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## BarOn Emotional Quotient Inventory

*By Reuven Bar-On, Ph.D.*

### Resource Report

**Name:** Ben Sample  
**ID:**  
**Admin. Date:** March 15, 2010 (Online)  
**Duration:** 11 Minutes 27 Seconds



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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.

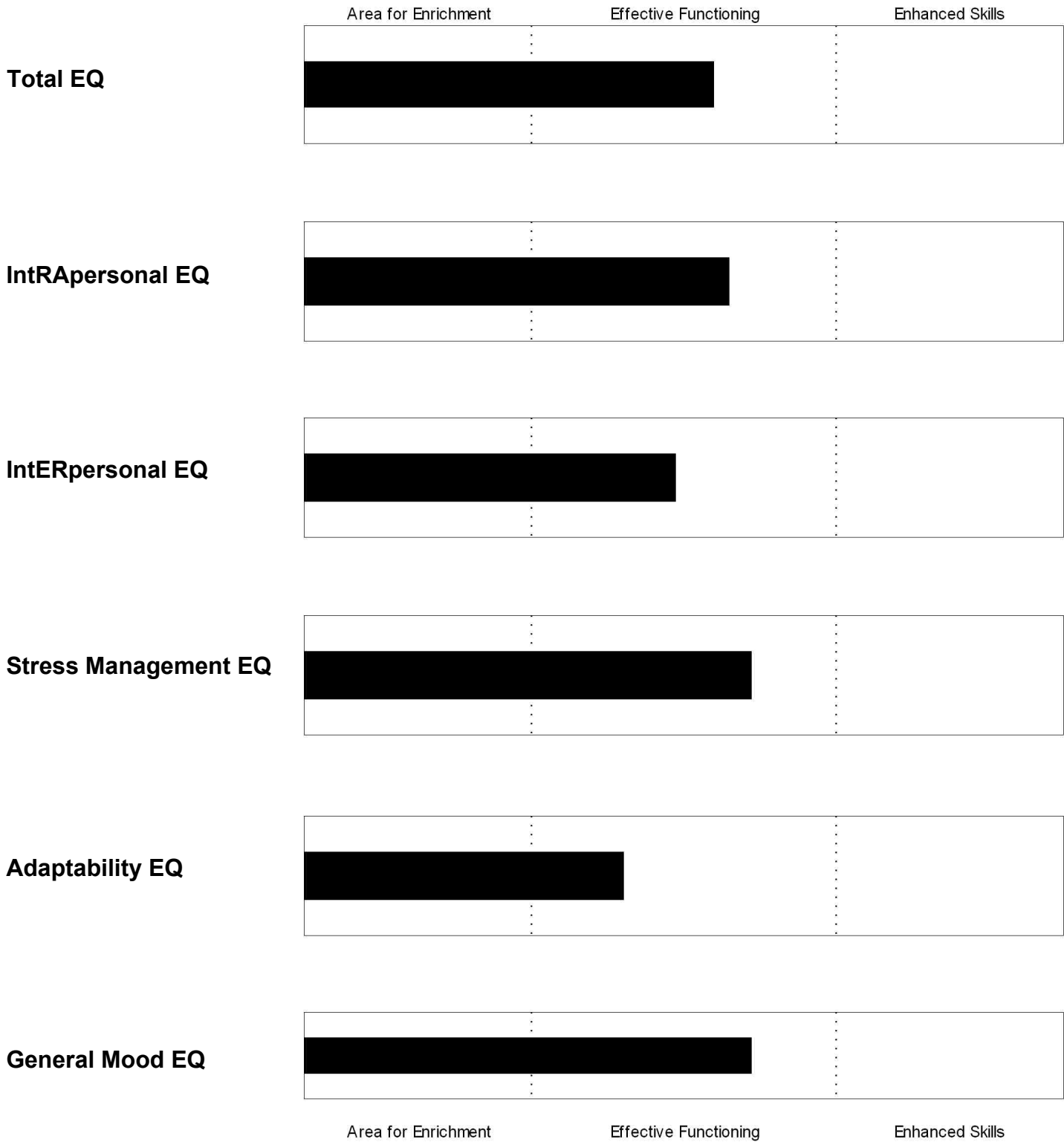
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ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



