



Università di  
**GENOVA**

**DiSA**  
Dipartimento di  
Scienze Antropologiche

**Validazione italiana della  
*Emotional Intelligence Scale (EIS)*  
di Schutte et al. (1998)**

**Benacchio, S., Rosso, A. M., & Chiorri, C.**

## Emotional Intelligence

We define emotional intelligence as the subset of social intelligence that involves the *ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.*

Salovey, P., & Mayer, J. D. (1990). *Imagination, Cognition and Personality*, 9, 185–211 (p. 189)

### Mental Ability Models



“Four Branch Model”  
(Salovey e Mayer, 1997)



Test di Prestazione  
Massima

### Mixed Models



Goleman (1996)      Bar-On (1997)



Questionari  
Self – report

# *Four Branch Model*

## Intelligenza Emotiva come Abilità

### Intelligenza Emotiva

```
graph TD; IE[Intelligenza Emotiva] --- B1[Percezione, valutazione ed espressione dell'emozione]; IE --- B2[Facilitazione emotiva del pensiero]; IE --- B3[Comprensione e analisi dell'emozione  
Uso della conoscenza emotiva]; IE --- B4[Regolazione riflessiva dell'emozione  
Promozione crescita emozionale/intellettuale];
```

Percezione, valutazione ed espressione dell'emozione

Facilitazione emotiva del pensiero

Comprensione e analisi dell'emozione  
Uso della conoscenza emotiva

Regolazione riflessiva dell'emozione  
Promozione crescita emozionale/intellettuale

### Scopo

Fornire predizioni sulla struttura interna dell'IE (abilità e sotto-abilità cognitivo - emotive) e implicazioni per la vita degli individui

# *Mixed Models*

## Intelligenza Emotiva come Tratto

**Goleman**

“L’IE è un’ampia descrizione del funzionamento dell’individuo o del carattere, che comprende abilità come la capacità di motivare sé stessi, di persistere di fronte alle frustrazioni, di controllare gli impulsi, di ritardare le gratificazioni, di gestire i sentimenti, di mantenere il controllo delle capacità di pensiero e di empatia [...] e di avere in generale “un buon carattere”.

**Bar – On**

“L’IE è un raggruppamento di capacità non cognitive, competenze e abilità che influenzano la capacità di ciascuno nel riuscire a far fronte alle richieste e alle pressioni ambientali.  
Tra queste, le competenze intra- ed interpersonali, l’adattabilità, la gestione dello stress, i sentimenti generali come felicità e ottimismo”.



PERGAMON

Personality and Individual Differences 25 (1998) 167–177

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PERSONALITY AND  
INDIVIDUAL DIFFERENCES

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## Development and validation of a measure of emotional intelligence

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Received 14 April 1997

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### Abstract

This series of studies describes the development of a measure of emotional intelligence based on the model of emotional intelligence developed by Salovey and Mayer [Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185–211.]. A pool of 62 items represented the different dimensions of the model. A factor analysis of the responses of 346 participants suggested the creation of a 33-item scale. Additional studies showed the 33-item measure to have good internal consistency and test-retest reliability. Validation studies showed that scores on the 33-item measure (a) correlated with eight of nine theoretically related constructs, including alexithymia, attention to feelings, clarity of feelings, mood repair, optimism and impulse control; (b) predicted first-year college grades; (c) were significantly higher for therapists than for therapy clients or for prisoners; (d) were significantly higher for females than males, consistent with prior findings in studies of emotional skills; (e) were not related to cognitive ability and (f) were associated with the openness to experience trait of the big five personality dimensions. © 1998 Elsevier Science Ltd. All rights reserved.

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Table 1

## The 33-item emotional intelligence scale

Mi

- (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 non-verbal 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

## Istruzioni

Indichi in che misura ognuno dei comportamenti descritti si applichi a Lei, tenendo conto che 1 = in nessun modo; 2 = solo in minima parte; 3 = al 50% ; 4 = in larga misura ; 5 = al 100 %

1	So quando parlare agli altri dei miei problemi personali.	1	2	3	4	5
2	Quando m'imbatto in qualche ostacolo, mi ricordo le volte in cui ho dovuto affrontare ostacoli simili e sono riuscito a superarli	1	2	3	4	5
3	Mi aspetto di far bene su gran parte delle attività che svolgo	1	2	3	4	5
4	Gli altri hanno facilità a fidarsi con me	1	2	3	4	5
5	Ho difficoltà a capire i messaggi nonverbali degli altri	1	2	3	4	5
6	Alcuni dei fatti importanti della mia vita mi hanno spinto a rivalutare ciò che è davvero importante distinguendolo da ciò che non lo è	1	2	3	4	5
7	Quando cambia il mio umore, vedo nuove possibilità	1	2	3	4	5

into this model. Thus, we used the original model of emotional intelligence of Salovey and Mayer (1990) as a basis for the development of a self-report measure of emotional intelligence in hopes that this encompassing model of emotional intelligence would provide a solid foundation for a measure of individuals' current level of emotional intelligence.

## **2. Generation of initial pool of items**

We generated a pool of 62 items based on the theoretical model of emotional intelligence developed by Salovey and Mayer (1990). Each item selected for the initial pool of 62 items reflected an adaptive tendency toward emotional intelligence within the framework of the model. Respondents used a 5-point scale, on which a "1" represented "strongly disagree" and a "5" represented "strongly agree," to indicate to what extent each item described them. All parts of the

model were represented by multiple items. Each of the first four authors independently evaluated each item for (a) fidelity to the relevant construct, (b) clarity and (c) readability. We deleted some items, added some items, revised a number of items and then pilot tested the items by asking several individuals to complete the scale and note any unclear elements. This process resulted in a pilot-tested pool of 62 items.

