



## BarOn Emotional Quotient Inventory

# Leadership Report

DEVELOPED BY REUVEN BAR-ON, PhD

REPORT PREPARED FOR  
**JOHN SAMPLE**

Gender: MALE

Age: 28

Occupation: SALESMAN

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# 1

## SECTION 1: INTRODUCTION

Effective leadership must embrace the organizational culture as well as the industrial process and people involved to yield maximum results. The BarOn EQ-i Leadership Report expands your understanding of leadership in organizations from the perspective of emotional intelligence (EI), and it helps you explore the direct role that EI plays in predicting leadership success. The development of this report was based on both current leadership theory and empirical research conducted with the BarOn EQ-i on thousands of leaders worldwide. Much of the empirical underpinnings of this report are based on research conducted at the Center for Creative Leadership. The findings clearly demonstrate that an individual's EQ-i scores can predict both the potential for successful leadership and accurately assess the strength of the key leadership skills involved. The report identifies specific strengths in leadership skills as well as areas that need to be improved in order to enhance performance as a leader.

The BarOn EQ-i Leadership Report is applicable in different contexts, including executive-level leadership, management-level leadership, and operational-level leadership. In this report, several key aspects of leadership are examined. First, leadership skills are classified based on three orientations: people-oriented, process-oriented, and organization-oriented. Next, we look at leadership in terms of major leadership skills and behaviors which are described as centered and grounded, action-taking, participative, and tough-minded. These four functional pillars contribute in varying degrees to the three leadership orientations.

## The Leadership Orientations

Most leadership activities undertaken by an individual can be assigned to one of three functional areas. The three leadership orientations are people-, process-, and organization-oriented leadership.

### People-Oriented

This leadership area pertains to the ability to handle interactions with people to resolve conflict and to maximize performance and motivation. The most highly related BarOn EQ-i scales are:

- Empathy
- Social Responsibility
- Stress Tolerance
- Impulse Control
- Happyness

### Process-Oriented

This leadership area gauges one's ability to realize tasks, projects, and goals efficiently and on time. The most highly related BarOn EQ-i areas are:

- Assertiveness
- Independence
- Self-Actualization
- Stress Tolerance
- Optimism

### Organization-Oriented

This leadership area involves understanding and making use of the organization's structure to achieve one's ends. It is about knowing the physical resources of the organization that can be accessed and forming alliances in an organizational hierarchy to facilitate "buy-in" from others. The related BarOn EQ-i scales are:

- Self-Actualization
- Interpersonal Relationship
- Reality Testing
- Impulse Control
- Happyness

## The Leadership Behavioral Pillars

The four pillars of leadership are specific to the behavioral tendencies of the leader. The four pillars are centered and grounded, action-taking, participative, and tough-minded.

### Centered and Grounded

This pillar is about being in control and knowing one's strengths and weaknesses. The most related BarOn EQ-i areas are:

- Social Responsibility
- Stress Tolerance
- Impulse Control
- Optimism

### Action-Taking

This pillar is about the willingness and ability to take action when required. Good leaders think things through as much as possible but also recognize when it's time to act: they are decisive. The most closely related BarOn EQ-i areas are:

- Assertiveness
- Independence
- Optimism

### Participative

This pillar is related to interpersonal relationship skill and building good relations and allegiances. It involves engaging others through listening and communicating and the ability to put people at ease. The key BarOn EQ-i areas are:

- Empathy
- Social Responsibility
- Interpersonal Relationship
- Impulse Control
- Happyness

### Tough-Minded

This pillar involves resiliency and perseverance to overcome challenges. It includes the ability to handle pressure and to remain resolved in convictions, tasks, and goals. Related BarOn EQ-i areas are:

- Self-Regard
- Stress Tolerance
- Impulse Control

## Emotional Intelligence Leadership Model

Shown below is a graphical representation of the leadership model underlying the BarOn EQ-i Leadership Report. The model portrays the relationship between Emotional Intelligence, the leadership orientations, the leadership pillars, and leadership success.



## Leadership Report Sections

The BarOn EQ-i Leadership Report contains this Introduction, an Executive Summary, a Profile Description and Developmental Recommendations. These four sections are customized to support the specific needs of the respondent's supervisor and of the respondent.

The concise Executive Summary section provides leadership benchmarks and profiles for each of the leadership orientations and behavioral pillars, including the specific emotional intelligence (EI) components that impact these orientations and behavioral pillars. It then continues with the BarOn EQ-i profile and interpretations for each of the relevant EI components in terms of the potential for leadership and the potential for derailment followed by a benchmark summary.

The Profile Description focuses on narratives of the scores obtained for each leadership scale, but also on leadership strengths, areas of explaining the meaning of derailment potential, and suggestions for improving leadership skills.

The Developmental Recommendations form the most detailed section of the BarOn EQ-i Leadership Report. It provides not only recommendations for future development but also specific strategies for improving leadership skills. At the end of this section is an action plan for the respondent to use to formulate action steps towards his leadership goals.

The BarOn EQ-i Leadership Report provides the best interpretation of leadership skills based on the individual's responses to the BarOn EQ-i. In interpreting scores for leadership skills, you will find that not only that there are positive and negative implications for both high and low scores, but also that certain scores are more important for predicting leadership than others. This report will help the respondent better understand how social and emotional functioning in key situations influences leadership ability.

## EQ-i Leadership Report Guidelines for Scoring

The EQ-i Leadership Report scoring guidelines will help the reader better understand how emotional functioning in key situations influences leadership ability. Having knowledge of how high and low EQ-i scores helps to identify key leadership skills is valuable in predicting leadership success and potential for derailment. The table and information contained below shows how to meaningfully interpret EQ-i Leadership Report results.

EQ-i Standard Score	Interpretive Guideline
110+	Enhanced - well developed emotional capacity
100-109	Effective - adequately developed emotional capacity
90-99	Consider Developing - adequate emotional capacity, although further development in certain areas may be warranted.
Under 90	Develop - underdeveloped emotional capacity, requiring improvement

### Enhanced

EQ-i scores that span above 110 reveal an individual with a well developed emotional capacity. Leaders that score in this range are very much in touch with their emotions, adequately understand others and effectively manage and control their emotions. They leverage these emotional skills exceptionally well in leadership situations.

### Effective

EQ-i scores that range between 100-109 show a well developed emotional capacity. These leaders feel fairly good about themselves and others and are using their emotional intelligence skills reasonably well in leadership situations.

### Consider Developing

EQ-i scores that range between 90-99 indicate a typically healthy emotional intelligence skill level, although certain emotional skills can be improved in a number of ways.

### Develop

EQ-i scores that are below 90 reveal an individual with an underdeveloped emotional capacity that requires further improvement. These leaders may lack the motivation or direction to further develop their own emotional potential in several areas."

## Cautionary Remarks

This report was designed to provide the best interpretation possible based on the responses provided and should not be used as the sole basis for selection, placement, training, succession planning, or other kinds of decision making. This report works best when combined with other sources of relevant information, which might include behavioral observations, performance ratings, or a 360-degree assessment (e.g., BarOn EQ-360).

The author and publisher are not responsible for misuse of the information provided herein. This report must be used in conjunction with input from an experienced professional who is knowledgeable about the person being assessed and who can refine the assessment based on other available information.

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## 2 SECTION 2: EXECUTIVE SUMMARY

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The BarOn EQ-i Leadership Report examines EQ-i results as they relate to leadership skills. The report's results can be used for the general assessment of leadership strengths and weaknesses to assist in making leadership selection, placement, and development decisions. It is important to note that weaknesses may contribute to ineffective leadership and even derailment. The assessment is applicable to most levels and functions of leadership, including executive-level leadership, management-level leadership, and operational-level leadership. In developing this report, empirical research (based in part on leadership theory) involving thousands of leaders worldwide has demonstrated that effective leadership must embrace the organizational culture, which includes both the people and processes in order to yield maximum results.

