

SEI EMOTIONAL INTELLIGENCE
ASSESSMENT

Measure & Develop Human Capacity

SEI YV- INDIVIDUAL REPORT

International Edition

Report prepared for Sample

On February 14, 2014

ID Number: 19507

Age: 15

Gender: Male

Time completed: 5:26 (mm:ss)

Value of your Report

This report provides a graphical display and description of the youth's emotional intelligence, perception of performance in life. It gives information about how this youth typically deals with daily challenges and demands plus offers suggestions to further develop emotional intelligence on his/her way to become a well-rounded person.

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 each concept is introduced with a brief summary statement followed by a more detailed description.

The SEI-YV assessment is a self-report tool providing data about the youth's psychosocial development. It provides an initial impression of how the youth views his/her social and emotional abilities on a daily basis.

The scores are compared against those of a large 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 the meaning of emotional intelligence and why it is important. 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

"To know ourselves."

By comparison, Six Seconds says that emotional intelligence 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 carefully.

Emotional Intelligence is also called EI. 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

"I don't know exactly but related with our emotions."



Against this background you are now ready to look at the results of your assessment.

Taking Stock of Your Life

It is helpful to gauge how you are doing now so you can set goals for the future. In particular, we are looking at five different barometers that tell you how you are doing in life at the moment. A barometer is an indicator or a measure that you can use when taking stock of your life. Your scores on the barometers are on the next page.

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

Having friends to talk to and rely on at all times

Actively participating in a social network in a variety of ways; being able to foster constructive, mutually respectful relationships

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 school and in life including sports, hobbies, etc.

Being diligent and conscientious; attaining successes, fulfilling commitments; being able to consistently accomplish objectives

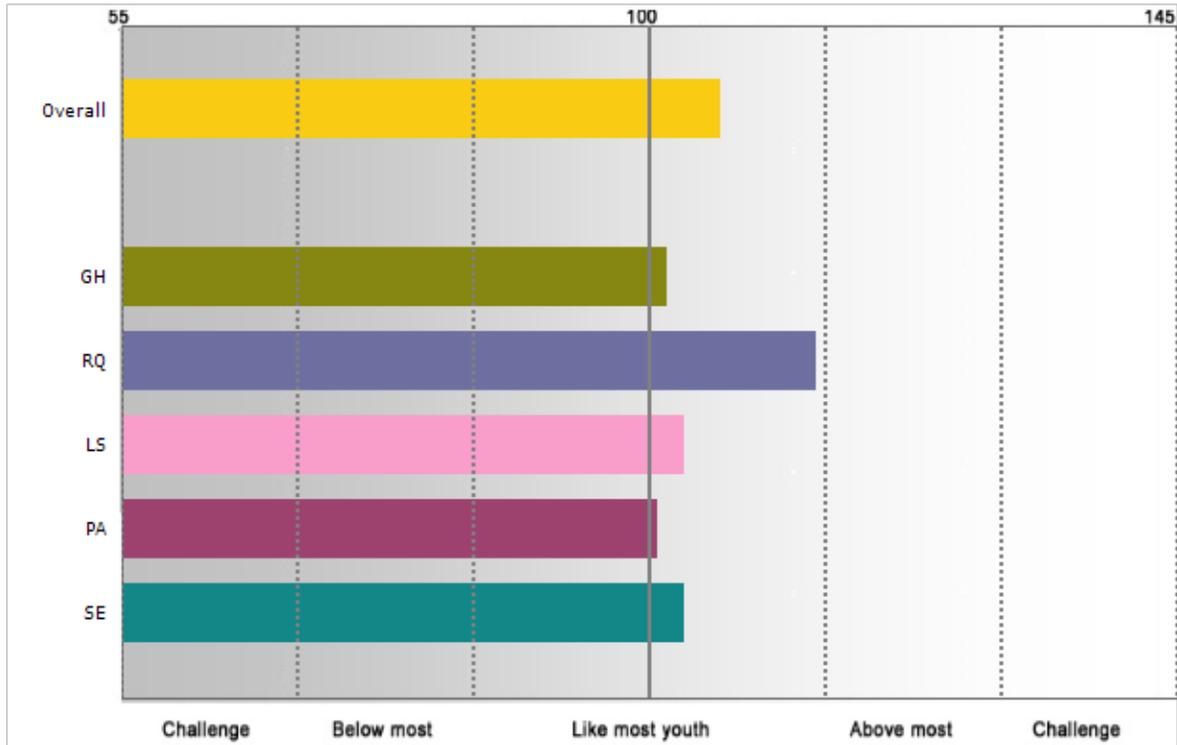
5. SE – Self-Efficacy

Feeling in charge of yourself, believing that you can do whatever you set out to do