### **3. Study 1: development, internal consistency and validity**

#### *3.1. Overview*

We asked a large number of individuals to respond to the initial items so that we could analyze the factor structure of the items and select the final items for the scale. Subsets of respondents also completed theoretically related measures so we could determine the association between these measures and scores on our final scale. These theoretically related constructs included alexithymia, non-verbal communication of affect, optimism, pessimism, attention to feelings, clarity of feelings, mood repair, depressed mood and impulsivity. Finally, we hypothesized that on a valid measure of emotional intelligence there would be certain between-group differences. We expected that psychotherapists would score higher than prisoners and higher than psychotherapy clients. We also expected that women would score higher than men based on prior findings (e.g. Goleman, 1995; Gross and John, 1995; Bjorklund and Kipp, 1996; Skuse et al., 1997) that suggest that women are more adept at emotional expression and relating to others, which are skills theorized to be components of emotional intelligence (Salovey and Mayer, 1990).



### 3.2.2. Procedure

The 346 participants rated themselves on each of the 62 items using the five-point response scale. In addition a number of participants also filled out one of several established scales assessing constructs theoretically related to emotional intelligence.

Twenty-five of the 346 participants completed the Toronto Alexithymia Scale (Taylor et al., 1985) which assesses difficulties in identifying and describing feelings. The Affective Communications Test (Freedman et al., 1980), which assesses individuals' non-verbal expressiveness, was completed by 36 participants. The Life Orientation Test (Scheier and Carver, 1985; Marshall et al., 1992), which assesses optimism and pessimism, was completed by 27 participants. The Trait Meta Mood Scale (Salovey et al., 1995), which assesses attention to feelings, clarity of feelings and mood repair, was completed by 49 participants. The Zung Self-Rating Scale (Zung, 1965), which measures depressed

## 4. Results

### 4.1. Creation of the 33-item scale

A principal-components, orthogonal-rotation factor analysis of the responses of the 346 participants to the 62 items resulted in a scree plot of eigenvalues that showed four factors which had items loading at 0.40 and above. The first factor had an eigenvalue of 10.79 and 33 of the items loaded at 0.40 or above on this first factor. The second through fourth factors in the solution had eigenvalues of 3.58, 2.90 and 2.53, respectively. Very few items that did not have higher loadings on the first factor loaded on factors two through four; factor two had four additional items loading on it, factor three had three additional items and factor four had one additional item. The items loading on factors two through four were not recognizable as conceptually distinct from the items loading on factor one.

#### **4.2.2. Between-group differences**

One would expect certain between-group differences on a valid measure of emotional intelligence. We expected that a group of psychotherapists who were part of our sample would score higher on the measure than a group of female prisoners and higher than a group of individuals in a substance abuse treatment program. Additionally, we expected that the women in our overall sample would score higher than the men.

Therapists scored significantly higher ( $M = 134.92$ ,  $S.D. = 20.25$ ) than the prisoners ( $M = 120.08$ ,  $S.D. = 17.71$ ),  $t(37) = 2.35$ ,  $p < 0.012$  and than clients in a substance abuse treatment program ( $M = 122.23$ ,  $S.D. = 14.08$ ),  $t(25) = 1.86$ ,  $p < 0.035$ . Further, the women in the sample scored significantly higher ( $M = 130.94$ ,  $S.D. = 15.09$ ) than the men ( $M = 124.78$ ,  $S.D. = 16.52$ ),  $t(327) = 3.39$ ,  $p < 0.001$ .

### **7. Study 4: predictive validity**

#### **7.1. Overview**

According to Goleman (1995), cognitive intelligence may provide individuals with entry to a setting, but emotional intelligence plays an important role in determining how successful they are after they enter the setting. To examine whether our scale could predict success in a setting, we conducted a longitudinal study to test whether scores on the emotional intelligence measure would predict college students' success in their first year.

Scores on the 33-item self-report measure of emotional intelligence, completed at the start of the academic year, significantly predicted grade point average at the end of the year,  $r(63) = 0.32$ ,  $p < 0.01$ .

## 8. Study 5: discriminant validity

### 8.1. Overview

Salovey and Mayer (1990) took the view that emotional intelligence may or may not be related to other types of intelligences, such as cognitive ability and recently made the more specific prediction that emotional intelligence is related to, but at the same time distinct from, other types of intelligences (Mayer and Salovey, 1997).

Thus, we predicted that the 33-item measure of emotional intelligence would not be so highly related to cognitive ability as to be redundant. We tested this prediction by relating scores on the measure of emotional intelligence to scores on the SAT combined math and verbal sections, (College Entrance Examination Board and Educational Testing Service, 1995), which are widely used measures of cognitive ability related to college aptitude.

The mean SAT score was 978, S.D. = 145. Scores on the 33-item measure of emotional intelligence were not related to SAT scores,  $r(41) = -0.06$ .

