



**EQ-i** 2.0  
assess. predict. perform.

# My EI Report

## Student Comprehensive

John Smith

Sample Report

Course 101

September 5, 2013



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

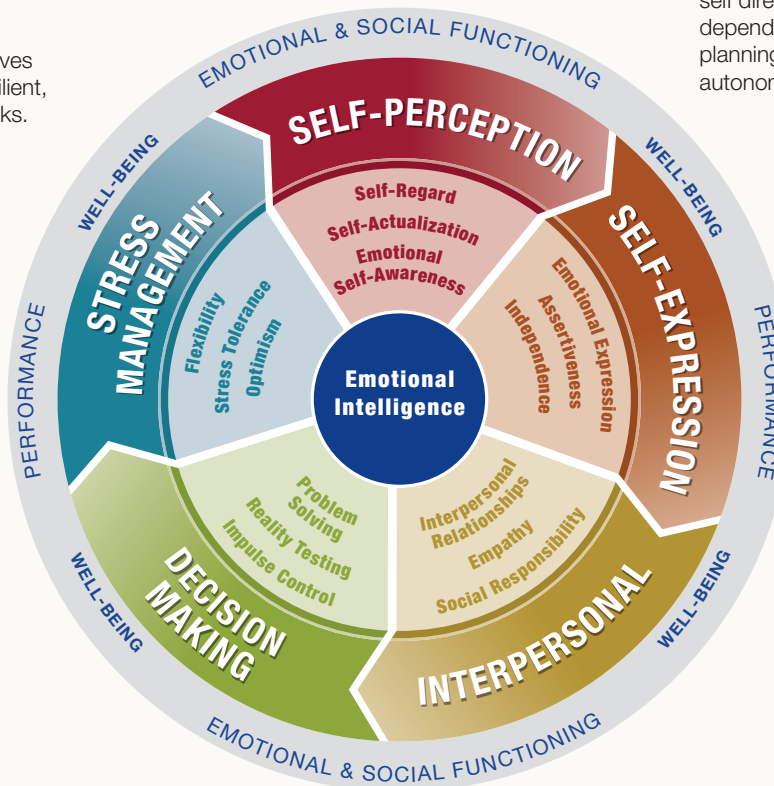
### Emotional Expression

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

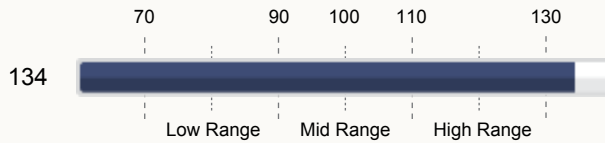
**Interpersonal Relationships** refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

**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

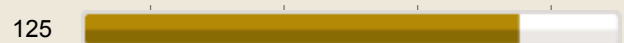
**Interpersonal Relationships**  
Mutually satisfying relationships



**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

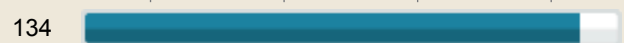


**Impulse Control**  
Resist or delay impulse to act

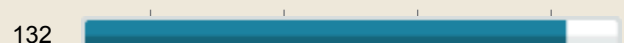


## Stress Management Composite

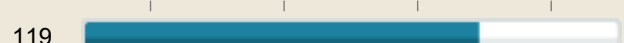
**Flexibility**  
Adapting emotions, thoughts and behaviors



**Stress Tolerance**  
Coping with stressful situations



**Optimism**  
Positive attitude and outlook on life



# Self-Perception Composite

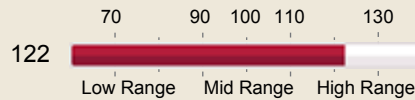
## Self-Regard

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 leverage our strengths and seek support where it is needed.

John, your result suggests that you have a strong sense of your strengths and limitations; your confidence in your abilities helps to set you apart as someone who respects himself/herself. This helps you structure your coursework according to your abilities, allowing you to build your career based on your strengths. Be attentive to seek feedback frequently so that you balance your Self-Regard with Reality Testing.



### Strategies for Action

**Seek feedback.** Gain valuable information about yourself by asking for others' perspectives.

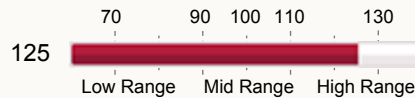
- Ask for feedback from your peers and professors; what do they see as your strengths and limitations in your academic/personal life?
- Did you find out about a strength or limitation that you were unaware of? How can you use your strengths to excel in your classes?
- Use feedback to further develop yourself; take advantage of your "new" strengths and work to improve your "new" limitations.

