

# 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/](http://www.6seconds.org/sei/)

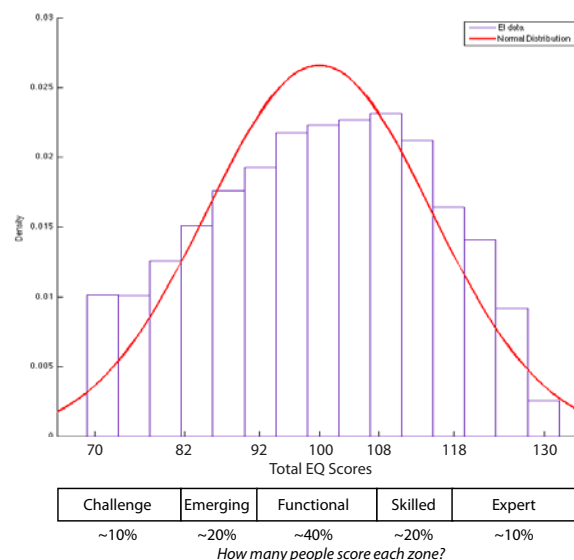
## FYI... EQ is Not:

- **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. On the SEI, there are five "performance zones" from Challenge to Expert. When you answered the questionnaire, your answers were compared to over 75,000 other answers - a group called the "norm."

Approximately 40% of the norm group scores in the Functional zone, in the middle. Your scores are in that zone are like most people's. If your scores were a little below the middle, you'll see bars in the Emerging or even Challenge areas. If your scores are above the average, the bars will be in the Skilled or even Expert areas.



## 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? |
|-------------------------------------|--|-----------------------------|
| <b>Enhance Emotional Literacy</b>   | Learning to accurately identify and appropriately express feelings.                                      |                             |
| <b>Recognize Patterns</b>           | Consciously identifying our own habitual reactions.  |                             |
| <b>Apply Consequential Thinking</b> | Assessing the short and long term costs and benefits of our choices (emotionally as well as tactically). |                             |
| <b>Navigate Emotions</b>            | Managing feelings to access the wisdom and energy they offer.  |                             |
| <b>Engage Intrinsic Motivation</b>  | Gaining energy from personal values and commitments versus being driven by others.                       |                             |
| <b>Exercise Optimism</b>            | Taking a perspective of choice and opportunity.  |                             |
| <b>Increase Empathy</b>             | Recognizing and appropriately responding to others emotions.   |                             |
| <b>Pursue Noble Goals</b>           | 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?

