ASSESSING EMOTIONAL INTELLIGENCE: THE EQ MATRIX EXERCISE

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ABSTRACT

More than a decade ago, the concept of emotional intelligence became popularized among the business community. The theory suggests that emotion plays a significant role in management and leadership. Recent neuroscience findings support this claim with evidence of linkages between the emotion and reasoning centers of the brain. The Emotional Quotient Matrix poses a systematic means to both assess EQ and identify actions to improve it. This paper presents three possible exercises to employ the matrix in scenario, group, and self assessments. Participants use the matrix to score emotional strengths and weaknesses along an EQ scale to determine an EQ score. Controllable traits are targets for improvement, while surrogates are proposed for personality traits that are considered unchangeable.

INTRODUCTION

Goleman's (1995) landmark book on emotional intelligence has not only legitimized the terminology, but also the idea that emotion plays a significant role in management and leadership. His work extended the definition of what it takes to be successful in organizations. People began to understand that it takes more than IQ to succeed. While emotional intelligence is the capacity for recognizing and managing the feelings of oneself and others (Goleman, 1995; Mayer & Salovey, 1995), there remain various competencies that must be accounted for in the emotional make-up of effective leaders.

This paper presents an exercise based upon the Emotional Quotient (EQ) portion of a larger conceptual scheme known as the Leadership Quotient (LQ) (Service & Arnott, 2006). LQ suggests that leaders must know how to act, as well as when to act. Understanding one's emotions and developing the wisdom to apply that knowledge is critical to the appropriate application of emotional intelligence. The goal of the EQ Matrix is to show the measures and methods of a balanced application of the dimensions that are important to emotional intelligence. Understanding one's EQ in the context of this matrix is imperative to leadership success. The EQ Matrix exercise is designed to help the user determine his or her level of emotional intelligence and work toward improving it, as necessary.

Although EQ and IQ are different, both psychology (Forgas, 1995; Mayer & Salovey, 1997) and neuroscience (Damasio, 1994) have established the existence of relationships between emotion and reasoning. It is likely that emotion and feelings are enmeshed in the networks of reason (Damasio). More recent empirical work (Bechara, H. Damasio, Tranel, & A.R. Damasio, 1997, 2005; Maia & McClelland, 2004) indicates that adequate knowledge and cognition will not ensure effective decision making when *unaccompanied* by emotional signals. In short, knowledge alone is not enough.

The existence of emotional markers in the brain is thought to be a critical factor that leads to effective decision-making during the reasoning process (Bechara, 2004; Bechara et al., 2005). It is further believed that the frontal lobes of the brain are not only the seat of emotion, but they also interconnect emotion, social conduct and decision-making (Marziali, 2006). These neuroscience findings have significant implications for the important role of EQ in management and leadership. Simply put, people who cannot adequately draw upon their emotions or emotional memories are subject to inappropriate social conduct and ineffective decision making. Although the relevant empirical work in management and leadership is scant to date (cf. Yukl, 2006), the forgoing arguments offer support to suggest that EQ is a significant determinant of effective managerial behavior.

THE DIMENSIONS OF EQ

Managers and leaders must understand that the dimensions of EQ extend beyond personal emotions. The understanding of one's emotions, the emotions of others, and the wisdom to apply those emotions are the very essence of EQ. Emotional intelligence is buried deep in the developmental scheme of human existence. All animals exhibit some level of emotional intellect, but human emotion is enmeshed with IQ to allow some control of one's response to emotions like anger, love, sadness, and happiness. A summary of contemporary theory suggests that

humans are much more a product of their emotions than of rationale or logic. Humans are emotional beings looking for a way to rationalize their feelings.

If you think that emotions do not matter that much, try the following exercise. The next time your boss tells you about a tragedy involving the death of a close family member, respond by saying, "Let's run a spreadsheet on that. I'll bet you are better off without the burden of your wife, mother, son, daughter, or whomever." That type of poor EQ would soon prove that the boss is also better off without *you* in his or her life.

The *Bellman Equation* uses dynamic programming to determine that National Football League teams should "go for it" on fourth down in almost every situation (Romer, 2006). Although this is a valid conclusion, teams do not do that because the emotional situation plays a key role in those types of decisions. Temporal factors such as crowd noise, home field advantage, team momentum, and player attitudes are just a few of the things that coaches know they must account for on fourth down. The coach cannot control all of the factors, but with a high EQ he or she can control emotional reactions, assess the reaction of the players and staff, and predict their emotional response to his or her decision. Even when they cannot control the environment, they control what they can.

Leaders must control their emotions or risk a negative impact upon others who have a low EQ. In *Primal Leadership: Realizing the Power of Emotional Intelligence,* Goleman, Boyatzis, and McKee (2002) suggest that leaders need more than high IQ. They must also be able to motivate, guide, inspire, listen, and persuade by reading others' emotions, as well as controlling their own. High EQ is an imperative to leadership success. Despite the inheritance of some emotional traits, the EQ Matrix proposes a systematic means to identify those traits that are subject to change.

