



EQ-360[®]

BarOn Emotional Quotient-360

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EQ-360 Multirater Feedback Report (Client)

Client Name: John Doe

Raters: Managers (1)
Peers (4)
Direct Reports (3)
Other/Mixed (3)

Report Date: August 15, 2006 (Online)



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Introduction

BarOn EQ-360 is a multirater measure of emotional intelligence (EI) designed to complement BarOn EQ-i assessments. EQ-360 prompts raters to provide valuable information about an individual's level of emotional and social functioning within the assessment context. This summary report combines John's self-report EQ-i results with that of his designated EQ-360 raters, creating a complete "360-degree" overview of John's social and emotional functioning.

John's self-reported EQ-i scores are compared with the ratings of his 360 rater groups. This report presents John's EQ scores at four different levels of analysis. The first level provides his Total EQ results, representing an overall or global measure of emotional functioning. The second level of analysis discusses John's EQ functioning as it relates to the five broad composite scales that represent EQ-360's factors of emotional intelligence. The next level summarizes the subscale results that contribute to each composite scale. Finally, John's EQ-360 item response frequencies are presented for all 360 rater groups combined.

Examination of the overall, composite scale, and subscale levels highlight any significant score disparities between John and his 360 rater groups. Significant score disparities reveal areas where self-perceived emotional and social skills differ notably from the perceptions of others. Taken in proper context, this report's 360 feedback illuminates key areas where emotional and social skills are highly developed and reveals areas for further enhancement.

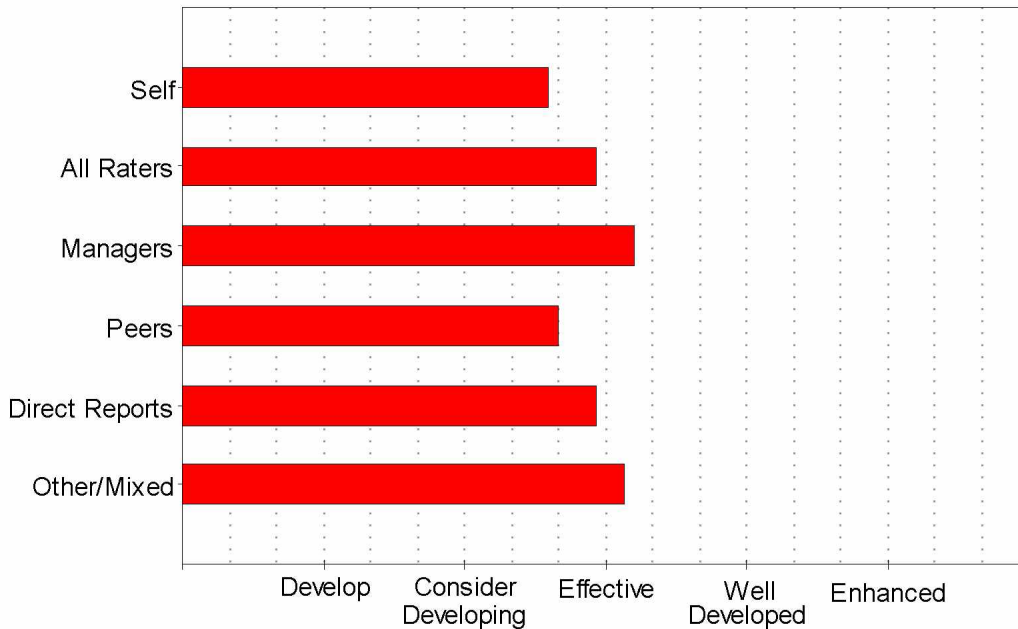
The feedback based on this report should reflect the unique relationship between John's self-reported emotional intelligence scores and his rater's assessments. If consensus is high between John and his raters, identification of his personal strengths and weaknesses should be fairly straightforward based on the general profile of the scale and subscale scores.

Where there is low consensus between John and the raters, notable score discrepancies might emerge. These differences might occur for a variety of reasons. Possible explanations could include the fact that certain rater levels are less familiar with John and have not had adequate opportunity to observe the necessary range of EI behaviors. An alternate explanation might be, however, that John interacts differently with others around him. Proper interpretation of conflicting results requires careful investigation into factors that might have contributed to the observed disparities. An informed understanding of the underlying reasons for observed differences will greatly assist in placing this feedback into proper context.

This report is an interpretive aid and should not be used as the sole basis for intervention or decision making. These results are best utilized when combined with other sources of information such as performance indicators, interviews and investigation results. Interpretation of the contents of this report requires a qualified and trained professional.

Total EQ

The following graph shows John's Total EQ-i score compared to the averaged Total EQ-360 scores for each rater group.



