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Psyche

The newsletter of The Psychometrics Forum

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A word from our TPF Chair

Xanthy Kallis

Dear Member, Hello!

Once again it has been a very busy year for the Committee. We have been working hard behind the scenes on a variety of activities and an update on these is in order!! We had our first committee meeting of the year (see our photo on Twitter) to put the finishing touches on this year's programme but also to begin planning next year's too. The flavour of my message to you is to 'participate'! There are many ways in which we invite you to take an active role in our Forum. One way you can help is by sharing any ideas you have, both of the type of topics you want us to cover, but also of specific speakers you would like us to invite.

Throughout the year the committee beavers away behind the scenes on these on-going activities, the obvious of which are, of course, the planning and organising of our regular meetings. Over the last few years our events have achieved a high level of success, which poses a challenge for us each year as we continue in our efforts to maintain these high standards. These meetings take up the bulk of our time, as we go through the process of contacting and organising the speakers, venues and flyers that need to go out.

As well as our meetings, there is also much work that goes into our publication, the quarterly newsletter (the Psyche) thanks to Adrian's hard work, which contains many interesting and thought provoking articles. These also include regular summaries of our events that are written by volunteers attending the meetings. This is an opportunity for you to participate, either by putting forward articles yourselves or writing up a session for us of a meeting you attend, as we are always seeking volunteers to do this. This in turn offers you an opportunity to raise your profile given that our newsletter is exposed to over 4000 members on the LinkedIn group.

Some of you have already contributed to our newsletter doing just that, writing up these sessions. Just to recap on our meetings last year, we began 2012 with two internationally renowned speakers, Prof Adrian Furnham and Prof Beverly Alimo-Metcalfe who discussed the topic of 'Leadership – Engaging and Derailing Traits'. This was followed by Aspects of Coaching with Dr Taiana Bachkirova and her work in Developmental Coaching and Dan Hugh (of A&DC) and the Resilience Questionnaire. In September we had a highly successful and lively event with two more renowned speakers, Prof Philippe Rosinski and Dr Mark Batey, entitled 'Creating and Cultivating a thriving Organisational Culture' and the opportunity to try out the M2 tool. Last, but not least we ended our year as usual with Hugh McCredie's New Frontiers, which has now firmly been established as a must attend event of the year. This year's list included Prof Dave Bartram, Rob Bailey, Dr Rainer Kurz and Prof John Rust. You can read more about these events in our 'very' successful Psyche Newsletter (which has been described as more of a magazine then a newsletter, indicating how far we have come with our publication both in value and in thought provoking articles).

Another way of getting involved in the Forum is to respond to our new blog posted each month on our website (www.psychometricsforum.org). This is thanks to Rajesh Chopra's hard work (our newest and youngest committee member), as he researches and writes these very interesting pieces, which he encourages you to respond to. Already, we have gained a world wide following of this blog, with over 600 people reading these blogs, from Australia to USA, S Korea to India, as well as Europe and the UK.

As you can see we are being proactive in our efforts to ensure we give you plenty of opportunities to interact and participate in the things we do. Our most recent addition to the world of social media is our Twitter account @TPF_UK (thanks to Harpal Dhatt), where some of us on the committee, although not quite dinosaurs are very amateur in the world of social media. However, as always we like to feel that we 'move with the times', though kicking and screaming in some cases, once we are hooked there's no stopping us!! So, lots of opportunities for you to get involved with the Forum, whether attending our regular meetings, writing one of the sessions or an article for our newsletter, reading and responding to our blogs or following us on Twitter and tweeting!

We are and remain a very unique group, both in its profile and its independence. We continue to attract high calibre speakers, which further indicates how far we have achieved raising our profile and reputation, given that many internationally renowned speakers take notice of our group and its uniqueness. This year, 2013, began in the same light, as we endeavour to maintain the high profile speakers we bring to you with our first event 'The Science of Happiness' with Jessica Pryce Jones (iOpener Institute) and Anthony Phillips (WellKom). Both of which gave us the opportunity to try out these tools with a lively and challenging discussion, as is usual at our meetings.

There is no denying the hard work the members of the committee put in behind the scenes (all of which is voluntary given their own work and personal commitments) to ensure the organising and planning of these activities are done on time.

All that remains for me to say is that I look forward to seeing you at our next meeting, April 17th on Recruiting and Developing Effective Top Managers', which is at our favourite venue, the Naval Club.

All the best

Xanthy Kallis
Chair of the Psychometrics Forum

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Announcements

Copy deadlines – 2013

Summer – Wednesday 20th May

Autumn – Wednesday 7th August

Winter – Wednesday 6th November

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Correspondence testing of recruiter bias and the Implicit Association Test

Pete Jones, Shire Professional

Pete Jones

The Implicit Association Test (IAT) was introduced by Greenwald, McGee and Schwartz (1998) after an extended period of development and testing and IAT has become, as Rooth (2009) described it, the "standard tool" in social psychology when studying implicit association. Recently versions have begun to be used in an organisational context to explore unconscious biases, particularly of key decision makers such as recruiters. One of the criticisms of using the IAT in real world settings is that almost 90% of IAT studies have involved student populations and the argument is often made in recruiting settings that recruiters in real selections are better able to control their biases, through the use of more objective systems, awareness, training or all three.