THE EQ MATRIX

The EQ Matrix (Service & Arnott, 2006) (see Figure 1) consists of four quadrants drawn to capture the categories of emotional strengths versus weaknesses, as well as sources of traits that are either natural or nurtured. Strengths are further characterized as enablers or advantages to one's EQ, while weaknesses are derailers or disadvantages. Nature traits are those that a person is born with and are considered largely uncontrollable. In contrast, nurture traits are controllable and able to be developed. Each quadrant illustrates the particular traits that govern the extent of an individual's EQ.

Research articles, books, popular press accounts,

Figure 1. EQ matrix.

STRENGTHS (enablers—advantages)	**Q1** Commanding Presence Emotional Awareness & Control Sensing Others' Emotions Entrepreneurial Innovativeness Self-identified Traits	**Q2** Emotional Maturity Mgt Emotions via Reframing Emotionally Valuating Success Cultural Astuteness Self-identified Traits
WEAKNESSES (derailers—disadvantages)	**Q3** Disruptive Irrationality Untrustworthiness Un-adaptable to Change Emotional Laziness Self-identified Traits	**Q4** Conflict/Change Avoidance Cultural Unawareness Emotionally-avoid-persuasion Blind Emotional Attachment Self-identified Traits
	NATURE (uncontrollable-born)	**NURTURE** (controllable-made)

experience, and over 800 completed LQ exercises were used to determine the traits and characteristics that identify effective EQ individuals (cf. Service & Arnott, 2006). The four categories discussed below serve to classify the various EQ factors so that individuals can identify their own EQ strengths and weaknesses. Users should avoid focusing upon whether or not a factor is under their control or not. Although the items listed as natural indicate things someone is not likely to change because they became ingrained early in life (Pinker, 2002), there exists the potential for surrogate behaviors.

QUADRANT 1: NATURAL EQ STRENGTHS

Quadrant 1 lists the natural traits that are strong contributors to high EQ as the result of enabling and rendering the advantages of emotional intelligence. They include Commanding Presence, Emotional Awareness & Control, Sensing Others' Emotions, Entrepreneurial Innovativeness, and the potential to identify traits not listed.

Commanding presence. Great leaders exude a commanding presence and style because they are always aware of the attributes they possess that demand respect. These emotions relate to one's self-confidence and require the leader to "know thyself," as well as knowing others. A commanding presence is not arrogance or overconfidence, but the reality of one's skill and EQ self-awareness. People who exhibit a commanding presence almost always make a great first impression, while people who make a poor first impression seldom have a commanding presence. Although no one gets a second chance to make a first impression, even those who lack a traditional commanding presence have the capability to improve the way they make a first impression. In an effort to develop EQ, leaders must look for surrogates where natural traits are lacking.

Emotional awareness and control. Closely akin to understanding whether one's presence among others is accompanied by emotional self-awareness is the ability to control one's emotions. Emotional intelligence and social intelligence are very closely related concepts and are combined in this quadrant. Social intelligence consists of social perceptiveness and behavioral flexibility, with the perceptual portion indicating empathy, social sensitivity and a sense of group processes (Yukl, 2006). Behavioral flexibility is facilitated by self-monitoring and the ability to vary one's behavior to accommodate the situation. Self-monitoring, empathy, social sensitivity and adaptation are very similar to the emotional intelligence constructs of self-awareness, awareness of others, and application of emotional wisdom to varying situations. Thus, combining awareness and control with self and social awareness makes sense.

Sensing others' emotions. Leaders must look and listen closely for emotional cues in what people say and do. High-EQ leaders continually scan what is going on in their environment and seek more information by asking questions. They use higher than average levels of thinking to pull together what is really going on with people and their emotions. Leaders with high-EQs know whom, when, and how to ask. Emotion-sensing includes empathy, caring, and compassion (Gardner, 1975), but desired outcomes seldom occur when the leader or manager fails to take notice of others emotions in the first place.

Entrepreneurial innovativeness. A final natural strength is entrepreneurial innovativeness. This is a trait that many leaders lack because there is an emotional side to being innovative in a unique and risky way (Zimmerer & Scarborough, 2005). Some people are better equipped emotionally to step outside their norms and look at things differently. These people can adjust, adapt, or point others in new directions. They have the emotional strength to handle risk. Their emotions will allow them to break the daily grind and start doing things in a new way. Although leadership authors have struggled to label this tendency, it can be called entrepreneurial spirit.

David Kahn is the owner of about 50 Blockbuster stores and numerous other businesses. He exhibits an emotional attachment to entrepreneurial innovativeness. In every product and service, he seeks ways to improve and turn profits. He enthusiastically involves others by sharing new ideas that they can use to succeed (Davis, 1999).

QUADRANT 2: NURTURED EQ STRENGTHS

Emotional maturity. One of the primary EQ strengths is emotional maturity. Because it involves various interrelated factors, emotional maturity is a complex trait that is difficult to measure. It nearly captures the essence of emotional intelligence and is crucial to one knowing their strengths and weaknesses, desiring self-improvement, caring about others, exhibiting self-control and generally having stable emotions (Yukl, 2006). A leader's ability to develop EQ rests in many of the factors attributed to emotional maturity.

