

(Last Updated: July 2009)

This Bar-On Emotional Quotient Inventory (EQ-i) research summary is broken down into 9 distinct categories. The categories include Reviews, Technical Manuals, Industrial/Organizational, Clinical, Education, Health/Well Being, Forensics, Psychometrics and Sport Performance. Some categories are broken down in subcategories, for example, the Industrial/Organizational section is divided into the following subsections: Leadership/Management, Team Development, Selection/Star Performer, and Job Performance.

Research in the area of Emotional Intelligence (EI) is constantly changing and expanding. This research document will be updated periodically to reflect changes. The date of the last update is shown above. If you know of other research on the EQ-i that is not cited here, please contact the MHS research department by sending an e-mail to R&D@MHS.com. Additional research will be added to the listing at the next update.

REVIEWS

Bar-On, R. (2006). The Bar-On Model of Emotional Social Intelligence. *Psicotherma*, 18, 13-25.

An empirically based theoretical paper that examines the Bar-On Model of Emotional and Social Intelligence (ESI). A description of the EQ-i is provided, as well as information on the impact of age, gender, and ethnicity on EQ-i results. A description of the model's construct and predictive validity is also given.

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In Geher, G. (Ed.). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, NY, Nova Science Publishers.

Gives an overview of the EQ-i and its theoretical and psychometric characteristics.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In Reuven Bar-On and James D.A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 363-388). San Francisco, CA: Jossey-Bass.

Provides information regarding the conceptualization of the EQ-i, its development, reliability (interscale correlations, internal consistency), factor structure, and validity.

Bar-On, R., & Parker, J. D. A. (2000). *Handbook of emotional intelligence: Theory, development, assessment and application at home, school and in the workplace*. San Francisco: Jossey-Bass.

Conte, J.M. (2005). A review and critique of emotional intelligence measures. *Journal of Organizational Behavior*, 26, 433-440.

The measurement and psychometric properties of four of the major emotional intelligence measures (Emotional Competence Inventory, Emotional Quotient Inventory, Multifactor Emotional Intelligence Scale, Mayer-Salovey-Caruso Emotional Intelligence Test) are reviewed, the comparability of these measures is examined, and some conclusions and suggestions for future research on emotional intelligence measures are provided.

Handley, R. (2009). Advanced EQ-i interpretation techniques: The concepts of drag, balance, and leverage. In Marcia Hughes, Henry L. Thompson and James Bradford Terrell (Eds.), *Handbook For Developing Emotional and Social Intelligence: Best Practices, Case Studies, and Strategies* (pp. 97-110). San Francisco, CA: Pfeiffer.

Examines advanced EQ-i interpretation techniques, specifically the concepts of *Drag*, *Balance* and *Leverage*.

Impara, J. C., & Plake, B. S. (Eds.). (2001). Bar-On Emotional Quotient Inventory (EQ-i). *The Fourteenth Mental Measurements Yearbook*. (pp. 106-109). Lincoln, Nebraska: Buros Institute.

Buros MMY is the leading publication for critical test reviews. Two independent reviewers are asked to evaluate the psychometric and practical value of test instruments. The evaluation of the EQ-i by both reviewers was positive indicating that knowledgeable test developers consider the EQ-i to be a good measure of emotional intelligence. Approval in Buros of psychometric quality is a very important marker of proper test development.

Thompson, H.L. (2009). Using the EQ-i and MSCEIT in Tandem. In Marcia Hughes, Henry L. Thompson and James Bradford Terrell (Eds.), *Handbook For Developing Emotional and Social Intelligence: Best Practices, Case Studies, and Strategies* (pp. 97-110). San Francisco, CA: Pfeiffer.

Focuses on preparing the ESI practitioner to use the EQ-i and MSCEIT in Tandem. Provides an overview of Emotional and Social intelligence along with basic supporting conceptual models for the EQ-i and MSCEIT. Outlines the relationship of these two instruments with each other and to other key psychological constructs, such as personality, interpersonal relationships and cognitive ability.

TECHNICAL MANUALS

Bar-On, R. (1997). *EQ-i Technical Manual*. Toronto, Canada: Multi-Health Systems.

Internal Reliability:

Nine different studies report alpha statistics ranging from .69 to .86.

Test-retest Reliability:

1-month and 4-month test-retest values are presented for 11 of the 15 scales. The 1-month values range from .78 to .92, and the 4-month values range from .55 to .82.

Validity:

Research between the EQ-i and the following scales is presented: Eysenck Personality Questionnaire, Personality Assessment Inventory, Personality Orientation Inventory, Beck Depression Inventory, Attributional Style Questionnaire, 16PF, MMPI-2.

Predictive Validity:

The EQ-i is shown to be related to job performance, work satisfaction, success in a Military Academy setting, and success in Air Force recruitment.

Discriminant Validity:

The EQ-i significantly discriminated between psychiatric patients vs. control groups, academic: successful vs. unsuccessful, acculturation: poor vs. good integration into new culture.

The EQ-i manual also describes the correlations between self and observer ratings, as well as concurrent validity for the NI and PI scales as contrasted against other fake good and fake bad scales.

Bar-On, R. & Parker, J.D.A. (2000). *Emotional Quotient Inventory: Youth Version (EQ-i:YV): Technical Manual*. Toronto, Canada: Multi-Health Systems.

Internal Reliability:

Reliability coefficients are presented separately by gender and age group: Males range from .67 to .90 across age groups. Females range from .65 to .90 across age groups.

Test-retest Reliability:

3-week test-retest values are presented for 6 scales ranging from .77 to .89.

Validity:

Research between the EQ-i: YV and the following scales is presented: Bar-On Emotional Quotient Inventory, Five-Factor Model of Personality, NEO-FFI, Children's Depressive Inventory, Conners-Wells Adolescent Self-Report scale.

INDUSTRIAL/ORGANIZATIONAL**Leadership/Management**

Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence: an exploratory study. *Leadership and Organization Development Journal*, 21, 157-161.

The association between emotional intelligence and transformational leadership was investigated, controlling statistically for leaders' attributional style. It was shown that emotional intelligence is associated with 3 aspects of transformational leadership (idealized influence, inspirational motivation, and individualized consideration) and contingent reward. Active and passive management-by-exception, and laissez faire management were not associated with emotional intelligence.

Buford, B.A. (2002). Management effectiveness, personality, leadership, and emotional intelligence: A study of the validity evidence of the Emotional Quotient Inventory (EQ-i). *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(12-B), 6006.

1) Examined the relationship between EI and variables within an organizational context, 2) assessed whether EQ moderated the degree of agreement between self and other reports, and 3) examined any unique effects EI might have on ratings of management effectiveness and transformational leadership. Sixty nine managers completed the EQ-i and several other measures. Sixty nine supervisors and 207 direct reports rated the manager using the EQ360 as well as other rating instruments. Several theoretical relationships between EQ and self-reports of personality variables, transformational leadership, and management effectiveness were confirmed. There was no relationship between self, supervisor, and subordinate ratings of EQ and management effectiveness and only weak correlations between self, subordinate, and supervisor ratings of leadership. After controlling for personality traits and years in management, self-reports of total EQ accounted for a small amount of variance in self-reports of management effectiveness and transformational leadership. There was no unique contribution of total EQ to explaining supervisor or subordinate reports of management effectiveness.

Burbach, D.J. (2004). Emotional intelligence is important in determining leadership success. *American Physician and Scientist*, 1-3.

Briefly discusses the concept of EI, its history, how it relates to IQ, and its importance in affecting success and leadership. The EQ-i is mentioned as a valuable means of measuring emotional intelligence.

Burnette, M.E. (2006). The relationship between emotional intelligence of patrol sergeants and subordinate patrol officers. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 67 (06), 156.

Investigated the relationship between the emotional intelligence levels of patrol sergeants and the emotional intelligence levels of their respective subordinate patrol officers. The results of this analysis determined that no statistically significant correlation existed between the independent variables of the Sergeants Total EQ-i and five Composite scores and the dependent variables of the Patrol Officers Total EQ-i and five Composite scores. A t-test was also instituted to analyze the mean score differences between the groupings of patrol sergeants and patrol officers. The results of this test yielded no statistically significant differences between the respective groups. Based upon the statistical results of the study, the null hypothesis was retained.

Butler, C.J. (2005). The relationship between emotional intelligence and transformational leadership behavior in construction industry leaders. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 66(09), 4965.

This research investigated the emotional intelligence and leadership behavior profiles of 132 construction industry leaders by using the Bar-on EQ-i emotional intelligence assessment and the Multifactor Leadership Questionnaire. It was found that the group possesses a higher than average total emotional quotient (EQ) than the general population. They also scored higher in seven, and lower in three, of the 15 EI subscales. The second section of the research determined relationships between the EI subscales and transformational leadership behavior as measured by the Multifactor Leadership Questionnaire (MLQ). It was found that five of the 15 subscales of EI were related to transformational leadership behavior at a statistically significant level. It was also found that total EQ and empathy held the strongest relationships with transformational leadership behaviors. Additionally, it was determined that none of the 15 subscales of EI were related to transactional leadership behavior for the group studied. Two of the 15 subscales were negatively related to laissez-faire leadership behavior.

Butler, C.J., & Chinowsky, P.S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of Management in Engineering*, 22(3), 119-125.

This study examined the relationship between EI, as measured by the EQ-i, and leadership, as measured by the MLQ Form 5X, which analyzes leadership traits in three primary areas: transformation, transactional, and laissez-faire behaviors. Participants were 130 construction executives who typically had the titles of president or vice president. Results found a positive relationship between total EQ and transformational leadership and that 34% of the variance in transformational leadership was explained by total EQ. The authors identify five specific components of EI that are related to transformational leadership behaviors at a convincing level of statistical significance. Of particular importance is the identification of interpersonal skills and empathy as key EI competencies that need additional attention during the development of construction industry executives.

Cavins, B. (2006). The relationship between emotional-social intelligence and leadership practices among college student leaders. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 66, 3518.

The study explored the relationship between emotional intelligence and student leadership practices among college student leaders. Eighty-three students completed the EQ-i and the Student Leadership Practices Inventory (S-LPI; Kouzes & Posner, 2005). Overall, many S-LPI subscales were positively correlated, either moderately or strongly, with the following EQ-i variables: Intrapersonal, Interpersonal, Adaptability, and General Mood composite scales, as well as the Self-Actualization, Social Responsibility, Empathy, Stress Tolerance, Problem Solving, and Optimism subscales. Top Performers scored significantly higher than did other performance groups

(Middle and Bottom Performers) in 11 out of the 21 EQ-i scales. In terms of demographic differences and the EQ-i, significant differences were identified with gender, age, GPA, and race.

Conrad, J.E. (2006). The relationship between emotional intelligence and intercultural sensitivity. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 68(3-A), 846.

This study employed a sequential mixed-method design to explore the correlation between emotional intelligence, as measured by the Emotional Quotient Inventory (EQ-i), and intercultural sensitivity, as measured by the Intercultural Development Inventory (IDI). Results showed small significant positive relationships between the General Mood composite scale of the EQ-i and both the Reversal composite scale of the IDI and the Encapsulated Marginality scale of the IDI. Analyses also yielded several small to moderate correlations among the composites and subscales of the EQ-i and composites, clusters, and subscales of the IDI. In the qualitative component, empathy was discussed in most (8 of 13) interviews. Problem solving/decision making, social responsibility, and interpersonal relationships were also cited by the participants as areas of improvement, which was also in accordance with the scores achieved by the participants in those categories. Self awareness was another concept related to emotional intelligence that was referred to often in the interviews. Concludes that integrating elements of EI into their professional development initiatives may help leaders appreciate the cultural differences of their employees. On the other hand, better diversity training may help leaders improve in the area of emotional intelligence.

Davis, N.L. (2003). Organizational culture and leadership: Analyzing their roles in hypocrisy and workplace aggression. *Dissertation Abstracts International: Section A: The Humanities and Social Sciences*, 64(4-A), 1321.

Used the EQ-i as the test to assess leadership in a study that explored how organizational effectiveness and leadership relate to aggression and hypocrisy in a large public service agency. In all, 273 employees from 12 work groups took part. Organizational effectiveness was significantly positively correlated to positive employee behavior, and negatively related to aggression. No link between leadership (EI in workgroup leaders) and aggression was found.

Derman, L. (1999). The relationship between the emotional intelligence of family-member managers and business success in family businesses. *Dissertation Abstracts International*, 60(05B), 2397.

Examined the relationship between the emotional intelligence of family-member managers and business success in family businesses in Israel (46 participants in 11 family businesses). The study examined whether the relationship between EQ and business success or failure is determined by the mean EQ of the management team. It also investigated whether an individual manager with minimum EQ has a negative effect on the success of a business that cannot be overcome by a higher mean EQ of the management team. There was a high and significant correlation between EQ and business success. The mean EQ of the entire management team, not the manager's EQ, was found to influence the success or failure of a business.

Dries, N. & Pepermans, R. (2007). Using emotional intelligence to identify high potential: Metacompetency perspective. *Leadership and Organization Development Journal*, 28(8), 749-770.

This paper aims to demonstrate the utility of using emotional intelligence (EI) to identify high potential in managers. The study sample consisted of 51 high potentials and 51 "regular" managers, matched onto one another by managerial level, gender and age. All participants completed the Emotional Quotient Inventory, Blau's career commitment scale and a self-anchored performance item. EQ-i subscales of Assertiveness, Independence, Optimism, Flexibility and Social Responsibility appear to be "covert" high-potential identification criteria, separating between high-potentials and regular managers. Furthermore, high potentials display higher levels of job performance and, supposedly, less boundaryless career attitudes.

Duncan, P. A. (2007). Women in positions of leadership and gender-specific emotional intelligence attributes. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 68(02), 632.

Examined whether there is a relationship between what has been defined as gender-specific EQ attributes and women who hold positions of leadership. Findings confirm that EQ differences exist between age groups; those in the oldest age group (61-74) obtained the highest EQ scores. Additionally, participants in the youngest age group had scores that generally supported Bar-On's (1999) premise that such individuals would in fact have EQ strengths in those attributes identified as female gender-specific, i.e., empathy and social responsibility. Similarly, these participants scored low on the male gender-specific attributes of stress tolerance, self confidence, and adaptability. Significantly although with variances, however, the female executives in the 29-40, 41-50, 51-60, and 61-74 age groups self reported strengths in all of the attributes identified as crucial areas of EQ for leaders.

Engstrom, M. (2005). A study of emotional intelligence as it relates to organizational outcomes beyond what is contributed by personality. *Dissertation Abstracts International: Section B*, 66(10).

