

MSP Research Note

EQ Reliability and Validity

Introduction

This research note describes the reliability, validity and norms of the EQ. Evidence for these technical aspects of the instrument is presented against some of the key criteria in the EFPA Review Model for the Description and Evaluation of Psychological Tests (Bartram, 2002). The EFPA Review Model was produced to support and encourage the process of harmonising the reviewing of tests. It provides a standard set of criteria to assess the quality of tests. These cover the common areas of test review such as norms, reliability and validity.

Reliability

Internal consistency reliabilities

Table 1 presents internal consistency estimates based on Cronbach's coefficient alpha together with raw score and sten score SEMs. Overall, the EQ has good internal consistency reliability with a median scale reliability of 0.74. The picture across the four key EQ factors is as follows:

- **Reading people.** Key factor reliability is 0.91 and the primary scale reliabilities range from 0.73 to 0.86.
- **Using emotions.** Key factor reliability is 0.87 and the primary scale reliabilities range from 0.65 to 0.69.

- **Understanding emotions.** Key factor reliability is 0.91 and the primary scale reliabilities range from 0.74 to 0.81.
- **Managing emotions.** Key factor reliability is 0.88 and the primary scale reliabilities range from 0.67 to 0.82.

The EIQ primary scale Sten score SEms range from 1.01 to 1.6. This means that there is a 68% likelihood that the person's true score on the primary scales will be 1-1.5 Stens either side of the observed score. The Sten score SEM bands around the key factor scores are smaller (about 1) because the reliabilities are higher.

Table1. EIQ internal consistency reliabilities (n = 1,621)

Scale	Alpha	Mean	SD	Raw score SEM	Sten score SEM
Reading people	0.91	121.11	16.28	4.86	0.66
Using emotions	0.87	107.82	14.45	5.27	0.79
Understanding emotions	0.91	126.47	14.48	4.42	0.66
Managing emotions	0.88	117.27	15.20	5.31	0.70
Self-analysis	0.73	31.65	4.34	2.24	1.41
Analysis of others	0.77	31.71	4.73	2.28	1.31
Self-expression	0.86	27.83	6.40	2.39	1.06
Discrimination	0.78	29.92	4.63	2.19	1.35
Thinking	0.65	27.26	4.36	2.59	1.61
Judgment	0.68	26.91	4.38	2.49	1.57
Sensitivity	0.67	25.26	4.80	2.76	1.62
Problem solving	0.69	28.39	4.48	2.49	1.51
Symptoms	0.74	32.38	4.21	2.16	1.39
Causes	0.79	33.26	3.94	1.80	1.13
Complexity	0.78	30.84	4.75	2.22	1.33
Transitions	0.81	29.99	4.96	2.16	1.24
Openness	0.69	30.44	4.32	2.41	1.51
Monitoring	0.67	26.90	4.77	2.73	1.61
Self-control	0.82	27.26	6.13	2.63	1.27
Managing others	0.79	32.67	4.73	2.18	1.30
Impression management	0.68	23.68	4.88	2.77	1.44

Construct Validity

Scale intercorrelations

Table 2 shows the intercorrelations of the EIQ scales. The median primary scale intercorrelation is 0.37 and the strongest correlations are often between the scales that make up each of the four factors.

In order to determine how well a questionnaire differentiates between the different dimensions it is designed to measure, it is necessary to correct the correlations for unreliability. A correlation needs to be divided by the square root of the product of the two variables' reliability to determine what the correlation between the two variables would be if the variables' reliabilities were perfect. If two scales share less than 50% reliable variance, then we can be reasonably certain that they are independent.

Table 3 shows the percentage of common reliable variance for the EIQ scales. Across the primary scales, 78% of the primary scale factor pairs share less than 50% common reliable variance and the remainder share more than 50%. Within the four key factors, there is less differentiation between the scales, but outside the key factors, the primary scales show a reasonable degree of independence.

Standard error of difference

The Standard Error of Difference (SEd) helps us determine the size of the gap that you need to see between a person's scores on any two scales before you can conclude that the difference is real. The SEd depends on the reliability of the scales – the higher the reliability the smaller the SEd is. If there are two full SEds between the scores on two scales, then there is a 95% likelihood that there is a real difference.

