**Assessing Emotional Intelligence in Saudi Arabia: Paving the Way to Understand our own Emotional Tapestry**

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Despite undergoing significant scientific scrutiny over the past two decades, emotional intelligence (EI) has continued to catch the imagination of the public, policymakers, and practitioners. Especially promising has been empirical demonstration of the positive outcomes associated with EI in the school, in the home, and at the workplace (Mayer, Roberts, & Barsade, 2008). However, there is a severe dearth of indigenous and culturally suitable assessments of emotional intelligence, particularly if one accepts the emerging proposition that self-assessments of this construct are psychometrically flawed. In this presentation we will discuss an attempt to localize new measures of EI to the Saudi context. Two situational judgment tests of EI, the Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotional Management (STEM) (MacCann & Roberts, 2008) were translated into Arabic, with names and situations modified to more naturally fit Saudi culture. A large multivariate study was conducted with a sample of university students, along with a battery of measures (e.g., personality) and outcomes (e.g., grades) known to share meaningful relations with the STEM and STEU in Western cultures. The results suggest that the adapted measures have reasonable internal consistency reliability and construct validity, although some differences with the original findings are noted. We conclude with a discussion of future research directions and some potential applications in the Saudi Arabian educational context.