



BarOn Emotional Quotient Inventory

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Development Report

Name:

Michelle Demo

ID:

Admin. Date:

June 24, 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 good 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.

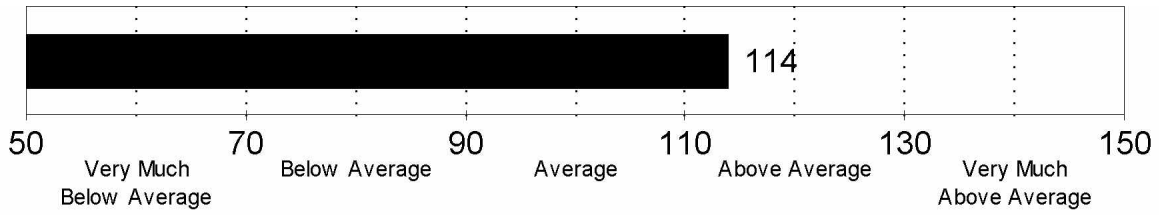
Once all of the assessment information is put together, it is desirable to formulate a plan for improving and best utilizing emotional intelligence skills. The Development Report supports this stage of EQ-i use by offering simple development strategies. These strategies are useful tips to improve areas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

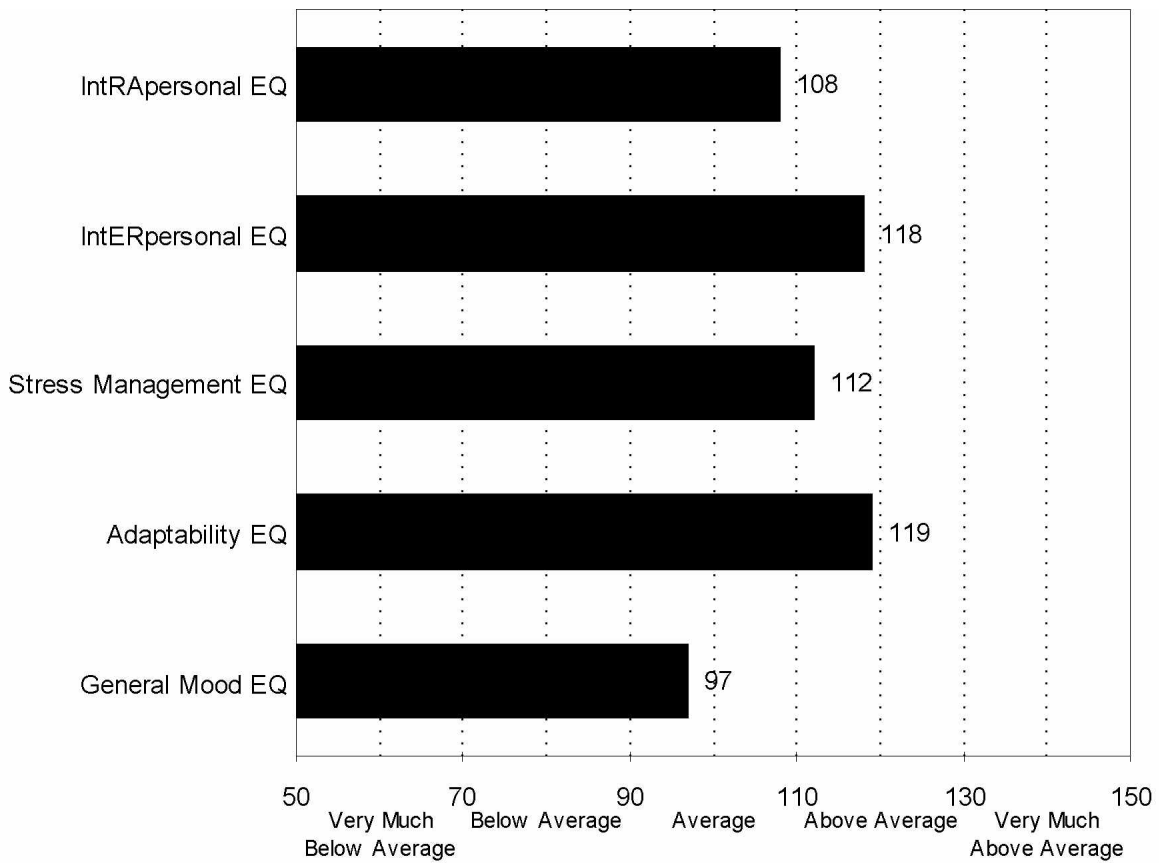
Total EQ

This graph shows the respondent's Total EQ.



