



The EQ-i® is the world's first scientifically validated test of emotional intelligence. It is used by thousands of organizations around the world to predict and improve individual and organizational performance.

Coach's Report

Respondent's Name: Jane Sample
Administration Date: April 02, 2005 (Online)
Gender: Female
Duration: 10 Minutes 8 Seconds



Welcome to the EQ-i Business Report. The contents of this report are intended to help you better understand how your emotional and social functioning impacts your work performance. It is designed to help you objectively identify your perceived or self-described frequency of emotionally intelligent behavior in terms of 15 established EQ-i skills.

How to Use This Report

Feedback on your functioning is presented in several different formats. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ into the 5 domains of Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. The 15 subscales then provide very focused information about specific skills within each of those domains. The descriptive text provides information that may serve as the foundation or starting point for discussion.

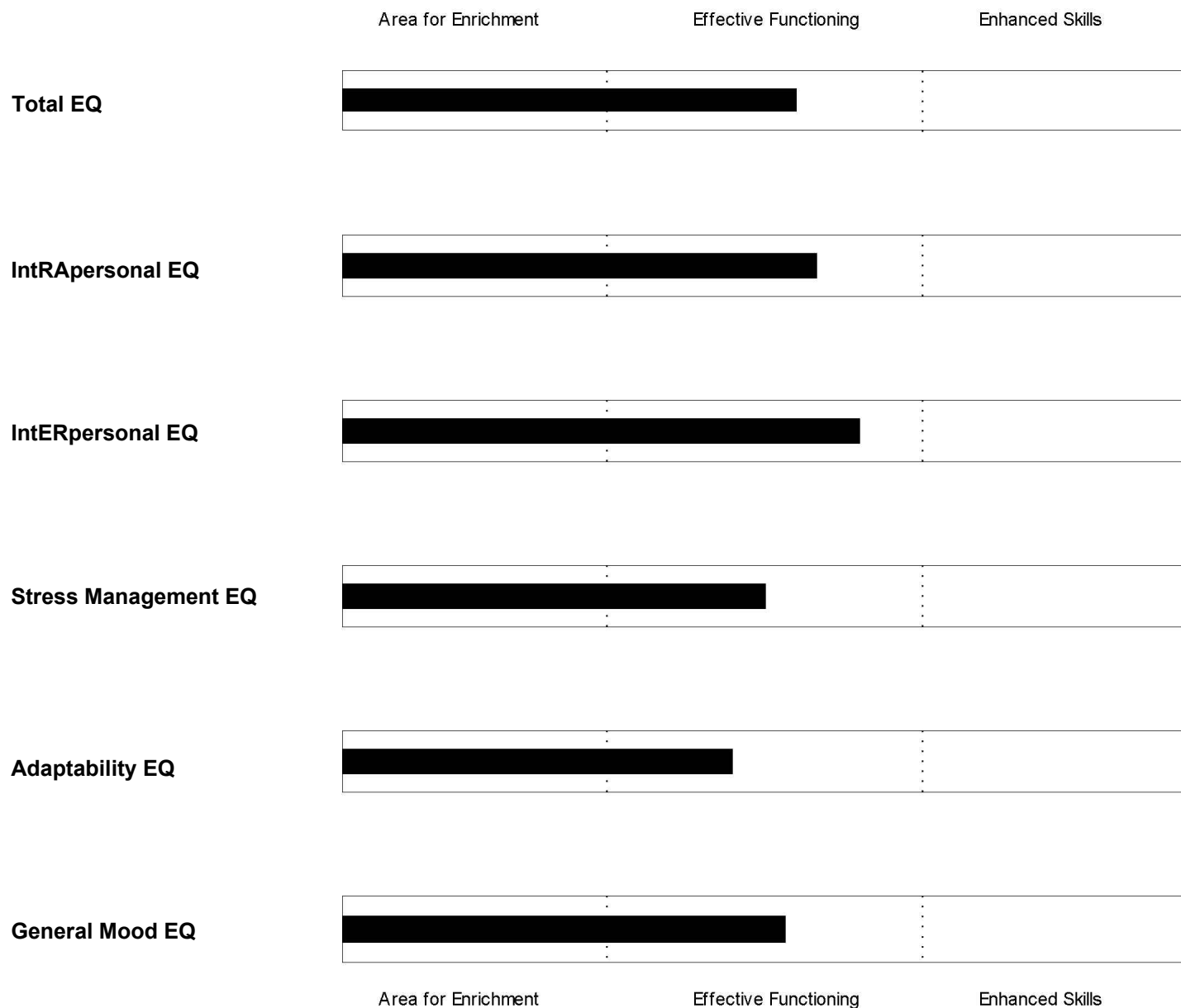
The EQ-i Business Report also supports the onset of positive behavioral change at work by offering simple development strategies and exercises. The developmental strategies promote awareness of how emotions may influence work actions and provides useful tips to improving targeted skill areas. The exercises here are action-oriented and provide a guideline for initiating improvements. You can use these exercises independently or enhance them by adding other approaches, or by developing a more sophisticated development program.

When selecting areas for development, choose EQ-i scales that are important to your job success. A coach or supervisor can help you determine which areas are critical to achieving optimal job performance. With proper practice, areas of higher skill may be used more in key situations or more frequently to make the most of them. The identification of lower skill areas should be taken as an opportunity for enrichment. With proper identification and practice, these areas will eventually help to support other EQ skill areas, which can help aid your overall job performance.

The EQ-i Business Report was designed to provide you with awareness in regards to your emotional and social functioning at work and offers the best interpretation possible based on the responses provided. When reading through your report, various emotions may surface. Please remember that this report is only one source of information and is best used in association with other sources of relevant information (e.g., behavioral ratings, performance ratings, or a 360-degree assessment). The process of self-development starts by raising your own level of awareness and determining what actions need to be taken to increase your level of effectiveness.



