



TTI  
SUCCESS  
INSIGHTS®

# Emotional Quotient™

**Jane Doe**

Chief Operations Officer  
ABC Company

05.12.2021



# Table of Contents



Introduction .....	3
Emotional Characteristics .....	5
Emotional Quotient Assessment Results .....	7
Emotional Quotient Scoring Information .....	8
Self-Awareness .....	9
Self-Regulation .....	10
Motivation .....	11
Social Awareness .....	12
Social Regulation .....	13
Emotional Quotient™ Wheel .....	14

# 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 a 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 they are 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.

# Emotional Characteristics



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

Jane's confidence varies with the situation based on emotional triggers or enablers. She tends to notice and understand her emotional reactions to major events. When Jane is faced with a difficult decision, her emotional awareness will impact how she moves forward. She tends to be aware of her emotional strengths and weaknesses. Jane is somewhat aware of how her emotions impact her goals, motivations, strengths and key aspirations. When others give Jane feedback, she may be unaware of how emotions will impact the understanding of the feedback.

Jane may let emotions overly influence her decision making. Others may be afraid to approach Jane with bad news, criticism or potentially negative information because her reactions are unpredictable. When in a bad mood, Jane may brood about it. She may overreact to trivial or minor situations. Jane may have fallen into a habit of using ineffective emotional regulation strategies. She may have trouble remaining calm during emotionally charged situations.

Jane may need frequent reminders to continue pursuing her goals. People may not see Jane as motivated, which may be hindering her career growth. She may procrastinate, leaving assignments to the last minute or unfinished. She may find it difficult to get up to go to work. Jane may be overly comfortable with the status quo. She may not fully appreciate the concept of risk versus reward, and the work that comes with it, limiting her success.

# Emotional Characteristics



Jane may have difficulty empathizing when she has not been in the same situation herself. When Jane holds a strong opinion, she may have trouble understanding others' perspectives. She is able to get along with others but may not always understand where people are coming from. She generally recognizes when she has offended someone, but may not always understand why she was offensive. Jane would benefit from working on her active listening skills. She is able to work with others but at times will need help understanding their emotional needs.

Jane may have trouble with influencing others from an emotional standpoint. She may find it difficult to negotiate with others. She may not notice the differences in people, thus, struggle to manage them for greater effectiveness. She may not always be seen as a team-player and may struggle to perform in a collaborative environment. Jane may find it difficult to build relationships. She may consider task-based work as more important than work that requires her to build relationships.

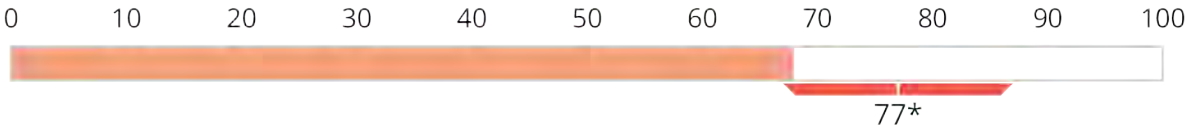


# Emotional Quotient Assessment Results

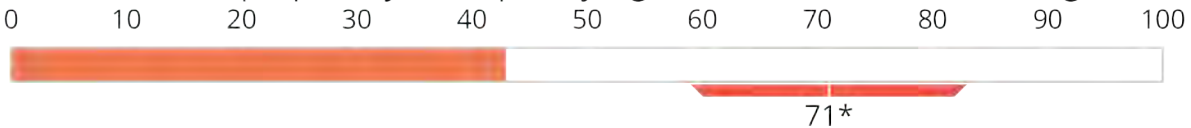


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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

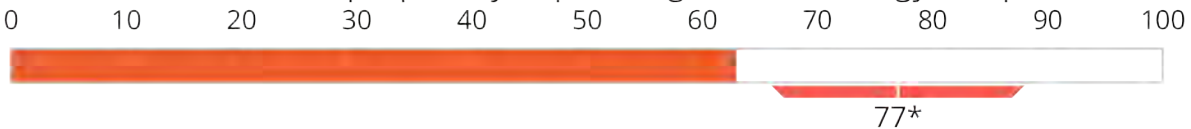
**1. Self-Awareness** - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



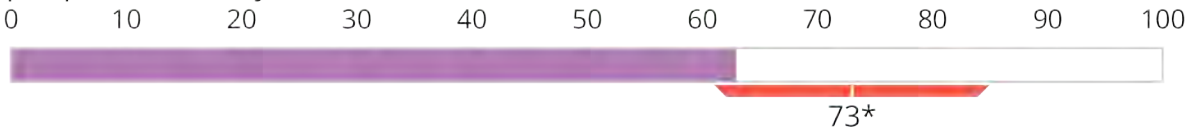
**2. Self-Regulation** - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



