EMOTIONAL INTELLIGENCE view360

FACILITATOR'S GUIDE

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About This Guide

"It takes two, to know one."

Samuel Culbert

This guide is an introduction to using **Emotional Intelligence View 360**. It describes the history and development of this 360 degree feedback instrument as well as important information about the interpretation of the comprehensive summary feedback report. This guide is intended for consultants and qualified users of **Emotional Intelligence View 360**.

WHAT THIS GUIDE CONTAINS

The guide is divided into six sections. Section I summarizes current issues in using 360 degree feedback processes. Section II provides an overview of the "COACH" model of giving feedback. Section III provides an overview of emotional intelligence. Section IV provides a background and history of the development of **Emotional Intelligence View 360.** Section V summarizes how to interpret the **Emotional Intelligence View 360** summary feedback report.

Finally, section VI provides suggestions for giving feedback with this instrument. We strongly recommend that you read each of these sections thoroughly to obtain maximum results. The Appendices of this guide provide references and a sample **Emotional Intelligence View 360** feedback report.

Section 1
Issues in Using 360° Feedback

"Sometimes I think the surest sign that intelligent life exists elsewhere in the universe is that none of it has tried to contact us."

Bill Watterson

Emotional Intelligence View 360 was developed to facilitate increased understanding of social, interpersonal, and communication strengths and development areas as part of a multi-rater or 360° feedback process. **Emotional Intelligence View 360** is ideal for use in executive coaching, management development, supervisory training, employee development programs, career development, and succession planning interventions. It can be used either alone, or in conjunction, with other assessment tools and methods.

It seems as if just about every organization is using some type of multi-rater 360° assessment inventory (so called because feedback is collected all around the respondent and often includes perceptions from the respondent's manager, direct reports, peers, and/or customers) in their training programs, organizational development interventions, and quality efforts. By comparing one's perception with those of others, these assessment tools provide a comprehensive summary of an employee's strengths and areas of development based upon specific skills, abilities, and job-related competencies.

Over the last few years, there has been a dramatic increase in the use of these types of assessments within most organizations. Why are so many coaches, consultants and HRD practitioners using these types of assessment tools? What are the reasons they have gained so much popularity? The wide use and proliferation of these types of 360° assessment instruments can

be traced to several new trends and developments. Some of these include:

1. The ability of web based systems that allow data from multiple sources to be easily combined and summarized into customized feedback reports

2. The search for cost-effective alternatives to the administratively complex, yet highly valid, assessment center methodology to identify developmental areas of employees

3. Current organizational total quality management (TQM) and continuous measurable improvement (CMI) efforts that have emphasized ongoing measurement and improvement of human, technological, and organizational systems

4. The increase of career plateauing (particularly structural and content) within all organizations resulting in employees seeking more specific and targeted job-related feedback for on-going professional growth and development, and

5. A greater concern for maximizing individual employee potential as a result of technological breakthroughs, economic and competitive challenges, changing global markets, and greater workforce diversity facing organizations throughout the 1990's.

These diverse and popular 360° assessment tools are generally used in a wide variety of human resources functions including: style and leadership awareness, supervisory training, management development, assessment centers, succession planning systems, career development counseling, training needs assessment, training and organizational development evaluation, employee coaching interventions, and personnel selection systems. However, with the popularity and development of so many different types of 360° assessment inventories on the market today, there are several important issues and concerns that practitioners should be aware of. The most critical of these 360° assessment and feedback issues include:

- Validity of self/other reports
- Sources of feedback
- What is being assessed
- Scoring procedure used
- Confidentiality/Anonymity
- Feedback results given to respondents
- Reliability/Validity of the 360° assessment tools

ISSUES OVER THE VALIDITY OF SELF/OTHER REPORTS

The main feature of 360° assessment tools is the ability to compare one's perceptions of skills, abilities, and style to those of others. But how accurate are self-reports? How do self-reports compare with the appraisal of others? What role does social desirability, impression management, and self-deception play in the validity of self-reports?

In general, current research suggests that self-ratings of skills and abilities appear to be relatively poor predictors of occupational success and performance. However, both peer and supervisory ratings of skills and potential appear to be at least as predictive of future success or performance as typical personnel selection methods and approaches including assessment centers, work-samples, simulations, and cognitive ability tests (Schmidt & Hunter, 1998). Furthermore, recent findings suggest that self-ratings of skills and performance are generally more inflated than are those of others (Nowack, 1997). As a result, self-ratings tend to be weakly associated with evaluations and appraisals from others, and this appears to be most pronounced for professional, supervisory, and managerial positions (Harris & Schaubroeck, 1988). These findings appear to have strong implications for human resources practitioners using 360° assessment inventories in their training and development efforts.

First, it would appear that differences in perception might be commonly expected between respondents completing a 360° assessment tool and "others" providing the respondent with feedback. Second, it would also appear that respondents might have a tendency to be more lenient in their self-assessments of current skills, abilities, performance, and even future potential. Particularly for some respondents with poor self-insight, overly optimistic and unrealistic appraisals of one's self may have important negative repercussions for professional growth and development within an organization. For example, employees might fail to perceive or accurately interpret negative feedback from internal and external customers leading to behaviors that are largely dysfunctional or resulting in "derailment" within the organization. Similarly, employees with poor self-insight might tend to ignore discrepant, yet accurate, feedback from others and be unwilling to make specific behavioral changes in critical skills and behaviors.

In summary, current research suggests that there is a tendency for some employees to rate their skills and abilities higher than others. This "leniency effect" should be recognized and expected, particularly in employees who possess poor self-insight and self-awareness. Getting employees to acknowledge and accept critical feedback from others in a non-defensive manner is a necessary first step for commitment to change and continued professional development.

ISSUES OVER WHAT SOURCES OF FEEDBACK SHOULD BE USED

A second important issue is who should be asked to provide feedback to the respondent when using a 360° assessment instrument? Obvious sources for feedback might include the employee's direct supervisor, subordinates, peers, and internal/external customers. It might be argued that all of the above feedback sources have a unique and important perspective on the respondent's skills, abilities, current performance, and future potential. However, each may not have an equal

opportunity to observe all facets of how an employee performs daily on-the-job.

Should the employee's own supervisor, direct reports, peers, or internal/external customers be asked to provide feedback when using 360° assessment tools? What "mix" of "others" will best provide the targeted feedback to be gathered and shared with the employee? It is important to consider who has the best opportunity to actually observe and provide feedback to the employee on a day-to-day basis.

The geographic location, organizational structure, and employee's specific job may all influence who should be included as actual feedback sources. For example, for developmental purposes it might be advised to gather as many diverse perspectives from as many feedback sources as is possible. However, when used for succession planning purposes, the employee's own supervisor may be the only practical, or desired, point of view of evaluating future success or potential.

Once the feedback sources have been identified, it is also important to decide how the specific individuals providing feedback to the employee will be actually selected. In some cases, the employee will be asked to directly select "others" who will provide them with feedback using the 360° assessment tool. In this way, employees have full control to determine who provides them with feedback.

In other cases, the employee will have little or no input as the distribution and collection of the 360° assessment tool is administratively handled by the employee's supervisor, department head, or outside vendor. In this way, individuals serving as sources of feedback to complete these assessment instruments are selected without the knowledge, or approval, of the employee.

Table 1
Mean Validities of Typical Assessment Methods [1]

Selection Method	**Validity [2]**
Work Sample Tests	.54
Cognitive Ability/Intelligence	.51
Interviews (structured)	.51
Peer Ratings	.49
Job Knowledge Tests	.48
Job Tryout Procedures	.44
Interviews (unstructured)	.38
Biographical Data	.35
Personality (Conscientiousness)	.31
Reference Checks	.26
Job Experience (years)	.18
Education (years)	.10
Interests	.10
Graphology (handwriting)	.02
Age	-.01

[1]Meta-Analytic Correlations between Selection Methods and Job Performance (Schmidt & Hunter, 1998)

[2]Validity coefficients (*rho*) include corrections for sampling error and unreliability.

Closely related to what sources of feedback to include is how many "others" should provide feedback to the respondent? Of course in theory, it takes only one very accurate and objective appraisal of the employee's skills, abilities, and style to be immensely valuable and helpful! Most outside consultants and vendors offering off-the-shelf 360° assessment inventories tend to include anywhere from four to ten "others" in their administrative procedures and feedback reports. In fact, little research exists to prescribe or recommend the "ideal" number that should be included.

In summary, practitioners should carefully consider the purpose for using a 360° assessment tool before deciding what specific feedback sources should be included. The goal should be to

provide employees with the most objective, comprehensive, and accurate feedback as possible. Even when carefully selected, if employees do not have faith in those providing them with feedback, they will be inclined to discount and ignore the perceptions and observations of others. The quality of the raters would appear to be much more important than either the type or number of "others" included as feedback sources when using 360° assessment tools.

ISSUES OVER WHAT SHOULD BE MEASURED

Training and development practitioners hoping to use 360° feedback tools can either develop their own to uniquely meet specific organizational needs, or purchase already existing off-the-shelf assessment inventories from a myriad of outside consultants, vendors, and training companies. In any case, an important issue is what specifically should these 360° assessment tools be measuring?

Practitioners who are using these types of assessment tools for developmental purposes should attempt to integrate them, whenever possible, with existing classroom and OJT training programs within their organizations. As such, available training needs analysis data will be helpful to delineate the specific knowledge, skills, and abilities (KSAs) that should be targeted in the development or purchase of an off-the-shelf 360° assessment inventory. In this way, employees will receive feedback on the job-relevant knowledge and skills that are already being targeted in existing training and organizational development interventions.

Where it is not practical to design and develop a customized 360° assessment tool, practitioners will be forced to identify and select the best off-the-shelf instrument that most closely matches their organizational needs. It is important to note that the majority of the off-the-shelf 360° assessment inventories available from outside consultants and vendors are generally based on very diverse theoretical and conceptual models. Furthermore, they often measure very different skills, abilities, and competencies. However, most can be described as being designed and developed

based on five different models resulting in a unique set of KSAs that are typically measured. These models can be described as the:

- **Job Analysis Model**--the KSAs measured in these 360° assessment tools are based on traditional job analysis procedures. Use of interviews, focus groups, and job task information questionnaires typically result in a list of KSAs targeted to a specific position and measured by the 360° assessment tool.

- **Competency Based Model**--the KSAs measured in these 360° assessment tools are not on aspects of the job, but of those that perform the job best (i.e., competencies). True competencies are identified by comparing and contrasting the differences between a group of "high performers" and "low performers" within the organization. These differences, or competencies, are then assessed directly by the 360° assessment tool.

- **Strategic Planning Model**--the KSAs measured in these 360° assessment tools are based on the strategic plan of the organization and the critical knowledge and skills required for future success. Again, interviews and focus groups with key senior executives and managers results in a list of "strategic KSAs" that support the implementation and achievement of the operational and strategic plans of the organization. The 360° assessment tool is specifically designed to assess and measure these particular "strategic KSAs."

- **Developmental Theory Model**--the KSAs measured in these 360° assessment tools are based on theories and/or conceptual models about how employees grow and develop. These theory-based models prescribe specific KSAs that are important at various stages of professional growth and adult development.

- **Personality Theory Model**--the KSAs measured in these 360° assessment tools are based on specific personality-based models of effective interpersonal relations, leadership, or organizational success. These personality-

based assessment instruments typically assess particular individual qualities, traits, temperaments, or styles (e.g., communication, leadership, interpersonal, cognitive).

In summary, practitioners using 360° assessment feedback instruments should identify the key knowledge and skills to be measured, and either develop or purchase an existing assessment tool that best meets their organizational needs. It is important to keep in mind that the diverse off-the-shelf assessment tools are not necessarily measuring the same set of KSAs, or are even based upon the same theoretical or conceptual models. Particularly in the case of off-the-shelf 360° assessment instruments, practitioners should carefully compare one instrument to the other to insure that like-named scales are defined the same way and essentially measuring what they purport to be measuring.

ISSUES OVER WHAT SCORING PROCEDURES SHOULD BE USED

Another important issue in the use of 360° assessment tools concerns what scoring procedure is most appropriate. In other words, whom should the employee's score on a specific scale on a 360° assessment inventory be compared to? In practice, the employee could be compared to himself/herself (pre-post comparisons) or to a representative sample of "like employees" (normative scoring).

Arguably, the most powerful and effective use of 360° assessment inventories is when they are administered to the same employee over at least two different periods of time. In this way, continuous measurement of relevant KSAs can occur allowing the employee to track and monitor specific performance and behavioral changes over time. As such, the employee's initial scores serve as the "baseline" measure against which future change and improvement can be compared. Thus, the frame of reference in ipsative scoring is the individual, rather than a representative normative sample.

The emphasis of individual pre-post scoring procedure is solely on the individual and how he/she changes over time based on the feedback from others. It is important to note that certain personality-based 360° assessment tools are more concerned about increasing awareness about one's interpersonal, communication, or leadership style at one point in time, rather than focusing on how they may change over time. Nonetheless, people do change and by periodically comparing one's perception with those of others, individuals may gain new insight about their temperament and styles.

In contrast, normative scoring allows the employee to compare his/her scores with those of a representative group of "like employees" within a specific job classification, industry type, or organization. In general, three different types of norms are used with 360° feedback tools:

- Industry or Job classification norms
- Organization specific norms
- Competency based norms

Many vendors and companies offering off-the-shelf 360° assessment inventories commonly maintain industry-wide (e.g., health care, finance, aerospace) and job classification specific (e.g., first-line supervisor, executive) norms that are used for scoring and feedback report purposes. Practitioners should make sure that they are using the most relevant and representative norms available, and that they accurately reflect the industry and/or target job intended. Otherwise, feedback from these instruments may be difficult to interpret or of little relevance to the respondent.