## Profile of Leadership Orientation

This section of the report breaks down leadership skills into various aspects of dealing with people, processes, and the organization as a whole. The results are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
People-Oriented		■		
Process-Oriented		■		
Organization-Oriented			■	

### People-Oriented

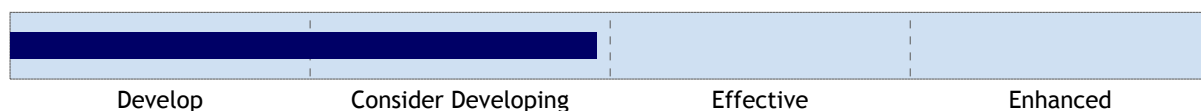


Many leaders with high IQs can be extremely proficient in achieving targets, accomplishing tasks, and mastering processes. There is an additional need, however, to keep staff satisfied, cooperative, and motivated so they consistently perform at a high level. A good leader listens to staff ideas, concerns, and needs and uses this input to guide decisions. The score on the People-Oriented scale indicates satisfactory functioning in this area, but at least one of the BarOn EQ-i scales, for example, Interpersonal skill, Empathy, or Social Responsibility, was low.

#### Related BarOn EQ-i scales:

Empathy, Social Responsibility, Stress Tolerance, Impulse Control, Happyness.

### Process-Oriented

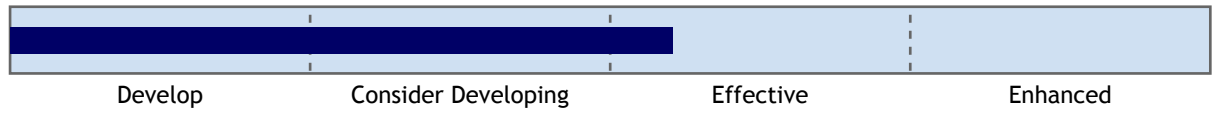


Process-oriented leadership deals most directly with accomplishing tasks and projects and meeting deadlines. It requires the ability to function well under pressure, solve problems, and be flexible when required. A number of areas of emotional intelligence impact process-oriented leadership. For JOHN, the BarOn EQ-i results suggest satisfactory skills overall in this area, but one or more specific facets (Assertiveness, Independence, Self-Actualization, Stress Tolerance, or Optimism) may be low.

#### Related BarOn EQ-i scales:

Assertiveness, Independence, Self-Actualization, Stress Tolerance, Optimism.

## Organization-Oriented



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### Related BarOn EQ-i scales:

Self-Actualization, Interpersonal Relationship, Reality Testing, Impulse Control, Happyness.



## Profile of Leadership Orientation (Detailed)

This table provides a summary of JOHN's functional aspects of leadership.

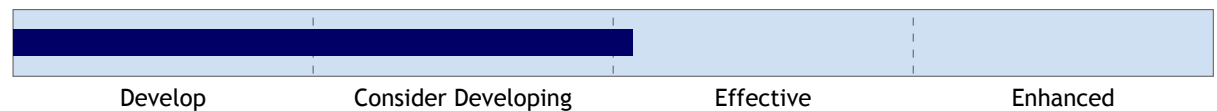
Leadership Area	Develop	Consider Developing	Effective	Enhanced
<b>People-Oriented</b>		■		
Empathy		■		
Social Responsibility	■			
Stress Tolerance			■	
Impulse Control			■	
Happyness			■	
<b>Process-Oriented</b>		■		
Assertiveness	■			
Independence			■	
Self-Actualization			■	
Stress Tolerance			■	
Optimism			■	
<b>Organization-Oriented</b>			■	
Self-Actualization			■	
Interpersonal Relationship		■		
Reality Testing			■	
Impulse Control			■	
Happyness			■	

## Profile of Leadership Behavior

The four pillars of behavioral leadership are based on research conducted by the Center for Creative Leadership (CCL). These pillars contribute in varying degrees to people-oriented, process-oriented, and organization-oriented leadership. They are summarized below and then described in more detail.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
Centered and Grounded			■	
Action-Taking		■		
Participative		■		
Tough-Minded			■	

### Centered and Grounded



Centered and grounded leadership is based on knowing one's strengths and weaknesses and on being in control. The complexities of leadership require the ability to integrate conflicting sources of information, weigh pros and cons, and make sound decisions based on good judgment. Successful leaders are usually practical, straightforward, and composed when under pressure. Although some scales may be low, overall, JOHN's BarOn EQ-i results suggest moderate skills in this area.

#### Related BarOn EQ-i scales:

Social Responsibility, Stress Tolerance, Impulse Control, Optimism.

### Action-Taking

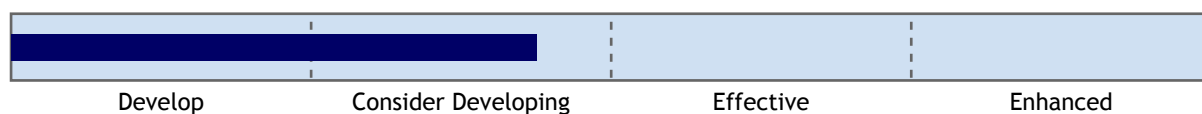


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#### Related BarOn EQ-i scales:

Assertiveness, Independence, Optimism.

## Participative

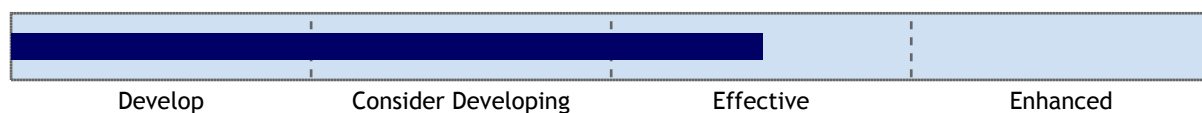


Participative leadership involves interpersonal skills and is related to the organizational and people aspects of leadership. It includes the ability to form working alliances and partnerships that empower the leader to access resources and make changes that affect the organization when required. Participative leadership also involves the use of listening and communication skills and the ability to put people at ease. The BarOn EQ-i results suggest that JOHN most likely has difficulties with interpersonal relationships, empathy, or related abilities. These shortcomings may inhibit effective leadership, including preventing JOHN from building strong relationships within the organization and managing direct reports.

### Related BarOn EQ-i scales:

Empathy, Social Responsibility, Interpersonal Relationship, Impulse Control, Happyness.

## Tough-Minded



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### Related BarOn EQ-i scales:

Self-Regard, Stress Tolerance, Impulse Control.

