



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

COACH GROUP

REPORT

Assessments Completed Between:
October 22, 2021 and January 31, 2022

Report Generated on: February 4, 2022

Total in Group: 6

psysoft
realising **your** potential

Introduction

Purpose of the Report

The EQ-i 2.0 Group Report provides a lens through which to interpret emotional intelligence (EI) results in a team or group setting. It combines scores of individual assessments which can be helpful when presenting feedback in group settings, or when working on group level development plans. It is important to bear in mind that the overall group results presented may not, and usually will not, apply to every single individual in the group. Consequently, prior to using the Group Report, it is highly recommended that individual feedback be provided using the Workplace or Leadership reports.

An Overview of the Report

Your report provides a wealth of information about how the group is utilizing EI skills. The contents are as follows:

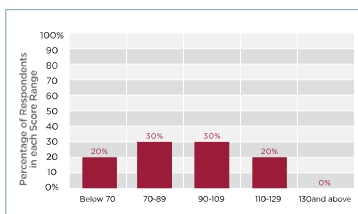
- **Executive Summary:** highlights the group’s highest and lowest subscales based on an average of scores.
- **Group Response Style Explained:** includes group validity indicators which show how participants responded to items in the assessment.
- **Overview of Group Results:** shows averages for all EQ-i 2.0 scores across the group.
- **Group Pattern Analysis:** shows each participant’s score by EQ-i 2.0 scale so you can see how close together or far apart scores are for the group.
- **Subscale Pages:**
 - › Shows a snapshot of the group results by subscale.

Spread of Scores:

the standard deviation, or how close or far apart scores are from the mean, on average (optional feature)

| | |
|--------------------------------|------|
| Number of Scored Participants: | 10 |
| Average: | 89 |
| Minimum: ▼ | 45 |
| Maximum: ▲ | 121 |
| Spread of Scores: | 26.7 |

- › Shows a distribution of scores for the group so you can see trends that might otherwise be “washed out” using averages.



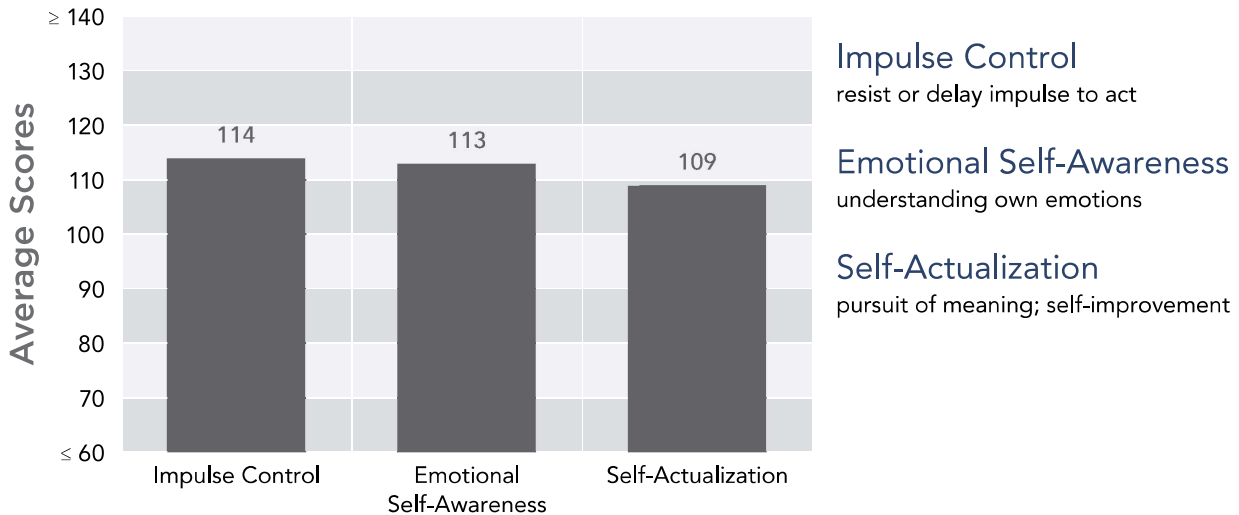
For each scale, this type of graph shows the breakdown of responses for the group in the low (below 70), below average (70–89), mid (90–109), above average (110–129) and high ranges (130 and above).

- › Displays item level distribution of how participants responded to each item.
- › Identifies organizational implications and strategies for action to harness the group’s EI and to help realize its full potential.

Executive Summary

Highest Three Subscales

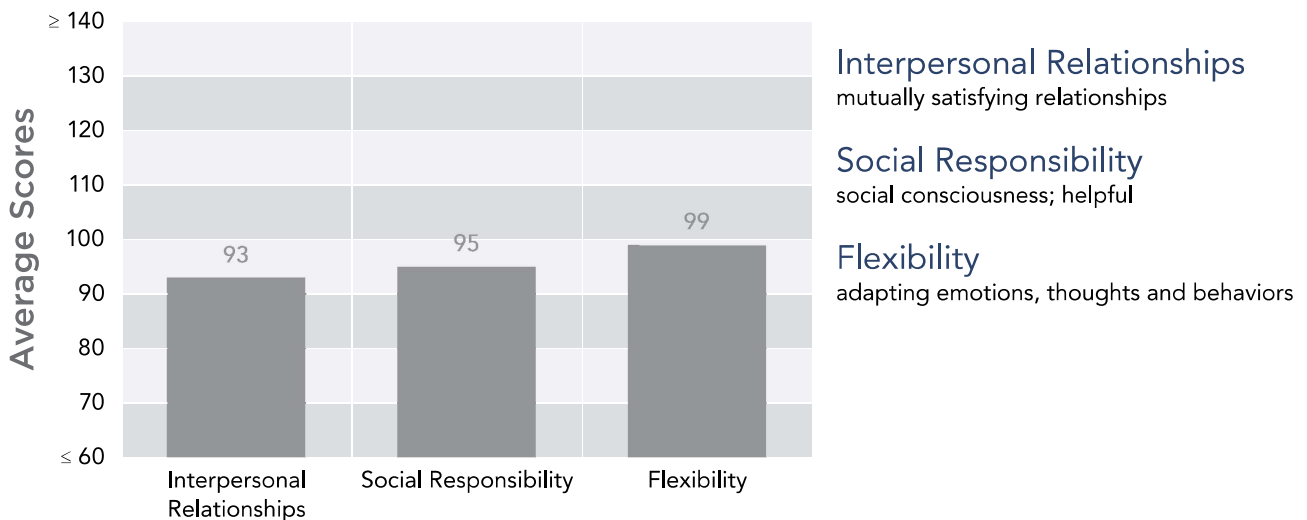
The top three subscales for the group are Impulse Control, Emotional Self-Awareness, and Self-Actualization.



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

Lowest Three Subscales

The bottom three subscales for the group are Interpersonal Relationships, Social Responsibility, and Flexibility.



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

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

Group Response Style Explained



Participant Summary

Total in group: 6

Average time to completion: 15.65 minutes

Assessments completed between: October 22, 2021 and January 31, 2022

Norm Region: UK/Ireland

Norm Type: Professional - Overall

Inconsistency Index

100% of participants were consistent in their responses (i.e., had Inconsistency Indexes of less than 3).

Positive Impression and Negative Impression

Participants' responses were likely not the result of an overly positive or overly negative response style.

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

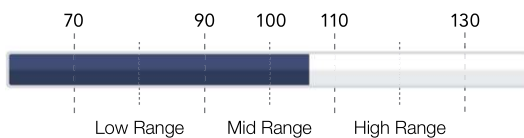
100% of participants answered Always/Almost Always.

Omitted Items

There were no individuals in this group who omitted 9 or more items overall. Fewer omitted items may still result in some scales not being calculated. Please refer to the subscale pages for more information.

