

SEI EMOTIONAL INTELLIGENCE
ASSESSMENT Workbook

About the SEI and Emotional Intelligence

The scientific definition of emotional intelligence comes from Drs. John Mayer, Peter Salovey, and David Caruso:

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

- Mayer, J. D., Caruso, D., & Salovey, P. (1999). *Emotional intelligence meets traditional standards for an intelligence. Intelligence, 27*, 267-298.

So if emotional intelligence is the ability to perceive, use, understand, and manage emotion, how do you put that intelligence into action? The Six Seconds' Model provides three "pursuits" that will help you do so. There are eight competencies divided between the three areas. The SEI is a self-assessment of your effectiveness in those eight competencies.

As a self-assessment, the SEI report is a reflection of how you answered the questions -- which will change over time. All these competencies are learnable, and all vary depending on what's going on in your life.

The SEI report is a snapshot of this moment in time.

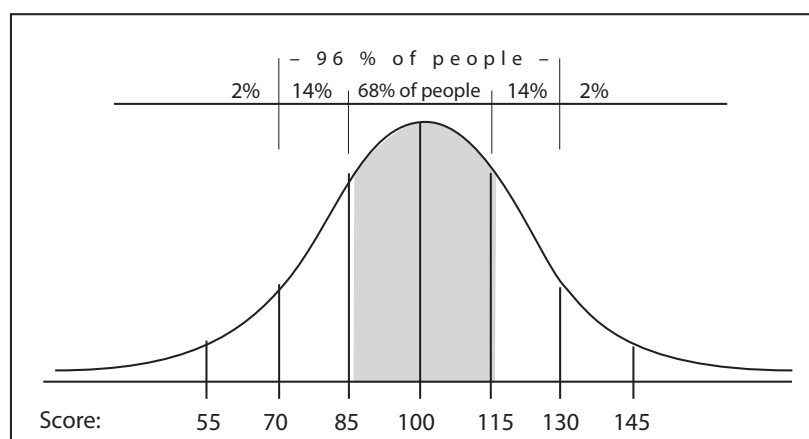
"SEI" (pronounced "say") stands for "Six Seconds Emotional Intelligence" and it means "Six" in Italian. The tool was codeveloped by Six Seconds International and Six Seconds Italia. It has been tested in the US, Europe, and Asia; the psychometric properties of the tool are rigorous -- it is a statistically reliable self-report assessment. The technical manual is available for download from www.6seconds.org/sei/

FYI... EQ is Not:

- Being "too emotional," "nice," or "touchy-feely."
- The opposite of IQ
- 80% of Success
- Personality

A note on the math...

The scores are reported based on a bell curve (along same guidelines used in IQ scores). Most people are close to 100 – the mean – with standard deviation of 15. That means approximately 68% of the population is located between 85 and 115 (one standard deviation above and one standard deviation below the mean). Another 28% of the population is between one and two standard deviations and the remaining 4% are above or below three standard deviations. For the SEI profile, the bell curve is divided into 5 blocks -- and scores are reported as Vulnerable (0-70); Emerging (71-90); Functional (91-110); Skilled (111-130); and Expert (131-150).



Context

The client(s) is(are):	
The people who will see the data are:	
The purpose of this debriefing is:	
The scope of our work together is:	

Notes:

Awareness

The Six Seconds' Model in Your Words:

Competency	Definition	What does this mean to you?
Enhance Emotional Literacy	Learning to accurately identify and appropriately express feelings.	
Recognize Patterns	Consciously identifying our own habitual reactions.	
Apply Consequential Thinking	Assessing the short and long term costs and benefits of our choices (emotionally as well as tactically).	
Navigate Emotions	Managing feelings to access the wisdom and energy they offer.	
Engage Intrinsic Motivation	Gaining energy from personal values and commitments versus being driven by others.	
Exercise Optimism	Taking a perspective of choice and opportunity.	
Increase Empathy	Recognizing and appropriately responding to others emotions.	
Pursue Noble Goals	Connecting your daily choices with your deep sense of purpose.	

Notes:

Reacting to Feedback

What are your performance-zone scores, and what's your first reaction?

