



BarOn Emotional Quotient Inventory

By Reuven Bar-On, Ph.D.

Development Report

Name: **Samantha Wright**

ID:

Admin. Date: **September 03, 2003**

The information given in this report should be used as a means of generating hypotheses and as a guide to assessment. Higher standard scores are associated with greater levels of emotional intelligence and better performance. 100 represents effective emotional functioning. Scores greater than 100 represent good emotional functioning, and scores of less than 100 indicate areas that may be improved. (The value -99 may appear if scores are incomputable due to missing item responses).



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Introduction

This Development Report contains several sections that are briefly described in this introduction. Development Reports are intended for the use of counselors, clinicians, and other professionals who require an in-depth report of the EQ-i results that includes numeric scores. For direct presentation to clients, the Resource Report should be utilized instead.

This Development Report first graphically displays the results for Total EQ, the 5 composite scales, and the 15 subscales. The report then provides several pages of text that describe the results for each of the scales and for the respondent's profile. This text provides general information that may serve as the foundation or start point for assessment. This text is then used in combination with all other available information to formulate a complete assessment.

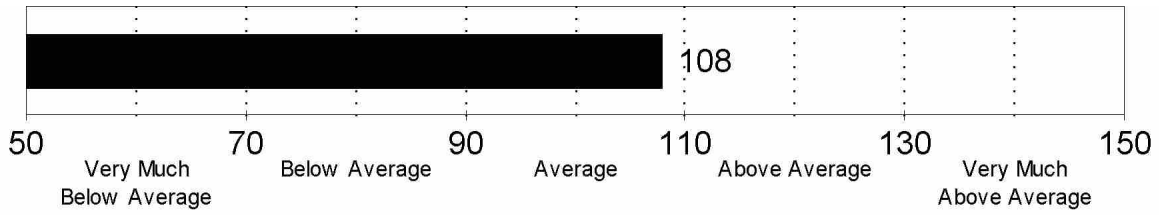
Once all of the assessment information is put together, it is desirable to formulate a plan for improving and best utilizing emotional intelligence skills. The Development Report supports this stage of EQ-i use by offering simple development strategies. These strategies are useful tips to improve areas that are targeted for development. In formulating and implementing an intervention plan, counselors may incorporate some of the strategies provided. The EQ-i results, the specific circumstances of the client, and relevant considerations determine the best strategy or strategies to use. Strategies other than those listed (or supplementing those listed) in the report often, of course, are employed when they offer the best chance for successful change. The tips provided in the report are action-oriented and often provide a quick effective means of initiating positive change.

The Counselor's section of the report includes a brief summary of all of the results. It includes information about the validity of the administration, critical responses (if any), raw scores, and a complete item response listing.

In short, this Development Report provides scores, interpretive text, and intervention suggestions. It is a tool that helps guide assessment and provides direction for the initiation of programs to foster positive impact.