Like other types of maturity, emotional maturity is usually developed over time and through experience. It is also the ability to recognize one's emotional maturity level and make necessary adjustments. Leaders with low EQ are often emotionally immature. People want to be led by someone who is at a higher level than they. EQ impacts the way leaders address followers. Leaders must adjust their language and behavior up to their level of leadership.

A 23-year-old preacher presided over a funeral for a young friend who was tragically killed. Controlling his emotions would be difficult, but he wanted to because he had seen other ministers ruin services by losing control of their emotions. High-EQ leaders must control their emotions, even in their early 20s.

Manage emotions by reframing. Managing impulses and reactions by reframing means knowing when and how to challenge someone tactfully, using one's sense of humor, and being enthusiastic about being challenged. Some people challenge everyone on everything, and others rarely challenge anyone. Leaders must take a balanced approach by challenging when necessary or they will be ineffective. Reframing challenges into opportunities for followers to grow will enhance a leader's cause. Everyone must feel

comfortable enough to challenge a leader when it is necessary.

Leaders should not use challenges as the chance to prove that the leader is right. In *The Republic*, Plato argues against the use of argument for competitive purposes. He indicates that it is a sign of immaturity even to the point where he cautions against teaching reasoned argument processes to the youth (Plato, trans. 1956).

Emotionally valuating success. Successful people are emotional about their drive and desire to do the things necessary to be successful. They plan and work for success. They watch and listen for things they can do to improve themselves as leaders and as people whom others will want to follow. Leaders must exude a passion to reach the highest levels in their arena. Yet, success cannot be valued over ethics, the dignity of others, or one's personal well-being. One's emotional attachment to success must be strong, but tempered with a sense of higher calling and purpose that shows consideration for others. Captain Ahab's obsession with the white whale in *Moby Dick* and recent ethical failures in business are examples of the drive for success that becomes a detriment to others.

Cultural astuteness. How leaders express emotion amidst differing cultures is very important. Confidence and pride are good, but being cocky and brash are not. Leaders must be sensitive to the culture-based feelings of others. This does not mean that leaders must possess a complete understanding of other cultures or be a part of them. It simply means that they must seek to understand some fundamentals of other cultures and avoid the unnecessary imposition of foreign standards on others.

National cultures are not the only basis for cultural awareness. Leaders must recognize the cultures and subcultures of various geographic regions, organizations, and groups (Morgan, 2006). It is reasonable to expect that leaders will engage these levels of cultural even more frequently than they will face national cultures. The relationship between leaders and subordinates can vary from culture to culture, regardless of the type of culture. Leaders must recognize the cultural norms of the given context and distinguish differences in customs from differences in right versus wrong behavior (Rachels, 2002). A leader's level of appreciation, appropriate judgment, and action represent a culturally astute EQ.

QUADRANT 3: NATURAL EQ WEAKNESS

Disruptive irrationality. Exhibiting uncontrollable and destructive emotional excitability leads to disruptive or emotional irrationality. Leaders with low-EQ have the opposite effect that a leader should have because they can cause panic in some followers who would otherwise be unconcerned. People lose control when things do not go as planned. The leader who maintains composure when others about him or her are losing theirs is effectively employing EQ.

Football Hall of Fame member John Madden tells an interesting story to indicate the kind of cool some people have that others lack. Madden considered his quarterback Kenny Stabler a great leader with high EQ. Stabler was one of the most successful college and pro quarterbacks of all time. According to Madden, Oakland and Baltimore were just about to start the second overtime in a sudden death divisional playoff game in 1977 when Stabler walked toward Madden between periods. Madden was ranting, raving and waving his arms, as usual, while suggesting numerous plays. He then noticed that Stabler was not watching him, but was intendedly staring into the screaming crowd. Madden screamed, "What are you doing?" Stabler calmly said, "You know what, John?" Madden responded anxiously, "What, what!" Stabler replied, "All these people are really getting their money's worth today." Madden continued to rant. Stabler went back into the game and threw a winning touchdown pass. Madden said of Stabler, "The hotter it got, the cooler he got" (Madden, 1984, pp. 119-120).

Untrustworthiness. People expect their leaders to be trustworthy and problems arise when they are not (Robinson, 1996). Trust implies that people rely on each other to act in the best interest of each other. It also implies that people place themselves in vulnerable positions (Mayer, Davis & Schoorman, 1995), so when a leader is untrustworthy, people are subject to emotional suffering.

Un-adaptable to change. Disruptive emotional reactions to life's insignificant changes show a certain level of genetic propensity for handling change well or not handling it well. People who cannot handle changing toothpastes might not be able to adapt well to a new Enterprise Resource Planning system (ERP). The inability to adapt emotionally to change is a huge factor explaining why about 50% of the ERP implementations fail (Cortada & Hargraves, 1999; Jacobs & Whybark, 2000). It is one of the contributing factors that determine why many cannot lead others through change. If the leader cannot emotionally handle the change, then he or she cannot expect the followers to adapt.

