

Name:	Natalie Adams
ID :	326
Admin. Date:	March 17, 2003



By Reuven Bar-On

Development Report

The Information given in this report should be used as a means of generating hypotheses and as a guide to assessment. Scores are reported as standard scores: 100 represents effective emotional and social functioning. Scores greater than 100 represent enhanced functioning, and scores of less than 100 indicate areas that may be improved.

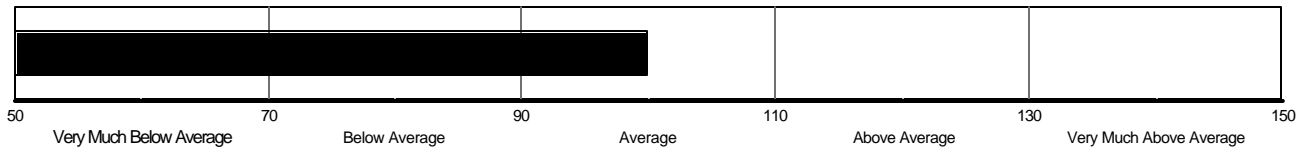


MHS

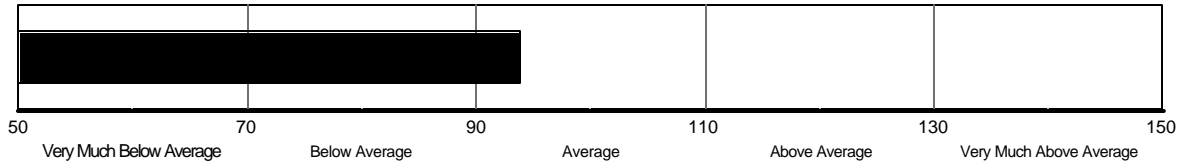
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Composite Scales

