



EQ-i 2.0
assess. predict. perform.

My EI Report

Student Summary

John Smith

Sample Report

Sample Report

August 20, 2013

EQEDGE
Consulting

Emotional Intelligence can contribute to academic, professional, and personal success!

Want to know more?

Read on to learn how you can use your strengths, and improve your weaknesses, to achieve the most in your academic and personal life.

EQ-i 2.0 Model of Emotional Intelligence

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

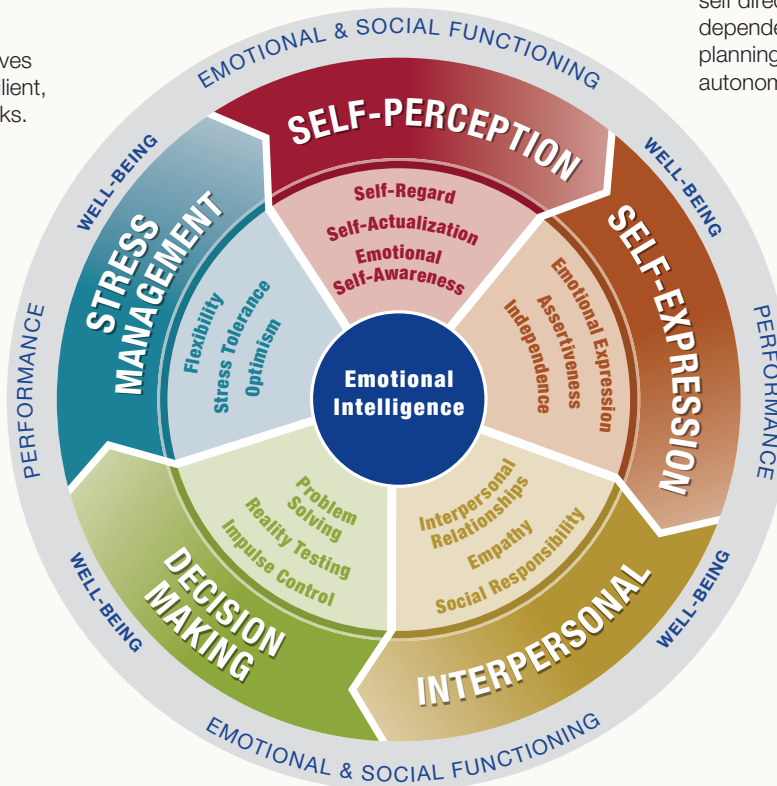
Emotional Expression

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.

EI and My Success... What's in it for me?

Emotional Intelligence (EI) is a unique combination of emotional and social skills that a person uses to navigate the everyday challenges of life. EI can answer the question “why are some people more successful than others?” Focusing on your EI can assist you in adapting to the demands and pressures of student life. When you work on EI skills you can experience greater success in:

- Transitioning from high school to college
- Obtaining better grades
- Building strong friendships
- Advancing your professional career beyond college life

My Summary Report

There are 15 subscales in the EQ-i 2.0, each giving you feedback on your performance across very specific EI skills. However, this report recognizes that you can't improve everything at once, so just choose a few (2-3) areas to focus in on your personal development.

To help on your journey of self-growth, we have included:

- Your three highest subscales and the three subscales with the greatest opportunity for development
- Strategies to develop your skills across all 15 subscales
- Supportive resources to continue learning more about EI

If you would like further information, please contact the administrator of this assessment.

My Resources

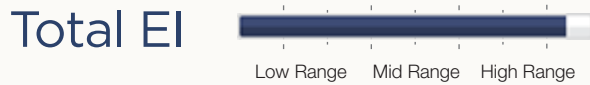
The following resources are recommended to help you strengthen your EI skills. As you read through your results, consider how you might use these resources for your personal development.

Publication:
The Student EQ Edge: Emotional Intelligence and Your Success, written by Steven Stein, Howard Book, and Korrel Kannoy (2013).

