

TECHNICAL MANUAL

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INTRODUCTION

The Six Seconds Emotional Intelligence Assessments (SEI™) are effective measures that help people develop and apply emotional intelligence professionally and personally. The tools are used for a broad range of training, coaching, hiring, and development needs. The Six Seconds model is easy to understand and to use in training and development. The only tool measuring the Six Seconds model of emotional intelligence, the SEI focuses on eight key skills for leadership and life and puts these key competencies into the context of important life and work outcomes.

The SEI was developed internationally (in conjunction with Six Seconds' offices worldwide); there are over 24,760 people from over 30 countries who have used the tool. The SEI v3.1 questionnaire is composed of 143 items and includes a self-correcting index and two informational scales (positive impression and consistency). This self-report questionnaire is available online or on paper in English, Italian, Chinese, Spanish and Australian (other languages pending). The SEI measures eight fundamentals of EQ, including emotional literacy, emotional management, and empathy.

There are three versions of SEI:

SEI – a self-assessment of EQ competency

SEI 360 – a multi-rater of EQ performance (use of the competencies)

SEI-YV – a self-assessment for ages 7-18

This Technical Manual focuses on the first.



SEI AND SUCCESS

The SEI was designed to put emotional intelligence into context of important life and work outcomes. In other words, it measures emotional intelligence as applied to a practical purpose. The initial research included four important outcomes: Health, Relationship Quality, Quality of Life, and Personal Effectiveness. Our research shows a strong and substantial relationship between scores on EQ and scores in these outcomes. This framework allows SEI users to help clients see the value and significance of using emotional intelligence more effectively.

Stepwise regression analysis (forward selection procedure) revealed that the SEI has considerable predictive power: **SEI predicts 54.79% of overall performance** (where “performance” is a combination of the reported outcomes).

Specifically scores on the SEI explain a significant portion of these outcomes:

- | | |
|--------------------------|--------|
| ➤ Health | 25.13% |
| ➤ Relationship Quality | 31.68% |
| ➤ Quality of Life | 43.54% |
| ➤ Personal Effectiveness | 50.11% |

These performance outcomes are based on self-reported scores in the SEI research edition. The predictive models show below provide insight into the predictive validity and how the various SEI factors contribute to each outcome.



Summary of Forward Selection Procedures for Dependent Variables

n=665, P<.05 (from SEI-104b Analysis, Carina Fiedeldey-Van Dijk Ph.D., 2005)

Predicting Overall Performance	Partial R ²	Model R ²
Enhance emotional literacy	0.4721	0.4721
Exercise optimism	0.0413	0.5134
Engage intrinsic motivation	0.0199	0.5333
Act on noble goals	0.0080	0.5413
Apply consequential thinking	0.0027	0.5440
Recognize patterns	0.0039	0.5479
Predictive Validity		0.5479

Predicting Health	Partial R ²	Model R ²
Exercise optimism	0.2050	0.2050
Enhance emotional literacy	0.0413	0.2464
Increase empathy	0.0037	0.2501
Apply consequential thinking	0.0012	0.2513
Predictive Validity		0.2513

Predicting Relationship Quality	Partial R ²	Model R ²
Enhance emotional literacy	0.2238	0.2238
Act on noble goals	0.0616	0.2854
Increase empathy	0.0143	0.2997
Recognize patterns	0.0060	0.3057
Navigate emotions	0.0077	0.3134
Apply consequential thinking	0.0034	0.3168
Predictive Validity		0.3168

Predicting Quality of Life	Partial R ²	Model R ²
Enhance emotional literacy	0.3933	0.3933
Engage intrinsic motivation	0.0197	0.4130
Exercise optimism	0.0085	0.4215
Recognize patterns	0.0033	0.4248
Act on noble goals	0.0065	0.4313
Apply consequential thinking	0.0020	0.4333
Increase empathy	0.0016	0.4349
Navigate emotions	0.0004	0.4354
Predictive Validity		0.4354



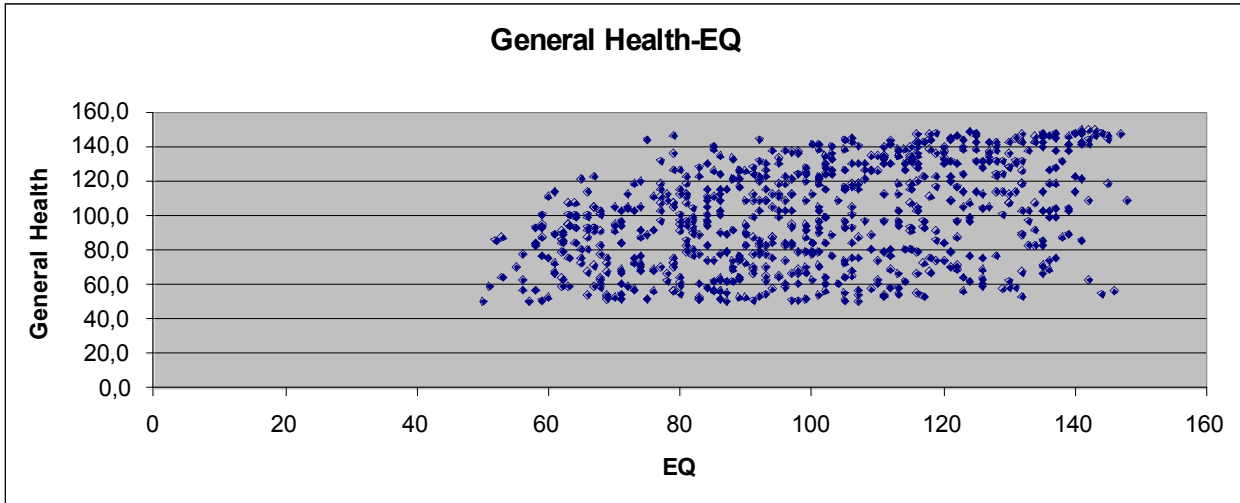
Predicting Effectiveness	Personal	Partial R ²	Model R ²
Engage intrinsic motivation		0.4284	0.4284
Enhance emotional literacy		0.0597	0.4880
Apply consequential thinking		0.0107	0.4987
Navigate emotions		0.0016	0.5002
Act on noble goals		0.0005	0.5007
Increase empathy		0.0004	0.5011
Predictive Validity			0.5011

On the following pages, these results are depicted visually in scatter graphs showing that as EQ scores increase, so too do the outcome scores.

