



# BarOn Emotional Quotient Inventory

DEVELOPED BY REUVEN BAR-ON, PhD

REPORT PREPARED FOR  
**IOANA IONESCU**

Gender: FEMALE

Age: 32

Occupation: SECRETARA

*This report was generated based on THE ROMANIAN COMBINED NORMS  
(N=1400ss)*

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Specialist: DEMO

Administered on: 2009/10/01

Report generated on date/hour: 01.10.2009 / 12:52:00

Identifier/serial number: 00132360



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## INTERPRETING OF THIS REPORT

### PURPOSE

This report helps in the better understanding of those preferential, attitudinal and behavioral characteristics of the evaluated persons, which are related to emotional intelligence.

### DEFINITION

Emotional intelligence is defined by the author of the test as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Many studies have stressed the importance of emotional intelligence for personal success. Emotional intelligence is one of the factors that determine one person's ability to succeed in coping with environmental demands, combining with other important factors, such as biomedical predispositions and conditions, cognitive intellectual capacity, as well as the reality and limitations of the immediate and ever-changing environment. Emotional intelligence also directly influences one's general psychological well-being, that is one's present condition of overall degree of emotional health.

### USAGE

This report has been generated for the use of psychologists, counseling staff and other types of specialized professionals, in their work with clients.

Although formulated as a stand-alone report, which especially in the second section (detailed report) may also be easily understood by persons not trained in the usage of psychological tests, this report has been projected and developed in such a way as to offer assistance to the professional who is interpreting the test results.

These results should only be considered in conjunction with professional judgment, after a careful and detailed analysis, and only after corroborating these data with the results of an interview and of other possible psychometric instruments. Results contained in this report may be subject to alterations and special highlights as a function of such corroborations made by a specialized professional.

### FUNDAMENT

This report is based on the EQ-i, a psychometric instrument that has been validated in a wide variety of research programs in a large number of countries all around the world. The EQ-i is a structured, verbal, omnibus measure of emotional intelligence. The questionnaire consists of 133 items, grouped in 17 scales (two of them validation), and 5 composite scales. The EQ-i provides scores for each of them, providing also a global emotional quotient index. The EQ-i is based on the Bar-On model of social-emotional intelligence, which has been developed by the author of the test, and whose conception states that emotional intelligence consists of five meta-factors: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood.

## WHAT INFORMATION DOES THIS REPORT INCLUDE?

### STRUCTURE

In addition to the introductory section, the report contains three main sections:

1. The EQ-i profile,
2. The Detailed Report,
3. The Interpretive Report,
4. The 'Modus Operandi' Details.

### 1. The EQ-i Profile

### CHARTS

This section contains three charts: the chart for the global emotional quotient, the chart for the scores of the five composite scales and the chart for the scores of the fifteen structural scales. All the scores are presented in T scores. The charts are accompanied by the numerical processing of the scores and by the indication of the meaning of the group in which are situated the scores: consider development, efficient functioning, and enhanced functioning.

### STANDARD SCORES

The EQ-i scores are represented in T scores. The T scores are standardized scores, transformations of the raw scores, based on the mean and the standard deviation of the normative sample used for scoring the test. The purpose of standardizing in T scores the EQ-i scores is that of standardizing the measurement, so that for each scale the mean is 100 and the standard deviation is 15. The standardized scores have been computed on the basis of the Romanian normative sample, formed by N=1400 persons (700 females and 700 males).

VALIDITY  
INDICATORS

The Profile section also contains technical details about the validity indicators of the EQ-i and a report on the statistical corrections made to every one of the scales, as a result of scores obtained on these validity indicators.

## 2. The EQ-i detailed report

## PURPOSE

The detailed report offers a drilldown of the emotional intelligence characteristics ascertained through the EQ-i and charted in the EQ-i profile, in the previous section. The data presented in this section is based on the Romanian combined normative sample.

This section has been developed by psychologists in such a way as to offer assistance to the professionals who interpret the results and to minimize their reverting to the test manual, but may also be read by the evaluated person as part of a structured discussion with the psychologist or as part of a personal development program the evaluated person is part of. However, the conclusions of this report should only be considered after discussing them with a specialized professional.

## MEANING

The detailed section contains for each of the 15 scales and 5 composite scales of the EQ-i, as well as for the global emotional quotient, a chart based on the standardized T scores obtained by the evaluated person. Also, below every chart one can read a definition of the scale, as well as the meaning of the high and low scores for the scale. These meanings of the high and low scores are the more characteristic for the evaluated persons as they are closer to the high and respectively low scores.

Generally, enhanced scores represent a good development of the ability pictured by the name of the scale. The scores around the mean indicate a satisfactory functioning of the respective ability and are characteristic for most of the test-takers. Low scores indicate areas that need further development in order to contribute to the enhancement of the emotional and social intelligence of the evaluated person. Among the high and low scores one may identify special strengths and weaknesses.

## 3. The EQ-i interpretive report

## PURPOSE

The EQ-i interpretive report offers a verbatim description of the evaluated person's results on the questionnaire. Results are interpreted verbally, not visually, giving an account which is easily read and understood and which is a good basis for a feedback session.

Users should always bear in mind the fact that the interpretive report is a computer-generated report and as such is meant to act as an interpretive aid. It should never be used as the single basis for placement, intervention, or other kinds of decision making. The report works best combined with other sources of relevant information and should be validated by a professional specialized in the usage of the EQ-i.

## 4. The "Modus Operandi" details

ITEMMETRIC  
STATISTICS

The modus operandi statistics offer a summary of the way in which the questionnaire has been approached by the test-taker. It focuses on the validity scores, the scale corrections and the answers to the items.

# 1

## SECTION 1: THE EQ-I PROFILE

TOTAL EQ CHART

### EMOTIONAL QUOTIENT

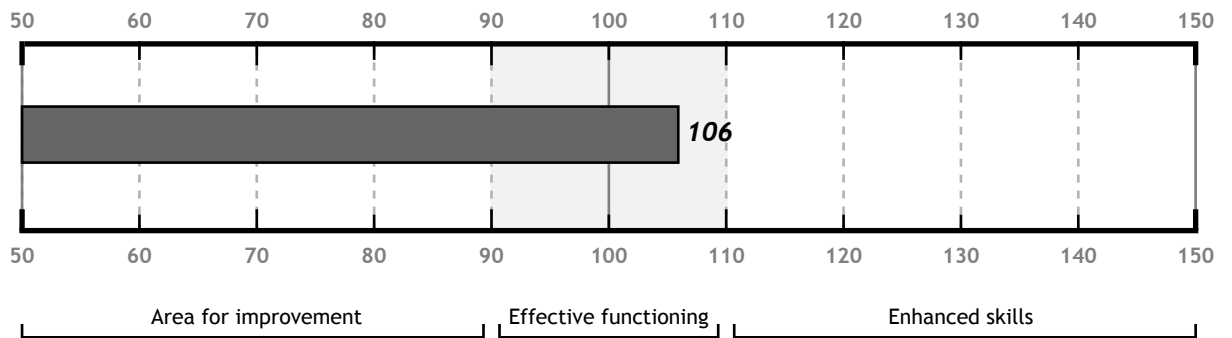
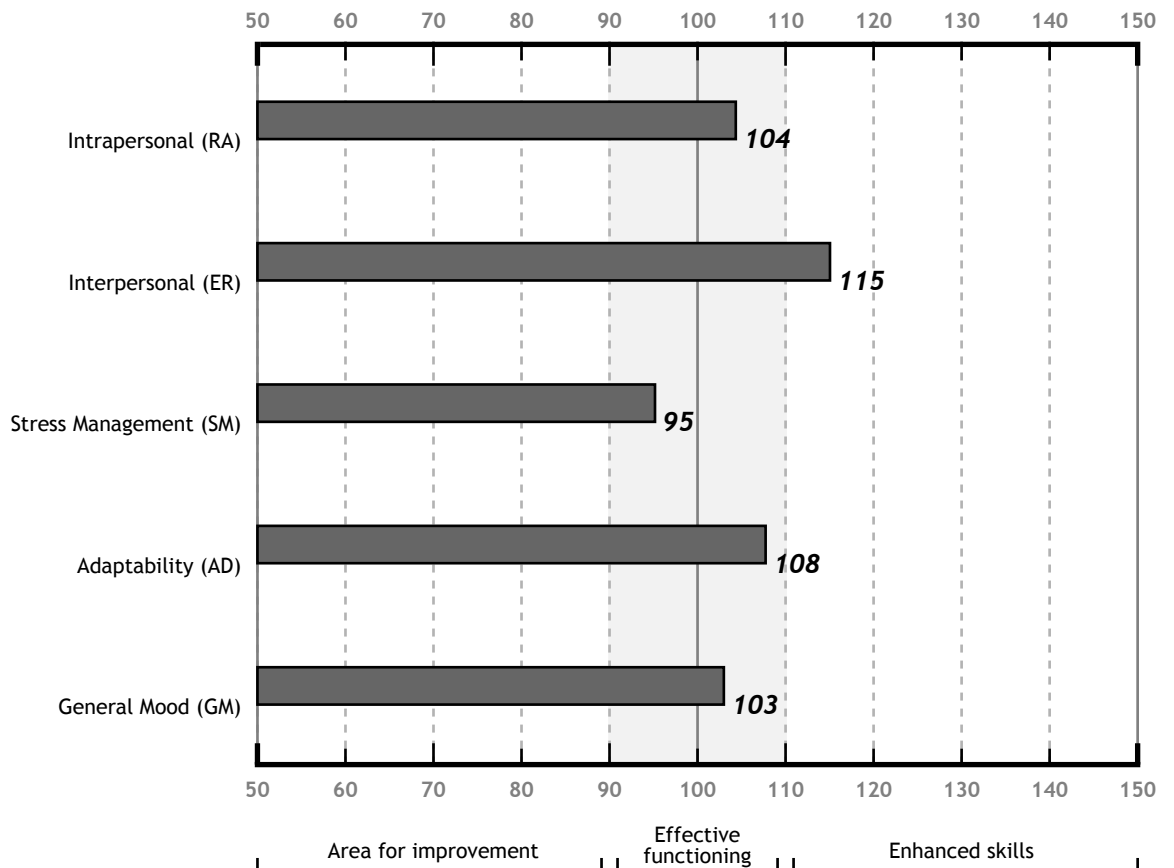


