



BarOn Emotional Quotient Inventory

By Reuven Bar-On, Ph.D.

Resource Report

Name:

Sarah

ID:

Admin. Date:

February 28, 2006 (Online)

Duration:

21 Minutes 0 Seconds



Copyright © 2002 Multi-Health Systems Inc. All rights reserved.
P.O. Box 950, North Tonawanda, NY 14120-0950
3770 Victoria Park Ave., Toronto, ON M2H 3M6

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.

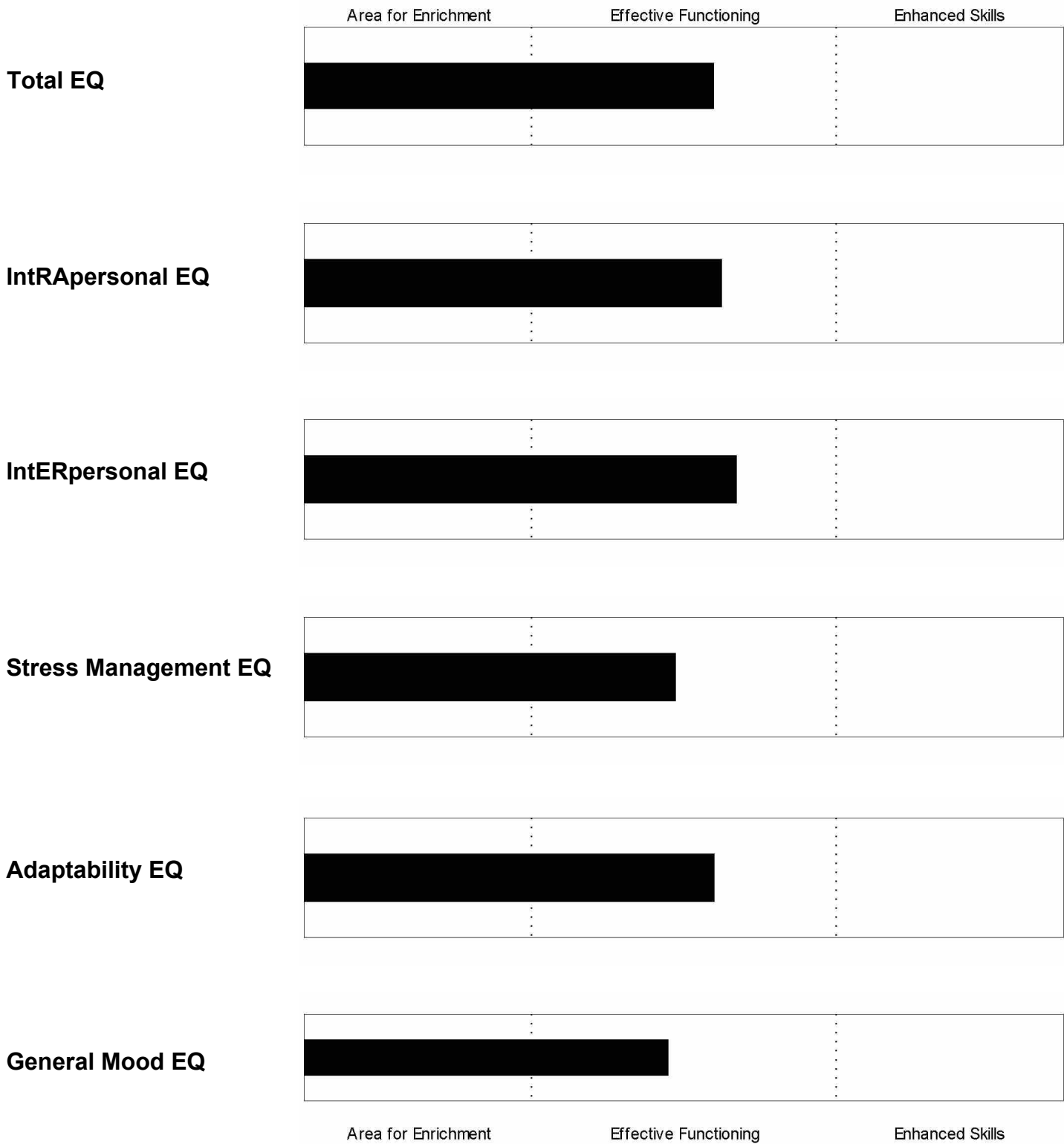
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ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