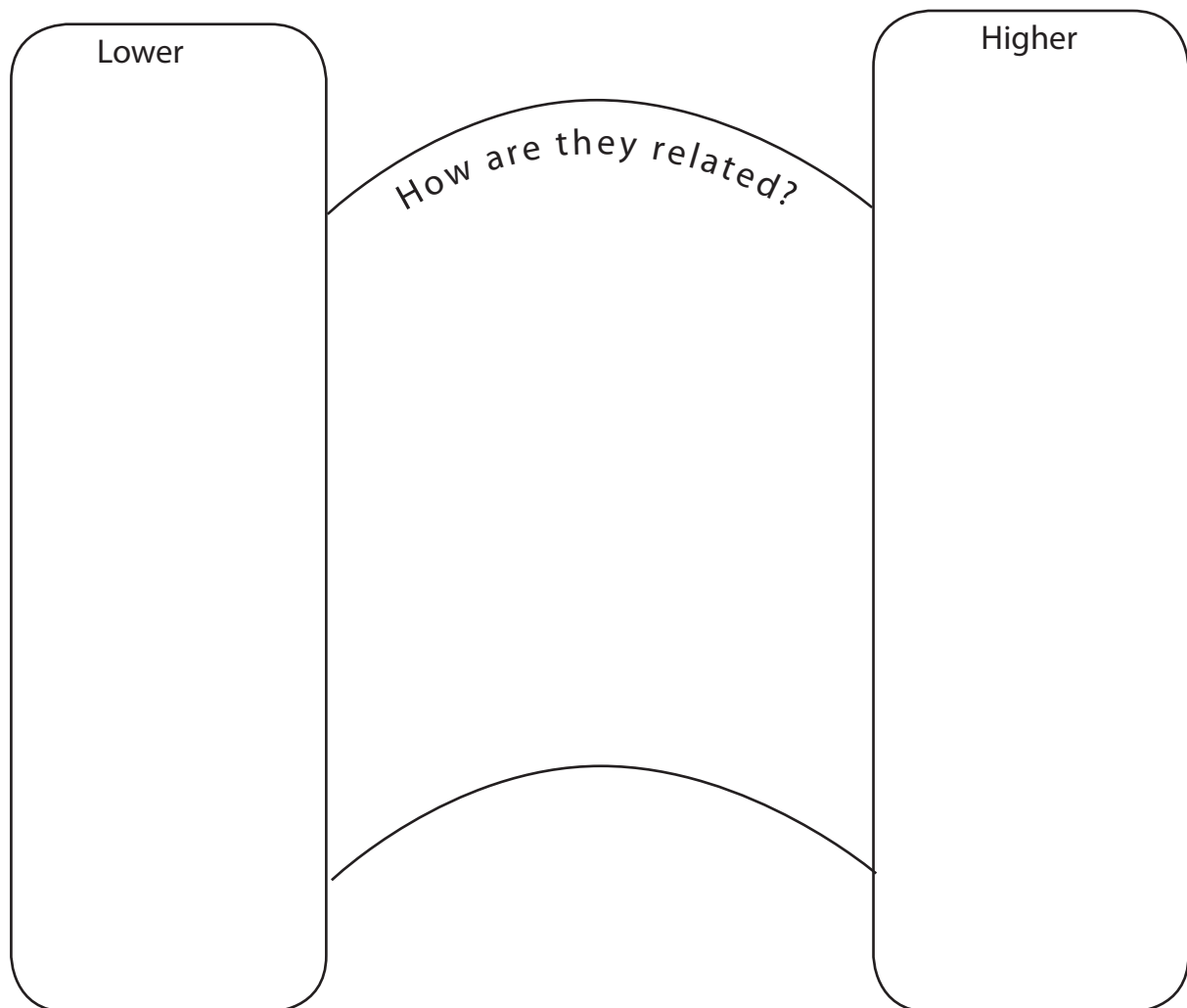
Competency	Circle your score zone	What do you feel and think about these scores?
Enhance Emotional Literacy	Vulnerable Emerging Functional Skilled Expert	
Recognize Patterns	Vulnerable Emerging Functional Skilled Expert	
Apply Consequential Thinking	Vulnerable Emerging Functional Skilled Expert	
Navigate Emotions	Vulnerable Emerging Functional Skilled Expert	
Engage Intrinsic Motivation	Vulnerable Emerging Functional Skilled Expert	
Exercise Optimism	Vulnerable Emerging Functional Skilled Expert	
Increase Empathy	Vulnerable Emerging Functional Skilled Expert	
Pursue Noble Goals	Vulnerable Emerging Functional Skilled Expert	

Notes:

Looking for Connections

Often higher scoring and lower scoring areas are related. For example, one could compensate for another, they could have the same source, or they could be two aspects of one central area.

