

Zeroing In on Star Performance

Diana Durek & Wendy Gordon

More than any other indices designed to predict performance, measures of emotional intelligence (EI) are showing real payoff power when it comes to workplace success. Over a decade of research has consistently demonstrated that those with higher EI, as measured by the Emotional Quotient Inventory (known as the EQ-i[®]), are more likely to perform at high levels than their less emotionally intelligent co-workers (e.g., Jae, 1997; Sitarenios & Stein, 1998; Bachman, Stein, Campbell, & Sitarenios, 2000). While IQ and technical skills are a requirement for many roles, once a person is in a given job, IQ no longer discriminates between those who succeed and those who do not (Cherniss, 2000). As you will see, factors such as empathy, assertiveness, optimism, and the ability to tolerate stress and control impulses are strong indicators of star performance. As top organizations replace less effective selection and development activities with ones based on EI, they are beginning to document real bottom-line impact in the form of reduced turnover, increased customer satisfaction, higher productivity, better engagement, and improved leadership.

Emotional intelligence can be improved through training, and thus, provides an excellent means of identifying strengths and potential growth edges, as well as measuring the effectiveness of individual and organizational development initiatives. Since studies (see Stein & Book, 2000) show that emotional intelligence accounts for 15–45% of work success, even the most intelligent or highly technically qualified person

may not have the emotional make-up to handle the demands of the job environment effectively. Research studies have demonstrated that it is emotional intelligence that predicts effective transformational leadership skills and leadership performance (Barling, Slater, & Kelloway, 2000), and that the absence of emotional intelligence is related to career derailment (Ruderman, Hannum, Leslie, & Steed, 2001). With companies pouring huge amounts of money into selecting and retaining human capital, it's no wonder these studies are revolutionizing how we hire and train talent.

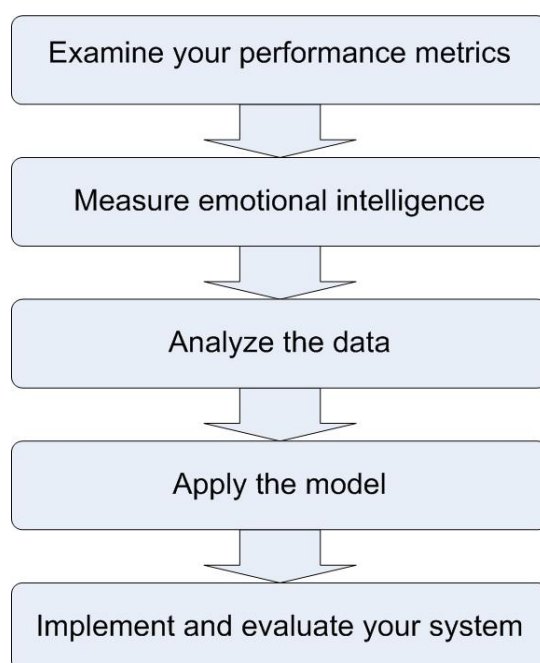
Some of the most dramatic changes are happening in organizations that recognize that certain emotional and social skills are critical in specific roles, and embed these skills into their human capital strategy through selection, goal-setting, and development. These are the organizations that hone in on their star performers and figure out what makes them stand out. They then actively seek and train individuals to match these skill sets. For some organizations, this process can seem daunting, but there are principles and best practices that apply—no matter the size, budget, sector, or culture—to help ensure that your organization determines the key aspects of emotional functioning to its best advantage.

At MHS, the international publisher of the EQ-i, our specialists and partners have worked with thousands of organizations—including a significant number of Fortune 500 companies—to help build EQ-i-based selection and development programs tailored to their needs. The best practices and real-life cases presented in this chapter highlight some of the premiere work examining the role of emotional intelligence and top performance in today's work world. Probably one of the most defining features of the EQ-i model is the framework it provides for coaching and development. Unlike cognitive

skills, a person's emotional intelligence is not fixed at a young age and can therefore be taught and enhanced with practice. It is this opportunity for growth upon which top organizations are building development programs that focus on the unique set of EI skills that predict success within a given job in a given organizational culture. But how do you know which skills are critical for success?

The five-step process presented in this chapter and summarized in Figure 1 represents the best practices for building star performer programs used by leading organizations throughout the world. The data are real, and often so compelling that many well-known organizations with major international profiles are reluctant to identify themselves as EQ-i users precisely because they wish to protect the competitive advantage conferred on them by using EI-based star performer systems. What these organizations share is a winning formula for hiring and developing top performers in the workplace.

