



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

COACH GROUP REPORT

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

Report Generated on: February 4, 2022

Total in Group: 6

psysoft
realising **your** potential

Introduction

Purpose of the Report

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

An Overview of the Report

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

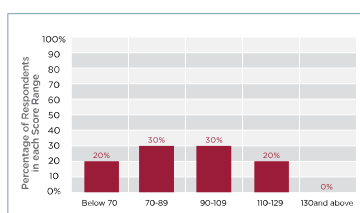
- **Executive Summary:** highlights the group's highest and lowest subscales based on an average of scores.
- **Group Response Style Explained:** includes group validity indicators which show how participants responded to items in the assessment.
- **Overview of Group Results:** shows averages for all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

Spread of Scores:

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

Group Snapshot for this Subscale	
Number of Scored Participants:	10
Average:	89
Minimum: ▼	45
Maximum: ▲	121
Spread of Scores:	26.7

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



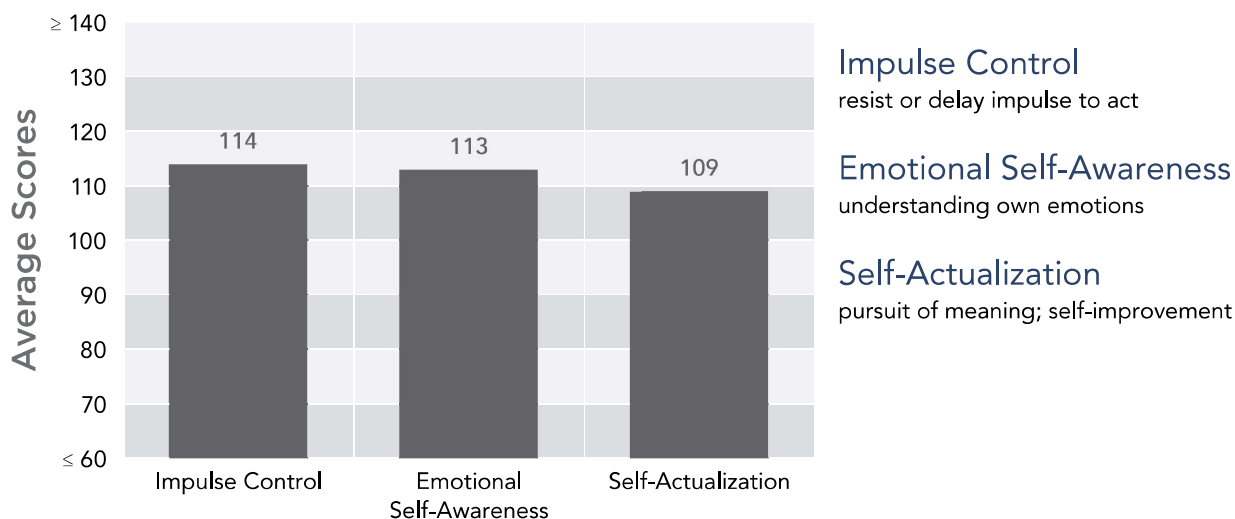
For each scale, this type of graph shows the breakdown of responses for the group in the low (below 70), below average (70–89), mid (90–109), above average (110–129) and high ranges (130 and above).