Identify some lower scoring and some higher scoring areas and note down connections.



Cause and Effect

Choose two higher scoring and two lower scoring areas. For each, identify 3-4 of the ways you act out this level of competence (in My Behaviors). Then identify the impact – how is it affecting the results you are achieving in your work or life?

Higher:	Effects
My Behaviors	

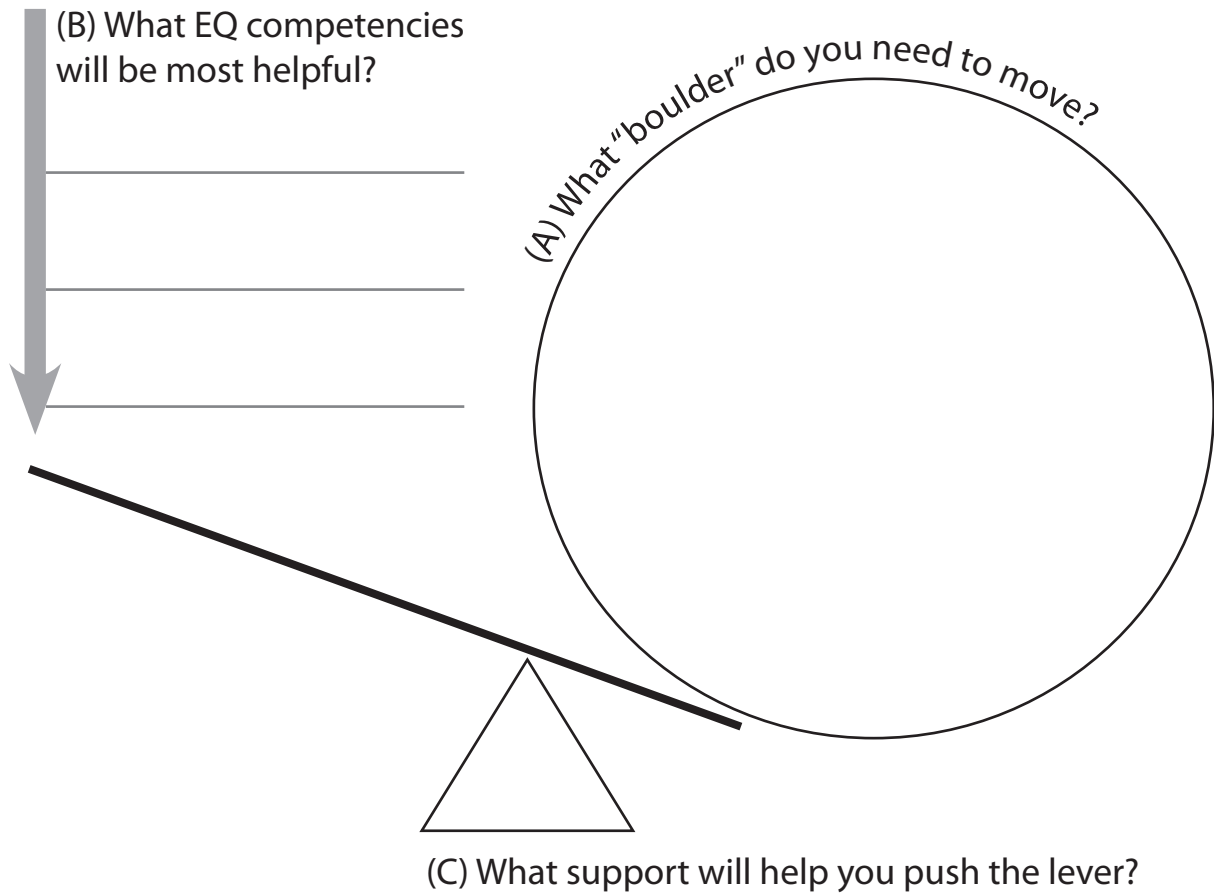
Higher:	Effects
My Behaviors	

My Behaviors	Effects
Lower:	

My Behaviors	Effects
Lower:	

Intention

First identify an outcome – one “boulder to move” in your work or life – one change you would like to achieve. Then consider what EQ competencies would be helpful. Finally consider the support available for you to develop and apply those competencies.

