



BarOn Emotional Quotient Inventory

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Resource Report

Name:

Mark Manager

ID:

Admin. Date:

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MHS

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Introduction

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

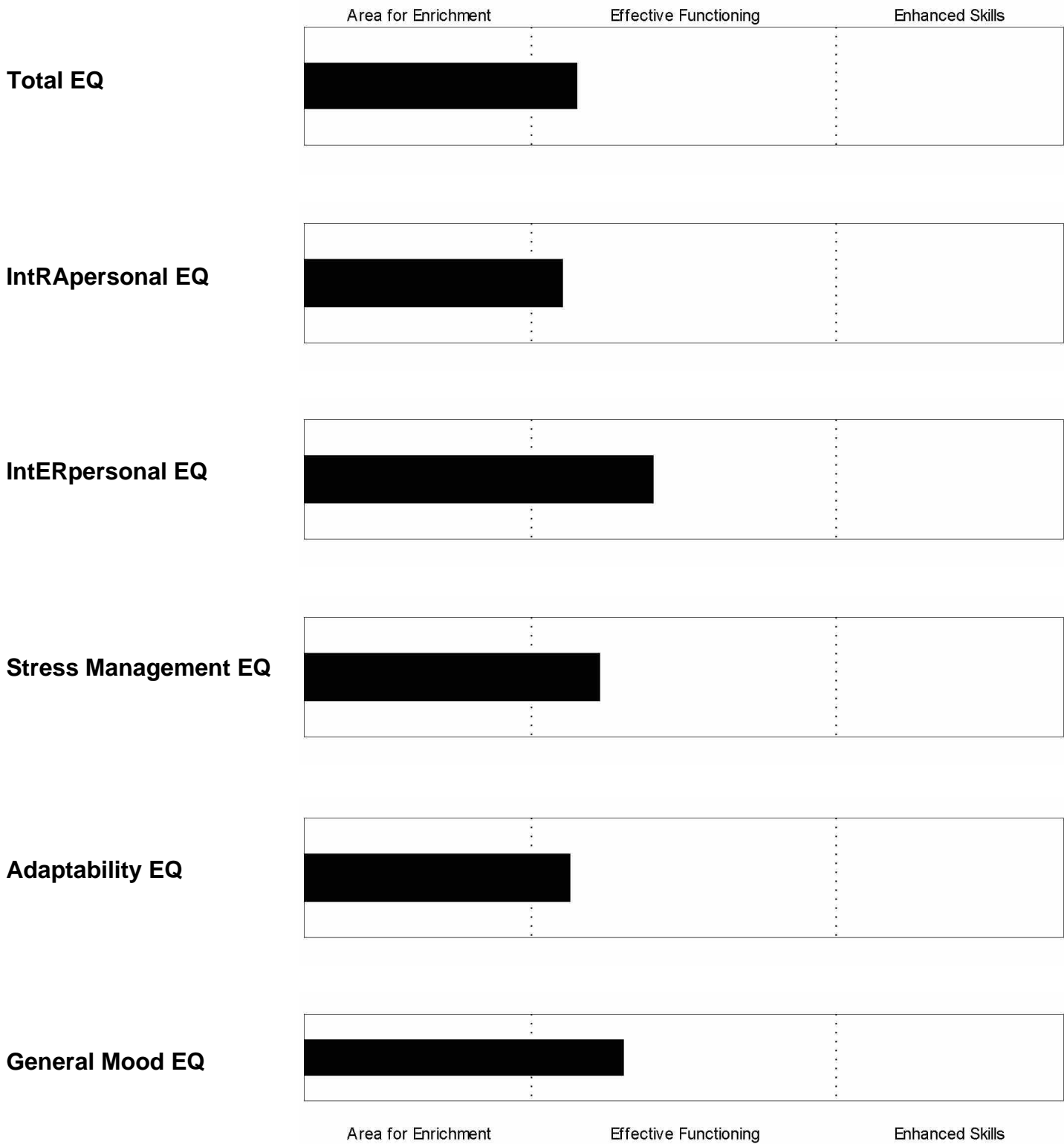
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ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