EQ-i/EQ-360 Score Comparisons

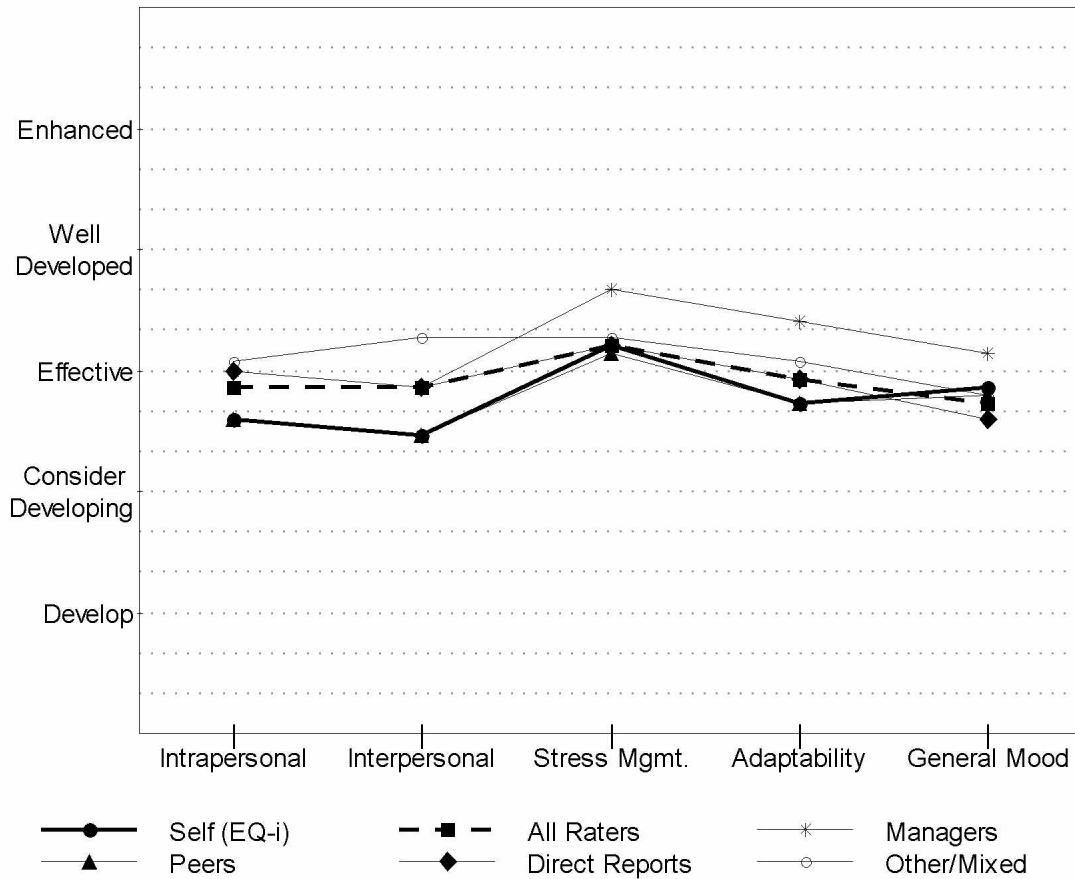
John's Total EQ-i score is fairly consistent with Total EQ-360 scores of all rater groups. No significant score differences were noted at this level, perhaps indicating that there is consensus as to John's level of emotional functioning. A detailed examination of the composite and subscale scores will provide further insight into John's specific strengths and weaknesses, thus revealing a guideline for furthering his emotional development.

Total EQ

Total EQ provides a general indication of John's emotional and social intelligence. The overall score depicts how successful he currently is in coping with environmental and social demands. Individuals who have average or greater Total EQ are perceived to be in touch with their feelings, feel good about themselves, and are fairly successful in realizing their own potential. These individuals understand the way others feel and are generally successful in relating to people. They appear to be good at managing stress and rarely lose control. People who are high in Total EQ are typically realistic, assertive, and fairly successful in problem solving. These individuals also appear to be generally happy and have a positive outlook on life.

EQ Composite Scales

The following graph shows John's EQ-i Composite Scale scores compared to the averaged EQ-360 scores for each rater group.



EQ-i/EQ-360 Composite Score Comparisons

John's EQ-i score for the following composite scale is significantly lower than that of the following rater group(s).

Interpersonal Composite

Self < Other/Mixed

Significant score differences such as this should be taken into consideration during interpretation.

Definitions for the EQ Composite Scales are as follows.

Intrapersonal Composite Scale (RAeq)

The Intrapersonal Composite Scale assesses John's understanding, expression, and development of himself. Individuals who are average-to-well developed in this area are in touch with their feelings, feel good about themselves, and feel positive about what they are doing with their lives. Individuals who are well developed in this area are also able to express their feelings, and are independent, strong, and confident when conveying their ideas and beliefs. The Intrapersonal Composite includes the following subscales: Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.

Interpersonal Composite Scale (EReq)

The Interpersonal Composite Scale provides insight into John's interpersonal skills and functioning. Individuals who score well on this composite are perceived to be responsible and dependable people who have good social skills. They understand, interact, and relate well with others. The Interpersonal Composite comprises the following subscales: Empathy, Social Responsibility, and Interpersonal Relationship.

Stress Management Composite Scale (SMeq)

The Stress Management Composite Scale assesses how well John is perceived to be able to withstand stress and manage his impulses. Individuals who score well in this composite area are perceived to be generally calm, rarely impulsive, and work well under pressure. The Stress Management Composite Scale is comprised of the Stress Tolerance and Impulse Control subscales.