Confidence in, and knowledge of one's ability to accomplish tasks, including managing expectations and moods to set and reach challenging goals



Your Barometers of Life



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 you. The five barometers displayed above are related to your 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 EQ profile will help you understand why certain aspects of life feel easy and why others are a challenge. Your scores show what you can do more of, or even less of, in making the most of your life journey.



Emotional Intelligence in Action

The SEI is based on Six Seconds’ action model of EQ. Emotional intelligence reflects your capacity to perceive, use, understand, and manage emotion, which is put into action through three “pursuits” (commitments to action): Know Yourself, Choose Yourself, and Give Yourself (K-C-G).

The K-C-G model provides a pathway for using emotional intelligence in daily life; the goal is to use this part of your intelligence to take the best possible actions regarding yourself and others. The K-C-G model can be described as follows:

1. Know Yourself:

Self-awareness

Noticing what you feel and do; becoming more aware

Emotions inform you, and this pursuit allows you to accurately collect this type of information.

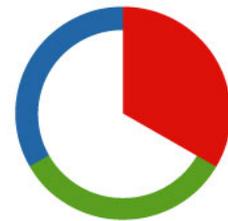


2. Choose Yourself:

Self-management

Doing what you mean to do; becoming more intentional

Instead of reacting “on autopilot,” this pursuit encourages you to proactively respond to make conscious, careful decisions.

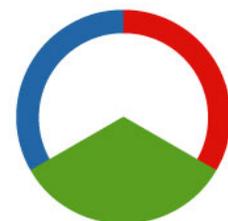


3. Give Yourself:

Self-direction

Doing it for a reason; becoming more purposeful

By aligning daily choices with a larger sense of purpose, this pursuit helps you put your most important commitments into action so you live with full integrity.

