



PEARMAN™

PERSONALITY INTEGRATOR

Workplace Lens

for Jane Smith

September 16, 2015

WITH



EQ-i^{2.0}

Sample Company Name

Sample Consultant Name

Participant Summary

Age: 35

Gender: Female

Completion Time: 5 mins. (Unusually short response time)

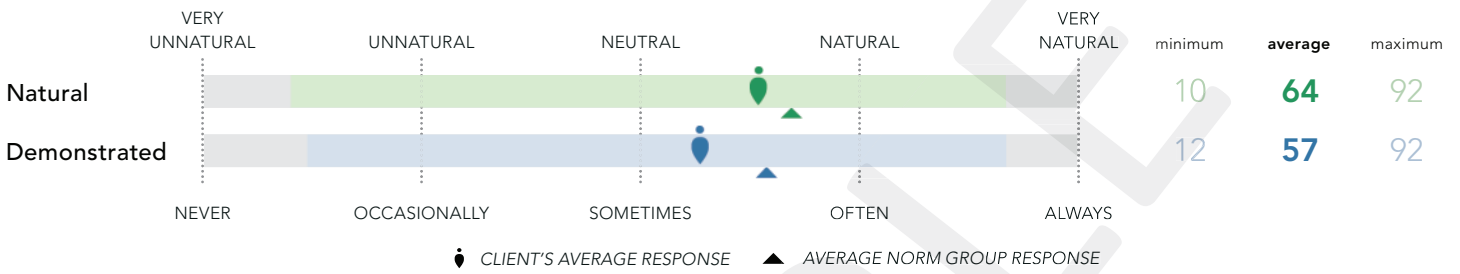
Date of Completion: September 15, 2015

Norm Region: U.S./Canada

Norm Type: Professional - Overall

PART I

Response Distribution

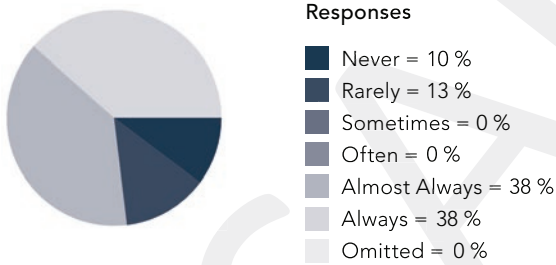


Omitted Items

0 No omitted items in Part I.

PART II

Response Distribution



Omitted Items

0 No omitted items in Part II.

Positive Impression

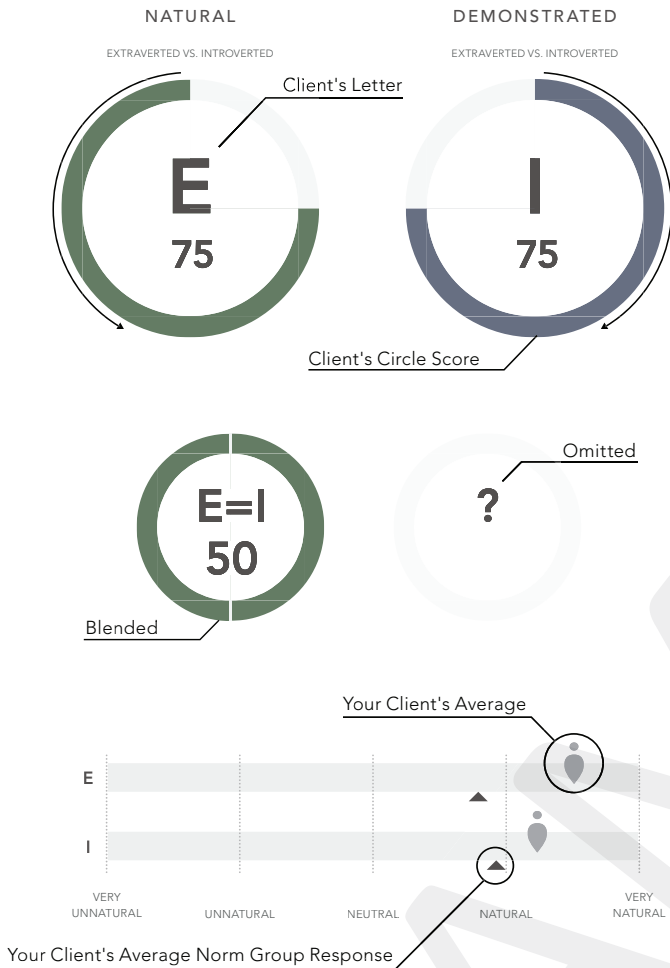
1 The Positive Impression scale is lower than 3, indicating that responses were not likely the result of an overly positive response style. You may want to ask: "Tell me about your process for responding to the items." "What did you think of the items? Were any particularly difficult to respond to?"

Inconsistency Index

0 The Inconsistency Index is lower than 8, indicating consistency in responses across pairs of items measuring similar content. However, if the score is greater than zero, you may want to evaluate each individual item pair for inconsistent responses (see the Part II: Item Response pages for more details).

How to Use This Report

PART I GRAPHS



The Circle

The circles provide your client's personality scores, which contrast his or her results for each of the personality types. Each circle contains two components: the letter and the circle score. There are both "Natural" circles and "Demonstrated" circles for each personality attitude or function. The letter represents the personality type that your client has comfort with or uses. The example on the left shows the letter "E" for "Extraversion". An individual with that letter is naturally more comfortable with extraverted behaviors than with introverted (I) behaviors.

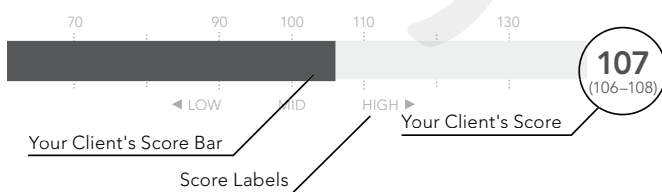
The circle score (75 in the example) represents the degree of comfort (for Natural) or use (for Demonstrated) of the personality type indicated by your letter. Each circle score ranges from 51–99. A score of 51 would indicate an almost equal comfort with or use of extraverted and introverted behaviors, while a score of 99 would indicate a greater comfort for or use of extraverted behaviors. The fill of the circle is a visual representation of your client's circle score.

Average Response Bar

The average response bars helps you understand your client's letters and circle scores. The marker on each bar represents your client's average responses for each scale (in the example, you can see the average responses for all Extraversion [E] items and all Introversion [I] items). The marker with the higher average score (i.e., the one closest to the right of the bar) will be equal to your client's letter. In the example, the "E" average is higher than the "I" average, and this resulted in an E in the circle. The size of the distance between the markers is also important. The further apart the markers are, the higher your client's circle score will be (indicating a higher relative degree of comfort/use of the personality type indicated by your letter).

PART II GRAPHS

Total FlexIndex



Additionally, your client's average responses are compared to other individuals with the same letter. If his or her circle letter is "E," your client's average responses will be compared to other extraverts in the Pearman normative group. In this example, the individual's comfort with extraverted behaviors is above the average for extraverted individuals. His or her comfort with introverted behaviors is also above the average for extraverted individuals.

Scores

The Pearman Flex Index uses a different style of scores. Each Flex Index skill score is provided on a bar where the average score is 100. Higher scores indicate more flexibility, while lower scores indicate less flexibility. Score labels provide a visual guide, indicating if a score falls into a low (less than 90), mid (90–109), or high (110 or higher) range.

Overview of Scores for Part I

This page provides an overview of your client's overall attitude, perceiving, and judging functions. Overall Attitude reflects how your client interacts and engages with the world. The Overall Perceiving function reveals how your client observes and takes in information. The Overall Judging function illustrates how your client make decisions based on information collected.

Circle scores are divided into what your client feels most comfortable doing (Natural) and what he or she does most often (Demonstrated). This is only an overview, it is important that your client's personality type is examined further by exploring and understanding each of his or her mental functions found later in this report.

Overall Attitude: Extraversion (E) vs. Introversion (I)

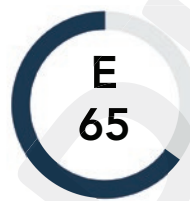
Extraversion (E) focuses on external experiences, stimuli in the outer world, and directing energy toward the external world and the people in it.