Overview of Group Results

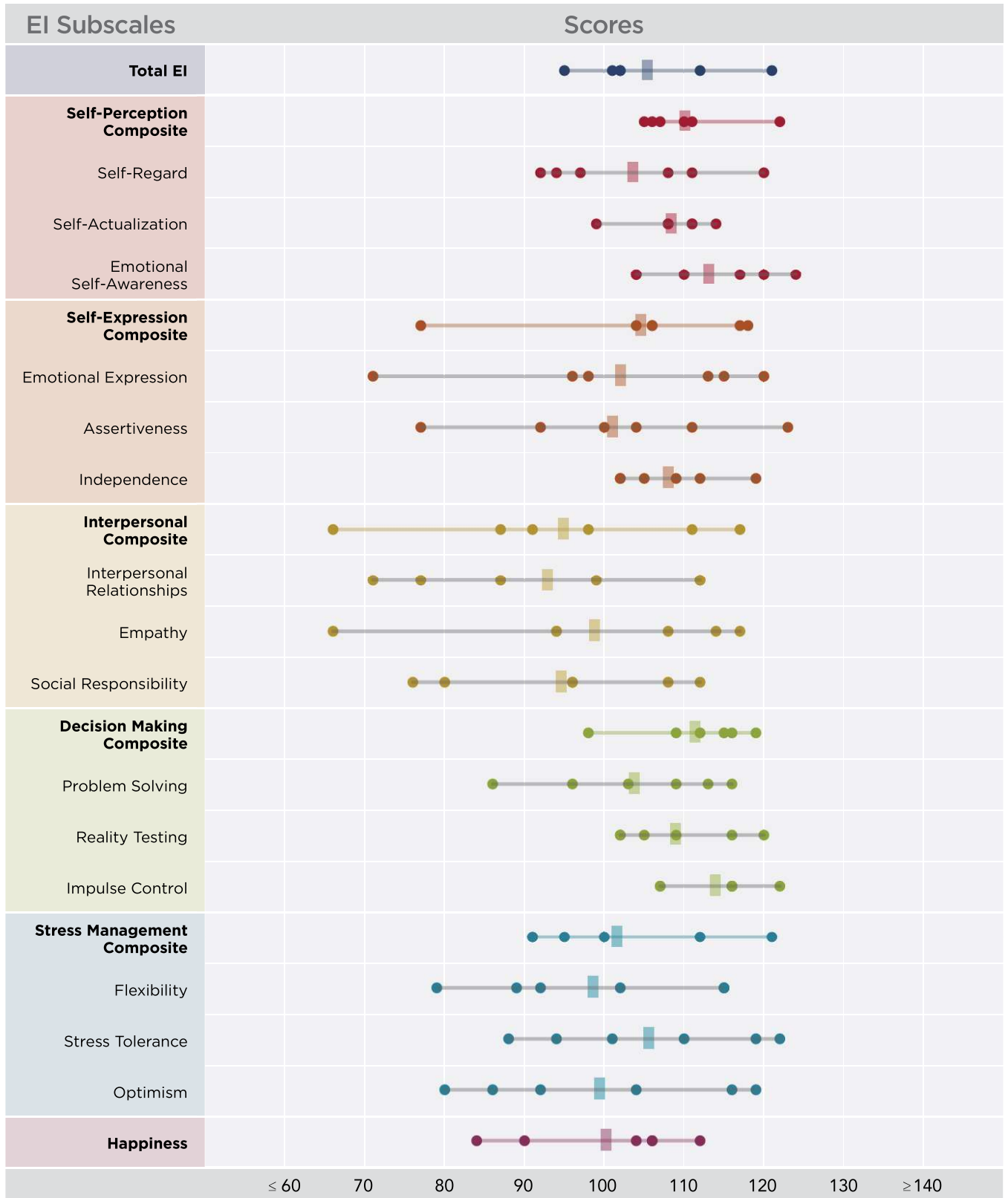
Total EI: 106



| Composite | Score | 70 | 90 | 100 | 110 | 130 |
|--|-------|--|----|-----|-----|-----|
| Self-Perception Composite | 110 | [Bar chart showing score 110 in red] | | | | |
| Self-Regard Respecting oneself; confidence | 104 | [Bar chart showing score 104 in red] | | | | |
| Self-Actualization Pursuit of meaning; self-improvement | 109 | [Bar chart showing score 109 in red] | | | | |
| Emotional Self-Awareness Understanding own emotions | 113 | [Bar chart showing score 113 in red] | | | | |
| Self-Expression Composite | 105 | [Bar chart showing score 105 in brown] | | | | |
| Emotional Expression Constructive expression of emotions | 102 | [Bar chart showing score 102 in brown] | | | | |
| Assertiveness Communicating feelings, beliefs; non-offensive | 101 | [Bar chart showing score 101 in brown] | | | | |
| Independence Self-directed; free from emotional dependency | 108 | [Bar chart showing score 108 in brown] | | | | |
| Interpersonal Composite | 95 | [Bar chart showing score 95 in olive] | | | | |
| Interpersonal Relationships Mutually satisfying relationships | 93 | [Bar chart showing score 93 in olive] | | | | |
| Empathy Understanding, appreciating how others feel | 99 | [Bar chart showing score 99 in olive] | | | | |
| Social Responsibility Social consciousness; helpful | 95 | [Bar chart showing score 95 in olive] | | | | |
| Decision Making Composite | 112 | [Bar chart showing score 112 in green] | | | | |
| Problem Solving Find solutions when emotions are involved | 104 | [Bar chart showing score 104 in green] | | | | |
| Reality Testing Objective; see things as they really are | 109 | [Bar chart showing score 109 in green] | | | | |
| Impulse Control Resist or delay impulse to act | 114 | [Bar chart showing score 114 in green] | | | | |
| Stress Management Composite | 102 | [Bar chart showing score 102 in blue] | | | | |
| Flexibility Adapting emotions, thoughts and behaviors | 99 | [Bar chart showing score 99 in blue] | | | | |
| Stress Tolerance Coping with stressful situations | 106 | [Bar chart showing score 106 in blue] | | | | |
| Optimism Positive attitude and outlook on life | 100 | [Bar chart showing score 100 in blue] | | | | |

Group Pattern Analysis

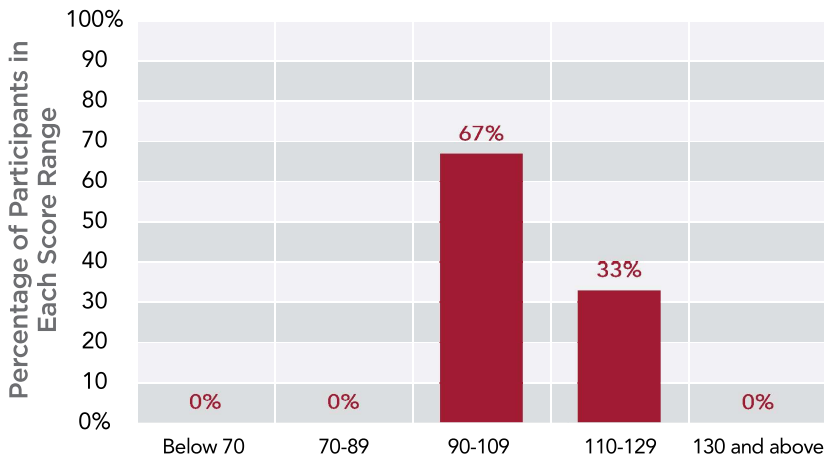
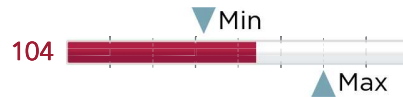
Below you can see how every individual in the group scored on every scale on the EQ-i 2.0. Each dot represents an individual's score (or if multiple participants obtained the same standard score for a scale, only a single dot will be used to represent their scores). The rectangles represent the group's average score for each scale. You will be able to identify patterns in your group; look for scales where there are clusters of similar scores, or outliers. It is recommended that this visual not be shared with the group as it exposes individuals' scores.



