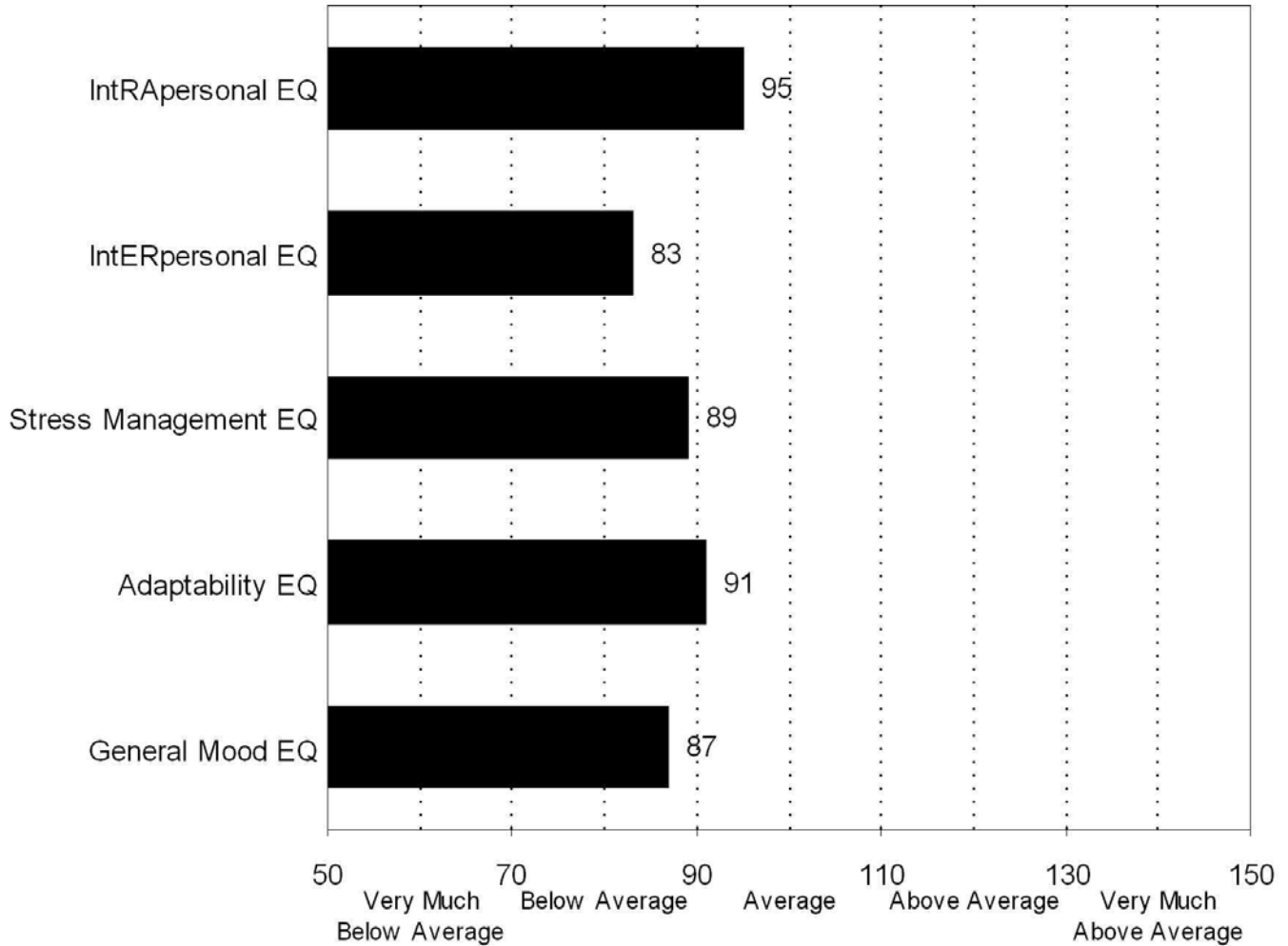


Bar-On Emotional Intelligence Assessment for Mark

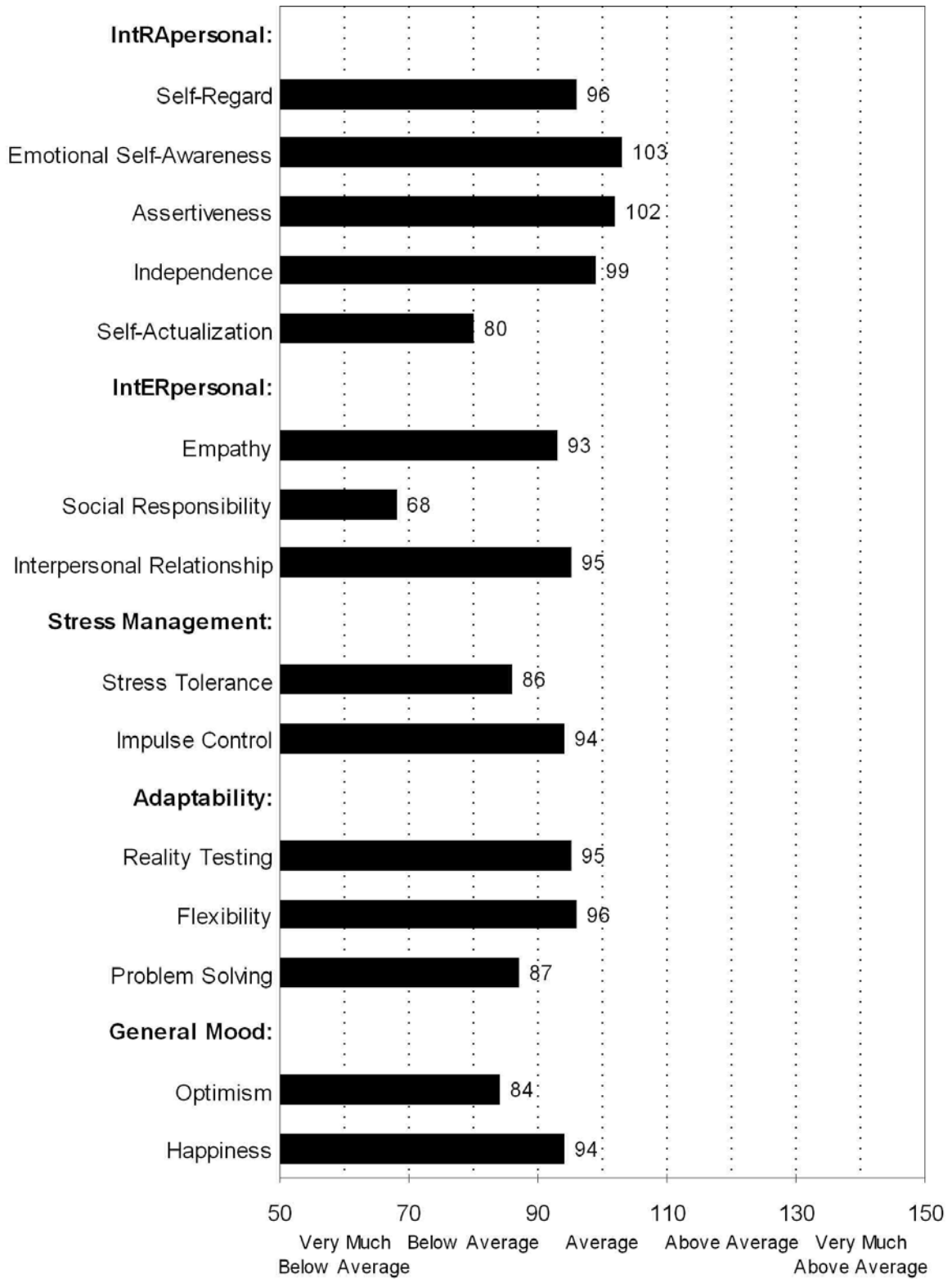
Mark was one of the final candidates to be hired as a supervisor. Read through his Bar-On Emotional Intelligence Assessment and see why he was not hired.

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



Content Subscales

The following graph shows the 15 EQ-i subscales grouped according to composite area.



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: 89

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

Intrapersonal: 95

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 Total Intrapersonal score indicates adequate intrapersonal functioning overall, but one or more components of intrapersonal functioning were low and could be the focus for improvement of emotional intelligence. The section below describes the scores from these components in more detail.

Self-Regard: 96

The Self-Regard scale score is within the range that is typical of other people in the population. There is reasonably satisfactory self-regard and self-respect, but there may be times when he is somewhat self-critical. Self-confidence is satisfactory most of the time, but there may be situations where he is less self-assured.