This study explores the relationship between psychological type (as measured by the Myers-Briggs Type Indicator) and emotional intelligence (as measured by the EQ-i) and how they relate to work outcomes, specifically job satisfaction (as measured by the Job Satisfaction Survey - JSS adjusted) and organizational commitment (as measured by the Organizational Commitment Questionnaire). Participants ($N = 131$) were active Chicago Police Department sergeants. Canonical correlation analysis and hierarchical multiple regression analysis were used to examine the relationships. In the first canonical function, emotional intelligence correlated with job satisfaction and organizational commitment. The significance of an overall relationship was established by Wilks's lambda; $= .741$, $p < .001$. Hierarchical multiple regression analysis confirmed the contribution of psychological type and also supported the hypotheses that emotional intelligence contributes to organizational outcomes over and above psychological type. However, when the opposite dependent variable (JSS or OCQ) was controlled for, the effect of emotional intelligence was lessened and no longer significant. Multiple regression analysis supported the existence of a partial relationship between psychological type and *emotional* intelligence.

Gasiorowska, G.M. (2007). A study of project managers' most dominant emotional intelligence abilities and skills. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 68(06).

This study explores the current state of PMs' EI, employing 2 psychometric instruments: the MSCEIT and the Bar-On EQ-i. The highest scores in Bar-On EQ-i testing were in assertiveness, self-actualization, and problem solving. Further, as the EQ-i scores went up, MSCEIT scores declined, meaning that PMs, who are high performers according to EQ-i, score low in MSCEIT. This is based on the premise that EQ-i reflects one's performance, while MSCEIT reflects one's emotional abilities that aid in reasoning with emotions and in making choices regarding one's actions.

Hayashi, A. (2006). Leadership development through an outdoor leadership program focusing on emotional intelligence. *Dissertation Abstracts International: Section A*, 67(04).

Examined the impact of an outdoor leadership program on the development of emotional intelligence and leadership. Results showed a significant positive relationship between emotional intelligence and leadership. Emotional intelligence was found to significantly develop with participation in the outdoor program.

Hughes, G. (2004). The relationship of emotions and leadership among chief executives of hospitality organizations. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 66(01), 246.

This study attempted to establish the extent to which greater numbers of emotionally intelligent people, as measured by the Bar-On EQ-i instrument, occupy important leadership positions. Hospitality chief executives (N = 100), whose positions ranged from presidents and vice presidents of premier organizations to business owners of nationally recognized organizations, participated. The researcher developed a competency model of dominant emotional qualities of leaders. The group's strengths clustered around stress tolerance (110.2), independence (109.2), assertiveness (108.6) and optimism (105.6). Taken together, the dominant profile indicated an exceptional ability to tolerate stress. The group scored relatively low in interpersonal communications, people skills, and empathy. The findings suggest that leaders, and those interested in becoming one, should evaluate their EQ deficiencies and consider professional development that would increase their self-efficacy as executives.

Iordanoglou, D. (2007). The teacher as leader: The relationship between emotional intelligence, leadership effectiveness, commitment and satisfaction. *Journal of Leadership Studies*, 1(3), 57-66.

This study examined the relationship between EI, leadership, job commitment and satisfaction among 332 primary education teachers in Greece. Results showed that EI, especially the intrapersonal and interpersonal dimensions of the short version of the EQ-i, had a positive effect on leadership effectiveness and was strongly related to teachers' commitment and satisfaction.

Malek, M. (2000). Relationship between emotional intelligence and collaborative conflict resolution styles. *Dissertation Abstracts International*, 61(5-B), 2805.

The relationship between emotional intelligence and collaborative conflict management style was investigated using the Emotional Quotient Inventory (EQ-i) and the Thomas-Kilmann Management of Differences Exercises (MODE) instrument. Participants were 98 employed individuals (the majority in management or professional positions) from metropolitan areas of California. A statistically significant relationship was found between scores on the EQ-i and scores on collaborative conflict management style.

Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business and Psychology*, 17(3), 387-404.

Examined the predictive relationship between EI and transformational leadership style. A significant predictive relationship was found between transformational leadership style and EI. No significant interaction was found between gender and EI while predicting transformational leadership style. A significant difference was found in the EI scores of male and female managers. Lastly, no significant difference was found in the transformational leadership scores of male and female managers.

Meredith, C.L (2008). The relationship of emotional intelligence and transformational leadership behavior in non-profit executive leaders. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 68(11).

Examined the relationship between emotional intelligence and leadership styles among executives leading in non-profit, faith-based organizations. Results demonstrated a strong relationship between transformational leadership behaviors and emotional intelligence. In addition, linear regression analysis revealed that five components of emotional intelligence accounted for over half of the variation in transformational leadership behavior (optimism, self-actualization, empathy, problem solving, and assertiveness). The sample scored higher than the general population on all of the subscales except for Empathy. Suggests that developing these five areas in executive leaders could increase the likelihood of the use of transformational leadership behaviors, which has been shown to positively affect organizations.

Morehouse, M.M. (2007). An exploration of emotional intelligence across career arenas. *Leadership & Organization Development Journal*, 28(4), 296 –307.

This quantitative study seeks to examine the relationship between emotional intelligence scores of leaders in non-profit health (n = 32) and profit businesses (n = 32). Results revealed that non-profit leaders have significant higher scores in overall emotional intelligence, and in the particular competency areas of stress management and adaptability.

Noland, D.S. (2009). Emotional intelligence and new product development team leader success in the lighting industry. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(7-A), 2788.

This study investigated the relationship between emotional intelligence, NPD team leader success, education, experience, gender and age. The sample used included 74 product managers in the lighting industry. Results indicated no statistically significant relationship between Total EQ-i scores and any of the NPD leaders attributes of Success, Education Level, Experience Level, Gender and Age. However, a statistical relationship was found between Success and the Adaptability composite of the EQ-i. Also, the Interpersonal composite scores of the EQ-i were found to be negatively related to Experience Level, Gender and Age; suggesting that females and younger managers scored statistically better in the area of interpersonal EQ.

Ruderman, M.N., Hannum, K., Leslie, J.B., & Steed, J.L. (2001). Making the connection: Leadership skills and emotional intelligence. *Leadership in Action*, 21(5), 3-7.

The connection between aspects of emotional intelligence and effective versus ineffective leadership behaviors was explored. Benchmarks (a 360-degree assessment tool for investigating leadership) results were correlated with scores on EQ-i. Correlations were found between high emotional intelligence in certain areas and various qualities of leadership excellence, including participative management, self-awareness, straightforwardness and composure, building and mending relationships, perseverance despite obstacles, decisiveness, and change management. Problems associated with derailment, such as difficulties with interpersonal relationships and trouble changing or adapting were related to low EQ-i scores. Overall, Impulse Control, Independence, and the ability to build and maintain interpersonal relationships were the most important predictors of leadership performance.

Snuggs, K. L. (2007). Leadership that inspires dedication: The relationship between the emotional intelligence of community college presidents and faculty and staff retention. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 67, 3258.

This study explores the relationship of emotionally intelligent college presidents in North Carolina to faculty and staff retention. It was hypothesized presidents with higher levels of EI would be better able to retain employees. Study results indicated that there were no statistically significant correlations between the emotional intelligence of community college presidents and faculty retention. Findings also showed that Total EQ-i scores and Adaptability Composite Scores were the only two statistically significant scores related to staff retention. All other correlations of composite scores and staff retention were found not to be statistically significant.

Stein, S. (2002). The EQ factor: *Does emotional intelligence make you a better CEO?* Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Seventy-six leading CEOs in Ontario (61 male and 15 female) belonging to Innovators Alliance, a CEO knowledge network of innovative, accelerated growth firms, were assessed using EQ-i. Overall, the group scored higher than average on Total EQ, Independence, Assertiveness, Optimism, Self-actualization, and Self-regard. Below average scores were obtained for Interpersonal Relationships and Impulse Control. Female CEOs scored significantly higher than their male counterparts on the Interpersonal scale. Finally, CEOs with higher profitability (identified

with two criteria regarding profitability) were found to differ from the rest of the group with higher scores on Empathy, Self-Regard, and Assertiveness.

Stein, S., Papadogiannis, P.K., Yip, J. A., & Sitarenios, G. (2009). The emotional intelligence of leaders: A profile of top executives. *Leadership and Organization Development Journal*, 30(1), 87-101.

The purpose of the study is to examine the emotional intelligence (EI) scores of two high profile executive groups in comparison with the general population. Also the study aims to investigate the executive group's EI scores in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The EQ-i was administered to a sample of 186 executives (159 males and 27 females) belonging to one of two executive mentoring associations, the Young Presidents' Organization (YPO) and the Innovators' Alliance (IA). The results showed that top executives differed significantly from the normative population on the EQ-i in eight of the 15 EQ-i subscales. Executives who possessed higher levels of Empathy, Self-Regard, Reality Testing, and Problem Solving were more likely to yield high profit-earning companies, while Total EQ-i was related to the degree to which a challenge was perceived as being easy with respect to managing growth, managing others, and training and retaining employees.

Stewart, G.L. (2008). The relationship of emotional intelligence to job satisfaction and organizational commitment. *Dissertation Abstracts International: Section B: The Sciences and Engineering 69(6-B)*, 3890.

Examined the relationship between emotional intelligence, job satisfaction and organizational commitment among 110 managers from the food service industry. Results indicated that there were no statistically significant correlations between Total EQ-i scores, job satisfaction and organizational commitment. The Intrapersonal, Interpersonal, Stress Management and General Mood composite scales of the EQ-i were not found to be statistically correlated with job satisfaction nor with organizational commitment. Results indicated that age and the Adaptability composite of the EQ-i were significantly related to job satisfaction and organizational commitment. Older managers and those high in adaptability tended to have greater job satisfaction and greater organizational commitment.

Stone, H., Parker, J. D. A., & Wood, L. M. (2005). Report on Ontario Principals' Council Leadership Study. Retrieved December 7, 2005, from http://www.eiconsortium.org/research/opc_leadership_study_final_report.htm

Explored relationship between emotional intelligence and school leadership. Specifically, the project sought to identify key emotional and social competencies required by school administrators to successfully meet the demands and responsibilities of their positions. Men and women were not found to differ on any leadership ratings. Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership.

Stuart, A.D., & Paquet, A. (2001). Emotional intelligence as a predictor of leadership potential. *Journal of Industrial Psychology*, 27(3), 30-34.

Emotional intelligence scores of employees of a financial institution who displayed leadership potential (n = 31) were compared with scores of a group who displayed little leadership potential. Leadership was rated by ascertaining the presence of transformational behaviour. Results indicated that the factors of Optimism and Self-Actualization were significantly higher for the leader group. The non-leader group indicated higher scores on the Positive Impression scale, indicating possible positive skewing of results for that group. Generally, the research data indicates a link

between the fundamental postulates of transformational leadership theory and emotional intelligence.

Thomas, R.M. (2007). The emotional intelligence of chief development officers in public higher education institutions of the mid Atlantic region and organizational climate perceptions of their development teams. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 68(12)*.

The purpose of this study was to determine if a significant relationship exists between the emotional intelligence of chief development officers and the organizational climate in the development organizations they lead. Additionally, demographic data was collected and tested as well to determine if such factors as gender, age, years of experience, and length of tenure were significantly related to the organizational climate scores. Results of the study indicated that there was a statistically significant positive relationship between the emotional intelligence scores of CDOs and the perceptions of organizational climate of their respective development organizations. There was little if any relation between the demographic data and the organizational climate results. The emotional intelligence scores of CDOs all fell in the average or high ranges, which is not characteristic of other professions. Organizational climate scores were all in the slightly positive range, another factor not consistent in other fields.

Walter, S.L. (2006). Emotional intelligence of undergraduate leaders and followers. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 68(07)*.

This study examined differences in the emotional intelligence of a sample of 45 leaders and non-leaders of three Greek-letter governing councils attending undergraduate courses at a mid-sized Southern University while controlling for gender and year in school. The demographic variables of gender and year in school were used as control variables because of their relationships with the leader/follower designation. Results showed that what differences existed between leaders and followers were accounted for by year in school, with more advanced year in school corresponding to greater EI. Both leaders and followers in the present sample showed relatively low levels of EI.

Team Development

Frye, M. C., Bennett, R., & Caldwell, S. (2006). Team emotional intelligence and team interpersonal process effectiveness. *Mid-American Journal of Business, 21(1)*.

In this exploratory study, the relationships between the emotional intelligence (EI) of self-directed teams and two dimensions of team interpersonal process--team task orientation and team maintenance function--were investigated using the five dimensional model of emotional intelligence measured by the EQ-i in a sample of thirty-three work teams.

Ormond, C.H. (2007). The effects of emotional intelligence and team effectiveness of a newly formed corporate team learning the enneagram. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 68(04)*.

Results did not support the hypotheses that working with the Enneagram would improve emotional intelligence and life satisfaction or that it would decrease stress. Participants commented that the training improved cognitive and behavioral aspects of their self-awareness, personal growth, and interpersonal skills including communication. These cognitive and behavioral changes were not identified by the assessments used in the study, which mostly measured different aspects of self-awareness, interpersonal skills, and empathy. The results suggest that learning the Enneagram can be an effective team-building tool and can promote cognitive and behavioral change.

Sweeney, P. J., Lee, D. R., & Briggs, H. *Emotional intelligence and influence tactics: A pilot study*. (Available from P. J. Sweeney, Department of Engineering Management and Systems, Engineering,

University of Dayton, 300 College Park, Dayton OH 45469-0236. Phone: 937-229-2238, Fax: 937-229-2698, E-mail: pat.Sweeney@udayton.edu).

Pilot study into the correlation of emotional intelligence (EI), using the EQ-i, and influence tactics (IT) and whether EI can be used to predict IT. Four statistically significant correlation coefficients were found. There was a positive correlation between EI and the frequency of involving the team members; the effectiveness of appealing to a team member's values; the effectiveness of careful explanation; and the effectiveness of involving the team member in the planning/decision-making process.

Selection/Star Performer

Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of selection and assessment*, 8, 176-182.

Presents two studies comparing more and less successful account officers on their emotional intelligence using the EQ-i. The two groupings thought to be essential in successful negotiations were Self-Awareness and Empathy, and Self-control and Adaptability. Other attributes that distinguished successful account officers from those who are less successful include attitude, skill and leadership. It is assumed that competence in these areas depends on underlying emotional competencies.