### 9.2. Method and results

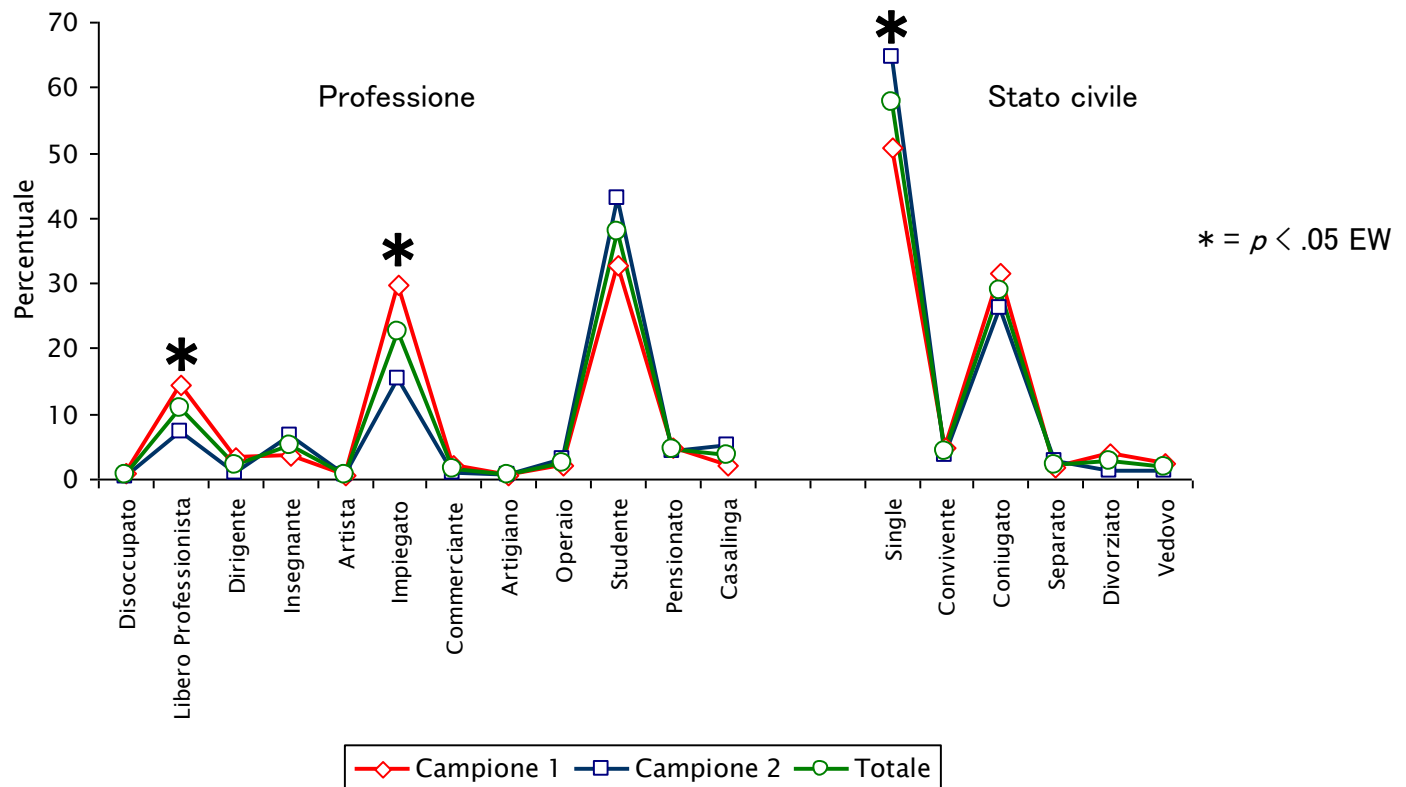
Twenty-three college students from the southeastern United States participated. Their average age was 28.65, S.D. = 6.91 and of the 17 who reported their gender 16 were women. Participants completed both the 33-item measure of emotional intelligence and the revised NEO Personality Inventory (Costa and McCrae, 1992a; Costa and McCrae, 1992b; Costa and McCrae, 1992c). Higher scores on the measure of emotional intelligence were significantly associated with greater openness to experience,  $r(22) = 0.54$ ,  $p < 0.009$  and not significantly related to any of the other big five dimensions. The magnitude of these nonsignificant correlations between the emotional intelligence measure and the other four dimensions was as follows: neuroticism,  $-0.28$ ; extraversion,  $0.28$ ; agreeableness,  $0.26$  and conscientiousness,  $0.21$ .

# Replicazione (?)

- **Petrides & Furnham (2000)** respingono ipotesi un fattore; AF con rotazione obliqua, 4 fattori poco correlati
- **Chan (2003, studenti scuole medie):** ML-AF + Varimax, 4 fattori
- **Saklofske et al. (2003);** PCA + Oblimin; 4 fattori
- **Chan (2004, insegnanti):** ML-AF + Varimax, 4 fattori
- **Austin et al. (2004) :** PCA, 3 fattori, e suggeriscono di aggiungere nuovi item e nuovi reverse
- **Gignac et al. (2005):** 6 fattori teorici poi verificati via CFA
- **Goldenberg et al. (2006):** PCA + obliqua, 4 fattori poco correlati

# Soggetti

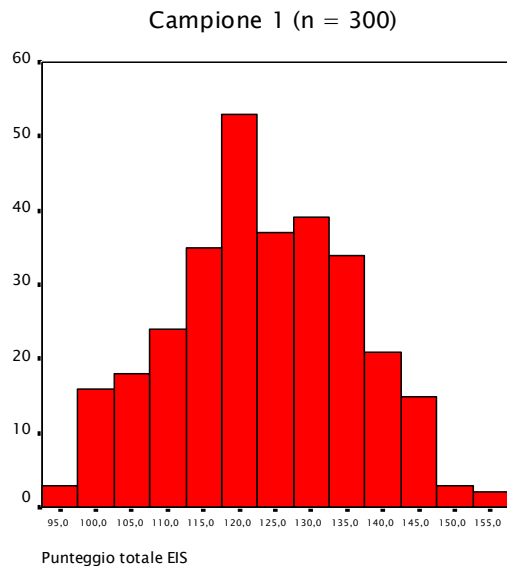
	Campione 1 ( $n = 300$ )	Campione 2 ( $n = 301$ )	Totale ( $n = 601$ )
Età Media (DS), anni	34.75 (15.01)	33.05 (13.43)	33.89 (14.22)
% F	.640	.691	.666
Scolarità Media (DS), anni	14.71 (3.68)	14.25 (3.02)	14.48 (3.38)



