



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

COACH WORKPLACE

REPORT

Emily Parker

April 14, 2025



Response Style Explained

No validity concerns were found for this report.

PARTICIPANT SUMMARY

Name: Emily Parker
 Age: 35
 Gender: Female

Completion Date: April 14, 2025
 Time to Completion: 09:18
 Norm Type: Professional - Overall
 Norm Region: Global

INCONSISTENCY INDEX: 0

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

POSITIVE IMPRESSION: 0

NEGATIVE IMPRESSION: 0

Both the Positive and Negative Impression indices are less than 3. Responses are likely neither the result of an overly positive, nor an overly negative response style. You may want to ask:

"Tell me about your process for responding to the items."

"What did you think of the items? Were any particularly difficult to respond to?"

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

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

OMITTED ITEMS: 0% overall omission rate

No items were omitted.

RESPONSE DISTRIBUTION

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

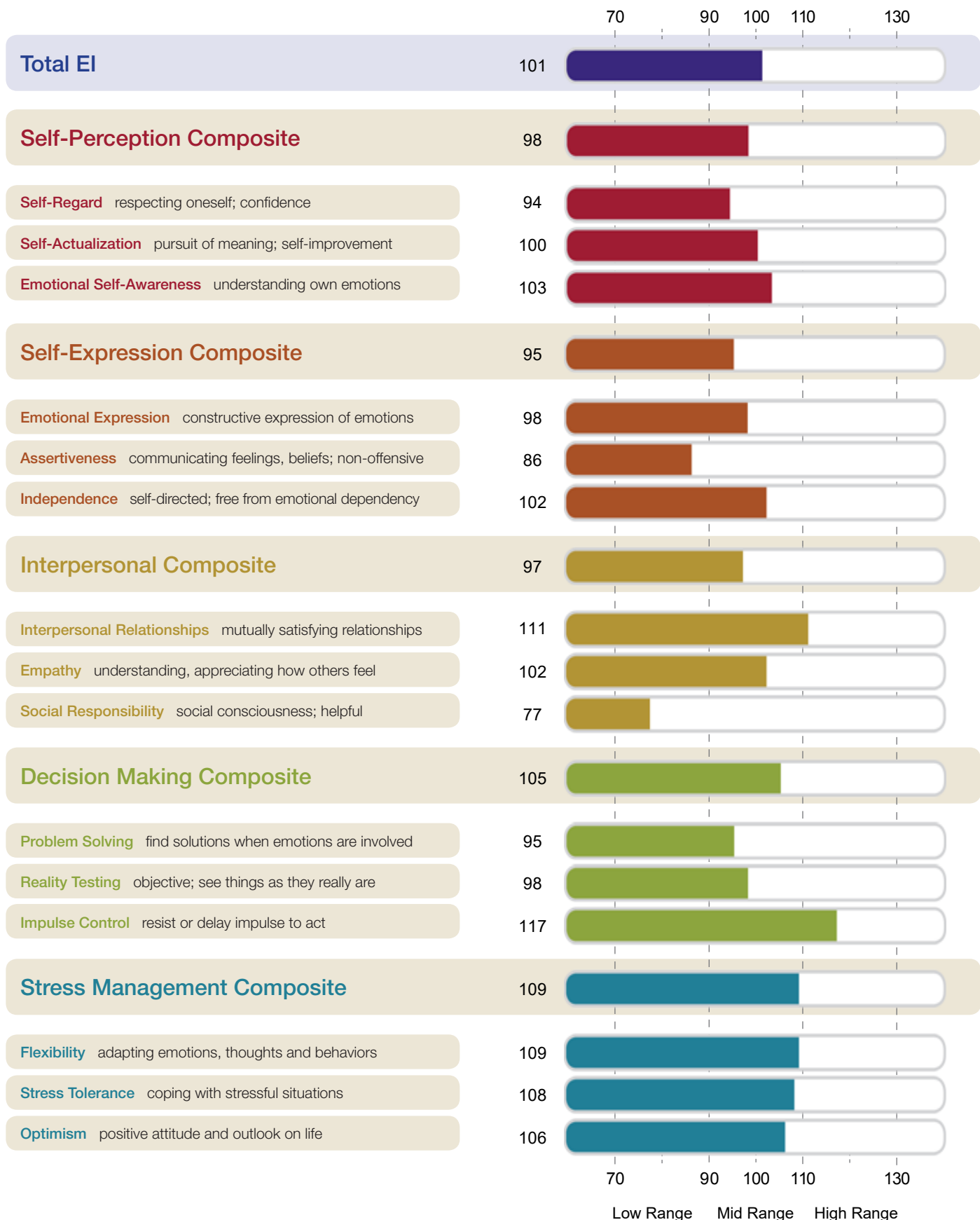
Responses

- ? = 0%
- 1. Never/Rarely = 9%
- 2. Occasionally = 26%
- 3. Sometimes = 12%
- 4. Often = 37%
- 5. Always/Almost Always = 16%





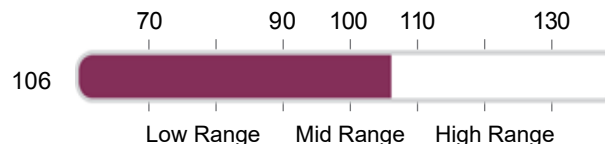
Overview of Results





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

Happiness

The result in Happiness suggests that your client feels satisfied with life, and generally enjoys the company of others and work responsibilities. Your client may:

- have fun at both work and play.
- be seen by coworkers as likeable and pleasant to be around.
- have to occasionally manage discontentment with certain aspects of life.

Although your client has no low scores in the four subscales typically tied to Happiness, you should further examine other lower scoring subscales (Assertiveness and Social Responsibility) which may be holding your client back from experiencing greater happiness. Are there goals your client can set that are related to these areas?

Self-Regard (94)

Happiness is a by-product of believing in oneself and living according to your own values. Although your client has good self-regard, there are times when self doubt may create feelings of unhappiness. Strengthening self-regard may help to enhance life satisfaction and well-being. You might ask:

- Reflect on past accomplishments by identifying skills that enabled you to be successful.
