



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

COACH WORKPLACE

REPORT

Anne Taylor

14 February 2022

psysoft
realising **your** potential

 **MHS**

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Response Style Explained

No validity concerns were found for this report.

PARTICIPANT SUMMARY

Name: Anne Taylor
 Age: 48
 Gender: Female

Completion Date: 14 September 2021
 Time to Completion: 19:20
 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): 106&126.

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

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

OMITTED ITEMS:

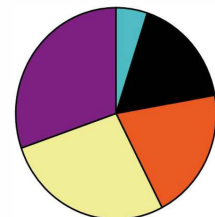
No items were omitted.

RESPONSE DISTRIBUTION

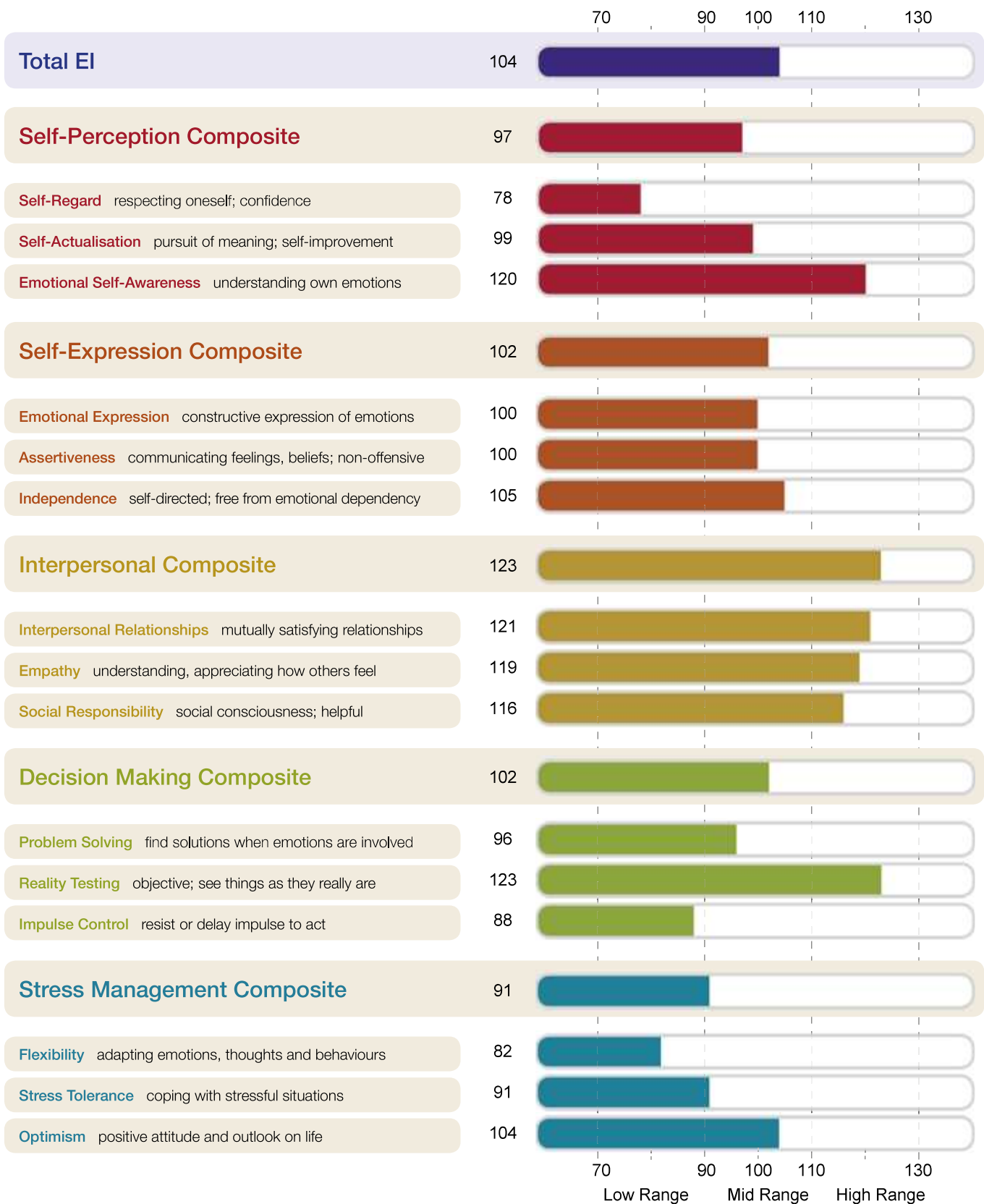
Anne did not show a significant preference for using either the extreme ends or the middle points of the response scale.

