



Emotional Intelligence Quotient tm

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Date: - December 8, 2011

INTRODUCTION to the EIQ:

A person's Emotional Intelligence Quotient affects their interactions with others and is often a defining measure of Leadership ability. Emotional Intelligence is a necessary and integral part of who we are and is the foundation of what we are able to accomplish. This report is generally used in conjunction with other assessments such as "The Professional Coach" to provide another layer of insight into the mind-set of the individual

INSTRUCTIONS:

Review your EIQ report and complete the attached Discovery Process.

EIQ

SAMPLE REPORT

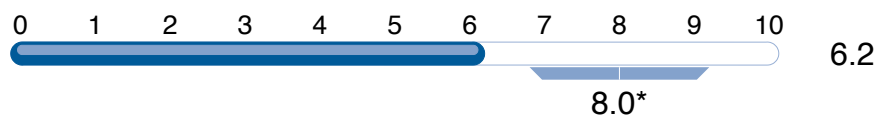
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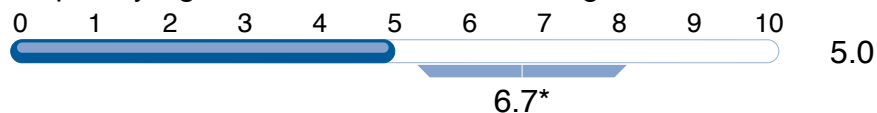
EMOTIONAL QUOTIENT ASSESSMENT RESULTS

The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your overall score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.

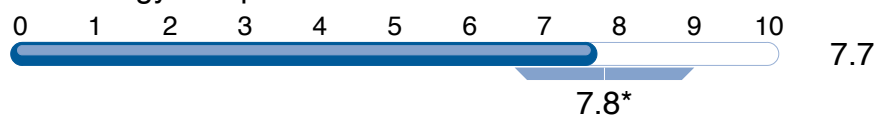
1. **SELF-AWARENESS:** The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



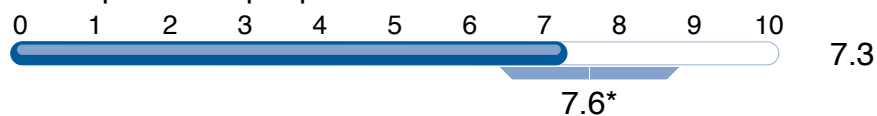
2. **SELF-REGULATION:** The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



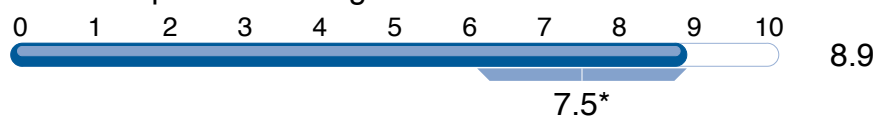
3. **MOTIVATION:** A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



4. **EMPATHY:** The ability to understand the emotional makeup of other people.



5. **SOCIAL SKILLS:** A proficiency in managing relationships and building networks.



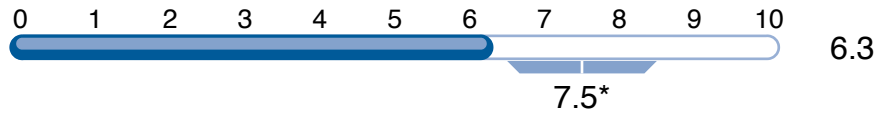
* 68% of the population falls within the shaded area.



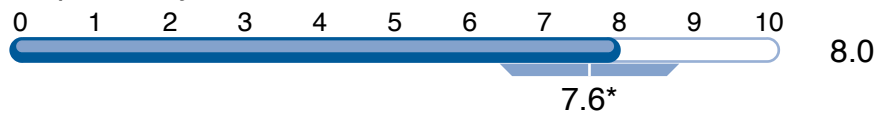
EMOTIONAL QUOTIENT SCORING INFORMATION

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient. The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient. Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

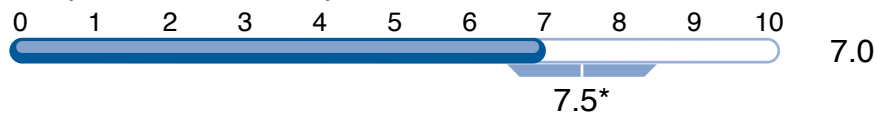
INTRAPERSONAL: The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



INTERPERSONAL: The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.



TOTAL EMOTIONAL QUOTIENT: Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.





INTRAPERSONAL SELF-AWARENESS

The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.

You scored a 6.2.

You may find it hard to make decisions or express emotions. Because of your level of self-awareness, you may not have a realistic assessment of yourself.

