



BarOn Emotional Quotient Inventory

By Reuven Bar-On, Ph.D.

Resource Report

Name: Samantha Wright

ID:

Admin. Date:

September 03, 2003



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Introduction

EQ-i is intended to help people better understand their emotional and social functioning. After completion of EQ-i, a Resource Report like this one can be produced, allowing individuals to explore their skills across many different areas. Ideally, a counselor goes through the report with the person who has taken EQ-i, in an effort to maximize the benefits of the information provided.

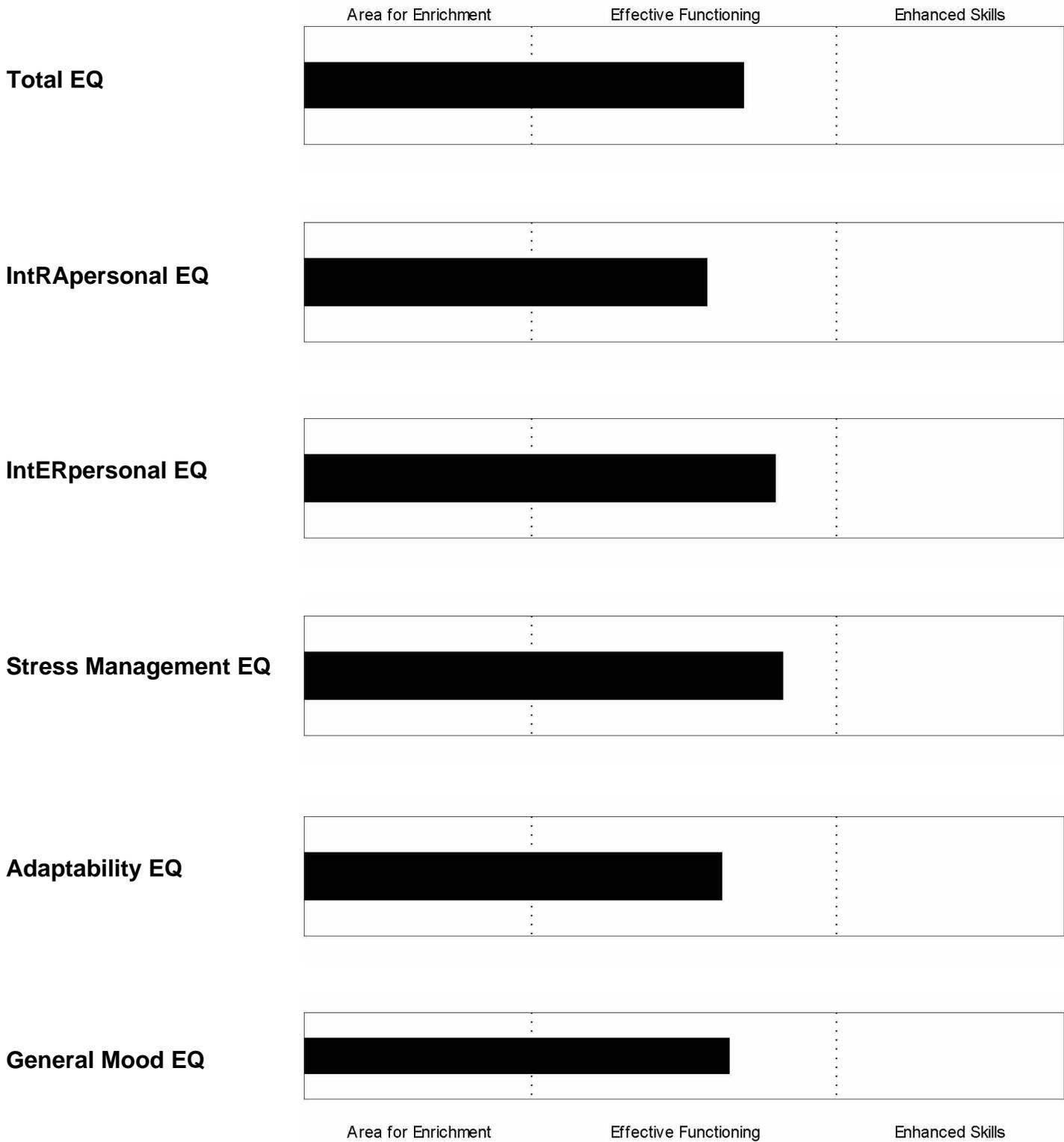
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ into the 5 domains of Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. The 15 subscales then provide very focused information about specific skills within each of those domains. The report provides several pages of text that describe the results. This text provides general information that may serve as the foundation or starting point for discussion.

