

Six Seconds Emotional Intelligence Assessment

SEI-YV Youth Group Report

Published by



School Sample

ID number:	9999996
Date created:	May 6, 2010
Group size:	248
Average age	13.51 years
Gender:	147 boys; 101 girls

Confidential

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Value of your Group Report

This youth report provides a graphical display and description of the group's emotional intelligence, in comparison to their personal perception of general performance in life by way of specific barometers. It gives information about how this group typically deals with daily challenges and demands in life, and offers suggestions to further develop these on their way to become a well-rounded group.

The report is intended for both the youth and for adults who play a significant role in the group's life. To facilitate this, throughout the report we use two symbols:



First description:

Comments made next to the bell offer a concrete explanation of the concepts in simple terms.



Supportive description:

Comments made next to the clock expand somewhat on the first description in a slightly more abstract way, offering an alternative perspective and stimulating further thought.

The SEI-YV assessment that this group completed recently, resulted in a self-report of their psycho-social development. It provides an initial impression of how the group collectively views its social and emotional abilities on a daily basis.

The scores are compared against those of a large prescribed sample that is continually updated to ensure a fair and realistic basis for comparison. The scores are reflective of young people's previous educational and environmental experiences, and predictive of personal achievement, life quality, relationship satisfaction, good health, and self-efficacy.

The Concept of Emotional Intelligence

Before you jump into the assessment results, briefly consider what emotional intelligence is and why it is important. During the assessment the group provided some ideas, and based on our own research and learning, we will share with you some of our own.

What is Emotional Intelligence?

The group had varying ideas about what emotional intelligence is. These are randomly provided in Appendix A.

By comparison, Six Seconds says that emotional intelligence (also called EI) is being smart with feelings. This means paying attention to emotions and understanding them; then using that insight to make the best possible decisions. Emotions are sources of information about you and about others – your emotional intelligence lets you use that information in a superb way.

When we measure emotional intelligence and get a score, it is expressed as an Emotional Quotient, or EQ.

Why is EQ Important?

Six Seconds says that emotional intelligence is important because it provides a good foundation for feeling healthy, having quality relationships, being satisfied with life, having various personal achievements, and exercising self-efficacy. In short, good emotional intelligence capability enables you to thrive in life.

In addition, the group provided their ideas about why emotional intelligence is important. These are provided in no specific order in Appendix B.

Against this background you are now ready to look at the results of the group's assessment.



Taking Stock on the Group's Life

It is helpful to gauge how the group is doing now so you and/or they can set goals for the future. In particular, we are looking at five different barometers that tell you how the group is doing in life at the moment. A barometer is an indicator or a measure that you can use independently or in combination when taking stock on the group's life.

1. GH – Good Health

-  Eating healthy food, being active, and feeling fit
-  Valuing nutrition, feeling energized; being able to participate physically and mentally

2. RQ – Relationship Quality

-  Feeling that you have friends and adults to talk to and rely on at all times
-  Actively participating in a social network in a variety of ways; being able to foster high self-regard through constructive relations with others

3. LS – Life Satisfaction

-  Feeling happy overall and finding joy in yourself, others, and life in general
-  Feeling content and balanced; being able to keep events and experiences in perspective, whether challenging or successful

