

EMOTIONAL INTELLIGENCE QUOTIENT (EQ)

Emotional intelligence includes self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness.

1. You are on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
 - a) Continue to read your book or magazine, or watch the movie, paying little attention to the turbulence.
 - b) Become vigilant for an emergency, carefully monitoring the flight attendants and reading the emergency instructions card.
 - c) A little of both a and b.
 - d) Not sure—never noticed.

2. You have taken a group of 4—year—olds to the park, and one of them starts crying because the others will not play with him. What do you do?

a) Stay out of it—let the kids deal with it on their own.

b) Talk to him and help him figure out ways to get the other kids to play with him.

c) Tell him in a kind voice not to cry.

d) Try to distract the crying boy by showing him some other things he could play with.

- 3. Assume you are a college student who had hoped to get an A in a course, but you have just found out you got a C- on the midterm. What do you do?**
- a) Sketch out a specific plan for ways to improve your grade and resolve to follow through on your plans.
 - b) Resolve to do better in the future.
 - c) Tell yourself it really does not matter much how you do in the course, and concentrate instead on other classes where your grades are higher.
 - d) Go to see the professor and try to talk her into giving you a better grade.

- 4. Imagine you are an insurance salesperson calling prospective clients. Fifteen people in a row have hung up on you, and you are getting discouraged. What do you do?**
- a) Call it a day and hope you have better luck tomorrow.
 - b) Assess qualities in yourself that may be undermining your ability to make a sale.
 - c) Try something new in the next call, and keep plugging away.
 - d) Consider another line of work.

- 5. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?**
- a) Ignore it—it is only a joke.
 - b) Call the person into your office for a reprimand.
 - c) Speak on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
 - d) Suggest to the person telling the joke he go through a diversity training program.

- 6. You are trying to calm down a friend who has worked herself up into a fury at a driver in another car who has cut dangerously close in front of her. What do you do?**
- a) Tell her to forget it—she is okay now and it is no big deal.
 - b) Put on one of her favourite tapes and try to distract her.
 - c) Join her in putting down the other driver, as a show of rapport.
 - d) Tell her about a time something like this happened to you and how you felt as mad as she does now, but then you saw the other driver was on the way to a hospital emergency room.

7. You and your best friend have gotten into an argument that has escalated into a shouting match. You are both upset and , in the heat of anger, make personal attacks you do not really mean. What is the best thing to do?

- a) Take a 20-minute break and then continue the discussion.
- b) Just stop the argument—go silent, no matter what your friend says.
- c) Say you are sorry and ask your friend to apologize, too.
- d) Stop for a moment, collect your thoughts, then state your side of the case as precisely as you can.

- 8. You have been assigned to head a group that is trying to come up with a creative solution to a nagging problem at school. What is the first thing you do?**
- a) Draw up an agenda and allot time for discussion of each item so you make the best use of your time together.
 - b) Have people take the time to get to know one another better.
 - c) Begin by asking each person for ideas about how to solve the problem, while the ideas are fresh.
 - d) Start out with a brainstorming session, encouraging everyone to say whatever comes to mind, no matter how wild.

- 9. Your 3—year—old sister is extremely timid, and has been hypersensitive about—and a bit fearful of—new places and people virtually since she was born. What do you do?**
- a) Accept that she has a shy temperament and think of ways to shelter her from situations that would upset her.
 - b) Suggest that a parent/guardian take her to a child psychiatrist for help.
 - c) Purposely expose her to lots of new people and places so she can get over her fear.
 - d) With a parent/guardian, engineer an ongoing series of challenging but manageable experiences that will teach her she can handle new people and places.

- 10.** You have been wanting to get back to learning to play a musical instrument you tried in childhood, and now, just for fun, you have finally gotten around to starting. You want to make the most effective use of your time. What do you do?
- a) Hold yourself to a strict practice time each day.
 - b) Choose pieces that stretch your abilities a bit.
 - c) Practice only when you are really in the mood.
 - d) Pick pieces that are far beyond your ability, but that you can master with diligent effort.

1. Anything but D—that answer reflects a lack of awareness on your habitual responses under stress.

A = 20, B = 20, C = 20, D = 0

2. B is best. An emotionally intelligent person uses moments of upset as opportunities to act as emotional coach, helping a person to understand what made him or her upset, what the person is feeling, and alternatives he or she can try.

A = 0, B = 20, C = 0, D = 0

3. A. One mark of self- motivation is being able to formulate a plan for overcoming obstacles and frustrations and follow through on it.

A = 20, B = 0, C = 0, D = 0

4. C. Optimism, a mark of emotional intelligence, leads people to see setbacks as challenges to learn from, and to persist, trying out new approaches rather than giving up, blaming themselves, or getting demoralized.

A = 0, B = 0, C = 20, D = 0

5. C. The most effective way to create an atmosphere that welcomes diversity is to make clear in public that the social norms of your organization do not tolerate such expressions. Instead of trying to change prejudices (a much harder task), keep people from acting on them.

A = 0, B = 0, C = 20, D = 0

6. D. Data on rage and how to calm it
show the effectiveness of distracting the
angry person from the focus of her rage,
empathizing with her feelings and
perspective, and suggesting a less anger-
provoking way of seeing the situation.

A = 0, B = 5, C = 5, D = 20

7. A. Take a break of 20 minutes or more. It takes at least that long to clear the body of the physiological arousal of anger—which distorts your perception and makes you more likely to launch damaging personal attacks. After cooling down you will be more likely to have a fruitful discussion.

A = 20, B = 0, C = 0, D = 0

8. B. Creative groups work at their peak when rapport, harmony, and comfort levels are highest—then people are freer to make their best contribution.

$A = 0, B = 20, C = 0, D = 0$

9. D. Children born with a timid temperament can often become more outgoing if a parent/guardian and sibling arrange an ongoing series of manageable challenges to their shyness. A = 0, B = 5, C = 0, D = 20

10. B. By giving yourself moderate challenges, you are most likely to get into the state of flow, which is both pleasurable and where people learn and perform at their best. **A = 0, B = 20, C = 0, D = 0**

What Your EQ Means

- 200—Highest score
- 175
- 150
- 125
- 100—Average
- 75
- 50
- 25
- 0—Best to try again another time

If you have a highly developed EQ, you would be able to excel in your work life. You would be able to make decisions that could be applied in a practical and realistic way to workplace problems. Setbacks would be seen as challenges that you could overcome with strategic planning. Your people skills would make you a good team player and supervisor. Your ability to control your emotions would also serve you well in your dealings with co-workers. Because you would be goal-oriented, you would be able to plan and succeed at whatever you wanted to accomplish.