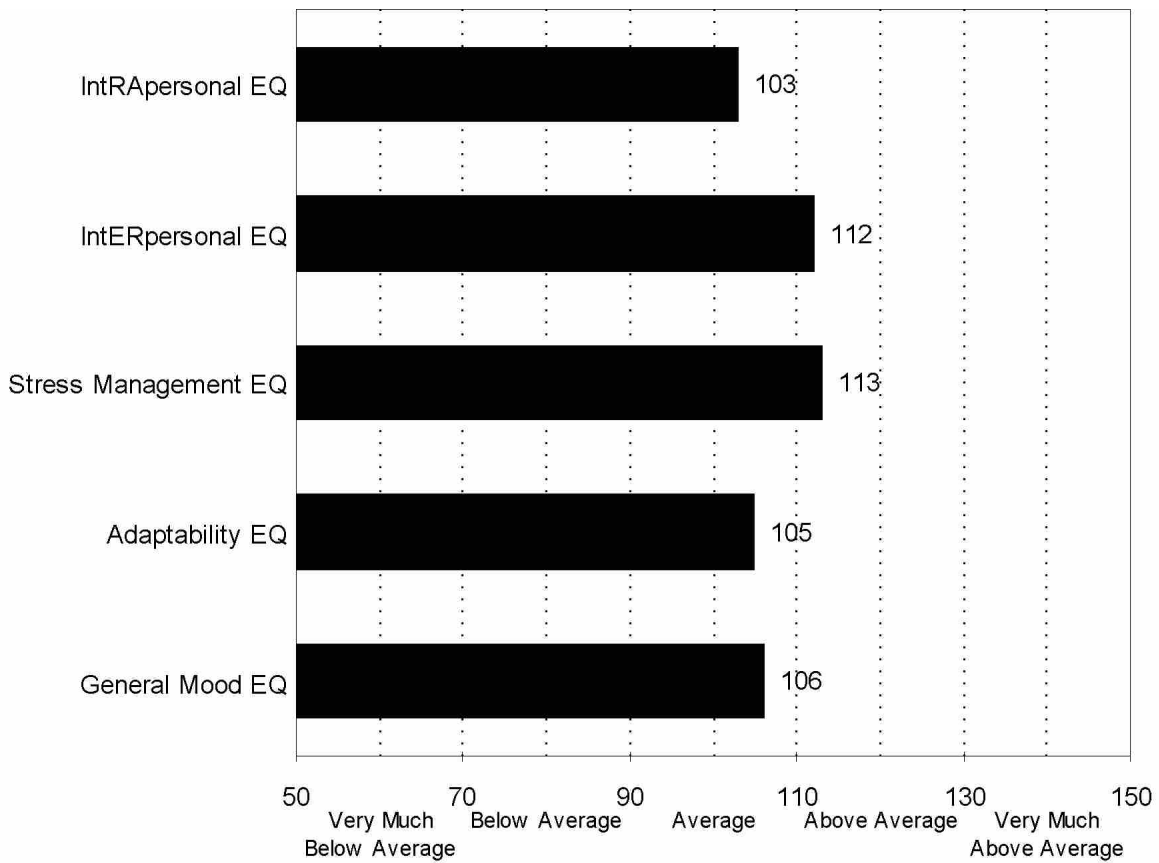
Total EQ

This graph shows the respondent's Total EQ.



