

# Six Seconds Emotional Intelligence Assessment

## SEI-YV Youth Perspective Report

Published by



### Eugene Example

**From the perspective of Parent Example**

ID number:	9999999
Date created:	May 6, 2010
Time completed:	00:20:13
Age:	13
Gender:	Female

Confidential

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## Value of Another Perspective on the Youth's Report

This report provides a graphical display and description of the youth's emotional intelligence **from another person's perspective**, in comparison to his/her personal perception of general performance in life by way of specific barometers. It gives information about how this youth typically deals with daily challenges and demands in life, and offers suggestions to further develop these on his/her way to become a well-rounded person. This report is **not a replacement** of the youth's own viewpoint of his/her emotional intelligence.

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



### Youth:

Comments made next to the bell  
are written for the youth,  
although teachers, parents or counselors can also read them.



### Adults:

Comments made next to the clock  
are written for teachers, parents or counselors,  
although the youth can also read them.

The SEI-YV assessment that another person completed recently, resulted in a rater-report of the youth's psycho-social development. It provides an initial impression of how the youth views his/her social and emotional abilities on a daily basis from the perspective of another person.

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 the young person'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 from your own perspective. During the assessment you provided some ideas, and based on our own research and learning, we will share with you some of our own.

### What is Emotional Intelligence?

You said that emotional intelligence is ... **your emotions and how well you handle them. Crying smarts.**

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, you said that emotional intelligence is important because ... **without it, you're not intelligent. You should know how to control it, and why, and because if you get mad too easy, not too many people would like you. If you control your anger, you will have more friends and maybe do a better job.**

Against this background you are now ready to look at your perspective of the youth, as well as at the results of his/her assessment if appropriate.

You are strongly advised to look beyond the differences in scores and pay most attention to the patterns and trends that emerge from the findings.