Gallant, S., Papadogiannis, P., & Durek, D. (2005). *EQ-i and Telecom employee performance*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Examined the relationship between the EQ-i and selected performance measures of Telecom employees. Higher performing individuals possess significantly higher scores on the General Mood composite scale and marginally higher scores on the Interpersonal composite scale than low performing leaders. In addition, higher performing leaders possessed significantly greater levels of Interpersonal Relationships, Optimism and Happiness and marginally greater levels of Self-Actualization than lower performing leaders. Leader emotional intelligence accounted for 48% of the variance between high and low groups.

Gerits, L., Derksen, J., Verbruggen, A., & Katzko, M. (2005). Emotional intelligence profiles of nurses caring for people with severe behaviour problems. *Personality and Individual Differences*, 38(1), 33-43.

This research paper reports on a two-year longitudinal study on the emotional intelligence profiles of 380 nurses caring for clients with highly frequent and extremely severe behaviour problems. The aim was to identify emotional intelligence cluster types for those nurses reporting the fewest symptoms of burnout, the least absenteeism due to illness, and the least job turnover. The fewest symptoms of burnout were reported by female nurses with relatively high emotional intelligence profiles and relatively low social skills. Males with higher problem-solving and stress-tolerance skills also showed less burnout.

Handley, R. (April, 1997). Emotional intelligence. *Recruiter*, 10-11.

Describes research examining the relationship between EQ-i scores and success in recruitment among Air Force staff. The EQ-i was completed by 1234 Air Force recruiters. Recruiters who thought of themselves as successful were compared with those who thought of themselves as unsuccessful. In addition, recruiters who were achieving 100 percent of their assigned goal were compared to those who were producing less than 80 percent of their goal. Results indicate that Optimism, Self-Regard, Problem Solving, Stress Tolerance, Flexibility, and Self-Actualization contribute to greater degrees of happiness and success in recruiting.

Dries, N., & Pepermans, R. (2007). Using emotional intelligence to identify high potential: A metacompetency perspective. *Leadership and Organization Development Journal*, 28(8), 749-770.

This study aims to demonstrate the utility of EI, as measured by the EQ-i, to identify high potential managers. Participants were 51 high potentials and 51 "regular" managers, matched onto one another by managerial level, gender and age. The EQ-i subscales of Assertiveness, Independence, Optimism, Flexibility and Social responsibility appeared to be "covert" high-potential identification criteria, separating between high potentials and regular managers. The practical implication is that using EI - or at least some of its subscales - in identifying high potentials may well contribute to the validity of such processes.

Sitarenios, G. (1999). *Emotional intelligence in the prediction of sales success in the finance industry*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

The EQ-i scales were correlated with 4 objective measures of success in 13 financial employees of the Global Private Banking and Trust division of the CIBC. Measures of success were "booked sales", "pipeline sales", total #1 (the sum of the booked and pipeline sales), and total#2 (1/2 of the pipeline total + booked sales). The results suggest that emotional skills are highly related to overall success as evaluated by booked, pipeline, and combined values. The most important aspects of the EQ-i were Self-Actualization, Interpersonal Relationships and to a lesser extent, Empathy, Flexibility, Stress Tolerance, Reality Testing, and Independence.

Sitarenios, G. (1998). *The relation between EQ-i scores and Star Performance as a Hockey Player*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

The study investigated whether emotional intelligence (as measured by the EQ-i) contributes to the ability to identify "star" hockey prospects from other prospects. The sample was small (n=15) and therefore the results are highly preliminary. The largest differences were found in the areas of Problem Solving, the General Mood composite, and the General Mood subscales of Happiness and Optimism. Differences between the groups when skill rating is taken into account suggest that EQ-i scores can be used in combination with other ratings to refine player assessment and to help identify star performers.

Job Performance

Bar-On, R., Brown, J.M., Kirkcaldy, B.D., & Thome, E.P. (2000). Emotional expression and implications for occupational stress: An application of the Emotional Quotient Inventory (EQ-i). *Journal of Personality and Individual Differences*, 28, 1107-1118.

The concept of emotional intelligence was examined in relation to the latitude permitted for emotional expressiveness and adaptation to occupational culture in groups of helping professionals (i.e., police officers, childcare workers, and educators in mental health care).

Bar-On, R., & Handley, R. (1999). *Optimizing people: A practical guide for applying EQ (emotional intelligence) to improve personal and organizational effectiveness*. New Braunfels, TX: Pro-Philes Press .

Bar-On, R., Handley, R., & Fund, S. (2006). The impact of emotional and social intelligence on performance. In Vanessa Druskat, Fabio Sala, and Gerald Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence*. Mahwah, NJ: Lawrence Erlbaum, pp. 3-19.

Bar-On, R., & Orme, G. (2002). The contribution of emotional intelligence to individual and organizational effectiveness. *Competency*, 9(4), 23-28.

Article explains how humans are driven to satisfy four basic needs – meaning,

self-expression, relationships and balance. All of which are closely linked to emotional intelligence. Targeting development on the emotional intelligence foundations of these needs can improve the effectiveness of individuals and the organizations in which they work.

Beekie, B.R. (2004). The relationship between emotional intelligence and sales performance: From intuition to research. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 66(01), 602.

Examined the relationship between emotional intelligence and the actual sales performance of financial advisors in the insurance/financial service sector, measured by the actual commission earned by the financial advisors in 2003. Results indicate a modest but meaningful relationship between Total EQ-i scores and sales performance. Stress Management was the only composite scale of the EQ-i where low performers out performed the high performers. Further, the higher performing strata of financial advisors scored higher in 11 of the 15 content subscales of the EQ-i.

Brauchle, C.A. (2004). The influence of emotional intelligence on integrative negotiations. *Dissertation Abstracts International: Section A: The Humanities and Social Sciences*, 65(5-A), 1674.

Investigates the measurement of emotional intelligence as a predictor of a negotiator's ability to negotiate in an integrative manner. Fifty-eight law students negotiated in a two party role-play simulation and the average of the dyad's EQ scores we used. Regression analysis of the data indicates that integrativeness is not significantly predicted by Total EQ scores or by the five composite scale scores. However, when individual EQ scores we examined, the Stress Management and Adaptability scales emerged as statistically significant predictors of integrativeness.

Dulewicz, V., & Higgs, M. (2004). Can emotional intelligence be developed? *International Journal of Human Resource Management*, 15(1), 95-111.

Discusses the development of emotional intelligence and the question 'can EI be developed?' Technical data for the EQ-i and two other EI questionnaires are presented. Findings from three studies involving managers, team leaders, and yacht crews are presented to examine whether life experiences affect EI scores. A revised model to explain how the elements of EI are connected to each other is presented and tested.

Gerbrandt, S. (2005). Self-awareness: its relationship to personal effectiveness and success in the workplace. *Masters Abstracts International*, 44(03)

This project sought to validate the importance of self-awareness as a foundation for emotional intelligence, personal vision, self-management and team productivity, all relative to personal effectiveness and success in the workplace. Used a qualitative approach, incorporating one-on-one interviews, the BarOn EQ-i self assessment, and a focus group. The subjective findings supported the value of self-awareness for enhancing personal effectiveness and the need for leaders to positively influence organizational culture, which led to recommendations geared toward aligning organizational values with behaviors and building effective leadership capacity at all levels.

Kafetsios, K., & Loumakou, M. (2007). A comparative evaluation of the effects of trait emotional intelligence and emotion regulation on affect at work and job satisfaction. *International Journal of Work Organisation and Emotion*, 2(1), 71-87.

This study compared the effects of EI, as measured by the EQ-i, and emotion regulation on positive and negative affect at work and job satisfaction among 475 teachers in Greece. Among the EI scales, only general mood had consistent predictive value for positive and negative affect at work. The interpersonal branch of EI was a predictor of job satisfaction and positive affect for the older age group, whereas emotion regulation was a predictor of affect and job satisfaction for the younger age group. There was minimal evidence for emotion regulation being a mediator between

EI and affect at work in either age group suggesting that trait EI and emotion regulation may refer to distinct processes.

Milhoan, P.L. (2008). Emotional intelligence competencies of department chairs in the West Virginia State Community College System and their faculty members' perceptions of organizational climate. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 91(1-A), 52.*

A statistically significant negative correlation was found between chairs EQ-i scores and faculty members' perceptions of organizational climate. Results also indicated that EI increases with age and that a significant negative correlation exists between age, total experience, and experience in the current department or division and their faculty members' perception of organizational climate. Data also indicated a significantly higher score in perceptions of organizational climate for female chairpersons (perceived to be more positive)

Millet, T. (2008). An examination of trait emotional intelligence factors: Their relationship to job satisfaction among police officers. *Dissertation Abstracts International: Section B: the Sciences and Engineering, 68(10-B), 70.*

This study utilized the EQ-i: S and the Job in General Scale (JIG; Ironson, Smith, Brannick, Gibson & Paul, 1989) to investigate the relationship between EI and job satisfaction among police officers, with a particular interest in the EI factors of Adaptability, Stress Management, and General Mood. Total EQ-i, Adaptability, Stress Management, and General Mood scores showed small non-significant correlations with JIG scores. There were medium to large correlations found between Adaptability, Stress Management, and General Mood.

Muhammad, D. (2006). The relationship between emotional intelligence and job satisfaction: Testing the claim that emotional intelligence quotient predicts level of job satisfaction. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 66, 6322.*

The purpose of the study was to determine whether a relationship existed between an individual's emotional intelligence quotient and his or her level of job satisfaction. The 125-item EQ-i (Emotional Intelligence Quotient) and the 72-item Job Descriptive Index (JDI) which included the Job In General Scale (JIG) was administered to a diverse group of 200 participants. After collecting the data, regression analyses (both linear and multiple) were conducted; the analyses indicated that an individual's emotional intelligence quotient was not a significant predictor of the level of job satisfaction.

Mulligan, R.D. (2004). Self-assessment of social and emotional competencies of floor covering salespeople and its correlation with sales performance. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 64(9-B), 4664.*

Investigated the relationship between the EQ-i, and the sales performance of 92 retail floor covering salespeople. There were significant positive correlations between annual income and the Self-Regard and Assertiveness subscales. Significant negative correlations were found between income and the Stress Management composite scale score and the subscale of Impulse Control.

Papadogiannis, P., Logan, D., Stein, S., & Gorewich, A. (2007). The impact of emotional intelligence on pilots' level of attention. Research paper presented at the American Psychological Association Psychology Conference, San Francisco, CA. E-mail R&D@MHS.com

The research study examined the impact of emotional intelligence on the cognitive attention of pilots. The results showed that increased levels of Total emotional intelligence, Emotional Self-Awareness, Stress Tolerance, and Flexibility were associated with higher levels of awareness, analytical/conceptual functioning, and attentional flexibility, as well as lower levels of external and internal distractibility.

Sitarenios, G. (2000). *Emotional Intelligence in the prediction of placement success in the company "Business Incentives."* Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Assessed emotional intelligence skills of 622 high, medium, and low performance employees of BI Corporation, using the EQ-i. The results of the analyses show that emotional intelligence skills are significantly related to job performance. The EQ-i factors that had the greatest ability to discriminate between the high, medium, and low performance groups were Social Responsibility, Optimism, Independence, Self Actualization, and Emotional Self-Awareness. When only the high and low performance groups were compared, the EQ-i sub-scales most strongly linked to performance were Social Responsibility, Optimism, and Independence.

Sitarenios, G. (1998). *Pre-Post Analysis: American Express Co. employees.* Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Analyzed if a short intervention program designed to improve emotional intelligence can have an effect on EQ-i scores. The scores improved from pretest to posttest on most of the EQ-i scales but did not reach statistical significance. The greatest improvement seems to have occurred among those who began with the lowest EQ-i total scores.

Slaski, M. & Cartwright, S. (2002). Health, performance and emotional intelligence: an exploratory study of retail managers. *Stress and Health, 18, 63-68.*

This study investigated the relationship between emotional intelligence, subjective stress, distress, general health, morale, quality of working life and management performance. Study participants were managers of a large retail organization (n = 224). Those who scored higher on EQ-i suffered less subjective stress, experienced better health and well-being, and demonstrated better management performance.

Slaski, M. & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health and performance. *Stress and Health, 19(4), 233-239.*

Builds on the study cited above and further examines the role of EI as a moderator in the stress process. Training in emotional intelligence resulted in increased EQ-i scores and improved health and well-being in a sample of 60 UK managers and a matched control group.

Stein, S. J., & Book, H. E. (2006). *The EQ edge: Emotional intelligence and your success.* Toronto, Canada: Jossey-Bass.

Swift, D. (1999, March 9). Do doctors have an emotional handicap? *The Medical Post*, p. 30.

Suggests that U.S. and Canadian physicians are below average in Emotional Intelligence (EQ), unlike their above average IQ. This is based on a recent MHS testing of 58 Canadian and U.S. physicians, both GPs and specialists (excluding psychiatrists).

Thiebaut, E., Breton, A., Lambolez, E., & Richoux, V. (2005). Study of relations between the Bar-On Emotional Intelligence EQ-i scores and self-reports of job satisfaction. *Psychologie du Travail et des Organisations, 11(1), 35-45.*

Researched the relationship between scores on the French version of the EQ-i and scores on a questionnaire designed to measure the four main components of professional satisfaction in a mixed sample of 146 adults. Based on a multiple regression analysis, EQ-i scores can explicate 42% of the variance from the overall index of professional satisfaction.

Thompson, H.L. (2007). *The impact of stress on the BarOn EQ-i reported scores and a proposed model of Inquiry.* High Performing Systems, Inc. www.mhs.com/ROE/Articles.aspx

Looked at the impact of the “normal” mindset versus a “stressed” mindset on the reported scores of the BarOn EQ-i instrument. The results indicated that a simple set of instructions asking of respondents to assume a very stressed mindset, significant downward changes in the total emotional intelligence and all 15 subscale scores were observed.

Tombs, S. (2004). Challenging the bell curve: An assessment of the role of emotional intelligence in career placement and performance. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 66(01), 600.

It was hypothesized that emotional intelligence would predict intended and actual choice of career along a socially oriented dimension, and would also account for variance in success beyond IQ within a socially oriented profession. Emotional Intelligence was measured using the Mayer-Salovey-and-Caruso Emotional Intelligence Test (MSCEIT) and the Bar-On Emotional Quotient Inventory (EQ-i). General intelligence was measured using the Shipley Institute of Living Scale (SILS), and the Big Five Personality Inventory (BFI) was also included in order to rule out competing hypotheses. Total EQ scales did not demonstrate predictive validity for intended choice of career along socially oriented lines. At the subscale level, the MSCEIT demonstrated predictive validity for actual choice of a clinical career. For the main test of predictive validity for occupational performance (e.g., test of The Bell Curve), neither IQ nor total EQ measures accounted for unique variance beyond that explained by personality. Subsequent post hoc analyses provided evidence of predictive validity for the MSCEIT at the subscale level.

