



**EQ-i** 2.0  
assess. predict. perform.

# COACH LEADERSHIP

## REPORT

Mark Smith

25 March 2022

**psysoft**  
realising **your** potential

 **MHS**

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## Response Style Explained

No validity concerns were found for this report.

### Participant Summary

Name: Mark Smith  
Age: 35  
Gender: Male

Completion Date: 25 March 2022  
Time to Completion: 20:57  
Norm Type: Professional - Overall  
Norm Region: UK/Ireland

### Inconsistency Index: 1

The Inconsistency Index is 1, indicating consistency in responses across pairs of items measuring similar content. However, you may want to examine the following item pair where inconsistent responses were provided (see Item Responses page for more details): 29&32.

### Positive Impression: 0

### Negative Impression: 1

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

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

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

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

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

### Omitted Items:

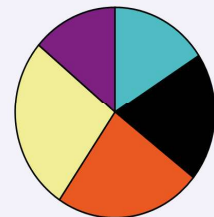
No items were omitted.

### Response Distribution

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

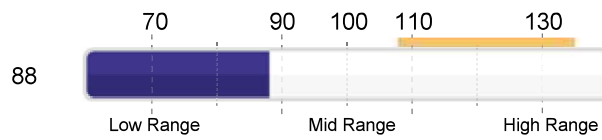
#### Responses

- ? = 0%
- 1. Never/Rarely = 16%
- 2. Occasionally = 20%
- 3. Sometimes = 24%
- 4. Often = 27%
- 5. Always/Almost Always = 14%

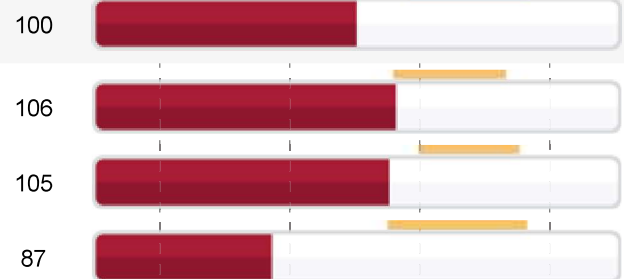


# Overview

## Total EI



### Self-Perception Composite



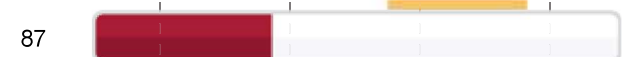
**Self-Regard**  
Respecting oneself; Confidence



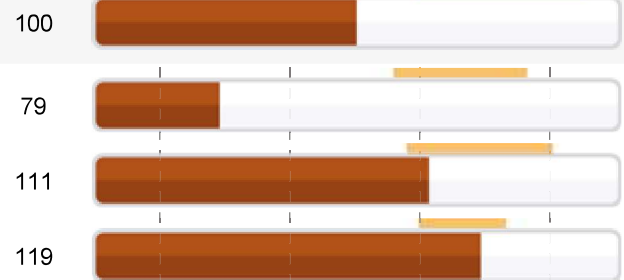
**Self-Actualisation**  
Pursuit of meaning; Self-improvement



**Emotional Self-Awareness**  
Understanding own emotions



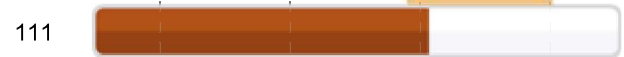
### Self-Expression Composite



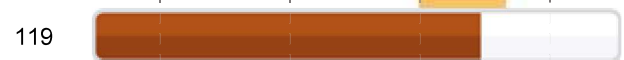
**Emotional Expression**  
Constructive expression of emotions



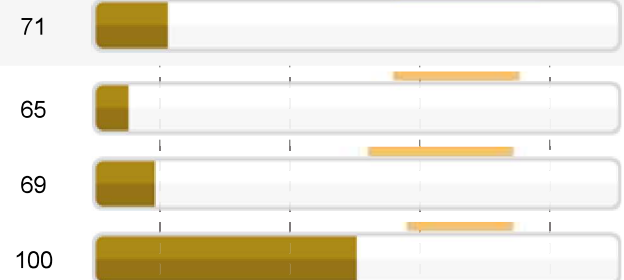
**Assertiveness**  
Communicating feelings, beliefs; Non-offensive