It can be argued that organization specific norms may be more meaningful than industry-wide norms for interpreting the results of most 360° assessment tools. Organization specific norms allow for direct comparisons between employees within the same organizational culture and climate. Practitioners should make sure that a large and representative sample is initially used to adequately determine one's own organizational norms. One major

advantage of using one's own organization as a normative base of comparison is that it allows practitioners to identify specific training needs across each of the KSAs being measured by the 360° assessment tool.

Competency-based norms are another scoring alternative that are based on one's own organization. Competency based norms are established by first identifying a fairly large and representative sample of "high performer" or "high potential" employees from within the organization. They are administered the 360° assessment inventory and the results from this group are statistically analyzed to calculate individual scale means and standard deviations. These means become the "competency means" that are to be used for all subsequent employees who will be administered the same 360° assessment inventory. In this way, the remaining employees are being compared to the "high performers" or "high potentials" within the organization. Developmental efforts, based upon the results of these 360° assessment inventories, will be targeted towards the very behaviors that differentiate between these high and lower performers.

In summary, practitioners using 360° assessment inventories should decide upon the most relevant and appropriate scoring procedure to be used. Either ipsative (comparison between the same employee's scores over time) or normative (comparison between different employees) should be used. When normative scoring is used, practitioners should attempt to insure that the normative sample being used is representative of the employee group being administered the 360° assessment inventory. When practical, competency-based norming allows employees to be compared to "high performers" within their own unique organizational culture.

ISSUES IN CONFIDENTIALITY/ANONYMITY

Several issues exist with respect to confidentiality and anonymity in the use of 360° assessment tools. When using any assessment instrument or organizational survey, it is important to insure that participation is voluntary, and either anonymous or confidential in

nature. Employees that feel coerced into participating, or who feel that they will be identified in the feedback report, may comply but provide incomplete or biased feedback.

Practitioners using 360° assessment inventories should decide whether the individuals providing feedback to the employee (e.g., supervisor, subordinates, peers, customers) should be identified or remain completely anonymous during the administration and feedback reporting process. Most outside consultants and vendors offering these off-the-shelf 360° assessment inventories will provide as much anonymity as you wish in this regard. Some vendors marketing these types of instruments will generate computerized feedback reports that explicitly delineate the specific feedback sources included whereas other vendors will only identify these feedback sources as "others" maintaining their anonymity.

In summary, practitioners must weigh the advantage of identifying the feedback sources to the employee (i.e., enabling the employee to directly compare his/her perceptions of skills or behavior with those of others) against the disadvantage of potentially having "others" hesitant to be completely honest and objective in their feedback if they can be identified. In any case, practitioners should communicate clearly to all employees and feedback sources whether administration and results of the 360° assessment inventory will be treated in a completely confidential or anonymous manner.

ISSUES SURROUNDING FEEDBACK RESULTS

Two important issues around feedback exist with respect to those utilizing 360° assessment inventories:

1. To whom should the summary results be given, and
2. Should scores from the feedback sources be reported separately or pooled together reflecting an average score in the results?

If the 360° assessment inventory is used primarily for training purposes, oral or written results are typically given directly to the employee for his/her use. Employees are often encouraged to share their summary feedback with their own supervisor to facilitate developmental planning efforts. On the other hand, information from the summary feedback report is often, but not always, shared directly with the respondent's supervisor (or other members of management) when the 360° assessment inventory is utilized in interventions other than training (e.g., succession planning systems, assessment center programs).

Practitioners should clearly communicate to the respondent, as well as all feedback sources, to whom oral or written feedback will be given. Care must be taken to insure either anonymity or confidentiality depending on the nature and purpose of the 360° assessment inventory used.

Another issue related to feedback with 360° assessment concerns how the results from the feedback sources should be summarized. One approach is to provide a composite "pooling" of all feedback sources on each competency area assessed, in effect creating an average or "pooled" summary. This approach has the strength of controlling for "outliers" or single individuals who might be overly critical or complimentary. However, the salience of individual perceptions may be lost as the scores are averaged, minimizing any true divergence that exists between raters.

A second approach is to avoid any "pooling" or averaging of scores from the "others" providing feedback on the 360° assessment inventory. In this approach each individual providing feedback on the critical competencies is summarized independently of each other allowing for a direct comparison between self and "other" ratings. In this approach, raters expressing either a "halo" or "horn" bias will be clearly shown. However, without "pooling" observations, it is harder to interpret the meaning when divergence exists between raters (e.g., when divergence exists between raters).

In summary, practitioners using 360° assessment inventories must clarify both the type (oral, written) and direction (respondent only, respondent and supervisor, supervisor only) of the feedback results that are given. Practitioners should also be

aware of how the feedback from others will be analyzed and summarized ("pooled" ratings or individual ratings).

ISSUES OVER THE RELIABILITY/VALIDITY OF THE 360° ASSESSMENT INVENTORIES

Whether you decide to develop your own or purchase an off-the-shelf 360° assessment inventory, they should have all the important psychometric properties of well established and accepted paper-and-pencil instruments including reliability and validity. Although there are many different types of reliability and validity, practitioners should attempt to minimally determine and establish the following:

- Reliability
  - Test re-test (consistency over time)
  - Scale (internal consistency of the scales being measured)
- Validity
  - Face (respondent's reaction and acceptance of the instrument)
  - Content (job-relatedness of the questions being asked and scales that are measured)
  - Criterion-related (association between the scales and diverse performance criterion)

Practitioners who choose to develop their own 360° assessment tool should utilize a small group of representative employees to determine whether the scales that compose the instrument have adequate reliability and validity. Outside vendors marketing these instruments should have information available about the development, reliability, and validity in the form of validity manuals and published research studies for you to review.

In summary, practitioners must insure that the 360° assessment inventory being utilized has adequate reliability and validity. It is

important to understand that there are many different types of reliability and validity. Each tells you something different about the usefulness and strength of the instrument. Don't be misled when someone tells you the instrument has been "validated." Be sure to ask what type of validity the individual is referring to and how they arrived at this conclusion.

Assessment instruments that provide for 360° feedback can be powerful tools for a wide variety of training and organizational development interventions. Practitioners considering their use should carefully consider the seven issues related to their development, administration, scoring, and feedback presented above. When properly utilized, 360° assessment inventories allow employees the unique opportunity to compare perceptions of their own skills, abilities, and style with those of others in an objective and honest manner. When employees can openly acknowledge and accept how they are viewed by others, they are better able to make the necessary changes to improve specific behaviors and overall performance.

Section 2

Using a 360° Feedback Process for Development: Introduction to the "COACH Model"

"A word to the wise ain't necessary. It's the stupid ones who need the advice."

Bill Cosby

You just got a call from the Vice President of Human Resources. She is asking you to work with a member of senior management who reportedly has been experiencing some recent performance problems. This person has been a long-tenured employee who has progressed up the managerial ladder after having spent many years in a technical specialist career track. He is from the "old school," and typically uses a "command and control" approach to leadership and employee motivation. This style is becoming somewhat out of step with the new trends in your organization which emphasize customer service, collaborative teamwork, and participative approaches to problem-solving and decision making. You have been asked to design and implement an individualized coaching process to help the individual better understand how he is being perceived, and what impact his leadership and communication style has on others. It is hoped that this process will culminate in a specific executive development plan targeting critical competencies required for success in the current organizational culture.

You wonder what to do first. You would like to respond to this request and provide assistance in a manner that will benefit the manager as well as the people reporting to him and others who may feel the effects of his management style. On the other hand, this is a real challenge, and you realize you need to consider the

pitfalls, too. If you can structure and deliver an appropriate intervention, and if the manager can rise to the challenge and successfully implement the resulting plan, it could be a "win-win" for all concerned.

It is important to think carefully about how to structure a coaching intervention to maximize its chances of success. When properly designed, individualized coaching can be an effective process to help executives and managers better understand and clarify specific strengths and development areas, and then take action to address those needs. Executive or managerial coaching can be particularly challenging even for the most seasoned training and development professional. When done well, these approaches to coaching can yield dramatically positive results for both the individual and the organization.

Although traditionally used for performance improvement, frequently organizations are incorporating coaching processes in executive and management development, succession planning and career counseling programs. Whatever the context, a coaching process presents specific challenges and issues that must be addressed to ensure success. On the one hand, using a structured and systematic approach to individualized coaching gives focus and maximizes the chances that the intervention will be successful. On the other hand, it is essential that the process retain enough flexibility to address specific individual and organizational needs that may emerge as the process takes place.

This section describes a four-step method, the "COACH" process, which provides a structured approach to individualized executive and management development. It contains recommendations for issues to address before, during and after a coaching intervention. The "COACH" process consists of four specific steps. Each step is designed to provide a "roadmap" for how to address critical issues and questions at that stage in the process. The "COACH" process consists of the following steps:

1. Contract
2. Observe and Assess
3. Constructively challenge

4. Handle resistance

To start, the coach/consultant, the individual receiving coaching, and possibly other relevant parties make a contract or a set of agreements so that each knows what the objectives are, who is responsible for doing what, and how success will be evaluated. Then, the consultant will observe and assess the individual to determine their strengths and areas for improvement, which later will form the basis of an action plan. Next, the consultant will constructively challenge the person in a way that is both supportive and compelling so that the individual can understand the issues and be prepared to address them. Finally, the consultant will need to handle resistance that a person is likely to exhibit whenever they are confronted with discrepant information or challenged to make important changes in their behavior.

Below each step in the coaching process is described briefly, along with guidelines that can help a coach/consultant successfully implement it.

Step 1: Contract

The key to a successful executive and managerial coaching intervention starts with the initial step of the "COACH" process--Contracting. The idea of a contract is similar to the legal term: a set of clear, workable agreements. Careful contracting will facilitate clarity in defining the coaching goals, methods and outcomes. Too many coaching interventions fail or are less than effective simply because there was poor or insufficient contracting.

As with any other consulting intervention, poor contracting up front in an executive or managerial coaching process may end up doing more harm than good. Careful contracting enables people to know what they are getting into, and it can help minimize anxiousness, resistance and anger (which to some extent are inevitable).

To begin the contracting process, the training and development consultant needs to determine who is the client (which is not

always as obvious as it may seem), who the other relevant parties are, and what are the major needs and wants of each. (It is important not to neglect one's own needs and wants. After all, the consultant has some ideas as to what in their professional view are the conditions necessary for good outcomes.)

Next, it is the consultant's responsibility to make sure that people understand and agree on the major terms of the contract. When in doubt, DON'T ASSUME ANYTHING! It is better to risk annoying people by stating and restating the obvious than simply to hope people are holding the same assumptions

The consultant's job in this stage is to help people identify the relevant foreseeable issues, and make sure they are adequately discussed and agreed upon. Throughout the process, one may need to work hard to maintain the mutually agreed upon contract. Regardless of the clarity of the contract, people sometimes can remember points differently or try to change them throughout the course of the intervention.

A "fuzzy" contract--one in which people reach vague pseudo-agreements because they do not wish to face up to difficult issues--can spell trouble ahead. If, in the consultant's opinion, the contract is not workable, it is best to turn down the assignment rather than take it on and hope that things will change. Sometimes, political considerations may weigh against negotiating too forcefully, and it may be best to recommend an external consultant if the political climate makes it too difficult to proceed safely.

Any executive and managerial coaching process requires definition and clarity around the following key contracting issues summarized below. It is recommended that the training and development consultant initiating an individual coaching assignment thoroughly define and gain mutual agreement on the following contracting questions:

- Who is the client in the coaching intervention? (Is it the individual to receive coaching? their manager? Human Resources? other key executives who may have a stake in the outcome?)

- What is the project definition, the parameters, or the scope of the project?
- What are the purposes and intended outcomes of the coaching intervention? (both stated and unstated)
- What involvement, if any, will there be of other individuals in the client system (e.g., the client's manager or Human Resources)?
- Who "owns" the intervention? (Who is accountable for what activities or outcomes?)
- How will the need for the coaching intervention be communicated to the individual?
- Who will receive feedback from the coaching process?
- How will the feedback be delivered, and in what form?
- How will the coaching intervention be monitored and evaluated?
- What follow-up will be built into the process (e.g., subsequent use of a 360° feedback instrument 6 -12 months later)?
- How will the results of this coaching intervention be translated into an individualized development plan?
- How will the data, results and findings of the coaching intervention be used (e.g., integrated into the performance management succession planning system)?

Step 2: Observe and Assess

Once the majority of issues and concerns of the contracting step has been clarified, the "COACH" process emphasizes the design and implementation of a carefully planned methodology to observe the individual and assess their strengths and development areas. The training and development consultant

needs to design a comprehensive approach to observe and assess the critical competencies being targeted in the coaching intervention.

In selecting an approach to observation and assessment, it is important to tailor it to the specific needs of the individual and the organization. When possible, it is desirable to employ multiple assessment approaches targeted to critical skills and competencies required for organizational success.

The foundation of a successful coaching intervention begins with clarity around the specific competencies being targeted. The areas most commonly evaluated during executive and managerial interventions include:

1. Communication (e.g., listening, meeting management, high impact presentations)

2. Interpersonal (e.g., Negotiation, Conflict management)

3. Task Management (e.g., delegation, team development, performance management)

4. Problem--Solving/Decision Making (e.g., strategic and long-range planning, judgment); and

5. Self Management (e.g., stress resistance, managerial career orientation). A job profile analysis can assist the training and development consultant to define the specific competencies to be targeted.

