



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

Higher Education

Counselor's Report

John Smith

Sample Report

Sample Report

August 20, 2013

EQEDGE
Consulting

Response Style Explained

Participant Summary

Name: John Smith

Completion Date: August 20, 2013

Age: 19

Time to Completion: 07:29

Gender: Male

Norm Type: Higher Education: Overall

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

John's response was: **Always/Almost Always.**

Omitted Items: 0% overall omission rate

No items were omitted.

Response Distribution

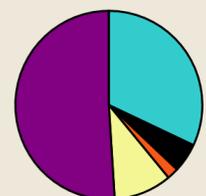
John tended to use the extreme ends of the scale (1 or 5).

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 extreme ends of the scale?"*

Responses

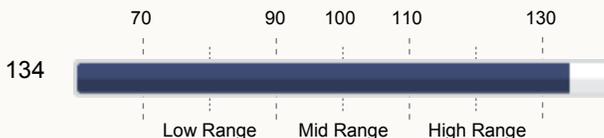
- 1. Never/Rarely = 32%
- 2. Occasionally = 5%
- 3. Sometimes = 2%
- 4. Often = 10%
- 5. Always/Almost Always = 51%





Overview

Total EI



Self-Perception Composite

Self-Regard

Respecting oneself; Confidence



Self-Actualization

Pursuit of meaning; Self-improvement



Emotional Self-Awareness

Understanding own emotions



Self-Expression Composite

Emotional Expression

Constructive expression of emotions



Assertiveness

Communicating feelings, beliefs; Non-offensive



Independence

Self-directed; Free from emotional dependency



Interpersonal Composite

Interpersonal Relationships

Mutually satisfying relationships



Empathy

Understanding, appreciating how others feel



Social Responsibility

Social consciousness; Helpful



Decision Making Composite

Problem Solving

Find solutions when emotions are involved



Reality Testing

Objective; See things as they really are



Impulse Control

Resist or delay impulse to act



Stress Management Composite

Flexibility

Adapting emotions, thoughts and behaviors



Stress Tolerance

Coping with stressful situations



Optimism

Positive attitude and outlook on life

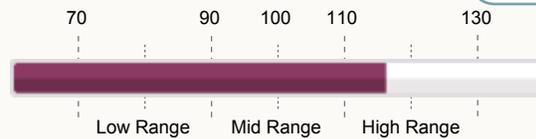


70 90 100 110 130
Low Range Mid Range High Range

Well-Being Indicator

Satisfied with life; Content

116



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

- Exude cheerfulness at both work and play while participating in activities truly enjoyed.
- Enthusiastically participate in class, which can be a buffer against boredom or disengagement.

Self-Regard (122)

Happiness is a by-product of believing in yourself and living according to what you believe in. Your student's high level of Self-Regard helps promote self-confidence and a solid understanding of strengths and weaknesses. Both can enhance life satisfaction. You might ask:

- How do you envision success at school? What career goals have you thought of?
- What are some strategies you have used in the past (e.g., positive self-talk) to be confident and self-assured?

Optimism (119)

In the face of setback and disappointment, the ability to return to a happy state requires Optimism. This result indicates that your student has a high level of Optimism and adopts a positive mindset during tough times throughout the school year. This approach to life enhances and sustains pervasive feelings of happiness. You might ask:

- Does your optimism help you achieve better grades?
- Can your optimistic outlook be used to help friends overcome difficulty?

Interpersonal Relationships (123)

Your Interpersonal Relationships result indicates that your student has well-developed relationships that help shield him 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 trusted friend or family member who helps buffer any stressful or negative events that you encounter?
- How can you effectively leverage your network to maintain happiness at school?

Self-Actualization (122)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your student's level of self-motivation and desire for an enriched life ultimately drive his life achievements and overall happiness. You might ask:

- Can you pinpoint the emotions you experience when you feel you are fully using your talents?

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		5
19		4
31		1
64		1
89		1
128		5
130		5
132		5