Introversion (I) focuses on internal experiences, stimuli in the internal world, and directing energy internally towards ideas, thoughts, and perceptions.



Being extraverted means your client naturally:

- Focuses on the outside world
- Is energized by interactions
- Initiates discussions
- Seeks opportunities to connect



Your client demonstrates extraversion, meaning he/she:

- Engages others
- Finds ways to take action
- Works with others
- Is social and expressive

Perceiving Functions: Intuiting (N) vs. Sensing (S)

Intuiting (N) is a focus on possibilities, ideas, and big picture thinking. People who are comfortable with or display intuiting behaviors will likely focus on the connections and trends in information over the verifiable facts.

Sensing (S) is a focus on specific details, tangible objects and dealing with the task at hand. People who are comfortable with or display sensing behaviors will likely choose practical information over abstract concepts.



Being a sensor means your client naturally:

- Engages in concrete thinking
- Emphasizes efficiency
- Attends to details
- Focuses on what's practical and realistic



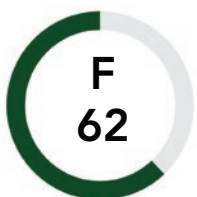
Your client demonstrates intuiting, meaning he/she:

- Pursues novelty
- Seeks out innovation
- Is an abstract thinker
- Focuses on the future

Judging Functions: Feeling (F) vs. Thinking (T)

Feeling (F) is an emphasis on using personal values and ideals and arriving at a solution that feels right when weighed against one's personal beliefs.

Thinking (T) is an emphasis on making observations, critiquing findings, and analyzing outcomes. Decisions are evaluated based on alignment with a known theory or logic.



Being a feeler means your client naturally:

- Makes decisions based on principles and values
- Is diplomatic
- Seeks harmony
- Understands others' points of view



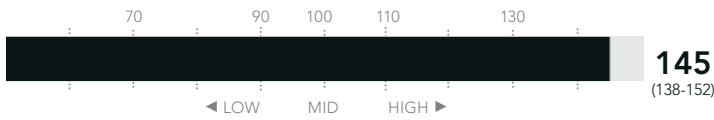
Your client demonstrates feeling, meaning he/she:

- Focuses on values and impact on others to drive decisions
- Aligns actions with values
- Expresses regard for others
- Resolves conflict in person-centered ways

Overview of Scores for Part II



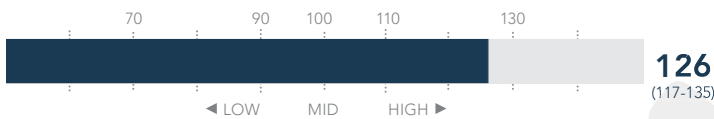
Your Total FlexIndex



The Pearman Flex Index encompasses the skills, abilities, and preferences that provide the agility and resilience needed to solve problems, remain composed, connect with others, seek beneficial experiences, and cope with and recover from strain. Your client's Total Flex Index score indicates that they excel at using these skills. Be sure to examine the *Part II: Flex Index* section in their report to identify areas in which they can harness their skills and implement strategies for leveraging them in alternative contexts.

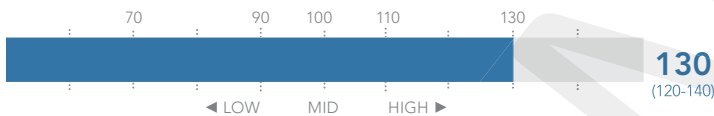
SUBSCALE DESCRIPTIONS

Proactivity



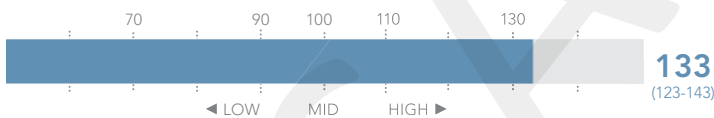
Proactivity refers to the skills necessary for active problem-solving and taking decisive action when faced with a challenge. Your client's score indicates that he/she is highly proactive. Keep this strength in mind as they move through different sections of this report.

Composure



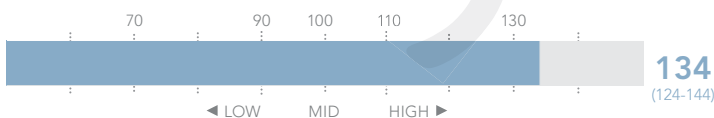
Composure involves being able to remain calm and controlled under times of stress or criticism. Your client's score shows that they are able to remain level-headed during high-pressure situations. Think about how different situations test their ability to keep their cool.

Connectivity



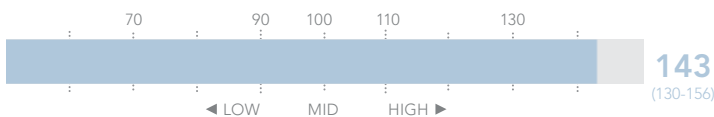
Connectivity involves being connected with others, forming beneficial relationships, and seeking and reciprocating social support. Their score indicates that they are almost always able to create and maintain beneficial relationships. They may find some useful tips in this report for fine tuning their skills.

Variety-Seeking



Variety-Seeking refers to the preference for novel experiences, variety, and openness to new opportunities. Your client's score suggests that they are open to experiences and often seek out opportunities. This may prove useful as he or she thinks about ways to apply their skill in new situations.

Rejuvenation

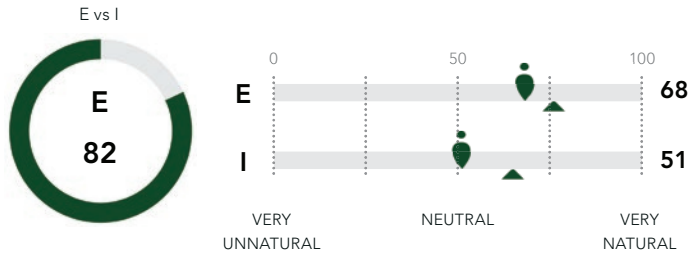


Rejuvenation involves positive coping strategies used to maintain health and minimize stress. Your client is well equipped to unwind and maintain their overall well-being. As they move through their report, have them reflect on how these skills can be leveraged or fine-tuned in alternative contexts or situations.

Part I: Overall Functions

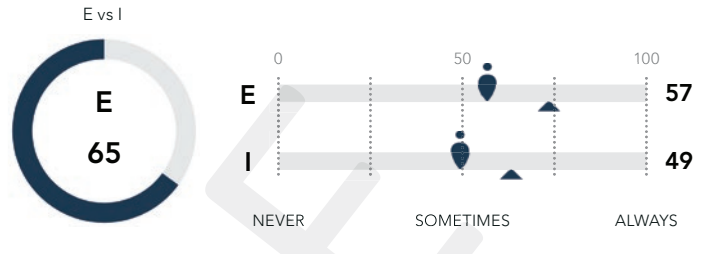
NATURAL

Overall Attitude



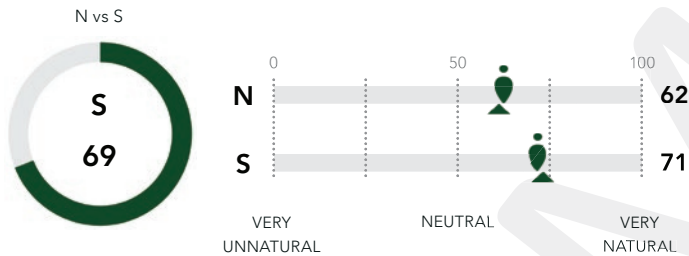
The Natural circle score of your client indicates that he or she is moderately more comfortable with extraverted than introverted behaviors. That is, your client is somewhat more comfortable with outward expression than with focusing on his or her internal thoughts.

DEMONSTRATED

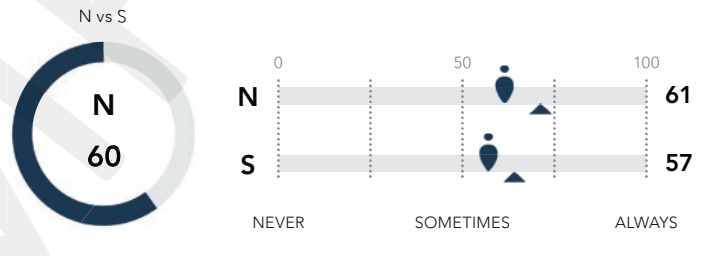


The Demonstrated circle score of your client indicates that he or she displays moderately more extraverted behaviors than introverted behaviors. That is, your client is somewhat more likely to display outward expression than to focus on his or her internal thoughts.

