

Psychometric properties of the Spanish version of the Work Group Emotional Intelligence Profile-Short version

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Research on emotions in the workplace has recently developed into a major field. The study and contribution of Emotional Intelligence (EI) to this area has been fundamental. However, EI has been predominantly studied from an individual perspective, and group level studies as well as comparisons among cultures are necessary. Thus, the development and adaptation of group measures to other languages is needed. In this study, we examine the reliability and validity of the Spanish version of the Work Group Emotional Intelligence Profile-Short version (WEIP-S) in a sample of 332 employees from 53 work groups. In summary, our Spanish version of the WEIP-S replicates the factor structure and has an adequate reliability rating, and the relations with other criterion variables were similar to those of the Australian English version. This Spanish version of the WEIP-S provides us with a good instrument to further analyze EI in groups and to promote the comparison of these variables among cultures.

Propiedades psicométricas de la versión en español del Work Group Emotional Intelligence Profile-Short version. La investigación sobre emociones en el ámbito laboral se ha convertido en un ámbito de estudio muy importante. El análisis de la contribución de la Inteligencia Emocional (IE) en este ámbito es fundamental. Sin embargo, la IE se ha estudiado sobre todo desde una perspectiva individual, por lo que es necesario incorporar análisis grupales, así como comparaciones entre culturas. Por ello, es necesario que se desarrollen y adapten medidas de tipo grupal en distintos idiomas. En este trabajo, analizamos la fiabilidad y validez de la versión en español de la Escala de Inteligencia Emocional en Grupos de Trabajo-Versión reducida (Work Group Emotional Intelligence Profile-Short version (WEIP-S) en una muestra de 332 trabajadores pertenecientes a 53 grupos de trabajo. En resumen, nuestra versión del WEIP-S replica la estructura factorial de la escala original y cuenta con una fiabilidad adecuada. Además, su relación con otras variables criterio son similares a las de la versión inglesa australiana. Esta versión española del WEIP-S nos ofrece un buen instrumento para analizar la IE en grupos y para poder realizar comparaciones entre culturas.

Emotions at the workplace were present in early theories of organizational behavior (Brief & Weiss, 2002) and, although neglected for too long in organizations (Ashkanasy & Humphrey, 2011), the interest in emotions grew rapidly with the appearance of new concepts such as Emotional Intelligence (EI). EI has received great attention over the last two decades since Salovey and Mayer (Salovey & Mayer, 1990) proposed this concept, and it will continue to be an essential concept for future research in organizational behavior (Ashkanasy & Daus, 2005). EI is conceived to be the result of an adaptive interaction between emotion and cognition that includes the ability to perceive, to assimilate, to understand and to handle one's own emotions and the capacity to detect and to interpret others' emotions (Mayer & Salovey, 1997).

The growing evidence and research illustrates that EI plays a key role in predicting different real-life outcomes (Mayer, Roberts, &

Barsade, 2008) and in enhancing emotional growth and contributing to human well-being (Extremera, Ruiz-Aranda, Pineda-Galán, & Salguero, 2011; Mayer & Salovey, 1997). Research regarding EI has also promoted the proposal of instruments and programs to measure and improve EI. These instruments differ depending on which theoretical model the researches adhere (Fernández-Berrocal & Extremera, 2006; Mayer, Salovey, & Caruso, 2000). However, instruments usually assess individual EI showing that emotions impact the individual's decisions, judgments and behaviors (Coté & Hideg, 2011). Thus, further research regarding the measurement of EI in groups is needed.

In this paper we present the validation of the Work Group Emotional Intelligence Scale short version (WEIP-S; Jordan & Lawrence, 2009) to Spanish-speaking population.

