

MEIQ - R7 (Multi-dimensional Emotional Intelligence Quotient, 7th revision)

Report for: Brenda Smith - [Sample Report](#)

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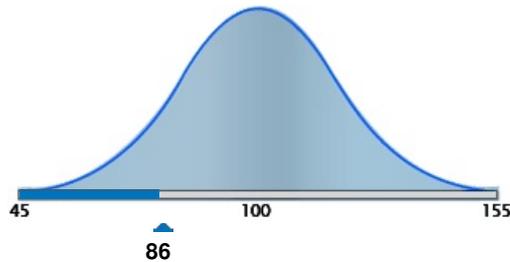
Summary

This emotional intelligence test consists of two parts; a self-report portion and an ability portion. The test assesses Brenda's capacity to: recognize her own emotions and those of others; understand how best to motivate herself; become close to others; and manage her own feelings and those of others.

Overall Results

EQ score = 86

Percentile score = 18



IMPORTANT NOTE: The combination of self-report and ability components in a test could result in contradictory results. A person may underestimate or overestimate their emotional intelligence and therefore, show differences in their self-reported and ability components of emotional intelligence. Please keep this in mind when reading Brenda's results.

Brenda's score on this assessment is not very strong. This is a concern because this test was designed to flag those individuals who might have limitations in understanding their own emotions and those of others. This area can certainly be improved with effort; however, for some people, it is difficult to improve without help. Seeking guidance from a professional (psychologist, psychiatrist, social worker, etc.) would probably be a great start to improving. On a positive note, awareness is key to helping Brenda find the motivation to improve in this area, and knowing which areas she most needs to work on developing.

Introduction

In the late 1990's, emotional intelligence (EIQ) was one of the hottest buzz-phrases in contemporary psychology. In the business world, it became a hot topic, largely due to one author's claim that a high EIQ was one of the best predictors of success in the workplace. In his 1995 book, *Emotional Intelligence, Why it Can Matter More than IQ*, author Daniel Goleman used an early definition by researcher Peter Salovey which stated that the construct of EIQ includes knowing one's emotions, emotional self-control, motivation and persistence, recognizing emotions of others, and successfully handling relationships. Goleman made some very strong statements in his book, including the suggestion that EIQ is one of the main keys to success in life. He implied that emotional intelligence is at the root of many of life's puzzles. Why are some smart people unsuccessful? Why do certain individuals strike out at others in a violent manner? Why do some excel at managing others while others struggle? He hinted that EIQ was an answer to all these, and many others, of life's questions.

"What really matters for success, character, happiness and life long achievements is a definite set of emotional skills - your EQ - not just purely cognitive abilities that are measured by conventional IQ tests." - Daniel Goleman, Ph.D.

Since the birth of the concept in a 1985 thesis by Wayne Leon Payne, researchers have been working to discover what factors play a part in emotional intelligence. Many conceptions of emotional intelligence are divided into two main parts; aspects related to understanding and dealing with one's own emotions, and those related to understanding the emotions of others and handling social interactions. For many prominent EIQ researchers, including most notably Goleman and Reuven Bar-on, the construct also includes broader traits such as motivation, interpersonal and other personal attributes (this is often called a mixed model). For others, including Peter Salovey and John Meyer and their colleagues, the latest models of EIQ are strictly related to the test-taker's abilities in this area (often called an ability model). Like the classical notion of intelligence, they feel that emotional intelligence is a cognitive ability that can be accurately and concretely defined and measured.

Three main options exist in terms of how to assess EIQ:

- Assess the related skills as you would traditional intelligence, with questions where the goal is to select the *best* answer. This method works best with the ability model of emotional intelligence.
- Evaluate these skills through self-report, where the test-takers answer according to what they most likely would do in a variety of situations. This works best with the mixed model of emotional intelligence.
- Create an assessment that combines these two techniques, and therefore utilizes both the ability model and the mixed model of EIQ, while helping to overcome potential problems of both.

It appears that the mixed models and the ability methods of evaluating EIQ do not assess exactly the same thing. In fact, Mayer and Salovey themselves found that their assessment shares only 10% of the variance with Bar-on's self-report measure of emotional intelligence (Mayer, Caruso, Salovey, 2000). This means that while they may be somewhat related, there is not enough overlap to justify using only one or the other. Since self-report and ability measures can be seen as distinct elements, our assessment will include both forms but report scores for both separately. Both types of measures have been shown to have predictive value in different areas in a large number of studies, so using both can create a measure that is effective in measuring success in a variety of areas.

Our definition of emotional intelligence is Mayer et al.'s (1999) definition:

Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (p. 267).

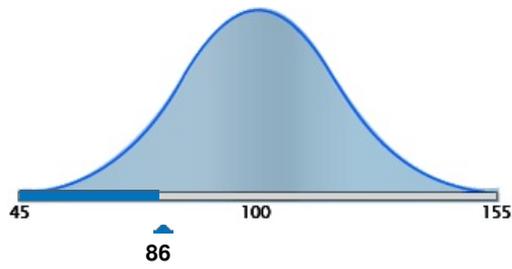
We chose to assess this construct using both self-report questions and ability questions. **IMPORTANT NOTE:** The combination of self-report and ability components in a test could result in contradictory results. A person may underestimate or overestimate their emotional intelligence, and therefore, show differences in their self-reported and ability components of emotional intelligence. Please keep this in mind when reading your results.