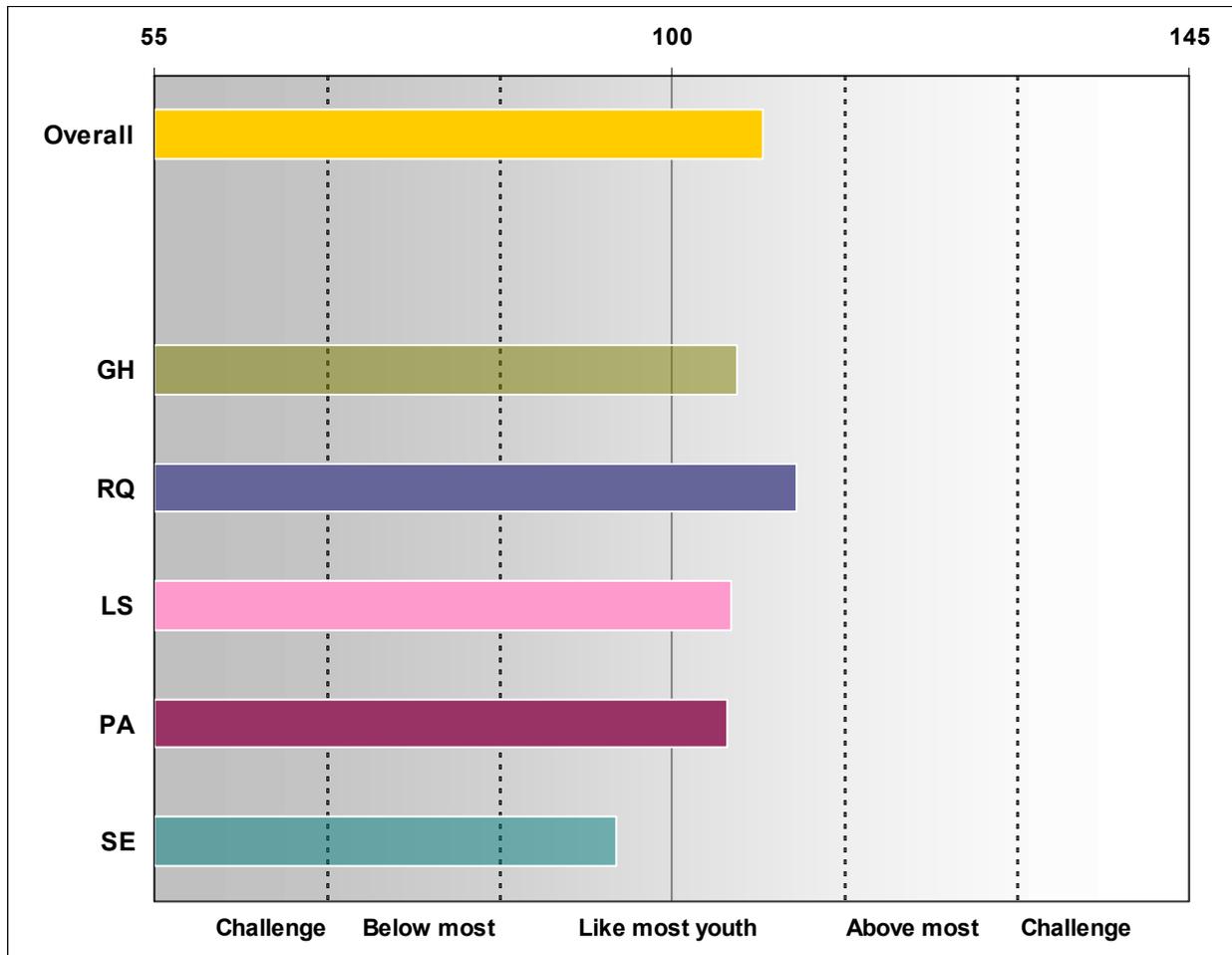
4. PA – Personal Achievement

-  Doing well in sports, studies, hobbies, and volunteer activities; completing tasks
-  Being diligent and conscientious; attaining successes, fulfilling goals; being able to consistently accomplish objectives

5. SE – Self-Efficacy

-  Doing things in moderation and thinking before you act; feeling in charge of yourself
-  Delaying gratification, suspending indulgence, channeling personal delight; being able to resist or delay strong feelings, exercise restraint, and control temper

Graphing the Group's Barometers of Life



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GH – Good Health **RQ** – Relationship Quality **LS** – Life Satisfaction **PA** – Personal Achievement **SE** – Self-Efficacy
Overall – All the life barometers together

Tips for Reading the Group's Barometer Graph

The average score for the barometers of life is set at 100 (the solid vertical line in the middle of the graph) with the graph drawn to stretch in 15-point intervals to either side of 100. Just like a bell shape, most individual youth ($\pm 70\%$) score within the first two dotted lines around 100. Increasingly fewer people score away from the midline. When looking at group results, the scores will gravitate to the midpoint.

Bars lying in the area of 'Above most' are desirable, together with a balance between the five different barometers. An extremely high (or low) score may be seen as a challenge for the group. The five barometers displayed above are impacted by the group's EQ (profiled next). Research shows that a strong and balanced EQ profile provides a good foundation for feeling healthy, having quality relationships, being satisfied with life, having various personal achievements, and exercising self-efficacy. The group EQ profile will help you understand why certain aspects of life feel easy and why others are a challenge. The scores show what the group can do more of, or even less of in making the most of their life journey.

The Pursuits of Emotional Intelligence

The SEI underscores an action model of EQ. Emotional intelligence reflects your capacity to perceive, use, understand, and manage emotion, which is put into action through three pursuits that make up the 1-2-3, K-C-G model.

A pursuit is a search or a quest for specific aspects that will help us get ahead in life with a smile. The Know-Choose-Give model is our pathway for getting there. This K-C-G model can be described as follows:

1. **K**now Yourself:

Self-awareness

- 🔔 Noticing what you do, in other words, becoming more aware
- 🕒 Recognizing patterns and feelings lets you understand what 'makes you tick', and is the first step to growth

2. **C**hoose Yourself:

Self-management

- 🔔 Doing what you mean, in other words, becoming more intentional
- 🕒 Building self-management and self-direction allows you to consciously direct your thoughts, feelings, and actions (versus reacting unconsciously)

3. **G**ive Yourself:

Self-direction

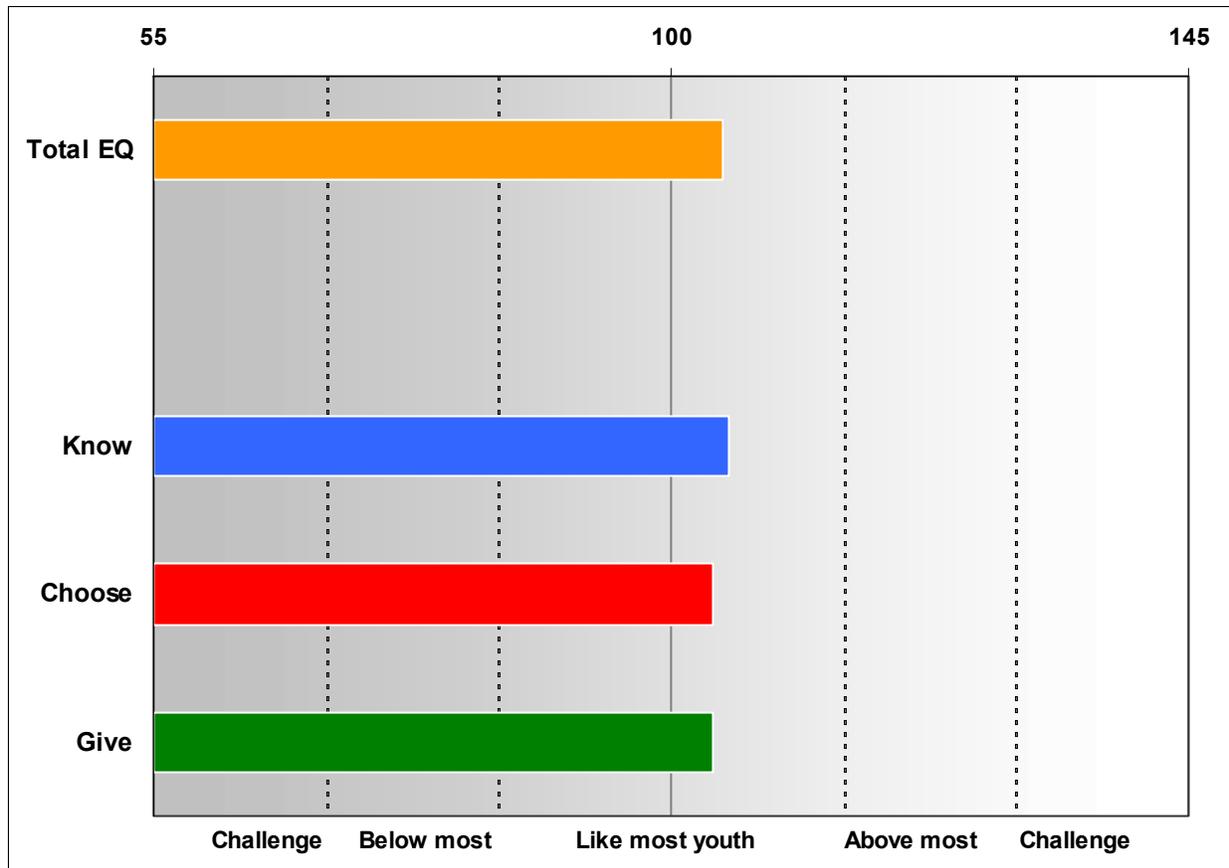
- 🔔 Doing it for a reason, in other words, becoming more purposeful
- 🕒 Aligning your daily choices with your larger sense of purpose unlocks your full power and potential. It comes from using empathy and principled decision-making to increase wisdom