In the organizational context, EI implies an inherent meta-knowledge and ability of the individual that is initially based on an individual skill. The studies conducted to analyze the relationship between EI and labor variables usually measure the level of EI of the participants. As Jordan, Ashton-James, and Ashkanasy (2006) propose, exploring the implications of EI in work contexts has two main purposes: first, to improve the performance of employees and second, to predict certain behaviors at work. In fact, results show

that EI is related to organizational performance (Jordan & Troth, 2004; Lopes, Grewal, Kadis, Gall, & Salovey, 2006); predicting higher levels of satisfaction at work and lower levels of stress (Sy, Tram, & O'Hara, 2006). Furthermore, it predicts individual performance, teams efficacy, and leadership effectiveness (Yost & Tucker, 2000).

O'Boyle, Humphrey, Pollack, Hawver, and Story (2010) carried out a meta-analysis showing that, regardless the model (ability model, four-branch model or mixed model), there is a correlation between EI and job performance. Furthermore, since there is a contribution of EI to effective social interaction, better performance is predicted, especially for those jobs requiring emotional labor. This result implies that the context in which the job is performed may influence the role that EI has on the results (Jordan, Dasborough, Daus, & Ashkanasy, 2010). However, most of the studies emphasize isolated individual characteristics and multilevel approaches should be included (Ashkanasy & Humphrey, 2011). Thus, more refined measures are needed (van Rooy, Alonso, & Viswesvaran, 2005), in order to shift the focus from the individual to the group (Jordan et al., 2010). Finally, a multi-level perspective would yield concluding results (Koman & Wolff, 2008) when analyzing the relationship among EI and other constructs in the workplace (Clarke, 2010).

Since the publication of the Workgroup Emotional Intelligence Profile (WEIP) (Jordan, 2000; Jordan, Ashkanasy, Härtelb, & Hooperb, 2002), a new venue of research for measuring EI in groups has arisen. Jordan, Murray and Lawrence (2009) criticized that most of the study's participants have been undergraduates. Thus, it is necessary to carry out additional research in work settings with workers and teams as samples. Additionally, it is necessary to validate this instrument to other countries and languages in order to have comparable results.

Jordan, and colleagues (2002, 2009), based on Mayer and Salovey (1997) model and focus on abilities related to emotions and abilities related to the emotions of others. These abilities have proven to have important consequences on the performance within teams, on establishing appropriate relationships with other colleagues (Jordan & Troth, 2004), and on facilitating a culture of collaboration, conflict resolution, and trust (Barczak, Lassk, & Mulki, 2010).

To create the Work Group Emotional Intelligence Scale short version (WEIP-S), Jordan and Lawrence (2009) built on their previous studies. Specifically, their first instrument was Work Emotional Intelligence Profile (WEIP; Jordan et al., 2002) which consisted of 27 items (comprising seven subscales) in which participants self-reported individual EI in a team context. This instrument yielded an adequate internal consistency. The WEIP-6 (Jordan & Troth, 2004) was a subsequent refinement of WEIP. In this case, individuals scored 30 items to improve the reliability of the measure and to reduce the number of factors to five. However, these instruments are not short measures. Thus, in a third study, Jordan and Lawrence (2009) provide a short measure based on the items listed in WEIP-6 to more accurately understand processes occurring in work groups.

The final WEIP-S consists of 16 items comprising four emotional intelligence subscales, compounded by four items each: Awareness of own emotions, Management of own emotions, Awareness of other's emotions, and Management of other's emotions. This instrument has good internal and test-retest reliability and provides a short, work-place based measure to assess team EI and to relate

this construct to other team members' behaviors and attitudes (Jordan & Lawrence, 2009).

However, to extend the use of this measure to other non-English speaking samples, further adaptation and validation is needed. In Spain there is no instrument that specifically evaluates EI in work teams. Therefore, the aim of this paper is to study the psychometric properties of the Spanish version of the reduced version of the WEIP-S, examining its factor structure, internal consistency and, from the relationship with other instruments, convergent validity.

Method

Participants and procedure

Participants were 332 employees from 53 work groups (42.5% men and 57.5% women). Mean age was 40.39 years ($SD= 8.19$, range= 22-65). The groups belonged to different organizations that worked in different production contexts (52.7% management and services, 19.2% education, 5.9% automotive industry, 4.4% counselling and finances, 3.7% health; and the 14.1% in other sectors). The time they had been working within the same organization was between 8 and 9 years ($M= 8.53$; $SD= 9.02$). We follow Kozlowsky and Bell (2003) criteria to decide the groups that could participate in the study.

