

Bar-On Emotional Intelligence Assessment for Ron

Ron is an engineer. As you can see by his scores, he is well above average in several areas, such as “Assertiveness,” “Flexibility,” and many other areas. However, since a weakness is nothing but a strength overplayed, Ron’s lack of “Empathy” for others, his lack of feelings of “Social Responsibility” for others and his lack of “Interpersonal Relationship” abilities has just about isolated him in his department. Every so often, Ron tends to say embarrassing things to others, which he does not realize until after he has already made the comment. One of Ron’s biggest challenges is to learn how to approach others and build relationships with others.

Since his “Reality Testing” is high, he sees that he is becoming more and more isolated. Ron also knows when the stakes are high and recognizes the politics of what is going on around him. Therefore, he knows his ability to build relationships is poor, so he overcompensates. He goes along sometimes when he should not because his “Problem Solving Skills” are low and his level of “Flexibility” is so high. As a result, he can be easily swayed in areas where he is not very comfortable.

However, when he is working in an area where he is more comfortable, his high “Intrapersonal Skills” take over and he is very effective. He is willing to listen to others because his level of flexibility is high.

Clearly, you can see why Ron was assessed in the first place.

So, we addressed his inability to build relationships with others by discussing and practicing how to approach others in various situations. We reviewed the use of “Honest Respectful Communication” and role played various situations. We also discussed “slowing down” his thought processes to reduce the number of embarrassing comments he makes to others.

Ron also studied various problem solving strategies and adopted a decision making “tree” that has proven to be very useful for him in sorting out his thoughts. Using a proper decision making process forces us to slow down our thought processes and more confidently consider many different factors of a situation. It provides a more thorough and deliberate problem solving process.

Ron also “adopted” a few different people in the company to act as his “Sounding Boards,” who are people who can hear his ideas and give him accurate feedback.

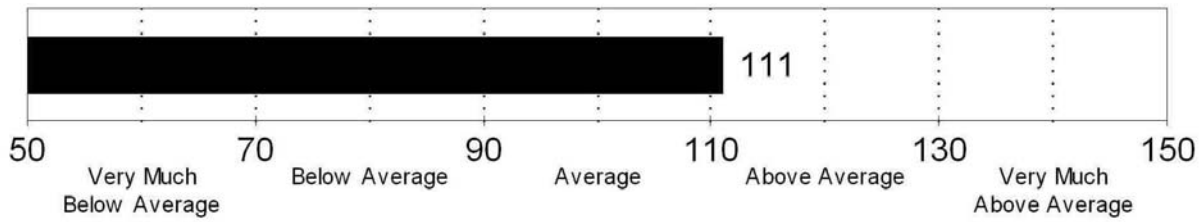
Today, Ron is doing quite well and his scores have all improved considerably.

(Please read the “Understanding The Bar-On Assessment” article in this section before reviewing Ron’s scores.)

