



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

# GROUP

## REPORT

Assessments Completed Between:  
May 3, 2011 and May 15, 2013

Report Generated on: January 20, 2014

Total in Group: 5

## STRESS MANAGEMENT

**Flexibility** is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

### Stress Tolerance

involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

**Optimism** is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

## SELF-PERCEPTION

**Self-Regard** is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

**Self-Actualization** is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

**Emotional Self-Awareness** includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

## SELF-EXPRESSION

### Emotional Expression

is openly expressing one's feelings verbally and non-verbally.

### Assertiveness

involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

**Independence** is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.



## DECISION MAKING

**Problem Solving** is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

**Reality Testing** is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

**Impulse Control** is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

## INTERPERSONAL

**Interpersonal Relationships** refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

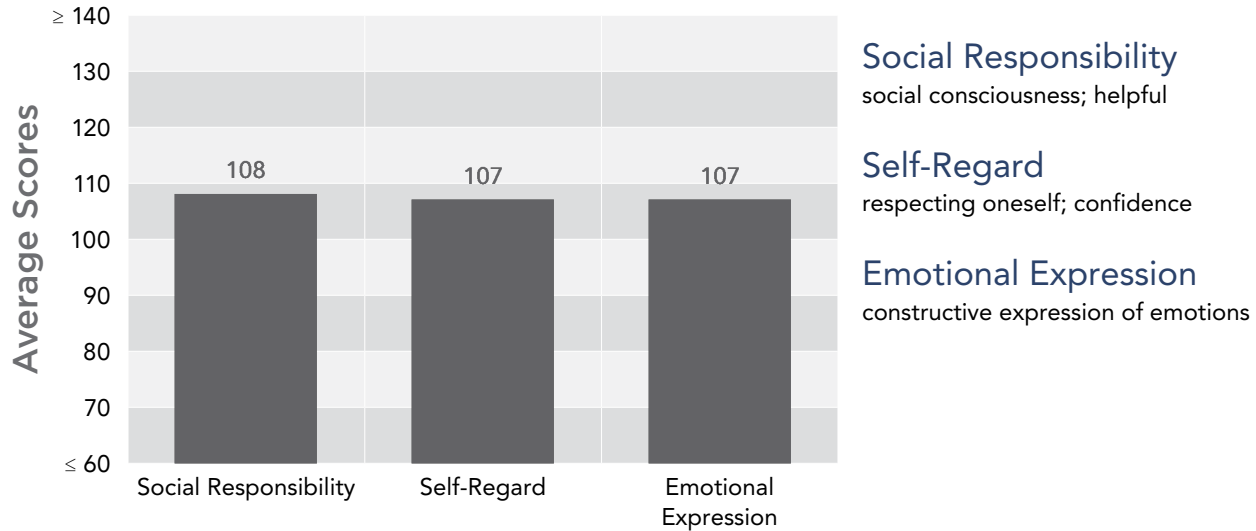
**Empathy** is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

**Social Responsibility** is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

# Executive Summary

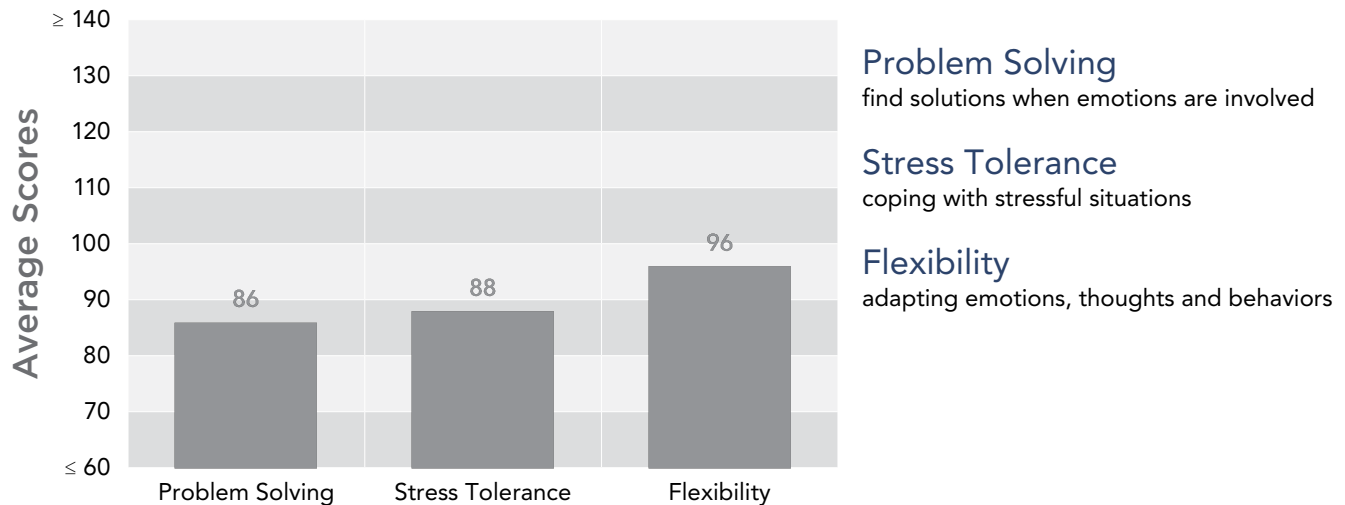
## Highest Three Subscales

The top three subscales for the group are Social Responsibility, Self-Regard, and Emotional Expression.



## Lowest Three Subscales

The bottom three subscales for the group are Problem Solving, Stress Tolerance, and Flexibility.