■ = Group Average Score

Self-Regard

Respecting oneself; confidence



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 104 |
| Minimum: | 92 |
| Maximum: | 120 |
| Spread of Scores: | 10.1 |

% Distribution of Responses per Item

- 1** Never/Rarely
- 2** Occasionally
- 3** Sometimes
- 4** Often
- 5** Always/Almost Always
- ?** No Answer

| | Item | 1 | 2 | 3 | 4 | 5 | ? |
|-----|---|----|-----|----|----|----|---|
| 10 | Feels good about self | 0 | 0 | 17 | 33 | 50 | 0 |
| 19 | Feels sure of self | 0 | 0 | 17 | 67 | 17 | 0 |
| 31 | Doesn't feel good about self | 50 | 50 | 0 | 0 | 0 | 0 |
| 64 | Lacks self-confidence | 0 | 100 | 0 | 0 | 0 | 0 |
| 89 | Finds it hard to accept the way he/she is | 33 | 33 | 17 | 17 | 0 | 0 |
| 128 | Thinks highly of himself/herself | 0 | 0 | 33 | 33 | 33 | 0 |
| 130 | Respects self | 0 | 0 | 0 | 67 | 33 | 0 |
| 132 | Happy with self | 0 | 0 | 0 | 67 | 33 | 0 |

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Organizational Implications

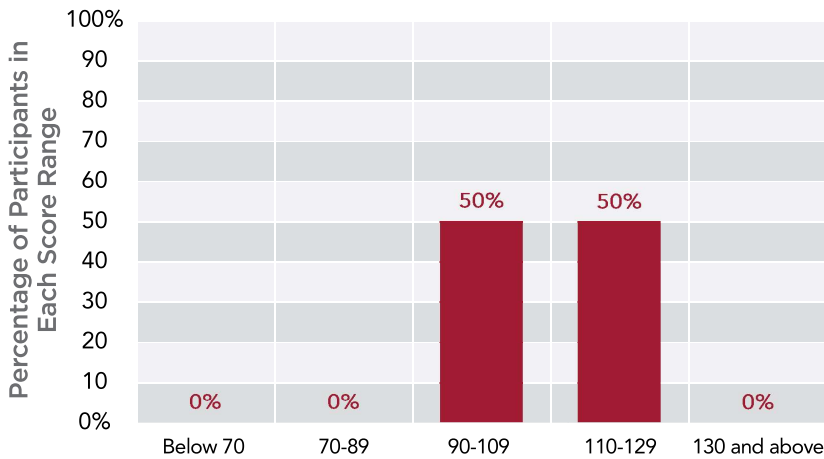
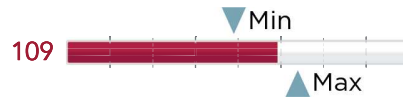
This group may sometimes be a catalyst for change in the organization, and they may voice their opinions pertaining to improvements or changes in business operations. The group is likely to play to its strengths, but they can benefit from increased engagement if this is done more often. For the most part, this group appears confident and sure of their decisions; however, watch for times when they appear less sure of their position.

Strategies for Action

- Understanding and utilizing one's strengths at work is related to increased engagement. Have the group identify individual and team strengths and look at ways to juggle tasks and responsibilities to suit strengths. This process can be especially helpful to project-based teams.
- Identify the group's barriers to feeling more secure and confident. Have groups work on action plans to remove these barriers.

Self-Actualization

Pursuit of meaning; self-improvement



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 109 |
| Minimum: | 99 |
| Maximum: | 114 |
| Spread of Scores: | 4.7 |

% Distribution of Responses per Item

- 1 Never/Rarely
 2 Occasionally
 3 Sometimes
4 Often
 5 Always/Almost Always
 ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|---|---|---|----|----|----|---|
| 8 Accomplishes goals | 0 | 0 | 0 | 50 | 50 | 0 |
| 49 Has something to contribute | 0 | 0 | 0 | 67 | 33 | 0 |
| 58 Seeks enriching experiences | 0 | 0 | 17 | 50 | 33 | 0 |
| 63 Self-motivated | 0 | 0 | 0 | 17 | 83 | 0 |
| 73 Makes good use of abilities | 0 | 0 | 0 | 50 | 50 | 0 |
| 76 Strives to be the best he/she can be | 0 | 0 | 0 | 17 | 83 | 0 |
| 104 Driven to achieve | 0 | 0 | 0 | 33 | 67 | 0 |
| 109 Makes life meaningful | 0 | 0 | 0 | 83 | 17 | 0 |
| 118 Looks for ways to improve | 0 | 0 | 17 | 50 | 33 | 0 |

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Organizational Implications

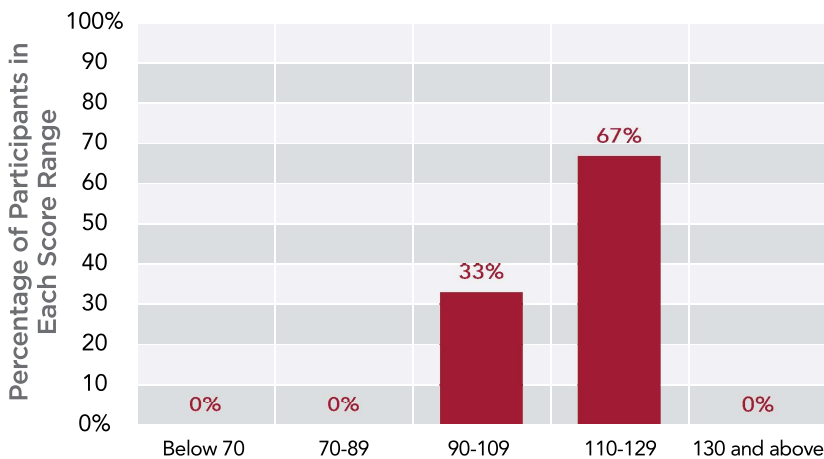
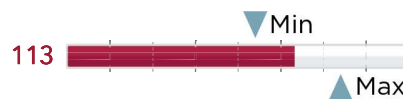
This group may feel as though they are exactly where they need to be in their careers and personal growth plans. The benefits of this feeling are far-reaching for the organization. Employees may feel a sense of excitement and feel immersed in their work. Quality of output may be increased and employee morale is likely to be high. When employees feel as though their full potential is being harnessed, organizational tenure is likely to be long.

Strategies for Action

- Help people outside of the group harness their potential by teaching them new career-related skills.
- Can the group as a whole, or individual members, be role models or mentors so that others can emulate this self-actualized approach? What would this look like in the organization?

Emotional Self-Awareness

Understanding own emotions



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 113 |
| Minimum: | 104 |
| Maximum: | 124 |
| Spread of Scores: | 7.7 |

% Distribution of Responses per Item

- 1 Never/Rarely
 2 Occasionally
 3 Sometimes
4 Often
 5 Always/Almost Always
 ? No Answer

| | Item | 1 | 2 | 3 | 4 | 5 | ? |
|-----|---|---|---|----|----|----|---|
| 16 | Attends to own feelings | 0 | 0 | 0 | 67 | 33 | 0 |
| 27 | Aware of how own mood impacts others | 0 | 0 | 0 | 83 | 17 | 0 |
| 40 | Knows what triggers own emotions | 0 | 0 | 0 | 50 | 50 | 0 |
| 62 | Aware of own feelings | 0 | 0 | 0 | 50 | 50 | 0 |
| 105 | Recognizes when he/she is upset | 0 | 0 | 0 | 17 | 83 | 0 |
| 121 | Understands how others' emotions affect him/her | 0 | 0 | 0 | 67 | 33 | 0 |
| 125 | Knows which emotions affect his/her performance | 0 | 0 | 17 | 50 | 33 | 0 |

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Organizational Implications

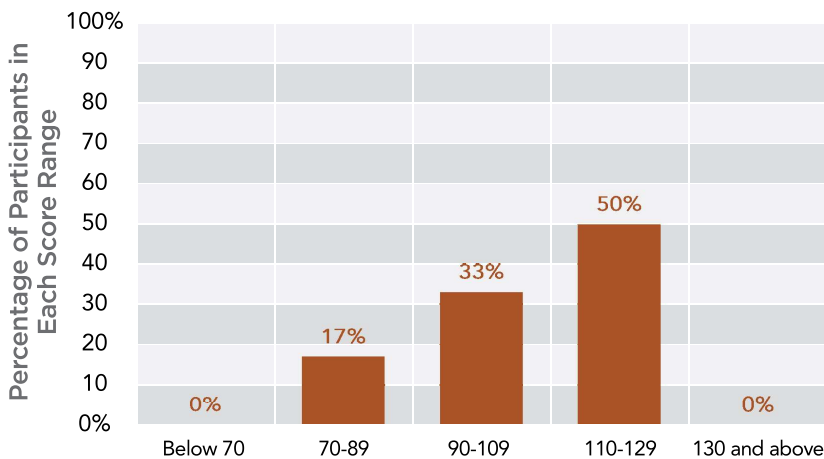
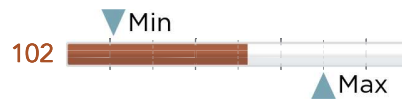
This group is highly attuned to their emotional reactions—to each other and to events in the organization. This in-depth understanding fuels a level-headed approach to handling complex and sometimes sensitive topics (e.g., a merger or an acquisition) that may arise in the organization. Colleagues may view the group as sensible and professional in their organizational conduct. Greater group harmony may be experienced in this group compared to groups with lower emotional self-awareness.