Overall Perceiving

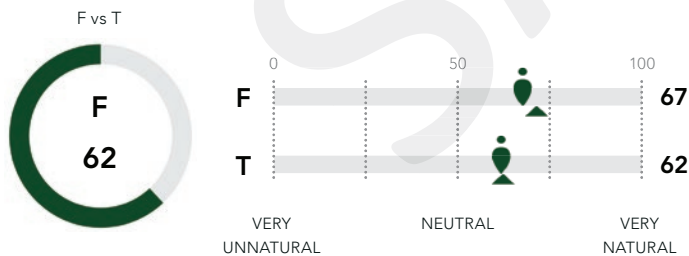


The Natural circle score of your client indicates that he or she is moderately more comfortable with sensing than intuiting behaviors. That is, your client is somewhat more comfortable with focusing on concrete details compared to focusing on the big picture.

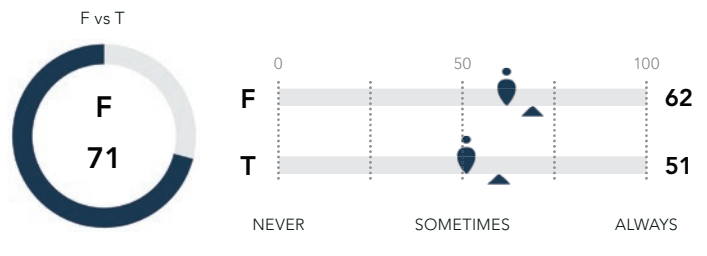


The Demonstrated circle score of your client indicates that he or she displays moderately more intuiting behaviors than sensing behaviors. That is, your client is somewhat more likely to focus on ideas and possibilities than he or she is to focus on the details and realities of the situation.

Overall Judging



The Natural circle score of your client indicates that he or she is moderately more comfortable with feeling than thinking behaviors. That is, your client is somewhat more comfortable with making decisions based on ideals and values compared to logic and results.



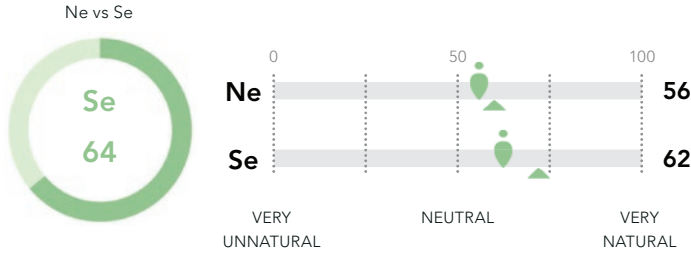
The Demonstrated circle score of your client indicates that he or she displays moderately more feeling behaviors than thinking behaviors. That is, your client is somewhat more likely to focus on ideals and values than he or she is to focus on logic and results when making a decision.

▲ AVERAGE NORM GROUP RESPONSE

Part I: Extraverted Mental Functions

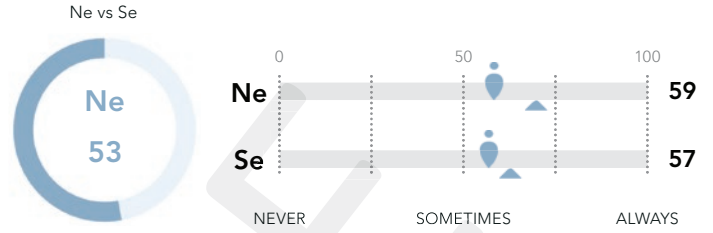
NATURAL

Perceiving



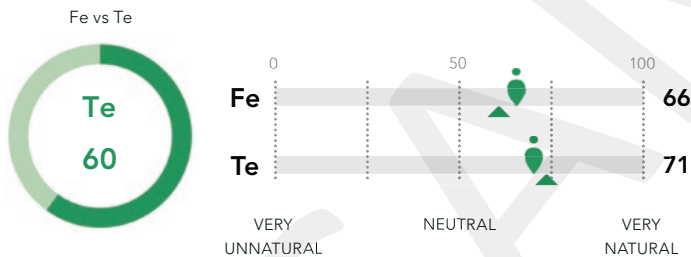
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted sensors (see response bar). Your client is slightly less comfortable with extraverted sensing behaviors than other extraverted sensors. However, your client is similarly comfortable with extraverted intuiting behaviors as other extraverted sensors. This suggests that your client might have the same facility with sharing patterns and themes as his or her extraverted sensing counterparts.

DEMONSTRATED

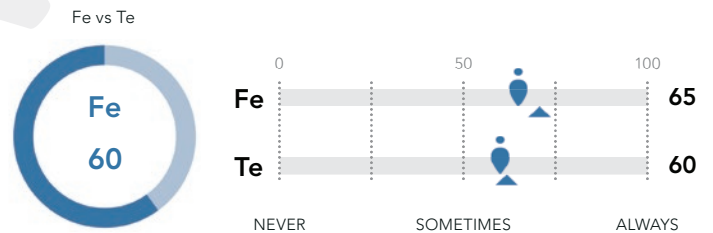


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other extraverted intuitors (see response bar). Your client exhibits less extraverted intuiting behaviors than other extraverted intuitors. However, your client demonstrates a comparable amount of extraverted sensing behaviors as other extraverted intuitors. This suggests that your client might have access to a similar range of expressing practically relevant information actions as his or her extraverted intuiting counterparts.

Judging



In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other extraverted thinkers (see response bar). You have the same level of comfort with extraverted thinking and extraverted feeling behaviors as other extraverted thinkers. This suggests that your client might have the same facility with asking logic-driven questions and emphasizing others' point of view as his or her extraverted thinking counterparts.



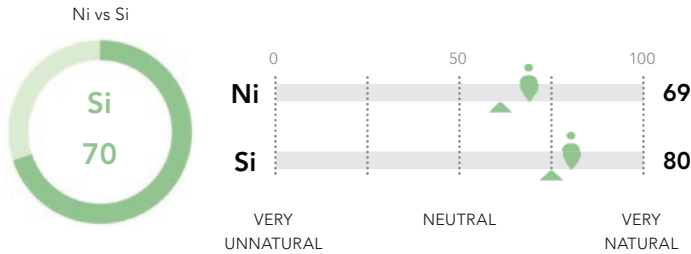
In terms of how frequently your client displays both types of behaviors, your client's responses were compared to those of other extraverted feelers (see response bar). Your client exhibits a similar amount of extraverted feeling and extraverted thinking behaviors as other extraverted feelers. This suggests that your client might have access to a similar range of harmony and outwardly results-oriented actions as his or her extraverted feeling counterparts.

▲ AVERAGE NORM GROUP RESPONSE

Part I: Introverted Mental Functions

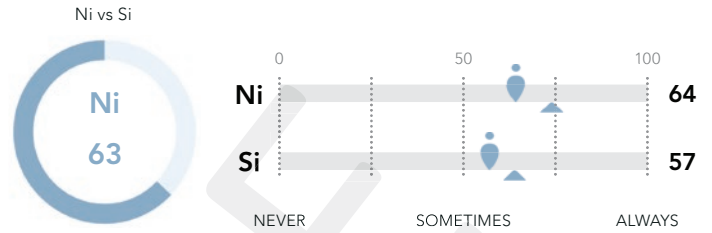
NATURAL

Perceiving



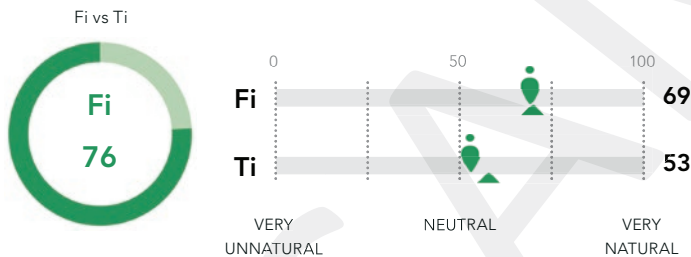
In terms of how much comfort your client experiences with both types of behaviors, his or her responses were compared to those of other introverted sensors (see response bar). Your client has the same level of comfort with both introverted sensing and introverted intuiting behaviors as other introverted sensors. This suggests that your client might have the same facility with utilizing tried and true methods and envisioning relationships between ideas as his or her introverted sensing counterparts.