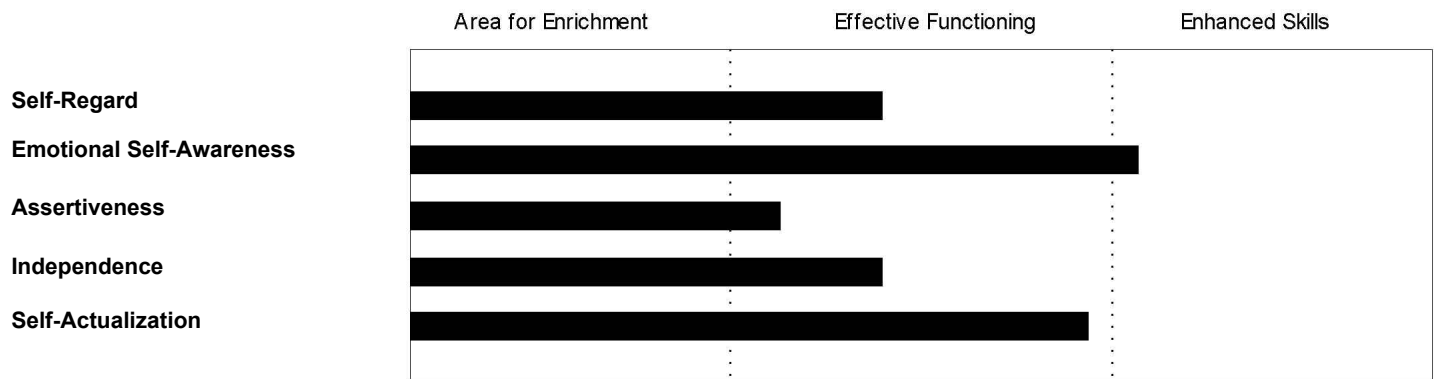
Your Composite Scale Results





Your Subscale Results

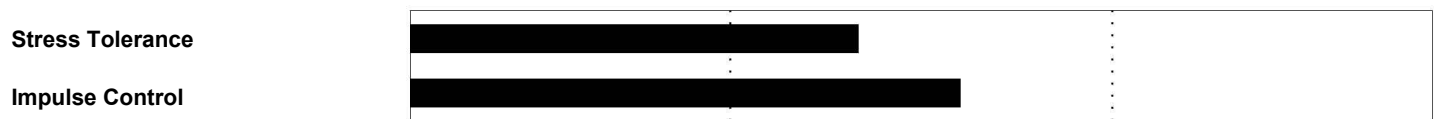
IntRAPersonal



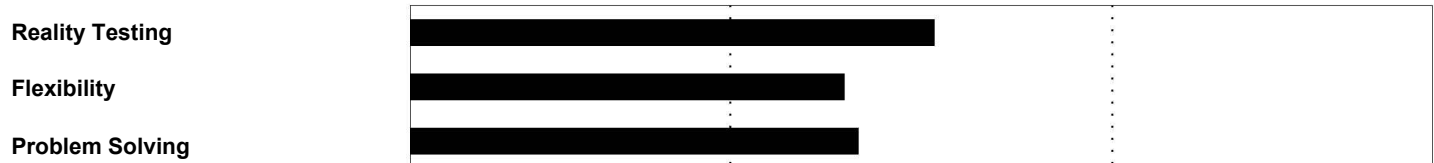
IntERpersonal



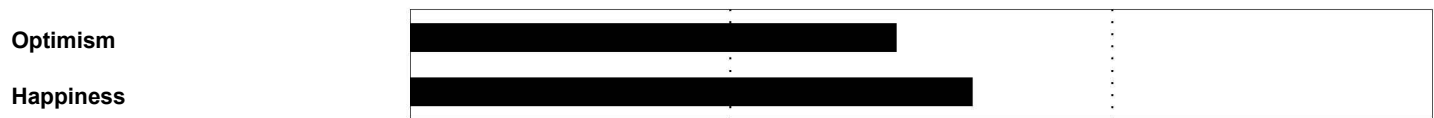
Stress Management



Adaptability



General Mood



Area for Enrichment

Effective Functioning

Enhanced Skills



Interpreting Your Results

The following sections describe the meaning of scores for the Total EQ-i scale and each of the EQ-i content scales. In general, high scores identify areas of relative strength. Scores in the average range on these scales indicate satisfactory functioning and are scores that are obtained by the majority of individuals who have taken the EQ-i. Low scores indicate areas that need to be improved in order to increase overall emotional and social intelligence. If all the scores are high or all the scores are low, it is useful to identify the scales with the highest and lowest scores; this will help pinpoint areas of relative strength or weakness.

Total EQ

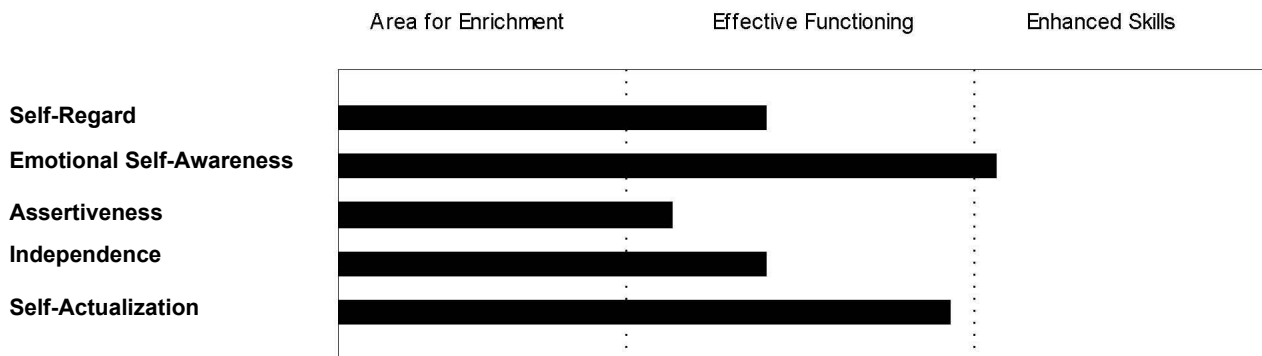
Assessment of Total EQ indicates effective emotional and social functioning overall. There are areas of relative strength as well as areas to focus on to improve emotional and social functioning. A more detailed description of these areas is given in the next section.

Your Total EQ results:

Area for Enrichment	Effective Functioning	Enhanced Skills

IntRApersonal Component

This component of your EQ-i score pertains to the assessment of the inner self. The subcomponents of the Intrapersonal EQ scale include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. Your responses to items on the Total Intrapersonal scale are substantially higher than the norm. High scores are indicative of individuals who are in touch with their feelings, and feel good about themselves and life in general. High scores on the Intrapersonal scale are usually obtained by a person who is independent, strong-minded, and able to express and convey feelings and ideas with confidence.



Self-Regard

Jane, your score on the Self-Regard scale suggests that you are generally self-assured in your abilities to perform various job responsibilities. More often than not, you have a good sense of your own strengths, which allows you to perform at a high level; however, there may be situations at work when your self-confidence is a bit lower. It is during these moments of uncertainty that your performance may decrease.

It is extremely important for individuals to have confidence in their skills and abilities. This type of confidence can improve both individual and group encounters at work. Coworkers, colleagues, and customers are more likely to become attracted to and motivated to work with someone who believes that he or she can make things happen. This will help you when trying to motivate others in the pursuit of a goal or vision. Individuals with high Self-Regard are able to use their skills to inspire others, despite having normal doubts and challenges.

Having high Self-Regard also impacts other areas of emotional and social functioning. Individuals who are assured of themselves generally have more energy to realize their true potential (i.e., Self-Actualization), have a more positive outlook (i.e., Optimism), are more able to express themselves with confidence (i.e., Assertiveness), and are more satisfied with their lives (i.e., Happiness).

Emotional Self-Awareness

The importance of being emotionally self-aware dates back to the Ancient Greek aphorism of “know thyself.” The Ancient Greeks believed that when someone has a good understanding of the self, it is much easier to regulate one's own behavior and to control one's emotions. The Emotional Self-Awareness scale is seen as one of the most important emotional intelligence skills a worker must have, as it forms a foundation for the remaining EQ-i skills.

Jane, your score indicates that you are in touch with your feelings and emotions, and that you know what you are feeling and why. Being aware of emotions is critical when interacting with others at work (e.g., coworkers, managers, executives, and customers) and is essential to work performance. In order for you to obtain full commitment from these work groups, you must be aware of how the management of your emotions and the emotions of others can increase individual and team morale. This will help to produce a higher level of trust and cooperation at work, as well as a more efficient work environment.

Assertiveness

Assertiveness measures the ability to express one's feelings, convictions, and opinions in a constructive manner. Displaying assertiveness does not mean dominating or manipulating work situations with strong verbal or social skills. Rather, assertiveness represents finding the right language at the right time in order to get your point across.

Jane, your responses indicate a less than adequate ability to express feelings and emotions. You may be somewhat self-conscious or bashful, and there are likely times when you feel you cannot stand up for your rights. Also, you may be a little self-conscious or passive in certain work situations. In order for you to reach your potential, you must be able to capitalize on your knowledge and experience by sharing it with others.

Being able to express ideas clearly and confidently is critical when working with coworkers. Being assertive can help you to motivate others to achieve individual and team goals, can help you when dealing with conflict, as well as allowing you the possibility of leveraging more organizational resources. Remember that your coworkers will not know what you are thinking unless they are told by sharing it with others.

Independence

The pace of today's business environment has forced organizations to move to a more decentralized business structure with less support and direction given to workers. Generally, flatter hierarchies demand dispersed relationships between managers and staff, and organizations are now relying heavily on employees to be autonomous in their work.

Independence, as defined by the EQ-i, is the ability to be self-reliant and self-directed in one's thinking and actions, as well as being free of emotional dependency on others. The results demonstrate that you are usually willing and capable of thinking, working, and making decisions on your own. Others may be consulted for advice but, more often than not, you will choose your own course of action. While you can work without a lot of guidance from others, the responses also show no aversion to working under the supervision of someone else. Individuals must be able to handle working in an environment that is less structured and unpredictable in order to be successful. They must be able to work through problems with minimal guidance, while at the same time taking the initiative to build coalitions with others in order to move projects along and to meet deadlines.

Self-Actualization

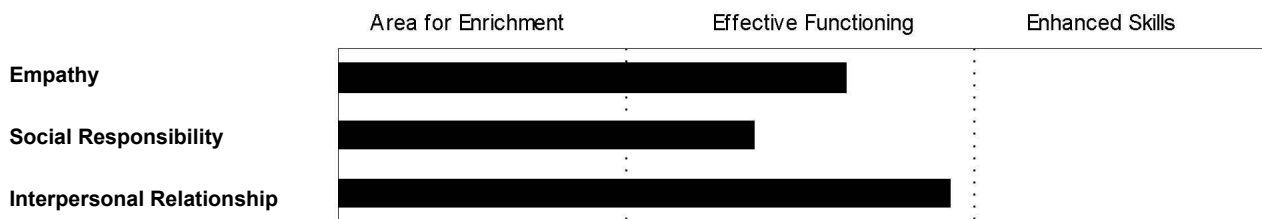
Your score on this scale demonstrates that you derive a great deal of enjoyment from your work and find meaning in the role that you perform. You most likely seek out challenges at work and take pride in a job well done. Individuals who find meaning in their work are often more successful because of the passion they bring to the workplace. People who exude this passion are not satisfied with the status quo and



continue to seek out new challenges. They are eager to learn new things and explore dynamic approaches to problem solving and decision making. People with high Self-Actualization are often seen as valuable assets to an organization because they are viewed as being lifelong learners. They are committed to the ongoing development of their abilities and talents.

