember that being socially responsible can happen even on the smallest scale, helping one person at a time.
	=	Empathy	86	Your Social Responsibility is in balance with your Empathy.

Balancing EI

Decision Making

	<	Flexibility	93	Your Problem Solving is lower than your Flexibility. To balance these areas, consideration should be given to alternate solutions, but once a course of action is chosen it should be implemented with commitment. Ideally, you want to remain open to changing your plan when required, but doing so too frequently without due cause can be inefficient over the long-term, and create confusion for those around you.
Problem Solving 80	=	Reality Testing	80	Your Problem Solving is in balance with your Reality Testing.
	>	Emotional Self-Awareness	57	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	57	Your Reality Testing is higher than your Emotional Self-Awareness. Balancing these aspects of EI means objectively analyzing information, but also remaining receptive to your emotions and others' emotions. The right synthesis involves considering emotional reactions in addition to practical logistics as you go about your work and life.
Reality Testing 80	>	Self-Regard	70	Your Reality Testing is higher than your Self-Regard. To align these components, set meaningful but attainable goals and base your self-assessment on the accomplishment of these goals. The use of objective, supportive feedback can be helpful.
	=	Problem Solving	80	Your Reality Testing is in balance with your Problem Solving.
Impulse Control 77	<	Flexibility	93	Your Impulse Control is lower than your Flexibility. It is important to remain open to new ideas and change, as long as changes are not made haphazardly without proper thought to the implications of the changes. Creating a balance between impulse control and flexibility can result in more efficient and effective actions.
	=	Stress Tolerance	86	Your Impulse Control is in balance with your Stress Tolerance.
	<	Assertiveness	91	Your Impulse Control is lower than your Assertiveness. Assertiveness works effectively with impulse control when your actions are made with confidence after due consideration to those around you and to the circumstances. This relationship can be balanced by taking time to consider the appropriateness of what you want given the circumstances, then leveraging your assertiveness to act in the most effective manner.

Balancing EI

Stress Management

Flexibility 93	>	Problem Solving	80	Your Flexibility is higher than your Problem Solving. It is good to be open to change and to consider options, as long as you don't get stuck making a decision or postponing action. The best decisions usually involve proper consideration of alternatives, and the ability to act when needed.
	>	Independence	77	Your Flexibility is higher than your Independence. These components are balanced when you remain open to new ideas and approaches, but are able to remain convicted to your ideas when you believe something is important, even if it differs from the consensus or viewpoint of others. You want to be receptive to the ideas of others, but avoid being passively compliant, or simply going along with the crowd.
	>	Impulse Control	77	Your Flexibility is higher than your Impulse Control. To balance these components, avoid making changes without factoring in long-term considerations. Watch for others' reactions to the changes you bring about. If they aren't on board, it may be a sign that your changes are not well justified.
Stress Tolerance 86	=	Problem Solving	80	Your Stress Tolerance is in balance with your Problem Solving.
	=	Flexibility	93	Your Stress Tolerance is in balance with your Flexibility.
	>	Interpersonal Relationships	64	Your Stress Tolerance is higher than your Interpersonal Relationships result. Achieving balance here will help others to better understand your circumstances while allowing you to gain insight into how others are affected by stress. In times of stress, it is often helpful to describe your circumstances to a friend or colleague. This practice may prove insightful and result in healthy and open relationships.
Optimism 86	>	Self-Regard	70	Your Optimism is higher than your Self-Regard. When these two components are working effectively together, self-confidence helps to drive and promote positive expectations about the future. It is good to be optimistic but it is also important to know the skills and expertise that will be required of you as you plan and prepare for the future.
	>	Interpersonal Relationships	64	Your Optimism is higher than your Interpersonal Relationships result. Balancing optimism with well-developed interpersonal relationships can help you to remain positive and realistic. Also, by using your interpersonal relationships effectively, you can get important feedback to help keep your optimism grounded.
	=	Reality Testing	80	Your Optimism is in balance with your Reality Testing.