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

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

Composite Scales

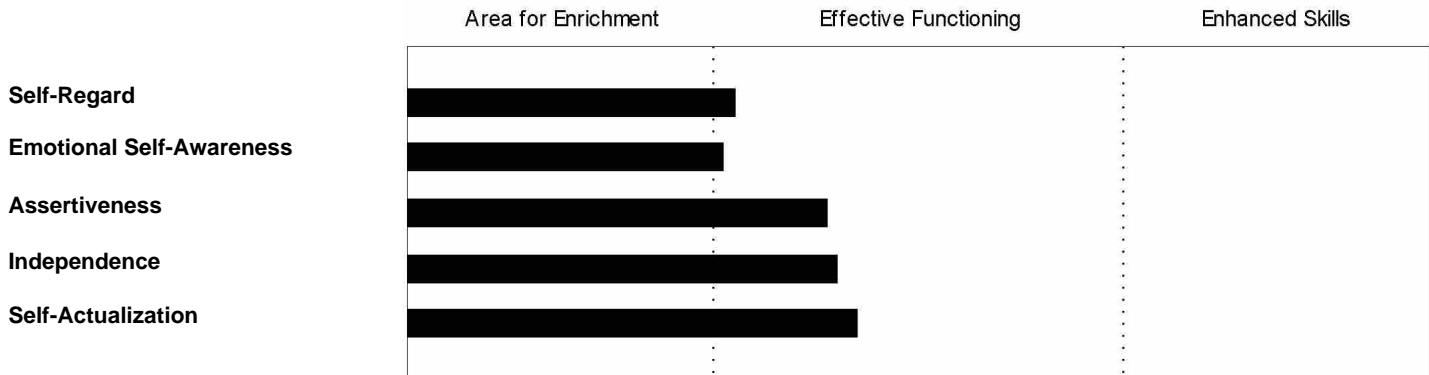
This page shows Total EQ, and the results for the five composite scales.