Total EQ 100



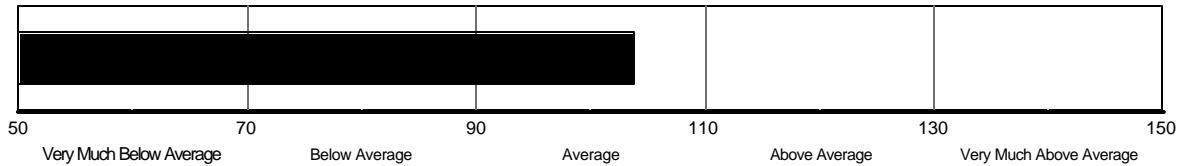
IntRApersonal EQ 94



IntERpersonal EQ 101



Adaptability EQ 104



Stress Management EQ 113

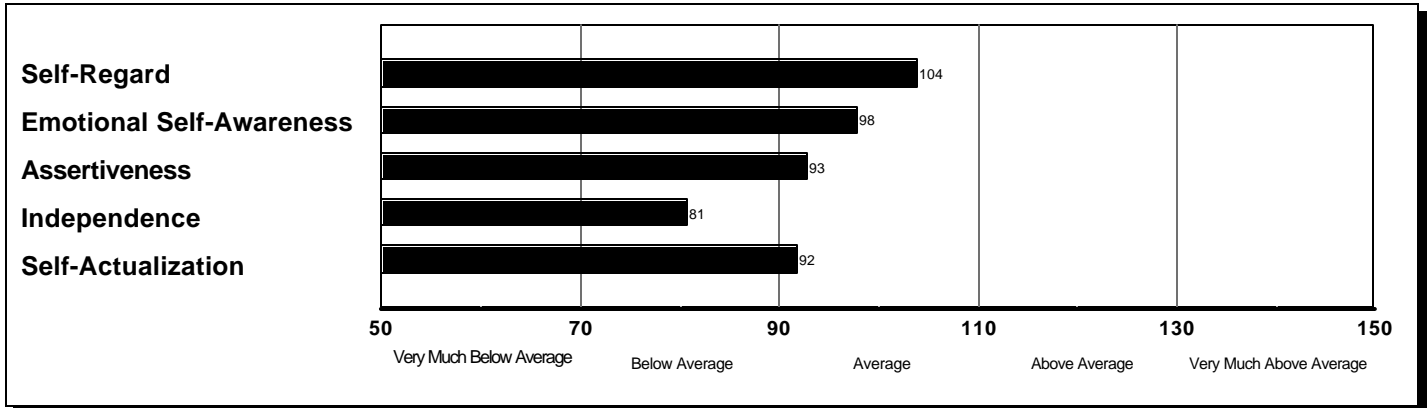


General Mood EQ 94

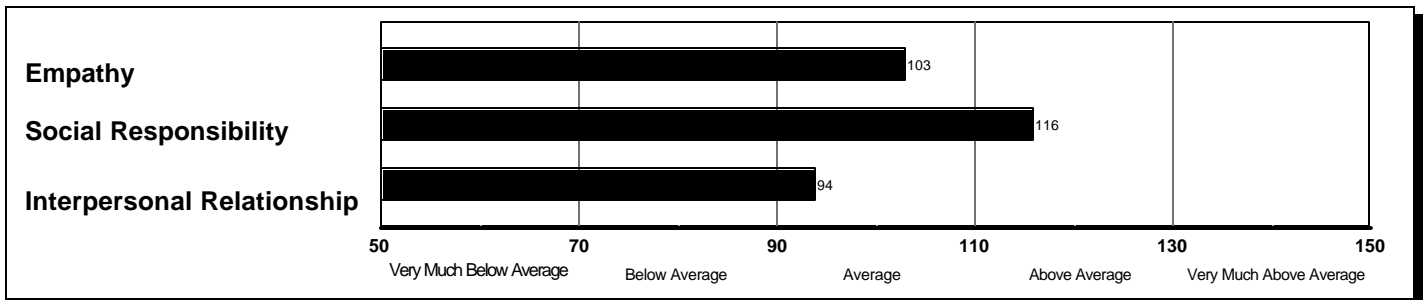


Content Subscales

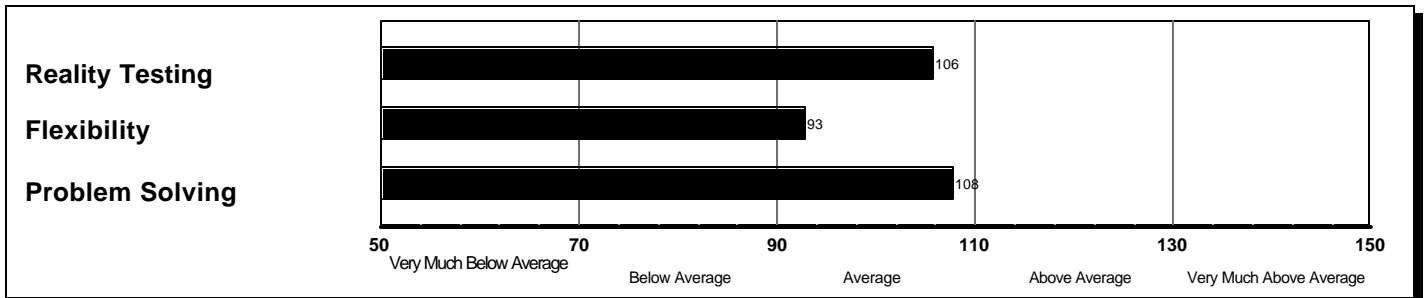
IntRApersonal Scales



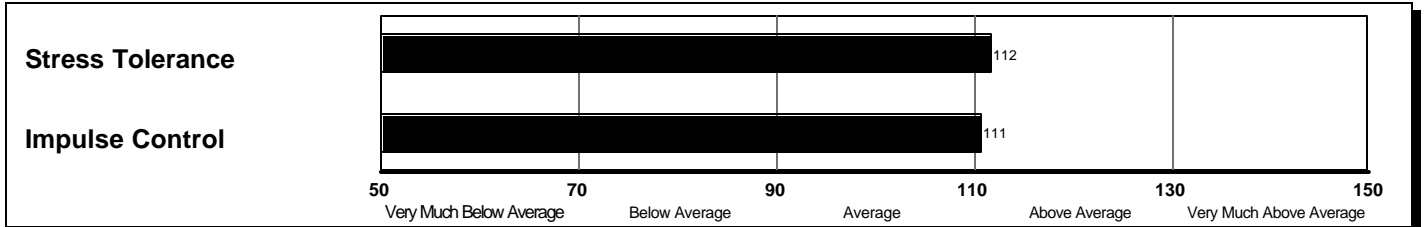
IntERpersonal Scales



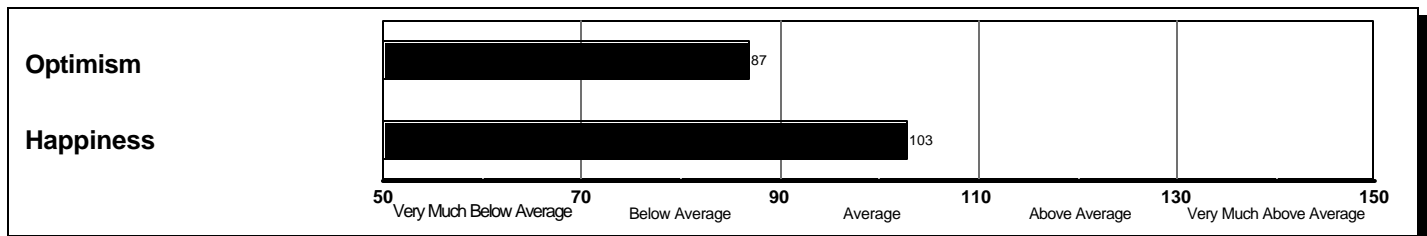
Adaptability Scales



Stress Management Scales



General Mood Scales



INDIVIDUAL REPORT

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 THE 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 scores identify areas of relative strength. Scores in the average range on these scales indicate satisfactory functioning and are scores that are obtained by the majority of those in the population who have taken the EQ-i. Low scores indicate areas that need to be improved in order to increase overall emotional and social intelligence. If all the scores are high or all the scores are low, it is useful to identify the scales with the highest and lowest scores; this will help pinpoint areas of relative strength or weakness.

TOTAL EQ SCALE SCORE (100):

The Total EQ for Natalie indicates someone who is effective in some or most aspects of emotional intelligence, but emotional and social functioning could be improved by focusing on one or more areas. A more detailed description of these areas is given next.

INTRAPERSONAL EQ Scale Score (94):

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.

The Total Intrapersonal score indicates adequate intrapersonal functioning overall, but one or more components of intrapersonal functioning were low and could be the focus for improvement of emotional intelligence. The section below describes the scores from these components in more detail.

Self-Regard Subscale Score (104):

The responses pertaining to Self-Regard indicate fairly accurate self-regard and satisfactory self-respect and self-confidence. Natalie probably has a reasonably good self-image and has positive feelings about herself and life in general most of the time.

Emotional Self-Awareness Subscale Score (98):

The responses indicate that, at times, Natalie is in touch with her feelings while at other times she probably grapples with understanding and expressing her feelings. The score here is similar to others in the population, but improvement in this facet of emotional functioning may prove to be beneficial.

Assertiveness Subscale Score (93):

It is probably not too difficult for this individual to stick to her beliefs. However, at times she may be uncomfortable standing up for her rights. There may be some difficulty adequately expressing beliefs or some degree of self-consciousness or bashfulness.