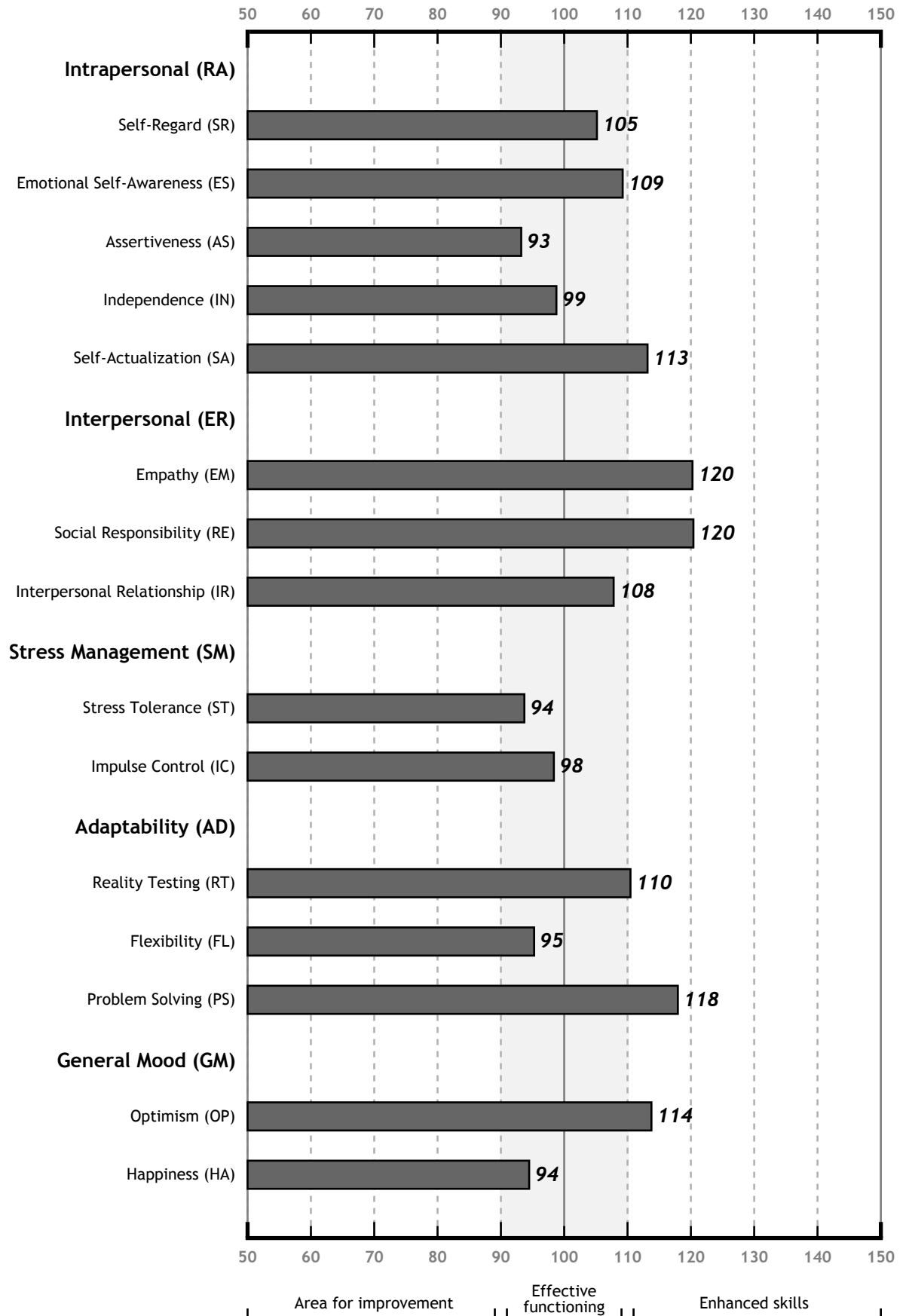
CHART OF COMPOSITE SCALES

### COMPOSITE SCALES



## CONTENT SCALES

CHART OF  
CONTENT SCALES



## VALIDITY INDICATORS

### 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:	II = 6
Impression Management:	Positive Impression (PI) = 111 Negative Impression (NI) = 90
Corrections:	Type 1 = -1.92, Type 2 = -2.56, Type 3 = -3.27, Type 4 = -3.90, Type 5 = -2.90

### Positive Impression (PI) and Negative Impression (NI) Scores

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.

### Inconsistency Index

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

## ADJUSTMENTS TO SCALE AND SUBSCALE SCORES

	Adjusted score	Unadjusted score	Comments
Inconsistency Index (II)		6.00	OK
Positive Impression (PI)		110.65	Average
Negative Impression (NI)		90.36	Average
<b>EMOTIONAL QUOTIENT (EQ)</b>	<b>105.91</b>	<b>108.47</b>	<b>Average</b>
<b>INTRAPERSONAL (RA)</b>	<b>104.34</b>	<b>106.26</b>	<b>Average</b>
Self-Regard (SR)	105.17	109.07	Average
Emotional Self-Awareness (ES)	109.23	111.15	Average
Assertiveness (AS)	93.21	93.21	Average
Independence (IN)	98.77	98.77	Average
Self-Actualization (SA)	113.16	116.06	High
<b>INTERPERSONAL (ER)</b>	<b>115.05</b>	<b>117.95</b>	<b>High</b>
Empathy (EM)	120.25	120.25	High
Social Responsibility (RE)	120.40	123.67	High
Interpersonal Relationship (IR)	107.81	110.71	Average
<b>STRESS MANAGEMENT (SM)</b>	<b>95.16</b>	<b>99.07</b>	<b>Average</b>
Stress Tolerance (ST)	93.71	96.26	Average
Impulse Control (IC)	98.37	101.63	Average
<b>ADAPTABILITY (AD)</b>	<b>107.73</b>	<b>110.29</b>	<b>Average</b>
Reality Testing (RT)	110.46	113.02	Average
Flexibility (FL)	95.25	97.17	Average
<b>PROBLEM SOLVING (PS)</b>	<b>117.94</b>	<b>119.86</b>	<b>High</b>
General Mood (GM)	102.99	106.89	Average
Optimism (OP)	113.78	116.68	High
Happiness (HA)	94.47	97.73	Average

