

EQ-i 2.0 & EQ 360

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**FEEDBACK GUIDE**

**SAMPLE**



**EQ-i**<sup>2.0</sup>  
**CERTIFIED** ✓

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

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Alternatively, you could deliver a workshop or presentation prior to the feedback session which explains what emotional intelligence is, what the assessment is measuring and basic interpretation principles.

## Practical arrangements

You should first consider any practical arrangements before the session. For example, will the session take place face-to-face, virtually, in person or over the phone? How long will you allow for the session?



Typically a feedback session should last between 45-60 minutes for the EQ-i 2.0. For the EQ 360, a feedback session should last between 60-90 minutes or can be held over two separate sessions.

It is important the feedback session takes place in a safe, private environment where the individual can talk comfortably and honestly without any distractions.

## What is the purpose / context of the session?

Ask yourself, why is the individual taking the assessment? This may change the way you conduct your feedback session.



## Follow-up Questions

We have included some new questions to help you explore each subscale further. These can be used in addition to the follow-up questions found in the EQ-i 2.0 Coach Report.



### Self-Regard

- How confident do you feel in the workplace?
- Can you be sure of your recent achievements at work?
- How do you feel the feedback at work? How does this impact you?
- What factors at work do you think affect your confidence?



### Self-Actualisation



- How do you balance personal goals with that of the team?
- What are you passionate/interested about? How can you include this in your work?
- What are the benefits of setting long-term goals?
- Can you give an example of ways you try to improve yourself?

### Emotional Self-Awareness

- How often do you take time to recognise how you are feeling?
- How do you generally feel at work?
- Can you think of a time when you've noticed your emotions in the workplace or at home?
- What impact do your emotions have on your decision making?



## Leveraging strengths

It is just as important to identify areas of strength, as it is potential development areas.

We have outlined a few examples below where individuals could leverage their strengths to develop other areas of their emotional intelligence:



### Low **Stress Tolerance** – High **Empathic Accuracy**

Use your relationships to create a support network. Ask for advice from people you feel comfortable with or express your concerns to release some of the pressure.

### Low **Optimism** – High **Self-Acceptance**

Take the time to celebrate your past successes. Focus on your achievements. How can they help you to think positively about your future?

### Low **Authenticity** – High **Integrity**

Understand how your thoughts and decisions will be best received by others. Recognize the impact of your words when standing up for what you believe in.

### Low **Emotional Expression** – High **Regulate Control**

Take the time to consider possible reactions and express yourself in a well-thought-out, constructive and calm way.

### Low **Emotional Self-Awareness** – High **Healthy Worry**

Objectively assess the situation and make note of how you are feeling.

As well as leveraging strengths to help develop other areas, you should also consider how these strengths can be maintained. It is important to include these in the individual's development plan as well.

## Using the Report Features

### Using the Well-Being Indicator

The Well-Being Indicator page shows the individual's **happiness score**, which measures how content or satisfied they are with their life. Like the other scores, this is normed against a representative population.



*Use this page to explore the individual's happiness score, which measures how content or satisfied they are with their life. Like the other scores, this is normed against a representative population.*

The Well-Being Indicator page can be referred to if the individual has a low happiness score or if they want to develop their overall well-being.

If they have a low happiness score, remember to be sensitive and only explore this further if the individual is wanting to do so.

First, look at the four subscales most associated with happiness: **Optimism**, **Self-Regard**, **Self-Actualisation** and **Resilience**.

①

Could the individual develop one or more of these areas? Research suggests that developing these subscales will yield the biggest benefits for their overall well-being.

②

If the individual has a low happiness score, but their **Optimism**, **Self-Regard**, **Self-Actualisation** and **Resilience** scores are in the high range, identify which other subscales may be impacting their happiness. For example, is their Stress Tolerance low? How does this impact them?

③

Remember, context may also influence an individual's happiness score. You may want to ask the individual, 'Is there anything going on in your life that may have impacted the way you responded to the questionnaire?'

## When all scores are low

It is possible that an individual will receive scores that are solely in the low range. Although there is no good and bad, this may create a difficult conversation. **You should:**

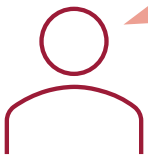
Remember the key communication principles of the EQ-i 2.0 mentioned in your introduction.



Check the response scale indicator page – do they prefer to use the midpoints of the scale? Has their negative response scale been flagged?

See 'Using response scale indicators' pp. 275 for more information.

How do you start to guide the conversation?



Where would you like to start?



Use sensitive language. Don't have a conversation around low scores, particularly around self-regard and happiness – these can be perceived as the individual and they may not want to share many details.

Remember that context can have an impact on the individual's scores – are they going through a stressful period?



End on a positive note by focusing the conversation on development and setting goals.

See 'How to wrap' pp. 282 for more information.

### Top Tip:

Use sensitive language. Don't have a conversation around low scores, particularly around self-regard and happiness – these can be perceived as the individual and they may not want to share many details.

Notes

Feedback session introduction

A large, empty rectangular box with a thin black border, occupying most of the page below the title. It is intended for the user to write their notes during a feedback session introduction.