Ideally, the job profile analysis should include a review of the departmental organizational strategic plan to identify major competencies required for future performance as well as a traditional review of competencies needed to perform successfully in the person's current job.

When selecting assessment tools and methods, it is best first to decide on the relevant competencies, and then select the tools that are most appropriate for measuring them. A wide variety of assessment instruments and tools are available to measure: 1) critical skills and knowledge; 2) personality/style; and 3) career

orientation, interests and values. These can include paper-and-pencil instruments, behavioral exercises, role-plays, simulations, leaderless group exercises, or an integrated approach that combines a number of these approaches. Training and development consultants should be careful not to fall into the trap of using only those techniques with which they are familiar and comfortable.

Knowledge might be assessed appropriately using situational interviews, simulations and work sample tests specifically designed for the coaching intervention. Skills are best assessed using either multi-rater 360° feedback processes (instruments and/or interviews) or through assessment center methods such as an in-basket simulation and other work sample tests.

Feedback about personality and style (leadership, communication and interpersonal) likewise can be ascertained through the use of multi-rater 360° feedback processes. Also, a wide variety of off-the-shelf instruments can be used for gaining insight about personality and style. Diverse "style" measures are used often for teambuilding purposes. These popular organizational "marriage counseling" tools can be quite helpful to executives and managers for becoming more aware of how others view their leadership and interpersonal style and the impact they have on direct reports, team members and customers. Also, the newer generation 5-factor personality inventories might be considered to provide a comprehensive overview of the individual and their tendencies to approach organizational and interpersonal challenges.

It also may be helpful to gather information about the career orientation, interests, and values of the individual. This can be accomplished through the use of a structured interview process and/or career assessment instruments.

Sometimes in executive and managerial coaching interventions, it becomes necessary to make a referral to outside resources (e.g., therapists, alcohol and substance recovery programs, family counselors) for help with personal or lifestyle issues that could be interfering with job performance. A computerized health risk appraisal and complete medical checkup may also be desirable or necessary.

Careful consideration of the methods and approaches used to observe and assess the individual during a coaching process is essential to the success of an intervention. The following issues and questions should be addressed when selecting assessment methods:

- What critical dimensions/competencies will be targeted?
- What specific assessment methods/instruments will be used to measure these key competencies?
- Who will provide data on the relevant competencies being measured (e.g., peers, direct reports, customers, the person's manager, etc.)?
- How can one set a context so that data can be collected in a manner that will yield the most accurate results?
- Who will provide the feedback, and how will it be delivered?
- To what extent will confidentiality be maintained throughout the feedback process, and how can this be ensured?
- How will the results be assembled and summarized to provide maximum clarity about the person's strengths and development areas?

Step 3: Constructively Challenge

The third step in the "COACH" process involves constructively challenging the person with the information collected in the observation and assessment phase of the intervention. The data need to be summarized and delivered to the person in a way that helps them understand and accept it without becoming overly or unnecessarily defensive. Otherwise, the best contracting efforts and measurement methods may be of little value in assisting the person to improve targeted performance behaviors.

In this feedback step, the consultant must provide the information in a succinct and behaviorally oriented manner using both oral and written feedback. If separate computerized feedback reports are given, it is advisable to prepare a final summary assessment report to focus developmental efforts. The consultant needs to maintain confidentiality and provide non-evaluative observations and comments about specific competencies being targeted in the coaching process. It is important to be careful not to label or make predictions about future success or failure based upon the assessment results.

One important issue to consider is whether the person has a realistic impression of their strengths and development areas. It is very common to discover that many executives and managers typically have unrealistic views of their skill level (e.g., "over-estimators" or "under-estimators").

Over-estimators typically rate themselves higher than others rate them, and often become defensive when receiving feedback. The training and development consultant must actively listen, focus feedback on specific behavior and avoid describing personality or attitude traits. The art is to share information in a way that provides specific examples, yet does not compromise confidentiality. That way, the person can get a good handle on what specifically they are doing that produces negative reactions in others.

For those who underestimate their strengths, it is important to expect that they may be lacking in self-esteem or confidence. The training and development consultant should provide as many examples and critical incidents of successful interactions, high performance outcomes and project successes to enable the person to modify their self-image in a more accurate, positive direction. Often, "under-estimators" are more fearful of failure than they are of success on the job. As a result, they may tend to be a perfectionist and self-critical, and thus have a deflated view of their skills.

The following issues and questions should be addressed during this step of the coaching process:

- How will the feedback/data best be presented to facilitate acceptance and understanding?
- How does one balance confrontation and support?
- If feedback is to be shared with the person's manager or others, how can one do it in a manner that allows the individual to retain dignity and an appropriate degree of control?
- What is the best balance of quantitative and qualitative data to be presented?
- What special considerations should be given to delivering feedback to people whose self-evaluation is either in agreement with or discrepant from feedback from others?
- How can feedback be given most constructively to an "over-estimator?"
- How can feedback be given most constructively to an "under-estimator?"
- How should the feedback be paced so the person can assimilate the array of issues, yet be able to focus on a few that are of greatest importance?

Step 4: Handle Resistance

In almost all executive and managerial coaching processes, some amount of resistance to the process or to specific feedback will be expressed. The training and development consultant should be prepared to experience and effectively handle the person's anger, frustration, and direct or indirect challenges.

People who lack self-insight about their areas for improvement (e.g., over-estimators) typically display the most resistance and denial. The way one identifies and handles resistance is critical for the coaching process to be effective. The training and development consultant must work hard to understand the

person's feelings, especially their fears and anxieties which they may not feel comfortable acknowledging. This requires a high degree of support, active listening and probing to uncover the source of the resistance to the process or to specific feedback from others. It is important to recognize that when people are resistant, they are unlikely to accept the feedback as valid--let alone become committed to making behavioral changes.

For many consultants, handling resistance can be especially challenging. It is natural to feel that after one's hard work in the earlier stages, people should appreciate your efforts and willingly go along with your recommendations and do their part. Because of this, consultants sometimes may miss subtle signs of resistance. With experience, however, it is possible to develop a thick skin and learn not to take resistance personally. If the consultant truly is comfortable with someone expressing their resistance, it becomes easier to help them identify and deal with their feelings. This paves the way for the person to do the hard work of addressing behavioral change.

The following issues and questions should be addressed during this last step of the coaching process:

- How can resistance be spotted--whether overt or subtle.
- How will defensiveness, denial or anger be handled effectively?
- How will anxiety and/or low self-esteem be handled effectively?
- How will the coaching process be translated into a specific action plan that truly addresses the person's issues (rather than going through the motions so the person can appear to comply)?
- How will progress against the individual development plan be monitored and evaluated?
- What process will be used to follow-up with the person?

- What type of resistance is the consultant most vulnerable to, and how can one avoid getting "hooked?"

- How can the consultant distinguish between resistance that is "just" resistance versus valid criticism of the process or the feedback?

Executive and managerial coaching assignments can be among the most challenging and high impact interventions. They truly can make a difference to the individual receiving coaching, to those who work with them, and ultimately to effectiveness of the unit or the organization. The "COACH" process of contracting, observing & assessing, constructively challenging and handling resistance can be used to walk through the key steps required to avoid typical problems encountered in most coaching interventions.

To become proficient in the coaching process, it is helpful to follow carefully each of the steps in the "COACH" process and pay attention to the issues raised throughout. But this may not be enough. It also is important to seek and be receptive to feedback about one's own role as a coach. After all, the essence of coaching is helping others deal with feedback. And, who are we to preach that feedback applies only to others and not ourselves?

Section 3

An Introduction to Emotional Intelligence

WHAT IS INTELLIGENCE?

"Only two things are infinite, the universe and human stupidity, and I'm not sure about the former."

Albert Einstein

We all know people who are "smart" but don't seem to ever reach their potential in school, work or social relationships. Are the following people intelligent?

- The cardiologist who smokes?
- The Nobel Prize winner whose marriage and personal life are in ruins?
- The corporate executive who has consistently worked his/her way to the top but experiences a heart attack due to poor lifestyle habits?
- The brilliant music composer who handled his interpersonal relationships and money so poorly he struggled financially his entire career (incidentally, his name was Mozart)?

The debate over intelligence and intelligence testing focuses on the question of whether it is useful or meaningful to evaluate people according to a single major dimension of cognitive ability. Is there indeed a general mental ability we commonly call "intelligence," and is it important in the practical affairs of life? The answer, based on decades of intelligence research, is an unequivocal yes.

No matter their form or content, assessment of mental skills invariably point to the existence of a global factor (often referred to as "g") that seems to affect all aspects of cognition. And this "g" factor seems to have considerable influence on a person's life. On one hand, there is an extensive body of evidence showing that scores on cognitive ability tests predict a wide array of criteria, ranging from performance in school and on the job to mastery of everyday tasks that involve information processing (Murphy, Cronin & Tam, 2003). On the other hand, mean scores on cognitive ability tests differ across racial and ethnic groups and the use of these tests to make decisions about individuals can have substantial adverse impact on specific members of these groups.

Hunter, Schmidt, and their colleagues (1998) have argued that better estimates of the true relation between cognitive ability test performance and job performance are obtained when the validity coefficients are corrected for (a) unreliability in test scores and criterion measures and (b) restriction of range caused by the fact that only high scorers are hired. Employing these corrections raises the average validity coefficient to the level of about .5 (Hunter and Hunter, 1984; Schmidt and Hunter, 1998). Of course, this validity coefficient represents a hypothetical level, not one that is usually obtained in practice. But even if one adopts this optimistic hypothetical figure of .50, IQ test scores account for only about 25% of the variance in job performance. Researchers have therefore begun to explore new constructs in search of measures to supplement existing cognitive ability tests.

History of Intelligence Testing

Alfred Binet is often cited as the man who developed the first "intelligence test" in the form as we know them today. He is commonly known as the "father" of IQ testing. In 1904, Binet was commissioned by the French Ministry of Public Instruction to develop techniques for identifying school children whose lack of success in normal classrooms suggested the need for some form of special education. In 1905 he created the Binet-Simon scale (with Theodore Simon) the first intelligence test. This IQ test consisted of a series of 30 short tasks related to everyday problems of life (e.g. recalling the number of digits a person can recall after being shown a long list, word definition, etc.) and

were arranged so as to be of increasing difficulty. In 1908 the test was revised and then again in 1911. The test results were significantly correlated with diverse school outcome measures (e.g. results of school examinations, assessments of teachers) in subsequent research generating a model for future testing.

Lewis Terman of Stanford University decided to use Binet's test. He discovered that the Paris-developed age norms didn't work well for United States school children. So he revised the test and it became the Stanford-Binet revision in 1916. In this revision the intelligence quotient (IQ) score was first used to quantify intellectual functioning to allow comparison among individuals. To arrive at an IQ score, Terman expressed the relation between an individual's mental age and chronological age.

At the beginning of World War I, the US army was challenged to come up with a systematic way of assessing recruits to match them with critical tasks and assignments. The Stanford-Binet was lengthy and required trained administrators resulting in the search for an alternative. Robert Yerkes, a psychologist and army major, assembled a staff of 40 psychologists (including Terman) to develop an Army intelligence test. This resulted in the Army Alpha and Army Beta tests (the Beta was a version of the Alpha specifically for use with non-English-speaking subjects). Despite criticism of these tests, the approach used by Yerkes helped to shape the next generation of intelligence measures.

In 1927 Charles Spearman analyzed the associations among experimental intelligence tests available at the time using "factor analysis" as a statistical tool. Based on his research he proposed two very distinct types of intelligences: 1) General Ability (g) which was required for performance of mental tests of all kinds; and 2) Special Abilities: which were required for performance on just one kind of mental test (e.g., scores on a spatial comprehension test are largely determined by one's level of general intelligence but they are also affected by one's specific ability to visualize shapes and patterns). However, Spearman believed and argued throughout his career about the importance and influence of "general" intelligence in school, work and life success.

In 1939, psychologist David Wechsler felt that the Binet scales were too verbally focused for use with adults, so he designed a new intelligence assessment with a series of mini tests to measure both verbal and non-verbal abilities based largely on the US Army Alpha test . Wechsler produced the Wechsler Intelligence Scale for Children (WISC), which competed with the

Stanford-Binet test and in 1955 he developed the Wechsler Adult Intelligence Scale (WAIS). These measures continue to be used by school and industrial psychologists even today.

University of Chicago psychologist L. L. Thurstone accepted Spearman's hypothesis of a general factor but he disputed its importance. He argued that "g" is in fact a second order factor--one which arises only because the primary or 'first-order' factors are related to one another. Thurstone identified 7 "primary mental abilities" which he judged to be more important. These included:

1. Verbal Comprehension: vocabulary, reading, comprehension, verbal analogies, etc.

2. Word fluency: the ability to quickly generate and manipulate a large number of words with specific characteristics, as in anagrams or rhyming tests

3. Number: the ability to quickly and accurately carry out mathematical operations

4. Space: spatial visualizations as well as ability to mentally transform spatial figures

5. Associative Memory: rote memory

6. Perceptual Speed: quickness in perceiving visual details, anomalies, similarities, etc.

7. Reasoning: skill in a variety of inductive, deductive, and arithmetic reasoning tasks

Thurstone's tests have largely been abandoned because the hope that they would be able to more accurately predict academic or occupational performance than general intelligence was not consistently supported by subsequent research. However, his main argument and findings are important: that intelligence is better described and measured by considering distinct mental abilities, rather than a single factor g which does not provide specific information about specific intelligences. In fact, this

perspective supported the theories of intelligence of J.P. Guildford who refused to acknowledge the existence of any general factor at all. Instead, he proposed that intelligence comprises 180 elementary abilities. Today, the concept of multiple intelligence or multiple facets of intelligence is currently popular led by the work of Howard Gardner and Robert Sternberg.