**Independence**  
Self-directed; Free from emotional dependency



### Interpersonal Composite



**Interpersonal Relationships**  
Mutually satisfying relationships



**Empathy**  
Understanding, appreciating how others feel



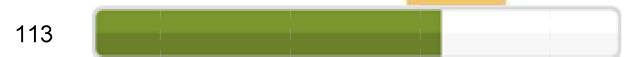
**Social Responsibility**  
Social consciousness; Helpful



### Decision Making Composite



**Problem Solving**  
Find solutions when emotions are involved



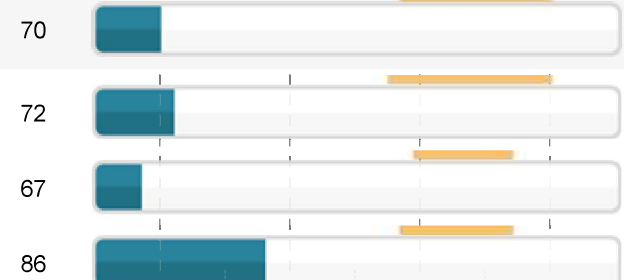
**Reality Testing**  
Objective; See things as they really are



**Impulse Control**  
Resist or delay impulse to act



### Stress Management Composite



**Flexibility**  
Adapting emotions, thoughts and behaviours



**Stress Tolerance**  
Coping with stressful situations



**Optimism**  
Positive attitude and outlook on life



# Leadership Potential

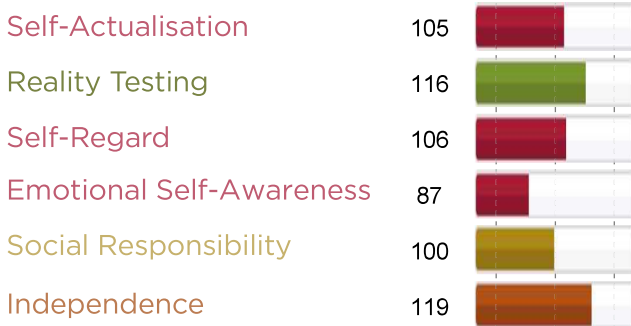
The EQ-i 2.0 subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies below is more likely to increase work satisfaction, create trust, and foster organisational commitment and loyalty.

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

## Authenticity



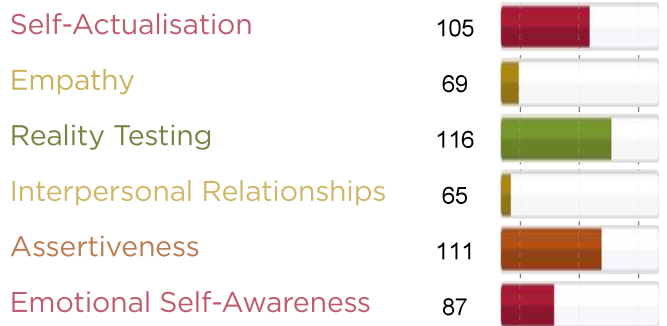
An authentic leader serves as a role model for moral and fair behaviour. A transparent approach commands esteem and confidence from employees.



## Coaching



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



## Insight



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



## Innovation

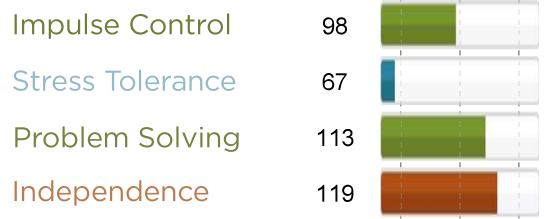


An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.



# Leadership Derailers

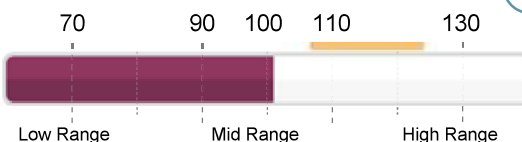
Your client may be at a **higher risk of derailment** as he/she received a lower result in Stress Tolerance and a moderate result in Impulse Control. Lower scores on any of the four subscales are associated with adopting a more passive or avoidant leadership style. Your client's team may see your client as being ineffective in certain situations and may not be fully satisfied under his/her leadership. Your client should be especially cognizant of scores below 90. For development strategies, refer to subscale pages in your client's report.