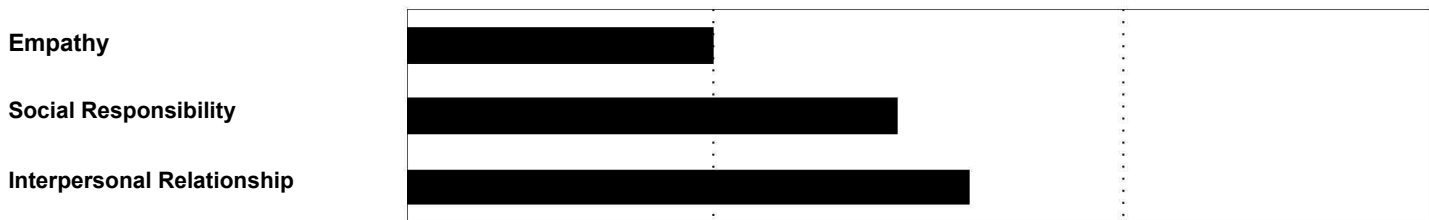
# Content Subscales

The following graphs show the 15 EQ-i subscales grouped according to composite area.

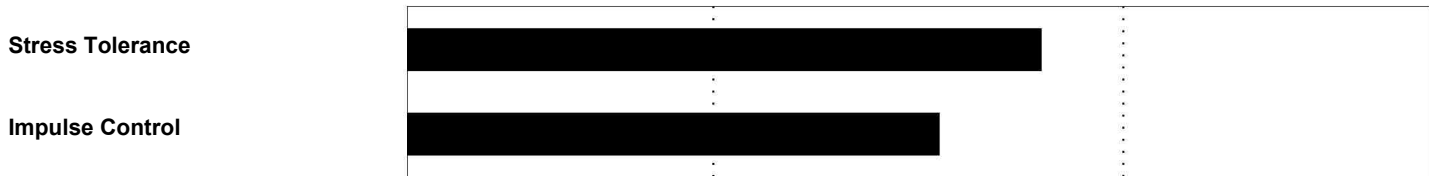
## IntRApersonal



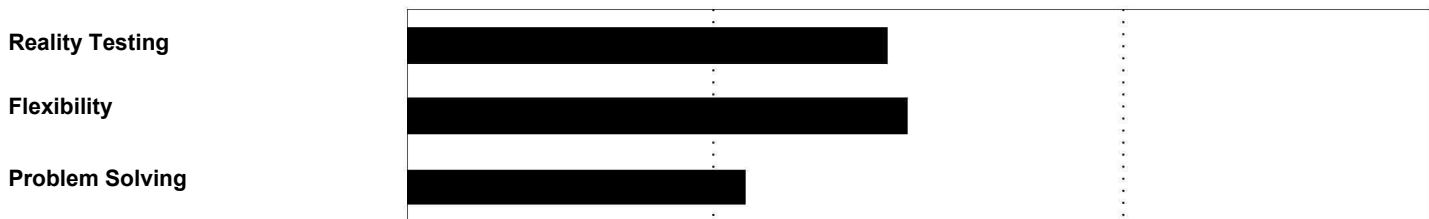
## IntERpersonal



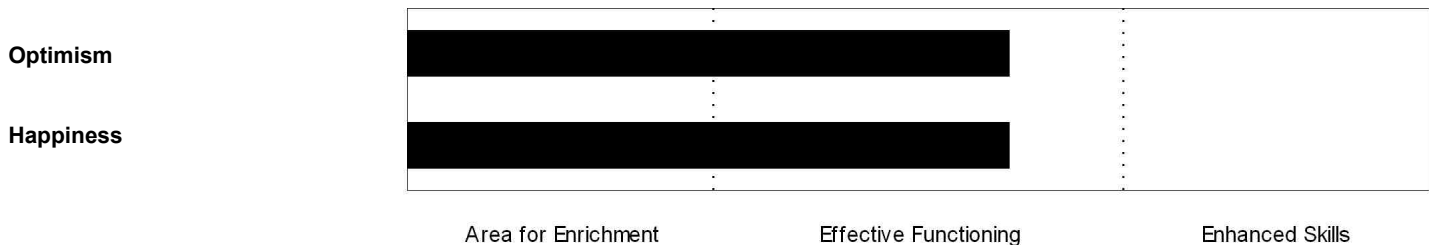
## Stress Management



## 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 Ben indicates an individual who overall feels good about himself 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. The results indicate effective intrapersonal functioning. No substantial problems were apparent in any of the component skill areas (self-regard, emotional self-awareness, assertiveness, independence, and self-actualization). Ben is probably reasonably independent, strong-minded, and able to express and convey attitudes and ideas with confidence.