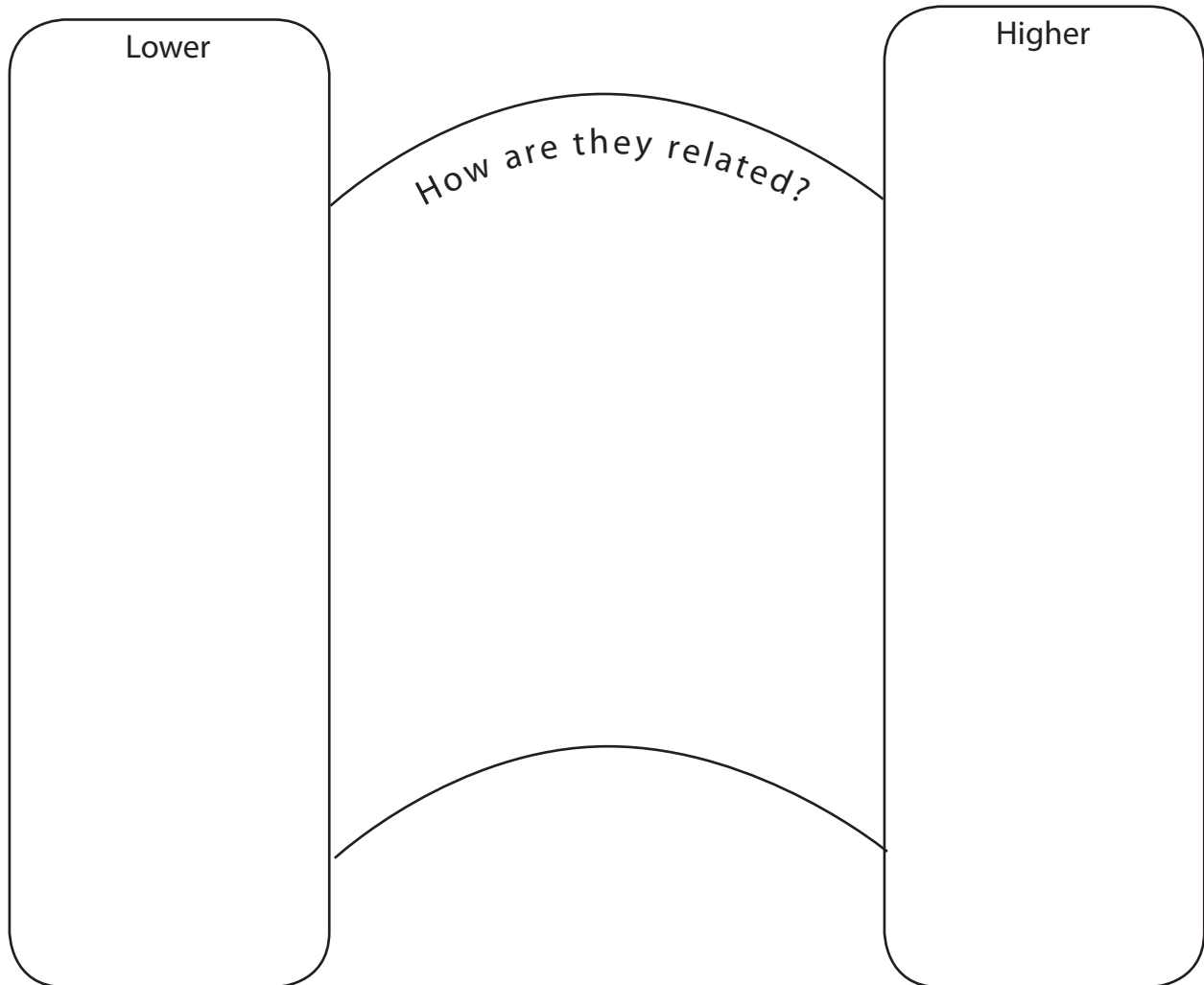
| Competency                          | Circle your score zone                                       | What do you feel and think about these scores? |
|-------------------------------------|--|--|
| <b>Enhance Emotional Literacy</b>   | Challenge    Emerging<br>Functional<br>Skilled        Expert |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