## Well-Being Indicator

Satisfied with life; content

101



### How to Use this Page

In the EQ-i 2.0 model, Happiness is different than the other EI abilities in that it both contributes to, and is a product of, EI. As such, your client's result in Happiness can be used as a barometer of emotional health and well-being.

Although the causes and factors related to an individual's happiness extend beyond the scope of this assessment, it is important to examine your client's Happiness result in relation to the other EI subscales. For example, would strengthening lower subscales lead to improved Happiness?

Or will increased Happiness stem from working within the client's strengths and talents? In either case, the best way forward is as unique to each person as his or her own definition of Happiness.

The four subscales most often associated with Happiness are:

- Self-Regard
- Optimism
- Self-Actualisation
- Interpersonal Relationships

### Happiness

Your client's result in Happiness suggests that more often than not, a satisfaction is felt with life, and an enjoyment of the company of others and work. Your client may:

- Have fun at both work and play while participating in enjoyable activities.
- Be seen by the team as likeable and pleasant to be around.
- Have to occasionally manage discontentment with certain aspects of life.

Of the subscales most typically tied to Happiness, your client scored lower in Optimism and Interpersonal Relationships. Directing development efforts here could strengthen your client's level of Happiness.

### Self-Regard (106)

Happiness is a by-product of believing in oneself and living according to your own values. Although your client has good Self-Regard, there are still times when self-doubt may arise, creating feelings of unhappiness.

Strengthening Self-Regard may help to enhance life satisfaction and well-being. You might ask:

- List past accomplishments to pinpoint the skills that you can leverage to achieve leadership success.
- What are some actions (e.g., reading motivational books) to bolster your self-regard?

### Optimism (86)

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

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

### Interpersonal Relationships (65)

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

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

### Self-Actualisation (105)

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

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

## Balancing EI










This section shows three related subscales for each of the fifteen subscales on the EQ-i 2.0. Below, you will find examples of feedback that you can provide to the respondent.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equal sign (=) is shown, the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide

the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Please note that if you included this section in the respondent's report, the respondent will see only one subscale (the relationship with the greatest score discrepancy). All three relationships are shown here so that you may debrief the respondent on other areas that are out of balance. In addition to what is displayed in this report, you may want to explore other balances and imbalances in the respondent's profile that may lead to further EI development.

## Self-Perception

Self-Regard (106)	 Self-Actualisation (105)	Your Self-Regard is in balance with your Self-Actualisation.
	 Problem Solving (113)	Your Self-Regard is in balance with your Problem Solving.
	 Reality Testing (116)	Your Self-Regard is lower than your Reality Testing. Remember that although input from external sources is important, self-regard is about your own evaluation of self-worth, and should not be overly influenced by external sources. Seek objective feedback, but give primary importance to your own sense of personal success.
Self-Actualisation (105)	 Self-Regard (106)	Your Self-Actualisation is in balance with your Self-Regard.
	 Optimism (86)	Your Self-Actualisation result is higher than your Optimism result. These components can be better balanced by taking the time to recognise and celebrate successes. This approach is a good way to stay focused on positive results and become more optimistic toward future endeavours.
	 Reality Testing (116)	Your Self-Actualisation is lower than your Reality Testing. These components can be balanced by setting realistic plans to accomplish meaningful experiences that are internally satisfying and not just objectively required. The challenge is to set goals that are attainable and realistic, but also intrinsically valuable.
Emotional Self-Awareness (87)	 Reality Testing (116)	Your Emotional Self-Awareness is lower than your Reality Testing. Do you have a tendency to concentrate more on the feelings of others and the situation at hand than on your feelings? Maintaining a balance between these two areas will allow you to consider your own feelings in concert with the feelings of others and within a given context.
	 Emotional Expression (79)	Your Emotional Self-Awareness is in balance with your Emotional Expression.
	 Stress Tolerance (67)	Your Emotional Self-Awareness is higher than your Stress Tolerance. When these scales are in balance, you recognise how stressful situations are affecting you on an emotional level. That is, you navigate the situation and manage the emotions created by the situation. Emotions should not be ignored but neither should they entirely dictate your behaviour when under stress.










