

# Group Leader EQ Survey

**As you prepare to lead lessons on emotional intelligence, it helps to consider your own strengths and challenges when it comes to the EQ skills you'll be teaching. Answer the following questions as openly and honestly as you can.**

What are your core values as an educator? What are your overall values as a human being? How often do you reflect on your values? How often do your values conflict with others at work, in your family, or in society? How do you handle these conflicts of values?

How good are you at identifying your own feelings? How well can you express them, especially when the feelings are particularly strong (positive or negative)? How often do you reflect on your feelings, outside of times when people ask, "How are you?"

How sensitive are you to the feelings of others? Where would you place yourself on a scale of highly responsive to others to emotionally distant? How do you experience and express empathy?

How well are you able to maintain your emotional and behavioral self-control in emotionally intense situations (also called trigger situations)? When do you find it most challenging to control and manage your emotional reactions? What tools or skills do you use to exercise self-control?

How aware are you of your own inner dialogue or self-talk? Does it tend to be generally positive or negative? When are you most aware of it? If your self-talk is negative, what do you do to handle it (such as try to ignore it or transform it into positive self-talk)?



How effective are your communication skills? How well do you listen to others? How well do you express yourself? How well do you balance listening and speaking? How aware are you of your non-verbal communication (body language, facial expression, eye contact, tone of voice) and that of others?

How well can you perceive things from other people's perspectives? When is this easiest for you, and when is it most difficult?

How goal-directed are you? How often do you think about your goals—both short-term and long-term—and how specific are these goals? How do you balance goal-directed behavior with flexibility and spontaneity?

How good are you at problem-solving? How good are you at facilitating others' problem-solving? In what situations do you typically struggle with problem-solving?

Before acting, how much do you think about the various possible outcomes of what you might do (or not do)? How often do you change your course of action after anticipating possibilities?

How resilient are you? How do you deal with challenges and obstacles? How often do you willingly put yourself in challenging situations, as opposed to trying to avoid them?

**Based on these reflections, identify your clear strengths. Be aware of them and keep working on them. Then take a realistic look at where you are most lacking. These are the things you need to improve upon (both individually and with the help of others) and to be mindful of when working with your students on their EQ growth.**