Emotional laziness. Some people have trouble getting excited about anything and thus lack the motivation needed to appropriately accomplish their tasks. This phenomenon is emotional laziness and a common EQ weakness. Low-EQ leaders fail to generate the enthusiasm needed to lead a charge. When emotionally lazy leaders try to persuade their followers to go forward, the process is subject to failure because the followers are looking for emotional strength from the leader.

The board of trustees of a small college was in the closing phase of a particularly discouraging two-day meeting. The last agenda item was an address from the president of the institution. He was as discouraged and as emotionally drained as the 30 board members. Yet as he stood to speak, his energy increased noticeably. He stood tall, purposely put his shoulders back, held his head high and delivered the most energizing speech in the college's recent history. High-EQ leaders exhibit energy when the followers need it most.

QUADRANT 4: NURTURED EQ WEAKNESSES

Conflict and change avoidance. Since people do not like conflict, they tend to avoid it and never learn how to handle it. Thus, conflict and change avoidance are common contributors to low-EQ. In contrast, high-EQ leaders know that conflict must be addressed as soon as possible so that situations do not escalate or deteriorate. The inability to properly and promptly address conflict is similar to change avoidance. In both cases the uncertainty of the outcome delays emotional and proper action. Leaders must appropriately address change and conflict.

Cultural unawareness. Without an awareness of global cultures, few leaders will succeed in the enterprises of the future. High-EQ requires one to be aware of cultural issues in their area of operations and how those issues impact their own and others' emotions. The diverse cultures in the current workforce dictate that a firm need not be engaged in international operations in order for leaders to assign importance to cultural awareness.

Emotionally avoid persuasion. The art of persuasion is required for effective leadership. Good ideas are not enough. Low-EQ leaders fail to convince their followers that even the best ideas are advantageous to the followers, as well as the organization. Weak leaders do not like to try to convince others that their ideas might be right. The lack of desire or ability to persuade others lowers a leader's EQ.

Blinded emotional attachment. Some people are blinded by emotional attachment and cannot see the positives or negatives of others. This blindness can involve emotions like hate or love and disliking or liking, and the effect can be devastating. The validity of a leader's emotional attachment to followers is important. It can start one way and go another, which suffices if a leader is able to determine the need to change. An example of this is when a leader decides that a subordinate is not useful in a given situation, but fails to change that feeling when the context changes. Leaders must continually reassess their emotional attachments and ground them in situational awareness. Everyone must prove themselves continuously. Leaders must develop the rapport that allows them to be forthright regarding follower performance and changes in context.

APPLYING THE EQ MATRIX THROUGH THE EQ EXERCISE

The EQ Matrix poses a systematic means to both assess EQ and take action to improve it. Using the trait labels in Figure 1 and the descriptions in the previous sections, leaders can assess and improve their EQ by using Figure 2 according to the following three-step process.

1. Determine Current EQ Score: In the corresponding quadrant, the user assigns a +1 for each strength exhibited and a -1 for each weakness. The user then sums all numbers in the matrix to arrive at their current EQ Score and plots it on the EQ Scale using the letter "C" for current.
2. Determine Potential EQ Score: The user adds a +1 to their EQ score for all traits in Quadrant 2 that were not previously assigned a +1. Next the user adds a + 1 to their EQ Score for all traits in Quadrant 4 that were previously assigned a -1. The user plots the new score on the EQ Scale using the letter "P" for potential.
3. Improve EQ Score: The user attempts to improve their current EQ score up to their maximum score by developing Quadrant 2 traits that are not current strengths. In addition, Quadrant 4 weaknesses must be minimized or changed so that they are no longer negative factors.

The 17-point EQ Scale is based upon the 16 traits listed in the EQ Matrix, but as Figure 1 shows, the potential for relevant self-identified traits exists. In such cases the scale can be expanded accordingly; however, self-identified traits should not be substituted for any of the 16 traits listed. A substitution could preclude the recognition of a bonafide weakness and yield a skewed score. The potential for substitutes is discussed in a latter section.

The basic skills of identifying and ultimately using newfound skills for EQ development will serve leaders well, but only with much sustained effort. Leaders must practice in order to improve by focusing upon the development of particular traits and not simply trying to improve their EQ in general.

THE ODD QUADRANTS

Building a high EQ is the result of identifying traits that one knows to be controllable versus traits that are not. Quadrants 1 and 3 comprise natural traits that people are born with and are thought to be beyond one's ability to change or control. Despite that, two possibilities are worth considering. First, there will be portions of some fixed traits that can be changed enough to make a difference. In the case of weaknesses, even though a trait is predominant, there might be situations in which a person is rational, trustworthy, adaptable or enthusiastic.