# Balancing EI

## Self-Expression

Emotional Expression (79)	<p>➤ Interpersonal Relationships (65)</p>	<p>Your Emotional Expression is higher than your Interpersonal Relationships result. The expression of thoughts and feelings can be invaluable to maintaining meaningful and reciprocal relationships. Be attentive to how your words, tone, and body language can influence colleagues to maximise the effectiveness of your interactions with them.</p>
	<p>⬅ Assertiveness (111)</p>	<p>Your Emotional Expression is lower than Assertiveness. People tend to be most cooperative when they are aware of your underlying motives and concerns. When these two facets are balanced, and emotional expression is used effectively, there is a better understanding of both the issues and feelings involved, and the resolutions tend to be more effective overall.</p>
	<p>➤ Empathy (69)</p>	<p>Your Emotional Expression is higher than your Empathy. Do you focus more on the expression of emotions, thoughts, and feelings than on being empathic toward others? Balancing these facets requires careful listening to the ideas of others, as well as being attentive to their feelings. When these facets are balanced, you can effectively gauge whether the intensity and timing of your expression is appropriate for the situation.</p>
Assertiveness (111)	<p>➤ Interpersonal Relationships (65)</p>	<p>Your Assertiveness is higher than your Interpersonal Relationships result, suggesting that you tend to focus more on promoting your own views and that you may benefit from being equally attentive to the views of others. By doing so, you may strike a better balance of “give and take” in your work relationships.</p>
	<p>➤ Emotional Self-Awareness (87)</p>	<p>Your Assertiveness is higher than your Emotional Self-Awareness. Ensure that you attend to your tone of voice, body language, and the manner in which you treat others when you are being assertive. Self-understanding will help you to express your assertiveness more appropriately.</p>
	<p>➤ Empathy (69)</p>	<p>Your Assertiveness is higher than your Empathy. Where possible, focus on collaboration in meetings. You should strive to appropriately assert your views, but show an equal willingness to listen to others and be willing to agree when possible.</p>
Independence (119)	<p>⊞ Problem Solving (113)</p>	<p>Your Independence is in balance with your Problem Solving.</p>
	<p>➤ Emotional Self-Awareness (87)</p>	<p>Your Independence is higher than your Emotional Self-Awareness. When these components of EI are in balance, you seek feedback from others on your emotions without being overly dependant on that feedback. There are times when it is a good idea to seek a “sounding board,” gaining a second opinion on the way you are feeling can enhance your effectiveness.</p>
	<p>➤ Interpersonal Relationships (65)</p>	<p>Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collaboration can help establish positive relationships.</p>

## Balancing EI










### Interpersonal

Interpersonal Relationships (65)	 Self-Actualisation (105)	Your Interpersonal Relationships result is lower than your Self-Actualisation result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.
	 Problem Solving (113)	Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.
	 Independence (119)	Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognise that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.
Empathy (69)	 Emotional Self-Awareness (87)	Your Empathy is lower than your Emotional-Self Awareness. To balance these components, make sure you do not over-focus on your own feelings, and don't assume that others feel the same way as you do. Reach out as often as possible to ask your team members how things are going or how they feel about a decision.
	 Reality Testing (116)	Your Empathy is lower than your Reality Testing. The ability to remain objective and unbiased should be balanced by embracing the emotional tone of a situation. Being overly detached may mean missing social nuances or emotional changes in others that can inhibit a positive resolution in some situations.
	 Emotional Expression (79)	Your Empathy is lower than your Emotional Expression. Before expressing emotions, be sure to consider the impact that your emotions can have on others. By displaying a greater balance of empathic behaviours, you will appear more supportive and less directive in your interactions with others.
Social Responsibility (100)	 Self-Actualisation (105)	Your Social Responsibility is in balance with your Self-Actualisation.
	 Interpersonal Relationships (65)	Your Social Responsibility is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect with individuals who are involved in the activities you pursue. Remember that being socially responsible can happen even on the smallest scale, helping one person at a time.
	 Empathy (69)	Your Social Responsibility is higher than your Empathy. These components work best together when you put yourself in the other person's shoes to understand what is truly needed from their perspective. It is best to listen to the needs and concerns of others before choosing the best way to help them or work with them.