Independence Subscale Score (81):

The responses show a marked preference for working with others and relying on group decisions or the decisions of others. In situations where teamwork is of paramount importance, this could work as an asset and be characteristic of a good group worker. In other cases, over-reliance on others means being easily influenced and lacking control over one's life. In more extreme cases, there becomes a need to cling to others.

Self-Actualization Subscale Score (92):

The responses for this scale are fairly typical of others in the population. Like many others, this individual probably feels content with herself much of the time, but from time to time may feel like more could be achieved. Natalie gets a reasonable amount of enjoyment out of life.

INTERPERSONAL EQ SCALE SCORE (101):

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.

Interpersonal functioning is satisfactory in general, but at least one of the subcomponents of this area was low and could be an area for improvement. Similar to the experience of most others, some social interactions are experienced as difficult while others can be handled with the utmost ease and confidence. Sometimes there is no problem relating to others but other times understanding and getting along with others is more of a struggle. The summary of the subcomponents given next may be helpful in understanding why some interpersonal situations are easier than others.

Empathy Subscale Score (103):

The responses indicate an individual who has a good awareness, understanding, and appreciation of the feelings of others most of the time. Natalie will usually try to help others, and will try to avoid hurting other people's feelings.

Social Responsibility Subscale Score (116):

The responses pertaining to the Social Responsibility scale indicate an individual who is cooperative and constructive. Natalie is probably quite responsible and dependable and will do her best to help people.

Interpersonal Relationship Subscale Score (94):

The responses to the Interpersonal Relationship scale are similar to those obtained from other people in the general population. Natalie has some interpersonal strengths and some interpersonal weaknesses. Interpersonal interactions are adequate most of the time, but difficulties may arise with certain kinds of people or in certain kinds of situations. There is some inconsistency in giving and receiving affection and in establishing intimacy in relationships. The responses indicate some difficulties about keeping regular contact with friends, and making time to contact significant others may promote better interpersonal feelings.

