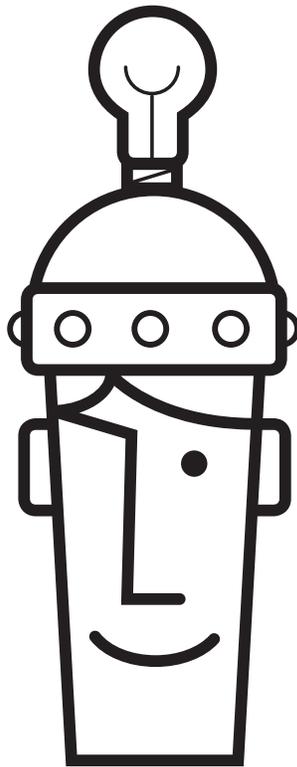


Debrief Guide:

An Introduction to Emotional Quotient



Knowledge is Power





An Introduction to Emotional Quotient

“When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributed to emotional intelligence factors rather than cognitive abilities.”
–Daniel Goleman

It is strongly recommended that you first debrief Behaviors and Motivators with the respondent before debriefing the Emotional Quotient, as these other areas may give insights and background into the results of the EQ.

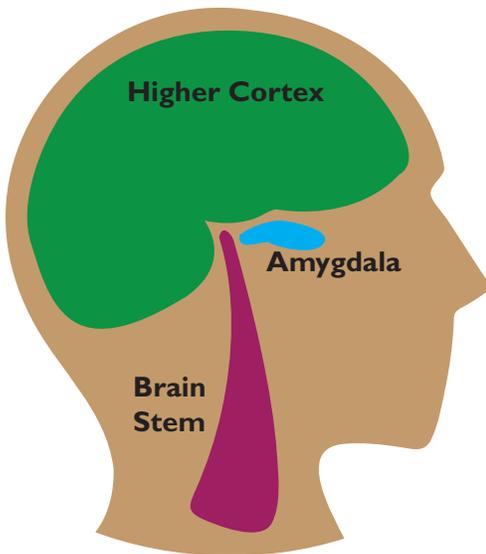
The purpose of this guide is to assist in the debriefing of the TTI Emotional Quotient assessment. Emotional Quotient or EQ is a measure of emotional intelligence, similar to IQ which is often referred to as a measure of intelligence. **Unlike IQ, EQ is a skill set that CAN be learned.**

What is emotional intelligence? Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate higher levels of collaboration and productivity.



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Our emotions have a physiological effect on us prior to cognition, or before we even understand what we’re feeling. This is essentially the remnants of a pre-historic “fight or flight” survival instinct. At times of high emotion, our slower and more complex prefrontal cortex (which controls rational thought and decision making) shuts down and our faster and more instinctual amygdala takes over allowing us to react quickly.

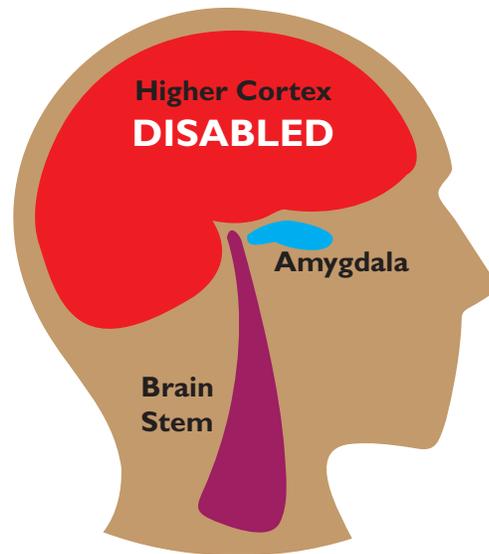


LOW Emotion (Calm, Relaxed)

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While essential for survival, the ability to react quickly on emotion alone doesn't necessarily serve us well when it comes to making decisions in our personal and professional lives. Herein, lies the need for emotional intelligence.

