



BarOn Emotional Quotient Inventory

By Reuven Bar-On, Ph.D.

Resource Report

Name: Chris Devan

ID:

Admin. Date: September 03, 2003



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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.

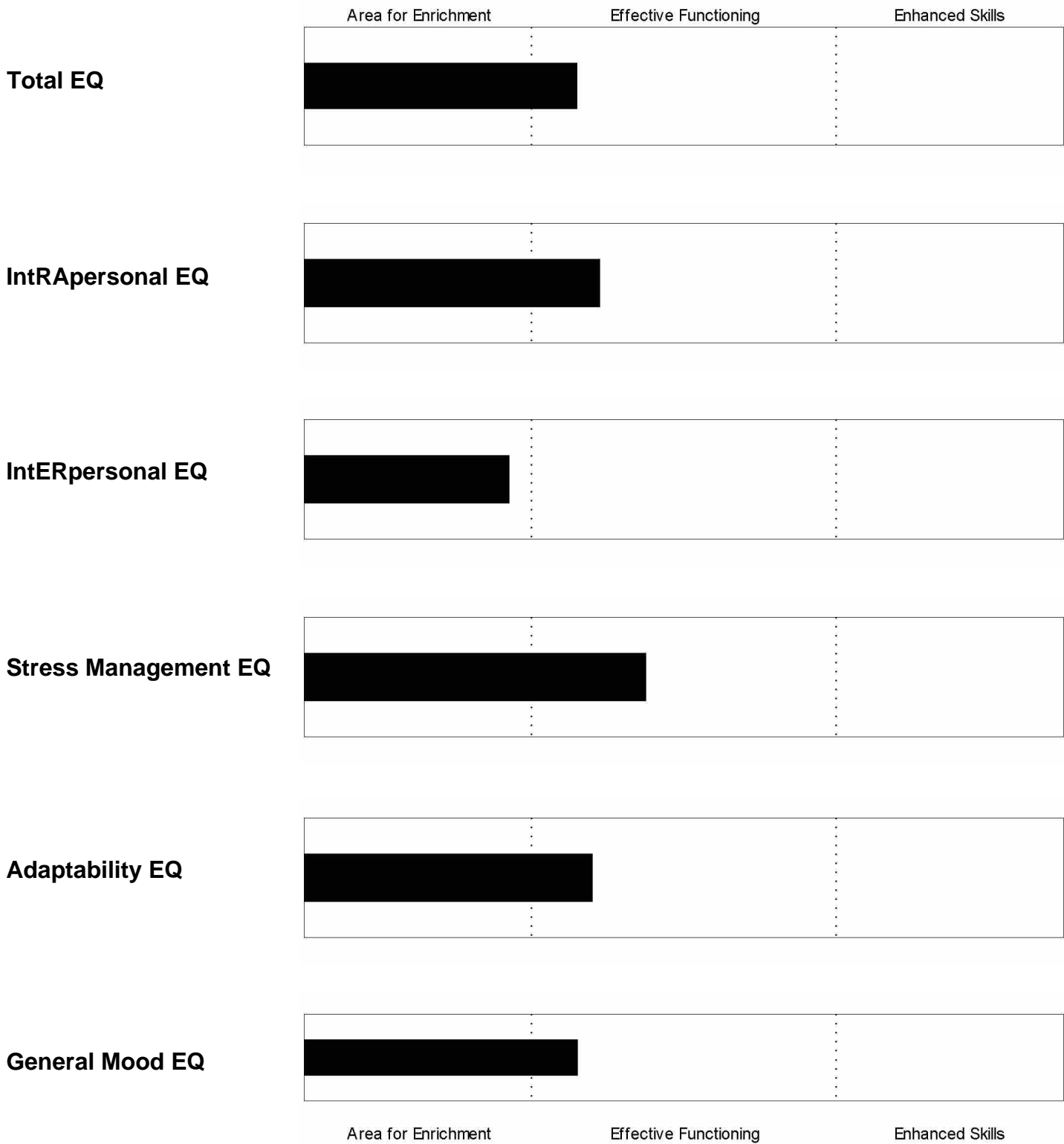
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ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