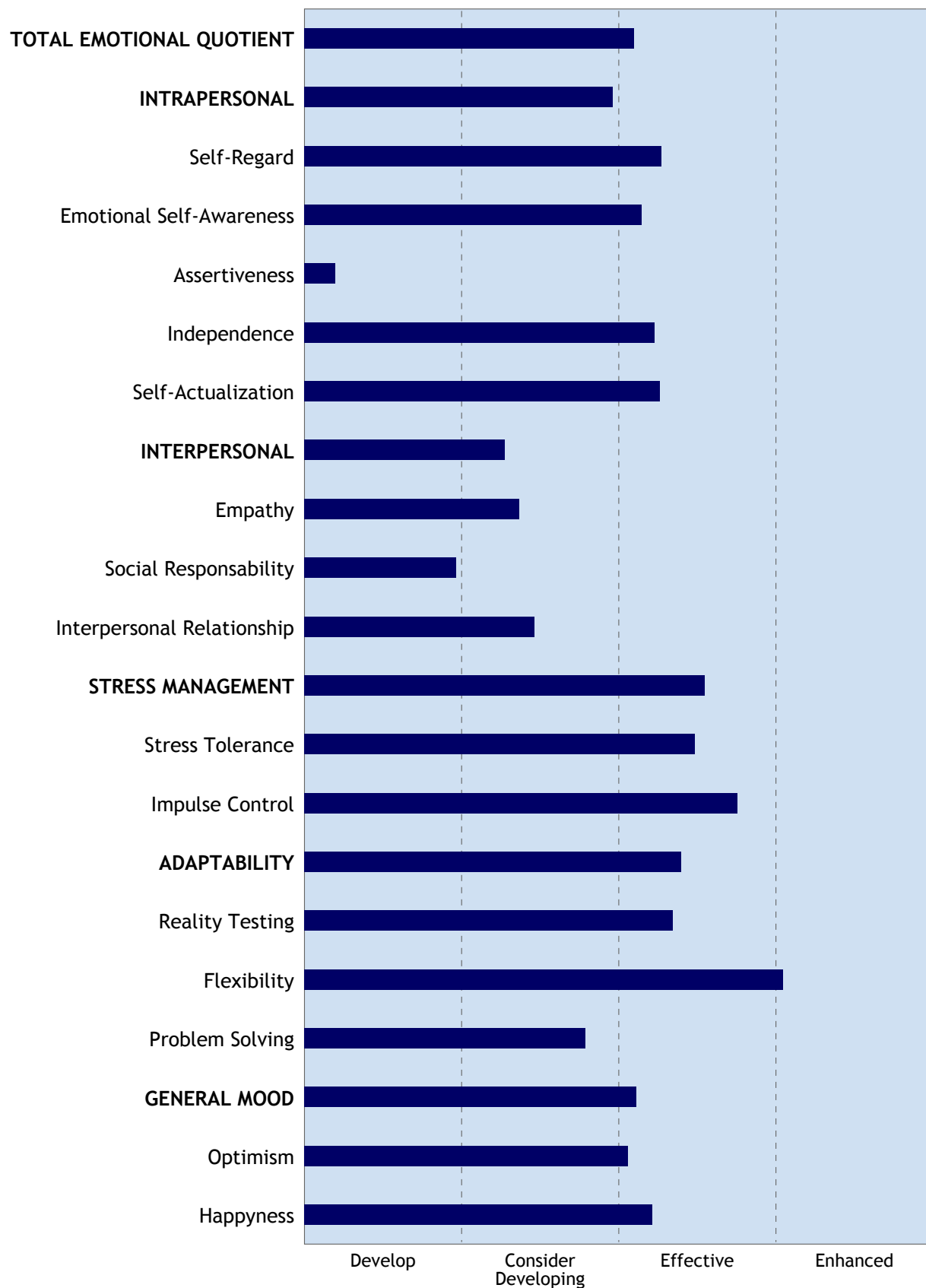
## Profile of Leadership Behavior (Detailed)

This table provides a summary of JOHN's behavioral aspects of leadership.

Leadership Area	Develop	Consider Developing	Effective	Enhanced
<b>Centered and Grounded</b>			■	
Social Responsibility	■			
Stress Tolerance			■	
Impulse Control			■	
Optimism			■	
<b>Action-Taking</b>		■		
Assertiveness	■			
Independence			■	
Optimism			■	
<b>Participative</b>		■		
Empathy		■		
Social Responsibility	■			
Interpersonal Relationship		■		
Impulse Control			■	
Happyness			■	
<b>Tough-Minded</b>			■	
Self-Regard			■	
Stress Tolerance			■	
Impulse Control			■	

## Complete EQ-i Profile

The following graph shows JOHN's results for all of the areas of emotional and social competency.



## Potential for Leadership Success

This section shows the BarOn EQ-i factors that relate to leadership success based on empirical research findings. The primary factors related to leadership success are provided in the first section, with additional factors listed in the section on secondary factors.

### Primary Impact Areas

Research has shown the following scales to be of primary importance in distinguishing successful from unsuccessful leaders.

**Assertiveness**

The low score on this scale may limit JOHN's ability to succeed as a leader.

**Self-Actualization**

The score on this scale may contribute to the respondent's leadership success.

**Empathy**

The score on this scale may contribute to the respondent's leadership success.

**Social Responsibility**

The low score on this scale may limit JOHN's ability to succeed as a leader.

**Interpersonal Relationship**

The score on this scale may contribute to the respondent's leadership success.

**Problem Solving**

The score on this scale may contribute to the respondent's leadership success.

**Stress Tolerance**

The score on this scale may contribute to the respondent's leadership success.

### Secondary Impact Areas

The scores for the following BarOn EQ-i scales were high and should help promote leadership success:

**Flexibility.**

## Potential for Derailment

This section deals with the potential for derailment, which is grossly ineffective and unsuccessful leadership. There are many reasons why seemingly promising executives fail in their role as leaders. Although it is probably impossible to anticipate all such eventualities, several results from the current assessment are relevant for the possibility of derailment.

### Primary Impact Areas

Research has shown the following scales to be of primary importance for flagging possible derailment.

**Emotional Self-Awareness**

The score on this scale was somewhat low and raises some concern for potential derailment.

**Impulse Control**

The score on this scale was somewhat low and raises some concern for potential derailment.

**Optimism**

The score on this scale was somewhat low and raises some concern for potential derailment.

**Stress Tolerance**

The score on this scale was somewhat low and raises some concern for potential derailment.

**Flexibility**

The score on this scale was not low and does not raise concern for possible derailment.

### Secondary Impact Areas

The scores for the following BarOn EQ-i scales were low and should raise concern regarding the potential for derailment:

**Assertiveness, Social Responsibility.**

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## 3 SECTION 3: PROFILE DESCRIPTION

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The following section describes each of the BarOn EQ-i scales with cross references to the leadership orientations and leadership pillars.

The information presented in this section has been computer-generated. These results should only be considered in conjunction with professional judgment, after a careful and detailed analysis, and only after corroborating these data with the information obtained from other sources, such as results of an interview or of other psychometric instruments. Results contained in this section of the report may be subject to alterations and special highlights as a function of such corroborations made by a specialised professional.

## TOTAL EMOTIONAL QUOTIENT

The total EQ score suggests that JOHN generally attempts to understand himself and express his feelings constructively, tries to understand others and to relate well with them, and typically makes an effort to manage and control his emotions. He manages change on a daily basis and is able to solve problems of a personal and interpersonal nature, for the most part.

## INTRAPERSONAL

Intrapersonal capacity is a composite scale that measures self-awareness and self-expression. It entails the ability to be aware of oneself and to understand one's strengths and weaknesses, as well as to express one's thoughts and feelings nondestructively. This composite also measures the ability and drive to set and achieve personal goals, be self-reliant, and be free of emotional dependency on others.

Intrapersonal functioning appears to be effective for the most part. However, it is possible that one or more of the Intrapersonal scale scores are low and could be the focus of improvement. Overall, the results indicate that self-awareness and self-expression are satisfactory. Leaders who score in this range are usually in touch with their feelings and emotions, understand their strengths and weaknesses, and are able to express themselves constructively. They are typically self-reliant, not overly dependent on others, know fairly well what they want, and attempt to achieve their goals.

### Self-Regard

#### Relevant Leadership Areas:

*Action-Taking and Tough-Minded Leadership*

Self-Regard is an Intrapersonal scale that measures the ability to be aware of, understand, and accept oneself, including one's weaknesses and strengths.

Self-regard appears to be satisfactory, although enhancements in this area may be possible. For the most part, leaders who score in this range both understand and accept themselves, accepting their weaknesses as well as their strengths. They are generally self-confident, able to listen to constructive criticism, and implement changes without feeling threatened.

### Emotional Self-Awareness

#### Relevant Leadership Areas:

*- (no direct contribution to any leadership area)*

Emotional Self-Awareness is an Intrapersonal scale that measures the ability to be aware of and understand one's emotions. Lack of emotional self-awareness strongly increases the potential for derailment.

