

The Impact of the EQ360 Assessment on EQ Growth

Background

Emotional intelligence (EQ), sometimes phrased as emotional intelligence quotient (EI or EQ), is an individual's ability to understand and manage the emotions and behaviors of themselves and othersⁱ. Unlike the Intelligence Quotient (IQ), EQ is an ability that can be developed through education, training, and coaching. STRUT Learning is an emotional intelligence technology company that leverages machine learning and artificial intelligence technologies to drive experiential learning innovationⁱⁱ. STRUT Learning developed an accessible and reliable digital emotional intelligence assessment called the Emotional Intelligence 360° (EQ360). EQ360 was first developed in August 2019 by a team comprised of academic researchers, psychologists, social-emotional learning experts and practitioners, educators, and business executives, aimed at accurately assessing a person's emotional intelligence capabilities from ages 8 to adulthoodⁱⁱⁱ. EQ360, formerly known as SELDA (Social Emotional Learning Diagnostic Assessment), is a strength-based tool that helps users better understand their motivations, emotions, and behaviors. Unlike other EQ assessments, EQ360 does not need facilitators or training for clients to use it; it can be accessed individually by a user online anywhere in the world through a computer, tablet, or smartphone. EQ360 assessment takes about 20 – 30 minutes to complete, and the results are available immediately for direct or longitudinal review. A major benefit of this digital assessment is that a user can retake this reassessment multiple times within a year to help track and compare their development progress within each of the EQ competencies^{iv}. Many leaders like Dan Green are turning from personality assessments to EQ assessments, understanding that personalities are considered relatively fixed after early childhood maturational years, while EQ can be developed, leading to greater awareness, agility, and grit^v. Angela Duckworth and David Scott further revealed that assessment matters a lot; assessing personal qualities other than cognitive ability, like EQ, matters in educational, career, and leadership development^{vi}. This combination of awareness, agility, and grit is the foundation of success. Dr. Travis Bradberry, a leading EQ thought leader, revealed at the World Economic Forum that boosting one's EQ can improve many aspects of a person's life, from mental health to professional development^{vii}.

EQ360 (<https://myeq360.com/>) was developed with individuals, groups, and organizations from the academic and professional world in mind. There are four main versions: business, coach, education, and community. The **business platform** offers executives, managers, and business professionals opportunities to manage and assess their organizations, teams, and individuals for more effective teamwork, situational leadership, agility, and empathy. The **coaching platform** allows coaches to work with clients within small groups or as individuals for professional training, career coaching, and self-development. Meanwhile, the **education platform** allows for principals, district leaders, social-emotional learning (SEL) specialists or school psychologists, educators, and students (child or adult) within specific grades, classes, or as individuals to be evaluated for more significant learning differentiation and intervention. Lastly, the **community version** offers assessments for the general public (adult individuals or parents and their children) interested in self-development^{viii}.

The science behind EQ360 is founded on the three major models of emotional intelligence: 1) Goleman's EQ performance model, 2) Bar-On's EQ competencies model, and 3) Mayer, Salovey, and Caruso's EQ ability model^{ix}. These three EQ models focus on a person's cognitive and non-cognitive competencies and skills. EQ360's EQ hybrid and forward-thinking model consists of six competencies: self-awareness, self-management, social awareness, relationship management, decision-making, and motivation. It is one of the most comprehensive and scientifically supported frameworks. For greater evaluation, each of these primary competencies is subdivided into three sub-competencies for a total of eighteen in all:

- **Self-Awareness** involves three core skills: Emotional Awareness, Self-Perception, and Optimistic Outlook.
- **Self-Management** includes sub-competencies of Internal Regulation, Behavior Control, and Goal Pursuance.
- **Social-Awareness** includes skills such as Resource and Support Recognition, Appreciating Social and Environmental Diversity, and Adaptive Behavior.
- **Relationship Management** includes skills like Communication, Social Engagement, and Interdependence.
- **Decision-Making** includes core skills such as Constructive Thinking, Consequence Evaluation, and Respect for Self and Others.
- **Motivation** involves sub-competencies such as Enthusiasm, Initiative, and Resilience^x.

Exhibit 1 shows the core six components of EQ360 broken down into 18 sub-competencies for a deeper analysis and understanding. **Exhibit 2** further shows effective EQ pathways for development^{xi}. With EQ360, users are advised to assess themselves every six months for optimal development tracking and quarterly if they are experiencing significant change in their personal, professional, or environmental contexts.

