



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

Higher Education

Counselor's Report

John Smith

Sample Report

Sample Report

August 20, 2013

EQEDGE
Consulting

Response Style Explained

Participant Summary

Name: John Smith

Completion Date: August 20, 2013

Age: 19

Time to Completion: 07:29

Gender: Male

Norm Type: Higher Education: Overall

Inconsistency Index: 0

The Inconsistency Index is less than 3, indicating consistency in responses across pairs of items measuring similar content.

Positive Impression: 0

Negative Impression: 0

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

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

Omitted Items: 0% overall omission rate

No items were omitted.

Response Distribution

John tended to use the extreme ends of the scale (1 or 5).

You may want to ask:

- *"How did you go about answering the items?"*
- *"How have you used similar scales in the past? Do you tend to use the extreme ends of the scale?"*

Responses

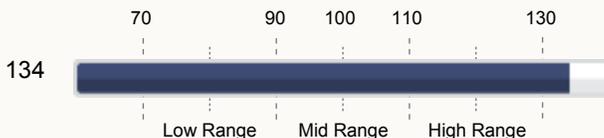
- 1. Never/Rarely = 32%
- 2. Occasionally = 5%
- 3. Sometimes = 2%
- 4. Often = 10%
- 5. Always/Almost Always = 51%





Overview

Total EI



Self-Perception Composite

Self-Regard

Respecting oneself; Confidence



Self-Actualization

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 behaviors



Stress Tolerance

Coping with stressful situations



Optimism

Positive attitude and outlook on life

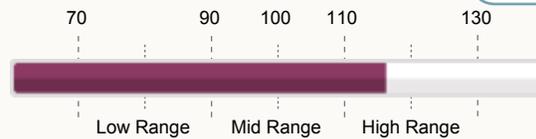


70 90 100 110 130
Low Range Mid Range High Range

Well-Being Indicator

Satisfied with life; Content

116



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 student'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 student'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 student'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-Actualization
- Interpersonal Relationships

Happiness

Your student's result in Happiness suggests that he almost always maintains a happy disposition toward all aspects of life. Your student enjoys the company of others and is likely on a positive life course where happiness is seen and experienced as infectious. Results in Happiness and the four most connected subscales are high. Because of this, he likely experiences a certain balance between well-being and optimism, self-confidence, personal relationships, and fulfillment of goals. Gains in one area likely contribute to gains in another. Your student may:

- Exude cheerfulness at both work and play while participating in activities truly enjoyed.
- Enthusiastically participate in class, which can be a buffer against boredom or disengagement.

Self-Regard (122)

Happiness is a by-product of believing in yourself and living according to what you believe in. Your student's high level of Self-Regard helps promote self-confidence and a solid understanding of strengths and weaknesses. Both can enhance life satisfaction. You might ask:

- How do you envision success at school? What career goals have you thought of?
- What are some strategies you have used in the past (e.g., positive self-talk) to be confident and self-assured?

Optimism (119)

In the face of setback and disappointment, the ability to return to a happy state requires Optimism. This result indicates that your student has a high level of Optimism and adopts a positive mindset during tough times throughout the school year. This approach to life enhances and sustains pervasive feelings of happiness. You might ask:

- Does your optimism help you achieve better grades?
- Can your optimistic outlook be used to help friends overcome difficulty?

Interpersonal Relationships (123)

Your Interpersonal Relationships result indicates that your student has well-developed relationships that help shield him from the negative effects of life's daily demands. If maintained, these relationships help to enhance and sustain pervasive feelings of happiness. You might ask:

- Do you have a trusted friend or family member who helps buffer any stressful or negative events that you encounter?
- How can you effectively leverage your network to maintain happiness at school?

Self-Actualization (122)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your student's level of self-motivation and desire for an enriched life ultimately drive his life achievements and overall happiness. You might ask:

- Can you pinpoint the emotions you experience when you feel you are fully using your talents?

Item Responses

Responses are shown by item on the following two pages. Items are shown by subscale and are exactly as they appeared on the assessment. Please note, although some items use reversed language, the higher the response indicated, the more frequent is the behavior.