General Intelligence *g*

Early in the study of human intelligence, psychologists discovered that all tests of mental ability ranked individuals in about the same way. Although mental tests are often designed to measure specific domains of cognition such verbal fluency, mathematical skill, spatial visualization, memory--people who do well on one kind of test tend to do well on the others, and people who do poorly generally on all. This intercorrelation, suggests that all such tests measure some global element of intellectual ability as well as specific cognitive skills. In recent decades, psychologists have devoted much effort to isolating that general factor, which is abbreviated *g*, from the other aspects of cognitive ability measured in standardized mental tests.

No single "general factor" has been found in the analysis of personality tests, for example. Current research and factor analytic methods usually yields at least five personality distinct and independent "factors" (emotional stability, extraversion, conscientiousness, agreeableness and openness to experience), each relating to different aspect of personality. But, a general factor does emerge from analysis of mental ability tests leading most researchers to use *g* as the practical definition of intelligence.

The *g* factor is especially important in just the kind of behaviors that people usually associate with "intelligence" including reasoning, problem solving, abstract thinking, and quick learning. And whereas *g* itself describes mental aptitude rather than accumulated knowledge, a person's store of life experience knowledge tends to correspond with his or her *g* level, probably because that accumulation represents a previous skill in learning, processing and understanding new information.

Other forms of intelligence have been proposed. Among them, multiple intelligence, emotional intelligence and practical

intelligence are perhaps the best known. Practical intelligence like "street smarts," for example, seems to consist of the localized knowledge and survival skills developed with experience in everyday settings and activities.

The Biology of Intelligence

"There is no such thing as an underestimate of average intelligence"

Henry Adams

Research on the physiology and genetics of intelligence has uncovered important biological correlates. In the past decade, studies have linked several attributes of the brain to intelligence. After taking into account gender and physical stature, brain size (determined by magnetic resonance imaging techniques) is moderately correlated with IQ (correlations are approximately 0.4). These observations have led some researchers to suggest that differences in intelligence result from differences in the speed and efficiency of neural processing.

The existence of biological correlates of intelligence does not necessarily mean that intelligence is entirely limited by genes. Decades of genetics research has shown, however, that people are born with different hereditary potentials ("set points") for intelligence and that these genetic potentials are responsible for much of the variation in mental ability among individuals. Differences in intelligence are both genetic and environmental in origin--just as are all other psychological traits and attitudes, including personality and interests.

Many people still believe that social, psychological and economic differences among families create lasting and marked differences in intelligence. Research has shown that although shared environments do have a modest influence on IQ in childhood, these effects seem to disappear by late adolescence. The IQs of adopted children, for example, lose all resemblance to those of their adoptive family members and become more like the IQs of the biological parents they have never known or lived with. Such findings suggest that siblings either do not share influential

aspects of the rearing environment or do not experience them in the same way.

Multiple Intelligence: Different Ways of Being Smart

"There is nobody so irritating as somebody with less intelligence and more sense than we have."

Don Herold

Two prominent psychologists, Howard Gardner from Harvard University and Robert Sternberg from Yale University have both posited that all of us possess multiple forms of intelligence. Each are independent of each other and perhaps more relevant and predictive of specific work and life outcomes. Each of these theories and models of multiple intelligences have been influential in the development of the concept of emotional intelligence.

Sternberg's Triarchic Intelligence Model

Robert Sternberg (1995; 2003) has proposed a model of "successful" intelligence that is useful for developing talent in high ability students and is applicable to teaching all students. His Triarchic Theory of Successful Intelligence can be used for identifying, teaching, and assessing gifted students. His model can help teachers focus on the skills necessary for academic and social success. The Triarchic model suggests that three intellectual abilities are important to academic, work, social and life success:

- Analytical
- Creative
- Practical

Memory analytic abilities are used in learning, comparing, analyzing, evaluating, and judging material. Most traditional standardized intelligence, aptitude, and achievement tests assess

these types of skills. This type of intelligence is closest to general intelligence or "g" and measured by standardized cognitive ability tests.

Creative synthetic abilities are used when one produces something new from a synthesis of material or develops a novel interpretation of an ordinary situation (i.e., being creative and innovative). This could also involve coping in a novel way with various work and social situations.

Practical contextual abilities are those used to confront everyday problems encountered in day-to-day experience. This experience could occur at school, work, or home. Understanding how the world "works" and how to get along in it, whether based on formal or informal knowledge, represents this kind of thinking. This type of intelligence is closest to the concept of "street smartness" that might not come from any specific classroom learning, coaching or training.

Gardner's Multiple Intelligence Model

Howard Gardner's view of intelligence suggests that all people possess at least eight different intelligences that operate in varying degrees depending upon each individual. The seven primary intelligences identified by Gardner include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. The eighth, Naturalistic intelligence was not part of Gardner's original framework but was added in 1996 to include those who excel in the realm of natural science. The general characteristics associated with each of these intelligences are described below.

- **Linguistic intelligence** allows individuals to communicate and make sense of the world through language. Writers and poets exemplify this intelligence in its mature form. Students who enjoy playing with rhymes, who pun, who always have a story to tell, who quickly acquire other

languages--including sign language--all exhibit linguistic intelligence.

- **Musical intelligence** allows people to create, communicate, and understand meanings made out of sound. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly attracted by the birds singing outside the classroom window or who constantly tap out intricate rhythms on the desk with their pencils.

- **Logical-mathematical intelligence** enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this type of logical intelligence. The majority of standardized intelligence tests are measuring this type of intelligence. It is no wonder that individuals scoring high on these types of test typically do well in academic situations emphasizing abstract relations, logic and mathematical calculations.

- **Spatial intelligence** makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory (e.g., reading a map). Well-developed spatial capacities are needed for the work of architects, sculptors, and engineers. The individuals who turn first to the graphs, charts, and pictures in books, who like to "web" their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence. While usually tied to the visual modality, spatial intelligence can also be exercised to a high level by individuals who are visually impaired.

- **Bodily-kinesthetic intelligence** allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinesthetic intelligence.

- **Interpersonal intelligence** enables individuals to recognize and make distinctions about others' feelings and intentions. Teachers, parents, politicians, psychologists and salespeople typically rely on interpersonal intelligence. Adults exhibit this intelligence when they thrive on small-

group work, when they notice and react to the moods of their friends and colleagues, and when they convince and influence others to follow their suggestions and ideas.

- **Intrapersonal intelligence** helps individuals to distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Although it is difficult to assess who has this capacity and to what degree, evidence can be sought in individuals' uses of their other intelligences--how well they seem to be capitalizing on their strengths, how cognizant they are of their weaknesses, and how thoughtful they are about the decisions and choices they make.

- **Naturalist intelligence** allows people to distinguish among, classify, and use features of the environment. Farmers, gardeners, botanists, geologists, florists, and archaeologists all exhibit this intelligence, as do students who can name and describe the features of every make of car around them or adults who seem to know every plant in their garden.

A growing research base suggests that both the Sternberg and Gardner models of "intelligence" are associated with diverse measures of both success and failure on the job and in life. Current research is focused on new generation measures that will provide a more holistic assessment of "intelligence" that is predictive for a wide variety of work and life outcomes.

HISTORY OF EMOTIONAL INTELLIGENCE

The most widely accepted models of emotional intelligences (EI) have been influenced by several prominent scientists and researchers. Conceptual "roots" of the emotional intelligence concepts have been based on the earlier work of psychologists Gardner and Sternberg who emphasized "social intelligence" as one important component to their multiple intelligences theories.

In 1998, Reuven Bar-On developed his concept of EI in the context of personality, health and well-being. He coined the term

"EQ" ("emotional quotient") in 1988 to describe his approach to assessing emotional and social competence. He created the BarOn Emotional Quotient Inventory (the EQ-i), which was the first test of emotional intelligence to be published by a psychological test publisher (1997) and reviewed in the *Buros Mental Measurement Yearbook* (1999).

Peter Salovey first presented an overview of the emotional intelligence framework that he and his colleague John Mayer, Ph.D. published in 1990 on the interaction between emotions and reasoning. One definition of EI they propose is "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion." Since 1990 these academic researchers have developed a comprehensive assessment of emotional intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test or MSCEIT. Because nearly all of their writing has been done in the academic community, their names and their actual research findings are not widely known but they have had a tremendous impact on the EI field.

The person most commonly associated with the term emotional intelligence is actually a psychologist and former New York Times writer named Daniel Goleman who wrote a best selling book (*Emotional Intelligence)* synthesizing diverse models and ideas about EI in 1995. Goleman has formulated a popular model of EI in terms of a theory of organizational and job performance and formed a research consortium dedicated to the further study of EI in business and industry as well as writing two additional best selling books on the topic (*Working with Emotional Intelligence* in 1998 and *Primal Leadership—Realizing the Power of Emotional Intelligence* in 2002).

Models of Emotional Intelligence

Salovey and Mayer Model of EI

Two popular models of emotional intelligence have emerged, one academic and one popular. The academic model is based on the research work of Salovey and Mayer and consists of four branches of mental ability:

- Perceiving and identifying emotions
- Using emotions to facilitate thought
- Understanding emotions
- Managing emotions

In one publication they describe these areas as follows: The first, Emotional Perception, involves such abilities as identifying emotions in faces, music, and stories. The second, Emotional Facilitation of Thought, involves such abilities as relating emotions to other mental sensations such as taste and color (relations that might be employed in artwork), and using emotion in reasoning and problem solving. The third area, Emotional Understanding involves solving emotional problems such as knowing which emotions are similar, or opposites, and what relations they convey. The fourth area, Emotional Management involves understanding the implications of social acts on emotions and the regulation of emotion in self and others.

Goleman Model of EI

In 1998, in his book *Working with Emotional Intelligence*, Daniel Goleman set out a framework of emotional intelligence (EI) that reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management translates into on-the-job success. This popular conceptual model of EI suggests that there are 20 independent and important competencies associated with work and life success clustered into the four categories above. Additional information about the development of this model of EI can be found at the Emotional Intelligence Consortium website: http://www.eiconsortium.org/research/ei_theory_performance.htm

RECENT CRITICISMS OF EMOTIONAL INTELLIGENCE

Research is ongoing with emotional intelligence (Nowack, 2006; Mayer, Salovey, & Caruso, 2000; Davies, Stankov, & Roberts, 1998) with promising although as yet mixed results and criticisms. For example, Davies et al. (1998) suggest that, as presently postulated, little remains of emotional intelligence that is unique and psychometrically sound. Current criticisms of both the academic and non-academic models of EI include:

- Confusion about an accepted definition and consistent model of emotional intelligence
- Confusion about the meanings of other closely related concepts such as emotional literacy, emotional health, emotional skill, and emotional competency
- Unsupported claims about the power and predictive ability of emotional intelligence for job performance, career success, health etc.
- Weak measures of the constructs underlying emotional intelligence models
- Overlap of emotional intelligence scales with well established personality constructs (e.g., five factor personality inventory scales)
- Personality research that does not support the supposed malleability of emotional intelligence with the relative fixity of traditional IQ

Current criticisms of the Goleman (1995) and Bar-on (1997) approach to studying emotional intelligence in the workplace suggest that these models might be useful for organizational development and coaching interventions, but they are too broad in scope, and do not appear to markedly differ from traditional personality or competency models. In particular, these models

tend to show a great deal of statistical overlap with a substantial number of the Five Factor Personality (FFM) measures (e.g., NEO, Hogan Personality Inventory) unlike the Mayer, Salovey and Caruso Multifactor Emotional Intelligence Scale (MEIS).

Despite these criticisms, it appears that current emotional intelligence research using diverse measures and models has shown some strong and consistent positive associations with a variety of work and life outcomes. Further research is obviously needed to address some of the recent criticisms outlined above.

Section 4

History & Development of the Emotional Intelligence View360

The **Emotional Intelligence View 360** is conceptually based on the Goleman organizational model of EI and measures four basic concepts including *Self-Awareness, Self-Management, Social Awareness,* and *Relationship Management.* It is acknowledged that the **Emotional Intelligence View 360** model, based on self-report and other-perceptions of specific competencies, yields an estimate of an individual's actual emotional ability as defined by Mayer et al. (1999).

However, it does provide an important measure of the "self insight" component of emotional intelligence, a pre-requisite for understanding and managing one' emotions. The **Emotional Intelligence View 360** tool is intended for organizational coaching and developmental interventions focusing on the enhancement of critical behaviors and competencies associated with both social skills and effective relationship management.

	Emotional Perception	**Emotional Behavior**
Self	**Self-Awareness**	**Self-Management**
Others	**Social Awareness**	**Relationship Management**

A set of critical interpersonal, social and communication competencies were derived in three specific areas:

1. Self Management

2. Relationship Management, and

3. Communication.

Items were rationally constructed to measure the full range of emotional intelligence competencies based on the Goleman (1998) model. Seventeen scales were derived, each measured by 3 to 5 questions using a Likert 1 to 7 frequency scale. Where possible, items for **Emotional Intelligence View 360** were also drawn from three already validated multi-rater feedback tools (Nowack, 1997) published by Organizational Performance Dimensions (OPD) including Executive View/360, Manager View/360 and Performance View/360.

An initial version was piloted with a group of 165 executives, managers and professional employees within two organizations. Statistical analyses included item-scale correlations, breakdowns by relevant demographic variables (e.g., education, age, gender), internal consistency reliability, and descriptive (scale means, standard deviations, etc.) were run to investigate the psychometric properties of the instrument. Based upon the results of the pilot testing and statistical analysis, some revision in item content and wording was done resulting in the copyrighted 2003 74-item version.

