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DEVELOPMENT AND VALIDATION OF A SCALE FOR MEASURING ENERGETIC INTELLIGENCE: THE ENERGETIC INTELLIGENCE INVENTORY (ENII-33)

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Abstract:
Background: Energy is a construct that is present in all aspects of Psychology and without which human behavior is impossible. However, it has been studied and operationalized very little. The purpose of this research is to create an instrument to identify and operationalize the energy inside and outside people, distinguishing between them and using this information to achieve personal and collective goals. Energetic Intelligence is presented as a new construct that aims to encourage people to be more aware of their energy, know how to obtain it and regulate it better and how to use this information to achieve goals and develop their talents and to thus live a more meaningful life. Method: The Energetic Intelligence Inventory (ENII-33) was created and administered to 1020 workers who speak Spanish. Results: Both exploratory and confirmatory factor analysis were carried out supporting a model of five second-order factors and two first-order factors with satisfactory adjustment. A positive relationship was obtained between Energetic Intelligence, Self-esteem, Self-efficacy, Personality, Flow and Flourishing. Conclusions: The ENII-33 can be applied with sufficient guarantees in Developing Talent and Psychology Coaching Processes.
Keywords: Energetic Intelligence; Psychological energy; Personality; Human Development; Coaching Psychology.

➢ INTRODUCTION

Energy is an intrinsic element and essentially linked to Psychology and not sufficiently studied, nor recognized by our science. It is present throughout its history, in all its branches, processes and sub-disciplines. Not in vain is it part of its identity: Psychology has its origin in classical Greek, where psyche means soul or spirit. So Energetic Intelligence is the ability of everyone to identify the energies that inhabit inside and outside of themselves, distinguish one from another and use this information to achieve individual and collective goals aligned with his/her life purpose.

.1. Energy, Work and Systems

Schippers and Hogenes (2011) point out that although the energy construct has been entirely present in Psychology in general and in Work Psychology in particular throughout its history this concept has not been sufficiently studied. The authors observe how energy affects the work and functioning of organizations. People with a lot of energy are more productive, creative and positive, and have a greater influence on those around them (Ash, 1913; Cross et al., 2003). Bruch and Ghoshal (2004) express how everything seems to happen more easily when there is a high level of energy in the organization. When this happens, professionals stimulate each other positively, and make an extra effort (Cross & Parker, 2004). Cross et al. (2003) found a crucial link between the position of a person within the "energy network" of the organizational system and his/her results in annual performance evaluations. These authors found that professionals who know how to

energize others obtain better performance levels. They defined five dimensions for energizing relationships (Cross & Parker, 2004): (1) Convincing vision, (2) Meaningful contribution, (3) Total commitment, (4) Sense of progress, and (5) Believing in the objective. The authors highlight the importance of energy for building Vibrant Networks in which energy is part of the dialogue and daily life experience of the organization. This energy is associated with motivation, the ability to strive and progress. The initiatives described as energetic are usually the ones that move forward. In addition, by analyzing energy on social networks, managers can identify behavior patterns that help network members take steps to create, or at least not destroy, energy and enthusiasm. Goleman et al. (2002) showed the importance of energy in developing leadership. They gave the name Primal Leaders to people who are capable of tuning into people´s feelings and channeling them in an emotionally positive direction towards achieving goals.

.2. Energy and Intelligence

Spearman (1961) proposed an intelligence model made up of two factors, g (general) and s (specific). He defined the g factor as a "mental energy" that is measured by intelligence tests. He tentatively proposed that the physiological basis of intelligence was this constant "mental energy" (in each person, with which the brain was able to transfer most of its energy from one group of neurons to another. “We found that the whole of psychology would be illuminated if they could be taken, g as the amount of general mental energy, and the s´s as the efficiency of specific mental engines” (Spearman, 1927). In 1925, Lewis Terman enacted Galton's theories of natural ability by defining mental ability and genius in terms of scores on the Stanford-Binet intelligence test. Galton took into account energy and persistence as well as intellect to factor the ingredients of success (Simonton, 2003).

