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# Emotional Quotient™

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ABC Company  
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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 utilise 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 recognise and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognise 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.



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



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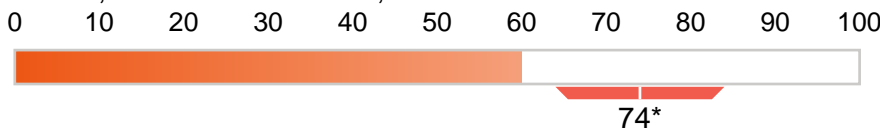
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# Emotional Quotient Assessment Results

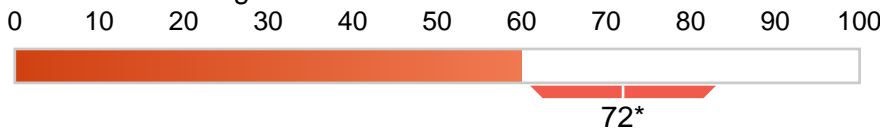
The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your 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 recognise and understand your moods, emotions and drives, as well as their effect on others.



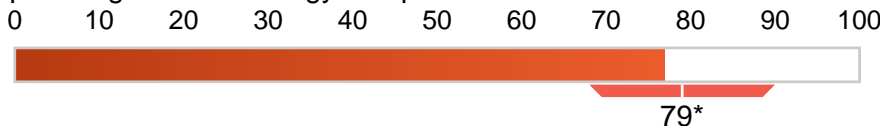
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**2. SELF-REGULATION** - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



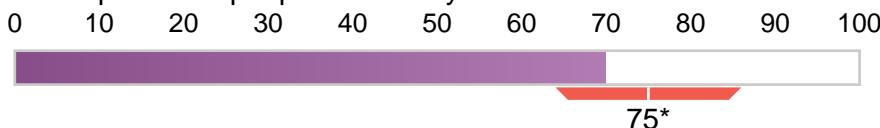
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**3. MOTIVATION** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



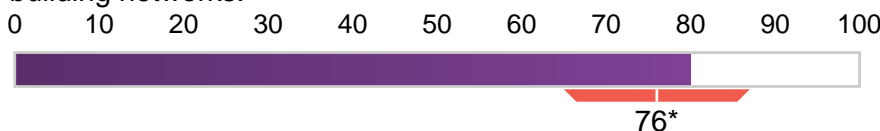
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**4. SOCIAL AWARENESS** - The ability to understand the emotional makeup of other people and how your words and actions affect others.



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



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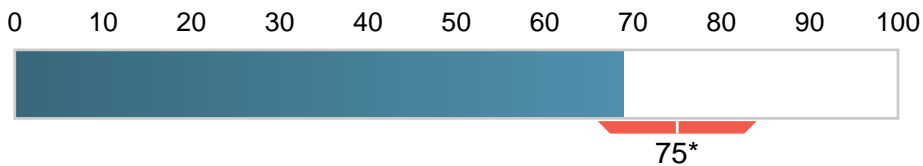
\* 68% of the population falls within the shaded area.



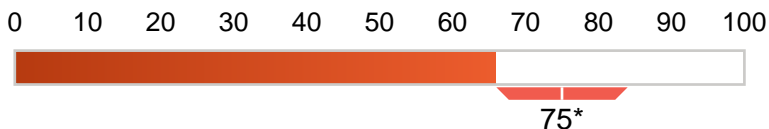
# Emotional Quotient Scoring Information

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.

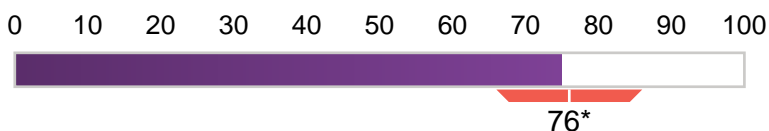
**TOTAL EMOTIONAL QUOTIENT** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



**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.





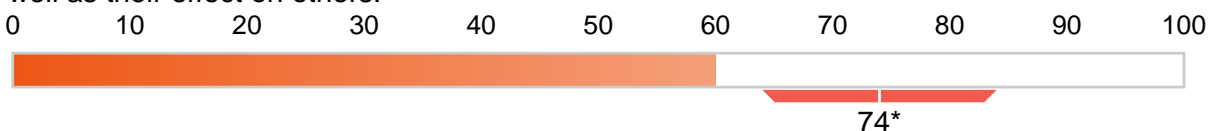
# Self-Awareness

Based on John's level of Self-Awareness, he may find it hard to identify and express his emotions which may impact his decisions. Because of John's level of EQ in this dimension, he may not have a realistic assessment of himself.