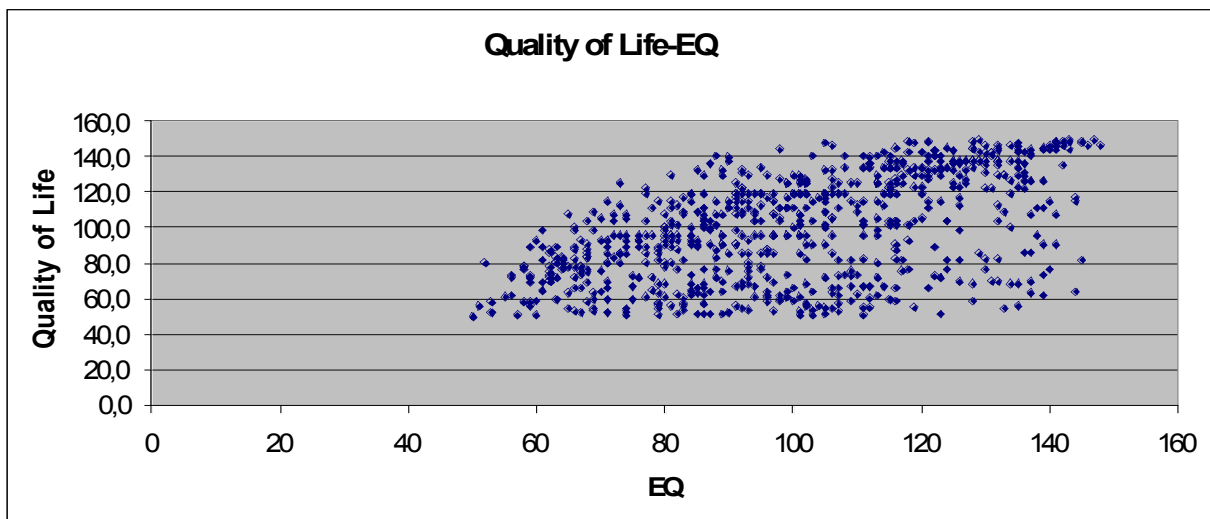


Correlations between EQ and the outcomes are shown below (with Pearson's R from SEI v 2.0, n=700, Lorenzo Fariselli, 2005):

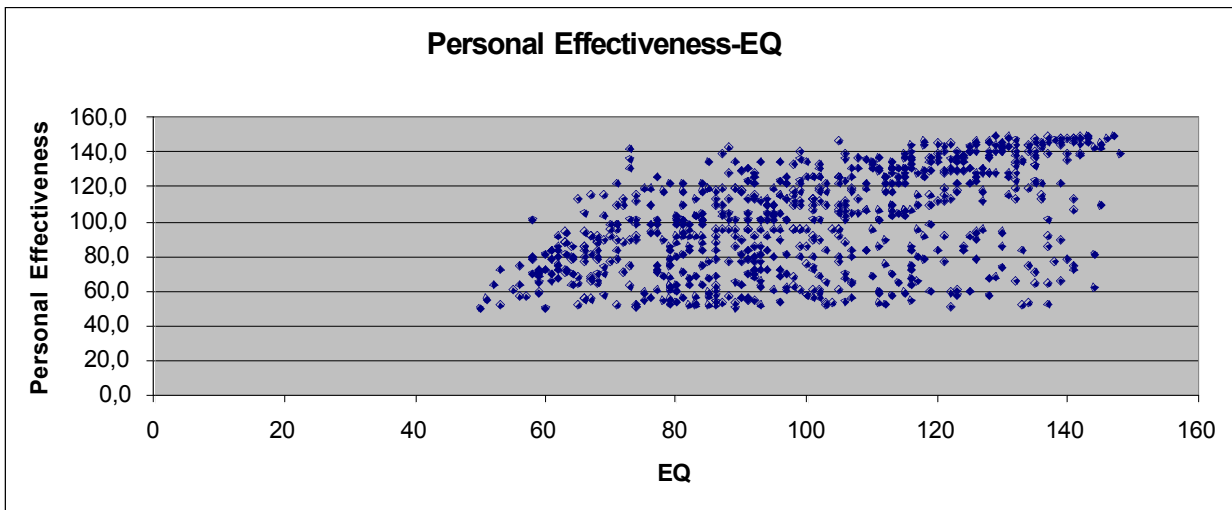
GENERAL HEALTH - EQ: R = .41



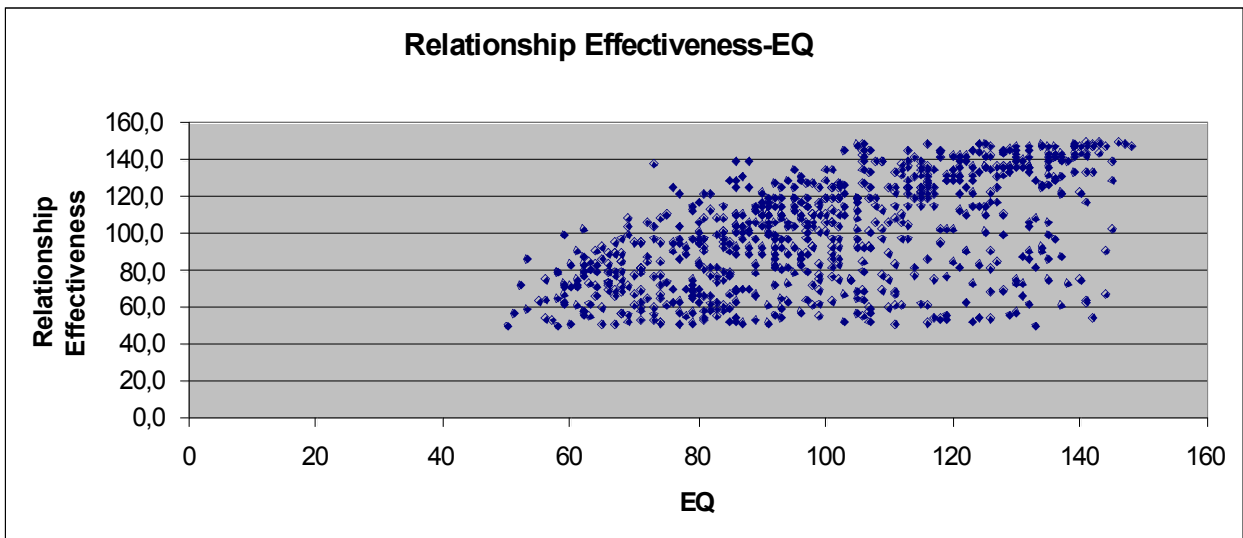
QUALITY OF LIFE - EQ: R = .54



PERSONAL EFFECTIVENESS – EQ: $r = .52$



RELATIONSHIP EFFECTIVENESS – EQ: $r = .56$



APPLICABILITY

The SEI is effective for coaching, training, selection, and professional/personal growth. Focused on skills that can be developed and applied, the tool was built from the ground-up for practical implementation.

CORPORATE SETTINGS

The SEI questionnaire is versatile in corporate settings. First, the SEI can be used in the career development context with current staff, to engage employees in leadership development and evaluate ongoing functioning and well-being of employees at critical or arbitrary stages of employment. It may also be a tool to measure the impacts and effectiveness of organizational change and restructuring. The SEI also enables qualified professionals to create tailor-made training programs to improve the people skills of employees and company as a whole.

Furthermore, the SEI can be used as one of the measures in selection to identify emotionally intelligent/healthy and potentially successful candidates. Used with other sources of information, like interviews and results of other assessments, the SEI makes recruitment and selection become a more reliable and effective process. Specific factors have been shown to be directly related to success in specific jobs. For example, optimism is a very important predictor of success in selling insurance (Seligman 1993). In other jobs, success is related with specific factors like self awareness, empathy, navigate emotions (Goleman 1999, Salovey 2002, BarOn 2003).



EDUCATIONAL SETTINGS

The SEI can also be used in educational settings, such as high schools, technical schools, colleges, and universities. SEI can be used to identify areas of development and to create tailor-made programs. For example SEI supports psychologists and counselors to help students who are struggling to cope with scholastic demands that could lead to dropping out of school or other problematic behaviors. SEI has also been used in selection of students for particular programs.

The tool is highly effective for students involved in leadership and personal development programs. The SEI can also support career counseling. For instance, if students have difficulty in handling emotional pressure, becoming an air traffic controller may not be the best career choice. Further, if the SEI profile indicates that a respondent currently has poor interpersonal skills, counselors could advise the student to take a course or enroll in a training program in this area.