Tip for Remembering the K-C-G Model

Notice how each pursuit is associated with a specific color. This will help you recognize the different parts of the K-C-G model.

The Group's Overview Emotional Intelligence Profile



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Know – Know Yourself **Choose** – Choose Yourself **Give** – Give Yourself **Total EQ** – K-C-G together

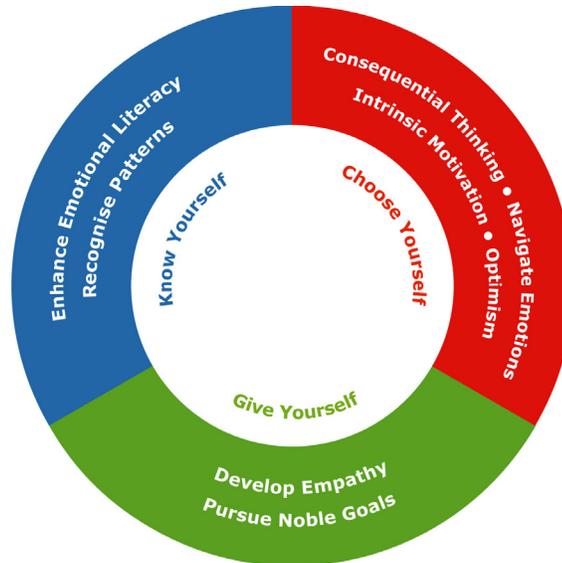
Tips for Reading the Group's Overview Graph

The average score for emotional intelligence performance is set at 100 (the solid vertical line in the middle of the graph) with the graph drawn to stretch in 15-point intervals to either side of 100. Just like a bell shape, most youth ($\pm 70\%$) score within the first two dotted lines around 100. Increasingly fewer people score away from the midline. When looking at group results, the scores tend to gravitate to the midpoint of their EQ profile.

Bars lying in the area of 'Above most' are desirable, together with a balance between the three different pursuits. An extremely high (or low) score may be seen as a challenge for the group.

1. Assess where the group's Total EQ lies on the horizontal axis. Is this high? Is this low? Is this too high or too low?
2. Is the score for *Know Yourself* higher than the scores for *Choose Yourself* or *Give Yourself*? What is the balance between K-C-G?
3. Is the group's profile what you expected? Why, or why not?

The Eight Emotional Intelligence Competencies



Six Seconds defines a healthy, mature group as consisting of individuals who recognize the complexity of life, know who they are, have a defined path to follow, and retain a zest for life. As such, we specify eight competencies as being critical for sustaining and promoting life to the fullest under the pursuits of emotional intelligence.

Competencies are emotional smarts that the group has or are learning to use effectively in everyday life. The eight EQ competencies, or capabilities, are briefly listed below:

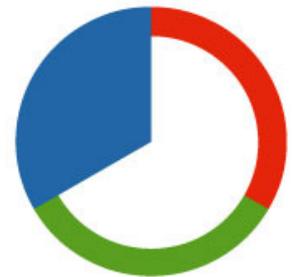
Know Yourself: Self-awareness

1. EEL – Enhance Emotional Literacy

- 🔔 Paying attention to and talking about your own feelings
- 🕒 Recognizing and appropriately expressing emotion; being able to identify and interpret multiple and conflicting emotions

2. RCP – Recognize Patterns

- 🔔 Seeing how you usually react in the same way, and whether this habit works for you or not
- 🕒 Identifying reactions and choices; being able to identify both positive and negative habits, and/or repetitive behaviors



Choose Yourself: Self-management

3. ACT – Apply Consequential Thinking

- 🔔 Understanding how your feelings influence you to do things so that you are careful about your choices
- 🕒 Evaluating the costs and benefits of choices before acting; being able to assign weight and evaluate the cost and benefit of choices and actions



4. NVE – Navigate Emotions

- 🔔 Learning how to handle feelings (especially the strong ones)
- 🕒 Becoming skilled at transforming feelings; being able to choose an appropriate feeling or mood based on the context

5. EIM – Engage Intrinsic Motivation

- 🔔 Responding and acting on your own feelings rather than those of other people
- 🕒 Building internal energy and drive; being able to establish and move towards goals based on internal rewards

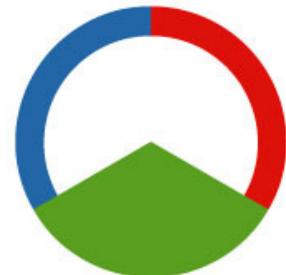
6. EOP – Exercise Optimism

- 🔔 Believing that you have choices and feeling hopeful
- 🕒 Identifying multiple options for changing the future; being able to explain adversity as a temporary and an isolated situation that can be changed with personal effort