DEMONSTRATED

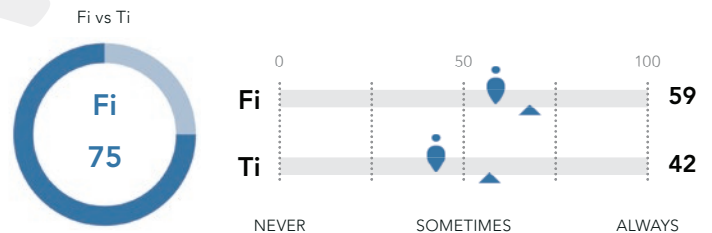


In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted intuitors (see response bar). Your client exhibits less introverted intuiting behaviors than other introverted intuitors. However, your client demonstrates a comparable amount of introverted sensing behaviors as other introverted intuitors. This suggests that your client might have access to a similar range of internally cataloguing actions as his or her introverted intuiting counterparts.

Judging



In terms of how much comfort your client experiences with both types of behaviors, your client's responses were compared to those of other introverted feelers (see response bar). Your client is as comfortable with both introverted feeling and introverted thinking behaviors as other introverted feelers. This suggests that your client might have the same facility with internalizing what is meaningful and analyzing the effectiveness of actions as his or her introverted feeling counterparts.



In terms of how frequently your client displays both types of behaviors, his or her responses were compared to those of other introverted feelers (see response bar). Your client exhibits the same amount of introverted feeling behaviors as other introverted feelers. However, your client demonstrates even less introverted thinking behaviors than other introverted feelers. This suggests that your client might have access to a narrower range of autonomy and precision actions than his or her introverted feeling counterparts.

▲ AVERAGE NORM GROUP RESPONSE

Part I: Item Responses

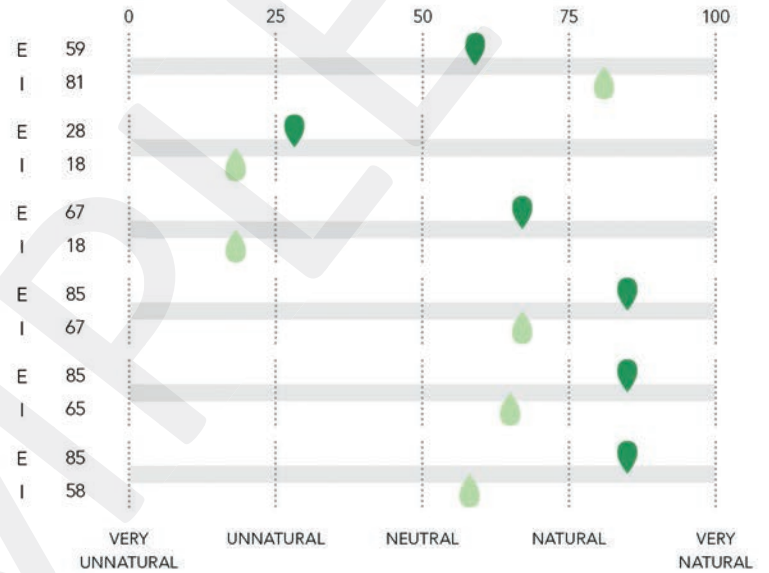
ATTITUDE

Responses to Extraverted (E) and Introverted (I) items are shown on this page. Items are divided into Natural (i.e., “How natural is it for you to...”) and Demonstrated (i.e., “How often do you...”) ratings. Item text is exactly as it appeared on the assessment. Item notation

(i.e., a or b) is used in the assessment for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., E or I) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

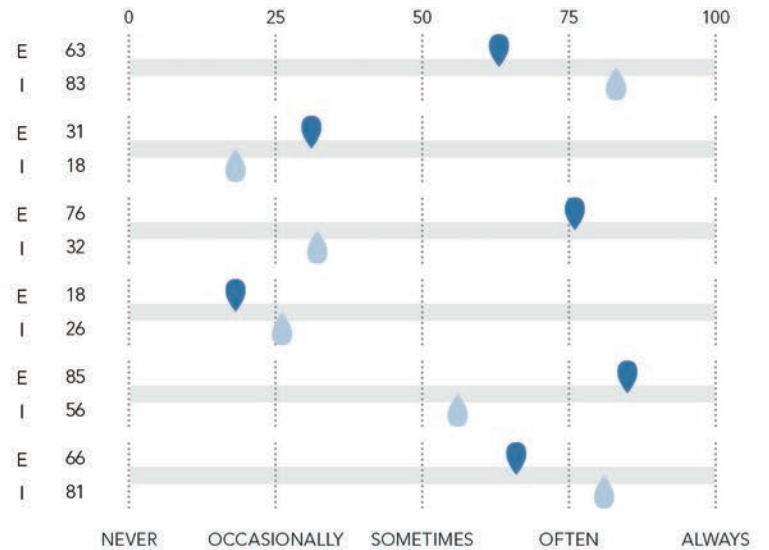
How natural is it for you to...

- 4. [blurred]
- 4. [blurred]
- 8. [blurred]
- 8. [blurred]
- 13. [blurred]
- 13. [blurred]
- 15. [blurred]
- 15. [blurred]
- 21. [blurred]
- 21. [blurred]
- 24. [blurred]
- 24. [blurred]



How often do you...

- 4. [blurred]
- 4. [blurred]
- 8. [blurred]
- 8. [blurred]
- 13. [blurred]
- 13. [blurred]
- 15. [blurred]
- 15. [blurred]
- 21. [blurred]
- 21. [blurred]
- 24. [blurred]
- 24. [blurred]



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.**

Part I: Item Responses

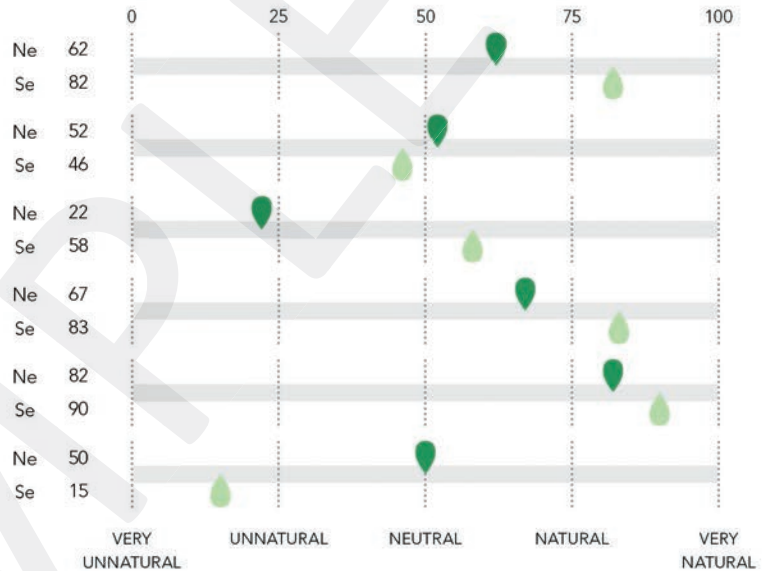
EXTRAVERTED PERCEIVING

Responses to Extraverted Intuiting (Ne) and Extraverted Sensing (Se) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the assessment. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Ne or Se) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

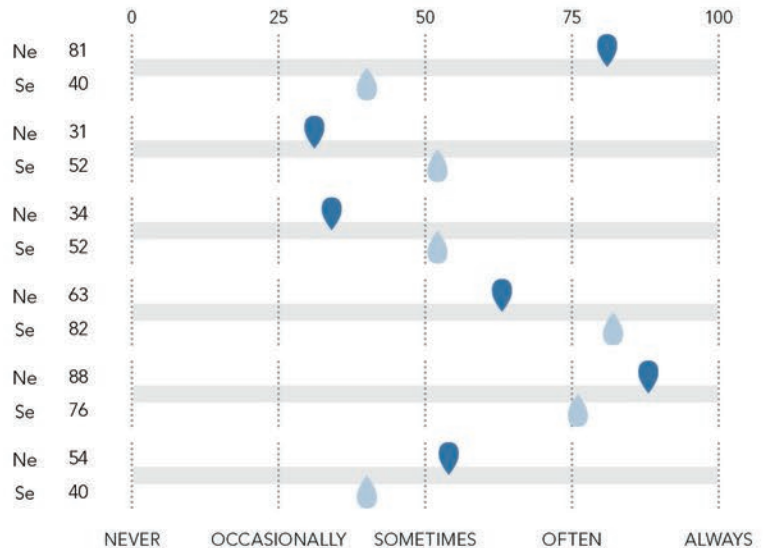
How natural is it for you to...