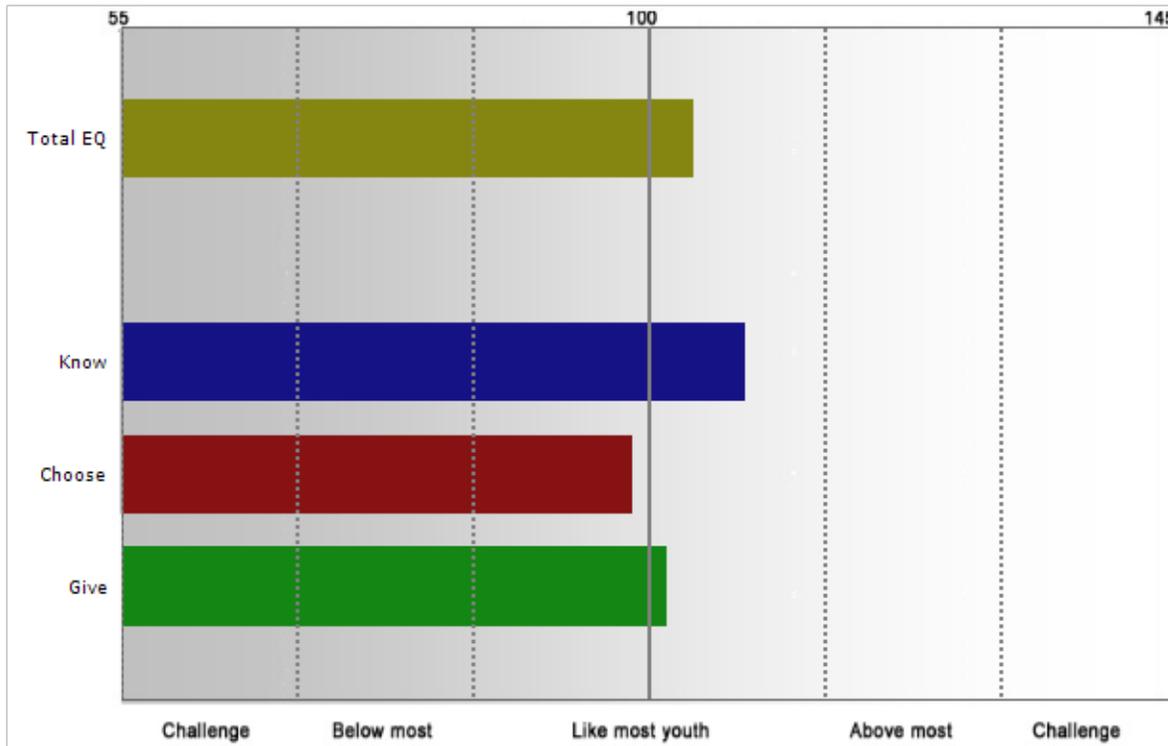


Tip for Remembering the K-C-G Model

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



Your Overview Emotional Intelligence Profile



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

Tips for Reading your Overview Graph

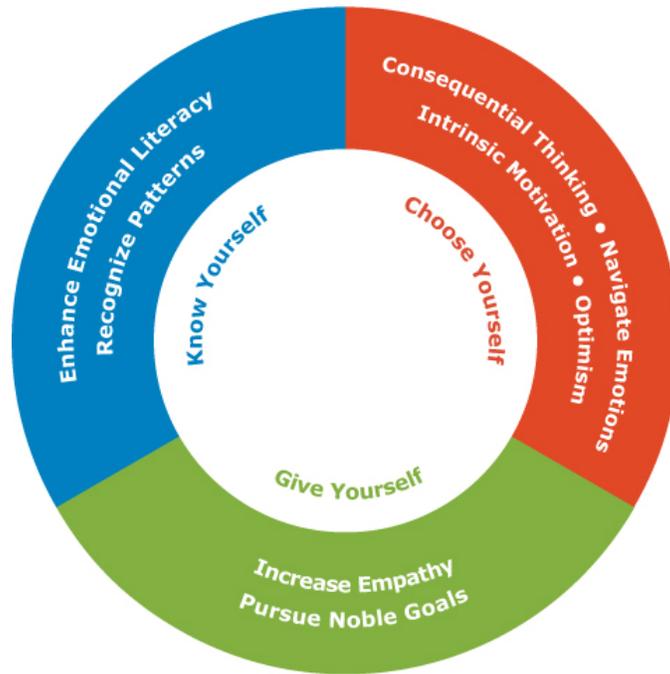
The average score for emotional intelligence performance is set at 100 (the solid vertical line in the middle of the graph) with the graph drawn to stretch in 15-point intervals to either side of 100. Just like a bell shape, most youth ($\pm 70\%$) score within the first two dotted lines around 100.

Bars lying in the area of 'Above most' are desirable, together with a balance between the three different pursuits. Extremely high or low scores may be a challenge for you.

1. Notice your Total EQ. 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 your 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. We specify eight competencies that allow people to achieve this; these competencies are divided between the three pursuits of emotional intelligence.

The eight EQ competencies, or capabilities, are briefly listed below:

Know Yourself: Self-awareness

1. EEL – Enhance Emotional Literacy

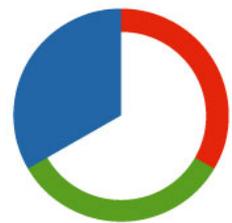
Paying attention to, and talking about, your own feelings

Accurately recognizing and appropriately expressing emotion; being able to identify and interpret multiple and conflicting emotions

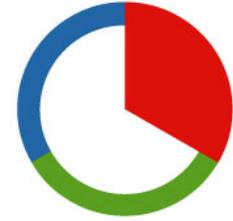
2. RCP – Recognize Patterns

Seeing how you typically react

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

Pausing to assess the influence of feelings 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

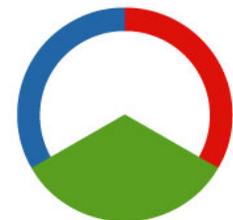
Building internal energy and drive; being able to establish and move towards goals based on internal rewards

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

Caring about other people's feelings

Responding appropriately to others' feelings; being able to feel concern that comes from imagining the plight of another person

