



EQ-i[™] Youth
emotional quotient inventory

Anon Sample

17 Feb 2021

EQ-i Youth Junior Profile

PRACTITIONER REPORT

 **MHS**
Beyond Assessments

JVR
PSYCHOMETRICS

RESPONSE STYLE EXPLAINED

RESPONDENT SUMMARY

Name:	Anon Sample
Completion Date:	2/17/2021 8:27:46 AM
Age:	10 years
Time of Completion:	2 minutes *FLAGGED*
Gender:	Female
Norm Type:	Combined gender age group general norm – 10 to 13 years
Home Language:	Zulu

OVERALL INCONSISTENCY INDEX:

1

The inconsistency index is 1, indicating consistency in responses across pairs of items measuring similar content.

You can find the item pairs on page 11 of this report.

POSITIVE IMPRESSION:

3

NEGATIVE IMPRESSION:

2

Responses are likely the result of an overly positive response style (i.e. EI skills may be overestimated) and should be interpreted with caution. Clarify the approach taken when responding to the items. Some reasons for an overly positive response style are attempting to create a positive impression of oneself, not providing genuine responses, or misunderstanding of the assessment's purpose.



You may want to ask:

"Tell me how you went about responding to the questions."

"What did you think of the questions? Did you feel any pressure to respond in a given way to the questions?"

OMITTED ITEMS:

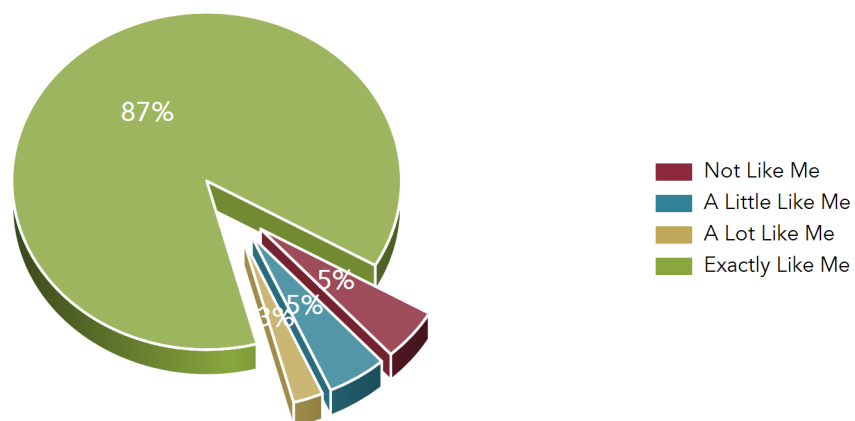
2.44%

2.44% overall omission rate.

1 or more items have been omitted from the Self-Perception Composite.

RESPONSE DISTRIBUTION:

The distribution of Anon Sample'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.

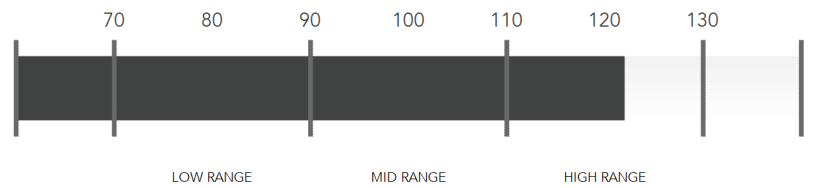
STRESS MANAGEMENT

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.

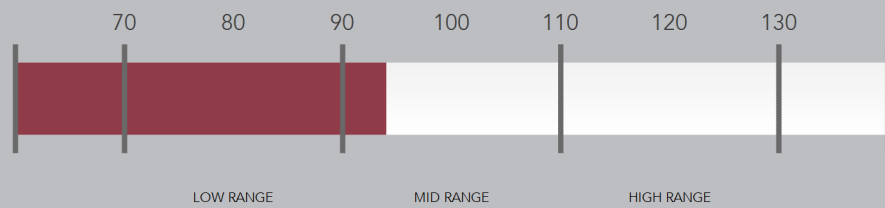
Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