Publication:
The EQ Edge
Steven Stein and Howard Book
Emotional Intelligence and Success
Revised and Updated

Support Service:
University Support Line
Toronto, Ontario, Canada
555-555-5555
sample@email.com

Support Group:
University Support Group
Stress in University Life
555-555-5555
sample@email.com



My Strengths to Leverage

Assertiveness



- Your level of Assertiveness indicates that you are comfortable offering your opinions and ideas, even in situations where emotions may be heightened.
- Leverage your strengths in this area, to build teams and inspire others, especially if you are involved in any student leadership roles.

Reality Testing



- Reality Testing is about seeing the world objectively and realistically; you do this well by placing a high value on unbiased facts to make decisions. You are not likely to make a decision based on a daydream or wishful thinking.
- This can be especially evident when you work through your study plans for exams (e.g., “this course is tough, I need to study extra hard.”).

Flexibility



- John, you take a highly flexible approach to life and are likely very open to new and changing ideas and circumstances.
- You tend to embrace change in school, at work, and in life in general.
- Flexibility allow students to be open to learning new concepts and exploring differing points of view in class.

My Opportunities for Development

Optimism



- John, your result in Optimism is above average and indicates that you usually view your world in a positive manner.
- While receiving a low grade may hurt, you likely won't let that get you down for long; instead, you focus on doing well on the next test.

Empathy



- John, your result in Empathy indicates that you easily grasp another person's perspective and genuinely express that you have understood him/her.
- Leverage your empathy to manage conflict, especially when you are in a student leadership role or need to deal with sensitive situations.

Emotional Self-Awareness



- John, your result suggests that you are well attuned with the way you feel and the emotions you experience.
- You likely come across as well-tempered at school and/or at work.
- The ability to perceive why you are feeling a certain way, and especially the ability to perceive others' reactions to your emotions, can be extremely helpful for success at school and in your career.

Well-Being Indicator



John, your result in Happiness suggests that you almost always maintain a happy disposition towards all aspects of life. Further developing skills in other areas of EI, particularly the areas of Self-Regard, Self-Actualization, Optimism, and Interpersonal Relationships, can help you safeguard your overall well-being from times of unforeseen difficulties.

My Strategies for Action

Self-Perception Composite

Self-Regard

Respecting oneself; Confidence



Seek feedback.

- Ask for feedback from trusted friends, family, other students, or teachers; what do they see as your strengths and limitations? These could be related to academics or your personal life.
- Did you learn anything new? Use “new” strengths to your advantage and work to improve your “new” limitations.

Self-Actualization

Pursuit of meaning;
Self-improvement



Work towards the best.

- Seek out groups on campus who support a particular cause that inspires you. How could you contribute to this cause?
- How can you develop yourself while contributing to the cause (e.g., teamwork or leadership skills)?
- List these skills and behaviors and track your progress.

Emotional Self-Awareness

Understanding own emotions



Handle the heat.

- When you face conflict, practice being attentive to your emotions.
- What are you feeling, and why? What are some potential solutions? Politely, step away for fresh air if you need to reflect during a conflict with a peer group.
- Being able to quickly recognize emotions and react appropriately can improve how we handle tense situations.

Self-Expression Composite

Emotional Expression

Constructive expression of emotions



Listen to understand.

- If you already express yourself comfortably, it's important to balance expressing with listening.
- The next time you work on a group project, pause and take a breath when the other person speaks. Use this moment to truly hear what he/she just said and put aside your inner dialogue.
- Tailor your expression to what you just heard so that your message is well-received.

Assertiveness

Communicating feelings,
beliefs; Non-offensive



Match your assertiveness.

- Think about your message the next time you share your thoughts with classmates or a professor.
- Match your body language to the real intensity of the situation. For example, if you don't agree you're your peers' project plans, try compromising with their plans instead of folding your arms or raising your voice.

Independence

Self-directed; Free from
emotional dependency



Refine your independence.