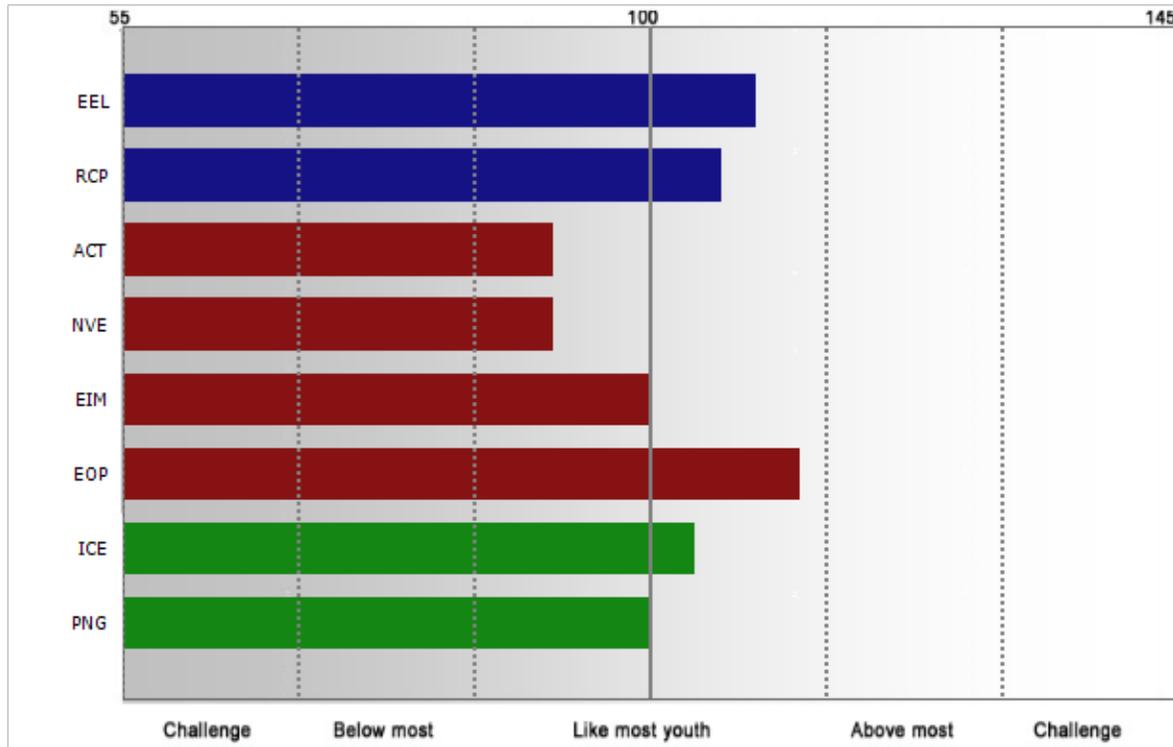
8. PNG – Pursue Noble Goals

Committing to respect and consideration others and the larger world

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



Your Detailed Emotional Intelligence Profile



EEL – Enhance Emotional Literacy

RCP – Recognize Patterns

ACT–Apply Consequential Thinking

NVE– Navigate Emotions

EIM–Enhance Intrinsic Motivation

EOP–Exercise Optimism

ICE–Increase Empathy

PNG–Pursue Noble Goals

Tips for Reading your Detailed Graph

1. Assess your scores. 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. Compare the blue, red and green areas. Is one category higher or lower? Are these three areas in balance?
4. Now look inside of each color. Within K, C or G is one competency much higher or lower? What is the balance of scores between inside each area?
5. Is your profile what you expected? Why, or why not?



How believable are your scores?

This report is a brief snapshot of your Emotional Intelligence as it relates to your 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 your level of self-awareness, how you were feeling when you took the SEI, and also consider what else you know about yourself. How do you typically handle emotions? What would your close friends say? What would your teachers or parents say? It may be a good idea to do the assessment at regular time intervals to track your EQ growth.

Does 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, both 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 as mature as a sixteen-year-old with feelings? Not exactly: 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. There are 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 your emotional intelligence? One of the best ways is to think about your strengths and how to use them more. We challenge you to think about your 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 you personally. It is possible to 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 further questions, or to request additional support, please contact "YV Certified Name" <email_YV_Certified@mail.com> (the certified assessor who provided your SEI-YV). We hope this report has been helpful, and that developing EQ assists you to thrive in your life journey!