It may be helpful to think of EQ in terms of a golf analogy. In golf there is long range play, i.e. driving the ball off the tee, mid-range play, i.e. hitting irons and fairway woods mid-course, and short range play, i.e. chipping and putting close to the pin. A person who is good at the long and mid-range play but poor in short range play may still be a good golfer. However, until that person develops their short game, they will never ascend to a higher level of play. There's an old saying in golf, "Drive for show, putt for dough." EQ is much like the short range play in golf. **In order to achieve higher levels of productivity, performance and leadership a person must develop high levels of emotional intelligence.**



HIGH Emotion (Anger, Fear, Excitement, Love, Hate, Disgust, Frustration)

The EQ assessment provides insight into five areas of emotional intelligence:

- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Interpersonal Skills

These skills are grouped into Intrapersonal emotional intelligence, referring to what goes on inside you, and Interpersonal emotional intelligence, referring to what goes on between you and others. The subsequent pages of the report provide description and development suggestions for each of the five areas of emotional intelligence.



Emotional Quotient Assessment Results

This section of the report features the actual measurements for the five areas of emotional intelligence on a ten point scale. National mean and standard deviation are also displayed for each of the five factors. Use the means as a frame of reference to show respondents how they score in comparison to the average person. The factors are listed in a specific order as each emotional intelligence skill builds on those that come before it.

SELF-AWARENESS

If we are not aware of our emotions and how they impact others, the other emotional intelligence skills become more difficult to demonstrate. **If we are unaware of our emotions, it's virtually impossible to regulate them.**

- How in-tune are you with your emotional temperature? Describe a time when you didn't realize you were as upset as you might have appeared.
- In what ways do your emotions affect others? Can you think of a time when your emotions affected those around you?
- How in tune are you with your moods and emotions?
- How often do you laugh at your own expense? Do you find humor in your own shortcomings?
- How would being more aware of your moods and emotions affect your decision making ability?

Being Self-aware is the first step towards Self-regulation.



△ SELF-REGULATION

Once we are aware of our emotions, then we can begin to regulate them. **If we fail to regulate our emotions, it becomes difficult to stay focused and on task.** Self-regulation also comes into play when changes occur in our personal and professional lives. If we allow our emotions to run amok, we become demotivated.

- How do you react to positive emotional stimuli?
- How do you react to negative emotional stimuli?
- How long does it take you to calm down after something good happens? After something bad happens?
- When change occurs, how does it make you feel? Is change easy for you?
- If you were able to control your emotions more effectively how would this impact your decision making ability?

Self-regulating leads to improved Motivation.

△ MOTIVATION

Staying motivated despite your emotional temperature relies heavily on being self-aware and regulating your emotions. Part of emotional intelligence is channeling both positive and negative emotions into focused and productive energy. Think of the classic movie scenario where a jilted lover seeks to improve him/herself as a result of a bad turn of events. He/she is taking a negative emotional event and translating it into positive motivation. This is the essence of emotional Motivation. If we struggle with our own Motivation, it becomes increasingly more difficult to expend any energy towards others, particularly when it comes to Empathy.

- When things aren't going your way, how does this affect you?
- How would you feel if you were working exceptionally hard but weren't receiving adequate compensation? Or adequate recognition? What would you do about it?
- Can you think of a time when you should have persisted but didn't? Can you think of a time when persistence paid off?
- What are your goals in life? What are your passions in life? Are they in line with your career? Do they go beyond money and recognition? Why do you work?
- How would a greater level of motivation and persistence affect your decision making ability?

Motivation is essential for Empathy.



EMPATHY

It is important to understand and consider the feelings of others when trying to make a good decision. While others' feelings are not the only deciding factor in a decision, they are important and should be considered. Furthermore, those that lack Empathy may have difficulty with Social Skills.

- Are you a mentor to anyone? If so, can you think of a time when you pushed someone too hard? Or not hard enough? What could you have done differently? If you have not had the opportunity to be a mentor, can you think of a time when a mentor, manager or supervisor pushed you too hard? How could they have handled the situation differently?
- Can you think of a time when you had to make a tough decision? How were people affected by it? Were you upfront, open and honest with them from the start?
- Are you open to the customs of other cultures? Do you try to assimilate when in the presence of other cultures?
- When a team member is not performing up to par, how do you handle the situation?
- How would achieving a higher level of empathy affect your decision making ability?

Empathy is the corner stone of Social Skills.