Real world evidence

The correspondence testing method, is a method where researchers actually respond to real job advertisements by sending out identical or comparatively identical Curriculum Vitae (CVs) in response to the job advertisement. These studies have been carried out in most western European countries, the US, Canada and Australia. The researchers manipulate key information about the applicant to see what impact this has on outcomes such as being shortlisted. For example they give the applicant a common White, Asian or Black name, or digitally change an applicant photograph. They then wait for responses and compare the rate at which different social groups are invited for further assessment. The sifting process is therefore carried out by real, hopefully trained recruiters for real jobs. The notion is that this exposes bias in the decision making which can only be based on the manipulated attribute (usually name) of the applicants. Sift out rates tend to expose the 'hierarchy' of biases in society and vary between countries. This method has formed the basis of a number of Employment Tribunals in the UK where the claimant has carried out their own correspondence testing.

One of the earliest CV studies in Europe to be carried out with academic rigour was Carlsson and Rooth (2007). They sent 3228 CVs for 1614 job applications for skilled, semi-skilled and unskilled jobs over a nine month period to employers in the Stockholm and Gottenburg areas of Sweden with either common Swedish or Arabic sounding names. They counter balanced the order of posting as putting identical applications in the post to arrive the same day risked discovery. They set up email, phone and mail response routes for employers to make contact offering an interview. Any invitations for interview were promptly declined to avoid further inconveniencing employers. From the 1614 jobs, in 1087 cases neither applicant was invited for interview, leaving 527 jobs where offers of an interview were made. Of these 527 offers an invitation was extended to both applicants in 240 cases. Of the remaining 327 jobs where only one applicant was extended the offer of an interview 221 people with Swedish sounding names and 66 with Arab sounding names were invited. Carlsson and Rooth report their findings based on 2 indices. The first is a net discrimination figure of 29.4% which is derived by deducting the number of occasions where only the Arab sounding names were invited from those where only the Swedish names were invited and then dividing by the number of useable tests ((221–66)/527). The second index is to report upon the number of employers in the sample who discriminated which was 9.6% and lies between these two upper and lower boundaries. Discrimination was more pronounced in lower skilled jobs.

In the UK Wood, Hales, Purdon, Sejersen and Hayllar (2009) formally advertised job vacancies were identified in seven major British cities for a set of nine occupations: IT Support, IT Technician, Accountant, Accounts Clerk, Human Resources Manager, Teaching Assistant, Care Assistant, Sales Assistant and Office Assistant. These roles were designed to represent more technical and less technical skills levels. A set of three applications was developed in response to these adverts that were closely matched in terms of their education, skills and work history. Ethnic identity was conveyed using names found to be widely associated with the ethnic groups included in the study (black African, black Caribbean, Chinese, Indian, Pakistani/Bangladeshi, white). These names were randomly assigned to each application (one of the three was white, with the other two from different minority ethnic groups). Responses from employers were monitored, with the key positive outcome being a call-back for an interview. Discrimination was measured as differential treatment at an aggregate level between the ethnic groups in the study (the fact that applications were sent for the same vacancies provided the control). Wood et al. (2009) reported: "Of the 987 applications with a white name, 10.7 per cent received a positive response. This compared to 6.2 per cent of the 1,974 applications with an ethnic minority name – a net difference of 4.6 percentage points. Put another way, 16 applications from ethnic minority applicants had to be sent for a successful outcome in our test compared with nine white. That is, 74 per cent more applications from ethnic minority candidates needed to be sent for the same level of success." (P.11).

Carlsson (2008) did similar work with the same research protocols as Carsson and Roth (2007). On this occasion they created a new condition where the applicants with Arab sounding names had either Swedish or foreign awarded qualifications. The experiment was restricted to 11 high demand occupations: shop sales assistants, construction workers, restaurant workers, motor-vehicle drivers, accountants, teachers (preschool, compulsory school math/science and secondary school), business sales assistants, computer professionals, and nurses. They sent out 3942 applications to 1314 employers. In 728 cases none were invited, in 280 cases both were invited in 265 cases only the native with a Swedish-sounding name was invited and in 41 cases only those with a Middle Eastern- sounding name but Swedish qualifications was invited. The callback rate was 0.41 for the applicant with a Swedish-sounding name and 0.24 for the applicant with a Middle Eastern-sounding name but Swedish qualifications, a difference in callback rate of 17percentage points. Carlsson and Rooth then looked at the role of qualifications by comparing the Arab sounding applicants with and without Swedish awarded qualifications. No applicants were invited in 927 cases, both were invited in 193 cases, only the Arab-sounding name with Swedish qualifications was invited in 128 cases, and only the Arab sounding applicant with non-Swedish qualifications was invited in 66 cases. The callback rate for the Arab sounding name with Swedish qualifications is 0.24 (unchanged) and for the Arab sounding applicant with non-Swedish qualifications is 0.20. The difference in callback rate in this case is only four percentage points. Carlsson and Rooth conclude that in their study the name discrimination accounted for 77% of the decision and 23% was the non-Swedish qualification.