Give Yourself: Self-direction

7. ICE – Increase Empathy

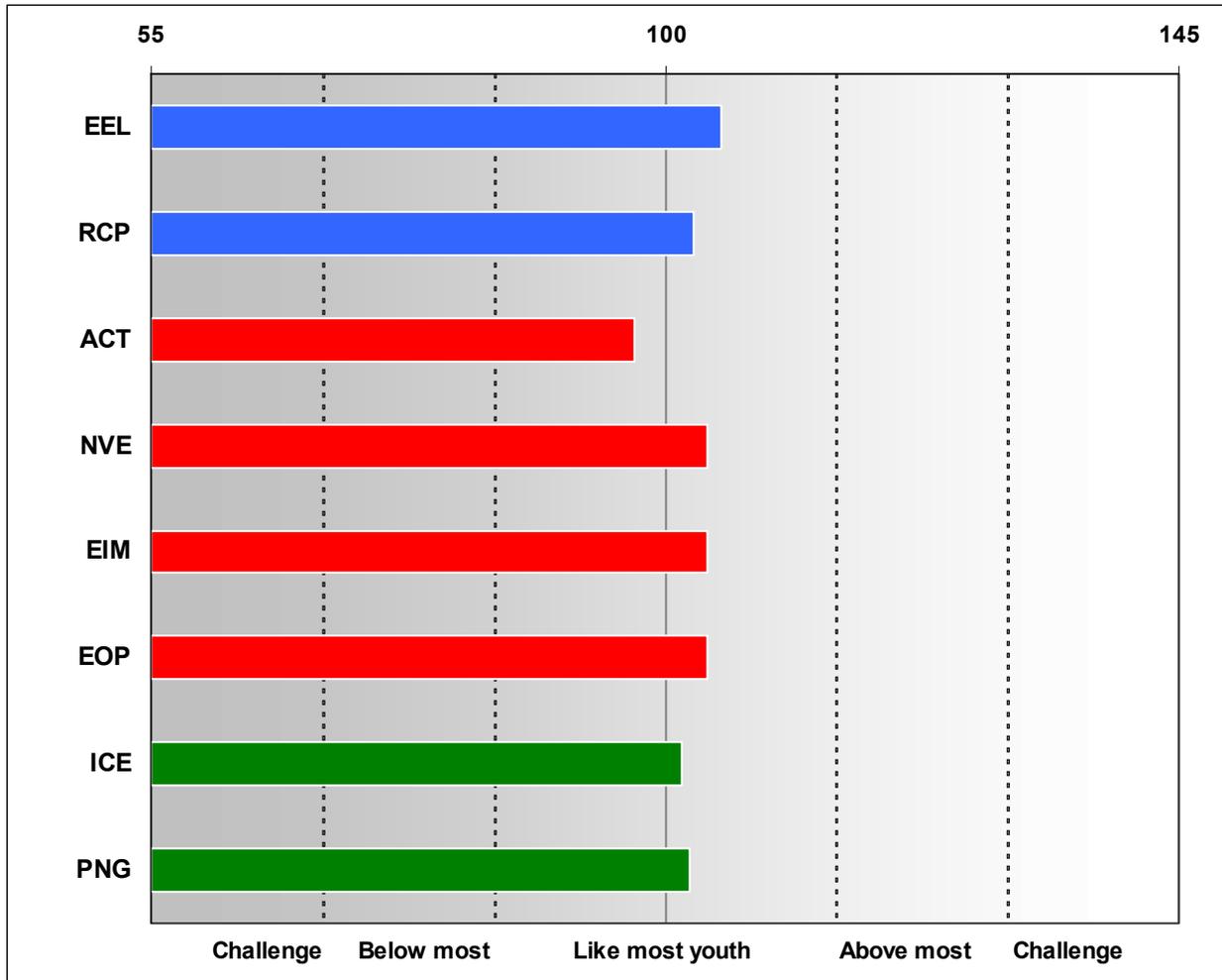
- 🔔 Being gentle with other people's feelings
- 🕒 Responding appropriately to others' feelings; being able to feel concern that comes from imagining the plight of another person



8. PNG – Pursue Noble Goals

- 🔔 Using your feelings to extend kindness and service to others
- 🕒 Aligning daily choices with principles and purpose; being able to extend kindness and service to others, such as friends, family, the community, and strangers, and/or being able to participate regularly in pro-social acts, such as sharing, cooperating, and helping without expecting personal benefit or reward

The Group's Detailed Emotional Intelligence Profile



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EEL – Enhance Emotional Literacy **ACT** – Apply Consequential Thinking **NVE** – Navigate Emotions **ICE** – Increase Empathy
RCP – Recognize Patterns **EIM** – Enhance Intrinsic Motivation **EOP** – Exercise Optimism **PNG** – Pursue Noble Goals

Tips for Reading the Group's Detailed Graph

1. Assess where the group's scores lie on the vertical axis. Are they all high? Are they all low? Are some high and some low? Are any extremely high or extremely low?
2. Which are the one or two strengths? Which are the one or two challenges?
3. Are the scores of *Know Yourself* higher than those in *Choose Yourself* or in *Give Yourself*? What is the balance between K-C-G?
4. Is there one distinctly high score in each of K-C-G? What is the balance in scores between each of the K-C-G?
5. Is the group's profile what you expected? Why, or why not?

How Believable are the Group's Scores?

This report is a brief snapshot of the group's emotional intelligence as it relates to their current experience of life. It is directly based on their answers to the assessment, and is not a complete picture. To finish the picture, you need to think about the group's level of self-awareness, ask how they were feeling when they took the SEI, and also consider what else you know about them. How do they typically handle emotions? What would their close friends say? What would their teachers or parents say? It may be a good idea to do the assessment after regular time intervals to track the group's EQ growth.

Does the Group's Gender and Age affect EQ?

Sometimes people wonder if barometer or EQ scores are affected by gender or age. Six Seconds' research on EQ for youth says "no, but ...". In general, youth of all ages, and boys and girls score similarly on the SEI-YV. There are two EQ competencies in which girls score moderately higher than boys, namely *Navigate Emotions* and *Increase Empathy*. In addition, the scores of the oldest youth are moderately more consistent than that of the younger youth. Interestingly, younger youth view their life barometers as moderately more positive than older youth. The score differences for these mentioned aspects are at most five points. It is important to remember that all the EQ competencies can be developed, just as skills can be learned if you work at them.

If there is no noticeable difference between the average scores of youth in different age groups, does this mean that a group of seven-year-olds is equally mature in their feelings as a group of sixteen-year-olds? No – most of the time. It means that on average, youth of all ages have the same emotional capacity and potential to deal with the way life is at their specific age and development level. We have similar numbers of male and female youth with low, average, and high EQ across all age groups. True to the Six Seconds model, emotional intelligence in action just plays out differently at each age level.



