

SEI PERSPECTIVE YV INDIVIDUAL REPORT

US English Edition

Report from Sample Parent about Sample Child

On March 19, 2021

ID Number: 457736

Age: 2

Child's Gender: Male

Time completed: 1:16 (mm:ss)

Value of your Report

This report provides a graphical display and description of the youth's emotional intelligence and performance in life – from the perspective of the adult who completed the questionnaire. It gives information about how this youth may be handling daily challenges and demands plus offers suggestions to further develop emotional intelligence on his 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 Perspective-YV (pYV) assessment is a feedback report tool providing data about the youth's psychosocial development, according to the adult. It provides an adult's views of the youth's social and emotional abilities.

The emotional intelligence scores are placed in the context of important factors needed to thrive in school and life. Research shows that emotional intelligence scores are predictive of personal achievement, life quality, relationship satisfaction, good health, and self-efficacy.



The Concept of Emotional Intelligence

In simple terms, 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 self and about others – the youth’s emotional intelligence lets him use that information to solve challenges and take effective action.

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

Why is EQ Important?

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 people to thrive in life.

These five outcomes (or “barometers”) are measured by the SEI pYV in addition to emotional intelligence. The five barometers are shown to the right.



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

Taking Stock of Life

The first part of the report provides the adult's perspective on the youth's overall wellbeing, defined by five "barometers" below. Scores for these five barometers are on the next page. This part of the report helps put emotional intelligence into context and can support you and Sample to discuss his goals.

