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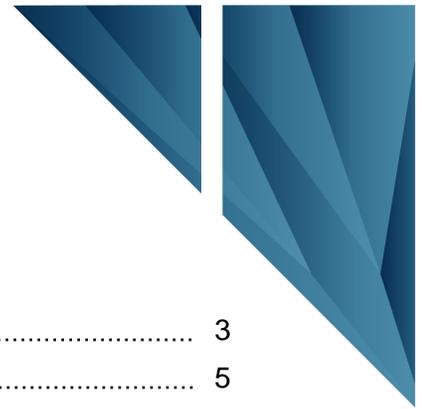
## Emotional Quotient™

Samantha Sample

VP of Samples

TTI

5-19-2020



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## Introduction

The Emotional Quotient™ (EQ) report looks at a person's emotional intelligence, which is the ability to sense, understand and effectively apply the power and acumen of emotions to facilitate higher levels of collaboration and productivity. The report was designed to provide insight into two broad areas: Self and Others.

Research shows that successful leaders and superior performers have well-developed emotional intelligence skills. This makes it possible for them to work well with a wide variety of people and to respond effectively to the rapidly changing conditions in the business world. In fact, a person's EQ may be a better predictor of success performance than intelligence (IQ).

Emotional intelligence is an area you can focus on and develop regardless of your current score in each dimension. One model to help you assess your emotional levels throughout the day is to check your emotional clarity. Think of red as poor emotional clarity or an inability to utilize all skills and resources because of your emotional cloudiness. When you're identifying yourself as having a red glass, you may be experiencing emotions such as fear, anger, sadness or loss. Think of clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.



# Introduction

*This report measures five dimensions of emotional intelligence:*

## Emotional Intelligence - Self

What goes on inside of you as you experience day-to-day events.

**Self-Awareness** is the ability to recognize and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognize when you are red, clear or somewhere in-between.

**Self-Regulation** is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

**Motivation** is a passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

## Emotional Intelligence - Others

What goes on between you and others.

**Social Awareness** is the ability to understand the emotional makeup of other people and how your words and actions affect others. In practice, it is the ability to assess if he or she is in a red, clear or somewhere in-between state.

**Social Regulation** is your ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.

Is the report 100% true? Yes, no and maybe. We are only measuring emotional intelligence. We only report statements from areas in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.



## General Characteristics

*Based on Samantha's responses, the report has selected general statements to provide a broad understanding of her level of emotional intelligence.*

Samantha's confidence varies with the situation based on emotional triggers or enablers. When others give Samantha feedback, she may be unaware of how emotions will impact the understanding of the feedback. She tends to be aware of major changes in day-to-day stress levels. She tends to be aware of her emotional strengths and weaknesses. Samantha understands her likes and dislikes, but she may not have found her true passion in life. She may not take notice when her stress level is escalated over a prolonged period of time.

Samantha may have fallen into a habit of using ineffective emotional regulation strategies. Samantha's negative emotions might affect performance of the team. When in a bad mood, Samantha may brood about it. When stressed, Samantha's actions may cause others to feel unnecessary stress as well. Others may be afraid to approach Samantha with bad news, criticism or potentially negative information because her reactions are unpredictable. She may have trouble remaining calm during emotionally charged situations.

Samantha is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. She may not regularly go out of her way to develop her skills. She may see obstacles as opposed to opportunities when she is pursuing her goals. She may depend on multi-tasking, making her individual work style less efficient. Samantha tends to be motivated when she is interested in a project. People may consider Samantha a good worker but not an overachiever.



## General Characteristics

Samantha is able to work with others but at times will need help understanding their emotional needs. When Samantha holds a strong opinion, she may have trouble understanding others' perspectives. Others may not always feel that Samantha understands them. She generally recognizes when she has offended someone but doesn't always understand why she was offensive. Samantha may have trouble understanding the viewpoints of others who are not like her. She can be thoughtful and understanding, but may not come across this way to others.

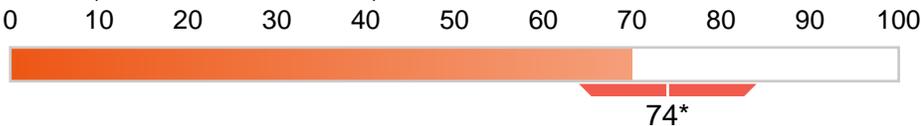
Samantha occasionally engages in substantive conversations. She may, on occasion, have trouble negotiating with others. She is persuasive when she feels passionate about the topic to the point of potentially coming across as overbearing. Others generally view Samantha as approachable. Samantha collaborates well with most of her coworkers. She can interpret nonverbal cues in some instances and may adjust to the situation.



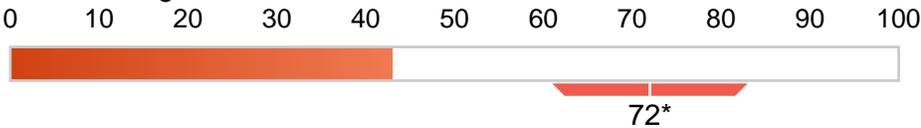
# Emotional Quotient Assessment Results

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 total 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.