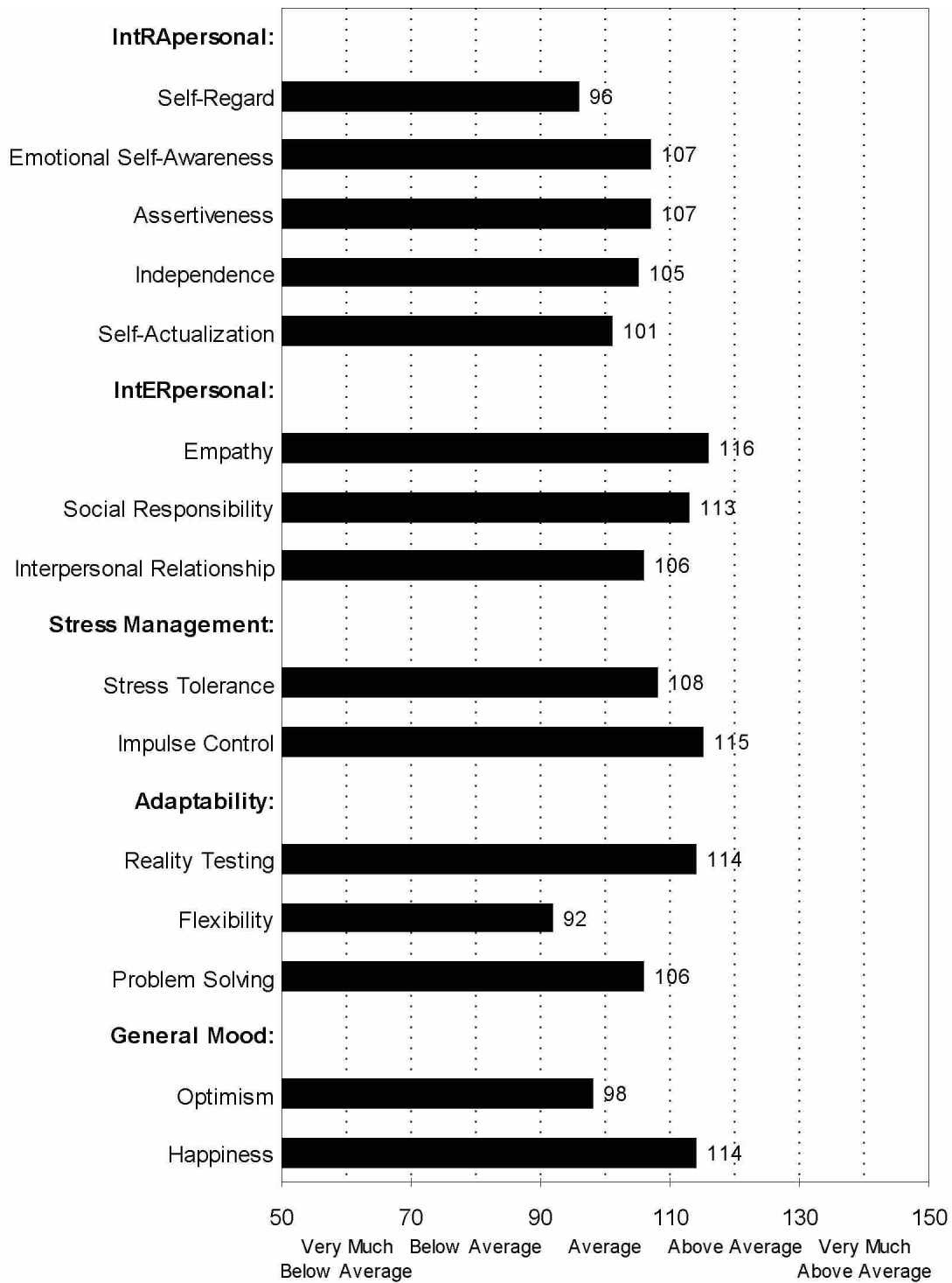
Composite Scales

This graph presents the results for the five composite scales.



Content Subscales

The following graph shows the 15 EQ-i subscales grouped according to composite area.



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 the 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: 108

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 the EQ-i components is given in the next section.

Intrapersonal: 103

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: 96

The Self-Regard scale score is a bit low but still within the average range. The score indicates reasonably satisfactory self-regard and self-respect, but there may be times when she is somewhat self-critical. There also may be times or situations where self-confidence is low. Responses indicate that there is dissatisfaction or discomfort related to physical appearance.

Emotional Self-Awareness: 107

The results for this scale are at the population norm and indicate an individual who is in touch with her feelings and emotions. The responses also indicate that the individual is comfortable expressing feelings to others.

Assertiveness: 107

The responses indicate a reasonably good ability to express feelings and emotions. This individual is usually not self-conscious or bashful, and seems to be able to openly express feelings, thoughts, and beliefs in a constructive manner.

Independence: 105

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 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: 101

The Self-Actualization score was within the normal range of the population. This individual probably feels content with herself much of the time, but from time to time may feel like more could be achieved. Samantha gets a reasonable amount of enjoyment out of life, and is probably adequately motivated and successful.

Interpersonal: 112

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, as well as the ability to interact and relate well with people. Typically, Samantha is responsible and dependable, and Samantha functions well in tasks involving making contact with others and teamwork.

Empathy: 116

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 help others, and will try to avoid hurting other people's feelings.

Social Responsibility: 113

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 try to contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship: 106

The results suggest that Samantha has above average interpersonal skills. Most relationships for this person are mutually satisfying most of the time, and involve the proper amount of intimacy and the appropriate giving and receiving of affection. 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: 113

The Stress Management component of the 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: 108

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

Impulse Control: 115

Samantha's ability to resist or delay impulses, drives, and temptations to act is higher than average. She is rarely impatient, rarely overreacts or loses control.

Adaptability: 105

This part of the 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. Overall, the responses to the Adaptability scale are above average. Samantha is generally practical and probably does not over-fantasize. She is also somewhat more flexible in adapting to changing circumstances and situations than the average person in the population. Samantha usually understands problematic situations and usually comes up with effective, practical solutions. This individual is reasonably comfortable in settings that require clear thinking and should have the ability to keep up with changing demands and new challenges.

Reality Testing: 114

The results for this subscale indicate an individual who is able to evaluate the correspondence between what she experiences (the subjective) and what in reality exists (the objective). Samantha can be described as realistic, well grounded, and "tuned in" to what's going on around her.

Flexibility: 92

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

Problem Solving: 106

The Problem Solving score is higher than average and suggests the use of fairly effective problem solving processes. Samantha approaches most problems in a methodical way and is generally capable of finding the best solutions most of the time.

General Mood: 106

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of the 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: 98

The results obtained indicate a fairly typical and adaptive degree of optimism. Like most other people, there are probably times when Samantha feels a little down or a little pessimistic, but on the whole optimism is adequate. She likely keeps expectations balanced and realistic.

Happiness: 114

The responses to the items on this scale indicate a person who feels satisfied with her life, who enjoys the company of others, and who is able to derive a great deal of pleasure and fun from life. Samantha probably has a happy disposition and is pleasant to be with.

Profile Summary

Overall, the 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 (116), Impulse Control (115), Happiness (114), Reality Testing (114).

The lowest subscales are Flexibility (92), Self-Regard (96), Optimism (98).