Second is the idea of surrogates that serve as replacements for the traits people are born with. For example, high-EQ leaders are likely to have a strong internal locus of control (Howell & Avolio, 1993; Miller & Toulouse, 1986), which leads them to seek solutions when faced with difficulties. Although high-EQ leaders do not suffer from numerous weaknesses, they could be lacking some strength that they want to improve upon. In the case where natural traits cannot be significantly altered, high-EQ leaders will develop surrogates to replace absent or deficient traits. One example is a leader's absence of commanding-presence. In this case, improving the leader's ability to create favorable *first impressions* could serve as a surrogate for commanding-presence.

Figure 2. EQ assessment/improvement matrix and scale.
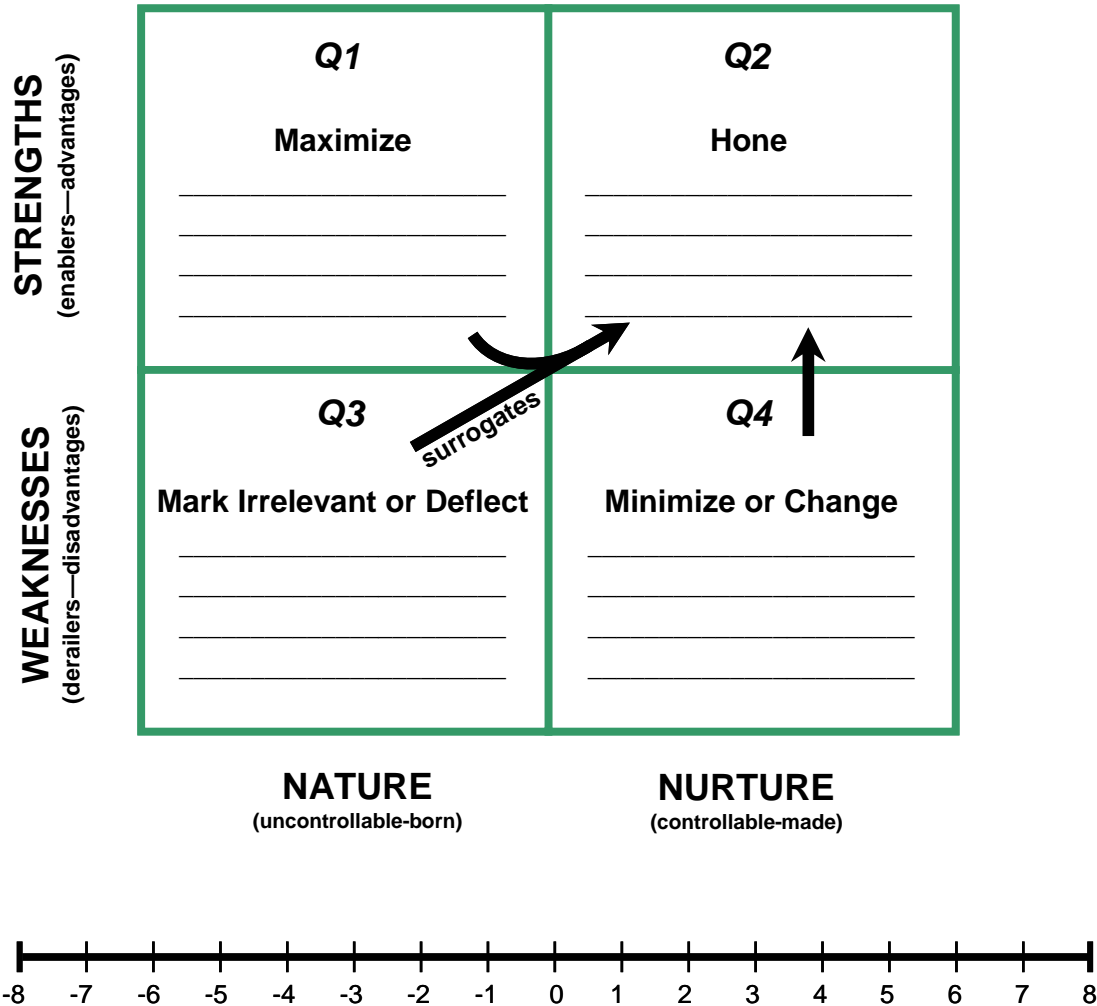
EQ Scale

CAVEATS

As indicated by the Johari Window (Luft & Ingham, 1955), it is unlikely that one's self-assessment will always align with others' perceptions. Therefore, the following four considerations are noteworthy.

1. Others may likely disagree with our assessment of our own strengths and weakness.
2. Others will probably think that more of our traits are controllable than we do.
3. Some people avoid controlling many negative traits that can otherwise be controlled because they view the effort as impractical or they simply lack the will.
4. Most people are more emotional than they appear to others.

The foregoing implies that leaders must compare their assessment with the assessment of trusted others. This is especially important in EQ because seeking feedback captures the essence of a leader's motivation to be concerned with EQ in the first place. Leaders must rectify any discrepancies in order to ensure their perceptions are as close to reality as possible.