Table 4 shows that the SEds for the key factors are approximately 1 whereas the SEds for the primary scales are higher at 1.5-2. This reflects the differences in reliabilities (Table 1). So a difference of 2 Stens or more at the key factor level is likely to constitute a real difference whereas at the trait level, you need to see a difference of 3-4 Stens before you infer that the candidate has more of one trait than the other – for example, John is more skilled at reading people than using his emotions.

Factor analysis

Principal factors extraction with varimax rotation was performed on the EIQ scales on a sample of 1,622 respondents (see Table 5). The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.92, well above 0.6 required for a good factor analysis.

Four factors were extracted accounting for 72% of the variance. The variables were on the whole well-defined by the factor solution. Community values were moderate to fairly high. With a cut-off of 0.40 for the inclusion of a scale in the interpretation of a factor, all the sixteen scales loaded on at least one of the four factors.

Table 2. Intercorrelations of EIQ scales (n = 1,621)

	Reading people	Using emotions	Understanding emotions	Managing emotions	Self-analysis	Analysis of others	Self-expression	Discrimination	Thinking	Judgment	Sensitivity	Problem solving	Symptoms	Causes	Complexity	Transitions	Openness	Monitoring	Self-control	Managing others	Impression management
Reading people	1.00	0.43	0.78	0.75	0.82	0.83	0.82	0.77	0.35	0.29	0.10	0.65	0.55	0.49	0.71	0.75	0.79	0.57	0.36	0.64	0.20
Using emotions		1.00	0.32	0.14	0.49	0.39	0.33	0.20	0.86	0.84	0.72	0.79	0.24	0.21	0.27	0.30	0.43	0.05	-0.27	0.34	-0.21
Understanding emotions			1.00	0.73	0.65	0.73	0.52	0.68	0.24	0.20	0.06	0.54	0.74	0.75	0.89	0.84	0.69	0.57	0.41	0.60	0.17
Managing emotions				1.00	0.60	0.70	0.56	0.59	0.09	0.06	-0.19	0.49	0.48	0.44	0.66	0.73	0.74	0.82	0.78	0.70	0.32
Self-analysis					1.00	0.61	0.62	0.47	0.40	0.35	0.18	0.65	0.43	0.42	0.56	0.65	0.69	0.45	0.22	0.56	0.16
Analysis of others						1.00	0.49	0.67	0.30	0.26	0.11	0.58	0.54	0.47	0.66	0.68	0.68	0.51	0.36	0.64	0.14
Self-expression							1.00	0.41	0.29	0.22	0.05	0.51	0.31	0.30	0.50	0.53	0.62	0.42	0.25	0.47	0.21
Discrimination								1.00	0.16	0.14	-0.01	0.37	0.55	0.44	0.59	0.60	0.56	0.49	0.36	0.41	0.10
Thinking									1.00	0.72	0.47	0.60	0.19	0.17	0.21	0.22	0.37	-0.04	-0.24	0.30	-0.17
Judgment										1.00	0.43	0.58	0.18	0.14	0.17	0.17	0.30	-0.01	-0.20	0.20	-0.20
Sensitivity											1.00	0.37	0.05	0.06	0.03	0.04	0.16	-0.18	-0.51	0.09	-0.31
Problem solving												1.00	0.36	0.32	0.48	0.56	0.57	0.40	0.12	0.51	0.01
Symptoms													1.00	0.46	0.51	0.47	0.49	0.34	0.25	0.44	0.09
Causes														1.00	0.60	0.45	0.46	0.31	0.24	0.37	0.09
Complexity															1.00	0.73	0.61	0.53	0.38	0.53	0.16
Transitions																1.00	0.66	0.63	0.42	0.57	0.18
Openness																	1.00	0.47	0.31	0.58	0.16
Monitoring																		1.00	0.66	0.35	0.20
Self-control																			1.00	0.27	0.34
Managing others																				1.00	0.23
Impression management																					1.00

Table 3. Percentage of common reliable variance (n = 1,621)