The **Emotional Intelligence View 360** measures 17 competencies grouped in the three areas supporting the Goleman conceptual model:

Self Management	Relationship Management	Communication
■ Self-Development ■ Adaptability/Stress Tolerance ■ Self-Control ■ Trustworthiness ■ Strategic Problem Solving ■ Achievement Orientation/Drive for Results	■ Building Strategic Relationships ■ Conflict Management ■ Leadership/Influence ■ Interpersonal Sensitivity/Empathy ■ Team/Interpersonal Support ■ Collaboration	■ Listening ■ Oral Communication ■ Two-Way Feedback ■ Oral Presentation ■ Written Communication

EMOTIONAL INTELLIGENCE VIEW 360 NORMATIVE SAMPLE

The EIV360 normative sample was based on 2,023 professional employees from diverse industries (profit, non-profit and government). The sample was slightly male (51.6%), highly educated (73.6% had college or advanced degrees) and split between those under 40 (48%) and older (52%). The majority of the normative sample was Caucasian (69.1%) but included 13% Asian, 8.9% Hispanic, and 4.1% African American (others did not identify ethnicity).

EIV360 SCALE CORRELATIONS

Correlations were run for all 17 competencies as well as the three major EIV360 clusters including Self-Management (SelfMgt), Relationship Management (RelMgt) and Communication (Commun). The three EIV360 clusters were highly correlated with each other. Correlations among the 17 EIV360 ranged from .52 to .86 (all p's < .01).

Correlations

		SelfMgt	RelMgt	Commun
SelfMgt	Pearson Correlation	1	.912**	.885**
	Sig. (2-tailed)		.000	.000
	N	13947	11716	12828
RelMgt	Pearson Correlation	.912**	1	.863**
	Sig. (2-tailed)	.000		.000
	N	11716	13613	12722
Commun	Pearson Correlation	.885**	.863**	1
	Sig. (2-tailed)	.000	.000	
	N	12828	12722	17502

**. Correlation is significant at the 0.01 level (2-tailed).

FACTOR ANALYSIS RESULTS

Responses to the 74 questions composing the EIV360 were factor analyzed on a random sample of responses (N=734) using principal components factoring with iteration and varimax rotation. A total of 5 unique factors were extracted with Eigenvalues greater than 1.0 accounting for a total of 71% of the variance in this analysis. The first factor was the largest accounting for over 60% of the variance and included all 74 items suggesting this mega-factor might be considered

as a global index of self and relationship management (Global EIV factor).

The second factor accounted for 4.17% of the variance and included 10 items focused on self development, self control, achievement orientation, problem solving, completion of tasks and controlling emotions (Self Management).

The third factor accounted for 2.37% of the variance and included 13 items focusing on self control, handling pressure, maintaining poise under stress, controlling emotions, adaptability, self development, and cooperative team behavior (Stress Management/Adaptability).

The fourth factor accounted for 1.95% of the variance and included 5 items focusing on communicating in a manner that influences others, leading others, modifying interpersonal style to persuade others and trustworthiness (Leadership).

The fifth factor accounted for 1.71% of the variance and included 7 items focusing on optimism, building strategic alliances, resisting a desire to speak when it will not be helpful and effective written communications (Relationship Management).

GENDER DIFFERENCES

An analysis was run to identify any significant self-reported gender differences across the 17 EIV360 scales from the perspective of the employees who completed the instrument and his/her raters.

Only two significant findings emerged from this gender analysis. Self-ratings of men were significantly lower than women on the Interpersonal Sensitivity/Empathy competency ($N=127$; $F=5.82$, $p < .01$). Analysis by all raters revealed that women were rated significantly higher than men in the communication competency of Listening ($N=867$; $F=7.82$, $p < .01$).

RATER DIFFERENCES

Each of the 17 EIV360 competencies was analyzed by rater groups to determine whether differences existed between managers, direct reports, peers/team members (N=1,135).

Results from this analysis are summarized below with significant differences observed for the competencies of Trustworthiness, Achievement, Building Strategic Relationships, Interpersonal Sensitivity/Empathy, Written Communication and Oral Presentation (all p's < .01). Manager ratings are slightly more critical than those of direct reports or peers except for the competencies of Trustworthiness and Achievement.

EIV360 RATER DIFFERENCES[1]

RATER		Trustworthy	Achievement	Building Relations	Empathy	Written Communication	Oral Presentation
Manager	Mean	5.6010	5.6953	4.9306	5.2733	5.3223	5.2311
	N	151	160	144	150	151	132
	Std. Deviation	1.08826	1.12702	1.23273	1.15286	1.06069	.98443
Peer	Mean	5.5810	5.7809	5.2283	5.4358	5.5259	5.4505
	N	636	680	514	643	644	606
	Std. Deviation	1.01994	.95959	1.22275	1.17895	1.15434	.95931
Subordinate	Mean	5.3404	5.5773	5.3455	5.2484	5.6015	5.5721
	N	498	495	357	525	522	506
	Std. Deviation	1.36355	1.23696	1.31572	1.47990	1.23744	1.16720
Total	Mean	5.4901	5.6951	5.2273	5.3426	5.5325	5.4767
	N	1285	1335	1015	1318	1317	1244
	Std. Deviation	1.17759	1.09343	1.26329	1.30676	1.18004	1.05546

[1] $p < .01$

RELIABILITY & VALIDITY

Internal consistency reliability (Cronbach's alpha) was calculated for each of the 17 **EMOTIONAL INTELLIGENCE VIEW 360** scales across all raters in the normative sample. These high coefficients range from .82 to .90 establishing the reliability of the instrument.

Competency	Mean	SD	Reliability (N=22,664)
SELF MANAGEMENT			
Self Development	5.18	1.09	.81
Adaptability/Stress Tolerance	5.16	1.15	.86
Self Control	5.05	1.20	.88
Trustworthiness	5.51	1.15	.87
Strategic Problem Solving	5.43	1.03	.88
Achievement Orientation	5.70	1.07	.89
RELATIONSHIP MANAGEMENT			
Building Strategic Relationships	5.20	1.23	.86
Conflict Management	5.00	1.21	.90
Leadership/Influence	5.03	1.14	.88
Interpersonal Sensitivity/Empathy	5.35	1.28	.91
Team/Interpersonal Support	5.30	1.17	.89
Collaboration/Agreeableness	5.35	1.19	.93
COMMUNICATION			
Written Communication	5.53	1.16	.87
Two-Way Feedback	5.24	1.20	.88
Oral Communication	5.56	.99	.84
Oral Presentation	5.43	1.04	.84
Listening	5.28	1.09	.82

EMOTIONAL INTELLIGENCE VIEW360 COMPETENCIES

Self Management

Self-Development
Manages one's own time, energy and abilities for continuous personal growth and maximum performance.

Adaptability/Stress Tolerance
Maintains balance and performance under pressure and stress. Copes with ambiguity and change in a constructive manner.

Self-Control
Manages and controls emotions and behavior in the face of interpersonal conflict. Demonstrates patience, rarely overreacts or loses control.

Trustworthiness
Demonstrates and practices high standards of personal and professional integrity. Displays honesty and candor. Creates trusting relationships with others.

Strategic Problem Solving
Analyzes a situation, identifies alternative solutions, and develops specific actions; Gathers and utilizes available information in order to understand and solve organizational issues and problems.

Achievement Orientation
Accomplishes tasks, projects and assignments on time and with quality.

Relationship Management

Building Strategic Relationships
Initiates and cultivates strategic internal and external networking relationships that foster both individual and organizational goals. Builds and maintains effective and collaborative relationships with diverse internal and external stakeholders.

Conflict Management
Negotiates and effectively resolves interpersonal differences with others.

Leadership/Influence
Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.

Interpersonal Sensitivity/Empathy
Takes actions that demonstrate consideration for the feelings and needs of others.

Team/Interpersonal Support
Assists, motivates, encourages and supports others who depend on each other to accomplish tasks, projects and assignments.

Collaboration
Establishes and develops cooperative, supportive and collaborative working relationships with others.

Communication

Written Communication
Expresses written thoughts and ideas in a clear and concise manner.

Two-Way Feedback
Keeps others informed in a timely manner.

Oral Communication
Conveys oral thoughts and ideas in a clear and concise manner.

Oral Presentation
Presents individual and organizational viewpoints to groups in a clear and persuasive manner.

Listening
Listens attentively and seeks to understand the verbal communications of others.

Section 5

Interpreting the Emotional Intelligence View360 Summary Feedback Report

"One man that has a mind and knows it can always beat ten men who haven't and don't."

George Bernard Shaw

The **Emotional Intelligence View 360 (EIV360)** feedback report is divided into several sections. Each section will be briefly discussed to assist with the interpretation of the summary feedback report.

- Emotional Intelligence View360 Cover page
- Introduction/Rater Summary page
- Emotional Intelligence View360 Competencies
- Self-Awareness/Social Awareness Interpretation
- Self-Management/Relationship Management Interpretation
- Most Frequent/Least Frequent Behaviors
- Overall Item Summary/Rater Agreement Index
- Open-Ended Questions: Strengths/Development Areas
- Emotional Intelligence View360 Developmental Action Plan Worksheet

Emotional Intelligence View360 Cover Page

The **Emotional Intelligence View 360** is intended for organizational coaching, leadership development and employee training purposes, rather than, personnel selection decisions. The cover page of the EIV360 summary feedback report provides an important paragraph that qualifies the use of this instrument:

> *"The Emotional Intelligence View 360 report is designed to provide a focus about specific emotional intelligence competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination."*

The **Emotional Intelligence View 360** cover will also provide the name of the client, company name, date of administration and the customized logo of the consultant using this instrument.

Introduction/Rater Summary Information

The **Emotional Intelligence View 360** introduction section provides an overview of the instrument and summarizes the type and number of raters in a table. It is important to keep in mind that the administration system used to generate the feedback report can be completely customized to allow for any rater labels that are requested by consultants or his/her clients. These customized rater labels will appear in this section along with the number of raters who have successfully completed the online questionnaires.

This section also provides a very brief outline of the sections of the **Emotional Intelligence View 360** feedback report as well as information about the conceptual model that this instrument is based upon. It reminds the participant that the EIV360 instrument utilizes a frequency rating scale of observed behaviors (1 to 7 scale, where 1=Extremely Low Extent and 7=Extremely High Extent).

Emotional Intelligence View 360 Competencies

The **Emotional Intelligence View 360** competencies are defined and categorized in this section including:

1. Self Management
2. Relationship Management and
3. Communication.

Self-Awareness/Social Awareness View Summary

"Who are you going to believe, me or your own eyes?"

Groucho Marx

A key feature of **Emotional Intelligence View 360** is the self-awareness and social awareness view summary section. This section provides feedback, in the form of graphs, about the level of self and social awareness by comparing average self report ratings to those of others across the 17 Emotional Intelligence competencies.

Self-awareness and Social-awareness in the EIV360 can be categorized in four distinct ways:

1. Potential Strengths (Low Self-ratings and High Other ratings)
2. Confirmed Strengths (High Self-ratings and High Other ratings)
3. Potential Development Areas (High Self-ratings and Low Other ratings)
4. Confirmed Development Areas (Low Self-Ratings and Low Other ratings)

Respondents are asked to examine which specific emotional intelligence competencies fall into each of these four categories. Respondents are encouraged to leverage those categorized as Confirmed/Potential Strengths and possibly consider ways to enhance skills and effectiveness in those categorized as Confirmed/Potential Development Areas.

A series of graphs (see example in the Appendix) are provided to summarize this self-awareness/social awareness perspective based on the type of rater categories used during the administration of the instrument. Typically, the respondent will be provided the following types of comparisons:

- Self-Manager Comparisons
- Self-Peer Comparisons
- Self-Direct Report Comparisons
- Self-Others Comparisons

Each comparison will provide a summary of self ratings and "other" ratings on the right column of the graphs categorized along these four strengths and development area quadrants. Take a look at the sample report shown in the Appendix section to review which competencies fall into each of these four quadrants.

The quadrant called *Potential Development Areas* might be described as "blind spots" for the respondent and worth further exploration. The respondent appears to be an "over estimator" in these eight critical EIV360 competencies. Current research suggests that this quadrant might be most closely associated with areas of potential "derailment" or failure due to poor self-awareness or self-insight. It is hypothesized that respondents with poor emotional intelligence, measured by inaccurate self-ratings, might be most vulnerable to failure. It is important to identify both the number and type of competencies identified in this quadrant since they reflect strong overestimations of skill and ability on the part of the respondent.

In sample report provided in the Appendix, it is also possible to identify several competencies labeled as *Confirmed Strengths* in the upper left hand corner quadrant for all rater groups. These competencies are ones both rated high by the respondent and his/her manager and ones that should be leveraged further as recognized assets. Respondents with a large number of competencies falling in this quadrant might be seen as possessing accurate self-insight and self-awareness (high emotional intelligence). It is also important to note the type of competencies that fall into this quadrant—if there is a preponderance of competencies in the *Relationship Management* area (e.g., Sensitivity, Collaboration, Conflict Management) it might suggest further exploration of specific social and interpersonally focused behaviors that might potentially hinder success on the job.

Self-Management/Relationship Management View Summary

"Everyone thinks of changing the world, but no one thinks of changing himself"

Leo Tolstoy

This section provides feedback about perceived self-management and relationship management behaviors across the 17 Emotional Intelligence competencies by all rater groups. Each emotional intelligence competency is summarized by a series of bar graphs comparing *average* scores of self-ratings to those of other rater groups. Average score differences of at least .50 *between* rater groups will tend to suggest significant perceptual differences that are statistically meaningful.

