



EI Insider Report – Volume 2, Issue 2

### **New EI Tests**

It seems I'm always being asked about various new EI tests that are springing up in the marketplace. Rather than deal with any specific test, I'll give a few tips on things to look for in any EI test that is intended to be used in the workplace, education, or in clinical settings.

Any test in this area should come from a well-known theory of emotional intelligence. The three main theories that have been extensively researched, reviewed, and written about are a) the Salovey, Mayer, and Caruso model, b) the Bar-On model, and c) the Goleman model. If the test was not created by one of these authors, find out how close the test's theoretical framework is to one of the main three.

A test that will be used for development or selection should be fair. In order to ensure fairness, and to protect yourself legally, it should be normed (or tested on) well over 1,000 people who represent the population in terms of gender, age, socioeconomic status, race, etc. Data should **not** be collected exclusively on the internet. When data is collected online, it's hard to know who filled it out, how honestly, under what conditions, and so on. So a substantial amount of data should be collected in person, throughout the country.

If the test items are broken down into factors or scales, there should be evidence of a factor analysis to help validate the scales. Reliability levels should be reported both within scales and within time periods. So if someone is tested, there should be a second testing in the near future to ensure some consistency. Any test should have a manual as specified by the American Psychological Association.

Finally, the test should have at least one independent review. The best reviews come from *Buros' Mental Measurements Yearbook*.

### **School Principals, Leadership, and EI**

An ambitious study looking at leadership in education was recently reported by Howard Stone, James Parker, and Laura Wood. Entitled *Report of the Ontario Principals' Council Leadership Study*, this study was funded by the Ontario Ministry of Education and Training.

In this study, 464 principals or vice-principals from nine different school boards in the province of Ontario were tested in the 125-item version of the EQ-i. Two hundred and twenty-six of the participants were elementary school principals, 84 were elementary school vice-principals, 43 were secondary school principals, and 57 were secondary school vice-principals.

Participants had their immediate supervisor and three staff members complete specifically designed leadership questionnaires. Twenty-one items related to leadership ability were factor analyzed into two broad categories: task-oriented leadership (e.g., “comes well prepared for meetings”) and relationship-oriented leadership (e.g., “seeks consensus among staff members”).

As with similar research on 360-degree measures in corporate settings, there was considerable difference between ratings made by supervisors and staff (even though correlations were positive). A “leadership score” was calculated for each participant that included scores of supervisors and staff. This was used to identify “below average” (20<sup>th</sup> percentile or lower) and “above average” (80<sup>th</sup> percentile or higher) leaders.

The above-average leadership group scored significantly higher on emotional self-awareness, self-actualization, empathy, interpersonal relationship, flexibility, problem solving, and impulse control. The authors go on to discuss the relative importance of the different components as well as training issues. (For more information, please visit [http://www.eiconsortium.org/research/opc\\_leadership\\_study\\_final\\_report.htm](http://www.eiconsortium.org/research/opc_leadership_study_final_report.htm).)

### **Emotional Intelligence Symposiums at SIOP**

For those attending the SIOP (Society for Industrial Organizational Psychology) meeting this year in Los Angeles—April 14<sup>th</sup> to 17<sup>th</sup>—be sure to attend the emotional intelligence symposiums.

Saturday the 16<sup>th</sup>:

Measuring Affect in Organizations: New Measures, Controversies and Recent Findings

- *An Intelligent Way to Measure Emotional Intelligence*, David R. Caruso, Work-Life Strategies

Towards a Better Understanding of Emotion Regulation at Work

- *Do Emotionally Intelligent People Manage Their Emotions Wisely?* Stephane Cote, University of Toronto

Sunday the 17<sup>th</sup>:

Emotional Intelligence and its Impact on Job Performance

- *Emotional Intelligence, Customer Service Aptitude, and Problem Solving as Predictors of Service Behavior*, Suzanne M. Miklos, O.E. Strategies, Inc.
- *Emotional Intelligence and Performance of CEOs of High Growth Companies*, Steven J. Stein, Multi-Health Systems Inc.
- *Creation of a Leadership Report Using an Emotional Intelligence Framework*, Peter Papadogiannis, Multi-Health Systems Inc.

That's all for now,

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