The Resource Report also supports the initiation of positive change by offering simple development strategies. These strategies are useful tips to improve targeted skill areas. Discussions with a counselor of the strategies listed in the report and the scale results will help determine the best course of action. Sometimes, after thought and discussion, strategies other than those listed (or supplementing those listed) will end up being used. The tips provided in the report are action-oriented and often provide a quick effective means of initiating improvements that can be embellished by adding other approaches, or by developing a more elaborate program.

There can be some surprises and occasional anxiety associated with EQ-i feedback, but most people experience the process as highly rewarding and enlightening. With thought, areas of higher skill may be used in more situations or more frequently to make the most of them. The identification of lower skill areas should be taken as an opportunity for enrichment. In short, this report summarizes all of the information from the administration, and presents it in a manner intended to maximize the benefits derived from EQ-i.

Composite Scales

This page shows Total EQ, and the results for the five composite scales.



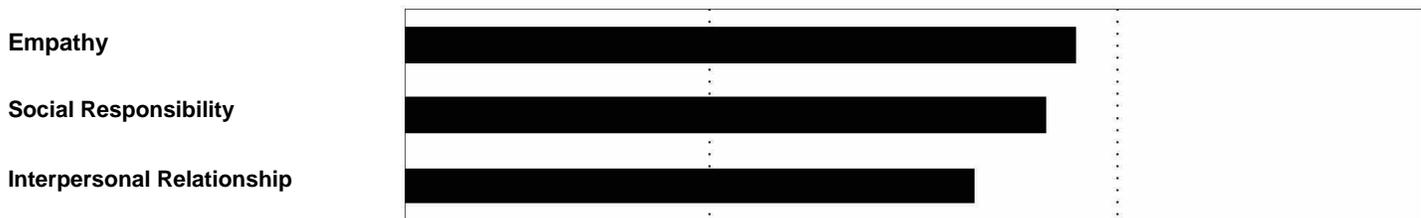
Content Subscales

The following graphs show the 15 subscales grouped according to composite area.