Cianciolo and Sternberg (2008) and Thomson (1939) conceived “g” as a factor made up of many mental capacities, abilities and motivations that operated simultaneously. Anderson (1983) developed the ACT-R model Adaptive Control of thought-Rational, wherein W is a constant divided by all the elements that are attended to when an individual performs a task. In this model, the parameter of “attentional energy”, or activation of resources (W), underlies the precision and speed with which even the simplest tasks are performed (Anderson & Lebiere, 1998).

Kyllonen (1991) and a group of researchers from Mannheim University (Wittmann & Süß, 2004) began using the “Components of Cognitive Architectures” approach to study intelligence. This approach argues that the attention resources available to the individual refer to structural properties within the information processing system and are related to energy reserve, mental energy, and workload. Other authors consider these attentional resources as important determinants of intelligence (Fogarty & Stankov, 1995; Hunt, 1980). Lovett et al. (1999) proposed that W (Source of Activation, attentional energy or amount of attention that the person has available for an element) could vary from one individual to another and could be understood as the parameter that reflects individual differences in the Working Memory (MT) capacity, what Spearman called “mental energy” (Sternberg & Grigorenko, 2002). Lovett et al. (1999, p. 157) analyzed cognitive performance and concluded that “If the amount of attentional energy, W, decreases. . .then all the recovery latencies are slower (not to mention the greater propensity to make mistakes)”.

Gardner’s Multiple Intelligence Theory proposes that intelligent behavior does not only arise from the unitary quality of the mind. Gardner believes that different types of intelligence are generated from metaphoric clusters of mental energy that allow people to solve problems or create products, and which are valued within one or more cultural settings (Gardner, 1983).

Sternberg and Berg (1986) collected definitions of intelligence, including “It is a set of skills involved in achieving rationally chosen goals. Two types of intelligence are distinguished: a) the capabilities such as speed and energy of the mind and b) the dispositions such as being self-critical”.

Ackerman (2009) analyzed the connections between personality and intelligence and found the clear difference that has been traditionally established between the two constructs, based on the degree of pressure that the individual is subjected to when they do tests. Ackerman encourages considering personality in contexts of maximum performance and intelligence in habitual behavioral contexts. The Triarquic Intelligence Theory (Sternberg, 1997) establishes the existence of three different interrelated dimensions: the componential or analytical intelligence; the contextual or practical intelligence; and the experiential or creative intelligence (Sternberg et al., 2000). In recent years, a movement that highlights the importance of transitivity, wisdom and consciousness as components of intelligence has been added to this Triarquic view of intelligence. Sternberg (2018) expresses how a higher IQ is not always very relevant for solving the problems of the current world. He presents a Limited Resources Model as a complement to the Successful Intelligence Theory, which emphasizes the importance of social skills, especially creative ones, and practices based on wisdom, compared to analytical skills. Sternberg defines Successful Intelligence as the ability of the person to formulate, implement, evaluate and, if necessary, to reformulate their plans for life. This definition embraces creative, analytical, and practical thinking, added to wisdom. The key point for Sternberg is that the same information processing components are involved in all sorts of skills; what differs is how they are applied. Sternberg highlights the importance of a fourth type of thinking, Wise Thinking, which has to do with the person's ability to contribute to achieving a common good, both in the short and long term. In this line, Spiritual Intelligence (Amram, 2007) has been promoted in recent decades.

King (2008) defines spiritual intelligence as a set of mental abilities that contribute to awareness, integration and adaptive application of nonmaterial and transcendent aspects of existence, leading to results such as a

deep existential reflection, improving life meaning, recognition of transcendent self and mastery of spiritual states. King and DeCicco (2009) include four components: (1) Critical Existential Thinking, (2) Personal Meaning Production, (3) Transcendental Awareness, and (4) Conscious State Expansion. The Spiritual Intelligence Self-Report Inventory (SISRI-24) expresses energy as part of something greater than what the individual is part of and of which they can be aware.