However, Wood et al. (2009), Carlsson and Rooth (2007) and Carlsson (2008) do not necessarily implicate implicit bias. It could be that recruiters were being explicitly or consciously biased or as Ziegert and Hanges (2005) had suggested, may have been working in cultures where bias was accepted or even promoted. This could have exaggerated any bias. This shortcoming in the methodology was addressed after Rooth (2007a) found that normal-weight applicants have a twenty percent higher chance of being called for an interview compared with obese applicants and in Agerström, Carlsson and Rooth (2007) we see the use of an IAT in a correspondence testing study. Agerström developed both a bodyweight and two Swedish x Arab-Muslim men. Agerström at al (2007) added to the IAT a number of explicit measures: a feeling thermometer asked the participants to rate their positive or negative feelings on a ten-point scale (1 = very negative feelings, 10 = very positive feelings) toward Arab-Muslim men and Swedish men and a hiring preference task asked the participants to choose which groups they prefer when hiring people (explicit metric). The results suggested that implicit rather than explicit measures best predicted call back rate for obese and non obese candidates.

Rooth (2009) extended the Carlsson and Rooth (2007) study by following up the decision makers and by adding the IAT to the study. In a labour intensive study researchers contacted, the companies sent applications in Carlsson and Rooth (2007) and they tracked own the recruiter responsible for the short listing and decision to reject or accept applications. A total of 729 and 811 employers/recruiters were invited to participate although almost half were not traceable. They eventually secured the co-operation of 158 (19 %) of the recruiters and paid them to take an IAT. They did not reveal that they had sent fictitious applications and were informed that the project intended to study the recruitment process in general and that their participation included first taking a "sorting test" on the computer and then answering a short questionnaire, They were not told that it was intended to measure their implicit attitudes towards/stereotypes of Arab-Muslim minority males. Rooth weighted the analysis to try to control for the selective participation (only 14 % of recruiters who had selected neither applicant participated, 20 % of those who had selected both or the Swedish applicant and 50 % of those who had selected the Arab-Muslim sounding candidate.) Just like the Carlsson and Rooth (2007) study applications with an Arab-Muslim name attached to them have between ten and seventeen percentage points lower probability of being called for interview compared to applications with a Swedish name. Rooth found strong and consistent negative correlations between the IAT score and the probability that the firm/recruiter invited the applicant with an Arab-Muslim sounding name for an interview but there were no such stable, and statistically significant, correlations found for the explicit measures. It appears that IAT predicts real world discriminatory recruiter decision making for real jobs.

Conclusions

These studies suggest that implicit (unconscious) bias does indeed plays a role in the decision to reject candidates on the basis of name alone and that the IAT may prove a useful tool in selecting recruiters, but also in their development as fair and objective assessors. It also supports the use of anonymous CVs and application forms (where identification information such as name has been removed before assessors see them).

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What makes coaching effective?

The importance of self-perception and openness to change for 'Engagement' within development

Dr Jodi O'Dell – Managing Director of Changeinc, discusses the key to development success.

Dr Jodi O'Dell

As my coaching practice grew, I became increasingly fascinated and intrigued to understand more about what influences coaching effectiveness. Attending countless forums and coaching network events, I realised I was not alone in my pursuit, and on many occasions very experienced coaches would comment that sometimes they just couldn't understand why some of their coachees weren't making progress. As my interest in the topic grew, it became apparent that few others really understood what differentiated effective from ineffective coaching. Even amongst the experienced coaching community, this still remains a relatively untapped topic. Then one day, waiting at the school gates one of the mums announced she was launching her new career as a 'life coach' after a whole week's training course! Alarmed by this statement, my desire to understand more about the topic was committed to action as my research career was launched. Seven years of research and practice later, I know a little more about this topic. As a psychologist my particular interest stems from understanding coaching effectiveness from a psychological perspective.

