



BarOn Emotional Quotient Inventory

By Reuven Bar-On, Ph.D.

Development Report

Name:

ID:

Admin. Date:

Sample Report

20712

January 10, 2003

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.

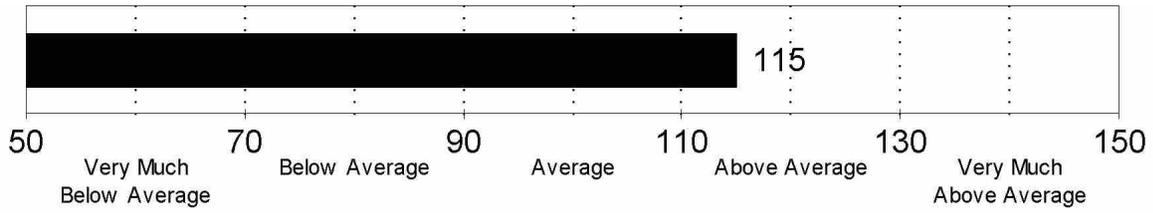
Once all of the assessment information is put together, it is desirable to formulate a plan for improving and best utilizing emotional intelligence skills. The Development Report supports this stage of EQ-i use by offering simple development strategies. These strategies are useful tips to improve areas 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.

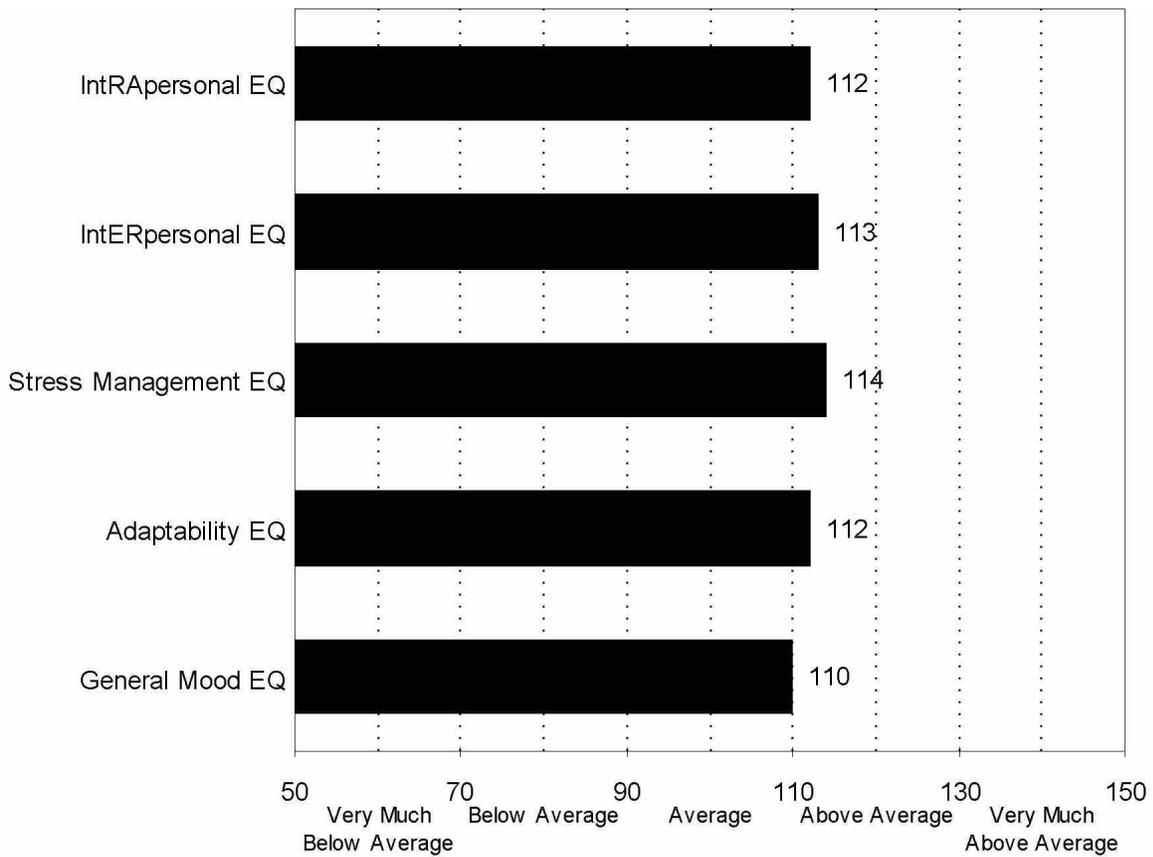
Total EQ

This graph shows the respondent's Total EQ.