.3. Other Psychological Constructs related to Energy

Woodworth (1918) describes the term "Absorption" in relation to activities in which children and adults engage very easily and in which high energy is generated without requiring special stimuli. The author related this to the person's ability to apply all their energy in a job and stay focused on it due to the mere intrinsic interest in performing it. Csikszentmihaly (1975) talks about "Psychological Energy" and highlights its importance in relation to intrinsic motivation and living Optimal Experiences. He studied the states of Flow, which include "Your energy Flows gently", "I feel relaxed, comfortable and full of energy" and "I feel like I'm radiating energy in the environment".

Loehr (1982) studied the Ideal Performance State regarding Mental Toughness in football players and concluded that excellent players are characterized by: Self -confidence, Positive Energy, Negative Energy Control, Attitude Control, Attention Control, Visualization and Imagery Control, and Motivation. Loher developed the Psychological Performance Inventory (PPI) with seven dimensions, including: (1) Positive Energy (the ability to become energized from sources such as fun, joy, determination, positiveness, and team spirit). Positive energy makes peak performance possible. It is the essential source that enables high levels of activation to be achieved whilst simultaneously experiencing calmness, low muscle tension and attention control; and (2) Negative Energy (controlling negative emotions such as fear, frustration, envy, resentment, rage, and temper). Staying calm, relaxed and focused is directly related to keeping negative energy at a minimum. It is linked to the ability to perceive challenges as difficult and frustrating problems. Mental Toughness is considered to be a multidimensional factor that comprises cognitive, emotional and behavior components along a psychological construct that is related to success in athletic performance (Gómez-López et al., 2013).

Watson et al. (1988) explain the structure of affectivity with a two composite dimensional model: Positive Affect (AP) and Negative Affect (AN). Positive Affect (AP) is a state of high energy, complete concentration, and pleasant Engagement. (Barrett & Russell, 1999) define the Activation construct as a dimension of experience referring to a sense of mobilization or energy.

Snyder et al. (1991) define Goal-Directed Energy as part of the construct of Hope. Hope is a positive motivational state based on a sense of success, derived from two elements: 1) Agency (energy led to goals), and 2) Pathways (capacity to make plans to achieve them). Another construct that includes Hope, and therefore goal-directed energy is Psychological Capital (Luthans et al., 2007), PsyCap is a positive psychological development of human beings characterized by: 1) self-efficacy to make the necessary effort to achieve success in challenging tasks, 2) the ability to make attributions of positive causality (optimism) about current and future events, 3) perseverance in achieving goals and redirecting paths to achieve them successfully (hope), and 4) resilience (in the face of problems and adversity, staying on your feet, starting over and going further to achieve success). Rego et al. (2019) conclude that leaders who transmit high PsyCap have a more energized team and are more effective.