Conclusion

Do you want to improve the group's emotional intelligence? One of the best ways is to think about their strengths and how to use them more. We challenge you to think about their feelings, how you might change them, and why or when it may be helpful to do so.

The results in this report are focused on this specific group as its EQ is at the moment. It is possible to obtain EQ profiles of youth who are sub-grouped into meaningful categories for use in classrooms, with sports teams, club members, etc. Six Seconds offers supplementary materials, training and services to aid in this. For example, a *Development Guide* with comprehensive EQ competency descriptions and exercises is available separately. Please inquire for more information.

We'd love to hear how this report has been helpful and hope the group will thrive in its life journey! Contact Six Seconds by phone 1.650.685.9885, or email us at youth@6seconds.org.

Anabel L Jensen, PhD
Carina Fiedeldey-Van Dijk, PhD

Counselor's Section

The results reported so far are supported by mathematical and statistical findings that are presented in this section. The Counselor's Section serves as the backbone for the above results. The next pages detail the group's assessment results in table and numerical formats, show the impact of EQ competencies on the life barometers, and comment on the validation of the responses.

It is highly recommended that this report is viewed with a practitioner who is well versed in the K-C-G model of Six Seconds and comfortable with psychometrics to alleviate any questions that may exist. For a more comprehensive discussion of the EQ competencies with pointers for further development, please consult the supplementary *Development Guide* available separately.

General Frame of Mind

It is helpful to consider the youth's general frame of mind and feelings at the time of the assessment to fully appreciate the group's EQ profile and success in life at that time. In particular, on average the youth responded as follows:

	<i>Average</i>	<i>Min</i>	<i>Max</i>
I feel great	4.07	1	5
I think positively	3.87	1	5
I am in a good mood	3.91	1	5

1- Almost Never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost Always

Assessment Scores

	<i>Average</i>	<i>Min</i>	<i>Max</i>	<i>Range</i>	<i>SD</i>	
Overall	108	67	136	69	13.07	
Barometers of Life	Good Health	106	64	138	74	13.63
	Relationship Quality	111	70	134	63	12.83
	Life Satisfaction	105	72	134	61	14.03
	Personal Achievement	105	63	133	70	13.82
	Self-Efficacy	95	65	125	60	13.39
Total EQ	104	71	138	67	13.34	
Pursuits	Know Yourself	105	67	138	71	13.07
	Choose Yourself	104	54	138	83	14.31
	Give Yourself	104	62	135	73	14.08
EQ capabilities	Enhance Emotional Literacy	105	60	138	78	14.21
	Recognize Patterns	103	63	139	75	13.18
	Apply Consequential Thinking	97	41	131	89	15.22
	Navigate Emotions	104	62	139	77	13.70
	Engage Intrinsic Motivation	104	56	136	80	14.99
	Exercise Optimism	104	57	136	79	14.33
	Increase Empathy	102	68	135	66	14.14
	Pursue Noble Goals	102	55	138	83	14.21

Scores are standardized with an average of 100 and one standard deviation of 15

Exploring the Barometer and EQ Group Scores

The graphed and tabled barometer and EQ scores are simply an averaging of all individual youth scores. Under normal circumstances we assume that these averages accurately represent the scores of each youth in the group, meaning that the group scores account for every group member.

This assumption may not be true for every group, or even every barometer and EQ score. We look at two perspectives to further explore the story behind the reported scores and gain a deeper perspective on what the barometer and EQ scores might tell us.

Dispersion of scores

Range

A calculation of the range scores involves identifying the two individual scores that are highest and lowest in the group. (No personal identification is needed.) When we subtract the minimum score from the maximum score, the difference is called the range of scores. These are provided on the previous page.

Ideally we want the range of scores for each barometer and EQ scale to be small, as this means that all individual scores lie close to the reported group average. In this case the average is a good representation of the group as a whole. A large range of scores warrants further investigation and discussion of what may be the reasons for this.

Note that an extreme minimum or maximum value (also called an outlier) may exaggerate the picture most other scores within the group lie close to the reported average score. For this reason we also look at the standard deviation.

Standard deviation

The spread of scores around the group average relative to the number of youth in the group is often expressed as a descriptive statistic called the standard deviation (or SD for short). This statistic becomes increasingly relevant with a large group size.

Ideally we want the standard deviation score for each barometer and EQ scale to be small, as this means that all individual scores lie close to the reported group average. In this case the average is a good representation of the group as a whole. A large standard deviation score warrants further investigation and discussion of what may be the reasons for this. Note that a very small standard deviation score may point to little diversity in the group, which may be desirable under certain circumstances, and simultaneously limiting under other circumstances.

It is complex to pin down fixed cut-offs for interpreting the standard deviation score, but in the case of EQ a healthy standard deviation score usually lies in the mid 10-15 range. The group SD scores are provided in the table on the previous page.

Gender and age differentiation

Another approach to consider the accountability of group average scores is through looking potential barometer and EQ score differences among sub-groups. For example, it may be possible to differentiate between boys and girls, or age groups beyond what is known from the norm sample.

		Boys	Girls	7-10 yrs	11-13 yrs	14-15 yrs	16-18 yrs
	Overall	109	107	107	108	108	109
Barometers of Life	Good Health	106	106	105	105	105	107
	Relationship Quality	111	110	110	111	111	112
	Life Satisfaction	106	104	105	103	106	107
	Personal Achievement	105	104	104	107	103	105
	Self-Efficacy	95	95	95	95	97	93
	Total EQ	104	106	104	106	103	107
Pursuits	Know Yourself	104	107	105	106	104	106
	Choose Yourself	104	103	104	104	102	106
	Give Yourself	103	105	101	105	101	107
EQ capabilities	Enhance Emotional Literacy	103	108	104	107	103	107
	Recognize Patterns	102	104	103	102	103	102
	Apply Consequential Thinking	98	97	98	96	97	98
	Navigate Emotions	103	105	104	105	103	105
	Engage Intrinsic Motivation	104	104	105	105	101	105
	Exercise Optimism	105	102	104	103	102	108
	Increase Empathy	100	103	99	103	101	103
	Pursue Noble Goals	101	103	99	104	99	107
Group size (scores shown only if ≥ 3)		147	101	36	68	90	52

Other differentiations are possible depending on how this group is characterized. Enquire at Six Seconds for more options. In this report we consider score differences between boys and girls, and between specified age categories where appropriate, provided that there are at least three youth in each sub-group. Age categories that are not applicable to this group are left blank in the table above.