While emotional intelligence is an individual's ability to understand, manage, and control emotions and behaviors, social-emotional learning (SEL) is the development process of emotional intelligence in academia. The discussion on EQ started getting attention around 1920 when Edward Thorndike used *social intelligence* in Harper's publication titled *Intelligence and its uses*^{xii}. From 1940, EQ became an academic and psychological focus when David Wechsler recognized the effect of multiple factors on intelligence and stated that intelligence models would be incomplete until all these factors were fully understood^{xiii}. The first mention of *emotional intelligence* is attributed to Michael Beldoch, a Clinical Professor of Psychology in Psychiatry at Cornell University, who coined the term for a 1964 research paper, 'Sensitivity to expression of emotional meaning in three modes of communication'^{xiv}. Subsequently, it appeared in 1966 in a paper by German psychiatrist Hanscarl Leuner titled *Emotional intelligence and emancipation*, published in the psychotherapeutic journal: *Practice of child psychology & child psychiatry*^{xv}. 1990 became an important year for *emotional intelligence* when John Mayer, a professor at the University of New Hampshire, and Peter Salovey at Yale published their landmark article *Emotional Intelligence* in the journal *Imagination, Cognition, and Personality*.^{xvi} Daniel Goleman's book in 1995, '*Emotional Intelligence: Why It Can Matter More Than IQ*' captured the attention of management and lay societies^{xvii}. It became an all-time bestseller and played an all-important role in popularizing the concept. Later, through another landmark book *Social Intelligence – The New Science of Human Relationships* published in 2006, Daniel Goleman led another critical development in the history of emotional intelligence^{xviii}. Since then, EQ has been recognized in all aspects of life, from education to recreation, family life, and work^{xix}.

Growth

The growth of social-emotional learning (SEL) began with the signing of the Elementary and Secondary Education Act into law on April 9th, 1965^{xx}. Professor James Comer created the platform for SEL to begin in the Yale School of Medicine, in its child study center. The Comer School Development Program focused on African-American low-income communities' social and emotional needs. The progressive report spread the approach to New Haven public schools due to their proximity to Yale University. Roger Weissberg and Timothy Shriver, researchers and

educators, established the New Haven Social Development program in 1987. The Collaborative for Academic, Social, and Emotional Learning (CASEL), now the leading SEL research nonprofit, was founded in 1994, and its researchers published *Promoting Social and Emotional Learning: Guidelines for Educators* in 1997. US Congressman Tim Ryan introduced H.R.4626 – Social Emotional Learning for Families Act of 2019 (SELF Act) on October 18th, 2019, in the 116th Congress^{xxi}. The national demand for SEL started growing, led by CASEL; 30 states and the District of Columbia already have statutes and regulations that encourage or require SEL in school education programs. Eight additional states have also included elements of SEL, such as (self-esteem, interpersonal communication, healthy relationships, and mental and emotional health) as part of health education regulations^{xxii}.

As most states issued SEL mandates for inclusion within their education departments, the incorporation of dedicated SEL curricula has increased in schools nationwide. The new focus on the child as a whole necessitated programs to help them better understand themselves, and their behavior, improve their social skills, and help them through conflict. Though the content was available through many education vendors, most SEL curricula were textbook-based, not differentiated by an individual's EQ profile, and required live training and facilitation. However, the measure of SEL growth of each student and individualized instruction was still challenging to accomplish as assessments were rarely used and, if used, were done via paper and pencil at most once a year, and were expensive, providing minimal value as formative, comparative, or summative assessment tools.