OVERVIEW TOTAL EI



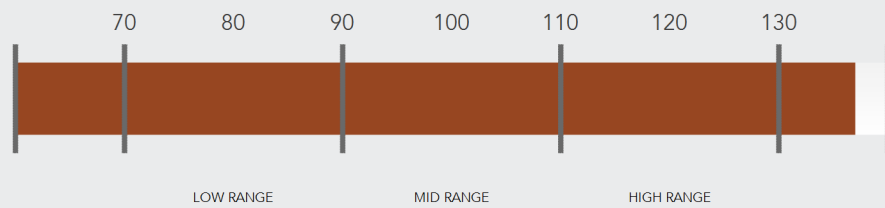
122

SELF-PERCEPTION COMPOSITE



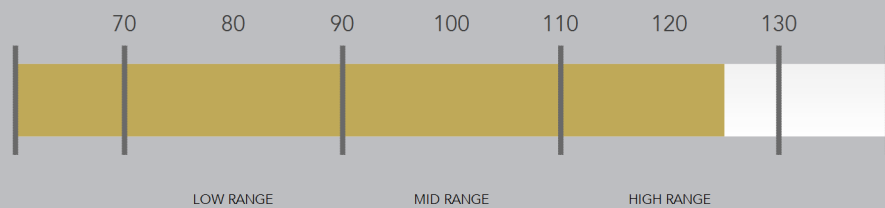
94

SELF-EXPRESSION COMPOSITE



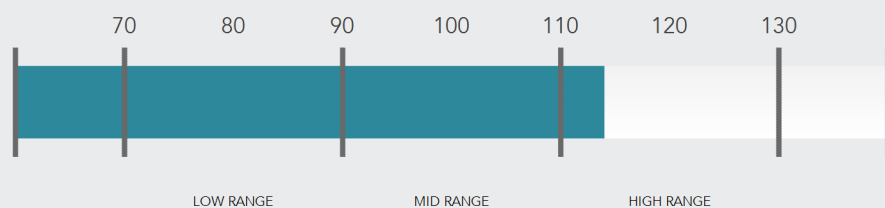
137

INTERPERSONAL COMPOSITE



125

STRESS MANAGEMENT COMPOSITE



114

Based on the respondent's score that falls in the moderate range on the Self-Perception composite, the following might be true for them.

- The respondent may have an effective understanding of themselves, their talents and their own emotions, and the meaning of their own life.
- In some situations, they may need to work on their confidence and challenge themselves more.
- May find certain emotions harder to understand.

Based on the respondent's score that falls in the high range on the Self-Expression composite, the following might be true for them.

- The respondent may be able to clearly describe and express their feelings.
- They might also be able to express themselves openly and confidently.
- They might also be quite self-directed when completing their daily tasks without emotional dependency on others.

Based on the respondent's score that falls in the high range on the Interpersonal composite, the following might be true for them.

- The respondent might be socially mature and sensitive to the needs of others, while seeking and maintaining mutually satisfying relationships.
- They may be able to understand and appreciate others' feelings and how their emotions may impact others.
- They may also have feelings of responsibility to contribute to a relevant group, like a team or class.

Based on the respondent's score that falls in the high range on the Stress Management composite, the following might be true for them.

- The respondent likely remains calm and work well under pressure and may cope well with emotions associated with stress.
- They may also be resilient in the face of adversity and optimistic about the future, while being able to effectively and flexibly, adapt to change.

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.

Although there are no low scores in any of the four subscales typically tied to happiness, the respondent may benefit from ensuring that development goals are linked to improving Happiness. Are there additional goals that the respondent can set to achieve things that are important, leading to an increased sense of well-being?

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

Items hidden due to copyright

SELF-EXPRESSION

Items hidden due to copyright

INTERPERSONAL

Items hidden due to copyright

ITEM RESPONSES (CONTINUED)

STRESS MANAGEMENT

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HAPPINESS

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INCONSISTENCY ITEM PAIRS

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POSITIVE IMPRESSION/NEGATIVE IMPRESSION

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ACTION PLAN

Keep the feedback session as short as possible for the respondent to remain focused and gain value.

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. Considering the young age of the respondent. It is recommended to begin with one goal only/focus on one goal at a time. Where the respondent sees the practitioner on an ongoing basis, new goals can be set up once the first one is achieved.

S	M	A	R	T
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIMELY
<p>Write down one key EI skill or behaviour that the respondent identified for further development (e.g., "care for my friend when he is sad" to build empathy, or "understand how my body feels when I am angry" to raise emotional self-awareness). The SMART goals that the respondent outlines in the template should help to strengthen these EI skills and behaviours.</p> <p>1. _____</p> <p>_____</p>		<p>Write down one overall quality identified by the respondent that they would like to have (e.g., lively kitty (for flexibility), care bear (for empathy)). The goals outlined in this action plan should help the respondent achieve the overall qualities they have identified.</p> <p>1. _____</p> <p>_____</p>		

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

SMART GOAL

I want to help my friend the next time he feels sad.

MEASURE OF SUCCESS

I will know when my friend is sad and needs me.

TIME FRAME

The next time that I think my friend is sad, I will talk to him about it.

BENEFITS

A better friendship.

SUPPORT AND RESOURCES NEEDED

My teacher can tell me if she sees that my friend is sad.

POTENTIAL BARRIERS

If I don't see that my friend is sad because I only think of how I feel.



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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 did it feel like when answering the questions? Have you ever answered questions like this before? Is there anything 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?

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 area would you like to focus on? Would you say that you are doing great in one of the areas? Is there an area that you need help with? Do these areas stop you from achieving your goals in any way? How might working on your behaviours in this area 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 can doing better in one of these areas help you with your schoolwork?
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.	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 area, which one would you choose? How would it help you if you feel that you are doing great in that area?

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?</p> <p>QUESTIONS TO HELP CLOSE THE CONVERSATION:</p> <p>How much do you want to work on your development plan?</p> <p>Is there anything that you need to help you with your development plan? OR</p> <p>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?</p> <p>I think we should _____. Does that sound good to you?</p> <p>Any other questions?</p>