Figure 1. The Star Performer Five-Step Process



Step 1. Examine your performance metrics

Meet Telplus (a pseudonym used here to protect the company's privacy). Telplus is a large, international telecommunications firm employing more than 8500 employees. The company provides a full range of internet, data, voice, mobile, and fixed line calling services, with revenue over \$3.5 billion in fiscal year 2005. That same year, Telplus contracted an experienced EI consultant to help them improve leadership within the company. To fully understand what's important to the organization, the consultant gathered performance data for over 70 senior leaders across Client Services, Sales, Finance, Marketing, HR, and IT and a statistician divided the leaders into performance groups. As in many organizations, three criteria were used to measure performance at Telplus:

1. Engagement:

Expressed as a percentage of the individual's direct reports who are engaged based on a series of questions answered by the direct reports themselves. The questions were based on one of the major engagement models and were customized for Telplus. The senior managers who scored in the top one-third were assigned to a "high" group; those who scored in the bottom one-third were assigned to a "low" group.

2. Leader Competency Model:

Measured by self- and 360-degree ratings collected from managers, peers, and direct reports, this metric is a reflection of the degree on a five-point scale to which the individual effectively:

- 1. Thinks strategically**
- 2. Makes effective decisions**

3. Manages time
4. Encourages innovation
5. Sets goals
6. Motivates and develops others
7. Fosters communication
8. Meets customers' needs

Competency is expressed as a score out of five. The score is calculated by averaging all raters' scores in each of the eight areas, then averaging the eight scores for each leader to yield a total competency score. Those who scored in the top one-third were assigned to "high" group; those who scored in the bottom one-third were assigned to a "low" group.

3. Goal Attainment:

Three performance groups were created based on the percentage of goals achieved. Each individual was ranked between one and three, with three being the highest performing group, and one being the lowest. Figure 2 highlights how individuals in the top performance group fared on goal attainment compared to low performers.

Figure 2. Goal Attainment Criteria at Telplus

Performance Group	Goals Attained
1	Not Met (Less than 95%)
2	Met (95%–100%)
3	Exceed (More than 100%)

These groupings identified those workers who really excelled at Telplus, compared to those who were falling short so that differentiating features of each group could be compared. Next, the consultant prepared to measure the emotional

intelligence variables of all the leaders. The results of this step are used in step 3, and therefore this process can be conducted simultaneously with step 2, or perhaps after EI is measured. However, it is first advisable to determine whether sufficient performance data are available to conduct such a study.

Step 2. Measure emotional intelligence

Any organization can benefit from engaging the principles of EI; however, applying an instrument such as the EQ-i is more effective because it was developed from a theoretical model, has been used by over one million respondents, and, as this chapter will later demonstrate, has proven itself to be one of the singular most predictive assessments in measuring workplace success. Part of the EQ-i's primacy lies in its intuitive model, which breaks down the concept of EI into five composites, and further into fifteen subscales. These fifteen factors, often dubbed "the building blocks of emotional intelligence" have been shown to predict a person's effectiveness in work and home life, influencing both cognitive and non-cognitive abilities such as conflict resolution, problem solving, coping, memory, and critical thinking. Consider the next time you have to make a decision under an immense amount of pressure. If you take a moment to suspend your impulses, consider how your mood is influencing your perception, and then choose how to respond, you'll realize just what a difference emotional intelligence makes. Instead of reacting in a state of panic, you will be better able to examine all the relevant information and make a successful decision. The fifteen EQ-i factors are shown in Figure 3.

Figure 3. Skills Assessed by the EQ-i

EQ-i® Scales	The EI Skills Assessed by Each Scale
Intrapersonal	Self-awareness and self expression:
Self-Regard	To accurately perceive, understand and accept oneself
Emotional Self-Awareness	To be aware of and understand one's emotions
Assertiveness	To effectively and constructively express one's emotions and oneself
Independence	To be self-reliant and free of emotional dependency on others
Self-Actualization	To strive to achieve personal goals and actualize one's potential
Interpersonal	Social awareness and interpersonal relationship:
Empathy	To be aware of and understand how others feel
Social Responsibility	To identify with one's social group and cooperate with others
Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others
Stress Management	Emotional management and regulation:
Stress Tolerance	To effectively and constructively manage emotions
Impulse Control	To effectively and constructively control emotions
Adaptability	Change management:
Reality-Testing	To objectively validate one's feelings and thinking with external reality
Flexibility	To adapt and adjust one's feelings and thinking to new situations
Problem-Solving	To effectively solve problems of a personal and interpersonal nature
General Mood	Self-motivation:
Optimism	To be positive and look at the brighter side of life
Happiness	To feel content with oneself and life in general

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The EQ-i was the first scientifically validated instrument produced for the purpose of assessing emotionally intelligent behavior. It was developed from the comprehensive integration of theoretical knowledge and empirical sophistication guided by state-of-the-art psychometric methodology. Age- and gender-specific norms are available based on a normative sample that exceeds 3,800. Development of this instrument, following scientific methodology, ensures that it assesses emotional and social functioning in a dependable and consistent manner. Without this careful attention to development, obtained scores could not be compared to a yardstick, and would, thus, be irrelevant. Without norms, scores would be merely numbers, and could provide no useful information. Researched and developed in accordance with the highest test development standards, including ongoing analyses to examine the relationships between EQ-i scores and gender, age, culture, race, and occupation, the EQ-i is a reliable choice for star performer studies.