EQ MATRIX EXERCISE MATERIALS

After completing a lesson on emotional intelligence, EQ, and the EQ matrix, instructors have at least three options for conducting the EQ Matrix Exercise. Exercise 1 (see Appendix C) is a case scenario concerning two leaders with different emotional make-ups. Participants are asked to assess each leader according to the scenario information using the *Guide Sheet for EQ Attribute Assessment* (see Appendix A) and the *EQ Assessment Form* (see Appendix B). Exercise 2 (see Appendix D) is a self-assessment and Exercise 3 (see Appendix E) is an assessment of others.

EQ CONCLUSIONS

EQ is one of the most malleable of all Leadership Quotients (Service & Arnott, 2006). The EQ Matrix

Exercise can help leaders understand, assess, and modifying their EQ. Not only can it can be improved, EQ is a significant determinant of leadership success. Few efforts will serve a leader better than EQ improvement. EQ is imperative to improving relationships and the general effectiveness of a leader.

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APPENDIX A

Exercise 1: Scenarios

Bill and Bob are assistant managers in a department staffed by 24 employees. Jim manages the department and delegates all operations, support, and strategic planning functions to Bob and Bill. Jim focuses upon external relations and acquiring the resources needed for the department. All three managers have been in the department for approximately seven years together. They are highly respected by the department members and have a healthy respect for each other. The climate and culture of the department are extremely fit and admired by other departments. Both Bob and Bill employ participative management styles and thus work closely with all staff members.

Even though the department is already successful, Bill and Bob continually seek to improve and excel in every area of their endeavors. Ironically, they are polar opposites. Perhaps Jim's genius is found in his assignment of Bill and Bob to appropriate roles.

Bill

When Bill enters the room for a staff meeting, people usually notice by taking their seats and quieting down. Bill sits at the head of the table and always offers a friendly and professionally delivered "good morning" or "good afternoon" ladies and gentleman. He starts his meetings on time and when someone is missing he usually asks in a comical, albeit serious tone, "I wonder what time our one o'clock meeting was supposed to begin." Bill also distributes an agenda and is very good about keeping people on task during his meetings. He often states that it is important to be respectful of people's time. It is evident to the staff when Bill is perturbed by tangential discussions and his reaction is usually abrupt.

He has no difficulty telling individuals that they are wrong, that he disagrees, or that they need to do their "homework" better. Although his comments sometimes "chill" the atmosphere, Bill sustains respect because he is usually well-informed about the issues. On the other hand, a few members have characterized his impatience as near pouting. One employee said, "He's a great man, but he can't expect everybody to be perfect all of the time. He's not always right and sometimes he can be so inflexible." Others have said that "Bill is hard to please and even when we succeed he is not one to celebrate; it's on to the next task. Even at social events he seems to be all business."

Bill's interactions with people around the office are always cordial, but primarily marked with professionalism. When he comes to a person's office it's always about business. He has an open door policy, which he is sincere about, but few people are known to take advantage of it.

Jim assigned Bill the task of developing a long-term strategic plan for the department. His plan was innovative and creative, if not downright brilliant. When he briefed the plan to the department, everyone said, "wow," but that did not mean "buy-in." In this case, little room was left for participation and less for changes to the plan which impacted everyone significantly.

Bob

Bob has a magnanimous smile and personality. As the saying goes, "He lights up the room when he walks in." Bob stops by everyone's office almost daily and rarely talks business. He asks personal questions and wants to know what he can do to help his staff. Job assignments seem irrelevant to him. He often says, "We hire good people and then we let them do their job."

He is beloved by everyone because he makes a person feel like he or she is the most important person there. As with all extremes, occasionally members express some frustration with the lack of guidance Bob offers about job assignments.

Bob's staff meetings are considered less productive, but more enjoyable than Bill's. When Bob comes in the room, no one sits because he usually walks around, shakes everyone's hand, and asks how they are doing. Even though he calls the meetings, he often begins by saying, "Well, what are we here for? Tell me what's going on." All topics are open for discussion and rare criticism comes only in the form light-hearted comedy that is never directed at an individual. Important issues get covered eventually and no one ever feels like they are being put in an awkward position. Everyone leaves Bob's meetings feeling good, but occasionally some feel like valuable time is wasted.

Jim assigned Bob the task of running day-to-day operations. Bob's open-door policy is so popular that it would be reasonable to mount a "take-a-number" dispenser outside his door. Staff members know that he welcomes personal or professional conversations anytime. He often solicits feedback from individuals regarding their feelings, as well as their thoughts about the remainder of the department and how others are feeling.

Although Bob continually seeks to be a better leader and wants the organization to improve, radical innovation and change are not part of his agenda. He likes the incremental changes he sees coming from intrinsically motivated employees. Bob is also known for being proactive in the pursuit of professional development opportunities for his staff. All achievements are cause for celebration and he often personally sponsors department social events.

Your Task

Bob and Bill are already very bright men with high IQs. Given the descriptions above, use the *Guide Sheet for EQ Attribute Assessment* and the *EQ Assessment Form* to score and scale their EQ. How much can they possibly improve and what specific traits or behaviors should they develop? What traits or behaviors should they avoid?