SOCIAL SKILLS

The ability to effectively manage relationships is the amalgam of all the other emotional intelligence skills. If you effectively self-manage and are empathetic towards others, good social skills follow suit. Social skills are more than friendliness. **Those that demonstrate superior social skills are persuasive, easily build rapport and are adept at building strategic alliances.**

- How would others describe your leadership style?
- How do you persuade others to adjust to your way of thinking? Can you think of a time when you championed change?
- How do you find common ground with people in different industries or walks of life?
- How do you make friends or strategic alliances in areas outside of your own expertise? Would people describe you as “well connected?”
- How would managing relationships more effectively affect your decision-making ability?



Emotional Quotient Scoring Information

This section of the report sums the five dimensions of EQ into Intrapersonal, Interpersonal and Total Emotional Quotient. Intrapersonal EQ is a sum of Self-Awareness, Self-Regulation, and Motivation. Interpersonal EQ is a sum of Empathy and Social Skills. And lastly, Total Emotional Quotient is the sum of Intrapersonal and Interpersonal scores.

-  On the whole, is your EQ more developed within yourself or in relating to others?
- Does your job require more intrapersonal or interpersonal EQ?

General Characteristics

This section of the report provides more description as to how the respondent's specific EQ scores may manifest themselves. Three bullet points for each of the five EQ skills are provided. The bullets are designed to help the respondent understand his/her strengths and weaknesses.

Have the respondent read each of the bullet points aloud. For those bullets that the respondent agrees with, have the respondent provide specific examples that illustrate each of the bullets. For those bullets that the respondent feels may not accurately describe him/her, discuss them and point out why the statements are printing relative to his/her EQ scores. If need be, edit the statement to be more appropriate for the respondent.

-  How will developing in these areas enhance your professional life? Your personal life? Your relationships?



- Intrapersonal Self-Awareness

- Intrapersonal Self-Regulation

- Intrapersonal Motivation

- Interpersonal Empathy

- Interpersonal Social Skills

These sections of the report feature bulleted development suggestions or action items as to how to improve in the various emotional intelligence areas. Have the respondent read through each page and pick one EQ dimension that he/she feels is in the most need of immediate development. Have the respondent select two or three bullets from that page that he/she feels are

realistic developmental activities. Have the respondent focus on these bullets for a few weeks, doing the suggested activities, documenting his/her efforts and outcomes. Follow up to track and discuss progress.

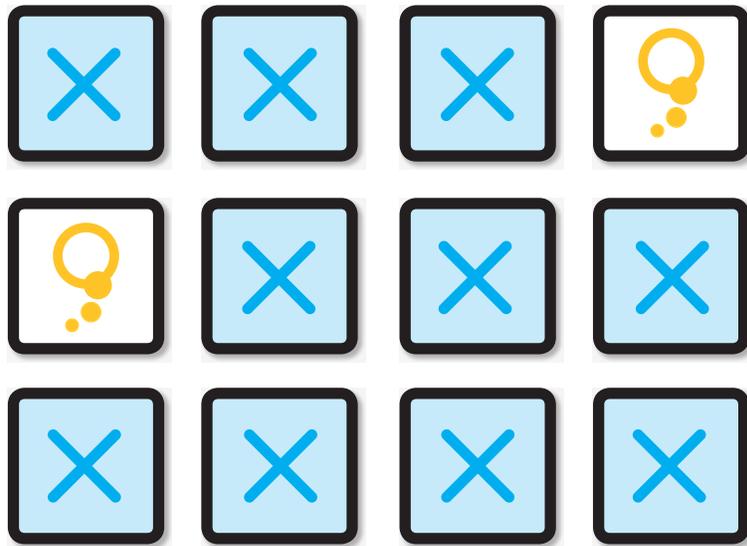
-  What successes did you experience as a result of the suggested activities? What proved more difficult?
- In what areas do you feel you have improved the most? Which areas do you feel still need improvement?

This process can be repeated many times focusing on different bullets from the same dimension or bullets from other EQ dimensions.

EQ Defined

The final page of the report provides a graphical representation and definitions of the five areas of emotional intelligence. Many people find it helpful to post this page in their office or home as a reminder of what it takes to demonstrate superior emotional intelligence.

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