Total EQ

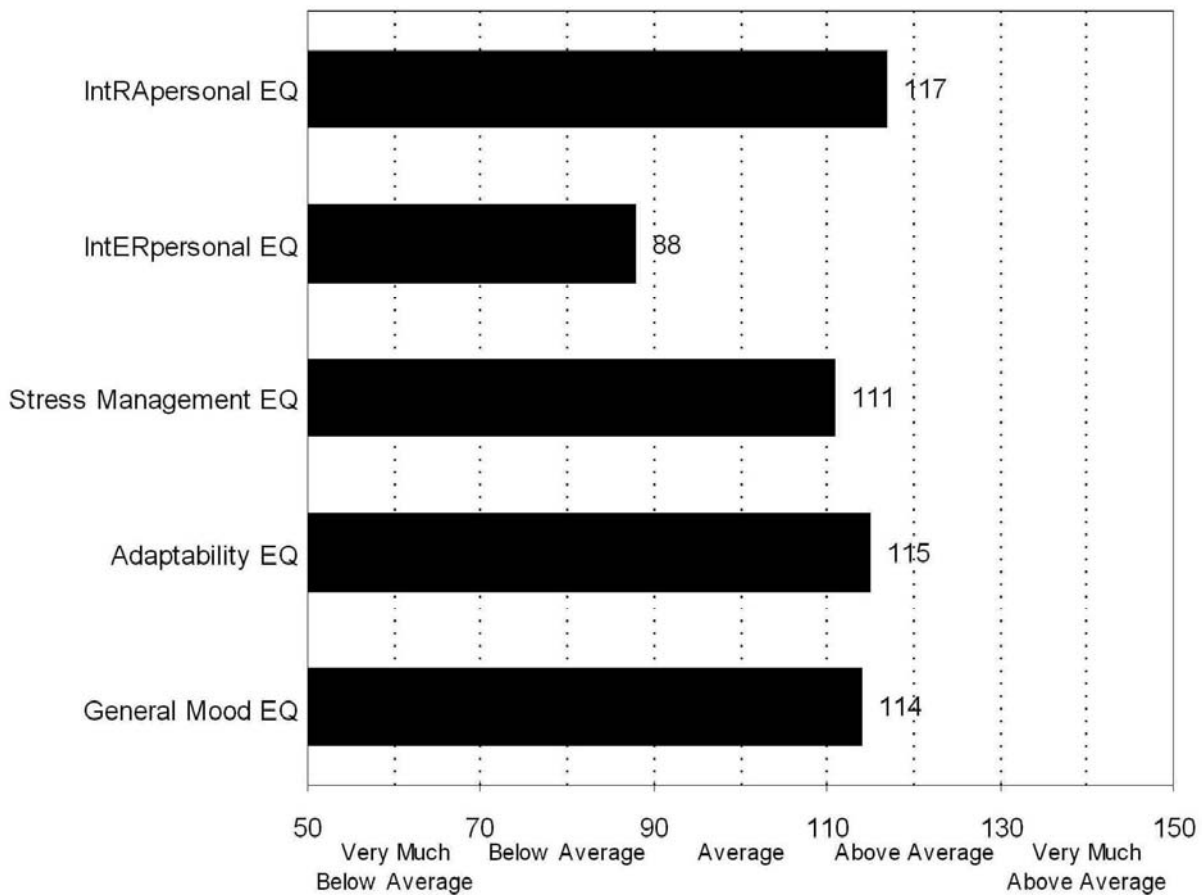
RON

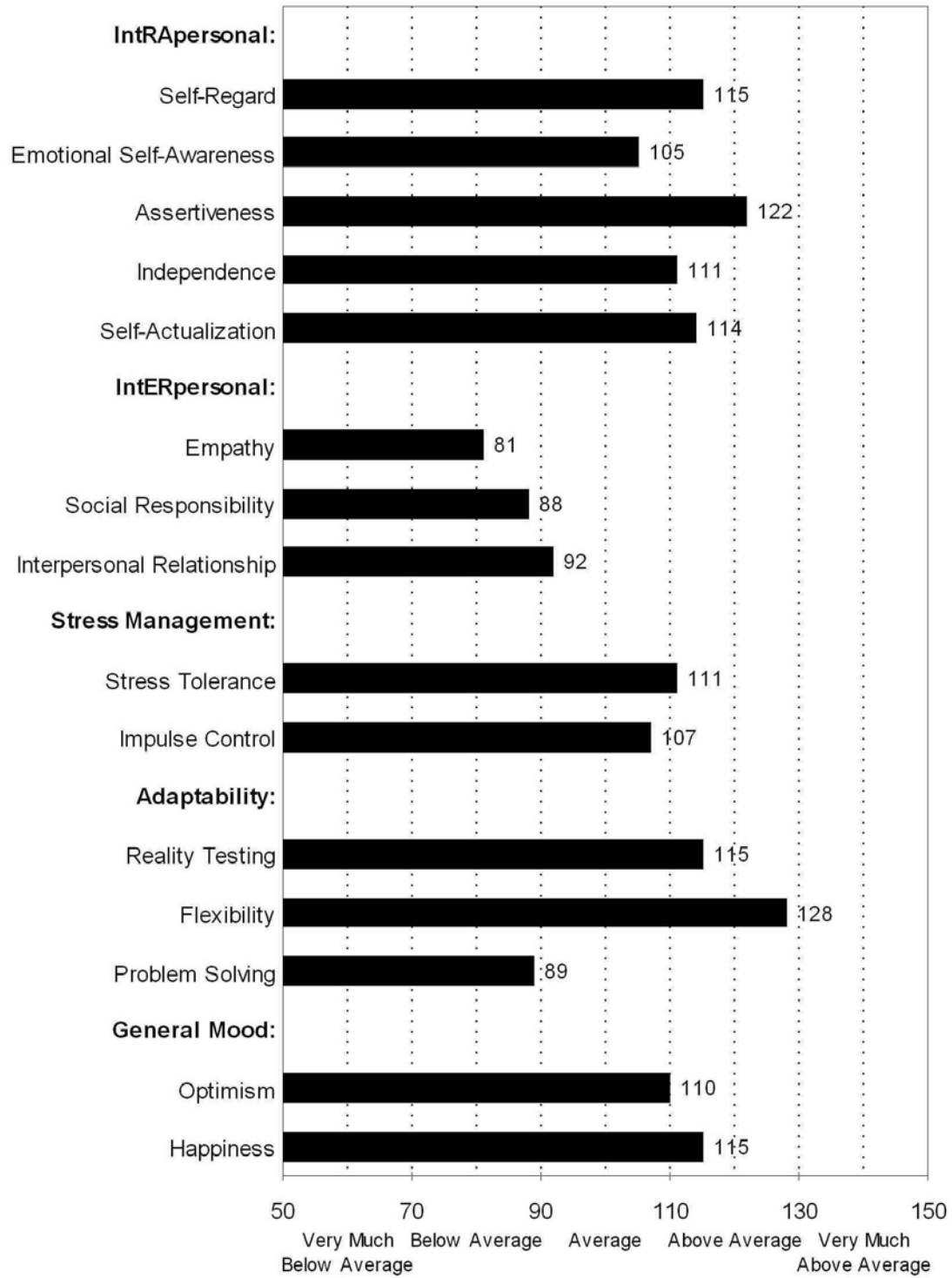
This graph shows the respondent's Total EQ.



Composite Scales

This graph presents the results for the five composite scales.





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 the 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: 111

The Total EQ indicates that, overall, emotional and social functioning is high. However, there are one or more areas that are not as high as the others. Clearly, these areas are compensated for by strengths in other areas and lead to an overall high EQ. Nonetheless, the identification of these potential growth areas can lead to improvement and an even higher level of Emotional Intelligence and greater success. A more detailed description of the EQ-i components is given in the next section.

Intrapersonal: 117

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. Ron's Intrapersonal score is substantially higher than average. High scores are indicative of an individual who is in touch with his feelings, feels good about himself and about life in general. High scores on the Intrapersonal scale are usually obtained by individuals who are independent, strong-minded, and able to express and convey feelings and ideas with confidence.

Self-Regard: 115

The responses to the Self-Regard scale indicate better than average self-regard, self-respect, and self-confidence. Ron has a good sense of who he is and has positive feelings about life in general. He has a reasonable understanding of his strengths and weaknesses. His ideas and attitudes will be presented with confidence.

Emotional Self-Awareness: 105

The results for this scale are at the population norm and indicate an individual who is in touch with his feelings and emotions. However, the responses indicate that the individual occasionally has trouble expressing feelings to others.

Assertiveness: 122

This individual scores very well in this area, and he/she can be assertive enough to deal with most situational demands. This individual is rarely self-conscious, and will voice his beliefs and opinions even though he may sometimes find it difficult to do so.

Independence: 111

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 likely prefers to be in charge rather than being under the supervision of someone else.

Self-Actualization: 114

Ron is achieving, or coming close to achieving, his full potential in most aspects of his life. This individual is probably deriving a great deal of enjoyment from life and is involved in pursuits that are meaningful, interesting, and exciting for him. As a result, Ron is likely energetic, highly motivated, and successful. He will strive to optimize performance.