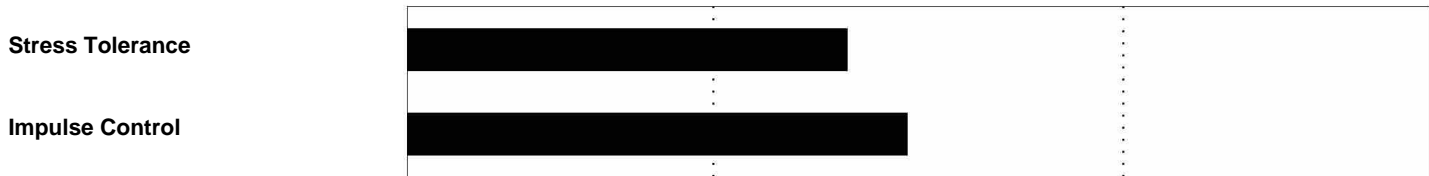
IntRApersonal



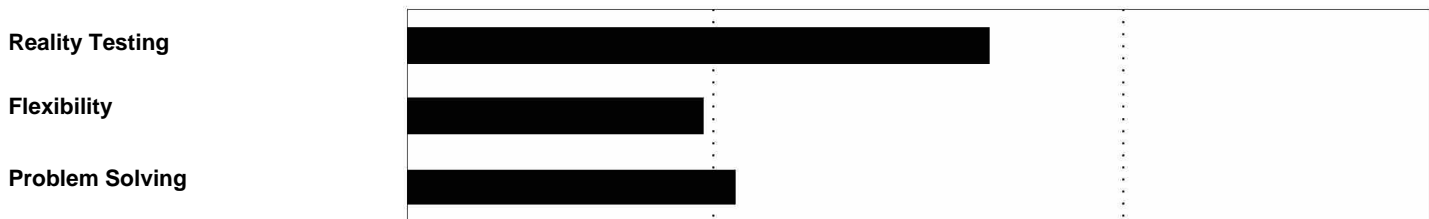
IntERpersonal



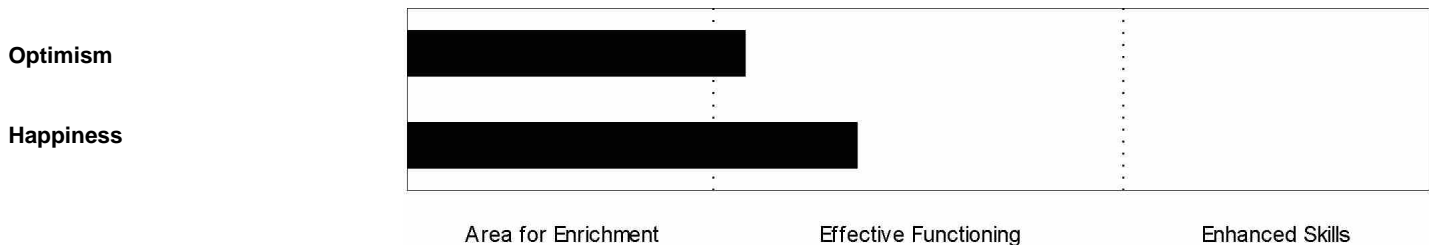
Stress Management



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 Chris indicates that Emotional Intelligence could be improved by focusing on one or more aspects of emotional and social functioning. However, an examination of EQ-i subcomponents also indicates some areas of strength. Greater success will probably result when these strengths are used to their fullest advantage. For the lower aspects of emotional and social functioning, identification of these areas offers the opportunity to improve them and enhance overall Emotional Intelligence.

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. However, there is effective functioning in one or more subcomponents of the intrapersonal domain. Building on the area(s) of strength and developing the lower components can lead to enhanced intrapersonal skills.