## 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 your future career. John, your result indicates that you have a high need for purpose in the work you do. You likely engage in meaningful activities, seeking to grow personally and professionally. Taking on a volunteer leadership role can help you practice being a good business leader. Since you have high standards for yourself, make sure you put time aside to appreciate your achievements and those of others.



### Strategies for Action

**Work towards the best.** Strive to optimize your sense of purpose and self-development.

- Select a cause that inspires you. You might seek out groups on campus that support a particular cause like literacy, poverty, or social reform. How could you contribute to this cause?
- How could you develop yourself while contributing to the cause? Could you tutor junior students and strengthen your knowledge in a subject as a result? Perhaps there are areas of teamwork or leadership that you would like to develop. Make a list of the skills you would like to build, and track your progress.

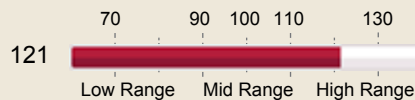
## Emotional Self-Awareness

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.

John, your result suggests that you are well attuned with the way you feel and know the true reasons behind your emotions. This helps you pay attention to your feelings, so that you appear reliable and 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.



### Strategies for Action

**Handle the heat.** Being able to quickly recognize our emotions and react appropriately can improve how we handle tense, difficult situations.

- Practice being attentive to your emotions during conflict.
- What are you feeling, and why? What are some potential solutions? Politely, step away for fresh air if you need to reflect during the conflict.
- Connect your solutions to an outcome. How will you diffuse the situation? Recognizing your emotions *and* presenting solutions ensures you will not overanalyze situations and not express yourself.

# Self-Expression Composite

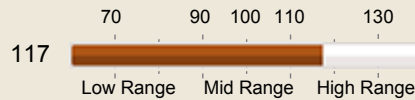
## Emotional Expression

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.

John, your result indicates that you are very comfortable expressing emotions and thoughts, even in unfamiliar situations. You don't hesitate to share your view with others in a new class or job. Your ability to express yourself can help drive your authenticity and openness as a team player and a leader.



### Strategies for Action

**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 absorb what he/she just said and put aside your inner dialogue.
- Acknowledge what he/she just said (i.e., address the point or reassure him/her that you will address it later).
- Tailor your expression to what you just heard so that your message is well-received.

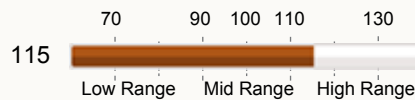
## Assertiveness

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.

John, your result indicates that you are comfortable offering your opinions and ideas, even in situations where emotions may be heightened. You speak up when needed. Disagreements and unpleasant situations rarely cause your assertiveness to waver. Leverage your strengths in this area to build teams and inspire others, especially if you are involved in any student leadership roles.



### Strategies for Action

**Match your assertiveness.** Be assertive at a level that is appropriate for the situation.

- Think about your message the next time you share your thoughts, ideas, and/or feelings with a professor or your peers.
- Match your body language to the intensity of the situation. For example, if you don't agree with your peers' project plans, try compromising with them instead of folding your arms and being distant and disagreeable.

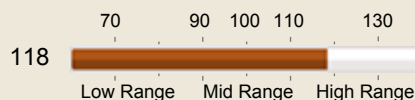
## Independence

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.

John, you scored above average in Independence and are likely emotionally independent. You are likely able to make decisions that impact your education and career, without being overly influenced by others. You tend to stay true to your own thoughts and ideas.



### Strategies for Action

**Thrive on your own.** The transition to college pushes you to become independent. Even choosing how you spend your free time is now all up to you.

- Make note of times when you are less independent than you wish to be. For instance, have you ever gone on a weekend getaway with friends despite a tight deadline on a class project?
- Determine what pressures cause you to conform. Try eliminating at least one pressure so you can stand your ground. Have a candid discussion with your friends that your weekends are dedicated to school work, but Friday nights are open for hanging out.

# Interpersonal Composite

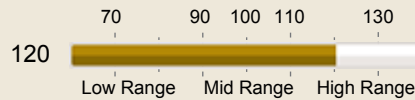
## Interpersonal Relationships

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.