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

Executive Summary

Highest Three Subscales

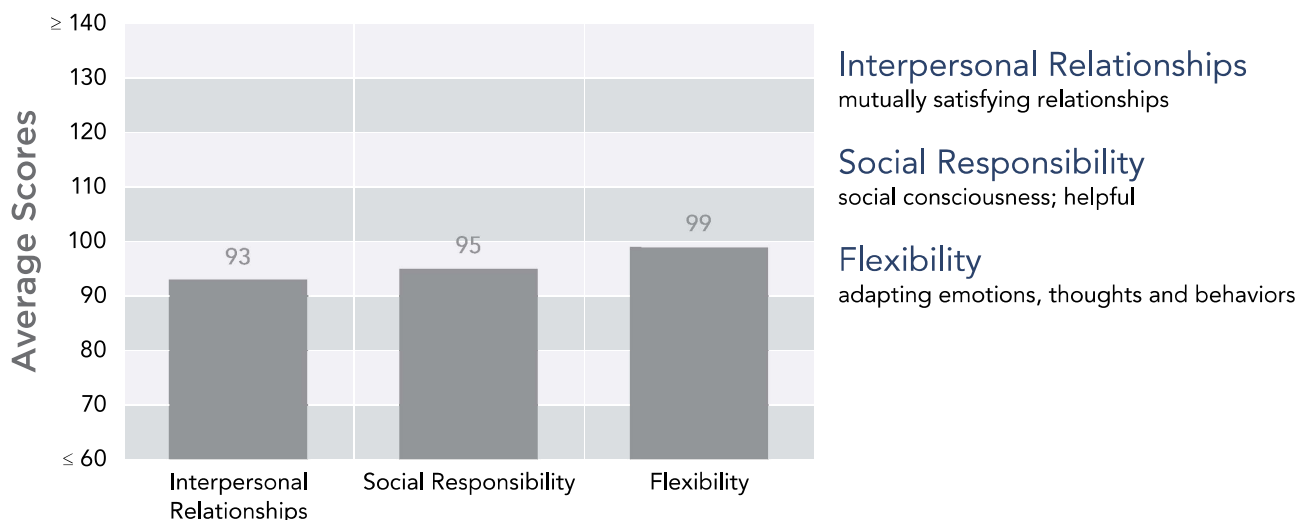
The top three subscales for the group are Impulse Control, Emotional Self-Awareness, and Self-Actualization.



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

Lowest Three Subscales

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



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

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

Group Response Style Explained



Participant Summary

Total in group: 6
Average time to completion: 15.65 minutes
Assessments completed between: October 22, 2021 and January 31, 2022
Norm Region: UK/Ireland
Norm Type: Professional - Overall

Inconsistency Index

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

Positive Impression and Negative Impression

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

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

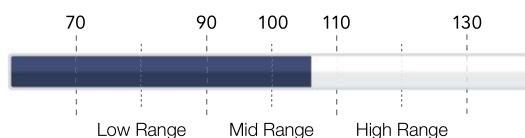
100% of participants answered Always/Almost Always.

Omitted Items

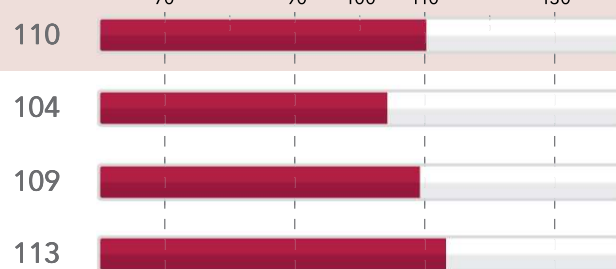
There were no individuals in this group who omitted 9 or more items overall. Fewer omitted items may still result in some scales not being calculated. Please refer to the subscale pages for more information.