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

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

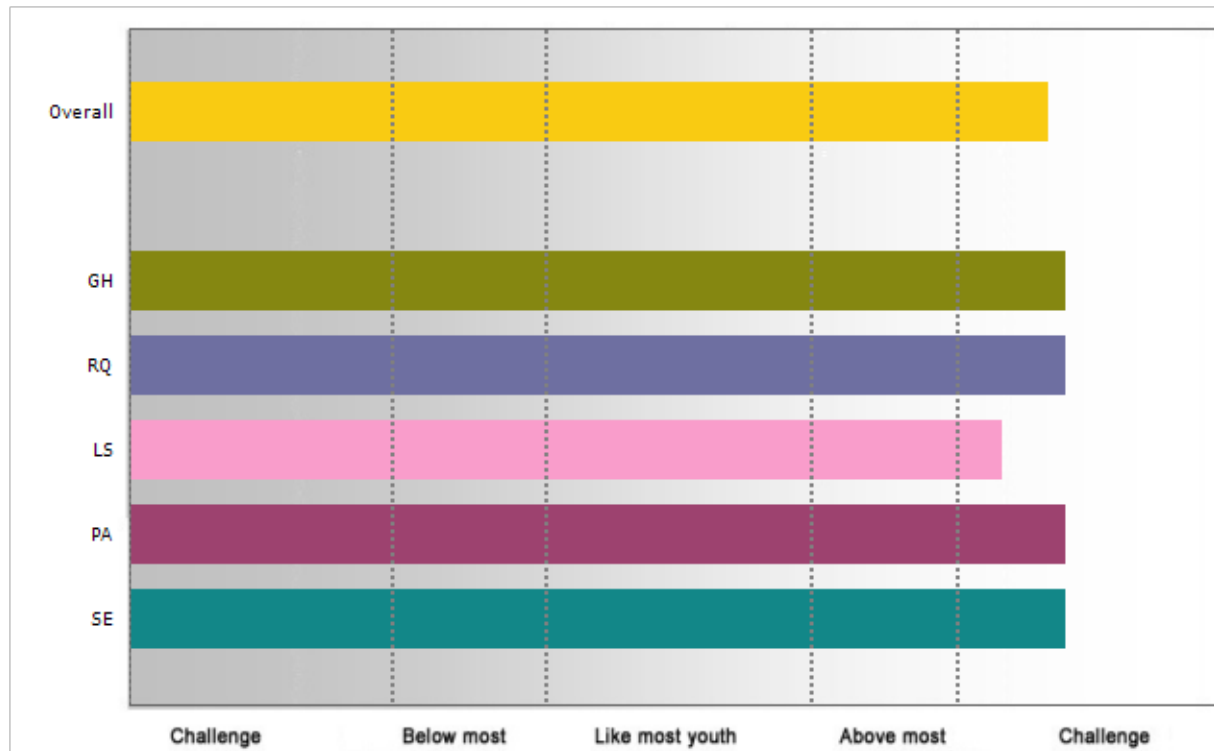
5. SE – Self-Efficacy

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

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



Perspective 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 the Barometer Graph

The average score for the barometers of life is set at 100 and the scores follow a bell-curve shape. That means majority of people score in within the central "Like Most Youth" zone.

Generally, higher scores suggest more positive life outcomes. At the same time, balance between the five different barometers is important; high scores in some areas and low scores in others, could suggest sacrificing some aspects of life in order to achieve in others. An extremely high (or low) score may present a challenge. The five barometers are impacted by emotional intelligence. Research shows that a strong and balanced EQ profile provides a good foundation for feeling healthy, having quality relationships, being satisfied with life, reaching personal achievement, and creating self-efficacy. Since EQ is linked to these outcomes, the EQ profile offers insights on how to increase and sustain these five areas of life success.

Emotional Intelligence in Action

The SEI is based on Six Seconds' action model of EQ. The pYV Emotional Intelligence report reflects the adult's perspective about Sample Child's 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 (KCG).

The KCG model provides a pathway for using emotional intelligence in daily life; the goal is to use this part of intelligence to make the best possible decisions about self and others. The K-C-G model can be described as follows:

1. Know Yourself:

Self-awareness

Clearly noticing what you feel and do.

Emotions are data, and this pursuit allows you to accurately collect that information.

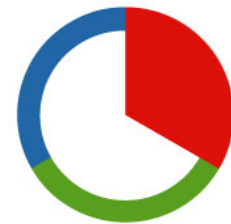


2. Choose Yourself:

Self-management

Doing what you mean to do.

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

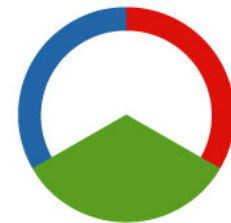


3. Give Yourself:

Self-direction

Doing it for a reason.