Strategies for Action

- Have the group work on identifying the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.
- Have the group ask others for feedback to see whether others' emotional perception is aligned with theirs. This process will help their need for self-awareness permeate throughout the organization.

Emotional Expression

Constructive expression of emotions



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 102 |
| Minimum: | 71 |
| Maximum: | 120 |
| Spread of Scores: | 16.5 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|--|----|----|----|----|----|---|
| 39 Finds it hard to share feelings | 17 | 33 | 17 | 17 | 17 | 0 |
| 47 Easily expresses feelings | 17 | 0 | 17 | 33 | 33 | 0 |
| 69 Has difficulty expressing intimate feelings | 33 | 17 | 33 | 0 | 17 | 0 |
| 93 Talks to others when sad | 17 | 17 | 33 | 33 | 0 | 0 |
| 100 Difficult to show feelings to others | 33 | 33 | 17 | 0 | 17 | 0 |
| 103 Finds it difficult to show affection | 50 | 17 | 17 | 17 | 0 | 0 |
| 108 Has difficulty describing feelings | 50 | 33 | 0 | 0 | 17 | 0 |
| 117 Hard to smile | 83 | 17 | 0 | 0 | 0 | 0 |

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Organizational Implications

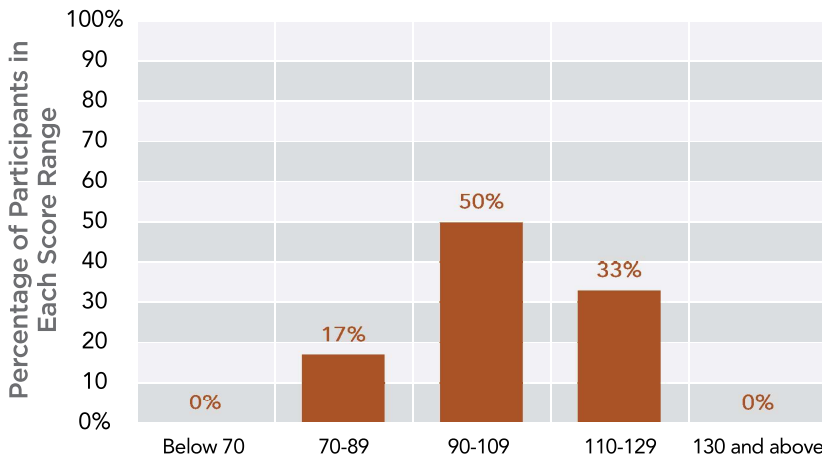
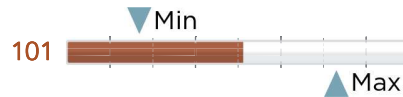
This group is generally able to speak about their emotions, although there are some feelings that may be harder to express, especially under situations of duress encountered at work. When emotions are expressed it lends itself to greater group harmony and feelings of "knowing where others stand on a matter." Group cohesion is generally good as employees bond over shared emotions.

Strategies for Action

- Continue the discussion of emotions, especially ones that are harder to express (e.g., conflict). Have the group work on identifying the triggers for "bottling" emotions and put in place actions to eliminate these triggers in meetings.
- Create a code of conduct/mantra for the group to share positive emotions and show appreciation to colleagues.

Assertiveness

Communicating feelings, beliefs; non-offensive



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 101 |
| Minimum: | 77 |
| Maximum: | 123 |
| Spread of Scores: | 14.4 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|------------------------------------|----|----|----|----|----|---|
| 3 Backs down even when right | 17 | 50 | 33 | 0 | 0 | 0 |
| 7 Says "no" when needed | 0 | 0 | 33 | 33 | 33 | 0 |
| 21 Is assertive | 0 | 0 | 17 | 67 | 17 | 0 |
| 23 Says so when he/she disagrees | 0 | 0 | 33 | 50 | 17 | 0 |
| 53 Firm and direct | 0 | 17 | 17 | 33 | 33 | 0 |
| 86 Stands up for own beliefs | 0 | 0 | 0 | 67 | 33 | 0 |
| 95 Tells people what he/she thinks | 0 | 17 | 17 | 67 | 0 | 0 |

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Organizational Implications

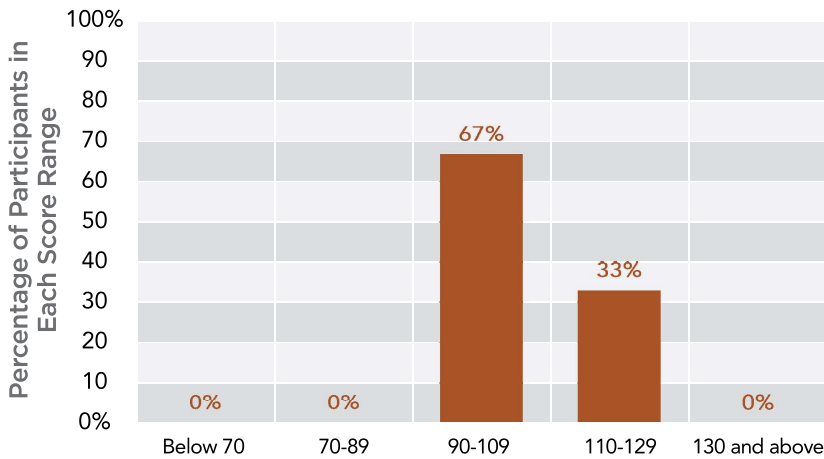
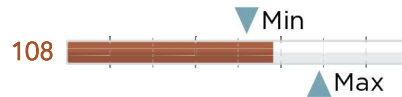
This group is sometimes able to confidently express disagreements, although there remain some situations that may prove more challenging than others. An assertive stance is generally taken that helps move the agenda forward and attain buy-in for ideas. However, if strengthened, employees will have a greater platform to voice discontent with incompatible viewpoints, and propose new methods of working.

Strategies for Action

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

Independence

Self-directed; free from emotional dependency



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 108 |
| Minimum: | 102 |
| Maximum: | 119 |
| Spread of Scores: | 6 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|--------------------------------------|-----|----|----|----|---|---|
| 4 Finds it hard to make decisions | 50 | 33 | 17 | 0 | 0 | 0 |
| 15 Clings to others | 83 | 17 | 0 | 0 | 0 | 0 |
| 46 Easily influenced | 33 | 50 | 0 | 17 | 0 | 0 |
| 54 Prefers job where told what to do | 83 | 17 | 0 | 0 | 0 | 0 |
| 65 Difficult doing things on own | 50 | 50 | 0 | 0 | 0 | 0 |
| 81 Needs reassurance | 0 | 50 | 33 | 17 | 0 | 0 |
| 97 Needs others | 100 | 0 | 0 | 0 | 0 | 0 |
| 114 More of a follower | 50 | 0 | 50 | 0 | 0 | 0 |

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Organizational Implications

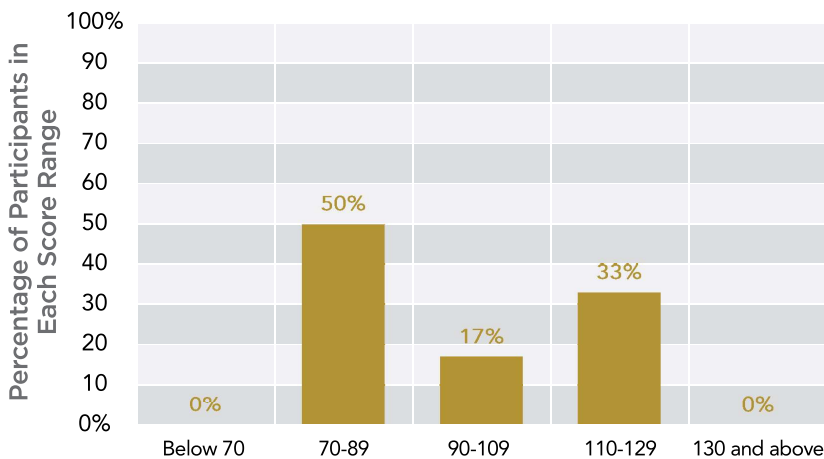
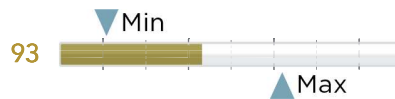
This group is generally able to work autonomously, trusting their own expressions even if it deviates from the general consensus. Along with assertiveness, independence ensures honest opinions are shared openly and decisions can be made without reassurance from others. If this group is a leadership team, they are likely seen as being decisive and path setters, rarely waiting for the comfort of others' reassurance before forging ahead.

