



EQ-i[™] Youth
emotional quotient inventory

Test Tester

23 Nov 2021

EQ-i Youth Adolescent Profile
PRACTITIONER REPORT

 **MHS**  **JVR**
Beyond Assessments PSYCHOMETRICS

RESPONSE STYLE EXPLAINED

RESPONDENT SUMMARY

Name:	Test Tester
Completion Date:	11/23/2021 8:15:19 PM
Age:	17 years
Time of Completion:	0 minutes *FLAGGED*
Gender:	Male
Norm Type:	Combined gender adolescent General norm
Home Language:	Dutch

OVERALL INCONSISTENCY INDEX:

0

The inconsistency index is 0, indicating consistency in responses across pairs of items measuring similar content.

POSITIVE IMPRESSION:

1

NEGATIVE IMPRESSION:

1

Responses are likely neither the result of an overly positive, nor an overly negative response style.

- "Tell me how you went about responding to the questions."
- "What did you think of the questions? Were any particularly difficult to respond to?"

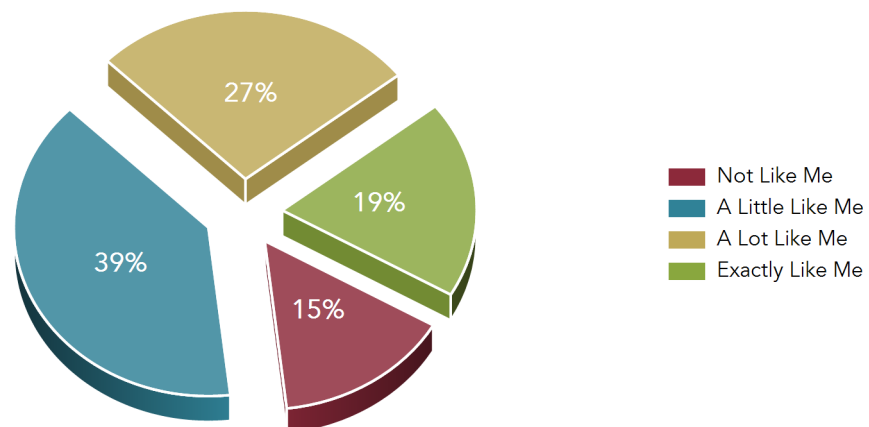
OMITTED ITEMS:

0.00%

No items were omitted.

RESPONSE DISTRIBUTION:

The distribution of Test Tester's responses appear in the pie chart below.



You may want to ask:

- "How did you go about answering the items? For example, how would you explain Not like me?"
- "Do you tend to give the same answer to a lot of the questions?"



SELF-PERCEPTION

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

Self-Actualisation is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

Emotional Self-Awareness includes recognising and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions of others.

SELF-EXPRESSION

Emotional Expression is openly expressing one's feelings verbally and non-verbally.

Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

Independence is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

INTERPERSONAL

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterised by trust and compassion.

Empathy is recognising, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involved acting responsibly, having social consciousness, and showing concern for the greater community.

DECISION MAKING

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognising when emotions or personal bias can cause one to be less objective.

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviours and decision making.

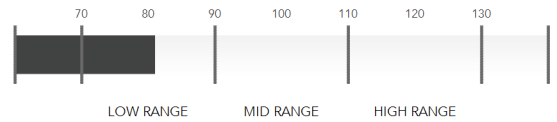
STRESS MANAGEMENT

Flexibility is adapting emotions, thoughts and behaviours to unfamiliar, unpredictable, and dynamic circumstances and ideas.