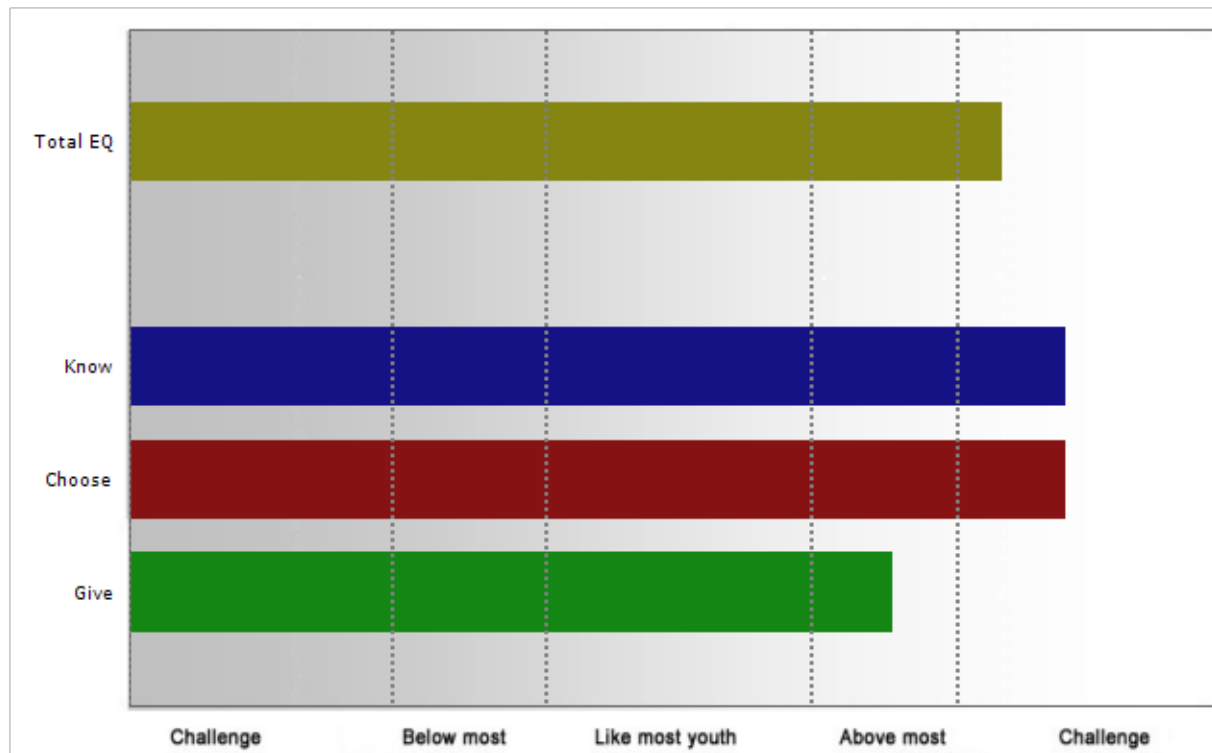
This pursuit helps you put your most important commitments into action so you unlock your full power and potential.



Tip for Remembering the K-C-G Model

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

Emotional Intelligence Overview



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

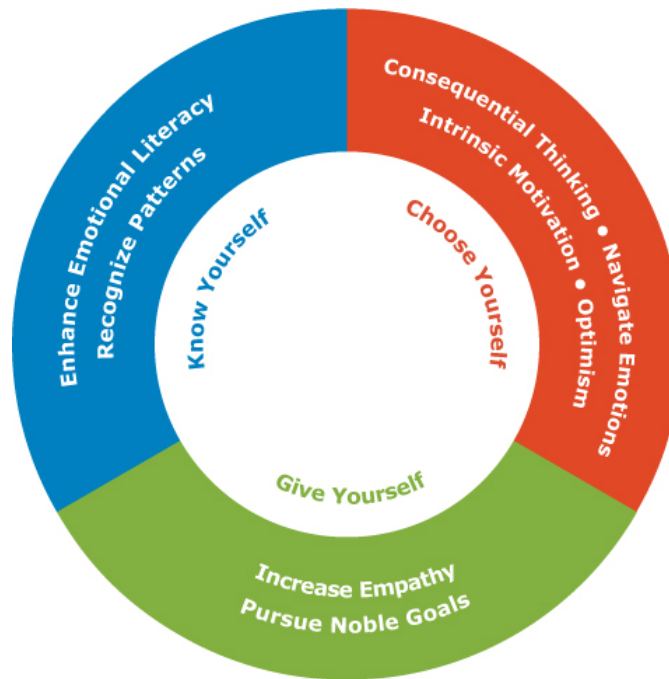
Tips for Reading the Overview Graph

This graph shows Sample Parent's perspective about Sample Child's overall emotional intelligence. 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.

Discussion questions

1. Notice the Total EQ. Is this high? Is this low? Is this too high or too low?
2. Compare the scores between the three "pursuits" of Know Yourself, Choose Yourself and Give Yourself? How balanced are these three?
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 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.