## Taking Stock on the Youth's Life

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

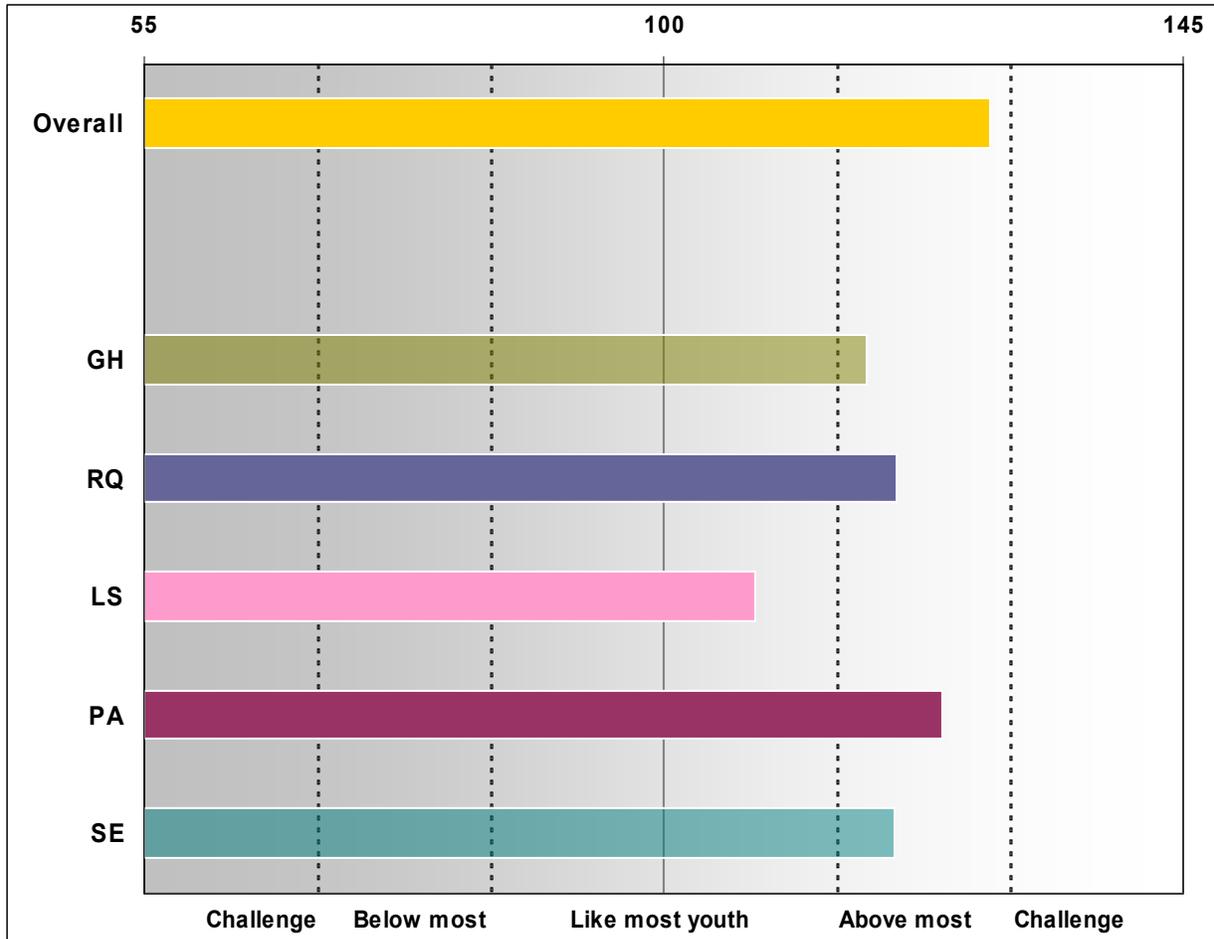
### 4. PA – Personal Achievement

-  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 Youth'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 your 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 youth ( $\pm 70\%$ ) score within the first two dotted lines around 100. Increasingly fewer people score away from the midline.

**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 youth. The five barometers displayed above are impacted by the youth'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. Your scores show what the youth can do more of, or even less of in making the most of his/her life journey.

## The Pursuits of Emotional Intelligence

The SEI underscores an action model of EQ. Emotional intelligence reflects the youth's 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:

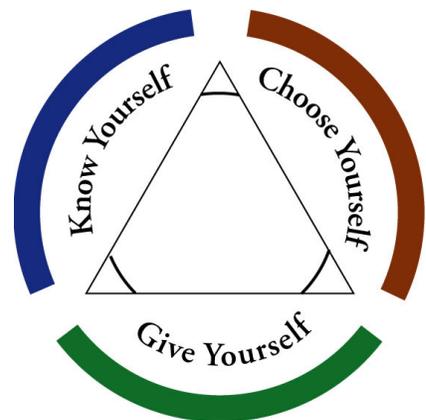
#### Self-management

- 🔔 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

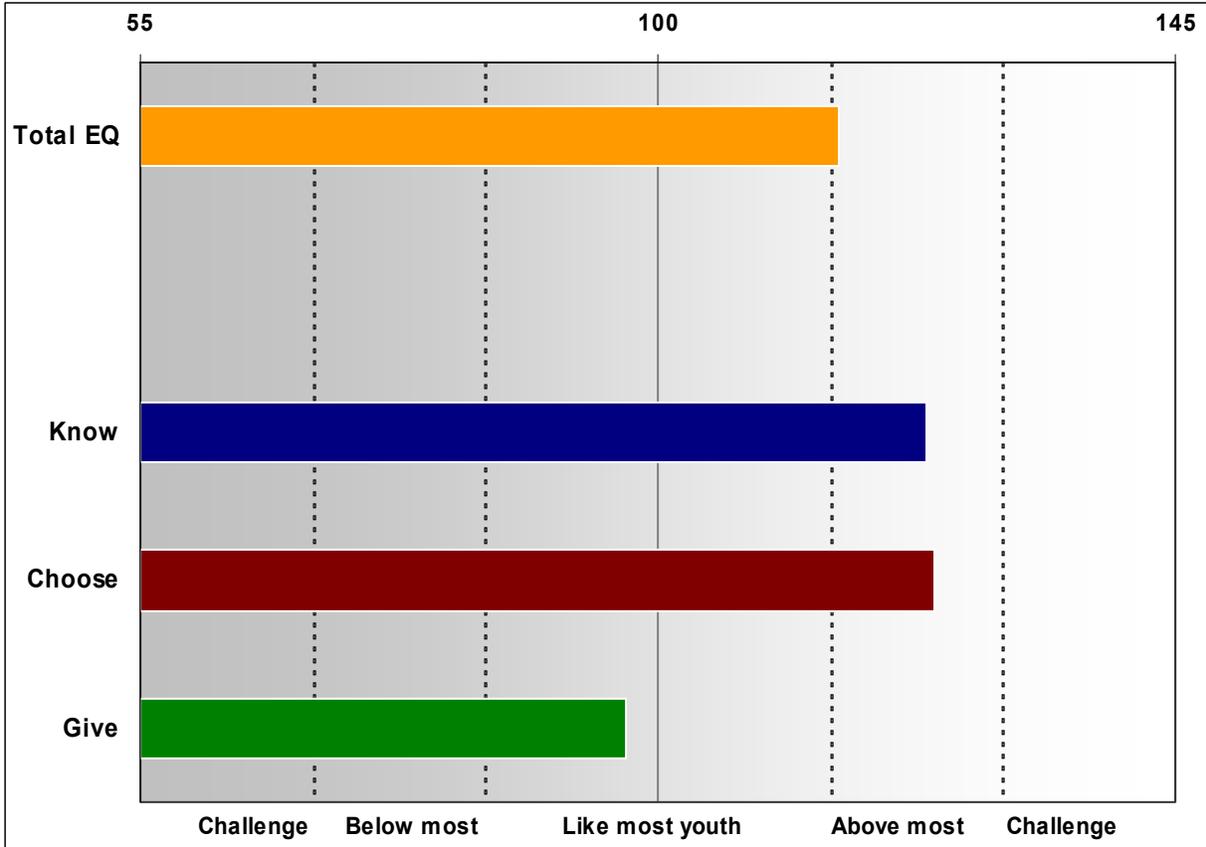
- 🔔 Doing it for a reason, in other words, becoming more purposeful
- ⊕ Aligning your daily choices with your larger sense of purpose unlocks your full power and potential. It comes from using empathy and principled decision-making to increase wisdom