Guide Sheet for EQ Attribute Assessment

Quadrant 1: Natural EQ Strengths
1. *Commanding presence.* Displays attributes others respect. Seems self-aware. Seems confident. Makes a great first impression.
2. *Emotional awareness and control.* Controls emotions. Seems perceptive about the social situation. Seems flexible. Shows empathy and social sensitivity. Pays attention to group processes. Monitors self and is aware of others.
3. *Sensing others' emotions.* Pays attention to others' emotions. Seeks information by asking questions related to others' feelings. Asks the right people at the right time in the right way. Shows empathy, caring, and compassion.
4. *Entrepreneurial innovativeness.* Shows strength or excitement in the face of new ideas and worthwhile risks. Encourages others to assume challenges.

Quadrant 2: Nurtured EQ Strengths
1. *Emotional maturity.* Knows personal strengths and weaknesses. Desires self-improvement. Cares about others. Exhibits self-control and stable emotions. Adapts and behaves according to his or her personal position or context.
2. *Manage emotions by reframing.* Reacts in a reasonable manner and challenges others with tact when necessary. Responds with a sense of humor and is enthusiastic when challenged. Communicates challenges as growth opportunities. Creates an environment in which challenging is comfortable for everyone. Does not use challenge as the chance to prove he or she is correct.
3. *Emotionally valuating success.* Expresses emotion and passion for success. Plans for success. Succeeds on purpose. Seeks opportunities for self and others to succeed. Prioritizes ethics, dignity of others, and personal well-being over success. Shows sense of purpose beyond success.
4. *Cultural astuteness.* Sensitive to culture-based feelings of others. Avoids unnecessary imposition of foreign standards on others. Recognizes work-group sub-cultures, as well as national cultures.

Quadrant 3: Natural EQ Weakness
1. *Disruptive irrationality.* Exhibits uncontrollable and destructive excitability. Causes panic in some followers. Loses control when things do not go as planned.
2. *Untrustworthiness.* Exhibits untrustworthy behavior. Causes followers to feel vulnerable and suspicious of negative outcomes or uncomfortable feelings.
3. *Un-adaptable to change.* Does not handle change well. Cannot emotionally handle change.
4. *Emotional laziness.* Does not show healthy excitement about anything. Unable to encourage others. Unable to generate enthusiasm to motivate others, persuade others, or lead change.
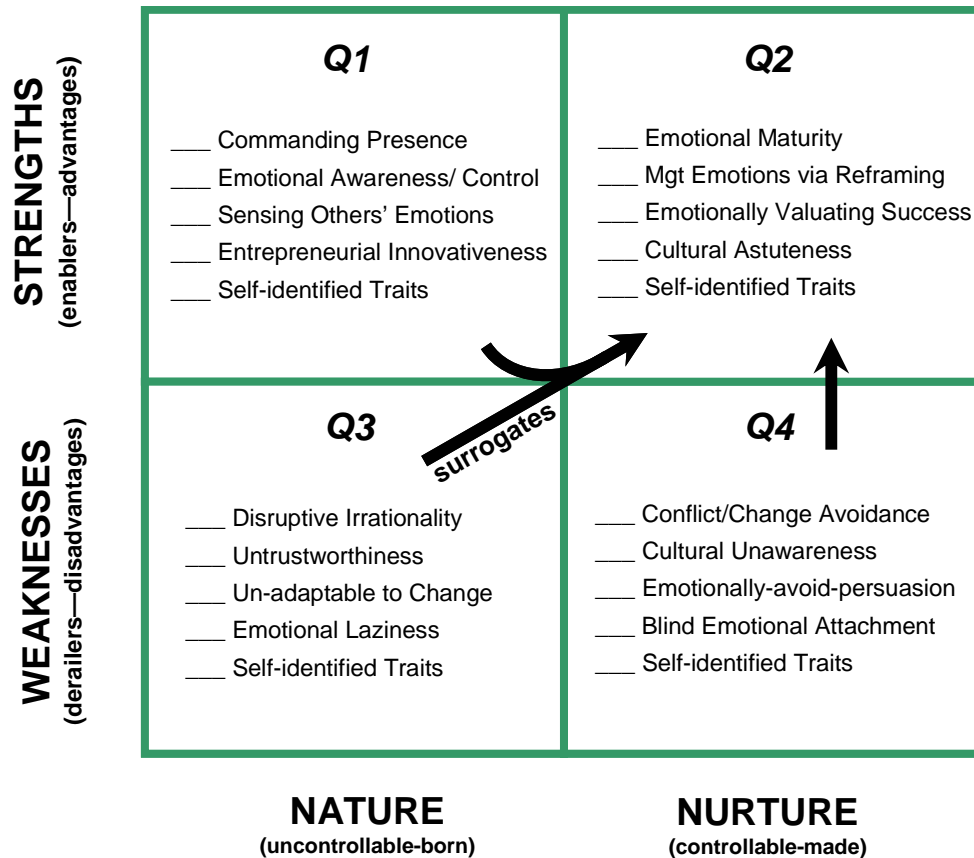

Quadrant 4: Nurtured EQ Weaknesses
1. *Conflict and change avoidance.* Avoids conflict or change. Unable to properly and promptly address conflict or change. Delays emotional response to conflict or change.
2. *Cultural unawareness.* Unaware of global cultures. Unaware of cultural issues in area of operations and the impact of culture on own and others' emotions. Unaware of and unresponsive to diverse cultures in the workforce.
3. *Emotionally avoid persuasion.* Unwilling or unable to convince followers that even his or her best ideas might be right.
4. *Blinded emotional attachment.* Invalid emotional attachment or detachment for particular followers. Fails to properly reassess emotional attachments and ground them in situational awareness. Unable to develop rapport to be forthright regarding follower performance relative to changes in context.

