



EQ-i 2.0
assess. predict. perform.

My EI Report

Student Comprehensive

test 1

Sample Report

June 8, 2016

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.

Understanding Your Report

Welcome to the EQ-i 2.0 for Higher Education. The content of this report is intended to help you better understand how your emotional and social functioning impacts your academic, professional and personal performance. It is designed to help you objectively identify your emotional intelligence (EI) in terms of fifteen specific EI skills. In each of the fifteen skills, you will see your result and the implications your performance has on your school life and future career.

Emotional Intelligence and Success

Have you ever considered who among your classmates and friends will go on to achieve major life success? Who will create and lead companies of their own, or become prominent leaders in their community? What criteria do you consider: their intelligence, education, street smarts, charisma, good luck? While it would be nice to have a crystal ball to look into the future, what we do understand now is that cognitive intelligence is not the only predictor of life success; emotional intelligence plays a very big role too.

That is why some of the students who will achieve great heights are honing their teamwork skills through sports, gaining empathy by engaging in community service and refining leadership skills by serving as student leaders. EQ and IQ are different things, and EQ, unlike IQ, can be developed and enhanced.

A whole body of research shows that emotional intelligence is key to student success, both in terms of achieving higher grades and better study habits, but also in forming long lasting relationships and navigating the increased demands of student life.

Getting the Most out of Your Report

1. Take notes as you read your results. Write down what you agree with or findings you want to reflect on later.
2. Pick 2-3 areas that you wish to focus on strengthening. These areas can be existing strengths to leverage or lower scoring areas that need to be bolstered.
3. Choose strategies for development that you wish to try out. These are listed next to each EQ-i 2.0 subscale. Think of ways you can develop your skills in your classwork, assignments, internships/part-time job or with your close relationships.
4. All subscales are related to leadership behaviors; reflect on how you can leverage your EI skills in student leadership roles.

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

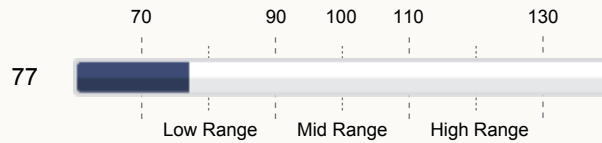
Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

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.

Overview

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

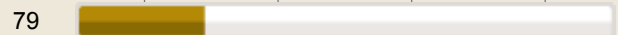


Independence
Self-directed; Free from emotional dependency



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

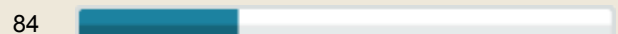


Impulse Control
Resist or delay impulse to act



Stress Management Composite

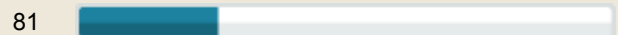
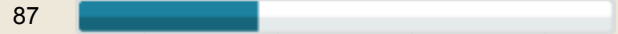
Flexibility
Adapting emotions, thoughts and behaviors



Stress Tolerance
Coping with stressful situations



Optimism
Positive attitude and outlook on life



Self-Perception Composite

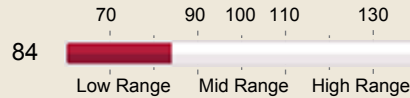
Self-Regard

Respecting oneself; Confidence

What Your Score Means

Every student has strengths and weaknesses. Being able to accept both, while remaining satisfied with ourselves, helps us to leverage our strengths and seek support where it is needed.

test, your result suggests that Self-Regard is an area you would benefit from improving; your lower confidence may mean you don't stand out against the high achievers at college or university. You are likely unaware of your strengths and weaknesses, which may affect your confidence in all aspects of your life (i.e., school work, job, and relationships). Because you are unsure of your abilities, you may see assignments and exams as daunting tasks where you may not succeed.



Strategies for Action

Know your strengths. Gain confidence in your abilities and work with your limitations.