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

OVERVIEW TOTAL EI



81

SELF-PERCEPTION COMPOSITE

Self-Regard

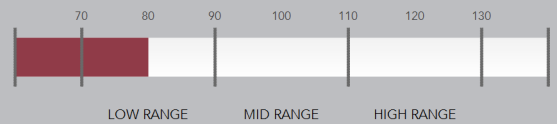
Respecting oneself; Confidence

Self Actualisation

Pursuit of meaning; Self-improvement

Emotional Self-Awareness

Understanding own emotions



80

SELF-EXPRESSION COMPOSITE

Emotional Expression

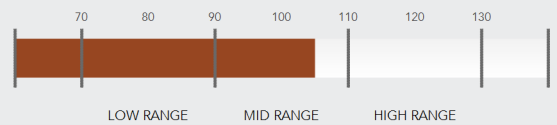
Constructive expression of emotions

Assertiveness

Communicating feeling, beliefs; Non-offensive

Independence

Self-directed; Free from emotional dependency



105

INTERPERSONAL COMPOSITE

Interpersonal Relationships

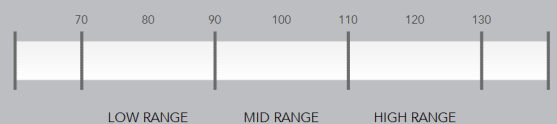
Mutually satisfying relationships

Empathy

Understanding, appreciating how others feel

Social Responsibility

Social consciousness; Helpful



60

DECISION MAKING COMPOSITE

Problem Solving

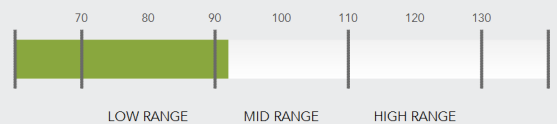
Find solutions when emotions are involved

Reality Testing

Objective; See things as they really are

Impulse Control

Resist or delay impulse to act



92

STRESS MANAGEMENT COMPOSITE

Flexibility

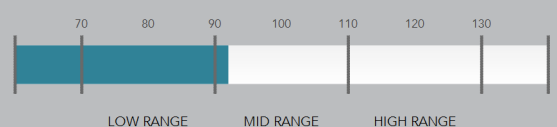
Adapting emotions; thoughts and behaviours

Stress Tolerance

Coping with stressful situations

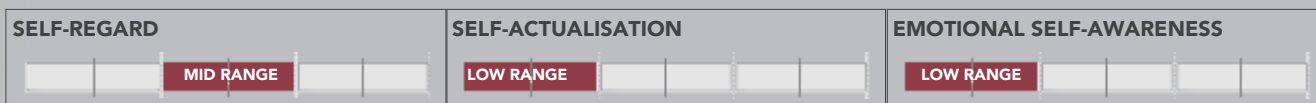
Optimism

Positive attitude and outlook on life



92

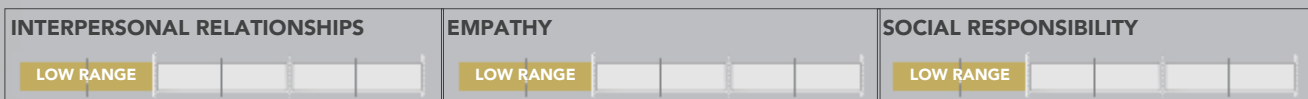
Based on the respondent's score that falls in the low range on the Self-Perception composite, the following might be true for them. The respondent may show a lack of self-confidence. They may not be in touch with/understand their own feelings and be confused by emotions in general. The respondent may also not use their abilities well or not be motivated to use their abilities in their journey towards self-development.



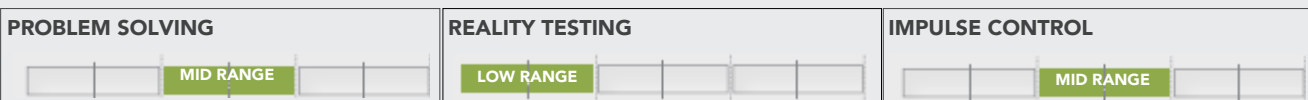
Based on the respondent's score that falls in the moderate range on the Self-Expression composite, the following might be true for them. The respondent may be able to effectively express their thoughts and feelings, however, in some cases they might find it hard to share uncomfortable thoughts or feelings. They may also be good at making their own decisions but may feel that they need assistance from others in some uncomfortable situations.



Based on the respondent's score that falls in the low range on the Interpersonal composite, the following might be true for them. The respondent may be withdrawn from their peers and may lack appropriate social skills. They might struggle to understand and relate to others or how their own emotions may affect others. Therefore, they might not be sensitive to others' feelings.



Based on the respondent's score that falls in the moderate range on the Decision Making composite, the following might be true for them. The respondents may be generally effective, calm, and grounded in their ability to use emotional information to make decisions. In some scenarios when the respondents feel emotional, they may be affected by their emotions and be less confident in their decisions or see things less objectively.



Based on the respondent's score that falls in the moderate range on the Stress Management composite, the following might be true for them. The respondent effectively copes with emotions and stays hopeful in uncertain situations or when experiencing change. In high stress situations they may feel uneasy with change and must employ extra effort to remain calm under pressure or hopeful for the future.



WELL-BEING INDICATOR

[SATISFIED WITH LIFE; CONTENT]



HAPPINESS

The result in Happiness suggests that the respondent feels satisfied with life, and generally enjoys the company of others and school responsibilities.

