



TTI
SUCCESS
INSIGHTS®

Emotional Quotient™

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1/5/2021

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

Mia may rely too heavily on feedback from others about her work or in defining who she is. She may have trouble identifying her passions, resulting in a string of unfulfilling jobs. She may find it difficult to anticipate her own emotional reactions to events. She can experience stress because she does not recognise when downtime is needed. Mia may accumulate stress, which could result in health problems. She may have trouble maintaining her composure during a stressful time.

Mia is able to effectively lift herself out of a bad mood. She generally does not allow negative feedback or criticism from others to impact her working relationships. She constantly thinks things through from an emotional perspective before acting. She does not overreact to minor stressors and is usually able to manage her emotions with more significant stressors. When Mia is feeling stressed, she usually manages her emotions so that she does not take it out on others. Others tend to see Mia as someone with a stable temperament.

Mia tends to be motivated when she is interested in a project. She may tend to settle for good enough, when she could have achieved the desired outcome. She may be hesitant to take risks because of additional work and time they require, limiting her success. She may not regularly go out of her way to develop her skills. Mia usually meets her goals and others' expectations, but perhaps does not always exceed them. She may see obstacles as opposed to opportunities when she is pursuing her goals.

Emotional Characteristics



Mia is able to get along with others but may not always understand where people are coming from. She is able to work with others but at times will need help understanding their emotional needs. She may have trouble understanding the viewpoints of others who are not like her. She would benefit from working on her active listening skills. Mia can be thoughtful and understanding, but may not come across this way to others. She generally recognises when she has offended someone, but may not always understand why she was offensive.

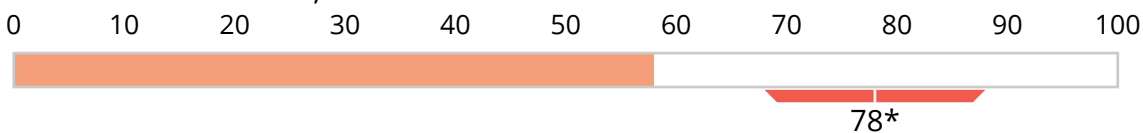
Mia is persuasive when she feels passionate about the topic to the point of potentially coming across as overbearing. She collaborates well with most of her co-workers. She can interpret nonverbal cues in some instances and may adjust to the situation. She occasionally engages in substantive conversations. Mia can appear distant and aloof upon initial introduction to new people. Others generally view Mia as approachable.

Emotional Quotient Assessment Results

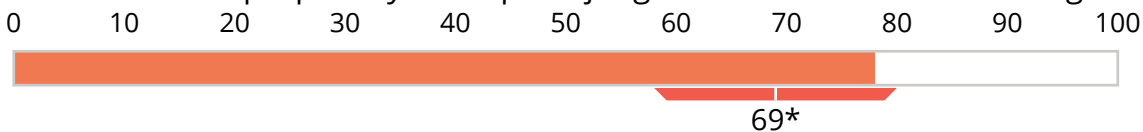


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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

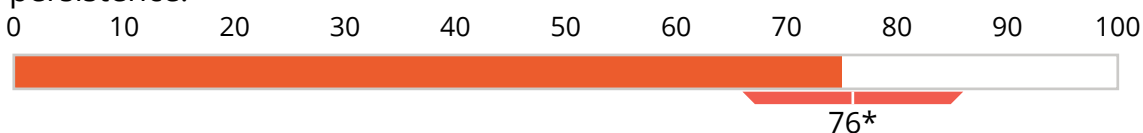
1. Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.



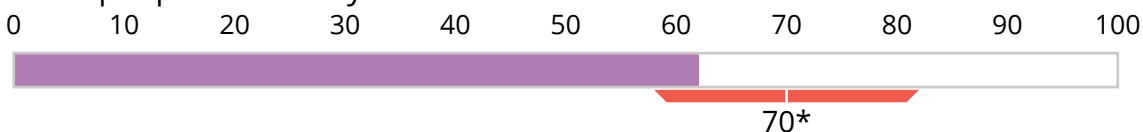
2. Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



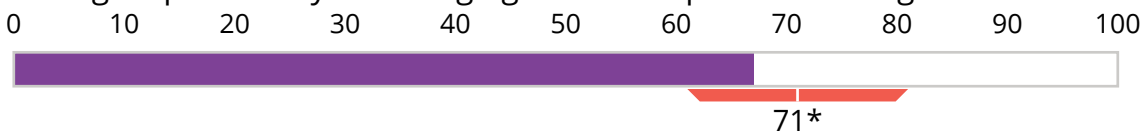
3. Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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.