SPORT SETTING

The development of the studies and the application in sport settings is supported by the growing awareness that body training must go together with mind training to achieve high performance. In fact, the coaches have to pay more and more attention on the emotional aspect of their teams and athletes. The applications used in sport settings showed the necessity of matching the technical and physical preparation with a mind preparation, all this using the potentialities of emotions that support the athlete in understanding and managing effectively his own emotional states, improving concentration and his professional performance.



The SEI questionnaire finds a perfect application in supporting the preparation of athletes and (when matched with individual or group coaching) it represents a strategic, innovative and highly performing tool.



SIX SECONDS MODEL

The Six Seconds Emotional Assessment (SEI) is based on the Six Seconds Emotional Intelligence Model; a process framework designed to help people put EQ into action. The model consists of eight fundamental skills divided into three areas, or pursuits: Know Yourself, Choose Yourself, and Give Yourself. Through research and experience, Six Seconds has found that by committing to these three pursuits, people are better able to develop and use their emotional intelligence to create more positive, healthy, and meaningful lives.

Most people first heard the term “emotional intelligence” in 1995 with the publication of Daniel Goleman’s best-selling book, *Emotional Intelligence: Why It Can Matter More Than IQ*. In that work, Goleman laid out a powerful argument that such factors as self-awareness, self-discipline, and empathy determine personal and professional success. He drew on the work of numerous leading scientists and authors who were working to define and measure the skills of emotional intelligence.

To help people put the theory of emotional intelligence into practice, Six Seconds developed a three-part model in 1997. The model considers the work of Peter Salovey, Ph.D. (one of Six Seconds’ advisory board members), and John Mayer, Ph.D. who first defined EQ as a scientific concept. It also builds on the model popularized by Daniel Goleman. The model’s purpose is to integrate leading thinking and research on this emerging science into a practical structure that promotes problem solving, decision-making, and creativity/invention. The ultimate goal is to assist people to be wise, compassionate, and accountable.



Within the three pursuits are eight competencies. The complete model is shown on the following table:

Pursuit	Competency	Definition
Know Yourself: Increasing self-awareness, recognizing patterns, and identifying feelings lets you understand what “makes you tick” and is a first step to growth. <i>Notice what you do</i>	EL: Enhance Emotional Literacy	learning to accurately identify and appropriately express feelings.
	RP: Recognize Patterns	consciously identifying our own habitual reactions
Choose Yourself: Intentionality. Building self-management and self-direction allows you to consciously redirect your thoughts, feelings, and actions (vs. reacting unconsciously). <i>Do what you mean</i>	CT: Apply Consequential Thinking	assessing the short and long term costs and benefits of our choices (emotionally as well as tactically)
	NE: Navigate Emotions	managing feelings to access the wisdom and energy they offer
	IM: Engage Intrinsic Motivation	gaining energy from personal values and commitments versus being driven by others
	EO: Exercise Optimism	taking a perspective of choice and opportunity
Give Yourself: Purpose. Aligning your daily choices with your values, combined with compassion, allows you to increase your wisdom and achieve your vision. <i>Do it for a reason</i>	IE: Increase Empathy	recognizing and appropriately responding to others emotions
	NG: Pursue Noble Goals	connecting your daily choices with your deep sense of purpose.

(Note the colors used in the model are significant: **Blue**=reflect. **Red**=pause. **Green**=go!)



THE SEI SCALES

The eight SEI scales match the eight skills in the Six Seconds Emotional Intelligence model listed below:

1. ENHANCE EMOTIONAL LITERACY (EL)

Feelings are a complex, multi-layered aspect of every person. Self-awareness helps us identify and label our feelings and recognize the varying levels of intensity. It also helps us begin understand the origins of feelings and the resulting effects. Just as learning to write and read begins with literacy of letters and sounds, learning to interpret and manage feelings begins with emotional literacy.

2. RECOGNIZE PATTERNS (RP)

Sometimes we assess new situations and respond carefully and thoughtfully, but frequently we run on autopilot reacting unconsciously based on habit. In part it's because the human brain is wired to form and follow neural pathways. Chunking experiences into categories, the brain looks at new situations and assesses if they are somewhat like old situations – if so, it treats them as the same. These sets of ideas and feelings form into patterns – they become our filters for how we interpret the world. Left unconscious, these patterns can inhibit optimal performance because we are reacting with a generalized response rather than one carefully tailored to the current situation. And when under stress or in crisis, it is even more difficult to act consciously; old habits become the fail-safe response. Learning to recognize patterns lets us be more conscious of our own reactions – which is the first step to changing them.



3. APPLY CONSEQUENTIAL THINKING (CT)

This skill lets us examine the consequences of our choices and to analyze the interaction between cause and effect. It is key to managing our impulses and acting intentionally (rather than reacting). Consequential Thinking employs both our emotional and cognitive intelligences. It's a process of thinking about feeling, and feeling about thinking to identify optimal choices.

4. NAVIGATE EMOTIONS (NE)

People are often expected to control their emotions, to suppress feelings like anger, joy, or fear, and cut them off from the decision-making process. However, feelings provide insight, energy, and are the real basis for almost every decision. Feelings are like electricity; touch an outlet, and the voltage can shock you, but harness it appropriately and it is an amazing resource. Navigating Emotions is a non-cognitive skill that lets us tap the energy and information and allows us to select the most productive response. It is a sophisticated way of managing feelings.

5. ENGAGE INTRINSIC MOTIVATION (IM)

Intrinsic motivation is a drive that comes from within (such as a personal commitment) in contrast to extrinsic motivation that comes from another person or outside source (such as praise or money). While there is nothing wrong with seeking and earning an external reward, motivation will only last if it is also fueled by an inner energy. Emotions can reveal our inner motivations. They are essential to both tapping and developing them. The feelings we associate with particular values and commitments give them significance, which in turn gives us the strength to act.



6. EXERCISE OPTIMISM (EO)

Optimism allows us to see beyond the present and take ownership of the future. This skill blends thinking and feeling to shift our beliefs and attitudes to a more proactive stance. As we apply our emotional intelligence to look at success and failure, optimists can inspire themselves to learn and grow from adversity while taking strength from success.

7. INCREASE EMPATHY (IE)

Empathy is the ability to recognize and appropriately respond to other people's emotions. Empathy is fundamentally an emotional (versus analytical) recognition and response. It is the basis for understanding others, forming enduring and trusting relationships, and ensuring we consider and care for other people.

8. PURSUE NOBLE GOALS (NG)

Noble goals activate all of the other elements of EQ. Emotional intelligence gains relevance and power when it is in service of our deepest commitments. Just as our personal priorities shape our daily choices, our noble goals shape our long-term choices. A Noble Goal is a brief, inspiring statement of enduring purpose. It gives us a sense of direction, a 'north star' to calibrate our compass, and it helps us align our thoughts, feelings, and actions to maintain integrity. Pursuing a Noble Goal goes well beyond the scientific definition of emotional intelligence – not just emotional intelligence, but emotional wisdom. A Noble Goal is about putting your EQ into action.



FACTOR ANALYSIS

The SEI has undergone three validation analyses to confirm structural and predicative validity of the SEI (shown above) and the reliability shown below.