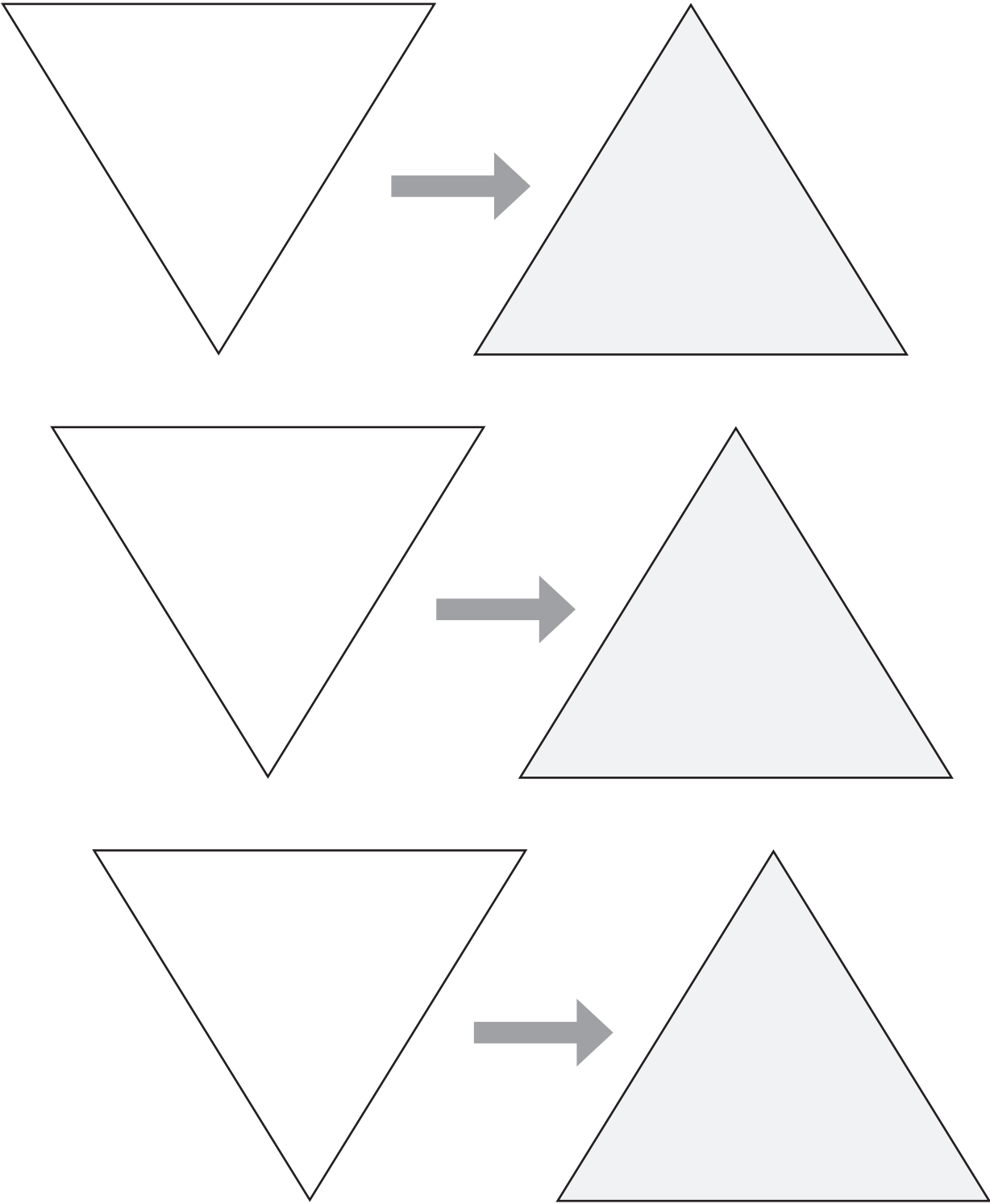


Delta

What are two or three aspects of your work and life that you would like to see change?

Current Situations

Desired Situation(s)



Purpose

Why do you want to make the changes you identified on the previous two pages?

Why does this matter?

