The Developing Emotional Competency Questionnaire® (DECQ) Technical Manual

"we measure our success through your success"

LEADon®

TABLE OF CONTENTS

TABLE OF CONTENTS 2

PURPOSE AND BACKGROUND 3

CONCEPTUAL FOUNDATION, ITEM DEVELOPMENT AND CONTENT VALIDITY 4

SAMPLE DESCRIPTION AND PARTICIPANT DEMOGRAPHICS 5

PRELIMINARY TECHNICAL INFORMATION 10

COMPANY POSITION AND GENDER IN SAMPLE 1 AND SAMPLE 2 10

DESCRIPTIVE DATA AND NORMS 11

CONFIRMATORY FACTOR ANALYSIS (CFA) AND INTERPRETIVE STRUCTURE 15

RELIABILITY AND HOMOGENEITY OF SUBSCALES 16

CORPORATE FAMILY® RATING VERSION OF THE DECQ® 18

SUMMARY AND CONCLUSION 21

REFERENCES 24

The *'Developing Emotional Competency Questionnaire®'* (DECQ) Technical Manual

Stephen D. Wilke, Ph.D., Jared R.D. Wilke, Psy.D., and Don J. Viglione, Ph.D.

Purpose and Background

The *Developing Emotional Competency Questionnaire®* (DECQ) was designed as a tool to measure Emotional Intelligence (EI) and its subcomponents with the ultimate outcome of enhancing or developing EI through interventions in organizations (Corporate Family®) and the workplace. By identifying EI strengths and weaknesses, a psychometrically sound DECQ® could guide the mentoring and consultation with the human talent and their teams so as to improve organizational well-being, productivity, and profitability. It is used as a key metric within the Corporate Family® model interventions and strategies as discussed in Wilke, Wilke, & Viglione (2015).

The purpose of this manual is to provide statistical evidence relevant to the DECQ®'s reliability, validity, factor structure, and normative reference groups. In turn, this psychometric foundation provides support for the application of the DECQ® in the workplace. Preliminary versions of the DECQ® were first tested in the workplace beginning in 1999 with Dr. Jared Wilke's doctoral dissertation (2014) being its first psychometric research based upon the data collected over that timeframe. This research data is presented as Sample 1 with N = 438 participants and the more recently collected Sample 2 with N = 658 participants. So, together there is a combined total of 1,096 participants in this very large, and thus statistically stable, initial independent, two-group sample.

Conceptual Foundation, Item Development and Content Validity

Initial work on the DECQ® began in 1999, with the adaptation of an EI model including 25 characteristics, which are subsumed within the 5 domains of EI that are then represented by the 2 competences of EI (See Table 1). Its structure and theoretical foundation are based on previous conceptual, empirical, and assessment research and scholarship (e.g., Caruso & Salovey, 2004; Cherniss & Goleman, 2001, 2006; Goleman, Boyatzis, & McKee, 2002; Joseph & Newman, 2010; Newman, Joseph, & MacCann, 2010; Wolff, 2005). Although some models in the research literature differed in the number of characteristics, the DECQ® retains all 25 characteristics derived from Goleman's (1995) EI competency model. From the conceptualization of this model, the test authors worked together to compose and refine the DECQ® items through multiple reviews. Dr. Steve Wilke wrote the first version of the items to match the 25 characteristics. Thus, content validity is based on research-based models in the literature with multiple reviews and refinements of DECQ® items by experts in EI.

The DECQ® contains 100 items so that each of the 25 emotional intelligence characteristics includes four questions. Respondents are instructed to rate themselves on a Likert scale of 1 to 5, with higher ratings indicating better perceived performance. The score for each of the 32 scales on the test is the sum of the ratings divided by the number of items and thus remains on a 1 to 5 scale. The DECQ® utilizes an individual competency or strength-based model, so that each question starts with, for example, “How well do you recognize/maintain/use/make/learn, etc.?” Other forms of the DECQ® rate one’s Corporate Family® at large in the Corporate Family® Model, which are addressed in this manual.

Sample Description and Participant Demographics

This section describes the procedures and available demographics and information from the two samples of participants.