Adaptability Composite Scale (ADeq)

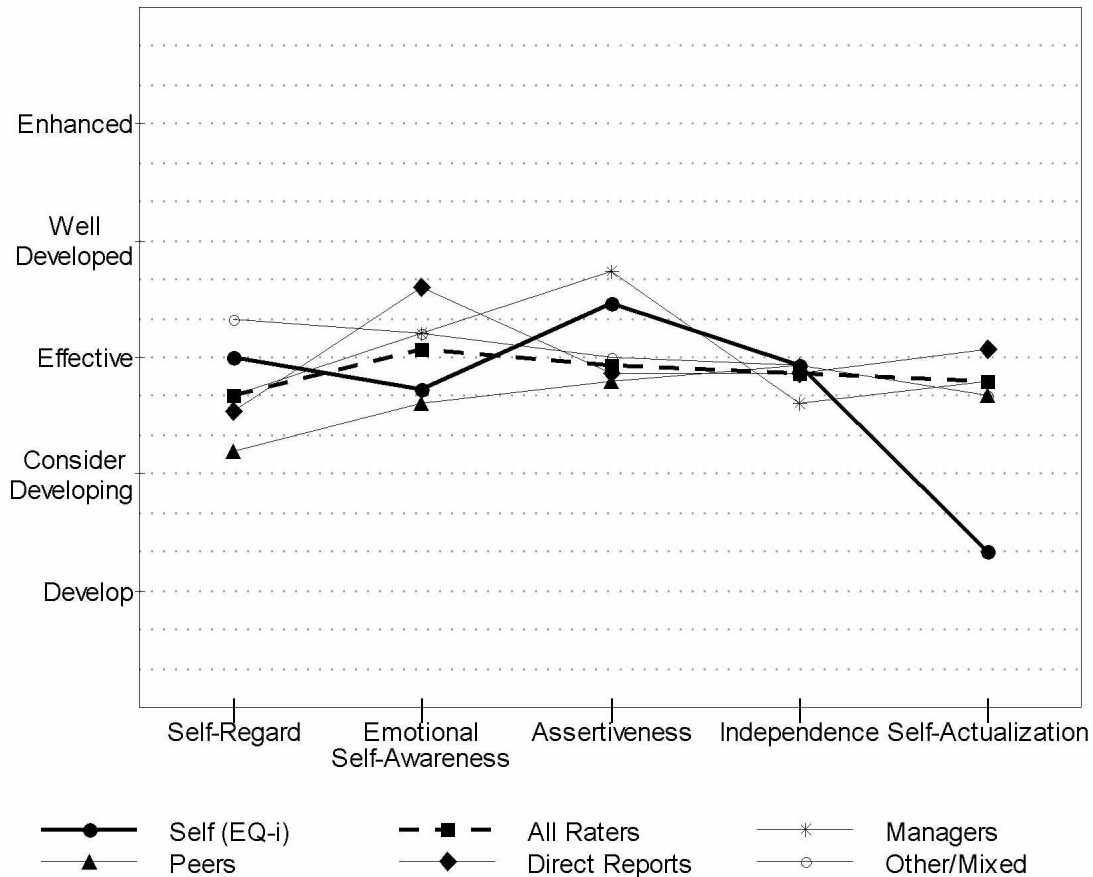
The Adaptability Composite Scale addresses perceptions of how successfully John is able to cope with environmental and social demands by effectively "sizing up" and dealing with problematic situations. Good scores in this area identify people who are generally flexible, realistic, effective in understanding problematic situations, and competent at arriving at adequate solutions. The Adaptability Composite Scale consists of the following subscales: Reality Testing, Flexibility, and Problem Solving.

General Mood Composite Scale (GMeq)

The General Mood Composite assesses the degree to which John is perceived to maintain a positive outlook on, be contented with, and actively enjoy life. Good scores on this composite reflect individuals who are perceived to be cheerful, positive, hopeful, and optimistic. The General Mood Composite Scale is composed of the Optimism and Happiness subscales.

Intrapersonal Subscales

The following graph compares John's EQ-i Intrapersonal subscale scores to the averaged EQ-360 subscale scores for each rater group.



EQ-i/EQ-360 Intrapersonal Scale Score Comparisons

John's EQ-i scores for the following Intrapersonal subscales are significantly lower than that of the following rater group(s).

Emotional Self-Awareness

Self < Direct Reports

Self Actualization

Self < All Raters; Managers; Peers; Direct Reports; Other/Mixed

John's EQ-i score for the following Intrapersonal subscale is significantly higher than that of the following rater group(s).