## 2

## SECTION 2: THE DETAILED REPORT

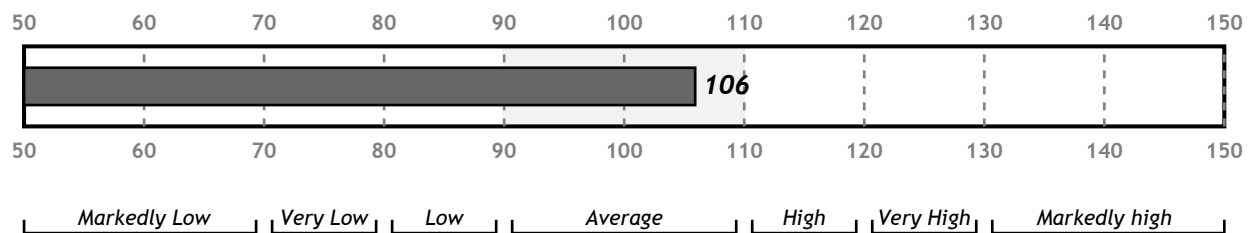
\* For the optimal use of this detailed report, we recommend that you take the description contained in the introductory text of this file into account. The information contained in this detailed section does not represent an interpretation of the test, but a mere aid in this interpretation, which has to be made by a professional trained in the usage of this test.

\*\* This profile is based on the EQ-i technical manual - BarOn, R. (1996). BarOn Emotional Quotient Inventory. Toronto: Multi-Health Systems Inc. - and on the computerized reports of the US version of the test.

TOTAL EQ SCALE  
DESCRIPTION

## EQ: EMOTIONAL QUOTIENT

STANDARD SCORE = 105.91 (RAW SCORE = 553)



Total EQ indicates the effective emotional and social functioning overall, that is the degree to which the person has an array of noncognitive capabilities and skills that he/she makes use of successfully in coping with environmental demands and pressures.

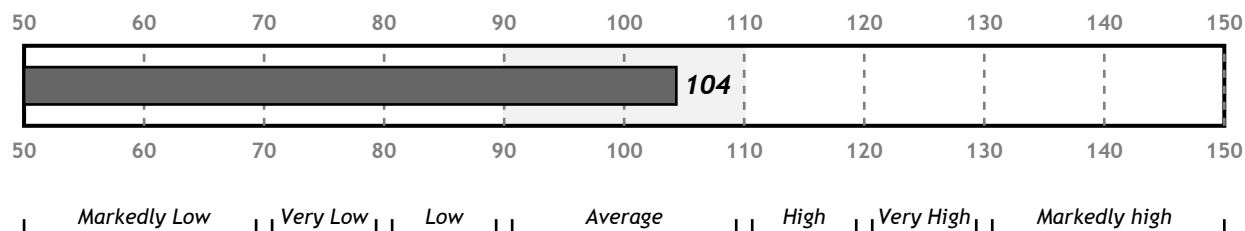
*A low score is characteristic to persons with little non cognitive capacities and skills that they can use in adapting to environment. These persons generally have a more pessimistic outlook on life and a lower control of emotions.*

*A high total emotional quotient means that the evaluated person feels good about himself/herself and others and has a fulfilled life. A high score is characteristic to persons who are generally optimistic in front of problems, who have a positive outlook of life. They are persons who usually control their emotions and are not usually impulsive.*



DESCRIPTION OF  
FACTOR SCALE**RA: INTRAPERSONAL**

STANDARD SCORE = 104.34 (RAW SCORE = 166)



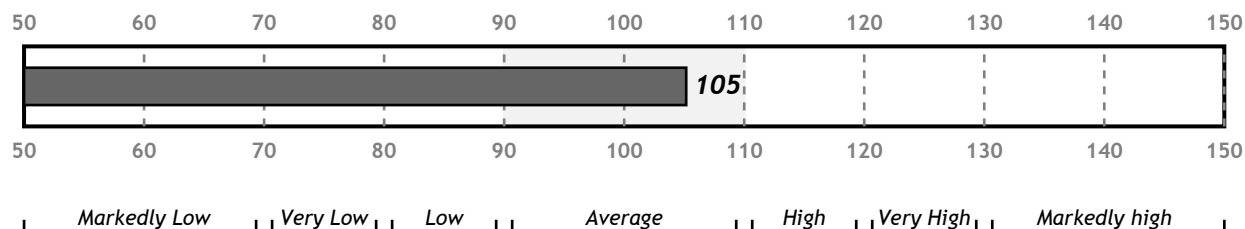
This component of the total Emotional Quotient assesses the inner self, the intrapersonal functioning. Its components include Self Regard (SR), Emotional Self Awareness (ES), Assertiveness (AS), Independence (IN), Self Actualization (SA), components that are described in the following section

*A low score means that the evaluated person has a low self respect, is less in touch with one's feelings, having also difficulties in expressing them, as well as in defending one's rights in a non destructive manner. These people are less independent in thinking and action, are not satisfied with realizing the whole personal potential and not motivated by it.*

*A high score at this component indicates somebody who is in touch with his/her feelings, feels good about himself/herself, and about life in general. A high score is usually obtained by a person who is independent, strong-minded, and able to express and convey feelings and ideas with confidence. A high interpersonal level is definitely an asset for the persons involved in sales, public relations, and marketing.*

**SR: SELF-REGARD**

STANDARD SCORE = 105.17 (RAW SCORE = 40)



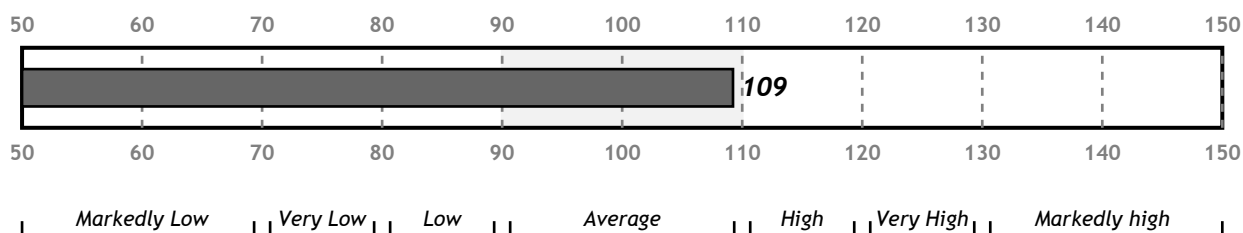
Self Regard is the ability to respect and accept oneself as she/he is, to accept both positive and negative aspects, and both strengths and weaknesses.

*A low score on this scale means that the evaluated person is likely to experience a feeling of personal inadequacy and inferiority compared to others. This person may lack self confidence and may have a low self regard. While interacting with other persons or while completing some tasks, this person has the fear of saying something inappropriate or of committing an error*

*A high score on this scale suggests persons with self-confidence and confidence in the things they can achieve. They are self-assured persons, who respect themselves, that is who have a high degree of self-respect and a very well developed sense of identity and adequacy. High scores on this scale are characteristic for persons capable to motivate others, but this does not mean that they do not have from time to time their doubts about the results of their activities. Usually, a high Self Respect is associated with other characteristics like: they have more energy to realize their true potential (Self Actualization scale), a more positive outlook (Optimism scale), are more able to express themselves with confidence (Assertiveness scale) and are more satisfied with their lives (Happiness scale).*

### ES: EMOTIONAL SELF-AWARENESS

STANDARD SCORE = 109.23 (RAW SCORE = 34)



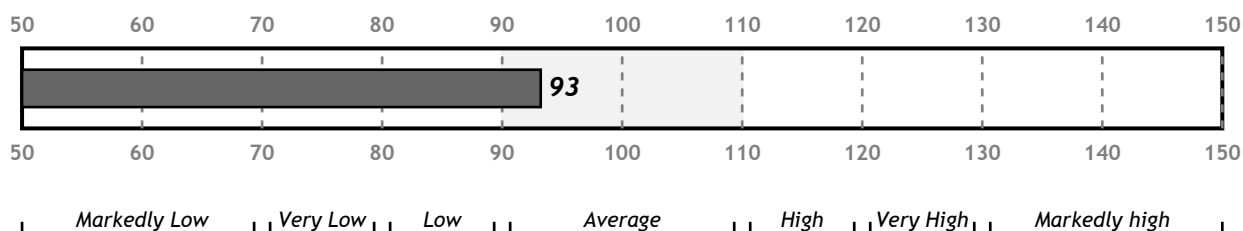
Emotional Self Awareness is the ability to recognize and be in touch with one's feelings. Emotional Self Awareness is the basis of numerous emotional skills.