Sample 1

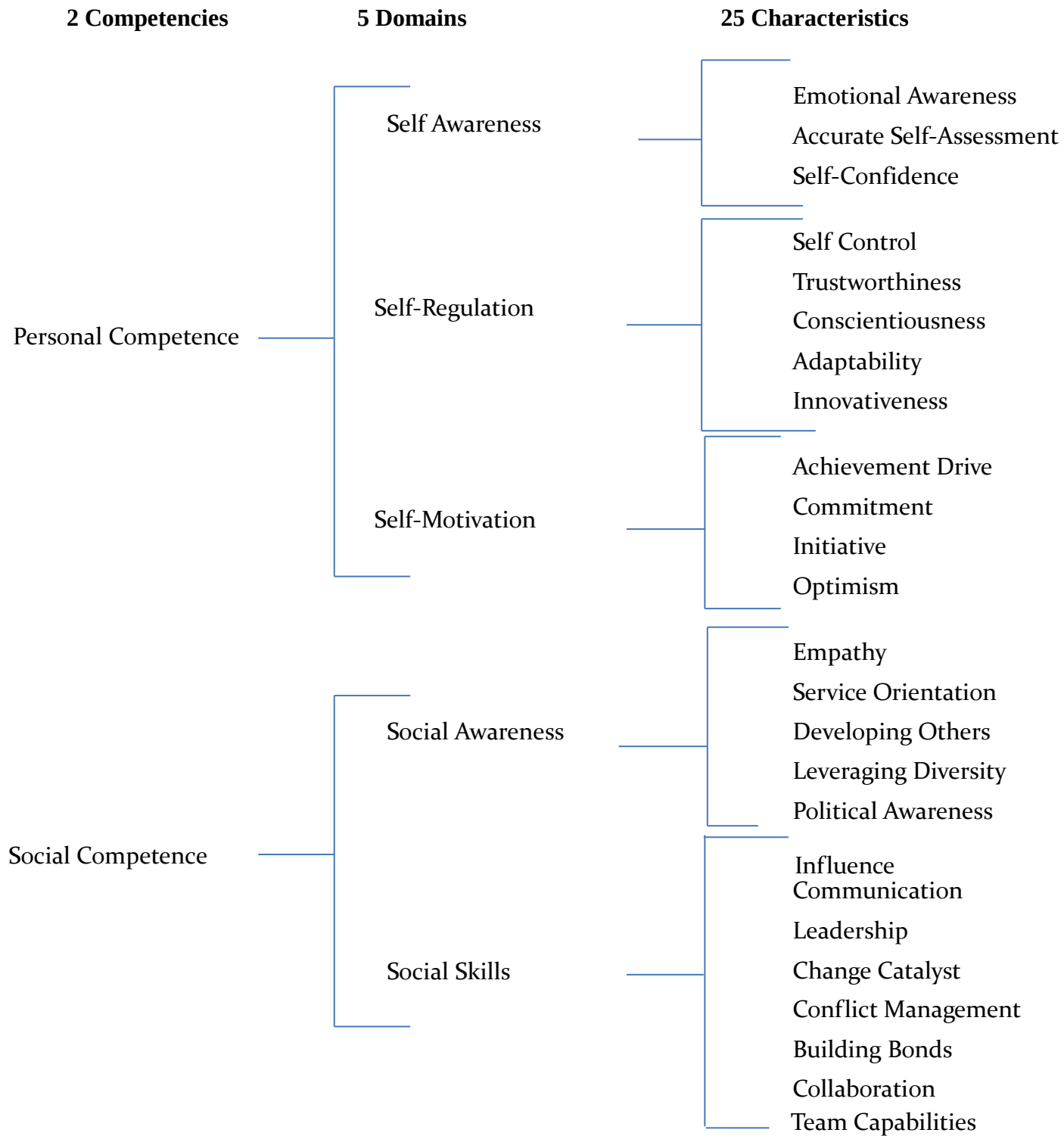
Data from Sample 1 helped in the development of the DECQ® and supported the DECQ®'s utility. Demographic and job position data were collected for all participants. It was not uncommon for there to be missing data on the filled-out demographic questionnaires. Thus, there were items on the demographic questionnaires to which some participants did not respond. These non-responses were registered as missing data. Any participants who did not provide gender or their position in the company (managers/executive vs. non-manager/executive) were excluded from the sample, since the focus of this initial study was on differences between genders, as well as differences in EQ levels between managers and non-managerial employees. Four male, Non-Manager/Non-Executive participants did not enter responses for 10 items or more on the DECQ®. These four participants' DECQ® response sets were determined to have enough missing items on their responses to affect the analysis. Because of this, the data for these four were excluded. Please refer to Table 2 for the complete demographic composition of the sample. Ultimately, the 438 participants who completed the DECQ® and provided the necessary demographic information were included in Sample 1.