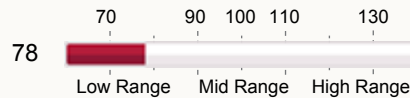
- What are your strengths? What do classmates say you are good at? Don't forget strengths that involve people skills, such as working through conflict, or counseling a friend.
- How can you use your strengths to improve your limitations? Maybe you are good with technology, but not as adept with time management. Could you use technology to keep track of your study schedule?
- Using your strengths to overcome limitations will help you become aware of your talents, and perhaps even highlight a successful career path.

Self-Actualization

Pursuit of meaning; Self-improvement

What Your Score Means

Students with high Self-Actualization want to be the best versions of themselves; they consistently try to improve and engage in personally meaningful work and relationships. This drive can show through in your schoolwork, your relationships, and in your future career. test, your result suggests that you likely do not feel fulfilled by the things you do every day, either at work, school, or in your spare time. You may be drifting through school without a defined purpose that is related to your future career. If you aren't passionate about improving yourself, professors may pass you over for special projects or opportunities.



Strategies for Action

Set your goals. Self-Actualization can be strengthened through setting both short- and long-term goals.

- What would you like to achieve in school? Make short- (1–2 months), intermediate- (3–12 months), and long-term (1–4 years) goals.
- What personal interests could you pursue in addition to your academic goals? Make short-, intermediate-, and long-term goals; then, co-ordinate your personal and academic goals together. For instance, can your thesis or research project be on a topic you are passionate about from your list of personal interests?
- Write down your goals, keep them in a place that's easily accessible every day, and track your progress.

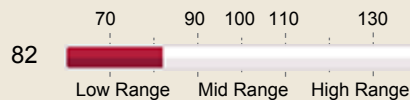
Emotional Self-Awareness

Understanding own emotions

What Your Score Means

Being aware of what you are feeling, and why you are feeling this way, can help guide your actions and even avoid self-defeating behavior.

test, your result suggests that you could improve in this area of EI and become more aware of the true reasons behind your emotions. For instance, you may not always know why you feel sad or moody. Your friends and classmates may be unable to predict your moods. You may let isolated emotional situations affect other aspects of your life (e.g., taking your frustration out on your classmates when you receive a low grade on a midterm paper).



Strategies for Action

Recognize your emotions. When we recognize and understand our emotions, it becomes easier to navigate all the different personalities you encounter at school.

- The next couple of nights, reflect on the emotions you felt that day. What were some of the specific emotions? What caused them?
- Write down the emotions you felt during some of the more difficult situations. To what degree did you feel each emotion? For example, were you a little frustrated, angry, or furious?
- How did you act when you experienced each emotion? Did your behavior match the situation?

Self-Expression Composite

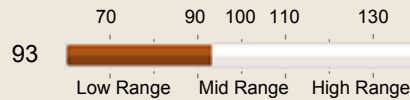
Emotional Expression

Constructive expression of emotions

What Your Score Means

The ability to express our emotions, with words that match our nonverbal cues, is crucial for clear communication and maintaining healthy emotions throughout your education years.

test, your result indicates that you can be comfortable expressing yourself and your feelings in class or on a project. Your friends and family likely know how you feel and your point of view on things. You may want to consider how you express yourself both verbally and non-verbally, and identify times when you are less expressive in class. Consistently express your thoughts and interests; this can help you be recognized by professors when special projects arise.



Strategies for Action

Notice the non-verbal. Although your choice of words is always important, use non-verbal cues to increase the effectiveness of your communication.

- Maintain eye contact with the person or group that you are speaking with; this shows genuine interest and openness. This will be particularly important when you present in class.
- Pay attention to your body; folded arms suggests distance and disagreement, and facing away from the person signifies lack of interest. Poor posture indicates passiveness.
- Align your tone of voice; the other person can hear happiness, sadness, or frustration when you speak.