CLINICAL

Austin, E.J., Saklofske, D.H., & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual Differences*, 38(3), 547-558.

Emotional intelligence, personality, alexithymia, life satisfaction, social support, and health related measures were investigated in Canadian (N=500) and Scottish (N=204) groups. EI was positively related to life satisfaction and social network size and quality. It was negatively associated with alexithymia and alcohol use. Additional analyses were carried out on a subgroup of the Scottish sample (N range 99-111). The results indicate that EI is more strongly associated with social network size than personality. Social network quality, life satisfaction, alcohol use, number of doctor consultations, and health status are more strongly related to personality than EI.

Betlow, M.B. (2005). The effect of social skills intervention on the emotional intelligence of children with limited social skills. *Dissertation Abstracts International: Section B: The Sciences and Engineering* 66(9-B), 5077.

Examined the effect of a social skills intervention on the emotional intelligence of children with limited social skills. Children identified as socially deficient either did, or did not attend a weekly group social skills intervention over an 8-week period. Both experimental and waitlist control groups were assessed pre and post intervention using the BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV) to evaluate baseline and resultant levels of emotional intelligence. No statistically significant differences were found between children enrolled in a social skills training group, as compared to a wait-list control group on the BarOn EQ-i:YV. Recommendations for future research in this area of study and suggestions for modifications in social skills training groups are discussed.

Burt, J. (2008). An examination of the relationship between trait-based emotional intelligence and psychological resilience in youth with asperger’s disorder. *Masters Abstracts International*, 46(06).

This study sought to explore the relationship of trait-based emotional intelligence to psychological resilience in 23 youth, ages 16 to 21 years, clinically diagnosed with Asperger's Disorder. Results indicated that youth with the disorder performed lower on several quotients of trait-based emotional intelligence, as measured by the BarOn EQ:i-S, in comparison to the BarOn EQ:i-S normative sample. Significant relationships were found to exist between several emotional quotients and measures of psychological resilience. Total levels of trait-based emotional intelligence (Total EQ), for example, were related to measures of psychological resilience including self-perception of relationship quality, emotional reactivity, and personal adjustment while General Mood EQ was related with satisfaction with life. The implications of these results, as well as the other results obtained, are discussed.

Grieco, C.E. (2002). Emotional intelligence, level of commitment, and network of social support as predictors of marital satisfaction. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(10-B), 4837.

Previous research found that commitment and social support were related to marital satisfaction. The present study explored whether EI also had an impact. This hypothesis was partly supported in that the General Mood scale of the EQ-i predicted a significant amount of unique variance in marital satisfaction.

Geritis, L., Derksen, J.J.L., & Verbruggen, A.B. (2004). Emotional intelligence and adaptive success of nurses caring for people with mental retardation and severe behavior problems. *Mental Retardation*, 42(2), 106-121.

Emotional intelligence, gender differences, and adaptive success were examined in 380 Dutch nurses caring for people with mental retardation and accompanying severe behavior problems. Emotional intelligence was significantly related to adaptive success and negatively correlated to job burnout and psychopathology. No relationship was found between EI and absence or job change.

Johnston, A.W. (2003). A correlational study of emotional intelligence and aggression in adolescents. *Masters Abstracts International*, 42(02), 368.

The relationship between adolescent emotional intelligence and adolescent aggression was investigated. Pearson product-moment correlations were examined indicating an overall significant negative correlation between Emotional Intelligence and Aggression ($r = -.693$, $p < .001$). Stepwise multiple regression analysis was used to further investigate relationships between components of Aggression and Emotional Intelligence. Analysis indicated that Stress Management and Intrapersonal measures were significant predictors of Physical Aggression. A second stepwise multiple regression analysis indicated that Anger and Hostility were also significant predictors of Physical Aggression. A one-way analysis of variance indicated significant gender differences with males scoring higher on Physical Aggression and Total Aggression and females scoring higher on Emotional Intelligence.

Krikorian, M.J.N. (2002). Emotional intelligence in relation to attachment type. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 6(11), 5380.

This study examined the relationship between Attachment Types, gender and Emotional Intelligence. Hypothesized that Attachment Type (Secure, Preoccupied, Dismissing and Fearful; Positive vs. Negative Model of Self and Other) and gender would affect type and level of Emotional Intelligence (Intrapersonal--Self-awareness, Managing Emotions and Self Motivation; Interpersonal--Empathy and Handling Relationships). As predicted, individuals with a positive model of self demonstrated higher levels of intrapersonal emotional intelligence than individuals with a negative model of self. Additionally, women scored higher than men in their ability to handle relationships. There were no differences between individuals with a secure attachment and individuals with an insecure attachment regarding overall emotional intelligence. There were also no significant findings between the four types of attachment and overall emotional intelligence.

Further, gender did not appear to affect attachment type. Overall, the significant findings of this study offer support for a relationship between attachment type and type of emotional intelligence as well as a gender influence with regard to emotional intelligence.

Krivoy, E., Weyl Ben-Arush, M., & Bar-On, R. (2000). Comparing the emotional intelligence of adolescent cancer survivors with a matched sample from the normative population. *Medical & Pediatric Oncology*, 35(3), 382.

Adolescent cancer survivors scored significantly higher than age and gender matched controls from the normative population on the EQ-i scales of Stress Tolerance, Assertiveness, Independence, Self-Actualization, and Optimism.

Lammana, M.D. (2001). The relationships among emotional intelligence, locus of control and depression in selected cohorts of women. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(10-B), 5569.

A sample of 100 women between the ages of 18 and 78 participated in a study designed to investigate the relationship between EI, locus of control, and depression. Emotional intelligence and an internal locus of control were found to be protective against depression. Furthermore, EI is positively correlated with an internal locus of control and negatively correlated to external loci of control. The most significant negative predictor of depression was the Intrapersonal EQ scale.

Lyle, V.K. (2003). Emotional maturity and trial competence in urban male adolescents. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(3-B), 1498.

Examined the relationship between trial competence and EI in a sample of 60 urban male defendants. A significant positive relationship was found between scores on the EQ-i:YV and the youths' ability to appreciate their legal situation.

Moyer, M.J. (2007). The application of emotional intelligence (EQ): A correlational study of EQ with children and adolescents with asperger's disorder. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 68(02).

Investigated the relationship between emotional intelligence scores, as measured by the Bar-On Emotional Quotient Inventory: Youth Version (EQ-i: YV), and Asperger's Disorder scores, as measured on the Asperger Syndrome Diagnostic Scale (ASDS), in children and adolescents with Asperger's Disorder. Also, compared mean scores on the EQ-i: YV for children with Asperger's to the norm population. Results revealed a moderate negative correlation between Asperger's quotient scores on the ASDS and emotional intelligence total scores on the EQ-i: YV. Comparison of the Asperger's sample scores to overall grand means on the EQ-i: YV for all scales showed that only the Stress Management scale was significantly lower for the Asperger's sample. The Asperger's participants did not self-report significantly different scores as compared to the norm population on the EQ-i: YV for total emotional intelligence, intrapersonal skills, interpersonal skills, adaptability, general mood, or positive impression.

Parker, J.D.A., Taylor, G.J., & Bagby, R. M. (2001). The relationship between emotional intelligence and alexithymia. *Personality and Individual Differences*, 30, 107-115.

Examined the relationship between the alexithymia construct, as measured by the Toronto Alexithymia Scale (TAS-20), and emotional intelligence, as measured by the EQ-i, in a sample of 734 adults. The main purpose was to determine if the total score of the TAS-20, and the scores from each of its 3 factors, are distinguishable from the total score of the EQ-i. The results revealed that the constructs overlap and are inversely related. Significant negative correlations were obtained between the TAS-20 and its 3 factors and the Adaptability and Stress Management factors of the EQ-i. These results raise the possibility that high emotional intelligence might be a protective factor for mental and physical health.

Parker, J.D.A., Taylor, R.N., Eastabrook, J.M., Schell, S.L., & Wood, L.M. (2008). Problem gambling in adolescence: Relationships with internet misuse, gaming abuse and emotional intelligence. *Personality and Individual Differences, 45*, 174-180.

The relationship between EI (measured by the EQ-i: YV) and several addiction-related behaviors in two community-based samples of adolescents (13-15 year olds and 16-18 year olds) was examined. Low EI was found to be a moderate to strong predictor of addiction-related behaviors in both samples (-.76 for the younger adolescents and -.56 for the older adolescents)

Rippith, R. (2003). An investigation of the relationship between emotional intelligence and family environment, ego development and alexithymia. *Dissertation Abstracts International: Section A: The Humanities and Social Sciences, 64(2-A)*, 410.

Investigated the relationship between emotional intelligence and family environment, alexithymia, and ego development in a sample of 302 university undergraduates. Multiple regression analyses indicate that the three independent variables as a group contribute to the prediction of emotional intelligence, accounting for 58% of the variance on EQ-i scores. High levels of ego development, low levels of alexithymia, and certain family characteristics seem to be related to emotional intelligence.

Sitarenios, G., & Handley, R. (1998). *Analysis of EQ-i and substance abuse data from the U.S. AirForce*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Compared the EQ-i scores of individuals classified into five different groups: Drinking Incident, Problem Drinkers, Alcohol Abuse, Alcohol Dependent, and Other. Significant differences between groups were found for the Social Responsibility, Empathy, and Optimism subscales, as well as the Stress Management composite scale. For the alcohol dependent group, Social Responsibility, Empathy, and the Interpersonal composite scales produced scores that were significantly below the norm statistically. For the alcohol abuse and alcohol dependent groups, combined, the means were significantly lower than the norm for the Problem Solving, Social Responsibility, and the Stress Tolerance subscales and the Stress Management composite scale. The Negative Impression scale was significantly elevated.

Webb, D., & McMurrin, M. (2008). Emotional intelligence, alexithymia and borderline personality disorder traits in young adults. *Personality and Mental Health, 2*, 265-273.

Hypothesized that EI and alexithymia (measured by the TAS-20) would be negatively correlated, that EI and BPD traits (measured by the PAI-BOR) would be negatively correlated and that alexithymia would correlate positively with BPD traits. Overall, correlations between the Bar-On EQ-i:S, the TAS-20 and the PAI-BOR were in the expected direction. The EQ-i:S and the TAS-20 correlated moderately with each other. None of the EQ-i:S scales predicted PAI-BOR. The TAS-20 total significantly predicted PAI-BOR.

EDUCATION

Allen, L.J. (2003). The relationship between the emotional intelligence competencies of principals in the Kanawha country school system in West Virginia and their teachers' perceptions of school climate. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 65(08)*, 2841.

The purpose of this study was to determine if a significant relationship exists between teachers' perceptions of school climate and their principals' emotional intelligence competencies. The CFK Ltd. School Climate Profile was used to assess teachers' perceptions of school climate. Principals'

emotional intelligence competencies were measured by the BarOn Emotional Quotient Inventory (EQ-i). Results of the study indicated that there was a statistically significant negative correlation between principals' emotional intelligence competencies and their teachers' perceptions of school climate. Teachers perceived school climate to be more positive for female principals. Female teachers perceived school climate to be more positive than male teachers. Elementary teachers were significantly more positive about school climate than middle and high school teachers. Teachers in small and average-size schools perceived climate to be significantly more positive than teachers in large schools.

Bar-On, R. (2007). The impact of emotional intelligence on giftedness. *Gifted Education International*, 22, 1.

Bar-On, R. (2003). How important is it to educate people to be emotionally and socially intelligent, and can it be done? *Perspectives in Education*, 21(4), 3-13.

Brown, R.L. (2004). An analysis of the personality types of presidents and principals as they relate to the school climate in selected catholic high schools of the archdiocese of Chicago. *Dissertation Abstracts International Section: A: Humanities and Social Sciences*, 65(8), 2843.

Investigated how the personalities of the President and Principal impact on the climate or health of a school. Using the Myers-Briggs Type Indicator (MB-TI) and an Emotional Intelligence Inventory (EQ-i), the personalities of the president and principal were determined. Using the Organizational Health Inventory for secondary schools (OHSI), the climate of the school was determined. Statistical correlations using the Statistical Package for the Social Sciences (SPSS) provided the basics for understanding this relationship. Results showed there was no one predominate personality type (MB-TI) nor one EQ-i score. However, there were a number of significant correlations between aspects of the MB-TI and EQ-i. This research concluded that there is a relationship between the personalities of the President and Principal and the school climate. Reasons for the lack of strong correlations are discussed.

Bumphus, A.T. (2009). The emotional intelligence and resilience of school leaders: An investigation into leadership behaviors. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 69(9-A), 3401.

Emotional intelligence, resilience and leadership was measured and analyzed among 63 public school principals. There was a significant positive relationship between emotional intelligence and resilience. This relationship became even stronger when school leadership was entered into this model of significance, indicating that school leadership played a significantly positive role in the relationship between emotional intelligence and resilience among this sample. Further analyses of the 5 composite scales of the EQ-i relating to resilience and leadership were conducted and are discussed.

Cassesa, K.R. (2006). Attachment style, centrality of groups membership, reported emotional intelligence and friendships in children and adolescents. *Dissertation Abstracts International: Section B*, 67(04).

This study provided evidence linking attachment style, friendship group membership, and group status to friendship quality and reported emotional intelligence. Students in the fifth through eighth grades who participated in this study ($N=195$) completed the following measures: The EQ-i:YV, the Adolescent Relationship Scale, a Reactions to Teasing Measure, the Children's Coping Strategies Checklist, and an affect regulation scale.

Chang, K. (2006). Can we teach emotional intelligence? *Dissertation Abstracts International: Section A*, 67(12).

Studied emotional intelligence in two groups at the start of a school year. One group received training on improving their emotional intelligence and one did not. Scores on EI were taken at the end of the year. Students who received teaching significantly improved their EI scores over the control group.

Colston, R.D. (2008). The relationship between emotional intelligence and academic achievement: Implications of birth order based on social rank for nontraditional adult learners. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 69(6-A), 2165.

Findings indicated a weak positive relationship between EI scores and academic achievement; indicating that the higher the participants EI the more likely they are to have a high grade point average. This relationship did not vary across individuals with different birth order.

Crowe Fraley, B.G. (2001). Group leader emotional intelligence and student retention. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(4-B), 2052.