### 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 Youth's Overview Emotional Intelligence Profile



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**Know** – Know Yourself

**Choose** – Choose Yourself

**Give** – Give Yourself

**Total EQ** – K-C-G together

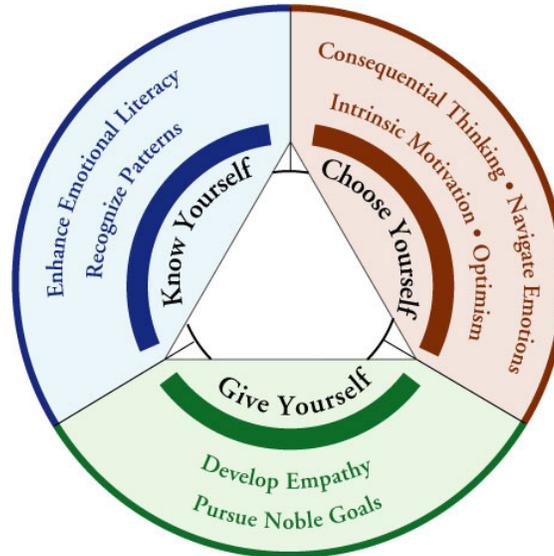
### Tips for Reading your Overview Graph

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.

**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 youth.

1. Assess where the youth'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 youth's profile what you expected? Why, or why not?

## The Eight Emotional Intelligence Competencies



Six Seconds defines a healthy, mature individual as one who recognizes the complexity of life, knows who s/he is, has a defined path to follow, and retains 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 you have 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**

