



## **BarOn Emotional Quotient Inventory**

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

### **Development Report**

**Name:**

**John Doe**

ID:

Admin. Date:

August 09, 2004 (Online)

The information given in this report should be used as a means of generating hypotheses and as a guide to assessment. Higher standard scores are associated with greater levels of emotional intelligence and better performance. 100 represents effective emotional functioning. Scores greater than 100 represent enhanced emotional functioning, and scores of less than 100 indicate areas that may be improved. (The value -99 may appear if scores are incomputable due to missing item responses).



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## Introduction

This Development Report contains several sections that are briefly described in this introduction. Development Reports are intended for the use of counselors, clinicians, and other professionals who require an in-depth report of the EQ-i results that includes numeric scores. For direct presentation to clients, the Resource Report should be utilized instead.

This Development Report first graphically displays the results for Total EQ, the 5 composite scales, and the 15 subscales. The report then provides several pages of text that describe the results for each of the scales and for the respondent's profile. This text provides general information that may serve as the foundation or start point for assessment. This text is then used in combination with all other available information to formulate a complete assessment.

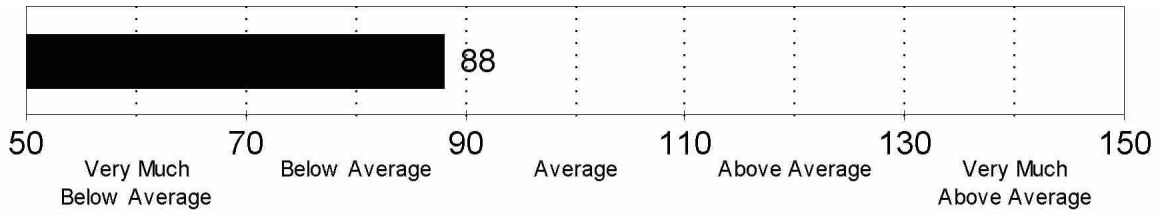
Once all of the assessment information is put together, it is desirable to formulate a plan for improving and best utilizing emotional intelligence skills. The Development Report supports this stage of EQ-i use by offering simple development strategies. These strategies are useful tips to improve areas that are targeted for development. In formulating and implementing an intervention plan, counselors may incorporate some of the strategies provided. The EQ-i results, the specific circumstances of the client, and relevant considerations determine the best strategy or strategies to use. Strategies other than those listed (or supplementing those listed) in the report often, of course, are employed when they offer the best chance for successful change. The tips provided in the report are action-oriented and often provide a quick effective means of initiating positive change.

The Counselor's section of the report includes a brief summary of all of the results. It includes information about the validity of the administration, critical responses (if any), raw scores, and a complete item response listing.

In short, this Development Report provides scores, interpretive text, and intervention suggestions. It is a tool that helps guide assessment and provides direction for the initiation of programs to foster positive impact.