Attempted to determine whether an association exists between the EQs of 40 student organization leaders and the retention of first-year student participants in their groups. Statistical analyses suggest that the leader's EQ-i scores are not related to student retention.

Di Fabio, A., & Letizia, P. (2008). Emotional intelligence and self-efficacy in a sample of Italian high school teachers. *Social Behavior and Personality*, 36(3), 315-326.

Significant differences in EI emerged with respect to age; age and EI were positively correlated. Males scored higher in the Intrapersonal dimension of the EQ-i while women scored higher on the Interpersonal dimension. Teacher self-efficacy was best explained by the intrapersonal dimension.

Drew, T.L. (2007). The relationship between emotional intelligence and student teacher performance. *Dissertation Abstracts International: Section A*, 67(10).

Investigated whether Student Teacher Performance (STP), as measured by a behavior-based performance evaluation process is associated with emotional intelligence (EI), as measured by the EQ-i. The results indicate that the EQ-i and College Supervisors' assessments of STP are related. Total EQ-i scores and scores for the Intrapersonal, Interpersonal, and General Mood composite scales had a statistically significant association with two or more individual aspects of STP.

Fruh, J.M. (2006). The correlation of emotional intelligence, academic achievement and clinical performance in undergraduate athletic training students. *Dissertation Abstracts International: Section A*, 66(09).

Investigated the relationship between emotional intelligence (Bar-On EQ-i), academic performance (GPA), and clinical performance as rated by athletic training educators. No significant results were found between emotional intelligence scores and clinical performance rating.

Gerber, C. (2004). The relationship between emotional intelligence and success in school for a sample of eighth-grade students. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 65(6-B), 3210.

Investigated the relationship between academic success (determined by achievement scores, grades, extracurricular activities, absences, tardiness, and discipline referrals) and emotional intelligence in a sample of 51 eighth grade students. Pupils with average or above-average EQ scores did not consistently out-perform other students on the measures of success. On the Interpersonal Scale females scored significantly better than males. There were strong correlations between parent, teacher, and self-ratings of EI.

Haskett, R.A. (2003). Emotional intelligence and teaching success in higher education. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 64(06), 1995.*

A theoretical model was tested that predicted a relationship between EQ (EQ-i:S), the "Seven Principles for Good Practice in Undergraduate Education," and the construct of effective teaching. A significant link was found between specific EQ competencies, and behaviors of effective teaching, as measured by the "Seven Principles." A comparison of the degree of utilization of the "Seven Principles" by the two groups did not reveal a significant difference among the EQ sub-scores. Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the EQ sub-score of General Mood was a significant determinant of Teaching Award winning faculty.

La Civita, L.K. (2004). An examination of emotional intelligence factors: Their relationship to academic achievement and the implications for retention of the at-risk community college student. *Dissertation Abstracts International: Section A: The Humanities and Social Sciences, 64(8-A), 2778.*

Studied the relationship between the Independence, Stress Tolerance, and Problem Solving subscales of the EQ-i and the grade point averages of at-risk community college students. The three subscales could not significantly predict the academic achievement of these students.

Maree, J. & Eiselen, R. (2004). The emotional intelligence profile of academics in a merger setting. *Education and Urban Society, 36, 482.*

This study attempts to look at the emotional intelligence profiles of academics in merger settings. The results of the study provide statistical evidence of how a drastic life-changing event, such as a merger between two higher education institutions, may hamper the actualization of academics' intellectual potential.

Menzie, T.A. (2005). Emotional intelligence and social and academic competence in middle school youth. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 66(06), 2104.*

The purpose of this study was to examine the relationship between measures of children's emotional intelligence and screening measures of psychological problems as well as to examine any relationship between academic and social competence and emotional intelligence. Students in 2 different school districts completed the Emotional Intelligence Inventory Youth version and the Achenbach Youth Self-Report. Grade point averages were taken from students' final report cards for comparison with the results of the assessment. Analysis of correlations indicate that strong negative correlations exist between subscales of the EQ-i: YV and the clinical scales of the Youth self-report as well as positive correlations between the academic and social competence scales of the YSR and subscales of the EQ-i: YV. Lastly, data indicates that the adaptability and stress management scales of the EQ-i: YV may have significant value in predicting academic performance.

Newsome, S., Day, A. L., Catano, V. M. (2000). Assessing the predictive validity of emotional intelligence. *Personality and Individual Differences, 29, 1005-1016.*

Examined whether the EQ-i would account for variance in academic achievement scores after controlling for individual scores on a measure of cognitive ability (the Wonderlic Personnel Test). Given the evidence for a significant correlation between scores on the EQ-i and measures of personality, individual scores on a personality measure (16PF) were also controlled. No support was found for claims of emotional intelligence's ability to predict academic achievement. On the other hand, both cognitive ability and personality (extraversion and self-control) were significantly associated with academic achievement.

Parker, J.D.A., Creque, R., Harris, J., Majeski, S.A., Wood, L.M., & Hogan, M.J. (2004). Academic success in high school: Does emotional intelligence matter? *Personality and Individual Differences*, 37(7), 1321-1330.

This study examined the relationship between emotional intelligence and academic achievement in high school students (n = 667). Participants completed EQ-i: YV, and gave permission for their academic progress at school to be tracked. Academic success was strongly associated with overall EI level. EI was found to predict about 16% of the variability in high school GPA. A stronger level of prediction was produced when EQ-i:YV variables were compared in groups who had achieved very different levels of academic success (highly successful versus less successful students).

Parker, J.D.A., Summerfeldt, L.J., Hogan, M.J., & Majeski, S.A. (2004). Emotional intelligence and academic success: examining the transition from high school to university. *Personality and Individual Differences*, 36, 163-172.

The EQ-i Short Version was administered to 372 first year university students in the first month of classes in order to investigate the relationship between EI and academic success. At the end of the academic year, students who had done quite well (80% GPA or higher) were compared to students who had struggled (59% GPA or lower). Results showed that academic success was strongly associated with several dimensions of emotional intelligence.

Pecjak, S. (2003). Povezanost custvene inteligentnosti z nekaterimi vidiki psihosocialnega funkcioniranja pri ucencih osnovne in srednje sole. Connection between emotional intelligence and some aspects of psychosocial functioning in elementary and secondary school pupils. *Psiholoska-Obzorja*, 12(1), 121-139.

Assessed the psychometric properties of the EQ-i and examined the connection between EI and social acceptance of pupils in their class, different aspects of self-concept, and peer perceptions of their classmates on different fields of behavior. For the sample of 282 students, the test was found to have appropriate reliability and factorial validity, but the authors questioned the instrument's construct validity – EI as measured by the EQ-i:YV was not significantly related to social acceptance and peer perceptions of the students. EI was related to self-concept however.

Phillips, M. (2005). An analysis of emotional intelligence and faculty qualities necessary for success in a nontraditional classroom setting. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 66(07).

Explored whether self-reported ratings of emotional intelligence (EI) are related to teaching success as evaluated by nontraditional students in end-of-course evaluation. No significant relationships between scores on the assessment of emotional intelligence and scores on the student end-of-course evaluations were found. Further, the qualitative data from the narrative interviews indicated that both faculty who scored high and low on the EI assessment stressed flexibility and strong interpersonal relationship skills in the classroom. However, the faculty members who scored high on the EI assessment did demonstrate more optimism than did those scoring low on the assessment of EI.

Reiff, H. B., Hatzes, N. M., Bramel, M. H., & Gibbon, T. (2001). The relation of LD and gender with emotional intelligence in college students. *Journal of Learning Disabilities*, 34(1), 66-78.

Examined the relation of learning disabilities (LD) and gender with emotional intelligence in 128 college students. Subjects were 54 students with LD (32 men and 22 women) and 74 without LD (34 men and 40 women) attending 2 colleges and 1 university. A 2-way multivariate analysis of variance (MANOVA) was performed to examine the main effects of LD and gender and the interaction of the 2 main effects on the 5 composites of the EQ-i. There were significant differences between participants with LD and participants without LD on Stress Management and Adaptability,

significant differences between men and women on Interpersonal Relationships, and significant differences of the interaction of LD and gender on Interpersonal Relationship skills.

Robitaille, C.A. (2008). Emotional intelligence and teachers: An exploratory study of differences between general and special education teachers. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 69(01)*.

This study explored the relationship between emotional intelligence, teacher effectiveness and teacher certification. A measure of emotional intelligence and perceived effectiveness was used to explore differences between special education teachers certified in emotional and behavior disorders (EBD) (n = 34) and general education teachers (n = 30). No significant differences were found between the two groups. A secondary exploratory analysis of the data was completed to explore alternative differences between the 2 groups of teachers. Significant findings were found with regard to grade level and type of classroom setting. Overall results suggest that special education teachers reflect the general population of teachers and are not significantly different in their perceptions of effectiveness and their intrapersonal, interpersonal and stress management skills.

Rosales, M.A. (2005). The relationship between emotional intelligence and communication styles in middle school teachers. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 66(12), 4347*.

Examines the relationship between emotional intelligence and communicator styles in a group of middle school teachers. The null hypothesis that there was no relationship between emotional intelligence and communicator styles in a group of middle school teachers was rejected. A negative significant correlation between the composite scores of emotional intelligence and the dramatic communicator style was found.

Sparkman, L.A. (2009). Emotional intelligence as a non-traditional predictor of college student retention and graduation. *Dissertation Abstracts International: Section A: Humanities and Social Science, 69 (8-A), 3068*.

A longitudinal study that investigated the 15 subscale scores of the EQ-i as predictors of student retention, performance and graduation over time. Results suggest that there is a statistically significant relationship between Empathy, Social Responsibility, Flexibility, and Impulse Control, and enrollment status and graduation status. Social Responsibility, Impulse Control and Empathy were found to be positive predictors of graduation, while Flexibility proved to be a negative predictor of both enrollment and graduation. The emotional intelligence subscales that positively predicted the cumulative college grade point averages of students were Self-Actualization, Social Responsibility, and Happiness.

Vogel, S.W. (2006). The relationship between bullying and emotional intelligence. *Dissertation Abstracts International: Section A, 66(12)*.

The study examined the relationship between bullying and victimization and emotional intelligence in fourth and fifth graders. Bullying and victimization were negatively and significantly correlated with the EQ-i Interpersonal, Stress Management, and General Mood scales.

Walker, M.E.B. (2006). Emotional intelligence and academic success in college. *Dissertation Abstracts International: Section A: Humanities and Social Sciences, 68(06)*.

This study found that there is a positive correlation between the five emotional intelligence component scores (intrapersonal, interpersonal, mood, stress and adaptability) and the individual semester grade point averages of the first four regular semesters. Further, this study found a positive correlation between emotional intelligence component scores and academic persistence and a positive correlation between emotional intelligence and ACT scores. Lastly, this study found a relationship between emotional intelligence scores and both gender and ethnicity.

HEALTH/WELL BEING

Bar-On, R., (2001). Emotional intelligence and self-actualization. In Joseph Ciarrochi, Joe Forgas, and John D. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry*. (pp. 82-97) New York: Psychology Press.

Discusses how self-actualization is related to, and effects emotional intelligence. It has been found that EI is related to the ability of people to self-actualize, that it can distinguish between people who are more and less able to self-actualize, and that it plays a bigger role in self-actualization than cognitive intelligence. The EQ-i is described and some research findings which used the instrument are mentioned.

Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being. *Perspectives in Education*, 23, 41-61.

Bar-On, R., Maree, J. G., & Elias, M.J. (2007). *Educating people to be emotionally intelligent*. Westport, CT, US: Praeger Publishers/Greenwood Publishing Group.

Bar-On, R., Tranel, D., Denburg, N.L., & Bechara, A. (2003). Exploring the neurological substrate of emotional and social intelligence. *Brain*, 126(8), 1790-1800.

Twelve patients with focal, stable, bilateral lesions of the ventromedial (VM) prefrontal cortex, or with right unilateral lesions of the amygdala or right insular cortices were assessed with the EQ-i. Only patients with lesions in the somatic marker circuitry revealed significantly low EI and poor judgment in decision making as well as disturbances in social functioning, despite having normal IQs and the absence of psychopathology. These findings concur with the somatic marker hypothesis, which posits that deficits in emotional signaling (somatic states) lead to poor judgment in decision-making, especially in the personal and social realms. Patients with lesions to the ventromedial prefrontal cortex have defective somatic markers and tend to exercise poor judgment in decision-making, which is especially apparent in the poor choices they often make in their personal lives and in the ways in which they relate with others.

Billard, A. (2001). The impact of spiritual transcendence on the well-being of aging Catholic sisters. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(12-B), 6388.

Examined the effect of spiritual transcendence on emotional intelligence in a sample of 377 elderly Catholic sisters. The study also investigated the interaction of EI and spiritual transcendence and spirit promoting variables such as counseling. Lastly, it looked into the relationship between EI, spiritual intelligence and age. Results showed that the participants aged 65-75 scored significantly higher on the EQ-i than those aged over 75 years of age. A hierarchical multiple regression analysis found spiritual transcendence added a significant 1.7% to the explained variance in EQ over and above personality factors, demographic variables, and other survey variables. The sample multiple correlation coefficient was .853, indicating the model accounted for 72.8% of the variance of emotional intelligence. No interaction was found with spiritual transcendence and the model variables.

Day, A., Therrien, D. & Carroll, S. (2005). Predicting psychological health: Assessing the incremental validity of emotional intelligence beyond personality, type a behaviour, and daily hassles. *European Journal of Personality*, 19, 519-536.

This study explored the relationships between the EQ-i, Big Five personality factors, Type A behaviour pattern, daily hassles and psychological health. The EQ-i was highly correlated with most aspects of Type A behaviour. After controlling for the impact of hassles, personality, and TABP, the five EQ-i subscales accounted for incremental variance in two of the five psychological health outcomes.

De Vito, N. (2009). The relationship between teacher burnout and Emotional Intelligence: A pilot study. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 70(02)*.

Investigated the relationship between emotional intelligence (measured by EQ-i:S) and teacher burnout (measured by the Maslach Burnout Inventory-Educator's Survey) in a sample of 64 high school teachers. Additionally, possible differences between demographic variables and burnout and possible differences between demographic variables and EI were examined. Total EQ-i was statistically and positively related to the Personal Accomplishment subscale for the burnout measure. The Intrapersonal, Interpersonal and General Mood composites of the EQ-i were found to be statistically related to the Personal Accomplishment subscale of the burnout measure. No statistical differences were found between burnout and any of the demographic variables investigated. There were statistical differences between age, years of teaching experience and Total EQ-i. Additional analysis showed a statistically significance relationship between age, Stress Management and General Mood subscales of the EQ-i. Further analyses showed significant differences between years of teaching experience and Intrapersonal, Stress Management, and Adaptability composites of the EQ-i.

