

Bar-On Emotional Intelligence Assessment for Susan

Susan was one of the final candidates to be hired as a Charge Nurse. Read through her Bar-On Emotional Assessment and see why she was not hired.

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

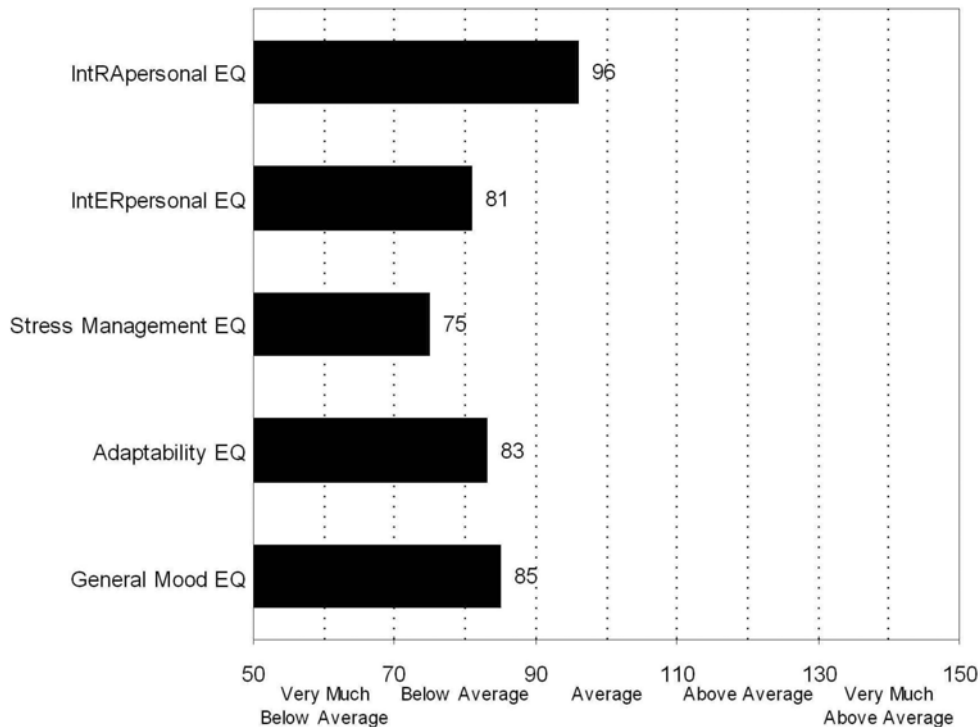
Total EQ

This graph shows the respondent's Total EQ.



Composite Scales

This graph presents the results for the five composite scales.