*A low score on this scale means that the evaluated person is less in touch with one's feelings and is less able to express them verbally. These people can be characterized by a lower ability to create a feeling of emotional intimacy, and this fact may have negative effects on personal and professional relationships with the other people.*

*A high score on this scale means that the evaluated person is in touch with and aware of his/her feelings and emotions, is able to differentiate them, knows what one is feeling and why and what caused those feelings. This person knows the impact his/her feelings have on his/her own opinions and attitudes. Also, this person finds it easy and likes to share emotions with the others; is capable to facilitate the interactions with other people by monitoring and controlling adequately one's emotions during relations exchanges with them.*

### AS: ASSERTIVENESS

STANDARD SCORE = 93.21 (RAW SCORE = 24)



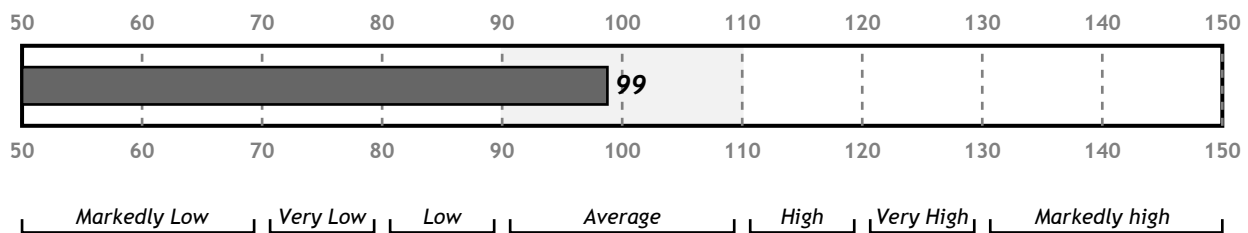
Assertiveness is the ability to express feelings, beliefs, and thoughts and defend one's rights in a nondestructive manner.

*Low scorers on this scale are generally timid and excessively controlled persons. They are not able and do not have the strength to express their feelings openly and defend in front of others certain convictions, thoughts and opinions, especially when these are contradictory to those of the persons they talk to. They may seem naive and indulgent persons to the others and the others may feel tempted to take advantage of them. They have passive behavior and attitudes in the situations where their point of view is necessary, as it is the case with the work situations. A low score is also associated with the lack of the capacity to manage conflicts and to reach the personal and professional objectives, even of those with high importance.*

*The persons with high scores on this scale are capable to express their feelings openly and stand up for their own convictions, thoughts, opinions, as well as to express their disapproval when they feel it. They use to express their opinions openly and constructively. They are able to express a categorical attitude, even if it is difficult from emotional viewpoint and if this can bring them disadvantages. They stand for their own rights and do not allow the others to take advantage of their person. Assertiveness does not mean the manipulation of situations by high social and verbal skills, but rather finding the adequate language in order to make one's point.*

**IN: INDEPENDENCE**

STANDARD SCORE = 98.77 (RAW SCORE = 26)



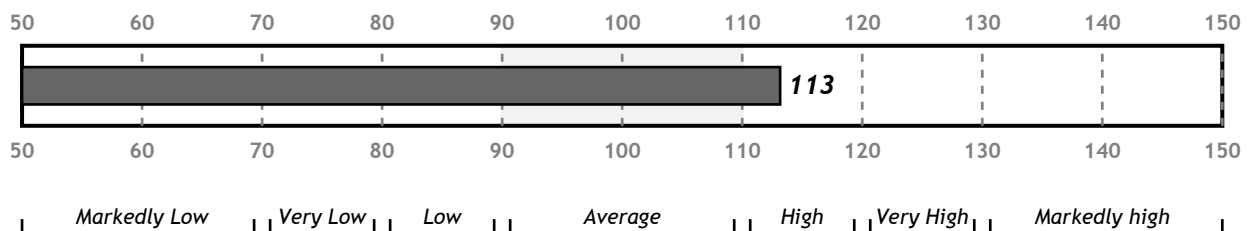
Independence is the ability to be autonomous, that is self-directed and self-controlled in one's thinking and actions, and to be free of emotional dependency.

*Low scorers on this scale are characterized by a continuous need of protection and support in making decisions. They are emotionally and cognitively dependent persons. At the work place they are rather subordinates than leaders and tend to base on others' ideas than coming up with their own ideas.*

*A high score on this scale is characteristic to a person that is independent in thinking and who has a preference for acting independently. He/she uses to rely on oneself in making important decisions, but this does not mean that he/she does not take into account the opinions of the people around, but that these opinions are not the determinant factor of the chosen alternative. They are persons characterized by a high degree of self confidence, and prefer to be the ones who coordinate an activity or a group of people rather than being under somebody else's supervision. At the work place they prefer an independent working style, in which their activity does not depend on the others' activity, they decide on their own the activities undertaken, and sometimes prefer to work on their own with minimal instructions. They are persons with initiative.*

**SA: SELF-ACTUALIZATION**

STANDARD SCORE = 113.16 (RAW SCORE = 42)



Self-Actualization is the ability to realize one's potential capacities.

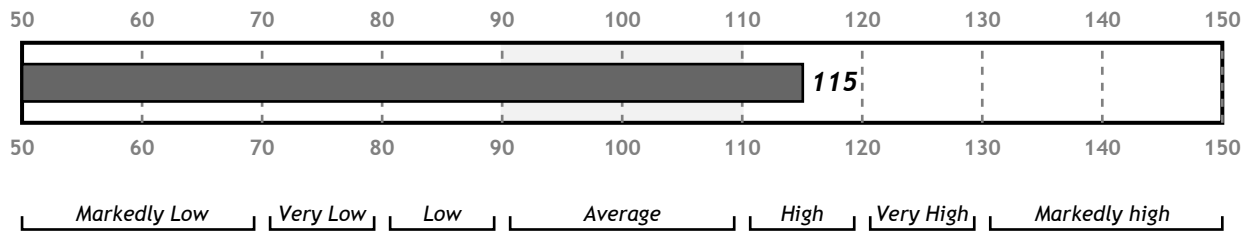
*A low score on this scale means that the evaluated person is not very interested in reaching one's full potential and therefore does not undertake consistent efforts in this direction. This person does not try to find personal meaning and satisfaction in the things he/she does, and therefore it is possible that the work he/she has is not his/her favorite and that he/she never asks himself/herself questions about that. They are persons who never took enough time to discover what they like and what they are good at, therefore it is possible that they do not feel a very high satisfaction at the work place. Sometimes they have a feeling of dissatisfaction and the feeling that they did not achieve many things in life.*

*A high score on this scale means that the evaluated person tries to do all that is in one's power in order to develop maximally her aptitudes, capacities, talents, and the self in general. This person becomes involved in long lasting efforts and enthusiastic commitment to long term goals that one considers meaningful for one's own person and development. The implication in these goals gives this person a broader aim, a motivational energy and a life full of meaning. These persons like to learn new things and are generally passionate about their field of activity. Self-Actualization is associated with feelings of self satisfaction and contentment about one's life. These persons have a very good idea about what they want to reach and why.*

