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.
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.

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.
EI and My Success... What’s in it for me?

Emotional Intelligence (EI) is a unique combination of emotional and social skills that a person uses to navigate the everyday challenges of life. EI can answer the question “why are some people more successful than others?” Focusing on your EI can assist you in adapting to the demands and pressures of student life. When you work on EI skills you can experience greater success in:

- Transitioning from high school to college
- Obtaining better grades
- Building strong friendships
- Advancing your professional career beyond college life

My Summary Report

There are 15 subscales in the EQ-i 2.0, each giving you feedback on your performance across very specific EI skills. However, this report recognizes that you can’t improve everything at once, so just choose a few (2-3) areas to focus in on your personal development.

To help on your journey of self-growth, we have included:

- Your three highest subscales and the three subscales with the greatest opportunity for development
- Strategies to develop your skills across all 15 subscales
- Supportive resources to continue learning more about EI

If you would like further information, please contact the administrator of this assessment.

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:

Support Service:
University Support Service
University Centre, Floor 1
(555) 555-5555
www.universitysupport.edu

Organization:
Student Support Network
Students supporting students
(555) 555-5555
www.universitysupport.edu/SSN

Workshop:
Emotional Intelligence Workshop
University Centre - 2nd Floor
December 5th, 2013
www.universitysupport.edu/EI
### My Strengths to Leverage

**Reality Testing**
- Reality Testing is about seeing the world objectively and realistically; you do this well by placing a high value on unbiased facts to make decisions. You are not likely to make a decision based on a daydream or wishful thinking.
- This can be especially evident when you work through your study plans for exams (e.g., “this course is tough, I need to study extra hard.”).

**Stress Tolerance**
- John, your result in Stress Tolerance is above the average range, indicating that you likely stay calm, collected, and decisive even in high stress situations.
- You are likely able to maintain good grades and remain strong, even during the busiest times of the semester.

**Problem Solving**
- Your result is above average; you likely do not become paralyzed by your emotions when you try to solve a problem.
- For instance, if a project is changed at the last minute, you calmly focus on finding a solution.
- Leverage this skill, John, to evoke emotions suited to the situation (e.g., a serious mood when working on a tedious exam).

### My Opportunities for Development

**Assertiveness**
- Your level of Assertiveness indicates that you are comfortable offering your opinions and ideas, even in situations where emotions may be heightened.
- Leverage your strengths in this area, to build teams and inspire others, especially if you are involved in any student leadership roles.

**Empathy**
- John, your result in Empathy indicates that you easily grasp another person’s perspective and genuinely express that you have understood him/her.
- Leverage your empathy to manage conflict, especially when you are in a student leadership role or need to deal with sensitive situations.

**Emotional Expression**
- Your result indicates that you are likely very comfortable expressing emotions.
- Your classmates and professors know how you feel as you are an active participant in class discussions.
- Your ability to express yourself can help you drive your authenticity and openness as a team player and as a student leader.

### Well-Being Indicator
John, your result in Happiness suggests that you almost always maintain a happy disposition towards all aspects of life. Further developing skills in other areas of EI, particularly the areas of Self-Regard, Self-Actualization, Optimism, and Interpersonal Relationships, can help you safeguard your overall well-being from times of unforeseen difficulties.
**Self-Perception Composite**

**Self-Regard**
Respecting oneself; Confidence

Low Range  Mid Range  High Range

Seek feedback.
- Ask for feedback from trusted friends, family, other students, or teachers; what do they see as your strengths and limitations? These could be related to academics or your personal life.
- Did you learn anything new? Use “new” strengths to your advantage and work to improve your “new” limitations.

**Self-Actualization**
Pursuit of meaning; Self-improvement

Low Range  Mid Range  High Range

Work towards the best.
- Seek out groups on campus who support a particular cause that inspires you. How could you contribute to this cause?
- How can you develop yourself while contributing to the cause (e.g., teamwork or leadership skills)?
- List these skills and behaviors and track your progress.

**Emotional Self-Awareness**
Understanding own emotions

Low Range  Mid Range  High Range

Handle the heat.
- When you face conflict, practice being attentive to your emotions.
- What are you feeling, and why? What are some potential solutions? Politely, step away for fresh air if you need to reflect during a conflict with a peer group.
- Being able to quickly recognize emotions and react appropriately can improve how we handle tense situations.

**Self-Expression Composite**

**Emotional Expression**
Constructive expression of emotions

Low Range  Mid Range  High Range

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 truly hear what he/she just said and put aside your inner dialogue.
- Tailor your expression to what you just heard so that your message is well-received.

**Assertiveness**
Communicating feelings, beliefs; Non-offensive

Low Range  Mid Range  High Range

Match your assertiveness.
- Think about your message the next time you share your thoughts with classmates or a professor.
- Match your body language to the real intensity of the situation. For example, if you don’t agree you’re your peers’ project plans, try compromising with their plans instead of folding your arms or raising your voice.

**Independence**
Self-directed; Free from emotional dependency

Low Range  Mid Range  High Range

Refine your independence.
- The transition to college pushes you to become independent. But make note of times when you are less independent than you wish to be. For instance, have you ever taken a trip with friends despite a tight deadline on a class project?
- Determine what pressures cause you to conform. Try reducing at least one pressure, by putting in place rules so you can stand your ground.
Interpersonal Composite

Interpersonal Relationships
Mutually satisfying relationships

Empathy
Understanding, appreciating how others feel

Social Responsibility
Social consciousness; Helpful

Build and balance your relationships.
• Identify a professional organization that aligns with your academic or career interests. Get involved with this organization and start building a new network.
• Stay attentive and connected to your family and the friends you’ve made along the way. Look for ways to integrate “older” friendships into your new networks; both types of relationships will be invaluable throughout your studies.

Tune into visible empathy.
• 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 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.

Inspire 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 with your soccer).
• Step up your involvement to help you improve your communication and leadership skills.

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

Use emotions to your advantage.
• Be attentive to the way emotions affect your decision making.
• Portray a serious mood when you need to focus on a detail-oriented project or assignment.
• Convey a positive mood when you work through a disagreement on a group project. A positive mood will help with everyone’s creativity and ability to brainstorm different solutions.

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

Pause as a Group.
• Recall a time when a rash 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.
My Strategies for Action (continued)

Stress Management Composite

Flexibility
Adapting emotions, thoughts and behaviors

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Refine your Flexibility.
• 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

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Avoid burnout.
• 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, mood, and exercise.
• These can give you the first clues that unnecessary commitments may need to be reduced or you may risk burnout.

Optimism
Positive attitude and outlook on life

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Keep your Optimism in check.
• Too much Optimism can be troubling if it’s not balanced with feedback. When working on a difficult group assignment, use your optimism to inspire and bring positivity to your group. 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?

Not Sure What All This Means?

Refer back to the EQ-i 2.0 model for definitions of each EI subscale and the resources outlined at the beginning of your report. These are great places to get more information.

Take some time to reflect on how your results are expressed in your behavior, in your friendships and in your school work. Only you can answer how your results impact your life; be honest in identifying where you need to improve and use the strategies in this report to develop some action plans.

My Notes

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