A researcher contacted the organizations and after obtaining all permissions, administered the questionnaires containing the Spanish version of the WEIP-S and other measures about interpersonal behaviors (see instruments below).

To create and adapt the Spanish version from the original in English, we followed the International Test Commission (ITC, 2000) guidelines recommending backtranslation steps. Thus, the original scale was translated into Spanish by two experts. An expert on EI with a high command of English language and a native English speaker from Australia that is an English teacher in Spain and who did not know the original version. This version was backtranslated into English by the Australian teacher and another native English teacher. The final translation was confirmed by consensus (see Table 1 for the final Spanish version).

Instruments

Work Group Emotional Intelligence Scale short version (WEIP-S, Jordan & Lawrence, 2009). We used our Spanish version that comprised 16 items, in four dimensions; Awareness of own emotions (items 1-4), Management of own emotions (items 5-8), Awareness of other's emotions (items 9-12), and Management of other's emotions (items 13-16). The order of items and range of response was the same than in the original version with a Likert format ranging from 1 (strongly disagree) to 7 (strongly agree). The range of scores for each dimension is between 4 and 28.

Trait Meta-Mood Scale-24 (TMMS, Salovey, Mayer, Goldman, Turvey, & Palfai, 1995; Spanish version by Fernández-Berrocal, Extremera, & Ramos, 2004). Measures the meta-knowledge that individuals have about their emotional abilities. Participants respond to 24 items that comprised three intra-personal dimensions: (a) emotional attention (egr. "I am constantly aware of my mood"), (b) emotional clarity (egr., "I frequently make mistakes about my feelings") and, (c) emotional repair (egr. "Although I feel sometimes sad, I usually have an optimistic vision of life"). The

Table 1
Spanish Work Group Emotional Intelligence Profile-Short version (SWEIP-S)

A continuación encontrará una serie de enunciados acerca de usted y de su relación con los compañeros de su grupo de trabajo. Le pedimos que indique su grado de acuerdo con cada afirmación. Para ello utilice la siguiente escala y marque con una "X" la respuesta que considere se ajusta más a su opinión sobre lo que se le pregunta.

1	2	3	4	5	6	7				
Totalmente en desacuerdo	Bastante en desacuerdo	Algo en desacuerdo	Ni acuerdo ni desacuerdo	Algo de acuerdo	Bastante de acuerdo	Totalmente de acuerdo				
1. Puedo expresar mis emociones a los miembros del equipo				1	2	3	4	5	6	7
2. Puedo explicar mis emociones a los otros miembros del equipo				1	2	3	4	5	6	7
3. Si me siento bajo de ánimo, les puedo decir a los miembros de mi grupo de trabajo qué me haría sentir mejor				1	2	3	4	5	6	7
4. Puedo hablar con otros miembros de mi grupo de trabajo sobre lo que siento				1	2	3	4	5	6	7
5. Respeto las opiniones de los miembros de mi equipo, incluso aunque piense que están equivocados				1	2	3	4	5	6	7
6. Cuando estoy frustrado con algún compañero del grupo de trabajo, puedo sobreponerme a mi frustración				1	2	3	4	5	6	7
7. Cuando hay que decidir sobre un conflicto, intento ver todos los lados del desacuerdo antes de llegar a una conclusión				1	2	3	4	5	6	7
8. Escucho de forma imparcial las ideas de los miembros de mi equipo				1	2	3	4	5	6	7
9. Me doy cuenta de sus "verdaderos sentimientos", incluso aunque intenten ocultarlos				1	2	3	4	5	6	7
10. Soy capaz de describir con precisión cómo se sienten los miembros del equipo				1	2	3	4	5	6	7
11. Cuando hablo con un miembro del equipo puedo evaluar sus "verdaderos sentimientos" a través de su lenguaje corporal				1	2	3	4	5	6	7
12. Puedo deducir cuando mis compañeros de equipo dicen cosas en las que no creen				1	2	3	4	5	6	7
13. Mi entusiasmo puede contagiarse a los miembros del equipo				1	2	3	4	5	6	7
14. Soy capaz de animar a los miembros del equipo cuando se sienten decaídos				1	2	3	4	5	6	7
15. Puedo conseguir que los miembros del equipo compartan mi entusiasmo en un proyecto				1	2	3	4	5	6	7
16. Puedo proporcionar la "chispa" para conseguir que los miembros del equipo se entusiasmen				1	2	3	4	5	6	7