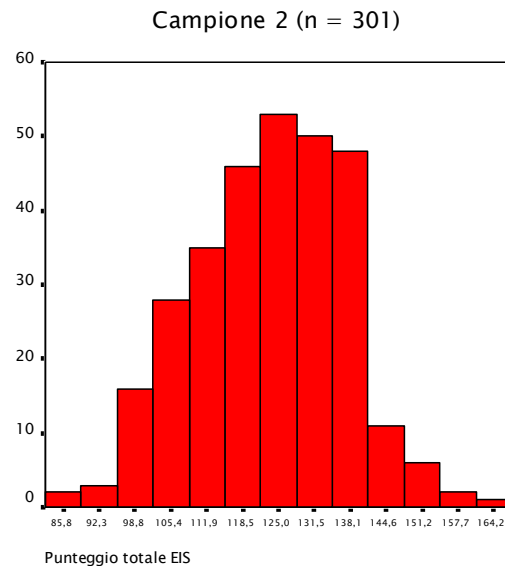
# Punteggio totale

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Media</i>	<i>DS</i>	<i>Skewness</i>	<i>Kurtosis</i>
Campione 1	300	94	153	123,153	12,539	-0,077	-0,572
Campione 2	301	87	163	123,505	13,605	-0,139	-0,220
Totale	601	87	163	123,329	13,074	-0,109	-0,359

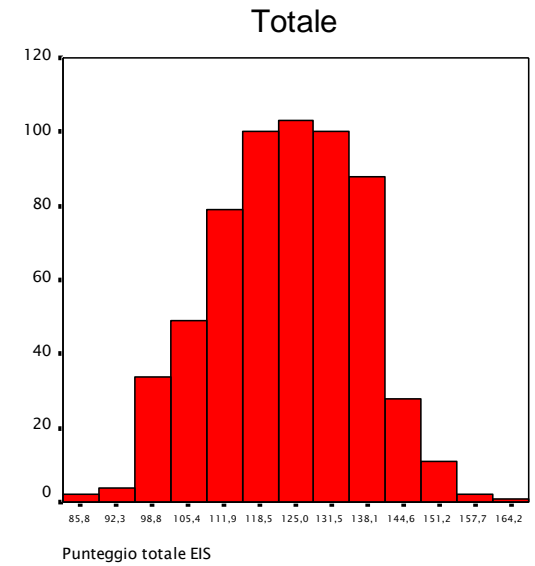
K-S's  $Z$ :  $p = .372$



K-S's  $Z$ :  $p = .468$



K-S's  $Z$ :  $p = .094$



# Valutazione della dimensionalità

## *Unidimensionalità*

	<i>Campione 1 (n = 300)</i>	<i>Campione 2 (n = 301)</i>	<i>Totale (n = 601)</i>
% correlazioni >  .600	.000	.000	.000
Correlazione media* (min-max)	.122 (-.125-.468)	.160 (-.106-.600)	.139 (-.077-.516)
Coerenza interna ( $\alpha$ Cronbach)	.815	.856	.837
Correlazione media item-totale corretto* (min-max)	.315 (.070-.419)	.369 (.200-.508)	.341(.137-.456)
% Varianza Spiegata	19.03	15.51	17.03
Rapporto $\lambda_1/\lambda_2$	2.104	2.145	2.164
% saturazioni > .40 (media*)	54.54 (.400)	36.36 (.350)	48.48 (.374)
$p(\chi^2(495))$	<.0001	<.0001	<.0001
RMSEA (90% CI)	.091 (.087-.096)	.076 (.071-.081)	.080 (.076-.083)
RMSR	.099	.086	.084
$p$ (Test Tukey Additività) (Potenza)	.041 (1.51)	.009 (1.65)	.002 (1.53)

\* = da trasformazione  $F$ -  $Z$  di Fisher

The 33 items loading on factor one represented all portions of the conceptual model of Salovey and Mayer (1990). In this set of 33 items, representation of different categories of the model was roughly proportionate to the model; 13 of the items came from among those generated for the appraisal and expression of emotion category of the model, 10 of the items came from among those generated for the regulation of emotion category of the model and 10 came from among those items generated for the utilization of emotion category of the model. Further, items reflected each of the components and subcomponents of each category, e.g. regulation of emotion in the self, regulation of emotion in others.

## EMOTIONAL INTELLIGENCE

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### ABSTRACT

This article presents a framework for *emotional intelligence*, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. We start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. We then explore the literature on intelligence, and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, we review the components of emotional intelligence. To conclude the review, the role of emotional intelligence in mental health is discussed and avenues for further investigation are suggested.

*Imagination, Cognition and Personality*, 9, 185-211.