# Balancing EI

## Decision Making

Problem Solving (113)	 Flexibility (72)	Your Problem Solving is higher than your Flexibility. Balancing these components often involves considering different solutions to a problem. Use solutions that you know from experience will work, but be receptive to new approaches when they may offer a more optimal solution. Remember to maintain a flexible stance throughout the brainstorming process to help generate as many solutions as possible.
	 Reality Testing (116)	Your Problem Solving is in balance with your Reality Testing.
	 Emotional Self-Awareness (87)	Your Problem Solving is higher than your Emotional Self-Awareness. These components are balanced when proper consideration is given to your emotions when implementing a course of action. Some solutions may seem effective but don't feel right on an emotional level. Understanding the roles different emotions play in the decision making process will be of benefit in the long run.
Reality Testing (116)	 Emotional Self-Awareness (87)	Your Reality Testing is higher than your Emotional Self-Awareness. Balancing these aspects of EI means objectively analysing information, but also remaining receptive to your emotions and others' emotions. The right synthesis involves considering emotional reactions in addition to practical logistics as you go about your work and life.
	 Self-Regard (106)	Your Reality Testing is higher than your Self-Regard. To align these components, set meaningful but attainable goals and base your self-assessment on the accomplishment of these goals. The use of objective, supportive feedback can be helpful.
	 Problem Solving (113)	Your Reality Testing is in balance with your Problem Solving.
Impulse Control (98)	 Flexibility (72)	Your Impulse Control is higher than your Flexibility. These facets work most effectively together when you can embrace change, while being in control of your impulses and temptations. Good impulse control can alleviate susceptibility to impetuous change, but should not inhibit you from embracing change that is well planned and positive.
	 Stress Tolerance (67)	Your Impulse Control is higher than your Stress Tolerance. Good impulse control is helpful for avoiding rash decisions when under stress, but balancing these facets means not being overly constrained to the point of being unable to act. The interplay of self-control under stress with recognising and acting on your emotions and needs is a delicate balance.
	 Assertiveness (111)	Your Impulse Control is lower than your Assertiveness. Assertiveness works effectively with impulse control when your actions are made with confidence after due consideration to those around you and to the circumstances. This relationship can be balanced by taking time to consider the appropriateness of what you want given the circumstances, then leveraging your assertiveness to act in the most effective manner.

## ■ Balancing EI

### ■ Stress Management

Flexibility (72)	 Problem Solving (113)	Your Flexibility is lower than your Problem Solving. Flexibility and problem solving are optimally balanced when you remain open and willing to adopt new approaches when they are improvements upon your existing methods. There is nothing wrong with using existing approaches when they are successful, as long as you are alert to new ideas and methods that may be more appropriate if conditions change.
	 Independence (119)	Your Flexibility is lower than your Independence. Balancing these components of EI can be tricky since the goal is to be open and responsive to change, but you want to maintain an ability to act and think independently. The key is to be willing to change while standing firm when it is important for you to do so. Often you can leverage your independence by implementing strategies to help execute change brought on by others.
	 Impulse Control (98)	Your Flexibility is lower than your Impulse Control. When working most effectively together, impulse control will prevent you from making changes that are rash and unjustified. It should not, however, prevent you from making changes that are worth making even if they entail some risk. A good balance of these components will allow sensible changes to occur in a thoughtful way.
Stress Tolerance (67)	 Problem Solving (113)	Your Stress Tolerance is lower than your Problem Solving. While solving the actual problem is of course necessary, it is also important to pay attention to effectively coping with the stress it creates. When problems take longer to resolve (e.g., ongoing job demands), you may need to use coping strategies (e.g., relaxation techniques) in order to keep you energised and effective in the long run.
	 Flexibility (72)	Your Stress Tolerance is in balance with your Flexibility.
	 Interpersonal Relationships (65)	Your Stress Tolerance is in balance with your Interpersonal Relationships.
Optimism (86)	 Self-Regard (106)	Your Optimism is lower than your Self-Regard. To balance these components, take time to reflect on past accomplishments while setting appropriate goals for personal achievement, thus creating a strong outlook for the future.
	 Interpersonal Relationships (65)	Your Optimism is higher than your Interpersonal Relationships result. Balancing optimism with well developed interpersonal relationships can help you to remain positive and realistic. Also, by using your interpersonal relationships effectively, you can get important feedback to help keep your optimism grounded.
	 Reality Testing (116)	Your Optimism is lower than your Reality Testing. To balance these components, use objective information and facts to inform, strategise, and inspire dreams and visions for the future. Although there are times when you must change course entirely, don't give up if there is still a reasonable chance to succeed. Consider all possible courses of action before revising goals.