Interpersonal Component

This component of the Total EQ-i scale taps into your ability to interact with others. The subcomponents of the Interpersonal composite scale include Empathy, Social Responsibility, and Interpersonal Relationship. Overall, your Interpersonal scale results indicate social adeptness, the ability to understand others, and to interact and relate well with people. Jane, you are typically responsible and dependable, and typically function well in tasks involving making contact with others and teamwork. Well-developed interpersonal skills are also important for those involved in management and leadership.



Empathy

Empathy is a crucial EI skill and serves as the foundation for creating and nurturing work relationships. Empathy measures an individual's ability to be aware, understand, and appreciate how other people feel. In order to be successful in your job, it is important to be viewed as someone who is able to demonstrate empathy on a regular basis. Often, coworkers need to feel like they are cared about, not just with what they are experiencing in their job role, but also as individuals. Showing empathy goes a long way to instilling confidence and trust in your coworkers, as well increasing the quality of the relationship.

The results indicate that you are generally an empathetic person. You typically have the ability to be aware of other people's emotions and appreciate the feelings of others. You are also capable of adopting the perspective of the other person and are able to understand how that person experiences emotions. Displaying a high level of empathy towards coworkers gives them the confidence to be able to share their issues (personal or work related) and ideas without feeling threatened. This skill will enhance your interpersonal relationships with your work group, as well as increasing the effectiveness of the teams to which you belong. An inability to understand the feelings, concerns, and needs of your coworkers can lead to strained working relations, disruptions, and misunderstandings.

Social Responsibility

Individuals with high Social Responsibility are seen as assets to any organization, as team members count on individuals with high moral and ethical standards to guide them to do the right thing. The EQ-i results suggest that you are generally responsible and dependable, and will do your best to help others. However, a closer examination of the responses suggests that there are a few situations when you may not recognize the needs of others or of the larger group.

Taking control of your emotional state is one of the most critical aspects of Social Responsibility. Understanding and controlling emotions such as anger, disgust, and spite are essential to being a responsible team player. Workers who are viewed as uncooperative are liable to take advantage of their team members. Work groups often fail because individuals replace their team's goal with their own personal agenda. Determine whether you are cooperative or competitive with other individuals or groups



within your organization. Sometimes losing sight of the organization's goals may compromise your ability to be socially responsible.

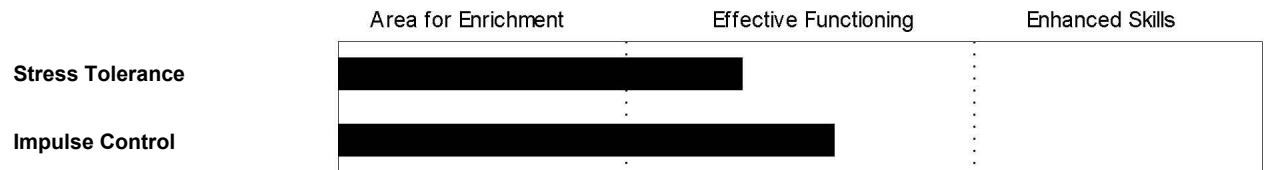
Interpersonal Relationship

To be successful at work, you must to be able to build satisfying relationships with your coworkers. Establishing strong interpersonal relationships within your organization can enhance your individual and team performance, as well as enriching your overall work experience. Your results portray an individual who has very good interpersonal skills. You are able to establish mutually satisfying relationships that have the proper degree of listening, empathy, and sharing of information.

A healthy work relationship needs to be based on open communication and a genuine appreciation for one another's skills and background. Failure to acknowledge and appreciate differences in people at work may decrease the likelihood of having strong, long lasting relationships. It is important to examine and understand the characteristics of your coworkers and the teams that you belong to in order to facilitate trust and cooperation.

Stress Management Component

The Stress Management component of the EQ-i consists of the Stress Tolerance and Impulse Control subscales. Both components of this composite scale are average or higher, indicating a calm disposition, lack of impulsivity, the ability to withstand stress, and reasonably good emotional management.



Stress Tolerance

With the pace of today's business environments changing rapidly, positions within organizations often involve a hectic work schedule with multiple changing demands and high levels of stress. High levels of stress that are not taken care of properly lead to increased fatigue, decreased resilience, and eventually burnout. Stress Tolerance is defined as the ability to effectively manage your emotions and the emotions of others in order to positively cope with stress. Your Stress Tolerance score on the EQ-i is good. Although the responses suggest some feelings of anxiety and nervousness from time to time, there is an ability to overcome these feelings and withstand adverse events and stressful situations. You are generally able to cope with stress actively and effectively.

People who are adept at coping with stressful situations have a greater propensity to withstand these events because they have a better understanding of their emotions and possess a more extensive repertoire of coping strategies. Individuals who use their emotions (e.g., Optimism, Emotional Self-Awareness) to their advantage feel more controlled when under stress than others do. This is often because they are able to restructure their belief system and view the stress as a challenge rather than as a threat.

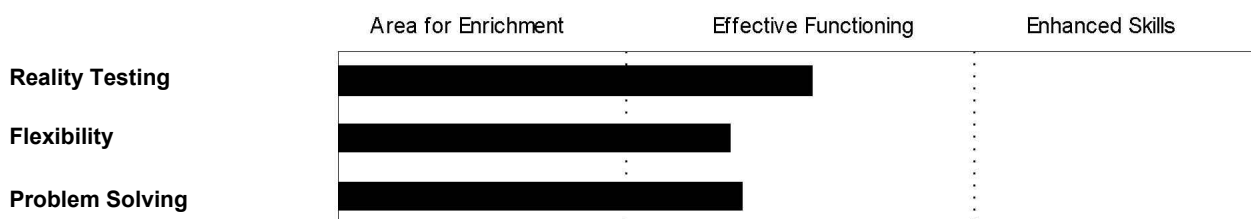
Impulse Control

Jane, your results indicate that you have good Impulse Control skills, which suggests that you are generally able to resist or delay impulses, drives, and temptations to act. You are rarely impatient and seldom lose control of your emotions. Individuals with strong impulse control are able to manage their actions until they have had time to think about their emotions rationally. Instead of overreacting, these individuals are able to take enough time to understand why they are feeling a certain way.

Having strong impulse control skills is essential when working with individuals from different work groups. Avoiding impetuous responses (even when provoked) goes a long way toward making people feel relaxed and at ease. Individuals who are unpredictable when reacting to their emotions often make others feel nervous and uncomfortable. This will have an impact on communication, trust, and mutual support between group members.

Adaptability Component

This part of the EQ-i is composed of the Reality Testing, Flexibility, and Problem Solving subscales and examines how successful you are in coping with environmental demands based on your ability to effectively size up and deal with problematic situations. Overall, your responses to the Adaptability scale are above the norm. Jane, you are generally practical and probably do not over-fantasize. You are also somewhat more flexible in adapting to changing circumstances and situations. You usually understand problematic situations and come up with effective, practical solutions to these situations. You are reasonably comfortable in settings that require clear thinking, and appear to have the ability to meet changing demands and new challenges.



Reality Testing

In today's business world, it is essential for workers to accurately assess their work environments. With business landscapes changing at a rapid pace, the distinction between appearance and reality is sometimes blurred. Reality testing is important to job success because it involves taking the proper steps to look past our emotional biases so that we can recognize situations for what they really are. By paying close attention to relevant information, individuals can make better decisions with fewer errors.

The results for this subscale indicate that you have good skills in evaluating the correspondence between what you experience at work and what in reality exists. Generally, you can be described as someone who is "grounded" and "tuned in" to what's going on around you. More often than not, you are able to interpret critical information correctly; however, there may be a few instances when you are swayed by overly positive emotions (e.g., extreme optimism) or negative emotions (e.g., high stress or anxiety). It is during these times when you have difficulty accurately examining situations from different perspectives.