STRUT Learning (STRUT) first identified the need for an easy-to-use EQ assessment through a partnership with the Chicago Public Schools. STRUT Learning had collected customer insights from teachers and principals on SEL educational gaps in the classroom and other pain points in teaching SEL, and they discovered that teachers had little information about the level of EQ/ SEL competencies of each student and lacked the tools to measure these competencies efficiently. Though some schools had paper-based testing forms, these tests were not leveraged uniformly across all classrooms and were not used regularly to track growth. The paper assessments were extremely time-consuming to administer and even longer to grade, analyze, and share the results. The administrators' and educators' feedback gave rise to developing the digital EQ360 assessment, which allowed for intervallic reassessments of the students throughout the year to gauge student progress, similar to other standardized assessments. For the educational version of EQ360, our team of experts initially focused on elementary and high school students when they developed their first educational assessment. The lexicon used for the student assessment was developed for the elementary school reading level, and the number of displayed questions was adjusted to one at a time in contrast to the initial version created for adults that displayed six questions per screen. Teacher feedback also highlighted the need for a classroom view to help the teacher see all the students at once and understand the broader needs of their class. The STRUT Learning development team added dashboards to provide a classroom and even a school view with educator/administrator accessibility with greater analytics. With the rise of remote learning due to COVID, STRUT Learning's development team ensured remote viability to accommodate hybrid/remote learning for students. The goal was to leverage EQ360 to help the Chicago Public Schools and Chicago charter school network teachers measure their students' EQ baseline, chart development, and provide recommendations for differentiated SEL programs. As teachers became familiar with EQ360, the next apparent challenge to address was the lack of professional development and educational resources for the teachers of SEL. Most teachers interviewed commented that they needed more instruction and activities on EQ and the associated competencies to teach SEL effectively. This led to STRUT Learning partnering with the Chicago Literacy Alliance and several leading educational nonprofits, including the Chicago Teachers Union Foundation, to focus on teacher SEL learning and development. Together they hosted several EQ Summits (EQuip to Achieve), and STRUT Learning built one of the largest EQ e-learning platforms,

Equip to Achieve (EQ2A), which now hosts over 120 accredited hour-long EQ workshops led by a wide range of national and regional EQ thought leaders, psychologists, performance coaches, academics, and SEL experts^{xxiii}. The workshops in this e-learning platform are categorized based on EQ competencies, and users can select the appropriate topic based on their personal EQ learning plan. STRUT Learning also built several free competency-based EQ resources for use after taking EQ360.

The demand for EQ360 grew organically from its beginnings as an offering from a startup within the local market in Chicago to other cities and states across the US through partnerships with accelerators and mentorship from Amazon, Techstars, gener8tor, and the University of Southern California (USC). More recently, this growth expanded internationally to Asia and then Africa. The demand was encouraging, the test results were statistically significant on all measures, and the visibility grew. Staff capacity grew significantly from two cofounders to over 25 team members in the first two years. These team members comprised entrepreneurs, technologists, designers, SEL experts, and educators who shared the vision of changing people's lives forever by making them 10% happier, more fulfilled, and more resilient. Today, emotional intelligence technology makes learning faster, easier, and healthier. This diverse set of talented individuals, comprised of 50% female and 70% people of color, set out to fulfill their mission of developing EQ/SEL technologies that are accessible, personalized and research-based that can integrate seamlessly across learning environments so that all individuals can maximize their emotional, academic, and career potential.

Impact of Developing Emotional Intelligence

Two main areas where emotional intelligence is taught are during primary and secondary schooling and in adult life within training and professional development programs in the corporate sector. The teaching of EQ in children has manifested as SEL curricula and programs within the education sector, typically led by the teacher within homerooms, social studies, or even a dedicated SEL class. The goal is to develop more emotionally aware and resilient learners. Corporations, who were keenly aware of the impact of emotional intelligence, also adopted EQ and dedicated EQ training resources to develop leaders, managers, and teams to communicate effectively and operate at peak performance. EQ assessments are replacing personality assessments and complementing leadership and communication-related assessments. The human resource departments also leverage EQ assessments, from recruitment to performance management. High EQ is a differentiating factor within leadership and can facilitate innovation, collaboration, and effective ways of working among employees and teams. Furthermore, high EQ in team members results in more frequent communication, greater comradery, and overall job satisfaction^{xxiv}.

Research studies have consistently shown that people with average intelligence quotient (IQ) and high EQ outperformed those with the highest IQ by 70%^{xxv}. These high EQ performers often accelerate their ascension to leadership positions within the corporate sector. Decades of research consistently affirm emotional intelligence as the core factor distinguishing top performers from the crowd. A study by UC Berkley PhDs over 40 years found that EQ was four times more powerful than IQ in predicting who achieved success in their field^{xxvi}. TalentSmart tested emotional intelligence among 33 other significant workplace skills and found that emotional intelligence is the strongest predictor of performance, having an impressive 58% success rate for all professional roles; 90% of top performers were high in emotional intelligence^{xxvii}. In 2015, Columbia University conducted a cost-benefit analysis of SEL/EQ programs, and the result showed an average return of \$11 per \$1 invested. They expanded the research to 6 core SEL/EQ programs, all showing positive investment returns^{xxviii}. TalentSmart highlighted that high-scoring EQ workers earn \$29,000 more than their lower-scoring peers.^{xxix} **Exhibit 3** shows the statistics of EQ-enhanced performance.