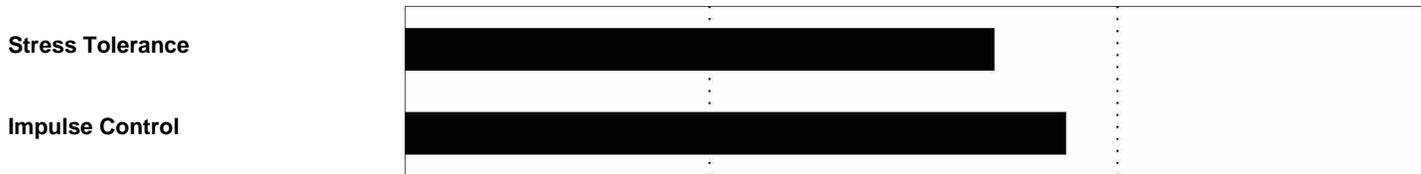
IntRApersonal



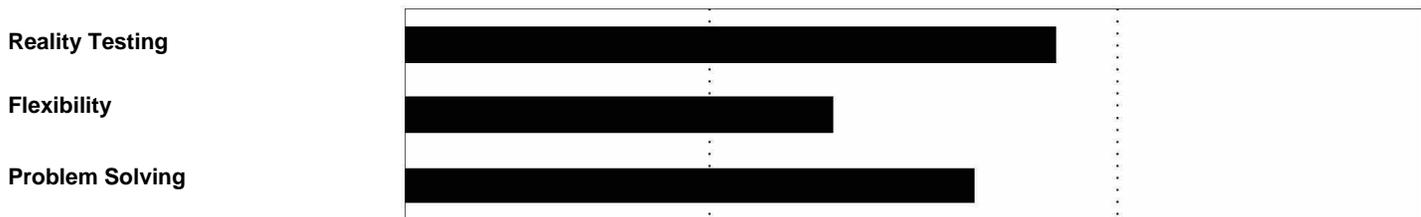
IntERpersonal



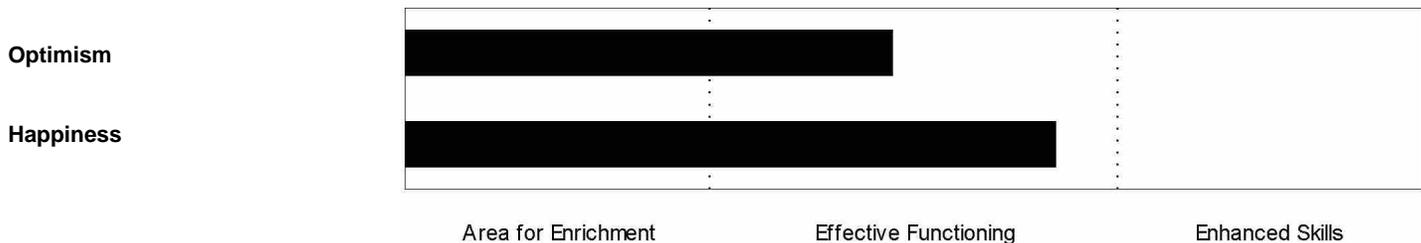
Stress Management



Adaptability



General Mood



Cautionary Remarks

This computerized report is meant to act as an interpretive aid and should not be used as the sole basis for placement, intervention, or other kinds of decision making. This report works best when combined with other sources of relevant information. The report is based on an algorithm that produces the interpretations most common for the scores that are obtained. Unusual interpretations must be explored with other instruments and on a case-by-case basis.

Interpretation Guide for EQ-i Composite and Content Subscale Scores

The following sections describe the meaning of scores for the Total EQ-i scale and each of the EQ-i content scales. In general, high results identify areas of relative strength. Results in the midrange on these scales indicate satisfactory functioning and are obtained by the majority of those in the population who have taken EQ-i. Low results indicate areas that need to be improved in order to increase overall emotional and social intelligence. If all the results are high or all results are low, it is useful to identify the scales with the highest and lowest results; this will help pinpoint areas of relative strength or weakness.

Total EQ

The Total EQ for Samantha indicates an individual who overall feels good about herself and others and who is leading a successful life. Individuals who are in the upper midrange of the Total EQ scale are generally optimistic about dealing with problems and have a positive outlook. These people successfully control their emotions and are typically not impulsive. A more detailed description of EQ-i components is given in the next section.

Intrapersonal

This component of the Total EQ-i score pertains to the assessment of the inner self. The subcomponents of the Intrapersonal EQ scale include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. One or more components of intrapersonal functioning are areas for potential improvement. The overall Intrapersonal score, however, suggests that intrapersonal strengths compensate to a large degree for any shortcomings. The following section describes the five components of intrapersonal functioning.

Self-Regard

There is a reasonable degree of self-regard and self-respect, but there may be times when Samantha is somewhat hard on herself or self-critical. There also may be times or situations where she is lacking self-confidence. At those times, there may be some apprehension about saying something inappropriate, or making a mistake. Responses indicate that there is also some dissatisfaction or discomfort related to physical appearance.

Emotional Self-Awareness

The responses suggest effective emotional self-awareness and indicate an individual who knows how her feelings and emotions impact on her own opinions, attitudes, and judgments. She is able to facilitate interactions by appropriately monitoring her own emotions during exchanges with others.