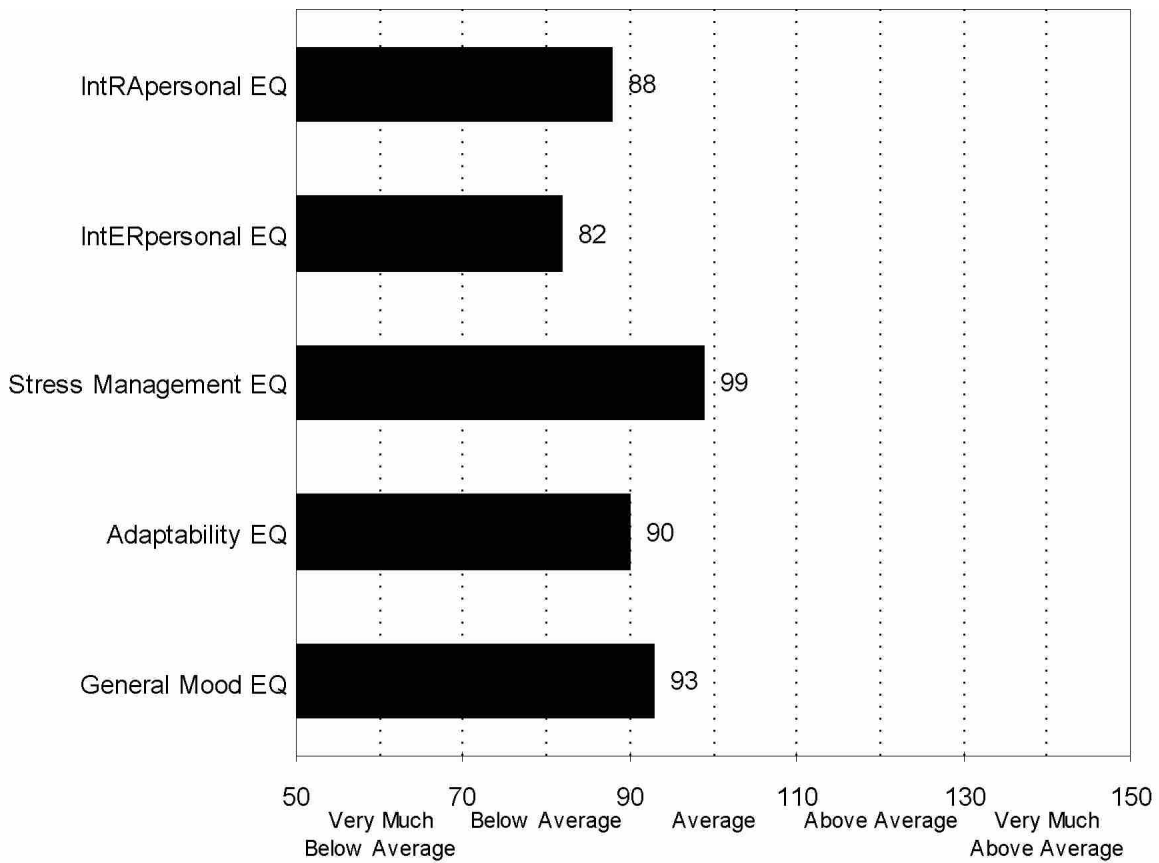
## Total EQ

This graph shows the respondent's Total EQ.



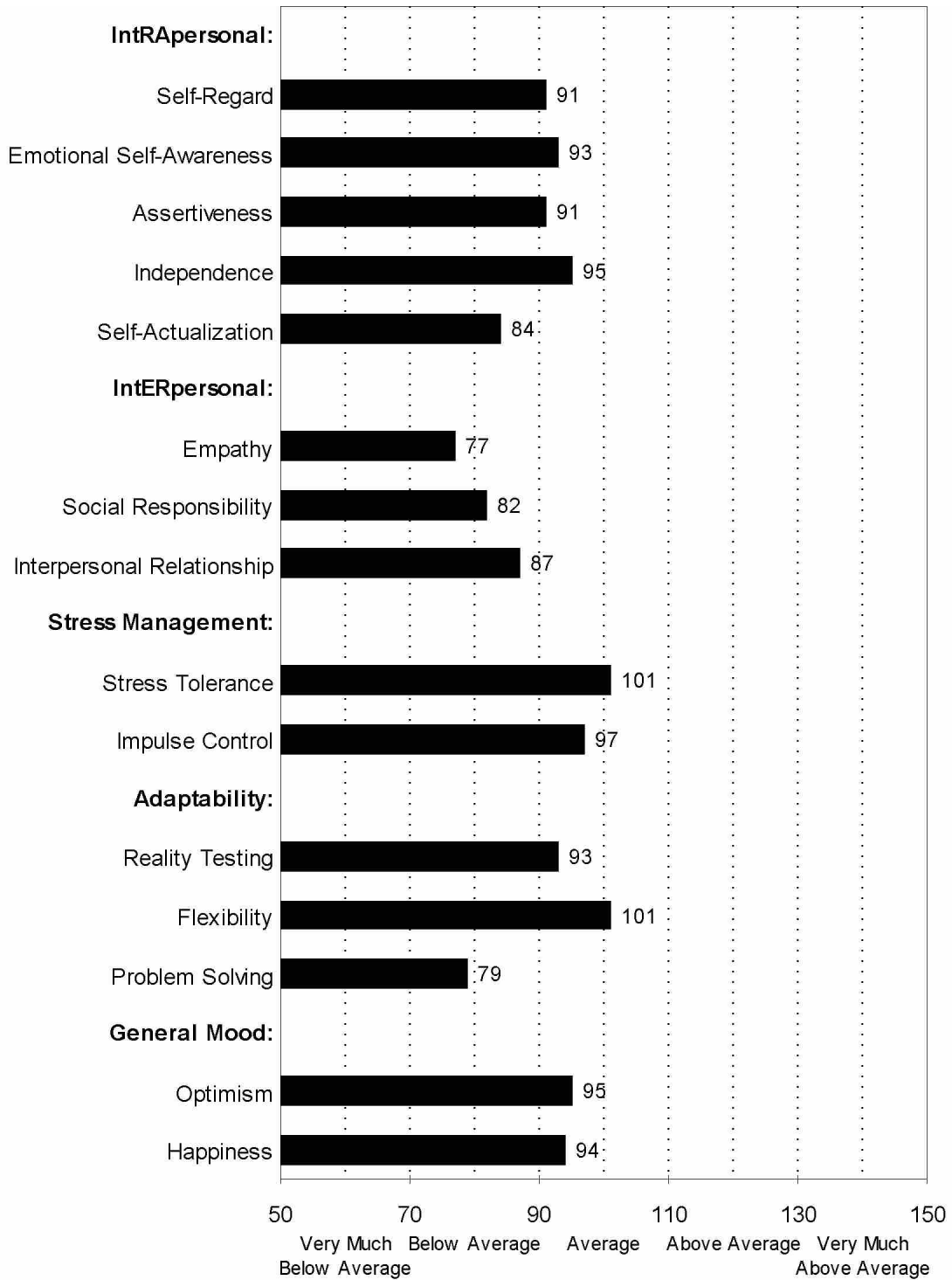
## Composite Scales

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.