Emotional Self-Awareness: 103

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

Assertiveness: 102

The responses indicate a reasonably good ability to express feelings and emotions. This individual is usually not self-conscious or bashful, and seems to be able to openly express feelings, thoughts, and beliefs in a constructive manner.

Independence: 99

Independence is somewhat low. The responses show a slight preference for working with others and making decisions in combination with other people. Others are probably frequently consulted for advice and relied upon, and decisions may be deferred to others.

Self-Actualization: 80

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 major changes (at work, home, or school) need to be made to derive more enjoyment out of life and to feel more self-fulfilled. Other times, smaller changes, a change in attitude, or a change in dealing with particular circumstances is all that is required to improve feelings of self-actualization. If he is seemingly successful, then he is likely the type of person who sets very high standards for himself.

Interpersonal: 83

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: 93

Mark's responses regarding empathy are reasonably similar to those obtained from most other people in the population. While most of the time, there may be little difficulty understanding people and giving consideration to them, there may be occasions when empathizing and seeing things from the other person's perspectives is more difficult.

Social Responsibility: 68

The responses indicate an individual who, relatively speaking, tends to be fairly egocentric and puts his own desires and needs above those of others. This individual does not believe that it is always necessary to abide by the laws and regulations of society.

Interpersonal Relationship: 95

Mark 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: 89

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

Stress Tolerance: 86

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, the responses to some of the items indicate marked difficulties in handling stressful situations and the need to improve coping skills.

Impulse Control: 94

Mark's ability to resist or delay impulses, drives, and temptations to act is about comparable to others in the population. Like others, there are probably times when he feels impatient. Overall, Mark's impulse control is not bad, but could benefit from some improvement.

Adaptability: 91

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. Overall, Mark's ability to adapt is about average when compared with others in the population. Some kinds of situations, or certain types of changes, can be assessed realistically and adequate solutions found. However, there is also room for improvement in this area of emotional intelligence. An examination of the subcomponent scores described below will help pinpoint the stronger and weaker aspects of this individual's adaptability.

Reality Testing: 95

The results for this subscale indicate an individual who has about average ability to evaluate the correspondence between what he experiences (the subjective) and what in reality exists (the objective). There may, however, be a tendency to over-fantasize, daydream, or perhaps to set unrealistic goals. There is a limited ability to stay focused on the task at hand.

Flexibility: 96

The responses indicate feelings of being unable to change old habits or outdated opinions. The responses may reflect a person who feels like he adjusts too slowly to changes, or perhaps feels too disrupted by significant changes in lifestyle. He may struggle in dynamic environments, but may be quite comfortable and do well when consistency and stability are needed.

Problem Solving: 87

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: 87

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. 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: 84

The responses to this subscale indicate the need to promote a more positive outlook on life. Everyone probably feels a little down or a little pessimistic from time to time and this is not necessarily unusual, especially if these feelings go away within a fairly short period of time. However, if the pessimism is pronounced, then this should raise concern and affirmative action should be taken. A healthy amount of optimism is usually needed to maintain motivation, to cope effectively, and to achieve goals.

Happiness: 94

The responses to the Happiness scale indicate that this person is deriving some satisfaction with life. However, the responses indicate the desire to obtain pleasure from life on a more consistent basis. An improved outlook/attitude may promote better 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 are notably weaker than the rest. Until these components are improved, optimal performance would currently be obtained in tasks or jobs that do not place a great emphasis on these areas of functioning.

The highest subscales are Emotional Self-Awareness (103), Assertiveness (102), Independence (99). The lowest subscales are Social Responsibility (68), Self-Actualization (80), Optimism (84).

Simple Strategies for Development

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

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

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
- Clearly identify those things perceived as enjoyable and interesting; Set fixed times during the week (or month, or year) to pursue these activities
- 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

Optimism

- Minimize negative thoughts related to trivial or temporary problems
- Adjust goals so that they are more attainable
- When long-term goals seem difficult, set short-term intermediary goals to serve as guideposts of progress
- 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

Strategies for improving other low 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
- Take appropriate breaks/vacations
- If possible, delegate, defer, or get assistance with some demands

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
- Improve listening skills

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
- Document situations where impulse control was poor, and plan specific strategies to improve behavior patterns in similar situations that arise in the future

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
- Promote increased activity level and improved health, if appropriate
- Clearly identify those things perceived as enjoyable and interesting; Set fixed times during the week (or month or year) to pursue these activities

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.