DESCRIPTION OF  
FACTOR SCALE

**ER: INTERPERSONAL**

STANDARD SCORE = 115.05 (RAW SCORE = 137)



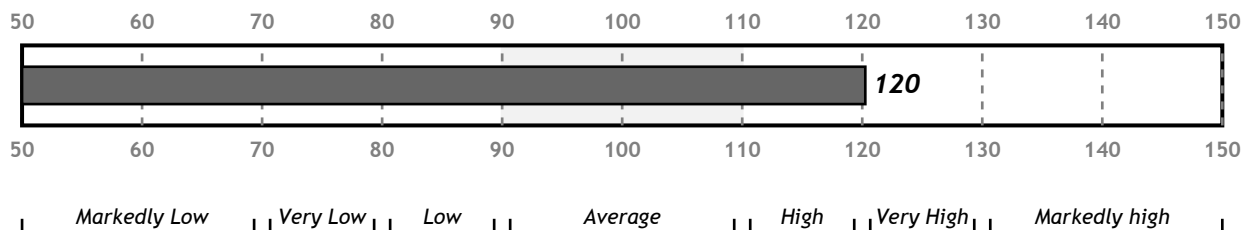
This component of emotional intelligence taps interpersonal and social capacity and functioning. Its components include Empathy, Social Responsibility and Interpersonal Relationship. Overall, the results of this component indicate social adaptability, the ability to understand the others, and the ability to interact and relate to others.

*A low score at this component is characteristic to persons that have certain difficulties in relating to others. They have a low capacity to empathize with others and to maintain mutually satisfying relationships with them.*

*High scores at this component reflect responsible, dependable, with high social skills persons, who function well in positions that require contact and interacting with others. They function well in positions that require cooperation with others and teamwork. Well developed interpersonal skills are important for people involved in customer service, management and leadership.*

**EM: EMPATHY**

STANDARD SCORE = 120.25 (RAW SCORE = 38)



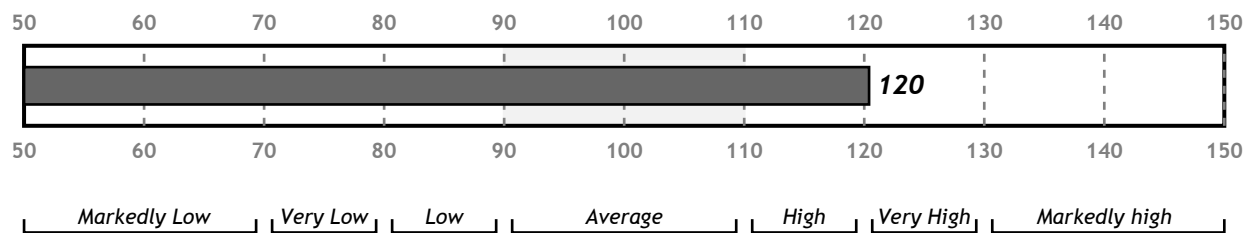
Empathy is the ability to be aware of, to understand, and to appreciate the feelings of others.

*A low score on this scale is characteristic to a person who is less receptive at other people's feelings, who has difficulties in understanding others, in paying attention to them and in seeing things from their perspective. This score is characteristic to a kind of people less prone to think at the way their actions will influence others, just because of a lower empathy. At the workplace, the lack of the capacity to understand the colleagues' feelings, worries and needs may lead to tensioned work relationships, to misunderstandings and even disruptions inside the team.*

*High scores on this scale are characteristic to persons who are sensitive at what people feel, who understand and are aware of these people's feelings. They have the ability of emotionally "reading" the others and are capable to understand the reason why people feel one way or another. They care about and are concerned about the others, whom they try to help whenever they can and whom they avoid to hurt. In their company, the other persons feel that somebody listens and understands them and it is easier to create a feeling of familiarity and trust.*

**RE: SOCIAL RESPONSIBILITY**

STANDARD SCORE = 120.40 (RAW SCORE = 50)



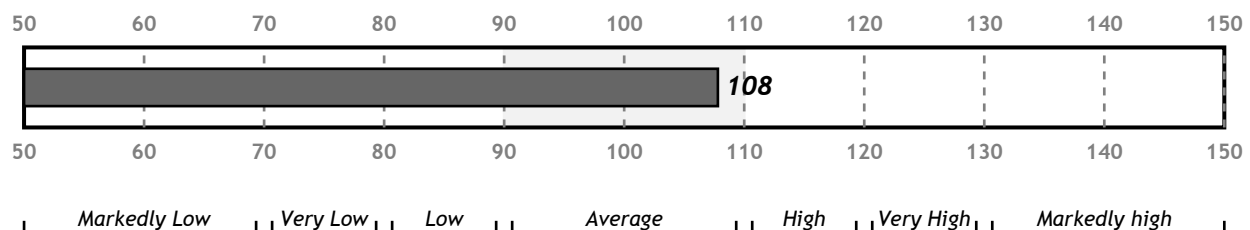
Social Responsibility is the ability to demonstrate oneself as cooperative, contributing, and constructive member of one's social group.

*A low score on this scale is characteristic to persons with a low degree of social responsibility. At a very low level it may mean even the risk of showing antisocial or illegal attitudes, as it is the case of abusive actions towards others. Such a risk exists because of the lack of understanding the social rules. They are persons who are rather competitive than cooperative.*

*A high score on this scale is characteristic to socially responsible persons, who have social conscience, who take responsibilities towards community, are cooperative and constructive. The ability involves acting in a responsible manner, even though one may not benefit personally. Socially responsible people accept, respect, help others and uphold social rules, being also capable to use their abilities not only for their own interest, but also in other people's interest. They have high moral and ethical standards and would not hurt other persons willingly, as they would not break the law. They can control certain negative emotions that occur in the contact with the group they are a part of, because they understand that the goals of the group they are a part of are more important than their personal goals. They keep their promises most of the times.*

**IR: INTERPERSONAL RELATIONSHIP**

STANDARD SCORE = 107.81 (RAW SCORE = 49)



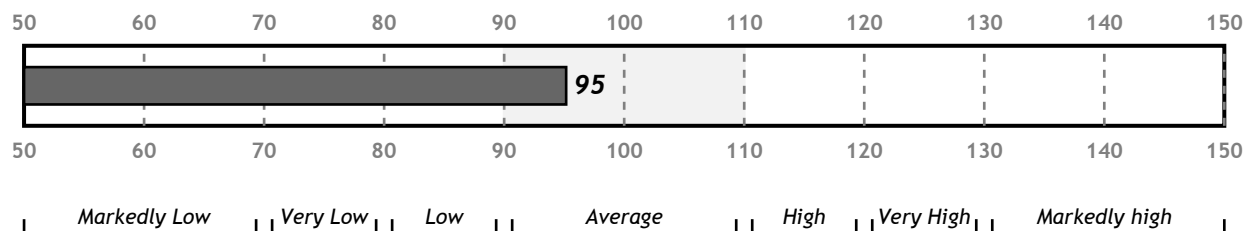
Interpersonal Relationship is the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. This is the scale that pertains the most to the ability of interacting with the others.