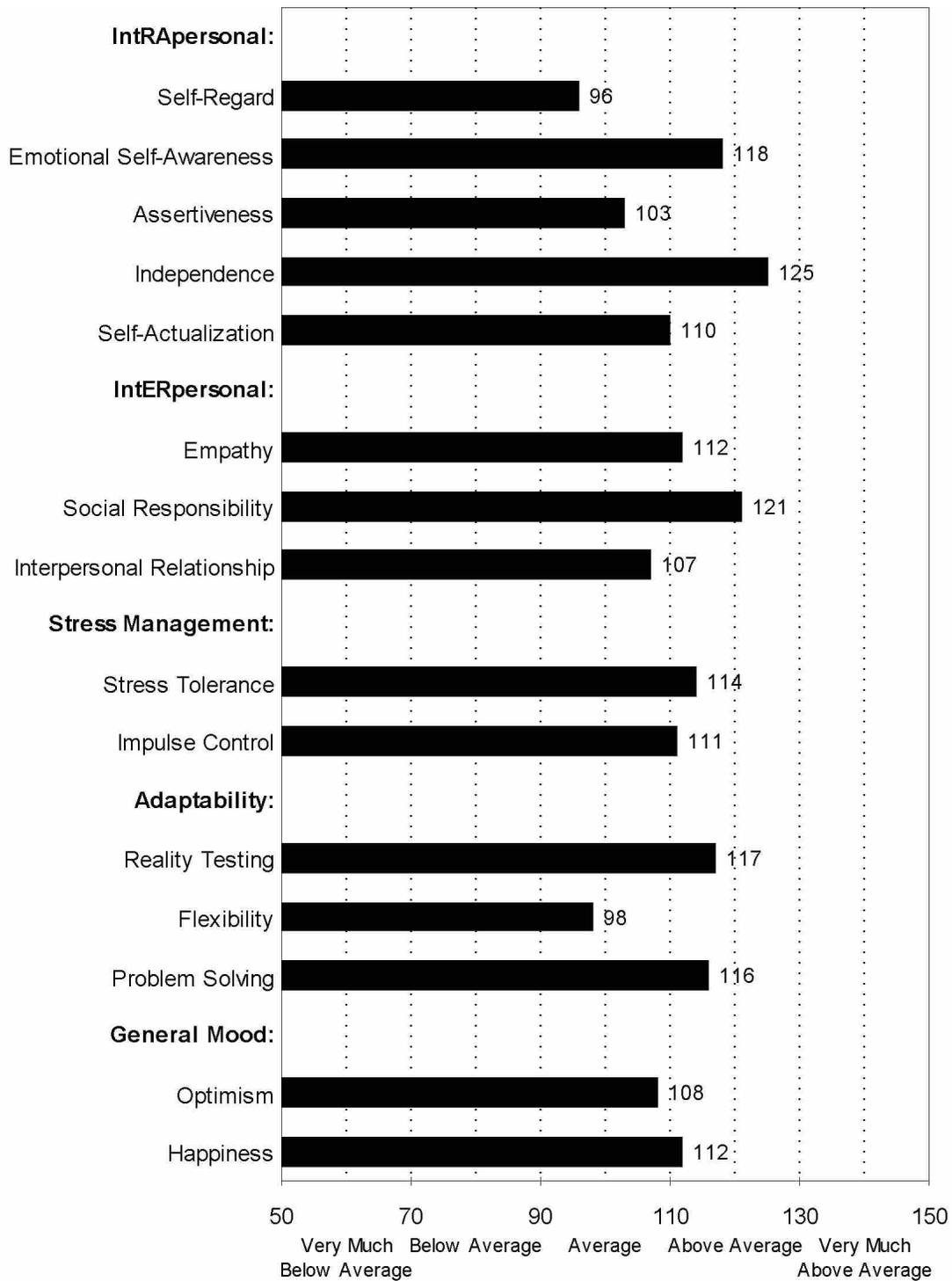
Composite Scales

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: 115

The Total EQ for Sample indicates an individual who overall feels good about himself and others and who is leading a successful life. Individuals like Sample who are at the upper end of the scale for Total EQ scale are generally optimistic about dealing with problems and have a positive outlook on life. Sample successfully controls his emotions and typically is not impulsive. He is probably realistic, assertive, and at least fairly successful in solving problems. He is likely to be optimistic and have a positive outlook on life. Sample's Emotional Intelligence will help optimize his achievements and success. A more detailed description of the EQ-i components is given in the next section.