There is very little research that examines how and why coaching works and without stronger theoretical foundations and empirical research, coaching runs the risk of falling into a passing trend, without sufficient evidence to support it (Feldman and Lankau, 2005). The aim of my research was driven out of a growing interest in the field of executive coaching, specifically within the workplace and a desire to understand more about those factors which have an impact on, or influence, coaching effectiveness. Although organisations are increasingly investing resources in coaching as part of their human resource strategy, using coaching as a tool to enhance employee performance, development and learning, there is still little known about what contributes to an effective coaching experience (Bowles and Picano, 2007), particularly from a psychological perspective (Kilburg, 2001; Grant, 2001). Coaching research is still in its infancy, highlighting the need for more empirical evidence to confirm outcomes (Kampa-Kokesch and Anderson, 2001; Lowman, 2005; Feldman and Lankau, 2005). Much of the coaching literature to date has focused on effectiveness in terms of types of delivery, models used, and pre and post outcome measures (Fillery-Travis and Lane, 2006), with gaps in the research adopting a psychological perspective, and very little research exploring the relationship between individual psychological difference and the coaching process (Kilburg, 2001). However, increasing interest has been shown in a psychological approach to coaching, with the growth of coaching psychology (Grant, 2006; Bluckert, 2005). My research explores the psychological dimensions of coaching, in terms of meta-cognition (i.e. thinking about one's thoughts, feelings and behaviours, Grant, 2006) and investigates how meta-cognition influences perception of the 'self' within the coaching process. The relationship between meta-cognition and coaching is usefully explored through the self regulatory cycle, which is one of the main mechanisms through which individuals alter and shape their behaviour (Baumeister and Vohs, 2007). The impact of coaching is measured through coaching outcomes which are used to assess coaching effectiveness.

In addition to taking a psychological approach to coaching effectiveness, there are many other factors which are important contributors to coaching success. These appear to fall within two broad categories: factors which relate to the coachee and factors which relate to the coach or the coaching relationship. Factors which influence coaching success specifically relating to the coachee include: engagement, receptiveness, motivation, self-confidence, commitment, communication, self-awareness etc. Some of the areas highlighted that relate to the coach include: trust, empathy, feedback, communication etc (Sztucinski, 2001; Caprioni, 2001; Bush, 2004; Kappenberg, 2008). The relationship between these factors and coaching however, does appear to be complex, and as yet still remains relatively unexplored within the literature. Two additional themes which emerged as being significant fall under the broad categories of 'interpersonal communication' and 'attitude/expectations'.

Within the coaching literature there are many references made to outcome measures, however, the research has a tendency to report on outcomes then fails to examine the factors that influence the outcomes (Anderson, 2001; Smither et al, 2003). My research focuses on performance and organisation commitment as outcome measures because of the benefits they offer to the organisation and to the individual, and also because they are useful indicators of success (Smither et al, 2003; Maharaj and Schlecher, 2007; Sarantinos, 2007; Gong et al, 2009). Building on previous work (Kappenberg, 2008) one of the most significant factors to emerge from my research in relation to coaching effectiveness, is the importance of coachee 'engagement'. There are many references within the coaching literature which refer to the coachee's openness or receptiveness to process, change and feedback, which appear to have a relationship with commitment, often discussed within the literature in terms of client engagement (Bush, 2004); commitment (Kappenberg, 2008); adherence or compliance (Kilburg, 2001); or buy-in (Bowles, Cunningham and De la Rosa, 2007). Factors which appear to most significantly impact on levels of 'engagement' include self-perceptions and an individual's openness to change.

Whilst this merely scratches the surface of this emerging field of research, the complexity of evaluating coaching effectiveness should not be underestimated. However, the empirical evidence provided by my research does indicate that an individual's receptiveness or level of engagement within a developmental practice such as coaching will play a very important and crucial role in determining the effectiveness of that process. Moreover, practitioners seeking to gain a return on their investment from coaching or similar developmental interventions would be strongly advised to take a more rigorous approach to measuring and evaluating relevant criteria pre development intervention in order to better inform the development discussion and process. Relevant criteria would include those aspects of self-perception, openness to change and outcome measures which affect engagement within development, which with the right support can be successfully facilitated through the skills of a coach, human resource professional or line manager.

Evolving from her research Dr O'Dell has designed a development tool called Engage, those interested to find out more, or who might like to try out Engage, please contact Dr Jodi O'Dell

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Millennial Values and the Workplace

Emdad Khan – Graduate Consultant, 3 Minute Mile

Emdad Khan

Google "Generational differences in the workplace" and you will find a plethora of websites, documents, PDF's and articles talking about managing the next generation of workers: Generation Y (Millennials). The topics of these articles range from: Why are Millennials the way they are? How can you manage the Millennials? What does the future hold for your organisation? There is a stereotypical Millennial image that's emerged of the tech savvy, social individual glued to their smartphone. Claire Raines (2002) describes them as "sociable, optimistic, talented, well-educated, collaborative, open-minded, influential and achievement-oriented". There is no shortage, however, of articles that call Millennials lazy, demanding and entitled, to name a few. Why do older generations think of them like this? This article will hopefully shed some light on the generational differences in the workplace especially with regard to the differences in values.