Flexibility

With today's businesses moving towards flatter organizational structures, the need for a more flexible worker is paramount. Workers are now being asked to be part of multiple projects and teams with fewer levels of supervision to guide them. Those who find it difficult to work without a structure will find it hard to adapt to new and different situations at work. Flexibility requires that an individual be able to modify one's thoughts, feelings, and actions in response to these changing circumstances.

Your EQ-i results indicate that there may be times when you have trouble adjusting your emotions, thoughts, and behaviors to changing situations and conditions. Occasionally, you may find it difficult to embrace learning new things or remain open to differing opinions and ways of thinking. You may be more inclined to stick with your usual methods of collecting facts and problem solving, rather than seeking out new ideas and innovative solutions to problems.

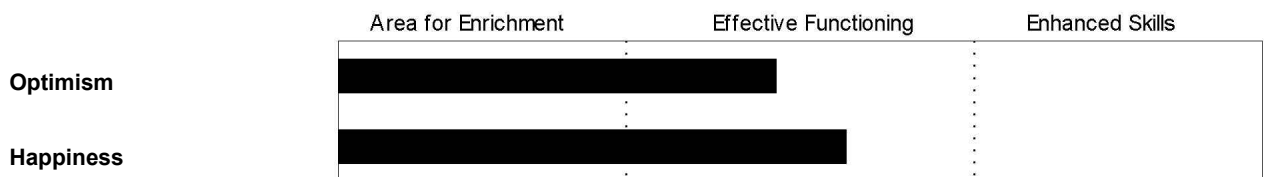
Problem Solving

Employers consistently ask their staff to solve emotional and social problems as quickly as possible. Successful problem solving involving emotions or relationships is crucial to completing projects on time, understanding market trends, creating organizational goals, as well as keeping teams working in a structured and harmonious fashion. The EQ-i results indicate that your Problem Solving skills are good. You approach most problems in a methodical way and you are generally capable of finding the most effective solutions most of the time.

Individuals with good problem solving skills are generally those who are asked to take on leadership roles within an organization. In making their decisions, they take into account a large number of potentially contradictory factors and bits of information and seek the participation of others when appropriate. These individuals also leverage positive emotions to enhance their problem solving skills. Positive emotions allow problem solvers to be more open to an idea, which subsequently expands the range of ideas that come to mind. This broadened mindset, in turn, builds an individual's ability to obtain intellectual and social resources.

General Mood Component

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of the EQ-i measure your general feeling of contentment and overall outlook on life. Both components of the General Mood scale are about average or higher, and descriptions of these components are given below.



Optimism

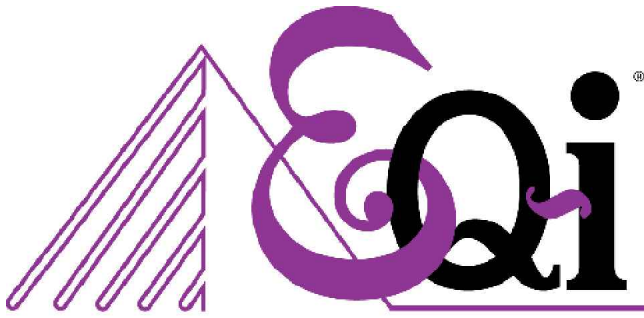
Optimism is defined as the ability to maintain a positive attitude, even when faced with adversity. The results show that you have a relatively optimistic outlook towards your work and life. Like most others, there are probably times when you feel a little down or a little pessimistic, but such feelings are normal. It is important, however, for you to pinpoint situations when you may have lower levels of optimism. If not attended to, this level may decrease even further. Optimism is a critical skill to have, as it often separates “star performers” from others in the workplace. Optimism gives people the power to tackle challenges head on, as their mindset allows them to focus more on possibilities rather than consequences.

Optimism is also essential when working in groups or with cross-functional teams. Having an optimistic outlook is often contagious and it could have a positive impact on coworkers’ performance. By showing a passion and optimism for your work, group members will see your resilience towards challenges. This attitude will consequently improve group motivation and perseverance, since the group will have the energy to find creative ways to address these challenges. As a result, groups will not be happy with the status quo and will continue the pursuit of organizational success.

Happiness

Individuals who find their lives (inside and outside of work) rewarding and fulfilling are generally more successful in the workplace. People with happy dispositions are likely to be more proactive and resilient to adverse conditions, and less prone to stress symptoms. They also show a passion for their work and take great pride in a job well done. The EQ-i results show that more often than not you feel satisfied with your life, generally enjoy the company of others, and are able to derive a great deal of pleasure from your work.

Employees who employ a happy disposition in their workplace are generally seen by their coworkers as likeable and fun to be around. This positive attitude generally proliferates around the office and affects others working around them. Showing high levels of happiness helps to empower and motivate coworkers, especially when they are faced with difficult situations. The positive emotions associated with happiness are beneficial to overcoming obstacles since positive emotions expand the selection of potential thoughts and actions that come to mind when trying to solve problems. Positive emotions foster the desire to explore, to take on new information, and to think outside the box.



Business Report

Development Strategies

Simple Strategies for EQ-i Development

Now that you've had an opportunity to review your EQ-i results, give some thought to how you can use this information to further develop your job competencies. This section provides developmental recommendations and strategies for improving EQ-i skills. To begin, select two or three subscales on which to concentrate your efforts. You might select areas falling in the "Area for Enrichment" category, or you might choose to work on other skills that seem particularly important to job success. After reviewing the strategies suggested in this section, record the steps you wish to take in the development plan that follows.

IntrAPersonal Strategies

Self-Regard

- Conduct a Self-Regard inventory with regards to your job performance. Write a list of your strengths and areas that need developing. Once you have pinpointed your areas of strength, fully leverage these areas in various job-related situations. Make sure to use these skills consistently, not just with a certain group or in a particular setting.
- People work best when they create personal goals for accomplishment. Individuals need to be able to recognize when their accomplishments at work (i.e., both individually and collectively) have been met. Achieving success or meeting one's goals are a prime determinant of feeling good about oneself at work.
- Set individual and team goals that are challenging yet readily attainable. Make your goals specific, measurable, and action-oriented. If your goals are not being met, break them down into smaller steps and create mini-goals. This will help to determine which areas need greater scrutiny.
- Ensure that your goals are reviewed on a frequent basis, and communicate to supervisors and managers the importance of setting aside time to do this thoroughly. Use these reviews as opportunities to celebrate success, and to intervene early when goals are not being met.
- Find a qualified mentor who is able to teach you more about the concept of self-regard. Spending time with someone with high self-regard will enable you to learn ways to leverage this skill more effectively.
- Seek feedback on your performance from your supervisor on a regular basis. Let him/her know what you are trying to work on. This way, your supervisor will know how to comment on your progress, as well as to supply you with resources to improve your performance.
- Examine how you rated yourself on the subscales of Emotional Self-Awareness, Self-Actualization, Optimism, and Happiness. These subscales are closely linked to Self-Regard and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Self-Regard. Also, if you have a high score on one or more of the subscales, consider ways you can leverage those skills to help increase your Self-Regard score.

Emotional Self-Awareness

- In order to deal with work conflict effectively, you must be aware of stimuli that result in negative emotional triggers. Before the emotion occurs, write down a list of skills you have at your disposal that could be used in order to decrease the negative emotion. For example, if you are feeling anger towards a coworker, use your Empathy, Problem Solving, and Reality Testing skills to mitigate the issue.
- What impact do emotions have on your decision making? Do you have a tendency to make decisions impulsively when under stress? When making decisions, try to understand how emotions could be biasing your decision making process. Don't be afraid to ask yourself, "What am I feeling and why?" If negative emotions are decreasing your ability to make effective decisions, remember to ask for input from relevant people before making the final decision.
- Get into a habit of asking others at work how they are feeling about certain situations. Ask others regularly, "How they feel about a decision?" or "How they feel about the team's ability to communicate and share ideas?"
- Improving your ability to describe and understand emotions will help you to focus on strategies to

overcome obstacles. Feeling anxious or angry are two different emotions and should be treated differently. Write a list of emotions that you feel you need to use at work on a regular basis. Find these emotional words in the dictionary and read up on their definitions.

- Make a point of watching other people's emotional reactions during intense interactions. As well, listen to words others use that may have emotional content to it. This will allow you to perceive and understand other people's emotional information more accurately.
- Examine how you rated yourself on the subscales of Self-Regard, Reality Testing, Stress Tolerance, and Impulse Control. These subscales are closely linked to Emotional Self-Awareness and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Emotional Self-Awareness. Also, if you have a high score on one or more of the subscales, consider how you can leverage them until you have developed the lower Emotional Self-Awareness score.