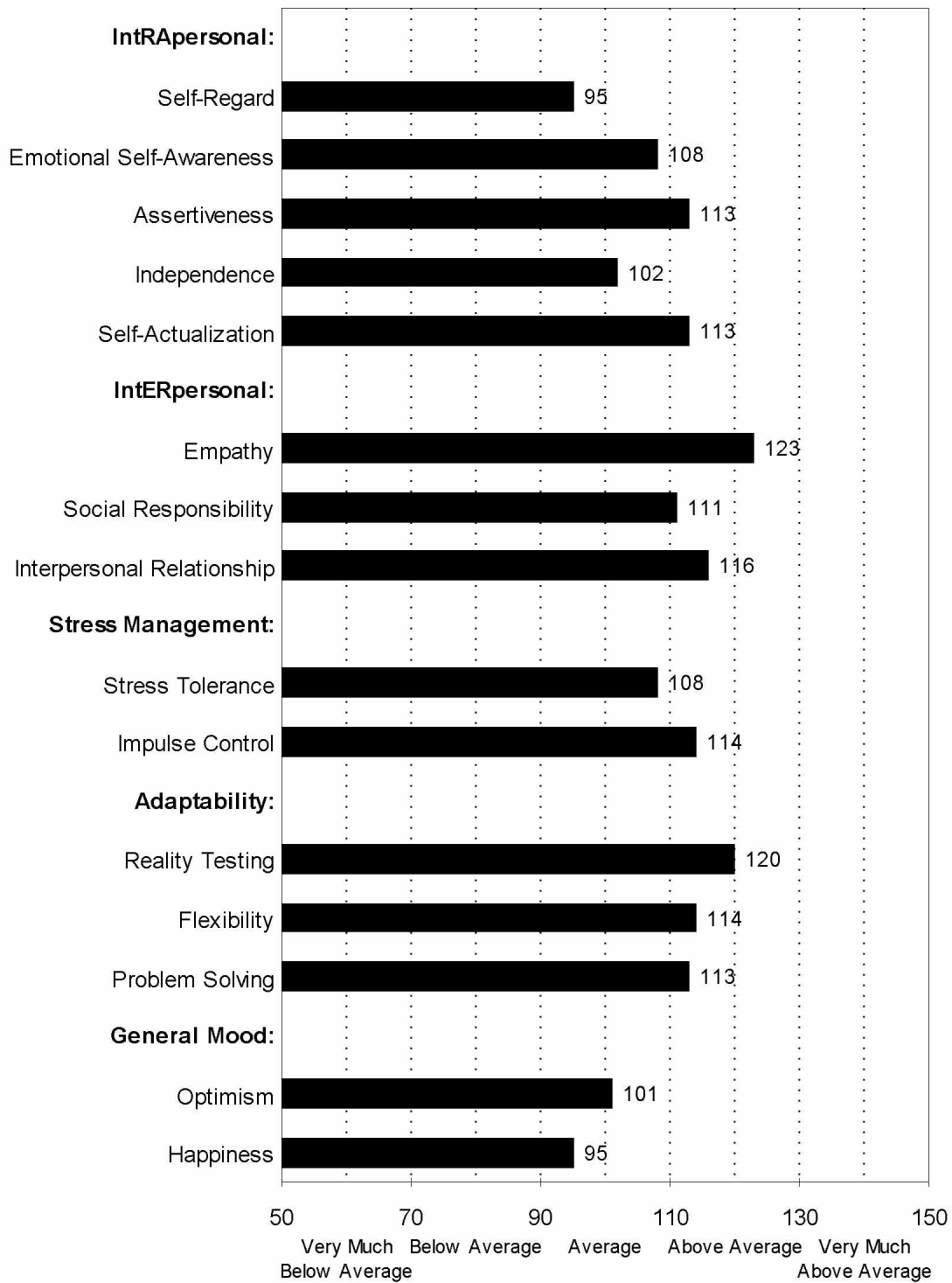
Composite Scales

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: 114

The Total EQ indicates that, overall, emotional and social functioning is high. However, there are one or more areas that are not as high as the others. Clearly, these areas are compensated for by strengths in other areas and lead to an overall high EQ. Nonetheless, the identification of these potential growth areas can lead to improvement and an even higher level of Emotional Intelligence and greater success. A more detailed description of the EQ-i components is given in the next section.