- 6. [blurred]
- 6. [blurred]
- 9. [blurred]
- 9. [blurred]
- 18. [blurred]
- 18. [blurred]
- 22. [blurred]
- 22. [blurred]
- 25. [blurred]
- 25. [blurred]
- 29. [blurred]
- 29. [blurred]



How often do you...

- 6. [blurred]
- 6. [blurred]
- 9. [blurred]
- 9. [blurred]
- 18. [blurred]
- 18. [blurred]
- 22. [blurred]
- 22. [blurred]
- 25. [blurred]
- 25. [blurred]
- 29. [blurred]
- 29. [blurred]



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.**

Part I: Item Responses

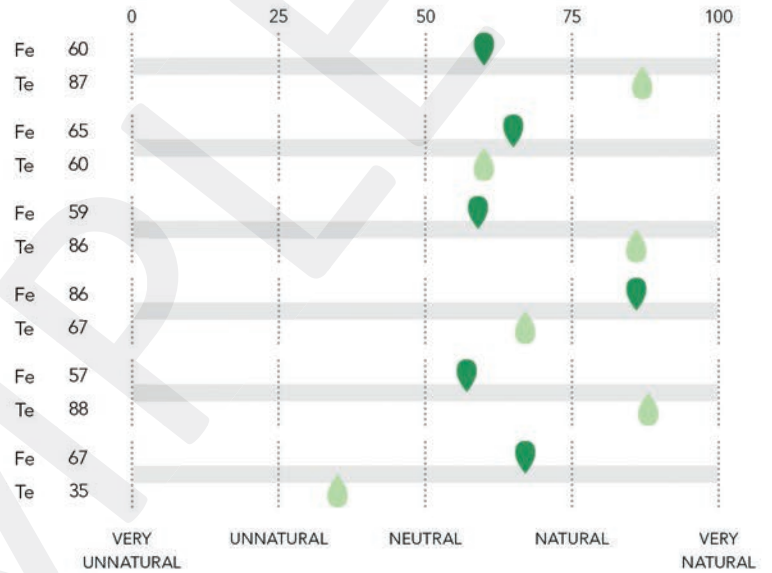
EXTRAVERTED JUDGING

Responses to Extraverted Feeling (Fe) and Extraverted Thinking (Te) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the assessment. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Fe or Te) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

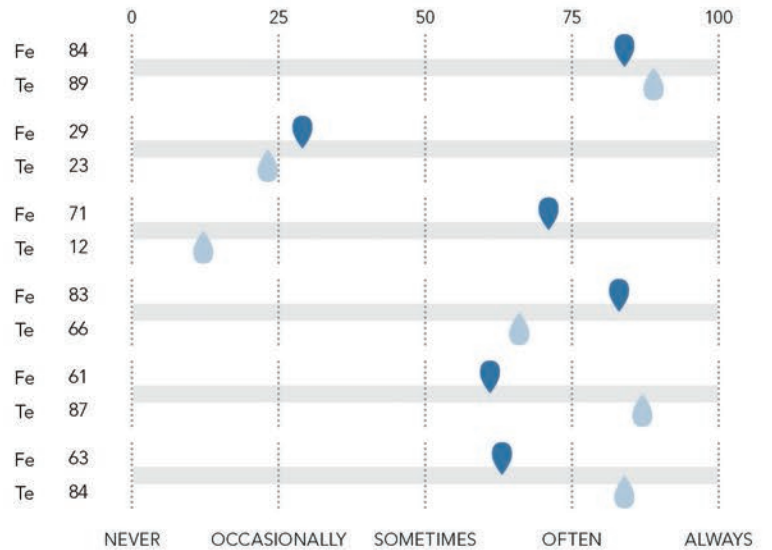
How natural is it for you to...

- 1. [blurred]
- 1. [blurred]
- 10. [blurred]
- 10. [blurred]
- 14. [blurred]
- 14. [blurred]
- 19. [blurred]
- 19. [blurred]
- 23. [blurred]
- 23. [blurred]
- 30. [blurred]
- 30. [blurred]



How often do you...

- 1. [blurred]
- 1. [blurred]
- 10. [blurred]
- 10. [blurred]
- 14. [blurred]
- 14. [blurred]
- 19. [blurred]
- 19. [blurred]
- 23. [blurred]
- 23. [blurred]
- 30. [blurred]
- 30. [blurred]



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.**

Part I: Item Responses

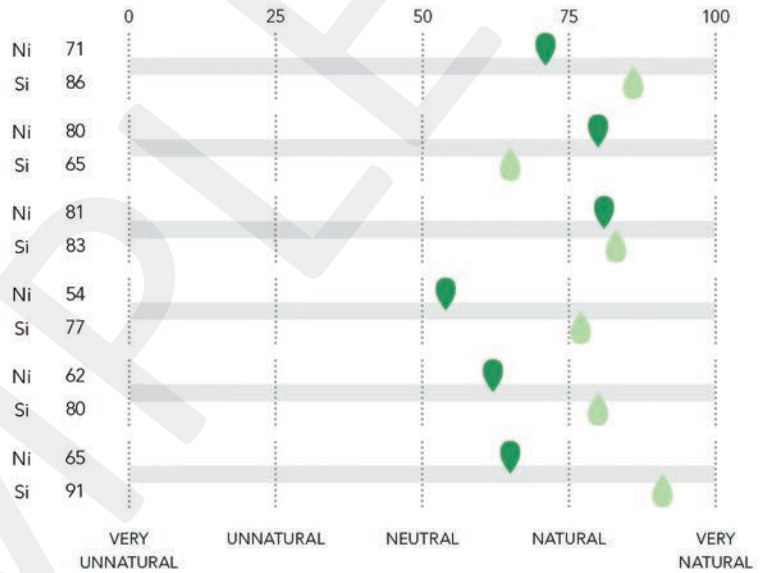
INTROVERTED PERCEIVING

Responses to Introverted Intuiting (Ni) and Introverted Sensing (Si) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the assessment. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Ni or Si) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

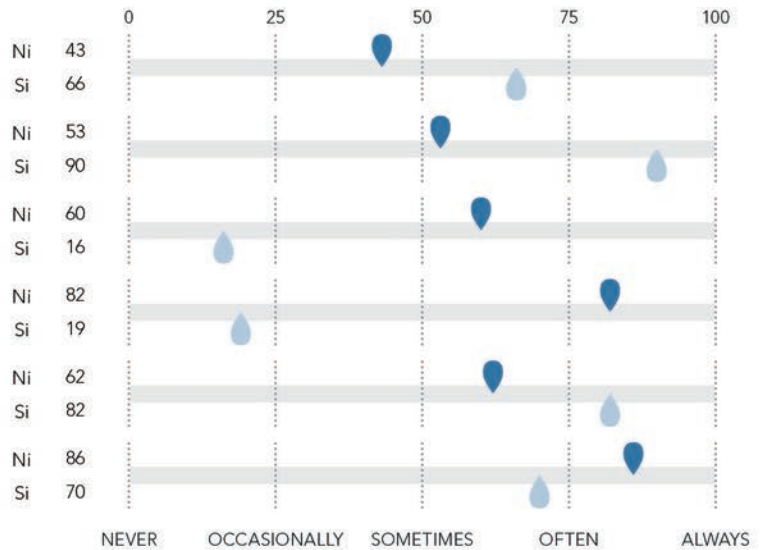
How natural is it for you to...