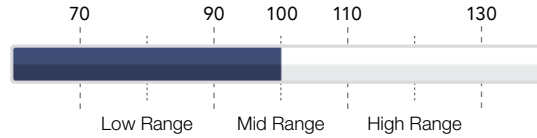


\*Note: There are other subscales that have tied for the lowest three scores.

Rather than reflecting the functioning of every single individual in the group, the scores shown in the Executive Summary represents the average score of the entire group. You can compare this Group Report to your individual Workplace or Leadership Report to gain a better understanding of the influence that your behaviors may have on the dynamics and working processes of the group.

# Overview of Group Results

Total EI: 100



## Self-Perception Composite

Self-Regard  
Respecting oneself; confidence

107

Self-Actualization  
Pursuit of meaning; self-improvement

102

Emotional Self-Awareness  
Understanding own emotions

105

## Self-Expression Composite

Emotional Expression  
Constructive expression of emotions

107

Assertiveness  
Communicating feelings, beliefs; non-offensive

104

Independence  
Self-directed; free from emotional dependency

105

## Interpersonal Composite

Interpersonal Relationships  
Mutually satisfying relationships

98

Empathy  
Understanding, appreciating how others feel

99

Social Responsibility  
Social consciousness; helpful

108

## Decision Making Composite

Problem Solving  
Find solutions when emotions are involved

86

Reality Testing  
Objective; see things as they really are

104

Impulse Control  
Resist or delay impulse to act

96

## Stress Management Composite

Flexibility  
Adapting emotions, thoughts and behaviors

96

Stress Tolerance  
Coping with stressful situations

88

Optimism  
Positive attitude and outlook on life

102

Low Range Mid Range High Range

# Strategies for Action

 Highest Three Subscales

 Lowest Three Subscales



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Self-Perception</b></p> <p><b>Self-Regard</b></p> <ul style="list-style-type: none"> <li>Continue to focus on team strengths to achieve a competitive advantage.</li> <li>Have the group brainstorm special projects, assignments, or roles that use the unique strengths each person brings to the group.</li> <li>Remain humble in encounters with colleagues (a boastful approach may be off-putting).</li> </ul>	<p><b>Self-Actualization</b></p> <ul style="list-style-type: none"> <li>This group may benefit from reflecting on its mission, vision, and values to reignite a stronger sense of self-worth and team worth.</li> <li>Have the group brainstorm stretch goals for their short- and long-term objectives to help them see greater potential in themselves.</li> </ul>	<p><b>Emotional Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Have the group identify the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.</li> <li>Have the group ask others for feedback to see whether others emotional perception is aligned with theirs.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Self-Expression</b></p> <p><b>Emotional Expression</b></p> <ul style="list-style-type: none"> <li>Create a conduct code that allows the group to share emotions, making sure that the rules for emotional sharing don't become counterproductive.</li> <li>Emphasize importance of discussing emotions. Have the group identify triggers for "bottling" emotions and discuss how to overcome them.</li> </ul>	<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>Brainstorm assertive behaviors/ language that can help the group get its point across more effectively.</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>Teach colleagues to be independent by asking them to emulate the group's approach.</li> <li>Remember that colleagues are there as a resource, and seek their advice when required.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Interpersonal</b></p> <p><b>Interpersonal Relationships</b></p> <ul style="list-style-type: none"> <li>Brainstorm ways this group can celebrate big milestones to foster improved relationships.</li> <li>Identify teams within the organization where relationships need strengthening. What will the organizational impacts be if these connections are improved?</li> </ul>	<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>Be attuned to body language and tone of voice to gauge emotional undertones in meetings. Role play different emotional cues.</li> </ul>	<p><b>Social Responsibility</b></p> <ul style="list-style-type: none"> <li>Mentoring is founded on social responsibility. How could a formal or informal mentoring program benefit this group?</li> <li>Suggest that this group try to engage other teams in socially responsible behavior to spur collective action throughout the organization.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Decision Making</b></p> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use different language (e.g., "what if"/"imagine") to anticipate possibilities/solutions.</li> <li>Embrace a "solutions-focused" mindset by focusing on solutions, not on problems. Have the group understand the benefits of emotions, rather than seeing them as barriers.</li> </ul>	<p><b>Reality Testing</b></p> <ul style="list-style-type: none"> <li>Diagnose past decisions to examine the impact of reality testing on actual business outcomes. Where did they size things up inaccurately? What additional information was needed at the time?</li> <li>Seek colleagues' perspectives on a situation to see if there is alignment in perception.</li> </ul>	<p><b>Impulse Control</b></p> <ul style="list-style-type: none"> <li>Count to 10 before discussing an idea to ensure its feasibility. Have the group brainstorm other ways to keep their impulses in check, especially during meetings.</li> <li>Seek colleagues' feedback before proposing a new way of doing things at work.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Stress Management</b></p> <p><b>Flexibility</b></p> <ul style="list-style-type: none"> <li>Ensure that proper training and resources are available to deal with change.</li> <li>Brainstorm ideas with the team to arrive at solutions to cope with new developments.</li> </ul>	<p><b>Stress Tolerance</b></p> <ul style="list-style-type: none"> <li>Build in relaxation time (e.g., take breaks, exercise, spend time with friends/family).</li> <li>Reframe and uncover the opportunity in the challenge (e.g., chance to learn a new skill). This group may need to be taught coping skills in order to maintain composure under even normal circumstances.</li> </ul>	<p><b>Optimism</b></p> <ul style="list-style-type: none"> <li>Fraternize 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.</li> <li>Participate in spontaneous pursuits to change the routine.</li> </ul>