## 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: 88**

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: 88**

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. Overall, intrapersonal functioning seems to be an area in need of improvement. The responses indicate an awareness of potential problems and the recognition of limitations in this area provides an opportunity for improvement. The scores for each of the subcomponents are described next.

### **Self-Regard: 91**

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: 93**

The responses indicate that, at times, John is in touch with his feelings while at other times he probably grapples with understanding and expressing his feelings. Although emotional self-awareness skill is likely adequate, improvement in this facet of Emotional Intelligence may prove to be beneficial.

### **Assertiveness: 91**

Overall, assertiveness is likely to be adequate in some or most situations. However, there are likely certain situations where John is unable to present his ideas, feelings, or concerns in the best way. Contributions to conversations/discussions may be somewhat limited. Refinement in this area will likely be of some benefit. Any difficulty is likely most pronounced when there is a conflict or disagreement.

### **Independence: 95**

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: 84**

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: 82**

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: 77**

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: 82**

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

**Interpersonal Relationship: 87**

The responses indicate that John feels dissatisfaction with his interpersonal relationships and social life. The dissatisfaction may stem from perceived problems with giving and/or receiving affection. It may be John's perception that his relationships lack sufficient intimacy. The responses suggest that demands on time prevent him from keeping regular contact with significant people. Trying to free time to "keep in touch" with friends may promote better interpersonal feelings. There is a need for improvement in this area. Interactions with others may be difficult or strained, and there is likely an impaired ability to collaborate effectively with others.

**Stress Management: 99**

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

**Stress Tolerance: 101**

The results suggest an ability to withstand adverse events and stressful situations that is comparable to others in the population. An individual with a score in this range may have trouble coping with stressful situations at times, but generally can handle most situations. The responses indicate a fairly calm disposition and limited experiences of anxiety and nervousness.

**Impulse Control: 97**

John'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, John's impulse control is not bad, but could benefit from some improvement.

**Adaptability: 90**

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, John'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: 93**

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: 101**

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 John 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: 93**

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: 95**

John is slightly less optimistic than the average person in the population, but still scores within the normal range. This finding indicates that, like most others, there are probably times that this individual feels a little down or a little pessimistic. John's expectations are likely often kept quite low, perhaps in an attempt to avoid possible disappointments.

**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 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 Stress Tolerance (101), Flexibility (101), Impulse Control (97).  
The lowest subscales are Empathy (77), Problem Solving (79), Social Responsibility (82).

## Simple Strategies for Development

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

#### Empathy

- Make clear the duties and demands on others; Understanding others is a key step to appropriate empathy
- Train to refine observational skill to attend to facial expressions and body language; These cues are often just as important as what is being said
- Train to be "inquiring" in interactions; To be sure that a message has been correctly interpreted, it is important for the recipient of the message to ask about the thoughts and feelings being conveyed
- The key point is to "put oneself in the other person's shoes"; Job exchanges, job shadowing, or even role-playing can be useful in better understanding others
- Improve listening skills

#### 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

#### 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

### Strategies for improving other low areas

#### 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

#### 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-Regard**

- Build confidence by recognizing successful efforts and independent achievements
- Make sure achievements are properly celebrated and rewarded
- Train to improve skills and increase self-regard by increasing capabilities
- Set goals that are challenging yet readily obtainable
- Be aware of, but do not overfocus on, weaknesses
- Pinpoint areas of relative strength and try to capitalize fully on these areas

**Assertiveness**

- Learn to recognize when others are making unreasonable demands.
- Reduce barriers to "up-front" communication by making circumstances less threatening
- Some people have trouble being assertive in face-to-face discourse; written or electronic communications methods may be viable alternatives
- Increase confidence (key to assertiveness) by recognizing and rewarding well-presented thoughts and ideas
- If the problem with being assertive is due to a personality style, assertiveness training may be needed
- Practice appropriate assertiveness in non-threatening situations with non-threatening persons (e.g., with friends); Get informal feedback; Apply this information and experience to other situations and persons

**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

**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

**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.

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**End of Report**