*A low score on this scale is characteristic to persons who have certain difficulties in interpersonal relationship and it is very possible that these relationships are not long-lasting and not very profound. The difficulty of establishing these relationships is accompanied by the fact that these persons do not have the adequate positive psychological state necessary for establishing these relationships. They are characterized by certain rigidity and are not capable to identify and accept the differences in ideas and feelings between themselves and the persons around them. They also show a very low level of capacity to communicate affectively with the others.*

*A high score on this scale means that the evaluated person has high interpersonal abilities. These persons' relationships with others are mutually satisfactory most of the times, because they are capable to receive and give affection to others. This capacity is associated with the desirability of cultivating friendly relationships with others, relationships towards which they have positive expectations and in which they feel satisfied and comfortable. This ability backs up efficient communication and mutually rewarding ideas, feelings and information exchanges.*

DESCRIPTION OF  
FACTOR SCALE**SM: STRESS MANAGEMENT**

STANDARD SCORE = 95.16 (RAW SCORE = 67)



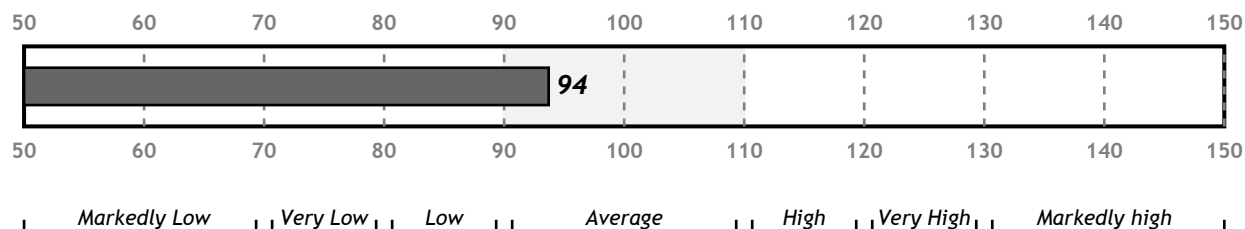
The components of Stress Management are Stress Tolerance and Impulse Control. As the name of the component suggests, it evaluates the personal way of reacting to stress.

*A low score at this component means a tendency of reacting negatively and adapting harder to stressful situations, and a tendency of having a lower control of impulses.*

*The high scorers on this scale are capable to handle stress without falling apart and without losing control of the situation or of themselves. They are generally calm persons, who become rarely impulsive, and who work well under pressure. High scorers at this component can handle situations that are stressful, that can generate anxiety, frustration or which involve an element of danger. Stress management skills are critical for people who work on "the front line", such as police officers, firefighters, emergency medical staff, social workers, and combat soldiers.*

**ST: STRESS TOLERANCE**

STANDARD SCORE = 93.71 (RAW SCORE = 32)



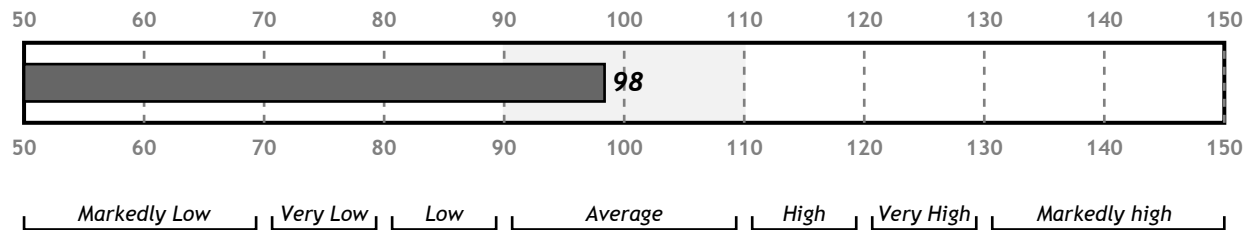
Stress Tolerance is the ability to withstand adverse events without "falling apart" by actively and positively coping with stress and to weather difficult situations without getting too overwhelmed.

*A low score on this scale is obtained by a person characterized by a high degree of anxiety, who tends to be overwhelmed by feelings of helplessness and lack of hope in front of stressful situations. These persons prefer to avoid confronting the stressful situations until they become inevitable. A low level of stress tolerance is associated in organizations with more accentuated tiredness, a lower compliance and sometimes with nervous bursts.*

*A high score on this scale means that the evaluated person has a high ability to respond positively to stress and to handle unpleasant events, that is to find adequate solutions and to apply them in time in order to solve the stressful situation ("positive coping"). High scorers are also characterized by a positive attitude towards change and self confidence that they can manage successfully the unpredicted situations, by calmness and relaxation facing stressful situations. They are not overwhelmed by the powerful emotions provoked by the stressful situations, become only rarely afraid or agitated in pressuring situations. These people prefer to deal with stressful situations rather than avoid them. A high Stress Tolerance is often associated with the ability to use emotions to their own advantage (high scores at Optimism and Emotional Self-Awareness).*

**IC: IMPULSE CONTROL**

STANDARD SCORE = 98.37 (RAW SCORE = 35)



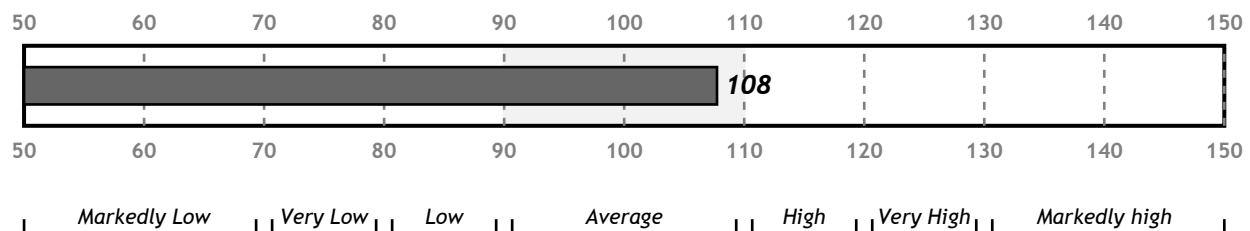
Impulse Control is the ability to resist to or delay an impulse, drive, or temptation to act.

*A low score on this scale means that the evaluated person is impulsive, shows low tolerance to frustration, problems in anger control, and may show an explosive and unpredictable behavior. These persons make decisions or act rashly or without having all the necessary information. Impulsiveness makes this kind of persons be unpredictable, and this generates tension and suspicions in the persons they have contacts with in the personal or professional life. A low control of impulses has a negative impact on communication, mutual trust and support between the members of the social groups.*

*A high score on this scale is characteristic to people who are able to control their aggressive and hostile impulses, like irresponsible behavior. These persons become only rarely impatient or agitated and also rarely exaggerate or lose control. They are able to postpone the temptation to act until they have time to think rationally at the emotions that determine that specific action. They are persons who, instead of overreacting, make sure that they take enough time to understand the reason why they feel a certain way. Other people feel relaxed and at ease in their company, because they do not expect them to show uncontrolled reactions.*

DESCRIPTION OF  
FACTOR SCALE**AD: ADAPTABILITY**

STANDARD SCORE = 107.73 (RAW SCORE = 110)



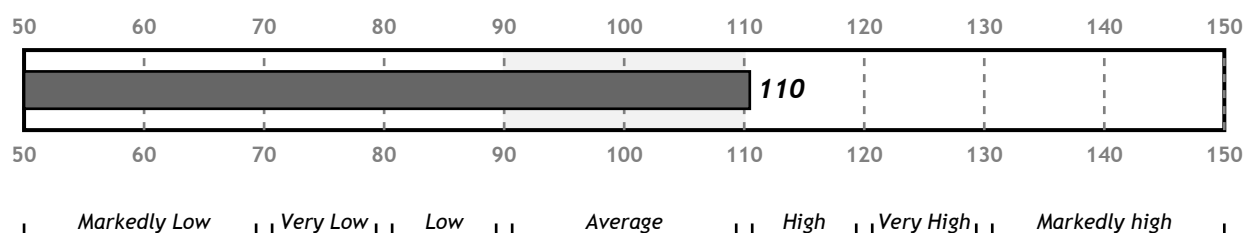
This component of the total Emotional Quotient reveals how successfully one is able to cope with environmental demands by effectively "sizing up" and dealing with problematic situations. This component comprises the Reality Testing, Flexibility and Problem Solving subscales.

*A low score at this component is characteristic to a less realistic person, who has the tendency to day-dream. The solutions this person finds for the problems he/she has are often fanciful and less realistic. This person feels comfortable in environments in which change is not a rule, because they have a certain degree of rigidity and resistance to change.*

*A high score at this component means that the evaluated person is flexible in adapting to situational changes, is practical, realistic and does not over fantasize; uses to understand the problematic situations and has efficient solution to them. These people feel comfortable in environments that require clear thinking and have the ability to deal with continuous demands and changes. Not only is adaptability a valuable attribute in and of itself for daily living and normal functioning of all people, but respondents who score high on this composite scale can make a substantial contribution in the workplace. These persons might do well in research and development and technical support departments, for example.*

**RT: REALITY TESTING**

STANDARD SCORE = 110.46 (RAW SCORE = 44)



Reality Testing is the ability to assess the correspondence between what is experienced and what exists objectively.