Assertiveness

- Conduct an Assertiveness inventory with regard to your job performance. Write down situations when you felt you asserted yourself effectively and situations when you felt like you took either a more passive stand or an overly aggressive position. Once you have written down the various situations, look to see if any patterns emerge. Try to understand how and why your behaviors differ in various situations and with different groups.
- Accepting and expressing all types of emotions are critical for job success - not just happiness and joy but also anger and anxiety. Typically in a business environment people tend to be more reserved because they confuse emotional expression with being unprofessional. From an EQ standpoint, individuals need to communicate all emotions appropriately, even if it is emotionally difficult to do or if one has something to lose by doing so.
- Some people have trouble being assertive in face-to-face communications at work. In order to improve in this area, prepare notes beforehand so that you can share ideas in an organized and effective manner. Remember to study your notes before the interaction occurs to become more familiar with the information you want to convey.
- If you are experiencing trouble asserting yourself in certain situations, try visualizing yourself performing the skill to perfection. Picture yourself successfully asserting your opinions with colleagues and clients, while at the same time enjoying the moment of the interaction.
- Be conscious of your body language, tone of voice, and emotional language when delivering your message. These characteristics may skew the message that you are trying to put forth. They may turn a neutral circumstance into one that is blended with aggression or passivity.
- Practice appropriate assertiveness skills in environments outside of your job (e.g., with friends or family). Get informal feedback about your assertiveness skills from others and apply this information to situations that may require you to be more assertive at work.
- Examine how you rated yourself on the subscales of Self-Regard, Impulse Control, Emotional Self-Awareness, and Independence. These subscales are closely linked to Assertiveness and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Assertiveness. Also, if you have a high score on one or more of the subscales, consider how you can leverage them until you have developed the lower Assertiveness score.

Independence

- When taking on new or unfamiliar projects there may be times when you feel insecure in your ability. Remember to fully leverage your EQ strengths until you have learned the technical skills necessary to excel in the new role.
- Break down activities into smaller parts; it may be that help is necessary for only one small part rather than the whole task.
- Ask your manager or supervisor how you can acquire new knowledge that will improve your skill set. Ask what resources are available at your organization to further your development (e.g., workshops, webinars, coaching/support).
- Conducting a SWOT analysis towards your job challenges may help to improve your independence. Identify a situation's Strengths, Weaknesses, Opportunities and Threats will help to recognize internal and external supports (strengths and opportunities) as well as internal and external challenges (weaknesses and threats).
- When making decisions, take into account a large number of potentially contradictory factors and bits of information. Seek and accept the participation of others when appropriate, and do not get overly burdened by the effect of your decisions on others.
- Seek feedback on your performance from a few trusted colleagues on a regular basis. Let them know that you are working on becoming more independent. This way they will know how to comment on your progress. It will also enable you to monitor your development and to deliberate which actions will help you to improve your performance in this area.
- Examine how you rated yourself on the subscales of Self-Regard, Stress Tolerance, and Assertiveness. These subscales are closely linked to Independence and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Independence. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Independence score.

Self-Actualization

- Write a list of your strengths. Once you have pinpointed those areas, identify how they contribute to your organization's performance and success.
- Find out how your strengths can be leveraged in other areas within your organization. This is a way for you to learn new skills, as well as enabling you to take further advantage of your potential.
- Determine your short-term, intermediate, and long-term goals, both within and beyond the organization. Set goals that are specific, realistic, measurable, and attainable. It is important to have a good idea of what you want to achieve in the present, as well as in the future.
- Once you have a clear idea of the direction in which you want to head in your career, be sure to monitor your progress in achieving those self-development goals over time. This will reduce the likelihood of procrastination.
- Take some time to explore the reasons why you like your job and the field that you are in. Write down the areas that are motivating to you (i.e., the things you most like to do) and keep them near by. Review your list at least once a week. This will serve as a reminder to you.



- Make sure that your job expectations are closely aligned with the nature of your job. Role ambiguity may cause you to lose excitement and meaning in your work.
- Maintain focus and enthusiasm for your work by joining a periodic consultation group or professional association. These groups will provide a supportive network for you to connect, communicate, and share ideas. This will enable you to learn new perspectives, as well increasing passion for your work.
- Examine your scores on the subscales of Self-Regard, Emotional Self-Awareness, Happiness, and Optimism. These subscales are closely linked to Self-Actualization and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Self-Actualization. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Self-Actualization score.

IntERpersonal Strategies

Empathy

- One of the keys to empathy is active listening. Often when people talk to each other they do not listen attentively and are often distracted or thinking about something else. As an active listener, you should be able to repeat back in your own words what you think the speaker has said. This does not mean that you agree with him/her, but rather that you understand what he/she is saying.
- Use on the job interactions as opportunities to practice your empathy skills. In order to improve this skill at work, remember to listen attentively, send clear signals, and convey openness and cooperation.
- To better understand the feelings of others, try to learn more about them personally. Take time to find out who they are as individuals before finding out what activities they perform at work. Understanding others is a key step to appropriate empathy.
- Genuinely listen to others without any distractions. Listen to the emotional content in the words they use. Also, pay close attention to cues such as facial expressions, tone of voice, and body posture.
- Practice your empathy skills in less threatening environments (e.g., with friends or family). Get informal feedback and apply this information to situations that require you to work in a group environment.
- Seek feedback on your performance from a few trusted colleagues on a regular basis. Let them know that you are working on improving your empathy skills, this way they will know how to comment on your progress. It will also enable you to monitor your development and to determine which actions will help you to improve your performance in this area.
- Examine your scores on the subscales of Interpersonal Relationships, Emotional Self-Awareness, and Social Responsibility. These subscales are closely linked to Empathy and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Empathy. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Empathy score.

Social Responsibility

- Are you proud to be part of your team or do you find yourself privately criticizing them? If you are not satisfied with your team, discuss with the team leader how to better align and integrate your skills within the team's functioning.
- Make sure that your job expectations are closely aligned with your role on the team. Role ambiguity may cause you to lose excitement and meaning in your work.
- Examine whether your individual goals are aligned with your team and organizational goals. If there are goals that are not aligned, look at how you can modify them to contribute positively to the larger goals.
- Find out how you can impact your community. Contribute positively to your community (e.g., charities or non-profit organizations) by volunteering your time. When doing this, ask about the guiding principles or mission statement for that community organization, and find out how they use social responsibility in their everyday functioning.
- Find someone who you believe is a great team leader. Talk to this person about his or her leadership experiences and observe him or her in group situations.

- Solicit feedback from trusted coworkers and ask them how often you support the rules and values of the organization. If they report that this is an area you need to improve, ask them how it has interfered with your performance, as well as your team's performance.
- Examine your scores on the subscales of Independence, Empathy, and Interpersonal Relationships. These subscales are closely linked to Social Responsibility and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Social Responsibility. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Social Responsibility score.

Interpersonal Relationship

- Spend time with co-workers outside of the office. Whether you have a team lunch or you socialize after work hours (e.g., corporate fundraisers, corporate relays, or corporate health initiatives), it is important to see people outside of their work roles.
- Share some aspects of your life with others in the workplace. It is not necessary to reveal intimate details; rather, you can discuss some activities that occupy your personal time. By doing so, you will find common ground with others related to activities outside of work.
- Remember to celebrate events that are important to your coworkers. This may include birthdays, anniversaries, promotions, or recognition for a job well done. A little acknowledgment goes a long way to augment a working relationship.
- Ask questions like "How are things going?" rather than "What are you working on?" or "What is the status of this project?" By asking questions about the person, instead of work related questions, you will communicate a sense of caring.
- Pay special attention to your colleagues' needs for emotional support and encouragement. By being a trusted colleague, you will be able to gain trust and support from others.
- Examine your scores on the subscales of Happiness, Optimism, Assertiveness, and Empathy. These subscales are closely linked to Interpersonal Relationships and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Interpersonal Relationships. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Interpersonal Relationships score.