Good examples of professions where high emotional intelligence is a desired trait are those that require stakeholder engagement. Careers in consulting or sales require representatives to

understand, connect and communicate well with their customers. For example, sales representatives with high emotional intelligence can establish strong relationships with customers by identifying and responding to their emotions and needs. They can effectively communicate the benefits of their products or services in a way that resonates with the customers and allay their fears and objections to close more sales. Certainly, people leaders in any role or industry can improve their team's ways-of-working and elevate team dynamics and impact through EQ, improving motivation, communication, empathy, culture, and agility.

The disproportionate impact of EQ over IQ on a person's success challenged the long-standing orthodoxy that IQ was the primary driver of success. Decades of research now show that EQ is a critical success factor for excellence. EQ allows individuals to manage their emotional reactions in combination with their rational minds^{xxx}. In truth, it is not a question of IQ or EQ – it is a strong combination of the two that can lead to the most significant outcomes. Within EQ, self and social development are essential to managing and cultivating motivation and emotions and can drive successful behaviors and relationships. **Exhibit 2** shows the path from motivation to responsible decision-making. It starts with internal engagement and desired motivation. Motivation then aligns with an individual's self-awareness, leading to self-development. It is a similar pathway from social awareness to relationship development. The sum of these paths then leads to effective decision-making. This pathway emphasizes internal awareness that leads to internal mindset shifts and manifests into external behaviors.

Emotional intelligence has been proven to have many direct and indirect benefits. It even influences health-related outcomes; it reduces stress by increasing the ability to cope with distress. Research has shown that individuals with lower emotional intelligence are twice as likely to experience anxiety, depression, substance abuse, and suicidal thoughts^{xxxi}. Even after the COVID pandemic, 52% of young people are still concerned with their family's emotional health^{xxxii}. This further cascades as higher stress, anxiety, and depression, leading to increased immune system suppression, creating increased health vulnerability from the common cold to cancer. The efficacy of our immune system is directly linked to our emotional state through neuropeptides^{xxxiii}.

How Do We Measure Emotional Intelligence?

Emotional intelligence is complex to measure and involves a range of competencies related to understanding and managing the emotions of oneself and others, motivations, and social behaviors. They are similar to personality assessments in that most EQ assessments leverage self-reported diagnostics. Additionally, EQ assessments are similar to leadership and behavioral assessments in that use behavior or user selection of actions in scenarios are analyzed. EQ360 is one of the first EQ assessments to leverage a combination of self-report, scenario-based, and third-party reporter frameworks for increased accuracy.

- **Self-Report Questionnaires:** These are the type of survey instrument designed to gather information about a person's attitudes, beliefs, behaviors, and experiences by asking them to report on themselves. For example, in a study on job satisfaction, a self-report questionnaire may be selected to gather data on how satisfied people are with their jobs. In this scenario, participants will be presented with a series of questions asking them to rate their satisfaction with their current job on a Likert scale from 1 – 5, with one indicating "not at all satisfied" and five indicating "extremely satisfied." Using a self-report questionnaire can aid in gathering data on people's experiences and attitudes related to job satisfaction. However, it is essential to remember that self-report data can be biased and may not always reflect people's true feelings or behaviors.
- **Performance-Based Assessment:** This evaluation method measures a person's ability to perform specific tasks or demonstrate the application of knowledge and skills in a real-

world context. Unlike traditional assessments that focus on memorization and recall, performance-based assessments require individuals to apply their knowledge to solve problems or complete tasks associated with that particular job. Performance-based assessments can take many forms, including essays, presentations, projects, simulations, and practical exams. They are often used in education and training settings for educators to assess students' understanding and competency in a particular subject or skill. One of the key benefits of performance-based assessments is that they provide a more accurate measure of an individual's current level of ability than traditional assessments. They allow individuals to demonstrate what they know and can do in a realistic on the job. Additionally, performance-based assessments provide valuable feedback about the learners, and the interviewer can identify the interviewee's strengths and gaps in their competencies.