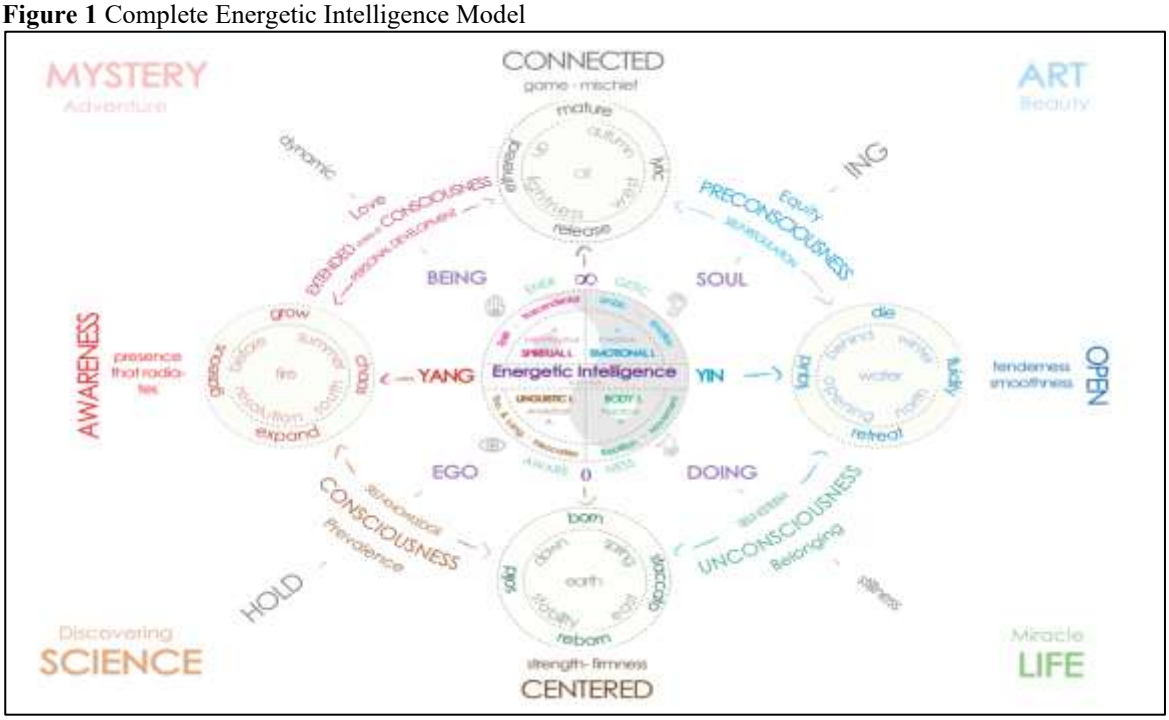
Caprara et al. (1993) found a relationship between the energy level and Personality within the framework of the Big Five Model, in which the first factor, Energy-Extroversion, is defined as the energy inherent to a confident and enthusiastic vision of multiple aspects of life, mainly of the interpersonal kind. Ryan and Frederick (1997), studying Subjective Vitality as a Dynamic Reflection of Wellbeing, relate the positive sense of vitality and energy to a specific psychological experience related to spirit and enthusiasm.

.4. Energetic Intelligence Model

According to the Energetic Intelligence Model Pérez-Moreiras et al. (2014). Energetic Intelligence is the result of joint, continuous, holistic, and indivisible action of multiple factors (all factors existing). Some of them are: (1) Environmental or external conditions as altitude, temperature, light, oxygen, food, water, time, weather, level of social and technological development, socialization level, status, social initiative, cooperation, group cohesion, solidarity, etc. and (2) "Internal" variables related to physical and psychological development of the person as age, physical constitution, nutrition, motility, health, perceptual factors (sensibility), cognition factors (thinking and speaking), emotional factors (feeling), spiritual factors (values).

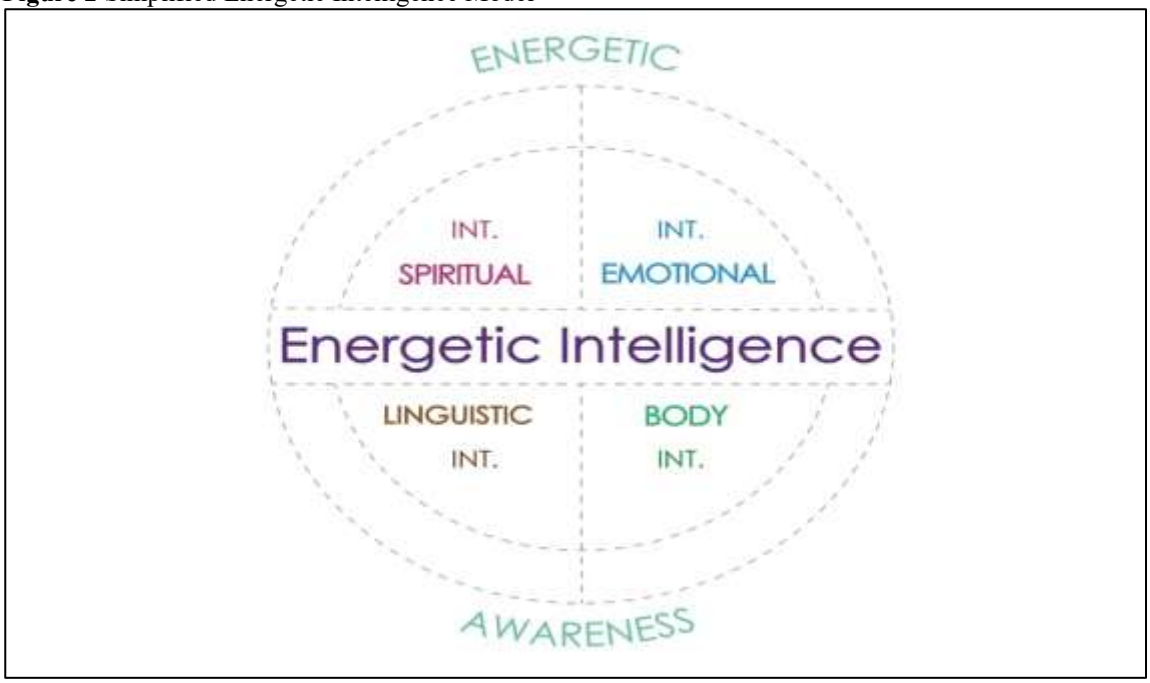
We have considered some of those variables. Both (complete and short) graphic representations of the Model are found in Figure 1 and Figure 2.