Content Subscales

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

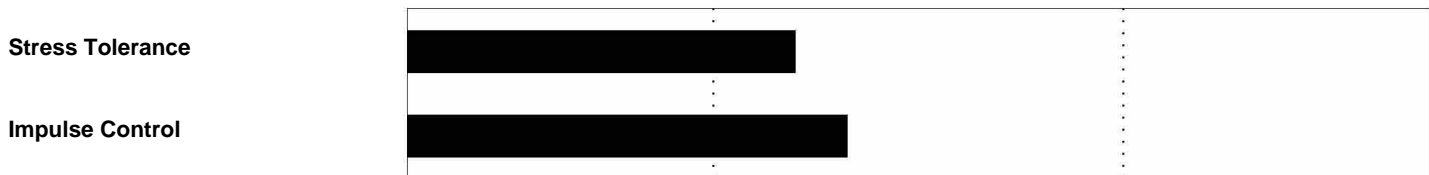
IntRApersonal



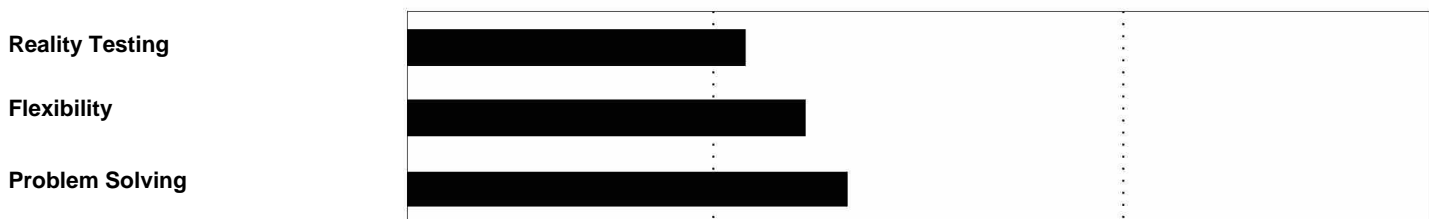
IntERpersonal



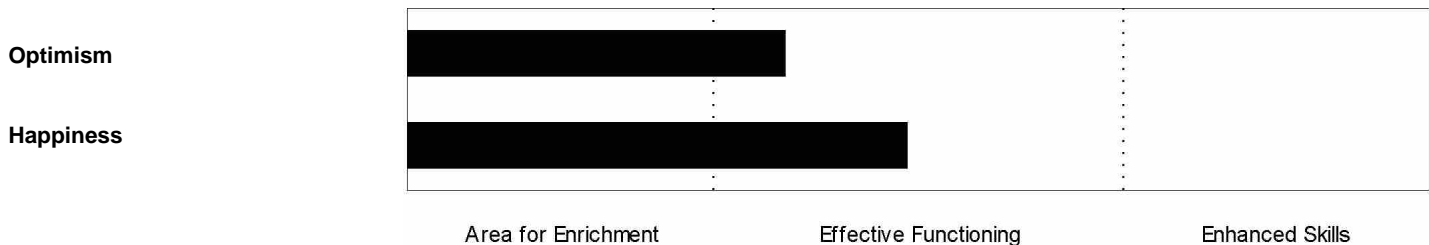
Stress Management



Adaptability



General Mood



Cautionary Remarks

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

Interpretation Guide for EQ-i Composite and Content Subscale Scores

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

Total EQ

The Total EQ score obtained for Mark is below average. Such a profile indicates a fairly negative or highly critical self-appraisal. The descriptions below break out the various subcomponents of EQ-i. Look for areas where scores are relatively high and relatively low in order to identify relative strengths and weaknesses.

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. Overall, intrapersonal functioning seems to be an area in need of improvement. The responses indicate an awareness of potential problems and the recognition of limitations in this area provides an opportunity for improvement. The results for each of the subcomponents are described next.

Self-Regard

The responses indicate that self-regard is low and could be improved. Mark probably has a poor and inaccurate self-image and inadequate self-respect. Self-confidence may be lacking most of the time or, at least, in certain situations. In these situations, there may be some apprehension about saying something inappropriate or making a mistake. Responses also indicate dissatisfaction or discomfort regarding physical appearance.

Emotional Self-Awareness

Emotional self-awareness is an area in need of improvement. The responses indicate an individual who has difficulty recognizing and understanding his feelings and emotions. This limited consideration or awareness might negatively affect interactions, decisions, or judgments since emotional dispositions may not be properly factored in. Expressing feelings to others is also often difficult.

Assertiveness

Overall, assertiveness is likely to be adequate in some or most situations. However, there are likely certain situations where Mark is unable to present his 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

Independence is a bit lower than average. Others are probably frequently consulted for advice and relied upon, and decisions may be deferred to others. Mark probably prefers group activities and collaborative efforts to individual activities.

Self-Actualization

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

Interpersonal

This component of the Total EQ-i scale taps interpersonal capacity and functioning. The subcomponents of the Interpersonal scale include Empathy, Social Responsibility, and Interpersonal Relationship. 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. Sometimes there is no problem relating to others but, occasionally, understanding and cooperating with others becomes a struggle. The summary of the subcomponents given next may be helpful in understanding why some interactions are handled better than others.

Empathy

The responses indicate an individual who has a good awareness, understanding, and appreciation of the feelings of others most of the time. As a result, Mark will generally interact well with others and work effectively in cooperative efforts where relating to other people is important.

Social Responsibility

The responses to the Social Responsibility scale indicate an individual who is usually cooperative and constructive. Mark is likely perceived as responsible and dependable. He will be helpful when interacting with others and will actively contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship

The responses to the Interpersonal Relationship scale items are similar to those obtained from most other people in the general population. Responses like these usually indicate some interpersonal strengths and some interpersonal weaknesses. Interpersonal interactions are adequate most of the time, but difficulties may arise in certain kinds of situations. In these situations, there may be a reduced ability to collaborate effectively with others. The responses do indicate some difficulty keeping in regular contact with friends. Perhaps too many demands are placed on Mark, and there is difficulty balancing work and social life.

Stress Management

The Stress Management component of EQ-i consists of the Stress Tolerance and Impulse Control Subscales. Both of the two subcomponents of Stress Management are low. This finding indicates a tendency for nervousness or anxiety, and difficulties handling stressful situations. Descriptions of the subcomponents are given below.

Stress Tolerance

The results indicate that Mark recognizes that there is room for improvement in handling stressful situations. Mark does, however, have a fairly calm disposition with limited experiences of anxiety and nervousness. Despite this lack of pronounced nervousness, the responses to some of the items indicate marked difficulties in handling stressful situations and the need to improve coping abilities.

Impulse Control

Mark's impulse control ability is about average relative to others in the population. There may be times when Mark acts or makes decisions prematurely and without proper thought. Overall, Mark's impulse control ability is not bad, but also could benefit from some improvement.

Adaptability

This part of EQ-i is composed of the Reality Testing, Flexibility, and Problem Solving Scales and examines how successful one is in coping with environmental demands based on one's ability to effectively size up and deal with problematic situations. The responses of this individual suggest some important limitations in terms of adaptability. Sometimes the limitations can be due to an impractical approach to certain types of situations. In other cases, the limitations are due to the inability to adapt to changing demands. An examination of the subcomponent scores described below will help pinpoint the areas that are in need of improvement.