Dulko, J.P. (2007). Application of the emotional intelligence construct to college student binge drinking. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 69(02)*.

Assessed how EI and its factors can predict binge drinking consequences. The Drinker Inventory of Consequences (DrInC), the BarOn Emotional Intelligence Quotient (EQ-i), and a Research Questionnaire were administered to 309 undergraduate college students. The results revealed that there is no significant difference between binge drinkers and non-binge drinkers on a measure of general EI. However, the number of binge drinking consequences is inversely correlated with general EI. All five types of binge drinking consequences (physical, intrapersonal, interpersonal, impulse control, and social responsibility) were predicted by EI factors (intrapersonal, stress management, and interpersonal). As intrapersonal EI rose, physical consequences from binge drinking decreased. Higher stress management EI scores were indicative of lower intrapersonal binge drinking consequences, and higher interpersonal EI scores predicted lower social responsibility consequences. A combination of higher levels of both stress management and interpersonal EI coincided with separate reports of lower interpersonal and impulse control consequences. Gender differences observed among the EI factors for binge drinkers suggest that males and females may have unique EI deficits that could influence specific types of consequences.

Haffey, K. (2006). The relationship between emotional intelligence and psychological adjustment in children with cancer. *Dissertation Abstracts International: Section B, 67(12)*.

Investigated the relationship between physical health, emotional intelligence and psychological adjustment in children ($N = 47$). Higher emotional intelligence scores predicted better overall adjustment, as well as better functioning in terms of internalizing and externalizing behaviors. More specifically, better adjustment may be predicted by greater stress management skills and adaptability in children with chronic illnesses.

Jacobs, J. (2004). An analysis of the effects of summer camp employment on emotional intelligence. *Dissertation Abstracts International: Section A, 65(03), 1111*.

To determine how summer camp employment effected EI in counselors. Pre-test and post test measures were obtained and results showed scores on Total EQ, 4 of the 5 composite scores, and 8 of 15 subscales showed significant increases.

Jain, A. & Sinha, A. (2005). General Health in Organizations: Relative Relevance of Emotional Intelligence, Trust, and Organizational Support. *Journal of Stress Management, 12(3), 257-273*.

This study examined the predictive ability of emotional intelligence (EI), trust, and organizational support in general health. The sample consisted of 250 middle-level executives from 2-wheeler manufacturing organizations. Results suggest that the dimension of EI termed positive attitude about life predicted both factors of general health positively: (a) sense of accomplishment and contribution and (b) botheration-free existence. Organizational support predicted sense of accomplishment and contribution, whereas vertical trust predicted botheration-free existence, accompanied by the assertiveness and positive self-concept dimension of EI.

Julian, D.M. (2005). Predicting pain and function in acute and chronic pain: Contributions of emotional competency and coping strategies. *Masters Abstracts International*, 44(01), 572.

Investigated the relationship between emotional competency, coping strategies, pain and function in acute and chronic nonmalignant pain patients. The results indicate that emotional competency is a strong predictor of pain and function. Emotional preoccupation coping was a significant mediating variable between emotional competency and dependent variables pain and function.

MacBeth, G.D. (2006). Associations between emotional intelligence, personality type, and attitude towards seeking psychological assistance. *Masters Abstracts International*, 46(03).

The primary goal of this study was to examine the relations between youth's emotional intelligence, personality type, and attitudes toward seeking psychological assistance, in order to gain insight that may be valuable to assisting at risk youth. Multiple regression analyses revealed that neither emotional intelligence nor personality type predicted youth's attitude towards seeking psychological assistance. However, results demonstrated significant correlations between emotional intelligence variables and personality functions. In particular, extraversion was positively correlated with many facets of emotional intelligence, and feeling was significantly correlated with the interpersonal variable. As well, results of significant correlations lent support to the notion that both the EQ-i: YV and the MBTI measure what they purport to measure.

Mack-Allen, J. (2005). Relationship between emotional intelligence and personality factors in a community-based sample. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 66(06), 3456.

This study looks at the relationship between a self-report measure of emotional intelligence (the BarOn EQi:S) and known factors of personality (as measured by the 16PF) in a community-based sample. Other screening measures of intelligence and emotional functioning were included in analyses. Significant correlations were found between emotional intelligence and anxiety, performance IQ, psychological distress, self-esteem, and emotional adjustment. A regression analysis showed emotional adjustment to account for a substantial proportion of the variance in emotional intelligence.

Markham, T. (2005). Effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 65(9-B), 4889.

Investigated the affect of 'positive emotional refocusing' on emotional intelligence (the Intrapersonal, Stress Management, and Adaptability subscales of the EQ-i:YV were used), heart rate variability, and trait anxiety in a sample of 99 grade nine students (62 trained, and 37 in the waiting group). No changes in EI or trait anxiety occurred due to training, though it did lead to significantly increased coherence during autonomic recovery from stress. Among students categorized as Low Anxiety, there was a positive correlation between EI and coherence, and a negative relationship between trait anxiety and the Stress Management subscale.

Ricca, D. (2004). Emotional intelligence, negative mood regulation expectancies, and professional burnout among police officers. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 64(9-B), 4664.

Explored the potential of emotional and social competencies to predict job burnout in a sample of 50 municipal police officers. Emotional intelligence was found to be inversely related to job burnout. A positive relationship was found between EI and scores on The Generalized Expectancies for Negative Mood Regulation Scale.

Roothman, B., Kirsten, D.K., Wissing, M.P. (2003). Gender differences in aspects of psychological well-being. *South African Journal of Psychology*, 33(4), 212-218.

Aimed to determine if men and women differ in various aspects of psychological well-being. A meta-analysis was performed on the data from a project in which 378 participants completed 13 scales (including the EQ-i) in which aspects of psychological well-being were assessed. There were several statistically significant differences between genders on the measures. Emotional intelligence, among other factors, was not found to differ significantly between sexes.

Schutte, N.S., Malouff, J.M., Thorsteinsson, N.B., Bhullar, N., & Rooke, S.E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 42, 921-933.

A meta-analysis of 44 effect sizes found that higher emotional intelligence was associated with better health (an average association of $r = .29$ with mental health, $r = .31$ with psychosomatic health and $r = .22$ with physical health). Trait measures of emotional intelligence were more strongly associated with mental health than ability measures of emotional intelligence; comparison of the EQ-i (Bar-On, 2000), the Assessing Emotions Scale (Schutte et al., 1998) and the Trait Meta Mood Scale (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995) showed that the EQ-i had a significantly stronger association with mental health than the other measures.

Sitarenios, G., & Handley, R. (1997). *Drop-out Analysis*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Examined the relationship between the EQ-i variables and recruiter success (drop-out vs. not drop-out). The differences on the EQ-i subscales were in favor of those who were successful in recruiter school. Only two differences achieved statistical significance. A final model was derived that included the following subscales: Assertiveness, Interpersonal, Flexibility, Negative Impression Scale, Problem Solving and Self-Actualization. This model accounted for 12% of the variance and showed 76% predictive accuracy.

Smith, C.A.B. (2001). Emotional intelligence and religious orientation as predictors of abortion decision - making. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61(05), 2783.

This study examines whether women who plan to carry an unplanned pregnancy to term differ on the dimensions of Emotional Intelligence and Religious Orientation from those who plan to abort. The Baron Emotional Quotient Inventory (EQ-i) and Religious Orientation Scale-Revised were administered. The carry group received higher mean subscale scores on the EQ-i in the areas of Stress Tolerance and Optimism. The carry group received a higher mean composite score on the EQ-i in the area of Stress Management. There was a trend in the direction of extrinsic religious orientation in the abort group and intrinsic religious orientation in the carry group. In this sample, Stress Management, Optimism, and intrinsic religious orientation scores predicted intention to carry 66.67% of the time and predicted intention to abort 80% of the time.

Stockton, S.L. (2006). Resilience among elementary educators as measured by the personal and organizational quality assessment-revised and the emotional quotient inventory: Short. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 68(10).

The purpose of this study was to examine the effect of time on the indices within the Personal and Organizational Assessment-Revised (POQA-R, Institute of HeartMath, 1999–2004) among rural, elementary educators (N=26). This study also evaluated an overall emotional intelligence score using the Emotional Quotient inventory; Short form (EQi:S, BarOn, 2002). The time points were fall, spring, and summer over one academic year. Frequency and descriptive statistics, one-way repeated measures ANOVA, and pairwise comparisons using Bonferroni correction were used to analyze data. The null hypothesis that all time points would be similar on all indices was rejected for calmness and freedom of expression. These indices were significantly greater during the summer compared to the fall.

Vadnais, A. (2005). The relationship of emotional intelligence and marital satisfaction. *Dissertation Abstracts International: Section B*, 66(01), 579.

This correlational study evaluated 32 heterosexual couples (N = 64) in non-clinical settings who have been married between one to seven years and who have never been divorced. Individual's scores were measured by utilizing two self-report inventories, including the Dyadic Adjustment Scale (DAS) and the EQ-i, as well as a Demographic Questionnaire. The results of this study found a high correlation between couples' EI scores and marital satisfaction.

Wagner, P.J., Moseley, G.C., Grant, M.M., Gore, J.R., & Owens, C. (2002). Physicians' emotional intelligence and patient satisfaction. *Family Medicine*, 34(10), 750-754.

Investigated the relationship between physicians' scores on the EQ-i and patient satisfaction. When physicians were dichotomized into groups with 100% patient satisfaction and less than 100% satisfaction, only the Happiness Subscale was related to higher satisfaction.

Yates, J. M. (1999). The relationship between emotional intelligence and health habits of health education students. *Dissertation Abstracts International*, 60(09A), 3284.

The relationship between emotional intelligence and health habits of male and female students was investigated, using the EQ-i and the Health Habits Survey (HHS). This study suggested that there was a relationship between the health habits of college-aged health education students and emotional intelligence.

FORENSIC

Fiedeldej-Van Dijk, C. (2000). *Emotional Intelligence pertaining to physical abuse within the USA Airforce*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Examined whether unsubstantiated and substantiated physical abusers differed significantly from one another on the EQ-i and whether the EQ-i performances of the abuse group as a whole differed significantly from that of the military norm group. Substantiated abusers scored lower than unsubstantiated abusers on the EQ-i composite and sub-scales. In addition, spousal abusers scored lower than child abusers on Total EQ, Intrapersonal, Stress Management, General Mood, Self-Regard, Reality Testing, Flexibility, and Impulse Control. Some evidence was provided that the EQ-i (composite and sub-scales) can discriminate between the physical abusers and other employees of the USA Airforce.

Hemmati, T., Mills, J.F., & Kroner, D.G. (2004). The validity of the Bar-On emotional intelligence quotient in an offender population. *Personality and Individual Differences*, 37(4), 695-706.

Examines the validity of the EQ-i in an offender sample. Findings show that EQ has a strong negative correlation with psychopathology, depression, and hopelessness.

Harmon, P.A. (2002). Why do men batter women? Assessing empathy, self-regard and narcissism levels, and attitudes toward women, men's roles and family of origin experiences among middle to upper class male batterers. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(12-B), 6023.

Assessed EI, family of origin environment, triggers for violence, and attitudes and beliefs toward women in a subpopulation of men who batter women. 64 participants completed the EQ-i and 16 were interviewed. It was hypothesized that they would have elevated Self-Regard scores and low Empathy scores, the latter of which was supported statistically. Differences were found between the abuser and norm groups on total EQ, and the Problem Solving, Reality Testing, Stress Tolerance, Impulse Control and Optimism subscales.

Knight, J. (2005). Exploring emotional intelligence and IQ: Comparing violent and non-violent criminal offenders. *Dissertation Abstracts International: Section B*, 66(04), 2293.

This study explored the relationships among emotional intelligence, verbal and nonverbal intelligence, and violent and non-violent behavior. EI was measured using the EQ-i and IQ was measured using the Wechsler Abbreviated Intelligence Scale. Offenders with a juvenile record, regardless of violent or non-violent behaviour, had a lower mean EQ-i score than those without a juvenile record.

Moore, H.B. (2005). Effects of emotional intelligence training on incarcerated adult males involved in pre-release programming. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 65(12), 4474.

This study was conducted to explore the effectiveness of emotional intelligence (EI) training for adult male inmates. This research examined Total EQ Scale scores and five Composite Scale scores (Interpersonal, Interpersonal, Stress Management, Adaptability, and General Mood) as measured by a pretest and posttest on the Bar-On EQ-i. The treatment group received a standardized EI training program, The Emotionally Secure Community Adaptation Program (ESCAPE) in conjunction with a pre-release vocational training program and those in the control group received the pre-release vocational training program only. Although means increased from pretest to posttest, significant differences were found only for the main effect of Group on the Intrapersonal Scale and the main effect of Time on the Total EQ, Intrapersonal, Adaptability, and General Mood Scales. No interaction effects were found to be significant. Results may be impacted by the type of sample, choice of testing instrument, and design of the EI training program.

Smith, J.E. (2001). Emotional intelligence and behavior: An exploratory study of people on parole. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 61 (11-B), 6168.

Examined the connection between EI and criminal behavior in a sample of 56 parolees. Their EQ scores were lower than average. Hypothesized relationships between EQ and various personal characteristics were partially supported: Females scored higher in Interpersonal EQ. There was a relationship between ethnicity and Total, Intrapersonal, and Intrapersonal EQ. Intrapersonal EQ was associated with sexual abuse. Finally, Interpersonal EQ was related to the death of a parent. No associations were found with age, education, marital status, being raised by mother or father, separation by divorce, or having been physically abused.

Turner, T. W. (2006). Identifying emotional intelligence competencies differentiating FBI National Academy graduates from other law enforcement leaders. *Dissertation Abstracts International: Section A*, 66(12).

Compared the emotional intelligence of law enforcement agents versus the general public. Law enforcement agents were found to be significantly higher in EI than the general public on 20 of 21 categories.

Winters, J., Clift, R.J.W., & Dutton, D.G. (2004). An exploratory study of emotional intelligence and domestic abuse. *Journal of Family Violence*, 19(5), 255-267.

Examined the relationship between emotional intelligence and spousal battering in 44 men convicted of spousal assault and 76 undergraduate students. The batterers scored significantly lower than the general population on all components of the EQ-i. Total EQ-i score and subscale scores correlated negatively with scores on the Propensity for Abusiveness Scale.