The *total number* of raters providing feedback will be shown alongside the average score for each of the 17 emotional intelligence competencies as well as an overall average across all raters (excluding the self-rating). The *range of scores* for each rater category will be shown by a line indicating the lowest and highest score for the competency (composed of several items) or individual item.

Most Frequent/Least Frequently Observed Behaviors

"We are what we repeatedly do."

Aristotle

This section provides a summary of the most frequent and least frequent behaviors observed by each rater group providing feedback. This section summarizes these behaviors in table format showing a ranking of the 10 most and least frequently observed behaviors.

A summary of the behavior and performance factor along with the average score and frequency of responses for each rater group is presented (the box indicates the participant's own self-rating on the behavior). This section is particularly helpful to identify specific behaviors to focus on for leveraging strengths and targeting developmental efforts targeting each of the different rater perspectives providing feedback (e.g., one's own manager, direct reports, all others).

Behaviors that tend to cluster in one competency or performance factor area may suggest a noteworthy trend to consider for developmental purposes. In general, the average scores are not important to evaluate in much detail—they are provided to indicate how the top 10 and bottom 10 behaviors were derived. The distribution of scores also helps to interpret whether the average score is based on strong rater agreement or reflects polarized points of views by the raters that might require further exploration and reflection on the part of the participant.

Overall Item Summary

"Not everything that can be counted counts and not everything that counts can be counted."

Albert Einstein

This section provides a table summarizing of each **Emotional Intelligence View 360** competency and item score (average) by each rater group as well as an overall average of all raters (excluding self ratings). Each **Emotional Intelligence View 360** item is grouped under its appropriate competency to assist in the interpretation of the results.

A feature of this section is an index of *Rater Agreement* shown in parentheses after the average scores for each rater group. This index of *Rater Agreement* ranges from 0 to 1.0 and is based on a statistical measure of dispersion or "spread" by raters called standard deviation (this index is derived by subtracting 1 from the calculated standard deviation). An agreement index score of 0.0 suggests little or no rater agreement among those answering a specific question (i.e., the raters provided responses that had the greatest "spread" or difference from each other in their respective ratings such as some rating the item a "1" and others rating the item a "7"). An agreement score of 1.0 suggests uniform and consistent ratings by all raters providing feedback.

Agreement index scores **less than .50** might suggest greater diversity, inconsistency and "spread" among the raters. It is not uncommon to misinterpret "average" scores represented on graphic comparisons as being accurate. However, when the *Rater Agreement Index* is less than .50, it might suggest caution in interpreting these average scores (e.g., in reality, some raters might have a very positive bias in responding to the questions whereas other raters might have a very negative bias in responding to the same questions creating a "polarized" view of the respondent).

The *Rater Agreement Index* can be calculated at both the item (question) and competency level. At the item (question) level, it indicates the amount of rater agreement in answering each **Emotional Intelligence View 360** question. At the competency level, this index provides a clarification of how consistent raters were *across* all the items composing that performance factor (analogous to internal consistency reliability calculations at a scale level).

One question that is often asked is how a single rater can have a *Rater Agreement Index* score less than 1.0 at the competency level (agreement scores for a single rater will always be 1.0 at the item or question level). Again, this score indicates how consistent the individual rater was in answering the cluster of questions composing a particular **Emotional Intelligence View 360** competency. It might not have much practical meaning but low scores should at least be explored in more detail about possible interpretations of a single rater providing very inconsistent answers across a competency category (e.g., rating one behavior in the *Adaptability/Stress Tolerance* a "1" and another behavior a "7").

Open Ended Question Summary

"I have found the best way to give advice to your children is to find out what they want and then advise them to do it."

Harry S. Truman

This section provides a summary of rater comments to two open-ended questions that are asked as part of the **Emotional Intelligence View 360** online questionnaire: 1) Strengths and 2) Developmental Areas. Written comments are reported back in the summary feedback report presented to the participant exactly as they are typed online, without any editing or changes. The written feedback comments are also presented separately by each rater category (e.g., manager, direct reports, team members, etc.).

It is important to keep in mind that written comments can elicit fairly strong emotional reactions on the part of respondents receiving his/her summary feedback report. Some written comments from raters might be quite evaluative, non-specific and presented in a negative manner. As a coach or trainer, it is important to emphasize "themes" surrounding these comments, rather than, focusing on a single comment that might represent a

single individual's experience, perception or reaction. However, the written comments section may be very valuable to qualify and assist in the interpretation of the numerical data presented in previous sections of the **Emotional Intelligence View 360** summary feedback report.

Developmental Action Plan

"If you don't know where you are going, you will wind up somewhere else."

Yogi Berra

This section provides a structured set of worksheets for summarizing strengths and developmental opportunities that come out of the **Emotional Intelligence View 360** feedback report. This is an important section for participants to complete to synthesize the data provided in the summary report and enhance commitment to a specific professional development plan.

Research suggests that successful behavior change is enhanced when specific behavioral goals are defined and evaluated. The developmental action plan worksheets provided in the **Emotional Intelligence View 360** feedback report are designed to assist in the development of SMART (specific, measurable, action oriented, realistic and time bounded) goals.

Coaches and trainers using the **Emotional Intelligence View 360** should encourage the completion of these developmental action plan worksheets and discuss barriers and concerns about successfully implementing a specific developmental plan to enhance individual effectiveness.

A key component of the action plan worksheets is a focus on feelings and emotions that the individual might have in response to the feedback received from multiple perspectives (e.g., from one's own manager, team members, direct reports, etc.).

Coaches and trainers should emphasize that the individual should use his/her feedback as perceptual data to be considered, weighed and evaluated as part of a commitment to a targeted professional development program. Additional feedback might be sought to clarify and enhance understanding of how one's behavior is experienced and perceived by others based on the results of the **Emotional Intelligence View 360** report.

Coaches and trainers should also suggest that individuals consider re-administration of the **Emotional Intelligence View 360** instrument in 10 to 12 months as a means of monitoring, tracking and evaluating behavior change efforts.

Section 6

Suggestions on Giving Feedback with the Emotional Intelligence View360 Feedback Report

"Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger."

Franklin B. Jones

The **Emotional Intelligence View 360** feedback report is rich in data and information. It is important to approach the feedback meeting with your clients (individual or workshop) in a supportive manner that will maximize integration of the information contained in the report to facilitate development planning.

This guide provides information and details about the different sections of the report. It is recommended that the following approach be used in providing feedback with clients using this instrument. It is always important to utilize active listening and probing skills during the feedback session with your client and be prepared for some expected defensiveness on the part of your client.

It is important to keep in mind the **Emotional Intelligence View 360** feedback results can be powerful data to facilitate behavioral change efforts aimed at improving self management, relationship management and communication skills. Remember that all behavior change requires the following three elements in order to be effectively sustained:

- **Enlighten**--The individual must know what to change in order to initiate a behavioral change effort in the first place. The **Emotional Intelligence View 360** results provide targeted information to assist the individual to better understand his/her strengths viewed by others and to compare self-perceptions to those of others.

- **Encourage--**The individual must want to change and feel confident that he/she can be successful in both initiating and maintaining changes in his/her behavior. Individuals who lack motivational "readiness" will be least likely to initiate behavioral changes and sustain them for any reasonable length of time.

- **Enable--**The individual must possess the ability to change his/her behavior and be encouraged to sustain it over time. Each individual has a unique set of abilities that can be improved with motivation and practice. However, the capability to be adaptable or improve a skill/ability may be highly individualized. Some individuals can develop "mastery" of complex and difficult skills/abilities. Others can merely improve his/her proficiency within a "band of competence."

The first step in the feedback process is thoroughly understanding the **Emotional Intelligence View 360** report and interpreting the results. Interpretation is definitely something you should not do "on-the-fly." You should be prepared to offer suggestions about actions the person might take developmentally in response to the feedback.

Most importantly, you should keep in mind that the feedback process is much more than an intellectual process. The emotional responses that are likely to emerge during the feedback (e.g., defensiveness, anger, denial) can act to either enhance or suppress self-insight and learning. So, before giving feedback, make every effort to anticipate how the person is likely to react emotionally to the information that he or she is about to receive. Your role is to help your client work through any potential negative emotional reactions from interfering with positive self-insight and motivation to improve in specific areas.

BREAKING THE ICE

The feedback process can evoke some tension and strong emotion in the person receiving his/her **Emotional Intelligence View 360** summary feedback report. The more you can ease your client's potential anxiety, the better the flow of the feedback process.

A good technique for easing tension, establishing rapport and breaking the ice is to spend some time talking about the person's background (e.g., work history). Even if you already know the person well, this is a very useful "getting started" activity. It frequently reveals information that you may not have known, shedding additional light on the **Emotional Intelligence View 360** results. Later in the feedback session, it may give you something concrete to refer to in an effort to link the **Emotional Intelligence View 360** results to actual work behavior and situations.

Most important, it requires active involvement and participation from the person receiving feedback. As anxiety and tensions ease, you can now begin active listening, establishing your role as a facilitator rather than the "talker" and "teller." Remember, you are hoping to help your client understand the results and use this data to improve critical interpersonal, social and self management competencies—one of which is to identify and control emotions and constructive behaviors that come from strong emotions.

SUGGESTED EMOTIONAL INTELLIGENCE VIEW 360 FEEDBACK PROCESS

The following steps are suggested as a way to conduct an individual feedback meeting with your client using the results from the **Emotional Intelligence View 360** summary report:

1. Clarify the feedback meeting goals and provide an overview of the meeting (confidentiality, use of the data, who will receive the report, implementation of a developmental action plan, role of the client's manager in the feedback

process, etc.). Answer any questions that the client has about these goals to minimize any anxiety and apprehension about reviewing the report.

2. Review the **Emotional Intelligence View 360** (**EIV360**) competency model and brief description of how the report is structured. Review the **EIV360** competencies.

3. Review the developmental action plan worksheet pages to set up an expectation that the result of the summary feedback report is to leverage the application of strengths and facilitate further development in specific competency areas.

4. Review the open-ended question section. This sets a tone of understanding written comments that might clarify the graphical and numerical data that is provided in the report.

5. Review the Self Awareness/Social Awareness section. Clarify the meaning of competencies falling into each of the four quadrants with respect to leveraging strengths and exploring potential development opportunities.

6. Review the Self-Management/Social Management section. Clarify the interpretation of the bar graphs (anonymity protection "AP", range of scores, average scores and number of raters) and discuss relevant trends.

7. Review the Most Frequent/Least Frequent section. Synthesize the similarities and differences by each rater group and discuss how these specific behaviors can be leveraged (most frequent--strengths) and increased or improved (least frequent—development areas).

8. Review and discuss the summary items/averages section. Clarify the meaning of the Index of Rater Agreement statistic. Look for trends between and within each rater group on the **EIV360** items. Emphasize that this section provides a summary of the items grouped by each competency category to aid in the interpretation of the feedback report.

9. Discuss next steps (e.g., thanking raters for their participation, sharing what was learned with his/her manager and other raters, completing the development plan, scheduling another re-assessment in 10 to 12 months, etc.). Answer any specific questions the client might have and determine the client's readiness to change. Schedule a follow up meeting to discuss the completion and implementation of the professional development action plan.

EMOTIONAL INTELLIGENCE VIEW 360 GROUP REPORT

The **Emotional Intelligence View 360** also generates a group or composite report that summarizes team strengths and development areas across the critical emotional intelligence view competencies being measured.

The composite report will look identical to the individual report (no written comments are included) and contain the same graphs, numerical information and data. This report can be useful for intact teams, departments and organizations as a way to identify group strengths and potential development areas.

Suggestions on Giving Feedback with the Emotional Intelligence View 360 Group Report

The **Emotional Intelligence View 360** group report contains a wealth of information that can be used to assist teams, departments and organizations understand strengths and target additional developmental interventions.

Coaches and consultants might want to be selective in which sections of the composite report are shared and used in a group feedback meeting or team building intervention. The results from the group report can be used within team building designs as data that can stimulate discussion and further analysis to improve team or organizational functioning.

Of particular interest for team building is the Most Frequent and Least Frequent tables summarized by rater groups. This section provides specific behaviors that are observed and experienced by team members as characterizing group strengths and development areas. Coaches and consultants might use this data to stimulate discussion about further interventions (e.g., targeted training, selection systems, reward systems) aimed at enhancing team functioning.

Appendix A
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Appendix B
Interpreting the Self-Awareness (Johari Window) View

Q: What is "self-awareness" and why is it important?

A: Self-awareness or self-insight is an important aspect of any definition of emotional intelligence. It describes a type of intrapersonal "intelligence" often described as the ability to understand oneself and use that information to regulate one's own life (Sternberg, 1999). Research suggests that individuals who lack self-awareness might not accurately see the impact of their behavior on others, misjudge how others experience their behavior and lack the capacity to capitalize on feedback from others.

The Emotional Intelligence View 360 (EIV360) is based on the Daniel Goleman concept of EI measuring 22 competencies in four key areas including: 1) Self-Awareness; 2) Social Awareness; 3) Self-Management; and 4) Relationship Management

	Perception	Behavior
Self	**Self Awareness**	**Self Management**
Others	**Social Awareness**	**Relationship Management**

Q: How does the Emotional Intelligence View 360 assessment attempt to measure self-awareness?