Overview of Group Results

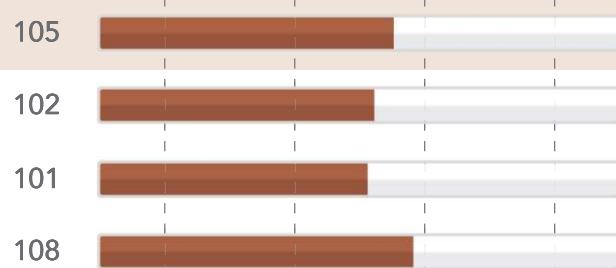
Total EI: 106



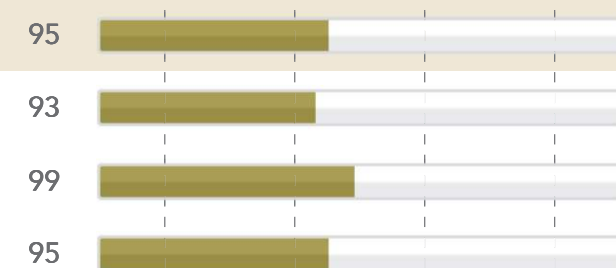
Self-Perception Composite



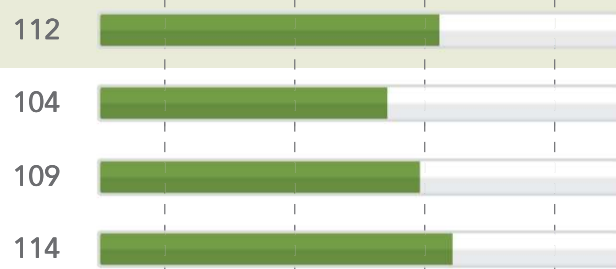
Self-Expression Composite



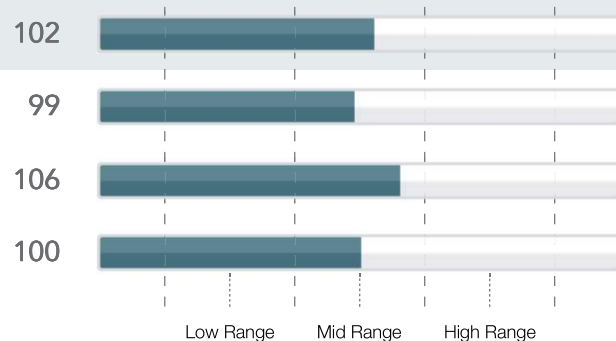
Interpersonal Composite



Decision Making Composite

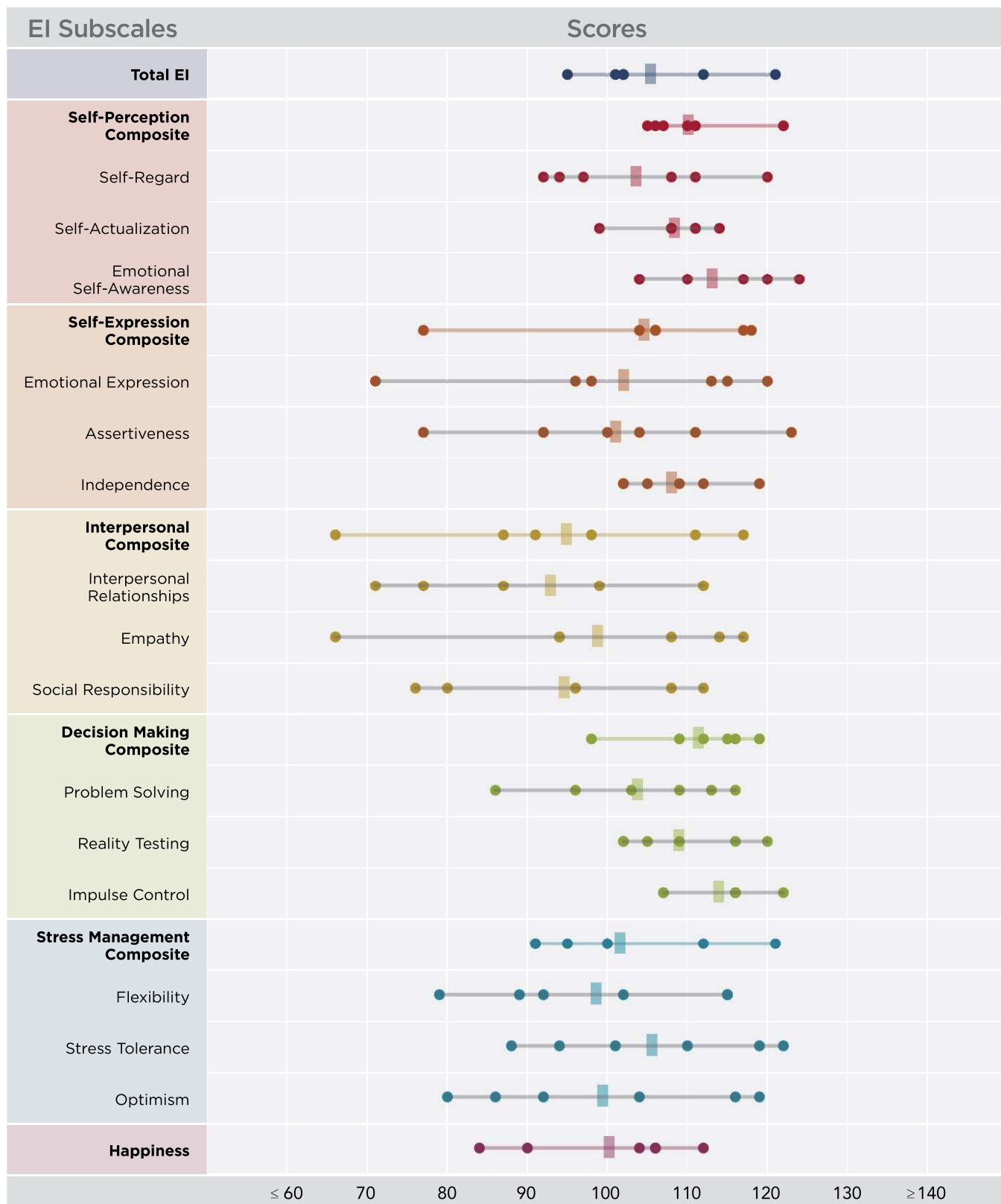


Stress Management Composite



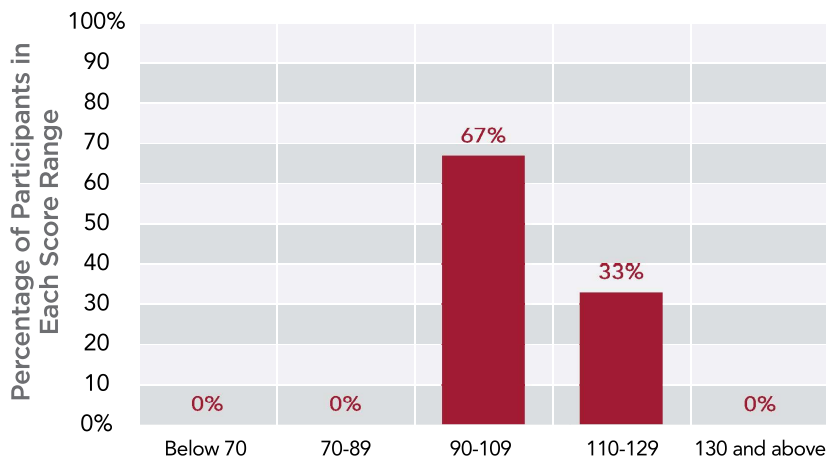
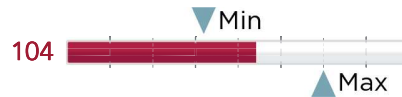
Group Pattern Analysis

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



Self-Regard

Respecting oneself; confidence



Group Snapshot for this Subscale

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

% Distribution of Responses per Item

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