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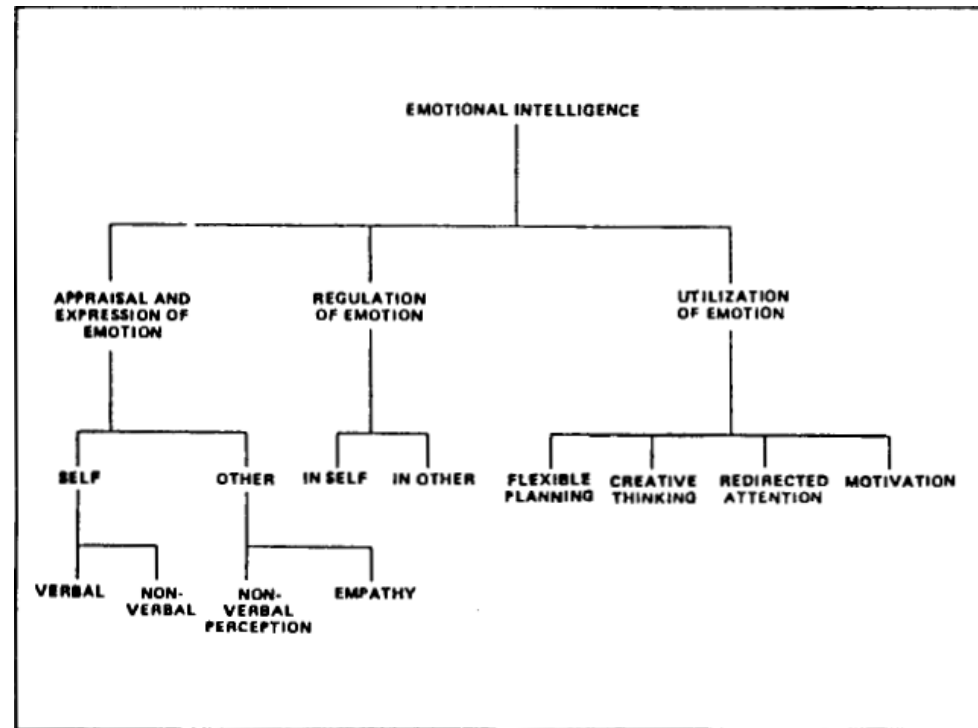


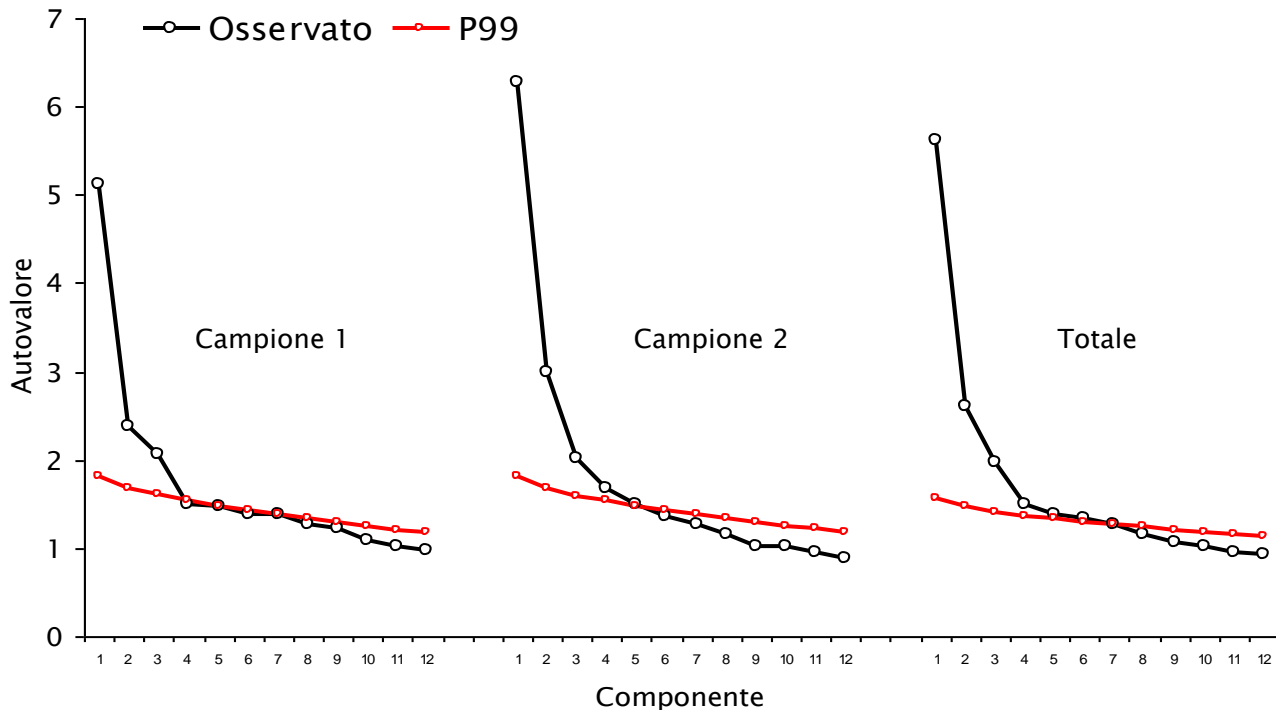
Figure 1. Conceptualization of emotional intelligence.



# Valutazione della dimensionalità

## *Quanti fattori?*

	<i>Campione 1</i> ( <i>n</i> = 300)	<i>Campione 2</i> ( <i>n</i> = 301)	<i>Totale</i> ( <i>n</i> = 601)
$\lambda_s > 1$	11	10	10
Scree-Test	3	3/4	3
Parallel Analysis	3	5	6
MAP	3	3	3



# Soluzione a tre fattori

## *PAF, Promax $\kappa=4$*

	<i>Campione 1 (n = 300)</i>	<i>Campione 2 (n = 301)</i>	<i>Totale (n = 601)</i>
<i>Fattorizzabilità</i>			
KMO	.750	.814	.823
Bartlett's Sphericity Test	<.001	<.001	<.001
% elementi fuori-diagonale della matrice AIC > .09	.019	.008	.000
$h^2$ iniziale media	.314	.376	.294
<i>Soluzione fattoriale</i>			
$h^2$ di estrazione media	.225	.281	.244
% varianza spiegata	29.022	34.163	30.853
% correlazioni residue > .10	4.36	5.49	3.79
no. item con nessuna saturazione > .300	9	3	7

### Correlazioni fra i fattori - Campione 1

	<i>F1</i>	<i>F2</i>	<i>F3</i>
F1	-		
F2	,294	-	
F3	,386	,321	-

### Correlazioni fra i fattori - Campione 2

	<i>F1</i>	<i>F2</i>	<i>F3</i>
F1	-		
F2	,346	-	
F3	,461	,129	-

# Soluzione a tre fattori

## *Cross-validation*

<i>Fattore</i>	<i>Costrutto</i>
F1	Utilization of Emotions
F2	Appraisal and Expression of Emotions
F3	Regulation of Emotions