Responses to each item were provided using the following rating scale:

1= Never/Rarely; 2=Occasionally; 3=Sometimes; 4=Often; 5=Always/Almost Always.

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the assessor, **this section must be removed.**

Self-Regard

10		5
19		4
31	Items have been removed	1
64		1
89		1
128		5
130		5
132		5

Self-Actualization

8		5
49		5
58		5
63	Items have been removed	5
73		5
76		5
104		4
109		5
118		5

Emotional Self-Awareness

16		5
27		4
40		4
62	Items have been removed	5
105		5
121		4
125		5

Emotional Expression

39		1
47		5
69		1
93	Items have been removed	5
100		1
103		1
108		1
117		1

Assertiveness

3		1
7		5
21		5
23	Items have been removed	5
53		5
86		5
95		5

Independence

4		1
15		1
46		1
54	Items have been removed	2
65		1
81		1
97		2
114		1

Interpersonal Relationships

9		5
22		5
38		4
41	Items have been removed	5
66		5
74		5
102		5
129		5

Empathy

13		5
24		5
30		5
52	Items have been removed	2
70		5
78		5
91		5
110		5
124		5

Social Responsibility

11		4
18		5
20		5
60	Items have been removed	5
61		5
115		5

Problem Solving

17		1
37		1
45	Items have been removed	1
68		1

Item Responses

72		2	96		1
75	Items have been removed	1	120	Items have been removed	1
84		1	122		1
Stress Tolerance					
112		1	1		5
			26		1
			55		5
			79	Items have been removed	5
		5	88		5
		5	99		5
		5	113		4
	Items have been removed	5	123		1
		5	Optimism		
		5	29		5
		5	32		5
		5	35		2
			80	Items have been removed	5
			83		5
		1	90		5
		1	98		4
		1	116		5
			Happiness		
			12		1
			28		1
			51		5
			71		5
		1	92	Items have been removed	5
		1	101		4
	Items have been removed	1	106		4
		1			
		1	126		5

Inconsistency Item Pairs indicates inconsistent responses

80.		5	110.		5
90.		5	124.		5
29.		5	28.		1
32.		5	31.		1
130.	Items have been removed	5	88.	Items have been removed	5
132.		5	99.		5
92.		5	70.		5
101.		4	78.		5
71.		5	106.		4
116.		5	126.		5

Positive Impression/Negative Impression

25		3	119		2
59	Items have been removed	3	127	Items have been removed	4
94		2	131		4

Action Plan

The steps your student takes towards achieving his/her EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide your student closer to his/her goals. 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 behaviors that your student would like to further develop (e.g., “reflective listening”to build empathy, or “recognizing how my body reacts to stress” to raise emotional self-awareness). The **SMART** goals that your student outlines in the template should help to strengthen these EI skills and behaviors.

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

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

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Demonstrate assertiveness when I speak to my English prof about my essay grade.	Tomorrow during her office hours.	Increase my assertiveness.	<ul style="list-style-type: none"> A better grade. Feedback on how to improve my next essay. Positive feedback from my prof on assertive approach. 	Practice with my roommate and get his feedback.	My prof isn’t available. I lose my nerve.

I commit to this action plan _____ .
(signature)

EI Development Commitment

A Development Commitment is a tool to help hold your student accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back into our routine and school demands win the competition for our time and attention.

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

My Student's Development Goals

My student's plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____

Your Student's Signature _____

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

Preparation

1. Review the Response Style Explained page and look into any flagged areas.

2. Review the Alerts:

There are five scales that are considered “primary scales”: Happiness, and the subscales related to Happiness:

• **Self-Regard** • **Self-Actualization** • **Interpersonal Relationships** • **Optimism**

An Alert will be triggered when the Total EI, or at least one of these 5 scales, is below 70. An Alert will also appear if:

- Any 3 or more of the 5 primary scales is between 70-84
- 1 or 2 of the 5 primary scales is between 70-84 **and** Total EI < 85
- One or more of the other 11 scales is below 70 **and** Total EI < 85

If an Alert appears in the report, further investigation is warranted:

1. Determine which scales have triggered the Alert.
2. Review the item level responses for any subscales that have triggered the Alert.
3. Create questions to ask the student related to the subscales:
 - How has the new school impacted your confidence?
 - Who is in your support network? How easy has it been to make friends?
 - How is your program of study aligning with your goals for the future? What groups have you joined?
 - How do you see this year playing out? Where do you hope to be at the end of the year?
 - What do you do for fun? What do you look forward to?
4. Ensure you have resources available for the student to take advantage of if necessary.