Graphs

Overall Results

EQ score = 86

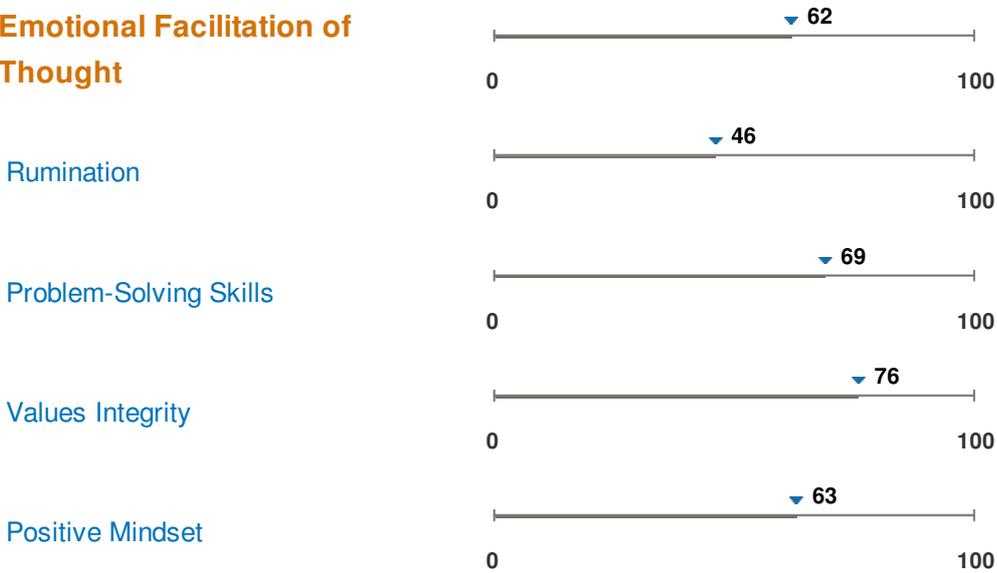
Percentile score = 18

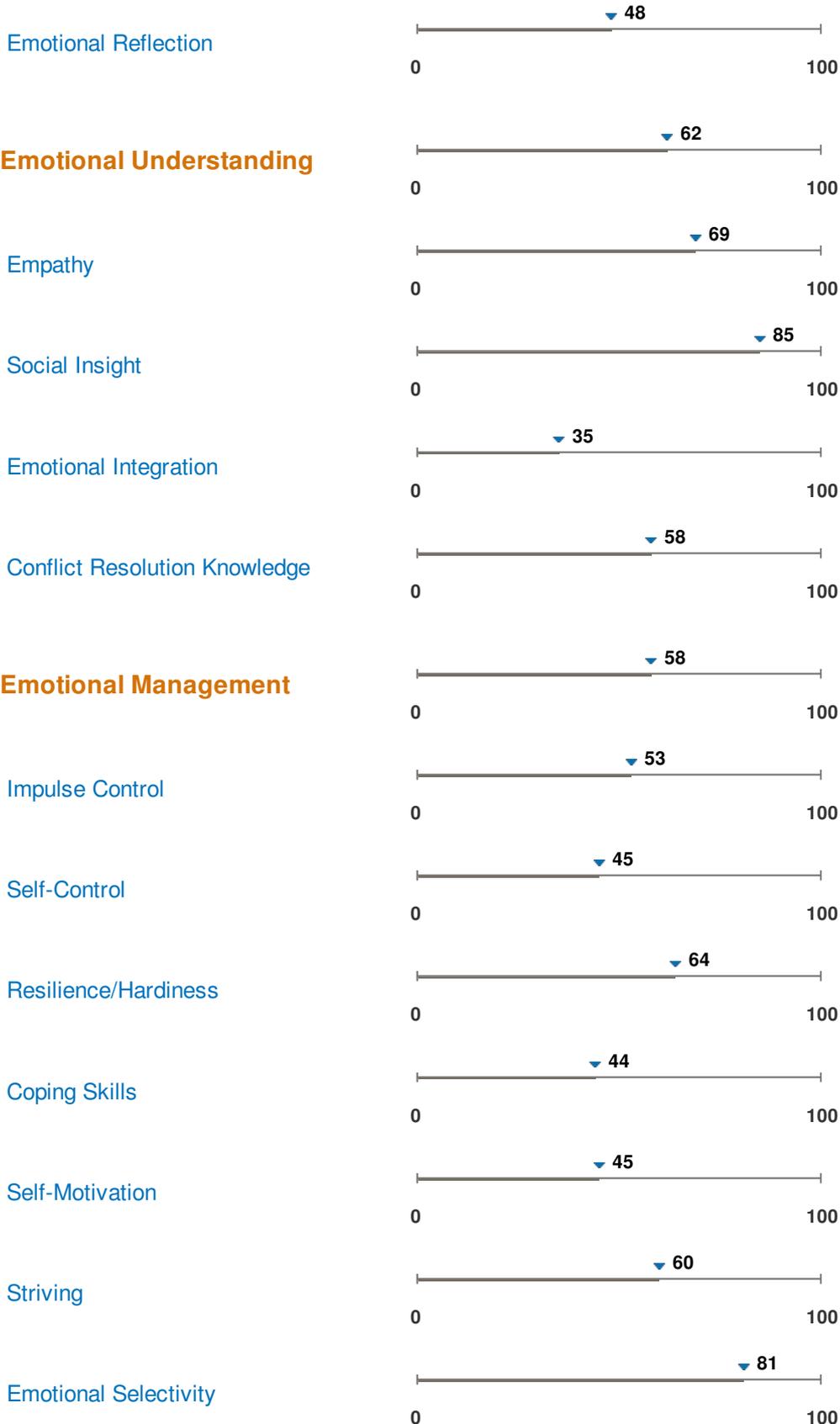


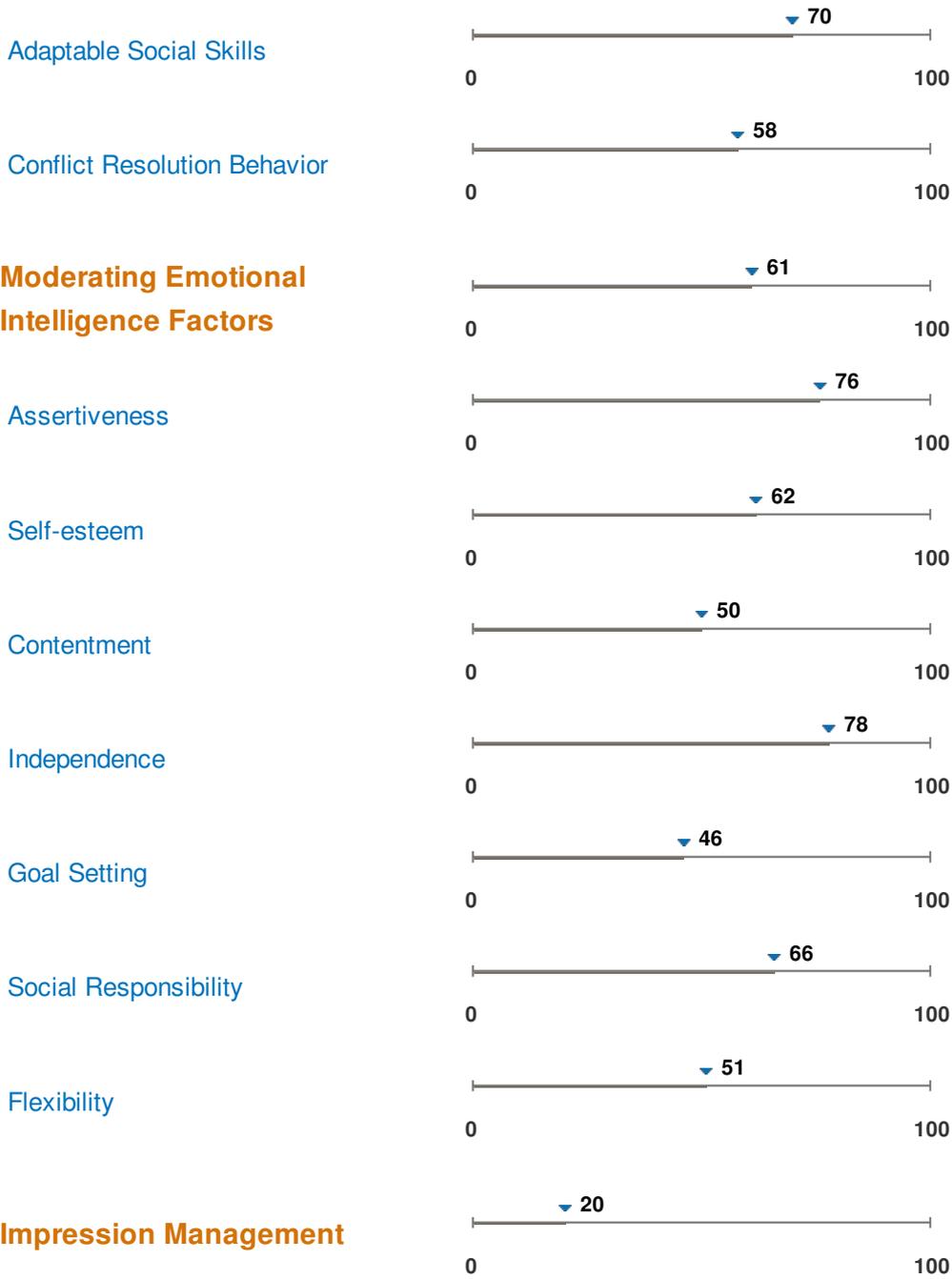
Emotional Identification, Perception, and Expression



Emotional Facilitation of Thought







Details

Overall Results (score 86)

IMPORTANT NOTE: The combination of self-report and ability components in a test could result in contradictory results. A person may underestimate or overestimate their emotional intelligence and therefore, show differences in their self-reported and ability components of emotional intelligence. Please keep this in mind when reading Brenda's results.

Ability to recognize and understand basic emotions, and handle them productively.

Brenda's score on this assessment is not very strong. This is a concern because this test was designed to flag those individuals who might have limitations in understanding their own emotions and those of others. This area can certainly be improved with effort; however, for some people, it is difficult to improve without help. Seeking guidance from a professional (psychologist, psychiatrist, social worker, etc.) would probably be a great start to improving. On a positive note, awareness is key to helping Brenda find the motivation to improve in this area, and knowing which areas she most needs to work on developing.

Emotional Identification, Perception, and Expression (score 64)

Brenda appears to have at least some basic skill when it comes to identifying, perceiving and expressing emotions in herself and others. However, there is still a great deal of room to improve on this core ability. Review the results below for further information in order to identify where improvement is recommended. By improving her skills in this area of emotional intelligence, Brenda will be in a better position to read others, understand how they feel, and effectively identify her own emotions. These skills form the basis of her ability to relate to others as well as her ability to understand herself.

Ability to characterize emotions in oneself and in others.

Emotional Self-awareness (score 41)

Brenda's score on Emotional Self-Awareness was relatively low. A score in this range indicates that:

- She is generally out of touch with her emotions, and often fails to identify her true feelings.
- Whatever she feels, she tends to struggle to verbalize it.
- She has difficulty pinpointing the underlying reasons for her actions.

Recognition and understanding of one's own emotions.

Awareness of Strengths and Limitations (score 54)

Brenda seems to have some understanding of her strengths and limitations, but this may still be fuzzy area for her. A score in this range indicates that:

A clear understanding of one's faults and one's assets.