Stress Management Strategies

Stress Tolerance

- In order to decrease your levels of stress, it is important to focus on things which you have control (e.g., your emotions, thoughts, and behaviors) over. Do not be overly concerned with things that are outside of your control. When people believe they are in control, they feel balanced and capable of positive emotions. When people feel out of control, they experience anxiety, doubt, and fear.
- Use stress management strategies to decrease levels of stress. These strategies include setting new priorities when circumstances change, setting appropriate boundaries with coworkers and work teams, and seeking counsel/support from trusted colleagues.
- Use proper stress reduction techniques to calm your body. These techniques include progressive relaxation, taking deep breaths, or taking body breaks.
- See if it would be useful to build rest times into your schedule. Often, having a place to relax at work (i.e., outside of your office or workspace) for brief periods can help you to refocus and reenergize.
- What resources do you have at your disposal to help when challenges arise? List people, physical resources and approaches that you can leverage in order to decrease levels of stress.
- Setting unrealistic goals and having unrealistic expectations generally increases stress. Remember to set goals that are specific, realistic, measurable, and attainable. It is also important to write out a time frame for you to obtain your goals.
- Examine your scores on the subscales of Impulse Control, Self-Regard, Emotional Self-Awareness, and Optimism. These subscales are closely linked to Stress Tolerance and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Stress Tolerance. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Stress Tolerance score.

Impulse Control

- Conduct a self-inventory on controlling your impulses. Have there been times when you have made rash decisions because you were overwhelmed by emotions or were biased by them? If so, look to see if there are any patterns to your impulsive decisions.
- Do you have a tendency to jump into action mode rather than taking time to plan or conceptualize? Projects and assignments often have to be started over from scratch because of poor impulse control. Remember to give adequate time at the beginning of a project, rather than struggle to put out fires during the execution stage.
- Formal documentation of the pros and cons of alternative actions will help avoid rash decisions. With each proposal, ask yourself, what is the best-case scenario with implementation and what is the worst case scenario with implementation?
- Whenever possible, use a multi-step strategy; proposed solution, verification of solution (e.g., pilot testing, second opinions), and only then, implementation.
- Whenever you are in a position to act impulsively – stop, take a deep breath, and think. This will give you extra time to think about alternative actions.



- Examine how you rated yourself on the subscales of Problem Solving, Emotional Self-Awareness, Reality Testing, and Flexibility. These subscales are closely linked to Impulse Control and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Impulse Control. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Impulse Control score.

Adaptability Strategies

Reality Testing

- Do a Reality Testing self-inventory. Have there been times when you have misread important information? If so, look to see if there are any patterns to your misguided thinking. When solving problems, do you think factually or do you allow emotions to cloud your judgment? Are there times when making a decision that you were overly positive or negative? If so, what were the outcomes?
- Increase focus on practical actions when making decisions. Ideals are desirable, but not always feasible. Ensure that your perspective is validated by alternate sources of information and by other individuals before finalizing the decision.
- In order to improve your decision-making skills, ask trusted colleagues to discuss with you how you work through problems when under stress. This will help you to gain insight into how your mood and levels of strain can impact your subjective evaluations of situations. If you did not react to situations appropriately, ask your colleagues in what areas you could improve.
- It is extremely important to define your problem before starting the problem-solving process. Understanding the problem and where it came from is a necessary step before generating different solutions. Gathering and discussing relevant information based on facts will have a positive impact on decision-making outcomes.
- Conducting a SWOT analysis can be a useful tool to improving your Reality Testing. Being able to identify a situation's Strengths, Weaknesses, Opportunities and Threats will help to identify internal and external supports for your change (strengths and opportunities) as well as internal and external challenges to the change (weaknesses and threats).
- Examine how you rated yourself on the subscales of Emotional Self-Awareness, Stress Tolerance, Optimism, Flexibility, and Impulse Control. These subscales are closely linked to Reality Testing and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Reality Testing. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Reality Testing score.

Flexibility

- Brainstorming is key to improving your Flexibility skills. Brainstorming, preferably in a group context (e.g., with direct reports, peers, and managers), will allow you to harvest new ideas for changing situations. This technique will enable you to take on different perspectives when trying to solve problems.
- If you have difficulty with change, write down what emotions accompany your thoughts of incorporating change. When looking through your list, ensure that your emotional reactions to the change are realistic. You can find out if your reactions are realistic by consulting alternate sources of information or by talking to other individuals.
- One of the reasons people have trouble with Flexibility is that their irrational beliefs get in the way. People often believe that they cannot operate outside of their comfort zones. Reframing your beliefs can improve your self-confidence and your ability to take on new challenges. Consider how successful past experiences are applicable to new challenges.
- Solicit the opinions of trusted coworkers and genuinely listen to their views on a particular problem and how they would approach it. In the end, you can incorporate their insights and opinions as you

see fit into your own solution formulation.

- Examine how you rated yourself on the subscales of Stress Tolerance, Independence, Problem Solving, and Impulse Control. These subscales are closely linked to Flexibility and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Flexibility. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Flexibility score.

Problem Solving

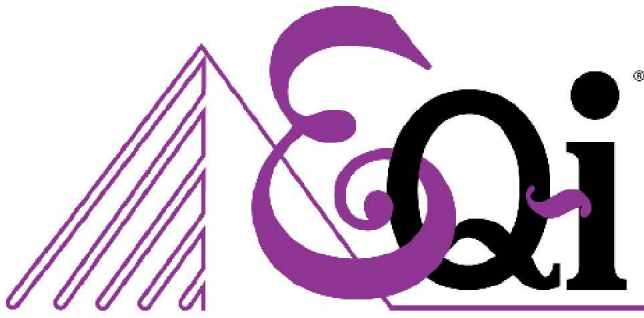
- For complex issues, generate multiple alternatives and evaluate them on the basis of relevance, impact, costs, resources, and timing. By using these dimensions or criteria, you can ascertain which course of action makes the most sense.
- Ask trusted colleagues to evaluate your problem solving approach. Not only will this help your understanding of others' mindsets, but you will also learn new approaches that you can apply to future challenges.
- Articulate a course of action when problem solving. An action plan specifically outlines the activities that need to be done, at various points in time, in order to successfully problem solve.
- Understanding what the problem is, when it started, and where it came from are necessary steps to consider when going through the problem solving process. Asking relevant questions that accurately identify the problem will serve as the basis for constructing relevant solutions.
- Examine how you rated yourself on the subscales of Stress Tolerance, Independence, Reality Testing, and Optimism. These subscales are closely linked to Problem Solving and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Problem Solving. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Problem Solving score.

General Mood Strategies**Optimism**

- Choose to view setbacks as temporary rather than permanent. Recognize that things need to be improved and create an action plan in order to obtain improved results. Do not ruminate or repeat negative thoughts.
- When faced with a difficult situation, avoid dwelling on negative past experiences. Determine the cause of the problem, take corrective action and move forward. Focus on positive outcomes for future behavior.
- When the chips are down and things are not going well, go to your emotional memory bank account. Draw upon the times when you successfully solved a challenging problem or dealt with a difficult coworker.
- Before tackling a difficult assignment, imagine yourself successfully completing it. For example, picture yourself successfully interacting with clients and colleagues and feeling as if you are helping the company build towards its success.
- Adjust goals to make them attainable. This does not mean making goals that are too easy. Original goal setting practices may have created goals that are unrealistic. Be solution-focused instead of problem-focused.
- Examine your scores on the subscales of Self Regard, Stress Tolerance, Self-Actualization, and Happiness. These subscales are closely linked to Optimism and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Optimism. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Optimism score.

Happiness

- Take an active role in celebrating individual and organizational achievements. Successfully meeting challenges and overcoming them requires recognition. Build in time to reward yourself and your team.
- Determine activities that are enjoyable, and if possible spend more time doing these activities.
- Invest time into planning for these enjoyable activities. Just as you would write down business activities into your day planner, write down extracurricular activities as well. Plan for them!
- Smile. Yes, it is just that simple. You will appear more approachable, and make a better impression on others. Coworkers like spending time around happy people.
- Ask trusted coworkers to indicate the times when you may not have been presenting with a happy disposition. Examine to see if a pattern exists in regard to these past experiences and reflect to understand if it was possible to have changed your mood during these circumstances.
- Examine how you rated yourself on the subscales of Self Regard, Self-Actualization, Reality Testing, and Optimism. These subscales are closely linked to Happiness and may help you in understanding how certain groups of related emotional intelligence skills may impact your job performance. If you have a lower score on one or more of the subscales mentioned above, look to see how the subscale(s) may influence your Happiness. Also, if you have a high score on one or more of the subscales, see how you can leverage them until you have developed the lower Happiness score.



Business Report

Development Plan

EQ-i Development Plan

Preparing a plan to grow your emotional intelligence (EI) at work is a key step to improving your overall job performance. To improve these EI skills, you must be ready to commit yourself to long-lasting behavioral change. You will not develop these skills for only a few days or weeks; rather, you are committing yourself to developing these skills over the course of your career. Modifying your thoughts and actions is never easy. It takes time, patience, and a lot of practice.

