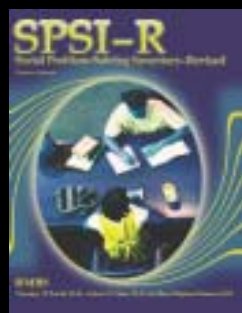
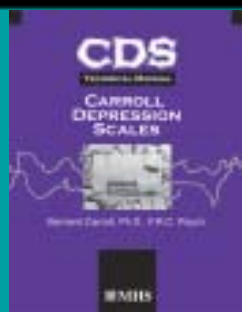


Complements for the EQ-i:S™ Post Secondary



- Carroll Depression Scales (CDS)
- Coddington Life Events Scales (CLES)
- Conners' Adult ADHD Rating Scale (CAARS)
- Conners' Continuous Performance Test Version 5 for Windows (CPT II)
- Holden Psychological Screening Inventory (HPSI)
- Personality Self-Portrait (PSP)
- Quality of Life Questionnaire (QLQ)
- Social Problem-Solving Inventory-R (SPSI-R)
- State-Trait Anxiety Inventory (STAI)



For pricing and ordering information:

Website: www.mhs.com
Email: customerservice@mhs.com
In the U.S.: 1-800-456-3003 Fax: 1-888-540-4484
In Canada: 1-800-268-6011 Fax: 1-888-540-4484
In the UK: 0845 601 7603 Fax: 0845 601 7604
International: +1-416-492-2627

For research: r&d@mhs.com
For site licensing and software delivery applications and
for workshop information: customerservice@mhs.com

For translations: translations@mhs.com

Additional copies of this document and sample reports of available software
versions may be obtained from our website.

EQPS 08 04 Printed in Canada



EQ-i:S™ Post Secondary

Emotional Quotient Inventory: Short Post Secondary Norms



*Assesses emotional intelligence in a postsecondary
academic environment*

Self-Report, 51 items

Ages 17-21

10- to 15-minute administration time

B-Level User Qualification

© 2004 MHS Inc.



Emotional Quotient Inventory: Short Post Secondary Norms

Aim

Emotional intelligence (EI) reflects how a person interacts in and applies his or her knowledge to a situation. EI is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings in order to be more successful in dealing with environmental demands.

The EQ-i:S postsecondary norms provide educational administrators with an emotional intelligence measure that is specifically designed to assess students as they enter a postsecondary institution. In particular, it is an effective tool to help direct counseling efforts and predict and improve performance in a student's new academic environment. Academic success is not just determined by cognitive intelligence skills, but is also a function of factors that are emotional and social in nature (e.g., Parker, Summerfeldt, Hogan, & Majeski, 2004). That is, many potentially stressful lifestyle changes take place during the first years of college/university, such as learning to live independently, developing new friendships, and keeping up with the demands of a new academic environment. Successful adaptation to these lifestyle changes is directly related to emotional intelligence.

The EQ-i:S Post Secondary provides an overall assessment of emotional intelligence plus scores on the five major facets of emotional intelligence: Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. These areas can be improved through the use of self-improvement tips/techniques and/or more formal training. A Predictive Index, which provides a gauge of the likelihood of success in an academic environment is also available.

User Qualifications

Although the instrument is easy to administer and score, and can be administered by research assistants and other support staff, the ultimate responsibility for scoring and interpretation must be assumed by an individual who has a background in psychometrics and who understands the limitations of psychological testing. Individuals without formal psychological training and the relevant

professional affiliations should be trained and certified. Any person whose only exposure to the EQ-i:S Post Secondary is gained by reading the EQ-i:S manual and the supplement is neither appropriate nor qualified to assume responsibility for using the assessment. Additionally, users should meet B-level user qualifications, which require that, as a minimum, the user has completed courses in tests and measurement at a university or has received equivalent documented training (more information on user qualification levels can be found in the MHS catalog).

Norming

The EQ-i:S Post Secondary was normed on a sample of 5713 students between the ages of 17 and 21 in postsecondary academic environments either during summer orientation or a required, fall-term class. The assessment was administered to the students by certified faculty and staff. The age and gender breakdown of the sample can be seen in the table below:

Age	Males	Females	Gender not specified	Total
17	18	37	0	55
18	1266	2244	13	3523
19	889	1068	3	1960
20	65	49	1	115
21	40	20	0	60
Total	2278	3418	17	5713

The normative data were carefully analyzed for age, gender, and ethnic effects, and the full results of these analyses, as well as all other normative information, can be found in the *EQ-i:S Post Secondary Norms Manual Supplement*.

Instrument

The EQ-i:S Post Secondary has been optimized to provide a comprehensive profile of the subject's EI while still being quick to administer. The test takes a self-report format and is composed of 51 items, distributed across eight scales. Each item uses a 5-point Likert-style response format that asks respondents to

rate each statement with respect to their own experience. The eight scales are:

- Total EQ
- Interpersonal EQ
- Adaptability EQ
- Inconsistency Index
- Intrapersonal EQ
- Stress Management EQ
- General Mood EQ
- Positive Impression Scale

The final two scales are validity measures. The Inconsistency Index indicates whether or not the respondent may be randomly or carelessly responding. The Positive Impression Scale measures the likelihood that the respondent is giving an exaggerated impression of himself or herself.

Format

The EQ-i:S Post Secondary is available in paper-and-pencil format, as well as online.

The paper-and-pencil format consists of an Item Booklet and Response Sheet that can be scanned. After the respondent has completed the administration, the Response Sheet is sent to MHS via mail or fax for scoring and report generation. The report is then promptly sent to the administrator.

The online format allows the assessment to be completed by respondents on their own time and from home provided the respondents have internet access. To use the online version, the administrator must contact MHS to obtain uses and details on how to access the website. The test is administered over the internet by directing respondents to a website (www.mhsassessments.com). The respondent then enters an ID code and password provided by the administrator to access the administration pages. The website provides the respondent with full instructions on how to complete the assessment, which takes about 15 minutes.

To access the results of the administration, the administrator accesses the same website but uses a different login and password to process administrations and have reports generated. The administrator can choose to generate either a Feedback Report or a Scored Dataset. The Feedback Report describes each of the

EQ-i:S Post Secondary scores as an area for enrichment, an area of effective functioning, or an area of enhanced skill, and it is designed for sharing directly with the client. The Scored Dataset option is useful for the administrator because it provides the assessment results in the form of a spreadsheet, which is convenient for analyzing results across respondents. Scored datasets are available with and without the Predictive Index.

Translations

Using our worldwide network of over 400 qualified translators with backgrounds in psychology and medicine, MHS develops accurate translations of assessment tools. For information about the availability of the EQ-i:S Post Secondary assessment in other languages, please contact the MHS Translations Department at translations@mhs.com.

Scientific Validation

The EQ-i:S instrument has been subjected to numerous validity studies that demonstrate the appropriateness of the scale structure, both empirically and theoretically. In addition to the studies done to validate the EQ-i:S, other studies have been performed to support the instrument's application in a postsecondary environment. More information on these studies can be found in the *EQ-i:S Post Secondary Norms Manual Supplement*. Additional information on the EQ-i:S instrument can be found in the *EQ-i:S Technical Manual*.

Supporting Literature

BarOn, R. (2002). *BarOn Emotional Quotient Inventory Short (EQ-i:S): Technical Manual*. Toronto, ON: Multi-Health Systems.

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76, 93–102.

Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., Majeski, S. A. (2001). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36, 163–172.