The respondent may:

- Have fun at both school and play.
- Be seen by peers as likeable and pleasant to be around.
- Have to occasionally manage his/her contentment with certain aspects of life.

Of the four subscales most typically tied to Happiness, the respondent scored lower in [low]. Directing development efforts here could strengthen the respondent's level of Happiness.

SELF-REGARD



Happiness is a by-product of believing in oneself and living according to your own values. Although the respondent has good self-regard, there are times when self-doubt may create feelings of unhappiness. Strengthening self-regard may help to enhance life satisfaction and well-being.

You might ask:

- Reflect on past achievements by identifying skills that helped you to be successful.
- If you could improve one part of your life, what would it be? Why?

OPTIMISM



In the face of setbacks and disappointment, the ability to recover and claim a happy state is contingent on one's level of Optimism. Because the respondent's Optimism is low, it may be difficult to adopt a positive outlook or view the good in life as personal, permanent, and justifiable.

You might ask:

- Make a list of all things positive, personal, and permanent, celebrating even the smallest aspects.
- Identify two strategies that can help you to better cope with setbacks.

INTERPERSONAL RELATIONSHIPS



Well-developed relationships serve as a buffer from the negative effects of life's daily demands. The lower result in Interpersonal Relationships suggests that the respondent may not have a strong, supportive network that can help restore happiness when needed the most.

You might ask:

- Who are your closest friends and family members? How likely are you to talk to them about your feelings? Why or why not?
- How often do you interact with others just to get something from them, instead of having a meaningful interaction?

SELF-ACTUALISATION



Happiness comes from a willingness to learn and grow on a journey aligned with your values. The respondent's low Self-Actualisation result suggests that their fullest potential may not be realised, or that the current situation is not fulfilling their needs and values. This may dampen feelings of achievement and overall happiness.

You might ask:

- Can you picture yourself succeeding in school? What qualities would you need to embody?
- How can you start developing these qualities?

ITEM RESPONSES

Responses are shown by item on the following two pages. Items are shown by subscale and are exactly as they appeared on the assessment. Please note, although some items use reversed language, the higher the response indicated, the more frequent the behaviour.

Responses to each item were provided using the following rating scale:

- 1 = Not like me;
- 2 = A little bit like me;
- 3 = A lot like me;
- 4 = Exactly like me.

SELF-PERCEPTION

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SELF-EXPRESSION

Items hidden due to copyright

INTERPERSONAL

Items hidden due to copyright

DECISION MAKING

Items hidden due to copyright

STRESS MANAGEMENT

Items hidden due to copyright

ITEM RESPONSES (CONTINUED)

HAPPINESS

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INCONSISTENCY ITEM PAIRS

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POSITIVE IMPRESSION/NEGATIVE IMPRESSION

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ACTION PLAN

The steps the respondent takes towards achieving their EI goals will determine whether success is realised. Use this step-by-step activity plan to help guide the respondent closer to their goals. Remember to use the SMART goal-setting criteria for each goal.

S SPECIFIC	M MEASURABLE	A ATTAINABLE	R RELEVANT	T TIMELY
<p>Write down up to three EI skills or behaviours that the respondent identified for further development (e.g., "reflective listening" to build empathy, or "recognising how my body reacts to stress" to raise emotional self-awareness). The SMART goals that your respondent outlines in the template should help to strengthen these EI skills and behaviours.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>			<p>Write down up to three overall qualities identified by the respondent that they would like to have (e.g. team player, clear communicator). The goals outlined in this action plan should help the respondent achieve the overall qualities that they identified.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	

Transfer the respondent's **SMART** goals into the action plan template below

SMART GOAL

I want to be in control of my stress for my next test, so that I can concentrate better and improve my school marks.

MEASURE OF SUCCESS

Better results in my next test.

TIME FRAME

For the next week, every time I feel stressed, I will sit down, take 10 deep slow breaths, and tell my body there is no actual danger.

BENEFITS

- Better school marks
- Having more confidence
- Feeling more in control when faced with a stressful situation

SUPPORT AND RESOURCES NEEDED

- My friend to point out to me when stress overwhelms me without me realising it
- Additional techniques to alleviate stress

POTENTIAL BARRIERS

- I forget to breathe when I feel pressured in my next test



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EI DEVELOPMENT COMMITMENT

A Development Commitment is a tool to help hold the respondent accountable for accomplishing the goals outlined in their action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back into our routine and school demands win the competition for our time and attention.