Anabel L Jensen, Ph.D. and Carina Fiedeldey-Van Dijk, Ph.D., SEI-YV Authors



Counselor’s Section

The first eleven pages of the report should only be shared with the youth by a Certified Assessor well versed in Six Seconds’ K-C-G model and competent at debriefing the profile. Results reported so far are supported by mathematical and statistical findings that are presented in this section. The next pages detail the youth’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; these pages are intended for the SEI Certified Assessor.

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 his/her EQ profile and success in life at that time. In particular, the youth responded as follows:

I feel great 5

I think positively 4

I am in a good mood 5

1- Almost Never

2 - Seldom

3 - Sometimes

4 - Often

5 - Almost Always

Assessment Scores

	Overall	106
Barometers of Life	Good Health	102
	Relationship Quality	114
	Life Satisfaction	103
	Personal Achievement	101
	Self-Efficacy	103
	Total EQ	104
Pursuits	Know Yourself	108
	Choose Yourself	99
	Give Yourself	102
EQ competencies	Enhance Emotional Literacy	109
	Recognize Patterns	106
	Apply Consequential Thinking	92
	Navigate Emotions	92
	Engage Intrinsic Motivation	100
	Exercise Optimism	113
	Increase Empathy	104
	Pursue Noble Goals	100



Next Steps

The results in this report can be used in multiple ways. Two steps are offered below – there are many more. As a start, one can choose to focus only on the EQ profile or on the barometer profile. Putting the two together facilitates deeper insight and more 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, 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

However, the youth may not be interested in EQ for its own sake. Help him or her identify the value of EQ by linking it to goals about which he cares. These can be from the Barometers or general discussion. For example, ask:

1. “What’s one of your goals for the next semester?”
2. “What EQ competencies would be most important in helping you accomplish this goal?”

This chart can be used to facilitate the discussion:

Goal	How can EQ help?	One next step



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 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. 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:

1. Personal goal
2. Learning objective
3. Targeted benchmark
4. 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 youth in reading his/her EQ Yardstick.



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

1. Which barometer do you choose to focus on? You may choose one or two that interest you most.
2. The "Effect" graph shows the competencies most closely tied to this Barometer. Are the competencies in this graph even? Strong? Challenging? This can help you identify an EQ challenge to develop and/or an EQ strength to use in service of this Barometer area.
3. Which EQ competencies are not in full alignment? Is an EQ competency a lot lower than the others? If so, consider strengthening this competency. Is a competency a lot higher than the others? If so, perhaps you over-rely on this competency and can tone it down.
4. If there is one area to develop, are there other competencies that could help develop that one?

EQ Yardstick

Barometer	Most Significant EQ Contributors	Effect								
<p>Good Health</p> <p>102</p>	<p>EIM - Engage Intrinsic Motivation 100</p> <p>PNG - Pursue Noble Goals 100</p> <p>EOP - Exercise Optimism 113</p>	<table border="1"> <caption>Effect on Good Health</caption> <thead> <tr> <th>Contributor</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>100</td> </tr> <tr> <td>PNG</td> <td>100</td> </tr> <tr> <td>EOP</td> <td>113</td> </tr> </tbody> </table>	Contributor	Score	EIM	100	PNG	100	EOP	113
Contributor	Score									
EIM	100									
PNG	100									
EOP	113									
<p>Relationship Quality</p> <p>114</p>	<p>EOP - Exercise Optimism 113</p> <p>ICE - Increase Empathy 104</p> <p>NVE - Navigate Emotions 92</p>	<table border="1"> <caption>Effect on Relationship Quality</caption> <thead> <tr> <th>Contributor</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EOP</td> <td>113</td> </tr> <tr> <td>ICE</td> <td>104</td> </tr> <tr> <td>NVE</td> <td>92</td> </tr> </tbody> </table>	Contributor	Score	EOP	113	ICE	104	NVE	92
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NVE	92									
<p>Life Satisfaction</p> <p>103</p>	<p>EOP - Exercise Optimism 113</p> <p>PNG - Pursue Noble Goals 100</p> <p>EIM - Engage Intrinsic Motivation 100</p>	<table border="1"> <caption>Effect on Life Satisfaction</caption> <thead> <tr> <th>Contributor</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EOP</td> <td>113</td> </tr> <tr> <td>PNG</td> <td>100</td> </tr> <tr> <td>EIM</td> <td>100</td> </tr> </tbody> </table>	Contributor	Score	EOP	113	PNG	100	EIM	100
Contributor	Score									
EOP	113									
PNG	100									
EIM	100									
<p>Personal Achievement</p> <p>101</p>	<p>EIM - Engage Intrinsic Motivation 100</p> <p>ACT - Apply Consequential Thinking 92</p> <p>EOP - Exercise Optimism 113</p>	<table border="1"> <caption>Effect on Personal Achievement</caption> <thead> <tr> <th>Contributor</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>100</td> </tr> <tr> <td>ACT</td> <td>92</td> </tr> <tr> <td>EOP</td> <td>113</td> </tr> </tbody> </table>	Contributor	Score	EIM	100	ACT	92	EOP	113
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Contributor	Score									
EOP	113									
EEL	109									
EIM	100									