- **Multi-Rater Assessments:** This assessment is used by someone other than the participant to complete a survey about the user. This is also called a 360 assessment, where a superior, direct report, or peer colleague completes the review about that individual. When a manager evaluates an employee, a teacher evaluates another teacher or student, or a parent assesses their child, and they provide another perspective about that individual that he or she may not realize about themselves. Facilitators use this third-party information to give the user an outside perspective on their competencies. It is enlightening to see that sometimes one's self-perception of one's strengths and weaknesses may not be the same as the perception from others.

Comparison of EQ Assessments on the Market

In the review of the major EQ assessments on the market today, several features were identified as priorities for schools and companies. For schools, pricing, content alignment with CASEL SEL framework and SEL curricula, multi-rater (teacher, psychologist, parent, and student use), use in multiple environments (school or home), and summary and detailed reports are the most valued criteria. In the corporate setting, where companies or teams may or may not have a dedicated trainer, ease-of-use to administer, self-directed assessment, key skills measured related to leadership and team development, multi-rater feedback (360 feedback- people leader, team member, and direct report), the group reports for managers, and summary and detailed report are valued. Feedback from both groups also highlighted the need for follow-up EQ lessons and activities as a "what's next" after their staff completes their EQ assessment and receives the results. The four major EQ programs reviewed: DESSA, Panorama, xSEL Labs, and Eqi2.0, all lacked the features mentioned above (**Exhibit 4**). Only EQ360 included all the desired features. EQ360 aligns with CASEL and is self-directed, and can be taken at multiple time intervals to chart skills growth and incorporate multi-user feedback; the reports include a summary, comparative, and a full report with details. Additionally, STRUT Learning has leveraged the 120+ one-hour EQ on-demand workshops and seminars to help users hone EQ skills that they have prioritized on their learning plans.

Benefits of Tracking Emotional Intelligence Development

EQ assessment can be beneficial in several ways. A person who assesses the status of his or her emotional intelligence often has an advantage over a colleague who does not. EQ is a skill that can be developed, and an emotional intelligence assessment is one of the best ways to know one's baseline and track their developmental pace.

EQ360 assessment can be beneficial in the following:

- **Leadership Development:** Emotional intelligence assessment can be critical for leadership assessment and development. Self-aware and emotionally intelligent leaders are often more effective at motivating and inspiring their teams. They navigate complex

interpersonal dynamics and aid in building trust in the organization. **Exhibit 5** shows the difference EQ makes in leadership.

- **Self-awareness:** Emotional intelligence assessment can help people become more aware of themselves and their emotions, strengths, and weaknesses. Users can make more informed decisions in their daily activities by understanding their level of self-awareness and how it influences behavior, moods, and actions.
- **Relationship Management:** Emotional intelligence assessment helps people to improve their relationship management skills. It provides various insights into their communication style, empathy, teamwork, and the ability for conflict resolution. By increasing one's relationship management competency, the user can better understand the emotion of others and build stronger relationships that lead to good team collaboration.
- **Hiring and Talent Development:** Employers, who use Emotional intelligence assessment as part of their hiring criteria, get top talents who work harder, stay longer with their teams and advance organizational goals. Managers become strong, empathic leaders who build productive, cohesive teams by focusing on the EQ skills necessary for hiring and talent development.
- **Enhanced Decision-Making:** Emotionally intelligent people effectively understand and manage their emotions and behaviors to enhance decision-making. Users with strong decision-making skills base their decisions on sound evidence and a wide range of perspectives rather than being able to be influenced by emotions.
- **Better Communication:** Highly emotionally intelligent people can effectively communicate their feelings and thoughts to those around them. They listen actively and respond empathetically. This enables them to achieve team goals on time and resolve conflicts with their peers.
- **Increased Empathy:** Emotional intelligent people can see things from other people's perspectives, which helps them be more understanding and empathetic. This enhances sincerity in personal and professional relationships.
- **Reduction in Stress:** Emotional intelligence can help people better manage stress and anxieties by enabling them to recognize and regulate their emotions and manage their behaviors. The core stress reduction or management principle is to change controllable elements and work through elements outside of one's influence. By understanding one's level of EQ competency in managing stress and working towards improving that skill, a person can develop both resilience and tolerance.
- **Career Advancement:** Emotional intelligent people have greater career advancement and fulfillment. Emotional intelligence aids in self and career alignment, relationship development with team members and leaders, communication, and performance management. A strong professional brand, work ethic, and agility are all elements directly linked with EQ. **Exhibit 6** further explains EQ360's foundations and competencies.