Self-Regard

Self > Peers

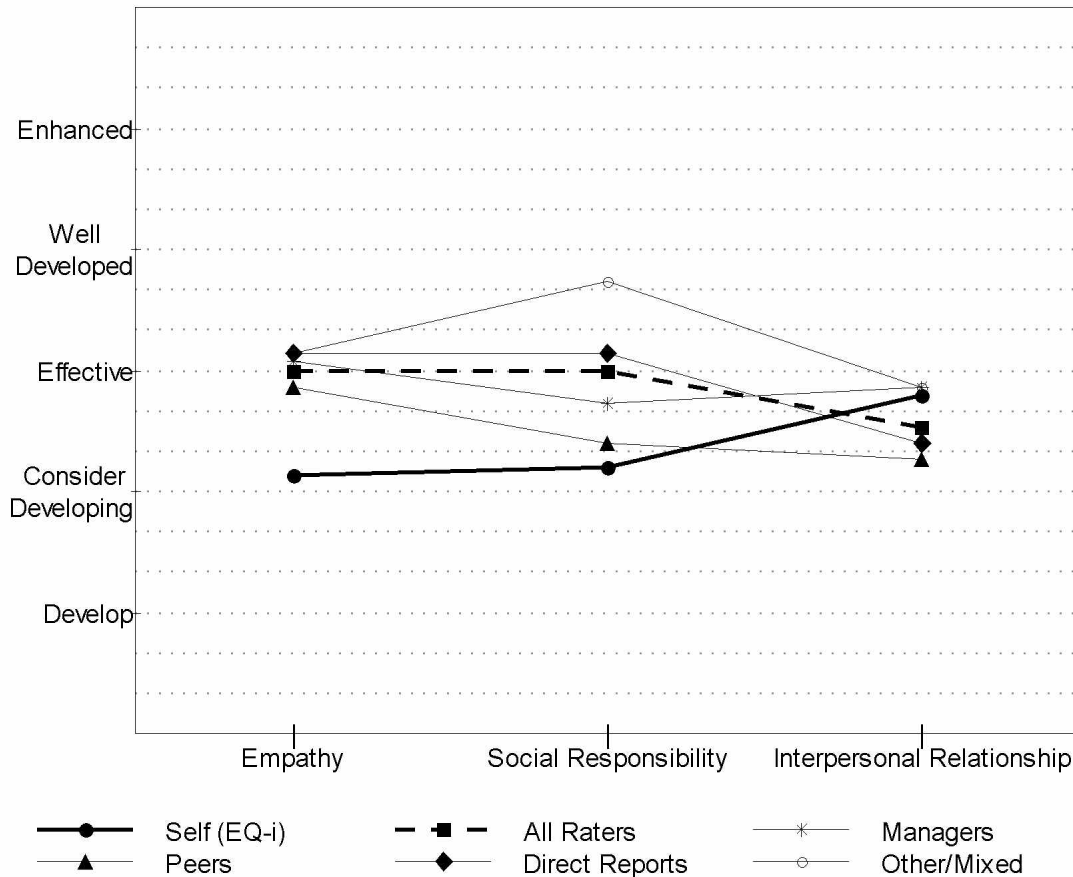
Significant score differences such as these should be taken into consideration during interpretation.

Definitions for the Intrapersonal Subscales are as follows.

- Self-Regard (SR): Individuals with good self-regard accept and respect themselves. This includes recognizing and accepting one's positive and negative aspects, as well as one's limitations and possibilities.
- Emotional Self-Awareness (ES): Individuals with well-developed emotional self-awareness are in touch with their own feelings and emotions. These people know exactly what they are feeling and how their emotions impact others.
- Assertiveness (AS): Individuals who score well on this subscale are perceived as able to express their thoughts, feelings and beliefs openly, as well as defend their rights to others.
- Independence (IN): Good scores on this subscale reflect people who are perceived to be self-reliant, self-directed, autonomous, and self-sufficient. These people may ask for and consider the advice of others, but they rarely depend on others to make important decisions or do things for them. Individuals high in independence are also free from emotional dependency.
- Self-Actualization (SA): Good scores are obtained on this subscale by individuals who are perceived to be able to realize their full potential and become involved in pursuits that lead to rich and meaningful lives. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities, and talents.

Interpersonal Subscales

The following graph compares John's EQ-i Interpersonal Composite subscale scores to the averaged EQ-360 Interpersonal subscale scores for each rater group.



EQ-i/EQ-360 Interpersonal Scale Score Comparisons

John's EQ-i scores for the following Interpersonal subscales are significantly lower than that of the following rater group(s).