The average age of the Sample 1 participants was 40.33 (SD = 9.75). It was comprised of 72.1% males (n = 316) and 27.9% females (n = 122). There were 73.3% (n=321) Non-Managers/Non-Executives and 26.7% (n= 117) Managers/Executives in this study.
In terms of ethnicity, 52.7% (n = 235) individuals indicated that they were Caucasian or White, 12.7% (n = 56) indicated that they were Hispanic, 4.5% (n = 20) indicated they were African-

American or Black, and 4.3% (n = 19) indicated they were Asian or Pacific Islander. It is important to note that 19.4% (n = 85) of the individuals in Sample 1 indicated "No Response" to the question of ethnicity, as well as 4.7% (n = 21) of the individuals who indicated that they were part of an ethnicity other than the options listed on the demographic form.

Table 1

DECQ® Conceptual Model for Emotional Intelligence



Educational levels were also collected, with 24.0% (n = 106) indicating that they had completed high school, whereas 54.29% (n = 240) indicated that they had completed at least some college up to a doctoral level degree. Also, of note is that 21.7% (n = 94) of the sample did not indicate their level of education they had received.

Sample 2

To evaluate whether the statistical information about reliability and validity would generalize to the general population, a second sample was collected. In Sample 2, because of concerns about confidentiality in the workplace, less demographic information was collected—only gender and position in the company were collected. Therefore, no information for age, ethnicities, and levels of education of participants were available because they were not collected.

Five potential Sample 2 participants were excluded for leaving more than 10 DECQ® questions blank. Two individuals left less than ten items blank. This missing data was at the end of the test, and they were retained in the sample. For these items, the mean ratings for the person were used. Sample 2 was larger than Sample 1, in that there were 658 participants from 13 organizations who completed the DECQ® included in Sample 2. Of the 523 adults who reported their gender, 53.0%[1] were male (n = 276) and 47.0% were female (n = 247). An additional 135 participants did not report their gender. Of the 489 individuals who reported their position, 87.3% (n = 427) were Non-Managers/Executives, 12.7% (n = 62) were Managers/Executives. Again, please refer to Table 2 for the demographic composition of Sample 2.

[1] In the text the "valid % is reported, that is the % of people who reported for example, gender or position. Thus, in a sample of 21 people, if 3 people reported being a female, 12 reported being male and 6 did not report gender, the valid % of females would be 3 of 15 or 20.0%. The overall %, as reported in the tables would be 3 of 21 or 14%.

Table 2

Descriptive Information, Sample 1, N= 438; Sample 2, N = 658

Variable	Percentage	N
Gender		
Sample 1		
Male	72.1	316
Female	27.9	122
Sample 2		
Male	42.2	276
Female	37.4	247
Unknown	20.4	135
Ethnicity/Race		
Sample 1		
Caucasian	59.6	235
Hispanic	12.7	56
Black	4.5	20
Asian/Pacific Islander	4.3	19
Other	19.4	85
No Response	4.7	21
Sample 2 Ethnicity/Race Not Collected		
Highest Level of Education		
Sample 1		
High school graduate	24.2	106
Some college	13.5	59
College graduate	27.6	121
Associates Degree	5.7	25
Master's Degree	5.7	25
Graduate Degree	1.8	8
No Response	21.5	94
Sample 2 Education Not Collected		
Position in Company		
Sample 1		
Managers/Executives	26.7	117
Non-Managers/Executives	73.3	321
Sample 2		
Managers/Executives	9.4	62
Non-Managers/Executives	64.9	427
No Response	25.7	169

Preliminary Technical Information about Statistical Assumptions for Analyses

As described above, distributions across the 32 scales were very similar and as expected in terms of standard deviations, and without elevated skew problems and outliers, so that all the data presented as normal. Independence of observations, normality, and homogeneity of variance are assumptions for one-way ANOVA's and factor analyses. To ensure homogeneity of variance, a Levene's test was evaluated for each ANOVA. The significance level of the Levene's test revealed a value that was greater than 0.05, indicating that the variance between the groups being analyzed was not significantly different and therefore all assumptions were upheld. The assumption of normality was addressed by Lumley, Diehr, Emerson and Chen (2002), who discussed how larger sample sizes (n >100) are robust with respect to the assumption of normality.