Intrapersonal: 112

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. Sample's Intrapersonal score is substantially higher than average. High scores are indicative of an individual who is in touch with his feelings, feels good about himself and about life in general. High scores on the Intrapersonal scale are usually obtained by individuals who are independent, strong-minded, and able to express and convey feelings and ideas with confidence.

Self-Regard: 96

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

Emotional Self-Awareness: 118

The results indicate highly effective emotional self-awareness. Sample is in touch with his feelings and emotions; and usually knows what he is feeling and why. This individual is also comfortable expressing feelings to others.

Assertiveness: 103

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

Independence: 125

The responses indicate an individual who is independent in his thinking and who also has a strong preference to act independently. This type of person may ask others for advice, but rarely depends upon others to make important decisions on his behalf. This individual likely prefers to be in charge rather than being under the supervision of someone else.

Self-Actualization: 110

Sample is achieving, or coming close to achieving, his full potential in most aspects of his life. This individual is probably deriving a great deal of enjoyment from life and is involved in pursuits that are meaningful, interesting, and exciting for him. As a result, Sample is likely energetic, highly motivated, and successful. He will strive to optimize performance.

Interpersonal: 113

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, the Interpersonal scale results indicate social adeptness, the ability to understand others, as well as the ability to interact and relate well with people. Typically, Sample is responsible and dependable, and Sample functions well in tasks involving making contact with others and teamwork.

Empathy: 112

The responses indicate an individual with a good awareness, understanding, and appreciation of the feelings of others. Sample probably will go out of his way to help others, and will try to avoid hurting other people's feelings.

Social Responsibility: 121

The results in this area suggest an individual who is cooperative and constructive. Sample is probably quite responsible and dependable. He will be helpful when interacting with others and will try to contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship: 107

The results suggest that Sample has above average interpersonal skills. Most relationships for this person are mutually satisfying most of the time, and involve the proper amount of intimacy and the appropriate giving and receiving of affection. Sample 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: 114

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

Stress Tolerance: 114

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Sample is generally able to cope with stress actively and effectively. This type of person is generally calm and rarely gets overly anxious or agitated.

Impulse Control: 111

Sample's ability to resist or delay impulses, drives, and temptations to act is higher than average. He is rarely impatient, rarely overreacts or loses control.

Adaptability: 112

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 Adaptability component is substantially higher than average. Sample is probably very flexible and able to adjust to changing circumstances and situations. The responses to the Adaptability component of the EQ-i suggest that he is practical, realistic, and does not over-indulge in fantasy. He understands problematic situations and can usually come up with effective solutions. Not only is this a valuable personal attribute for home and family life, but those with good adaptability thrive in work settings that require someone who is "down-to-earth," clear thinking, and adapts easily to changing demands.

Reality Testing: 117

The results for this subscale indicate an individual who is able to evaluate the correspondence between what he experiences (the subjective) and what in reality exists (the objective). Sample can be described as realistic, well grounded, and "tuned in" to what's going on around him.

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 Sample to break, and adjusting to major changes may be difficult. Overall, though, most adjustments are handled adequately.

Problem Solving: 116

The responses to the Problem Solving scale reflect an effective approach to resolving problems. Sample has a very deliberating style, and is good at defining problems as well as generating and implementing potentially effective solutions. The responses indicate a very methodical individual.

General Mood: 110

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

Optimism: 108

The results indicate an above average degree of optimism suggesting an individual who is usually able to look at the brighter side of life and maintain a positive attitude. This characteristic is usually helpful in handling difficult or stressful situations.

Happiness: 112

The responses to the items on this scale indicate a person who feels satisfied with his life, who enjoys the company of others, and who is able to derive a great deal of pleasure and fun from life. Sample probably has a happy disposition and is pleasant to be with.

Profile Summary

Overall, the EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

The highest subscales are Independence (125), Social Responsibility (121), Emotional Self-Awareness (118).

Simple Strategies for Development

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

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

Flexibility

- Emphasize activities/tasks that require reliability and consistency
- Ensure there is sufficient preparation time to help mitigate the impact of significant change
- Brainstorm, preferably in a group context, to harvest ideas for handling dynamic, changing demands
- Be sure adequate training is received to prepare for new activities and roles; Use change as an opportunity to learn and develop
- Consider how past experiences and skills are applicable to new challenges

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

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.