PSYCHOMETRICS

EQ-i and Personality

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In Glenn Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. Hauppauge, NY: Nova Science Publishers, pp. 111 – 142.

This chapter exposes people to the self report nature of assessing emotionally and socially intelligent people using the EQ-i. The rationale, description and summary of the EQ-i are investigated and explored.

Bond, B. J. (2003). Emotional intelligence and temperament: Distinct or overlapping constructs? *Masters Abstracts International*, 42(01), 343.

Investigated the relationship between emotional intelligence and the dimensions of temperament in children and adolescents using structural equation modeling (SEM; i.e., path analysis). The youth version of the EQ-i (Bar-On EQ:i:YV, Bar-On & Parker, 2000) and the Junior Temperament and Character Inventory (JTCl; Luby, Svrakic, McCallum, Przybeck, & Cloninger, 1999) were completed by 363 children (171 males and 192 females) between the ages of 7 and 18. Each of the children's mothers also completed an observer report of these measures. As predicted, there were low to moderate amounts of overlap between the dimensions of temperament and emotional intelligence, however, significant amounts of variability in emotional intelligence scores on the EQ-i:YV were not accounted for by temperament. These results were consistent when the model was tested with either self-report or observer data. The second part of the study examined the predictive validity of the EQ-i:YV by exploring the relationship between emotional intelligence, temperament, and internalizing and externalizing behaviour problems. When the model was tested with self-report data, emotional intelligence predicted internalizing problem behaviours beyond the variability accounted for by temperament. When the model was tested using mother's observations, emotional intelligence accounted for more variability in both internalizing and externalizing behaviour problems than temperament.

Burton, L., Hafetz, J., & Henninger, D. (2007). Gender differences in relational and physical aggression. *Social Behavior and Personality*. 35, 41-50.

Male and female university students ($N = 134 - 93$ female, 41 male) were evaluated with measures for relational and physical aggression, measures for the Big 5 personality traits, depression and anxiety, and emotional intelligence. Results showed that women had higher scores for the component Empathy, Social Responsibility, and Interpersonal Relationship subscales, than the men. In women, higher physical aggression was associated with Stress Management and higher Adaptability. Relational aggression was associated with lower overall Total EQ-i score for both men and women.

Dawda, D., & Hart, S.D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i). *Journal of Personality and Individual Differences*, 28, 797-812.

The reliability and validity of the EQ-i in a sample of university students were evaluated in the context of a larger program of research examining association between emotion and personality. The EQ-i scores were correlated against the NEO-FFI (which measures Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness), the Beck Depression Inventory, Intensity of Affective Experience, the Symptom Checklist Somatization scale, and Alexythymia. The convergent and discriminant validities suggested that the EQ-i taps a fairly broad range of related emotional constructs. The Interpersonal Scale, however, had relatively small correlations with the other EQ composite scales, as well as a different pattern of convergent and discriminant validities. In general, the EQ-i scales show a similar pattern of validity results for men and women, providing preliminary evidence for a lack of gender bias. Based on these results, it is suggested that the EQ Total score may be a good overall index of emotional intelligence.

De Raad, B. (2005). The trait-coverage of emotional intelligence. *Personality and Individual Differences*, 38(3), 673-687.

Explores to what extent the concept of emotional intelligence can be expressed by a standard trait model. In the first study 437 items from several EI tests were classified into categories based on the Abridged Big Five Circumplex model. Most of the items ended up in categories based on the Agreeableness and Emotional Stability factors (most of the unclassified items were ambiguous or contained difficulties such as conditional statements or negations). In the second study 385 Big Five items out of an original pool of 728 were selected because they could be considered relevant for the description of emotional intelligence. When factored on the basis of the first study, the result was a four-factor structure of which the factors strongly related to four of the Big Five factors. In both studies the Big Five segments III + V+ and V + III+ were left mostly untouched, emphasizing that rational and organized information processing is not captured by understandings of emotional intelligence.

Elshout, J. J. (2000). Measuring emotional intelligence: Claims and achievements. *Nederlands Tijdschrift voor de Psychologie en haar Grensgebieden*, 55(4), 169-182.

Presents a critical discussion of the claims and achievements regarding various types of tests of emotional intelligence (EI). The construct of EI, EI as self-efficacy in the social-emotional sphere, and factors determining intellectual achievement are examined. It is maintained that most EI tests are inventories measuring bundles of known personality factors and that EI is less a personality trait than a trait domain.

Freeland, E.M. (2007). A comparison of emotional intelligence and personality factors: Two concepts or one? *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 68(03), 1973.

Discriminant validity between EI and personality factors was examined by comparing results from two EI questionnaires (the EQ-i and the MSCEIT) with the personality inventory. Convergent validity of the two EI measures was also assessed, and gender differences were explored. Finally, the predictability of EI based on personality was examined. The MSCEIT was found to measure components of EI separate from personality, whereas the EQ-i was determined to measure EI competencies that are related to and influenced by personality. The MSCEIT and EQ-i were also found to measure entirely different concepts from each other, and no gender differences were detected. Finally, certain personality factors were suggested as having a predictive relationship with EI competency. Implications of these findings, difficulty with questionnaire accessibility and scoring, and suggestions for future research are discussed.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448.

Two types of emotional intelligence, trait EI and ability EI were proposed. In Study 1, the factorial structure of the EQ-i was examined via confirmatory factor analysis, and the incremental validity of

trait EI was examined within the Eysenckian model, by locating trait EI in Eysenckian factor space. Participants were 227 employees from a large transport company based in New Zealand. Results indicated that a single-factor model provided the best approximation to the data, and that the trait EI factor exhibited incremental validity with respect to the Eysenckian dimensions. Study 2 examined the incremental validity of trait EI using a lengthened version of the EQ-i, within the Five Factor Model. Participants (N=166) were university undergraduates and postgraduates. Results indicated that trait EI may be conceptualized as a distinguishable, lower-order composite construct within the Five-Factor Model.

Roche, C. (2005). A validation study of the intergroup empathy questionnaire. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 67(09).

Evidence of construct validity was sought by testing theoretical predictions about the relationship between emotional intelligence empathy, as measured by the Bar-On EQ-i, and intergroup empathy, as measured by the IEQ. An exploratory analysis was also conducted to understand the effects of racial group membership on Whites' ratings of empathy towards racial scenarios versus nonracial scenarios. Overall, the MTMM analysis provide mixed validity results such that not all scenarios were able to demonstrate convergent and discriminant validity for intergroup empathy according to the criteria set forth in this approach. Correlational analyses between the IEQ and the EQ-I provide support to the notion that emotional intelligence empathy and intergroup empathy are independent constructs. Repeated-measures MANOVA revealed that White respondents rated the racial scenarios higher in intergroup empathy than the nonracial scenarios.

Rovnak, A.M. (2007). A psychometric investigation of the emotional quotient inventory in adolescents: A construct validation and estimate of stability. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 68(9-A), 3747.

Investigated the psychometric properties of the EQ-i:YV in a population of grade 7 and 8 students to assess its reliability and validity. In addition, this study examined the stability of the instrument over time across groups (male/female and parochial/public schools). Overall results indicate that the EQ-i:YV is a reliable measure of emotional intelligence: it was found to be stable between males and females, as well as from pretest to post test. Total EQ-i scores did not differ significantly between males and females, though the Interpersonal and Positive Impression subscale of the EQ-i:YV did differ significantly between genders; females scored higher than males in both subscales.

Shaikh, A. (2005). Emotional Intelligence: Is it intelligence or a personality trait? *Dissertation Abstracts International: Section A*, 43(06).

This study examined the factorial structure of the BarOn EQ-i, its relationship to Academic Intelligence, and to the Five-Factor Model of Personality, and the incremental validity of Emotional Intelligence in predicting academic success. Results showed the EQ-i had low to moderate relationships to all 5 factors of the Big 5, but weak and inconsistent relationships with academic intelligence.

Shuler, C.N. (2005). An analysis of the Emotional Quotient Inventory: Youth Version as a measure of emotional intelligence in children and adolescents. *Dissertation Abstracts International: Section A: The Humanities and Social Sciences*, 65(7-A), 2492.

Investigated the validity of the EQ-i:YV by comparing its relationship to cognitive intelligence, self-reported personality, and parent-reports of behavior in a sample of 143 school children ranging in age from 8-18 years of age. A small positive correlation was found between overall IQ and overall EQ. Many relationships were found between various subscales of the EQ-i:YV and the omnibus personality test that was used. Significant relationships were also noted between EQ-i:YV subscales and childhood behavior problems as measured by a parent-report scale. Aspects of personality were found to contribute more to the prediction of overall emotional intelligence than cognitive IQ.

Sitarenios, G. (1998). *Relationship between MBTI and EQ-i*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Moderately high correlations were found between many EQ-i subscales and the extraversion component of the MBTI. Correlations among other components were negligible.

Sitarenios, G. (2003). *The Relationship between the EQ-i, MBTI, and FIRO-B in a corporate sample*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

The EQ-i showed mild to moderate correlations with the FIRO-B. Correlation analysis showed the EQ-i and MBTI to be quite distinct when examined scale by scale. Each tool seems to offer unique information beyond that covered by the other.

Torrington, A. (2001). *Relationship between the BarOn Emotional Quotient Inventory and the Myers-Briggs Type Indicator*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

The EQ-i was most highly correlated with the Extraversion dimension of the MBTI. The scales which correlated significantly with this dimension were: Social Responsibility, Happiness, Independence, Self-Actualization, Assertiveness, Reality Testing, Interpersonal, Self-Regard, Flexibility, Emotional Self-Awareness, Empathy, Optimism, Total Intrapersonal EQ, Total Interpersonal EQ, Adaptability, General Mood, and Total EQ.

van der Zee, K., & Wabeke, R. (2004). *Is Trait-Emotional Intelligence Simply or More Than Just a Trait?* *European Journal of Personality*, 18(4), 243-263.

Examined the utility of trait-EI among a sample of 1186 top managers who completed the EQ-i and a questionnaire which assessed the Big Five personality dimensions. Three higher-order factors were found for the EQ-i: sense of accomplishment, empathy, and playfulness. Substantial relationships were found between trait-EI and Extraversion, Agreeableness, Emotional Stability, and Autonomy. However, the EI factors predict additional variance above the Big Five factors in competency to support. The top managers had higher EQ scores than the general population, and high scorers were particularly likely to be found in enterprising occupational environments.

EQ-i and Intelligence

Derksen, J., Kramer, I., & Katzko, M. (2002). *Does a self-report measure for emotional intelligence assess something different than general intelligence?* *Personality and Individual Differences*, 32, 37-48.

The divergent validity of the General Adult Mental Ability scale (GAMA), a non-verbal measure of general intelligence, and the EQ-i were assessed. Participants (N = 873) were drawn from a Dutch population and ranged in age from 19-84 years. Correlations between the scales of the EQ-i and the GAMA were low, both across and within gender. Correlations varied with age, decreasing up to middle age, and then increasing in older age, and the Interpersonal component scale consistently correlated negatively with IQ. Results support the psychometric independence of the EQ-i and the GAMA.

O'Connor, R.M., & Little, I.S. (2003). *Revisiting the predictive validity of emotional intelligence: Self-report versus ability-based measures*. *Personality and Individual Differences*, 35(8), 1893-1902.

Examined the relationship between academic success and EI, using both self-report (EQ-i) and ability-based (MSCEIT) measures. With achievement operationalized as the student's cumulative GPA, EI was not found to be significantly related to academic achievement regardless of which instrument measured it. An examination into the tests' construct validity found the EQ-i was

substantially correlated with several personality dimensions, but not with cognitive intelligence. In contrast, the MSCEIT was highly related to cognitive intelligence but minimally with personality

Shaikh, A. (2005). Emotional Intelligence: Is it Intelligence or a Personality Trait? *Dissertation Abstracts International: Section A*, 43(06).

This study examined the factorial structure of the BarOn EQ-i, its relationship to Academic Intelligence, and to the Five-Factor Model of Personality, and the incremental validity of Emotional Intelligence in predicting academic success. Results showed the EQ-i had low to moderate relationships to all 5 factors of the Big 5, but weak and inconsistent relationships with academic intelligence.

Tapia, M.L. (1998). A study of the relationships of the emotional intelligence inventory. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 59(09), 3421.

This study examined the psychometric properties of the EQ-i. The investigator examined the relationship between emotional intelligence as measured by scores on the EQ-i and intelligence as measured by the Otis-Lennon School Ability Test. Other comparisons included measures of verbal and mathematics scores on the Preliminary Scholastic Assessment Test, grade point average (GPA), and the demographic variables of ethnicity, gender, and levels of education of parents. High item-to-total correlations documented validity of the EQ-i. Reliability was supported by a high Cronbach alpha of .81. A non-significant correlation obtained between OLSAT scores and EQ-i scores indicates a lack of relationship between the construct of emotional intelligence and general intelligence, and there was also a lack of relationship with academic achievement, in keeping with the theory of emotional intelligence. A significant correlation was found with grade point average. There were no significant differences when EQ-i scores were grouped by ethnic background, level of education of mother and level of education of father. Females scored significantly higher on the EQ-i than males. It was concluded that the EQ-i is a valid, reliable instrument for research purposes in emotional intelligence.

EQ-i and other EI Measures

Austin, E.J., Saklofske, D.H., Huang, S.H.S., & McKenney, D. (2004). Measurement of trait emotional intelligence: Testing and cross-validating a modified version of Schutte et al.'s (1998) measure. *Personality and Individual Differences*, 36(3), 555-562.

Used the EQ-i Short Version to help investigate the psychometric properties of the Emotional Intelligence Scale (EIS). The two scales were found to be highly correlated.

Bar-On, R. (1998). *The Relationship between the EQ-i and the TMMS*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

The TMMS and EQ-i were administered to 80 Israeli nurses to explore the relationship between the EQ-i and Salovey and Mayer's TMMS (an early "self-report" measure of emotional intelligence). A stepwise multiple regression analysis was applied to the following TMMS scales: Attention to Emotions, Clarity of Emotions, Emotional Repair and Total EI. The best EQ-i model to predict Attention to Emotions was Emotional Self-awareness (ES) and Empathy (EM). The best EQ-i model to predict Clarity of Emotions was Stress Tolerance (ST), Assertiveness (AS), Self-Actualization (SA), and Self-Regard (SR). The best EQ-i model to predict Emotional Repair (optimism) was Optimism (OP), Assertiveness (AS), and Problem Solving (PS). The best model to predict Total EI was Stress Tolerance (ST), Emotional Self-Awareness (ES), Self-Actualization (SA), Self-Regard (SR), and Assertiveness (AS).