EQ assessments only provide information on their baseline, longitudinal changes, and where users should focus their change efforts. Users still need to take that information, create mindset shifts, and adopt new behaviors for sustainable change. Behaviors need to be turned into positive habits and abilities for the effect of the EQ assessment to be sustainable. After the EQ assessment and identifying specific EQ competencies or sub-competencies for development, the learner will need

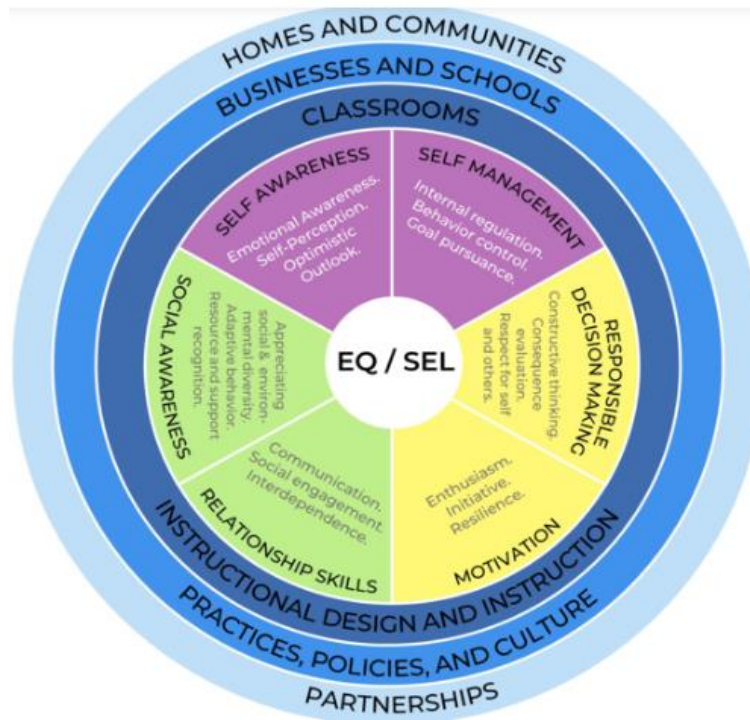
to find material or coaching to develop these skills. EQ360 has daily EQ exercises that offer daily lessons to help the learner focus on developing specific skills and practice raising their competencies through focused activities. EQ360 has a partner program for more significant education development – Equip 2 Achieve (www.Equip2Achieve.org), which offers over 120 professional subscription-based elearning workshops conducted by EQ thought leaders, EQ coaches, and EQ practitioners. Moreover, finally, users could identify coaching through HR or Training department and EQ mentors within their workplace (manager or peer) to help keep them accountable for development.

Conclusion

Emotional intelligence is the ability to identify, understand and manage one's emotions, as well as recognize and respond appropriately to the emotions of others. EQ is critical in resolving conflicts respectfully and working productively with others as a team. Individuals with high EQ can identify the emotions driving the conflict, empathize with the parties involved and work towards mutually beneficial resolutions. Leaders and managers with high EQ can hire the best employees and develop a positive team culture that resonates with the team. This leads to less turnover, higher comradery, and greater job satisfaction. EQ is essential in any situation, whether it is interaction with others, interactions in the workplace, social settings, or within personal relationships. As with other competencies that one may learn and develop in school or on the job, the best way to understand and track growth is to assess a baseline, have a development plan of action, hold oneself accountable and work daily to learn, practice and improve their skills.

