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## BarOn Emotional Quotient Inventory

*By Reuven Bar-On, Ph.D.*

### Resource Report

<b>Name:</b>	<b>mike jay</b>
ID:	
Admin. Date:	August 23, 2006 (Online)
Duration:	10 Minutes 2 Seconds



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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.

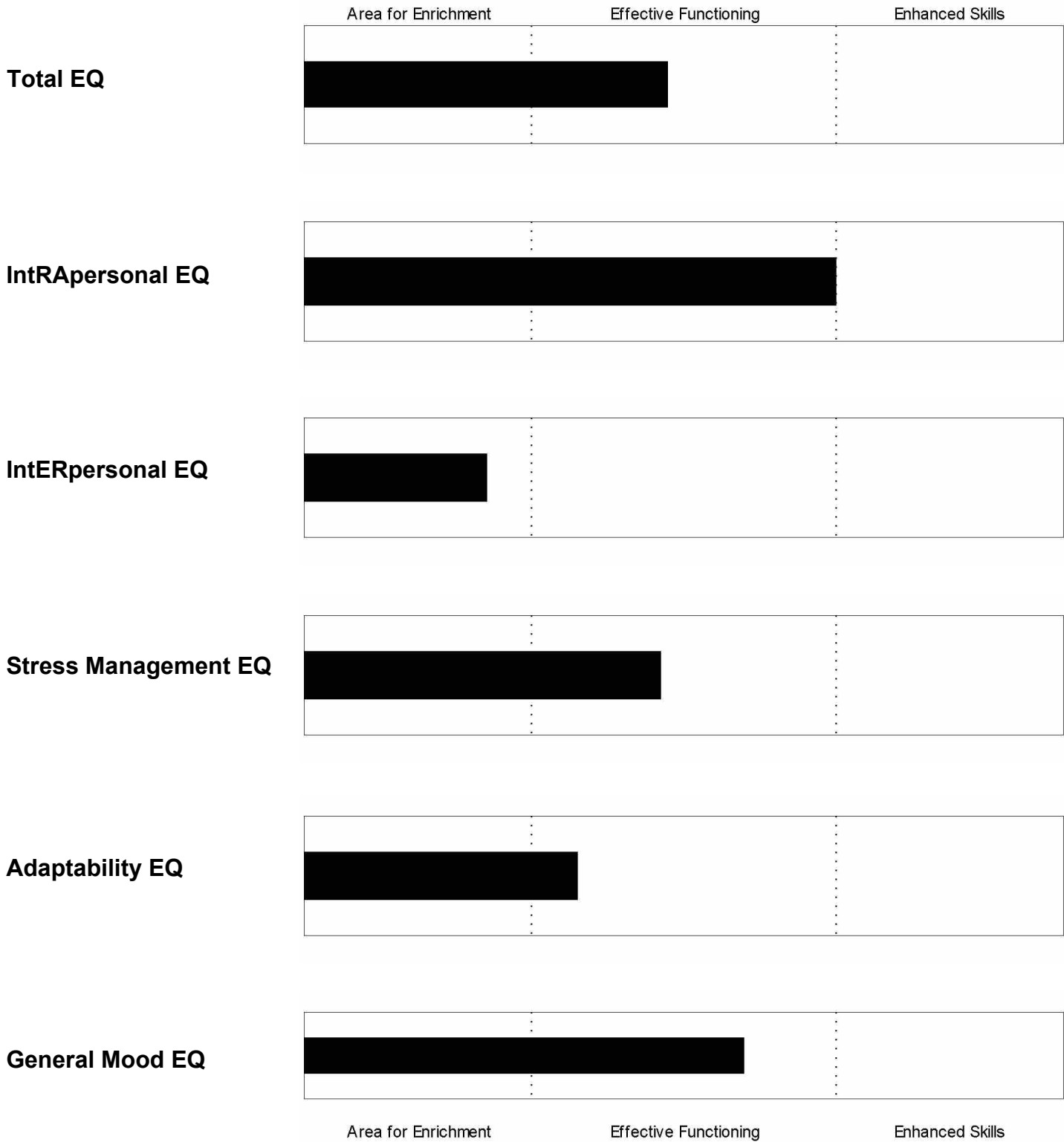
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ 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.