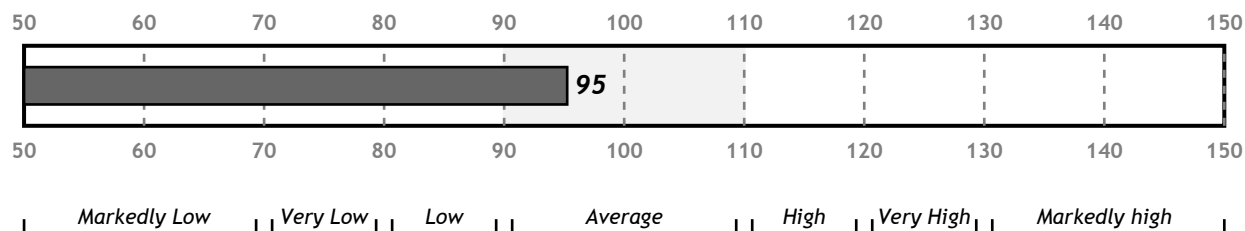
*A low score at the Reality Testing scale is characteristic to a person who shows a low aptitude to evaluate the difference between what he/she experiences and what really exists. This person is a dreamer, fantasizes a lot and has a low contact with reality. The low score at Reality Testing, as it is measured by the EQ-i, does not have a pathological connotation, but may generate difficulties in evaluation and fast and successful solving of life situations. One of the reasons why persons with a low score find it difficult to examine correctly the situations from different angles is the fact that they get overwhelmed by excessively positive emotions (as it is the case of extreme optimism) or extremely negative ones (as it is the case with high stress and anxiety).*

*A high score on this scale is characteristic to people who are capable to evaluate the correspondence between what they experience (subjectively) and what really exists (objectively). They are realistic persons, well-grounded, who try to keep a realistic perspective on things. Another one of their characteristics is the fact that they are always looking for objective and pragmatic proofs to confirm, justify and support their feelings and actions. They focus on examining ways to deal with things, as they arrive. They pay close attention to relevant information in order to find immediate solutions, making better and with fewer errors decisions.*



**FL: FLEXIBILITY**

STANDARD SCORE = 95.25 (RAW SCORE = 28)



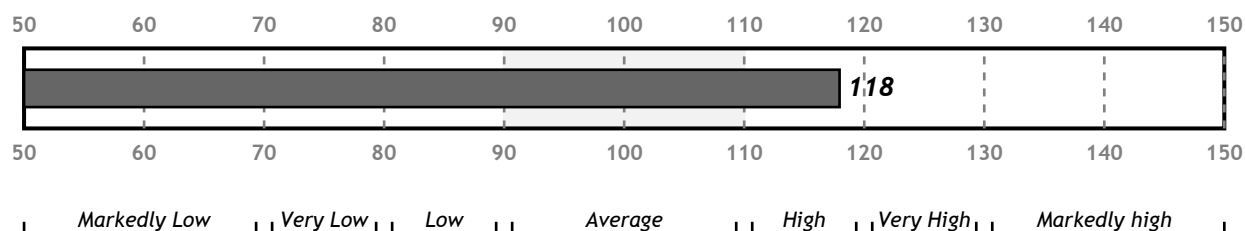
Flexibility is the ability to adjust one's emotions, thoughts, and behavior to changing situations and conditions.

*A low score on this scale is characteristic to persons who show a certain rigidity to change and unpredictable situations. They show difficulties in changing the habits and opinions they have been having for a long time, even if they are out-of-date, and in adapting their emotions, thoughts and behavior to changing situations. They find it difficult to make significant changes of lifestyle. They also find it hard to get along in dynamic environments, but they feel comfortable and have a better performance in the environments where there are necessary and appreciated consistency, stability and routine. They find it difficult to work in environments with a low degree of structure. They prefer to use the well known methods in problem solving, because they make them feel more comfortable.*

*A high score on this scale means that the evaluated person can easily adapt to unfamiliar and dynamic circumstances that arise and is capable to react to change without rigidity. These people can be characterized by openness to others' different ideas and by the fact that they do not need to be necessarily right all the times or to be the ones whose solutions are implemented, but are able to change their viewpoint when there are proofs that they are wrong. They look for new ideas and innovative solutions for the problems they deal with.*

**PS: PROBLEM SOLVING**

STANDARD SCORE = 117.94 (RAW SCORE = 38)



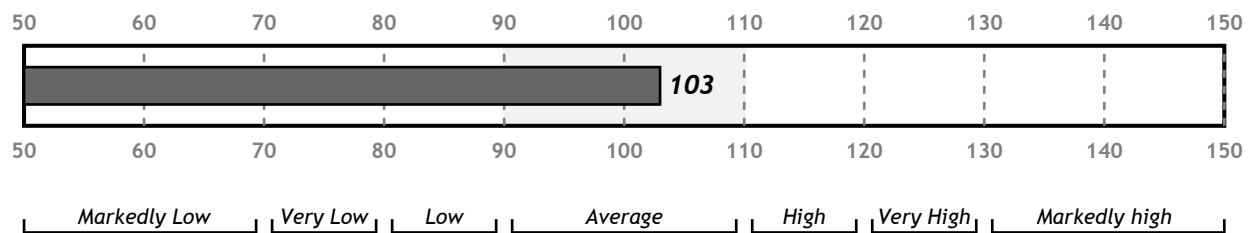
Problem Solving is the ability to identify and define problems as well as to generate and implement potentially effective solutions.

*A low score on this scale means that the evaluated persons shows a low capacity to solve problems. They are not capable to go through the stages of solving the problems successfully, meaning that they identify them slower, find potential solutions slower and choose the most adequate one slower. Because of this low ability they do not enjoy solving situations, and this may have negative consequences at the workplace or concerning the duration of the working time.*

*A high score on this scale reflects the fact that the evaluated person has an efficient approach to solve the problems that arise. These people like to deliberate and are very efficient in both defining problems and generating and implementing potentially efficient solutions. These high scores are characteristic to persons who like to confront problems and overcome them, instead of avoiding them. They are conscientious, disciplined, methodical, systematic and perseverant people in approaching problems and find the most efficient solutions to problems most of the times. The solving process makes them feel positive emotions that make them be more open to an idea and then extend the range of ideas that come to their mind. This broader vision builds in turn the individual ability to obtain intellectual and social resources.*

DESCRIPTION OF  
FACTOR SCALE**GM: GENERAL MOOD**

STANDARD SCORE = 102.99 (RAW SCORE = 73)



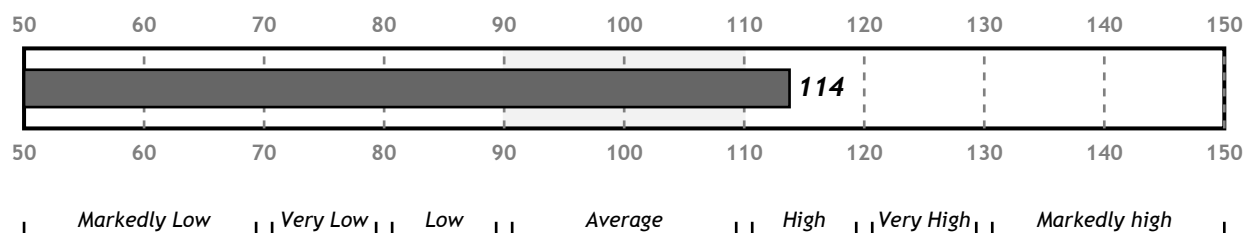
This component comprises the Optimism and Happiness subscales. This component of the inventory measures one's ability to enjoy life as well as one's outlook on life and overall feeling of contentment, satisfaction.