Assertiveness

The responses indicate a reasonably good ability to express thoughts, feelings, and emotions. This individual will participate in conversations/discussions and render opinions openly and in a constructive manner. She should be capable of getting across her viewpoint to others.

Independence

Samantha is usually willing and capable of thinking, working, and making decisions on her own. Others may be consulted for advice but, more often than not, she will independently choose her own course of action. While she can work without a lot of guidance from others, the responses also show no aversion to working under the supervision of someone else.

Self-Actualization

The results obtained for this scale are about at par with the population norm. Like most others in the population, this individual probably feels content much of the time, but from time to time may feel like more could be achieved. Samantha is probably reasonably motivated and successful.

Interpersonal

This component of the Total EQ-i scale taps interpersonal capacity and functioning. The subcomponents of the Interpersonal scale include Empathy, Social Responsibility, and Interpersonal Relationship. Overall, the Interpersonal scale results indicate social adeptness, the ability to understand others, and to interact and relate well with people. Samantha is typically responsible and dependable, and she most likely functions well in tasks involving making contact with others and cooperation.

Empathy

The responses indicate an individual with a good awareness, understanding, and appreciation of the feelings of others. Samantha probably will go out of her way to be helpful, and will try to avoid doing things that will distress others. This will be of benefit during interactions with others and during cooperative efforts. In a group dynamic, Samantha will readily relate to others.

Social Responsibility

The responses pertaining to the Social Responsibility scale indicate an individual who is cooperative and constructive. Samantha is probably quite responsible and dependable. She will be helpful when interacting with others and will actively contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship

The responses portray an individual who has above average interpersonal skills. This is the scale that ties most directly to the ability to interact with others. Samantha is able to form agreeable relationships and alliances. This ability supports effective communication and the mutually beneficial exchanges of ideas, feelings, and information.

Stress Management

The Stress Management component of EQ-i consists of the Stress Tolerance and Impulse Control Subscales. Both components of this composite scale are above average indicating a calm disposition, lack of impulsivity, and the ability to withstand stress.

Stress Tolerance

Stress Tolerance is slightly higher than average and suggests the ability to withstand adverse events and stressful situations. Samantha generally copes with stress actively and effectively. She is probably a calm person and rarely gets overly anxious or agitated.

Impulse Control

The results indicate very effective impulse control ability that suggests an individual who is able to resist or delay impulses, drives, and temptations to act. She is rarely impatient, rarely overreacts, or loses control. Proper thought is given to decisions and actions helping to avoid careless or costly mistakes.

Adaptability

This part of EQ-i is composed of the Reality Testing, Flexibility, and Problem Solving Scales and examines how successful one is in coping with environmental demands based on one's ability to effectively size up and deal with problematic situations. The Adaptability scale is above average. Samantha is generally flexible in adapting to changing circumstances and situations. Samantha usually understands problematic situations and usually comes up with effective, practical solutions. This individual is reasonably comfortable when faced with changing demands and new challenges.

Reality Testing

The results indicate an individual who has an enhanced ability to evaluate and grasp the correspondence between what she experiences (the "subjective") and the facts/reality (the "objective"). This type of person is often described as realistic, well grounded, and "tuned in" to what's going on around him/her.

Flexibility

The responses indicate feelings of being unable to change old habits or outdated opinions. Alternatively, the responses may reflect a person who feels like she adjusts too slowly to changes, or feels too disrupted by changes. She may struggle in dynamic environments, but may be quite comfortable and do well when consistency and stability are needed.

Problem Solving

The score on this scale is higher than average and suggests above average problem solving skills. Samantha approaches most problems in a methodical way and is generally capable of finding the most effective solutions most of the time.

General Mood

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of EQ-i measure one's general feeling of contentment and overall outlook on life. High scores on these components indicate a positive outlook that can help bolster oneself and those around. Both components of the General Mood scale are about average or higher, and descriptions of these components are given below.

Optimism

The results for the Optimism subscale are comparable to the results obtained by most others in the population. Like most others, there are probably times that this individual feels unnecessarily pessimistic. Overall, though, Samantha's optimism will be appropriate for the circumstances. Prospects for the future are assessed by keeping expectations balanced.