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

This table contains abbreviated versions of the items your participants responded to. These items are copyrighted and are not intended for public disclosure. It is unlawful to copy this information without permission from MHS.

Organizational Implications

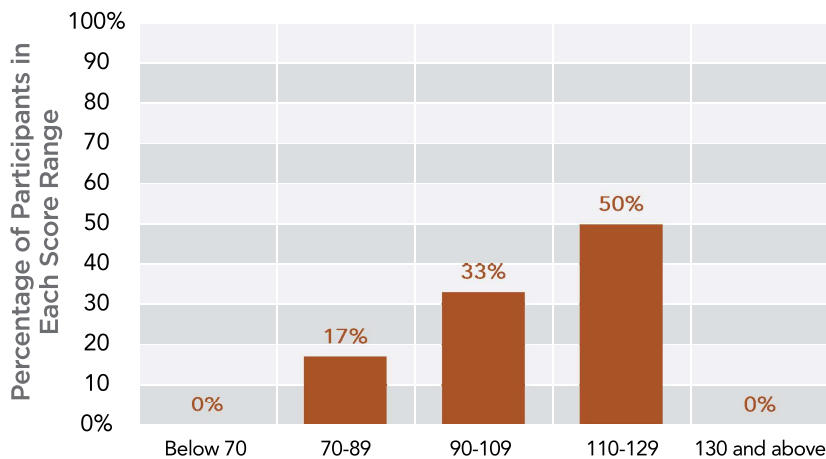
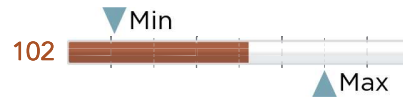
This group may sometimes be a catalyst for change in the organization, and they may voice their opinions pertaining to improvements or changes in business operations. The group is likely to play to its strengths, but they can benefit from increased engagement if this is done more often. For the most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