Normality, linear relations, and factorability are assumptions for Confirmatory Factor Analysis (CFA). The assumption of normality was previously addressed and was found to not be violated for these samples. Utilizing scatter plots to evaluate the distribution and characteristics of the data, the relationship between the data used for this study was found to be linear and without any significant outliers. For the assumption of factorability, inter-item correlations were found to meet the minimum threshold of $\alpha > 0.5$. Accordingly, the data are suitable for CFA and the other analyses that were conducted.

Company Position and Gender in Sample 1 and Sample 2

In both Sample 1 and Sample 2, a disparately large proportion of Managers/Executives were male. In Sample 1, of the 438 individuals reporting both position and gender, there were 99 males (22.6%), but only 18 (4.1%) female Managers/Executives. The total in Sample 2 reporting both demographic variables is 488, of which 49 (10%) were male Managers/Executives and 13

(2.7%) female Managers/Executives. Accordingly, there were four to five times as many men than women managers. With a small proportion of women managers in either sample, it was necessary to combine samples to attain enough statistical power to detect differences in position and gender. Moreover, because the relationship between male gender and Manager/Executive positions could not be disentangled any other way, gender and position were analyzed together as independent variables in a 3-way Analysis of Variance (ANOVA) simultaneously with Sample (1 or 2) as the third variable.

For each of the 32 variables, a separate ANOVA was calculated. There was an effect for Sample, as will be discussed below, but no significant sample effects for gender or position when controlling for the other factors, beyond what would be expected by chance when completing so many tests. Thus, there is no evidence in this large sample that different norms should exist for gender or position.

Descriptive Data and Norms

Descriptive data for Sample 1 and 2 is presented in Table 3. All skew values were under 0.427, so that on the DECQ scales, with values restricted to a minimum of 1 and a maximum of 5, revealed the distributions are normally distributed. The mid-range for the mean scores across all the scales is about 3.45 to 3.75, with about 50% of the means in Table 2 and 3 in that range. Values were consistently higher for the second sample, but the average difference between the two samples was 0.15 rating points (e.g. 3.25 vs. 3.40), which should be construed as a small difference. One value was higher in Sample 1, the Influence characteristic by 0.01. The largest difference favored the Empathy characteristic in Sample 2 by 0.32. Accordingly, the values for the combined samples are likely the best reference group for norms and normative comparisons.

Reflecting the scale extremes, the minimum for the DECQ® Total score was 1 and the maximum 5. Examining the data reveals that one person rated every question a 1, and another person rated all with a 5. In practice, one would likely consider such extreme, all-good or all bad, self-rating patterns to be invalid.

Table 3

Descriptive Statistics for the DECQ's 5 Components & DECQ Total Score

Factor	Sample	Mean	Std. Dev.	Min	Max
Self-Awareness	1	3.58	0.47	2.00	4.83
	2	3.79	0.53	1.00	5.00
	Combined	3.70	0.52	1.00	5.00
Self-Regulation	1	3.58	0.45	1.80	4.75
	2	3.74	0.50	1.00	5.00
	Combined	3.68	0.48	1.00	5.00
Self-Motivation	1	3.46	0.50	1.69	4.75
	2	3.55	0.56	1.00	5.00
	Combined	3.52	0.54	1.00	5.00
Social Awareness	1	3.45	0.49	1.48	4.68
	2	3.62	0.52	1.00	5.00
	Combined	3.55	0.52	1.00	5.00
Social Skills	1	3.37	0.51	1.18	4.86
	2	3.52	0.57	1.00	5.00
	Combined	3.46	0.55	1.00	5.00
EI Total	1	3.47	0.43	1.62	4.61
	2	3.62	0.49	1.00	5.00
	Combined	3.56	0.47	1.00	5.00

Note: Sample 1 N = 438, Sample 2 N = 658, Combined N = 1096.
Combined data provides best normative estimate for all 32 scales.

