

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## HANDOUT 11-9

**Emotional Intelligence Scale***Instructions:* Indicate the extent to which each item applies to you using the following scale:

- 1 = **strongly disagree**  
 2 = **disagree**  
 3 = **neither disagree nor agree**  
 4 = **agree**  
 5 = **strongly agree**

- \_\_\_\_\_ 1. I know when to speak about my personal problems to others.  
 \_\_\_\_\_ 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.  
 \_\_\_\_\_ 3. I expect that I will do well on most things I try.  
 \_\_\_\_\_ 4. Other people find it easy to confide in me.  
 \_\_\_\_\_ 5. I find it hard to understand the nonverbal messages of other people.  
 \_\_\_\_\_ 6. Some of the major events of my life have led me to re-evaluate what is important and not important.  
 \_\_\_\_\_ 7. When my mood changes, I see new possibilities.  
 \_\_\_\_\_ 8. Emotions are some of the things that make my life worth living.  
 \_\_\_\_\_ 9. I am aware of my emotions as I experience them.  
 \_\_\_\_\_ 10. I expect good things to happen.  
 \_\_\_\_\_ 11. I like to share my emotions with others.  
 \_\_\_\_\_ 12. When I experience a positive emotion, I know how to make it last.  
 \_\_\_\_\_ 13. I arrange events others enjoy.  
 \_\_\_\_\_ 14. I seek out activities that make me happy.  
 \_\_\_\_\_ 15. I am aware of the nonverbal messages I send to others.  
 \_\_\_\_\_ 16. I present myself in a way that makes a good impression on others.  
 \_\_\_\_\_ 17. When I am in a positive mood, solving problems is easy for me.  
 \_\_\_\_\_ 18. By looking at their facial expressions, I recognize the emotions people are experiencing.  
 \_\_\_\_\_ 19. I know why my emotions change.  
 \_\_\_\_\_ 20. When I am in a positive mood, I am able to come up with new ideas.  
 \_\_\_\_\_ 21. I have control over my emotions.  
 \_\_\_\_\_ 22. I easily recognize my emotions as I experience them.  
 \_\_\_\_\_ 23. I motivate myself by imagining a good outcome to tasks I take on.  
 \_\_\_\_\_ 24. I compliment others when they have done something well.  
 \_\_\_\_\_ 25. I am aware of the nonverbal messages other people send.  
 \_\_\_\_\_ 26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.  
 \_\_\_\_\_ 27. When I feel a change in emotions, I tend to come up with new ideas.  
 \_\_\_\_\_ 28. When I am faced with a challenge, I give up because I believe I will fail.  
 \_\_\_\_\_ 29. I know what other people are feeling just by looking at them.  
 \_\_\_\_\_ 30. I help other people feel better when they are down.  
 \_\_\_\_\_ 31. I use good moods to help myself keep trying in the face of obstacles.  
 \_\_\_\_\_ 32. I can tell how people are feeling by listening to the tone of their voice.  
 \_\_\_\_\_ 33. It is difficult for me to understand why people feel the way they do.

Source: Reprinted from *Personality and Individual Differences*, 25, N. S. Schutte et al. Development and validation of a measure of emotional intelligence, 167-177. Copyright 1998, with permission from Elsevier.

Each item of Handout 11–8 assesses one facet of Peter Salovey and John Mayer's original 1990 model of emotional intelligence, including the following:

1. Emotion in the self: Verbal—Being in touch with one's feelings and describing those feelings in words.
2. Emotion in the self: Nonverbal—Communicating one's feelings to others through bodily (nonverbal) expression.
3. Emotions in others: Nonverbal—Attending to others' nonverbal emotional cues, such as facial expressions and tone of voice.
4. Emotions in others: Empathy—Understanding others' emotions by relating them to one's own experiences.
5. Regulation of emotion in the self—Controlling one's own emotional states, particularly in emotionally arousing situations.
6. Regulation of emotion in others—Managing others' emotional states, particularly in emotionally arousing situations.
7. Flexible planning—Using emotions in the pursuit of life goals; basing decisions on feelings rather than logic.
8. Creative thinking—Using emotions to facilitate divergent thinking.
9. Mood redirected attention—Interpreting strong, usually negative, emotions in a positive light.
10. Motivating emotions—Pursuing one's goals with drive, perseverance, and optimism.

Scores on these *sample items* can range from 10 to 60, with higher scores presumably reflecting higher emotional intelligence. Emphasize that the handout is intended to introduce one model of emotional intelligence; it does not provide a valid or reliable measure of the construct.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*, 185–211.

Tett, R. P., Fox, K. E., & Wang, A. (2005). Development and validation of a self-report measure of emotional intelligence as a multidimensional trait domain. *Personality and Social Psychology Bulletin, 31*, 859–888.

### \* Classroom Exercise: Emotional Intelligence Scale

Handout 11–9 is Nicola Schutte and her colleagues' self-report measure of emotional intelligence (EI). Based on Peter Salovey and John Mayer's model of emotional intelligence, the scale items are designed to assess (1) the appraisal and expression of emotion in self and others, (2) the regulation of emotion in self and others, and (3) the utilization of emotion in solving problems.

Although self-report scales are useful in the classroom for introducing the concept of emotional intelligence, make it very clear to students that, as John Mayer and his colleagues state, they may be appropriate only as measures of self-perceived EI, not actual EI ability. Some self-report scales might even be better viewed as personality assessments rather than as self-estimates of EI. Gerald Matthews and his colleagues (see the Lecture/Discussion Topic "Myths About Emotional Intelligence" on p. 16) note that self-perceptions of EI can be inaccurate because they are vulnerable to a range of response sets, deception, and impression management. In addition, they note that past research has reported rather modest associations between self-rated and actual ability measures. Matthews and his colleagues conclude that questionnaire measures tend to be deficient in both convergent and divergent validity. That is, their correlations with other intelligence factors are too low (failure of convergent validity) and their correlations with personality factors are too high (failure of divergent validity).

In scoring their scale, students should first reverse \* the numbers (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) that they placed in response to items 5, 28, and 33, and then add the numbers in front of all 33 items. The authors reported means of 135 and 120 for therapists and prisoners, respectively, and means of 131 and 125 for females and males, respectively.

Schutte and her colleagues note that, like most self-report measures, the scale is susceptible to faking good and thus should not be used as a method of selecting individuals for employment or other highly desired opportunities. However, the scale may be useful for individuals who (a) wish to understand their own personal characteristics, so they can better set goals and work toward these goals; (b) experience problems in areas related to emotional intelligence, such as difficulties in impulse control; or (c) are considering entering careers in which emotional intelligence is important.

Research has indicated that high scale scores are associated with greater optimism, less depression, and less impulsivity. Scores also predicted first-year college grades and were positively associated with the "openness to experience" trait of the Big Five personality dimensions, but were unrelated to cognitive ability.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167–177.

### Classroom Exercise: "Reading the Mind in the Eyes" Test: Sample Items

Unit 9 of these resources included sample items from Simon Baron-Cohen and his colleagues' "Reading the