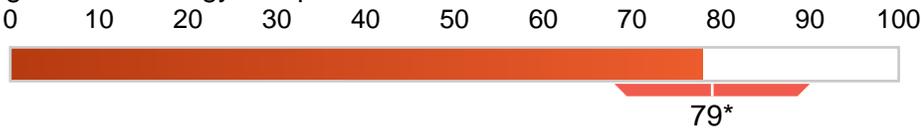
**1. SELF-AWARENESS** - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



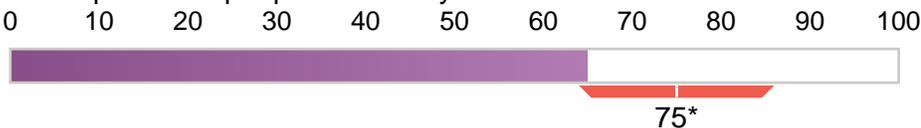
**2. SELF-REGULATION** - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



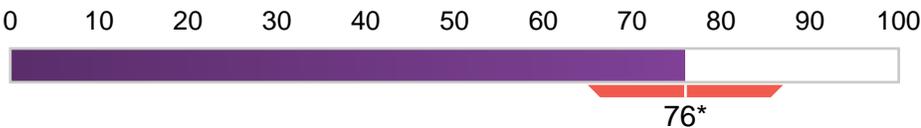
**3. MOTIVATION** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



**4. SOCIAL AWARENESS** - The ability to understand the emotional makeup of other people and how your words and actions affect others.



**5. SOCIAL REGULATION** - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



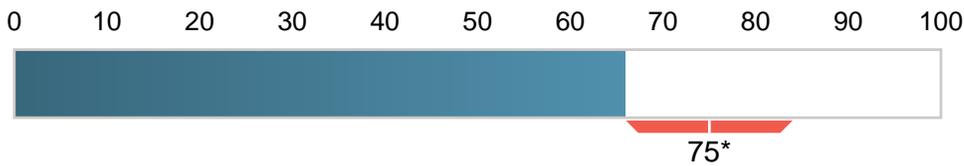
\* 68% of the population falls within the shaded area.



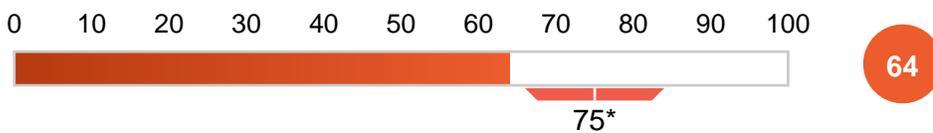
# Emotional Quotient Scoring Information

The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

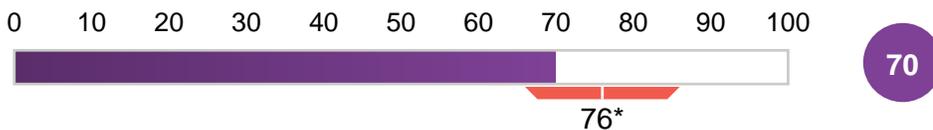
**TOTAL EMOTIONAL QUOTIENT** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



**SELF** - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



**OTHERS** - The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.





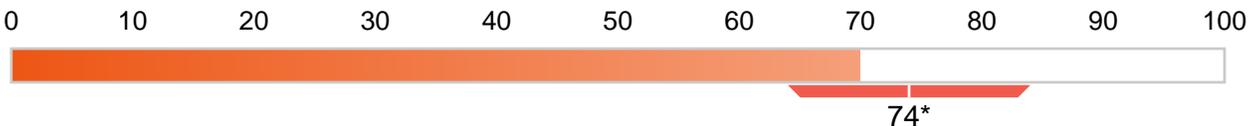
# Self-Awareness

Based on Samantha's level of EQ in this dimension, she is moderately self-aware, meaning she may notice what she is feeling but is not always able to explain it.

## What Samantha can do:

- Practice self-reflection by identifying and naming your current emotional tone. Check your emotional clarity. What is your current state: red, clear or somewhere in-between?
- Once you identify the emotion, describe it aloud or write it down on paper.
- To improve your ability to self-assess, ask a family member or trusted advisor to describe your strengths and weaknesses. Compare with your own self-assessment.
- Pay attention to your behaviors and see if you recognize patterns throughout the day.
- Reflect on the connection between your emotions and your behavior.
- Write in a journal about your emotional responses to situations that were significant.
- Share your introspective discoveries and the impact on your decisions with a family member, friend or trusted advisor.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Create an action plan to develop the areas you want to improve.
- Think of situations in which you made progress on an area you wish to develop, especially in the workplace.
- Identify three specific, measurable goals for improving your Self Awareness and revisit these goals monthly.
- Continue to practice the realistic perspective you are developing.