	Using emotions	Understanding emotions	Managing emotions	Self-analysis	Analysis of others	Self-expression	Discrimination	Thinking	Judgment	Sensitivity	Problem solving	Symptoms	Causes	Complexity	Transitions	Openness	Monitoring	Self-control	Managing others	Impression management
Reading people	23	74	70	100	100	85	83	21	14	2	67	46	34	70	76	99	53	18	56	6
Using emotions		13	2	37	22	14	6	133	121	89	104	9	6	11	13	31	0	10	17	8
Understanding emotions			66	63	77	35	65	10	6	0	46	83	79	112	96	77	53	22	50	4
Managing emotions				56	72	41	50	1	1	6	40	36	28	63	76	89	114	85	71	17
Self-analysis					65	60	39	34	24	7	83	35	30	55	71	94	41	8	53	5
Analysis of others						36	75	18	13	2	64	52	36	72	74	86	50	20	68	4
Self-expression							25	15	8	0	43	16	14	38	41	66	30	9	33	8
Discrimination								5	4	0	26	53	32	57	56	59	45	21	28	2
Thinking									119	51	81	7	5	8	9	31	0	11	17	7
Judgment										41	71	6	3	5	5	19	0	7	8	9
Sensitivity											30	1	1	0	0	5	7	47	1	21
Problem solving												25	18	42	55	69	34	2	48	0
Symptoms													36	45	37	47	23	11	33	2
Causes														57	32	39	18	9	22	2
Complexity															85	69	53	23	45	5
Transitions																79	72	27	52	6
Openness																	47	17	62	6
Monitoring																		79	23	9
Self-control																			12	21
Managing others																				10

Table 4. SEd of EIQ scales (n = 1,621)

	Using emotions	Understanding emotions	Managing emotions	Self-analysis	Analysis of others	Self-expression	Discrimination	Thinking	Judgment	Sensitivity	Problem solving	Symptoms	Causes	Complexity	Transitions	Openness	Monitoring	Self-control	Managing others	Impression management	
Reading people	1.03	0.93	0.96	1.56	1.47	1.25	1.50	1.74	1.70	1.75	1.65	1.54	1.31	1.49	1.41	1.65	1.74	1.43	1.46	1.59	
Using emotions		1.03	1.05	1.61	1.53	1.32	1.56	1.79	1.76	1.80	1.70	1.60	1.37	1.55	1.47	1.70	1.79	1.49	1.52	1.64	
Understanding emotions			0.96	1.56	1.47	1.25	1.50	1.74	1.70	1.75	1.65	1.54	1.31	1.49	1.41	1.65	1.74	1.43	1.46	1.59	
Managing emotions				1.57	1.49	1.27	1.52	1.76	1.72	1.76	1.67	1.56	1.33	1.51	1.43	1.66	1.76	1.45	1.48	1.61	
Self-analysis					1.92	1.76	1.95	2.14	2.11	2.14	2.06	1.98	1.80	1.94	1.88	2.06	2.14	1.89	1.92	2.02	
Analysis of others						1.69	1.88	2.08	2.05	2.08	2.00	1.91	1.73	1.87	1.81	2.00	2.08	1.82	1.85	1.95	
Self-expression							1.71	1.93	1.89	1.93	1.84	1.75	1.55	1.70	1.63	1.84	1.93	1.65	1.68	1.79	
Discrimination								2.10	2.07	2.10	2.02	1.94	1.76	1.89	1.83	2.02	2.10	1.85	1.87	1.97	
Thinking									2.25	2.28	2.21	2.13	1.97	2.09	2.03	2.21	2.28	2.05	2.07	2.16	
Judgment										2.25	2.18	2.10	1.93	2.06	2.00	2.18	2.25	2.02	2.04	2.13	
Sensitivity											2.21	2.13	1.97	2.09	2.04	2.21	2.28	2.05	2.07	2.17	
Problem solving												2.05	1.88	2.01	1.95	2.14	2.21	1.97	1.99	2.09	
Symptoms													1.79	1.93	1.86	2.05	2.13	1.88	1.90	2.00	
Causes														1.74	1.68	1.88	1.97	1.69	1.72	1.83	
Complexity															1.82	2.01	2.09	1.84	1.86	1.96	
Transitions																1.95	2.03	1.77	1.80	1.90	
Openness																	2.21	1.97	1.99	2.09	
Monitoring																		2.05	2.07	2.16	
Self-control																				1.81	1.92
Managing others																					1.94

The rotated factor matrix provides some evidence for the four factor concept model but the rotation falls well short of Thurstone's criterion of simple structure (Thurstone, 1947). Six of the variables in the solution were complex - that is, they loaded on more than one factor. These were: Analysis of others, Sensitivity, Problem solving, Complexity, Transitions, Openness and Monitoring.