Table 4

Descriptive Statistics for the DECQ's 25 Characteristics

Characteristic	Sample	Mean	Std. Dev.	Min	Max
Emotional Awareness	1	3.63	0.60	2	5
	2	3.90	0.65	1	5
	Combined	3.79	0.64	1	5
Accurate Self-Assessment	1	3.68	0.55	1.5	5
	2	3.88	0.57	1	5
	Combined	3.80	0.57	1	5
Self-Confidence	1	3.44	0.66	1	5
	2	3.59	0.68	1	5
	Combined	3.53	0.67	1	5
Self-Control	1	3.28	0.65	1	5
	2	3.46	0.70	1	5
	Combined	3.39	0.69	1	5
Trustworthiness	1	3.94	0.56	2.25	5
	2	4.10	0.53	1	5
	Combined	4.04	0.55	1	5
Conscientiousness	1	3.68	0.66	1.5	5
	2	3.80	0.67	1	5
	Combined	3.75	0.67	1	5
Adaptability	1	3.58	0.60	1.5	5
	2	3.77	0.65	1	5
	Combined	3.69	0.64	1	5
Innovativeness	1	3.44	0.66	1	5
	2	3.58	0.63	1	5
	Combined	3.52	0.65	1	5
Achievement Drive	1	3.59	0.59	1	5
	2	3.64	0.63	1	5
	Combined	3.62	0.62	1	5
Commitment	1	3.44	0.63	1.5	5
	2	3.65	0.63	1	5
	Combined	3.57	0.64	1	5
Initiative	1	3.44	0.66	1	5
	2	3.47	0.69	1	5
	Combined	3.46	0.68	1	5
Optimism	1	3.37	0.59	1	5
	2	3.44	0.67	1	5
	Combined	3.41	0.64	1	5

Table 4 (Cont'd)

Characteristic	Sample	Mean	Std. Dev.	Min	Max
Empathy	1	3.44	0.72	1	5
	2	3.76	0.69	1	5
	Combined	3.63	0.72	1	5
Service Orientation	1	3.84	0.62	1.25	5
	2	3.96	0.61	1	5
	Combined	3.91	0.61	1	5
Developing others	1	3.38	0.61	1.4	5
	2	3.48	0.63	1	5
	Combined	3.44	0.62	1	5
Leveraging Diversity	1	3.46	0.70	1.25	5
	2	3.73	0.71	1	5
	Combined	3.62	0.72	1	5
Political Awareness	1	3.12	0.72	0	5
	2	3.26	0.70	1	5
	Combined	3.20	0.71	0	5
Influence	1	3.17	0.72	1	5
	2	3.16	0.76	1	5
	Combined	3.17	0.75	1	5
Communication	1	3.32	0.57	1.4	4.8
	2	3.42	0.63	1	5
	Combined	3.38	0.61	1	5
Leadership	1	3.45	0.62	1	5
	2	3.52	0.67	1	5
	Combined	3.49	0.65	1	5
Change Catalyst	1	3.28	0.65	1	5
	2	3.42	0.71	1	5
	Combined	3.36	0.69	1	5
Conflict Management	1	3.27	0.68	1	5
	2	3.43	0.72	1	5
	Combined	3.36	0.70	1	5
Building Bonds	1	3.38	0.68	1	5
	2	3.59	0.66	1	5
	Combined	3.51	0.68	1	5
Collaboration	1	3.55	0.60	1.5	5
	2	3.73	0.60	1	5
	Combined	3.66	0.61	1	5
Team Capabilities	1	3.52	0.65	1.25	5
	2	3.71	0.65	1	5
	Combined	3.64	0.66	1	5

