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## Chapter 1: Introduction

Emotional intelligence has been defined as the ability to appraise one's own and others' emotions, manage one's own and others' emotions, and use one's emotions intelligently and adaptively in problem solving (Salovey & Mayer, 1990). This personal characteristic is a relatively new construct hypothesized to account for systematic differences in human behavior beyond those explained by current measures of cognitive ability and personality.

The definition above describes emotional intelligence as a set of characteristics we use to attend to and process affective information in the environment around us. Human beings are social creatures and much of our environment is inundated with affective information. This information influences our task performance, judgments, memory, and problem solving strategies (Ashforth & Humphrey, 1995; Izard, 1991; Palfai & Salovey, 1993; Zajonc, 1984). Affective stimuli also influence what we pay attention to (whether it is more important to pay attention to the ringing telephone or to my boss outlining the new departmental objectives) and how we react to information (that is, is this good news or bad news?).

In essence, emotions are a powerful force interacting with our thought processes and judgments, and also influencing our interpersonal interactions. Understanding how individuals respond to emotional cues, both their own and those received from others, is important when attempting to navigate effectively through daily life.

EJI consists of seven dimensions: Being Aware of Emotions, Identifying Own Emotions, Identifying Others' Emotions, Managing Own Emotions, Managing Others' Emotions, Using Emotions in Problem Solving, and Expressing Emotions Adaptively. Consistent with earlier definitions of emotional intelligence, the scales of the EJI are hypothesized to be a set of interrelated characteristics. However, because a total score would be difficult to interpret in any meaningful way, no overall score is provided.

### Scale Descriptions of the EJI

The EJI was developed to assess emotional intelligence for use in employee selection and development in organizational contexts. Specifically, the measure assesses the following seven areas.

#### Being Aware of Emotions (AW)

Emotional awareness consists of attending to emotions in oneself as well as the emotional signals from others. Individuals scoring high on this scale are more likely than most people to indicate that they are emotionally sensitive. They report believing their own and others' emotions are valuable. These individuals also tend to devote more of their mental resources than most people to attending to and being conscious of their own and others' feelings through both verbal and nonverbal cues.

Individuals who score low on this scale do not attend to emotions, either their own or those of the people around them. In addition, they are not generally as concerned with the feelings of others as most people. They may feel that emotions are less important than facts and logic, that emotions confuse the real issues, or that they do not have the time to focus on emotions.

#### Identifying Own Emotions (IS)

This scale pertains to accurately evaluating one's emotions and to distinguishing between combinations of emotions or emotions that may be similar. Individuals who score high on this scale are generally clear about how they feel at

any given time. In addition, they tend not to experience confusion between similar types of emotions such as sadness and disappointment.

Individuals scoring low on this scale report that they are often not clear about how they feel. They may also experience emotions without knowing why they are feeling the way they do, and may have trouble distinguishing between similar emotions, such as anger and frustration.

#### Identifying Others' Emotions (IO)

The items on this scale are concerned with accurately evaluating others' emotions, and distinguishing between similar emotions and combinations of emotions in other people. Individuals scoring high on this scale report being confident about their assessments of the feelings of people around them. These individuals experience little confusion about others' emotions.

Low scorers are often unclear how people around them feel. They report not being good at interpreting how other people are feeling and are often unsure of their assessments of others' feelings.

#### Managing Own Emotions (MS)

Managing emotions refers to the ability to access, generate, and express appropriate emotions when needed to regulate positive emotions, as well as the ability to deal with negative or unpleasant emotions. High scorers report having strategies to make themselves feel better after a bad experience. In addition, they are able to adjust how they feel more easily than most people. That is, they can construct both negative and positive feelings rather easily in order to alter their mood. These individuals are also more adept at maintaining their mood for extended periods of time than most people.

Low scorers tend to stay focused on events that were upsetting to them. They also have difficulty thinking about pleasant events after they are upset. These individuals report having difficulty changing how they feel and not being able to move on after an unpleasant event.

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information such as past work history, knowledge, and skills among others.

### Layout of the Report

The computer-generated report is organized into three sections. The first section presents an introduction to the report along with a brief statement regarding the impression management index. Next, a graphical display of the test-taker's score and interpretive text are presented for each of the seven scales. The last page of the report presents item and score summaries for both the raw and standardized scores.

## Impression Management Index

An Impression Management scale is included in the EJI, see Figure 3. This scale assesses the respondents' desire to present themselves in a positive manner. While it is natural for applicants to present themselves in the best manner possible, extreme high scores on the Impression Management scale (i.e., scores exceeding the top 95% of the population) are likely due to unrealistic behaviors and attitudes. However, for some individuals who score in this region, it is possible that their scores are accurate reflections of their behavior. Therefore, additional evidence should be obtained prior to concluding that the individual attempted to enhance his or her scores on the EJI. This may take the form of background information from people who know the test taker well, or simply following up with the test taker about why he or she responded in an overly positive manner.

## Graphical Presentation of Scores

Scale scores are presented both numerically and graphically. The observed T-score is presented to the right of the graphed score for each scale. In addition, the T-score is displayed in the graph as a diamond inside a shaded band: . The diamond represents the test-taker's observed T-score; the shaded band represents the confidence interval around the score.

The confidence interval represents the range in which the test-taker's true score can be expected to lie. If the test taker were to complete the questionnaire again, he or she would probably not score exactly the same and the interval represents the range of scores within which he or she is likely to score on future administrations. Therefore, when interpreting an individual's scores, it is important to consider the interval around the observed score, as well as the score itself.

The confidence interval is based on the standard error of measurement for the scales of the EJI. A discussion of the standard error of measurement is presented in chapter 5; the actual values for the standard errors are presented in Tables 9 and 10. It should be noted that the shaded region may appear smaller for some scales of the EJI. The size difference reflects the fact the some scales are measured with better precision than others.

## Interpretive Statements

The narrative statements provide an interpretation of how the individual's scores may manifest behaviorally in an organizational context, see Figure 4. These statements are probabilistic because many factors that contribute to a person's behavior are not captured by the EJI (eg situational constraints, motivation, intelligence). Rather, these statements represent a typical behavioral response from individuals with similar score patterns. In addition, these statements assume a certain capacity for insight on the test-taker's part. To the extent that the individual does not possess insight into his or her behavior, the interpretations may not fully correspond to alternative sources of information. Accordingly, the narrative text should be treated as hypotheses to be validated against additional information.