Emotional self-awareness seems to be satisfactory. On the whole, JOHN is in touch with his feelings and emotions and understands them, although at times these aspects may create difficulties.

### Assertiveness

#### Relevant Leadership Areas:

*Process-Oriented Leadership and Action-Taking*

Assertiveness is an Intrapersonal scale which measures the ability to express one's feelings, convictions, and opinions nondestructively. Assertiveness is a very important component of process-oriented leadership.

Assertiveness is in need of development. Most likely, JOHN has difficulty expressing his feelings and may also find it difficult to vocalize his opinions to others. This may compromise JOHN's ability to effectively manage teams and lead others, as he might be too passive or might express himself in inappropriate ways. As a result, JOHN may not be a suitable process-oriented leader. This unsuitability is increased if his scores are also low on other scales, including the Self-Actualization and Optimism scales and especially the Independence and Stress Tolerance scales.



## Independence

### Relevant Leadership Areas:

*Action-Taking and Tough-Minded Leadership*

Independence is an Intrapersonal scale that measures the ability to be self-reliant in both thought and action as well as to be free of emotional dependency on others. Independence is an important component of an Action-Taking leadership style.

Independence seems to be adequately developed, although there may be room for improvement. Results show that JOHN tends to be self-reliant in terms of his thinking and actions. Typically, this person does not overly rely on others when making important decisions and following through with his actions.

## Self-Actualization

### Relevant Leadership Areas:

*Process-Oriented Leadership and Organization-Oriented Leadership*

Self-Actualization is an Intrapersonal subscale that measures the ability to set goals and the drive to achieve them in order to realize one's potential. Self-Actualization is an important component of both process-oriented and organization-oriented leadership.

Self-actualization seems to be adequate. For the most part, JOHN appears to have a sense of fulfillment at work and in life in general. This leader is generally able to set realistic and attainable goals and has the drive to pursue them. Like others, JOHN does have times when he feels that more can be accomplished.

## INTERPERSONAL

Interpersonal capacity is a composite scale which measures the ability to be aware of others' emotions, feelings, and needs. This entails being able to establish and maintain cooperative, constructive, and mutually satisfying relationships.

Interpersonal functioning appears to be satisfactory, however, it is possible that one or more of the scale scores are low and could be the focus of improvement. This person is generally aware of others' emotions, feelings, and needs and is typically able to establish adequate relationships. For the most part, leaders who score in this range understand and appreciate the feelings, concerns, and needs of their employees and fellow staff. Most social interactions are handled with ease and confidence.

## Empathy

### Relevant Leadership Areas:

*People-Oriented Leadership and Participative Leadership*

Empathy is an Interpersonal scale that measures the ability to be aware of and understand how others feel. It is a key component of people-oriented and participative leadership.

Empathy appears to be satisfactory, although improvement may be possible. For the most part, this individual is aware of and understands how others feel. Generally, JOHN tends to be sensitive to the feelings, concerns, and needs of his coworkers and is able to see the world from their perspective.

## Social Responsibility

### Relevant Leadership Areas:

*People-Oriented Leadership, Organization-Oriented Leadership, Centered and Grounded Leadership, Participative Leadership, and Tough-Minded Leadership*

Social Responsibility is an Interpersonal scale that measures the ability to identify with and feel part of one's social group as a cooperative and contributing member. Social Responsibility is an important component of people-oriented leadership, as well as other leadership facets.

Social responsibility is an area that is in need of development. JOHN has difficulty identifying with and feeling part of the workplace as a cooperative and contributing team member. Not only do these types of leaders contribute little to the team as a whole, but they tend to be uncooperative and are liable to take advantage of their team members at times. This person does not appear suited for people-oriented leadership. The lack of suitability for this type of leadership increases with low scores on the Empathy, Stress Tolerance, Impulse Control, and Happiness scales.

## Interpersonal Relationship

### Relevant Leadership Areas:

*Organization-Oriented Leadership and Participative Leadership*

Interpersonal Relationship is an Interpersonal scale which measures the ability to establish mutually satisfying relationships with others. Well-developed interpersonal skills strengthen the potential for successful leadership. This is also a key component of organization-oriented leadership.

The level of this individual's interpersonal relationship ability seems to be satisfactory, although improvement may be possible. Generally, JOHN is able to establish mutually satisfying relationships with others.

## STRESS MANAGEMENT

Stress Management is a composite scale which measures one's ability to manage and control emotions so that they work for us and not against us.

Stress management seems to be adequate, although there may be room for improvement. For the most part, JOHN is managing and controlling his emotions so that they work for him and not against him.

## Stress Tolerance

### Relevant Leadership Areas:

*People-Oriented Leadership, Process-Oriented Leadership, Centered and Grounded Leadership, and Tough-Minded Leadership*

Stress Tolerance is a Stress Management scale that measures one's ability to effectively and constructively manage emotions, so that adverse and stressful events can be handled without losing control. While a well-developed ability to manage emotions strengthens the potential for successful leadership, difficulty in managing emotions increases the potential for derailment. Stress tolerance is a very important component of both people-oriented and process-oriented leadership.

Although improvements may be possible, JOHN appears to be effective in managing emotions and coping with stress. Leaders who score in this range are generally able to cope with stressful situations without losing control. They are able to remain calm while facing unpleasant situations.

## Impulse Control

### Relevant Leadership Areas:

*People-Oriented Leadership, Organization-Oriented Leadership, Centered and Grounded Leadership, Participative Leadership, and Tough-Minded Leadership*

Impulse Control is a Stress Management scale that measures one's ability to effectively and constructively control impulses and strong emotions. A well-developed ability to control one's emotions strengthens the potential for successful leadership, while an inability to control them strongly increases the potential for derailment. Impulse Control is a very important component of both people-oriented and organization-oriented leadership.

Impulse control appears to be effective most of the time and in most situations. JOHN is able to effectively control impulses and strong emotions, although there could be occasional problems. For the most part, Leaders who score in this range are able to control their impulses and they are rarely impatient or impulsive.

## ADAPTABILITY

Adaptability is a composite scale that measures the ability to be responsive, proactive, and adaptive in managing change and in dealing with daily demands and challenges. This entails the ability to realistically and flexibly deal with immediate situations and effectively solve problems as they arise.

Adaptability seems to be in the effective range; however, one or more of the scale scores may be low and could be the focus of improvement. For the most part, JOHN is fairly responsive, proactive, and adaptive in coping with problematic situations as they arise. JOHN appears fairly comfortable when faced with situations, conditions, and circumstances that involve change. JOHN seems able to solve problems in an effective and realistic manner. Despite this, there may be a need to work on being somewhat more responsive, proactive, and adaptive in exercising problem-solving and decision-making abilities when faced with problematic situations.

## Reality Testing

### Relevant Leadership Areas:

*Organization-Oriented Leadership*

Reality Testing is an Adaptability scale that measures the ability to validate one's feelings and thinking with external reality. It is a key component of organization-oriented leadership.

JOHN's level of reality testing seems to be satisfactory, although improvement may be possible. This person is able to effectively validate his feelings and thoughts with external reality. Generally, leaders who score in this range are well grounded and aware of situations that arise in their work environments.

## Flexibility

### Relevant Leadership Areas:

*- (no direct contribution to any leadership area)*

Flexibility is an Adaptability scale that measures the ability to adjust to changes in one's daily life. This requires being able to modify one's thoughts, feelings, and actions in response to changing circumstances.

Based on an elevated Flexibility score, this person appears to adapt well to new and different situations at work and in his daily life. Leaders who score high on this scale are not only open to other ideas and approaches, but are also able to change their minds when evidence shows that they are wrong.