John, your result is above average and you are likely very comfortable developing and maintaining healthy relationships. In new environments, you are sociable and quickly form new connections and friendships. You are able to receive support from these connections when working through difficult assignments and exams. Your large network will be helpful when preparing to launch your career.



### Strategies for Action

**Build and balance your relationships.** Being at school will test your ability to maintain old relationships while building new connections.

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

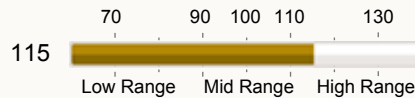
## Empathy

Understanding, appreciating how others feel

### 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).

John, your result indicates that you use these skills with ease. Whether in your personal or academic life, you likely grasp another person's perspective and genuinely express that you have understood him/her. These skills allow you to easily collaborate with other students. Leverage these skills to manage conflict, especially in student leadership roles.



### Strategies for Action

**Tune into Visible Empathy.** Further develop Empathy by being vigilant for body language. 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 their 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. A peer who says she is fine but has a very worried look on her face might need you to offer extra support in understanding her situation.

## 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.

John, you scored above average and are likely involved in your community or student organizations. You show compassion for society and act as a champion for making a difference. Such involvement likely gives you a deeper connection to the things you do. Being connected with the needs of others can help you get through difficult times since you have a broad perspective of the struggles others face. Make sure you balance taking care of yourself with taking care of others.



### Strategies for Action

**Inspire others.** Use your involvement with community and school organizations to inspire and engage 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 or a volunteer day with other soccer team members).
- Step up your involvement to help you improve your communication and leadership skills.

# Decision Making Composite

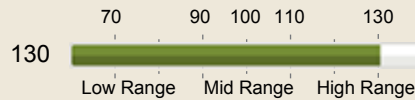
## Problem Solving

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.

John, you scored above average and likely do not become paralyzed by your emotions when trying to solve a problem. If a project is changed at the last minute, you are able to calmly find a solution. Being decisive helps you to make the right study choices, which can mean better grades. Leverage this strength to evoke emotions suited to the situation (e.g., a serious mood when working through tedious details). Since you rarely let your emotions get in the way when solving problems, be mindful that you do not ignore your feelings entirely.



### Strategies for Action

**Use emotions to your advantage.** Knowing which emotions affect you in certain ways can help you use them to your advantage.

- Be attentive to the way emotions affect your decision making. The next time you need to finish a detail-oriented project, portray a serious mood. Understanding how your mood affects your work will help you better use emotions.
- Convey a positive mood when you work through a disagreement in a group setting. A positive mood will help with everyone's creativity and ability to brainstorm different solutions.

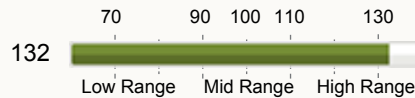
## Reality Testing

Objective; See things as they really are

### What Your Score Means

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.

John, your result indicates that you value objectivity, and depend on facts to make decisions. This can be especially evident when you work through your study plans for exams (e.g., you study extra hard for tough courses). You likely stay attuned to your personal biases without feeling unnecessary worry. You likely realize the hard work that is involved behind landing an internship or job. Since you have a high level of objectivity, be mindful that you don't let the facts overcome your creativity and openness to possibilities.



### Strategies for Action

**Leverage your objectivity.** Focus on objectivity, facts, and data, but don't dismiss your intuition.

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

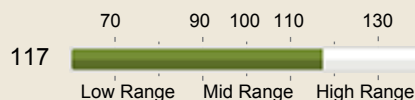
## Impulse Control

Resist or delay impulse to act

### 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 decisions instead.

John, your result is above average, indicating that you are able to control your desires, stay focused, and make informed decisions, regardless of distractions or emotions. This ability is especially important when you work through assignments or study for exams, setting you up to attain your goals in school and in your career.



### Strategies for Action

**Pause as a Group.** Apply your Impulse Control skills within a group setting when decisions are being made too quickly.

- Recall a time when an impulsive 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.



# Stress Management Composite

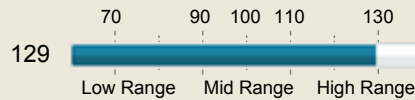
## Flexibility

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.

John, you scored above average, indicating that you 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. When you work with others (e.g., group projects), provide the necessary information to help others be as flexible as you are, and you'll bring them with you on a path of innovation and entrepreneurial spirit.