Interpersonal: 88

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. There also may be difficulties understanding what others are feeling and figuring out their intentions. The result may be strained interpersonal relationships. The subcomponents are described next, and may help identify ways to enhance social functioning in specific areas.

Empathy: 81

The responses indicate difficulties with consistently understanding what others are feeling and thinking, and giving due consideration to them. Difficulties in recognizing and understanding the feelings of others can lead to misunderstandings and put a strain on relationships. Empathy can sometimes be increased by methods that involve looking at things from the perspective of others, and putting oneself in the other person's shoes.

Social Responsibility: 88

The responses indicate an individual who, relatively speaking, tends to be fairly egocentric and puts his own desires and needs above those of others, and perhaps above the interests of society.

Interpersonal Relationship: 92

Ron has some interpersonal strengths and some interpersonal weaknesses. Interpersonal interactions are adequate most of the time, but difficulties may arise with certain kinds of people or in certain kinds of situations. There is some inconsistency in giving and receiving affection and in establishing and maintaining intimacy in relationships. The responses indicate some difficulties keeping regular contact with friends, and making time to contact significant others may promote better interpersonal feelings.

Stress Management: 111

The Stress Management component of the EQ-i consists of the Stress Tolerance and Impulse Control Subscales. Both components of this composite scale are above average indicating a calm disposition, lack of impulsivity, and the ability to withstand stress.

Stress Tolerance: 111

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Ron is generally able to cope with stress actively and effectively. This type of person is generally calm and rarely gets overly anxious or agitated.

Impulse Control: 107

Ron's ability to resist or delay impulses, drives, and temptations to act is slightly higher than average. He rarely feels impatient and rarely overreacts or loses control.

Adaptability: 115

This part of the 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 component is substantially higher than average. Ron is probably very flexible and able to adjust to changing circumstances and situations. The responses to the Adaptability component of the EQ-i suggest that he is practical, realistic, and does not over-indulge in fantasy. He understands problematic situations and can usually come up with effective solutions. Not only is this a valuable personal attribute for home and family life, but those with good adaptability thrive in work settings that require someone who is "down-to-earth," clear thinking, and adapts easily to changing demands.

Reality Testing: 115

The results for this subscale indicate an individual who is able to evaluate the correspondence between what he experiences (the subjective) and what in reality exists (the objective). Ron can be described as realistic, well grounded, and "tuned in" to what's going on around him.

Flexibility: 128

The results indicate enhanced flexibility and an extremely well-developed ability to adjust emotions, thoughts, and behavior to changing situations and conditions. Ron usually finds it fairly easy to learn new things, doesn't become too fixed into routines, and remains open-minded to differing opinions and ways of thinking.

Problem Solving: 89

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 by taking more time to consider some of the possible alternative courses of action.

General Mood: 114

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of the 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: 110

The results indicate an above average degree of optimism suggesting an individual who is usually able to look at the brighter side of life and maintain a positive attitude. This characteristic is usually helpful in handling difficult or stressful situations.

Happiness: 115

The responses to the items on this scale indicate a person who feels satisfied with his life, who enjoys the company of others, and who is able to derive a great deal of pleasure and fun from life. Ron probably has a happy disposition and is pleasant to be with.

Profile Summary

The Overall EQ-i results indicate well-developed Emotional Intelligence. One or two subscales stand out as particularly high relative to the others. These components contribute the most to his Emotional Intelligence.

The highest subscales are Flexibility (128), Assertiveness (122), Happiness (115), Reality Testing (115), Self-Regard (115).

The lowest subscales are Empathy (81), Social Responsibility (88), Problem Solving (89).

Simple Strategies for Development

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

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
- Improve listening skills

Social Responsibility

- Create/Refine goals to emphasize group/company performance
- Use follow-up inquiries as a means to assess benefits and consequences of actions on others
- 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

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

Strategies for improving other low areas

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

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.