Figure 1 Complete Energetic Intelligence Model



Note: Includes: Coach State (Dilts et al., 2010); Five Rhythms (Roth, 1999); Family Systemic Configurations (Hellinger, 2001); Dispositions to movement (Pacheco, 2018) and Skills Model (Sternberg & Berg, 1986).

Figure 2 Simplified Energetic Intelligence Model



Note: 5 second-order factors: (f1) BMI-Body and Movement Intelligence, (f2) EI-Emotional Intelligence, (f3) LI-Linguistic Intelligence, (f4) TSI-Transitive and Spiritual Intelligence and (f5) EA-Energetic Awareness (Pérez-Moreiras, 2020).

Due to the large number of variables that converge in the model, as the first step towards opening this line of research into Energetic Intelligence, we decided to focus on the construction of an instrument for checking the suitability of the first five variables: (1) Body & Movement Intelligence (BMI), (2) Emotional Intelligence (EI), (3) Linguistic Intelligence (LI), (4) Transitive & Spiritual Intelligence (TSI) and (5) Energetic Awareness (EA).

.5. Objectives of the present study

The general objective of this study is to operationalize and validate the Energetic Intelligence construct by creating an instrument with guarantees of reliability and validity.

Study 1 has two objectives: (1) to create and identify the internal structure of the Energetic Intelligence Inventory using exploratory factor analysis (EFA) and (2) to calculate reliability of the tool.
Study 2 has two objectives: (3) to analyze the instrument's internal structures using a confirmatory factor analysis (CFA) and (4) to calculate reliability of the tool.
Study 3 has one objective (5): Show evidence of the validity based on the psychometric results using the Energetic Intelligence Inventory (ENII-33) as a criterion variable of Self-efficacy, Self-Esteem, Personality, Flow and Flourishing.

➢ METHOD

2.1. Participants

Two samples of 510 workers have been used, the characteristics of which are described in Table 1. In total, the participants were 1020 Spanish-speaking workers.

TABLE 1 Socio-demographic characteristics of participants from the three subsamples

	Variable	Sample (n3 = 1020)	AFE (n1 = 510)	AFC (n2 = 510)
Gender	Men	39.60%	41.1%	37.8%
	Women	60.40%	58.6%	62.2%
Age (years)		M = 43.74 (SD = 11.07)	M = 43.70 (SD = 11.30)	M = 45 (SD = 10.84)
Civil status	Married	59.3%	59.8%	58.8%
	Single	28.3%	27.3%	29.4%
	Divorced or separated	11.5%	12.1%	10.8%
	Widower / Widow	.9%	.8%	.1%
Academic Status	Without studies. No academic qualifications	0.90%	1.0%	0.8%
	Completed primary education	6, 2 %	5.7%	6.7%
	Completed secondary Education	32.90%	34.3%	31.6%
	University studies	35.80%	34.1%	37.5%
	Completed Master's / Doctorate education	24%	24.9%	23.5%
Seniority		M = 12.17 (SD = 10.73)	M = 12.52 (SD = 10.98)	M = 10 (SD = 10.47)