What you can do:

- Practice self-reflection by identifying and naming your current emotional state.
- To improve decision-making, look for trends in your behavior and seek to recognize what prompts your reactions.
- Reflect on how your emotions influence your behavior.
- Identify how negative or hurtful behavior triggers your emotions.
- To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Make note of your introspective discoveries and discuss them with a trusted friend or family member.
- Create an action plan to develop your areas for improvement.
- Develop self-awareness goals and revisit them at least twice each year. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and time lined.)



INTRAPERSONAL SELF-REGULATION

The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

You scored a 5.

You have a low level of self-regulation and may experience trouble controlling emotions.

What you can do:

- Practice self-restraint by listening first, pausing and then responding.
- Learn to step away from difficult or overwhelming situations.
- Be committed to not interrupting others.
- When becoming frustrated, summarize the situation to determine triggers.
- Pre-plan effective responses to a stressful situation with a family member, friend or trusted co-worker (use examples of workplace circumstances).
- Determine activities that improve your mood and take action when you feel stressed or overwhelmed.
- Focus on events that provide a sense of calm or positive emotions.
- Keep a log of your effective self-management skills.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a different scene.
- Put things in perspective. Ask yourself, "What is the worst that can happen?" or "How will I feel about this a week from now?"



INTRAPERSONAL MOTIVATION

A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

You scored a 7.7.

You have an average amount of motivation; procrastination can be an issue. You have the ability to seek out creative challenges.

What you can do:

- Set specific goals with dates for achievement.
- Clarify why these goals are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualizing the achievement of your goals.
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Question the status quo and make suggestions for improvement.
- Find inspiration from others who use internal motivation to overcome obstacles to reach their dreams.



INTERPERSONAL EMPATHY

The ability to understand the emotional makeup of other people.

You scored a 7.3.

You have an average amount of empathy. While nobody would call you cold, you also do not allow others' problems to affect your emotions.

What you can do:

- Attempt to understand others before communicating your point of view.
- Observe nonverbal behavior to evaluate the negative or positive emotions of others.
- Practice empathetic communication in response to your family members and coworkers.
- Watch interactions of other people that you determine to be empathetic. What can you do to model that behavior?
- Break bad interpersonal habits, such as interrupting others.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to read emotional responses.
- Be nonjudgmental in your interactions with others.
- Offer assistance to your friends, family and even strangers.



INTERPERSONAL SOCIAL SKILLS

A proficiency in managing relationships and building networks.

You scored a 8.9.

Your social skills are well-developed and you relate well to others, though you may have trouble influencing others at times.

What you can do:

- Be aware of the message your body language is communicating.
- Ask those you admire to describe their experience when socializing with you.
- Remember people's names. Everyone has a hard time with it. Use memory techniques and be known as the one that remembers!
- After making a mistake, take accountability quickly and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social function and what makes you uneasy).
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Because social skills are abilities that do not come naturally to everyone, help others improve their social skills.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional group or a sports team to practice building bonds.

Introduction to
The Success Discovery Process
for the
Emotional Intelligence Quotient

The Emotional Intelligence Quotient report is not designed to be a “read only” document. It is meant to be used as a roadmap and guide toward Emotional Intelligence development.

First we must understand: **What is Emotional Intelligence?**

- Emotional Intelligence is not about being nice all the time, It is about being honest.
- It is about being aware of your feelings, and those of others.
- It is about developing your EIQ to enhance your ability to influence others.
- Emotional Intelligence is not about being emotional, it is about being smart with your emotions.
- Learn to recognize the five competencies you can work on to increase your level of Emotional Intelligence and why they are important to personal and professional success.
- Listen to and employ your emotions for better decision making.
- Show you care, and build trust by displaying sensitivity and concern.
- Use your EIQ, energy and enthusiasm to motivate others.

What are the Personal Benefits of Emotional Intelligence?

- Greater Career Success
- Stronger Personal Relationships
- Increased optimism and confidence
- Better physical and emotional health

What are the Professional Benefits of mastering Emotional Intelligence?

- Effective Leadership skills
- Improved communication
- Less workplace conflict
- Better problem solving skills
- Increased likelihood of promotion
- The ability to unite team members toward achieving goals.

How does one define, and understand the “Emotional Intelligence Quotient”

The EIQ is comprised of two categories separated into five traits.

1. Intra personal, or EIQ traits turned inward, that is focusing on yourself, they are: Self-awareness, Self-Regulation, and Motivation.
2. Interpersonal, or EIQ traits focused outward to better understand others. These traits are Empathy, and Social Skills.

How do I develop my EIQ?