CORRELATION ANALYSIS: CRONBACH'S COEFFICIENT ALPHA

One way to report on the reliability of a psychometric measure is to calculate the internal consistency of its underlying scales. Internal consistency refers to the extent to which items assigned to a scale are correlated to one another. Cronbach's coefficient alpha was used to calculate the internal consistency of the SEI factors. This statistic can range from -1.0 to +1.0 and indicates to what extent the items in a factor measure the same construct. An alpha with a positive value and greater than 0.6 is considered statistically reliable.

Scale	Items	Cronbach's Coefficient Alpha
Know Yourself:		
Enhance Emotional Literacy	15	.818
Recognize Patterns	12	.691
Choose Yourself:		
Apply Consequential Thinking	12	.786
Navigate Emotions	15	.803
Engage Intrinsic Motivation	6	.756
Exercise Optimism	6	.710
Give Yourself		
Increase Empathy	12	.661
Pursue Noble Goals	4	.736
Scale		
Positive Impression	11	.777



INTER-SCALE CORRELATION

These Pearson Correlation Coefficients show how much each section and factor is related to each other section or factor. Scales should be related (as they are all part of the same construct) but they should not be **too** related or they are redundant.

	Know	Choose	Give
Know Yourself	1		
Choose Yourself	0.8369	1	
Give Yourself	0.7245	0.7655	1

This table shows the Pearson's r for each scale with each other scale

	EL	RP	CT	NE	IM	EO	IE	NG
EL	1							
RP	0.7656	1						
CT	0.6716	0.5684	1					
NE	0.6701	0.6682	0.4733	1				
IM	0.6646	0.633	0.4652	0.6426	1			
EO	0.6955	0.634	0.5273	0.596	0.7266	1		
IE	0.5288	0.5169	0.5182	0.5774	0.4385	0.4405	1	
NG	0.6364	0.5582	0.5113	0.4678	0.626	0.6031	0.3661	1

Know: EL – Enhance Emotional Literacy | RP – Recognize Patterns

Choose: CT – Apply Consequential Thinking | NE – Navigate Emotions

IM – Engage Intrinsic Motivation | EO – Exercise Optimism

Give: IE – Increase Empathy | NG – Pursue Noble Goals



INTERPRETING SEI SCORES

OVERVIEW

The SEI can be used in a variety of contexts and in each case must be used to present the tool and interpret the results to gain the most value from the process.

In the introduction to the questionnaire, the person taking the SEI could be advised to focus on one particular sector such as family life or work. Consequently the feedback and development plan can be adjusted to apply to the particular sector that the person chooses. This personalizes the experience and helps people to recognize patterns across different situations. Some aspects of a person's profile, such as self-awareness, would be expected to remain stable in different settings.

Other important points to clarify in the introduction phase of the SEI are that there are no "correct" answers and that the tool is not the only source of evaluation of emotional intelligence. The SEI measures personal perceptions and impressions, which may very well change with training and other life experiences. As a person's emotional intelligence grows and develops, the SEI scores would be expected to reflect these changes. The SEI profile is best described as a "snapshot" of the moment when the test-taker completed the questionnaire.

It is essential to identify who will receive the SEI results and how results will be used. In many settings a written release should be obtained if SEI results will be shared with a third party.

It is important to remember that feedback is an opportunity for the client to think about her/himself. The real output of the SEI is the report which is linked to development opportunities. Everyone can improve his/her emotional intelligence (as defined in our



model) and each can choose what aspects of the profile s/he would like to work on. Sometimes people may decide to work on their strengths rather than their weaker points. What is essential is the motivation behind the development choices. Someone might choose, for example, to focus on emotional patterns because the emotional costs can be so dramatic.

PERFORMANCE ZONES

Scores on the SEI are reported in five categories:

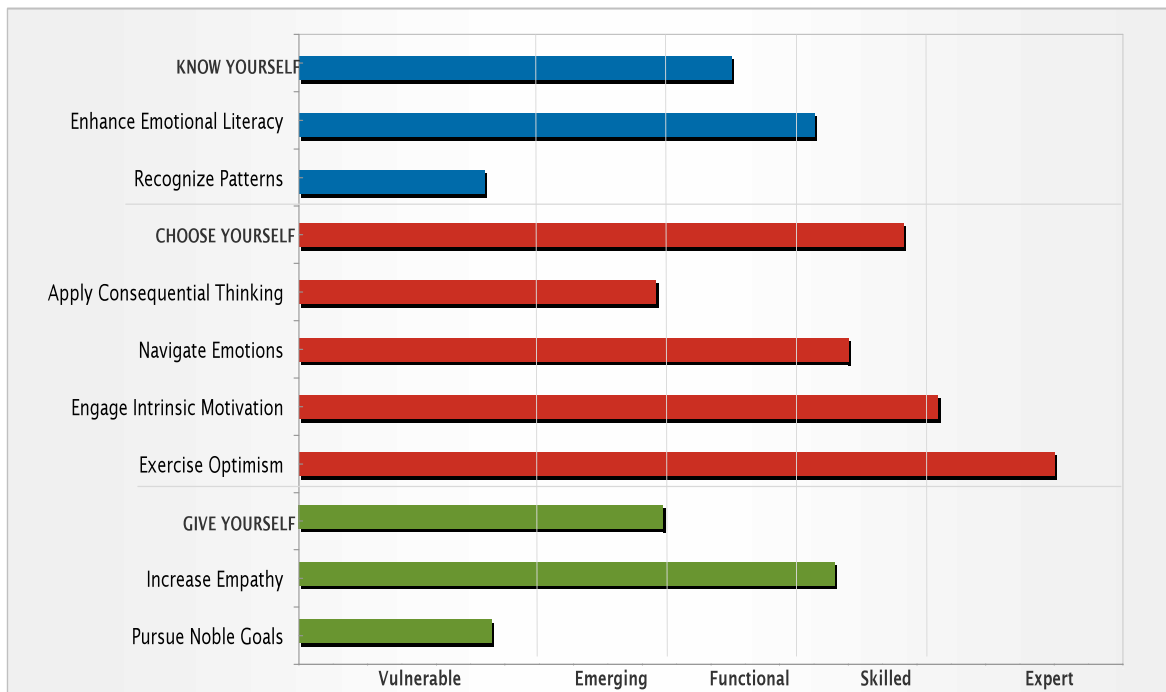
- **Vulnerable (70-)**: This area may be an obstacle for you to meet your goals; it may be creating personal and professional challenges for you.
- **Emerging (71-90)**: This is an area where you are showing some development of skills and awareness, and it may be helpful to continue to develop.
- **Functional (91-110)**: In most situations your skills are serving you well in this area; you may wish to develop here.
- **Skilled (111-130)**: This is probably a valuable strength for you to leverage.
- **Expert (131+)**: You appear to have unique ability in this area.

For additional information on interpretation, consult the publication, *Guide for Interpreting the SEI* (available at no charge to certified SEI users).



SAMPLE SEI RESULT

The SEI results are presented in a detailed report setting the context and outlining the meaning and opportunity in the results. A summary graph includes scores on the three “Pursuits” and each competency such as this:



SEI REPORTS

There are several different SEI reports available for different uses. Please request a sample report from www.6seconds.org/contact

SR: The Strengths Report summarizes the test-takers’ top three emotional intelligence strengths providing feedback on how to apply and use these strengths. The SR is suited to situations when no debrief is possible, introductory audiences, audiences in particularly challenging circumstances, or for strengths-based coaching.



DR: The Development Report provides reporting on the full Six Seconds Model including interpretations and considerations of the effects of each scale. The DR includes strategies for developing or leveraging EQ competencies. It is suitable for general audiences when a debrief is provided.