Empathy

Self < All Raters; Managers; Peers; Direct Reports; Other/Mixed

Social Responsibility

Self < All Raters; Direct Reports; Other/Mixed

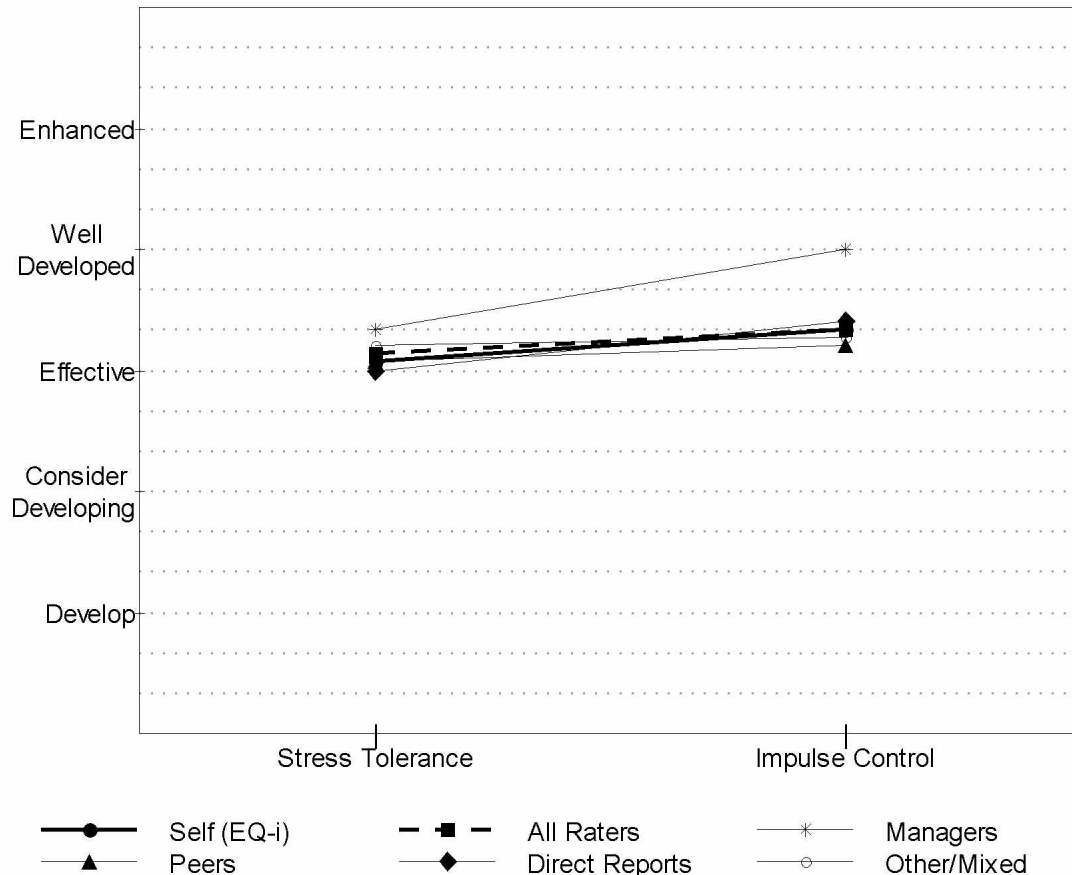
Significant score differences such as these should be taken into consideration during interpretation.

Definitions for the Interpersonal Subscales are as follows.

- **Empathy (EM)**: Good scores on this subscale indicate individuals who are perceived to be aware of, and appreciative of, the feelings of others. They are also sensitive to others' feelings and can "tune in" to what, how, and why people feel the way they do. Empathetic people care about others and show interest in and concern for others.
- **Social Responsibility (RE)**: Individuals with good scores on this subscale are perceived to be co-operative, contributing, and constructive members of their social groups. These people are often described as responsible and dependable. Socially responsible people demonstrate a strong sense of social consciousness and have a basic concern for others. This in turn is manifested through a willingness to take on community-oriented responsibilities.
- **Interpersonal Relationship (IR)**: Individuals who score well on this subscale are perceived to have the ability to establish and maintain mutually satisfying relationships. These people are characterized by a capacity for intimacy, and for giving and receiving affection.

Stress Management Subscales

The following graph compares John's EQ-i Stress Management Composite subscale scores to the averaged EQ-360 Stress Management subscale scores for each rater group.



EQ-i/EQ-360 Stress Management Scale Score Comparisons

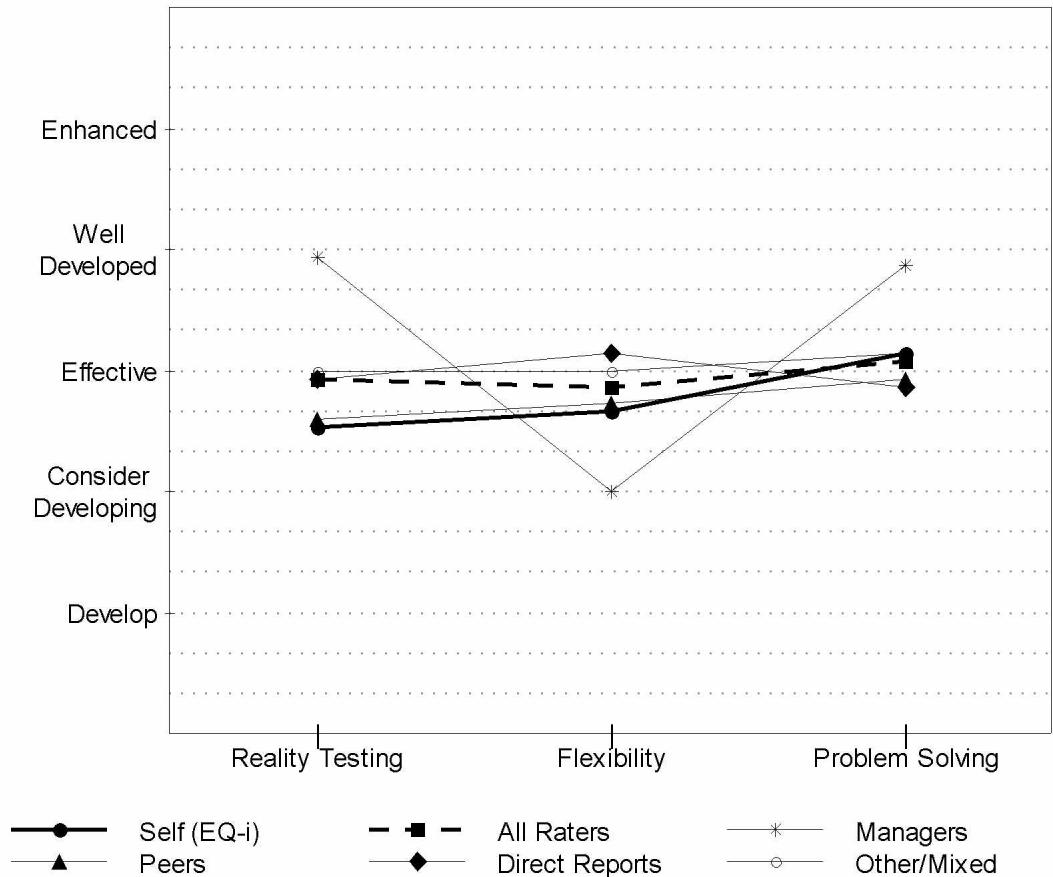
John's self-assessment on the EQ-i Stress Management subscales appears fairly consistent with the EQ-360 scores assigned by all the rater groups. No significant score differences were noted at this level, indicating that there appears to be good consensus between John and his raters in this area. Careful review of the subscale scores will reveal John's relative strengths and weaknesses within this aspect of emotional functioning. Refer to the raters' item response frequencies, presented later in this report, for further information concerning John's observed emotional and social functioning as it relates to the Stress Management subscales.