Self-Regard

There is a reasonably satisfactory degree of self-regard and self-respect, but there may be times when Chris is somewhat hard on himself or self-critical. There also may be times or situations where he is lacking self-confidence. At those times, there may be some apprehension about saying something inappropriate or making a mistake.

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

The results in this area indicate a reasonably good ability to put forth ideas and thoughts. He is rarely self-conscious, and will voice his beliefs and opinions even though he may sometimes find it difficult to do so.

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. Chris probably prefers group activities and collaborative efforts to individual activities.

Self-Actualization

The responses are indicative of someone who feels he is underachieving and who would like to be getting more out of his life. This person may lack adequate motivation for self-improvement and self-betterment. Sometimes a change in attitude or a change in dealing with particular circumstances is all that is required to improve feelings of self-actualization. Currently, this individual feels somewhat unsuccessful in his pursuits. If he is seemingly successful, then he is likely the type of person who sets very high standards for himself.

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 Chris. 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. The responses do indicate some difficulty keeping in regular contact with friends. Perhaps too many demands are placed on Chris, 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. 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. Most of the time, Chris has a fairly calm disposition and limited experiences of anxiety and nervousness. However, the results suggest a need to improve general coping abilities in some situations.

Impulse Control

Chris's impulse control is about comparable to others in the population. Like others, there are probably times when he 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

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

The results indicate an individual who has a better than average ability to evaluate and grasp the correspondence between what he 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 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

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. 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

The responses indicate a low to moderate ability to maintain a positive mood or attitude. There is a potential need to improve overall outlook. The responses show reasonable happiness, but an improved outlook/attitude may help promote a higher level of functioning.

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 one or two subscales that stand out as stronger than the rest. These relative strengths should be utilized. It is likely that this person would currently do best in contexts/occupations that emphasize the importance of these strength areas.

The highest subscales are Assertiveness, Reality Testing, Independence, Impulse Control.
The lowest subscales are Self-Actualization, Interpersonal Relationship, Flexibility.

Simple Strategies For Development

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

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

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

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

Strategies for improving other low areas

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

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

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

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

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

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

Happiness

- Make sure achievements are properly celebrated and rewarded
- Examine career/life plans and aspirations in terms of current activities and position
- Properly balance work/life demands with rest and relaxation
- Determine activities that are enjoyable and, if possible, allow more time to be spent on them
- Promote increased activity level and improved health, if appropriate

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.

Counselor's Section

This section provides a complete scoring summary including sections on assessment validity, raw scores, and item responses.

Name: Chris Devan
Age: 39
Gender: Male
Administration Date: September 03, 2003
Norm Type: General nonspecific

Score Summary	Adjusted Score	Unadjusted Score	Guideline
Inconsistency Index		2	OK
Positive Impression		133	Probably Invalid
Negative Impression		91	OK
TOTAL EQ:	86	94	Low
INTRAPERSONAL:	89	95	Low
Self-Regard	91	101	Average
Emotional Self-Awareness	86	92	Low
Assertiveness	107	107	Average
Independence	99	99	Average
Self-Actualization	76	83	Very Low
INTERPERSONAL:	77	84	Very Low
Empathy	84	84	Low
Social Responsibility	83	90	Low
Interpersonal Relationship	77	84	Very Low
STRESS MANAGEMENT:	95	104	Average
Stress Tolerance	93	101	Average
Impulse Control	99	106	Average
ADAPTABILITY:	88	96	Low
Reality Testing	107	115	Average
Flexibility	79	85	Very Low
Problem Solving	82	88	Low
GENERAL MOOD:	86	96	Low
Optimism	83	90	Low
Happiness	94	102	Average

Graph of Total EQ, Composite Scales, and Subscales

This graph shows Total EQ followed by each composite scale with its subscales.



Validity Indicators

Several sections follow that present and describe the validity scale results.