## Follow-up Questions

The following questions are suggested to probe further into your client's results. Questions are listed by subscale.

### Self-Regard

1. What do you believe are your strengths as a leader? Provide an example where you used your strengths to your advantage.
2. How does your level of confidence impact the influence you have on your team?
3. How can you use your strengths to enhance your leadership skills?
4. Which of your abilities require development? Provide an example where you had to work around/compensate for an area of challenge.
5. Describe a situation where you had to overcome feelings of insecurity or low confidence in your abilities.
6. In what leadership scenarios do you feel less confident in your skills? Why do you think that is?
7. How can you overcome challenges to becoming a strong leader?
8. Tell me about a time when it was clear you had made a mistake or error. How did you feel and what action did you take to rectify the situation? Why do you think you felt this way?
9. What are you willing to do to improve your leadership skills, abilities, habits, and attitudes?

### Self-Actualisation

1. What are some of your interests outside of work? What new activities or interests would you like to explore?
2. How would you describe your work-life balance? Are you able to leave your work responsibilities in order to pursue outside interests?
3. Are there some areas of your life that you wish you could enhance? Either by spending more time or becoming more knowledgeable about something?
4. Can you describe one or two of your short-term goals? Long-term goals? How are your short-term goals connected to your long term-goals?
5. Tell me about your process for setting goals. How would you describe the goals you set for yourself? How would you describe the goals you set for your team?
6. What are some words you would use to describe your leadership style?
7. Who are some of the leaders you view as role models? Which of their characteristics do you aspire to have?
8. How are you working towards obtaining the leadership skills and characteristics you aspire to have? What are some steps you could put in place?
9. Does your team know what activities and interests fulfill you? Do you know what interests each person on your team has?

### Emotional Self-Awareness

1. How do your emotions affect your team? Can you provide an example where your team was affected by the way you were feeling?
2. What things do you feel really happy about? Sad? Angry? Describe how you experience these emotions physically, behaviourally, and cognitively.
3. Describe a time when you were making a decision and your emotions got the best of you. What emotions were you experiencing and what was your reaction?
4. What signals can you look for within your team to warn you of your heightened emotions?
5. What emotions make you a more effective leader? What emotions help you influence and inspire your team? How can you identify these emotions?

### Emotional Expression

1. Do you ever feel emotionally exhausted as a leader? How can you leverage your Emotional Expression skills to re-fuel?
2. Are there some emotions you feel more comfortable expressing than others? Why do you think that is? How do you express what you are feeling? Give examples.
3. Describe a time when you regretted not having expressed your true thoughts or feelings about something. What were the consequences (positive and negative) of not expressing your feelings? How would the situation have been different had you been more expressive?
4. In general, do you find yourself bottling up emotions? How does this affect your ability to get your work done?
5. Does your team know your thoughts or feelings and where you stand on pertinent issues? Has your team ever misread the way you expressed yourself? Why do you think that happened?
6. Does your team come to you with input or feedback? What can be done to ensure your "open door" policy is truly seen as an open-door policy by your team?

### Assertiveness

1. Describe a scenario in which you behaved as an assertive leader. What specifically did you do or say that was assertive?
2. What do you find challenging about being assertive?
3. In what ways do you hold others accountable for their actions/behaviours? Do you ever struggle to follow through on accountability?
4. If you were more assertive, how would that help your team be more innovative and tolerant of taking risks?
5. How do you manage performance issues? How can you be more assertive when discussing performance plans?
6. What is the difference between assertive and aggressive behaviour? Have you ever been perceived as being aggressive? How do you know?
7. When you disagree with your team, how do you present your differing point of view?
8. When there are several viewpoints and disagreements within your team, how do you address these differing perspectives to reach a decision?