- It requires some thought and inner reflection on her part for her to truly be aware of what she is good at and where she is weaker.
- She may not be 100% sure about her calling in life.
- Having only a limited understanding of her strengths could occasionally lead to missed opportunities to reinforce and develop them.
- Having an imperfect understanding of her limitations could lead to unwise choices, or taking on unrealistic goals that will only lead to disappointment.

Comfort with Emotions (score 66)

Brenda is relatively comfortable dealing with emotions in general, but there is room for improvement. A score in this range indicates that:

General sense of comfort with own emotions, other people's emotions, and emotionally-charged situations.

- She may occasionally feel awkward in emotionally-charged situations, but will do her best to swallow this discomfort. Her initial response may be to avoid a sensitive issue or emotional person, but she will push herself to face them.
- She is generally comfortable with emotional self-expression, although she may hesitate initially to show her more emotional and vulnerable side - she is likely a little more at ease revealing her emotions to someone she trusts.
- When she allows herself to be comfortable in emotional situations, she likely finds it easier to empathize with others.

Recognition of Other's Emotions (score 67)

Brenda was relatively successful on the recognition of emotions aspect of the test; however, she seemed to have had some difficulty occasionally. A score in this range indicates that:

- Reading body language and facial expressions in social situations is likely not to be too much of a challenge for her. When she reads someone in the correct way, she will be better able to approach him or her in a manner that fits the situation and what he/she is feeling.
- This means that she is less likely to misjudge others as well - or at least not too often.
- Her ability to empathize is enhanced when she is able to read others accurately.

Ability to assess what a person may be feeling based on facial expression or body language.

Emotional Facilitation of Thought (score 62)

Brenda appears to be someone who is at least aware of the guiding potential that her emotions offer, but doesn't consistently let her emotions lead her in her everyday life. Emotional Facilitation of Thought reflects the capacity to evaluate and effectively use her emotions as a guide for her judgment, reasoning, and actions. In essence, rather than dismissing emotions, they are used to figure out the aspects of a situation that don't lend themselves too easily to logic (e.g. when making decisions in ambiguous situations). Read through the breakdown of results below for more information about this core ability, and areas where improvement is needed.

Ability/Willingness to use feelings constructively; to let them guide us.

Rumination (score 46)

Brenda's rarely engages in unhealthy rumination. A score in this range indicates that:

- She seldom dwells on negative thoughts or situations for very long.
- She is usually able to let problems go and move on.
- She usually does not over-think issues in her life, magnify them, or give them more attention than they deserve.
- When necessary, she is usually able to separate herself from issues that would bother her, or at least prevent them from interfering with other life spheres.

Tendency to continually focus on the negative aspects of an issue; a negative cycle of thinking.

Problem-Solving Skills (score 69)

Brenda sometimes approaches challenges, setbacks and obstacles to what she wants in an effective in healthy manner, but there is room to grow and learn in this area. A score in this range indicates that:

Assesses a person's perspective of and typical approach to problems in life.

- While her first instinct in the face of problems may be to give up (at least on some occasions), she generally tries to face them head on.
- She tends to view problems (at least some of them) as temporary and solvable - this implies a propensity towards an internal locus of control, which can lead to a more proactive approach in the face of difficulties. In essence, she doesn't just stick her head in the sand - not too often, that is.
- Particularly difficult hardships could sideline her at first, especially if her resilience and coping skills are not fully developed. Problem solving ties into both of these aspects, so by improving one aspect, she will likely see an improvement in the others.

Values Integrity (score 76)

Brenda sometimes acts in accordance with who she is and what she believes in, although this can be a challenge for her occasionally. A score in this range indicates that:

Acting in accordance with one's values.

- She is generally living her life according to her values, resulting in a sense of pride and ownership. In those times when she doesn't live according to her values, she likely feels regretful, stressed, guilty, or unhappy with herself.
- She may occasionally find herself battling an internal tug of war when her values and those of others clash. If she opts to follow the ideals of others, she probably regrets it.
- When she makes her values and principles a priority, she is more likely to feel satisfied with her life, to be driven to succeed, and to have or find something to be passionate about.

Positive Mindset (score 63)

A positive mindset is difficult for Brenda to maintain for an extended period of time. She may find herself falling into pessimism occasionally, especially when times are difficult. A score in this range indicates that:

- She may expect the worst in some situations or get frustrated when the going gets tough.
- She may have difficulty motivating and inspiring herself sometimes. She doesn't always hold very high hopes for a positive outcome.
- When she is not in the right mindset to think clearly and come up with solutions (i.e. when she is in a pessimistic spiral) she may struggle with obstacles.

Ability to see the silver lining; a hopeful yet realistic point of view.

Emotional Reflection (score 48)

When evaluating an issue in her life, Brenda rarely thinks about the emotional side of things. A score in this range indicates that:

- She may consider herself to be a fairly logical, rational person. Unfortunately, when she relies mainly on logic to figure something out, she may be missing out on the benefits of a different source of information, which can only be obtained by listening to her gut instinct and intuition.<
- When a situation overwhelms her, and she is flooded with negative emotions, she may either allow these emotions to overwhelm her, unchallenged, or distance herself completely.
- When something doesn't feel right (e.g. a solution, idea, a risk), even though it seems like a perfectly sensible option on paper, on most occasions, she is more likely to suppress or ignore that inner warning. This could result in serious consequences.

Ability to "feel one's way" through a situation; mentally examining and following one's feelings.

Emotional Understanding (score 62)

Feelings affect thoughts and behavior. Therefore, in order to take appropriate action in emotionally-charged situations, Brenda needs to be able to assess and analyze the complex and mixed emotions that come into play. She seems to be relatively capable of making sense of emotions, but this is not an area where she fully excels. When she doesn't make it a point to put this ability and knowledge into practice, she is more likely to make serious social missteps. Review the detailed results below for more information.