## Problem Solving

### Relevant Leadership Areas:

- (no direct contribution to any leadership area)

Problem Solving is an Adaptability scale that measures one's ability to generate effective solutions to problems of a personal and social nature.

JOHN's problem-solving ability is satisfactory. Typically, he is able to generate effective solutions to problems of a personal and social nature. Leaders who score in this range are generally able to recognize problems and come up with effective solutions to problems that arise. However, they may not be considered overly creative or innovative in the way they do this. Their problem-solving ability could be enhanced by improving the way in which they evaluate problems, generate potential solutions, and decide upon the most appropriate solution.

## GENERAL MOOD

General Mood is a composite scale which measures one's ability to be optimistic, positive, and sufficiently self-motivated to set and pursue goals.

The results indicate a satisfactory ability to be optimistic, positive, and self-motivated. There may be times when leaders who score in this range feel somewhat pessimistic, but for the most part, they are generally in a pleasant frame of mind.

## Optimism

### Relevant Leadership Areas:

*Process Oriented Leadership, Centered and Grounded Leadership, and Action-Taking*

Optimism is a General Mood scale that measures one's ability to have a positive outlook and look on the brighter side of life even in the face of adversity. Optimism is a key component of process-oriented leadership.

Optimism could probably be higher ideally, but seems to be at a satisfactory level for JOHN. He appears to have a fairly positive outlook on life. Leaders who score in this range tend to respond to occurrences at work with a positive attitude, for the most part.

## Happyness

### Relevant Leadership Areas:

*Organization-Oriented Leadership and Participative Leadership*

Happiness is a General Mood scale that measures the ability to maintain a happy disposition, enjoy life, and feel content with oneself, others, and life in general. While the ability to maintain a happy disposition strengthens the potential for successful leadership, an inability to enjoy life and feel content with oneself and others increases the potential for derailment. Happiness is also a key component of both people-oriented and organization-oriented leadership.

The results indicate that JOHN is moderately happy and content, although improvement may be possible. For the most part, this person is able to maintain a fairly happy disposition. Leaders with a moderate degree of happiness generally feel content with their lives and derive pleasure from what they do at work and elsewhere.

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## SECTION 4: DEVELOPMENTAL RECOMMENDATIONS

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This section provides developmental recommendations and strategies for improving the respondent's leadership skills. To facilitate improvement, it is recommended that the respondent targets three to five areas based on the lowest BarOn EQ-i scores that were obtained. Areas falling in the "Develop" or "Consider Developing" categories should be selected, but other areas that seem particularly important for current leadership success may be chosen instead. The following section describes how to put together an appropriate action plan. This section has been constructed for the use of the respondent and is worded as such.

The first part of this section provides developmental recommendations, which are grouped by two different rules: (a) centered on the leadership orientations and (b) centered on the leadership pillars. These are followed by a short set of rules and tips needed for the preparation of a personal action plan for development, by a personal goal setting activity, by an examination of strengths and weaknesses and by a daily performance log.

## Consider developing your leadership orientations

If you consider focusing primarily on your leadership orientations, that is on your functional leadership abilities, please consider the tips and tricks outlined below, when building your action plan.

### People-Oriented Leadership

- Balance your emphasis of interpersonal skill and technical skill. Stay "tuned in" to staff and employee needs, even when pressed by process demands.
- Be aware of the gender and racial differences within the organization. Acknowledge the special days and events of different cultures.
- Unlock the potential of the people on your team. For example, if one of your team members is effective working with people, place them in positions where they can use these talents. The most successful leaders develop their employees, making them feel valued and encouraging them to contribute to the organization.
- How visible are you as a leader? Where possible, apply the "manage by walking around" approach. This provides employees access to you and gives you "eyes and ears" to know what's going on with your organization and with your people.
- Reward people for upgrading their skills and knowledge through simple company-wide acknowledgement and recognition.
- Consider soliciting feedback on your leadership skills from trusted colleagues. Are their views regarding your leadership style similar to your own?
- Do you value the observations of others or do you view people's comments as criticisms? Improving communications with employees is a powerful way to help them feel valued at work.
- Successful leaders use many different methods to communicate information to their staff, including one-on-one meetings, team briefings, and newsletters.
- Effective leaders do not just relay information, but they also encourage feedback. The more a leader encourages communication, the better chance he has of breaking down the stereotypical "them" vs. "us" culture.
- Successful leaders have the ability to adopt the perspective of the other person and are able to understand how that person experiences emotions. Taking the time to understand each member of your team is very important to your leadership success.
- Discuss leadership issues with employees. For this strategy to be effective, you must provide a trusting and confidential environment in which employees can talk honestly. Prevent blaming in these discussions, but try to determine specific impediments to effective leadership.

### Process-Oriented Leadership

- It is important to focus on things over which you have control (e.g., your emotions, thoughts, and behaviors). Do not be preoccupied with things that are out of your control.
- Identify ways of achieving short-term performance outcome goals. What needs to be done to improve productivity, profit, customer service? Set target levels for each performance goal (both individually and collectively). Provide a list of previous years' statistics to serve as a guide.
- Take advantage of seminars and workshops in specialty areas such as new technologies, specific work related skills, or soft skills.
- Make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of your planning and decision-making process.
- Think of a problem you are currently facing at work that will require your leadership skills (e.g., personality conflicts of team members, low team productivity). Think of alternative courses of action, and the pros and cons of each. Get input from relevant people.

## Process-Oriented Leadership (contd.)

- Delegate responsibilities, but don't concede your leadership role entirely. Individuals in leadership positions sometimes go to extremes when delegating tasks; that is, they either delegate too many tasks and lose control of the situation or they take an authoritarian approach and do not consider anyone else's perspective. Remember to empower members of your team by giving them responsibilities; however, be selective with how much responsibility you give them. It is important that you find a balance.
- Who do you know that is getting the leadership results you want? Find a role model and ask that person what his/her strategies are. Write down his/her suggestions.

## Organization-Oriented Leadership

- Do you, as your team's leader, talk about teamwork but fail to demonstrate it? If a leader fails to model the practices of proper teamwork, staff will become less motivated to attain team goals. It is important that leaders be aware of how individuals within the organization feel about the status of team unity. Look into having 360-degree assessments (such as the BarOn EQ-360) conducted with your group. This is a valuable way to learn more about your leadership strengths and weaknesses.
- Take an active role in celebrating organizational achievements. Whether it involves meeting sales goals, gaining new customers or contracts, successfully meeting certain challenges, or dealing with difficult customers, build in opportunities to recognize the staff members involved. Make public their successes in these situations.
- Reward people for upgrading their skills and knowledge through simple company-wide acknowledgment and recognition.
- An organizational culture that optimizes characteristics such as integrity, honesty, and loyalty is dependent on your leadership effectiveness. Leadership is likely to have a strong influence on the organizational culture, as well as on individuals' belief in the organization.
- Develop a sense of accomplishment within the organization. This can be done by setting clear organizational goals and objectives. Publicize the organizational goals. Chart the progress of these goals in public places, in a manner that is clear and easy for everyone to understand.
- Make sure that each employee has a formal training plan that clearly details areas and methods for growth, a support structure to enable development, and the potential use of a mentor/coach to guide development.
- Foster a learning-type environment in your organization by allowing people to experiment and try new approaches or ideas. You must be willing to allow people to learn from their mistakes.
- Be aware of the gender and racial differences within the organization. Acknowledge the special days and events of different cultures.
- Ensure that your personal objectives and your team's objectives are aligned with the organization's systems, strategies, and people.



## Consider developing your leadership pillars

If you consider focusing primarily on your leadership pillars, that is on your behavioral leadership abilities, please consider the tips and tricks outlined below, when building your action plan.