Confirmatory Factor Analysis (CFA) and Interpretive Structure

In the research with the Sample 1 (Wilke, 2014) it was conjectured that a 5 domain structure would be found to be a better fit to the DECQ® EI data than a 2 component or a 25 characteristic model. To test this hypothesis, Confirmatory Factor Analysis (CFA) was conducted. Four recommended parameters to evaluate the best fit among models were applied. First, a Goodness of Fit Index (GFI) was used to compare each factor structure. The GFI scales' proposed factor structures are from zero to one, with a value of one on the GFI indicating a perfect fit. A value of 0.95 or better is considered to be the standard to which factor structures should meet to be considered a "good fit" on the GFI. Secondly, the CMIN/df is the chi-square value of the model divided by the degrees of freedom of that model. Most researchers agree that a value of under two indicates an acceptable fit for the model (Byrne, 1989). To help verify the validity of the results, two other indices that have been used in CFA of EI measures were also implemented: The Root Mean Square Error of Approximation (RMSEA) and the Comparative Fit Index (CFI). The RMSEA and the CFI both provide a score from 0 to 1 to determine a factor structure's fit. A RMSEA score of 0.05 or less is considered to suggest that the proposed factor structure has a relatively good fit, while a CFI score of above 0.80 is considered to be acceptable when considering a factor structure's relative fit. It should be pointed out that one expects a large, overall, general EI factor, so that the fit of the 2, 5, or 25 models would not be expected to be strong. Thus, the EI total score would represent this general EI factor. So, one would also apply and interpret the general EI factor and then break the interpretation down to the favored model among the three categories.

As shown in Table 5, the 25 characteristic model provided the best fit with the data. In Sample 1, the 25 characteristic model met the criteria for a "good fit" on the RMSEA (0.04) and

the CMIN/df (1.714). On the CFI (0.828), the 25 characteristic model met criteria for an "acceptable fit." However, it did not meet the criteria for the GFI (0.739). Both the 5 domain and the 2 characteristic models did not meet the criteria for any of the three fit indices, and they are both considered to not be a good fit as an EI model for the DECQ®.

In Sample 2 the 25 characteristic model was again supported with all four indices being better than in the 2 and 5 factor models. Two of the indicators, the CFI (0.851) and the RMSEA (0.045), were in the good fit range. Nevertheless, the 25 characteristic model is not an ideal fit for the data. This finding suggests that one should likely interpret at the higher levels, namely the 5 domain model and as expected, the EI in its entirety (DECQ® EI total score)

Combining information for the two samples reveals that all eight fit indicators favor the 25 characteristic model over the other two models, so as to support interpreting the 25 characteristics. Five of the eight indicators are in the good fit range. It is extremely unlikely that one of the three models would be superior for all eight indicators by chance. In contrast, in both samples, none of the eight indicators for the 2 competencies and 5 domain models are in the good fit range.

Reliability and Homogeneity of Subscales

The internal consistency of the DECQ® was examined to gain an understanding of the measure's reliability. It was expected that the DECQ®'s 5 domains and the 25 characteristics would show internal consistency comparable to the ECI and EQ-i measures, as demonstrated by a Cronbach alpha of 0.60 or greater with .80 considered to be strong reliability. The DECQ®'s five domains showed good to strong internal consistency. The Self-Awareness competency was found to have the lowest internal consistency (α= 0.787), whereas the Social Skills competency

was found to have the strongest internal consistency (α = 0.942). The DECQ®'s 25 characteristics also showed acceptable to strong internal consistency, except for Accurate Self-Assessment (α = 0.543). Table 6 and Table 7 present the complete reliability statistics.

Table 5

Confirmatory Factor Analysis of the DECQ (Sample 1 N = 438, Sample 2 = 658)

Factor Structure	CMIN/df	GFI	CFI	RMSEA
25 Characteristic				
Sample 1	**1.714**[1]	0.739	**0.828**	**0.040**
Sample 2	2.341	0.724	**0.851**	**0.045**
5 Component				
Sample 1	2.415	0.598	0.637	0.057
Sample 2	3.361	0.571	0.72	0.06
2 Branch				
Sample 1	2.499	0.592	0.614	0.59
Sample 2	3.604	0.554	0.691	0.063

Note. CMIN/df = chi-square/degrees of freedom; RMSEA = root mean square error of approximation; GFI = goodness of fit index; CFI = comparative fit index

[1]Bold font indicates parameter is in "good fit" range for CFA.