- If you could improve one facet of your life, what would it be? Why?

Optimism (106)

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 suggest that your client is optimistic and hopeful most of the time, but perhaps could use this outlook more frequently so that Happiness becomes even more personal, permanent and justifiable. You might ask:

- When are you the least optimistic? How could your outlook in these situations be improved?
- When faced with a new challenge, how do you typically feel? List your emotions and identify why you feel this way.

Interpersonal Relationships (111)

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 (100)

Happiness comes from a willingness to learn and grow on a journey aligned with personal values. The result suggests your client has a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness. You might ask:

- Identify what you value most in life. Are you spending enough time on the activities most important to you?
- What legacy will you leave behind?



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 (94)	= Self-Actualization (100)	Your Self-Regard is in balance with your Self-Actualization.
		= Problem Solving (95)	Your Self-Regard is in balance with your Problem Solving.
		= Reality Testing (98)	Your Self-Regard is in balance with your Reality Testing.
	Self-Actualization (100)	= Self-Regard (94)	Your Self-Actualization is in balance with your Self-Regard.
		= Optimism (106)	Your Self-Actualization is in balance with your Optimism.
		= Reality Testing (98)	Your Self-Actualization is in balance with your Reality Testing.
	Emotional Self-Awareness (103)	= Reality Testing (98)	Your Emotional Self-Awareness is in balance with your Reality Testing.
		= Emotional Expression (98)	Your Emotional Self-Awareness is in balance with your Emotional Expression.
		= Stress Tolerance (108)	Your Emotional Self-Awareness is in balance with your Stress Tolerance.

Balancing EI

Emotional Expression (98)

Interpersonal Relationships (111)

Your Emotional Expression is lower than your Interpersonal Relationships result. Keep in mind that strong interpersonal relationships are built on trust and respect; openly sharing your thoughts and feelings can go a long way to building both.

Assertiveness (86)

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 (102)

Your Emotional Expression is in balance with your Empathy.