### Centered and Grounded Leadership

- Well-grounded leaders (leaders who can manage their emotions) are perceived as better leaders. Determine to what degree you have a balanced, well-grounded style.
- It is important to focus on things over which you have control (e.g., your emotions, thoughts, and behaviors). Do not be preoccupied with things that are out of your control.
- You must show authenticity in your leadership behavior. This is especially true when circumstances or situations change. Review your priorities and examine if your behavior matches those priorities.
- Define your values, likes, and dislikes, and make sure you know what is important to you. Are your values "in line" with your actions? Make sure the differences between your actions and values are small.
- Consider soliciting feedback on your leadership skills from trusted colleagues. Are their views regarding your leadership style similar to your own? Do you value the observations of others or do you view people's comments as criticisms?
- Ensure that personal goals and team goals are realistic. Set goals that are challenging yet achievable.
- Discuss leadership issues with employees. For this strategy to be effective, provide a trusting and confidential environment in which employees can talk honestly. Prevent blaming in these discussions, but try to determine specific impediments to effective leadership.
- Specific aspects of your leadership style should be explored with your supervisor, including your ability to share information, your decision-making processes, coaching opportunities, your ability to provide effective feedback on performance, and your conflict mediation skills. If you do not have a supervisor, talk to someone who will give you meaningful, constructive feedback. As well, you may want to look into 360-degree assessments such as the BarOn EQ-360. This is a valuable way to learn more about your leadership strengths and weaknesses.

### Action-Taking Leadership

- If you are currently not in a leadership role, be proactive and ask others to place you in situations where you can learn about leadership.
- As a leader, it is important for you to be decisive and consistent. Difficult decisions should not be put off for too long. You must demonstrate a willingness to make difficult decisions as well as simple ones.
- Avoid dwelling on the past. When faced with a problem, determine the cause, take corrective action, and move forward, focusing on future behaviors and challenges.
- What problems do you think your team has? What problems do your team members think the team has? Talk to your team members to get a sense of whether or not you are all on the same page.
- Your leadership style may be too reactive and not proactive enough. Look for opportunities in which you can take charge and set the direction of your team.
- Effective leadership often involves taking risks. Try new things, and vary your approach to situations. It's okay to make mistakes, as long as you learn from them.
- Make use of resources such as the Internet, professional and industrial associations, and publications and analyses of market trends as part of your planning and decision-making process.



## Participative Leadership

- Do you make decisions autonomously or do you involve others? Do you have a tendency to make decisions impulsively or under stress? When making decisions, generate a number of alternative solutions before making the final decision. Additionally, seek input from relevant people.
- Do you use a democratic leadership style or more autocratically functioning leadership? Leaders who build a consensus have been found to be more successful in achieving organizational goals.
- It is important to tell your team members what their roles are and to help them understand what responsibility they have in those roles.
- Clearly define what is expected of each team member. Once every team member understands the pattern of behavior that is expected, each person knows how he/she contributes to the team.
- What are your team's goals? Create goals for your team that are specific, measurable, realistic, and attainable. Have your employees help you create team goals. By obtaining their ideas and views you will create team goals that are in line with the individuals who make up your team.
- Individual goals should support the team's goals and should be revised if major changes to the team take place.
- Is there a shared goal and vision within your team? Employees like to feel good about the team they work for. If they do, they can become enormously powerful advocates for it. Meet with your team to determine staff perceptions of team functioning. Try to understand each team member's perspective when it comes to team goals and identify how each member can become a valuable asset to obtaining those goals.
- What strengths does each of your employees bring to your work team? Ask each individual what their strengths are and how these strengths can be utilized for the good of the team.

## Tough-Minded Leadership

- As a leader, it is important for you to be decisive and consistent. Difficult decisions should not be put off for too long. You must demonstrate a willingness to make difficult decisions as well as simple ones.
- If you are having difficulty with this leadership skill, find someone who is qualified to coach you. Talk to this person about his/her leadership experiences and observe him in leadership situations.
- Successful leaders are not only problem solvers, they are problem finders. Look for potential problems in the early stages of development and then take initiative to correct them.
- Create and follow a step-by-step process for working through problems. This can help you not to ignore or avoid problems or pass judgment prematurely. This resulting in improved leadership, productivity, and a more pleasant organizational environment.
- Leaders are not afraid to confront members of the organization when problems arise. They have the courage and initiative to expose the problem and implement solutions to fix it.

## Prepare your Action Plan

Preparing an action plan is the first step towards improving leadership skills. In order to improve these skills the individual must be motivated, committed, and ready for change. Changes will not happen overnight: they take time and new behaviors need to be practiced. In order for your leadership skills to improve, specific emotional intelligence competencies, important in predicting leadership, need to be repeated, reinforced, and evaluated on a daily basis.

Look at all the EI factors that influence the People-Oriented, Process-Oriented, and Organization-Oriented Leadership areas, as well as the four functional pillars of leadership. Evaluating these factors is an effective way to gauge your strengths and understand the areas that need to be improved. Once all EI factors have been examined, continue with the following steps:

1. Set goals using emotional intelligence as a leadership framework.
2. Identify and address any obstacles to your goals.
3. Seek out experience or resources that will help you learn and practice new behaviors. This may include one-on-one coaching, a 360 degree assessment, performance evaluations, or learning from a role model.
4. Continue practicing new behaviors, and be sure you have some support for your effort. This support may include coworkers, peers, friends, and family.
5. Lastly, review and reassess your behavioral changes to help solidify what you have learned about emotional intelligence and leadership.

Some suggestions for engaging in your action plan are presented in the following pages.

## SMART© Goal Setting for Leadership Excellence

Top performing leaders make the time to establish clear targets. In order to establish these targets, leaders must set clear and realistic goals for themselves and their teams. Goal setting can help direct focus, increase persistence, and mobilize effort. It also helps individuals develop new strategies to improve problem solving. Use the goal setting suggestions listed below to help you achieve your targets.

Reaching one's goals is much more effective if goals are set SMARTly (Drucker, 1954): that is, they are Specific, Measurable, Action-oriented, Realistic, and Timely.

**S** Specific: The leadership goals you set must leave no room for interpretation. Vague goals are like bad directions: you may eventually get there, but chances are it won't be by the most direct or efficient route.

**M** Measurable: Explicit, specific, and numerically measurable goals are more effective in facilitating behavior change than general "do your best goals" or no goals at all. Ideally, measure leadership goals objectively (e.g., with numbers) in order that a specific target can be focused upon.

**A** Action-oriented: Just saying "I want to be a better leader" doesn't specify what you need to do to become a better leader. You can want all you want - but you must act in order to bring about any real change or success. Set goals that pertain to specific weaknesses and that are phrased in terms of specific actions that you will take in order to turn those weaknesses into strengths. These kinds of "action goals" organize your thoughts, increase persistence, and direct your focus.

**R** Realistic: Set goals that are progressively more challenging and ambitious, but that are also achievable. You want to be able to experience success so that you'll be motivated to reach for the next goal.

**T** Timely: When your goals are time-sensitive, you'll be more motivated. Assigning a target date to finish something helps you to manage and structure your time.

**Find Time To Start Goal Setting and Make It a Priority!**

**Good Luck! You lead the way!**

## Personal Goal Setting Activity

The steps you take towards achieving your leadership goals will determine whether or not you succeed in reaching them. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the SMART© goal setting criteria for each goal.

- Specific
- Measurable
- Action-oriented
- Realistic
- Timely

**Write down five leadership qualities you want to have.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**List the resources you will need to obtain these leadership qualities.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Make a list of the resources you already have.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Now, make a list of 3 leadership goals that you would like to achieve within the next month. Remember to assign the goal a specific deadline and to provide detailed action steps.