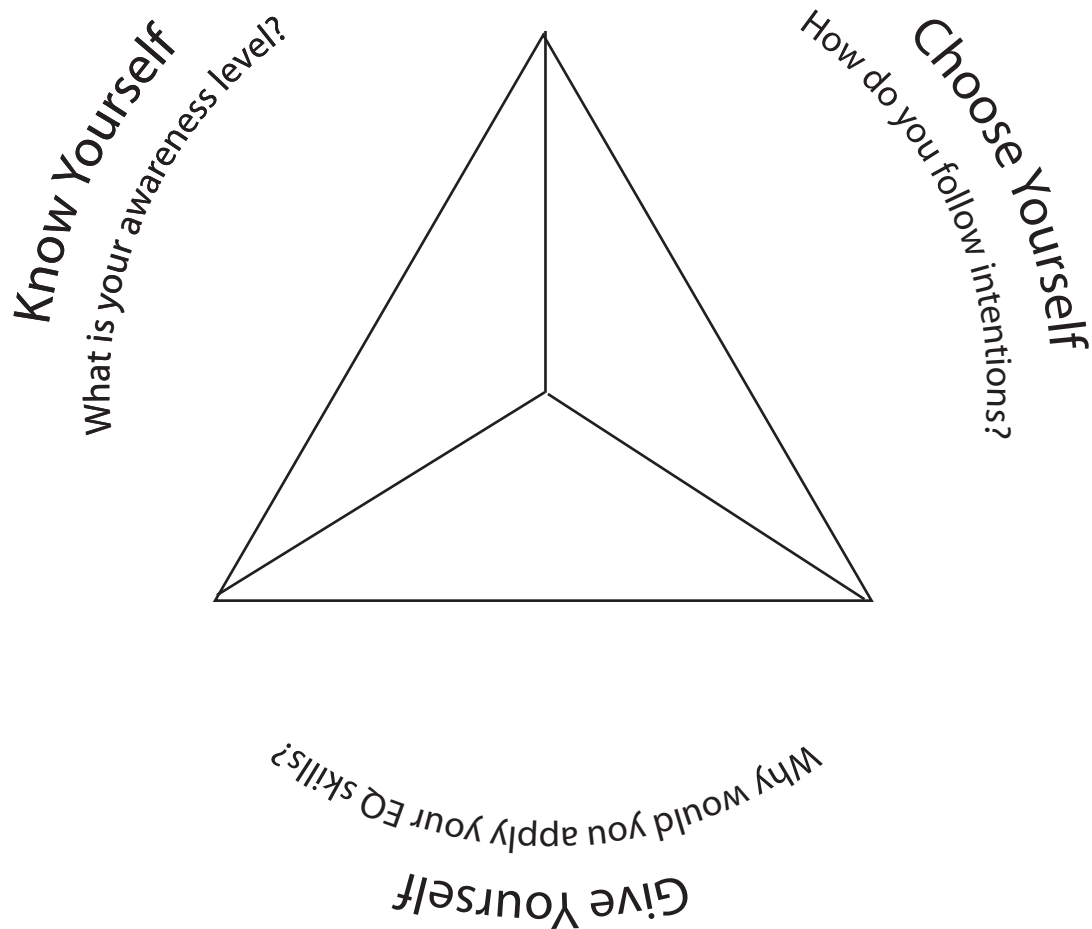
and why does **that** matter?

Notes:

Alignment

Do your actions (what you do), your intentions (how you are doing it), and your purpose (why you are doing it) line up? Wherever they do not, you have an opportunity for growth. Your SEI profile tells you about your strengths in these three areas.

Review your SEI scores and shade in the areas below to indicate relative strength (ie, more shading = greater strength).



Looking at the shaded diagram, what areas of EQ are essential for you to develop or leverage more effectively?

Commitment

What EQ skills are you committed to develop or leverage?

Competence	What would it look like for me to be more effective here?	What will I do in the next 2 weeks?

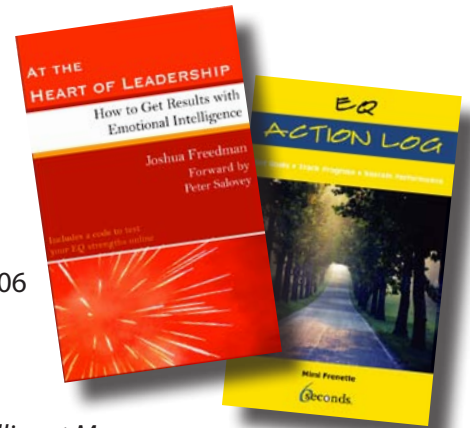
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Further Reading

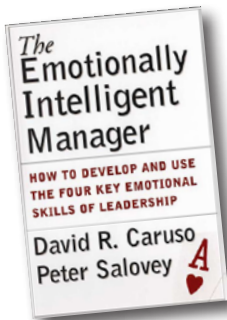
APPLICATION:

