

## Appendix A: The Genos 360 EI Assessment (Concise) Instructions

The Genos 360 EI Assessment (Concise) has been designed to measure how often you observe your school's principal or director demonstrating emotionally intelligent behaviors. There are no right or wrong answers to the questions. However, it is essential that your responses truly reflect the extent to which you believe the person you are rating typically demonstrates the behavior in question. If unsure, provide the answer that best describes how you generally feel.

### Example:

#### **Q. My school's principal displays appropriate emotional responses in difficult situations.**

You are required to indicate on the response scale the extent to which you believe the person you are rating typically demonstrates the behavior in question. There are five possible responses to each question (shown below). You are required to select the response/number that corresponds to your answer:

- 1 = Almost Never
- 2 = Seldom
- 3 = Sometimes
- 4 = Usually
- 5 = Almost Always

When considering a response, it is important not to think of the way the individual you are rating behaved in any one situation. Rather your responses should be based on the person's typical behavior observed over the last 6 months. If you are not sure, choose a response that feels most likely. Some of the statements may not give all the information you would like to receive. In this case, please choose a response that seems most likely. There is no time limit, however, this section usually takes between 5-7 minutes to complete.

Statements      1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always

#### **My school's principal:**

- |  |           |
|--|-----------|
| 1. Demonstrates to others that s/he has considered their feelings in decisions s/he makes at work.     | 1 2 3 4 5 |
| 2. Fails to recognize how his/her feelings drive his/her behavior at work.                             | 1 2 3 4 5 |
| 3. Responds to events that frustrate him/her appropriately.  | 1 2 3 4 5 |
| 4. Finds it difficult to identify his/her feelings on issues at work.                                  | 1 2 3 4 5 |
| 5. Expresses how s/he feels to the wrong people at work.   | 1 2 3 4 5 |
| 6. Fails to handle stressful situations at work effectively.   | 1 2 3 4 5 |
| 7. When someone upsets him/her at work, s/he expresses his/her feelings effectively.                   | 1 2 3 4 5 |
| 8. Considers the way others may react to decisions when communicating those decisions.                 | 1 2 3 4 5 |
| 9. When s/he gets frustrated with something at work, s/he discusses his/her frustration appropriately. | 1 2 3 4 5 |
| 10. When s/he is under stress, s/he becomes impulsive.   | 1 2 3 4 5 |

Statements 1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always

**My school's principal:**

- |  |           |
|--|-----------|
| 11. Fails to identify the way people respond to him/her when building rapport. | 1 2 3 4 5 |
| 12. Understands the things that make people feel optimistic at work.           | 1 2 3 4 5 |
| 13. Takes criticism from colleagues personally.                                | 1 2 3 4 5 |
| 14. Is effective at helping others feel positive at work.                      | 1 2 3 4 5 |
| 15. Communicates decisions at work in a way that captures others' attention.   | 1 2 3 4 5 |
| 16. Gains stakeholders' commitment to decisions s/he makes at work.            | 1 2 3 4 5 |
| 17. Appropriately communicates decisions to stakeholders.                      | 1 2 3 4 5 |
| 18. Expresses how s/he feels at the appropriate time at work.                  | 1 2 3 4 5 |
| 19. Understands what makes people feel valued at work.                         | 1 2 3 4 5 |
| 20. Effectively deals with things that annoy him/her at work.                  | 1 2 3 4 5 |

Statements 1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always

**My school's principal:**

- |  |           |
|--|-----------|
| 21. Appropriately responds to colleagues who frustrate him/her at work.          | 1 2 3 4 5 |
| 22. Finds it difficult to identify the things that motivates people at work.     | 1 2 3 4 5 |
| 23. Fails to keep calm during difficult situations at work.                      | 1 2 3 4 5 |
| 24. Is aware of his/her mood state at work.                                      | 1 2 3 4 5 |
| 25. Helps people deal with issues that cause them frustration at work.           | 1 2 3 4 5 |
| 26. Remains focused when anxious about something at work.                        | 1 2 3 4 5 |
| 27. Fails to resolve emotional situations at work effectively.                   | 1 2 3 4 5 |
| 28. Is aware of how his/her feelings influence the decisions s/he makes at work. | 1 2 3 4 5 |
| 29. Has trouble finding the right words to express how s/he feels at work.       | 1 2 3 4 5 |
| 30. When upset at work, s/he still thinks clearly.                               | 1 2 3 4 5 |
| 31. Does not know what to do or say when colleagues get upset at work.           | 1 2 3 4 5 |