Strategies for Action

- Teach colleagues to be independent by asking them to emulate the group's approach.
- Remember that colleagues are there as a resource, and seek their advice when required.

Interpersonal Relationships

Mutually satisfying relationships



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 93 |
| Minimum: | 71 |
| Maximum: | 112 |
| Spread of Scores: | 16 |

% Distribution of Responses per Item

- | | | |
|-----------------------|-------------------------------|--------------------|
| 1 Never/Rarely | 2 Occasionally | 3 Sometimes |
| 4 Often | 5 Always/Almost Always | ? No Answer |

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|----------------------------|----|----|----|----|----|---|
| 9 Makes friends easily | 0 | 17 | 33 | 33 | 17 | 0 |
| 22 Enjoys talking | 0 | 17 | 33 | 17 | 33 | 0 |
| 38 Easy to approach | 0 | 0 | 17 | 50 | 33 | 0 |
| 41 Easy to confide in | 0 | 0 | 17 | 50 | 33 | 0 |
| 66 Fun to be with | 0 | 17 | 33 | 50 | 0 | 0 |
| 74 Team player | 17 | 0 | 33 | 33 | 17 | 0 |
| 102 Is sociable | 0 | 17 | 17 | 50 | 17 | 0 |
| 129 Has good relationships | 0 | 0 | 0 | 83 | 17 | 0 |

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Organizational Implications

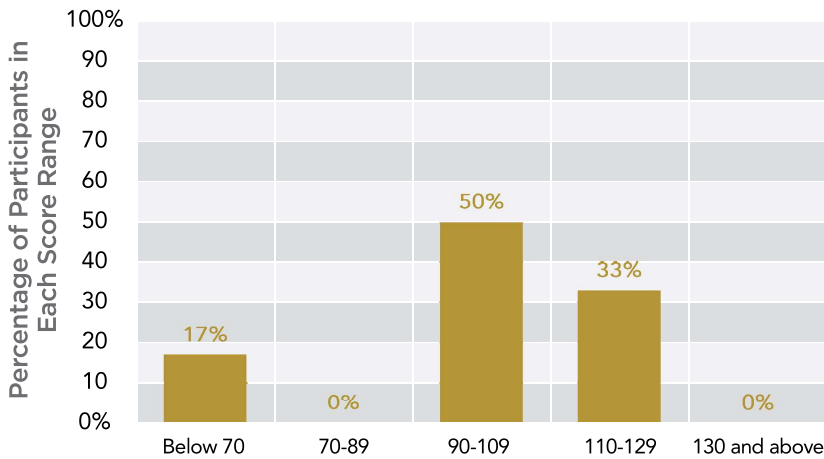
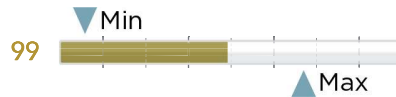
The group's relationships with colleagues are sometimes seen to be based on mutual trust and understanding, although there are times when greater cohesion is needed. Some of the time, the group is able to rely on each other as a support system when issues arise. This team is likely seen as approachable, but work here is still needed to ensure this openness is demonstrated more consistently. Decisions are made by consulting with others for feedback and to gather consensus, which helps generate swift results for the organization.

Strategies for Action

- Brainstorm ways this group can celebrate big milestones (e.g., launch of a product, birthdays, promotions) to foster improved relationships.
- Have the group identify teams within the organization where relationships need to be strengthened. What will be the impact on organizational results if these connections are improved?

Empathy

Understanding, appreciating how others feel



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 99 |
| Minimum: | 66 |
| Maximum: | 117 |
| Spread of Scores: | 17.2 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|------------------------------------|---|----|----|----|----|---|
| 13 Aware of others' feelings | 0 | 17 | 17 | 33 | 33 | 0 |
| 24 Is empathic | 0 | 17 | 17 | 33 | 33 | 0 |
| 30 Understands the way others feel | 0 | 17 | 0 | 50 | 33 | 0 |
| 52 Avoids hurting others' feelings | 0 | 0 | 17 | 67 | 17 | 0 |
| 70 In touch with others' emotions | 0 | 17 | 0 | 50 | 33 | 0 |
| 78 Relates to others' emotions | 0 | 17 | 17 | 50 | 17 | 0 |
| 91 Respects others' feelings | 0 | 0 | 17 | 33 | 50 | 0 |
| 110 Sensitive to others' feelings | 0 | 17 | 0 | 50 | 33 | 0 |
| 124 Cares about others' feelings | 0 | 0 | 17 | 67 | 17 | 0 |

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Organizational Implications

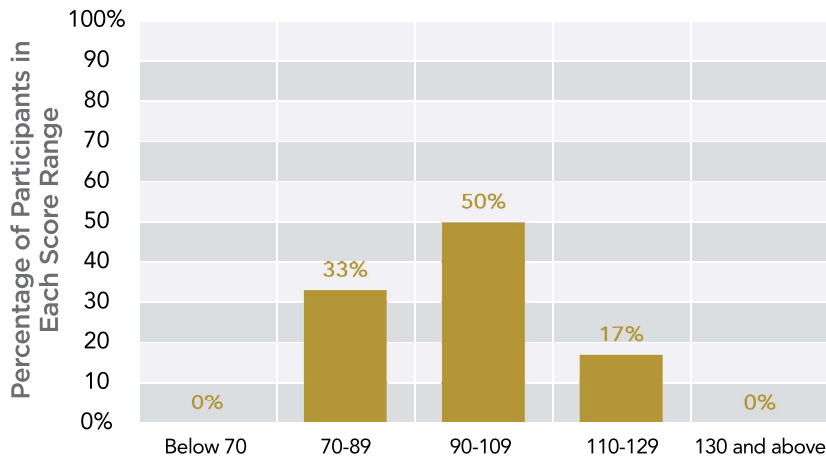
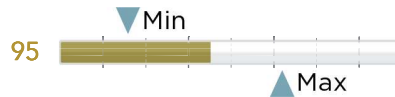
This group is generally able to empathize with the concerns of colleagues, although there are times when the emotional undertone may elude the group. A grasp of colleagues' worries or unease regarding certain situations helps to ensure that group consensus is reached before carrying out a decision. An understanding of the ramifications of certain choices helps to ensure that decisions are made that benefit colleagues, which can spur organizational growth.

Strategies for Action

- Have the group identify situations where more empathy was needed (e.g., team member was facing a tough time). What was the impact of not being empathic and what steps will they put in place to rectify this next time?
- Listen, be attuned to body language and tone of voice to gauge the emotional undertone in meetings. Have the group role play different emotional cues.

Social Responsibility

Social consciousness; helpful



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 95 |
| Minimum: | 76 |
| Maximum: | 112 |
| Spread of Scores: | 13.2 |

% Distribution of Responses per Item

- 1 Never/Rarely
 2 Occasionally
 3 Sometimes
4 Often
 5 Always/Almost Always
 ? No Answer

| | Item | 1 | 2 | 3 | 4 | 5 | ? |
|-----|---------------------------------------|----|----|----|----|----|---|
| 11 | Environmentally friendly | 0 | 17 | 17 | 50 | 17 | 0 |
| 18 | Tries to make a difference in society | 0 | 17 | 33 | 50 | 0 | 0 |
| 20 | Likes helping | 0 | 0 | 33 | 50 | 17 | 0 |
| 60 | Is a contributing member | 0 | 0 | 17 | 33 | 50 | 0 |
| 61 | Contributes to community | 17 | 17 | 50 | 17 | 0 | 0 |
| 115 | Cares about social issues | 0 | 0 | 17 | 83 | 0 | 0 |

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Organizational Implications

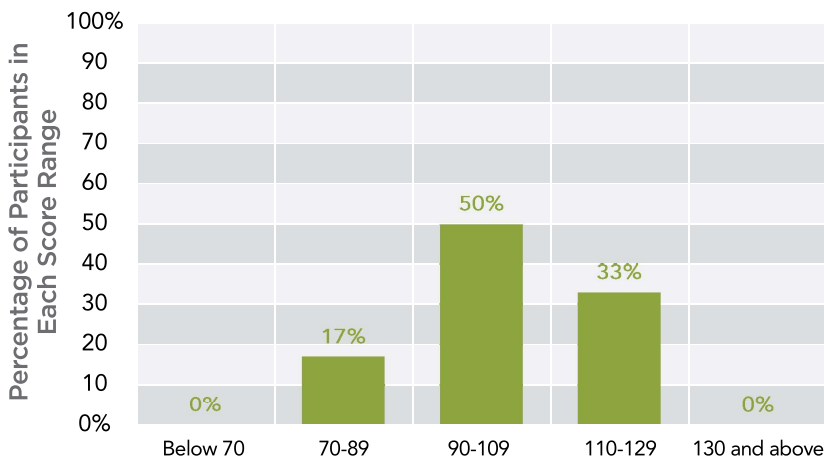
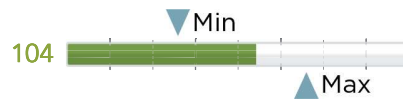
This group is generally concerned with the greater good of the organization, although there is room for improvement in this regard. The group sometimes thinks about how their actions affect others; however, unless social responsibility becomes more of a priority for these individuals, they could be seen as looking out for their own good, as opposed to the good of the organization.