Improving Your Work Performance with EI

Before embarking on your EI quest, it is important to have a trusted support system in place to help you overcome any obstacles that you may face. This support system will serve as a sounding board for you, where you can discuss what EI skills you are working on and how you are planning to improve these areas. The support system will also help you to stay motivated and focused. By knowing what areas you are working on, the support system can help keep you on track, as well as encouraging you to achieve more. Your support system may include work colleagues, your manager or supervisor, an executive coach, or resources such as books and training material.

My support system includes the following people:

Name:

Name:

Name:

Once you are fully committed and have your support system in place, continue with the following steps:

1. Identify the EQ areas that you would like to work on or are most important to success in your current job. If one of your EQ-i scores is lower, you may want to make that EQ-i skill a priority.
2. Set goals that are specific to the EQ-i skill, and are measurable, and realistic
3. Identify and address any obstacles that may hinder your goal achievement.
4. Seek out resources that will help you to learn new behaviors. These may include one-on-one coaching, a performance evaluation, or learning from a role model.
5. Continue practicing new behaviors. To improve your job performance, the specific EI skills that you chose to develop need to be repeated, reinforced, and evaluated on a daily basis.
6. Review and reassess your emotional intelligence goals to help solidify what you have learned about emotional intelligence and your job performance.

Use the exercises on the following pages to help you navigate through your EI journey.

SMARTTEST Goal Setting Plan

Top performers make the time to set clear and realistic goals for themselves and for their teams. Goal setting helps individuals with their focus, persistence, perseverance, and resilience. Reaching one's goals can be accomplished more effectively when goals are set **SMARTly** – that is, they are **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**imely. Goal setting practices that are **E**nergizing, **S**igned, and **T**ested are also critical to improving your job performance.

Use the goal setting suggestions listed below to help you achieve your EI goals.

Specific – The goals that you set must be specific, without room for generalization. Vague goals are like bad directions; you may eventually get there, but chances are it won't be the most direct or efficient route.

Measurable – Measurable goals are more effective in facilitating long lasting behavior change than general “do your best” goals or no goals at all. Ideally, you want to measure your EI goals objectively (e.g., with numbers) in order to be able to focus your energy on a specific target.

Action-oriented – Just saying “I want to do better at my job” doesn't specify what you need to do to accomplish it. You can say all you want - but you must act in order to bring about any real change. Set goals that pertain to specific areas that need to be developed and that are phrased in terms of specific actions that you will take in order to turn them into strengths. These kinds of “action goals” help to organize your thoughts, increase persistence, and direct your focus.

Realistic – Set goals that are challenging and ambitious, but that are also achievable. You want to be able to experience success so that you'll be motivated to reach for the next goal.

Timely – When your goals are time-sensitive, they have more motivational impact. Assigning a target date to finish something enables you to better manage and structure your time.

Energizing – Pick an EI goal that is important to your success. If you understand how improving a certain EI skill will improve your overall performance, you will be more motivated to achieve that goal.

Signed – Signing and dating your goals will increase your commitment towards achieving them. By doing this, you will feel more accountable for your actions. Review the terms of your goal setting plan and make sure that there are no misunderstandings about what will need to be done before signing it. It may also be a good idea to have someone else (e.g., a supervisor, trusted colleague, or family member) sign your goal setting plan. This may increase your commitment towards achieving your goals even more.

Tested – Practicing your new beliefs and behaviors are crucial to improving your performance at work. Provide yourself with opportunities to use these new skills in actual situations. Opportunities may include group meetings, interacting with new people at your workplace, or working with difficult coworkers. Accept opportunities to take risks – they might just pay off.



Personal Goal Setting Activity Sheets

The steps you take to achieve your performance goals will determine whether or not you succeed in reaching them. To guide your actions, you must create a step-by-step plan. Remember to use the SMARTTEST goal setting criteria for each goal.

Specific

Measurable

Action-oriented

Realistic

Timely

Energizing

Signed

Tested

First, write down the 3 EI skills that you want to develop.

- 1.
- 2.
- 3.

List the resources you will need to improve these EI skills:

- 1.
- 2.
- 3.
- 4.
- 5.

List resources you already have that you can leverage to improve these EI skills:

- 1.
- 2.
- 3.
- 4.
- 5.



Now choose the EI skill from your list that you want to develop within the next month. Remember to give a specific timeline to obtaining this goal.

For example,

“I would like to increase my Interpersonal Relationship skill during 4 out of 5 interactions with my direct reports by June 20th.”

Provide detailed action steps on how you are going to obtain your goal. Each action step should have a specific timeline associated with it.

For example,

“In order to improve my Interpersonal Relationship skills with my direct reports, I must show Empathy during 4 out of 5 interactions by June 12th.”

EI Goal:

Deadline: DD/MM/YY

Action 1

Deadline: ____/____/____

Action 2

Deadline: ____/____/____

Action 3

Deadline: ____/____/____

Why is this goal so important to your success?

What resources can you leverage to achieve your goal?

Signed: _____

Date: _____

Witness Signature: _____

Date: _____



The ABCs of Emotions

One of the reasons people have trouble regulating their emotions at work is that their belief system often gets in the way of their ability to think rationally. For example, getting called into a supervisor's office often makes individuals feel anxious. People generally feel that something bad is going to happen, such as being reprimanded or fired. We often make decisions with little or no information. Reframing beliefs can improve our ability to understand our environment because we allow ourselves time to dispute our irrational beliefs. The ABCs of emotions exercise will enable you to better understand your emotional beliefs, which will improve your ability to think more efficiently.

Activating Emotion: What was the stimulus that caused the emotion to occur?

Belief(s): What was your irrational belief in relation to the stimulus?

Consequences: What was the result of the irrational belief?

Disputing Irrational Beliefs: Was your original belief accurate? If not, why?

Effective Beliefs: What other beliefs may be more accurate in assessing the stimulus?

Focus: In what areas of EI do you need to improve your belief system? How will you improve this area?

Goal Attainment: By what date do you want to improve this area?

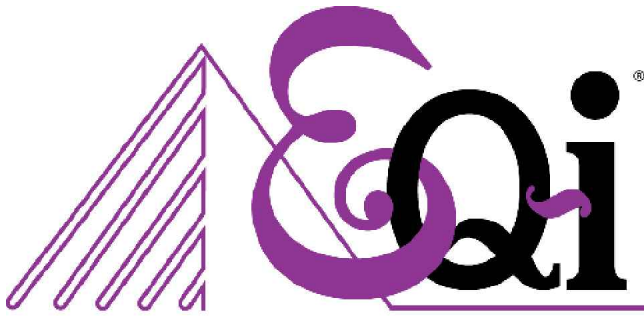


About the EQ-i

This report was designed to provide the best interpretation possible based on the responses provided and should not be used as the sole basis for selection, placement, training, or other kinds of decision making. This report works best when combined with other sources of relevant information. This may include behavioral observations, performance ratings, or a 360-degree assessment (e.g., EQ 360).

The publisher is not responsible for misuse of the information provided herein. This report must be used in conjunction with input from an experienced person who is knowledgeable about the person being assessed, and who will be able to refine the assessment based on other information that is available.

For more information on the EQ-i scales and how to develop your emotional intelligence, please read *The EQ Edge: Emotional Intelligence and Your Success* by Steven Stein and Howard Book (Jossey-Bass, 2006).



Business Report

Coach's Summary

Coach's Summary

The Coach's Summary provides a complete numerical scoring review of the client's total, composite, and subscale scores, as well as providing information on response validity and item responses. The coach's role is extremely important to improving an individual's EQ skills. With the Coach's Summary, a coach will be able to objectively evaluate critical components of the EQ-i, make connections between the scales, and discover item response patterns that may be useful when creating specific strategies aimed at improving job performance.