The EQ-i consists of 125 first-person (or self-rated) statements, each with five (Likert scale) response options ranging from “Seldom or never true of me” to “Often or always true of me.” Respondents can complete the inventory online or on paper in about 15 minutes. To ensure conventional levels of statistical significance in star performer studies, it is recommended that a minimum of 70 individuals be tested for emotional intelligence. This threshold poses a challenge for smaller organizations or those wishing to develop a star performer model for unique positions in which only a handful of individuals are employed. In situations such as these, the principles of EI can be used in selection and development without a predictive model that has been empirically derived (see Step 4 later in this chapter). Telplus’ goal was to understand

the relationship between their performance criteria and emotional intelligence. With the target group established, the senior leaders completed the 125-item EQ-i online, responding to questions related to the fifteen building blocks of emotional intelligence.

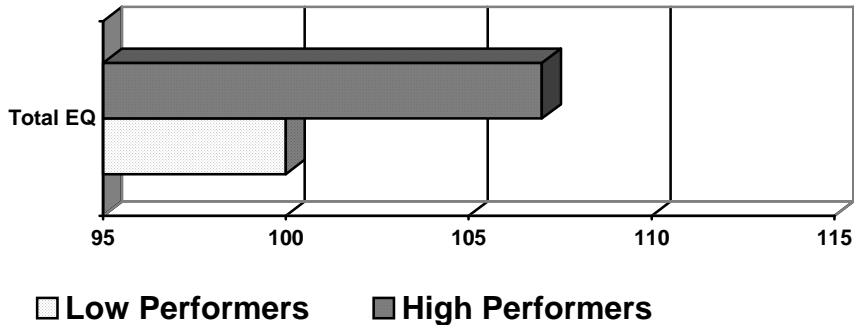
Step 3. Analyze the data

The first step in analyzing your EI data is to ensure that the data are valid, or in other words, that they give an accurate reflection of one's self-reported emotional and social functioning. If an average test takes fifteen minutes to complete, you might consider removing tests that were taken in eight minutes or less, or ones in which respondents used a recognizable response pattern (such as 1,2,3,4,1,2,3,4). These results are labeled "invalid" by the EQ-i due to the likelihood that they do not represent a person's actual responses. Another advantage of the EQ-i is its ability to flag respondents who present an unusually positive view of themselves; those with elevated scores on Positive Impression (PI) can be removed from the sample so as not to skew the results. The PI score is considered elevated if the score exceeds two standard deviations from the mean (30 points). Once invalid test protocols have been removed, a valid set of data remains that can be analyzed by the statistician or similarly trained professional. Often, this step is best performed by an outside consultant since connecting names with performance ratings and EQ-i scores is generally a highly confidential activity. Prior to completing the inventory, the administrator is responsible for informing respondents of who will have access to their results.

Calculation of the contrasting EI skill levels involves comparing each performance group's scores across the fifteen EQ-i factors. By averaging the Total EQ scores of the individuals in each "high" group, we can see the emotional intelligence of

the top performers in the organization. Repeat the calculation for those in the “low” groups, and you have the average EI of the low performers. Since Telplus identified three performance criteria, resulting scores compared high versus low scorers in engagement, leader competency, and goal attainment. Like many IQ tests, a score of 100 on the EQ-i represents an individual with average emotional and social functioning. Figure 4 shows the Total EQ of high versus low performers with respect to leader competency. As you can see, those with high leader competency had significantly ($p < .05$) higher EQ-i scores than those with low competency, suggesting that emotional intelligence is related to workplace success.