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

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

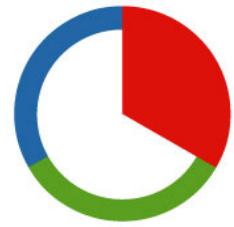


Choose Yourself: Self-management

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

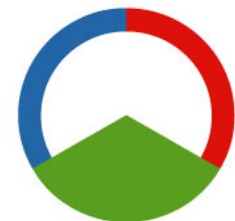
Identifying multiple options for changing the future; being able to explain adversity as a temporary and an isolated situation that can be changed with personal effort

Give Yourself: Self-direction

7. ICE – Increase Empathy

Being gentle with other people

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

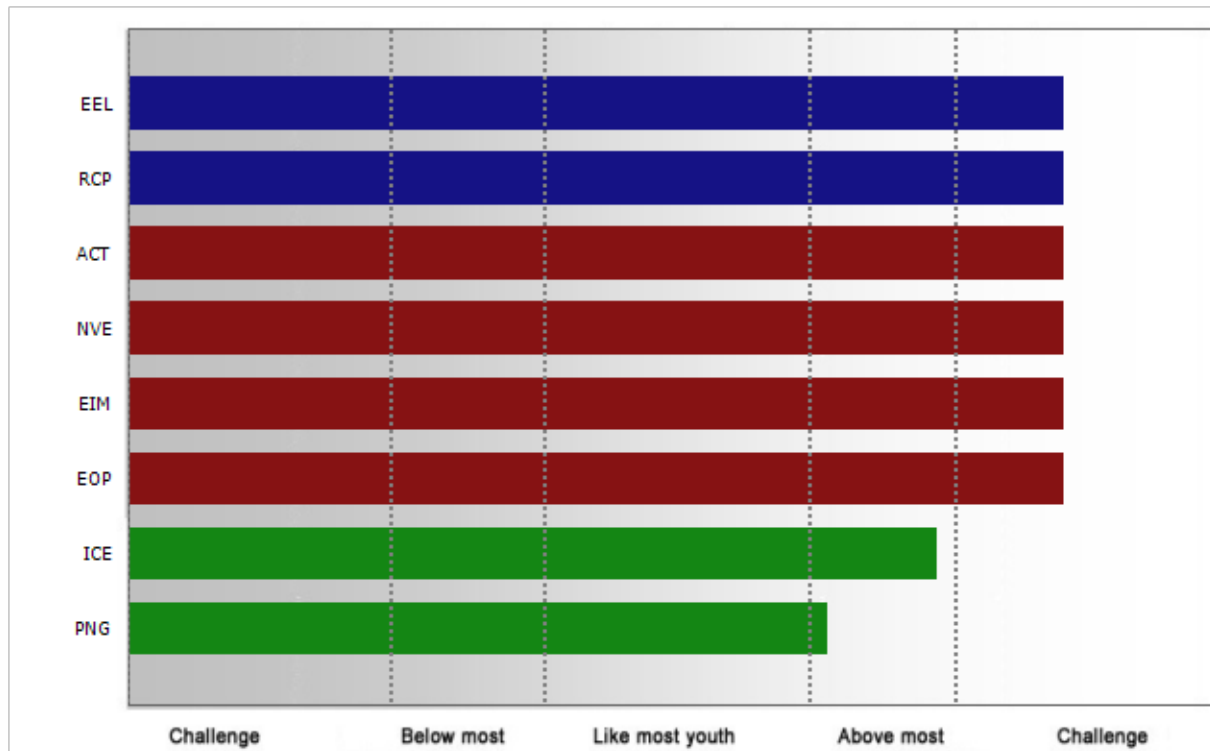


8. PNG – Pursue Noble Goals

Committing to respect and care for 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

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 the Detailed Graph

1. Assess the 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. Are some scores much higher or lower than others? Are scores in balance?
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 profile what you expected? Why, or why not?

Conclusion

This report is a brief snapshot of Sample Child's emotional intelligence according to the adult's perspective as it relates to his current experience of life. It is directly based on the adult's answers to the assessment, based on perceptions of the youth's behavior and attitude and is not a complete picture.

To finish the picture, more data can be collected through discussions among adults who know this youth, and with the youth. How does Sample Child typically handle emotions? What would Sample Child's close friends say? What would Sample Child's educators or parents say?