## What John can do:

- Practice self-reflection, can you identify and name your current emotional state? Check your emotional clarity, what is your current state; red, clear or somewhere in-between?
- To improve decision-making, look for trends in your behaviour and seek to recognise what prompts your reactions.
- Reflect on how your emotions influence your behaviour.
- Identify how negative or hurtful behaviour 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 notes of your thoughts and feelings then 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 a month. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and timely.)
- Make notes several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.

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



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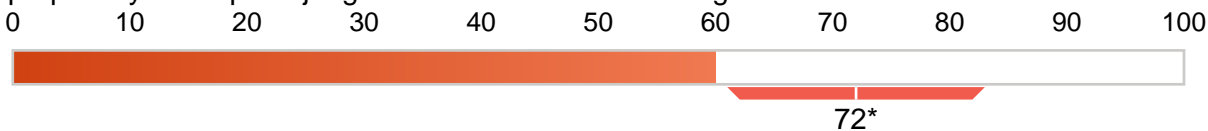
# Self-Regulation

Based on John's level of EQ in this dimension, he would benefit from developing his level of Self-Regulation in order to regulate actions fuelled by negative or disruptive emotions.

## What John 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, summarise 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 visualise 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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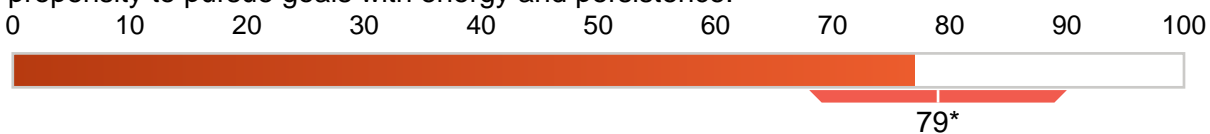
# Motivation

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

## What John 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 visualising 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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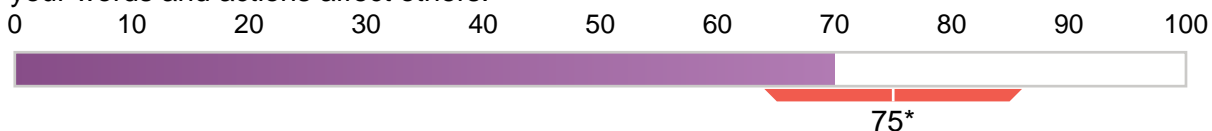
# Social Awareness

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

## What John can do:

- Attempt to predict and understand the emotional responses of others before communicating your point of view.
- Observe nonverbal behaviour to evaluate the emotional temperature of others.
- Analyse 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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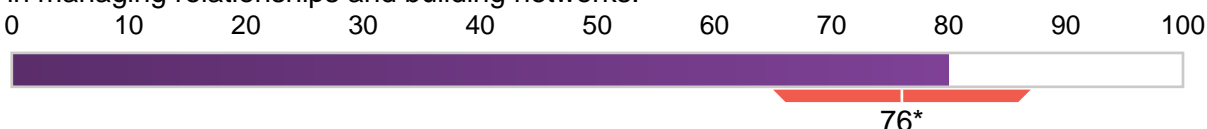
# Social Regulation

Based on John's level of Social Regulation, he is able to find common ground with others and generally is able to build good rapport. John is able to help build a strong team environment.

## What John can do:

- Consider traits you admire in other people you know and ask them for feedback about yourself in those areas.
- Identify areas of social interactions that may make you uncomfortable and ask a trusted advisor to help improve in these areas. This could be the case for others as well. Understanding how to manage these interactions can make a difference in the outcomes.
- Consider the unique capabilities of those you interact with and how you can further encourage these traits in them.
- Pursue quality, rather than quantity, in your social bonds. Converse with others on an even deeper level.
- Remember unique facts about others. This is a great way to keep the communication going in the direction you desire.
- Take notice when emotions are taking over an interaction and then find ways to improve the emotional tone of the situation.
- Talk about your feelings related to work as well as personal circumstances with a trusted advisor, family member or friend to understand their effects.
- Find ways to be a positive influence at work by helping others improve their Social Regulation skills.
- If you have a miscommunication or negative interaction, take accountability quickly and find ways to make sure the situation does not go red.
- Demonstrate a curiosity about others and their well being and consider ways you may be of assistance.
- Consider ways you may be able to provide positive feedback to help others improve.
- Join a professional association or special interest group to practice building positive emotional bonds to help manage situations.

**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 visualisation 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 colour illustrates the strength of your overall EQ score which is also notated in the centre circle.