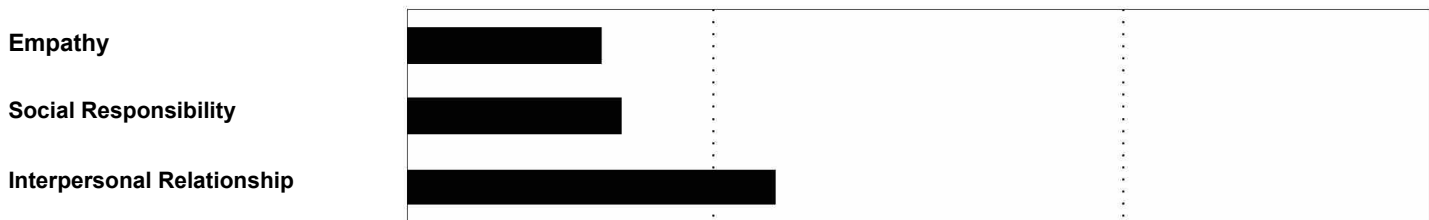
# Content Subscales

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

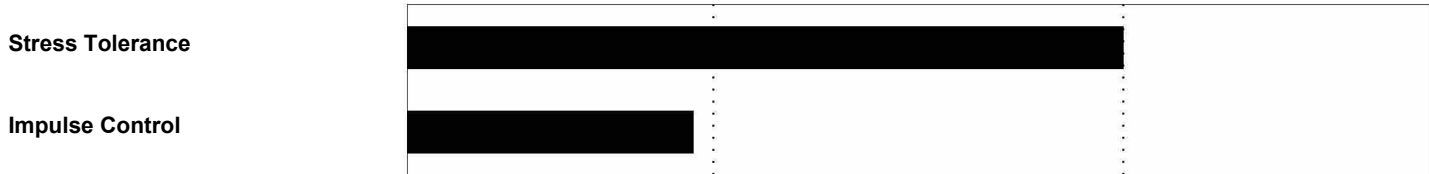
## IntRApersonal



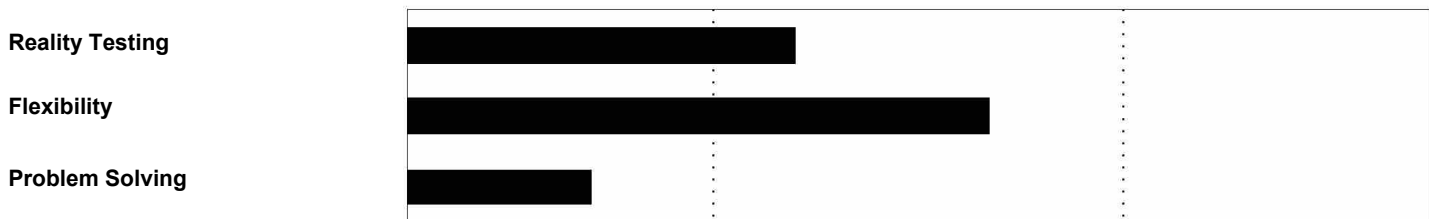
## IntERpersonal



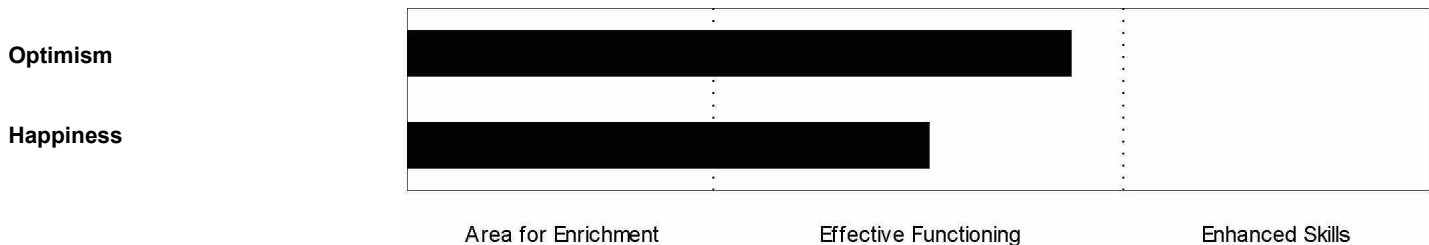
## Stress Management



## 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 for mike 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 in the next section.

### Intrapersonal

This component of the Total EQ-i score pertains to the assessment of the inner self. The subcomponents of the Intrapersonal EQ scale include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. The responses to items on the Total Intrapersonal composite scale are indicative of an individual who has good self-understanding and who is achieving well up to this point in his life. It is likely that mike is independent, strong-minded, and able to express and convey attitudes and ideas with confidence.

#### Self-Regard

The results for this scale indicate accurate self-regard and effective self-confidence. mike has a reasonable understanding of his strengths and weaknesses. His 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 his feelings and emotions impact on his own opinions, attitudes, and judgments. He is able to facilitate interactions by appropriately monitoring his own emotions during exchanges with others.