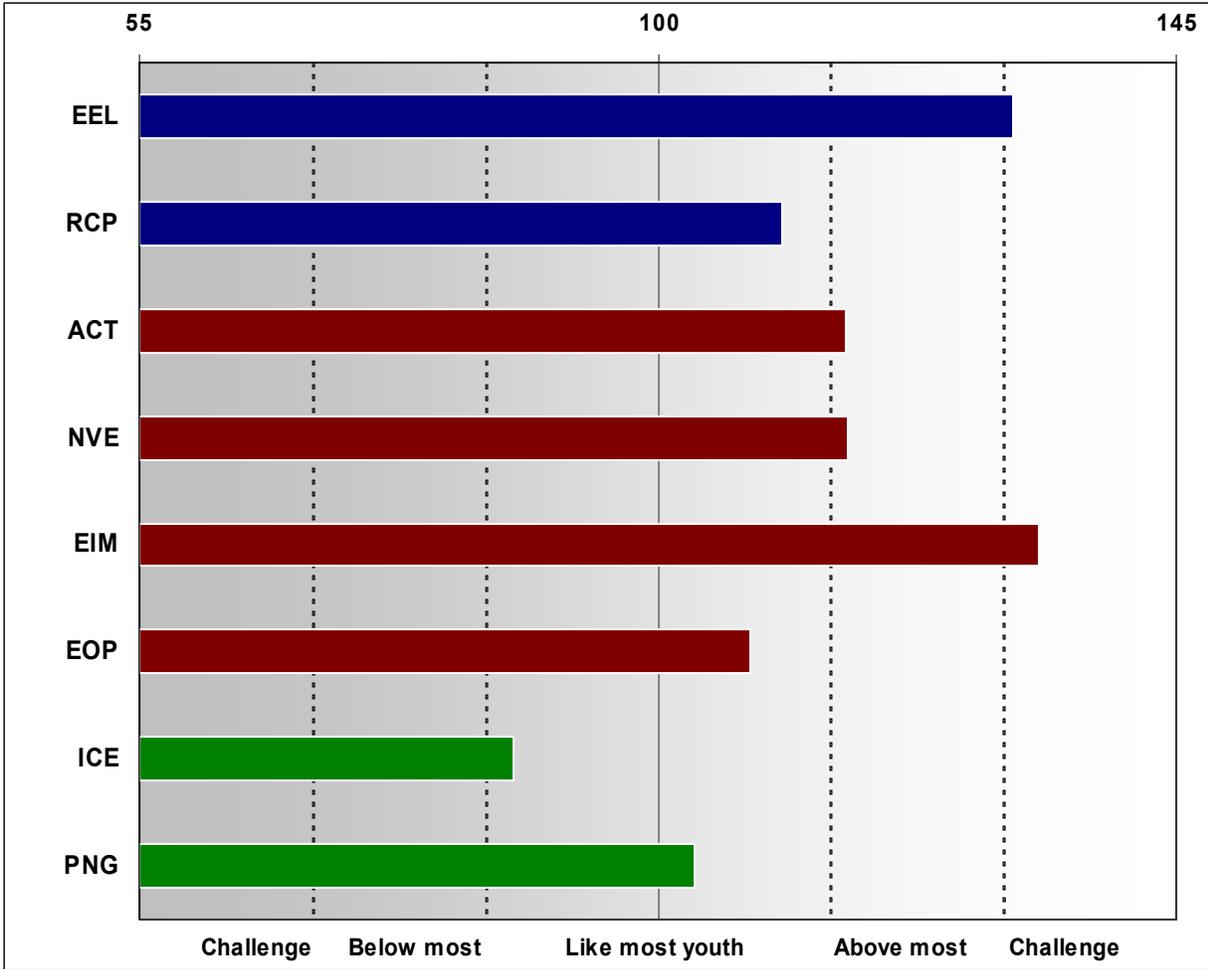
- 🔔 Being gentle with other people's feelings
- 🕒 Responding appropriately to others' feelings; being able to feel concern that comes from imagining the plight of another person



### **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 Youth'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 your Detailed Graph

1. Assess where the youth'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 youth's profile what you expected? Why, or why not?

## How believable are your scores?

This report is a brief snapshot of your perspective of the youth's emotional intelligence as it relates to his/her current experience of life. It is directly based on your answers to the assessment, and is not a complete picture. To finish the picture, you need to think about how well you know the youth, the circumstances of the youth, and also consider your own level of awareness and how you were feeling when you took the SEI. How does the youth typically handle emotions? What would other close people say of the youth? It may be a good idea to do the assessment after regular time intervals to track the youth's EQ growth.

## Does the youth'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 seven-year-old individual is equally mature as a sixteen-year-old with feelings? 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 group.



## Conclusion

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

The results in this report are focused on this youth in particular. It is possible to view different perspectives on the same youth, or combine the profiles of several youth into a group profile for use with classrooms, 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 youth will thrive in his/her life journey! Contact Six Seconds by phone 1.650.685.9885, or email us at [youth@6seconds.org](mailto: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 youth's assessment results from your perspective 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.

### Your General Frame of Mind

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

<b>This youth appears to feel great lately</b>	<b>4</b>
<b>This youth thinks positively</b>	<b>5</b>
<b>This youth is in a good mood lately</b>	<b>3</b>

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

### Your Perspective of the Youth's Assessment Scores

	<b>Overall</b>	<b>125</b>
<b>Barometers of Life</b>	<b>Good Health</b>	<b>113</b>
	<b>Relationship Quality</b>	<b>116</b>
	<b>Life Satisfaction</b>	<b>102</b>
	<b>Personal Achievement</b>	<b>119</b>
	<b>Self-Efficacy</b>	<b>115</b>
	<b>Total EQ</b>	<b>112</b>
<b>Pursuits</b>	<b>Know Yourself</b>	<b>117</b>
	<b>Choose Yourself</b>	<b>119</b>
	<b>Give Yourself</b>	<b>100</b>
<b>EQ competencies</b>	<b>Enhance Emotional Literacy</b>	<b>125</b>
	<b>Recognize Patterns</b>	<b>107</b>
	<b>Apply Consequential Thinking</b>	<b>112</b>
	<b>Navigate Emotions</b>	<b>110</b>
	<b>Engage Intrinsic Motivation</b>	<b>127</b>
	<b>Exercise Optimism</b>	<b>112</b>
	<b>Increase Empathy</b>	<b>88</b>
	<b>Pursue Noble Goals</b>	<b>100</b>