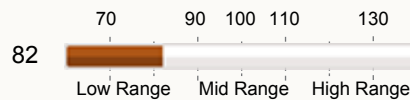
Assertiveness

Communicating feelings, beliefs; Non-offensive

What Your Score Means

Assertive students participate openly in class, speak to their professors when needed, and achieve their goals, all while maintaining their relationships.

test, your level of Assertiveness indicates that you may be often left with unvoiced opinions and ideas. Your professors likely don't hear from you in/outside of class. You are likely to be overlooked for great projects or internships when you don't voice your needs. Being more assertive can help you maintain healthier relationships with classmates and roommates; others will appreciate hearing your honest thoughts and opinions.



Strategies for Action

Let your voice be heard. Practice being assertive, even in smaller settings; this can help you build the skills over time.

- On your next group project, write down any thoughts and ideas you have about the project before you meet.
- Bring these ideas to the next group meeting; use the list as a guide for communicating your thoughts.
- Check-off the ideas after you have mentioned them to the group. This routine will help you keep track of how many times you were able to speak your mind. Increase the number of items you share at each meeting.

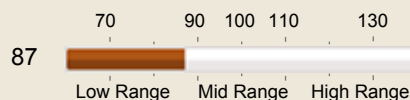
Independence

Self-directed; Free from emotional dependency

What Your Score Means

Independence is the ability to be self-directed and free from emotional dependency on others. As a student, independence is essential; it impacts your ability to live on your own, to join classes without your friends, and to pursue your own career choices.

test, your results indicate that you are rarely independent. You may struggle to stand on your own two feet, which can be especially challenging when adjusting to the demands of higher education. You may tend to seek reassurance from others before offering your point of view during group work or in class; as a result, you may not stand out from the crowd or contribute innovative ideas.



Strategies for Action

Be true to yourself. Listen to your inner voice; being true to yourself, even when others don't agree, will help you carve your own unique path in life.

- Instead of asking your friends and family for reassurance the next time you have a decision to make, *predict* what their responses would be.
- What support would they have for your idea? Any objections? Next to each "predicted" response, write down how you would argue it; choose words that reflect your true emotions behind your idea.
- Practice this process by choosing smaller ideas and decisions first, eventually working up to larger ones.

Interpersonal Composite

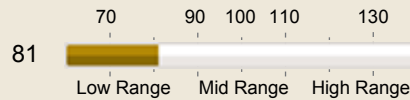
Interpersonal Relationships

Mutually satisfying relationships

What Your Score Means

Whether at school or at work, the healthy relationships you build now can last a lifetime and provide you with social support along the way.

test, your result in Interpersonal Relationships is in the low range, and you may not have the social support you need. This lack of social support could become especially problematic as you encounter challenges at school or when you transition into the workforce. For example, you might not reach out to study groups or seek feedback from your peers when you have a tough project. Building friendships based on genuine interest can help you work toward strong Interpersonal Relationship skills.



Strategies for Action

Mine for common interests. Your classes are a gold mine for new friendships; be open to discovering common interests and you'll be surprised at how many people you will meet.

- Find ways to spend time with your classmates outside of the classroom. Suggest working on a project at a café, or celebrating a good grade with a nice dinner.
- Share information about yourself. This can help you find common ground and connections.
- Be open to others, even if they don't share your interests. Sometimes the best networks of friends are varied in their interests, skills, education, or personalities.

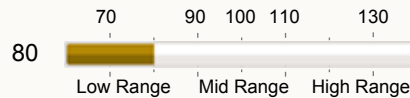
Empathy

Understanding, appreciating how others feel

What Your Score Means

Empathy is the ability to understand another person's perspective; it nurtures the strong relationships required for leading a successful life (personally, academically, and professionally).

test, your result indicates that you likely struggle to understand another person's perspective; this can make it hard for you at school. Collaborating with classmates or doing group presentations can be challenging for you. It is important to truly understand and respect another's needs and perspective, even if that means withholding your initial reaction to acknowledge the other.



Strategies for Action

Seek to understand. Listen to the other person, and truly understand his/her message.