Strategies for Action

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

Problem Solving

Find solutions when emotions are involved



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 104 |
| Minimum: ▼ | 86 |
| Maximum: ▲ | 116 |
| Spread of Scores: | 10.3 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|---|-----|----|----|----|----|---|
| 17 Can't decide what to do when upset | 67 | 0 | 17 | 0 | 17 | 0 |
| 37 Worries about a problem rather than solving it | 67 | 17 | 17 | 0 | 0 | 0 |
| 45 Avoids dealing with problems | 33 | 67 | 0 | 0 | 0 | 0 |
| 68 Has difficulty deciding on the best solution | 33 | 50 | 0 | 17 | 0 | 0 |
| 72 Gets stuck when solving problems | 50 | 50 | 0 | 0 | 0 | 0 |
| 75 Gets overwhelmed when making decisions | 33 | 50 | 17 | 0 | 0 | 0 |
| 84 Gets frustrated and gives up | 100 | 0 | 0 | 0 | 0 | 0 |
| 112 Emotions get in the way of decisions | 17 | 67 | 0 | 17 | 0 | 0 |

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Organizational Implications

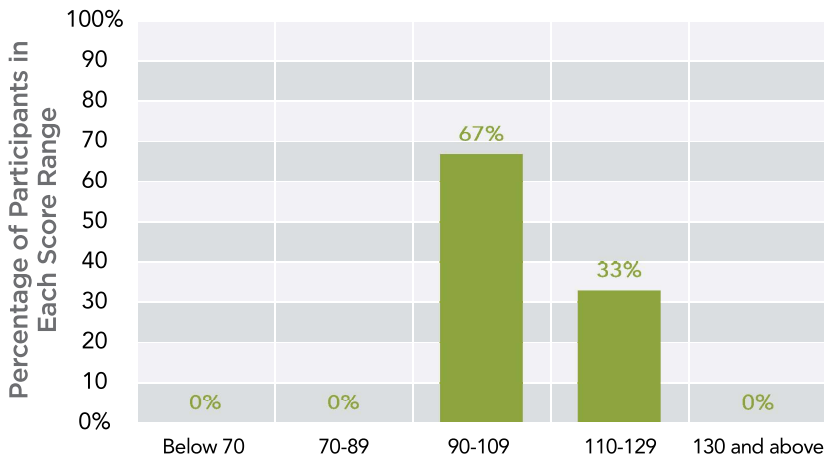
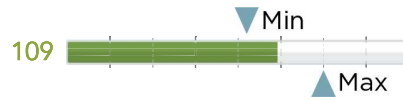
This group is generally able to find solutions to problems, although there are times when emotions may color outlooks and impede decision-making ability. At times decisions are made by considering available alternatives and by weighing the options, however emotions can still get the better of this group and stall decisions. Although a foundation for effective problem solving has been set, this should be more of a priority for this group, else they risk not making timely decisions.

Strategies for Action

- Maintain an open mind to entertain all possible solutions to a problem. Have the group practice using positive emotions/moods to brainstorm solutions that foster creativity.
- Approach problems neutrally; try new ways of doing things. Have the group practice removing emotional attachments to particular courses of action.

Reality Testing

Objective; see things as they really are



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 109 |
| Minimum: | 102 |
| Maximum: | 120 |
| Spread of Scores: | 6.9 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|--|---|---|----|----|----|---|
| 14 Sees situations as they really are | 0 | 0 | 17 | 50 | 33 | 0 |
| 36 Makes realistic plans to achieve goals | 0 | 0 | 17 | 50 | 33 | 0 |
| 43 Recognizes own biases | 0 | 0 | 0 | 83 | 17 | 0 |
| 57 Has good sense of strengths and weaknesses | 0 | 0 | 0 | 50 | 50 | 0 |
| 77 Knows when to be objective | 0 | 0 | 17 | 83 | 0 | 0 |
| 85 Knows when emotions affect objectivity | 0 | 0 | 0 | 83 | 17 | 0 |
| 107 Even when upset, aware of what's happening to self | 0 | 0 | 0 | 17 | 83 | 0 |
| 111 Has a good sense of what is going on | 0 | 0 | 17 | 50 | 33 | 0 |

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Organizational Implications

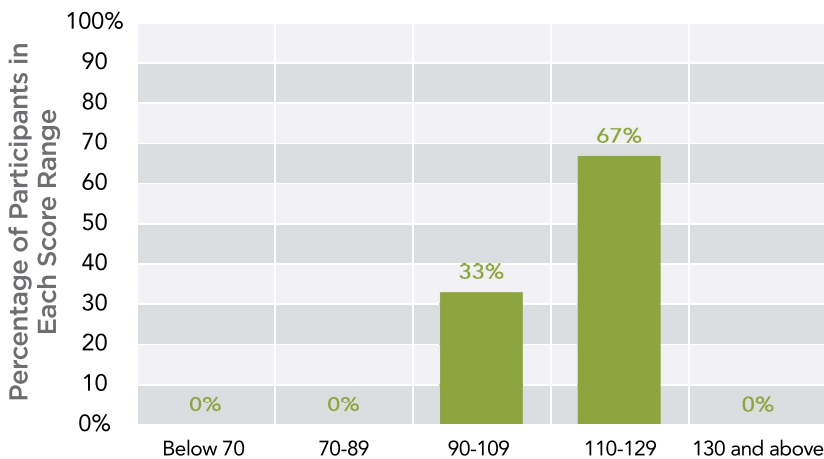
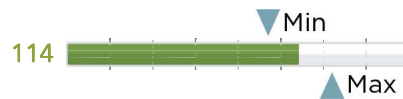
This group is attuned to the reality of situations, and does not let emotions color perceptions. Even under stressful situations, the group is able to accurately ascertain the reasons why situations occur as they do (e.g., a colleague is fired due to poor performance). This uncanny ability to correctly read the state of affairs in the organization engenders higher job satisfaction and organizational tenure, as employees understand the reason(s) why events are transpiring.

Strategies for Action

- Determine with the group ways they can demonstrate strong reality testing skills with other areas of their organization. How can they overtly share their skill and tie it into organizational decision making (i.e., performance reviews/goals)?
- Ask colleagues how they view issues when under stress to see if perceptions align.