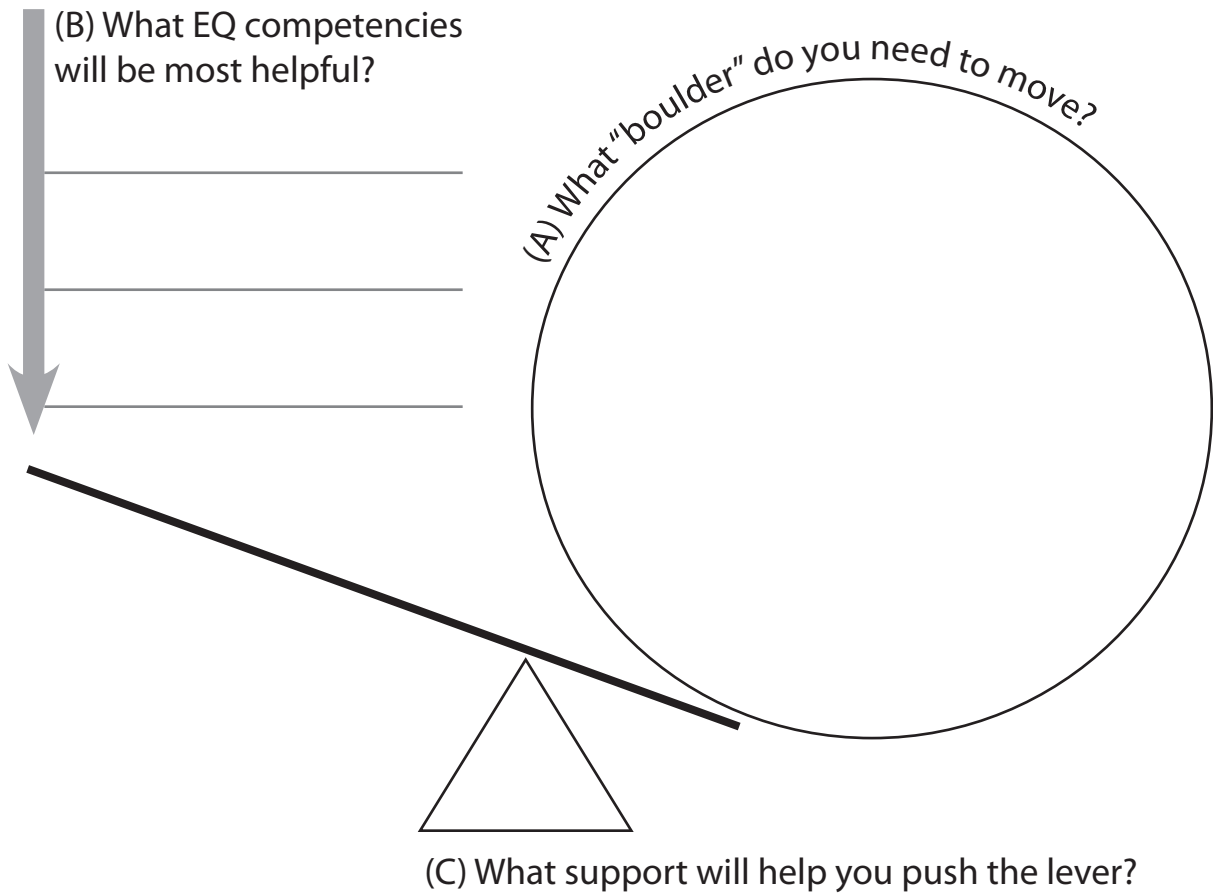
|              |         |
|--------------|---------|
| Higher:      | Effects |
| My Behaviors |         |

|              |         |
|--------------|---------|
| 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.