- The next time you talk to a classmate, note how many times you check your phone, look around, or become distracted by something else. Catch yourself in these instances and bring yourself back to the conversation.
- Actively listen, regardless of the person and the context of the conversation. Be engaged in the conversation, and repeat key points. Reflect back your understanding in a caring, respectful tone.

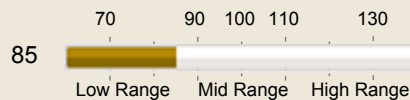
Social Responsibility

Social consciousness; Helpful

What Your Score Means

Student life is busy; however, students who are socially responsible are concerned for the welfare of others and their community, and will dedicate time to caring for, and helping, others.

test, your result indicates that you could benefit from being more socially responsible; you are likely not in touch with what others need or ways in which you could help. You may look for ways that others can help you rather than vice versa. This area in EI can have a big impact on how you work with team projects; do you pull a fair share of the workload all the time? Also, you may come across as if you don't care about, or cannot impact, broader societal issues.



Strategies for Action

Lend a helping hand. Helping others without expecting anything in return can help show your altruism and team spirit to other students.

- When working in groups, find a specific area where your skills could help everyone achieve a better result.
- Out of pure goodwill, offer these skills as a resource. For example, if you are great at graphic design, offer to make a really professional template for a report.
- Reflect on the feeling of goodwill. How does it feel to do something for the team without a reward but the contribution of your strengths?

Decision Making Composite

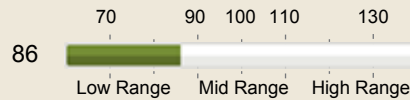
Problem Solving

Find solutions when emotions are involved

What Your Score Means

Students who are effective in this area of EI are able to solve problems without their emotions getting in the way or leading them to false conclusions.

test, your result indicates that you may be derailed by your emotions when faced with decisions, and this could mean you appear indecisive or overly rash. During exam time, you may struggle to put aside strong emotions and focus on your studying. Students are under constant pressure to meet timelines, but also balance part-time jobs and financial obligations; you might feel nervous trying to meet these obligations.



Strategies for Action

Recognize your Emotions. Identify your emotions so you don't become a victim to them.

- Take some quiet time for yourself when you face a problem in your coursework. Identify the emotions you feel and write them down.
- Write down the various aspects of the problem. This procedure will help you separate the emotions from the problem.
- Identify possible solutions to the problem, and think each one through. Choose the best one based on the information you have, then return to your list of emotions and verify if they still apply, given the new solution.

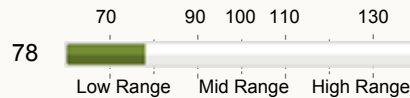
Reality Testing

Objective; See things as they really are

What Your Score Means

Reality Testing refers to recognizing personal biases and seeing things as they really are. All students should have big dreams, wishes, and hope for what "could be," but if these overcome reality, then you risk making biased and unrealistic decisions.

test, your result indicates that you could benefit from developing skills in Reality Testing; you likely find yourself misinterpreting reality, and others may see you as less grounded. At school, you may downplay the weight of upcoming assignments and exams, or you may spend your classes daydreaming instead of paying attention to lessons.



Strategies for Action

Check your perspective. Practice checking your perspective with a classmate or family member; over time, this can help you improve your Reality Testing skills.

- Write down what you feel when you are faced with uncertainty. Write down what you think about the situation, and why you feel this way.
- Talk through the situation with a family member or a trusted peer. Ask for his/her perspective before sharing your thoughts.
- Review your notes. Determine whether your perspective is similar or different from what you heard. Was there any missed information or data that he/she was able to pick up on?

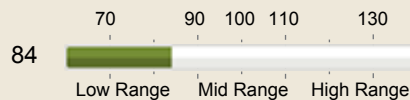
Impulse Control

Resist or delay impulse to act

What Your Score Means

Impulse Control is the ability to resist or delay temptations, and involves being able to recognize desires without being consumed by them. Students with these skills avoid rash decisions and make thoughtful and beneficial decisions instead.

test, your result indicates that impulsivity may surface often for you. You may choose on a whim to hang out with friends instead of studying, or perhaps spend too much money. Even though these are seemingly harmless behaviors in the moment, over time they become a pattern of habit that can be difficult to change. These habits can cause your grades to suffer and may even impact your professional career.