Strategies for Action

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

Emotional Expression

Constructive expression of emotions



Group Snapshot for this Subscale

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

% Distribution of Responses per Item

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

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

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Organizational Implications

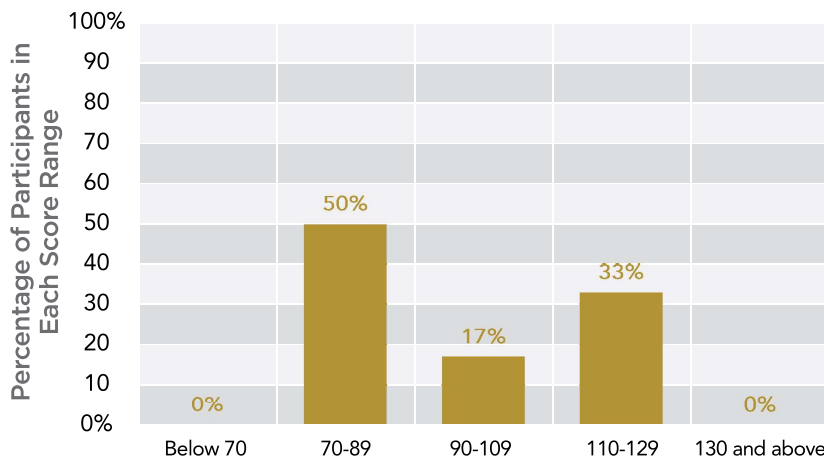
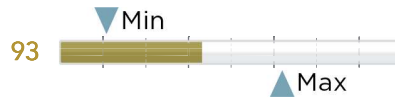
This group is generally able to speak about their emotions, although there are some feelings that may be harder to express, especially under situations of duress encountered at work. When emotions are expressed it lends itself to greater group harmony and feelings of "knowing where others stand on a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

Strategies for Action

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

Interpersonal Relationships

Mutually satisfying relationships



Group Snapshot for this Subscale

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

% Distribution of Responses per Item

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

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

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Organizational Implications

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

Strategies for Action

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

Strategies for Action

 Highest Three Subscales

 Lowest Three Subscales



Self-Perception	Self-Regard - Being able to utilize strengths at work is related to increased engagement. Have the group identify individual/team strengths and attempt to link consideration of strengths to task assignment. - Identify the group's barriers to feeling secure and confident; work on plans to remove these barriers.	Self-Actualization - Help people outside of the group harness their potential by teaching them new career-related skills. - Can the group as a whole, or individual members, be role models or mentors so that others can emulate this self-actualized approach? What would this look like in the organization?	Emotional Self-Awareness - Have the group identify the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions. - Have the group ask others for feedback to see whether others emotional perception is aligned with theirs.
Self-Expression	Emotional Expression - Continue the discussion of emotions, especially ones that are harder to express. Have the group identify triggers for "bottling" emotions; discuss how to eliminate these triggers. - Create a code of conduct for sharing positive emotions; show appreciation to colleagues.	Assertiveness - Use visualization techniques to help the group see a successful, assertive outcome when interacting with others. How can they be direct and firm when necessary? - Brainstorm assertive behaviors/ language that can help the group get its point across more effectively.	Independence - Teach colleagues to be independent by asking them to emulate the group's approach. - Remember that colleagues are there as a resource, and seek their advice when required.
Interpersonal	Interpersonal Relationships - Brainstorm ways this group can celebrate big milestones to foster improved relationships. - Identify teams within the organization where relationships need strengthening. What will the organizational impacts be if these connections are improved?	Empathy - Have the group identify situations where more empathy was needed. What was the impact of not being empathic? What steps will they put in place to rectify this next time? - Be attuned to body language and tone of voice to gauge emotional undertones in meetings. Role play different emotional cues.	Social Responsibility - What causes call the team to action? Are there certain initiatives that motivate better citizenship? Have the team come to a consensus on a cause they can all support. - Suggest they try to engage other teams in socially responsible behavior to spur collective action in the organization.
Decision Making	Problem Solving - Maintain an open mind to entertain all possible solutions to a problem. Have the group practice using positive emotions to brainstorm creative solutions. - Approach problems neutrally; try new ways of doing things. Practice removing emotional attachments to particular courses of action.	Reality Testing - Determine with the group ways they can demonstrate strong reality testing skills in their organization. How can they share their skill and tie it into organizational decision making? - Ask colleagues how they view issues when under stress to see if perceptions align.	Impulse Control - Ensure that innovative/novel ideas are shared, despite the risk they won't be accepted. - Try to not over deliberate when deciding on actions. Consider group work that identifies instances where strong impulse control is healthy and unhealthy for decision making and team momentum.
Stress Management	Flexibility - Ensure that proper training and resources are available to deal with change. - Brainstorm ideas with the team to arrive at solutions to cope with new developments.	Stress Tolerance - Hold sessions to teach colleagues stress management tips for a healthier workforce. This group likely has many stress management techniques that could be leveraged throughout the workplace. - Be careful that the team does not appear too carefree about pressing, urgent issues.	Optimism - 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. - Participate in spontaneous pursuits to change the routine.