### Strategies for Action

**Refine your Flexibility.** Being open to change is a beneficial quality, but being too flexible may be seen as indecisive. 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?

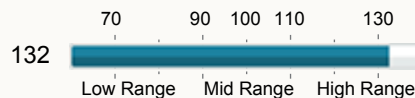
## Stress Tolerance

Coping with stressful situations

### 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.

John, your result is above the average range; you likely stay calm and decisive in high pressure situations. You are able to maintain good grades and remain strong during the busiest times of the semester. Your ability to withstand stress is important when balancing the priorities of school, clubs, internships, family, and friends. Keep in mind that your high level of Stress Tolerance could sometimes lead you to over-committing yourself and facing burnout.



### Strategies for Action

**Avoid burnout.** Acknowledge your personal limitations so that you do not face burnout without realizing it.

- 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, and exercise. These are clues that you may be facing burnout.
- Make a list of your activities and commitments over the next two weeks. Identify which of these activities are absolutely necessary and which ones are not. Avoiding the unnecessary will help you avoid burnout and feeling overwhelmed.

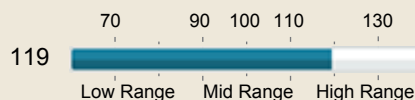
## Optimism

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.

John, your result is above average and indicates that you tend to see the possibilities in a given situation, and you encourage others to do the same. 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. Your outlook helps you stay resilient and persistent through challenges in school and at work.



### Strategies for Action

**Keep your Optimism in check.** A lot of Optimism can be troubling if it's not balanced with feedback.

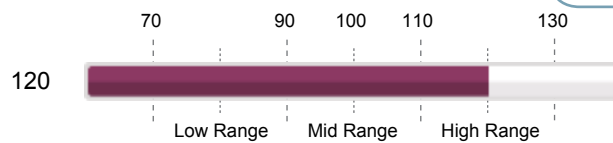
- When working on a difficult group assignment, use your optimism skills to inspire and bring positivity to your classmates. Find some inspirational words to help the group do its very best.
- Watch what other people say and do during these conversations. Are they giving you signals that your optimism is appropriate, or that you are overusing it?

# Well-Being Indicator

Satisfied with life; Content

## 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

John, your result in Happiness suggests that you almost always maintain a happy disposition toward all aspects of your life. You enjoy the company of others and are likely on a positive life course where your happiness is seen and experienced as infectious. Your results in Happiness and the four most connected subscales are high. Because of this, you likely experience a certain balance between your well-being and self-confidence, optimism, personal relationships, and fulfillment of goals. Gains in one area likely contribute to gains in another. You may:

- Exude cheerfulness at both school and at work while participating in activities you truly enjoy.
- Enthusiastically participate in class, which can buffer you against boredom or disengagement.

## Self-Regard (122)

Happiness is a by-product of believing in yourself and living according to what you believe in. Your high level of Self-Regard helps promote self-confidence and a solid understanding of who you are as a person. Both can enhance life satisfaction.

- How do you envision success at school? What career goals have you thought of?
- What are some strategies you have used in the past (e.g., positive self-talk) to be confident and self-assured?

## Optimism (119)

In the face of setback and disappointment, your ability to return to a happy state requires Optimism. Your results indicate that you have a high level of Optimism; you adopt a positive mindset during tough times throughout the school year. This approach to life enhances and sustains pervasive feelings of happiness.

- Does your optimism help you achieve better grades?
- Can your optimistic outlook be used to help friends overcome difficulty?

## Interpersonal Relationships (120)

Your Interpersonal Relationships result indicates that you have well-developed relationships that help shield you from the negative effects of life's daily demands. If maintained, these relationships help to enhance and sustain feelings of happiness.

- Do you have a trusted friend or family member who helps buffer any stressful or negative events that you encounter?
- How can you effectively leverage your network to maintain happiness at school?

## Self-Actualization (125)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your level of self-motivation and desire for an enriched life ultimately drive your life achievements and overall happiness.

- Can you pinpoint the emotions you experience when you feel you are fully using your talents?

# 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.

**S**PECIFIC  
**M**EASURABLE  
**A**CTION-ORIENTED  
**R**EALISTIC  
**T**IMELY

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"> <li>• A better grade.</li> <li>• Feedback on how to improve my next essay.</li> <li>• Positive feedback from my prof on my assertive approach.</li> </ul>	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 \_\_\_\_\_