Strategies for Action

Build a habit. Building great study habits is the perfect place to start practicing impulse control.

- Examine your workload for the next week (e.g., assignments, exams, family commitments, shifts at work). Make yourself a study schedule for the week (based on your workload), and keep it in a place that is easily accessible (e.g., on your phone).
- Follow the schedule for the week. Every time a temptation causes you to deviate from your schedule, mark it down as a distractor. Attempt to reduce the number of distractors each week.

Stress Management Composite

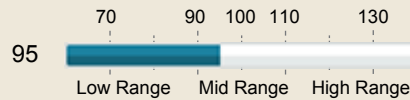
Flexibility

Adapting emotions, thoughts and behaviors

What Your Score Means

Skills in Flexibility allow students to be open to learning new concepts and exploring differing points of view in class.

test, your score in Flexibility is in the average range; although you generally adjust well to change, you could try to improve in this area. Transition (i.e., from high school to higher education, and then into your career) is likely not too difficult for you overall; however, be attentive to times when you might not be as flexible, such as when you feel overly emotional (e.g., you feel anxious about moving to a new city). Try to strengthen this area to experience all that your education and life has to offer.



Strategies for Action

Open your mind. Students who aren't wholly flexible can miss out on a world of successful ideas and study strategies that others use to get ahead.

- Meet with a trusted peer and discuss some of the study methods he/she uses. Which methods could you incorporate into your studying practices?
- Give different techniques a chance to work. You might not feel entirely comfortable in a study group for example, but be open to its benefits and try it for at least a few weeks.
- These new study skills will help you gain a new perspective on your course work and provide you with the tools to achieve the best grades you can.

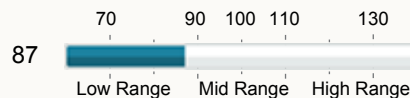
Stress Tolerance

Coping with stressful situations

What Your Score Means

There are no shortages of stressful moments at school, particularly if you have moved away from home. The ability to be resilient is a necessary skill to help protect you from being dragged down under pressure.

test, your score indicates that you would benefit from developing skills in Stress Tolerance. With the constant changes and demands of school, work, and relationships, you may find that it is hard for you to keep calm and think clearly under pressure. In turn, this could affect your performance at school and your grades. Keep developing your coping skills in order to help you through stressful situations.



Strategies for Action

Build your coping toolkit. Students face a wide array of stressors and thus, need a wide array of coping strategies at their disposal. Try some of these:

- Try breathing techniques; a minute of really deep slow breathing can calm your system.
- Incorporate physical activity (e.g., join a sports team) into your daily routine; this will allow you to manage stress before stress builds up.
- Reach out to student services or support groups at your school; they can be helpful resources.
- Call a really close friend who you can confide in; sometimes talking through the stress can help you arrive at solutions.

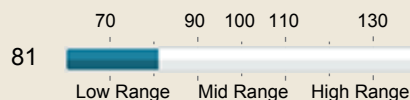
Optimism

Positive attitude and outlook on life

What Your Score Means

Optimism is important to your success because it can help you overcome the many challenges you face when obtaining a diploma or degree.

test, your score indicates that you tend to see situations in a negative manner. You likely see difficulties at school and at work as sure signs of being unsuccessful in the long run. For instance, getting a low grade on an exam may make you feel helpless, and like you are fated to do poorly. You could try adopting a more optimistic approach and think about what changes would lead you toward a higher grade next time.