range of scores for each item is between 1 and 5. In our study, scores for each dimension ranged from 10 to 40.

Interpersonal Reactivity Index (IRI, Davis, 1980; Spanish version by Pérez-Albéniz, De Paul, Etxebarria, Montes, & Torres, 2003). Measures individual differences in empathic tendencies from a multidimensional perspective. It is comprised of 28 items measuring four independent dimensions for the global empathy concept. The sub-scales are: 1) perspective taking, assesses the ability of people to take the perspective or point of view of others; 2) fantasy, denotes the tendency of people to identify with fictional characters in books and movies; 3) empathic involvement, reflects the tendency to experience feelings of compassion and concern for others; and 4) personal distress, examines whether the person experiences feelings of discomfort and anxiety when observe negative experiences of others. The range of scores for each item is between 1 and 5. In our study, scores for the dimensions ranged from 1 to 4.43.

Social Problem-Solving Inventory-Revised (SPSI-R, D’Zurilla, Nezu, & Maydeu-Olivares, 1997; Spanish validation by Calero, Luna, Vera-Villarreal, & González, 2001). This inventory helps determine an individual’s problem-solving strengths and weaknesses. Includes 52 items, that comprise five dimensions: 1) positive orientation to others (POO): implies taking problems as a challenge and the individual’s belief about his/her ability to resolve them (self-efficacy); 2) negative orientation toward the problem (NOP): refers to a tendency to see problems as an unsolvable threat, reflecting the belief of the person on their limited ability to solve them; 3) rational resolution of problems (RRP) is an adaptive dimension that consists in rational and systematic application of the principles and problem-solving techniques; 4) Impulsive style / thoughtlessness (IST): refers to an inappropriate profile of problem solving; and 5) avoidance style (AS): individuals characterized by postponing the solution of problems, being passive and dependent.

The range of scores for each item is between 0 and 4. In our study, dimensions scores ranged from 0 to 7.40.

Self-monitoring (Snyder, 1974; Spanish adaptation by Avia, Carrillo, & Rojo, 1990). This scale consists of 25 items composed in a true / false format comprising 3 subscales: 1) other-directedness, 2) extraversion, and 3) ability to act or acting. Self-monitoring refers to the intention of individuals to manage the impression they make on others. It is conceived as a stable feature that affects most social interactions. This scale may classify people on a continuum ranging from high self-monitors (motivation and effort to convey an image that fits the distinctive aspects peculiarities of different environments, groups and individuals) and low self-monitors (harbor firm convictions and display little variability in emotional and attitudinal expressions in terms of interaction with others). As it is a dichotic variable, we calculate its internal consistency by using the KR₂₀ index. The range of scores for each item is between 0 and 1. In our study, scores for each dimension ranged from 2 to 22.

Data analysis

We determined factor structure and the goodness of fit using exploratory and confirmatory factor analysis. We used IBM SPSS® v.19 using projective techniques to assess the possibility of factor analysis. As a criterion for inclusion of items we decided to maintain those with communality greater than .40 and eliminate those with high loadings (>.50) in two or more factors. We also used the EQS 6.1 for Windows to analyze asymmetry, univariate and multivariate kurtosis associated with the data. With this software we also carried out confirmatory tests. We utilized the Satorra-Bentler rescaled chi-square statistic (S-B χ^2) and the CFI Robust (*Comparative Fix Index*). The goodness of fit of the proposed models was assessed using the S-B χ^2 , comparative fit index (*Robust CFI*), NFI (*Normed*