- 3. [blurred]
- 3. [blurred]
- 7. [blurred]
- 7. [blurred]
- 12. [blurred]
- 12. [blurred]
- 17. [blurred]
- 17. [blurred]
- 20. [blurred]
- 20. [blurred]
- 27. [blurred]
- 27. [blurred]



How often do you...

- 3. [blurred]
- 3. [blurred]
- 7. [blurred]
- 7. [blurred]
- 12. [blurred]
- 12. [blurred]
- 17. [blurred]
- 17. [blurred]
- 20. [blurred]
- 20. [blurred]
- 27. [blurred]
- 27. [blurred]



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.**

Part I: Item Responses

INTROVERTED JUDGING

Responses to Introverted Feeling (Fi) and Introverted Thinking (Ti) items are shown on this page. Items are divided into Natural (i.e., "How natural is it for you to...") and Demonstrated (i.e., "How often do you...") ratings. Item text is exactly as it appeared on the assessment. Item notation (i.e., a or b) is used in the assessment

for counterbalancing purposes but is not reflected on this page. If any single item of a pair (i.e., Fi or Ti) is omitted, the entire pair cannot be scored. However, responses from non-omitted items are shown here for coaching purposes.

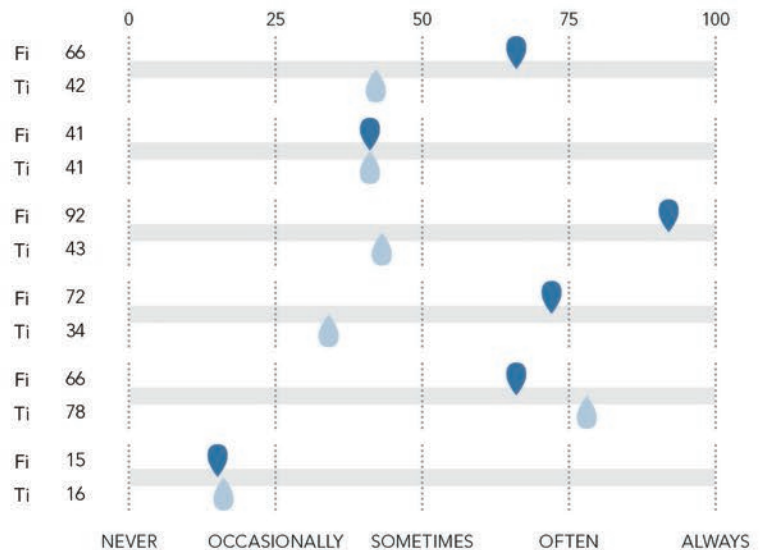
How natural is it for you to...

- 2. [blurred]
- 2. [blurred]
- 5. [blurred]
- 5. [blurred]
- 11. [blurred]
- 11. [blurred]
- 16. [blurred]
- 16. [blurred]
- 26. [blurred]
- 26. [blurred]
- 28. [blurred]
- 28. [blurred]



How often do you...

- 2. [blurred]
- 2. [blurred]
- 5. [blurred]
- 5. [blurred]
- 11. [blurred]
- 11. [blurred]
- 16. [blurred]
- 16. [blurred]
- 26. [blurred]
- 26. [blurred]
- 28. [blurred]
- 28. [blurred]



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.**

Part II: 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 that although some items use reversed language, the higher the response indicated, the more frequent is the behavior.

0 = Never 3 = Often ? = Omitted
1 = Rarely 4 = Almost Always
2 = Sometimes 5 = 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.***

Composure

3.		0
10.		1
17.		0
19.		1
22.		1
30.		0
32.		1
37.		1
39.		0

Variety-Seeking

2.		5
6.		4
13.		4
16.		5
21.		4
33.		5

Proactivity

4.		4
9.		5
12.		5
20.		5
27.		5
31.		4
36.		4

Connectivity

7.		5
11.		4
14.		5
18.		4
24.		4
28.		4
34.		4
38.		5

Rejuvenation

1.		4
5.		5
15.		4
23.		5
25.		5
29.		5
35.		5

Part II: Item Responses



0 = Never 3 = Often ? = Omitted
1 = Rarely 4 = Almost Always
2 = Sometimes 5 = 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.**

POSITIVE IMPRESSION

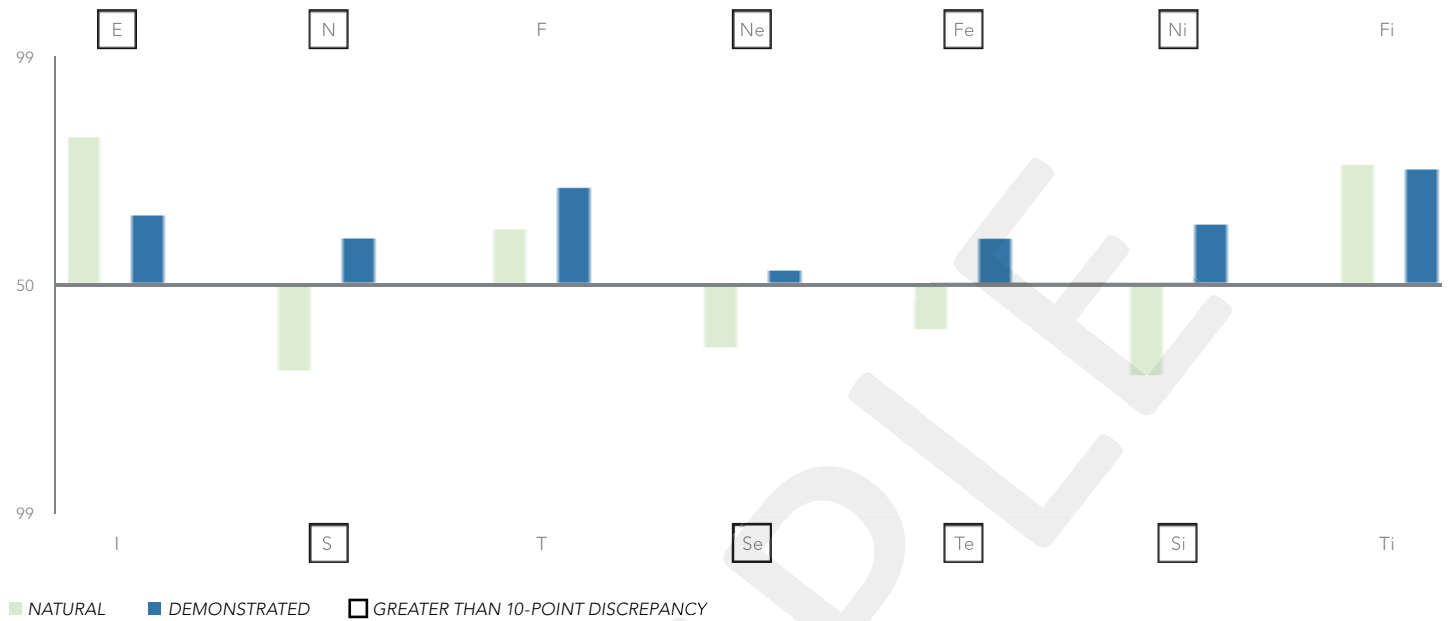
3.		0	26.		4
8.		4	28.		4
10.		1	37.		1

INCONSISTENCY INDEX

4.		4	30.		0
27.		5	39.		0
6.		4	7.		5
16.		5	38.		5
20.		5	18.		4
31.		4	34.		4
29.		5			
35.		5			