2.2. Instruments

The Energetic Intelligence Inventory is a newly created scale for measures the ability of people to identify the energy they feel within or outside themselves, distinguish one from the other and using this information to achieve individual and collective goals. The scale was constructed and developed in the following phases (Muñiz, 2003; Muñiz & Fonseca-Pedrero, 2008): (1) Clear definition of the construct, (2) Theoretical framework, (3) Connections with other constructs, (4) Predictions, (5) Preparation of a broad range of items, (6) Adequate sampling of all the facets to be measured, (7) Writing of items, (8) Supervision of items by experts outside the construct, (9) A pilot study, (10) Statistical analysis, and (11) Attention to ethical aspects according to the Nuremberg code throughout the process. A total of 311 items were created, which were then reduced to 193 according to criteria related to response time to the questionnaire. This was submitted to a pilot group consisting of 29 participants. After analyzing the responses, the original inventory was reduced to 111 items. This version was submitted to a panel of 16 experts. After analyzing the results of their analysis, we improved the wording of the items. The chosen item response format was five Likert-type anchors (1 = Strongly disagree to 5 = Strongly agree). This was reduced to 39 items, which were used in the present study.
The General Self-Efficacy Scale (GSE; Baessler & Scharzer, 1993) in Spanish version (Sanjuán et al., 2000) was four-point Likert-type items (1 = no agreement/not at all true to 4 = totally agree/completely true). This single factor scale is made up of 10 items, (α = .87); e.g. "8.- If I make enough of an effort, I can solve most problems").
The Rosenberg Self-Esteem Scale (EAR; (Rosenberg, 1965) adapted by Martín-Albo et al. (2007). This is a 4-point Likert scale with 10 items (1= strongly disagree to 4= strongly agree). Five of the items are written positively and five are written negatively. The scale showed internal consistency (α = .86; e.g.: "8. I wish to value myself more.").

The Personality Inventory (OPERAS; Vigil-Colet et al., 2013). It is a Likert scale of 40 items, that are answered using a 5-point Likert scale (1 = totally disagree to 5 = totally agree). This instrument measures: Extraversion (α= .86; e.g.: "8. I perform well in social situations"); Emotional Stability (α= .86; e.g.: "32. I change my mood often"); Conscientiousness (α= .77; for example, "16. I leave things half done"); Agreeableness (α= .71; e.g.: "12. I respect others"); and Openness to Experience (α= .81; e.g.: "35.- I'm curious about the world around me").

Short Dispositional Flow Scale (SDFS; Jackson et al., 2008, 2012) was adapted to Spanish by Godoy-Izquierdo et al. (2009) in a sample of Spanish athletes. The scale consists of nine items (α = .80; e.g.: "6. I feel total control over my body and my mind"). The SDFS has a Likert-type response scale of five alternatives (1= I never experience these sensations to 5= I always experience these sensations). It is an abbreviated version of the Spanish version of the Dispositional Flow Scale (DFS), which evaluates one's predisposition to experience Flow in sports activities, and it has also been used in workers (Pegalajar et al., 2023).

The Psychological Well-Being Scale (Flourishing Scale) (Diener et al., 2010; Diener & Biswas-Diener, 2008) in Spanish workers version (Serrano-Fernández et al., 2025). It consists of 8 items (α =.87; e.g.: "1. I lead a meaningful and purposeful life") with a Likert-type response scale of 7 alternatives (1 =Strongly disagree" to 7= Strongly agree). The scale provides a unique rating of psychological well-being related to flourishing or personal growth. In addition, it measures the value that people place on their social relationships, purpose and meaning of life, self-efficacy, and self-respect.

2.3. Procedure

Non-Probability sampling (Hernández et al., 2004), also known as accidental-random sampling (Kerlinger & Lee, 2004), was used to obtain the sample. Anonymity and confidentiality were guaranteed. The response ratio was 92%.