LR: The Leadership Report provides an executive summary followed by a full profile of the full model including interpretations of each score in the context of an organizational leadership position. The LR provides general information on increasing EQ competence and a “snapshot” of leadership performance tied to each score on each competency. It is intended for those in a leadership/management role who are also receiving a debrief from a qualified coach.

LDR: The Leader’s Development Guide is a dynamic workbook created based on SEI scores. It reviews SEI results and guides the test-taker to work through his results in the context of important work and life goals to identify key areas to leverage and strengthen. Then it provides specific development strategies geared to the score level for each area. The LDR is intended as a “part two” follow-up to the LR.

GR: The Group Report provides histograms and summaries of scores from individuals within a group. It is usually used to prepare for development programs or for coaching a team leader.

CGR: The Comparison Group Report shows histograms and statistical summaries of multiple groups. It is usually used to show pre- and post-intervention comparisons, or to compare two or more teams.

In addition to the SEI self-report assessment for adults, the same model and framework is used by other SEI assessments:



SEI360: The SEI 360 is a flexible multi-rater tool that provides feedback about how an individual is using his/her emotional intelligence skills. A certified coach can customize the SEI360 to an unlimited number of raters and rating groups providing the test-taker with a comparison of her/his perspective with feedback from others.

SEI-YV: The SEI Youth Version provides a full emotional intelligence assessment for youth ages 7-18, and, like the regular SEI, puts that feedback in the context of important work/life outcomes.

SEI DATA SHEET

Each administration of the SEI creates a data page for use by the coach/administrator.

The data sheet is not intended for the test taker; it includes a graphical summary of the profile, numerical scores, and scores on the SEI's correction and reliability scales.

SEI ADMINISTRATION

All the SEI tools are administered through the SEI Intranet, a highly flexible tool for qualified SEI users. The SEI Intranet is configured through projects; the coach defines which norms and language will be used, which reports will be generated, and where they will be delivered. SEI reports can automatically be sent to the coach, the test-taker, both, or neither. The SEI results are immediately available to the coach and can be downloaded from the Intranet at any time.



CORRECTION & RELIABILITY SCALES

There are common psychometric issues in self-assessment questionnaires: Personal bias, answer style, and inconsistency. Steps have been taken to insulate the SEI scores from these obscuring influences:

- Personal bias: the SEI has been tested to consider the effects of these biases by utilizing a “positive impression” scale. To a very large extent, the SEI functions effectively without correction. However, the Positive Impression factor is reported on the coach page to provide useful insight to a coach interpreting SEI results.
- Answer style: Another common psychometric issue is that different people assign a Likert scale (e.g., 1-5) with different meanings. Some rarely use extremes, others “always leave room for improvement.” To compensate for these differences, the SEI includes an Answer Style index.
- Inconsistency: some test takers are inconsistent in their answers which can reveal a lack of understanding or a lack of focus. These can reduce the value of the results. The SEI includes a test of consistency.

These three areas are explained in more detail below.

CORRECTIVE INDEX

ANSWER STYLE INDEX (AS)

This index adjusts the scores based on the level of self-criticism as shown in the frequency of answers rated 1 or 5 (ie, more extreme answers). If the test-taker is highly self-critical, the EQ scores are increased, and visa versa if the test-taker is overly self-



congratulatory. AS is calculated via a complex algorithm that examines the test-taker's answer style on all SEI items and comparing the distribution of answers to a normative sample.

DISCUSSION ABOUT ANSWER STYLE

There are many influences on how people take a self-report tool — how they are feeling that day, etc. One is “Answer Style.” Some people approach a five-point Likert scale with more positive self-statements, where others are more modest – some use primarily positive ratings, some use primarily negative ratings, some rarely use extremes, etc. We’ve accounted for this known psychometric issue and adjusted the scoring to remove this obscuring influence.

The AS checks for the style of answering — someone who gives a lot of 5s to positive statements, or maybe avoids 1s on negatives, will get a high AS. The calculation for AS is complex; the EQ scores are adjusted slightly differently based on the mean answer style for each language/country, but the range for the international sample is from - 6% to + 8%. Below you can see the range of adjustments for each country:

- *AUS – Australian English. Range from -5% to +7%*
- *ENG – US English. Range from -6% to +8%*
- *CHI – Chinese. Range from -8% to +10%*
- *ESP – Latin American Spanish. Range from -5% to +7%*
- *ITA – Italian. Range from -7% to +9%*

From an interpretation point of view, practitioners can, generally, accept this correction as-is. The purpose is to improve the accuracy of the SEI, but this data



also provide valuable perspective on the client and the context in which s/he may be using EQ.

RELIABILITY OF THE SEI SCORES

The reliability of the SEI questionnaire is further tested through the Positive Impression Index and the Consistency Index.

POSITIVE IMPRESSION (PI)

Positive impression is derived from a scale of 11 items that are included in the questionnaire. The PI is designed to measure the inclination to have an exaggerated positive self-impression. The score on these 11 items is compared to the normative score, and the amount of difference between the PI score and the mean score determines one of the following labels in the coach sheet: very low, low, average, high, or very high positive impression.

DISCUSSION ABOUT POSITIVE IMPRESSION

Basically "PI" is like a "rose colored glasses meter." Someone with a "high" PI is wearing "rose colored glasses." For someone with a "very high" PI the glasses are quite intense. The coach can use this information to understand how this person falls in a continuum from a very negative self-impression (under-evaluation) to a very positive self-impression (over-evaluation). Someone who scores "very low," for example, has an unrealistically negative view of her/himself and maybe s/he using gloomy glasses!



Very high PI can be an indicator that the test-taker is attempting to manipulate the test results (though it could also signify very high confidence, or a blissful disregard to challenges). Very low PI can be an indicator of depression.

CONSISTENCY ANSWERS (CA)

The SEI includes 11 pairs of control items (statements with similar meanings) to test for the consistency of answers provided by the test-taker. If the index is:

- under 16: the answers are completely consistent (the coach sheet will show a green light)
- in the range 16-17: the answers resulted as potential risk of incoherence (amber light in the coach sheet)
- over 17: the test-taker's answers are incoherent (red light)

CA AND REPORT GENERATION

Irrespective of CA scores, the SEI system will generate a feedback report. However, if the project is set to send the report to the test taker, and if there is a “red light” on the CA, the system will not send the report to the test taker. In this case, the report will be sent only to the coach who can choose (case by case) what to do: proceed sending the profile to the test-taker personally or ask him/her to repeat the test.