Counselor's Section

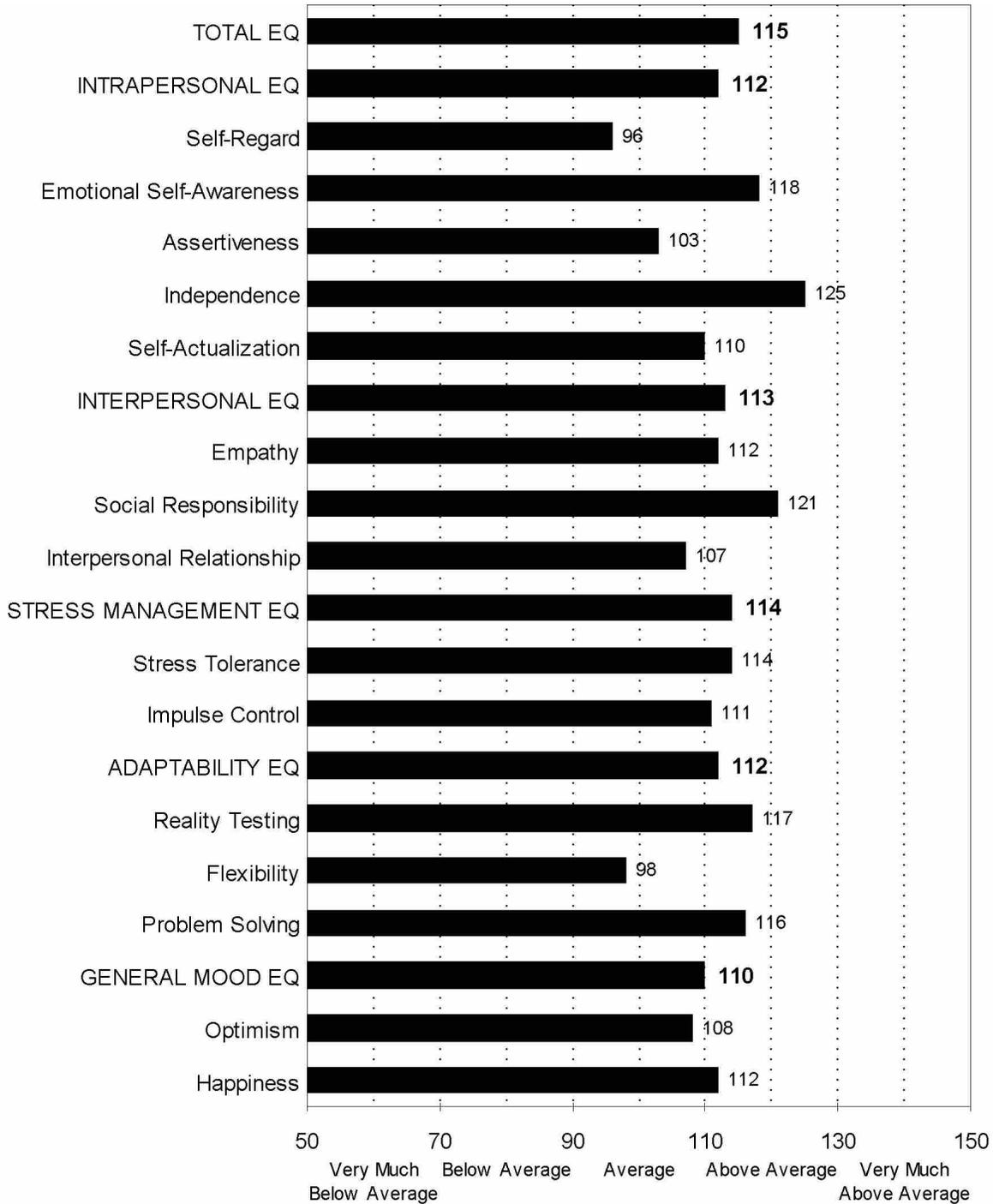
This section provides a complete scoring summary including sections on assessment validity, raw scores, and item responses.

Name: Sample Report
Age: 29
Gender: Male
Administration Date: January 10, 2003
Norm Type: Male under 30

Score Summary	Adjusted Score	Unadjusted Score	Guideline
Inconsistency Index		6	OK
Positive Impression		116	OK
Negative Impression		87	OK
TOTAL EQ:	115	119	High
INTRAPERSONAL:	112	115	High
Self-Regard	96	101	Average
Emotional Self-Awareness	118	121	High
Assertiveness	103	103	Average
Independence	125	125	Very High
Self-Actualization	110	114	High
INTERPERSONAL:	113	117	High
Empathy	112	112	High
Social Responsibility	121	125	Very High
Interpersonal Relationship	107	111	Average
STRESS MANAGEMENT:	114	120	High
Stress Tolerance	114	118	High
Impulse Control	111	116	High
ADAPTABILITY:	112	116	High
Reality Testing	117	121	High
Flexibility	98	101	Average
Problem Solving	116	119	High
GENERAL MOOD:	110	116	High
Optimism	108	113	Average
Happiness	112	116	High

Graph of Total EQ, Composite Scales, and Subscales

This graph shows Total EQ followed by each composite scale with its subscales.