Importance of score differences

When do the differences between two columns (e.g., between boys and girls, or between different age categories, or between a demographic column and that of the total group's scores) have practical significance? A quick way to determine this is by using the following guideline:

Consider a difference score for any of the barometers, pursuits or competencies.
If this number lies*:

- In the range of 0 – 3 points, the difference is of small practical significance
- Around 4 – 9 points, the difference is of medium practical significance
- Is 10 points or more, the difference is of large practical significance

We recommend that you accommodate large sub-group differences in your action plan.

Proceed with caution where these differences are based on sub-group sizes smaller than 10.

* Based on the interpretational guidelines of Cohen's *d*, an accredited statistic for the calculation of effect size

Next Steps

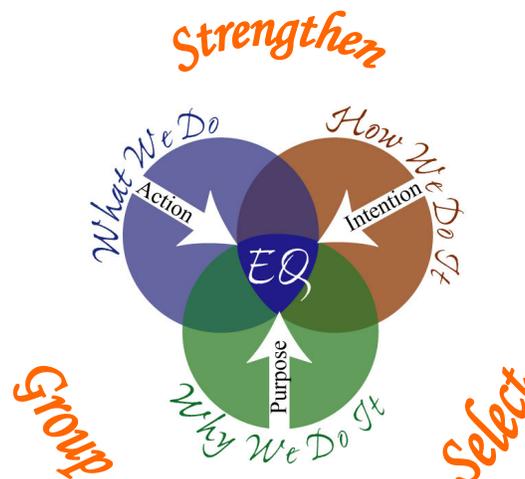
The results in this report can be used in multiple ways. Two natural steps are offered below – there are many more. At the base one can choose to focus on the EQ profile only, on the barometers profile only, or by putting the two together for deeper insight and learning opportunities. Choose a next step that is most appropriate for the unique situation of the group.

1. Focus on EQ

As a first application and entry step, one may choose to focus on the EQ scores that are the highest (strengths that appear to help the group thrive) and lowest (challenges that can be overcome through further personal development of the group and/or individual). This may be done for the purpose of:

- ⊕ Group development
- ⊕ Comparing groups over time or within a set group characteristic
- ⊕ Matching or tracking groups with similar strengths
- ⊕ Matching or tracking groups with different strengths
- ⊕ Selecting groups on the basis of specific EQ competencies
- ⊕ Determining dominant learning styles within the group

The possibilities are as wide as one's own creativity! Use the diagram below to plot an action plan around it if desired:



Next Steps (continued)

2. Benchmarking the Life Barometers

As an intermediate or advanced step, combine the results from the life barometers with the results of the group's EQ profile. This has been prepared in a convenient EQ Yardstick format on the next page.

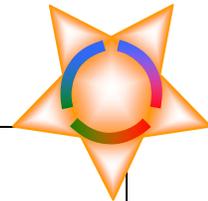
While the further development of all eight EQ competencies will be beneficial to the group and the individual youth it consists of, the EQ Yardstick reveals which EQ competencies, in particular order as provided in the mid-column of the table, contribute most to each of the five barometers of life. The EQ competencies were determined by statistical predictions based on the prescribed sample that was used to standardize the EQ and barometer profiles.

Choose a life barometer that is of particular importance in the particular situation of the group. This may be tied to a:

- ⊕ Personal goal
- ⊕ Learning objective
- ⊕ Targeted benchmark
- ⊕ Shared group or institution value

Consider ways in which the identified EQ competencies can help realize the focus of contact with the group. Track the progress and outcome to show successes – contact Six Seconds if assistance is needed in planning this.

Use the tips below to assist the group in reading their EQ Yardstick.



Tips for Reading the Group's EQ Yardstick *(next page)*

1. Which barometer do you choose to focus on? You may choose one or two that lies most in the interest of the group.
2. Assess whether the group's EQ competency scores lie close to the barometer score. Are the bars similar height? If so, the group will benefit from developing or strengthening all three or four EQ competencies to lie closely to the horizontal barometer line.
3. Which EQ competencies are not in full alignment? Is this EQ competency a lot lower than the others? If so, work on strengthening this competency. Is this competency a lot higher than the others? If so, try to tone down the group's over-reliance on this competency.
4. Pay attention to the supporting competencies within the K-C-G model in your focus above.

Group EQ Yardstick

Barometer	Most Significant EQ Contributors	Effect										
<p>Good Health</p> <p>106</p>	<p>EIM – Engage Intrinsic Motivation 104</p> <p>PNG – Pursue Noble Goals 102</p> <p>EEL – Enhance Emotional Literacy 105</p>	<table border="1"> <caption>Effect Data for Good Health</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>104</td> </tr> <tr> <td>PNG</td> <td>102</td> </tr> <tr> <td>EEL</td> <td>105</td> </tr> </tbody> </table>	Contributor	Value	EIM	104	PNG	102	EEL	105		
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EIM	104											
PNG	102											
EEL	105											
<p>Relationship Quality</p> <p>111</p>	<p>PNG – Pursue Noble Goals 102</p> <p>EOP – Exercise Optimism 104</p> <p>ACT – Apply Consequential Thinking 97</p>	<table border="1"> <caption>Effect Data for Relationship Quality</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>PNG</td> <td>102</td> </tr> <tr> <td>EOP</td> <td>104</td> </tr> <tr> <td>ACT</td> <td>97</td> </tr> </tbody> </table>	Contributor	Value	PNG	102	EOP	104	ACT	97		
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ACT	97											
<p>Life Satisfaction</p> <p>105</p>	<p>EOP – Exercise Optimism 104</p> <p>PNG – Pursue Noble Goals 102</p> <p>EEL – Enhance Emotional Literacy 105</p>	<table border="1"> <caption>Effect Data for Life Satisfaction</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>EOP</td> <td>104</td> </tr> <tr> <td>PNG</td> <td>102</td> </tr> <tr> <td>EEL</td> <td>105</td> </tr> </tbody> </table>	Contributor	Value	EOP	104	PNG	102	EEL	105		
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EOP	104											
PNG	102											
<p>Self-Efficacy</p> <p>95</p>	<p>ACT – Apply Consequential Thinking 97</p> <p>RCP – Recognize Patterns 103</p> <p>PNG – Pursue Noble Goals 102</p> <p>ICE – Increase Empathy 102</p>	<table border="1"> <caption>Effect Data for Self-Efficacy</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>ACT</td> <td>97</td> </tr> <tr> <td>RCP</td> <td>103</td> </tr> <tr> <td>PNG</td> <td>102</td> </tr> <tr> <td>ICE</td> <td>102</td> </tr> </tbody> </table>	Contributor	Value	ACT	97	RCP	103	PNG	102	ICE	102
Contributor	Value											
ACT	97											
RCP	103											
PNG	102											
ICE	102											