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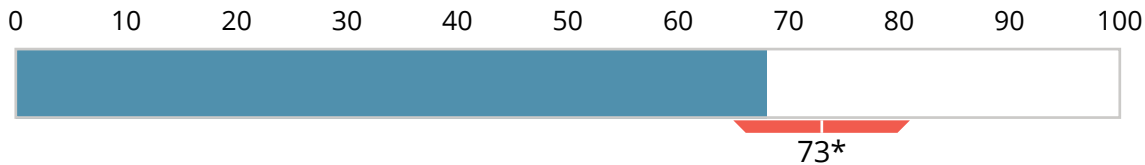
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Emotional Quotient Scoring Information



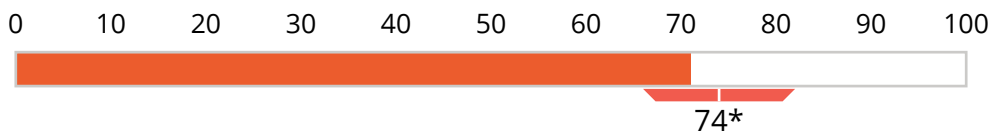
The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

Total Emotional Quotient - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



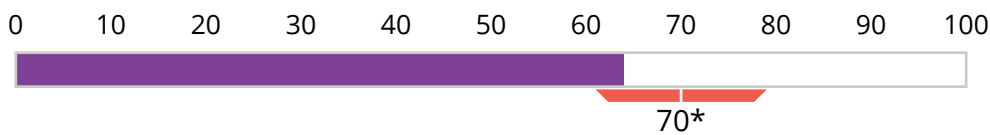
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Self - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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



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Self-Awareness

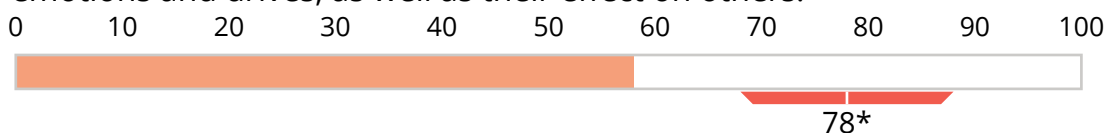


Based on Mia's level of Self-Awareness, she may find it hard to identify and express her emotions which may impact her decisions. Because of Mia's level of EQ in this dimension, she may not have a realistic assessment of herself.

What Mia 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.



Self-Regulation

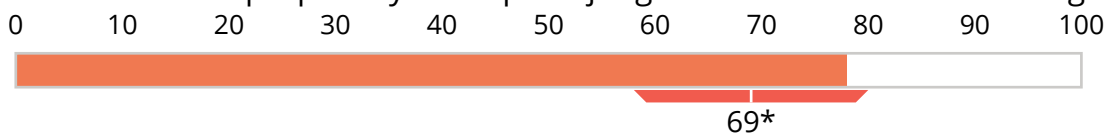


Based on Mia's current level of EQ in this dimension, she has a developed level of Self-Regulation. Mia regulates negative and/or distracting emotions, allowing herself to manage her reactions to many situations.

What Mia can do:

- When experiencing negative or distracting emotions, remember to summarise the situation to determine triggers and observe your behavioural reactions.
- Partner with a co-worker to examine opportunities for practicing Self-Regulation. Ask them to help you identify ways you may improve.
- Remember to continue to build self-restraint by listening first, pausing and then responding, especially when feeling strong emotions.
- Discuss alternative ways of dealing with change and stress with family members, friends or a trusted advisor.
- Focus on events that provide a sense of calm or elicit positive emotions to change your clarity from red to clear or somewhere in-between.
- Record your effective self-regulation skills and reflect on them regularly.
- Remember that regular exercise increases your ability to manage your emotions and relax both body and mind.
- In emotionally charged moments remember to ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.
- Consider examples of appropriate times to relax and show emotions.
- There is a strong mind-body connection. Improve that connection through meditation, reflection or yoga to better learn to self-regulate your emotions.
- Given your behavioural preferences, brainstorm ways to express emotions more authentically.

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



Motivation

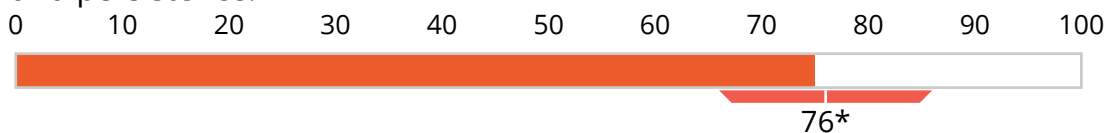


Based on Mia's current level of Motivation, procrastination could be a potential issue for Mia in achieving her goals.

What Mia 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.



Social Awareness

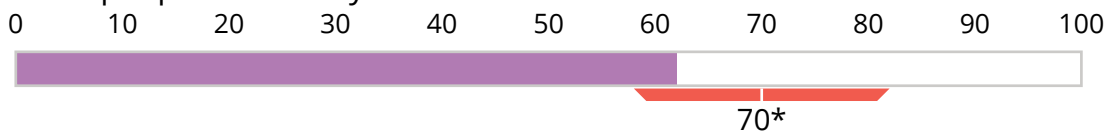


Based on Mia's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

What Mia 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?" 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.