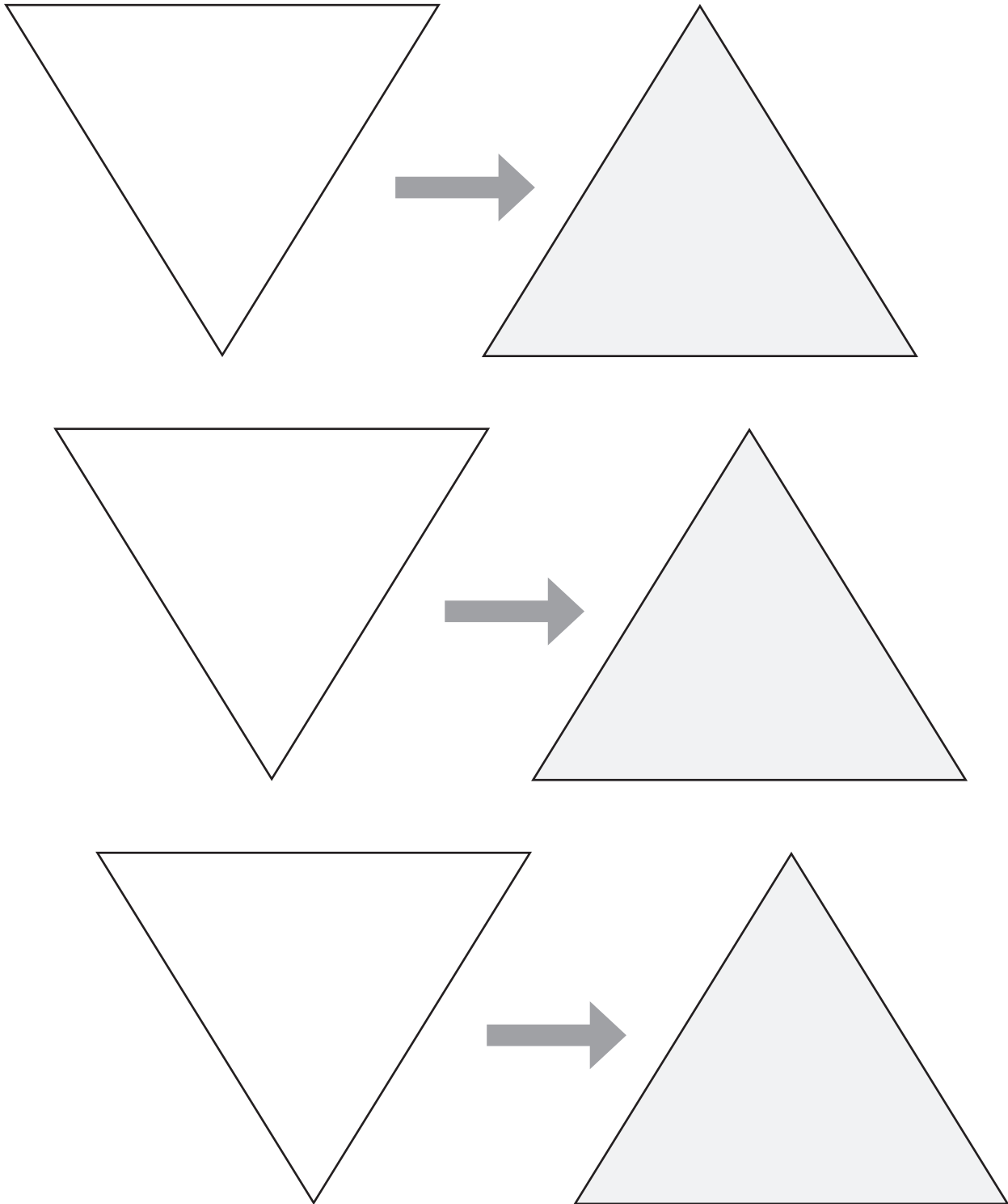


# Delta

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?

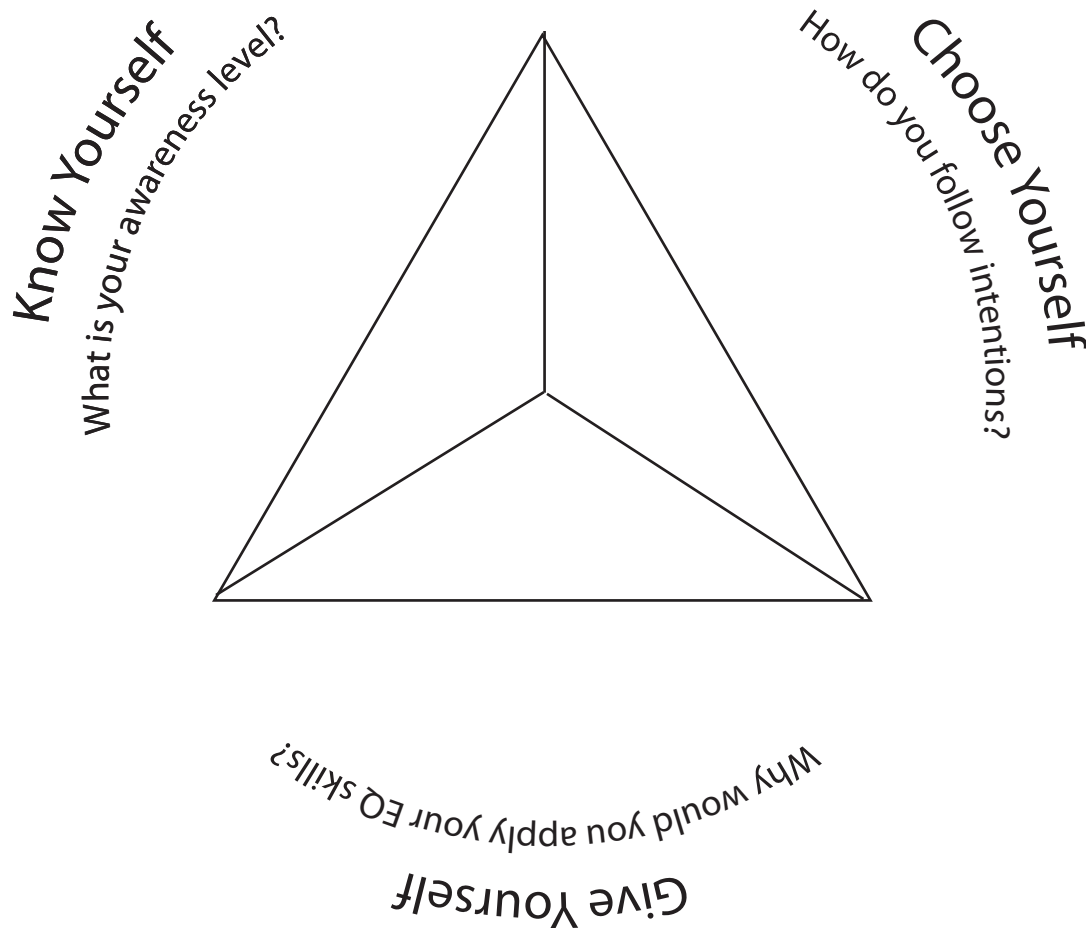
and why does **that** matter?