Definitions for the Stress Management Subscales are as follows.

- **Stress Tolerance (ST):** Good scores on this subscale identify individuals with the ability to withstand adverse events and stressful situations without "falling apart". These people tend to cope with stress actively and positively. They can remain calm and can avoid becoming anxious, agitated, or overwhelmed.
- **Impulse Control (IC):** Individuals with good scores on this subscale are perceived to be able to resist or delay impulses and defer drives and temptations to act. People with good impulse control rarely become impatient, overreact, lose control, or become angry.

Adaptability Subscales

The following graph compares John's EQ-i Adaptability Composite subscale scores to the averaged EQ-360 Adaptability subscales scores from each rater group.



EQ-i/EQ-360 Adaptability Scale Score Comparisons

John's EQ-i scores for the following Adaptability subscales are significantly lower than that of the following rater group(s).

Reality Testing

Self < Managers

Problem Solving

Self < Managers

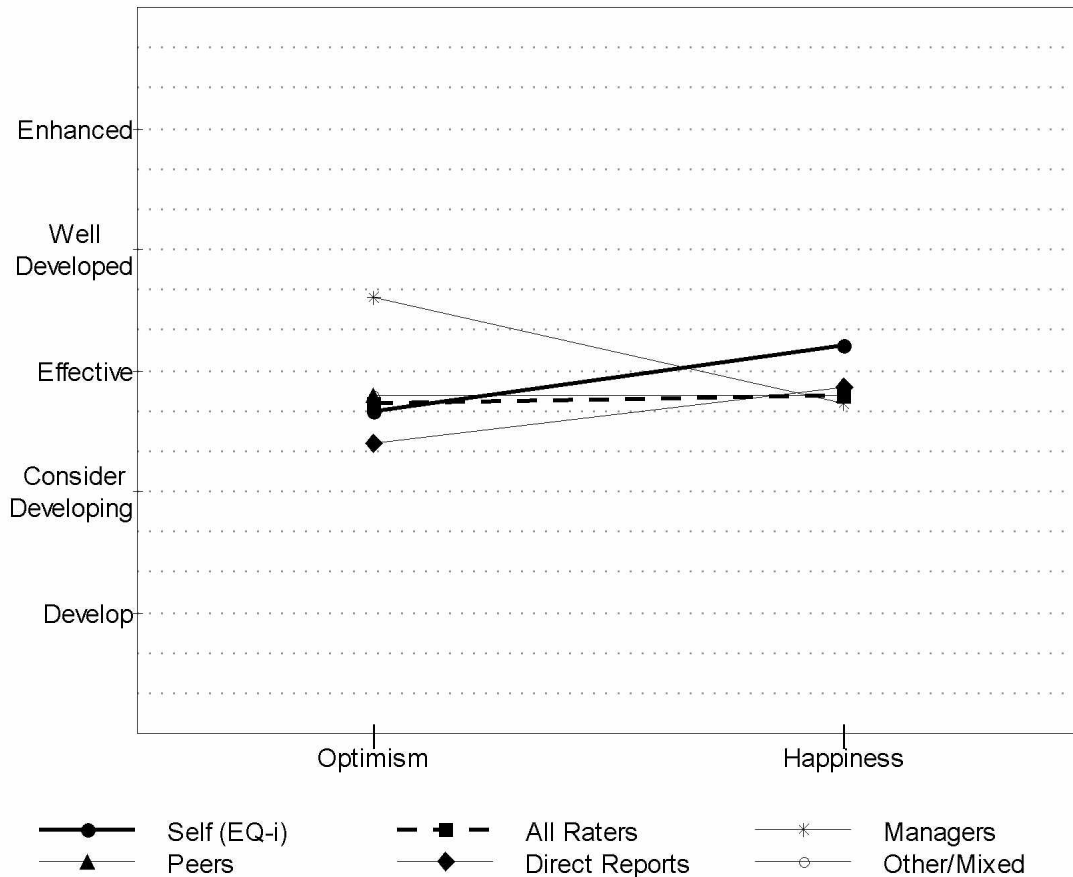
Significant score differences such as these should be taken into consideration during interpretation.