Credibility 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 1

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 the youth 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 by using the SEI-PYV.

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 99

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.



Youth's Unedited Comments from the Assessment

"....."

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 current level of emotional intelligence based on the Six Seconds Model, and the 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, including:

EQ for youth

SEI-YV Individual Summary Report

SEI-YV Group Report

Customized analysis of SEI-YV data

EQ for adults

SEI Brain Brief Profile

SEI Leadership Report

SEI Development Report

SEI-360

SEI Group Report

Customized analysis of SEI data

For additional resources including articles, books, and learning materials, visit:

www.6seconds.org



Quick Reference

Some SEI-YV counselors may want to have summarized access to the various graphs and tables offered in the full report. This is conveniently provided as a Quick Reference following on the next pages.

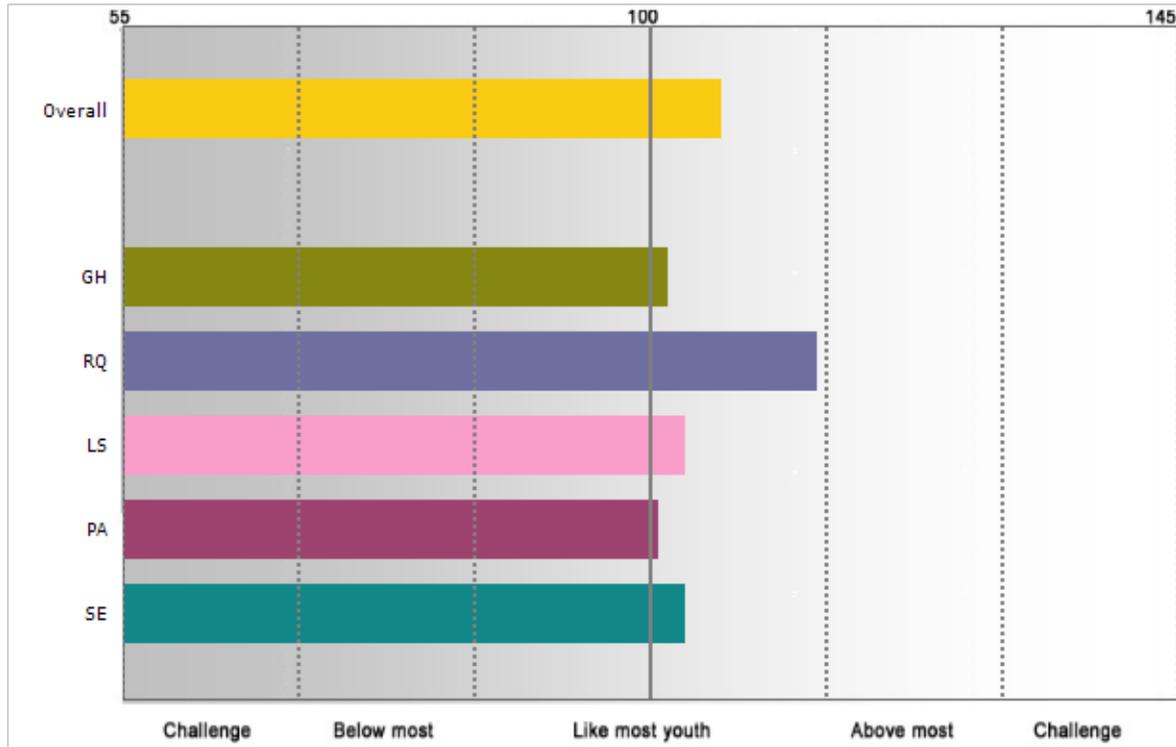
Six Seconds recommends that counselors use the reference pages with great discretion, and only after familiarization of all the contents in the full report. The results are best communicated in the context of the K-C-G model and the credibility of the youth's responses. Ideally during debriefing, counselors will refer to the full report and exclude the Quick Reference, to be used for internal purposes only (pages 19-21).