A: The alignment between self and other perceptions on a 360 feedback instrument serves as a "proxy" for insight and self-awareness. Most current definitions of emotional intelligence recognize the importance

of accurate insight and awareness for work and life success (Goleman, 1995; Salovey & Mayer, 1990). The perceptual "gap" between self and other perceptions might be one metric to determine the extent to which an individual has a high or low level of insight or self-awareness.

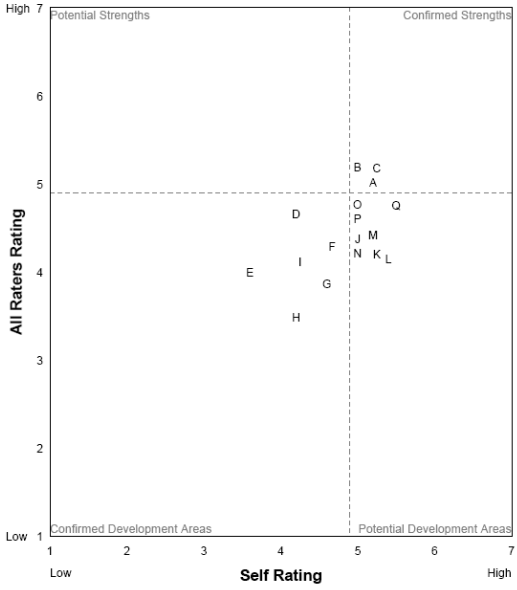
Each of the 17 EIV360 competencies is shown in four quadrants by each rater category indicating the extent to which self-ratings are aligned with other ratings. Self-awareness and Social-awareness can be categorized in four distinct ways:

1. Potential Strengths (Low Self-ratings and High Other ratings)

2. Confirmed Strengths (High Self-ratings and High Other ratings)

3. Potential Development Areas (High Self-ratings and Low Other ratings)

4. Confirmed Development Areas (Low Self-Ratings and Low Other ratings)



	Average Scores	
	Self	All Raters
Confirmed Strengths		
A. Strategic Problem Solving	5.20	5.02
B. Achievement Orientation	5.00	5.20
C. Oral Communication	5.25	4.95
Confirmed Development Areas		
D. Adaptability/Stress Tolerance	4.20	4.66
E. Self-Control	3.60	4.00
F. Building Strategic Relationships	4.67	4.30
G. Conflict Management	4.60	3.87
H. Interpersonal Sensitivity/Empathy	4.20	3.49
I. Listening	4.25	4.11
Potential Development Areas		
J. Self-Development	5.00	4.38
K. Trustworthiness	5.25	4.20
L. Leadership/Influence	5.40	4.15
M. Team/Interpersonal Support	5.20	4.43
N. Collaboration	5.00	4.36
O. Written Communication	5.00	4.77
P. Two-Way Feedback	5.00	4.64
Q. Oral Presentation	5.50	4.76

Q: Why is this section of the Emotional Intelligence View 360 often referred to as the "Johari Window" view?

A: The Johari Window, named after the first names of its inventors, psychologists Joseph Luft and Harry Ingham, is one of the most useful models describing the process of human interaction. A four paned "window," divides personal awareness into four quadrants: open, hidden, blind, and unknown. The lines dividing the four panes are like window shades, which can move as an interaction progresses (Luft, 1984). The four self-awareness quadrants of the EIV360 are conceptually based on this Johari Window providing a way to conceptualize self-insight based on the comparison of self and other ratings.

Q: How was the horizontal and vertical grid lines in this section of the Emotional Intelligence View 360 report derived?

A: The horizontal and vertical lines shown in the Self-Awareness section of the EIV360 report were derived from statistical analysis based on the large international norms that exist for this assessment. The mean self, manager, direct report, and peer ratings across all 22 EIV360 competencies were calculated and analyzed to direct the placement of these grid lines to facilitate interpretation of this report section. In most 360 feedback research using any type of rating scale, the distribution of scores tends to be negatively skewed with most respondents less frequently endorsing the lower ends of the scale.

Q: How big of a "gap" between self and other ratings is meaningful?

A: The research with the Emotional Intelligence View 360 assessment suggests that a self-other score difference of at least .75 is likely to be statistically meaningful. This difference, or more, suggests that the perceptual differences between self and other raters are important to note and consider in the interpretation of the feedback report.

Q: How do I interpret a large number of EIV360 competencies in the "Confirmed Strengths" and "Confirmed Development areas" quadrants?

A: According to emotional intelligence theory, individuals who possess self-insight and self-awareness are likely to be more successful at work and life because they have a more accurate sense of themselves and how others perceive their behavior and impact. Both of these quadrants reflect an alignment between self and other ratings and

serve as a "proxy" for self-awareness (i.e., both self and other perceptions of the frequency of behavior expressed are moderately to very high or moderately to very low). When the majority of the 22 EIV360 competencies fall within either of these quadrants it might be interpreted as someone who has insight and awareness about his/her behavior. It is theoretically possible that both the individual and others are both inaccurate and equally share a distorted perception of how the person is really behaving.

Q: How do I interpret a large number of EIV360 competencies in the "Potential Strengths" quadrant?

A: This quadrant represents competencies in which the individual's self-ratings are lower than the ratings from other rater groups. Some personality research suggests that these "under estimators" can often be described as highly self-critical, perfectionist, highly achievement oriented, have very high standards for self and others, and possibly lacking in confidence. There is also limited cross cultural research in 360 feedback to suggest that self-ratings might be influenced by nationality, culture and gender. One implication of having the majority of EI competencies in the "potential strengths" quadrant is that the individual receiving feedback will often focus his/her attention to those sections of the reports that appear to be more "critical" or judgmental (e.g., open-ended comments or the Least Frequent behaviors section). As a result, these individuals are often less inclined to "leverage their strengths" and seem to be focused more on their weaknesses or developmental opportunities. Coaches and others providing feedback should take note of this pattern in preparing for feedback meetings with these individuals. Consistent with EI theory, these "under estimators" lack an accurate calibration and view of how others actually experience their effectiveness on the job.

Q: How do I interpret a large number of EIV360 competencies in the "Potential Development Areas" quadrant?

A: Individuals who have an inflated view of his/her behaviors on the majority of EI competencies measured by the EIV360 are associated with higher risk for potential derailment based on recent research. These "over estimators" tend to have higher self-ratings compared to other rater groups and are likely to display more critical and defensive reactions to their summary feedback report. Coaches and facilitators can help respondents with this profile to identify strategies for helping

others better appreciate their skills, efforts and accomplishments and constructively challenge them about the meaning of these rating differences.

Appendix C
Interpreting the Index of Agreement Score

"Not everything that can be counted counts and not everything that counts can be counted."

Albert Einstein

In each of the **View Suite 360** reports there is a section at the end that provides a summary table containing competency and item scores (average) by each rater group as well as an overall average of all raters (excluding self ratings). Each item or question measuring specific **View Suite 360** competencies is grouped under its appropriate competency to assist in the interpretation of the results.

A feature of this section is ***Index of Rater Agreement*** shown in parentheses after the average scores for each rater group. This ***Index of Rater Agreement*** ranges from 0 to 1.0 and is based on a statistical measure of dispersion or "spread" by raters called standard deviation (this index is derived by subtracting 1 from the calculated standard deviation divided by a scale-specific divisor).

An agreement index score of 0.0 suggests little or no rater agreement among those answering a specific question (i.e., the raters provided responses that had the greatest "spread" such as some a "1" and others rating the item a "7"). An agreement score of 1.0 suggests uniform and consistent ratings by all raters providing feedback (i.e., all rated the question the same).

Agreement index scores **less than .50** might suggest greater diversity, inconsistency and "spread" among the raters. It is not uncommon to misinterpret "average" scores represented on graphic comparisons as being accurate. However, when the ***Index of Rater Agreement*** is less than .50, it might suggest caution in interpreting these average scores (e.g., in reality, some raters might have a very positive bias in responding to the questions whereas other raters might have a very negative bias in responding to the same questions creating a "polarized" view of the respondent).

The ***Rater Agreement Index*** can be calculated at both the item (question) and competency level. At the item (question) level, it indicates the amount of rater agreement in answering each **View Suite 360** question. One question that is often asked is how a single rater can have an ***Index of Rater Agreement*** score less than 1.0 at the competency level (agreement scores for a single rater will always be 1.0 at the item or question level). At the *competency* level, this index provides a clarification of how consistent raters were *across* all the items composing that performance factor (analogous to internal consistency reliability calculations at a scale level).

Again, this score indicates how consistent the individual rater was in answering the cluster of questions composing a particular **View Suite 360** competency. It might not have much practical meaning but low scores should at least be explored in more detail about possible interpretations of a single rater providing very inconsistent answers across a competency category (e.g., rating one behavior in the *Administrative Control* a "1" and another behavior a "4").

Example with the *Index of Rater Agreement* in Parentheses

Questions	Self	Manager	Peer	Direct Report	Team Member	Average
Written Communication	**5.60 (0.84)**	**2.80 (0.67)**	**2.60 (0.69)**	**4.00 (0.24)**	**2.50 (0.66)**	**3.00 (0.47)**
Uses appropriate grammar, tense & language in written communications.	6.00 (1.00)	4.00 (1.00)	3.00 (0.67)	4.50 (0.17)	3.50 (0.83)	3.71 (0.47)
Uses written communications effectively & appropriately.	6.00 (1.00)	4.00 (1.00)	2.50 (0.50)	4.00 (0.33)	2.50 (0.50)	3.14 (0.42)
Writes in a logical & organized manner.	6.00 (1.00)	2.00 (1.00)	2.50 (0.83)	3.50 (0.50)	3.00 (1.00)	2.86 (0.67)
Writes in a clear, direct & concise manner.	5.00 (1.00)	2.00 (1.00)	2.50 (0.83)	4.00 (0.33)	2.00 (1.00)	2.71 (0.54)
Writes technical information in an easily understood manner.	5.00 (1.00)	2.00 (1.00)	2.50 (0.83)	4.00 (0.00)	1.50 (0.83)	2.57 (0.36)
Administrative Control	**5.20 (0.61)**	**2.40 (0.66)**	**2.60 (0.66)**	**3.90 (0.45)**	**2.70 (0.74)**	**2.97 (0.56)**
Establishes effective mechanisms to monitor & ensure that work is done on time & with quality.	6.00 (1.00)	4.00 (1.00)	2.50 (0.83)	4.00 (0.67)	2.50 (0.83)	3.14 (0.67)
Develops systems and procedures to monitor individual, team and organizational progress on projects, tasks and assignments	4.00 (1.00)	3.00 (1.00)	2.50 (0.50)	4.00 (0.33)	3.00 (0.67)	3.14 (0.48)
Develops systems to monitor budgets, costs, & expenses.	5.00 (1.00)	1.00 (1.00)	2.00 (0.67)	4.50 (0.50)	3.50 (0.83)	3.00 (0.47)
Follows-up with employees to monitor quality & effective performance.	7.00 (1.00)	2.00 (1.00)	3.50 (0.83)	3.00 (0.33)	2.50 (0.83)	2.86 (0.58)

Appendix D
Research

Buvoltz, K., Powell, F. & Solan, A. (2007). Exploring Emotional Intelligence, Learner Autonomy and Student Success in Accelerated Undergraduate Degree Completion Programs. Unpublished manuscript.

***Objective**:* To explore the relationships between emotional intelligence and learner autonomy among students enrolled in an adult degree completion program. We hypothesized a positive statistical relationship between emotional intelligence and learner autonomy and that they both contribute to higher GPAs and higher retention rates.

Measures: PeopleIndex and the learner autonomy intentions measured the Learner Autonomy Profile (LAP) Short Form (SF) were used in this study. The LAP-SF measures a learner's intentions in the areas of learner desire, learner resourcefulness, learner initiative, and learner persistence. Student success was measured by cumulative grade point average (GPA).

Design: One-hundred forty-one nontraditional undergraduates enrolled at a small, private, liberal arts college in the northeastern U.S. completed web-based surveys measuring emotional intelligence and learner autonomy.

Results: The researchers predicted there would be a positive relationship between emotional intelligence and learner autonomy. They tested this hypothesis by running Spearman's rho correlations using overall emotional intelligence scores and overall learner autonomy scores (as opposed to using sub-constructs). For this test, they only used participants who completed both PeopleIndex and the LAP-SF (N=86).

They found a positive correlation ($r = .486$; $p = .000$; $< .01$). There is no demonstration of cause and effect; however, there is a strong positive correlation.

They also predicted that there is a positive relationship between EI & LA and retention. For this test, they only used participants who completed both PeopleIndex and the LAP-SF (N=86). The final number of participants for this test was 73. We tested this hypothesis by conducting logistic regression. We loaded all three group level EI constructs (self-management, relationship management, and communication) as well as all four learner autonomy

constructs (learner desire, learner resourcefulness, learner initiative, and learner persistence) as independent variables.

The dependent variable was retention (graduates and non-graduates). Of the PeopleIndex competency groups, communication (p = .051) and relationship management (p = .022) were the highest predictors of retention. Overall scores on **PeopleIndex** were the single best predictor of overall learner autonomy. Self-management, but not Communication or Relationship Management was significant predictors of learner autonomy in regression analyses.

Conclusions: **PeopleIndex** was significantly associated with both retention and learner autonomy. These findings provide both construct and criterion related validity of **PeopleIndex.**

Yusof, R. (2006). The Relative Influence of Emotional Intelligence and Organizational Commitment on Job Performance of Administrators in UiTM. Unpublished Dissertation, University of Putra Malaysia

Objective*:* To explore the relationships between emotional intelligence organizational commitment and job performance in administrators.