Do you want to help Sample Child improve his emotional intelligence? One of the best ways is to help Sample Child think about his strengths and how to use them more. It is important to remember that all the EQ competencies can be developed, just as skills can be learned if you work at them.

As a first step, focus on the EQ competency scores that are the highest (strengths that appear to help the youth thrive) and lowest (challenges that can be overcome through further personal development.)

However, he may not be interested in "EQ" for its own sake. Help Sample Child identify the value of EQ by linking it to goals about which he cares. These can be from the Barometers or

1. "What's one of your goals for the next year?"
2. "What EQ competencies would be most important in reaching that goal?"

This chart can be used to facilitate the discussion:

Goal	How can EQ help?	One next step?



You could encourage him to think about feelings, how he might change them, and why or when it may be helpful to do so. The results in this report are a perspective. It is possible to combine several perspective profiles of Sample Child into a wider profile. Six Seconds offers supplementary materials, training and services to aid in this.

For further questions, or to request additional support, please contact :

John Dodds <john.dodds@6seconds.org>

Technical Section

This Technical Section is reserved for Certified EQ Assessors. The first twelve pages of the report should only be shared with the Parent by a Certified EQ 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 perspective 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.

Assessment Scores

	Overall	124
Barometers of Life	GoodHealth	125
	RelationshipQuality	125
	LifeSatisfaction	121
	Personal Achievement	125
	Self-Efficacy	125
	Total EQ	121
Pursuits	Know Yourself	125
	Choose Yourself	125
	Give Yourself	114
EQ competencies	Enhance Emotional Literacy	125
	Recognize Patterns	125
	Apply Consequential Thinking	125
	Navigate Emotions	125
	Engage Intrinsic Motivation	125
	Exercise Optimism	125
	Increase Empathy	117
	Pursue Noble Goals	110



EQ Yardstick

This chart shows the barometers together with the EQ competencies that are closely linked to each barometer in statistical analysis of SEI-YV data. Thus to strengthen a barometer, the related EQ competencies may be a useful starting point:

Barometer	Most Significant EQ Contributors	Effect								
Good Health 125	EIM – Engage Intrinsic Motivation 125 EO – Exercise Optimism 125 PNG – Pursue Noble Goals 110	<table><tr><th>Competency</th><th>Value</th></tr><tr><td>EIM</td><td>125</td></tr><tr><td>EO</td><td>125</td></tr><tr><td>PNG</td><td>110</td></tr></table>	Competency	Value	EIM	125	EO	125	PNG	110
Competency	Value									
EIM	125									
EO	125									
PNG	110									
Relationship Quality 125	EIM – Engage Intrinsic Motivation 125 EO – Exercise Optimism 125 PNG – Pursue Noble Goals 110	<table><tr><th>Competency</th><th>Value</th></tr><tr><td>EIM</td><td>125</td></tr><tr><td>EO</td><td>125</td></tr><tr><td>PNG</td><td>110</td></tr></table>	Competency	Value	EIM	125	EO	125	PNG	110
Competency	Value									
EIM	125									
EO	125									
PNG	110									
Life Satisfaction 121	EO – Exercise Optimism 125 EIM – Engage Intrinsic Motivation 125 NE – Navigate Emotions 125	<table><tr><th>Competency</th><th>Value</th></tr><tr><td>EO</td><td>125</td></tr><tr><td>EIM</td><td>125</td></tr><tr><td>NE</td><td>121</td></tr></table>	Competency	Value	EO	125	EIM	125	NE	121
Competency	Value									
EO	125									
EIM	125									
NE	121									
Personal Achievement 125	NE – Navigate Emotions 125 IE – Increase Empathy 117 PNG – Pursue Noble Goals 110	<table><tr><th>Competency</th><th>Value</th></tr><tr><td>NE</td><td>125</td></tr><tr><td>IE</td><td>117</td></tr><tr><td>PNG</td><td>110</td></tr></table>	Competency	Value	NE	125	IE	117	PNG	110
Competency	Value									
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Self-Efficacy 125	EO – Exercise Optimism 125 EIM – Engage Intrinsic Motivation 125 NE – Navigate Emotions 125	<table><tr><th>Competency</th><th>Value</th></tr><tr><td>EO</td><td>125</td></tr><tr><td>EIM</td><td>125</td></tr><tr><td>NE</td><td>125</td></tr></table>	Competency	Value	EO	125	EIM	125	NE	125
Competency	Value									
EO	125									
EIM	125									
NE	125									