Fit Index), NNFI (*Non-Normed Fit Index*), RMSEA (*Root Mean Square Error of Approximation*) and RMSR (*Root Mean Square Residual*). All model estimations were conducted on covariance matrices, using the Maximum Likelihood (ML) procedure. Following Jordan and Lawrence (2009), we also analyzed the fit for the four-factor model, each representing a distinct emotional ability, confirming the results of the EFA. Furthermore, we examined the adjustment of all possible alternative models (Mathieu & Farr, 1991) resulting from the transformation of the original model for a total of 11 different models. The original model proposed a four-factor structure, six models had a three-factor structure, three models had a two-factor structure and, finally, a single model consisted of a monofactorial structure.

Reliability was determined using Cronbach's alpha. However, due to the limitations of the statistics based only on correlations (Bollen, 1989) we carried out equational modeling analyses to have additional reliability indexes as the determine coefficient, composed reliability and variance. Similarly to Jordan et al. (2002), we used Pearson correlations to analyze the relations to other instruments measuring related constructs. Missing data were replaced by a simple imputation method based on the mean score of the sub-scale. Since the number of missing values was lower than 5% of the total data, this imputation does not have consequences on the analyses performed (Graham, 2009).

Results

Exploratory factor analysis (EFA)

Following the recommendation of Dziuban and Shirkey (1974), we explored the items' psychometric properties based on tests of linearity before conducting the EFA. The Bartlett test of sphericity was significant ($\chi^2 = 3126.08$, $p < .001$), yielding a Kaiser-Meyer-Olkin index of .903, indicating the adequacy of the data. These results show good fit of the sample and strong correlation between items, indicating that the data were appropriate for factor analysis. We used principal axis factor analysis with varimax rotation. To extract the number of factors, we applied the Kaiser rule by selecting only those factors whose eigenvalue were greater than unity. We also analyzed the *scree plot* graph discarding factors located below the inflection point of the graph. The range of eigenvalues of the factors varies from 7.05 to 1.01, accounting for the 70.5% of the total variance. In table 2 we present the percentage of the rotated explained variance for each factor.

An examination of the factor loadings reveals a possible four-factor solution. Factor I grouped items 1, 2, 3 and 4, which evaluate aspects related to the understanding of own emotions (*Own Aware*, *OwnA*). Factor II grouped items 5, 6, 7 and 8, which are related to the management of one's own emotions (*Own Manage*, *OwnM*). Factor III grouped items 9, 10, 11 and 12, which evaluate issues related to understanding the emotions of others (*Other Aware*, *OthA*). Finally, Factor IV was comprised of items 13, 14, 15 and 16, which related to the management of others' emotions (*Other Manage*, *OthM*). All scale items have high factor loadings that exceed the recommended .55 (Comrey, 1973).

Confirmatory factor Analysis (CFA)

Univariate normal analysis resulted in asymmetry values between -1.16 and -0.42 and kurtosis values between -0.17 and

1.42, both within the recommended range (Chou & Bentler, 1995). Multivariant normality was established on the base of the Mardia coefficient, with a 101.05 value and a critical proportion of 38.36. In order to control for the degree of non-normality of the data, we used corrected test statistics (Bentler, 2007; Hu & Bentler, 1999; Kline, 1998).

The first model that contained a four-factor solution, was significantly better than any other of the alternative models (Table 3). The differences between S-B χ^2 values for nested models do not have the same distribution as the χ^2 (Satorra, 2000), so we followed the proposal of Satorra and Bentler (2001). In all cases, the four-factor solution was significantly better ($p < .001$) than any of the other nested models ($p < .001$). Furthermore, taking into account the criteria proposed by Hu and Bentler (1999), who considered values higher than .90 to be acceptable for the CFI, IFI, and NFI indices, the four-factor solution is also the one presenting the best fit. For Bollen (1989), who considers these cutoffs to be arbitrary values, the increase in the Robust CFI would reflect the better suitability of the four-factor model as compared to other models. Our IFI and NFI values were higher than .90, indicating a good fit of the model. NNFI also shows a good fit (.95). Hu and Bentler (1999) argue that a good fit model has a cutoff value that is equal or higher than .95 for NNFI. For SRMR, values lower than .05 and .08 indicates good fit of the model. For the RMSEA, Gierl and Rogers (1996) consider values under .08 to be acceptable. For the four-factor model solution the SRMR value was .04, indicating a good fit of the model.