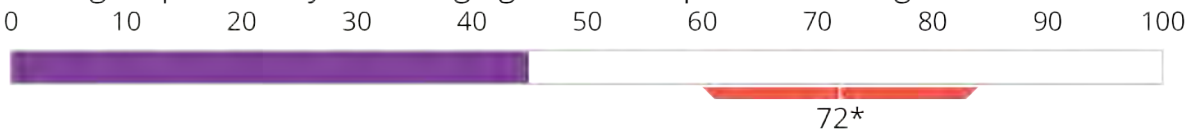
**3. Motivation** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



**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.

Norm 2019

T: 4:42

# 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.

0 10 20 30 40 50 60 70 80 90 100



56

74\*

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

0 10 20 30 40 50 60 70 80 90 100



58

75\*

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

0 10 20 30 40 50 60 70 80 90 100



55

72\*



# Self-Awareness



Based on Abigail'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 Jane 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.

0 10 20 30 40 50 60 70 80 90 100



77\*



# Self-Regulation

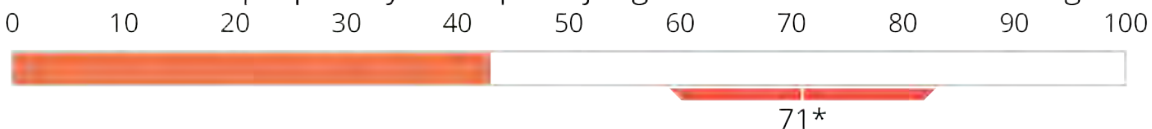


Based on Abigail's level of EQ in this dimension, she would benefit from developing her level of Self-Regulation in order to regulate actions fueled by negative or disruptive emotions.

## What Jane 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.



# Motivation

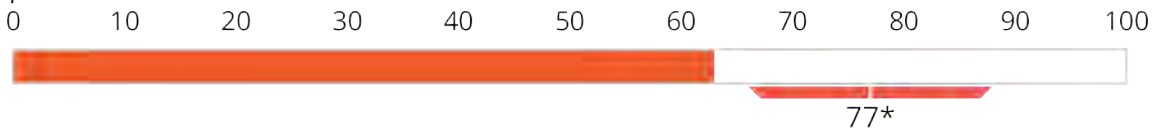


Based on Abigail's level of EQ in this dimension, she may occasionally have thoughts along the lines of "I failed again" or "I just don't feel like trying," and may have a more pessimistic approach.

## What Jane can do:

- Set specific goals with dates for achievement.
- Clarify why the goals you have set are important to you.
- Define what motivates you by clarifying what you are truly passionate about.
- Work with a trusted advisor or peer to document your goals and then create detailed action items to reach them.
- Set aside time to focus on your passions each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them.
- Spend time visualizing the outcome of what you are trying to achieve.
- With friends and family, celebrate accomplishments that bring you closer to your goals.
- Read articles or quotes that inspire you.
- Question the status quo and make suggestions for improvement.

**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.



# Social Awareness

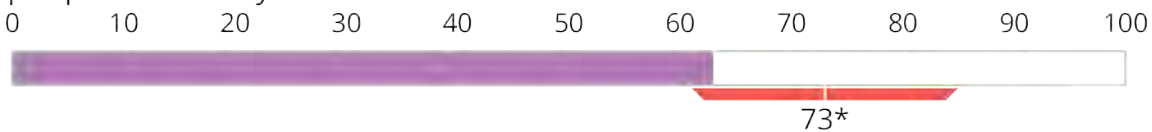


Based on Abigail's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

## What Jane 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?" Know 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.



63

# Social Regulation

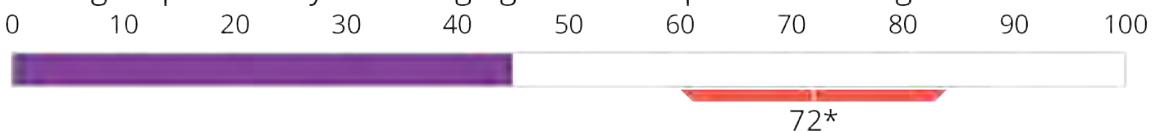


Based on Abigail's level of Social Regulation, she may find emotionally-charged interactions with others awkward and challenging.