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 High

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 test taker may not have sufficient self-knowledge to have answered the survey truthfully.

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 High

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.



Additional Comments:

When perspective test taker was asked to share any other thoughts or feelings about Sample Child

Cautionary Remark

The SEI Perspective Youth Version 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 youth's current level of emotional intelligence from an adult's perspective, 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 Brain Brief and Brain Talent Profiles
SEI-YV Individual Summary Report
SEI-YV Group Report, Profile Dashboard
Customized analysis of SEI-YV data

EQ for adults

SEI Brain Brief Profile, Brain Talent Profile, Brain Discovery 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





Appendix

Some EQ Assessors need or want to print multiple reports to share with parents, administrators, etc. Therefore, the two graphs have been grouped together for easier duplication and distribution.

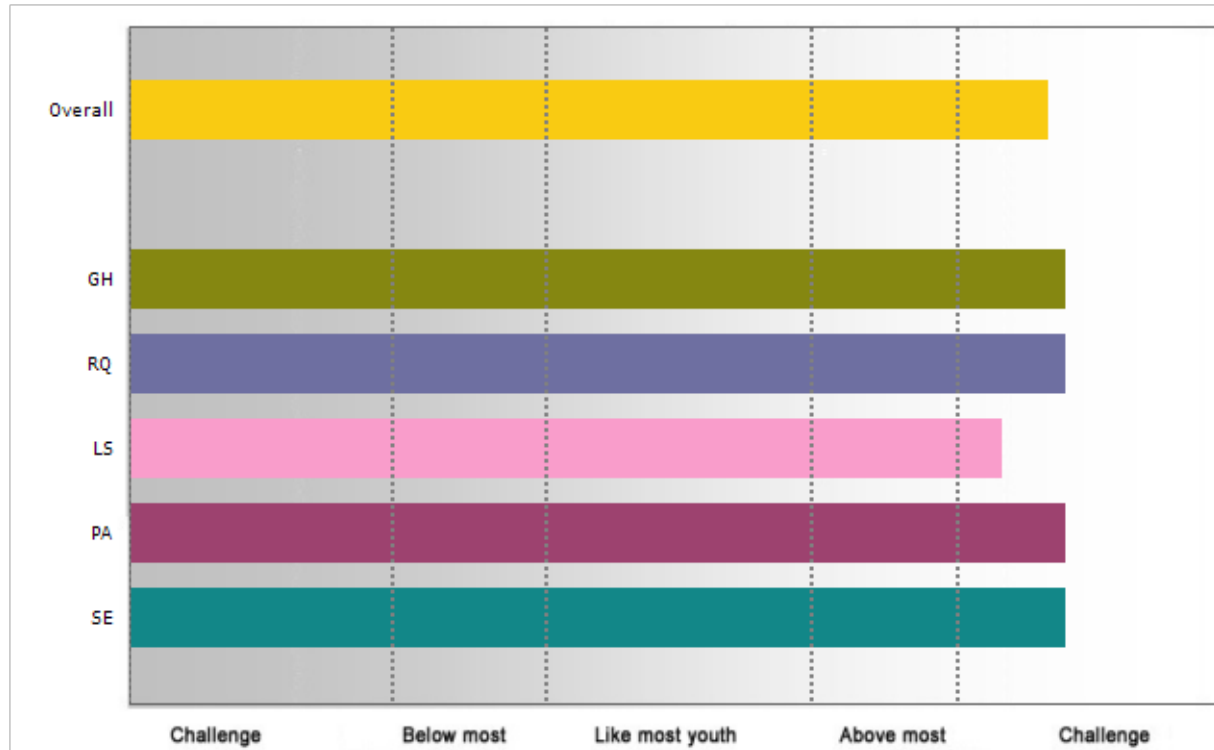
Six Seconds recommends printing either the first 12 pages of this report or just the final two pages for quick reference.