Figure 1 shows a graph with the model that best fits the data, including standardized weights and measurement error. The data provide empirical support to the validity of the four-factor structure of SWEIP-S.

Table 2
Matrix of factor loadings for each item

Item	Factor I	Factor II	Factor III	Factor IV
1	.850	.197	.094	.229
2	.864	.163	.142	.212
3	.807	.197	.199	.141
4	.853	.178	.170	.196
5	.338	.606	.140	.132
6	.226	.719	.117	.198
7	.178	.780	.080	.219
8	.006	.591	.405	-.039
9	.096	.210	.772	.171
10	.195	.133	.761	.292
11	.156	.137	.721	.296
12	.179	.119	.631	.306
13	.177	.101	.325	.779
14	.244	.150	.229	.805
15	.226	.171	.234	.812
16	.173	.174	.258	.808
% explained variance	20.75	19.53	16.70	13.53
Eigenvalues	7.05	1.87	1.35	1.01

Table 3
Goodness of fit indices for each of the models

Models	χ^2 S-B	df	p	$\Delta\chi^2$ S-B	Robust CFI	IFI	NFI	NNFI	RMSEA	SRMR
4-factor: OwnA OwnM OthA OthM	146.28	98	<.01	-	.98	.96	.93	.95	.06	.04
3-factor: (OwnA/OwnM) OthA OthM	158.73	99	<.001	39.07***	.91	.90	.87	.88	.09	.09
3-factor: (OwnA/OthA) OwnM OthM	164.51	99	<.001	21.25***	.79	.81	.78	.77	.13	.13
3-factor: (OwnA/OthM) OwnM OthA	157.67	99	<.001	35.63***	.71	.73	.71	.69	.15	.13
3-factor: OwnA (OwnM/OthA) OthM	182.11	99	<.001	62.28***	.93	.92	.89	.91	.08	.06
3-factor: OwnA (OwnM/OthM) OthA	183.18	99	<.001	150.85***	.91	.91	.88	.89	.09	.08
3-factor: OwnA OwnM (OthA/OthM)	168.22	99	<.001	92.88***	.90	.89	.86	.87	.10	.06
2-factor: (OwnA/OwnM) (OthA/OthM)	172.96	100	<.001	59.75***	.83	.83	.80	.80	.12	.10
2-factor: (OwnA/OthA) (OwnM/OthM)	185.79	100	<.001	76.33***	.72	.76	.73	.72	.14	.15
2-factor: (OwnA/OthM) (OwnM/OthA)	183.31	100	<.001	58.38***	.65	.70	.67	.65	.16	.14
1-factor: (OwnA/OwnM/OthA/OthM)	203.45	104	<.001	81.47***	.62	.61	.59	.55	.18	.11

*** $p < .001$

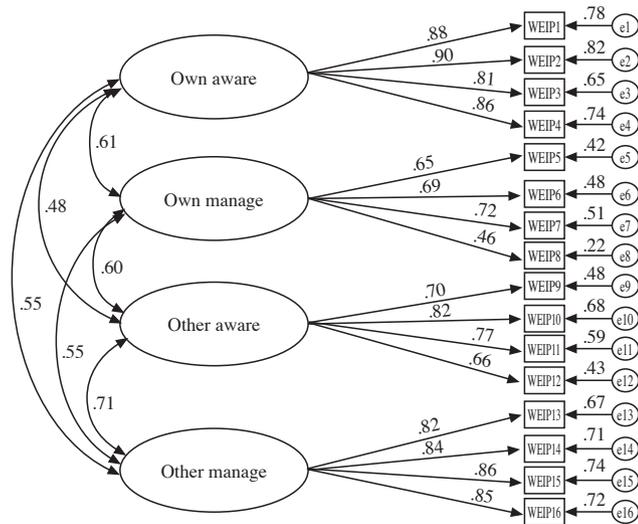


Figure 1. WEIP-S model for the Spanish validation

Reliability analyses

We examined the reliability of the dimensions by calculating its internal consistency using Cronbach's alpha index. As shown in Table 4 all values are above .70 (recommended by Nunnally & Berstein, 1994).