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
- Be aware of, but do not overfocus on, weaknesses
- 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
- When long-term goals seem difficult, set short-term intermediary goals to serve as guideposts of progress
- 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 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

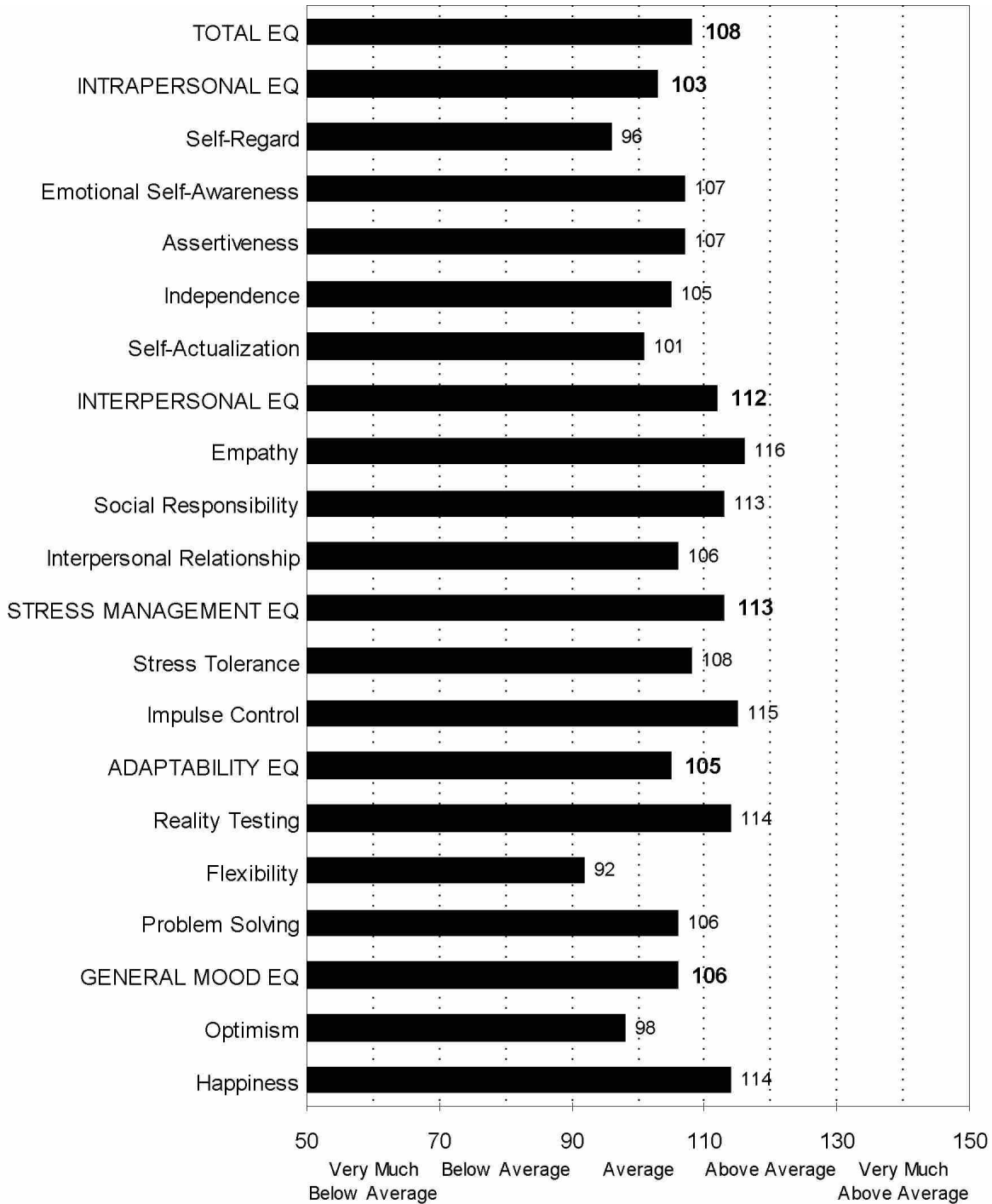
This section provides a complete scoring summary including sections on assessment validity, raw scores, and item responses.

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		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 elevated 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 EQ-i.

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 the 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, the 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

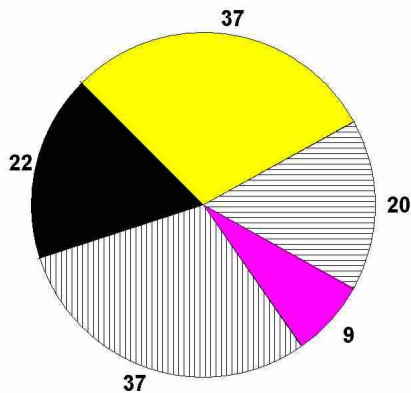
For research purposes only.

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	Item	Response	Item	Response	Item	Response	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



- = Response 1
- = Response 2
- = Response 3
- = Response 4
- = Response 5

Date Printed: September 03, 2003

End of Report