### Self-Regard

The results for this scale indicate satisfactory self-regard and self-confidence. Ben has a reasonable understanding of his strengths and weaknesses. His ideas and attitudes will be presented with confidence. Some responses, however, indicate a degree of dissatisfaction or discomfort regarding physical appearance.

### Emotional Self-Awareness

The responses indicate fairly typical emotional self-awareness. At times, Ben understands the impact of his feelings and emotions on his functioning. At other times, limited consideration or awareness of underlying emotions might negatively affect decisions or judgments. Overall, Emotional Self-Awareness is similar to most others in the population, but improvement in this facet of emotional functioning may prove beneficial.

### Assertiveness

The responses indicate a reasonably good ability to express thoughts, feelings, and emotions. This individual will participate in conversations/discussions and render opinions openly and in a constructive manner. He should be capable of getting across his viewpoint to others.

### Independence

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

**Self-Actualization**

For the most part, Ben is achieving what he wants to achieve. He is probably deriving a great deal of enjoyment from what he does, and is involved in pursuits that are meaningful, interesting, and exciting for him. As a result, Ben is likely highly motivated and successful. He 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. Interpersonal functioning is satisfactory in general, but at least one of the subcomponents of this area was low and could be an area for improvement. Sometimes there is no problem relating to others but, occasionally, understanding and cooperating with others becomes a struggle. The summary of the subcomponents given next may be helpful in understanding why some interactions are handled better than others.

**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 results indicate an individual who is considerate and responsible often or most of the time. Sometimes self-aspirations are put ahead of the needs of others, but overall he will be a satisfactory contributor to the "community at large" (society, the corporation, team, etc.).

**Interpersonal Relationship**

The responses portray an individual who has above average interpersonal skills. This is the scale that ties most directly to the ability to interact with others. Ben 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. Both components of this composite scale are about average or higher indicating a calm disposition, lack of impulsivity, the ability to withstand stress, and reasonably good emotional management.

**Stress Tolerance**

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Ben is generally able to cope with stress actively and effectively. He is generally calm and rarely gets overly anxious or agitated even when under pressure.

**Impulse Control**

Ben'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. Overall, Ben's ability to adapt is similar to most others in the population. Some kinds of situations or certain types of changes can be handled realistically and adequately. Overall, however, strengthening of this area might prove helpful. An examination of the subcomponent scores described below will help identify the stronger and weaker points related to this composite area.

**Reality Testing**

The results indicate an individual who can adequately evaluate the correspondence between what he experiences (the "subjective") and the facts/reality (the "objective"). The responses indicate that he has a reasonably normal grasp of what's going on around him and a satisfactory ability to stay focused on the task at hand.

**Flexibility**

The results indicate a fairly typical ability to adjust emotions, thoughts, and behavior in dynamic environments and changing conditions. Like most people, significant changes may be perceived as difficult, but most adjustments are handled adequately.

**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. Both components of the General Mood scale are about average or higher, and descriptions of these components are given below.

**Optimism**

The results indicate an effective use of optimism to help maintain a positive attitude. This characteristic is usually beneficial in handling difficult or stressful situations.

**Happiness**

The responses to this scale indicate a person who feels generally satisfied with life. Ben probably has a happy and pleasant disposition that will help maintain positive feelings in those around him. 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 Stress Tolerance, Self-Actualization, Happiness, Independence, Optimism. The lowest subscales are Empathy, Problem Solving, Reality Testing.

# 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

### 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

### 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 concentration and focus when "on task"

## 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 to 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: April 29, 2010

**End of Report**