Happiness

The responses to this scale indicate a person who feels generally satisfied with life. Samantha probably has a happy and pleasant disposition that will help maintain, or perhaps even promote, positive feelings in those around her. A positive atmosphere can help lift spirits and improve overall functioning/performance.

Profile Summary

Overall, EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

The highest subscales are Empathy, Impulse Control, Happiness, Reality Testing.

The lowest subscales are Flexibility, Self-Regard, Optimism.

Simple Strategies For Development

Strategies for improving the areas that yielded the lowest EQ-i scores

Flexibility

- Emphasize activities/tasks that require reliability and consistency
- Ensure there is sufficient preparation time to help mitigate the impact of significant change
- Brainstorm, preferably in a group context, to harvest ideas for handling dynamic, changing demands
- Be sure adequate training is received to prepare for new activities and roles; Use change as an opportunity to learn and develop
- Consider how past experiences and skills are applicable to new challenges

Self-Regard

- Build confidence by recognizing successful efforts and independent achievements
- Make sure achievements are properly celebrated and rewarded
- Train to improve skills and increase self-regard by increasing capabilities
- Set goals that are challenging yet readily obtainable
- Pinpoint areas of relative strength and try to capitalize fully on these areas

Optimism

- Minimize negative thoughts related to trivial or temporary problems
- Adjust goals so that they are more attainable
- Celebrate accomplishments and use positive feedback
- Be solution-focussed rather than problem-driven
- Use positive feedback for goal attainment and constructive and supportive feedback when goals are not successfully met
- If appropriate, increase empowerment to avoid the pessimism that often results when people feel helpless to change the status quo; This feeling is often overcome if one's own judgment can be used to change circumstances

Closing Remark

This narrative report is meant as an aid to help understand the results of the BarOn EQ-i. Combined with other information, EQ-i can help identify areas of strength to as well as areas that could be improved. This report describes the emotional and social functioning of the respondent in accordance with the responses provided.