2.4. Data Analysis

The sample was divided into equal parts of 510 cases each by a random selection of cases to perform an exploratory and confirmatory analysis of different samples. Both analyses are detailed in R with the Psych and Lavan statistical packages (Rosseel, 2021). The exploratory analysis was made with the matrix of tetrachoric correlations in the ordinal order of the items. The process used weighted the squares (WLS) by estimate to model an oblique rotation because it supposes a relationship between factors. The adjustment indices RMSEA, TFI and CLI can be considered; however, in the exploratory exercise these were not considered as the only criteria for deciding the factorial structure of the data. Finally, following the recommendations of (Hair et al., 2014) a minimum factor weight of .3 was set and each factor was required to have at least three items. We estimated a Cronbach index for reliability for each factor.

Confirmatory factor analysis used a tetrachoric matrix again to estimate the fit of the model. The adjustment was evaluated by three more indicators that are usually reported in the literature, CFI (higher than .9), TLI (higher than .9) and RMSEA (lower than .8) according to (Abad et al., 2011). Modification rates were studied to determine possible unexpected associations between the data and those that were included after a theoretical reflection by the authors. Any modifications to the model were evaluated from a theoretical framework. In Study 3 (n_1 = 1020) we used the SPSS Statistics 26.0 software following the stepwise option for the correlation analysis (Hinton et al., 2014).

3. RESULTS

3.1. Study 1

3.1.1. Exploratory factor analysis

The first version of 39 items was reduced to a final version of 33 items (ENII-33) due to the results of the EFA. The criteria for item retention were values ≥ .30 and theoretical necessity (Clark & Watson, 1995). The data were found to be adequate for applying factor analysis to sample 1**.** ENII-33 Energetic Intelligence Inventory's test of sphericity (chi square, df = 345; p <0.01) and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (.94) were higher than the recommended value of .60 (Kaiser, 1970). Table 2 shows the saturation matrix, mean, standard deviation, corrected item-total correlation.

TABLE 2 Energetic Intelligence Inventory (ENII-33). Saturation matrix, mean, standard deviation, corrected item-total correlation (n1 = 510)

Items	(a)						(b)	(c)	(d)
	F1.1	F1.2	F2	F3	F4	F5			
1. I use my breathing as a useful tool of self-regulation.	.04	.84	.03	.02	.03	.04	3.41	1.23	.76
2. I use relaxation as a useful tool of self-regulation.	-.03	.91	.05	.03	.01	.04	3.28	1.26	.75
3. I consciously use movement (I dance, walk, play sports, jump ...) as a useful tool of self-regulation.	.12	.42	.07	.03	.09	.08	3.60	1.24	.48
4. I have experienced that my body language influences the impact I have on others and the situations I promote.	.39	.17	-.18	.31	-.01	.13	4.01	.91	.43
5. I use my body position (put my body forward, backward, more open, more closed) to achieve better communication with others.	.53	.36	.05	-.04	.18	.01	3.50	1.11	.65
6. I consciously use my body language to communicate better.	.48	.33	.01	.09	.13	.04	3.60	1.08	.71
7. I identify the emotions that drive me.	.44	-.07	.52	.05	.05	.10	3.81	.85	.73
8. I identify the emotions that paralyze me.	.32	.00	.50	.14	-.11	.10	3.81	.89	.66
9. I know how to regulate the emotions that drive me.	-.03	.09	.77	.05	.09	.03	3.44	.96	.72
10. I know how to regulate the emotions that paralyze me.	-.10	.11	.75	.05	.06	.05	3.27	.95	.67
11. I use my emotions to create constructive and collaborative environments.	.31	-.02	.20	.26	.05	.23	3.81	.93	.57
12. I exercise empathy (see things as the other is seeing them and take charge of their feelings when seeing reality from their point of view).	.18	.00	.08	.61	-.10	.05	4.20	.81	.59
13. I exercise assertiveness (say what I feel-I think appropriately).	.01	.01	.21	.50	.12	-.06	3.75	.94	.61
14. I practice a language that generates the reality that I wish to promote.	.15	-.07	.08	.48	.24	.09	3.69	.90	.68
15. I take care of how and when I offer my points of view, aware that my judgments influence the environment and the reality that I generate.	.02	.02	.00	.76	-.07	.05	3.84	.84	.65
16. I know the value of listening and I use it as an effective communication tool.	-.08	.06	.01	.87	-.03	-.02	4.12	.83	.70
17. I know the value of questions and I use them as an effective communication tool.	-.02	.06	-.03	.82	.06	-.04	4.05	.83	.72
18. I know how to use my thinking as a useful tool to meet my objectives.	-.03	-.05	.11	.51	.25	.14	3.88	.80	.67
19. I know how to use my language as a useful tool to meet goals that I set.	.04	-.04	.10	.49	.23	.12	3.85	.81	.67
20. I know how to make requests.	.05	-.05	.17	.32	.24	-.15	3.81	.88	.42
21. I have a clear life purpose that guides my actions and gives meaning to my life.	.07	-.01	.11	.03	.80	-.07	3.82	.94	.78
22. I have experienced how to know my life purpose makes me happier.	-.02	.08	.03	-.01	.86	.02	3.76	1.02	.83
23. I have experienced how to know my life purpose makes me more capable, empowers me.	.02	.09	-.07	.02	.86	.04	3.75	.98	.81
24. I live a full life (in harmony and peace).	.00	-.11	.05	.17	.55	.14	3.65	.96	.62
25. Following my life purpose has allowed me to harmonize all the facets that make up my life.	-.01	-.05	.14	.04	.60	.19	3.70	.92	.71