Joshua Freedman, *At the Heart of Leadership: How to get results with emotional intelligence* San Francisco: Six Seconds EQ Press, 2007

Mimi Frenette, *EQ Action Log* San Francisco: Six Seconds EQ Press, 2006



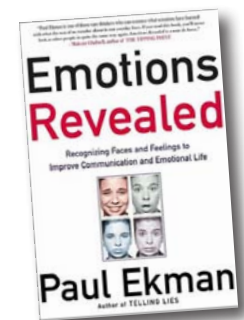
1. KNOW YOURSELF:



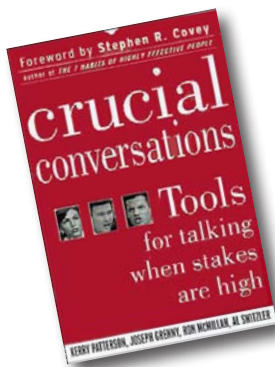
David Caruso and Peter Salovey, *The Emotionally Intelligent Manager: How to Develop and Use the Four Emotional Skills of Leadership* San Francisco: Jossey-Bass, 2004

Paul Ekman, *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life* New York: Henry Holt and Company, 2003

Robert Plutchik, "The Nature of Emotions" *American Scientist* July-August 2001 Vol: 89 Number: 4 Page: 344



2. CHOOSE YOURSELF:



Stephen R. Covey, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change* New York: Fireside, 1989

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, *Crucial Conversations: Tools for Talking When Stakes Are High* New York: McGraw Hill, 2002

Karen Reivich and Andrew Shatte, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles* Broadway Books 2003

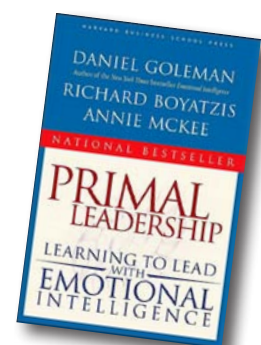
Paul G. Stoltz, *Adversity Quotient: Turning Obstacles into Opportunities* John Wiley & Sons 1997

3. GIVE YOURSELF:

Marcus Buckingham, *The One Thing You Need To Know: About Great Managing, Great Leading, and Sustained Individual Success* New York: Free Press, 2005

Stephen R. Covey, *The 8th Habit: From Effectiveness to Greatness* New York: Free Press, 2004

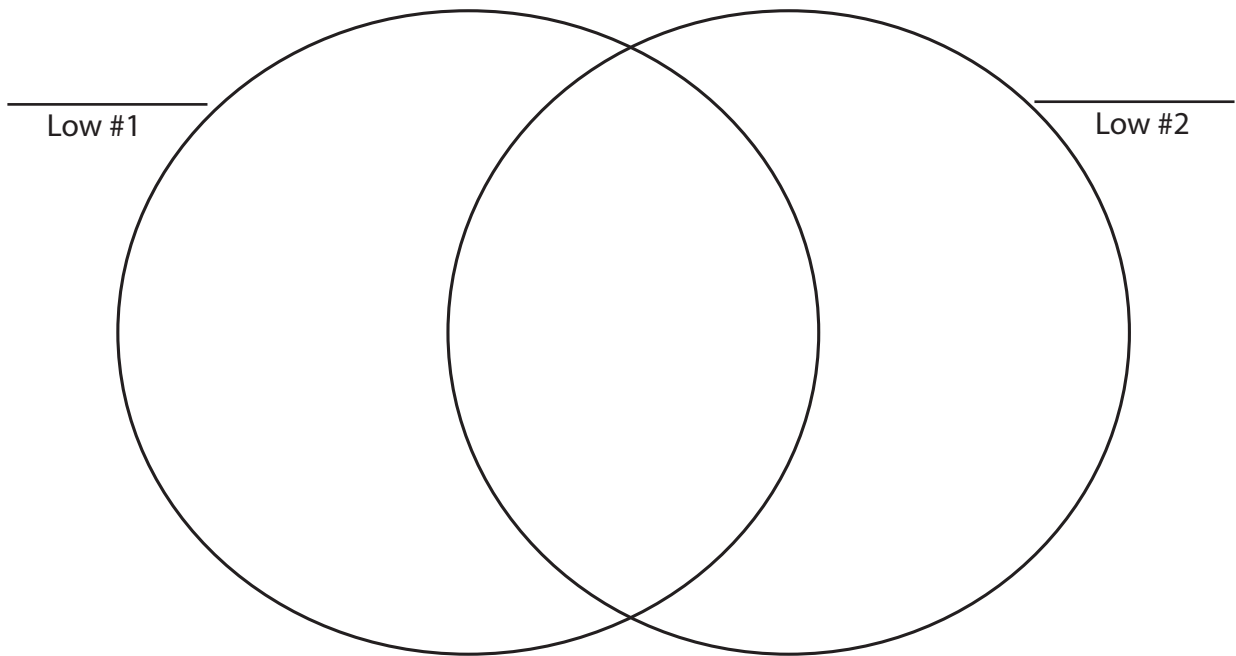
Daniel Goleman, Richard Boyatzis, Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence* Boston: Harvard Business School Publishing, 2002