Definitions for the Adaptability Subscales are as follows.

- **Reality Testing (RT):** Individuals who score well on Reality Testing are perceived to be good at accurately "sizing up" the immediate situation and to be grounded and fact-based. These individuals proactively examine a situation in contrast to passively and naively assuming what is involved. Reality testing involves a search for objective evidence to confirm, justify, and support feelings, perceptions and thoughts. This involves "tuning in" to the immediate situation, attempting to keep things within their proper perspective, and experiencing things as they are.
- **Flexibility (FL):** Good scores on this subscale are indicative of individuals who are perceived to have enhanced ability to adjust their emotions, thoughts, feelings, and behavior to changing situations and conditions.
- **Problem Solving (PS):** People who score well on this subscale are fairly adept at recognizing and defining problems as well as generating and implementing potentially effective solutions. This component assesses whether one is perceived to be fairly adept at recognizing and defining problems as well as generating and implementing potentially effective solutions.

General Mood Subscales

The following graph compares John's EQ-i General Mood subscale scores to the averaged EQ-360 General Mood subscale scores for each rater group.



EQ-i/EQ-360 General Mood Scale Score Comparisons

John's EQ-i score for the following General Mood subscale is significantly lower than that of the following rater group(s).

Optimism

Self < Managers

Significant score differences such as this should be taken into consideration during interpretation.

Definitions for the General Mood Subscales are as follows.

- Optimism (OP):** Individuals who receive good scores on this subscale are perceived to be positive people who look at the brighter side of life, and maintain a positive attitude, even in the face of adversity. Optimism reflects the degree of hopefulness that one incorporates in his or her life.
- Happiness (HA):** Individuals who are perceived to be satisfied with their lives, to genuinely enjoy the company of others, and to derive pleasure from life score well on this subscale.

EQ-360 Interpretive Section

The following section is designed to help you better understand how other people perceive your level of emotional and social functioning. As you think about your development, it is important to consider what impact your emotions have on your own behaviors as well as the behaviors of others. Up to three subscales are presented when your self-appraisal and the All Rater Group (all your observers) results fall into different score ranges. Please keep in mind that it is extremely important that you investigate all results that are significantly different between yourself and the different rater groups. This will assist you in fully understanding what interrelationships exist between the EQ-360 subscales, as well as patterns between raters.

Self Actualization (All Raters > Self)

Self-Actualization is the ability to set and achieve personal goals and to actualize one's potential. EQ-360 results indicated that your Self-Actualization score appears to be in the developing range, while all other raters indicated a score that was in the effective to well developed range. The difference in scores shows a disconnect between yourself and certain rater groups. For the most part, raters perceive you as self-actualized; however, you may be underestimating your ability in this area. This result suggests that you may hold very high self-standards and/or is overly critical of yourself.

Individuals who are unsure of their abilities frequently have difficulties when placed in leadership roles. Their inability to be aware of their own strengths and weaknesses often sabotages their leadership effectiveness and inhibits their capacity to manage teams.

Consistent perception of your behavior by you and your raters is important to achieving group goals and improving teamwork. In many cases, your coworkers spend many hours interacting with you and are in a good position to assess your self-actualization in various settings. They will be able to observe which situations you display self-motivation, achievement, and drive. If a rater group rated you higher than you did, it may represent the fact that you may be putting up a front at work to avoid alarming coworkers about your lack of fulfillment. You may be presenting this façade because behind closed doors there are issues at work or outside of work that are impacting your ability to be self-actualized. It is recommended that you speak to your raters in person to fully understand where the difference lies.

Simple Strategies For Improving Performance:

- Have follow-up conversations with your raters to clarify areas for development. Seeking feedback from trusted colleagues is a relationship building exercise and may enhance trust and rapport.
- Conduct an honest, introspective assessment of yourself, and determine instances where you may have appeared to enjoy working on a project, but you were not completely satisfied with either your role or type of work. Clarify your interpretation of these questionable circumstances by seeking the advice of others and formulate a plan to resolve these perceptual differences.
- Determine your own personal short-term, intermediate, and long-term goals, both within, and beyond, the organization at which you currently hold a position. Then, think about your skill set, both strengths and weaknesses, and how they relate to your goals. Finally, formulate an action plan to address any gaps.
- Continue to seek feedback on your performance in self-actualization from colleagues on a regular basis. Let your raters know what you are trying to work on, this way they will know how to comment on your progress. This will enable you to monitor your development and to deliberate which actions will help you obtain your goals.
- If you are having difficulty with this area, find a mentor who is qualified to teach you about it. Talk to

this person about his or her leadership experiences and observe him or her in leadership situations. Observing someone with high self-actualization will enable you to learn strategies to improve self-satisfaction as well as finding a sense of purpose in your work.