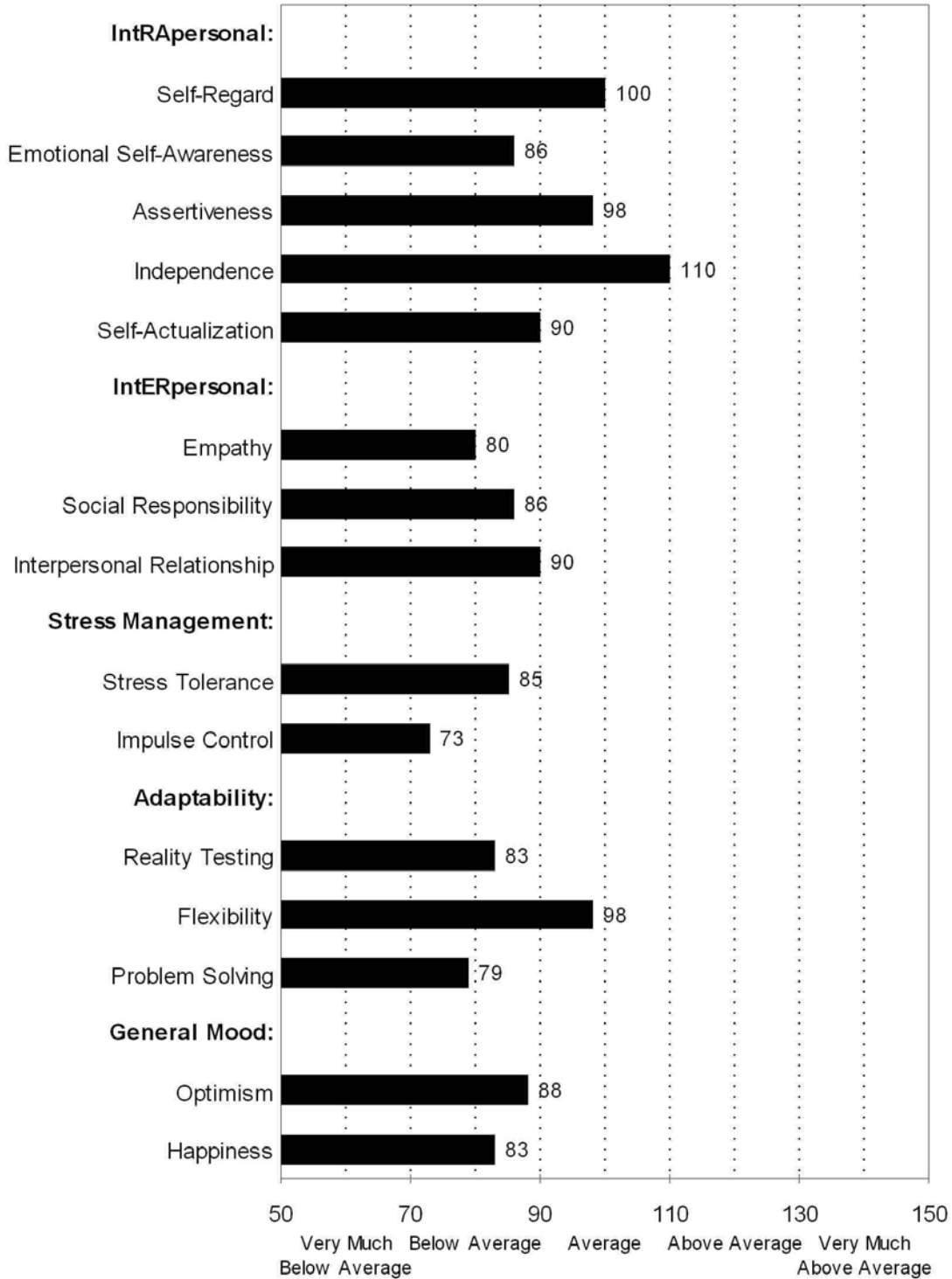


Content Subscales

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

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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: 84

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: 96

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: 100

The responses indicate reasonable self-regard and an adequate degree of self-respect and self-confidence. Her ideas and attitudes will be presented with confidence most of the time.

Emotional Self-Awareness: 86

Emotional self-awareness is an area in need of improvement. The responses indicate an individual who has difficulty recognizing and understanding her feelings and emotions. This limited consideration and awareness might negatively affect interactions, decisions, and judgments since emotional dispositions may not be properly factored in. Expressing feelings to others is also often difficult.

Assertiveness: 98

This individual is able to stick to her beliefs and assert herself about as well as most others in the population. Like others, there are probably times when she finds it difficult to stand up for her rights. However, she will typically try to voice her beliefs and opinions even though she may sometimes find it difficult to do so.

Independence: 110

Susan is usually willing and capable of thinking, working, and making decisions on her own. Others may be consulted for advice but, more often than not, she will choose her own course of action.

Self-Actualization: 90

The Self-Actualization score was within the normal range of the population. This individual probably feels content with herself much of the time, but from time to time may feel like more could be achieved. Susan gets a reasonable amount of enjoyment out of life, and is probably adequately motivated and successful.

Interpersonal: 81

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: 80

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: 86

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

Interpersonal Relationship: 90

The responses to the Interpersonal Relationship scale items indicate 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.

Stress Management: 75

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: 85

The results indicate that Susan recognizes that there is much room for improvement in handling stressful situations. Attempts to deal with stress are usually associated with experiences of anxiety and nervousness. There is a marked need to develop better coping skills.

Impulse Control: 73

The results indicate occasional or frequent difficulties in resisting or delaying impulses, drives, and temptations to act. In less extreme cases, this may amount to no more than being uncomfortable about controlling emotions in some situations. In other cases, there can be more serious problems controlling strong emotions like anger. Some actions/decisions are likely made without adequately thinking through important implications.

Adaptability: 83

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 results suggest some important limitations in terms of adaptability. Sometimes the limitations can be addressed by setting realistic and obtainable goals. In other cases, the limitations are due to ineffective approaches to problem solving, or 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: 83

The results for this subscale indicate a pronounced tendency to over-fantasize, daydream, and lose touch with what's going on in the "real-world." There also may be a tendency to pursue unrealistic goals, instead of sticking to practical and attainable goals. There is a limited ability to stay focused on the task at hand.

Flexibility: 98

The results indicate an adequate ability to adjust emotions, thoughts, and behavior to changing situations and conditions. Certain routines or habits may be difficult for Susan to break, and adjusting to major changes may be difficult. Overall, though, most adjustments are handled adequately.

Problem Solving: 79

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: 85

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: 88

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: 83

The results suggest periods where it is difficult to obtain pleasure from life. An insufficient amount of time may be set aside for recreation and having fun. The responses indicate periods of apathy or even feelings of sadness or depression. Everyone gets a little down on occasion so this may not be particularly unusual. However, if her negative mood is extreme and causes distress, then major changes or a treatment intervention may be necessary.

Profile Summary

The results suggest the recognition of some problems in emotional and social functioning, and the desire to improve one or more areas. There are fairly large differences in the subcomponent scales indicating areas of relative strength and areas that need to be improved. Target weaker areas for improvement and focus on utilizing the stronger skills to maximum benefit.

The highest subscales are Independence (110), Self-Regard (100), Assertiveness (98), Flexibility (98). The lowest subscales are Impulse Control (73), Problem Solving (79), Empathy (80).

Simple Strategies for Development

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

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

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

Strategies for improving other low areas

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 focus when "on task"

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

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

Emotional Self-Awareness

- Use appropriate opportunities to share and discuss attitudes as well as ideas and plans
- Increase interpersonal/social interactions to learn about one's own thoughts and feelings and those of others
- 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
- Emphasize the conscious monitoring of emotional attitudes during interactions

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

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

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

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

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.