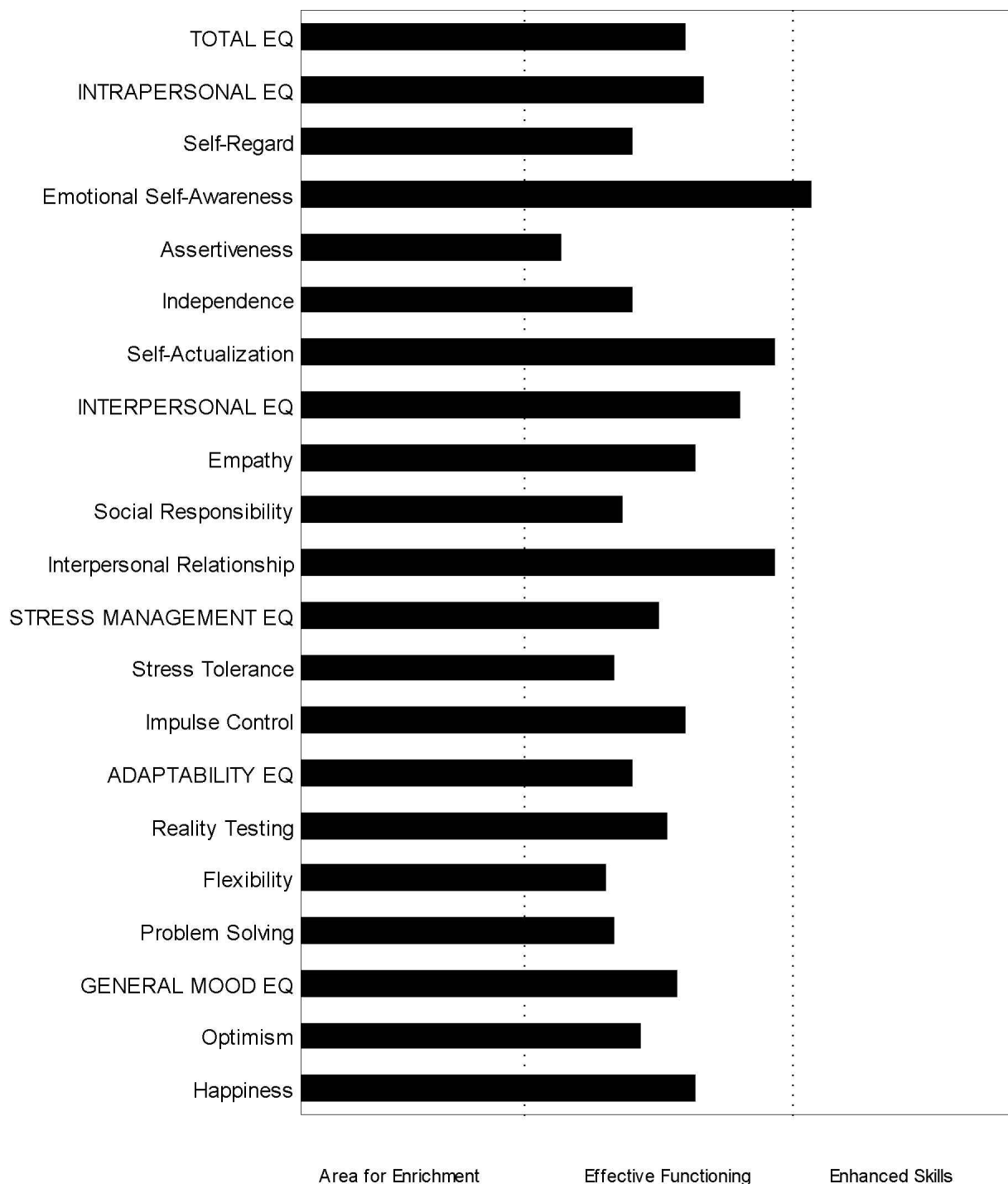
Results Summary

Name: Jane Sample
Age: 34
Gender: Female
Administration Date: April 02, 2005
Norm Type: General nonspecific

Score Summary	Adjusted Score	Unadjusted Score	Guideline
Inconsistency Index		3.3	OK
Positive Impression		105	OK
TOTAL EQ:	108	109	Average
INTRAPERSONAL:	110	110	High
Self-Regard	102	103	Average
Emotional Self-Awareness	122	123	Very High
Assertiveness	94	94	Average
Independence	102	102	Average
Self-Actualization	118	119	High
INTERPERSONAL:	114	114	High
Empathy	109	109	Average
Social Responsibility	101	102	Average
Interpersonal Relationship	118	119	High
STRESS MANAGEMENT:	105	106	Average
Stress Tolerance	100	101	Average
Impulse Control	108	109	Average
ADAPTABILITY:	102	103	Average
Reality Testing	106	107	Average
Flexibility	99	100	Average
Problem Solving	100	101	Average
GENERAL MOOD:	107	108	Average
Optimism	103	103	Average
Happiness	109	110	Average

Graph of Total EQ, Composite Scales, and Subscales

This graph shows Total EQ followed by each composite scale with its subscales.



Validity Indicators

Several sections follow that present and describe the validity scale results.

Validity Comment:

The validity indicators are all in the acceptable range suggesting valid responses and results that are not unduly influenced by response style.

Inconsistency Index:	3.3
Impression:	Positive = 105
Correction:	Type I = -0.84, Type II = -1.12, Type III = -0.84, Type IV = -1.12, Type V = -0.93

Positive Impression (PI) Score

The scores obtained on the validity scales indicate a realistic and accurate self-appraisal that is not overly positive or negative.

Correction Factors:

The correction factors are used to fine tune EQ-i scores on the basis of validity scale scores. The adjusted (or corrected) scores take into account response style. Corrections of greater than zero mean that points have been added to the scores, and corrections less than zero mean that points have been taken off the scores. Because EQ-i scales are affected differently by response tendencies, different types of corrections are applied as follows:

Type I applies to Total Intrapersonal, Emotional Self-Awareness, Problem Solving, and Flexibility.
Type II applies to Total EQ, Total Adaptability, Reality Testing, and Stress Tolerance.
Type III applies to Social Responsibility, Happiness and Impulse Control.
Type IV applies to Total Stress Management, Total General Mood, and Self-Regard.
Type V applies to Total Interpersonal, Interpersonal Relationship, Optimism, and Self-Actualization.
There is no correction for Independence, Empathy, and Assertiveness.

Inconsistency Index

The responses to items with similar content are consistent with one another.

Summary of Validity Scale Results

Overall, the validity indicators described in this section suggest that the EQ-i results should be considered valid.

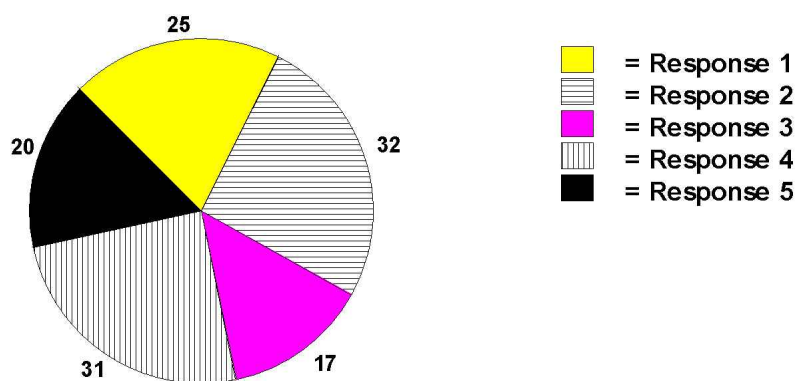
Profile Summary

Overall, EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

Item Responses

Item	Response	Item	Response	Item	Response	Item	Response	Item	Response
1	4	28	1	55	4	82	2	109	2
2	1	29	5	56	4	83	4	110	1
3	2	30	1	57	4	84	4	111	2
4	4	31	4	58	4	85	5	112	4
5	3	32	3	59	5	86	1	113	4
6	5	33	1	60	2	87	2	114	3
7	5	34	1	61	3	88	3	115	2
8	4	35	2	62	1	89	2	116	2
9	5	36	3	63	4	90	5	117	4
10	1	37	5	64	2	91	3	118	1
11	4	38	4	65	1	92	1	119	2
12	1	39	2	66	2	93	5	120	1
13	2	40	2	67	4	94	4	121	2
14	4	41	5	68	2	95	3	122	1
15	5	42	4	69	3	96	3	123	4
16	1	43	2	70	2	97	2	124	1
17	1	44	4	71	2	98	4	125	5
18	1	45	2	72	2	99	5		
19	4	46	3	73	4	100	5		
20	1	47	4	74	2	101	3		
21	2	48	1	75	3	102	4		
22	1	49	1	76	4	103	3		
23	2	50	2	77	3	104	5		
24	5	51	4	78	2	105	2		
25	2	52	5	79	5	106	4		
26	2	53	1	80	5	107	5		
27	4	54	1	81	3	108	3		

5 = Very Often true of me or true of me, 4 = Often true of me, 3 = Sometimes true of me, 2 = Seldom true of me, 1 = Very Seldom true or not true of me, 0 = Omitted Item



Date Printed: July 12, 2007

End of Report