Counselor's Section

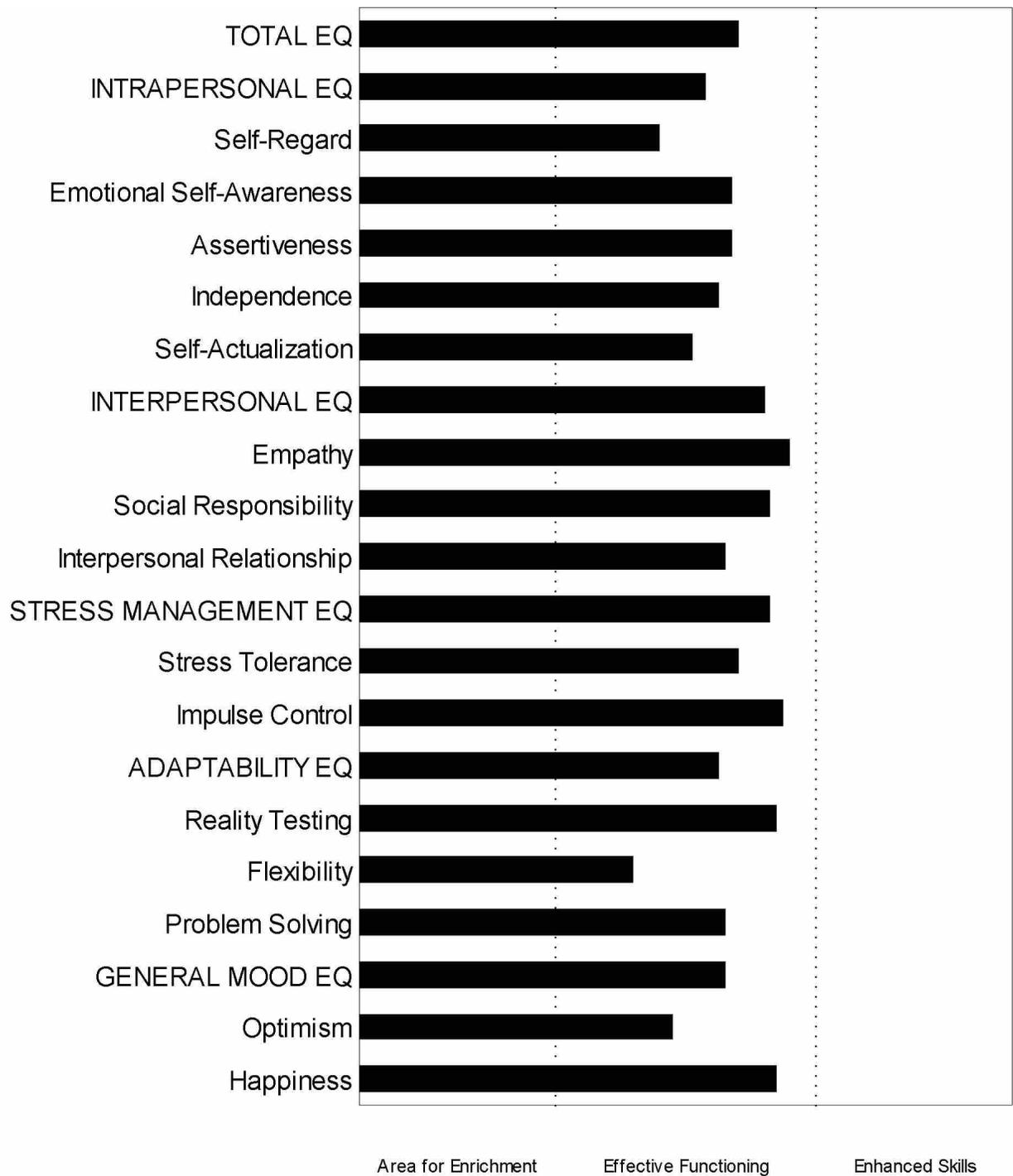
This section provides a complete scoring summary including sections on assessment validity, raw scores, and item responses.

Name: Samantha Wright
Age: 27
Gender: Female
Administration Date: September 03, 2003
Norm Type: General nonspecific

Score Summary	Adjusted Score	Unadjusted Score	Guideline
Inconsistency Index		5.6	OK
Positive Impression		127	Possibly Invalid
TOTAL EQ:	108	115	Average
INTRAPERSONAL:	103	108	Average
Self-Regard	96	103	Average
Emotional Self-Awareness	107	112	Average
Assertiveness	107	107	Average
Independence	105	105	Average
Self-Actualization	101	107	Average
INTERPERSONAL:	112	117	High
Empathy	116	116	High
Social Responsibility	113	117	High
Interpersonal Relationship	106	112	Average
STRESS MANAGEMENT:	113	120	High
Stress Tolerance	108	114	Average
Impulse Control	115	120	High
ADAPTABILITY:	105	112	Average
Reality Testing	114	120	High
Flexibility	92	97	Average
Problem Solving	106	110	Average
GENERAL MOOD:	106	113	Average
Optimism	98	103	Average
Happiness	114	119	High

Graph of Total EQ, Composite Scales, and Subscales

This graph shows Total EQ followed by each composite scale with its subscales.



Validity Indicators

Several sections follow that present and describe the validity scale results.

Validity Comment:

The validity indicators are all in the acceptable range suggesting valid responses and results that are not unduly influenced by response style.

Inconsistency Index:	5.6
Impression:	Positive = 127
Correction:	Type I = -4.91, Type II = -6.55, Type III = -4.91, Type IV = -6.55, Type V = -5.46

Inconsistency Index

The responses to items with similar content are consistent with one another.

Positive Impression (PI) Score

The score on the Positive Impression scale (PI) was somewhat elevated. Although the PI score indicates a tendency towards overly positive self-presentation, the tendency was small and should not have a major influence on the results and interpretation of the scores.