Strategies for Action

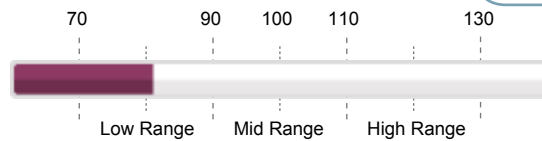
Find a role model. Be inspired by a role model who maintains a positive outlook; his/her outlook will help motivate you even when things aren't going the way you would prefer.

- Identify an optimistic role model. This could be a historical figure, a politician, or anyone who faced adversity. Read his/her biography to understand how others face challenges.
- Select a method that he/she used to look at life positively, or perhaps an inspirational quote from the biography. Save them in a place where they will be a constant reminder, and apply them to your daily life.

Well-Being Indicator

Satisfied with life; Content

81



How to Use this Page

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being.

Your Happiness result is shown on this page, linked to your results on the four subscales most often associated with Happiness. Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

Happiness

test, your result in Happiness suggests that you may find it difficult to enjoy life or be involved in school and at work. Your lower Happiness level may dampen any shining strengths you have in other EI skill areas. Your low Happiness result is likely related to your lower Self-Regard, Self-Actualization, Interpersonal Relationships, and Optimism which are of particular importance in promoting feelings of happiness. You may:

- Experience periods of sadness and feel discouraged.
- View life as being all about work and not play.
- Withdraw from family, friends, colleagues, and social situations.

Self-Regard (84)

Happiness is a by-product of believing in yourself and living according to what you believe in. Your low Self-Regard may lead you to question your grades, or decisions related to courses or friends, ultimately lowering your happiness.

- This period in your life is ripe with self-discovery. What have learned about yourself? What do you still need to know?
- What are some of your strengths? Can you use them more often?

Optimism (81)

In the face of setback and disappointment, your ability to return to a happy state requires Optimism. Because your Optimism is low, you are unlikely to adopt a positive outlook or to view the good in your life as personal, permanent, and justifiable.

- When you receive a bad grade, do you spend more time placing blame than attempting to do better next time?
- Which of your friends are more optimistic than you? Can you try one of their techniques and monitor its effect on your happiness?

Interpersonal Relationships (81)

Well-developed relationships help shield and buffer us from the negative effects of life's daily demands. Your lower result in Interpersonal Relationships suggests that you may not have a strong, supportive network of people who can help restore your happiness when you need it the most.

- Do you try to gain feedback and advice from peers? Seek their input to improve your studying skills.
- Do you make use of student support services like the academic services and counselling services?

Self-Actualization (78)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your low Self-Actualization result suggests that you may not be realizing your fullest potential, or that your current situation is not fulfilling your needs and values. This may dampen feelings of achievement and overall happiness.

- Can you picture yourself succeeding in school? What qualities would you need to embody?
- How can you start developing these qualities?

Action Plan

The steps you take towards achieving your EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the **SMART** goal setting criteria for each goal.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

Write down up to three EI skills or behaviors that you would like to further develop (e.g., “reflective listening” to build empathy, or “recognizing how my body reacts to stress” to raise emotional self-awareness). The **SMART** goals that you outline in the template should help to strengthen these EI skills and behaviors.

- 1.
- 2.
- 3.

Write down up to three overall qualities that you would like to have (e.g., integrity, team player, clear communicator). In some way the goals you outline in this action plan should help you achieve the overall qualities you identified.

- 1.
- 2.
- 3.

Transfer your **SMART** goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Demonstrate assertiveness when I speak to my English prof about my essay grade.	Tomorrow during her office hours.	Increase my assertiveness.	<ul style="list-style-type: none"> • A better grade. • Feedback on how to improve my next essay. • Positive feedback from my prof on my assertive approach. 	Practice with my roommate and get his feedback.	My prof isn't available. I lose my nerve.

I commit to this action plan _____ .
(signature)

EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back into our routine and school demands win the competition for time and attention.

By outlining your objectives here and sharing your commitments, you are increasingly more accountable to reach your goals.

My Development Goals

My action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____

Counselor/Administrator's Signature _____

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).

My Notes