According to a book by Jean Twenge and Keith Campbell (Living in the Age of Entitlement, cited in Hogan, 2013), the upcoming Millennials are increasingly more narcissistic and self-involved than previous generations. To explain this, let's consider the upbringing in the 80's, 90's and early 00's; Computers and computer games were becoming commonplace in the home as were larger televisions, satellite TV, mobile phones and the internet. This meant that information and media coverage was everywhere and easily accessible. Parents and schools encouraged Millennial children to be individuals and strive for the best, instilling confidence in each child. They were applauded and rewarded for effort and 'taking part', with positive reinforcement and feedback being given liberally. Further to this, Millennials were encouraged to be inclusive and working in groups or teams was frequent. This only scratches the surface, but it highlights that their current behaviours are a result of their past. According to the Boomer generation, they have entered the workplace with skewed visions of how things should be; they are entering the workplace expecting highly impactful jobs, to receive frequent feedback and to be given extensive training. Furthermore, in the Boomer generation the idea was to join a company, pay your dues and climb the corporate ladder; this just isn't possible in the world we all live in now. Boomers grew up in a prosperous time where unemployment and house prices were low, today, things are quite the opposite and Millennials are doing the best they can to get by.

On the other hand, recent evidence from Trzesniewski and Donnellan (2010) actually found that there has been very little change in personality traits compared to previous generations. This includes measures of self-esteem, egotism and narcissism. So if research is saying there isn't any real change in their personalities, why are millions of Millennials angering their Generation X (GenX) and Boomer superiors?

Research by Lyons, Duxberry and Higgins (2005) explored the generational differences in values with regards to the workplace. They explored the following values: intrinsic (psychologically rewarding), extrinsic (tangible rewards), altruistic (benefiting people and society), social (social interaction) and prestige (esteem and recognition). Results from this study showed that Millennials, as expected, value social aspects the most, compared with previous generations. What does this mean? It means Millennials have preferences towards working in teams in a social environment. It is also important for them to, as mentioned earlier, receive positive feedback and gratification frequently, much to the frustration of their GenX and Boomer colleagues. I will briefly give an example of an IT company I worked for which encompasses these points. The office was completely open plan with spaces in the middle where colleagues could have informal meetings. The desks were curved and were able to join together so that everyone in a team could be clustered together including the team leader/manager. Furthermore there was a strong culture of recognition, meaning if someone performed well, 'Kudos' would be given in the form of cheering and congratulating, departmental-wide emails and nominations for the 'employee of the month' awards.

A paper by Gibson, Greenwood and Murphy Jr. (2009) looked into specific words associated with values and what they meant to the different generations. They asked 1,464 baby boomers, 1,440 Gen X's and 2,153 Millennials, in an interview setting, to rate the importance of words associated with 'Terminal values' (described as end goals, that each generation works towards) and 'Instrumental values' (Behavioural means for achieving such end goals). Results showed that there was a lot of congruence between generations with the top two terminal values being "Family Security" and "Health" and the top two instrumental values being "Honest" and "Responsible". Beyond that the generational differences can be clearly seen, a notable distinction being that Millennials ranked (in instrumental values) "Ambitious" and "Independent" higher than the other generations. The researchers posit that at this early stage in their lives, they hold these values because they aspire for self-sufficiency. Another disparity in the terminal values is that where Boomers ranked "A comfortable life" higher than Millennials, they ranked "A sense of accomplishment" much lower. This fits generational profiles, as Boomers hold a "Live to work" view rather than the "Work to live" outlook that Millennials have. This is supported with research by Lancaster and Stillman (2003, cited in Twenge, Campbell, Hoffman & Lance, 2010) and a paper published in the Journal of Management by Twenge and colleagues (2010).

Why is all this research so important? As the Boomer population in the workplace declines and GenX start to move into their roles, Millennials will be taking over the workplace as the dominant population. Managers will have to start looking at how they can attract and, more importantly, retain the top talent. This means more than just aesthetics and having a "cool" office to work in; it means that leaders and managers will have to adapt their leadership and management style. It also means that HR business partners will have to work closely with organisations to ensure they are ready for the "demanding Millennials", by adapting the culture of the organisation for example. With over 80 million Millennials in the US alone, they are the largest generation since the Boomers and will shape the course of the future.

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TEAM Psyche:
Using the Team Emotional Intelligence Survey to help teams increase performance

Geetu Bharwaney,
Founder – Ei World

Geetu Bharwaney

As a practitioner focusing on Emotional Intelligence (EI) since 1999, I have been using a variety of tests and surveys to assess aspects of Emotional Intelligence. My work has been largely aimed at both enhancing individual self-awareness and researching specific EI Success Profiles (for example, for a sales role) that can be used as part of a selection or development process to recruit and nurture professionals who closely match the success profile.

I have noticed over the years that for the purpose of working with teams or departments some test publishers offer the facility to generate group results from individual EI scores (i.e. aggregated scores to provide some sort of collective EI score). Although I recognize the utility of examining the level of individual's emotional intelligence in a group, I have wondered about the value of assessing a group's environment through these aggregated individual-level scores. More importantly, I have found aggregated group scores on EI to be meaningless. Why after all would anyone want to aggregate the scores of a group of individuals and then discuss the group as if there is one single score describing the identity of the group on a scale like Empathy or Emotion Awareness? Can a group have a level of empathy, for example? And, if so, does an aggregated individual score measure it?