Brackett, M.A. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29(9), 1147-1158.

Examined the convergent, discriminant, and incremental validity of the EQ-i as well as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Self-Report Emotional Intelligence Test (SREIT). The EQ-i and the SREIT were moderately related to each other, while the MSCEIT, an ability based measure, was minimally related to the former two tests. The EQ-i and SREIT showed considerable variance with personality and well-being measures. After personality and verbal intelligence were ruled out the EQ-i predicted alcohol use.

Briody, M. (2005). Emotional Intelligence: Personality, gender and cultural factors. *Dissertation Abstracts International: Section B*, 66(01), 543.

Investigated the relationship between various constructs associated with EI, including alexithymia, empathy and personality characteristics. Also, this study explored the relationship between gender and culture to emotional intelligence. Hypotheses were: (1) the proposed model expanded on existing models of emotional intelligence and included culture and gender along with personality factors, empathy and alexithymia, to provide a comprehensive and predictive of emotional intelligence (EQ) (2) culture also would emerge as a significant predictor of emotional intelligence and (3) total EQ scores would be greatest among empathic females. The first hypothesis was supported, the second was not, and the third was not.

Dulewicz, V., Higgs, M., & Slaski, M. (2003). Measuring emotional intelligence: Content, construct and criterion-related validity. *Journal of Managerial Psychology*, 18(5), 405-420.

Summarizes information on the reliability and validity of the EQ-i as well as the Dulewicz and Higgs EIQ. The study also reports the results of a study on middle managers, which investigated the extent to which the two instruments measure the same construct. This study also examined the relationship between EI (as measured by the EIQ) and stress and morale at work.

Fillion, F. (2002). The construct validation of two measures of emotional intelligence. *Masters Abstracts International*, 40(05), 1305.

Examines the construct validity of two measures of emotional intelligence (the MSCEIT and the EQ-i), a test of cognitive ability (Wonderlic), and a behavioral simulation of interpersonal conflict resolution (B-PAD) to measure interpersonal skills. The results indicate that emotional intelligence, as an overall construct, is unrelated to interpersonal skills and cognitive ability. Only "managing emotions", one of the abilities measured by the MSCEIT, was related positively to interpersonal skills. "Understanding emotions", also an ability measured by the MSCEIT, was related positively to cognitive ability. The EQ-i composite scales were related to neither interpersonal skills nor cognitive ability. The results do not support the validity of emotional intelligence as a predictor of interpersonal skills in conflict resolution.

Kohan, A. (2002). Emotional intelligence: An investigation of discriminant and concurrent validity. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 63(08).

Examined the discriminant and concurrent validity of the Emotional Quotient Inventory (EQi; Bar-On, 1997a) and the Emotional Intelligence Scale (EIS; Schutte et al., 1998) in relation to the five-factor model (FFM) of personality and burnout. Factor solutions revealed a lack of independence between EI measures and FFM domains, except for two EIS factors, which corresponded to two theoretical aspects of EI: emotional appraisal and emotional utilization. Concurrent analyses showed that EI played a minimal moderating role in the experience of burnout. Collectively, the data provide controvertible evidence for the existence of unique EIS factors, but highlight the merit of further inquiry using these two measures of EI.

Livingstone, H.A. (2001). Assessing emotional intelligence measures: Do they predict work and life outcomes? *Masters Abstracts International*, 40(05), 1308.

The EQ-i and the MSCEIT were examined in terms of their construct validity and predictive validity. Officers and basic recruits in the Canadian Forces (CF) completed the two measures of EI along with measures of personality, job satisfaction, and life satisfaction which were correlated with their scores on the Canadian Forces Aptitude Test (CFAT) and training performance ratings. The EQ-i had moderate to high correlations with the Big Five personality dimensions, suggesting a great deal of overlap between these two measures. Conversely, only the emotional management scale of the MSCEIT was associated with personality. Both the EQ-i and MSCEIT were unrelated to general cognitive ability and training performance. The MSCEIT was unrelated to job satisfaction and life satisfaction. In contrast, the EQ-i accounted for variance in both job satisfaction and life satisfaction after controlling for the influence of demographic characteristics and personality.

Livingstone, H.A., & Day, A.L. (2005). Comparing the construct and criterion-related validity of ability-based and mixed-model measures of emotional intelligence. *Educational and Psychological Measurement*, 65, 757-779.

Despite the popularity of the concept of emotional intelligence (EI), there is much controversy around its definition, measurement, and validity. Therefore, the authors examined the construct and criterion-related validity of an ability-based EI measure (Mayer Salovey Caruso Emotional Intelligence Test [MSCEIT]) and a mixed-model EI measure (Emotional Quotient Inventory [EQ-i]) using a military sample. Confirmatory factor analyses indicated that the four-factor model for the MSCEIT, but not the five-factor model for the EQ-i, fit well. MSCEIT and EQ-i scores were modestly intercorrelated. Gender was related only to the MSCEIT's Emotional Perception scale scores. EQ-i scores, but not MSCEIT scores, tended to be strongly related to scores on measures assessing personality, self-monitoring ability, job satisfaction, and life satisfaction. The EQ-i also accounted for incremental variance in job and life satisfaction, after controlling for personality. Overall, cognitive ability scores were unrelated to EQ-i scores and slightly related to two of the MSCEIT scale scores.

O'Connor, R.M., & Little, I.S. (2003). Revisiting the predictive validity of emotional intelligence: Self-report versus ability-based measures. *Personality and Individual Differences*, 35(8), 1893-1902.

Examined the relationship between academic success and EI, using both self-report (EQ-i) and ability-based (MSCEIT) measures. With achievement operationalized as the student's cumulative GPA, EI was not found to be significantly related to academic achievement regardless of which instrument measured it. An examination into the tests' construct validity found the EQ-i was substantially correlated with several personality dimensions, but not with cognitive intelligence. In contrast, the MSCEIT was highly related to cognitive intelligence but minimally with personality

Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior*, 65(1), 71-95.

This study used meta-analytic techniques to examine the relationship between emotional intelligence (EI) and performance outcomes. A total of 69 independent studies were located that reported correlations between EI and performance or other variables such as general mental ability (GMA) and the Big Five factors of personality. Results indicated that, across criteria, EI had an operational validity of .23. EI correlated .22 with general mental ability and .23 with Agreeableness and Openness to Experience to .34 with Extraversion.

Van Rooy, D.L., Viswesvaran, C., & Pluta, P. (2005). An evaluation of construct validity: What is this thing called emotional intelligence? *Human Performance*, 18(4), 445-462.

This article presents a meta-analytic review of the Emotional Intelligence construct. The first portion of the study examines the relation between EI measures based on two differing models of the construct (i.e., mixed and ability). This study then examines the relation of each of the models separately with cognitive ability and the Big Five personality factors. Results indicate that measures based on the mixed model of EI overlap extensively, whereas mixed measures and ability

measures are relatively distinct. Mixed model measures of EI exhibited greater overlap with personality-than ability-based EI measures. Conversely, ability-based EI measures demonstrated a higher correlation with cognitive ability than mixed measures.

Factorial Validity

EI Hassan, K. & EI Sader, M. (2005). Adapting and Validating the Bar-On EQ-i:YV in the Lebanese Context. *International Journal of Testing*, 5, 301.

This study adapted and validated the Bar-On EQ-i: YV to the Lebanese population. The reliability of the adapted test, both internal and over time, was satisfactory.

Grubb, W.L. (2003). Situational judgment and emotional intelligence tests: Constructs and faking. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 64(10).

Investigated the fakability of the EQ-i:S and the fakability of the Work Problems Survey. All non-cognitive tests were shown to be fakable. The fakability of each measure seemed to be, in part, explained through the cognitive difficulty of the items. More transparent and simplistic items were shown to be more fakable. Of the different non-cognitive measures examined, the EQ-i:S was shown to be the most fakable.

Grubb, W.L. & McDaniel, M.A. (2007). The fakability of the Bar-On's Emotional Quotient Inventory Short Form: Catch me if you can. *Human Performance*, 20(1), 43–59.

This study investigated the fakability of the Emotional Quotient Inventory Short Form (EQ-i:S). A sample of 229 undergraduate students completed a battery of selection and assessment measures in both an honest and faking good condition. When faking, respondents were able to improve scores on the EQ-i:S, each of its subtests, and each of The Big Five measures. Respondents improved scores on the EQ-i:S by .83 SD. Faking on the EQ-i:S was primarily predicted by cognitive ability and agreeableness.

Palmer, B.R., Manocha, R., Gignac, Gilles, & Stough, C. (2003). Examining the factor structure of the Bar-On Emotional Quotient Inventory with an Australian general population sample. *Personality and Individual Differences*, 35(5), 1191-1210.

A series of exploratory and confirmatory factor analyses found evidence for a general factor of emotional intelligence and six primary factors. Differences between the current study's finding and those of Bar-On in 1997 are attributed mainly to the more appropriate factor analytic methodology used in the current study.

Parker, James D. A., Saklofske, Donald H., Wood, Laura M., Eastabrook, Jennifer M., Taylor, & Robyn N. (2005). Stability and Change in Emotional Intelligence: Exploring the Transition to Young Adulthood. *Journal of Individual Differences*. 26(2), 100-106.

The concept of emotional intelligence (EI) has attracted growing interest from researchers working in various fields. The present study examined the long-term stability (32 months) of EI-related abilities over the course of a major life transition (the transition from high school to university). During the first week of full-time study, a large group of undergraduates completed the EQ-i:Short; 32 months later a random subset of these students (N = 238), who had started their postsecondary education within 24 months of graduating from high school, completed the measures for a second time. The study found EI scores to be relatively stable over the 32-month time period. EI scores were also found to be significantly higher at Time 2; the overall pattern of change in EI-levels was more than can be attributed to the increased age of the participants.

Sitarenios, G. (1998). *EQ-i Item-Total Correlations*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Item-Total correlations reported for each of the 15 EQ-i subscales. All Item-Total correlations are greater than .30.

Norm Group Comparisons

Sitarenios, G. (1999). *Emotional intelligence: Americans compared to Canadians*. Toronto, Canada: Multi-Health Systems.

Compared the EQ-i scores of individuals from Canada and the United States. The two samples for gender and age. Dependent measures t-tests were conducted for each of total EQ, the 5 composite scales, and the 15 subscales, with country being the independent variable. There were significant differences between Americans and Canadians on most of the measures of the EQ-i. Americans scored higher than Canadians on Total EQ, the Intrapersonal scales, and the Interpersonal scales. Within the Adaptability scale, there was no difference between Americans and Canadians in terms of Flexibility but Americans had higher scores on the other two subscales (Problem Solving and Reality Testing). On the Stress Management scales, the main difference was in Stress Tolerance, with Americans scoring higher.

Sitarenios, G. (1998). *EQ-i Ethnicity Analysis*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com.

Compared samples of Blacks, Hispanics, Asians, and Caucasians taken from the EQ-i normative sample. Ethnic differences were negligible.

Wong, P. P. (1999). *Emotional Intelligence: The Swedish Report*. Toronto, Canada: Multi-Health Systems.

Examined age and gender effects on EQ in a Swedish sample and compared the EQ-i scores of the Swedish population and the North American population. Significant age differences were found for Total EQ, Interpersonal, Adaptability and General Mood. Significant gender differences were found on the Interpersonal scale, the Problem-Solving subscale of the Adaptability scale, the Stress Management scale and the General Mood scale. The Swedish sample scored significantly higher than the North American sample on Total EQ, and on every sub-scale of the Intrapersonal scale, except for the independence sub-scale on which they scored significantly lower. They also scored higher on the Adaptability scales (excluding Problem Solving on which they scored slightly lower than the North American sample), the Stress Management scale, the subscales of Stress Tolerance, and Impulse Control, the General Mood scale and the subscales of Happiness and Optimism. On the Interpersonal scale, the Swedish scored significantly lower than North Americans on the Social Responsibility subscale, but significantly higher on the Interpersonal relationship subscale.

SPORT PERFORMANCE

Papadogiannis, P., Logan, D. Mann, D., & Gervais, M. (2007). *The impact of emotional intelligence on athletes' level of attention*. Toronto, Canada: Multi-Health Systems. E-mail R&D@MHS.com

Numerous significant correlations were found between EQ-i and TAIS scales. Results show that athletes with higher emotional intelligence skills are able to better understand their emotions and are flexible when managing them, which often helps in mobilizing attentional efforts, as well as lowering distractibility. The athlete sample scored significantly lower than the normative sample on the Total EQ, as well as on Emotional Self-Awareness, Social Responsibility, Reality Testing, and Problem Solving. The only scale on which the athlete sample scored significantly higher than the normative sample was the Happiness subscale. No significant gender differences were found

among the scales of the TAIS and EQ-i. No significant sport groups differences (elite, university, and serious amateur) were found among the scales of the TAIS and EQ-i.

Perlini, A.H. & Halverson, T.R. (2006). Emotional intelligence in the National Hockey League. *Canadian Journal of Behavioural Science*, 38, 109-119.

There are three goals to this study: a) to compare the emotional intelligence of NHL hockey players to the general population, b) to evaluate the relationship between draft rank and emotional intelligence to hockey performance and c) to evaluate the predictive value of these measures to on-ice performance (total points and total games played). Intrapersonal competency and general mood, components of EI, proved significant variances to predictions in NHL points and games played.

Schwartz, M.S. (2008). The caliber of athletes and emotional awareness: An examination of NCAA division I college athletes. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 68(10-B), 6981.

This study aimed to assess whether elite athletes differed from non-athletes within the EQ-i subscales of Emotional Self-Awareness, Empathy, Interpersonal Relationships, Assertiveness and Impulse Control. No significant differences were found between athletes and non-athletes. Male athletes demonstrated small, non significant mean advantages over male non-athletes for both empathy and interpersonal relatedness. Discusses results in regards to a possible relationship between gender and athletic status.

Sitarenios, G. *Bar-On EQ-i: Hockey prospect analysis*. Toronto, Canada: Multi-Health System. E-mail R&D@MHS.com

The purpose of this study is to determine whether the EQ-I distinguishes between star hockey performers and other prospects. In the first analysis, EQ-i scores of All prospects are compared to the General Population norm. Second, EQ-i scores of Star Performers are compared to EQ-i scores of the other prospects and finally, EQ-i scores of Star performers are compared to EQ-i scores of other prospects controlling for hockey skill.