



EQ-i 2.0
assess. predict. perform.

GROUP

REPORT

Title Group Report 1
Subtitle 2

Assessments Completed Between:
November 11, 2013 and November 25, 2013

Report Generated on: December 2, 2013

Total in Group: 10

ASCEND
Organisation & People. Aligned

11 The Courtyard Building, Carmanhall Road, Sandyford, Dublin 18, Ireland
eqi@ascend.ie | t +353 (0)1 296 3575 | f +353 (0)1 217 6589
www.ascend.ie

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.

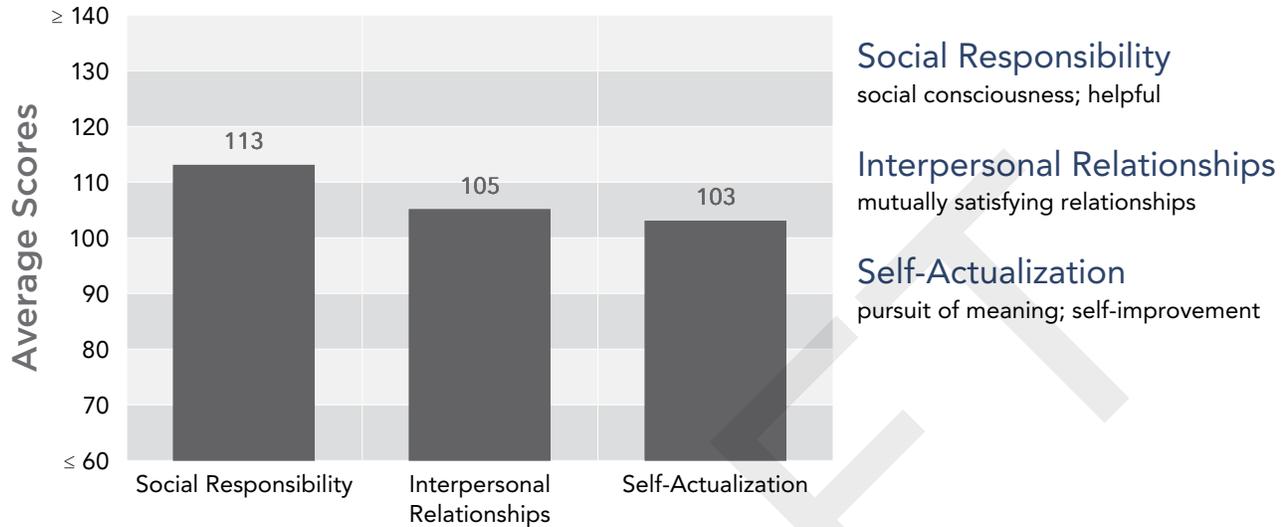
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

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

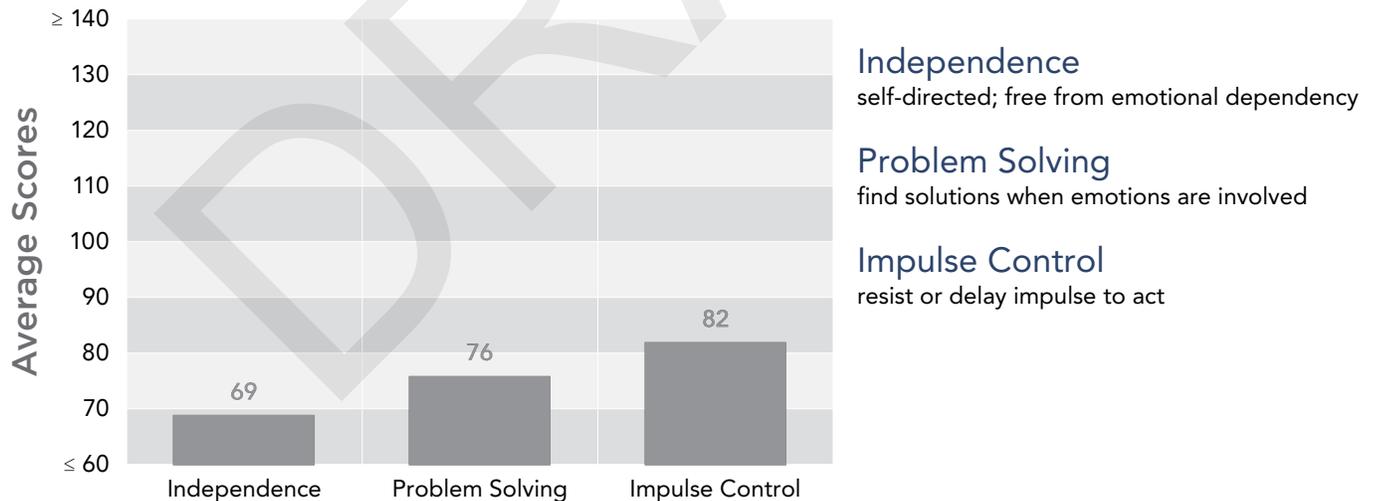
The top three subscales for the group are Social Responsibility, Interpersonal Relationships, and Self-Actualization.