Social Regulation

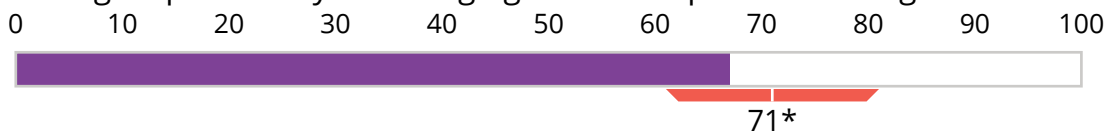


Based on Mia's level of Social Regulation, she may find relating to others challenging, especially in emotionally charged situations.

What Mia can do:

- Be aware of the message your body language is communicating, try to predict how you can respond positively to the interaction.
- Ask those you admire to describe their experience when socialising with you.
- Remember people's names. Use memory techniques and be known as the one that remembers!
- After a negative interaction or misunderstanding, take accountability and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of Social Regulation skills.
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional association or special interest group to practice building bonds.

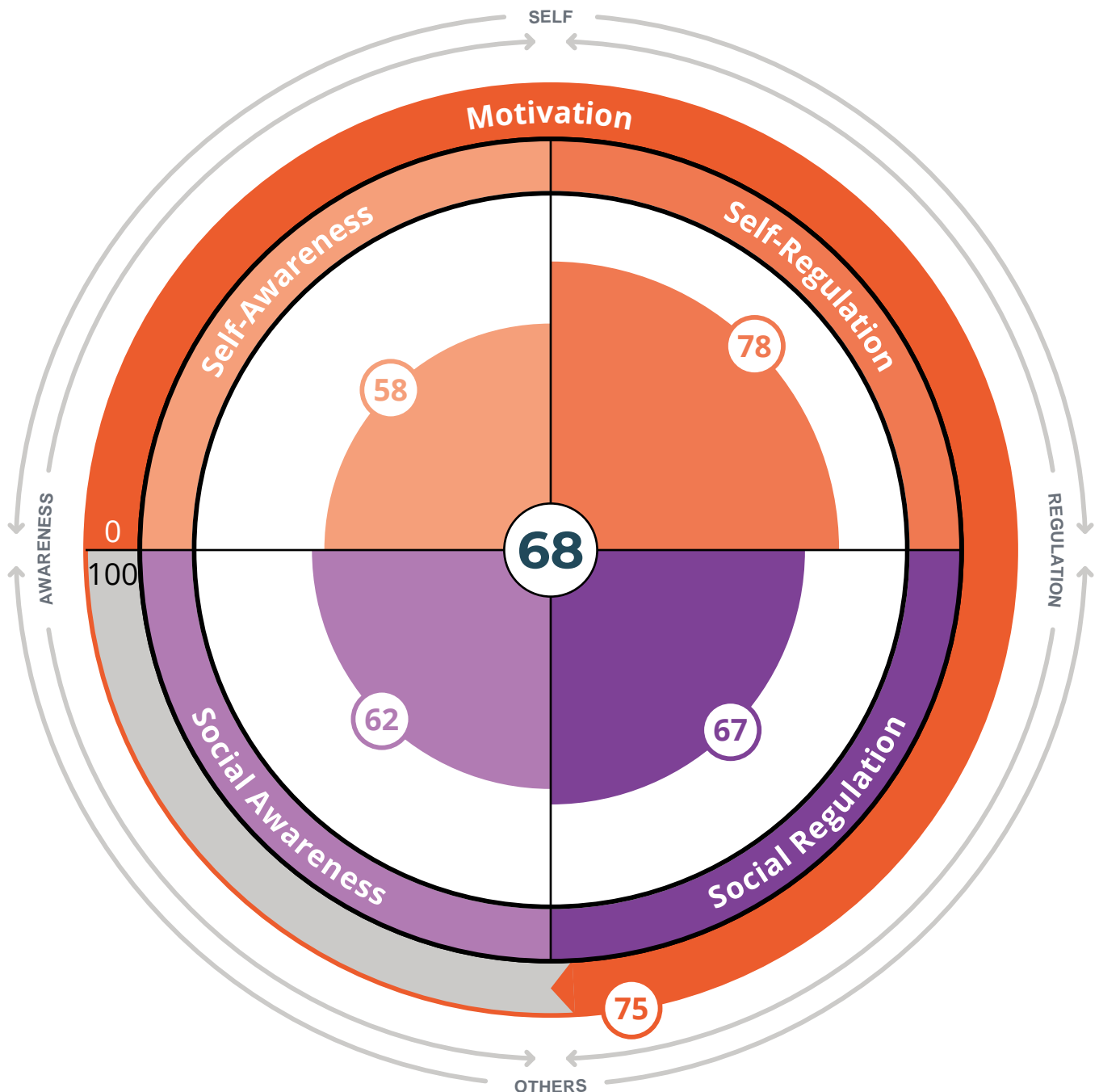
Social Regulation - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



Emotional Quotient™ Wheel



The Emotional Quotient wheel is a 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.



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