Empathy (All Raters > Self)

Empathy is an interpersonal skill that measures the ability to be aware of and understand how other people feel. Empathy is extremely important to leadership, especially in regards to relationship building and people management. EQ-360 results indicated that your Empathy score appears to be in the developing range, while the All Raters group indicated a score that was in the effective to well developed range. The difference in scores shows a disconnect between yourself and certain rater groups. For the most part, raters perceived you as being able to appreciate the emotions of others; however, your score reflects an underestimation in regards to your ability in this area.

This underestimation may suggest that you possibly hold high self-standards, are overly critical of your performance at times, or are unsure of your skill in this area. Individuals who are unsure of their abilities frequently have difficulties when placed in leadership roles. Their inability to be aware of their own strengths and weaknesses often sabotages their leadership effectiveness and inhibits their capacity to manage teams.

The underestimation could also represent the fact that you do not care about the emotions of others as much as you lead on. You may be putting up this façade at work in order to get the support and trust of others (playing politics). Being authentic in your interaction with different groups (direct reports, peers, supervisor, or customers) is essential for effective leadership. These groups often anticipate you to show caring, direction, and stability in various situations. In order for you to obtain full commitment from these groups, you must be aware of how a lack of authenticity may decrease individual and team morale. Leaders that lack genuineness are often less successful because they have trouble getting "buy in" from others in order to execute their vision, regardless of whether that person is a direct report, peer, or supervisor.

Simple Strategies for Improving Performance:

- Genuinely listen to others without any distractions. Listen to the emotional content in the words they use and try not to superimpose your values and beliefs on what the person is saying. This will allow you to remain unbiased and present in the conversation.
- When listening to others, also pay close attention to non-verbal cues like facial expressions and body posture. This added information will allow you to perceive and understand other people's emotional information more accurately.
- In order to improve your active listening skills, practice paraphrasing what others are saying to you. Do not simply repeat what was said, use different words that express the same meaning. This will make people feel like you are actively engaged in the conversation.
- If you are having difficulty understanding and exhibiting genuine empathy, find a mentor who is qualified to teach you about it. Talk to this person about his or her leadership experiences and observe him or her in leadership situations. Observing someone with high empathy will enable you to learn strategies to be aware of and understand the feelings of others.
- Examine how rater groups perceived you in Interpersonal Relationship, Emotional Self-Awareness, and Social Responsibility. These are closely linked to Empathy and may help to create a clearer picture of leadership. It is important to understand how these skills can be used together to improve your individual and group performance. If you do have a lower score in one or more of the areas mentioned above, look to see how you can leverage other skills until you have developed the identified lower area.

Social Responsibility (All Raters > Self)

Leadership in organizational groups is a key component in today's business world. Organizations are facing rapidly changing conditions both internally (i.e., internal practices) and externally (i.e., competition), with leaders being asked to provide more guidance and direction than ever. In the EQ-360, the Social Responsibility subscale measures the ability to identify with and feel a part of one's social group as a cooperative and contributing member. Social responsibility is a crucial element for establishing effective organizational leadership and teamwork.

Results indicated that your Social Responsibility score appears to be in the developing range, while the All Raters group indicated a score that was in the effective to well developed range. The scoring difference between yourself and some raters identifies an area that is in need of further understanding. For the most part, raters perceive you as socially responsible; however, you may be underestimating your functioning in this area.

The underestimation may suggest that you possibly hold high self-standards, are overly critical of your performance at times, or are unsure of your skill in this area. Individuals who are unsure of their abilities frequently have difficulties when placed in leadership roles. Their inability to be aware of their own strengths and weaknesses often sabotages their leadership effectiveness and inhibits their capacity to manage teams.

The underestimation could also represent the fact that you do not care about the groups that you work with as much as you display. You may be "playing politics" at work and putting up a false pretense in order to get the support, trust, and "buy in" from others. This type of behavior lacks substance and may eventually backfire. Direct reports, peers, and managers spend many hours a day interacting with you and are in a good position to assess your abilities. If they suspect a lack of substance, your credibility as a leader will decrease and may be irreparable.

Being authentic in your interactions with different groups is essential in becoming an effective leader. These groups (direct reports, peers, and managers) often anticipate you to show caring, trust, and dependability. In order for you to obtain full commitment from these groups, you must be aware of how a lack of authenticity may decrease individual and team morale.

Simple Strategies for Improving Performance:

- In each team that you work in, have each team member (including yourself) write down 3 activities that will show their commitment to the team. Also, talk about how these 3 activities can improve the team's effectiveness.
- Examine whether your individual goals are aligned with your team and organizational goals. If there are goals that are not aligned, look at how you can modify them to contribute positively to the larger goals. With the help of your supervisor, set individual and team goals that fit the organization's mission and values. Remember to create goals that are specific, measurable, and action-oriented.
- If you are having difficulty with Social Responsibility, find a mentor who you believe is a great team leader. Talk to this person about his or her leadership experiences and observe him or her in group situations. Also, ask this person why social responsibility is so important to him/her as an individual.
- Examine how rater groups perceived you in Independence, Empathy, and Interpersonal Relationship. These are closely linked to Social Responsibility and may help to create a clearer picture of leadership. It is important to understand how these skills can be used together to improve your individual and group performance. If you do have a lower score in one or more of the areas mentioned above, look to see how you can leverage other skills until you have developed the identified lower area.

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End of Report