Congruence Coefficients fra i campioni

	<i>F1</i>	<i>F2</i>	<i>F3</i>
F1	,823	-,037	,313
F2	,215	,935	,002
F3	,056	,108	,877

Congruence Coefficients Cross-Validated

	<i>F1</i>	<i>F2</i>	<i>F3</i>
F1	,846	,380	,535
F2	,339	,885	,302
F3	,456	,283	,822

Shrinkage: 11.57%

# Soluzione a quattro fattori

## *PAF, Promax $\kappa=4$*

	<i>Campione 1 (n = 300)</i>	<i>Campione 2 (n = 301)</i>	<i>Totale (n = 601)</i>
$h^2$ di estrazione media	.249	.313	.269
% varianza spiegata	33.536	39.267	35.395
% correlazioni residue > .10	3.22	2.84	2.46
no. item con nessuna saturazione > .300	7	3	5

### Correlazioni fra i fattori - Campione 1

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>
F1	-			
F2	,289	-		
F3	,252	,417	-	
F4	,287	,397	,170	-

### Correlazioni fra i fattori - Campione 2

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>
F1	-			
F2	,118	-		
F3	,245	,388	-	
F4	,358	,450	,469	-

# Soluzione a quattro fattori

## *Cross-validation*

- Ambiguità nel contenuto dei fattori
- Non sovrapponibilità delle soluzioni
- Discrepanze con le soluzioni a quattro fattori riportate in letteratura

Congruence Coefficients fra i campioni

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>
F1	,917	,241	,283	,231
F2	,225	,863	,369	,356
F3	,283	,416	,853	,327
F4	,369	,513	,438	,693

Congruence Coefficients Cross-Validated

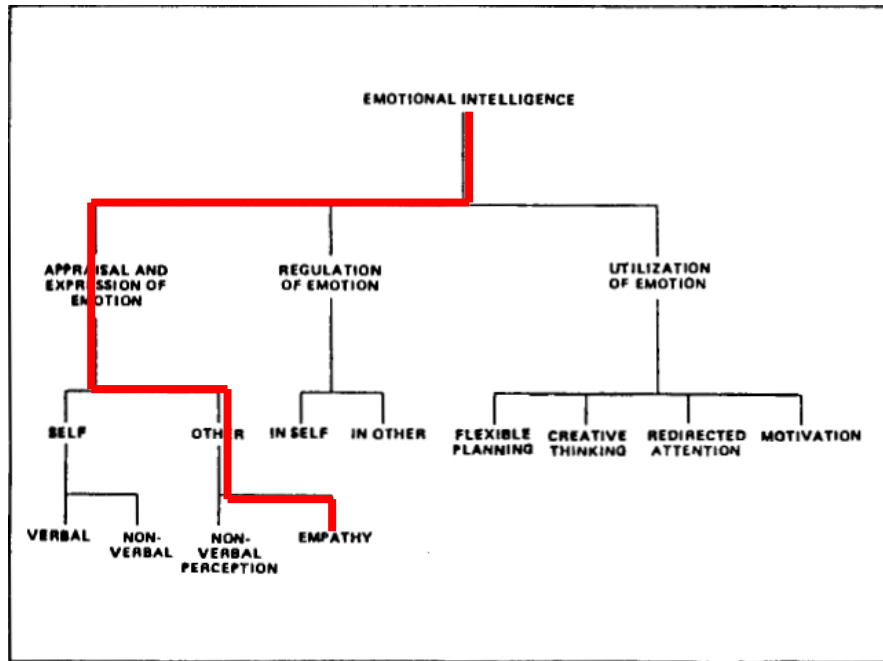
	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>
F1	,876	,241	,380	,287
F2	,243	,813	,505	,440
F3	,389	,513	,791	,309
F4	,336	,510	,375	,788

Shrinkage: 13.83%

# 10 fattori ??

## *PAF, Promax $\kappa=4$*

	<i>Campione 1 (n = 300)</i>	<i>Campione 2 (n = 301)</i>	<i>Totale (n = 601)</i>
$h^2$ di estrazione media	.400	.451	.388
% varianza spiegata	57.204	61.409	57.234
% correlazioni residue > .10	0.00	0.00	0.38
no. item con nessuna saturazione > .300	2	2	1



Nella migliore delle ipotesi,  
3.3 item per fattore...

Figure 1. Conceptualization of emotional intelligence.

### Overview

The VARCLUS procedure divides a set of numeric variables into either disjoint or hierarchical clusters. Associated with each cluster is a linear combination of the variables in the cluster, which may be either the first principal component or the centroid component. The first principal component is a weighted average of the variables that explains as much variance as possible. See Chapter 52, "The PRINCOMP Procedure," for further details. Centroid components (the CENTROID option) are unweighted averages of either the standardized variables (the default) or the raw variables (if you specify the COV option).

PROC VARCLUS tries to maximize the sum across clusters of the variance of the original variables that is explained by the cluster components. Either the correlation or the covariance matrix can be analyzed. If correlations are used, all variables are treated as equally important. If covariances are used, variables with larger variances have more importance in the analysis.

PROC VARCLUS creates an output data set that can be used with the SCORE procedure to compute component scores for each cluster. A second output data set can be used by the TREE procedure to draw a tree diagram of hierarchical clusters.

3594 ♦ Chapter 68. The VARCLUS Procedure

If the cluster components are centroid components of the covariance matrix, each subtest score is simply the sum of the item scores for that cluster.