Responses

- ? = 0%
- 1. Never/Rarely = 5%
- 2. Occasionally = 17%
- 3. Sometimes = 20%
- 4. Often = 27%
- 5. Always/Almost Always = 30%



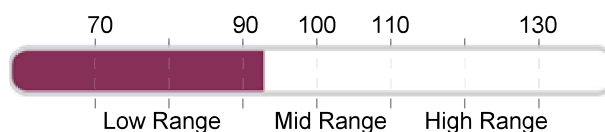
Overview of Results



Well-Being Indicator

Happiness satisfied with life; content

93



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

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

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

Of the subscales most typically tied to Happiness, your client scored lower in Self-Regard. Directing development efforts here could strengthen Happiness even further.

Self-Regard (78)

Happiness is a by-product of believing in oneself and living according to your own values. Low self-regard may lead your client to question personal values, performance and decisions, ultimately lowering happiness. You might ask:

- Reflect on past accomplishments by identifying skills that enabled you to be successful.
- What do you admire most about yourself? Why? What do you like the least?

Optimism (104)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. The results suggest that your client is optimistic and hopeful most of the time, but perhaps could use this outlook more frequently so that Happiness becomes even more personal, permanent and justifiable. You might ask:

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

Interpersonal Relationships (121)

The Interpersonal Relationships result indicates that your client has well-developed relationships that likely help reduce the negative effects of life's daily demands. If maintained, these relationships can enhance and sustain pervasive feelings of happiness. You might ask:

- Are there times when you struggle with your relationships? If so, what causes the struggles and how do you remedy conflict and miscommunication?
- Do you have a mentor? Do you act as a mentor to someone else?

Self-Actualisation (99)

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

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

Balancing EI

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










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

in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

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

Self-Perception	Self-Regard (78)	< Self-Actualisation (99) < Problem Solving (96) < Reality Testing (123)	<p>Your Self-Regard is lower than your Self-Actualisation. These components can be aligned by evaluating self-worth in terms of concrete achievements. When appropriate, take time to recognise successes and how they reflect upon your abilities. Finally, consider strengths and weaknesses when determining activities to pursue.</p> <p>Your Self-Regard is lower than your Problem Solving. These components can be balanced by evaluating your self-worth in terms of your ability to solve problems and by validating decisions before acting. When problem solving, evaluate your strengths and weaknesses and develop solutions that cater to your strengths.</p> <p>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.</p>
	Self-Actualisation (99)	> Self-Regard (78) = Optimism (104)	<p>Your Self-Actualisation is higher than your Self-Regard. To balance these components, set realistic goals that are challenging and aligned with what you are trying to achieve in life. If you set goals that are unrelated to what is important to you, accomplishing them will not necessarily improve your self-worth.</p> <p>Your Self-Actualisation is in balance with your Optimism.</p>
	Emotional Self-Awareness (120)	< Reality Testing (123) = Reality Testing (123) > Emotional Expression (100) > Stress Tolerance (91)	<p>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.</p> <p>Your Emotional Self-Awareness is in balance with your Reality Testing.</p> <p>Your Emotional Self-Awareness is higher than your Emotional Expression. You may expect others to be aware of how you are feeling, so make sure you are clearly communicating your feelings to them. Remember, expression is the way you showcase your emotional knowledge and it will have greater impact if it works in parallel with your awareness.</p> <p>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.</p>