Ability to understand and analyze emotions, and solve emotional problems.

Empathy (score 69)

Brenda is a relatively empathetic person, and will try as much as possible to place herself in other people's shoes, although she may occasionally have trouble doing so. A score in this range indicates that:

- She is generally able to accept, or at least understand, the underlying motives behind people's actions, which improves her social interactions.
- She is less likely to rely solely on the face value of a person's actions rather than looking below the surface at what might really be going on.
- Her general ability to empathize makes it easier to create a meaningful human connection.
- Consoling others would generally be easy for her because she is able to understand how they feel, and thus, what would make them feel better.

Ability to accurately identify with and understand someone else's feelings or circumstances.

Social Insight (score 85)

Brenda appears to be fairly capable of taking context into consideration when making judgments about other people's emotions or behavior. A score in this range indicates that:

- She tries not to focus too much on surface reactions (i.e. what is being conveyed solely through facial expressions and body language), striving to listen attentively and using the context of the situation she finds herself in as a source of information on how to respond appropriately.
- She is more likely to come across as sensitive to others' needs, attentive, and tactful. People are more likely to feel at ease around her.
- Her ability to be socially insightful likely enhances her communication skills as well.
- She likely has a good understanding of human nature, or can at least predict, with a fair amount of accuracy, how people will respond in social situations.

The behavior scale reveals whether the individual actually chooses to behave in a way that will effectively resolve the conflict.

Emotional Integration (score 35)

Brenda appears to struggle quite a bit with emotional integration. A score in this range indicates that:

- Her difficulties in this area may exacerbate problems identifying emotions in herself and in others, as well as empathizing with people.
- Her views of emotions may be a little too black or white, or one-dimensional (e.g. emotions are either good or bad, positive or negative, intense or weak). She may struggle to grasp the true depth of emotion, how complicated a feeling can be, and how it can play a role and impact everyday tasks in life.
- Difficulty with emotional integration limits her capacity to understand more complex emotions (like when two feelings blend together), and her ability to understand how emotions can transition (as is the case with the grieving process, for example).

Ability to understand what an emotion would feel like, to understand complex or blended emotions and emotional progressions.

Conflict Resolution Knowledge (score 58)

When it came to choosing the best approach someone should take to resolve a conflict, Brenda sometimes chose a good approach, but her performance in this area was still not very good.

- If she also scored low on the Conflict Resolution Behavior scale, this indicates that her approach to conflict in general requires improvement. The good news is, she can always learn new and more effective ways of resolving conflict.
- If she scored very well on Conflict Resolution Behavior, she may have been trying (consciously or subconsciously) to choose the most socially-desirable answer - perhaps to make her skills look better than they really are (which may also be reflected in her Impression Management score).

The ability to evaluate different approaches to resolving common conflicts and identify the most appropriate strategy, response or behavior to achieve the desired outcome.

Emotional Management (score 58)

Brenda is not always emotionally responsible. Emotions are not always under our control - we feel what we feel. However, how we react to situations **is** under our control, which means that we need to take responsibility for our actions even in times when emotions are volatile. It goes without saying that inconsistent emotional management can result in a number of problems socially, psychologically, and professionally. Review the breakdown of Brenda's results below for the areas identified as problematic.

Ability to take responsibility for one's emotions.

Impulse Control (score 53)

Controlling her impulses can be a challenge for Brenda sometimes. A score in this range indicates that:

- She is not always able to resist temptation or delay gratification.
- She can get caught up in the moment sometimes, and act without thinking.
- Others may see her as unpredictable in character, or at least spontaneous, and may wonder whether they can fully depend on her.
- She won't always consider the full consequences of her actions before doing something, which could hurt her or those around her.

Ability to stay disciplined; to delay gratification, and suppress inappropriate actions/responses.

Self-Control (score 45)

It is often a challenge for Brenda to maintain her composure when faced with difficult or emotionally-charged situations. Her emotional control and poise is limited at best. A score in this range indicates that:

- Her emotions are more likely to overwhelm her, affecting her ability to think clearly.
- People may feel the need to "walk on eggshells" around her, for fear of upsetting her.
- She is likely to say or do something she regrets when her emotions are at a fever-pitch.
- She may feel the physical consequences of limited self-control and inability to deal with stress, such as hypertension, difficulty sleeping, etc.
- She may often struggle to find a healthy outlet for negative emotions.

Ability to soothe oneself; to regulate emotions in a healthy manner.

Resilience/Hardiness (score 64)

Brenda shows some degree of resilience, but will find it a challenge to stay strong in particularly difficult situations. A score in this range indicates that:

Ability to bounce back from setbacks.

- It will take her some time to pick herself up after experiencing a setback.
- When her resilience isn't at its best, her ability to stay emotionally-controlled, focused, and optimistic will likely suffer as well.
- She may sometimes avoid opportunities or major changes for fear of not being able to cope.

Coping Skills (score 44)

Brenda's coping skills need a fair amount of improvement. A score in this range indicates that:

Tendency to use healthy techniques to cope with stress.

- Deficient coping skills could negatively impact her ability to think positively, to maintain perspective, and to regulate her emotions.
- Facing challenges and change will be all the more difficult - she may often choose to avoid them.
- She is likely to struggle with the physical consequences of ineffective coping, such as low energy, digestive and sleeping problems, or high blood pressure.
- She is more likely to use ineffective and unhealthy strategies to cope with stress (avoidance, denial, aggression, addiction).

Self-Motivation (score 45)

Brenda tends to have difficulty encouraging and motivating herself to try hard and do her best. A score in this range indicates that:

Ability to inspire and encourage oneself to engage in goal-oriented behavior.