- The transition to college pushes you to become independent. But make note of times when you are less independent than you wish to be. For instance, have you ever taken a trip with friends despite a tight deadline on a class project?
- Determine what pressures cause you to conform. Try reducing at least one pressure, by putting in place rules so you can stand your ground.

My Strategies for Action (continued)

Interpersonal Composite

Interpersonal Relationships

Mutually satisfying relationships



Build and balance your relationships.

- Identify a professional organization that aligns with your academic or career interests. Get involved with this organization and start building a new network.
- Stay attentive and connected to your family and the friends you've made along the way. Look for ways to integrate "older" friendships into your new networks; both types of relationships will be invaluable throughout your studies.

Empathy

Understanding, appreciating how others feel



Tune into visible empathy.

- Students who are highly empathic can pick up on the emotional temperature of a room and act accordingly.
- The next time you are working with classmates, note body language, posture, and facial expressions to better understand the situation. Look for expressions that don't match the words. Respond to a mismatch in a way that addresses the words you hear *and* the expression you see.

Social Responsibility

Social consciousness; Helpful



Inspire others.

- Name some of the school teams/ clubs or community organizations of which you are already a part.
- Use your involvement within these groups to inspire others to engage in charitable activities (e.g., organizing a food drive with your soccer).
- Step up your involvement to help you improve your communication and leadership skills.

Decision Making Composite

Problem Solving

Find solutions when emotions are involved



Use emotions to your advantage.

- Be attentive to the way emotions affect your decision making.
- Portray a serious mood when you need to focus on a detail-oriented project or assignment.
- Convey a positive mood when you work through a disagreement on a group project. A positive mood will help with everyone's creativity and ability to brainstorm different solutions.

Reality Testing

Objective; See things as they really are



Leverage your objectivity.

- Create your study plans for the semester well in advance.
- Be objective when you make adjustments to your study plans (e.g., dedicating more time to another course because you did extremely well on a heavily weighted exam).
- Be attentive to how you feel; if you feel uncertain or anxious about a course, even though you have high grades, investigate why you may be feeling that way.

Impulse Control

Resist or delay impulse to act



Pause as a Group.

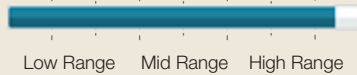
- Recall a time when a rash decision was made within a team project. Did it make you question that decision? Research the concept known as group-think to understand more about group work and decision making.
- Have your group make a list of pros and cons before making the next decision. This will help the group consider potential consequences before a final decision is made.

My Strategies for Action (continued)

Stress Management Composite

Flexibility

Adapting emotions, thoughts and behaviors



Refine your Flexibility.

- Always focus on your end objective while embracing change.
- Write down your goals for the semester. Post this list in a place you see every day to make sure your activities align with these long-term goals.
- If you find yourself changing your path (i.e., dropping a class, changing areas of study), consider whether this adjustment brings you closer or further away from your goals. Is there a valid reason for this change?

Stress Tolerance

Coping with stressful situations

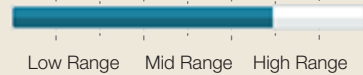


Avoid burnout.

- Be attentive to physiological changes in your body; these are clues about how your body is keeping up with life's demands.
- Pay attention to any changes in sleeping patterns, diet, mood, and exercise.
- These can give you the first clues that unnecessary commitments may need to be reduced or you may risk burnout.

Optimism

Positive attitude and outlook on life



Keep your Optimism in check.

- Too much Optimism can be troubling if it's not balanced with feedback. When working on a difficult group assignment, use your optimism to inspire and bring positivity to your group. Find some inspirational words to help the group do its very best.
- Watch what other people say and do during these conversations. Are they giving you signals that your optimism is appropriate, or that you are overusing it?

Not Sure What All This Means?

Refer back to the EQ-i 2.0 model for definitions of each EI subscale and the resources outlined at the beginning of your report. These are great places to get more information.

Take some time to reflect on how your results are expressed in your behavior, in your friendships and in your school work. Only you can answer how your results impact your life; be honest in identifying where you need to improve and use the strategies in this report to develop some action plans.

My Notes