3. What is your overall impression? What will you want to keep in mind as you go through the report with the student?

Conducting the Debrief

Phase	Points to Keep in Mind	Questions to Ask
<p>1. Build Rapport</p> <p>The first step is to create a sense of ease and establish common goals between you and your student.</p>	<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"/> Remind the student of the confidentiality and who ‘owns the data’. <input type="checkbox"/> Ask what the student wants to get out of the session. <input type="checkbox"/> Remind the student that this is a self-report and that it is a snapshot in time. It is a starting point for the discussion, not the end of the investigation. 	<ul style="list-style-type: none"> <input type="checkbox"/> What was your experience in taking the assessment? Have you ever taken one like this before? <input type="checkbox"/> Is there anything significant going on in your life that may have impacted how you responded to the items? <input type="checkbox"/> Do you have any questions before we go through your results?
<p>2. Validate Facts</p> <p>Next, establish the “truth” of EQ-i results in the eyes of your student.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Give definition of EI and how it links to student success. <input type="checkbox"/> As you can see, the bars represent how you responded to the individual items of a particular scale on the EQ-i 2.0. <input type="checkbox"/> The bars that are in the middle range show that compared to other students, you answered the items in a similar way. <input type="checkbox"/> The bars that are to the left of the middle range show that as compared to other students, you endorsed fewer items. <input type="checkbox"/> The bars that are to the right of the middle range demonstrate that as compared to other students, you endorsed more items. 	<ul style="list-style-type: none"> <input type="checkbox"/> Where would you like to start? <input type="checkbox"/> What surprises you? <input type="checkbox"/> What initial questions do you have? <input type="checkbox"/> What jumps out at you? <input type="checkbox"/> Can you think of an example of how you use this? <p>If Alert is present:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your results on this scale show you may be experiencing a challenge in this area, does that sound right? <input type="checkbox"/> How do you see this as a challenge for you? <input type="checkbox"/> How is this impacting your success at school?

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

Phase	Points to Keep in Mind	Questions to Ask
<p>3. Discovery</p> <p>In the third step, the goal is to acquire a full understanding of any challenges that may be present. As a counselor, you want to probe for details to clarify your student's thoughts, feelings, opinions, and expectations.</p>	<p>Ask probing question to get a better understanding of how your student demonstrates the skills related to specific subscales.</p>	<ul style="list-style-type: none"> <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 behaviors help you?
<p>4. Establish Relevance</p> <p>Next, activate interest in finding a solution and gauge the possibility and desire for change.</p>	<p>Connect the importance of your conversation to your student's academic success.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It sounds like it is important for you in order to focus on schoolwork. 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 behavior working for you? <input type="checkbox"/> What impact does that have on your school, work, friends, and family?
<p>5. Explore Benefits</p> <p>The goal here is to help your student become aware of the benefits of change by considering the benefits of a particular solution.</p>	<p>Pose hypothetical, school-related situations to help your student imagine a new state of behavior and its outcomes.</p> <p>"If... then" questions help the student project an ideal state of operating effectively.</p>	<ul style="list-style-type: none"> <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?
<p>6. Transition</p> <p>The last part of the session involves discussing next steps and establishing the student's commitment to continue working with you.</p>	<p>Ask transition questions to remind your student of time limitations to ensure the majority of areas you both want to discuss are addressed.</p> <p>"How" questions help work out the logistics of your future relationship.</p> <p>If appropriate, complete the Development Action Plan together with your student.</p> <p>Highlight relevant resources available to the student.</p>	<ul style="list-style-type: none"> <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? <p>Questions to help close the conversation:</p> <ul style="list-style-type: none"> <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? OR 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?