## Follow-up Questions

### Independence

1. What role does independence play in being seen as a moral and fair leader?
2. Are there times when you need the counsel of others more than you'd like? What is at the root cause of your reliance on them?
3. Describe your typical style for making decisions.
4. Can you give an example of when you relied on your team to make a decision for you? What was the outcome?
5. What feelings do you experience when you need to work independently from others? Do these feelings change (i.e., become more or less intense) over time?
6. How do you balance involving your team in the decision-making process and making the final decision as a leader?
7. Describe a time when you had to make a final decision as the leader, either when your team felt differently from you, or when there was disagreement within the team. How did you proceed? What was the outcome?

### Interpersonal Relationships

1. Describe a time when you mediated a conflict among your team members. Describe a time when you were in disagreement with a team member. How did your emotions differ between experiences?
2. Describe what types of social situations make you feel uncomfortable. What is your typical response in these situations?
3. What are some ways you use your Interpersonal Relationship skills when coaching your team? How do you connect on a personal level?
4. Tell me about a time when you had to put extra effort into maintaining relationships with your team. What value did this relationship have in your team and leadership?
5. How do you balance Interpersonal Skills with decision-making; particularly when there is disagreement?
6. What are some strategies that you could use to build stronger relationships among your team members?

### Empathy

1. How does empathy help you coach and mentor those you lead? What are some questions you could ask of your direct reports to show more empathy in your conversations?
2. Tell me about a time when it was really important that you were able to understand the way someone else felt. How did you convey this understanding? How did you ensure you understood them?
3. Describe a situation where you were not as sensitive to someone's feelings as you should have been. Why do you think this was the case? What could you have done differently?
4. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
5. How do you ensure that you understand your team's thoughts and perspectives?
6. Has your empathy ever prevented you from having a difficult conversation or making a tough decision? What would you do differently to balance empathy with assertiveness?

### Social Responsibility

1. Can your team depend on you? How do you know this is the case?
2. What have you done recently to help those in need?
3. What is the difference between a leader who takes responsibility and one who doesn't? How does this affect their ability to get things done?
4. Describe a situation where you placed your team's needs/interests over your own. How often does this type of scenario occur as a leader?
5. How do you define "being a team player"? What are some examples of where your success can be attributed to your team and not to you alone?
6. What are some organisational issues that are of particular concern to you? How do you help influence these issues?
7. When things don't go as planned, how do you take responsibility for your team? How do you keep your team motivated?
8. What are some techniques you use to compel your team towards reaching their fullest potential?

### Problem Solving

1. If I was to ask your team, what would they say about your typical approach to solving problems?
2. What is the impact of your problem solving skills on your ability to lead effectively?
3. What was one of the most challenging problems you have ever had to solve? Describe the problem-solving process you used to arrive at the solution.
4. How do you think your problem-solving process looks to your team? What would they say are the strengths of this process? What would they say you could do better?
5. Describe a time when your emotions hampered your ability to make a decision. Why did you get sidetracked?
6. What role do your emotions play in your problem-solving process? How do they help or hinder your ability to arrive at a solution?
7. Tell me about a time when you made a rash decision. What caused this to happen and how did it affect others?
8. How do you share the workload of problem-solving with your team?
9. What are some techniques you use to keep your emotions in check when solving problems?
10. How do you manage your emotions as well your team's emotions through the problem-solving process? What are some techniques you use?

## Follow-up Questions

### Reality Testing

1. How important is reality testing when coaching your employees? What are some steps you can take to ensure you are assessing performance objectively?
2. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your role as a leader?
3. Describe a time where you incorrectly sized up a situation. What information did you misjudge and what was the impact?
4. How would your team describe the goals you set? What information do you take into account when you set these goals?
5. Tell me about a time when you should have been more objective rather than relying on a "gut feeling." How do you confirm that your "gut feeling" is accurate?
6. Tell me about a time when you should have listened to your instincts rather than being so objective. How do you confirm that your instincts are reliable?
7. How do you keep in touch with your team's reality? How do you keep in touch with the reality of other stakeholders? How do you connect these realities to lead your team towards success?
8. Tell me about a time when you had to make a decision before you had all the data to size up the situation.