Whilst my personal process of discovering and learning what to measure and what to leave to one side within emotional intelligence assessment has been a lengthy work-in-progress, we have been receiving requests in my practice from clients wanting to review and understand the emotional intelligence of their teams. Hence I set out on a journey to identify the frameworks out there.

Through my association with the Ei Consortium (www.eiconsortium.org), a group of academics, researchers and practitioners focused on the research and application of emotional intelligence in organisations, I became familiar with various frameworks for measuring collective emotional intelligence. It was a simple task to choose which model to adopt in my organizational development work.

The work of Druskat and Wolff on Group EI is the only construct for team emotional intelligence that focuses on the team-level construct of team norms. Their research identified a set of norms that form a team culture that maps the ability of the team to facilitate an environment for effectively processing emotion within the team. The interesting background to their work is that these individuals were originally tasked by Goleman to explore the 'group' aspects of Emotional Intelligence (Please note that the word 'Group' is the term used for a collective, in academic circles, whereas the word 'team' is used in business circles). The rest is history now.

Over the last 15 years, Druskat and Wolff built a framework for Team Emotional Intelligence (TEI), validated their model with hundreds of teams and refined their approach to both measuring the status of a specific team and providing an action-oriented model to help develop the norms (or expectations) of team behavior that lead to effective processing of emotion within the team as a whole, which is key to performance-related outcomes of the team. They first coined the term 'Group EI' in their 2001 Harvard Business Review and brought the notion of a collective emotional intelligence to wider attention. Group EI "build(s) the foundation for true collaboration and cooperation – helping otherwise skilled teams fulfill their highest potential."

The psychometrically validated Team Ei Survey, now in its 4th iteration, is authored by Druskat and Wolff. The Team Ei Survey was developed over the course of the last 15 years. It has 68 items and is designed to assess a team's emotional intelligence – that is, a team's ability to create a culture that raises awareness and constructively regulates emotions. The culture consists of norms at three levels – those related to individual interaction, team processes, and interactions with other key teams and stakeholders in the larger organization (see Figure 1). The items in the current version of the survey represent a process of continual refinement based on research including Christina Hamme's (2003) dissertation and continued research by Druskat and Wolff.

Team members, including the team leader, complete an online survey anonymously and 100% response is usually achieved. Team members receive a report summarizing the nine team emotional intelligence norms, including range bars to reveal the range of opinions/perspectives within the team. The report provides a rich source of data from which a team sparks dialogue about possible areas for change.

Cronbach's alpha reliability coefficients for each of the Team Emotional Intelligence Norms range from a high of .884 for the norm of Interpersonal Understanding to a low of .740 for the norm of Addressing Counterproductive Behavior (mean=.823). The sample is based on 473 Team Members comprising 91 teams.

The survey has also been shown to be a valid predictor of performance. Figure 2 below shows the results of a study by Druskat, Wolff, Messer, Stubbs-Koman, and Batista (2012) consisting of 109 teams in 6 companies (4 Fortune 500). Performance was measured via the manager's assessment using a survey administered an average of 2.25 months after Group Emotional Intelligence was assessed. The TEI norms measured create social capital (safety, efficacy, and building relations), which leads to performance. The model explains 25% of the variance in performance. Additional studies, detailed in the technical manual, all indicate a strong connection between Team Emotional Intelligence and team performance.

Future Directions: The Team Ei Survey measures 9 TEI norms but also included, based on research, are 3 team fundamentals that form the foundation of performance for all teams. It is an exciting time to bring awareness of these norms to teams so they can move towards creating a culture of emotional intelligence and higher performance.