- A. Read your EIQ report.
- B. Discuss it with your manager, friends, spouse, or partner. Ask their opinion.
- C. Focus attention on any trait listed as being “LOW”
- D. Read and put into practice the recommendations listed in the “What you can do” section.
- E. To develop leadership skills, read and put into practice the recommendations for any trait where you are listed as “AVERAGE.”
- F. Make a concerted effort to focus on the recommendations each and every day.
- G. Complete the Discovery process pages that follow.

Practicing and Developing – SELF-AWARENESS

1. What situation comes to mind that would have turned out more positively if you were more aware of your emotions and feelings so you could control them instead of allowing them to control you?

2. How can you learn to “tune-in” to your emotions so they can give you valid information about your responses to stressful situations?

3. Do you recognize the importance of emotions even in technical fields?

___ YES ___ NO

Why? _____

4. Do you agree that humans are emotional beings?

___ YES ___ NO

Why? _____

5. Why would emotional self-awareness be an important trait when managing others?

6. List three emotions that rise to the surface when you feel stressed.

I. _____

II. _____

III. _____

Which of these (if any) would be in your best interest to restrain?

When the last time you were under stress, were you aware of the emotions that surfaced?

___ YES ___ NO

Why? _____

7. Is there an emotional “trigger” that causes you to “loose it” when confronted?

___ YES ___ NO

Why? _____

8. The next time you are placed in a stressful situation to you think you will be able to summon the presence of mind to use your new-found sense of self-awareness to control your emotions?

___ YES ___ NO

Why will this benefit you?

Practicing and Developing – SELF-REGULATION

1. Provide an example of how you would (or did) “re-frame” a stressful situation into one that is more workable?

2. Are you aware of your emotional “triggers?”

___ YES ___ NO

3. Are you able to manage your own emotional “triggers?”

___ YES ___ NO

Explain: _____

4. Do you accept responsibility for choosing your own emotional responses?

___ YES ___ NO

5. Do you agree with the following statement: If we are in a heightened state of agitation or anger we cannot make good decisions, we cannot reason well.

___ YES ___ NO

Why? _____

6. If you loose your temper in public it demonstrates that you are:

_____ Forceful _____ Vulnerable _____ Emotional _____ Immature

7. Those who have mastered the art of Self Regulation tend to practice restraint by listening to others and wait for the complete story, pausing, and then responding. Do you consider this statement to be:

___ TRUE ___ FALSE

8. What is the one thing you should do to improve your ability to regulate your emotions?

Practicing and Developing – SELF-MOTIVATION

1. How do emotions affect your performance?

2. How do emotions affect your self-motivation?

3. Our motivational style is often described as being in a “Flow state,” that is being in the moment with work tasks. Does this describe you or is this a goal you would like to achieve?

4. Identify your explanatory style. When a setback strikes to you ask:

- A) _____ What’s wrong with me?
B) _____ What’s wrong with this situation?
C) _____ What can I fix?

Explain your selection:

5. What is your primary goal in life?

6. What are you doing to achieve this goal?

Practicing and Developing – EMPATHY

1. Would you agree that listening to others without interrupting them shows respect or empathy?

___ YES ___ NO

Why? _____

2. Empathy is considered the ability to recognize and respond appropriately to the emotions of others. Why is this an important leadership skill?

3. Have you ever met someone who listens to you just enough to get your basic point of view, not to value it but to accumulate enough information to change your thinking to their point of view? What is your opinion of this type of person?

4. Do you occasionally or often interrupt when someone else is speaking to interject your thoughts or ideas?

___ YES ___ NO

5. By expressing empathy, do you agree that in turn you create empathy in others?

___ YES ___ NO

Why? _____

6. The mutual trust and empathy created by sharing thoughts and experiences can impact upon measurable goals such as productivity and safety. How is this possible?

Practicing and Developing – SOCIAL SKILLS

1. Does etiquette still have social relevance in today's society?

___ YES ___ NO

Why? _____

2. What is the benefit to creating effective relationships?

3. Are your table manners the same in the company lunchroom as in a restaurant?

___ YES ___ NO

4. Do you think the use of words such as "Please" and "Thank You" are necessary in today's work environment?

___ YES ___ NO

Why? _____

5. Do leaders need social skills?

___ YES ___ NO

Why? _____

6. Someone who is socially competent exerts a strong influence over others because they make others:

- A. _____ At Ease
- B. _____ Receptive to their thoughts and ideas
- C. _____ Both A and B

Conclusion:

Review your EIQ report weekly. Make certain to follow the report recommendations and learn to control your emotions and master the art of creating effective relationships. Use the EIQ report and what you have learned by completing this Discovery Process to bring others into your sphere of influence. Thank You.

SAMPLE REPORT