DISCUSSION ABOUT CONSISTENCY ANSWERS

Consistency can be a sign of focused attention while taking the SEI. In the case of a “red light,” the coach should assess the individual situation. We suggest asking the test-taker, “What was it like for you to take the SEI?” The answers might reveal:



- *The situation was chaotic or distracting. Recommendation: Set aside 20-30 minutes of quiet time to retake the SEI.*
- *The test-taker did not understand the questionnaire. Recommendation: Check if the questionnaire should be administered in another language, or of the test-taker should have someone assisting her/him while re-taking.*
- *The test-taker has a tendency to be inconsistent. Recommendation: The SEI may be accurate as-is.*

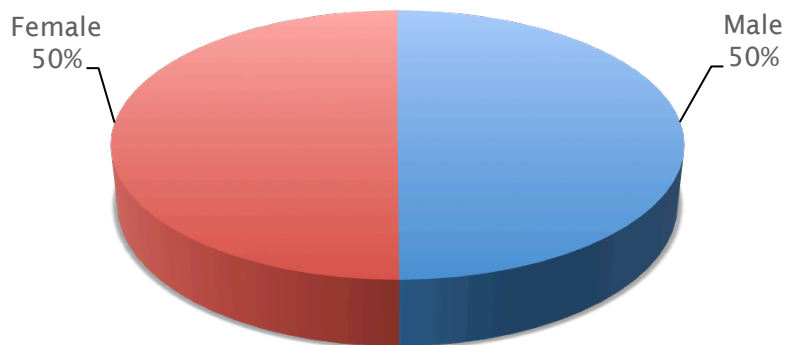


NORM GROUP DEMOGRAPHICS

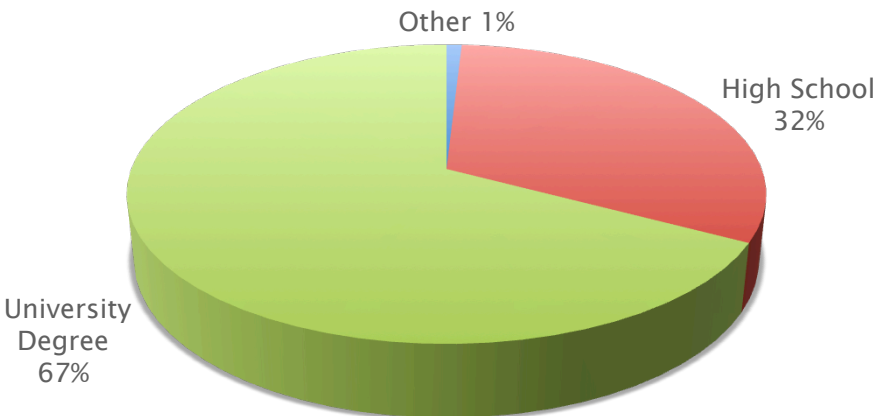
The first SEI norms were established with a sample of 700 respondents from North America and the world in 2005. As of this publication, the most recent validation statistics based on an international sample size of 24,760 completed in January 2010 yielding an extensive and diverse norm base. The norm base is continuously updated. There is an international norm as well as separate norms for each language including North American English, Italian, Chinese, Latin American Spanish, Australian English, Indonesian, and European French (in research). These multiple norms assist with more accurate assessment in different regions and languages.

The following SEI sample data is based on n=24,760 (SEI-2.4 Analysis, Carina Fiedeldey-van Dijck, Ph.D., January, 2010).