Table 6

Cronbach Alpha Reliability for the DECQ Five Sub-Factors, (Sample 1, N = 438; Sample 2, N = 658)

Factors	Number of Items	Sample 1	Sample 2
Self-Awareness	12	.787	.866
Self-Regulation	20	.874	.905
Self-Motivation	16	.876	.907
Social Awareness	20	.889	.916
Social Skills	32	.942	.960

Corporate Family® Rating Version of the DECQ®

In addition to rating oneself in the self-report version of the DECQ®, there is also a version in which the individual rates their Corporate Family®, the DECQ-Corporate Family® (DECQ-CF®). To provide a context for interpreting the DECQ® versus DECQ-CF® scores, comparisons between the two are provided. It was expected that DECQ® self-ratings would be greater than DECQ-CF® ratings of the Corporate Family®. In other words, as an expression of confidence and work-related self-esteem, one would be expected to rate themselves more highly than they would the Corporate Family® at large. Secondly, it was expected that technical aspects related to rating style and preferences in the rating process would result in a positive correlation between DECQ® self-ratings and DECQ-CF® Corporate Family® ratings.

Included in this analysis were 529 individuals from Sample 2 who completed both the self and Corporate Family® ratings. In Table 8, means, standard deviations, and significance levels compare the two types of ratings, and correlations address the association between them. As expected, for all scales self DECQ ratings were higher than company DECQ-CF ratings. Although consistent across all items and scales, this difference was rather small, about 0.25 on the five-point scale. Correlations between the self and company ratings were small but

significant for all scales, except for Emotional Awareness. Thus, self-ratings to some degree can be expected to go up and down with the company ratings. This is a small effect, so that the relationship might not be easily perceptible in a given person's DECQ® and DECQ-CF®.

Table 7

Comparisons and Correlations: Self-rating DECQ® & Corporate Family®-rating DECQ®-CF (N = 529)

Scale[1]	DECQ[2] Mean	DECQ SD	DECQ-CF Mean	DECQ-CF SD	r Correlation
Overall EI All 100 Items	3.69	.47	3.43	.64	.219**
Emotional Awareness	3.99	.61	3.24	.74	.066
Accurate Self-Assessment	3.94	.55	3.28	.72	.157**
Self-Confidence	3.64	.64	3.44	.72	.170**
Self-Control	3.54	.66	3.36	.68	.198**
Trustworthiness	4.12	.52	3.64	.74	.306**
Conscientiousness	3.89	.66	3.57	.75	.156**
Adaptability	3.84	.62	3.51	.71	.208**
Innovativeness	3.62	.62	3.41	.74	.184**
Achievement Drive	3.73	.60	3.54	.73	.195**
Commitment	3.69	.61	3.56	.76	.369**

Initiative	3.55	.65	3.36	.72	.124**
Optimism	3.51	.61	3.48	.70	.214**
Empathy	3.82	.67	3.30	.78	.271**
Service Orientation	3.98	.61	3.66	.80	.297**
Developing others	3.53	.61	3.29	.80	.254**
Leveraging Diversity	3.80	.70	3.57	.77	.410**
Political Awareness	3.34	.66	3.40	.74	.291**
Influence	3.25	.75	3.34	.74	.302**
Communication	3.50	.60	3.32	.72	.294**
Leadership	3.58	.64	3.48	.81	.183**
Change Catalyst	3.50	.65	3.35	.85	.207**
Conflict Management	3.51	.66	3.35	.75	.313**
Building Bonds	3.66	.63	3.47	.80	.194**
Collaboration	3.80	.58	3.45	.83	.264**
Team Capabilities	3.78	.62	3.54	.87	.205**

1. The DECQ descriptive also appear in Table 3 and Table 4.
2. All DECQ means are greater than DECQ-CF means at $p < .0005$

**$p < .01$

Summary and Conclusion

The Developing Emotional Competency Questionnaire® (DECQ®) was designed as a tool to measure Emotional Intelligence (EI) and its subcomponents with the ultimate outcome of enhancing or developing EI through interventions in Corporate Families® and the workplace. By identifying EI strengths and weaknesses, the DECQ® can guide mentoring and consultation with individuals and teams so as to improve organizational well-being, productivity, and profitability.

The DECQ® utilizes an individual competency or strength-based model, consisting of 25 characteristics, which are subsumed within the 5 domains that make up the 2 competencies of EI measured by the DECQ®. The test itself contains 100 items, so that each of the 25 EI characteristics is measured by four questions. Respondents are instructed to rate themselves on a Likert scale of 1 to 5, with higher ratings indicating better perceived performance. Content validity is based on the research with the Goleman's (1995) EI competency model with items written and revised to reflect the 25 characteristics of this approach to EI.