In Figure 1, in the upper right corner of each indicator, there are the squared correlation coefficients (R^2). Bollen (1989) considers these indices a direct measure of reliability that assess the adequacy of the observable variables in measuring the factors or latent variables. All reliability indices are above or near .50, except for item 8, which has a value of .22. However, since the saturation coefficient is significant, and given its theoretical importance, we decided to keep it in the model.

Regarding the reliability indices for each dimension, they were .92, .73, .83, and .89 for awareness of own emotions (OwnA), management of own emotions (OwnM), awareness of other's emotions (OthA), and management of other's emotions (OthM),

respectively. As for the average variance of the dimensions of SWEIP-S, the values were .75, .41, .55 and .71 for awareness of own emotions (OwnA), management of own emotions (OwnM), awareness of other's emotions (OthA), and management of other's emotions (OthM), respectively. Both the values for composite reliability, and the extracted variances of the constructs, are shown in Table 4. See also Table 5 for the correlations item-test, item-scale, means and standard deviations.

Criterion reliability

To test the criterion reliability, we correlate SWEIP-S dimensions with other constructs with which it has been theoretically related (see Jordan et al., 2002). Specifically, participants completed a series of questionnaires that included: (1) Trait Meta-Mood Scale, (2) Interpersonal Reactivity Index, (3) Social Problem-Solving Inventory-Revised, and (4) Self-monitoring.

The three dimensions of TMMS (attention, clarity and emotional repair), correlated positively with: 1) positive orientation to problems, 2) their rational resolution, and, 3) extraversion. Meanwhile, negative orientation to problems and an avoidance style correlated negatively. Managing one's emotions correlated significantly positive with clarity and emotional repair, perspective taking, positive orientation to problems and ability to reach a rational resolution, and extraversion. Moreover, the relationship between this SWEIP-S factor and the dimensions of fantasy, personal distress, negative orientation to problems, impulsivity-reflection

Table 4
Reliability of the scales

Variables	Cronbach alpha	Composite reliability	Extracted variance
OwnA	.92	.92	.75
OwnM	.71	.73	.41
OtherA	.82	.83	.55
OtherM	.91	.91	.71

style, avoidance style, orientation toward others, and ability to act, is negative. As for understanding the emotions of others, we obtain significant positive correlations with emotional attention, clarity and repair, perspective taking, empathy, positive orientation toward rational solving problems, and extraversion; whereas we found negative correlations with negative orientation toward problems, impulsivity-reflection style and avoidance style. Finally, managing others emotions correlated positively with clarity and emotional repair, perspective taking and empathy, positive orientation toward solving problems and creating a rational solution, and extraversion; and negatively with negative orientation to the problems, impulsivity-reflection style, and avoidance style (table 5).

Discussion

The importance of the emotions in the workplace has been considered as “an affective revolution” in the study of organizational behavior (Barsade, Brief, & Spataro, 2003). Emotions are important along all the levels of the organization and affective reactions are of substantial importance to managers and researches who want to understand and develop the organization to a higher standard (Ashkanasy & Jordan, 2008). Positive emotional reactions have been linked to numerous desirable outcomes (eg., productivity or job satisfaction) as well as to lower levels of stress and turnover (Harvey & Dasborough, 2006). At an individual level, results show that emotional intelligence plays an important role moderating the perceived affect and its consequences, as well as the attributions of employees and emotional responses in the workplace (Harvey

& Dasborough, 2006). However, group analyses are needed and therefore it is necessary to develop instruments that take into account emotions in work groups. Jordan and colleagues propose the WEIP-S as an instrument that allows measuring emotional intelligence in groups based on the ability model by Mayer and Salovey. But, further research is needed in the group context to analyze the importance of group emotions and to further comprehend other group processes (eg., leadership or cohesion). In our study, we carried out the adaptation and validation of this instrument to Spanish samples. Our results show that this instrument has convergent validity and that the Spanish structure replicates the original.