*A low score is characteristic to more pessimistic persons, who have a negative vision of life and who do not know how to enjoy it.*

*A high score at this component indicates in general happy and positive people, people that are hopeful and optimistic and know how to enjoy life. Aside from the fact that it is an essential element in interacting with others, this attribute is a very influential motivational component in problem solving and stress tolerance. High scorers on this scale help at creating a motivated and positive atmosphere at the workplace.*

**OP: OPTIMISM**

STANDARD SCORE = 113.78 (RAW SCORE = 37)



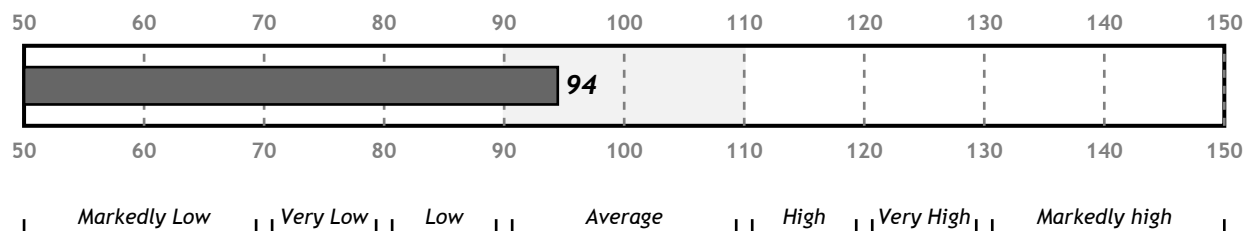
Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.

*A low score means that the evaluated person is pessimistic. A very low score may be characteristic to persons who show depressive states. A negative attitude also predisposes to abandoning the ends before they are achieved and to ignoring the potential solutions to problems. A low score means a general attitude of abandonment and pessimism in front of life difficulties.*

*A high score on this scale means that the evaluated person approaches life with optimism, is full of hope and does not lose hope easily. This person sees the full part of the glass and has always a positive attitude. This feature is usually helpful in adjusting to difficult or stressing situations. Optimistic persons are usually desirable members of a team, because they are more motivated and more perseverant and they contaminate the people around them.*

**HA: HAPPINESS**

STANDARD SCORE = 94.47 (RAW SCORE = 36)



Happiness is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun.

*A low score on this scale is characteristic for a person who shows a tendency to worry, lack of action spirit, uncertainty about the future, social withdraw, feelings of guilt, dissatisfaction about one's life and depressive thoughts. In extreme cases the person may show self destructive and suicidal thoughts and behaviors.*

*A high score on this scale means that the evaluated person enjoys one's own life, is happy, enthusiastic and flows over with wellbeing. This person feels at ease no matter the environment, both at the work place and in the spare time, likes to have fun and likes other people's company. These people are always happy, and it is a pleasure to spend time with them. They have a greater level of work satisfaction. They have a greater desire to explore, to look for new information and to have creative thinking.*

# 3

## SECTION 3: THE INTERPRETIVE REPORT

### Cautionary Remarks

#### 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.

### How to interpret

#### 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

#### Total EQ

The Total EQ for IOANA 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

#### 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

The results for this scale indicate accurate self-regard and effective self-confidence. IOANA has a reasonable understanding of her strengths and weaknesses. Her ideas and attitudes will be presented with confidence.

#### EMOTIONAL SELF-AWARENESS

The responses suggest highly 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**

Overall, assertiveness is likely to be adequate in some or most situations. However, there are likely certain situations where IOANA is unable to present her ideas, feelings, or concerns in the best way. Contributions to conversations/discussions may be somewhat limited. Refinement in this area will likely be of some benefit. Any difficulty is likely most pronounced when there is a conflict or disagreement.

**INDEPENDENCE**

IOANA 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.

**SELF-ACTUALIZATION**

For the most part, IOANA is achieving what she wants to achieve. She is probably deriving a great deal of enjoyment from what she does, and is involved in pursuits that are meaningful, interesting, and exciting for her. As a result, IOANA is likely highly motivated and successful. She will strive to optimize performance.

## Interpersonal

**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. Most interpersonal situations are handled well and with confidence. Most of the time, the opinions and attitudes of others are understood, and she has the ability to relate to people reasonably well. The score is reflective of someone who is usually responsible, dependable, and functions well in tasks involving making contact with others and cooperation.

**EMPATHY**

IOANA is most likely an extremely empathetic person. The responses indicate an enhanced ability to be aware of, understand, and appreciate the feelings of others. This is of great benefit during interactions with others and during cooperative efforts. In a group dynamic, IOANA will readily relate to others.

**SOCIAL RESPONSIBILITY**

The results in this area suggest an individual who is cooperative and constructive. IOANA is probably quite responsible and dependable. She will be helpful when interacting with others and will try to actively contribute to the "community at large" (society, the corporation, team, etc.).

**INTERPERSONAL RELATIONSHIP**

The responses portray an individual who has good interpersonal skills. This is the scale that ties most directly to the ability to interact with others. IOANA is able to form agreeable relationships and alliances. This ability allows for mutually beneficial exchanges of ideas, feelings, and information. The responses do indicate some difficulty keeping in regular contact with friends. Perhaps too many demands are placed on IOANA, and there is difficulty balancing work and social life.

## Stress Management

**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 about average or higher indicating a calm disposition, lack of impulsivity, the ability to withstand stress, and reasonably good emotional management.

### STRESS TOLERANCE

The results suggest an ability to withstand adverse events and stressful situations that is comparable to others in the population. An individual with a score in this range may have trouble coping with stressful situations at times, but generally can handle most situations. The responses indicate a fairly calm disposition and fairly typical experiences of anxiety and nervousness.

### IMPULSE CONTROL

IOANA's impulse control is about comparable to others in the population. Like others, there are probably times when she feels impatient but this is probably not unusual and rarely results in overreacting or losing control. For the most part, proper thought is given to decisions and actions.

## Adaptability

### 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. Most interpersonal situations are handled well and with confidence. Most of the time, the opinions and attitudes of others are understood, and she has the ability to relate to people reasonably well. The score is reflective of someone who is usually responsible, dependable, and functions well in tasks involving making contact with others and cooperation.

### REALITY TESTING

The results indicate an individual who has a better than average 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 results indicate a fairly typical ability to adjust emotions, thoughts, and behavior in dynamic environments and changing conditions. Like most people, significant changes may be perceived as difficult, but most adjustments are handled adequately.

### PROBLEM SOLVING

IOANA's problem solving ability is very well developed and suggests an exceptionally effective approach to resolving problems. The responses reflect a very deliberating style, and someone who is good at defining problems as well as generating and implementing potentially effective solutions. A very methodical problem solving style is indicated that, when necessary, probably includes cost-benefit analysis and consideration of long-term implications.

## General Mood

### 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. Most interpersonal situations are handled well and with confidence. Most of the time, the opinions and attitudes of others are understood, and she has the ability to relate to people reasonably well. The score is reflective of someone who is usually responsible, dependable, and functions well in tasks involving making contact with others and cooperation.

### OPTIMISM

IOANA appears to be highly optimistic. She is typically able to maintain a positive attitude, even in the face of adversity. This characteristic is usually helpful in handling difficult or stressful situations.

**HAPPINESS**

IOANA's level of satisfaction and overall attitude is similar to most others in the population. She will adequately help create and/or maintain a positive atmosphere in most interactions.

## Profile Summary

**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.

Simple Strategies  
For Development**Simple Strategies For Development**

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

**ASSERTIVENESS**

- Set goals that are challenging yet clearly attainable; Goals should be objective and, preferably, measurable
- Examine career/life plans and aspirations in terms of current position
- Train to improve skills and move closer to achieving full potential
- Personalize goals to fit personal aspirations, but avoid unrealistic or fanciful ideals
- Examine goals and aspirations regularly to determine ways to be better; Set intermediary goals to facilitate reaching longer-term goals

**STRESS TOLERANCE**

- Build confidence in independent problem resolution through the involvement in simpler, manageable tasks
- Break down activities into smaller parts; It may be that help is only necessary with one small aspect of the task rather than with the entire task
- Match skills to activities/tasks more carefully so that independent work is possible
- Increase skills through training so activities/tasks can be managed independently
- Build confidence by recognizing successful efforts and independent achievements

**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





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