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

Lowest Three Subscales

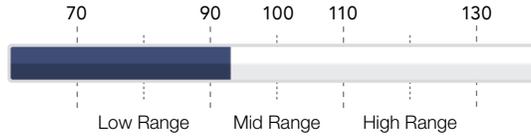
The bottom three subscales for the group are Independence, Problem Solving, and Impulse Control.



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.

Overview of Group Results

Total EI: 93



Self-Perception Composite

Self-Regard
Respecting oneself; confidence

93

Self-Actualization
Pursuit of meaning; self-improvement

103

Emotional Self-Awareness
Understanding own emotions

101

Self-Expression Composite

Emotional Expression
Constructive expression of emotions

98

Assertiveness
Communicating feelings, beliefs; non-offensive

103

Independence
Self-directed; free from emotional dependency

69

Interpersonal Composite

Interpersonal Relationships
Mutually satisfying relationships

105

Empathy
Understanding, appreciating how others feel

103

Social Responsibility
Social consciousness; helpful

113

Decision Making Composite

Problem Solving
Find solutions when emotions are involved

76

Reality Testing
Objective; see things as they really are

103

Impulse Control
Resist or delay impulse to act

82

Stress Management Composite

Flexibility
Adapting emotions, thoughts and behaviors

92

Stress Tolerance
Coping with stressful situations

100

Optimism
Positive attitude and outlook on life

90

Low Range Mid Range High Range

Strategies for Action

 Highest Three Subscales

 Lowest Three Subscales



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-Perception</p>	<p>Self-Regard</p> <ul style="list-style-type: none"> • 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. 	<p>Self-Actualization</p> <ul style="list-style-type: none"> • This group may benefit from reflecting on its mission, vision, and values to reignite a stronger sense of self-worth and team worth. • Have the group brainstorm stretch goals for their short- and long-term objectives to help them see greater potential in themselves. 	<p>Emotional Self-Awareness</p> <ul style="list-style-type: none"> • Examine the reasons why certain decisions conjure up certain emotions with the group. • Have the group work on identifying the subtle cues experienced when certain emotions arise. Have them identify which emotions are helpful and under what conditions.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-Expression</p>	<p>Emotional Expression</p> <ul style="list-style-type: none"> • 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. 	<p>Assertiveness</p> <ul style="list-style-type: none"> • 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. 	<p>Independence</p> <ul style="list-style-type: none"> • Have the group choose less risky decisions to work on independently. Have them brainstorm the resources available to them to make decisions on their own. • What are the reoccurring sources of dependency for this group? Why do they so rely heavily on reassurance from others?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal</p>	<p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • Ensure the group has strong relationships both inside and outside the group. Be cautious that the group is not inadvertently excluding others and working as a silo. • Continue to solicit feedback from external colleagues to improve relationships. 	<p>Empathy</p> <ul style="list-style-type: none"> • 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. 	<p>Social Responsibility</p> <ul style="list-style-type: none"> • Mentoring is founded on social responsibility. How could a formal or informal mentoring program benefit this group? • Suggest that this group try to engage other teams in socially responsible behavior to spur collective action throughout the organization.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Decision Making</p>	<p>Problem Solving</p> <ul style="list-style-type: none"> • Use different language (e.g., "what if"/"imagine") to anticipate possibilities/solutions. • 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. 	<p>Reality Testing</p> <ul style="list-style-type: none"> • 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? • Seek colleagues' perspectives on a situation to see if there is alignment in perception. 	<p>Impulse Control</p> <ul style="list-style-type: none"> • Have the group brainstorm ways they will think before responding to a situation to arrive at the best solution. • Listen to what colleagues say before attempting to produce the best possible outcome. Create a "no interrupting" rule for meetings.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stress Management</p>	<p>Flexibility</p> <ul style="list-style-type: none"> • 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. 	<p>Stress Tolerance</p> <ul style="list-style-type: none"> • Find a confidant at work with whom the stresses of the day can be shared. • Distract yourself from challenges at work by engaging in restful pursuits (e.g., walk, bike ride). 	<p>Optimism</p> <ul style="list-style-type: none"> • 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.