

Assess; Develop; Perform; Excel



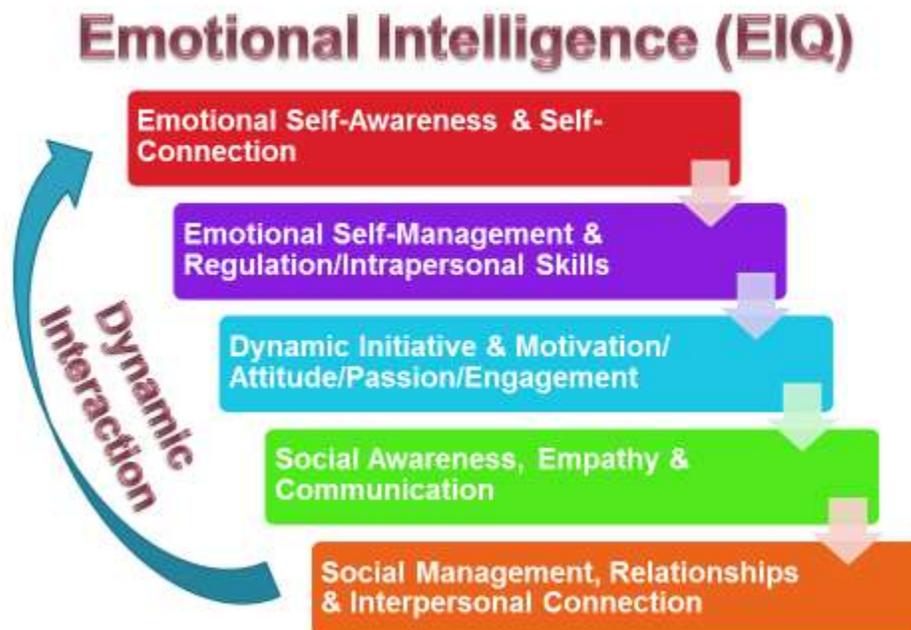
**The Case for EIQ-2
Emotional Intelligence**

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The EIQ-2 Emotional Intelligence Inventory: A Measure Designed for Organizational Application

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Emotional intelligence defined: A set of emotional, social and relational skills that guides the way we perceive, understand and express ourselves; connect with others; manage interpersonal exchange; cope with challenges; and apply emotional information in an effective, meaningful way.



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While the concept of emotional intelligence has existed for a long time, based on intrapersonal and interpersonal intelligence (soft skills), it has been popularized in the mid 90's through Daniel Goleman's work. EIQ-2 is based on that work as well as the applications of other variations. EI assessments often distinguish between: (a) ability measures designed to assess individual differences in emotional abilities (e.g., Mayer, Salovey, & Caruso, 2000); (b) self-and-rater report mixed measures designed to assess an array of emotional and social individual difference constructs such as emotionally based competencies, personality traits, and motivational attributes (e.g., BarOn, 1997); (c) self-report trait measures designed to assess emotion-laden traits and dispositions (e.g., Petrides & Furnham, 2001); and (d) self-and-rater report competency measures (e.g., Sala, 2002) designed to measure individual differences in learned capabilities or skills based on emotional abilities – for example, the skill of demonstrating self-awareness based on one's ability and/or capability to perceive emotions within oneself. All of these aforementioned approaches have their own merits.

The EIQ-2 Emotional Intelligence Inventory or EIQ-2 EI, is a 128-item assessment. It was designed specifically for use in higher education, and the workplace as a learning and development aid for managers, human resource (HR) professionals, performance coaches and occupational psychologists involved in the identification, selection and development of employees. EIQ-2 EI does not measure emotional intelligence (EI) per-se'; rather, it measures how often people demonstrate 32 emotionally intelligent workplace behaviors that represent the effective demonstration

of emotional intelligence in an organization. Despite the popularity of EI as an employee selection and learning and development medium, few EI inventories have been designed specifically for organizational application.

EIQ-2 EI was originally conceptualized by Robert G. Jerus in 2005. It focuses on five main clusters to define emotional intelligence. This rationale came from an intensive review of the materials and existing instruments relating to emotional intelligence.

The assessment provides general information regarding information, a comprehensive test, and a questionnaire designed as an integral part of the evaluation. The original assessment allowed for a shorter, computerized version (fewer questions 10 minutes), and a substantially abbreviated version. These are deemed parallel forms and generate shorter less detailed reports but provide the same information in the major categories.