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? |
|------------|---|-------------------------------------|
|            |   |                                     |
|            |   |                                     |
|            |   |                                     |
|            |   |                                     |
|            |   |                                     |

Notes:

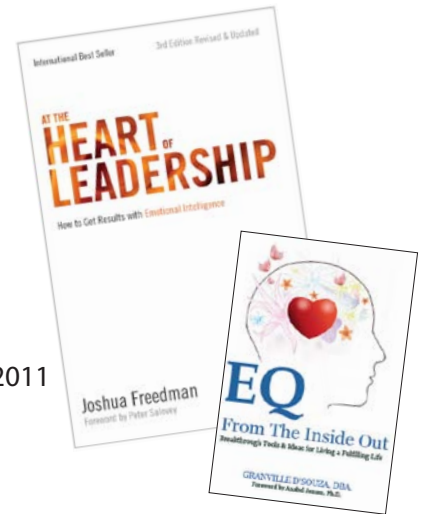
## Further Reading

Joshua Freedman, *At the Heart of Leadership: How to get results with emotional intelligence Third Edition*, Six Seconds EQ Press 2012



Joshua Freedman and Massimiliano Ghini, *INSIDE CHANGE: Transforming Your Organization with Emotional Intelligence*, Six Seconds EQ Press 2010

Granville D'Souza, *EQ From the Inside Out* Six Seconds EQ Press 2011

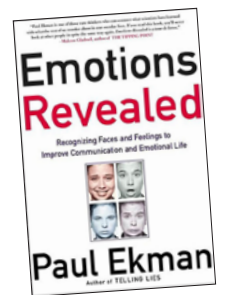
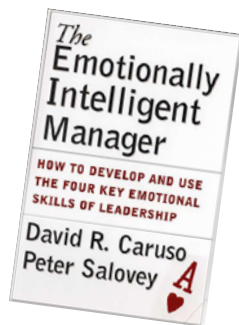