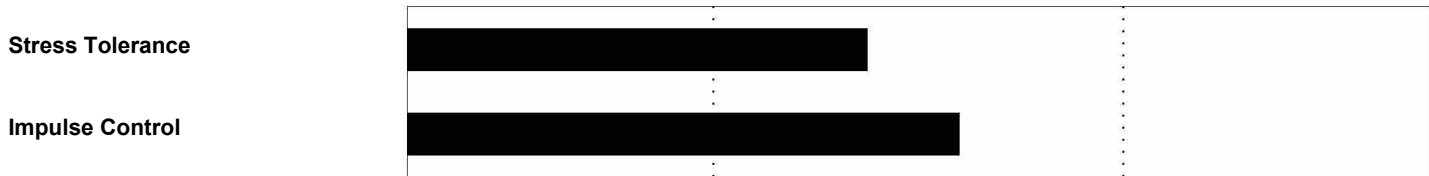
IntRApersonal



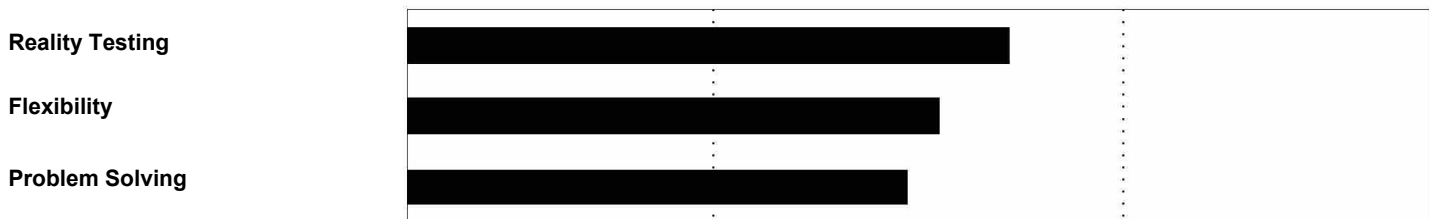
IntERpersonal



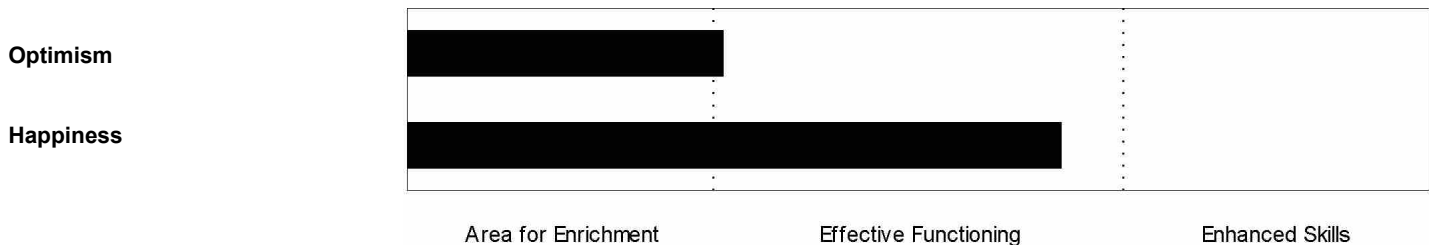
Stress Management



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 Sarah 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

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. Sarah 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. However, the responses indicate that Sarah occasionally has trouble expressing feelings to others.

Assertiveness

This individual is able to assert herself about as well as most others in the population. For some things she finds it easy to share opinions, thoughts, and attitudes freely with others. For other things, she probably finds it more difficult to be assertive. As a result, contributions to conversations/discussions are likely to be moderate and somewhat inconsistent.

Independence

The responses show a marked preference for working with others and relying on group decisions or the decisions of others. In situations where teamwork is of paramount importance, this could work as an asset and be characteristic of a good group worker. In other cases, over-reliance on others means being easily influenced and needing constant support (i.e., "high maintenance").

Self-Actualization

For the most part, Sarah 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, Sarah is likely highly motivated and successful. She 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. 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

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, Sarah 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. Sarah is likely perceived as responsible and dependable. She 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 portray an individual who has good interpersonal skills. This is the scale that ties most directly to the ability to interact with others. Sarah is able to form agreeable relationships and alliances. This ability supports effective communication and the mutually beneficial exchanges of ideas, feelings, and information.

Stress Management

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

Stress Tolerance is somewhat low, and the results indicate some inconsistency in effectively withstanding adverse events and stressful situations. Feelings of nervousness and anxiety may contribute to coping difficulties and a perceived need for improvement in this area.

Impulse Control

The results indicate effective impulse control ability that suggests an individual who is able to resist or delay impulses, drives, and temptations to act. She is rarely impatient, rarely overreacts, or loses control. Proper thought is given to decisions and actions helping to avoid careless or costly mistakes.

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 Adaptability scale is above average. Sarah is generally flexible in adapting to changing circumstances and situations. Sarah usually understands problematic situations and usually comes up with effective, practical solutions. This individual is reasonably comfortable when faced with changing demands and new challenges.

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 an adequate ability to adjust emotions, thoughts, and behavior to changing situations and conditions. Sarah 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. She will effectively manage dynamic environments and changeable circumstances.

Problem Solving

The responses to the Problem Solving scale indicate that Sarah's approach to solving problems is moderately successful. Improvement is possible and may center around trying to take a more methodical approach, taking the time to consider alternative solutions, and by carefully thinking through each step of a problem resolution.

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 she 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

The responses to this scale indicate a person who feels generally satisfied with life. Sarah probably has a happy and pleasant disposition that will help maintain, or perhaps even promote, positive feelings in those around her. A positive atmosphere can help lift spirits and improve overall functioning/performance.

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 one or two subcomponent areas that are quite a bit lower than the rest. Until these component skills are improved, optimal performance will be obtained in tasks or jobs that do not place a great emphasis on these areas of functioning.

The highest subscales are Happiness, Self-Actualization, Emotional Self-Awareness.
The lowest subscales are Optimism, Independence, Stress Tolerance.

Simple Strategies For Development

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

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

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

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

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.

Date Printed: March 10, 2006

End of Report