- She may often depend on getting a "push" from the people around her, or other sources of external motivation. Basically, in situations where she is motivated, it likely won't come from within very often.
- She may frequently lose faith in herself after disappointing experiences and struggle to find the incentive to keep trying.
- She may struggle in a position without active and involved management. Her low level of self-motivation could eventually impact (if it hasn't already), her level of contentment with life, her ability to attain goals, and her ability to solve problems and bounce back from failure.

Striving (score 60)

Brenda is somewhat open to learning new things - perhaps depending upon how much effort it will require, and whether she finds the new skills or knowledge useful or interesting. A score in this range indicates that:

- She may sometimes find herself at risk for stagnation. The world will continue to progress, and she may find herself "out of the loop" in regards to some things.
- She may not be fully open to accepting feedback or learn from mistakes, especially if it requires a lot of changes on her part.
- Her inconsistent striving (at best) could be linked to low goal-setting and self-motivation.

Desire for increased knowledge and skills; always wanting to go further, become better, learn more.

Emotional Selectivity (score 81)

Emotional Selectivity refers to the ability to not "sweat the small stuff". This is something that Brenda is generally able to do rather effortlessly. Being able to let go of minor problems or things that she can't change (and any negative emotions attached to them) is not only a way to cope, but also paves the way for growth and progression physically, emotionally and psychologically. A score in this range indicates that:

- She is less likely to be overly stressed. While it's understandable that letting go of major issues is a challenge, being able to let go of minor ones lessens the burden.
- Her mind is probably focused mostly on the positive side of situations, which can help her keep sight of the big picture. Being grateful for even small things likely does wonders for her mood.
- By keeping her focus on what she does want, and away from the things that she is not happy about, she will be in a better mindset to achieve these desires.
- When she views problems in a more positive manner makes it easier to find a way to resolve them.
- Her forgiving attitude is likely an asset for her in relationships.

Ability to detach emotionally from minor annoyances; to let go of the little things.

Adaptable Social Skills (score 70)

Brenda is able to adjust her social behavior and skills to fit the situation most of the time. A score in this range indicates that:

- She strives to self-monitor and regulate her behavior, but may struggle occasionally.
- She is less likely to make social faux pas when she makes it a point to assess a social situation, and adjust her behavior accordingly.
- By making her social skills more adaptable, she is better equipped at dealing with a variety of social situations and personalities.

Ability to alter one's social approach/behavior to fit the situation, and to adjust one's behavioral responses to others

Conflict Resolution Behavior (score 58)

Brenda may have every intention of resolving conflict in the most ideal way, but it can sometimes be a challenge for her when an issue hits close to home. Overall, her approach to resolving conflict needs some improvement. A score in this range indicates that:

- She is either not completely comfortable dealing with conflict, will sometimes avoid it, or will deal with it a little too aggressively.
- She may not be completely aware of tactics that are conducive to an appropriate resolution, or is aware of healthy fighting tactics, but doesn't use them often enough (or in the heat of the moment).
- Her conflicts may sometimes escalate because she does not always deal with them head-on and/or resolve them effectively.
- She may sometimes jump to conclusions or resort to hastier means of resolving issues. Emotions like resentment, anger, hurt may sometimes go unsettled and continue to build up.

The behavior scale reveals whether the individual actually chooses to behave in a way that will effectively resolve the conflict.

Moderating Emotional Intelligence Factors (score 61)

Moderating factors are components related to emotional intelligence that are mostly shaped by life experiences. These are not part of the four main core competencies described above, but they are part of the mixed model used to assess emotional intelligence and provide a complete picture of Brenda's abilities.

Factors that play a role in the way emotions are perceived, understood, expressed, and managed.

Assertiveness (score 76)

Brenda is capable of being assertive on most occasions, but she is not completely comfortable making her needs heard. A score in this range indicates that:

Self-assuredness
in speech and
behavior.

- She still may occasionally struggle with self-confidence and conflict resolution, as they are both linked to assertiveness.
- Initially, when dealing with a difficult person, she prefers to be more accommodating, but if problematic behavior or problems escalate, she will likely feel the need to put her foot down.
- She will say no, stand up for herself, or command respect from others in situations that absolutely require it (e.g. if she is in a leadership position).
- Although she may sometimes place her needs secondary to those of others, she will express them if she really wants or needs something.

Self-esteem (score 62)

Brenda's self-esteem is fragile at best. A score in this range indicates that:

Belief in one's
own sense of
value; a feeling of
pride in oneself.

- Her self-esteem is prone to volatility. Some people and situations will make her feel good; others can totally shatter her view of herself.
- She likely has a fairly good opinion of herself and her abilities, but she probably also believes that she has weak areas, which may or may not be realistic.
- Self-esteem ties into many facets of her life and even the small reservations she has about herself can hold her back from achieving success professionally, as well as from achieving happiness on a personal level. Social interaction and assertiveness can sometimes be a challenge for her.
- She may not always treat herself with love and respect; she may sometimes allow others to treat her poorly as well.
- Setbacks can appear as insurmountable challenges to her, especially during those times when she is not feeling very confident.
- She may sometimes struggle with stress and defeatist, negative thoughts.

Contentment (score 50)

Brenda's is not completely content with her life right now, although there are likely a few things that she is at least satisfied with. A score in this range indicates that:

Overall sense of happiness with one's life.

- She may view certain aspects of happiness (e.g. financial security) as the result of external circumstances (e.g. fate, luck, unattainable wealth, other people's interference) and therefore, outside of her power to control.
- Her coping skills, problem-solving skills, resilience may need to be further developed, as they can all impact her level of happiness.
- She may not be too happy with who she is right now (physically, mentally), or is not acting in accordance with her values and priorities.