### KNOW YOURSELF:

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

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

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



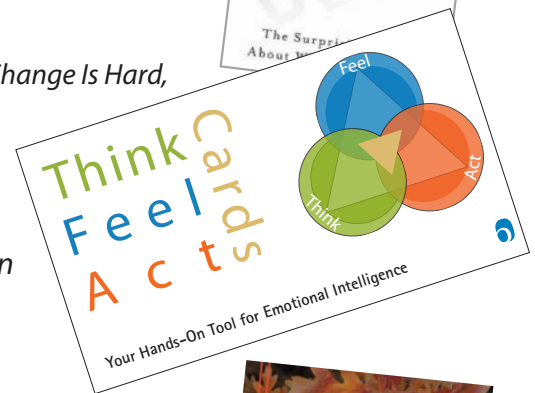
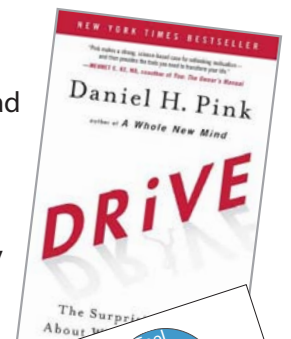
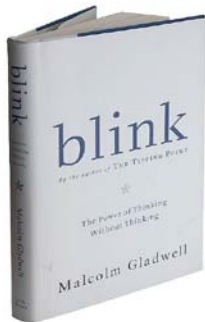
### CHOOSE YOURSELF:

Daniel Pink, *DRIVE: The Surprising Truth About What Motivates Us*, Riverhead 2009

Six Seconds, *Think Feel Act Cards*, Six Seconds EQ Press 2010

Malcolm Gladwell, *Blink: The Power of Thinking Without Thinking*, Back Bay Books 2007

Chip & Dan Heath, *Switch: How to Change Things When Change Is Hard*, Broadway Business 2010



### GIVE YOURSELF:

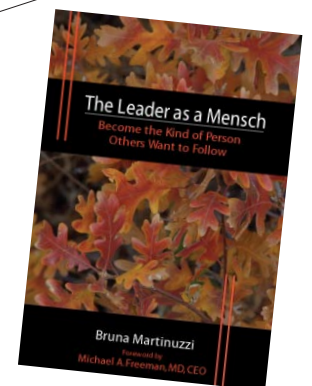
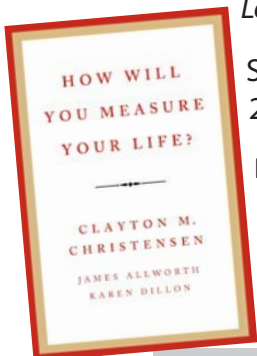
Bruna Martinuzzi, *The Leader as a Mensch: Become the Kind of Person Others Want to Follow*, Six Seconds EQ Press 2009

Bill George and Peter Sims, *True North: Discover Your Authentic Leadership*, Jossey-Bass 2007

Stephen R. Covey, *The 8<sup>th</sup> Habit: From Effectiveness to Greatness*, Free Press 2004

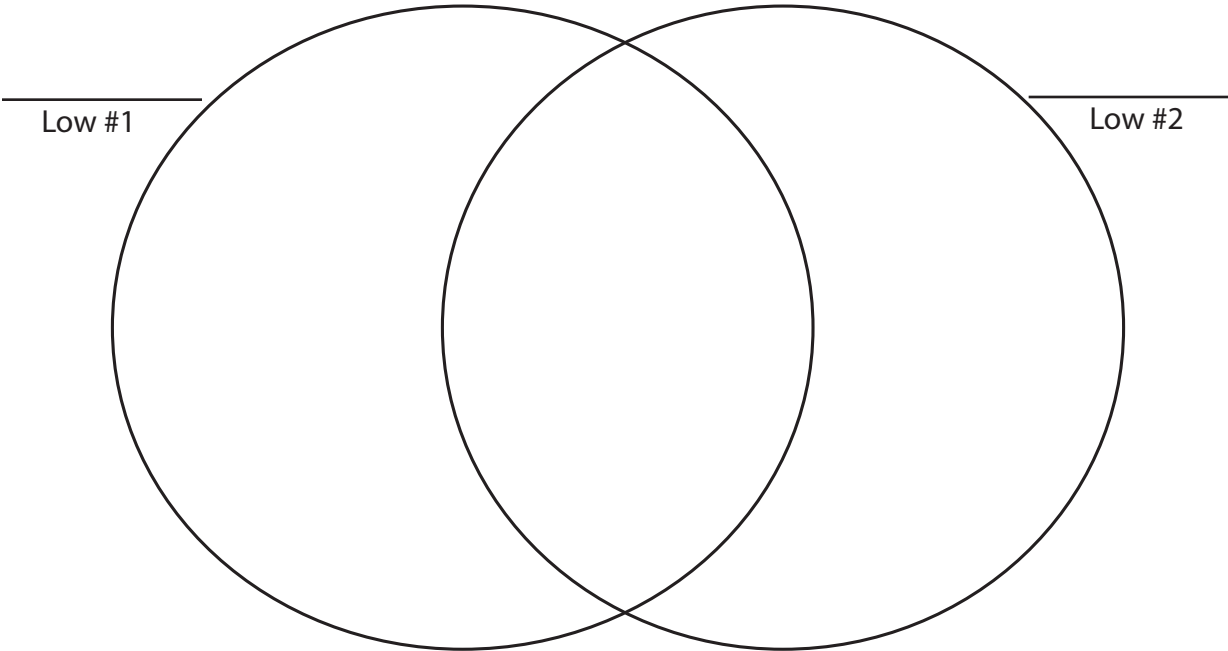
Daniel Goleman, Richard Boyatzis, Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*, Harvard Business School Publishing 2002