EQ Assessment Form

Directions: Follow the steps below to conduct an EQ Assessment of self, group members, or scenario members, as directed.

Step 1. In each quadrant below, score the subject of your assessment. In Quadrants 1 and 2, assign a +1 for the presence of a trait. In Quadrants 3 and 4, assign a -1 for the presence of a trait.

STRENGTHS (enablers—advantages)	**Q1** ___ Commanding Presence ___ Emotional Awareness/ Control ___ Sensing Others' Emotions ___ Entrepreneurial Innovativeness ___ Self-identified Traits	**Q2** ___ Emotional Maturity ___ Mgt Emotions via Reframing ___ Emotionally Valuating Success ___ Cultural Astuteness ___ Self-identified Traits
WEAKNESSES (derailers—disadvantages)	**Q3** *surrogates* ___ Disruptive Irrationality ___ Untrustworthiness ___ Un-adaptable to Change ___ Emotional Laziness ___ Self-identified Traits	**Q4** ___ Conflict/Change Avoidance ___ Cultural Unawareness ___ Emotionally-avoid-persuasion ___ Blind Emotional Attachment ___ Self-identified Traits
	NATURE (uncontrollable-born)	**NURTURE** (controllable-made)

Step 2. Sum the scores for all quadrants and plot the score on the scale below with a "C" for current.

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├──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┤
-8  -7  -6  -5  -4  -3  -2  -1  0   1   2   3   4   5   6   7   8
```
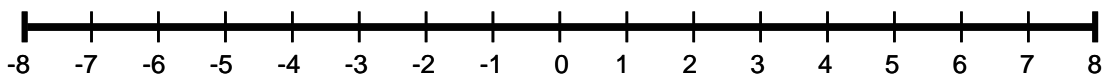
EQ Scale

Step 3. Sum the absolute value of all -1 scores in Quadrant 4 and add to that a 1 for all traits in Quadrant 2 that were not previously assigned +1. Add that total to your Step 2 score in order to determine your potential EQ score and plot that score on the scale with a "P" for potential.

Step 4. List all traits in Quadrant 2 were not scored in Step 1 and those in Quadrant 4 that were scored -1 in Step 1.

_____   _____

_____   _____

_____   _____

_____   _____

Determine which traits are changeable. Subtract 1 from your potential EQ Score for any traits you deem unchangeable to arrive at a realistically achievable EQ score. Plot your realistically achievable score on the EQ Scale with an "A" for achievable.

Step 5. Develop an action plan to increase your EQ by improving realistically changeable traits.

APPENDIX D

Exercise 2: Self-Assessment

Use the *Guide Sheet for EQ Attribute Assessment* and the *EQ Assessment Form* to score and scale your own EQ.

1.   What is your current EQ? _____

2.   What is your potential EQ? _____

3.   What traits or behaviors can you develop to increase your EQ?

4.   What traits or behaviors can you avoid to increase your EQ?

5.   In the case of unchangeable traits, are there any surrogate behaviors that you can develop in order to exceed your potential EQ?

Exercise 3: For Groups – Assessing Others

In the context of a group or group task assigned by your instructor, use the EQ Matrix to score and scale the EQ of each of your group members. Due to the personal nature of the EQ dimensions, the instructor should keep group member inputs anonymous by collecting the *Assessments of Group Members* and recording the scores on the *Group Members' Assessment of You* form for distribution to each member.

Your Assessment of Group Members

	Member 1	*Member 2*	*Member 3*	*Member 4*	*Member 5*	*Member 6*
Current EQ						
Potential EQ						
Traits/Behaviors to develop						
Traits/Behaviors to avoid						

Your Group Members' Assessment of You

	Your Self-Assessment1	*Assessment 1*	*Assessment 2*	*Assessment 3*	*Assessment 4*	*Assessment 5*
Current EQ						
Potential EQ						
Traits/Behaviors to develop						
Traits/Behaviors to avoid						

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1. Do others disagree with your assessment of your own strengths and weakness?

2. Do others think that more of your traits are controllable than you do?

3. Do you avoid controlling many negative traits that others think you can control? If so, do you view the effort as impractical or do you feel that you lack the will?

4. Are you more or less emotional than you appear to others?

5. Are the assessments of others consistent with each other?

6. Did anything surprise you about the assessments of your EQ that were consistent among your group members? Are there traits or behaviors to avoid or develop that you did not identify in yourself?