Rationale

The EIQ work in the area of emotional intelligence has been focused on two main objectives: creating a functional instrument that can be used to generate an extensive review, and secondly, generating an instrument that provokes thought and invites coaching. Research has demonstrated that coaching and training can have significant impact on performance in the areas of emotional intelligence.

The EIQ model is deliberately simple (five key areas) and focused on application. It is self-reporting and based on a five point Likert scale. An

analysis of information provided by three focus groups in 2004 revealed that there was no ‘ideal’ instrument. These groups suggested the desirability of having a reasonably short instrument with focused coaching to enhance application. Further, participants desired a test that had face validity and clearly focused on development.

These focus groups also revealed important information relating to how the “end-user” of the EI inventory (e.g., the line manager within a division of an organization) preferred assessment results to be presented to him or her. The focus groups revealed that an ideal EI inventory’s feedback report would present to an individual his or her assessment results: "in the context of workplace performance and outcomes, and "in combination with a series of targeted and individually focused EI.”

The EIQ is designed for:

- Ease of response
- Ready application for coaching and improvement
- Initiating learning and development in targeted areas
- Providing the level of depth desired by individual users for specific application and situation

Positioning the EIQ-2 Approach to Assessing EI

Despite this mounting evidence of psychometric reliability and validity the issue of practical utility has not been adequately addressed. As previously mentioned, few if any of the leading assessments meet the more practical criteria defined by HR professionals. Assessments with more items

generally yield more detail. These take more time to complete, more time to evaluate and more time to apply. Shorter instruments tend not to provide the breadth and depth. The EIQ-2 EI does not particularly lend itself to multi-rater assessment formats, because a large number of the items concern internal attitudes, thoughts, and preferences, rather than what individuals' demonstrably display to others.

Emotional knowledge may be culturally and sub-culturally specific. Furthermore, scores on ability based measures of EI in the workplace do not necessarily equate to performance outcomes that may ultimately be more important in employee development. Put another way, some individuals may have a high level of emotional knowledge but not have the capability or necessary experience in applying that knowledge in everyday life. For example, a manager's knowledge and theory on how to motivate subordinates may not actually result in that same manager having the competency or skill to do so effectively.

Commonly, there is the question of knowledge and application. There are those who don't know what they don't know (unconscious incompetence); who are aware of what they don't know (conscious incompetence); are consciously aware of applying their knowledge (conscious competence); and those who excel seemingly without conscious attention (unconscious competence).

Cronbach (1960) viewed tests of intellectual intelligence to be measures of maximal performance, while personality inventories were considered to be measures of typical performance. As argued above, the demonstration of emotionally intelligent behavior may best be conceptualized within the

context of typical performance rather than maximal performance. Further, given that common performance appraisal measures are typical performance in nature (e.g., supervisor ratings, annual sales, etc.), it is argued here that a typical performance measure of EI may also be particularly valuable in the workplace context. With the identification of a theoretical framework (i.e., typical performance), it was next necessary to identify theoretically and empirically the number and nature of EI dimensions the typical performance EI inventory should comprise.

The EIQ-2 model of emotional intelligence comprises a general factor (Overall or Total EI), as well as five oblique factors outlined in Table 1. The EIQ-2 EI Inventory (EIQ-2 EI) EIQ-2 EI was designed specifically for workplace applications according to the “ideal” inventory criteria determined from industry focus groups (as previously described).

The EIQ-2 model of emotional intelligence Factor name Description
1. Emotional Self-Awareness: The skill of perceiving and understanding your own emotions;
2. Emotional Self-Management: The skill of self-discipline and control;
3. Emotional Awareness of Others (Social Awareness/Empathy): The skill of perceiving and understanding others’ emotions
4. Emotional Interpersonal Management (Relationship Management): The skill of positively influencing the emotions of others; and
5. Emotional Catalysts: The skill of effectively engaging or inhibiting feelings in performance.

Participants (and their raters) are asked to indicate on an anchored rating scale from 1 to 5, how often the behavior in question is demonstrated (where 1 ¼ Almost Never; 2 ¼ Rarely; 3 ¼ Sometimes; 4 ¼ Often; and 5

¼ Almost Always). The items in EIQ-2 EI also concern a range of different positive and negative emotions. Positive emotions include: satisfaction, enthusiasm, optimism, excitement, engagement, motivation, and feeling valued by colleagues. Negative emotions include: anxious, anger, stressed, annoyed, frustrated, disappointed, upset and impatient. Research with EIQ-2 EI has shown that how often the behaviors in the inventory are demonstrated meaningfully correlates with various workplace performance indices.