By outlining the respondent's objectives here, you help them to be more accountable to reaching their objectives.

The respondent's Development Goals

The respondent's plan includes the following goals

Due date

Your Signature

Your Respondent's Signature

PRACTITIONER'S GUIDE TO AN EQ-i:YOUTH

DEBRIEF SESSION

PREPARATION

1. Review the Response Style Explained page and investigate any flagged areas.
2. What is your overall impression? What will you want to keep in mind as you go through the report with the respondent?

CONDUCTING THE DEBRIEF

PHASE	POINTS TO KEEP IN MIND	QUESTIONS TO ASK
1. BUILD RAPPORT The first step is to create a sense of ease and establish common goals between you and the respondent.	Explain how the feedback will be structured and how long it will take. Remind the respondent of the confidentiality and who 'owns the data'. Ask what the respondent wants to get out of the session. Remind the respondent that this is a self-report and that it is a snapshot in time. It is a starting point for the discussion, not the end of the investigation.	What was your experience when answering the questions? Have you ever answered questions like this before? Is there anything specific going on in your life that made you answer in a certain way? Do you have any questions before we look at your results?
2. VALIDATE FACTS Next, establish the "truth" of EQ-i:Youth results in the eyes of the respondent.	Give a definition of EI and how it links to school performance. Tell the respondent that the bars represent how they responded to the individual items of a particular scale on the EQ-i:Youth. The bars that are in the middle range show that compared to other respondents, they answered the items in a similar way. The bars that are to the left of the middle range show that as compared to other respondents, they endorsed fewer items. The bars that are to the right of the middle range demonstrate that as compared to other respondents, they endorsed more items.	What questions do you have? What surprises you? Can you think of an example of how you use this? IF ALERT IS PRESENT: Your results on this scale show you may be experiencing a challenge in this area, does that sound right? How do you see this as a challenge for you? How is this impacting your success at school?

PHASE	POINTS TO KEEP IN MIND	QUESTIONS TO ASK
3. DISCOVERY In the third step, the goal is to acquire a full understanding of any challenges that may be present. As a practitioner, you want to probe for details to clarify the respondent's thoughts, feelings, opinions, and expectations.	Ask probing questions to get a better understanding of how the respondent demonstrates the skills related to specific subscales.	What stands out for you as things you'd like to focus on? How happy are you with that? What worries do you have with that situation? Why do you think that is so? What is the message here? What gets in your way in this area? Why is that so frustrating? How do you see that contributing to your success? How do you see that holding you back? Do these areas interfere with achieving your goals in any way? How might a decreased use of these types of behaviours help you?
4. ESTABLISH RELEVANCE Next, activate interest in finding a solution and gauge the possibility and desire for change.	Connect the importance of your conversation to the respondent's school success.	It sounds like it is important for you to focus on schoolwork. Is that correct? How long have you been doing that? How is it working for you? What change does that have on your school, work, friends, and family?
5. EXPLORE BENEFITS The goal here is to help the respondent become aware of the benefits of change by considering the benefits of a particular solution.	Pose hypothetical, school-related situations to help the respondent imagine a new state of behaviour and its outcomes. "If ... then" questions help the respondent project an ideal state of operating effectively.	What is the best situation here? If you had a choice, what would you do? If you didn't have to deal with ____, how would things be different? What kind of support would be helpful? If you were going to work on one or two areas, which one(s) would you choose? What benefits would you like to achieve by improving in those areas?

PHASE	POINTS TO KEEP IN MIND	QUESTIONS TO ASK
<p>6. TRANSITION</p> <p>The last part of the session involves discussing next steps and establishing the respondent's commitment to continue working with you.</p>	<p>Ask transition questions to remind the respondent of time limitations to ensure most areas you both want to discuss are addressed. "How" questions help work out the logistics of your future relationship. If appropriate, complete the Development Action Plan together with the respondent. Highlight relevant resources available to the respondent.</p>	<p>It sounds like this is something you'd like to work on. What are some ways that you might be able to further develop in this area? What is one thing you can do to further develop this skill?</p> <p>QUESTIONS TO HELP CLOSE THE CONVERSATION:</p> <p>How would you like to move forward?</p> <p>How much do you want to work on your development plan? Is there anything that you need to help you with your development plan? OR What do you need to change in your development plan to make sure you work on it?</p> <p>How will you remember to work on your plan? I think we should _____. Does that sound good to you?</p> <p>Any other questions?</p>