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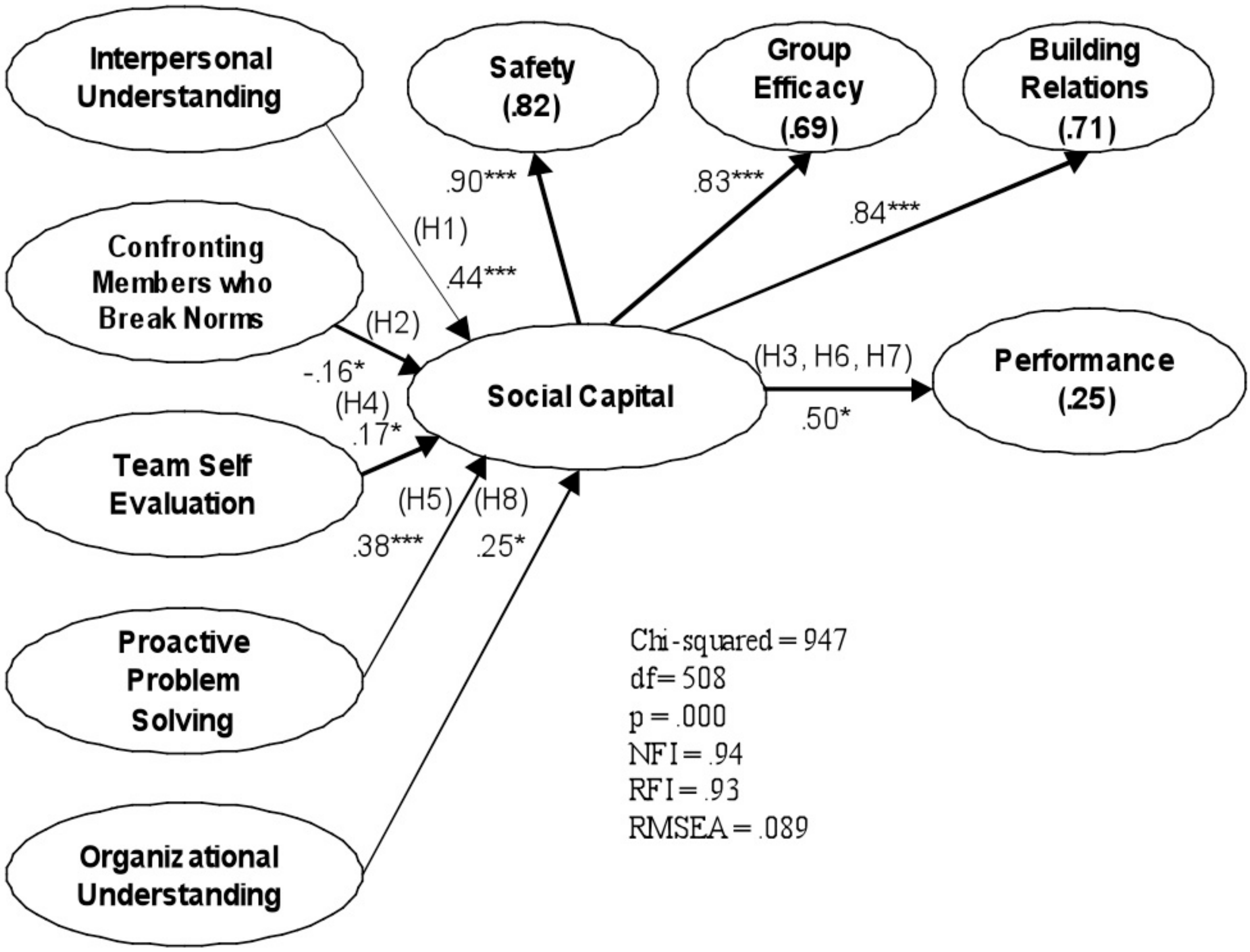
Geetu Bharwaney is Founder of Ei World, a specialist in Emotional Intelligence. She is collaborating with Druskat and Wolff on accreditation in Team Emotional Intelligence and this is available in 2013 in 3 locations – England, Ireland and the US. More information can be found at www.eiworld.org and www.geipartners.com

FIGURE 1: Team Emotional Intelligence Norms

3 Levels	Behavioural Norms	Evidence
Individual	• Interpersonal Understanding • Addressing Counterproductive Behavior • Caring Behavior	• Do members understand what they need to know about each other to work together effectively? • Do members address counterproductive behaviors that hurt team performance? • Do members value, respect, and support each other?
Team	• Team Self-Evaluation • Creating Emotion Resources • Creating an Affirmative Environment • Proactive Problem Solving	• Does the team evaluate how well it is doing? • Does the team create the time and language needed to discuss difficult issues and feelings? • Does the team maintain a “can do” attitude? • Is the team proactive about solving and preventing problems and avoiding a “victim” mentality?
External	• Organisational Understanding • Building External Relations	• Does the team understand the organization and those who can affect its performance? • Does the team build relationships that help its performance?

FIGURE 2: Druskat and Wolff Performance Model for Team Emotional Intelligence



Note: Numbers in parentheses represent squared multiple correlations. This is similar to r-squared and represents a measure of the variance explained by the model for the particular construct. Not shown but included in the model are covariances among the GEC norms and the measurement model Social Capital is a combination of Safety, Group Efficacy, and Building External Relations (which we considered a proxy for network ties).

*p<.05 **p<.01 ***p<.001

Source: Druskat, V.U. & Wolff, S.B. (2006). Group Emotional Intelligence Survey. Technical Manual. 2006.

BF Friends & Relations

Hugh McCredie – TPF Vice-chair

Hugh McCredie

Friends and relations of the Big Five

The emergence of the Big Five model of personality, into which most good personality tests factor, provided a common language amongst psychometrics users and allowed the erstwhile 16PF Users' Group to blossom into The Psychometrics Forum (TPF). Although the model has detractors, who argue for either more or fewer factors, it has a generally usable 'range of convenience' and, being rooted in everyday language, is intelligible to a wide public. For these reasons, organisers of TPF events strongly encourage speakers to relate their insights to the Big Five model.