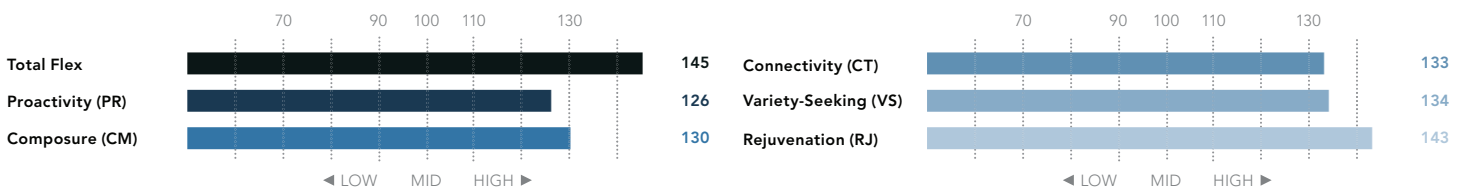
Integrator Section

PART I: PEARMAN PERSONALITY



FUNCTION	NATURAL ITEM PLACEMENT	DEMONSTRATED ITEM PLACEMENT
Extraversion (E)	Within Average	Below Average
Introversion (I)	Below Average	Below Average
Intuiting (N)	Within Average	Below Average
Sensing (S)	Within Average	Within Average
Feeling (F)	Within Average	Within Average
Thinking (T)	Within Average	Below Average
Extraverted Intuiting (Ne)	Within Average	Below Average
Extraverted Sensing (Se)	Below Average	Within Average
Extraverted Feeling (Fe)	Within Average	Within Average
Extraverted Thinking (Te)	Within Average	Within Average
Introverted Intuiting (Ni)	Within Average	Below Average
Introverted Sensing (Si)	Within Average	Within Average
Introverted Feeling (Fi)	Within Average	Within Average
Introverted Thinking (Ti)	Within Average	Below Average

PART II: PEARMAN FLEXINDEX



Type and FlexIndex Integration



Flexibility and agility will help your client to work with his/her personality type in two ways: (1) **within mental function** flexibility allows him/her to use the full range of talents within the function; and (2) **across mental function** flexibility allows your client to constructively use the opposite of his/her natural type. Developing your client's **FlexIndex** skills can help him/her increase within mental function and across mental function flexibility.

EXTRAVERTED ATTITUDE

		EXTRAVERTED ATTITUDE							
		EXTRAVERTED INTUITING (Ne)	EXTRAVERTED SENSING (Se)	EXTRAVERTED FEELING (Fe)	EXTRAVERTED THINKING (Te)				
PERCEIVING	<p>WITHIN FUNCTION FLEXIBILITY: focusing on possibilities, patterns, and finding themes and trends.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Sensing to catalog methods and processes for developing ideas.</p> <p>FLEXINDEX GROWTH: developing Rejuvenation will ensure that energy is not depleted when brainstorming or innovating.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on immediate awareness and identifying tangible experiences.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Intuiting to identify possibilities and innovations.</p> <p>FLEXINDEX GROWTH: develop Composure which will allow you to redirect your energy as needed.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on connecting with others and being comfortable with interpersonal differences.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Thinking as a way to investigate probable outcomes of solutions and choices.</p> <p>FLEXINDEX GROWTH: developing Composure will help to provide calm and patience for effective analysis.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on the results of a situation and identifying options to achieve long-term outcomes.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Feeling to understand connections between individuals and acknowledge other perspectives.</p> <p>FLEXINDEX GROWTH: developing Connectivity will assist in the creation of networks for practical reasons.</p>			JUDGING		
			INTROVERTED INTUITING (Ni)	INTROVERTED SENSING (Si)	INTROVERTED FEELING (Fi)	INTROVERTED THINKING (Ti)			
	<p>WITHIN FUNCTION FLEXIBILITY: developing a full awareness of scenarios that emerge and identifying meaningful symbols.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Sensing to anchor details and specific observations about situations.</p> <p>FLEXINDEX GROWTH: developing Rejuvenation will allow for more energy to stretch and use creativity.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on concrete details and cataloging information to be retrieved from memory.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Intuiting so that trends and patterns in the data begin to become evident.</p> <p>FLEXINDEX GROWTH: developing Variety-Seeking will help in accessing more experiences and ideas.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on ideals and values, and using universal principles for making decisions.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Thinking as a way to deduce the logical outcomes of a course of action.</p> <p>FLEXINDEX GROWTH: developing Variety-Seeking will provide experience to expand understanding of possible actions.</p>	<p>WITHIN FUNCTION FLEXIBILITY: focusing on logic and abstracting underlying principles or models.</p> <p>ACROSS FUNCTION FLEXIBILITY: accessing Feeling to consider ideals and the consequences of decisions for others.</p> <p>FLEXINDEX GROWTH: developing Proactivity will prompt an examination of consequences for other people in situations.</p>					

INTROVERTED ATTITUDE



Name: Jane Smith

Completion Date: September 1, 2015

Time to Completion: 0 mins.

Norm Type: Professional - Overall

Norm Region: U.S./Canada

Inconsistency Index: 0 Positive Impression: 3

Negative Impression: 3 Omitted Items: 0 %

This page summarizes the scores from your client's EQ-i 2.0 assessment. Your client's scores suggest that he or she is very proficient in most of the emotional and social skills that influence the way your client perceives and expresses, develops and maintains social relationships, copes with challenges, and uses emotional information in an effective and meaningful way.

OVERALL SCORES

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



HAPPINESS Satisfied with life; content

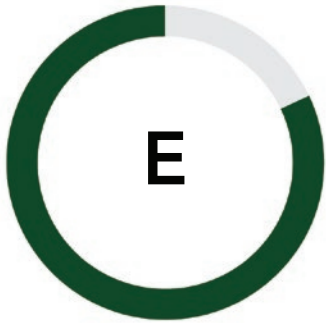


LOW RANGE MID RANGE HIGH RANGE

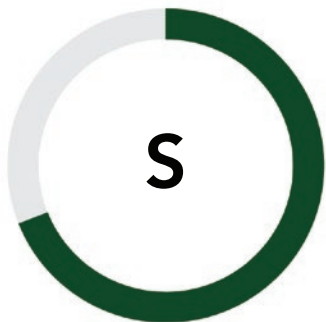


PEARMAN AND EQ -i 2.0 INTEGRATION

This page serves to integrate your client’s overall attitude, overall perceiving, and overall judging functions with specific subscales from his or her EQ-i 2.0. Chosen based on theory and research, the specific EQ-i 2.0 subscales highlighted for each attitude and function allow you to understand the connection between your client’s natural personality type and related aspects of his or her emotional and social functioning.



As an extravert, Impulse Control can be useful in helping your client become more selective in what is shared with the group and when to share it. Picking the right time to speak up and act is useful when attempting to get others to see your point of view or establish buy-in on new ideas. Your client’s Impulse Control score suggests that he or she is very capable of resisting the temptation to act or immediately share what he or she is thinking with others. This skill allows your client to pause and think about the situation to determine if what he or she is about to say or do should be saved for a time when it might have a bigger impact or more effective reception.



As a sensor, Flexibility and Self-Actualization can impact how your client's natural preference plays out in his or her behavior. Your client’s Flexibility responses suggest that he or she is able to move away from rigidity in his or her thinking to embrace new ideas and alternative approaches. Integrating his or her skill with Flexibility into sensing behaviors will ensure that the source and context of information dynamically determine his or her approach to understanding it, as opposed to being predetermined to evaluate the practical details. Your client's Self-Actualization score suggests that he or she is very skilled at looking beyond the immediate situation to evaluate the future, understand the impact of the work, and establish goals that strive to provide deeper meaning. Integrating this with his or her sensing behavior can mean an increased sense of significance and commitment to tasks that may at first appear to be less impactful.



As a feeler, Problem Solving and Independence are important skills that can modify how your client makes decisions. Your client’s Problem Solving score suggests that he or she is very capable of channeling emotions towards effective solutions. Using this skill alongside feeling behaviors will allow your client to effectively manage his or her behavior so that he or she can choose the best time to bring his or her ideals and principles into decisions. Your client's Independence score suggests that he or she is quite self-directed when making decisions. He or she is conscious of seeking others' input as it can be easy to focus too much on aligning decisions with their values. Integrating his or her proficiency into his or her feeling preference allows your client to balance a focus on operating autonomously with appealing everyone's opinions and ideas.

Follow-Up Questions

PART I: MENTAL FUNCTIONS

The following questions are suggestions to help you to probe further into your client's results. Questions are listed by mental function for Part I: Pearman Personality and by subscale for Part II: Pearman FlexIndex.

Extraverted Intuiting

1. How do you experience what others say and do? (e.g., do you listen?)
2. How do you react to the suggestions of others? (e.g., do you agree?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Extraverted Sensing

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Extraverted Feeling

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Extraverted Thinking

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Introverted Intuiting

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Introverted Sensing

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Introverted Feeling

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Introverted Thinking

1. How do you react to people and things around you? (e.g., do you notice details?)
2. How do you react to the quality of things? (e.g., do you notice texture?)
3. How do you express what you think and feel? (e.g., do you speak up?)
4. How do you usually react to what others say?