Balancing EI

Emotional Expression (100)	 Interpersonal Relationships (121)	Your Emotional Expression is lower than your Interpersonal Relationships result. Keep in mind that strong interpersonal relationships are built on trust and respect; openly sharing your thoughts and feelings can go a long way to building both.
	 Assertiveness (100)	Your Emotional Expression is in balance with your Assertiveness.
	 Empathy (119)	Your Emotional Expression is lower than your Empathy. Ideally, effective relationships involve emotional reciprocity. By balancing the extent to which you empathise with others and express your own emotions, you create a better two-way channel for communication of thoughts and feelings.
Self-Expression	 Interpersonal Relationships (121)	Your Assertiveness is lower than your Interpersonal Relationships result. Placing greater emphasis on interpersonal relationships than on being assertive may permit you to support those you work with. Make sure you give equal emphasis to standing up for what you believe in, and speaking your mind when it is important to do so.
	 Emotional Self-Awareness (120)	Your Assertiveness is lower than your Emotional Self-Awareness. Creating balance here will enable you to better use emotional information to guide your assertiveness. When you have strong feelings about something, you should be more inclined to behave assertively. When you feel less strongly, you can back off.
	 Empathy (119)	Because your Assertiveness is lower than your Empathy, you may place a greater emphasis on caring for others than you do on being assertive. It is important to recognise that it is possible to be empathic and assertive at the same time. Being sensitive to the feelings of others allows you to express your assertiveness in a way that will be received in the best manner possible.
Independence (105)	 Problem Solving (96)	Your Independence is in balance with your Problem Solving.
	 Emotional Self-Awareness (120)	Your Independence is lower than your Emotional Self-Awareness. When these components work in harmony, your self-understanding drives feelings of self-confidence and enables independent behaviour. As a result your self-understanding and actions will not be unduly influenced by what others believe or think of you.
	 Interpersonal Relationships (121)	Your Independence is lower than your Interpersonal Relationships result. To balance these components, recognise the importance of being a team player, without becoming overly reliant on the direction or support of others. Be collaborative, but retain the courage of your convictions.

Balancing EI

Interpersonal

Interpersonal Relationships
(121)

➤ Self-Actualisation (99)

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

➤ Problem Solving (96)

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

➤ Independence (105)

Your Interpersonal Relationships result is higher than your Independence result. These components work in unison by distinguishing the times when collaboration and group work is needed from times that require independent functioning. As a general rule, when tasks can be completed independently, it may be best to do so, leaving colleagues free to work on other tasks that they may be required to do.

⚖ Emotional Self-Awareness (120)

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

Empathy
(119)

⚖ Reality Testing (123)

Your Empathy is in balance with your Reality Testing.

➤ Emotional Expression (100)

Your Empathy is higher than your Emotional Expression. Aligning these components of EI means taking other people's feelings into account when expressing your own emotions. The goal is to express your feelings effectively while staying attuned to others, so that your expressions are more than just a reflection of the feelings of others.

➤ Self-Actualisation (99)

Your Social Responsibility is higher than your Self-Actualisation. To balance these components requires balancing the importance of contributing to society with achieving your own personal goals. Helping others to achieve their goals is important, but ideally this should work in a reciprocal way, so that the relationship helps you to achieve your potential and aspirations as well.

Social Responsibility
(116)

⚖ Interpersonal Relationships (121)

Your Social Responsibility is in balance with your Interpersonal Relationships.

⚖ Empathy (119)

Your Social Responsibility is in balance with your Empathy.