Impulse Control

Resist or delay impulse to act



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 114 |
| Minimum: | 107 |
| Maximum: | 122 |
| Spread of Scores: | 5.4 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|--|----|----|----|---|---|---|
| 2 Makes rash decisions | 67 | 17 | 17 | 0 | 0 | 0 |
| 5 Interrupts others | 33 | 50 | 17 | 0 | 0 | 0 |
| 34 Impulsivity creates problems | 83 | 17 | 0 | 0 | 0 | 0 |
| 44 Is impulsive | 50 | 33 | 17 | 0 | 0 | 0 |
| 48 Finds it hard to stop talking | 17 | 67 | 17 | 0 | 0 | 0 |
| 50 Reacts hastily | 67 | 33 | 0 | 0 | 0 | 0 |
| 56 Difficult to control impulses | 83 | 17 | 0 | 0 | 0 | 0 |
| 67 Finds it difficult to resist temptation | 33 | 33 | 33 | 0 | 0 | 0 |

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Organizational Implications

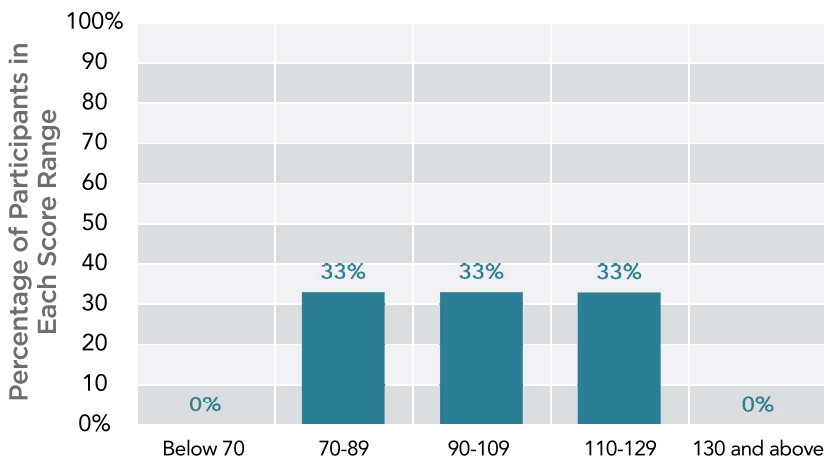
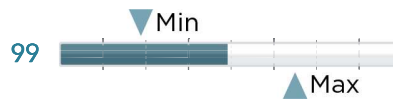
This group is able to resist the temptation to act by considering possible implications before following through with an intended course of action. Decisions are well thought out and implemented after careful consideration of potential ramifications. Employees take a measured, calculated approach in their work, which leads to sound decisions that are bolstered by supporting evidence. Productivity is enhanced and service and/or product quality is heightened.

Strategies for Action

- Ensure that innovative/novel ideas are shared, despite the risk they won't be accepted.
- Try to not over deliberate when deciding on an action, which can stymie growth. Consider group work that identifies instances of where strong impulse control is healthy and unhealthy for decision making and team momentum.

Flexibility

Adapting emotions, thoughts and behaviors



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 99 |
| Minimum: | 79 |
| Maximum: | 115 |
| Spread of Scores: | 13.3 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|--|----|----|----|----|---|---|
| 6 Finds it difficult to change own opinion | 0 | 67 | 17 | 17 | 0 | 0 |
| 33 Does not like unfamiliar situations | 17 | 50 | 17 | 17 | 0 | 0 |
| 42 Hard to change own ways | 17 | 17 | 50 | 17 | 0 | 0 |
| 82 Has difficulty compromising | 0 | 33 | 67 | 0 | 0 | 0 |
| 87 Uneasy with last-minute changes | 50 | 17 | 0 | 33 | 0 | 0 |
| 96 Finds it hard to make changes | 0 | 50 | 50 | 0 | 0 | 0 |
| 120 Needs things to be predictable | 33 | 33 | 33 | 0 | 0 | 0 |
| 122 Uneasy with change | 0 | 83 | 17 | 0 | 0 | 0 |

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Organizational Implications

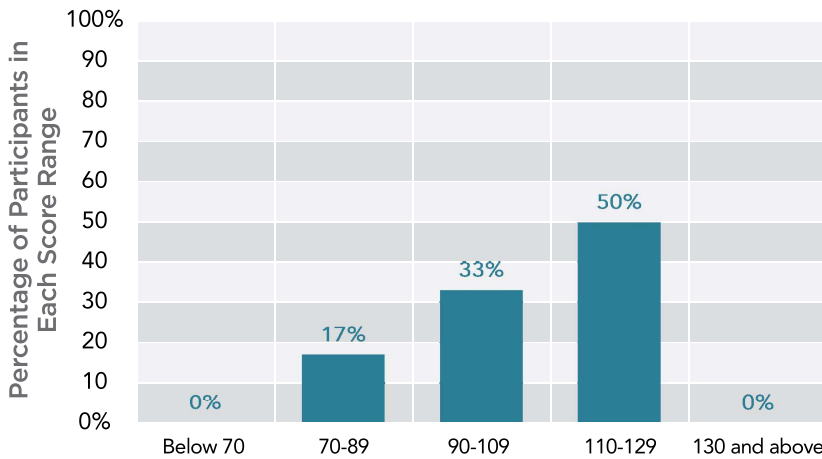
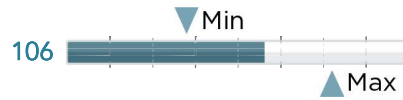
This group is generally tolerant and accepting of change, and usually adopts new procedures or ways of doing things with ease. Nevertheless, there are situations where change may make the group less willing to embrace new developments (e.g., merger between two companies may create trepidation). For the most part, new technologies and new methods of conducting business are readily implemented. The status quo is not the default, and progress and a willingness to "roll with the punches" are the norm.

Strategies for Action

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

Stress Tolerance

Coping with stressful situations



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 106 |
| Minimum: | 88 |
| Maximum: | 122 |
| Spread of Scores: | 12.5 |

% Distribution of Responses per Item

- | | | |
|-----------------------|-------------------------------|--------------------|
| 1 Never/Rarely | 2 Occasionally | 3 Sometimes |
| 4 Often | 5 Always/Almost Always | ? No Answer |

| | Item | 1 | 2 | 3 | 4 | 5 | ? |
|-----|---------------------------------------|----|----|----|----|----|---|
| 1 | Keeps calm | 0 | 0 | 0 | 50 | 50 | 0 |
| 26 | Can't think clearly when under stress | 17 | 33 | 50 | 0 | 0 | 0 |
| 55 | Thrives when challenged | 0 | 0 | 0 | 50 | 50 | 0 |
| 79 | Handles stress well | 0 | 17 | 0 | 83 | 0 | 0 |
| 88 | Performs well under pressure | 0 | 0 | 0 | 67 | 33 | 0 |
| 99 | Copes well | 0 | 0 | 0 | 50 | 50 | 0 |
| 113 | Handles upsetting problems | 0 | 0 | 17 | 50 | 33 | 0 |
| 123 | Does not react well to stress | 50 | 33 | 17 | 0 | 0 | 0 |

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Organizational Implications

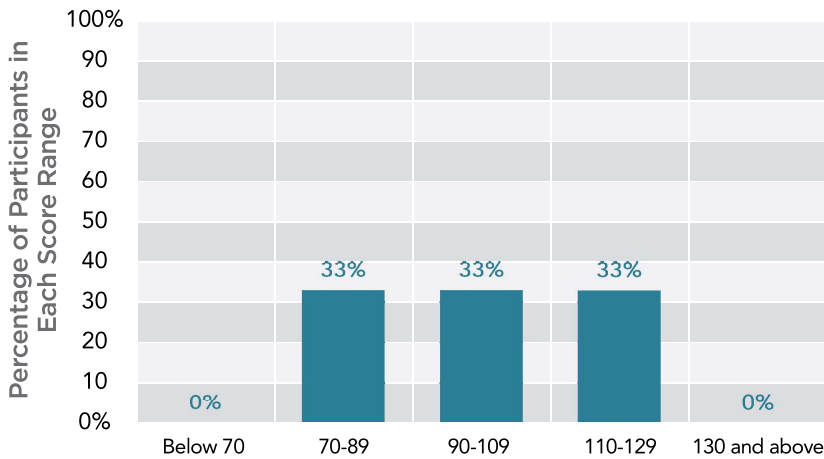
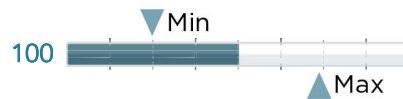
This group is able to cope with challenges, and unanticipated events are encountered with a level-head and a clear mindset. Tight deadlines, problems, and crises are seen as opportunities to conquer the situation, as opposed to triggers for feeling overwhelmed and flustered. Colleagues are probably in awe of the group's ability to forge through challenges. Job satisfaction, employee engagement, and productivity are likely to be higher.

Strategies for Action

- Hold sessions to teach colleagues stress management tips for a healthier workforce. This group likely has many stress management techniques that could be leveraged throughout the workplace.
- Be careful that the team does not appear too carefree about pressing, urgent issues.