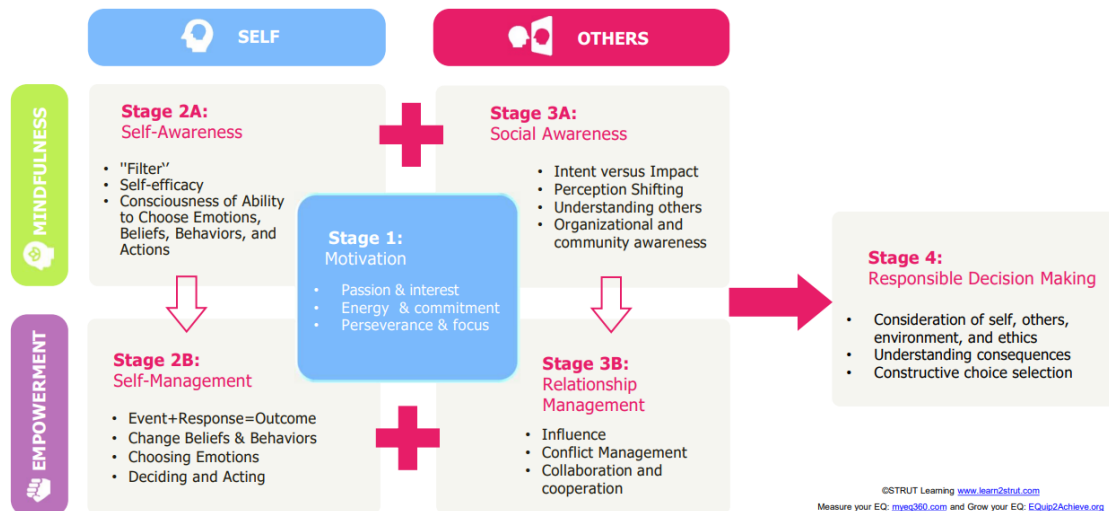
STRUT Learning is making EQ more accessible and manageable through its various EQ activities, from the EQ360 assessment to Equip to Achieve's EQ e-learning platform. EQ360 is one of the best assessments to help measure a person's EQ, help them identify their areas of strength and areas for improvement, and track their progress as they work towards the mastery of each competency. Whether a person is a student or a professional, continuous development of EQ as a lifelong skill will immensely benefit their academic, professional, and personal life.

Exhibit 1 EQ Competencies



Source: STRUT Learning (<https://learn2strut.com/what-is-sel>)

Exhibit 2 Emotional Intelligence Pathway



Source: STRUT Learning

Exhibit 3 EQ Statistics

- ✔ 90% of top performers have high emotional intelligence (EQ), while only 20% of bottom performers do.
- ✔ People with high EQ make an average of \$29,000 more annually than those with lower EQ.
- ✔ EQ is responsible for 58% of your job performance and 70% of leadership effectiveness.
- ✔ A study by Talent Smart found that EQ is the strongest predictor of performance, explaining 58% of success in all types of jobs.
- ✔ Companies that prioritize EQ have a 21% higher profitability rate compared to those that do not.
- ✔ High EQ is associated with better mental health, relationships, and life satisfaction.
- ✔ Individuals with high EQ are more adaptable, resilient, and better at handling stress.
- ✔ Research has shown that EQ can be developed and improved with training and practice.
- ✔ EQ is becoming increasingly important in the workplace, with many organizations now including EQ assessments and training as part of their leadership development programs.