### Impulse Control

1. How do you typically deal with an impulse to act? Can you wait for rewards until when the timing is right?
2. Tell me about a time when you had to exercise patience and control over your behaviour.
3. Do you often have to act quickly as a leader or can you be more pensive? How does that make you feel?
4. Describe a situation where you were impatient and reacted hastily. How did this impact the end result?
5. Describe a situation where it was beneficial for you to act quickly. How did this impact the end result?
6. Has your impulsiveness ever created problems for you? How do you think your team views your behaviour in these instances?
7. How do you respond in times when quick decisions need be made?
8. How do you differentiate between impulsive behaviour and beneficial risk-taking behaviour? What techniques do you use to identify between the two types of behaviour before acting on them?

### Flexibility

1. Is it difficult for you to consider new information, or adjust your course of action towards achieving long term goals?
2. Would your team say that you are flexible and open to change, or rigid and set in your ways? What benefits and drawbacks does your typical style have on your ability to get things done?
3. How do you successfully manage change in an environment where people are hesitant to depart from their old ways of doing things?
4. Give an example of where you found it difficult to adjust to a change in your job. What emotions were you feeling?
5. Describe a time where you had to adjust quickly to changes in your environment. What was your process for changing your behaviour/tasks?
6. How do you balance the need to have structure and process for your team with the need to be creative and open to innovative ideas?
7. What are some ways that you use your flexibility to promote innovation and resilience within your team?

### Stress Tolerance

1. How do you tackle stressful circumstances as a leader? How would your team describe you under stress?
2. How does stress manifest itself in the way you feel (i.e., emotionally, physically) or act? Can you detect the very onset of stress in your body?
3. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
4. Describe a time when it was important for you to remain calm under pressure. What skills or techniques did you use? How was your team impacted in this situation?
5. What skills, techniques, and/or activities do you use to manage your day-to-day stress?
6. How do you think your team has been affected by your ability to tolerate stress? What steps do you need to take to be seen as a more resilient leader?
7. What techniques do you use to gauge and manage the stress experienced by your team? What are some ways you could help alleviate some of their stress?

### Optimism

1. What are some examples of how you have seized opportunities in your organisation as a leader?
2. Would you describe yourself as having positive or negative expectations about how things will turn out? How does this impact the way you set goals and objectives for others?
3. Describe a project/task where you or your team experienced several setbacks. What was your approach to overcoming these difficulties?
4. When planning and setting goals, how do you manage risk? What does your contingency plan look like?
5. Describe a situation where you were overly positive or overly negative in your expectations about how things would turn out. What impact did your outlook have on your performance and that of others?
6. What are some resources or strategies you draw upon in order to stay positive about the future?
7. How do you keep your team motivated in the face of obstacles?
8. How do you think your team sees your view of the future? What steps can you take to paint a motivational vision for the long term goals your team is working on?
9. How do you balance Optimism with Reality testing when inspiring your team towards achieving goals?

# Action Plan

The steps your client takes towards achieving his/her EI goals will determine whether or not success is realised. Use this step-by-step activity plan to help guide your client closer to his/her goals. Remember to use the **SMART** goal setting criteria for each goal.

**S**PECIFIC  
**M**EASURABLE  
**A**CTION-ORIENTED  
**R**EALISTIC  
**T**IMELY

Write down up to three EI skills or behaviours that your client would like to further develop (e.g., “reflective listening” to build empathy, or “recognising how my body reacts to stress” to raise emotional self-awareness). The **SMART** goals that your client outlines in the template should help to strengthen these EI skills and behaviours.

- 1.
- 2.
- 3.

Write down up to three overall qualities that your client would like to have (e.g., integrity, providing clear leadership, team player, clear communicator). In some way the goals you outline in this action plan should help your client achieve the overall qualities he/she identified.

- 1.
- 2.
- 3.

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

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Practise active listening	Today, especially in one on one meetings with my direct reports	Improved interpersonal relationships, empathy with my team. Increased employee engagement.	- Feedback - 360 results increase	Direct feedback from my team	Obtaining honest feedback can be difficult. Time – don’t cancel one on one meetings – demonstrate the importance of regular touch points

I commit to this action plan \_\_\_\_\_  
*(signature)*

## ■ EI Development Commitment

A Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in his/her action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back to work and our organisation's demands win the competition for time and attention.

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

### ■ My Client's Development Goals

My client's action plan includes the following goals:

Due Date

1.

2.

3.

4.

Your Signature \_\_\_\_\_

Your Client's Signature \_\_\_\_\_