Intrapersonal: 108

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. One or more components of intrapersonal functioning are areas for potential improvement. The overall Intrapersonal score, however, suggests that intrapersonal strengths compensate to a large degree for any shortcomings. The following section describes the five components of intrapersonal functioning.

Self-Regard: 95

The Self-Regard scale score is a bit low but still within the average range. The score indicates reasonably satisfactory self-regard and self-respect, but there may be times when she is somewhat self-critical. There also may be times or situations where self-confidence is low. Responses indicate that there is dissatisfaction or discomfort related to physical appearance.

Emotional Self-Awareness: 108

The results for this scale are at the population norm and indicate an individual who is in touch with her feelings and emotions. The responses also indicate that the individual is comfortable expressing feelings to others.

Assertiveness: 113

The responses indicate that Michelle can effectively express feelings and emotions. This individual is rarely self-conscious and can openly share feelings, thoughts, and beliefs in a constructive manner. She will usually participate actively and effectively in conversations/discussions and make a significant contribution. She should be capable of getting across her viewpoint to others.

Independence: 102

Michelle is usually willing and capable of thinking, working, and making decisions on her own. Others may be consulted for advice but, more often than not, she will choose her own course of action. While she can work without a lot of guidance from others, the responses also show no aversion to working under the supervision of someone else.

Self-Actualization: 113

Michelle is achieving, or coming close to achieving, her full potential in most aspects of her 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 her. As a result, Michelle is likely energetic, highly motivated, and successful. She will strive to optimize performance.

Interpersonal: 118

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, Michelle is responsible and dependable, and Michelle functions well in tasks involving making contact with others and teamwork.

Empathy: 123

Michelle is most likely an extremely empathetic person. The responses indicate an enhanced ability to be aware of, understand, and appreciate the feelings of others. Michelle will go out of her way to help others, and will try to avoid hurting other people's feelings.

Social Responsibility: 111

The responses pertaining to the Social Responsibility scale indicate an individual who is cooperative and constructive. Michelle is probably quite responsible and dependable. She will be helpful when interacting with others and will try to contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship: 116

The responses are indicative of an individual who has good interpersonal skills. Michelle probably is able to establish and maintain mutually satisfying relationships that have the proper degree of intimacy. She is comfortable with the giving and receiving of affection.

Stress Management: 112

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: 108

Stress Tolerance is slightly higher than average and suggests the ability to withstand adverse events and stressful situations. Michelle is generally able to cope with stress actively and effectively. She is probably a fairly calm person and rarely gets overly anxious or agitated.

Impulse Control: 114

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

Adaptability: 119

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. Michelle 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 she is practical, realistic, and does not over-indulge in fantasy. She 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: 120

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

Flexibility: 114

The results indicate an effective ability to adjust emotions, thoughts, and behavior to changing situations and conditions. Michelle usually finds it fairly easy to learn new things, doesn't become too fixed into routines, and remains open-minded to differing opinions and ways of thinking.

Problem Solving: 113

The responses to the Problem Solving scale reflect an effective approach to resolving problems. Michelle 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: 97

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: 101

The results obtained indicate a fairly typical and adaptive degree of optimism. Like most other people, there are probably times when Michelle feels a little down or a little pessimistic, but on the whole optimism is adequate. She likely keeps expectations balanced and realistic.

Happiness: 95

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

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 Empathy (123), Reality Testing (120), Interpersonal Relationship (116).

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

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

Optimism

- Minimize negative thoughts related to trivial or temporary problems
- Adjust goals so that they are more attainable
- When long-term goals seem difficult, set short-term intermediary goals to serve as guideposts of progress
- Be solution-focussed rather than problem-driven
- Use positive feedback for goal attainment, and constructive and supportive feedback when goals are not successfully met
- If appropriate, increase empowerment to avoid the pessimism that often results when people feel helpless to change the status quo; This feeling is often overcome if one's own judgment can be used to change circumstances

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: February 24, 2005

End of Report