Figure 4. Total EQ of Telplus Leaders by Leader Competency Rating

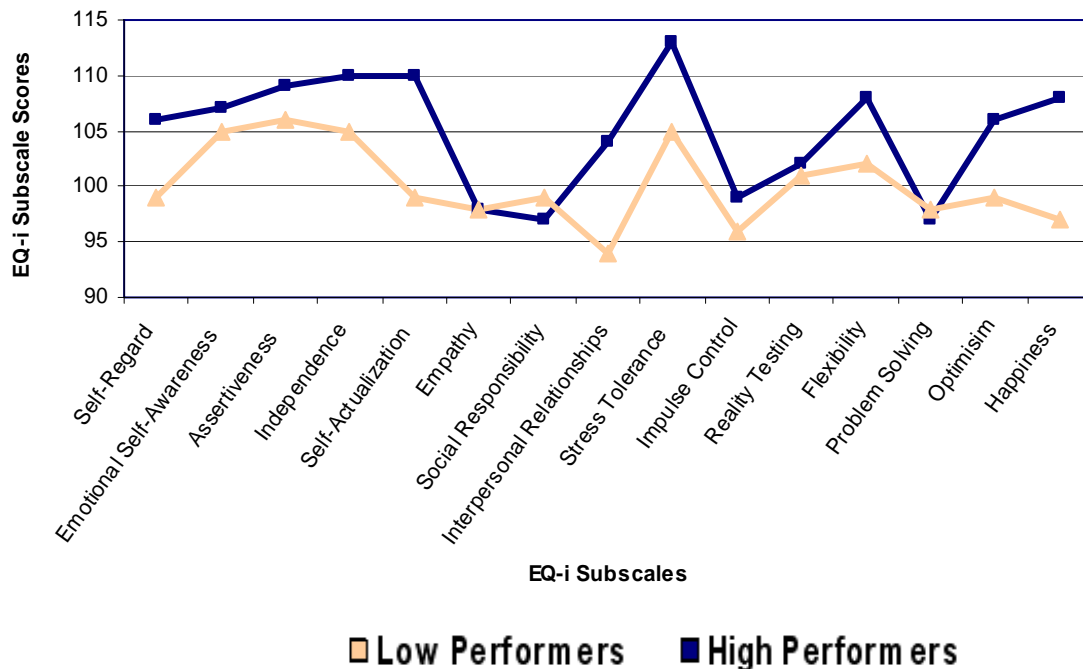


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The relationship of emotional and social functioning to performance is a persuasive statistic when aiming to reframe an organization’s selection and development strategies, but it is not the star performer model itself. Powerful predictive models zero in at the micro level, thin slicing the specific skills that make a person successful in a given role in a given organization. What makes a successful customer

service representative in a call centre that values speed and accuracy may be different at another that values a friendly and pleasant customer experience. Predictive models using the EQ-i have higher potency (statistical significance) and are much easier to train toward when framed in terms of the fifteen building blocks of emotional intelligence. Figure 5 illustrates the emotional and social functioning of the Telplus leaders, this time broken down by subscale. Once again, the trend is that higher scorers in leader competency have higher EQ-i scores than lower ones, but here we can begin to see specific differences that set the two groups apart.

Figure 5. Emotional Intelligence of Telplus Leaders by Leader Competency Rating



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The next step is to perform statistical analyses that examine the two scores (high Leader Competency group vs. low Leader Competency group) for each EQ-i factor,

evaluating whether these differences are real (statistically significant). Figure 6 shows the *t*-test results comparing the high and low Leader Competency groups.

Figure 6. EQ-i Scores for Low vs. High Performing Groups in Leader Competency at Telplus

Scale	Low Leader Competency		High Leader Competency		Statistically Significant?
	Mean	Standard Deviation	Mean	Standard Deviation	
Total EQ-i	100.05	9.52	106.94	9.25	Yes*
INTRAPERSONAL	103.10	11.30	110.11	10.31	Yes*
Self-Regard	98.80	9.44	105.89	9.57	Yes*
Emotional Self-Awareness	105.00	12.24	107.39	14.35	No
Assertiveness	105.75	12.32	109.44	12.19	No
Independence	105.35	13.16	110.22	7.79	No
Self-Actualization	99.15	11.83	109.61	10.00	Yes**
INTERPERSONAL	95.15	10.09	100.67	11.69	No
Empathy	97.60	11.45	98.11	13.72	No
Social Responsibility	98.60	9.45	97.44	10.65	No
Interpersonal Relationship	93.80	11.99	103.61	13.79	Yes*
STRESS MANAGEMENT	100.85	9.89	107.17	8.83	Yes*
Stress Tolerance	105.20	10.13	113.11	10.57	Yes*
Impulse Control	96.45	12.22	99.00	10.87	No
ADAPTABILITY	101.05	10.23	103.00	11.36	No
Reality Testing	102.20	13.17	102.17	13.18	No
Flexibility	102.25	11.93	107.83	8.49	No
Problem Solving	98.05	7.54	97.22	13.04	No
GENERAL MOOD	97.95	11.18	107.56	7.98	Yes**
Optimism	99.40	8.15	106.39	11.11	Yes*
Happiness	97.40	15.27	108.11	7.87	Yes**

* $p < .05$, ** $p < .01$.