Balancing EI

Problem Solving (96)	➤ Flexibility (82)	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 (123)	Your Problem Solving is lower than your Reality Testing. To balance these components, be cognizant of the role that realistic and objective information plays in your decision making process, and find a balance between collecting information and making a firm decision in a timely manner. Some decisions must be made before all of the facts are in, and other decisions can be deferred until more information is available. To balance this area, recognise these different situations and act accordingly.
	⬅ Emotional Self-Awareness (120)	Your Problem Solving is lower than your Emotional Self-Awareness. To balance these aspects of EI, emotions should be considered in the decision making process, but not over-analyzed. Emotional information should be integrated into the decision making process but should not block action. Working through emotions verbally with others as you are arriving at a decision can be helpful.
Reality Testing (123)	= Emotional Self-Awareness (120)	Your Reality Testing is in balance with your Emotional Self-Awareness.
	➤ Self-Regard (78)	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 (96)	Your Reality Testing is higher than your Problem Solving. Balancing these components requires attention to emotional information that can lead to timely decisions. Reality Testing is about being grounded and practical, however the best solutions involve integrating objective information with people factors, negotiating and managing emotional responses, and taking swift action when needed.
Impulse Control (88)	= Flexibility (82)	Your Impulse Control is in balance with your Flexibility.
	= Stress Tolerance (91)	Your Impulse Control is in balance with your Stress Tolerance.
	⬅ Assertiveness (100)	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.

Decision Making

Balancing EI

Stress Management

Flexibility (82)

◀ Problem Solving (96)

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 (105)

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 (88)

Your Flexibility is in balance with your Impulse Control.

Stress Tolerance (91)

⚖ Problem Solving (96)

Your Stress Tolerance is in balance with your Problem Solving.

⚖ Flexibility (82)

Your Stress Tolerance is in balance with your Flexibility.

◀ Interpersonal Relationships (121)

Your Stress Tolerance is lower than your Interpersonal Relationships result. Balancing these components means using social support to assist during times of stress, while at the same time dealing directly with the cause of the problem. In fact, one of the best uses of a social support network is to help identify specific actions that can be implemented.

▶ Self-Regard (78)

Your Optimism is higher than your Self-Regard. When these two components are working effectively together, self-confidence helps to drive and promote positive expectations about the future. It is good to be optimistic but it is also important to know the skills and expertise that will be required of you as you plan and prepare for the future.

Optimism (104)

◀ Interpersonal Relationships (121)

Your Optimism is lower than your Interpersonal Relationships result. Leveraging your relationships can help to promote positive feelings and a positive outlook. This is especially true when you surround yourself with people who are positive themselves, and make you feel good about yourself. However, ensure your outlook does not become overly tied to what others think, so that your optimism is not merely a product of your social network.

◀ Reality Testing (123)

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? Provide an example where you used your strengths to your advantage.
2. Which of your abilities require development? Provide an example where you have had to work around/compensate for an area of weakness.
3. Describe a situation where you had to overcome feelings of insecurity or low confidence in your abilities.
4. 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?
5. How can you use your strengths to achieve more of your goals (personal or job performance)? How can you overcome weaknesses on the way to achieving your goals?
6. What are you willing to do to improve your skills, abilities, habits, and attitudes?

Self-Actualisation

1. What are some of your interests outside of work?
2. Can you describe 1 or 2 of your short-term goals? Long-term goals? How are your short-term goals connected to your long term-goals?
3. Tell me about your process for setting goals? How would you describe the goals you set for yourself?
4. What new activities or interests would you like to explore?
5. How do you make time to do things you truly enjoy? What are some of the benefits both you and your career receive from these activities?

Emotional Self-Awareness

1. How do your emotions affect other people? Can you provide an example where your teamwork (or a relationship) was affected by the way you were feeling?
2. What things do you feel really happy about? Sad? Angry? Describe how you experience these emotions physically, behaviourally, cognitively.
3. Describe a time when you were making a decision and your emotions got the best of you? What emotion were you experiencing and what was your reaction?
4. What emotions help your job performance? Which emotions hinder your performance?
5. Are there emotions that you are more comfortable with than others? Why do you think that is?