Optimism

Positive attitude and outlook on life



Group Snapshot for this Subscale

| | |
|--------------------------------|------|
| Number of Scored Participants: | 6 |
| Average: | 100 |
| Minimum: | 80 |
| Maximum: | 119 |
| Spread of Scores: | 14.7 |

% Distribution of Responses per Item

- 1 Never/Rarely
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always/Almost Always
- ? No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|---|----|----|----|----|----|---|
| 29 Stays positive | 0 | 0 | 33 | 33 | 33 | 0 |
| 32 Is optimistic | 0 | 0 | 33 | 33 | 33 | 0 |
| 35 Expects the worst | 50 | 33 | 17 | 0 | 0 | 0 |
| 80 Hopeful for the future | 0 | 0 | 17 | 50 | 33 | 0 |
| 83 Sees the best in people | 0 | 0 | 33 | 67 | 0 | 0 |
| 90 Has good thoughts about the future | 0 | 0 | 17 | 67 | 17 | 0 |
| 98 Expects things to turn out all right | 0 | 0 | 17 | 33 | 50 | 0 |
| 116 Has a positive outlook | 0 | 0 | 33 | 33 | 33 | 0 |

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Organizational Implications

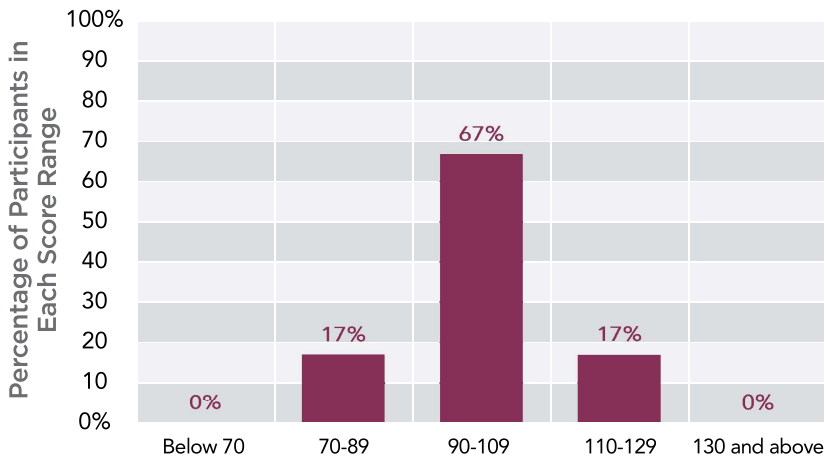
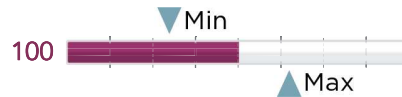
This group is likely to view situations in a positive light, although there are occasions (e.g., being overlooked for praise) when the team may perceive them negatively. This sense of positivity helps the team view situations as changeable, and helps employees propose solutions. This sense of optimism helps with the creative process by generating better ideas, and aids to spearhead innovation in the organization.

Strategies for Action

- Fraternalize with like-minded colleagues who are positive, and avoid too many interactions with negative ones. Have the group learn to identify what circumstances cause them to be less optimistic.
- Participate in spontaneous pursuits (e.g., try a different coaching technique, a new meeting format, or learn a new skill) to change the routine.

Happiness

Satisfied with life; content



Group Snapshot for this Subscale

| | |
|--------------------------------|-----|
| Number of Scored Participants: | 6 |
| Average: | 100 |
| Minimum: ▼ | 84 |
| Maximum: ▲ | 112 |
| Spread of Scores: | 9.9 |

% Distribution of Responses per Item

- 1** Never/Rarely
- 2** Occasionally
- 3** Sometimes
- 4** Often
- 5** Always/Almost Always
- ?** No Answer

| Item | 1 | 2 | 3 | 4 | 5 | ? |
|-------------------------------|----|----|----|----|----|---|
| 12 Hard to enjoy life | 33 | 33 | 17 | 17 | 0 | 0 |
| 28 Not happy with life | 67 | 17 | 17 | 0 | 0 | 0 |
| 51 Is enthusiastic | 0 | 0 | 0 | 83 | 17 | 0 |
| 71 Is happy | 0 | 0 | 33 | 33 | 33 | 0 |
| 92 Satisfied with life | 0 | 0 | 17 | 17 | 67 | 0 |
| 101 Excited about life | 0 | 0 | 17 | 83 | 0 | 0 |
| 106 Looks forward to each day | 0 | 0 | 33 | 50 | 17 | 0 |
| 126 Is content | 0 | 0 | 17 | 50 | 33 | 0 |

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Organizational Implications


This group is satisfied with work and/or life and is generally content, although there are times when a cheerful demeanor is not embraced. For the most part, team members enjoy their activities, and participate with a sense of vigor and excitement. Employees are usually immersed in their work and look forward to their tasks. Job satisfaction, employee engagement, and job commitment are likely to be positively impacted.

Strategies for Action

- Ensure that there is proper balance in activities (e.g., home, career, friends, exercise, etc.).
- Participate in engaging activities (e.g., read, exercise, speak with loved ones).

Strategies for Action

 Highest Three Subscales

 Lowest Three Subscales



| | | | |
|--|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-Perception</p> | <p>Self-Regard</p> <ul style="list-style-type: none"> • Being able to utilize strengths at work is related to increased engagement. Have the group identify individual/team strengths and attempt to link consideration of strengths to task assignment. • Identify the group's barriers to feeling secure and confident; work on plans to remove these barriers. | <p>Self-Actualization</p> <ul style="list-style-type: none"> • Help people outside of the group harness their potential by teaching them new career-related skills. • Can the group as a whole, or individual members, be role models or mentors so that others can emulate this self-actualized approach? What would this look like in the organization? | <p>Emotional Self-Awareness</p> <ul style="list-style-type: none"> • Have the group identify the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions. • Have the group ask others for feedback to see whether others emotional perception is aligned with theirs. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-Expression</p> | <p>Emotional Expression</p> <ul style="list-style-type: none"> • Continue the discussion of emotions, especially ones that are harder to express. Have the group identify triggers for "bottling" emotions; discuss how to eliminate these triggers. • Create a code of conduct for sharing positive emotions; show appreciation to colleagues. | <p>Assertiveness</p> <ul style="list-style-type: none"> • Use visualization techniques to help the group see a successful, assertive outcome when interacting with others. How can they be direct and firm when necessary? • Brainstorm assertive behaviors/ language that can help the group get its point across more effectively. | <p>Independence</p> <ul style="list-style-type: none"> • Teach colleagues to be independent by asking them to emulate the group's approach. • Remember that colleagues are there as a resource, and seek their advice when required. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal</p> | <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • Brainstorm ways this group can celebrate big milestones to foster improved relationships. • Identify teams within the organization where relationships need strengthening. What will the organizational impacts be if these connections are improved? | <p>Empathy</p> <ul style="list-style-type: none"> • Have the group identify situations where more empathy was needed. What was the impact of not being empathic? What steps will they put in place to rectify this next time? • Be attuned to body language and tone of voice to gauge emotional undertones in meetings. Role play different emotional cues. | <p>Social Responsibility</p> <ul style="list-style-type: none"> • What causes call the team to action? Are there certain initiatives that motivate better citizenship? Have the team come to a consensus on a cause they can all support. • Suggest they try to engage other teams in socially responsible behavior to spur collective action in the organization. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Decision Making</p> | <p>Problem Solving</p> <ul style="list-style-type: none"> • Maintain an open mind to entertain all possible solutions to a problem. Have the group practice using positive emotions to brainstorm creative solutions. • Approach problems neutrally; try new ways of doing things. Practice removing emotional attachments to particular courses of action. | <p>Reality Testing</p> <ul style="list-style-type: none"> • Determine with the group ways they can demonstrate strong reality testing skills in their organization. How can they share their skill and tie it into organizational decision making? • Ask colleagues how they view issues when under stress to see if perceptions align. | <p>Impulse Control</p> <ul style="list-style-type: none"> • Ensure that innovative/novel ideas are shared, despite the risk they won't be accepted. • Try to not over deliberate when deciding on actions. Consider group work that identifies instances where strong impulse control is healthy and unhealthy for decision making and team momentum. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stress Management</p> | <p>Flexibility</p> <ul style="list-style-type: none"> • Ensure that proper training and resources are available to deal with change. • Brainstorm ideas with the team to arrive at solutions to cope with new developments. | <p>Stress Tolerance</p> <ul style="list-style-type: none"> • Hold sessions to teach colleagues stress management tips for a healthier workforce. This group likely has many stress management techniques that could be leveraged throughout the workplace. • Be careful that the team does not appear too carefree about pressing, urgent issues. | <p>Optimism</p> <ul style="list-style-type: none"> • Fraternalize with like-minded colleagues who are positive, and avoid too many interactions with negative ones. Have the group identify what circumstances cause them to be less optimistic. • Participate in spontaneous pursuits to change the routine. |