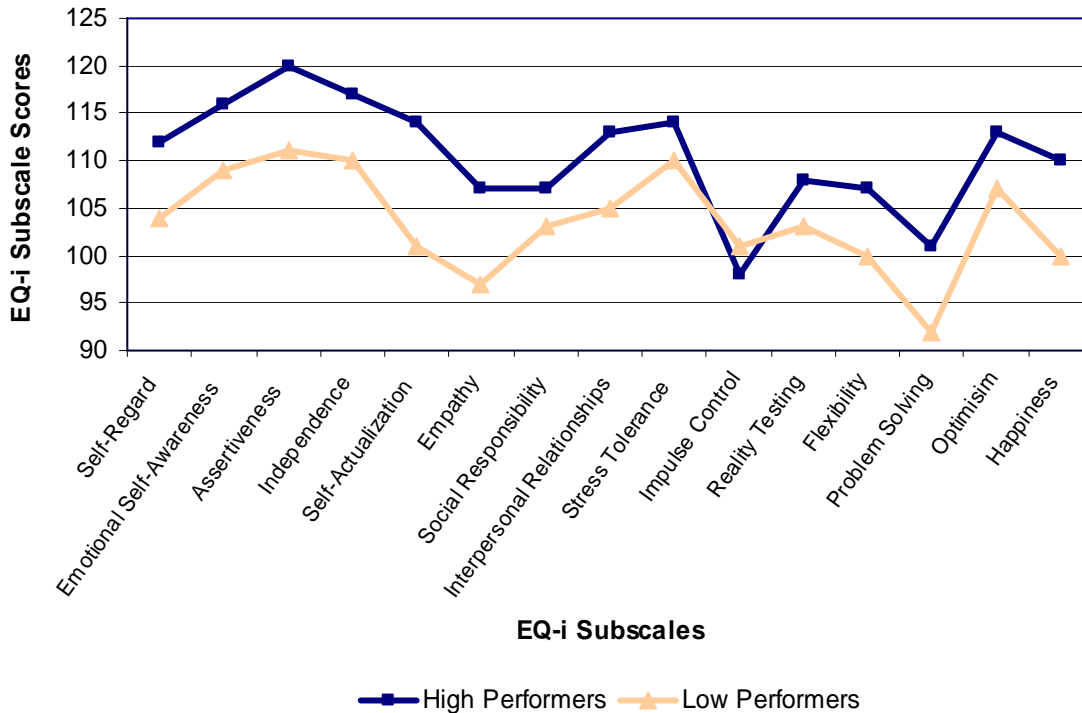
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We are now armed with the EQ-i factors that are statistically different between performance groups. Next, a statistical technique such as discriminant function determines how much of a factor emotional intelligence plays in the performance of a given role, and which EQ-i scales contribute to success. At Telplus, EQ-i scores accounted for 48% of the variance in leadership competency scores between high and low performers. In other words, one half of the skill set required for successful execution of this organization's leadership competencies is comprised of emotional and social skills. Specifically, top performance was best predicted by higher scores in Happiness (24%), Self-Regard, (12%), Self-Actualization (9%), Interpersonal Relationship (2%), and Optimism (1%). These factors form the crux of the star performer model at Telplus. To examine the ability of the EQ-i to predict each aspect of performance important to the organization, the statistician repeats this process for all the other performance metrics. In the case of Telplus, this process was repeated for the engagement and goal attainment metrics.

Studies in other organizations demonstrate that star performer models are not transferable. In one Fortune 100 financial services provider, the EQ-i formed the basis of a star performer model used for selection. Here, a subjective rating was used to determine performance level. A group of sales directors took the EQ-i and were rated by executives as high or low performers. Statistical analyses later confirmed that the high-rated managers actually did out-perform the others in terms of sales. The four-year compound annual growth rate (CAGR) for the high performing group was 15%—much higher than that of the lower performers (-1%). Figure 7 shows that those managers

rated as “excellent” by the executives had higher EQ-i scores across fourteen of the fifteen subscales than those rated at a lower performance level.

Figure 7. Emotional Intelligence of Sales Directors at a Fortune 100 Company by Executive Performance Rating



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For the sales directors, scores were highest in the Intrapersonal skill set (Emotional Self-Awareness, Assertiveness, and Independence). Interestingly, when we compare the profiles of these leaders to those at Telplus (Figure 5), we can see that the patterns are quite dissimilar, suggesting that factors such as industry, organizational culture, the company’s life cycle stage, and competitive strategy affect which EI factors will be most relevant to performance at a particular point in time. You may recall from Figure 6 that the subscales scores that were statistically different between Leadership

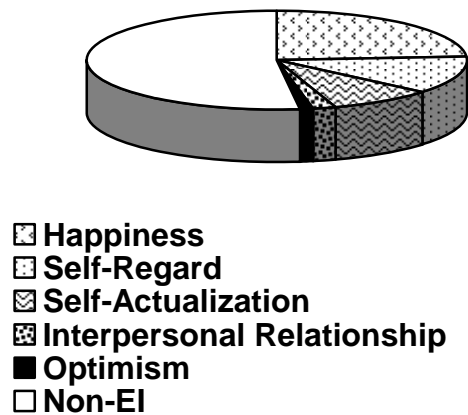
Competency performance groups at Telplus were Self-Regard, Self-Actualization, Interpersonal Relationship, Stress Tolerance, Optimism, and Happiness. For the Fortune 100 sales directors, however, the factors that were statistically different between the two groups were Independence, Empathy, and Assertiveness. Just as was done at Telplus, we conducted further analyses to identify the subscales that predict performance for the Fortune 100 sales directors. Recalling the 16% span in CAGRs between top and bottom sales groups, it was extremely exciting to see that EQ-i scores accounted for 24% of overall performance. The two studies suggest that although it might be tempting to borrow star performer models for comparable roles, this evidence strongly suggests the importance of using your organization's own performance metrics to identify the key EI skills important to a particular job function, and thus, the value of EI.