Table 5. Factor loadings, communalities, percents of variance and covariance for principal components extraction and varimax rotation on EIQ scales (n = 1,621)

Scale	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Self-analysis	0.74	0.30	0.28	0.04	0.73
Analysis of others	0.52	0.59	0.25	0.21	0.72
Self-expression	0.82	0.10	0.11	0.09	0.71
Discrimination	0.30	0.68	0.13	0.29	0.65
Thinking	0.23	0.08	0.83	-0.24	0.80
Judgment	0.08	0.09	0.91	-0.12	0.85
Sensitivity	0.15	0.07	0.43	-0.68	0.68
Problem solving	0.56	0.22	0.65	0.05	0.79
Symptoms	0.15	0.77	0.16	0.11	0.66
Causes	0.24	0.77	-0.03	-0.07	0.65
Complexity	0.52	0.64	0.07	0.18	0.72
Transitions	0.65	0.47	0.12	0.28	0.74
Openness	0.71	0.41	0.22	0.09	0.73
Monitoring	0.45	0.29	0.04	0.66	0.73
Self-control	0.22	0.23	-0.15	0.84	0.83
Managing others	0.65	0.35	0.13	0.07	0.57
Percent of variance	45.1	16.6	6.1	4.5	
Percent of covariance	62.4	23.0	8.4	6.2	

Main factor loadings are shown in bold.

Relationship to other measures

In order to assess whether the EIQ measures aspects of emotional style, we included marker variables in the test development questionnaire. These markers were taken from the International Personality Item Pool (2001). Table 6 shows the relationships between these marker variables and 12 out of 17 EIQ scales. The correlations between the EIQ scales and the marker variables are in the range of 0.42 to 0.76 with a median correlation of 0.62.

Criterion-related validity

Table 7 shows the correlations between EIQ scale scores and job appraisal ratings. This is based on a sample of 1,302 respondents who completed the EIQ on the internet. Respondents were asked to report how their manager assessed their performance at their last performance appraisal using a 4-point scale (excellent, good, satisfactory, poor) and to assess their own performance. Combined ratings shown in the table are the sum of the manager's assessment and the test taker's self-assessment.

There are statistically significant correlations at 0.2-0.3 between job performance and three of the key factors: Reading People, Understanding Emotions and Managing Emotions. These correlations are consistent with those reported in the literature for personality assessment instruments. For example, Robertson (1997) notes that even with meta-analytic corrections, the upper limits for the validity of personality variables against overall work performance variables are in the range of 0.25 to 0.4.

Regression analysis was used to help understand the contribution of the different areas of emotional intelligence to job appraisal ratings. A standard multiple regression was performed between managerially and self-assessed job performance combined as the dependent variable and the EIQ key factor scales as the independent variables.

Table 7 displays the correlations between the variables, the unstandardised regression coefficients (B), the semi-partial correlations (sr^2) and R, R^2 and adjusted R^2 . For the combined ratings, R for regression was significantly different from zero, $F(4, 1355) = 49.13, p < 0.001$. Altogether, 12% of the variability in job performance ratings was accounted for by the EIQ scores.

Table 6. Correlations between EIQ scales and marker variables (n = 1,621)

Scale	R	Marker variable
Self-analysis	0.70	Attending to emotions
Analysis of others	0.62	Social/Personal/Emotional Intelligence
Self-expression	0.76	Expressiveness
Discrimination	0.59	Attending to emotions
Thinking	0.50	Emotion-based decision making
Judgment	0.55	Emotion-based decision making
Sensitivity	0.68	Tranquillity
Problem solving	0.62	Emotion-based decision making
Symptoms	-	No equivalent or similar scale in IPIP database
Causes	-	
Complexity	-	
Transitions	-	
Openness	0.59	Emotionality
Monitoring	0.42	Warmth
Self-control	0.56	Negative expressivity
Managing others	0.66	Understanding
Impression management	0.66	Impression management

Table 7. Standard multiple regression of EIQ factors on job performance ratings (n=1,355)

Variables	Job performance (DV)	Reading people	Using emotions	Understanding emotions	Managing emotions	B	Beta	Unique
Reading people	0.30	1.00	0.42	0.77	0.75	0.01**	0.14	0.01
Using emotions	0.01	0.42	1.00	0.29	0.13	-0.01**	-0.08	0.01
Understanding emotions	0.27	0.77	0.29	1.00	0.73	0.00	0.01	0.00
Managing emotions	0.34	0.75	0.13	0.73	1.00	0.02**	0.24	0.01
Intercept =						2.94		
Means	6.34	121.39	107.54	126.60	117.79	$R^2 = 0.13^a$		
Standard deviations	1.39	16.12	14.33	14.33	15.03	Adjusted $R^2 = 0.12$		
						$R = 0.36^{**}$		