EIQ-2 EI is deployed online via a secure assessment platform that also automates report generation.

Reliability and Validity

An accumulation of research on the five-factor model of EI that underpins the EIQ-2 inventory has been completed to-date.

The internal consistency reliability of the EIQ-2 EI self-report inventory has been examined with a sample of 632 individuals.

Mean subscale reliabilities (a) ranging from .71 to .85 across five nationalities (White; Hispanic; Asian; Black and Other). The mean EIQ-2 EI total score internal consistency reliability (a) was estimated at .96. The test–retest reliability associated with the EIQ-2 EI inventory scores has also been examined. Specifically, test–retest correlations of .83 and .72 based on two-month and six-month time intervals for EIQ-2 EI total scores (note: this reliability is predicated on the lack of learning or coaching intervention). Based on this finding it may be suggested that EIQ-2 EI

inventory scores are associated with acceptable levels of internal consistency reliability and test–retest stability.

Split half estimates:

	Yes		No	
	K	rb	K	r
Total	2	96	2	86
Overall	2	91	2	83
Emotional Awareness	2	86	2	68
Emotional Management	2	83	2	63
Emotional Catalysts	2	91	2	72
Social/Empathy Awareness	2	84	2	70

The factorial validity of the EIQ-2 EI inventory has been comprehensively examined in a recently completed investigation. Based on a series of competing confirmatory factor analytic (CFA) models, the five-factor model of EI implied by the EIQ-2 EI inventory was supported within a sample of 632 self-reports. Within the self-report data, the five-factor model (direct hierarchical model) was associated with CFI $\frac{1}{4}$.948, RMSEA $\frac{1}{4}$.066, SRMR $\frac{1}{4}$.037, and TLI $\frac{1}{4}$.932, which was considered an acceptably well-fitting model based on Hu and Bentler’s (1999) close-fit guidelines.

The concurrent validity associated with EIQ-2 EI inventory scores has been established through a series of empirical investigations that have correlated EIQ-2 EI with the SUEIT (the predecessor of EIQ-2 EI), the Trait Meta-Mood Scale (TMMS), organizational commitment, and transformational leadership. A brief review of this research is provided next. One of the most common, but arguably least impressive, approaches to establishing the concurrent validity of an inventory is to correlate the scores of that

inventory with that of another previously established inventory. To this effect, the EIQ-2 EI five-factor model of EI has been correlated with the SUEIT and the Trait Meta-Mood Scale (TMMS). Specifically, based on a sample of 169 adult respondents who completed both the SUEIT and the EIQ-2 EI inventory, a latent variable correlation of .93 was found between a SUEIT global factor and a EIQ-2 EI global factor. Thus, 86.5% of the reliable variance within the SUEIT and EIQ-2 EI was shared. Such a large amount of shared variance would support the contention that the previous validity research relevant to the SUEIT would also apply to EIQ-2 EI. Based on another sample of 163 adult respondents, a latent variable correlation of .68 was found between a global EIQ-2 EI factor and a global TMMS factor. Thus, 46.2% of the reliable variance associated with EIQ-2 EI and the TMMS was shared, suggesting a respectable amount of convergence. The EIQ-2 EI factor model has been correlated with a number of workplace relevant individual difference variables. For example, EIQ-2 Total EI has been found to correlate at .56 with transformational leadership as measured by the Multifactor Leadership Questionnaire (MLQ; Avolio, Bass, & Jung, 1995) based on a sample of 163 female managers. Thus, higher EIQ-2 EI scores are associated with higher levels of transformational leadership. The numerically largest EIQ-2 EI subscale correlation with transformational leadership was associated with Emotional Management of Others ($r = .51$), as might be expected. The smallest subscale correlation was associated with Emotional Reasoning ($r = .27$). Based on a multiple regression analysis where transformational leadership was regressed onto the five EIQ-2 EI subscales, an R^2 of .339% was estimated. Thus, 33.9% of

the variance in transformational leadership could be accounted for by a five subscale regression equation.

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