Step 4. Apply the model

A predictive model starts with an optimal EI profile gleaned from amalgamated EQ-i results of high performers in the same role. The model can be comprised of any number of the EI factors, depending on the combination that accounts for the differences in performance. In selection applications, when a candidate completes the EQ-i, a value is generated to express the strength of a candidate's match against known high performers in the position. For example, a candidate's EQ-i results may indicate that she has a 72% chance of becoming a star performer. Accurate in predicting star performers nine times out of ten, Telplus' star performer model lends empirical support for embedding EI into human capital initiatives.

At Telplus, the factors Happiness, Self-Regard, Self-Actualization, Interpersonal Relationship, and Optimism were incorporated into the leadership programs to increase training efficacy. In this case, the high amount of leadership competency accounted for by EQ-i scales demonstrated the powerful impact of EI on leadership at Telplus. The ratio of EI skills to non-EI skills (Figure 8) shows how important emotional intelligence is in Telplus leader success.

Figure 8. Leadership Competency Predictors for Telplus Leaders



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Telplus implemented an EI-based coaching and training program for senior managers that, at the time of writing, has continued to drive performance for over two years. The star performer model supported the business case to use emotional intelligence as the foundation of their learning and development strategy. Like several other organizations, Telplus found that high scores on the EQ-i are not always the best predictors of all aspects of high performance. For example, results also revealed that leaders *lower* in assertiveness and problem solving had employees with higher levels of

engagement. Given that most people want to solve their own problems and are empowered by the opportunity, this relationship is not surprising. When a subordinate approaches his manager with a problem and the manager solves it rather than supporting the employee to find the solution, the subordinate does not have the opportunity to learn, and over time, may become frustrated and ultimately less engaged. Understanding how EI directly affects engagement enables Telplus to pinpoint leaders who routinely overshadow their subordinate's problem-solving opportunities, and help these leaders learn how to involve direct reports in daily decisions.

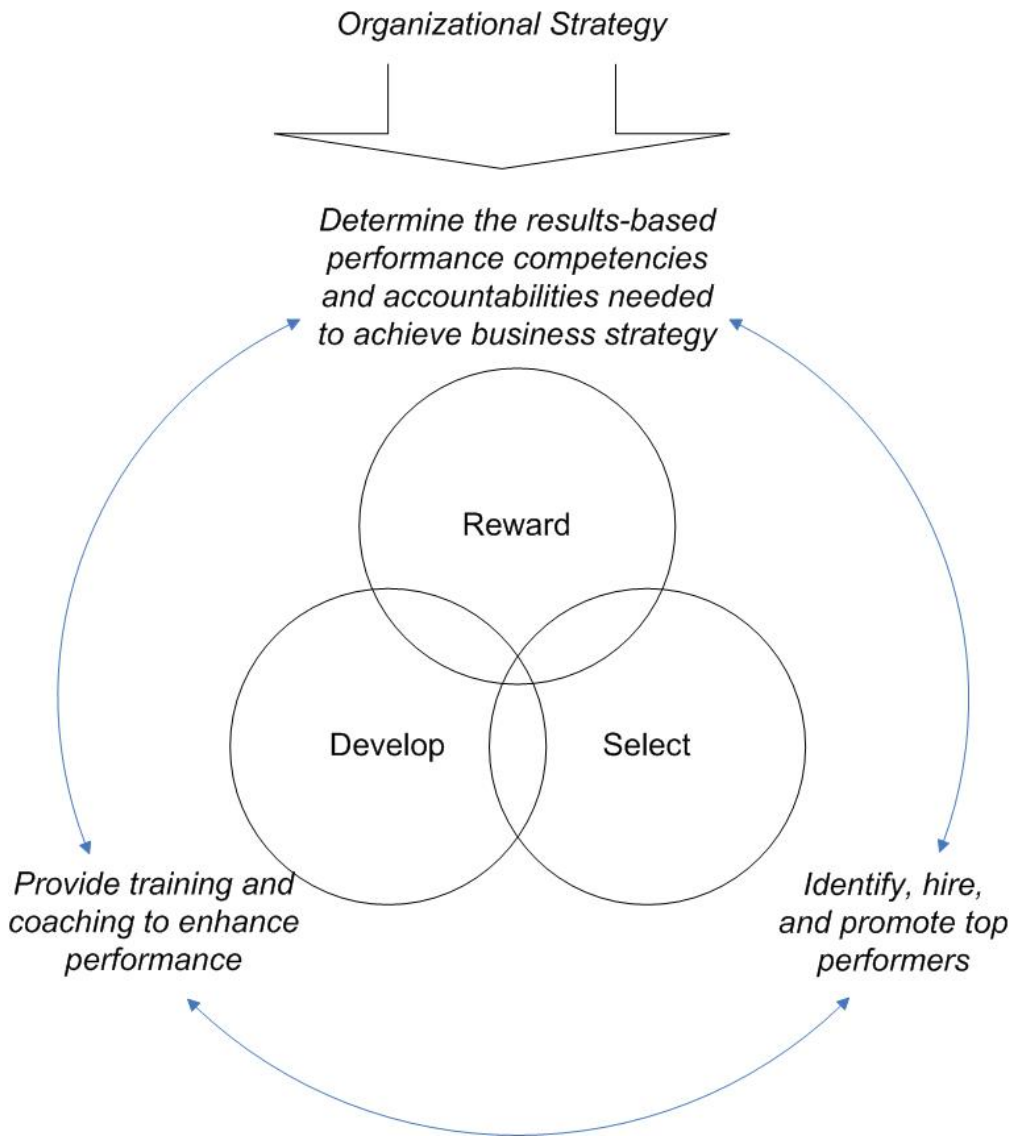
How do you decide whether the star performer model is best used in selection or development? The short answer is to identify the organization's pain points and align the star performer model with required organizational outcomes. If the company is experiencing costly drop-outs, as was the case with Air Canada, a selection system that incorporates emotional intelligence is the place to start. In the past two years, Air Canada has used the EQ-i as part of the process in the selection of over 650 new pilots. "Incorporating the EQ-i into Air Canada's pilot selection process has enabled our company to identify candidates who possess not only the advanced technical skills but also the necessary emotional and social competencies predictive of long-term success as an Air Canada pilot," says Capt. David Legge, vice-president of flight operations.