Emotional Expression

1. Are there some emotions you feel more comfortable expressing than others? Why do you think that is? How do you express what you are feeling? Give examples?
2. 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?
3. In general, do you find yourself bottling up emotions? How does this affect your ability to get your work done?
4. What does being happy look like to you? Being angry? Being frustrated?
5. Have others ever misread your feelings or thoughts? Why do you think that happened?

Assertiveness

1. Describe a scenario in which you behaved assertively. What specifically did you do or say that was assertive?
2. What do you find challenging about being assertive? What is it about the context or situation that makes you uncomfortable standing up for yourself?
3. How would you react if someone on your team consistently failed to pull their weight on a team project?
4. What is the difference between assertive and aggressive behaviour? Have you ever been perceived as being aggressive? How do you know?
5. Tell me about a time when you disagreed with someone. What did you do/say and what was the outcome?

Follow-up Questions

Independence

1. Describe your typical style for making decisions.
2. Can you give an example of when you relied on others to make a decision for you? What was the outcome?
3. 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?
4. To what extent do you involve others in the decisions you make?
5. Can you describe a situation where you went against the grain and made a decision that was not the popular choice?
What was the outcome?

Interpersonal Relationships

1. Describe a time when you had to mediate a conflict between team members. Describe a time when you had to deal with an interpersonal conflict with a team member. How did your emotions differ between experiences?
2. What efforts do you put in to maintaining healthy and effective relationships at work?
How do you know when a working relationship is effective?
3. Describe what types of social situations make you feel uncomfortable. What is your typical response in these situations?
4. Tell me about a time when you had to put extra effort into maintaining a close relationship.
What value did this relationship have in your life?
5. Has there ever been a time when your relationships have made it difficult to make a decision or get your work done?

Empathy

1. Tell me about a time when it was really important that you were able to understand the way someone else felt.
How did you convey this understanding? How did you ensure you understood them?
2. 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?
3. In your opinion, what is the difference between sympathy and empathy? How do you ensure you display these differently?
4. How do you ensure you have really understood how another person is feeling?
5. Describe a situation where you found it difficult to make a decision because of the way the outcome might impact others.
What was the result of your decision?

Social Responsibility

1. What have you done recently to help those in need?
2. Describe a situation where you have placed others' needs/interests over your own.
How often does this type of scenario occur in your life?
3. How do you define "being a team player" in your job? What are some examples of where your success can be attributed to your team and not to you alone?
4. What social issues are of particular concern to you? How do you contribute to these causes?
5. Provide an example of when you had to take responsibility for your actions. How did this make you feel?

Problem Solving

1. What was one of the most challenging problems you have ever had to solve?
Describe the problem-solving process you used to arrive at the solution.
2. How do you think your problem-solving process looks to those you work with?
What would they say are strengths of this process? What would they say you could do better?
3. Describe a time when your emotions hampered your ability to make a decision. Why did you get sidetracked?
4. What role do your emotions play in your problem-solving process? How do they help or hinder your ability to arrive at a solution?
5. Tell me about a time when you made a rash decision. What caused this to happen and how did it affect others?

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?
2. Describe a time where you incorrectly sized up a situation. What information did you misjudge and what was the impact?
3. How would others describe the goals you set? What information do you take into account when you set these goals?
4. 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?
5. 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?

Follow-up Questions

Impulse Control

1. How do you typically deal with an impulse to act?
2. Tell me about a time when you had to exercise patience and control over your behaviour.
3. Describe a situation where you were impatient and reacted hastily. How did this impact the end result?
4. Describe a situation where it was beneficial for you to act quickly. How did this make you feel?
5. Has your impulsiveness ever created problems for you? How do you think others view your behaviour in these instances?