## Appendix B: Inviting School Survey – Revised (ISS-R)

### DIRECTIONS

Following are a series of 50 statements concerning **YOUR SCHOOL**.  
Please use the five-point response scale and select how much you agree or disagree for each item.

**SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree**  
**Select 'N/A' only if the question does not apply to your school**

| Statements   | SA | A | U | D | SD | N/A |
|--|----|---|---|---|----|-----|
| 1. Student discipline is approached from a positive standpoint.                          |    |   |   |   |    |     |
| 2. Everyone is encouraged to participate in athletic (sports) programs.                  |    |   |   |   |    |     |
| 3. The principal involves everyone in the decision-making process.                       |    |   |   |   |    |     |
| 4. Furniture is pleasant and comfortable.  |    |   |   |   |    |     |
| 5. Teachers are willing to help students who have special problems.                      |    |   |   |   |    |     |
| 6. Teachers in this school show respect for students.                                    |    |   |   |   |    |     |
| 7. Grades are assigned by means of fair and comprehensive assessment of work and effort. |    |   |   |   |    |     |
| 8. The air smells fresh in this school.  |    |   |   |   |    |     |
| 9. Teachers are easy to talk with.   |    |   |   |   |    |     |
| 10. There is a wellness (health) program in this school.                                 |    |   |   |   |    |     |
| 11. Students have the opportunity to talk to one another during class activities.        |    |   |   |   |    |     |
| 12. Teachers take time to talk with students about students' out-of-class activities.    |    |   |   |   |    |     |
| 13. The school grounds are clean and well-maintained.                                    |    |   |   |   |    |     |
| 14. All telephone calls to this school are answered promptly and politely.               |    |   |   |   |    |     |
| 15. Teachers are generally prepared for class.   |    |   |   |   |    |     |
| 16. The restrooms in this school are clean and properly maintained.                      |    |   |   |   |    |     |
| 17. School programs involve out of school experience.                                    |    |   |   |   |    |     |
| 18. Teachers exhibit a sense of humor.   |    |   |   |   |    |     |
| 19. School policy encourages freedom of expression by everyone.                          |    |   |   |   |    |     |
| 20. The principal's office is attractive.  |    |   |   |   |    |     |
| 21. People in this school are polite to one another.                                     |    |   |   |   |    |     |
| 22. Everyone arrives on time for school.   |    |   |   |   |    |     |
| 23. Good health practices are encouraged in this school.                                 |    |   |   |   |    |     |
| 24. Teachers work to encourage students' self-confidence.                                |    |   |   |   |    |     |
| 25. Bulletin boards are attractive and up-to-date.                                       |    |   |   |   |    |     |