Independence (score 78)

Brenda strives to act independently, based on her own feelings and desires. Occasionally however, she will either turn to others for input, or let them dictate what she should do, despite her wishes. A score in this range indicates that:

Ability to make one's own decisions and take action without the input of others, or worrying about other people's feelings/reactions.

- She generally makes decisions and takes action based on what she wants, but will also find herself trying to accommodate others, as best she can, without compromising too much on her part.
- Initially, she may question her ability to face challenges and feel the need to seek out help, but will strive to get through most of them on her own.
- She may occasionally find herself having to suppress what she thinks and feels in order to act in line with what others want, but it isn't something she will do very often.

Goal Setting (score 46)

Brenda is not one to set very many goals. A score in this range indicates that:

- The goals she does set may be scattered, without any real direction.
- She is missing out on an important source of motivation - goal achievement. The satisfaction of attaining her goals can be inspiring, and encourage more goal setting, especially if her self-motivation is very high to begin with.
- Her tendency to hesitate to set goals could be linked to her self-esteem - she may worry that she doesn't have what it takes to achieve what she desires.
- She may not be fully aware of effective goal-setting techniques.
- IMPORTANT NOTE: Setting few goals may also indicate that she feels content with her life as is, and doesn't have a desire at this time to accomplish anything more.

Tendency to set objectives or standards for oneself.

Social Responsibility (score 66)

Brenda shows moderate concern for the well-being of others. Social responsibility is not about subverting her own desires in favor of those of others. It's a concern for people's welfare, and doing what she can, within reason, to show kindness to others. A score in this range indicates that:

- When she is kind to others, it won't always be because she wants something in return or has something to gain.
- She likely considers her own needs a priority, but will put them aside if someone she cares about needs her.
- Others likely view her as someone whom they can generally count on, and who is fairly warm and kind-hearted.
- Others may be more inclined to return the favor when she is kind with them.

Putting others needs ahead of one's own in a healthy manner; caring about other people's feelings; showing kindness without strings attached.

Flexibility (score 51)

Brenda's level of flexibility is average, and definitely has its limits. A score in this range indicates that:

- She shows some patience, but not enough to withstand frustrating situations.
- She may view compromise as giving in, or giving up what she wants.
- Others may view her as somewhat stubborn and difficult, whether or not this is the case. When she is not being flexible, she is more likely to alienate others.
- Teamwork may occasionally be a struggle for her - she may at times find it difficult adjusting to the views and varied ideas of the group.
- Empathy and conflict resolution will be a challenge for her during those times when she is unable to place herself in someone else's shoes and adjust accordingly.

Ability to compromise or put up with something.

Impression Management (score 20)

This scale assesses to what degree the results on this assessment are distorted or manipulated. Many people will try to present themselves in a better light, especially if the stakes are high.

Test-takers' answers are compared to responses obtained from a large sample of the general population. When someone systematically selects socially desirable responses that are rarely endorsed by others, there is a good reason to believe that a positive self-presentation bias is at play. A score that is suspiciously high may indicate that a person was lying, which may invalidate the whole assessment.

Assesses whether the test-taker had a tendency towards social-desirability in order to make himself/herself look good.

There was little or no indication in Brenda's results to suggest that she was either lying or trying to present herself in a favorable light. Therefore, her results can likely be seen as accurately reflecting who she is.

Strengths & Limitations

The following is a summarized version of Brenda's results, categorized as Strengths, Potential Strengths, and Limitation.

Strengths

- She is socially insightful
- She is able to let go/rise above minor issues

Potential Strengths

- She is moderately comfortable with emotions in general
- She was sometimes able to recognize the emotions depicted on the test
- She does not ruminate excessively, which is good, but she also may not give things sufficient thought
- Her approach to problem solving is sometimes conducive to resolution
- She sometimes acts in accordance with her values
- She is somewhat empathetic
- She is sometimes able/willing to adapt her social skills to the circumstances around her
- She is moderately assertive
- She is sometimes able to act independently
- She shows some social responsibility for the wellbeing of others

Limitations

- Her overall emotional IQ needs improvement
- Improvement is required in the area of Emotional Identification, Perception, and Expression
- Her emotional self-awareness is limited
- She doesn't seem to be entirely aware of her strengths and weaknesses
- Improvement is required in the area of Emotional Facilitation of Thought
- Her mindset could stand to be more positive
- Improvement is required in the area of Emotional Understanding
- She struggled with the emotional integration aspect of the test
- She did not always choose the most ideal form of resolution for conflict situations on the test
- Improvement is required in the area of Emotional Management
- Her impulse control needs improvement
- Her self-control needs improvement
- Her resilience/hardiness needs further development
- She needs to work on using more healthy coping techniques
- She is not very self-motivated
- She doesn't seem to be enthusiastically interested in striving for further self-development
- The manner in which she would resolve conflict situations on the test were not always the most beneficial
- Her self-esteem needs to be strengthened
- She does not seem to be very content

The man considered as the "father of modern positive psychology", Martin Seligman, believes that pessimism is harmful to our health because it lowers our immunity.

Strengths & Limitations

- She is not in the habit of setting goals
- Her flexibility is limited

Advice

Emotional Identification, Perception

- **Stay in touch with your feelings.** Pay attention to what triggers them and how you react.
- **Pay attention to your body when you're upset, sad or angry.** What are the signs? Learning to recognize how you react in response to different sentiments can help you become more in tune with your emotions.
- **Be honest with yourself.** Everyone feels things, and it's nothing to hide or be nervous about. Emotions are important signals that we need to listen to in order to feel more fulfilled in life.
- **Get to know yourself better.** For example, make a list of your strengths and limitations. The more in touch you are with who you are, the better you will be able to understand and handle your emotions.
- **Take small steps if you're not used to expressing emotions.** Start with those that are the least intimidating and you will surely find that it's not as bad as you think. On the positive side, begin with genuine compliments and then take it further to an expression of appreciation. When you need to communicate a negative feeling, try writing it if you feel too intimidated to say it. Like learning any new skill, it will get easier with practice.
- **Consider the implications of not releasing your feelings.** A lack of intimacy with others, pent up feelings, health problems, etc.
- **Remember that communication involves a lot more than what is just said.** Our gestures, expressions and tone of voice send just as strong (or even stronger signals) than the words we choose, and can let us know how others are feeling (and lets other know how we are feeling).