Reality Testing

Reality Testing is an area in need of improvement. There may be a tendency to pursue unrealistic goals, instead of sticking to practical and attainable goals. Mark frequently loses focus on the task at hand, and/or lets his mind wander and becomes distracted.

Flexibility

The responses for this scale indicate rigid thinking or behavior, and a need to become more open-minded and more adaptable to changing circumstances. The deficit in this area will be most noticeable given variable task demands. From a more favorable perspective, he may be quite comfortable and perform well when repetition, consistency, and stability are needed.

Problem Solving

Although the responses to the Problem Solving scale indicate that Mark has had some limited success with his approach to solving problems, improvement is possible in this area. Often improvement in this area can be made by approaching problems more systematically and by considering all the possibilities before deciding what to do.

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. 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

The responses to this subscale indicate the need to promote a more positive outlook on life. This finding indicates that this individual often feels pessimistic. It is likely that he deals with situations by keeping expectations relatively low. In some circumstances, pessimism may realistically reflect what is likely to occur in the future. Nevertheless, a healthy amount of optimism is usually needed to maintain motivation, to cope effectively, and to achieve goals.

Happiness

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

Profile Summary

The results suggest the recognition of some problems in emotional and social functioning, and the need to improve one or more areas. There are fairly large differences in the subcomponent scales indicating areas of relative strength and areas that need to be improved. Target weaker areas for improvement and focus on utilizing the stronger skills to maximum benefit.

The highest subscales are Social Responsibility, Empathy, Happiness.

The lowest subscales are Emotional Self-Awareness, Self-Regard, Reality Testing.

Simple Strategies For Development

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

Emotional Self-Awareness

- Create appropriate opportunities to share and discuss attitudes as well as ideas and plans
- Increase interpersonal/social interactions where thoughts and feelings can be exchanged
- Try and determine those things (both positive and negative) that inspire the strongest feelings and greatest motivation
- Attempt to channel these strong feelings and convictions into worthwhile pursuits and profitable activities

Self-Regard

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

Reality Testing

- Make sure goals are concrete and attainable
- Increase focus on practical actions; Ideals are desirable but sometimes not feasible
- Ensure that observations/opinions are verified with alternate sources of information and by asking others
- The inability to stay focussed on the situation at hand is sometimes related to attention deficits or concentration lapses; If so, consider increased novelty in activities/assignments to improve attention, or use breaks more effectively to improve concentration and focus when "on task"

Strategies for improving other low areas

Optimism

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

Stress Tolerance

- Improve time management skills
- Ensure that activities/work are clearly and properly prioritized
- Decrease demands/commitments
- Properly balance work/life demands with rest and relaxation
- Divide large tasks into manageable chunks

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

Assertiveness

- If the problem with being assertive is due to a personality style, assertiveness training may be needed
- Reduce barriers to "up-front" communication by making circumstances less threatening
- Some people have trouble being assertive in face-to-face discourse; written or electronic communication methods may be viable alternatives
- Increase confidence (key to assertiveness) by recognizing and rewarding well-presented thoughts and ideas

Independence

- 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

Impulse Control

- Formal documentation of the pros and cons of alternative actions will help avoid rash decisions
- Whenever possible, use a multi-step strategy: proposed solution, verification of solution (e.g., quality assurance, pilot testing, second opinions), and only then implementation
- When anger control is an issue, anger management training is recommended
- Establish or enforce protocols that require methodical procedures prior to undertaking key actions

Interpersonal Relationship

- Allow time for unhurried interactions with others
- Use feedback to reflect on issues involving interpersonal situations
- Use a three-step strategy in interactions: clarify the facts and feelings, restate and check interpretation, summarize
- When there is a miscommunication, the result can be bad feelings, unfinished work, frustration, etc.; Reanalyze the communication, prepare an action plan, and search for mutually acceptable compromises
- Establish better modes of communication
- Improve listening skills

Problem Solving

- Create opportunities to interact with, and observe, good problem solvers
- Use Brainstorming sessions
- For important decisions, implement formal lists of alternative actions making clear the pros and cons of each action
- Train in the proper application of cost-benefit style analysis
- Use feedback to refine problem resolution techniques

Self-Actualization

- 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

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.

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End of Report