| Statements  | SA | A | U | D | SD | N/A |
|---|----|---|---|---|----|-----|
| 26. The messages and notes sent home are positive.                          |    |   |   |   |    |     |
| 27. The principal treats people as though they are responsible.             |    |   |   |   |    |     |
| 28. Space is available for student independent study.                       |    |   |   |   |    |     |
| 29. People often feel welcome when they enter the school.                   |    |   |   |   |    |     |
| 30. Students work cooperatively with each other.                            |    |   |   |   |    |     |
| 31. Interruptions to classroom academic activities are kept to a minimum.   |    |   |   |   |    |     |
| 32. Fire alarm instructions are well posted and seem reasonable.            |    |   |   |   |    |     |
| 33. People in this school want to be here.                                  |    |   |   |   |    |     |
| 34. A high percentage of students pass in this school.                      |    |   |   |   |    |     |
| 35. Many people in this school are involved in making decisions.            |    |   |   |   |    |     |
| 36. People in this school try to stop vandalism when they see it happening. |    |   |   |   |    |     |
| 37. Classrooms offer a variety of furniture arrangements.                   |    |   |   |   |    |     |
| 38. The school sponsors extracurricular activities apart from sports.       |    |   |   |   |    |     |
| 39. Teachers appear to enjoy life.  |    |   |   |   |    |     |
| 40. Clocks and water fountains are in good repair.                          |    |   |   |   |    |     |
| 41. School buses wait for late students.                                    |    |   |   |   |    |     |
| 42. School pride is evident among students.                                 |    |   |   |   |    |     |
| 43. Daily attendance by students and staff is high.                         |    |   |   |   |    |     |
| 44. There are comfortable chairs for visitors.                              |    |   |   |   |    |     |
| 45. Teachers share out-of-class experiences with students.                  |    |   |   |   |    |     |
| 46. Mini courses are available to students.                                 |    |   |   |   |    |     |
| 47. The grading practices in this school are fair.                          |    |   |   |   |    |     |
| 48. Teachers spend time after school with those who need extra help.        |    |   |   |   |    |     |
| 49. The lighting in this school is more than adequate.                      |    |   |   |   |    |     |
| 50. Classes get started quickly.  |    |   |   |   |    |     |

## **JITP Guidelines for Author Submissions**

The Journal for Invitational Theory and Practice (JITP) (ISSN-1060-6041) publishes once a year and promotes the tenets of invitational theory and practice, self-concept theory, and perceptual psychology. First published in 1992, the JITP is currently indexed in the ERIC and EBSCO databases.

The JITP seeks to publish articles under two priorities: research and practice. First, manuscripts are encouraged that report research that examines and expands the theory and practice of invitational learning and development, investigates the efficacy of invitational practices, relates invitational theory to other theories of human development and behavior, or focuses on theories that are compatible with invitational theory and practice. Second, manuscripts will be considered that are more focused on the practice of invitational theory. These articles are less data-oriented and could describe authors' attempts to apply invitational theory to a variety of settings or activities related to invitational theory. The editorial board will also consider book reviews of professional books related to invitational or other related theories.

The JITP accepts articles for submission year-round. However, the ideal submission deadline for each issue is October 1<sup>st</sup>. The Journal uses a blind peer review of articles with final publication decisions made by the editor. Upon publication, authors will receive an electronic copy of the JITP. Manuscripts submitted to or under consideration for publication by other journals are not accepted. Authors must follow specific guidelines when submitting manuscripts for publication consideration:

1. Prepare manuscripts in APA style. Refer to the Publication Manual of the American Psychological Association, 6th Edition (2010).
2. Submit manuscripts as email attachments to: [JITPeditor@invitationaleducation.net](mailto:JITPeditor@invitationaleducation.net)
  - a. All submissions will be acknowledged by return email to the originating email address.
  - b. Questions about submissions should be emailed to the editor, Chris James Anderson: [JITPeditor@invitationaleducation.net](mailto:JITPeditor@invitationaleducation.net); [ucan@rcn.com](mailto:ucan@rcn.com)
3. Include your home and business phone numbers.
  - a. This will allow the editor to quickly contact you if necessary.
4. Create all manuscripts as Microsoft Word® documents.
  - a. Please remove embedded comments, tracked changes, and hidden personal data in the file.
5. Submit two copies of the manuscript – one with your identifying information and one without your identifying information
  - a. The anonymous copy is sent for blind review.
6. Limit manuscripts to less than 10,000 words, double spaced (including references and quotations)
  - a. Use Times New Roman, 12-point font, with one-inch margins on each side, top, and bottom.
7. Format (APA, 2010) the cover page with the author's or authors' names, institutional affiliation(s), and title of the manuscript.
8. On the second page, include the title and an abstract of 150 - 250 words.