Self-Actualization

8		5
49		5
58		5
63		5
73		5
76		5
104		4
109		5
118		5

Emotional Self-Awareness

16		5
27		4
40		4
62		5
105		5
121		4
125		5

Emotional Expression

39		1
47		5
69		1
93		5
100		1
103		1
108		1
117		1

Assertiveness

3		1
7		5
21		5
23		5
53		5
86		5
95		5

Independence

4		1
15		1
46		1
54		2
65		1
81		1
97		2
114		1

Interpersonal Relationships

9		5
22		5
38		4
41		5
66		5
74		5
102		5
129		5

Empathy

13		5
24		5
30		5
52		2
70		5
78		5
91		5
110		5
124		5

Social Responsibility

11		4
18		5
20		5
60		5
61		5
115		5

Problem Solving

17		1
37		1
45		1
68		1



Item Responses

72	...	2
75	...	1
84	...	1
112	...	1

Reality Testing

14	...	5
36	...	5
43	...	5
57	...	5
77	...	5
85	...	5
107	...	5
111	...	5

Impulse Control

2	...	1
5	...	1
34	...	1
44	...	1
48	...	1
50	...	1
56	...	1
67	...	1

Flexibility

6	...	1
33	...	1
42	...	1
82	...	1
87	...	1

96	...	1
120	...	1
122	...	1

Stress Tolerance

1	...	5
26	...	1
55	...	5
79	...	5
88	...	5
99	...	5
113	...	4
123	...	1

Optimism

29	...	5
32	...	5
35	...	2
80	...	5
83	...	5
90	...	5
98	...	4
116	...	5

Happiness

12	...	1
28	...	1
51	...	5
71	...	5
92	...	5
101	...	4
106	...	4
126	...	5

Inconsistency Item Pairs indicates inconsistent responses

80.	...	5	110.	...	5
90.	...	5	124.	...	5
29.	...	5	28.	...	1
32.	...	5	31.	...	1
130.	...	5	88.	...	5
132.	...	5	99.	...	5
92.	...	5	70.	...	5
101.	...	4	78.	...	5
71.	...	5	106.	...	4
116.	...	5	126.	...	5

Positive Impression/Negative Impression

25	...	3	119	...	2
59	...	3	127	...	4
94	...	2	131	...	4



Action Plan

The steps your student 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 student closer to his/her goals. 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 your student 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 student 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 student would like to have (e.g.team player, clear communicator). In some way the goals you outline in this action plan should help your student achieve the overall qualities he/she identified.

- 1.
- 2.
- 3.

Transfer your student’s **SMART** goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Demonstrate assertiveness when I speak to my English prof about my essay grade.	Tomorrow during her office hours.	Increase my assertiveness.	<ul style="list-style-type: none"> • A better grade. • Feedback on how to improve my next essay. • Positive feedback from my prof on assertive approach. 	Practice with my roommate and get his feedback.	My prof isn’t available. I lose my nerve.

I commit to this action plan _____ .
(signature)

EI Development Commitment

A Development Commitment is a tool to help hold your student accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back into our routine and school demands win the competition for our time and attention.

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

My Student's Development Goals

My student's plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____

Your Student's Signature _____



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

Preparation

- 1. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 2. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 3. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 4. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 5. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 6. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 7. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 8. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 9. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.
- 10. Review the EQ-i 2.0 manual page and understand the EQ-i 2.0 score.

Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
1. Self-Report	<ul style="list-style-type: none"> □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. 	<ul style="list-style-type: none"> □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score? □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score? □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score?
2. Review Results	<ul style="list-style-type: none"> □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. □ Explain the importance of the self-report and the role of the self-report in the EQ-i 2.0 score. 	<ul style="list-style-type: none"> □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score? □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score? □ How do you feel about the self-report and the role of the self-report in the EQ-i 2.0 score?





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

Phase	Points to Keep in Mind	Questions to Ask
<p>1. Overview</p> <p>In this phase, the goal is to establish the understanding of the challenge that you are facing. It is important to understand the situation, what is at stake, and what is being asked of you. This includes understanding the context, the stakes, and the expectations.</p>	<p>Understand the situation, what is at stake, and what is being asked of you.</p> <p>Be clear about the challenge.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What is the challenge that you are facing? <input type="checkbox"/> What is the challenge that you are facing? <input type="checkbox"/> What is at stake in this situation? <input type="checkbox"/> Why is this challenge important? <input type="checkbox"/> What is the challenge for you? <input type="checkbox"/> What are you going to do to solve it? <input type="checkbox"/> Why is this challenge important? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> Is there a way to solve the challenge that you are facing? <input type="checkbox"/> How do you see the challenge in your mind?
<p>2. Explore the challenge</p> <p>This phase is about understanding the challenge in more detail. It is important to understand the context, the stakes, and the expectations. This includes understanding the situation, what is at stake, and what is being asked of you.</p>	<p>Understand the challenge in more detail.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality?
<p>3. Explore the results</p> <p>The goal here is to help you understand the results of the challenge. It is important to understand the context, the stakes, and the expectations. This includes understanding the situation, what is at stake, and what is being asked of you.</p>	<p>Understand the results of the challenge.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What is the challenge for you? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality?
<p>4. Review</p> <p>The goal here is to help you understand the results of the challenge. It is important to understand the context, the stakes, and the expectations. This includes understanding the situation, what is at stake, and what is being asked of you.</p>	<p>Understand the results of the challenge.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality? <input type="checkbox"/> How do you see the challenge in your mind? <input type="checkbox"/> How do you see the challenge in reality?