Emotional Facilitation of Thought

- **Practice distinguishing between what you are thinking and what you are feeling.** They are not always one and the same, and we need to recognize this in order to clearly express and understand where our feelings are coming from.
- **View setbacks as short-lived.** Whenever you are feeling overwhelmed and find yourself plunging into negativity, remind yourself that things can get better. If you're having a hard time in a class you're taking, for example, or you're having relationship problems, look at it as temporary. Whatever the situation, you can take proactive steps to deal with the underlying issues. Even if you are faced with something that you will have to deal with for a lifetime (like a health problem or family issue), there is always some way to improve the situation. You will grow stronger, heal, or find better ways to cope.
- **Refuse to be a victim.** Dr. Martin E.P. Seligman, renowned author and noted expert on positive psychology, states that the feeling of being a victim leads to learned helplessness. If you blame your problems on other people or circumstances, you will avoid taking personal responsibility for your life. While it may be true that there are things beyond your control, the majority of what happens in your life is up to YOU. Life may throw you many curveballs, but it is you who decides how you'll react to them.
- **Don't brush aside your gut instinct or intuition.** Gut instinct is that voice in your head, that warning bell, that's trying to tell you that something isn't right. Some refer to it as a sixth sense. Whatever the label, it can

offer us valuable information if we take a moment to listen. Those who ignore this inner voice can often end up regretting it. This doesn't mean that logic has no benefits. The perfect balance, in fact, would be to think a situation through, and then going with what feels right.

- ***The good and the bad.*** Both good and bad feelings facilitate the thinking process by allowing us to view things from different perspectives. Did you ever notice how, when thinking pessimistically about a problem, you come up with solutions that are in line with that thinking, and when you think positively, the perspective and solutions change? Our feelings, good and bad, offer us different perspectives on the world. While one perspective may be more beneficial than the other, both angles offer us valuable information about the world around us, and about ourselves.

Emotional Understanding

- ***Empathy.*** While you certainly can't fake empathy, you can increase your connection to other people by truly listening and trying to put yourself in their shoes.
- ***Put empathy in action.*** Get involved in helping people in some way (i.e. volunteering); the closer you get to a situation, the more you will realize the difficulties others might be facing.
- ***Put aside your own preoccupations.*** Consider what might be going through other people's minds in different situations. Ask yourself how you would feel in a similar situation - there are always several perspectives. Try to identify at least 2 or 3 different ways to look at it.
- ***Understand that everyone has his or her bad days.*** Sure it can be hard to overlook it when someone snaps at you or is otherwise unpleasant, but remembering that nearly everyone is unpleasant sometimes when under stress (even you!) can help you learn to take things less personally.
- ***Put yourself in the other person's shoes.*** Think about how your actions will affect others before you act. If you are unsure, ask! Not everyone thinks the same way you do. If your actions will have an effect on others, ask them if they are ok with the decision before you act.
- ***Be aware of how others respond to you.*** Pay attention to how others are reacting, and what they are communicating to you. Putting in the extra effort to really listen and observe can teach you a lot about human interaction and emotions.
- ***Don't fall victim to "The Fundamental Attribution Error".*** We as humans are forever trying to figure out the causes of other's actions. All too often, we attribute misfortunate behavior on the part of others to dispositional rather than situational factors. For instance, writing others off as jerks for snapping at you rather than looking for external causes such as being sick or having been fired that day. As a result, we are less forgiving than many situations call for. Try to understand that others are under just as much pressure and stress as you are and as a result, their behavior may not always represent who they are as people.

Emotional Management

- ***Question your beliefs.*** Do you think ignoring your emotions will make them go away? While this may be true for minor issues, strong feelings will manifest themselves in other ways (health problems, bitterness, etc.).
- ***Boost your coping skills.*** Build a supportive social network, learn how to relieve stress, etc.

- **Step back.** If you're prone to losing control of your emotions, try taking a step back from heated situations. Give yourself some time to gain control rather than reacting immediately.
- **Practice.** Practice keeping your feelings under control (without suppressing them) and it will become more natural. Learn the appropriate times to express them so that they don't boil over in inappropriate situations.
- **The source of emotions.** Remember: emotion is just a whirlwind of activity passing through your body and mind. You help create it and feed it; how you react is important to its outcome. See a professional in cognitive therapy if you wish to learn concrete strategies to overcome negative thought patterns and to question any heavily ingrained beliefs.
- **Don't try to avoid confrontation at all costs.** This results in a buildup of unresolved anger and frustration for both people. Sulking and denial do not accomplish anything either. Besides, bottled up frustration finds its way out, one way or another.
- **Take a time out.** "When angry count to ten; when very angry count to 100." It's not always easy to maintain your composure when you feel like your "buttons" are being pushed, but it is essential that you make an effort to do so. It's important to cool down emotionally when a situation makes you upset or stressed. As time passes, you will be able to be more objective about the issues and to sort out the situation more clearly. Count for as long as it takes for you to reach a state of mind conducive to the cool, rational consideration of possible consequences of your actions. This counting technique can be used no matter what the intense feeling is.