** $p < 0.01$. ^a Unique variability = 0.03; joint variability = 0.09.

Norms

Norms for the EIQ were created from users completing the test on the Internet. A sample of 1,500 respondents between the ages of 16 and 65 with equal numbers of men and women was created. The age, racial and country characteristics of the sample are shown in Tables 8-10:

- The mean age of respondents was 37.2 with a standard deviation of 12. The majority of respondents were between the ages of 21 and 50 with roughly equal numbers in the 21-30, 31-40 and 41-50 age groups.
- Two thirds of respondents described themselves as White, 7.6% said they were Asian, 7% said they were Black, and 4.2% of a mixed background.
- Approximately half of the respondents were from the United States and one fifth from the United Kingdom. About a fifth of respondents were from Canada and Australia and New Zealand.

Table 8. Age and gender characteristics of EIQ norms (n = 1,500)

Gender	up to 20	21-30	31-40	41-50	51-60	over 60	Total
Women	60	178	199	202	102	9	750
	8.00%	23.73%	26.53%	26.93%	13.60%	1.20%	100.00%
Men	77	179	198	177	105	14	750
	10.27%	23.87%	26.40%	23.60%	14.00%	1.87%	100.00%
Total	137	357	397	379	207	23	1500
	9.13%	23.80%	26.47%	25.27%	13.80%	1.53%	100.00%

Table 9. Racial characteristics of EIQ norms (n = 1,500)

Race	Female	Male	Total
White	533	497	1030
	71.07%	66.27%	68.67%
Asian	46	68	114
	6.13%	9.07%	7.60%
Black	47	58	105
	6.27%	7.73%	7.00%
Mixed	27	36	63
	3.60%	4.80%	4.20%
Spanish/Hispanic/Latino	31	30	61
	4.13%	4.00%	4.07%
Chinese	4	9	13
	0.53%	1.20%	0.87%
Other	62	52	114
	8.27%	6.93%	7.60%
All races	750	750	1500
	100.00%	100.00%	100.00%

Table 10. Country distribution of EIQ norms (n = 1,500)

Country	Female	Male	Total
United States	351	356	707
	46.80%	47.47%	47.13%
United Kingdom	151	141	292
	20.13%	18.80%	19.47%
Canada	65	65	130
	8.67%	8.67%	8.67%
Australia & New Zealand	61	56	117
	8.13%	7.47%	7.80%
Other	122	132	254
	16.27%	17.60%	16.93%
All countries	750	750	1500
	100.00%	100.00%	100.00%

Table 11. EIQ general population norms (n = 1,500)

Scale	Sten										Scale	Mean	SD
	1	2	3	4	5	6	7	8	9	10			
Self-analysis	8-20	21-23	24-26	27-29	30-31	32-33	34-35	36-37	38	39-40	Self-analysis	31.57	4.41
Analysis of others	8-20	21-23	24-26	27-29	30-31	32-33	34-36	37-38	39	40	Analysis of others	31.66	4.72
Self-expression	8-13	14-16	17-20	21-23	24-28	29-31	32-33	34-36	37-38	39-40	Self-expression	27.69	6.42
Discrimination	8-18	19-22	23-25	26-27	28-29	30-31	32-33	34-36	37-38	39-40	Discrimination	30.00	4.61
Thinking	8-16	17-19	20-22	23-24	25-26	27-28	29-31	32	33-35	36-40	Thinking	27.06	4.56
Judgment	8-16	17-19	20-21	22-24	25-26	27-28	29-30	31-32	33-35	36-40	Judgment	26.76	4.57
Sensitivity	8-14	15-17	18-19	20-21	22-24	25-27	28-29	30-31	32-34	35-40	Sensitivity	24.87	4.99
Problem solving	8-18	19-20	21-23	24-25	26-27	28-30	31	32-34	35-36	37-40	Problem solving	28.21	4.62
Symptoms	8-23	24-25	26-27	28-30	31	32-33	34-36	37-38	39	40	Symptoms	32.40	4.13
Causes	8-24	25-27	28-29	30-31	32	33-34	35-37	38	39	40	Causes	33.33	3.96
Complexity	8-20	21-23	24-25	26-28	29-30	31-32	33-35	36-37	38-39	40	Complexity	30.92	4.64
Transitions	8-17	18-21	22-24	25-27	28-30	31	32-34	35-36	37-38	39-40	Transitions	30.03	5.00
Openness	8-20	21-23	24-25	26-27	28-30	31-32	33	34-36	37-38	39-40	Openness	30.35	4.36
Monitoring	8-16	17-18	19-21	22-24	25-27	28-29	30-31	32-33	34-35	36-40	Monitoring	27.08	4.72
Self-control	8-14	15-17	18-21	22-24	25-27	28-30	31-33	34-36	37-38	39-40	Self-control	27.79	6.06
Managing others	8-19	20-24	25-27	28-30	31-32	33-34	35-36	37-38	39	40	Managing others	32.46	4.78
Impression management	8-14	15-16	17-18	19-20	21-23	24-25	26-28	29-30	31-33	34-40	Impression management	23.96	4.87