Table 8

Reliability Statistics for the DECQ 25 Characteristics (Sample 1, N = 438; Sample 2, N = 663)

Characteristics	Alpha Sample 1	Alpha Sample 2
Emotional Awareness	.672	.805
Accurate Self-Assessment	.543	.649
Self-Confidence	.750	.789
Self-Control	.769	.824
Trustworthiness	.695	.680
Conscientiousness	.759	.774
Adaptability	.773	.819
Innovativeness	.746	.719
Achievement Drive	.742	.777
Commitment	.761	.766
Initiative	.722	.739
Optimism	.667	.747
Empathy	.827	.828
Service Orientation	.809	.799
Developing Others	.755	.813
Leveraging Diversity	.803	.849
Political Awareness	.840	.832
Influence	.780	.811
Communication	.724	.797
Leadership	.736	.786
Change Catalyst	.792	.849
Conflict Management	.796	.807
Building Bonds	.794	.769
Collaboration	.788	.798
Team Capabilities	.806	.836

Note: The number of items for each of the DECQ 25 Characteristics is 4

Two independent, large samples with a combined total of 1,096 participants were used to determine the utility of the DECQ®. Data from the two samples are considered to be normally distributed. Furthermore, the assumptions of independence of observations, normality, and homogeneity of variance were upheld for the two samples. The internal consistency of the DECQ® was examined to evaluate the measure's reliability. The DECQ®'s five domains showed good to strong internal consistency. The DECQ®'s 25 characteristics also showed acceptable to strong internal consistency.

It was initially thought that a structure defined by the 5 domains would offer the best fit for the DECQ®, better than the 2 competencies or a 25-characteristic model. In other words, interpretation should focus on the 5 DECQ® domains. However, the 25 characteristic model provided the best fit with both Sample 1 and Sample 2. The findings suggest that one should likely interpret these 25 scales within the overall EI in its entirety, i.e., the DECQ® total score, with the possibility of referring to the 5 domains if they summarize the particular individual's item endorsement well. The combination of the two samples, N = 1096, provides the best reference group or normative group comparison.

With the DECQ-CF®, ratings by the participant of the Corporate Family® are available. Typically, the self-ratings are slightly higher than the Corporate Family® ratings so that most often participants rate themselves higher than they do the Corporate Family®. Also, the self-ratings are correlated to a very small degree with Corporate Family® ratings, but this relationship may not be obvious when one looks at the self-items.

Overall and in conclusion, these analyses support the use of the DECQ® as a tool in identifying self-perceived EI strengths and weaknesses as a way to target interventions in the Wilke et al. (2015), Corporate Family® Model.

References

Byrne, B. M. (1989). *A primer of LISREL: Basic applications and programming for confirmatory factor analytic models*. New York: Springer-Verlag.

Caruso, D.R., Mayer, J.D., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment, 79*, 306-320.

Cherniss, C., & Goleman, D. (Eds.) (2001). *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco: Jossey-Bass.

Goleman, D. (1995). *Emotional intelligence*. New York, NY England: Bantam Books, Inc.

Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. New York, NY: Bantam Books.

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology, 95(1)*, 54-78. doi:10.1037/a0017286

Lumley, T., Diehr, P., Emerson, S. and Chen L. (2002). The importance of the normality assumption in large public health data sets. Annual Review of Public. Health, 23: 151-169.

Newman, D. A., Joseph, D. L., & MacCann, C. (2010). Emotional intelligence and job performance: The importance of emotion regulation and emotional labor context. *Industrial and Organizational Psychology: Perspectives On Science And Practice, 3(2)*, 159-164. doi:10.1111/j.1754-9434.2010. 01218.x

Wilke, J. (2014). *A New Mixed Model Measure of Emotional Intelligence* (Unpublished doctoral dissertation). California School of Professional Psychology at Alliant International University, San Diego.

Wilke, S.D., Wilke, J.R.D., & Viglione, D.J. (2015). The Corporate Family® model of leadership development. *The Psychologist-Manager Journal*. doi.org/10.1037/mgr0000028

Wolff, S.B. (2005). *Emotional competence Inventory (ECI): Technical manual*.