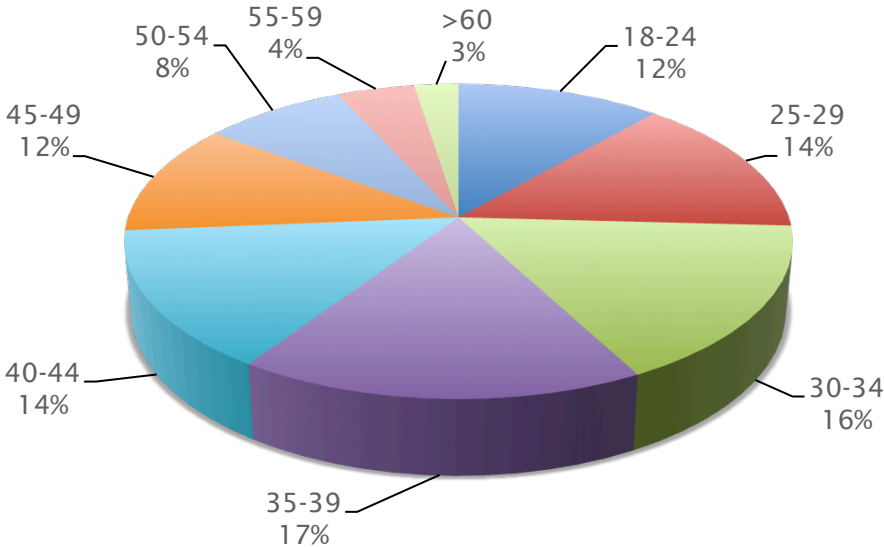
SEI Sample by Gender



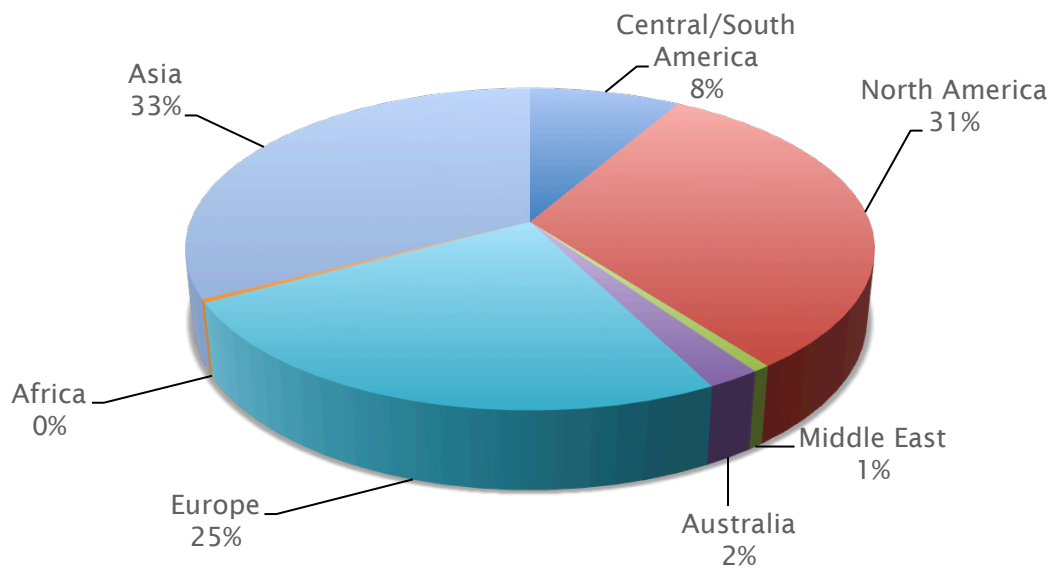
SEI Sample by Education Level



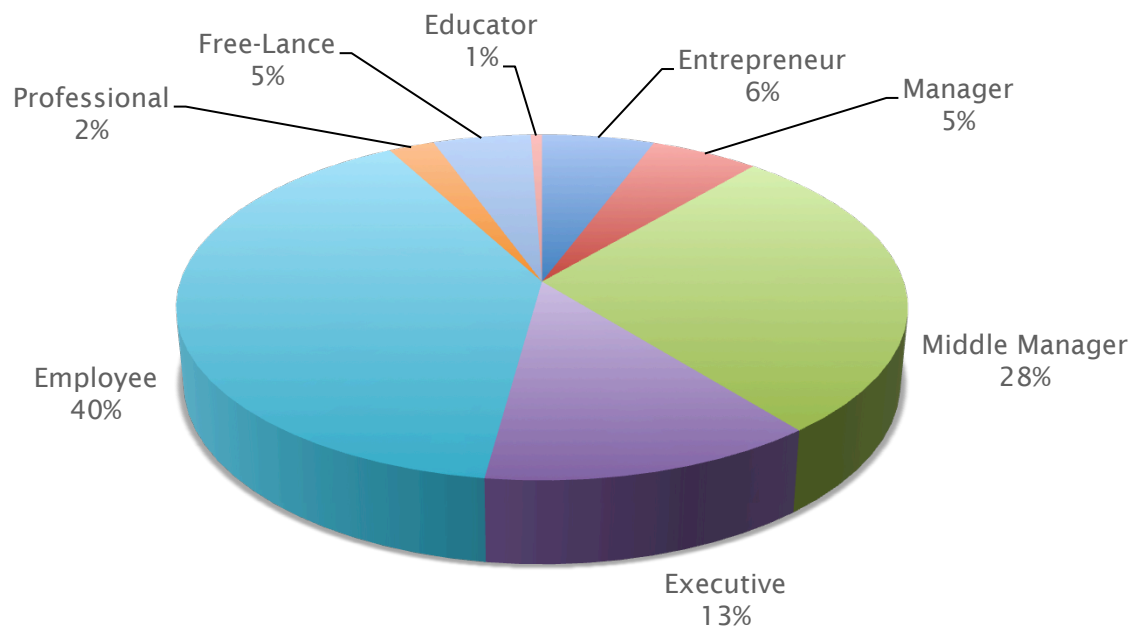
SEI Sample by Age



SEI Sample by Region



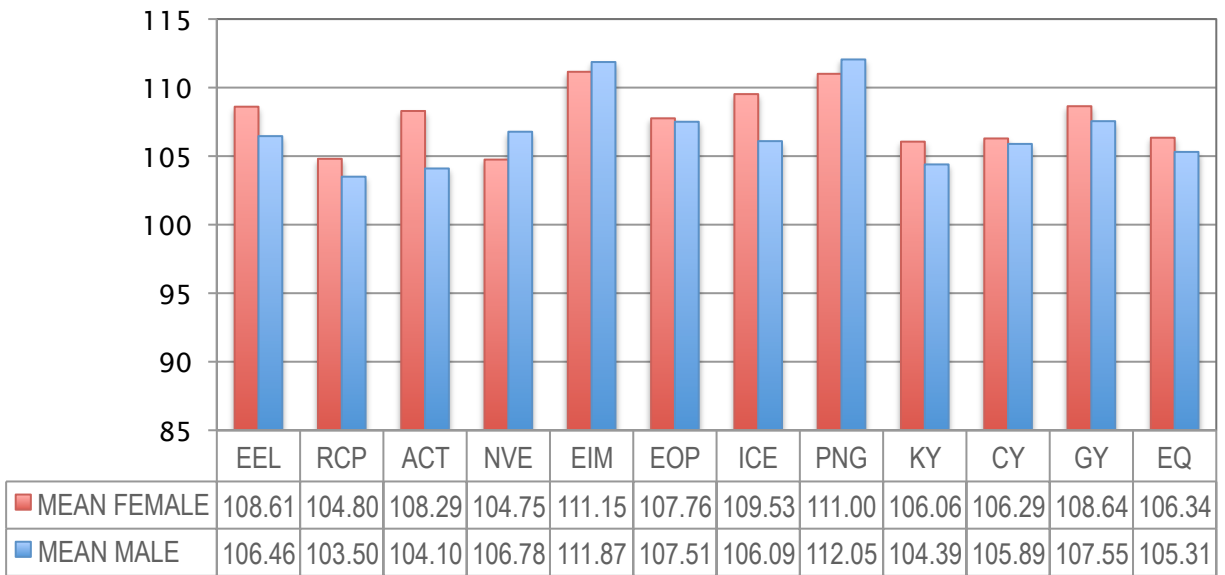
SEI Sample by Job Level



COMPARISONS

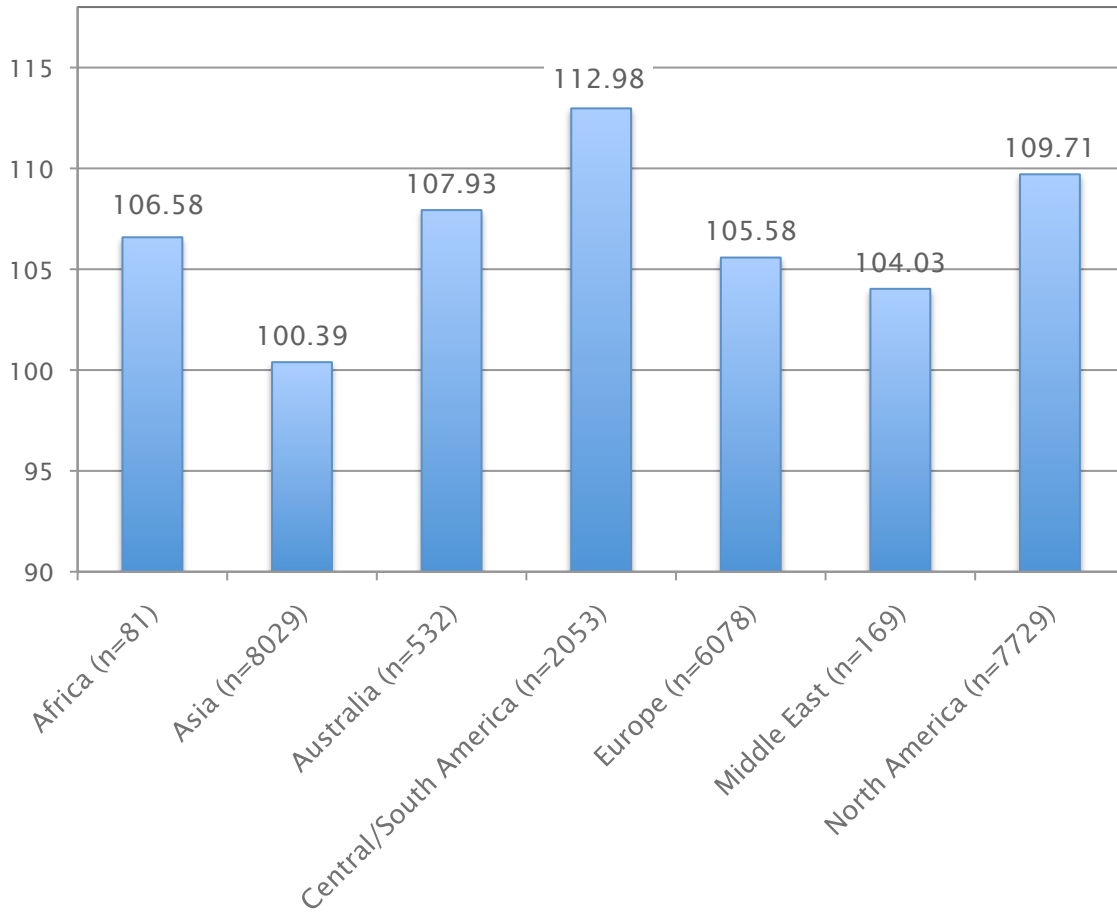
BY GENDER

Consistent with other measures of emotional intelligence, the SEI shows women have a slightly higher mean EQ score in each area:



BY REGION

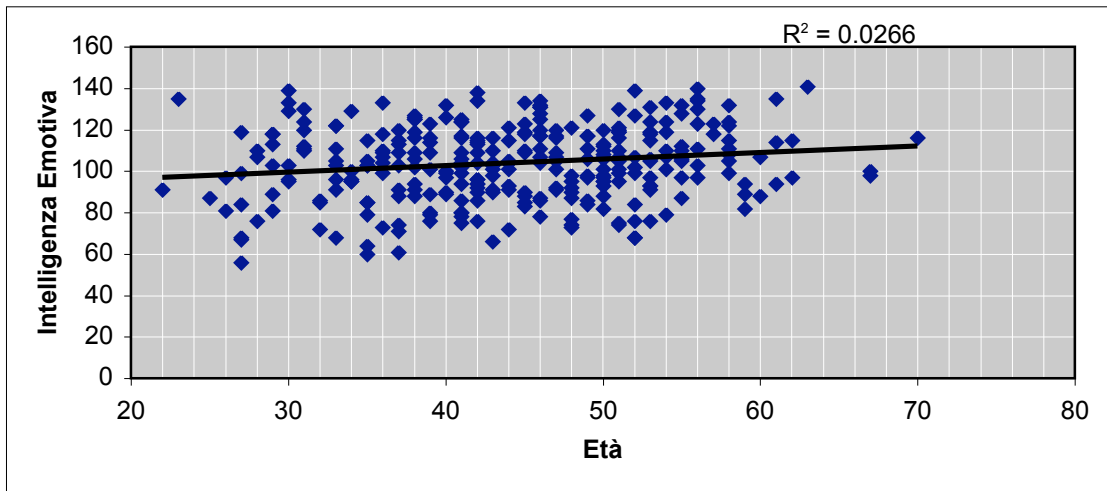
Utilizing the international norms for comparison, the SEI shows differences in mean score by region:



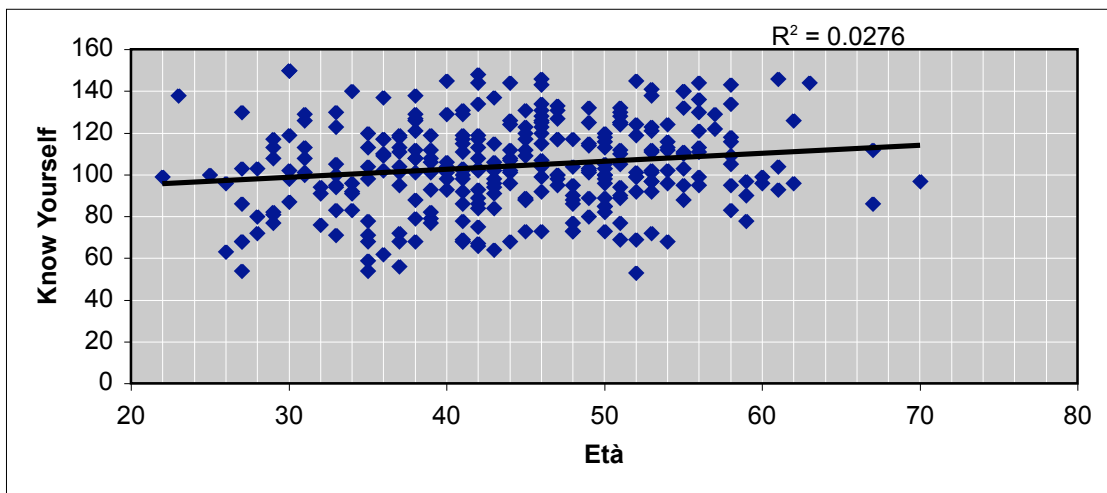
BY AGE

The SEI shows there is a slight increase in EQ as age increases. Of the three areas of EQ, the most significant age variation is in “Give Yourself.” with Empathy showing an R^2 of 2.75% and Noble Goals 2.0%.

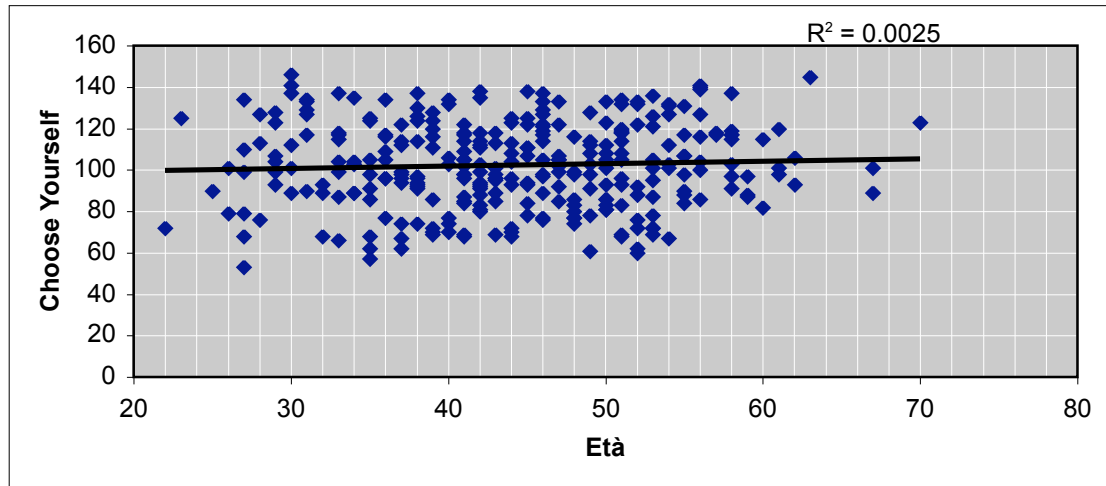
USA: EQ DIFFERENCE BY AGE



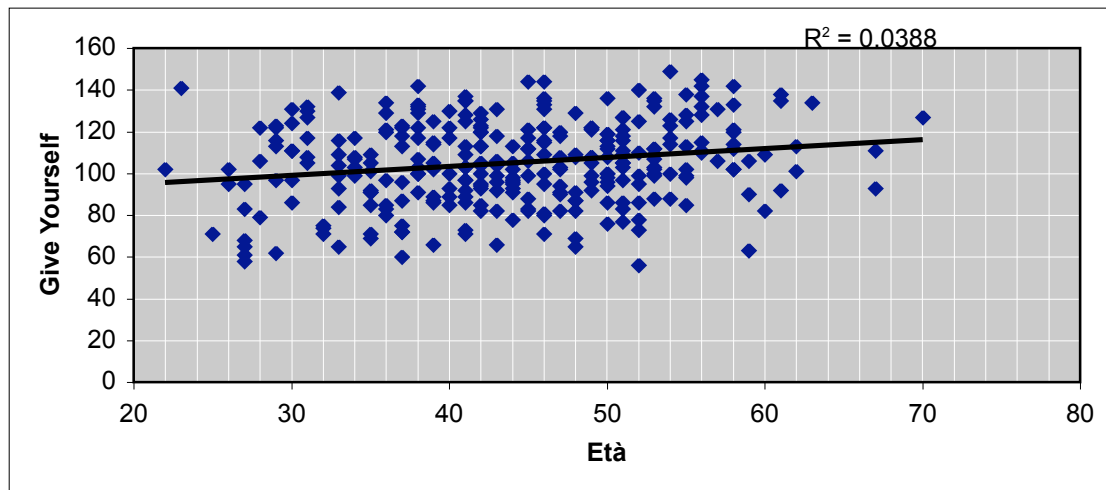
USA: SELF-AWARENESS DIFFERENCE BY AGE



USA: SELF-MANAGEMENT DIFFERENCE BY AGE



USA: SELF-DIRECTION DIFFERENCE BY AGE



(SEI v 2.2. n=304. Lorenzo Fariselli. *White Paper: EQ and Age*. 2006)

For additional research and information on the SEI tools, see www.6seconds.org/sei



SEI

Six Seconds Emotional Intelligence Assessment

www.6seconds.org/sei