Table 12. Percentiles for EIQ scales (n= 1,500)

Raw Score	Self-analysis	Analysis of others	Self-expression	Discrimination	Thinking	Judgment	Sensitivity	Problem solving	Symptoms	Causes	Complexity	Transitions	Openness	Monitoring	Self-control	Managing others	Impression management
8																	
9																	
10																	
11			1														
12			1		1	1	1								1		1
13			2		1	1	1								1		1
14			3		1	1	2								2	1	2
15			4		1	1	3					1		1	3	1	4
16			6	1	2	2	4	1				1		2	4	1	6
17		1	7	1	2	3	6	1			1	1	1	3	6	1	9
18	1	1	10	2	4	4	10	2			1	3	1	5	8	1	13
19	1	1	12	2	5	6	15	4		1	1	3	1	7	10	1	18
20	2	2	15	3	7	9	20	6		1	2	5	2	10	12	2	25
21	3	3	18	5	11	12	24	8		1	3	6	3	12	16	3	32
22	4	4	22	6	15	16	32	11	1	1	5	8	5	16	20	3	40
23	5	5	25	8	20	20	38	15	2	2	6	10	6	21	24	5	46
24	7	8	31	12	27	28	47	21	4	2	9	15	10	28	30	6	56
25	10	11	34	16	34	36	54	26	5	3	12	17	13	34	34	9	64
26	13	14	40	21	44	47	63	34	9	4	17	22	18	42	40	11	71
27	16	18	45	25	52	55	69	41	12	6	21	27	24	49	45	13	77
28	20	23	50	32	62	66	77	51	17	9	28	32	31	58	52	18	82
29	25	29	55	40	70	73	82	60	22	12	34	39	39	67	58	22	87
30	35	36	61	53	78	80	88	69	30	18	43	48	48	78	64	28	91
31	44	44	67	62	84	86	91	76	37	25	52	57	57	84	69	36	94
32	56	56	77	74	90	91	94	84	57	47	64	70	69	89	77	46	96
33	67	65	83	80	94	94	96	89	64	58	71	78	78	92	82	56	97
34	76	73	87	85	96	96	98	92	71	66	79	84	85	96	87	63	98
35	83	78	91	89	97	98	98	94	76	71	84	88	90	97	91	73	99
36	88	84	93	92	99	99	99	96	83	78	89	92	93	98	93	81	
37	92	89	95	95				98	87	83	92	94	95	99	95	86	
38	95	93	97	97				99	90	87	95	96	97		97	91	
39	98	97	98	98					94	92	97	98	99		99	96	
40	99	99	99	99					99	99	99	99				99	

References

Bartram, D. (2002). *EFPA Review Model for the Description and Evaluation of Psychological Tests: Notes for Reviewers*. www.efpa.be: European Federation of Psychologists' Associations.

International Personality Item Pool (2001). *A Scientific Collaboratory for the Development of Advanced Measures of Personality Traits and Other Individual Differences*. Internet Web Site: <http://ipip.ori.org>.

Robertson, I. T., *Personality and Work Behaviour (1997)* Keynote Address to 2nd Australian Industrial and Organizational Psychology Conference.

© 2004-2010, myskillsprofile
www.myskillsprofile.com