Flexibility

1. Would others say that you are flexible and open to change, or rigid and set in your ways?
What benefits and drawbacks does your typical style bring to your workplace?
2. How do you successfully manage change in an environment where people are hesitant to depart with their old ways of doing things?
3. Give an example of where you found it difficult to adjust to a change in your job. What emotions were you feeling?
4. Do you prefer your work to be predictable and stable, or do you enjoy conditions that require you to change what you do?
5. Describe a time where you have to adjust quickly to changes in your environment.
What was your process for changing your behaviour/tasks?

Stress Tolerance

1. How do you tackle stressful circumstances at work? What is an example of where you had to manage stress in order to get your job done?
2. What circumstances are stressful for you? How do you proactively manage these circumstances in order to reduce the stress you experience?
3. 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?
4. What strategies do you use to cope with stress? How much do these strategies rely on support from others?
5. Describe a time when it was important for you to remain calm under pressure.
What skills or techniques did you use? How were others impacted in this situation?

Optimism

1. Would you describe yourself as having positive or negative expectations about how things will turn out?
How does this impact the way you set goals and objectives?
2. Describe a project/task where you experienced several setbacks. What was your approach to overcoming these difficulties?
3. When planning and setting goals, how do you manage risk? What does your contingency plan look like?
4. 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?
5. What are some resources or strategies you draw upon in order to stay positive about the future?

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 towards accomplishing personal objectives. Remember to use the **SMART** goal setting criteria for each goal.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

Write down up to three EI skills or behaviours that require further development (e.g., “reflective listening” to build empathy, or “recognising how my body reacts to stress” to raise emotional self-awareness). The SMART goals should then 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 SMART goals he/she outlines in this action plan should help to achieve these qualities.

- 1.
- 2.
- 3.

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

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Listen to others	In team meetings Starting from today	Other people will listen to me I will get to hear everyone's views	Feedback from the team to say that I am listening to them more Take actions that other people have suggested	From the team to give me honest feedback	Time – often do not have time to listen to views but just need to give instructions. If this is the case need to tell people at the beginning of the meeting

I commit to this action plan _____
(signature)

EI Development Commitment

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

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 _____

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

Preparing for the Debrief

Review the Report

- Review the **Response Style Explained** page and look into any flagged areas.
- Review the Total EI score and composite scores. Where does the client fall in relation to the general population?
- Review the individual subscales and patterns. Which particular combinations of subscales are striking to you? Which do you want to investigate at the item level?
- Review item scores for any particularly high or low scores.
- Examine the **Balancing EI** page. What stands out in this client's results? Which subscales do you need to look at more closely? What might be some challenges associated with the results?
- Make notes on areas you are curious about.
- What is your overall impression? What will you want to keep in mind as you go through the debrief?

Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
1. Build Rapport The first step is to create a sense of ease and establish common goals between you and your client.	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how the feedback will be structured and how long it will take. <input type="checkbox"/> Ask what the client wants to get out of the session. <input type="checkbox"/> Remind the client of the confidentiality agreement and who "owns the data". <input type="checkbox"/> If appropriate, show the client a sample report so that they are prepared for what they will be seeing in their own report. This may help them understand what the results will indicate before they actually see them. <input type="checkbox"/> Remind the client that this is a self-report and that it is a "snapshot in time". It is a starting point for discussion, not the end of the investigation. 	<ul style="list-style-type: none"> <input type="checkbox"/> How are you feeling about this meeting? <input type="checkbox"/> What was your experience in taking the assessment? <i>Probing questions:</i> were you alone, did you do it at the beginning of the day, end of the day; do you recall any items that you had difficulty with or that were not clear to you? <input type="checkbox"/> Is there anything significant going on in your life that may have affected how you responded to the items? <input type="checkbox"/> How did you find the items themselves? Anything you found odd or curious? <input type="checkbox"/> Do you have any questions or comments before we go over your profile?
2. Validate Facts Next, establish the "truth" of EQ-i results in the eyes of your client.	<ul style="list-style-type: none"> <input type="checkbox"/> Give definition of EI and recap details of the EQ-i 2.0. <input type="checkbox"/> As you can see, the bars represent how you responded to the items on each scale of the EQ-i 2.0. <input type="checkbox"/> The bars that are in the middle range show that compared to the general population, you answered the items in a similar way. <input type="checkbox"/> Bars to the left indicate decreased use of behaviours related to the scale. <input type="checkbox"/> Bars to the right indicate increased use of behaviours related to the scale. 	<ul style="list-style-type: none"> <input type="checkbox"/> What is your first impression of this profile? <input type="checkbox"/> Does this profile look accurate to you? <input type="checkbox"/> What surprises you? <input type="checkbox"/> Where would you like to focus first? <input type="checkbox"/> What questions do you have about your results? <input type="checkbox"/> Can you give me an example of how you use that skill? <input type="checkbox"/> Would you say this is a real strength of yours? <input type="checkbox"/> This suggests to me that _____. Is that true of you?