Credibility of the Results

Missing items

To enhance the credibility of the results, the average number of items is monitored to which the youth has not provided a response for whatever reason.

Average number of missing items **0**

If the average number of missing items exceeds 6, the results above may be deemed of questionable validity. This is consistent with a 94% completion of all 94 Likert scale statements in the SEI assessment, which is set as the minimum requirement for the validity of the results.

Response inconsistency

Six Seconds combats possible random responding (i.e., completing the assessment without reading the items) through ten items in the survey that are paired based on similar wording. A person with reasonable self-knowledge should answer these item pairs with ratings that lie close to each other.

Average response difference between item pairs **4.04**

If the average response inconsistency score is higher than 5, the results reported here may be deemed of questionable validity. This means that random responding should be explored as a possible reality, or else a substantial number of youth in the group may not have sufficient self-knowledge to have answered the survey truthfully. In this case one might choose to ask an individual who knows the youth very well and has regular contact with him/her, to complete the assessment on behalf of the youth in the group.

Positive impression

The assessment is sensitive towards an impression that the graphed profiles are overly positive. This may occur for a multitude of reasons, for example, test apprehension, social desirability, high achievement orientation, a life coping strategy, and others.

Standardized positive impression score **102**

The degree to which an inflated profile may be evident is compared with the likelihood of this occurring in a large, prescribed sample. If the average positive impression score exceeds 120, the graphed profiles are possibly overly positive. If the score exceeds 135, the graphed profiles are probably overly positive and invalid. This needs to be explored further before making definite conclusions. A positive impression score of 100 is considered to be average.

Youth's Unedited Comments from the Assessment

The youth had an opportunity to provide additional thoughts and feelings at the end of the survey. These are randomly listed in Appendix C.

Cautionary Remark

The SEI Emotional Intelligence Assessment for Youth was not developed for the direct purpose of detecting pathology. Any such interpretations made from the findings in this group report should be verified with other means of identification. The user is encouraged to use this report in combination with other sources of comparative information.

The report provides a visual display of a group's current level of emotional intelligence based on the Six Seconds model, and how this compares with five barometers of life success. These serve as a useful guideline for an array of applications that the youth, counselor, teacher, or parents can choose to utilize.

More from Six Seconds

Other report options and supplements are available from Six Seconds. These are:

EQ for youth and families

SEI-YV Individual Summary Report (no additional assessment required)

SEI-PYV Individual Summary Perspective Report (from the perspective of an adult or trusted peer who knows the youth well)

SEI-PYV Group Report (needs at least three youth to be recognized as a group)

One-to-One EQ Coaching; EQ for Families Curriculum; SEI-YV Development Guide

EQ for adults

SEI Strengths Report; SEI Leadership Report; SEI Development Report

SEI-360; SEI Group Report; SEI Competency Modeling Group Report

EQ Leadership Tele-class; One-to-One EQ Coaching

For climate and morale

Organizational Vital Signs (OVS) for the workplace

Assessment of School Culture (ASC) for youth school and sport teams

For coaching

EQ Action Log

EQ Learning Journal

For training

Emotional Literacy Museum

Sneetch Marbles Activity

Choose or Loose Cards

Empathy Cards; Selling with EQ

Self-Science, EQ Leader Curriculum

Inside Path to Change Curriculum

Appendix A: What is Emotional Intelligence?

Emotional Intelligence is ...

?

A way to prove someone's emotions

A understanding of your emotions

About my emotions

Being able to express clearly how i feel

Brains

Brains/smarts.

Cool

Dealing well with people

Developed social skills

Do not know

Dont know

E.i

Ei

Emotional things that happen to you

Emotional things that happen to you

Emtion

Good

Great

Having emotional smarts

How emotionally stable we are

How a person deals with their emotions in stressfull situations

How a person handles their emotions.

How a person handles their emotions.

How i feel

How i feel about people and life.

How i grow up to feel about things

How i handle emotional situations.

How i handle issues of the world.

How i handle life.

How i handle problems in my life.

How i handle situations with feelings.

How i handle situations.

How i react to life.

How i react to problems emotionally

How mature you are

How maturely you handle your feelings

How much is known about emotions

How much you know about your emotions

How my brain works.

How my minds adjusts to life problems.

How my minds handles life.

How one would react to a situation.

How smart i am.

How smart i think

Appendix A: What is Emotional Intelligence? (Cont.)

Emotional Intelligence is ...

How strong i am emotionally
How strong your mind is or common sense
How to assess another persons emotions
How we feel
How we respond
How well does one individual think
How well you cope with things
How well you cope with things
How well you cope with things
How well you handel emotions
How well you handle issues
How wise you are when you are emotional
How you deal life problem
How you deal mentally with ordeals through life
How you emotional handle things in life
How you feel
How you feel
How you fell about knowing events occuring
How you handel your emotions
How you handel your emotions
How you handle life problems
How you handle yourself
How you react to things.
How you think
I dont know
I dont know
I dont know
I don't know
If you feel good about yourself
Important
Important
Important
Important
Important in social life
Important in social life
Intelligence in feelings
Intelligence that is based you emtions
Is how issues of life are handled emotionally.
Is something abstract
Is the intelligence of your emoton
Is to improve another person's emotions
It's a class that helps me to imagine and know more about my thoughts
It's what we know about our feelings
Knowing how to crontrrol your emotions
Knowing how to crontrrol your emotions

Appendix A: What is Emotional Intelligence? (Cont.)