In last November's New Frontiers in Psychometrics event, speakers in all four sessions were able to relate at least some of their content to the Big Five factors. Our opening speaker, **Dave Bartram** of SHL featured the strongest connections, between the national means for OPQ Big Five and Hofstede's (1980, 2001) Cultural dimensions:

Cultural dimension		***Big Five correlates r (>0.20)***
INDIVIDUALISM	The degree to which people in a country prefer to act as individuals rather than as members of groups	N –0.48 A 0.34 C 0.33 E 0.31
POWER-DISTANCE	The extent to which it is accepted that the power vested in institutions and organizations is distributed unequally.	N 0.68 E –0.60 A –0.52 C –0.27
MASCULINITY	In high MAS cultures males tend to be more assertive and competitive than females, in low MAS cultures, both genders are relatively more co-operative and caring	A –0.39 E –0.36 N 0.29
UNCERTAINTY AVOIDANCE INDEX	A preference for clear formal rules and guidance, associated with intolerance and a belief in absolute truths	N 0.53 O 0.36* A –0.29 C –0.24

*No explanations were offered for this counter-intuitive finding

Dave also reported that Agreeableness, low Neuroticism and Extraversion were the principal national mean personality contributors to international competitiveness.

Rainer Kurz of Saville Consulting also featured the Big Five factors in his presentation of team role scores derived from the WAVE questionnaire. Those familiar with WAVE know that it predicates the Great Eight competency clusters on competency 'potentials' comprising the Big Five factors plus general mental ability and two social motives: need for power and need for achievement. Rainer asserted that the eight competency potentials also underpinned a suite of team roles which he associated, in turn, with those postulated by Meredith Belbin (1981, 1984):

Competency potentials	***WAVE team roles***	***Belbin team roles***
General mental ability (g)	ANALYST	Monitor-Evaluator (+ Specialist)
Openness (O)	INNOVATOR	Plant
Extraversion (E)	RELATOR	Resource Investigator
Power need (nPow)	ASSERTOR	Co-Ordinator
Emotional stability (N-)	OPTIMIST	?
Agreeableness (A)	SUPPORTER	Team Worker
Conscientiousness (C)	FINISHER	Completer-Finisher (+ Implementer)
Achievement need (nAch)	STRIVER	Shaper

This is a simplified version of the relationships and does not do full justice to the secondary loadings on each of the WAVE team roles.

Rob Bailey shared OPP findings of significant 16PF5 primary scale correlations with four real life criteria. On occasions, Rob was able to report significant 'Global' factor correlations. Four of 16PF5's global factors have acceptable convergent validity with mainstream Big Five dimensions. However, the nearest Big Five equivalent of 16PF5 global Independence is low A, where the correlation does not quite reach the threshold. of convergence. (For this reason I will refer to high scores on global independence as (A-?)

The first set of correlations were with the use of social media (e.g. Facebook, Twitter, Linkedin). High users were clearly E and O and probably more N and less C due to lower scores on the primary scales of emotional stability and rule consciousness, respectively. Senior executives, compared with lower-level managers and employees, were clearly more independent (A-?) and probably more E (high liveliness and social boldness) and less N (low apprehension).

With person-to-job fit, those who prefer to be closely supervised had lower g, C and Independence (A-?) and higher N. Those who preferred scope for the exercise of personal discretion had higher g and Independence scores and lower N and they were more open to change as measured by the primary scale of that name. Finally, Rob convinced us that the average cat owner was characterised by higher O and the dog-owner by higher E! He acknowledged the contribution of Heather Cook, now with TalentQ, to the projects reported

In the run up to his report on social-networking, Rob introduced the possibility that our personalities might be inferable from publicly available 'Big Data'. The presenters of our closing session **John Rust and Michal Kosinski** confirmed that this speculation had become a reality. They presented 'Digression: Predictions based on BIG DATA' This study persuaded 60,000 Facebook users to complete online personality tests and found that Big Five scores were predictable (mean r 0.34) from the 'likes' of the users recorded on their Facebook pages.

The Big Five model provides the practitioner with access to a wide range of research involving correlations with real-life criteria and more specialist psychometrics. At very least, this research can enable the busy user to hypothesise helpful heuristics for dealing with a

Professors Dave Bartram & John Rust

diversity of specific situations until such time as more detailed findings are reported. In this way the model has the potential to form the much-needed bridgehead between research and practice.

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Hugh McCredie

26th November 2012

Hugh is TPF Vice-Chair and author of *Selecting & developing better managers: The journey of a scientific practitioner*

ECCOS Norms now being collected – opportunity to participate

The internationally recognised Eysenck Personality Questionnaire (EP Q) has been updated and revised by Dr Barry Cripps, Dr Mark Cook, Dr Sybil Eysenck, and Dr Craig Knight and is now being trialed online as ECCOS (Eysenck Cripps Cook Occupational Scales) Online. The EP Q is often used by many personality researchers in order to validate their own instruments, a process known as concurrent validation.

The objective of this exercise is to bring the Eysenck's work into the Occupational Domain in order that it can be used in industry for selection, development, coaching, counseling and team building.

If you would like more information or to help Dr Barry Cripps & Co with this research either by completing the questionnaire yourself, or encouraging others to do so please go to http://eccos.lauriate.com/ for more information.