**LEADERSHIP GOAL # 1:** \_\_\_\_\_

**Deadline:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Action 1

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Action 2

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Action 3

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**LEADERSHIP GOAL # 2:** \_\_\_\_\_

**Deadline:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Action 1

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Action 2

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Action 3

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**LEADERSHIP GOAL # 3:** \_\_\_\_\_

**Deadline:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Action 1**

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**Action 2**

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**Action 3**

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## Examining Your Leadership Strengths and Weaknesses

Referring to your EQ-i Leadership Report, write down 3 of your leadership strengths and 3 of your weaknesses. In the Resources sections, write down the resources you have that have contributed to your areas of strength. Then, for your 3 leadership weaknesses, write down the resources that you have but have not used that could help turn these areas of weakness into areas of strength. Use the strategies contained in the developmental recommendations section of the report to help facilitate your action plan.

### LEADERSHIP STRENGTHS

**Strength:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Strength:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Strength:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LEADERSHIP WEAKNESSES

**Weakness:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Weakness:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Weakness:** \_\_\_\_\_

**Resources:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Write down 3 different scenarios where people at work reacted positively to your Leadership behavior.

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What emotional intelligence resources did you use to help you be an effective leader in these scenarios? Do you think you can use them in other situations? If so, how?

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2. Write down 3 different scenarios where people at work reacted negatively to your leadership behavior.

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What emotional intelligence resources could you have used to improve the outcome of these scenarios?

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What leadership behaviors do you practice at work that may lead to major problems for you? (e.g., being too independent and not advising others in decision making)

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What additional emotional intelligence competencies do you think could help you avoid these types of problems?

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Ask others (e.g., peers, direct reports, or managers) to observe your leadership skills in different leadership situations. Have them give you feedback on which leadership skills you need to work on.

Also, be aware that certain strengths can become weaknesses quickly if they are used to extremes. Very high scores on EQ-i scales can involve both positive and negative implications for leadership behavior. For example, a high flexibility score might be critical to adaptation needs for a leader, but excessive flexibility could result in a lack of firmness. High empathy might mean a leader who is in touch with his followers, or someone who cares too much about people to make the tough decisions (e.g., reduce staff).



## Daily Leadership Performance Log

We work on our emotional intelligence skills the same way we work on our muscles - by working out every day to build the muscles we need to perform to our maximum capacity. One important method of improving your emotional intelligence is to keep a daily performance log like the one below. How your emotions affect your thoughts and behaviors will enable you to further understand how emotions impact leadership aptitude and how they can be monitored for optimal change.

Your Name: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Please circle what you believe was your overall leadership performance today:

- Great
- Good
- Average
- Poor
- Very Poor

Discuss a situation that occurred today in which your leadership skills were influenced by your emotions.

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How did these emotions influence your judgment and decision-making?

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Challenge your beliefs and feelings about the situation. Ask yourself whether there might have been an alternative approach to resolving the situation.

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Write down possible solutions to the problem that you have identified.

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What resources do you have or you can use to help you with this problem?

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# 5

## SECTION 5: EVALUATOR SECTION

This section contains three charts: the chart for the global emotional quotient, the chart for the scores of the five composite scales and the chart for the scores of the fifteen structural scales. All the scores are presented in T scores. The charts are accompanied by the numerical processing of the scores and by the indication of the meaning of the group in which are situated the scores: consider development, efficient functioning, and enhanced functioning.

The EQ-i scores are represented in T scores. The T scores are standardized scores, transformations of the raw scores, based on the mean and the standard deviation of the normative sample used for scoring the test. The purpose of standardizing in T scores the EQ-i scores is that of standardizing the measurement, so that for each scale the mean is 100 and the standard deviation is 15. The standardized scores have been computed on the basis of the Romanian normative sample, formed by N=1400 persons (700 females and 700 males).

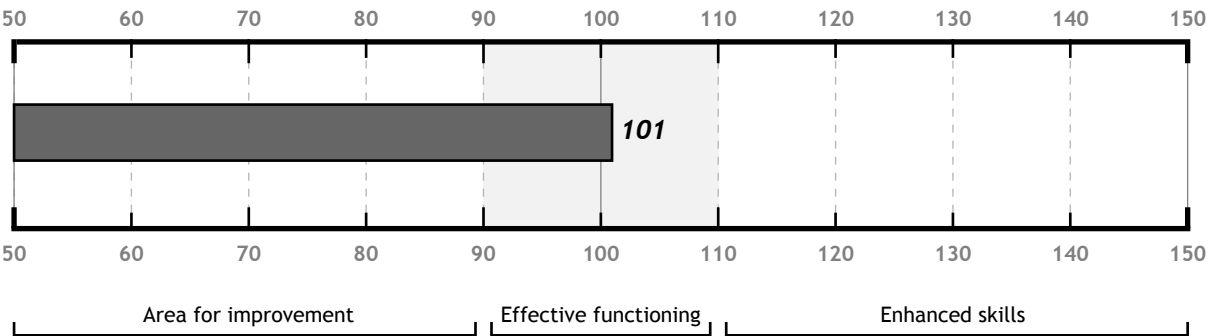
The Profile section also contains technical details about the validity indicators of the EQ-i and a report on the statistical corrections made to every one of the scales, as a result of scores obtained on these validity indicators.

The modus operandi statistics offer a summary of the way in which the questionnaire has been approached by the test-taker. It focuses on the validity scores, the scale corrections and the answers to the items.