"An airline captain is, if you want to look at it in a certain way, a team leader. He's overseeing the cockpit crew, the flight deck crew as well as the cabin crew. And he's not only interacting with the other crew members but also with other departments within the airline," Legge reports. "Obviously, if you have to interact well with other people, these are instruments that we can use during the selection process to identify people that

have these enhanced skills,” he says. “At the end of the day, we want to have a better idea of who we’re hiring.” Air Canada’s original pain point was the high cost of training drop-outs, so by aligning emotional intelligence to the goal of increasing pilot trainee retention, the company was able to address the issue and see quick outcomes.

Rather than focusing on one process in isolation, some business challenges require a more integrated, systemic approach. In a study evaluating the development of an EI training program at American Express, Cary Cherniss suggests infusing emotional intelligence into the organization in a variety of ways. “Multiple infusion helps to normalize and generalize the concept,” Cherniss reports. “It also creates a culture in which people are repeatedly reminded of what they have learned and thus are more likely to apply it on the job.” A systemic approach means considering not only the organization’s selection system, but also how they develop and reward their employees. Together, these three systems combine to create the organizations’ human capital strategy shown in Figure 9. Here, emotional intelligence can be worked into a multi-system solution so that initiatives such as succession planning, hiring, coaching, and leadership development are aligned with business goals.

Figure 9. Human Capital Strategy



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In fact, the more emotional intelligence can be worked into each of the three areas strategically, the more likely the organization will have enhanced outcomes

throughout its system. Further, this multi-dimensional approach has synergistic effects as the successes complement one another. This strategy demonstrates that EI is important to the organization and its success at all levels. When performance metrics, selection criteria, development plans, and organizational goals are complementary, employees get a consistent message that the organization will support them in achieving its goals. For example, when interpersonal skills are important to success within your organization, it is critical for you to hire for these skills, as well as foster and reinforce desired behaviors. To integrate emotional intelligence skills into individual performance management, create descriptions of relevant interpersonal behaviors. These behaviors can then be rated and appropriate actions taken to leverage your employees' overall performance.

Step 5. Implement and evaluate your system

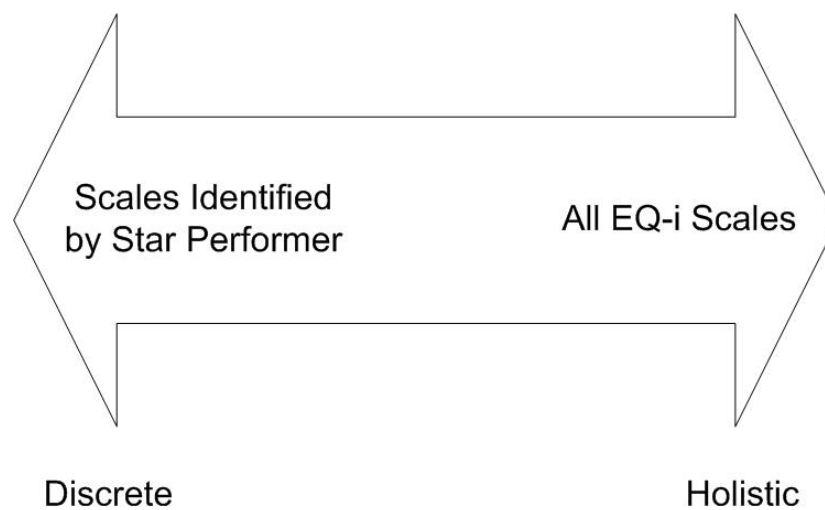
Telplus recognized the advantages of integrating EI training into their learning and development strategy, and used the outcomes of the star performer analysis to build a business case for creating a training and coaching program. Now, leaders at Telplus participate in programs designed to build virtually every aspect of their emotional intelligence, supporting the development of happiness, self-regard, self-actualization, interpersonal relationships, and optimism.