Correction Factors:

The correction factors are used to fine tune EQ-i scores on the basis of validity scale scores. The adjusted (or corrected) scores take into account response style. Corrections of greater than zero mean that points have been added to the scores, and corrections less than zero mean that points have been taken off the scores. Because EQ-i scales are affected differently by response tendencies, different types of corrections are applied as follows:

Type I applies to Total Intrapersonal, Emotional Self-Awareness, Problem Solving, and Flexibility.

Type II applies to Total EQ, Total Adaptability, Reality Testing, and Stress Tolerance.

Type III applies to Social Responsibility, Happiness and Impulse Control.

Type IV applies to Total Stress Management, Total General Mood, and Self-Regard.

Type V applies to Total Interpersonal, Interpersonal Relationship, Optimism, and Self-Actualization.

There is no correction for Independence, Empathy, and Assertiveness.

Summary of Validity Scale Results

Overall, the validity indicators described in this section suggest that the EQ-i results should be considered valid.

Critical Item Responses

There were no especially noteworthy responses to the critical items. The responses to these items were fairly typical.

Profile Summary

Overall, EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

Scale Raw Scores

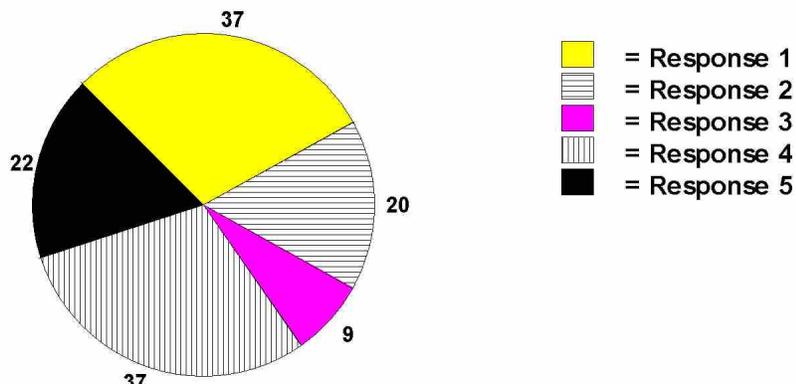
For research purposes only.

TOTAL EQ	514	STRESS MANAGEMENT	81
		ST	39
INTRAPERSONAL	168	IC	42
SR	37	ADAPTABILITY	110
ES	34	RT	47
AS	28	FL	28
IN	29	PS	35
SA	40	GENERAL MOOD	78
INTERPERSONAL	112	OP	34
EM	38	HA	44
RE	49		
IR	49		

Item Responses

Item	Response								
1	5	28	1	55	4	82	2	109	1
2	1	29	5	56	4	83	4	110	1
3	2	30	1	57	5	84	4	111	1
4	4	31	4	58	4	85	5	112	5
5	4	32	4	59	4	86	1	113	5
6	5	33	1	60	1	87	3	114	1
7	4	34	1	61	4	88	3	115	1
8	4	35	4	62	3	89	5	116	4
9	4	36	1	63	4	90	5	117	5
10	1	37	4	64	1	91	4	118	1
11	4	38	5	65	1	92	1	119	2
12	1	39	1	66	1	93	4	120	1
13	3	40	3	67	5	94	5	121	2
14	4	41	4	68	2	95	1	122	1
15	5	42	4	69	3	96	2	123	3
16	1	43	1	70	2	97	2	124	1
17	1	44	5	71	1	98	5	125	5
18	2	45	2	72	1	99	5		
19	4	46	1	73	4	100	4		
20	2	47	2	74	4	101	2		
21	2	48	1	75	4	102	5		
22	2	49	2	76	4	103	3		
23	2	50	2	77	1	104	4		
24	4	51	4	78	1	105	3		
25	2	52	5	79	4	106	5		
26	2	53	1	80	4	107	4		
27	5	54	1	81	1	108	4		

5 = Very Often true of me or true of me, 4 = Often true of me, 3 = Sometimes true of me, 2 = Seldom true of me, 1 = Very Seldom true or not true of me, 0 = Omitted Item



Date Printed: September 03, 2003

End of Report