## What Jane can do:

- Be aware of the message your body language is communicating.
- Ask those you admire for feedback about your interpersonal style.
- Take responsibility for yourself by using "I feel" statements.
- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.
- Allow others to occasionally take the lead so you can learn from their leadership style.
- Learn a person's name when you meet them and practice memory techniques to retain that information.
- Maintain eye contact and show interest in what others are saying.
- Find an area of common ground to discuss by asking questions about the other person.
- Seek quality, rather than quantity, in your social bonds.
- Realize that emotions play a strong role in our life. Understanding their effects will enable you to effectively lead and interact with others.
- Join a professional association or special interest group to practice connecting and communicating with others.

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

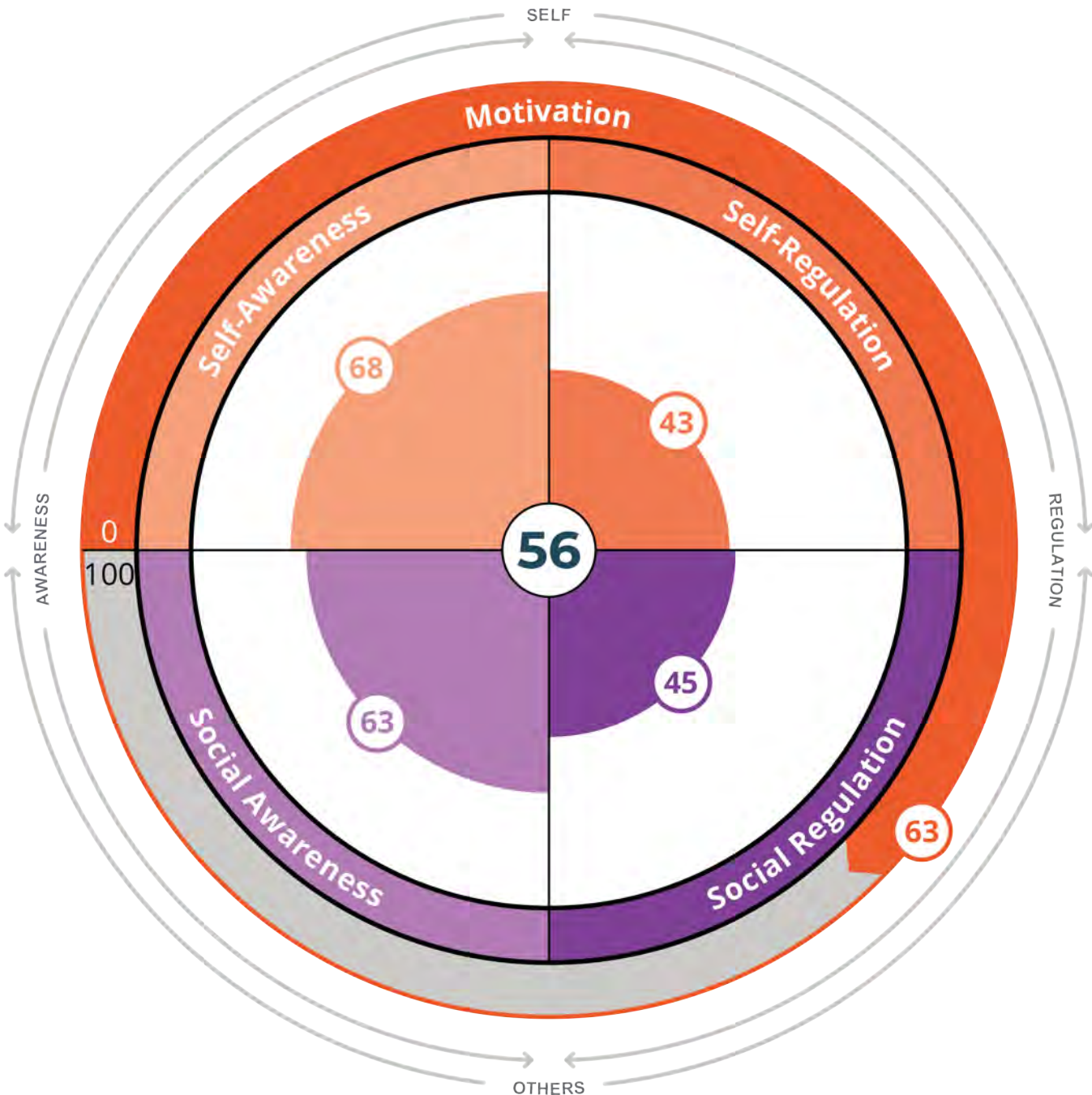




# Emotional Quotient™ Wheel



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.



T: 4:42

Norm 2019