To date, one of the most well-known studies undertaken that examined the role of emotional intelligence and success was with the U.S. Air Force in 1996. The head of the recruitment project, Lieutenant Colonel Rich Handley, initiated the testing of 1,500 Air Force recruiters and found that EQ-i scores accounted for 45% of success. Five EQ-i subscales were identified that differentiated those who achieved 100% of their

quota versus those who achieved less than 80%. MHS created a star performer model for hiring new recruiters, and the EQ-i responses of all potential recruiters are captured and compared with this model. To this day, prospective candidates also take part in a structured EQ-i interview developed to confirm the areas of strength or weakness pinpointed by the self-report instrument. Among the initial 250–300 recruiters the Air Force hired using this formula, the retention rate increased by 92%. Factoring in the costs of hiring, training, and settling a new recruit into a position, this translated into a \$2.7 million savings (Stein & Book, 2000).

The differences in the ways Telplus and the U.S. Air Force applied the star performer results illustrate the two major decisions organizations need to make to determine the scope of EQ-i integration. The first decision involves the strategic areas in which the model is implemented (see Figure 9), while the second decision concerns which skills will be developed and reevaluated (see Figure 10). Whereas the Air Force hired and trained recruiters based on the five discrete scales identified (Assertive, Empathy, Happiness, Self-Awareness, and Problem Solving), Telplus implemented a holistic approach to creating their development program, embracing emotional intelligence as a marriage of many complex and interdependent skills. The Air Force's targeted approach included using specific interview questions to explore empathy, for example, and then reinforcing this particular skill by training. At Telplus, participants review their results on all 15 EQ-i scales and work with a coach to determine the areas of development most pertinent to their role. In both cases, the organizations were able to boost the emotional and social skills necessary for high performance because they chose the scope that was right for their organization and its aims.

Figure 10. Potential Scope of EQ-i Scale Integration



Like the U.S. Air Force, organizations such as the Canadian Imperial Bank of Commerce (CIBC), are finding EQ-i star performer models to be immensely impactful in selection and development. Brian Twohey, head of CIBC's Global Private Banking and Trust, firmly believes that emotional intelligence is key to his team's performance. When the EQ-i scores of the Global sales force were compared to their sales, CIBC found that EI accounted for 32 percent of sales and 71 percent of sales "in the hopper." Like Telplus, Global sale force's performance was largely accountable to each member's interpersonal relationships skills and level of self-actualization. But at Global, other factors predictive of higher sales were empathy, flexibility, and the ability to tolerate stress. When these factors were combined together in a star performer formula, Twohey found he had a powerful tool to use both in the selection of new personnel and in his efforts to improve the already superior skills of his current staff.

A similar star performer study was conducted by the Ontario Principals' Council (OPC) by James Parker, Howard Stone, and Laura Wood. Their research (related in another chapter of this book), identifies seven key emotional and social skills required by school administrators, and offers an excellent illustration of how a star performer model can be used to establish emotional intelligence training. In organizations such as OPC, Telpus, and Deloitte, development programs based on the EQ-i model of emotional and social functioning are proving to have a positive effect on key competencies and the bottom line.

Another study involving American Express Financial Advisors aimed to improve sales by helping advisors manage the emotional conflicts that they sometimes encountered when working with clients around life insurance matters. An Emotional Competence Program for Financial Advisors was implemented as part of the learning and development strategy to great success. The sales of the Financial Advisors who attended the program were 16 percent greater than the company as a whole (Consortium for Research on Emotional Intelligence in Organizations, n.d.).

As you can see, these results have powerful implications for selection and development initiatives in organizations. By following the best practices in this chapter, any organization can use a scientifically validated test of emotional intelligence to gauge the importance of emotional and social skills in their organization. Like the leading organizations we've highlighted, consider the impact of developing an empirically based predictive model in order to enhance the selection and development of human capital in your organization.

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Author Biographies

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Diana is an expert in the area of emotional intelligence and its bottom-line impact on selection, development, and leadership initiatives in organizations. During her nine years with MHS, a leading global psychological test publisher, she has worked closely with Fortune 500 organizations to develop star performer systems powered by an emotional intelligence framework. Through integration with human capital strategy, Diana has helped organizations such as American Express and Air Canada increase revenue and save money by predicting and improving individual and organizational performance. The scientific rigor of her models and their alignment to business outcomes allows Diana to provide best practices to capitalize on employee potential.

Wendy Gordon

As a writer, Wendy has held leadership and instructional design roles in the field of technical communication for more than ten years. During her eight years with MHS, she has contributed to the development of emotional intelligence tools—most recently the BOEI™ and Dr. Steven Stein’s book *Make Your Workplace Great: The 7 Keys to an Emotionally Intelligent Workplace*, which highlights how emotional intelligence interventions can transform organizations. Wendy’s writing focuses predominantly on the world-renowned EQ-i® model, including the manuals and certification curricula for the EQ-i® and EQ-360®.