### Campione 1 ( $n = 300$ )

Cluster 1	EI14
	EI17
	EI20
	EI23
	EI27
-----	-----
Cluster 2	EI18
	EI29
	EI32
	EI33
-----	-----
Cluster 3	EI01
	EI19
	EI22
-----	-----
Cluster 4	EI04
	EI06
	EI08
	EI11
	EI13
	EI30
	EI31
-----	-----
Cluster 5	EI28
-----	-----
Cluster 6	EI07
-----	-----
Cluster 7	EI24
	EI26
-----	-----
Cluster 8	EI21
-----	-----
Cluster 9	EI05
	EI15
	EI25
-----	-----
Cluster 10	EI02
	EI03
	EI09
	EI10
	EI12
	EI16

### Campione 2 ( $n = 301$ )

Cluster 1	EI13
	EI14
	EI16
	EI17
	EI20
	EI27
-----	-----
Cluster 2	EI05
	EI08
	EI15
	EI18
	EI25
	EI33
-----	-----
Cluster 3	EI09
	EI19
	EI22
-----	-----
Cluster 4	EI03
	EI28
-----	-----
Cluster 5	EI04
	EI26
	EI29
	EI32
-----	-----
Cluster 6	EI10
	EI12
	EI23
-----	-----
Cluster 7	EI07
-----	-----
Cluster 8	EI01
	EI02
	EI21
-----	-----
Cluster 9	EI06
	EI11
	EI24
	EI30
-----	-----
Cluster 10	EI31

### Tutti ( $n = 601$ )

Cluster 1	EI10
	EI12
	EI17
	EI23
	EI27
-----	-----
Cluster 2	EI04
	EI05
	EI15
	EI18
	EI25
	EI29
	EI33
-----	-----
Cluster 3	EI09
	EI19
	EI22
-----	-----
Cluster 4	EI26
	EI30
	EI32
-----	-----
Cluster 5	EI07
-----	-----
Cluster 6	EI28
-----	-----
Cluster 7	EI08
	EI13
	EI14
	EI20
	EI31
-----	-----
Cluster 8	EI16
	EI21
-----	-----
Cluster 9	EI01
	EI02
	EI03
-----	-----
Cluster 10	EI06
	EI11
	EI24



# Cosa misura il punteggio totale di EIS?

Campione 1 ( $n = 300$ )

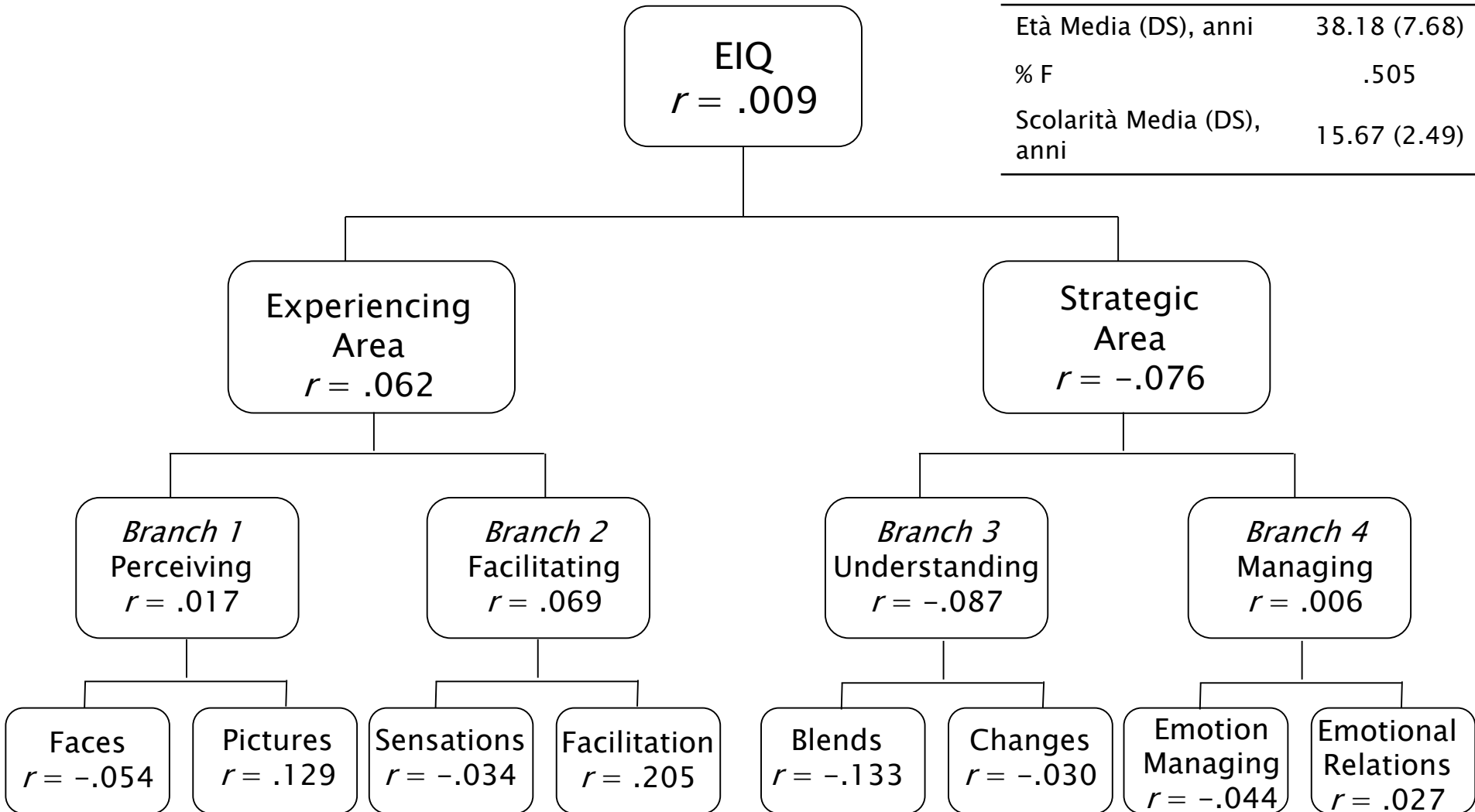
<i>Punteggio</i>	<i>r</i>
TAS – Total Score	-,386
TAS – Difficulty Identifying Feelings	-,258
TAS – Difficulty Describing Feelings	-,222
TAS – Externally Oriented Thinking	-,368
SCL – GSI	-,255
SCL – Somatizzazione	-,074
SCL – Ossessione-Compulsione	-,339
SCL – Sensibilità Interpersonale	-,228
SCL – Depressione	-,251
SCL – Ansia	-,224
SCL – Ostilità	-,177
SCL – Ansia Fobica	-,174
SCL – Ideazione Paranoide	-,213
SCL – Psicoticismo	-,200
SCL – Disturbi del Sonno	-,055
BFI-44 – Estroversione	,359
BFI-44 – Gradevolezza	,249
BFI-44 – Coscienziosità	,373
BFI-44 – Nevroticismo	-,201
BFI-44 – Apertura	,355