Interpersonal Relationships (111)

Your Assertiveness is lower than your Interpersonal Relationships result. Placing greater emphasis on interpersonal relationships than on being assertive may permit you to support those you work with. Make sure you give equal emphasis to standing up for what you believe in, and speaking your mind when it is important to do so.

Emotional Self-Awareness (103)

Your Assertiveness is lower than your Emotional Self-Awareness. Creating balance here will enable you to better use emotional information to guide your assertiveness. When you have strong feelings about something, you should be more inclined to behave assertively. When you feel less strongly, you can back off.

Empathy (102)

Because your Assertiveness is lower than your Empathy, you may place a greater emphasis on caring for others than you do on being assertive. It is important to recognize that it is possible to be empathic and assertive at the same time. Being sensitive to the feelings of others allows you to express your assertiveness in a way that will be received in the best manner possible.

Problem Solving (95)

Your Independence is in balance with your Problem Solving.

Emotional Self-Awareness (103)

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

Interpersonal Relationships (111)

Your Independence is in balance with your Interpersonal Relationships.



Balancing EI

Interpersonal

Interpersonal Relationships (111)

➤ Self-Actualization (100)

Your Interpersonal Relationships result is higher than your Self-Actualization result. Balancing these components means being attentive to important relationships in your life, but not to the extent that you put the needs of others ahead of your own personal objectives. Consider ways that you can leverage your social networks in order to achieve personally meaningful goals.

➤ Problem Solving (95)

Your Interpersonal Relationships result is higher than your Problem Solving result. These components are well balanced when you can leverage relationships with others to help solve problems, and recognize how your decisions may be affected by others. It is important to consider the opinions of others without being overly influenced by them.

⚖ Independence (102)

Your Interpersonal Relationships is in balance with your Independence.

⚖ Emotional Self-Awareness (103)

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

⚖ Reality Testing (98)

Your Empathy is in balance with your Reality Testing.

⚖ Emotional Expression (98)

Your Empathy is in balance with your Emotional Expression.

Social Responsibility (77)

⬅ Self-Actualization (100)

Your Social Responsibility is lower than your Self-Actualization. To balance these components, time should be allocated to those in your social groups and the greater community, in addition to pursuing personally meaningful and relevant goals. Sometimes it is easy to align your own interests with the interests of society. For instance, if you love playing golf, consider donating your time to coaching or hosting a charity golf tournament.

⬅ Interpersonal Relationships (111)

Your Social Responsibility is lower than your Interpersonal Relationships result. These components can be balanced by finding ways to socialize that provide benefits beyond just having fun, by showing a willingness to roll up your sleeves in support of colleagues, groups, or teams.

⬅ Empathy (102)

Your Social Responsibility is lower than your Empathy. To balance these components, feelings of empathy are considered in the broader perspective. When you have a concern for an individual, think about whether that concern also affects others. If so, think about ways that you can express your concern on a more global level. This may mean volunteering more of your time or becoming more involved in your community.

Balancing EI

Decision Making

Problem Solving (95)

Flexibility (109)

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.

Reality Testing (98)

Your Problem Solving is in balance with your Reality Testing.

Emotional Self-Awareness (103)

Your Problem Solving is in balance with your Emotional Self-Awareness.

Emotional Self-Awareness (103)

Your Reality Testing is in balance with your Emotional Self-Awareness.

Self-Regard (94)

Your Reality Testing is in balance with your Self-Regard.

Problem Solving (95)

Your Reality Testing is in balance with your Problem Solving.

Flexibility (109)

Your Impulse Control is in balance with your Flexibility.

Stress Tolerance (108)

Your Impulse Control is in balance with your Stress Tolerance.

Assertiveness (86)

Your Impulse Control is higher than your Assertiveness. These components work best together when assertiveness is tempered by good impulse control, resulting in communication that is both forthright and respectful. This means taking the time to consider the impact of your actions, and then proceeding with confidence in an appropriately assertive manner that reflects the most significant aspects of a situation.