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



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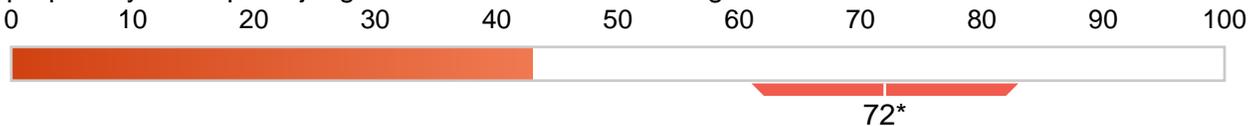
## Self-Regulation

Based on Samantha's level of EQ in this dimension, she would benefit from developing her level of Self-Regulation in order to regulate actions fueled by negative or disruptive emotions.

### What Samantha 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 frustration has occurred, summarize the situation to determine triggers.
- Role-play 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 elicit positive emotions.
- Keep a log of your effective and ineffective self-management skills so you can recall them in future situations.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a positive or calming 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?"

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



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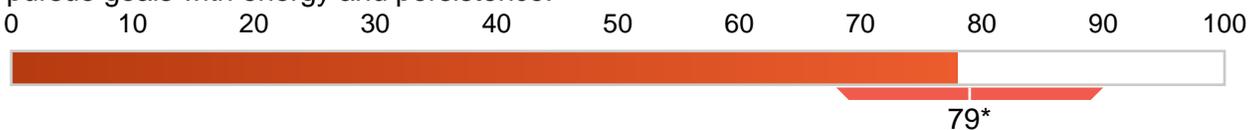
## Motivation

Based on Samantha's current level of Motivation, procrastination could be a potential issue for Samantha in achieving her goals.

### What Samantha can do:

- Set specific goals with milestones and dates for achievement.
- Clarify why the goals you have set 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 outcome of accomplishing your goals. How does it look and feel?
- 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.
- Challenge the status quo and make suggestions for improvement.
- Find inspiration from others who use internal Motivation to overcome obstacles to reach their dreams.

**Motivation** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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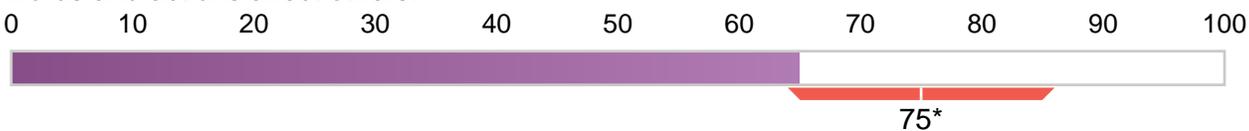
## Social Awareness

Based on Samantha's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

### What Samantha can do:

- Attempt to predict and understand the emotional responses of others before communicating your point of view.
- Observe nonverbal behavior to evaluate the emotional temperature of others.
- Analyze and understand things from others' perspectives before responding to your peers at work or family members.
- Think about an invisible clarity meter over people and ask yourself, "What is their emotional state: red, clear or somewhere in-between?", knowing that if it is not clear, the optimal outcome may be compromised.
- Continue to develop interpersonal habits, such as listening to others until they are finished with their thought before asking questions or making statements.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to interpret emotional responses.
- Be nonjudgmental in your interactions with others. Ask questions before drawing conclusions.
- Offer assistance to your friends, family and even strangers on occasion. Be careful to give the assistance they are looking for versus what you think they need.

**Social Awareness** - The ability to understand the emotional makeup of other people and how your words and actions affect others.



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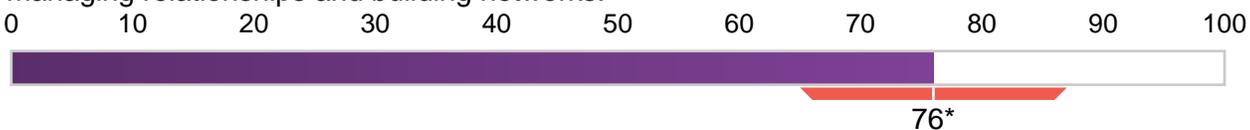
## Social Regulation

Based on Samantha's level of Social Regulation, she may find relating to others challenging, especially in emotionally charged situations.

### What Samantha can do:

- Be aware of the message your body language is communicating, try to predict how you can respond positively to the interaction.
- Ask those you admire to describe their experience when socializing with you.
- Remember people's names. Use memory techniques and be known as the one that remembers!
- After a negative interaction or misunderstanding, take accountability 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 Regulation skills.
- 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.
- 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 association or special interest group to practice building bonds.

**Social Regulation** - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



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# Emotional Quotient™ Wheel

The Emotional Quotient wheel is a visualization of your scores in the report. The circle, split into quadrants, is encompassed by Motivation and divided by Self and Others. Your Motivation score starts at Self-Awareness and wraps around the wheel clockwise. This starting position is due to all EQ dimensions being influenced first by your level of Self-Awareness. The volume of color illustrates the strength of your overall EQ score which is also notated in the center circle.