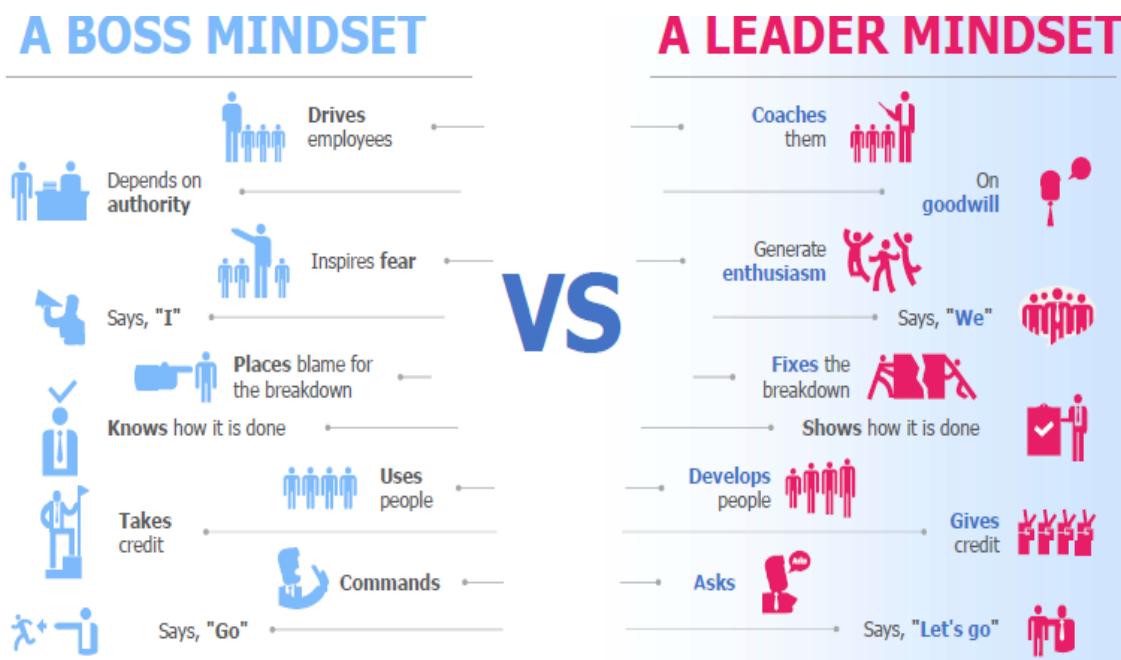
Source: EQ360

Exhibit 4 EQ360 Comparison with Competitors

	Facilitator Needed	Pricing	Aligned with CASEL	Skills Measured	Multi-Rater	Multiple Environments	Summary & Detailed Reports	POST EQ Activities
EQ360	✘	User: \$30, Volume Discount Available	✔	18	✔	✔	BOTH	✔
DESSA	✔	\$1,500/school	✔	8	✘	✘	Summary	✘
Panorama	✘	\$4000 min	✔	7	✔	✘	Summary	✘
xSEL Labs	✔	\$4 / user	✔	4	✘	✘	BOTH	✘
EQi2.0	✘	\$400 /1 user	✘	15	✘	✘	Detailed	✘

Source: STRUT Learning

Exhibit 5 The Difference EQ Makes in Leadership



Source: STRUT Learning

Exhibit 6 EQ360 Foundation and Competencies

<p>SELF AWARENESS</p> <p>The abilities to understand one's own emotions, thoughts and values and how they influence behaviors across contexts.</p> <p><i>Emotional Awareness</i> – The ability to make sense of one's own emotions as well as the emotions of others. <i>Self-Perception</i> – The ideas and thoughts one has about themselves. <i>Optimistic Outlook</i> – Positivity and hope with regards to futuristic outcomes.</p>	<p>SELF MANAGEMENT</p> <p>The abilities to manage one's own emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p><i>Internal regulation</i>- The ability to regulate one's own emotions and thoughts and take control over how they are managed. <i>Behavior control</i>- The ability to regulate one's own behaviors. <i>Goal pursuance</i>- The desire to achieve specific outcomes and the willingness to take steps to reach those goals.</p>
<p>SOCIAL AWARENESS</p> <p>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.</p> <p><i>Appreciating social & environmental diversity</i>- The ability to appreciate diverse perspectives, even when they differ from one's own. <i>Adaptive behavior</i>- The ability to adapt to new environments and situations with the willingness to learn and explore. <i>Resource and support recognition</i>- The ability to recognize one's support networks and utilize them as needed.</p>	<p>RELATIONSHIP SKILLS</p> <p>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p> <p><i>Communication</i>- The ability to convey information as necessary in a clear, respectful, and kind manner. <i>Social engagement</i>- The amount that one interacts with other individuals, communities, and society as a whole through active participation, conversation, and building connections. <i>Interdependence</i>- One's ability to depend on others while still maintaining a strong sense of self.</p>
<p>RESPONSIBLE DECISION MAKING</p> <p>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p> <p><i>Constructive thinking</i>- The ability to think about one's choices, ensuring maximum personal growth and minimizing friction with others. <i>Consequence evaluation</i>- One's ability to consider potential consequences of all possible decisions prior to making a decision. <i>Respect for self and others</i>- The ability and awareness to treat oneself and others with kindness and compassion.</p>	<p>MOTIVATION</p> <p>The desire to act in order for certain goals to be achieved.</p> <p><i>Enthusiasm</i>- A deep interest and excitement in what is being experienced. <i>Initiative</i>- The ability to take control of situations in order to enhance one's situation. <i>Resilience</i>- One's ability to cope with and handle difficult situations and ultimately find new pathways to move themselves forward.</p>

Source: STRUT Learning

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