Clayton M. Christensen, James Allworth & Karen Dillon, *How Will You Measure Your Life?* HarperBusiness 2012

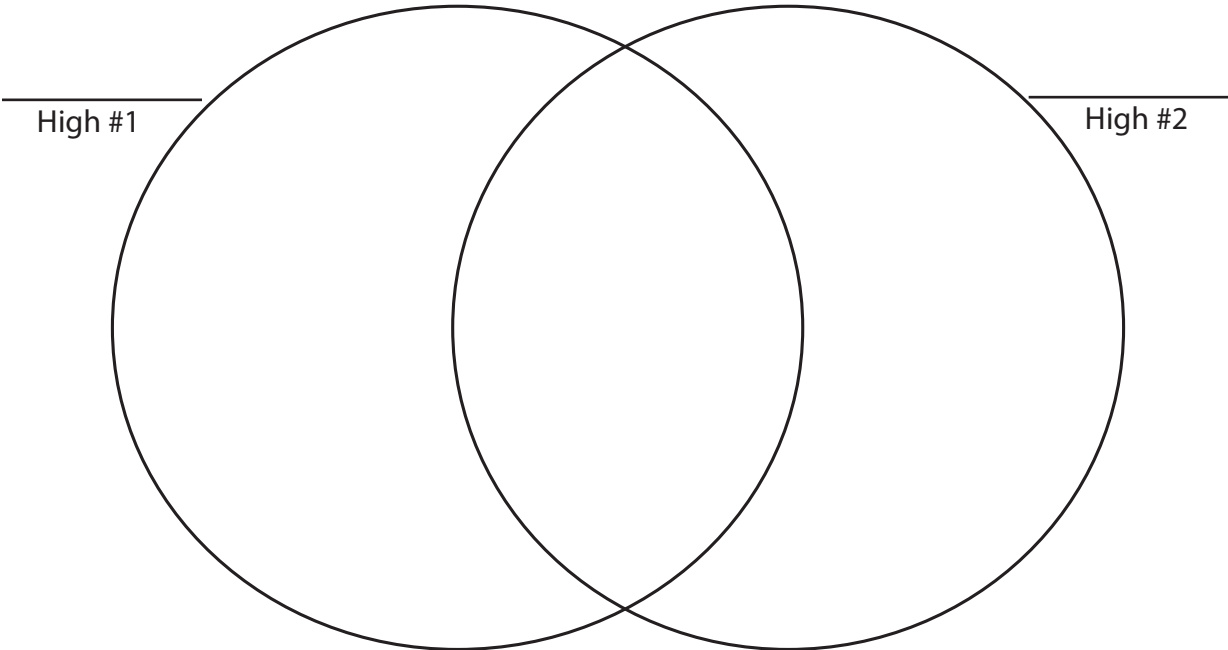


# Further Reflection

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](http://www.6seconds.org)