Impulse Control (117)

Balancing EI

Stress Management

Flexibility (109)	>	Problem Solving	(95)	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	(102)	Your Flexibility is in balance with your Independence.
	=	Impulse Control	(117)	Your Flexibility is in balance with your Impulse Control.
Stress Tolerance (108)	>	Problem Solving	(95)	Your Stress Tolerance is higher than your Problem Solving. Balancing these areas often means taking action to solve problems even in situations where you feel you are able to cope adequately. Although the ability to manage stress is a key asset, the best outcome is to eliminate the underlying cause of the stress, and reduce sources of unnecessary anxiety and pressure.
	=	Flexibility	(109)	Your Stress Tolerance is in balance with your Flexibility.
	=	Interpersonal Relationships	(111)	Your Stress Tolerance is in balance with your Interpersonal Relationships.
Optimism (106)	>	Self-Regard	(94)	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	(111)	Your Optimism is in balance with your Interpersonal Relationships.
	=	Reality Testing	(98)	Your Optimism is in balance with your Reality Testing.

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	4
19	4
31	1
64	2
89	2
128	3
130	4
132	4

Self-Actualization

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

Emotional Self-Awareness

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

Emotional Expression

39	2
47	4
69	3
93	2
100	2
103	1
108	3
117	2

Assertiveness

3	3
7	4
21	4
23	3
53	3
86	4
95	3

Independence

4	2
15	1
46	3
54	2
65	1
81	2
97	2
114	2

Interpersonal Relationships

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

Empathy

13	5
24	4
30	4
52	3
70	4
78	5
91	4
110	4
124	4

Social Responsibility

11	3
18	2
20	4
60	4
61	4
115	2

Problem Solving

17	2
37	2
45	2
68	2



Item Responses

72	72	2
75	75	2
84	84	1
112	112	3

Reality Testing

14	14	4
36	36	5
43	43	4
57	57	4
77	77	4
85	85	4
107	107	4
111	111	3

Impulse Control

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

Flexibility

6	6	2
33	33	2
42	42	2
82	82	2
87	87	2

96	96	2
120	120	2
122	122	2

Stress Tolerance

1	1	4
26	26	2
55	55	5
79	79	5
88	88	5
99	99	5
113	113	3
123	123	2

Optimism

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

Happiness

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

Inconsistency Item Pairs

⚡ indicates inconsistent responses

80.	80.	5
90.	90.	4
29.	29.	4
32.	32.	5
130.	130.	4
132.	132.	4
92.	92.	4
101.	101.	4
71.	71.	5
116.	116.	4

110.	110.	4
124.	124.	4
28.	28.	1
31.	31.	1
88.	88.	5
99.	99.	5
70.	70.	4
78.	78.	5
106.	106.	4
126.	126.	4

Positive Impression/Negative Impression

25	25	3
59	59	4
94	94	2

119	119	3
127	127	2
131	131	3

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.

Self-Actualization

1. What are some of your interests outside of work?

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?

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?

Assertiveness

1. Describe a scenario in which you behaved assertively. What specifically did you do or say that was assertive?

Follow-up Questions

Independence

1. Describe your typical style for making decisions.

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?

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?

Social Responsibility

1. What have you done recently to help those in need?

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.

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?



Follow-up Questions

Impulse Control

1. How do you typically deal with an impulse to act?

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?

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?

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?

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.

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

I commit to this action plan _____
 (signature)



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 _____

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

Preparing for the Debrief

Review the Report

- ☐ Review the Report and identify key information and key points.
- ☐ Review the Report and identify key points. What are the key points in the report?
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Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
1. Introduction The purpose of the debrief is to help you understand the results of the EQ-i 2.0 report and to discuss the implications for your work and life.	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. 	<ul style="list-style-type: none"> <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report?
2. Discussion The purpose of the debrief is to help you understand the results of the EQ-i 2.0 report and to discuss the implications for your work and life.	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. <input type="checkbox"/> Review the Report and identify key points. 	<ul style="list-style-type: none"> <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report? <input type="checkbox"/> What are the key points in the report?