Emotional Intelligence is ...

Knowing how to handle my emotions.
Knowing how to handle yourself in different situations
Knowing what your emotions are and how you handle them
Knowledge through emotions. Sports will make you smarter and feel better
Los sentimientos que expresamos
Medium
Most likely the different levels of emotion; and genuinity of; in an individual.
N/a
No clue
No idea
Not sure/ don't know
Reactions to situations
Studies how well i control my emotions
The ability to control with wisdom your emotions
The ability to read poeples emotions
The ability to sense the emotions of others and to control the emotions of one's self
The ability to understand your emotions and being able to deal with them in a constructive manner
The ability to appreciate and understand different peoples emoitions and their reasons for that emotion.
The amount of emotional control you have
The awareness of being able to manage emotions
The capacity to understand and control your emotions
The first reaction when asked a question.
The healthy emotional side of the mind to balance the intelligence part
The stuff when you just feel its right
The way you handle your emotional
The way you think
Thinking a type of way
To know if we are intelligents
To be intelligent and a very emotional person
To be smart
To have fun
To know how the feelings; emotions; friendships are.
To know how to use your emotions
To know the intelligence of your emotions
To know the intelligence of your emotions
To know when your emotions come in.
To know yourself everyday .
To lear about emotions and questions i've never done to myself before
Understanding one's own emotions and the emotions of others; why they are there and what they mean.
What you know about your emotions and how you are able to control them
When we learn to analyse emotions
When you know what kind of imotions you are experiencing
Your emotional stability

Appendix B: Why is Emotional Intelligence important?

Emotional Intelligence is important because ...

a lack of this skill can result in actions that are not appropriate for the situation.

?

because it will be we useful in our lives

because you have to know how to control yourself

because you will be unbalance

compulsary

desarrolla durante nuestras vidas los sentimientos

do not know

don't know

for you to be succesful

helpful

helps us be more successful

helps us to become more successful in life

helps us to understand how other people migh feel

i dont know

i dont know

i don't know

i learn how to control my emotion

i learn how to control my emotions.

i need it

i need it

i need to know about my emotions

i need to know about my emotions

i said so

i want to study myself .

if a person does not channel it the right way they could harm themself or others.

if you are not smart, you could do something stupid when having strong emotions

it aids in our growth, maturity, and interaction with others.

it allows one to better interact with others and understand one's self

it can be put to use and come in handy

it can help diagnose unseen problems

it can help me be a better person.

it can help us

it determens your succes in life

it gives me an idea of what i feel.

it gives you selfcontrol and an complete intelligence

it gives you the ability to express your feelings

it helps manage feelings and relationships

it helps me build hope.

it helps me deal with people and life.

it helps me grow up

it helps me learn about myself.

it helps me make better decisions.

it helps me to be a better person.

Appendix B: Why is Emotional Intelligence important? (Cont.)

Emotional Intelligence is important because ...

it helps me to come to grips with how life is different.
it helps me to cope with life emotionally
it helps me to grow a strong mind.
it helps me to imagine and learn my feelings
it helps me to see how i make decisions.
it helps me understand life.
it helps people
it helps people interact with eachother
it helps solve problems with other people
it helps teachers better understand how they can teach us best
it helps to be able to interact with the environment surrounding the person.
it helps to be successful in life and it also helps you better understand things.
it helps to be successful in life.
it helps to solve big problems through conversations
it helps us communicate smoothly without hurting ourselves or others emotionally
it helps us make decisions
it helps us talk to people who may be rude or unkind
it helps us understand how people are acting through their body language and their emotions
it helps us understand purpose and reson for our emotions and also helps us understand more about ourselves
it helps you
it helps you get along with others
it helps you go far in life
it helps you know how to best react to situations that comes up in your life
it helps you to become a better adult
it helps you to deal well with others
it hepls you to be successful
it identifies reactions to situations
it is how you handel your emotions
it is how you handel your emotions
it is key to have it when your under pressure and making a decision
it is key to have it when your under pressure and making a decision
it is key to have it when your under pressure and making a decision
it is part of u
it just is
it makes you know if you are a loner or a very social guy
it makes you know if you are a loner or a very social guy
it show the emothions of a person.
it shows how much you know about your emotions
it shows how strong a person realy is
it teaches
it teaches an emotional and social enviroment of learning
it teaches to be sincere and to express our feelings and the way we think.
it tells how smart i am.

Appendix B: Why is Emotional Intelligence important? (Cont.)

Emotional Intelligence is important because ...

it tells me how i handle myself in emotional situations.
it will help me adjust to life as i grow up.
it will help me be a better grown up.
it will help me in my life
it will help us to identify different peoples emotions and help us to reason with those different emotions.
its a way to understand yourself better
its emotional
its essential in being a healthy stable secure individual
n/a
need it to live a good life
no clue
reactions to situations help define one's characteristics.
to control myself
to control your mind
to help you when you're bigger
to help you when you're bigger
to know how we are intelligents
we can express ourselves
we can use it a lot
we do it with our teacher
we lern a lot of important things
we need it to understand who we are and how we act
we need to be good in our mind and especially in your heart
we should be stable and comfortable with our self.
we will be prepared for the shocks in our lives
with it it allows people to undertand people
without a high emotional intelligence ratio certain aspects of the subject's life may suffer from lack of motivation or determination and the subject is less likely to succeed in such jobs within the
without i wouldnt be fully balanced
without it you will be umbalanced
without it you wouldn't have any emotion/reaction to anything
you can have a better control of your actions under stress
you get to learn and understand more about your emotions
you know how to act around people.
you learn a lot
you learn all the emotions
you learn all the emotions
you might be experiencing a helpful imotion(like love) and thinking it's a harmful imotion(like hatred)
you might run into them quite a lot
you must be able to understand how to deal with ceartain situations
you need to express your feelings
you need to know about your emotions
you need to know how to react to events
you should have self confidence to help you through life
you will need to think things out your whole life

Appendix C: Unedited Comments

Other thoughts and feelings that I have were ...

No responses provided