#### Assertiveness

The responses indicate a very well-developed ability to express thoughts, feelings, and emotions. This individual is likely able to share ideas with others in a constructive manner. He will usually participate and contribute actively and effectively in discussions. He should be fully capable of getting across his viewpoint to others.

#### Independence

The responses indicate an individual who is independent in his thinking and who also has a strong preference to act independently. This type of person may ask others for advice, but rarely depends upon others to make important decisions on his behalf. This individual prefers to be in charge rather than being under the supervision of someone else.

#### Self-Actualization

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

## **Interpersonal**

This component of the Total EQ-i scale taps interpersonal capacity and functioning. The subcomponents of the Interpersonal scale include Empathy, Social Responsibility, and Interpersonal Relationship. Overall, interpersonal functioning is an area that may need improvement. The responses indicate an awareness of potential problems in interpersonal functioning, and the recognition of limitations in this area provides an opportunity for change. There may be a lack of comfort and confidence in interpersonal interactions. Tasks involving making contact with others and cooperative efforts are likely quite difficult for mike. The subcomponents are described next, and may help identify ways to enhance social functioning in specific areas.

### **Empathy**

The responses indicate problems understanding what others are thinking and feeling, and giving due consideration to them. The inability to see other people's perspectives can impair interpersonal exchanges, group interaction, and inhibit cooperative efforts. Empathy may be targeted as an area for development.

### **Social Responsibility**

The responses indicate an individual who, relatively speaking, tends to be fairly egocentric and puts his own desires and needs above those of others. His contribution to the "community at large" (society, the corporation, team, etc.) may be limited to the extent to which it aligns with his own aspirations.

### **Interpersonal Relationship**

This is the scale that ties most directly to the ability to interact with others. There is a need for improvement in this area. Interactions with others may be difficult or strained, and there is likely an impaired ability to collaborate effectively with others.

## **Stress Management**

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

### **Stress Tolerance**

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. mike is generally able to cope with stress actively and effectively. He is generally calm and rarely gets overly anxious or agitated even when under pressure.

### **Impulse Control**

The results indicate occasional or frequent difficulties with impulse control. In less extreme cases, this may amount to no more than being uncomfortable about controlling impulses in some situations. In more severe cases, impetuous actions and decisions are likely made leading to careless and perhaps costly mistakes. Inadequate thought is likely given to potential consequences.

## **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. mike frequently loses focus on the task at hand, and/or lets his mind wander and becomes distracted.

### **Flexibility**

The results indicate an adequate ability to adjust emotions, thoughts, and behavior to changing situations and conditions. mike probably finds it fairly easy to learn new things, doesn't become too fixed into routines, and remains relatively open-minded to differing opinions and ways of thinking. He will effectively manage dynamic environments and changeable circumstances.

**Problem Solving**

The responses to the Problem Solving scale indicate the need for improvement in this area. People who score low on Problem Solving usually don't take the time to examine problems systematically and usually don't consider all the relevant possibilities before deciding what to do. Problem solving can often be improved by simply recognizing the need for extra thought and taking more time to consider and evaluate some of the possible alternative courses of action.

**General Mood**

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

**Optimism**

mike appears to be highly optimistic. He 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**

mike'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 Overall EQ-i results indicate social functioning and emotional management that is fairly typical for the majority of the individuals in the population. However, there are large differences in the subcomponents indicating areas of relative strength and areas that need to be improved.

The highest subscales are Independence, Assertiveness, Stress Tolerance.

The lowest subscales are Problem Solving, Empathy, Social Responsibility.

# Simple Strategies For Development

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

### 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

### Empathy

- Make clear the duties and demands on others; Understanding others is a key step to appropriate empathy
- Train to refine observational skill to attend to facial expressions and body language; These cues are often just as important as what is being said
- Train to be "inquiring" in interactions; To be sure that a message has been correctly interpreted, it is important for the recipient of the message to ask about the thoughts and feelings being conveyed
- The key point is to "put oneself in the other person's shoes"; Job exchanges, job shadowing, or even role-playing can be useful in better understanding others

### Social Responsibility

- Create/Refine goals to emphasize group/company performance
- Work on "Big Picture" thinking
- Increase opportunities for interactions with others to cultivate a feeling of "society"
- Improve the understanding of the roles and activities of others
- Increase involvement in the roles and activities of others
- Consider increased involvement with charities and/or community functions

## Strategies for improving other low areas

### 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

### 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"



## Closing Remark

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

Date Printed: August 23, 2006

**End of Report**