Campione 2 ( $n = 301$ )

<i>Punteggio</i>	<i>r</i>
NVQ	-,324
NIS	-,124
BEES – Impermeabilità al contagio da stati emotivi interni	-,292
BEES – Suscettibilità al contagio di stati emotivi interni	,408
BEES – Responsività emotiva diffusa	-,126
BEES – Suscettibilità al contagio da situazioni stimolo con contatto del soggetto	,191
BEES – Tendenza a non farsi coinvolgere da condizioni di soggetti fragili	-,248
BIS/BAS – Behavioural Inhibition	,103
BIS/BAS – Drive	,330
BIS/ BAS – Fun Seeking	,195
BIS/BAS – Reward Responsiveness	,263
HSNS	-,282
NPDS	-,206
NPI	,195
NVS – Gradiosity	,035
NVS – Exploitation	-,183
NVS – Self-esteem regulation	-,269
NVS – Idealization	,122

# Correlazioni con *MSCEIT* (Mayer et al. 2002)

Campione 3 ( <i>n</i> = 98)	
Età Media (DS), anni	38.18 (7.68)
% F	.505
Scolarità Media (DS), anni	15.67 (2.49)



# Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence

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TABLE 2: Means, Standard Deviations, and In

	Total	<i>M</i>	<i>SD</i>
MSCEIT	1.00		
Perception (P)	.79***	1.00	
Facilitation (F)	.75***	.48***	1.00
Understanding (U)	.68***	.35***	.37***
Regulation (M)	.65***	.31***	.36***
SREIT	.18**	.06	.15*
EQ-I	.21**	.07	.17*
Intrapersonal (Intra)	.07	-.01	
Interpersonal (Inter)	.28***	.20	
Adaptability (AD)	.16*	.07	
Self-management (SM)	.15*	.05	
General mood (GM)	.08	-.01	
<i>M</i>	101.44	103.5	
<i>SD</i>	12.91	15.0	

NOTE: *N* = 188 to 202. MSCEIT = Mayer-Salovey-Torrey. Only significant correlations are shown in *italics*. \**p* < .05. \*\**p* < .01. \*\*\**p* < .001.

ELSEVIER

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## Assessing emotional intelligence in gifted and non-gifted high school students: Outcomes depend on the measure

Moshe Zeidner<sup>a,\*</sup>, Inbal Shani-Zinovich<sup>a</sup>, Gerald Matthews<sup>b</sup>, Richard D. Roberts<sup>c</sup>

Table 6

Intercorrelation matrix for key measures for the sample

Measure	Emotion Perception	Assimilating Emotions	Understanding Emotions	Managing Emotions	MSCEIT	SSRI	WISC-R-95
<i>MSCEIT branches</i>							
1. Emotion Perception	1.00						
2. Assimilating Emotions	.53**	1.00					
3. Understanding Emotions	.23**	.28**	1.00				
4. Managing Emotions	.27**	.44**	.42**	1.00			
<i>Total scores</i>							
Performance EI (MSCEIT)	.82**	.74**	.62**	.64**	1.00		
Self-Report EI (SSRI)	.21**	.27**	.03	.24**	.25**	1.00	
Vocabulary (WISC-R-95)	.10	.11	.54**	.28**	.32**	-.21**	1.00

(1) Due to missing data, *N* varies between 174 and 208.

\*\* *p* < 0.01.

# Domanda da 1.000.000€

Dobbiamo abbandonare ogni speranza di riuscire a costruire uno strumento self-report per la misura dell'intelligenza emotiva di tratto?

	<i>TAS - Totale</i>	<i>TAS - Difficoltà a identificare i sentimenti</i>	<i>TAS - Difficoltà a descrivere i sentimenti</i>	<i>TAS - Pensiero orientato verso l'esterno</i>
EQ	-349	-264	-240	-223
Experiencing Area	-246	-177	-146	-187
Strategic Area	-367	-247	-297	-230
<i>Perceiving</i>	-242	-256	-163	-083
Faces	-205	-194	-171	-063
Pictures	-230	-245	-137	-092
<i>Facilitating</i>	-138	-043	-045	-199
Sensations	-027	,048	,066	-167
Facilitation	-230	-146	-182	-157
<i>Understanding</i>	-217	-189	-169	-097
Blends	-101	-133	,010	-076
Changes	-245	-176	-279	-070
<i>Managing</i>	-318	-194	-227	-248
Emotional Management	-320	-197	-177	-295
Emotional Relations	-220	-113	-197	-158