Quick Reference: Barometers of Life

For: Sample

Test Date: February 14, 2014



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

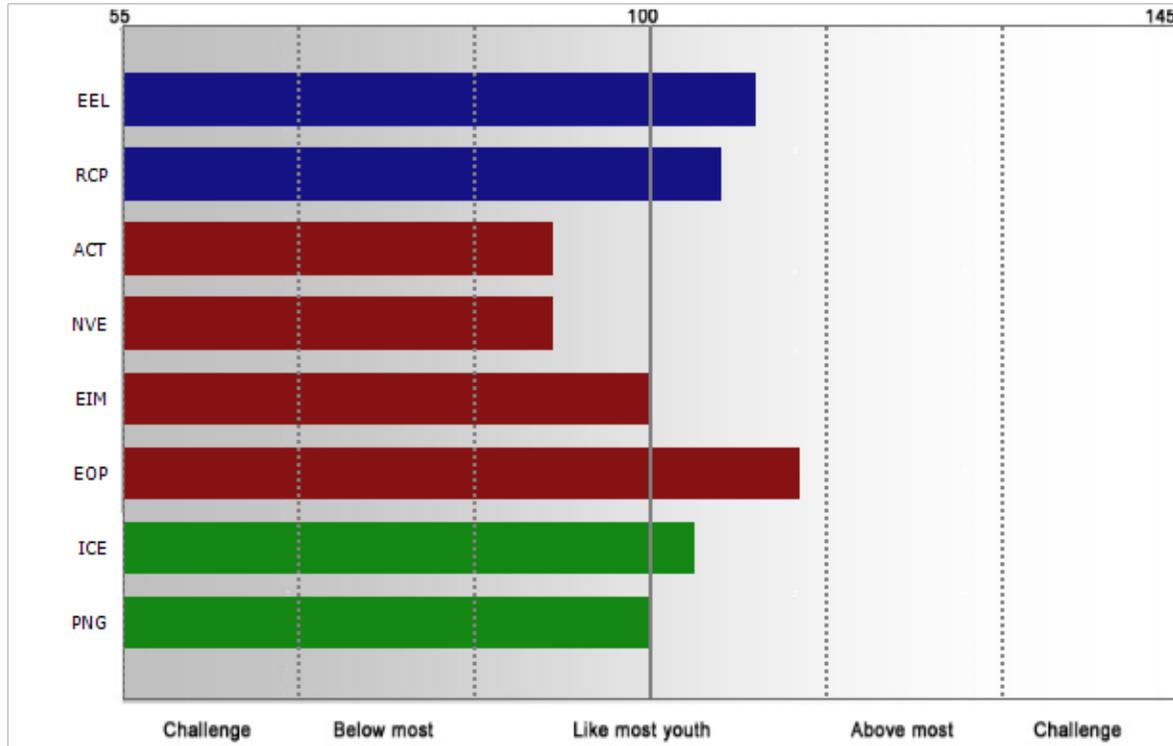
Specific EQ competencies have a significant effect on these important Barometers of Life.



Quick Reference: Emotional Intelligence Profile

For: Sample

Test Date: February 14, 2014



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



Quick Reference: EQ Yardstick

For: Sample

Test Date: February 14, 2014

Barometer	Most Significant EQ Contributors	Effect
<p>Good Health</p> <p>102</p>	<p>EIM - Engage Intrinsic Motivation 100</p> <p>PNG - Pursue Noble Goals 100</p> <p>EOP - Exercise Optimism 113</p>	
<p>Relationship Quality</p> <p>114</p>	<p>EOP - Exercise Optimism 113</p> <p>ICE - Increase Empathy 104</p> <p>NVE - Navigate Emotions 92</p>	
<p>Life Satisfaction</p> <p>103</p>	<p>EOP - Exercise Optimism 113</p> <p>PNG - Pursue Noble Goals 100</p> <p>EIM - Engage Intrinsic Motivation 100</p>	
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