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

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3. Discovery In the third step, the goal is to acquire a full understanding of any challenges that may be present. As a coach, you want to probe for details to clarify your client's thoughts, feelings, opinions, and expectations.	Use the Follow-Up Questions pages to get a better understanding of how your client demonstrates the skills related to specific subscales.	<input type="checkbox"/> What areas stand out for you as things you'd like to focus on? <input type="checkbox"/> How satisfied are you with that? <input type="checkbox"/> What concerns do you have with that situation? <input type="checkbox"/> Why do you think that is so? <input type="checkbox"/> What is the message here? <input type="checkbox"/> What gets in your way in this area? <input type="checkbox"/> Why is that so frustrating? <input type="checkbox"/> How do you see that contributing to your success? <input type="checkbox"/> How do you see that holding you back? <input type="checkbox"/> Do these areas interfere with achieving your goals in any way? <input type="checkbox"/> How might a decreased use of these types of behaviours help you in your role?
4. Establish Relevance Next, activate interest in finding a solution and gauge the possibility and desire for change.	Connect the importance of your conversation to your client's work.	<input type="checkbox"/> It sounds like it is important for you to ___ on the job. Is that correct? <input type="checkbox"/> How long have you been doing that? <input type="checkbox"/> To what extent is that effective for you? <input type="checkbox"/> How is that behaviour working for you?
5. Explore Benefits The goal here is to help your client become aware of the benefits of change by considering the benefits of a particular solution.	Pose hypothetical, job-related situations to help your client imagine a new state of behaviour and its outcomes. "If... then" questions help the client project an ideal state of operating effectively.	<input type="checkbox"/> What is the ideal situation here? <input type="checkbox"/> If you had a choice, what would you do? <input type="checkbox"/> If you didn't have to deal with ____, how would things be different? <input type="checkbox"/> What kind of support would be helpful? <input type="checkbox"/> If you were going to work on one or two areas, which one(s) would you choose? <input type="checkbox"/> What benefits would you like to achieve by improving in those areas?
6. Transition The last part of the session involves discussing next steps and establishing the client's commitment to continue working with you.	Ask transition questions to remind your client of time limitations to ensure the majority of areas you both want to discuss are addressed. "How" questions help work out the logistics of your future relationship. If appropriate, complete the Development Action Plan together with your client.	<input type="checkbox"/> It sounds like this is an area you'd like to work on. What are some ways that you might be able to further develop in this area? <input type="checkbox"/> What is one thing you can do to further develop this skill? Questions to help close the conversation: <input type="checkbox"/> How would you like to move forward? <input type="checkbox"/> How committed are you to your development plan? <input type="checkbox"/> If you're not completely committed, what do you need to do to get there? <i>OR</i> What do you need to change in your development plan in order to be fully committed? <input type="checkbox"/> How will you remain accountable for developing in this area? <input type="checkbox"/> I propose that we _____. Does that sound good to you? <input type="checkbox"/> What outstanding questions do you have?