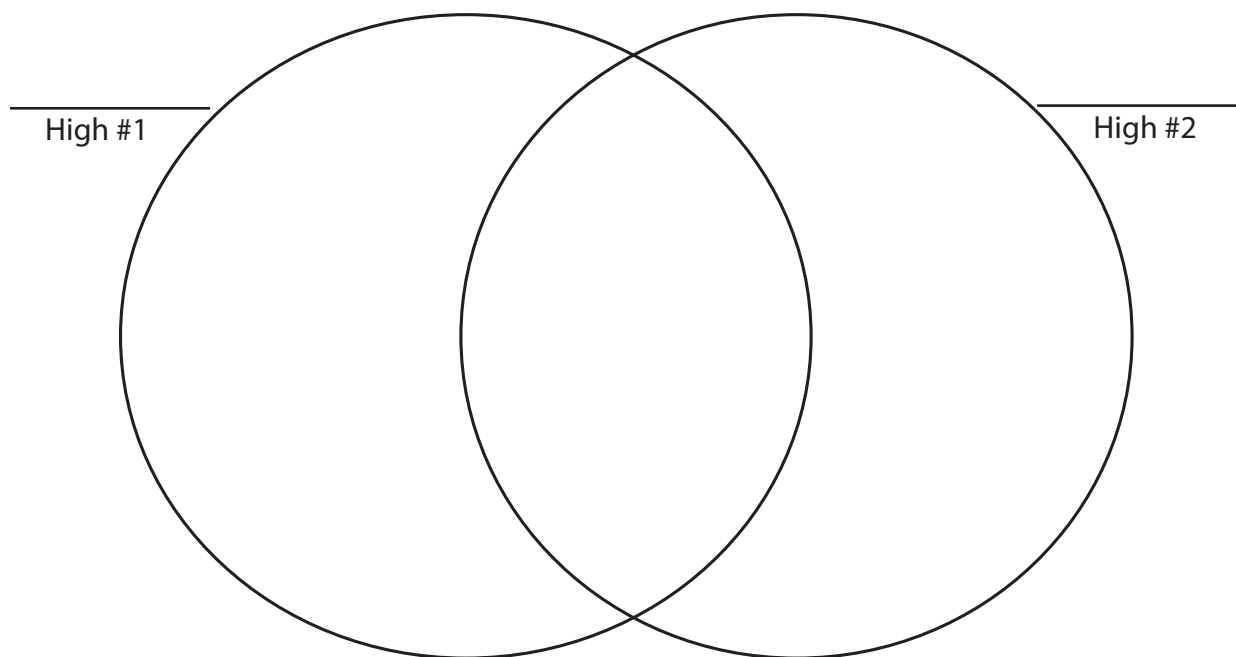
Martin E. P. Seligman, *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment* New York: Free Press, 2002

Further Reflection

a) Compare and contrast. Place your two lowest scoring competencies on this Venn Diagram to compare and contrast. Give evidence or hypothesize one or more reasons for each. What overlaps, what is unique?



b) Repeat for your two highest scoring competencies.



Get an Ally

Identify an "EQ Ally" within your community with whom you will collaborate to increase emotional intelligence.

Who is your ally?

Every 3 weeks, start a new line of this chart by setting a goal (what EQ skill to practice) and an action (how you will practice it). After each 3 weeks, score yourselves on your successful follow through then pick your new goal.

Start Date	Ally		Me		Success Score
	Goal	Action	Goal	Action	



Six Seconds supports people to create positive change by harnessing the power and wisdom of feelings

www.6seconds.org