Follow-Up Questions

PART II: FLEXINDEX

Proactivity

1. How do you plan to take action on the issues you have identified?
2. How do you monitor and evaluate your progress over time?
3. How do you ensure a challenge, and how do you seek to strengthen your team?
4. How do you ensure you have a strong network to address any and all problems that you face?

Composure

1. How do you deal with stress and pressure in your work environment?
2. How do you manage your time and resources to ensure you meet your goals?
3. How do you manage your emotions and reactions in difficult situations?
4. How do you ensure you remain calm and composed in high-pressure situations?

Connectivity

1. How do you build relationships with others in your organization?
2. How do you ensure effective communication and collaboration within your team?
3. How do you ensure you are accessible and responsive to others?
4. How do you ensure you are a positive influence on others?

Variety-Seeking

1. How do you ensure you are taking on new challenges and opportunities?
2. How do you ensure you are learning and growing from your experiences?
3. How do you ensure you are exploring new ideas and perspectives?
4. How do you ensure you are staying motivated and engaged?

Rejuvenation

1. How do you ensure you are taking care of yourself and your well-being?
2. How do you ensure you are managing your energy and avoiding burnout?
3. How do you ensure you are seeking support and help when needed?
4. How do you ensure you are taking time to recharge and refresh during the day?

Action Plan

The steps that your client takes towards achieving his or her goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide your client closer to his or her goals.

Have your client write down up to five skills or behaviors to further develop on their own action plan. Then, transfer you client’s goals into the action plan template below. The information provided throughout his or her report may be useful for determining individual actions that your client can either do less of (STOP), begin to do (START), or do more of (GROW).

Remember to use the SMART goal-setting criteria for each goal.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

START



STOP



GROW



ACTION PLANNER TEMPLATE

SMART GOAL	TIME FRAME	BENEFITS	MEASURE OF SUCCESS	SUPPORT AND RESOURCES NEEDED	POTENTIAL BARRIERS

I commit to this action plan _____ .

Signature

Development Commitment

The Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in the Action Plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed

in all of our tasks and responsibilities. By outlining your client's objectives here and ensuring that your client does the same in his or her report, you help your client to be more accountable to reach his or her personal goals.

MY CLIENT'S DEVELOPMENT GOALS

My client's action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____

Your Client's Signature _____

Coach's Guide to a Pearman Feedback Session

PREPARING THE DEBRIEF

After the report has been generated, the interpretation work begins. Both the Coach and Client Reports have been designed to intuitively follow the recommended interpretation sequence. The interpretive sequence provided here is a condensed version of that found in the *Understanding the Results* section of the Pearman User's Handbook available online.

1. Assess the Validity of the Results

The validity of an individual's Pearman results needs to be established before using the results to inform coaching. All 100% reliability is considered in the language of the Coach Report, which emphasizes reliability. Through careful attention to the validity of the results, the coach can ensure that the results are reliable and that the client is not being misled by the results.

The reliability of the results is a key factor in determining the validity of the results. The Coach Report provides a clear indication of the reliability of the results, and the coach should use this information to guide the interpretation of the results.

2. Interpret Pearman Personality and FlexIndex Scores



The meaning of the validity of the results is the key to understanding the results. The Coach Report provides a clear indication of the validity of the results, and the coach should use this information to guide the interpretation of the results.

3. In-depth Interpretation of Pearman Personality



The coach should be able to explain to the client the meaning of the results. The Coach Report provides a clear indication of the meaning of the results, and the coach should use this information to guide the interpretation of the results.

4. In-depth Interpretation of Pearman FlexIndex

The coach should be able to explain to the client the meaning of the results. The Coach Report provides a clear indication of the meaning of the results, and the coach should use this information to guide the interpretation of the results.

The coach should be able to explain to the client the meaning of the results. The Coach Report provides a clear indication of the meaning of the results, and the coach should use this information to guide the interpretation of the results.

Coach's Guide to a Pearman Feedback Session

PREPARING THE DEBRIEF

5. Interpret Item Responses



The chart displays two horizontal scales. The top scale has five markers, with the second and fourth markers highlighted in green. The bottom scale has five markers, with the fourth marker highlighted in green. To the right of the chart, there is a list of items with corresponding response indicators.

Item	Response
1. [Item description]	Green
2. [Item description]	Green
3. [Item description]	None
4. [Item description]	Green
5. [Item description]	None

The text below the chart explains how to interpret these responses, noting that green indicates a positive response and red indicates a negative response. It also mentions that the coach should discuss these responses with the client during the debrief session.

6. Additional Sources of Information

This section provides additional information for the coach, including a list of potential sources of information and a brief description of each source. The text is partially obscured by a large 'SAMPLE' watermark.

- 1. [Source description]
- 2. [Source description]
- 3. [Source description]
- 4. [Source description]
- 5. [Source description]

Coach's Guide to a Pearman Feedback Session

CONDUCTING THE DEBRIEF

The steps laid out on this page and the next provide a guideline for conducting a debrief with your client. These stages of the debrief should be used as guidelines in conjunction the information found in the User's Handbook and the *Preparing the Debrief* pages of this report. Other sources of information should be used to ensure best practices and ethical guidelines are followed.

STAGE	NOTES
<p>1. Review the report with the client</p> <p>Review the report with the client and discuss the findings and recommendations.</p>	<p>Review the report with the client and discuss the findings and recommendations.</p> <ul style="list-style-type: none"> • Review the objectives of the session and the client's goals for the session. • Review the findings of the report and the client's perspective on the findings. • Review the recommendations of the report and the client's perspective on the recommendations. • Review the client's feedback on the report and the client's perspective on the feedback. • Review the client's feedback on the report and the client's perspective on the feedback.
<p>2. Address the client's questions and concerns</p> <p>Address the client's questions and concerns and provide support and resources.</p>	<p>Address the client's questions and concerns and provide support and resources.</p> <ul style="list-style-type: none"> • Address the client's questions and concerns and provide support and resources. • Address the client's questions and concerns and provide support and resources.
<p>3. Provide feedback and support</p> <p>Provide feedback and support to the client and discuss the findings and recommendations.</p>	<p>Provide feedback and support to the client and discuss the findings and recommendations.</p> <ul style="list-style-type: none"> • Provide feedback and support to the client and discuss the findings and recommendations. • Provide feedback and support to the client and discuss the findings and recommendations.

Coach's Guide to a Pearman Feedback Session

CONDUCTING THE DEBRIEF

<p>1. Review the Session</p> <p>Ask the client to share a couple of things that went well and a couple of things that were challenging.</p>	<p>The debrief is an opportunity for you to check in with the client and see how they are doing. It is a chance to ask the client how they are feeling about the session and to see if they have any questions or concerns. It is also a chance to provide feedback to the client and to see if they have any suggestions for the next session.</p> <p>Start by asking the client how they are feeling about the session. Ask them to share a couple of things that went well and a couple of things that were challenging. This will help you to understand the client's perspective and to provide feedback that is tailored to their needs.</p> <p>Next, ask the client for any questions or concerns. This will help you to address any issues that the client may have and to provide additional support if needed.</p> <ul style="list-style-type: none"> • Ask the client how they are feeling about the session. • Ask the client to share a couple of things that went well and a couple of things that were challenging. • Ask the client for any questions or concerns.
<p>2. Provide Feedback</p> <p>Provide feedback to the client based on what you observed during the session. Focus on the client's strengths and on areas where they may need more support.</p>	<p>Provide feedback to the client based on what you observed during the session. Focus on the client's strengths and on areas where they may need more support. This will help the client to understand their progress and to identify areas where they may need more practice or support.</p> <ul style="list-style-type: none"> • Start by providing feedback on the client's strengths. This will help to build their confidence and to reinforce what they did well on. • Next, provide feedback on areas where the client may need more support. This should be done in a supportive and non-judgmental way. • Ask the client for their thoughts on the feedback you provided. This will help you to understand their perspective and to provide additional support if needed. • End the debrief by asking the client how they are feeling about the session and if they have any questions or concerns.