ADAPTABILITY EQ SCALE SCORE (104):

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. Natalie 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. Natalie usually understands problematic situations and usually comes up with effective, practical solutions to these situations. This individual is reasonably comfortable in settings that require clear thinking and should have the ability to meet changing demands and new challenges.

Reality Testing Subscale Score (106):

The results for this subscale indicate an individual who has a better than average ability to evaluate the correspondence between what she experiences (the subjective) and what in reality exists (the objective). Natalie can probably be described as realistic, "well grounded" and "tuned in" to what's going on around them.

Flexibility Subscale Score (93):

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 perhaps feels too disrupted by significant changes in lifestyle.

Problem Solving Subscale Score (108):

Problem Solving is higher than average and suggests above average problem solving. Natalie approaches most problems in a methodical way and is generally capable of finding the most effective solutions most of the time.

STRESS MANAGEMENT EQ SCALE SCORE (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 or higher indicating a calm disposition, lack of impulsivity, and the ability to withstand stress.

Stress Tolerance Subscale Score (112):

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Natalie is generally able to cope with stress actively and effectively. These people are generally calm and rarely get overly anxious or agitated.

Impulse Control Subscale Score (111):

Natalie'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.

GENERAL MOOD EQ SCALE SCORE (94):

The sub-components 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.

It may be beneficial to try to improve one or both of the components of General Mood. Descriptions of these components are given below.

Optimism Subscale Score (87):

The responses to this subscale indicate the need to promote a more positive outlook on life. Everyone probably feels a little down or a little pessimistic from time to time, and this is not necessarily unusual, especially if these feelings go away within a fairly short period of time. However, if the pessimism is pronounced and accompanied by feelings of depression, then this should raise concern and affirmative action should be taken.

Happiness Subscale Score (103):

The Happiness scale results are slightly higher than average and indicate a person who feels satisfied with her life, who enjoys the company of others, and is able to derive a great deal of pleasure and fun from life. These people generally have a happy disposition and are pleasant to be with.

PROFILE SUMMARY:

The Overall EQ-i results indicate emotional and social functioning that is fairly typical compared to other individuals in the population. However, there are one or two subcomponent areas that are quite a bit lower than the rest. Optimal performance would currently be obtained in tasks or jobs that do not place a great emphasis on these areas of functioning.

The three highest subscales are: Social Responsibility (116), Stress Tolerance (112), and Impulse Control (111).

The three lowest subscales are: Independence (81), Optimism (87), and Self-Actualization (92).

SIMPLE STRATEGIES FOR DEVELOPMENT

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

Independence:

There is nothing wrong with asking the opinions of others, but do not overrely on the decisions of others. Try and do as much of the task as possible by breaking the task down into smaller steps. It may be that help is only necessary with one small aspect of the task rather than with the entire task. Before asking for help, ask if the task can be done independently. If the answer is yes, then proceed without assistance.

Optimism:

Be alert to pessimistic thoughts, and look at them more objectively and less emotionally. Put small or temporary problems in perspective. Develop a list of positive affirmations and read them daily.

Self-Actualization:

Poor self-actualization scores are sometimes related to unrealistic self-expectations. Base goals on giving maximum effort and doing the best possible job, rather than trying to meet unrealistic or fanciful ideals. Set aside a specific number of hours per day or per week during work-time or leisure-time to pursue things that are interesting and meaningful.

Strategies for improving other low areas:

Flexibility:

Think of a situation and how to handle it. Think of different ways in which you could handle the same situation. Ask others for suggestions and try them out. Try to remain open to new and better ways of doing things. Don't be afraid of change, instead, think of change as an opportunity to learn and grow.

Assertiveness:

Record situations and how to handle them. Think of a specific situation, and ask someone trustworthy for advice on the assertive way to handle the situation. Learn to recognize when others are making unreasonable demands. Don't be afraid to say 'no' when necessary. Think confidently. Take an assertiveness training course.

Interpersonal Relationship:

Listen to others. Show interest in what others have to say. Take the time to ask about others and to share information with them.

CLOSING REMARK

This narrative report is meant as an aid to help understand the results of the BarOn EQ-i. Combined with other information, the EQ-i can help identify areas of strength as well as areas that could be improved. It is hoped that this report adds some insight into the emotional and social functioning of the respondent by summarizing the responses given.