## Next Steps

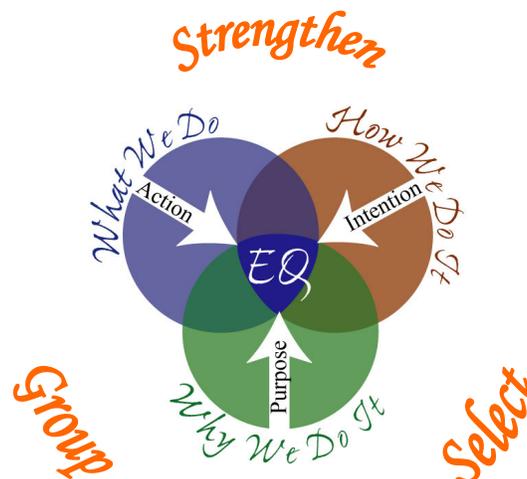
The results in this report can be used in multiple ways. Two natural steps are offered below – there are many more. At the base one can choose to focus on the EQ profile only, on the barometers profile only, or by putting the two together for deeper insight and learning opportunities. Choose a next step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

### 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 youth thrive) and lowest (challenges that can be overcome through further personal development). This may be done for the purpose of:

- ⊕ Personal development
- ⊕ Grouping youth with similar strengths
- ⊕ Grouping youth with different strengths
- ⊕ Selecting groups on the basis of specific EQ competencies
- ⊕ Identifying role models
- ⊕ Determining learning styles

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 your results from the youth's life barometers with that of the youth'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 youth, 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 from your perspective. 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 youth. This may be tied to a:

- ⊕ Personal goal
- ⊕ Learning objective
- ⊕ Targeted benchmark
- ⊕ Shared family value

Consider ways in which the identified EQ competencies can help realize the focus of contact with the youth. 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 you and the youth in reading your EQ Yardstick.



#### **Tips for Reading your EQ Yardstick** *(next page)*

1. Which barometer do you choose for the youth to focus on? You may choose one or two that interest you most.
2. Assess whether the youth's EQ competency scores lie close to the barometer score. Are the bars similar height? If so, the youth 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 with the youth on strengthening this competency. Is this competency a lot higher than the others? If so, try to tone down the youth's over-reliance on this competency.
4. Pay attention to the supporting competencies within the K-C-G model in your focus above.

## Your Perspective of the Youth's EQ Yardstick

Barometer	Most Significant EQ Contributors	Effect										
<p><b>Good Health</b></p> <p>113</p>	<p><b>EIM – Engage Intrinsic Motivation</b> 133</p> <p><b>PNG – Pursue Noble Goals</b> 103</p> <p><b>EEL – Enhance Emotional Literacy</b> 131</p>	<table border="1"> <caption>Effect of EQ Contributors on Good Health</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>133</td> </tr> <tr> <td>PNG</td> <td>103</td> </tr> <tr> <td>EEL</td> <td>131</td> </tr> </tbody> </table>	Contributor	Value	EIM	133	PNG	103	EEL	131		
Contributor	Value											
EIM	133											
PNG	103											
EEL	131											
<p><b>Relationship Quality</b></p> <p>116</p>	<p><b>PNG – Pursue Noble Goals</b> 100</p> <p><b>EOP – Exercise Optimism</b> 112</p> <p><b>ACT – Apply Consequential Thinking</b> 112</p>	<table border="1"> <caption>Effect of EQ Contributors on Relationship Quality</caption> <thead> <tr> <th>Contributor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>PNG</td> <td>100</td> </tr> <tr> <td>EOP</td> <td>112</td> </tr> <tr> <td>ACT</td> <td>112</td> </tr> </tbody> </table>	Contributor	Value	PNG	100	EOP	112	ACT	112		
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EOP	112											
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## Credibility of the Results

### Missing items

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

**Number of missing items** **0**

If the 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 knowledge of the youth should answer these item pairs with ratings that lie close to each other.

**Average response difference between item pairs** **3**

If the 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 you may not have sufficient knowledge of the youth 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 instead.

### 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** **108**

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 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.

## Your Unedited Comments from the Assessment

Eugene and I have our differences from time to time, but we always talk about them.

## 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 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 an individual's perspective on the youth'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-PYV Group Report (needs at least three youth to be recognized as a group; no additional assessment required)  
SEI-YV Individual Summary Report  
SEI-YV Group Report (needs at least three youth to be recognised 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