Measures: The data collection instruments used included the Management View 360 Questionnaire as an index of job performance, **PeopleIndex** for emotional intelligence and Organizational Commitment Questionnaire for organizational commitment.
Design: The population in the study is the administrative management group of UiTM. There are fourteen UiTM branch campuses from all states in Malaysia including the main campus at Shah Alam. The management group is composed of the assistant registrars, librarians and treasury officers. The researcher got the name list of administrative management group from UiTM main campus at Shah Alam. The total sample size for this study was 153 administrators who were administered all assessments by mail.

Results: Job performance was positively related to emotional intelligence ($\underline{r}$ = .761, $\underline{p}$ = 0.001) and organizational commitment ($\underline{r}$ = .366, $\underline{p}$ = .001). The strongest relationship was found to exist between job performance and emotional intelligence, followed by organizational commitment and job performance.

The positive correlation coefficient of emotional intelligence (r = .761, p = 0.001) indicates that as emotional intelligence increases, so does job performance.

Job performance was also positively related to organizational commitment (r = .366, p = 0.001). Job performance is positively related to emotional intelligence dimensions: self-management (r = .742, p = 0.001), relationship-management (r = .746, p = .001) and communication (r = .766, p = .001). They are all statistically significant.

Overall emotional intelligence was significantly associated with organizational commitment (r = .354, p = .001).

Conclusions: The results of the study revealed that all the emotional intelligence dimensions are positively related to job performance with the highest correlation of 0.766 for communication, followed by 0.746 with relationship-management and self-management (0.742). Emotional intelligence is also significantly correlated with organizational commitment. Overall, these findings provide additional criterion related validity of the **PeopleIndex** measure of emotional intelligence.

Agustin, V. et al. (2006). The Relationship Between the Competencies of Emotional Intelligence and the Performance of Selected Junior Thomasian Nursing Students in their Related Learning Experience Course. Unpublished Manuscript

***Objective**:* This study explored the relationship between emotional intelligence and performance of third year nursing students in a clinical course.

Measures: Emotional Intelligence View 360, Clinical evaluation scores on Nurses Related Learning Experience (RLE; 60% professional and 40% personal), and overall grade point average.

Design: The population in the study was 48 third year nursing at the University of Santo Tomas, College of Nursing. Students were asked to complete the Emotional Intelligence View 360 as part of their curriculum during the year.

Results: Self-Management competences were significantly correlated (all p's< .01) with RLE scores for both self ratings (ranged from .40 to .93) and other ratings (ranged from .69 to .99). Relationship Management competencies were significantly correlated (all p's< .01) with RLE scores for both self ratings (ranged from .40 to .93) and other ratings (ranged from .55 to .98).

Finally, Communication competencies were all significantly correlated (all p's < .01) with RLE for both self-ratings (ranged from .66 to .99) and other ratings (ranged from .63 to .99). Self and other emotional intelligence ratings were significantly associated with overall grade point average ranging from .84 to .97 (all p's < .01).

Conclusions: The results of the study suggest that high levels of emotional intelligence assessed by **Emotional Intelligence View 360** are associated with academic and clinical success in nurses. These findings provide support for criterion related validity of this measure.

Pedro, M. L. (2006). Emotional Intelligence and Transformational Leadership. Unpublished Manuscript. Masters Thesis, University of Edora.

***Objective**:* This study explored the relationship between emotional intelligence and transformational leadership.

Measures: Emotional Intelligence View 360 and the Multi-Factor Leadership Questionnaire (MLQ-36).

Design: The population in the study was 57 managers in a multinational company within the electronics industry.

Results: Transformational leadership scales of the MLQ-36 were significantly associated with Self-Management ($r = .93$, $p < .01$), Relationship Management ($r = .70$, $p < .01$) but not Communication competencies ($r = .52$, $p = .16$). Transactional leadership was significantly correlated with Self-Management ($r = .95$) but not significantly with Relationship Management ($r = .70$) or Communication ($r = .36$). Finally, Laissez-Fair leadership was not significantly correlated with Self-Management ($r = -.15$), Relationship Management ($r = -.42$) or Communication ($r = .40$). Transformational leadership was significantly correlated with Transactional Leadership ($r = .91$, $p < .01$) and modestly correlated with Laisse-Faire Leadership ($r = .40$).

Conclusions: The results of the study suggest that high levels of emotional intelligence assessed by **Emotional Intelligence View 360** are associated with various aspects of Transformational and Transaction Leadership. The significant association between Relationship Management measured by **Emotional Intelligence View 360** and Transformational Leadership provides some evidence of construct validity of this measure.

Flores, M. (2007). Emotional Intelligence and Transformational Leadership. Unpublished Manuscript.

Objective*:* This study explored the relationship between emotional intelligence and transformational leadership.

Measures: Emotional Intelligence View 360 and the Multi-Factor Leadership Questionnaire (Avolio & Bass).

Design: The population in the study included 23 female managers from several businesses/industries from Canada (6), Mexico (10), and the UK (7).

Results: Regression analysis was calculated using the MLQ variables as the dependent variables and the total EQ and its three principal areas (self management, relationship management and communication) as the independent variables and predictors. As shown below, the strongest positive relationship found was the one between total EQ and total Transformational leadership (r=0.67). While the weakest positive relationship was between one of the components of transactional leadership: management by- exception (Active) and total EQ (r=0.15). The coefficient of determination for the correlation between total EQ and total Transformational leadership was 0.45 (r^2=0.45).

Correlations among total EQ and MLQ Variables

Variable	TT	IIA	IIB	IM	IS	IC	TTR	CR	MEA	MEP	LF
EQ	0.67	0.55	0.6	0.57	0.28	0.48	0.47	0.62	0.15	-0.37	-0.16

Notes: *EQ= total emotional intelligence; TT = Total Transformational; IIA= Idealised Influence (Attributed); IIB= Idealised Influence (Behaviours); IM= Inspirational Motivation; IS= Intellectual Stimulation; IC= Individual Consideration; TTR= Total Transactional; CR= Contingent Rewards; MEA= Management by- Exception(Active); MEP= Management by Exception(passive); LF= laissez-faire.*

Correlations among the three main areas of EQ and total Transformational variables (r)

Variable	Self Management	Relationship Management	Communication
Total transformational	0.66	0.65	0.54

Conclusions: The results of the study suggest that high levels of emotional intelligence assessed by **Emotional Intelligence View 360** are associated with various aspects of Transformational and Transaction Leadership. The

significant association between **Emotional Intelligence View 360** and Transformational Leadership provides some evidence of construct validity of this measure.

Rocha, A. (2007). The Relationship between Emotional Intelligence and Transformational and Transactional Leadership. Unpublished Manuscript

Objective*:* This study explored the relationship between emotional intelligence and transformational leadership.

Measures: Emotional Intelligence View 360 and the Transformational Leadership Scale (Podsakoff et al. 1990). A measure of satisfaction with leadership, global satisfaction, and follower's performance were also included in this study.

Design: The population in the study was 120 managers working within a banking organization in Portugal and 299 of their direct reports.

Results: Using a correlational research design, results confirmed the existence, in the perception of leaders and followers, of: (1) greater levels of EI and transformational leadership in leader perception in comparison to followers (all p's < .05)); (2) a positive correlation between perceptions of overall EI, Self-Management, Relationship Management and Communications and transformational leadership behaviors in leaders (r = .74, .68, .76. 64, respectively; all p's < .01)), and (3) a positive correlation between EI, transformational leadership behaviors in leaders and performance and satisfaction in their followers (only the EI communications scale significantly was associated with follower's performance; r =.18, p < .05).

An exploratory principal components factor analysis with Varimax rotation revealed 5 factors with eigenvalues over 1.0 all accounting for over 57% of the explained variance.

The first 3 factors found in the 5 factors forced factor analysis seem to be associated to a kind of g factor of emotional intelligence (accounting for 44.94%, 3.79% and 3.41% of the variance); the 4th factor is associated with emotional competencies which are considered relevant to organizational context (2.90%) and, the 5th factor seems to be concerned with the dimension *Relationship Management* (2.08% of the variance).

Global EI was also significantly associated with both transformational leadership (r = .74) and transactional leadership (r = .59), all p's < .01). Each of the three EI scales (Self-Management, Relationship Management

and Communications) was also significantly associated separately with transformational and transactional leadership measured by the Transformational Leadership Scale (Podsakoff et al. 1990).

Conclusions: The results of the study suggest that high levels of emotional intelligence assessed by **Emotional Intelligence View 360** are associated with various aspects of Transformational and Transaction Leadership.

The significant association between **Emotional Intelligence View 360** and Transformational Leadership provides some evidence of construct validity of this measure.

Lukaj, M. (2010) Emotional intelligence and stress: An exploratory study. BA Honours Business Studies Dissertation, University of the West of England, Bristol

Objective: Explored the relationship between emotional intelligence, stress, coping and well-being.

***Measures*:** Emotional Intelligence View 360 (EIV360) and StressScan.

***Design*:** Measures were administered to 109 executive MBA students working full time during one of their required leadership courses in 2008.

***Results*:** In multiple regressions, overall manager EI ratings ($b = .25$, $t(84) = 2.5$, $p < .01$) incrementally predicted *Threat Minimization* coping above overall self-ratings accounting for .17 of the variance in this dependent variable ($b = .34$, $t(84) = 3.4$, $p < .01$). No other significant associations were found in regression analyses between emotional intelligence, stress, coping and well-being.

***Conclusion*:** Emotional Intelligence was significantly associated with *Threat Minimization* coping in this EMBA sample of men and women. Students with higher EI tended to be more perceptive of their stressors as indicated by using a type of coping that acknowledges feelings and puts closure to them, rather than ruminating and obsessing about them. Women students reported significantly higher levels of *Cognitive Hardiness* but no more stress ($F(1,107) = 6.12$, $p < .01$), Type A behavior, emotional intelligence or well-being compared to men (all p's > .05).

Jessica Marie McGourty (2010). Emotional Intelligence and its relationship in predicting EMBA student's work/ life stress and hardiness and well-being using self-report measures. Dissertation submitted as partial requirement for Masters of Sciences in Occupational Psychology, University of Worcester, UK

Objective: **Explored emotional intelligence, self-reported stress and cognitive hardiness in 109 Executive MBA students in a cross-sectional design.**

Measures**: Emotional Intelligence View 360 and the stress/resilient measure StressScan.**

Design**: 109 Executive MBA students were administered EIV360 and StressScan concurrently as part of their academic program. Regression analysis was used to explore f the extent to which overall EI and specific sub-scales predicts stress, cognitive hardiness and psychological well-being outcomes.**

Results**: No significant predictor variance was found between overall EI scores and stress, hardiness and well-being However adaptability scores of EI were a significant predictor variable for ones hardiness and well-being scores, whereas self control was again a significant predictor variable of stress scores.**

Conclusion**: Self-management competencies (adaptability/stress and self-control) were significantly associated with stress, cognitive hardiness and psychological well-being providing evidence of convergent validity with these EI scales. Emotional intelligence coping appears to be associated with both resilience and global life satisfaction (psychological well-being).**

Rafael Bisquerra Alzina, Nuria Perez Escoda, Laura Mari. Departmento MIDE Facultad de Pedagogia. Universidad de Barcelona (2010)

Objective: **To compare the impact of a one-year emotional intelligence education program to postgraduate students compared to a control group at the University of Barcelona.**

Measures**: Emotional Intelligence View 360 (EIV360 self-assessment), MSCEIT (Mayer, Salovey, Caruso, & Sitarenios (2003), StressScan, QDE-A (self-report measure of emotional competencies with more about the design at http://stel.ub.edu/grop/files/Competencias_emocionales-P.pdf)**

Design**: Subjects for this study will be approximately 200 postgraduate students at the University of Barcelona and Universitat de Lleida. Graduate students were divided randomly into a control and experimental group who participated in a one-year EI educational education. Pre and Post measures were collected on all assessments.**

Outcome**: No *significant* correlations were found between the mixed measure EIV360 and ability measure subscores of the MSCEIT for 110 subjects. MSCEIT Overall, Emotional Experiencing and Emotional Reasoning subscores and overall EIV360 correlations were .12, .07, .12, respectively, all p's > .05). The competencies of Trust and Empathy were significantly correlated with the *Managing Emotions, Using Emotions branches* of the MSCEIT as well as the total score (average r's = .25, p < .01).**

This finding provides construct validity to this mixed EIV360 measure of emotional and social competence. Additional analyses are pending with the other measures

Schalk, T. (in progress). Team and individual emotional intelligence in Natural Resource Committee Members in Australia. Doctoral Dissertation. University of Canberra, Australia. Doctoral Dissertation.

***Objective**:* To investigate the type of team characteristics and behaviours associated with different Emotional Intelligence profiles.

Measures: Emotional Intelligence View 360 and the Group Emotional Intelligence Questionnaire (Wolff and Druskat). Team performance will be determined using ranking to determine committee performance as this is consistent with the Australian Government process

Design: Subjects for this study will be approximately 200 committee members.

Krugliak Lahat, Y. (In progress). Emotional intelligence, organizational citizenship and withdrawal behavior in school principals. Tel Aviv school district, Israel

***Objective**:* This study is exploring the relationship between emotional intelligence, organizational citizenship behavior (OCB) and withdrawal of teachers working for school principals in Israel.

Measures: Emotional Intelligence View 360 (EIV360), Organizational citizenship behavior (Vigoda-Gadot, E., Beeri, I., Birman-Shemesh, T. & Somech, A., 2007); Withdrawal behavior (Hanisch, 1990).

Design: The subjects in the study will consist of 50 high school principals working in 30 districts. Teachers and superintendents will be asked to complete the EIV360 on each school principal during district meetings.