THE EQ-I PROFILE

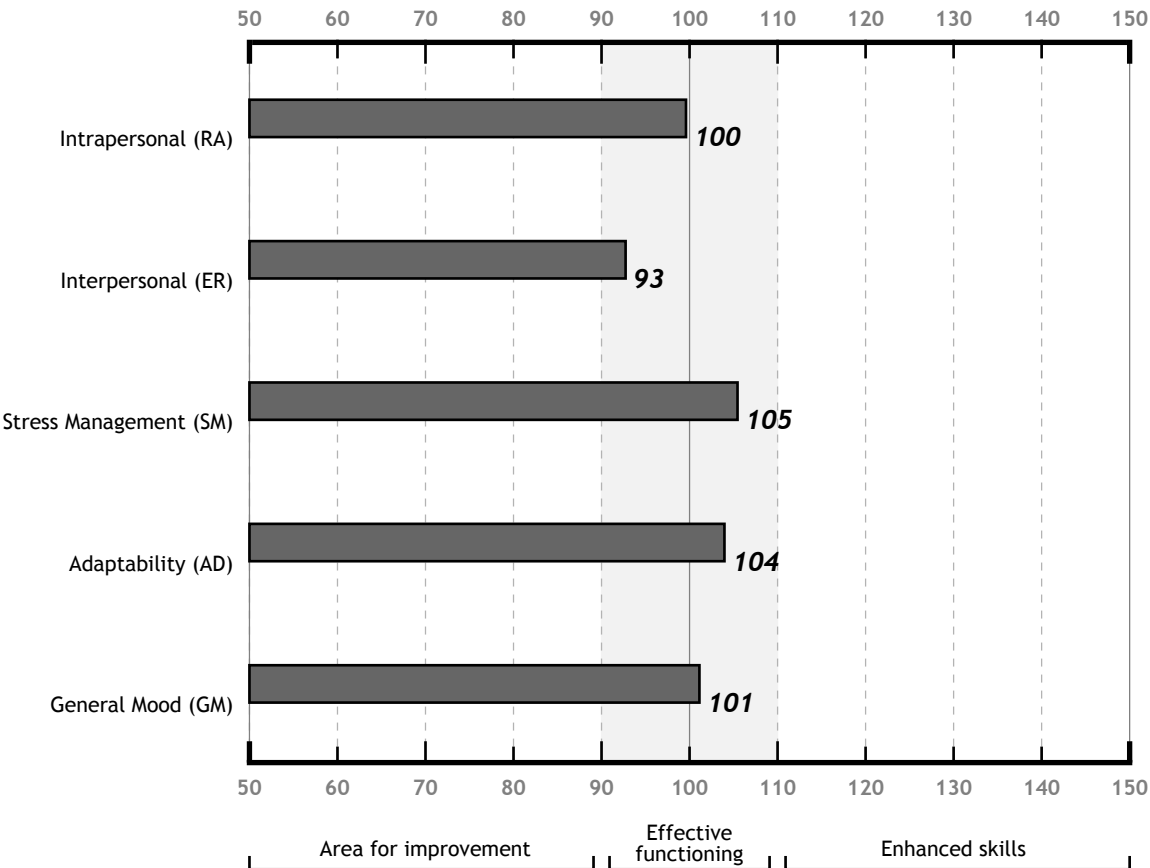
EMOTIONAL QUOTIENT

TOTAL EQ CHART

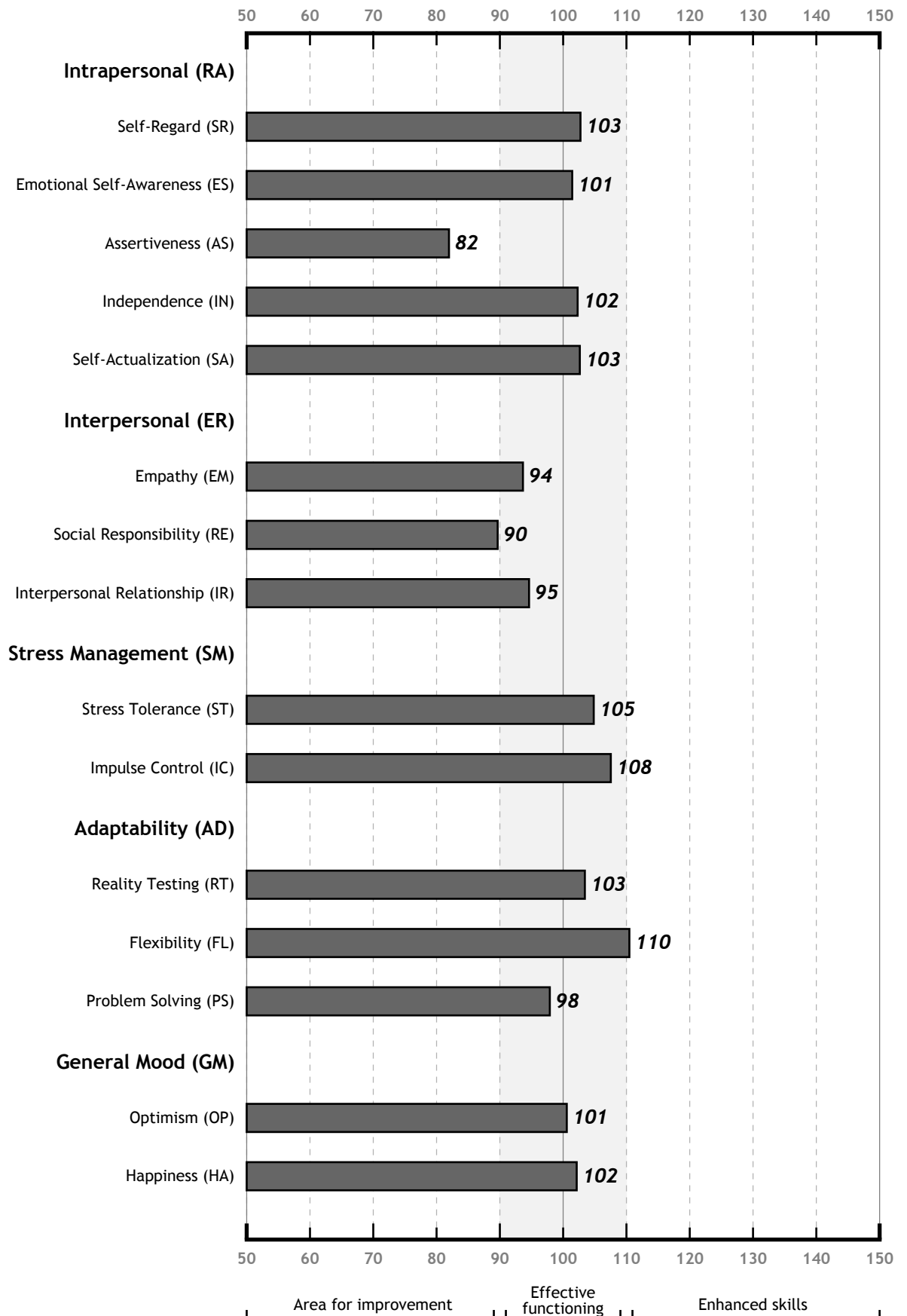


COMPOSITE SCALES

CHART OF COMPOSITE SCALES



## CONTENT SCALES

CHART OF  
CONTENT SCALES

## VALIDITY INDICATORS

### 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: II = 3

Impression Management: Positive Impression (PI) = 98

Negative Impression (NI) = 87

Corrections: Type 1 = 0.42, Type 2 = 0.56, Type 3 = -1.41, Type 4 = -1.27, Type 5 = -0.58

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

The scores obtained on the validity scales indicate a realistic and accurate self-appraisal that is not overly positive or negative.

### 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 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.

### Inconsistency Index

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

## ADJUSTMENTS TO SCALE AND SUBSCALE SCORES

	Adjusted score	Unadjusted score	Comments
Inconsistency Index (II)		3.00	OK
Positive Impression (PI)		97.66	OK
Negative Impression (NI)		86.95	OK
<b>EMOTIONAL QUOTIENT (EQ)</b>	<b>100.95</b>	<b>100.39</b>	<b>Average</b>
<b>INTRAPERSONAL (RA)</b>	<b>99.60</b>	<b>99.18</b>	<b>Average</b>
Self-Regard (SR)	102.74	104.00	Average
Emotional Self-Awareness (ES)	101.43	101.01	Average
Assertiveness (AS)	81.96	81.96	Low
Independence (IN)	102.29	102.29	Average
Self-Actualization (SA)	102.64	103.21	Average
<b>INTERPERSONAL (ER)</b>	<b>92.73</b>	<b>93.31</b>	<b>Average</b>
Empathy (EM)	93.65	93.65	Average
Social Responsibility (RE)	89.65	91.06	Average
Interpersonal Relationship (IR)	94.61	95.19	Average
<b>STRESS MANAGEMENT (SM)</b>	<b>105.45</b>	<b>106.72</b>	<b>Average</b>
Stress Tolerance (ST)	104.83	104.27	Average
Impulse Control (IC)	107.53	108.94	Average
<b>ADAPTABILITY (AD)</b>	<b>103.96</b>	<b>103.40</b>	<b>Average</b>
Reality Testing (RT)	103.43	102.87	Average
Flexibility (FL)	110.46	110.04	Average
<b>PROBLEM SOLVING (PS)</b>	<b>97.89</b>	<b>97.47</b>	<b>Average</b>
General Mood (GM)	101.12	102.39	Average
Optimism (OP)	100.57	101.15	Average
Happiness (HA)	102.14	103.55	Average

THE 'MODUS OPERANDI' DETAILS

ANSWERS TO THE ITEMS

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

GENERAL STATISTICS

# '1' answers: 25 out of 133 (18.80%)  
# '2' answers: 34 out of 133 (25.56%)  
# '3' answers: 22 out of 133 (16.54%)  
# '4' answers: 48 out of 133 (36.09%)  
# '5' answers: 4 out of 133 (3.01%)  
# missing answers: 0 out of 133 (0.00%)



RAW SCORES

Scale	SR	ES	AS	IN	SA	EM	RE	IR	ST	IC	RT	FL	PS	OP	HA	PI	NI
Raw score	38	31	21	27	38	30	38	43	35	38	40	32	31	32	38	22	7
Missing answers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ANSWERS TO THE ITEMS

GENERAL STATISTICS

RAW SCORES

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