Barometers of Life

Report from Sample Parent about Sample Child

On March 19, 2021



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

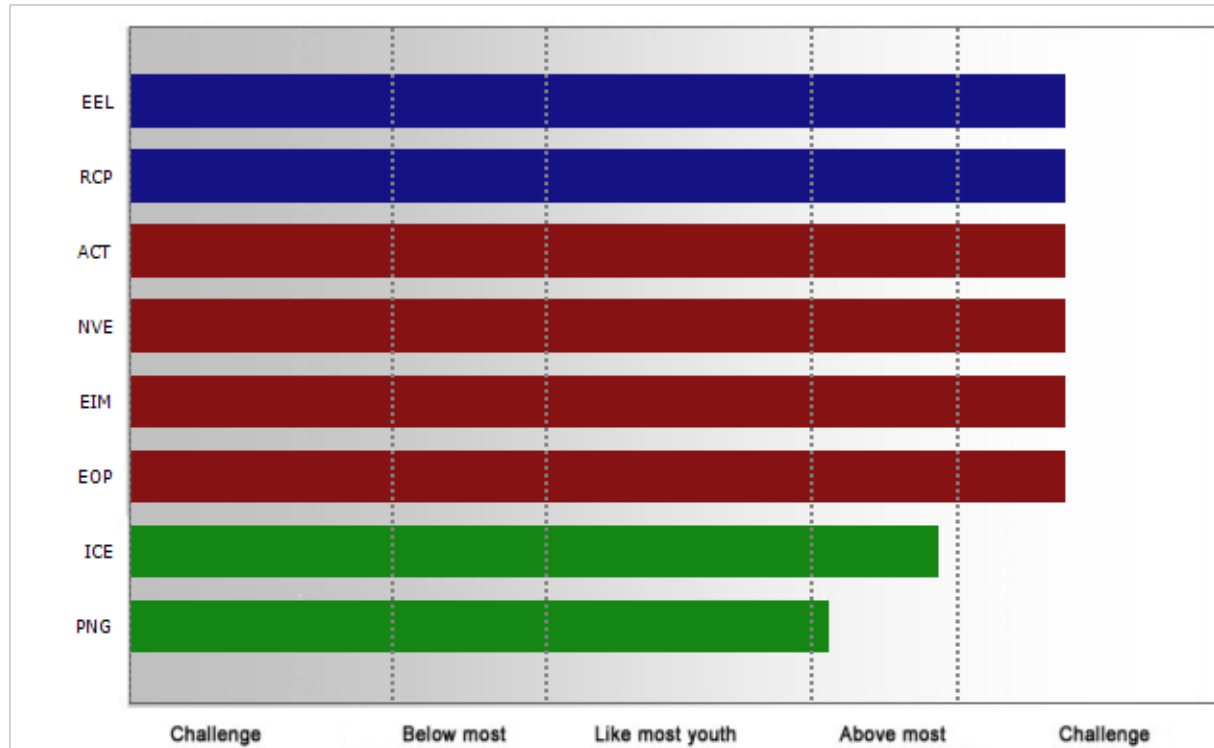
The EQ competencies have a strong effect on these important “Barometers” of life.



Emotional Intelligence Profile

Report from Sample Parent about Sample Child

On March 19, 2021



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