Thus, we propose a Spanish version of the WEIP-S that has very high convergent validity with the criterion variables used in the English version. This Spanish version gives us an adequate instrument to analyze Emotional Intelligence within groups in Spanish speaking samples and to further explore the cultural differences with other Spanish-speaking countries as well as other countries in cross-cultural studies.

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Table 5
Characteristics of the SWEIP-S (correlations item-test, item-scale, means and standard deviations)

	WEIP/1	WEIP/2	WEIP/3	WEIP/4	WEIP/5	WEIP/6	WEIP/7	WEIP/8	WEIP/9	WEIP/10	WEIP/11	WEIP/12	WEIP/13	WEIP/14	WEIP/15	WEIP/16	WEIP/Tot.
OwnA	.90**	.91**	.87**	.90**	.45**	.41**	.39**	.23**	.30**	.39**	.34**	.35**	.41**	.47**	.46**	.42**	.81**
OwnM	.45**	.44**	.45**	.45**	.71**	.78**	.77**	.67**	.43**	.41**	.40**	.37**	.36**	.39**	.40**	.41**	.75**
OtherA	.36**	.38**	.39**	.41**	.37**	.37**	.36**	.36**	.79**	.86**	.83**	.77**	.57**	.54**	.55**	.54**	.80**
OtherM	.46**	.46**	.42**	.45**	.33**	.36**	.37**	.24**	.46**	.54**	.52**	.50**	.87**	.88**	.89**	.89**	.80**
WEIP/Tot.	.72**	.73**	.71**	.74**	.58**	.59**	.58**	.45**	.61**	.69**	.65**	.62**	.69**	.71**	.72**	.70**	-
M (S.D.)	5.22 (1.42)	5.03 (1.46)	4.69 (1.53)	5.07 (1.47)	5.70 (1.17)	5.30 (1.23)	5.77 (1.05)	5.42 (1.29)	4.95 (1.17)	4.53 (1.34)	4.64 (1.29)	4.58 (1.30)	5.02 (1.10)	5.23 (1.05)	5.07 (1.03)	4.86 (1.14)	81.09 (13.30)

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

Table 6
Correlations among SWEIP-S and criterion variables

	WEIP			TMMS-24				IRI			SPSI-R			SELF-MONITORING					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	-	.50**	.43**	.50**	0.12*	.36**	.27**	.12	-.04	.03	-.03	.16*	-.15*	.14*	-.08	-.14*	-.01	.19**	-.11
2		-	.49**	.44**	.07	.41**	.40**	.27**	-.15*	.06	-.13*	.31**	-.33**	.35**	-.41**	-.38**	-.14*	.13*	-.12*
3			-	.62**	.16*	.30**	.35**	.22**	.02	.18**	.01	.34**	-.18**	.35**	-.14*	-.16**	-.03	.20**	-.00
4				-	.11	.33**	.39**	.24**	-.07	.14*	-.03	.38**	-.26**	.35**	-.21**	-.21**	-.11	.32**	-.01

Note: ** $p < .01$, * $p < .05$; Name of variables: 1. Awareness of own emotions; 2. Management of own emotions; 3. Awareness of other’s emotions; 4. Management of other’s emotions; 5. Emotional attention; 6. Emotional clarity; 7. Emotional repair; 8. Perspective taking; 9. Fantasy; 10. Empathic involvement; 11. Personal distress; 12. Positive orientation to others; 13. Negative orientation toward the problem; 14. Rational resolution of problems; 15. Impulsive style / thoughtlessness; 16. Avoidance style; 17. Other-directedness; 18. Extraversion; and 19. Ability to act or acting

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