Validity Indicators

Several sections follow that present and describe the validity scale results.

Validity Comment:

The validity indicators are all in the acceptable range suggesting valid responses and results that are not unduly influenced by response style.

Inconsistency Index:	6
Impression:	Positive = 116 Negative = 87
Correction:	Type I = -2.88, Type II = -3.84, Type III = -4.68, Type IV = -5.64, Type V = -4.23

Inconsistency Index

The responses to items with similar content are consistent with one another.

Positive Impression (PI) and Negative Impression (NI) Scores

The score on the Positive Impression scale (PI) was somewhat elevated. Although the elevated PI score indicates a tendency towards overly positive self-presentation, the tendency was small and should not have a major influence on the results and interpretation of the EQ-i.

Correction Factors:

The correction factors are used to fine tune EQ-i scores on the basis of validity scale scores. The adjusted (or corrected) scores take into account response style. Corrections of greater than zero mean that points have been added to the scores, and corrections less than zero mean that points have been taken off the scores. Because the EQ-i scales are affected differently by response tendencies, different types of corrections are applied as follows:

Type I applies to Total Intrapersonal, Emotional Self-Awareness, Problem Solving, and Flexibility.

Type II applies to Total EQ, Total Adaptability, Reality Testing, and Stress Tolerance.

Type III applies to Social Responsibility, Happiness and Impulse Control.

Type IV applies to Total Stress Management, Total General Mood, and Self-Regard.

Type V applies to Total Interpersonal, Interpersonal Relationship, Optimism, and Self-Actualization.

There is no correction for Independence, Empathy, and Assertiveness.

Summary of Validity Scale Results

Overall, the validity indicators described in this section suggest that the EQ-i results should be considered valid.

Profile Summary

Overall, the EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

Scale Raw Scores

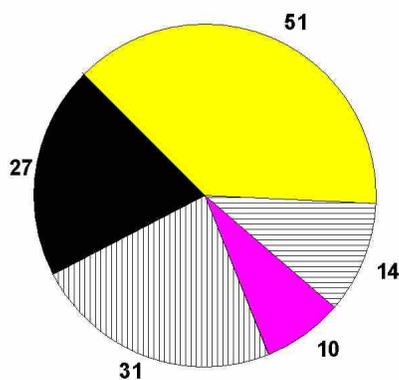
For research purposes only.

TOTAL EQ	522	STRESS MANAGEMENT	80
		ST	40
INTRAPERSONAL	176	IC	40
SR	37	ADAPTABILITY	112
ES	36	RT	46
AS	27	FL	29
IN	34	PS	37
SA	42	GENERAL MOOD	79
INTERPERSONAL	109	OP	36
EM	35	HA	43
RE	50		
IR	48		

Item Responses

Item	Response								
1	5	28	2	55	4	82	2	109	2
2	1	29	5	56	1	83	2	110	4
3	1	30	1	57	1	84	5	111	3
4	4	31	4	58	1	85	5	112	4
5	4	32	1	59	4	86	1	113	4
6	4	33	4	60	5	87	1	114	4
7	4	34	4	61	5	88	5	115	1
8	4	35	1	62	4	89	4	116	2
9	5	36	1	63	5	90	5	117	2
10	1	37	3	64	1	91	1	118	1
11	4	38	1	65	3	92	1	119	5
12	1	39	4	66	1	93	2	120	5
13	1	40	1	67	3	94	4	121	1
14	1	41	1	68	1	95	5	122	1
15	4	42	1	69	1	96	4	123	3
16	5	43	3	70	1	97	2	124	5
17	1	44	4	71	1	98	5	125	1
18	4	45	4	72	5	99	5	126	1
19	2	46	1	73	2	100	4	127	1
20	4	47	5	74	3	101	1	128	1
21	1	48	1	75	1	102	3	129	5
22	1	49	1	76	1	103	3	130	1
23	3	50	2	77	1	104	5	131	4
24	2	51	1	78	4	105	5	132	2
25	1	52	1	79	4	106	5	133	5
26	5	53	1	80	4	107	1		
27	2	54	5	81	4	108	5		

5 = Very Often true of me or true of me, 4 = Often true of me, 3 = Sometimes true of me, 2 = Seldom true of me, 1 = Very Seldom true or not true of me, 0 = Omitted Item



- = Response 1
- = Response 2
- = Response 3
- = Response 4
- = Response 5

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End of Report