Validity Comment:

Check Validity. Markedly elevated validity indicator: Positive Impression

Inconsistency Index:	2
Impression:	Positive = 133 Negative = 91
Correction:	Type I = -5.93, Type II = -7.91, Type III = -7.24, Type IV = -9.22, Type V = -7.34

Inconsistency Index

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

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

The score on the Positive Impression scale (PI) is markedly elevated. Often, a high score on this scale is the result of an overly positive self-presentation, but there are many other plausible explanations for a high PI score. Regardless of the explanation, the elevated PI score indicates an unusual response style that can affect the results, and therefore this report may not accurately represent the emotional and social functioning of the respondent. Use independent sources of information to help corroborate the findings.

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.

Summary of Validity Scale Results

A high validity index means that the other subscale scores may not be reliable. This report may not accurately reflect the emotional and social functioning of the individual.

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 one or two subscales that stand out as stronger than the rest. These relative strengths should be utilized. It is likely that this person would currently do best in contexts/occupations that emphasize the importance of these strength areas.

Scale Raw Scores

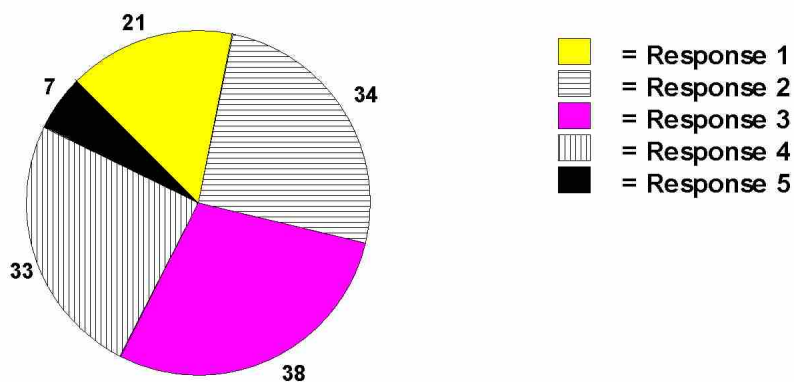
For research purposes only.

TOTAL EQ	445	STRESS MANAGEMENT	71
		ST	34
INTRAPERSONAL	150	IC	37
SR	36	ADAPTABILITY	97
ES	27	RT	45
AS	28	FL	24
IN	27	PS	28
SA	32	GENERAL MOOD	68
INTERPERSONAL	88	OP	30
EM	29	HA	38
RE	40		
IR	38		

Item Responses

Item	Response	Item	Response	Item	Response	Item	Response	Item	Response
1	4	28	3	55	4	82	2	109	4
2	2	29	4	56	2	83	1	110	3
3	3	30	2	57	1	84	3	111	1
4	3	31	3	58	1	85	4	112	5
5	3	32	2	59	3	86	2	113	4
6	3	33	3	60	3	87	3	114	4
7	2	34	4	61	4	88	4	115	1
8	5	35	2	62	3	89	3	116	2
9	2	36	3	63	3	90	4	117	1
10	3	37	3	64	1	91	1	118	3
11	4	38	1	65	4	92	2	119	4
12	1	39	3	66	2	93	2	120	5
13	2	40	4	67	5	94	5	121	2
14	4	41	1	68	1	95	4	122	1
15	3	42	2	69	2	96	4	123	4
16	4	43	2	70	2	97	1	124	4
17	2	44	3	71	1	98	3	125	2
18	3	45	4	72	4	99	4	126	2
19	2	46	2	73	3	100	4	127	2
20	4	47	4	74	3	101	2	128	3
21	3	48	2	75	2	102	3	129	4
22	3	49	2	76	1	103	3	130	1
23	2	50	4	77	1	104	4	131	3
24	2	51	1	78	3	105	5	132	1
25	1	52	2	79	4	106	4	133	5
26	4	53	3	80	3	107	2		
27	2	54	3	81	3	108	3		

5 = Very Often true of me or true of me, 4 = Often true of me, 3 = Sometimes true of me, 2 = Seldom true of me, 1 = Very Seldom true or not true of me, 0 = Omitted Item



Date Printed: September 03, 2003

End of Report