26. I identify energy or energies within myself.	.03	.07	.00	.06	-.05	.79	3.78	.98	.77
27. I identify energy or energies outside of myself.	.04	.03	-.03	.06	-.09	.85	3.64	1.02	.75
28. I distinguish the nature (capacitating or limiting) of these energies.	-.03	.08	.09	-.06	-.07	.85	3.45	1.05	.77
29. I consciously use this information (which comes from the energies that I identify inside and outside of me) to achieve individual and collective objectives.	-.08	.00	.08	-.04	.02	.88	3.31	.99	.81
30. I use the energy generated by my Flow (feeling of fullness, harmony and balance) to achieve my goals.	.06	.04	-.07	.06	.12	.72	3,58	.96	.75
31. I identify and use the sources from which I obtain energy (whether they are inside me or outside of me).	.03	-.07	-.03	-.03	.18	.81	3.43	.97	.79
32. I frequently experience Flow (also called "optimal experience" in which the psychic energy Flows effortlessly, I have no worries or reasons to question my own ability, in which I am aware that "I am doing well").	-.05	.02	.07	.09	.34	.42	3.43	.98	.61
33. I have experienced how receiving feedback allows me to reach my goals easily.	.04	.01	-.04	.14	.26	.31	3.80	.92	.51
Explained variation (%)	.05	.07	.08	.14	.13	.16			

Note: (a) Energetic Intelligence Inventory ENII-33 (33 items) (Pérez-Moreiras, 2020). (b) Mean; (c) Standard deviation; (d) Corrected item/total correlation.

3.1.2. Reliability

Cronbach's α values for each factor are (f1) Body & Movement Intelligence (BMI = .843; Self = .811; Others = 0.76); (f2) Emotional Intelligence (EI = .864); (f3) Linguistic Intelligence (LI =.865); (f4) Transitive-Spiritual Intelligence (TSI =. 901); and (f5) Energetic Awareness (EA =.916). It can be seen that all of these are higher than the recommended value of .70 (Nunnally & Bernstein, 1994). The maximum value of α corresponds to (f5) Transitive Spiritual Intelligence and the minimum to (f1.2) Body and Movement Intelligence-Others.

3.2. Study 2

3.2.1. Confirmatory factor analysis

To verify the appropriateness of the 5 second-order factor structure and 2 first-order factor structure, a confirmatory factor analysis (CFA) was conducted based on structural equations. The goodness-of-fit indicators used were the Tucker-Lewis Index (TLI), the Comparative Fit Index (CFI) (Lévy-Mangin & Varela-Mallou, 2006), and the Root Mean Square Error of Approximation (RMSEA) (Fan & Sivo, 2007). The values RMSEA = .06, CFI = .916 and TLI = .907 confirm an acceptable fit of the model (Table 3). All the indicators are suitable.

TABLE 3 Confirmatory factor analysis of the ENII-33

Construct/Item	**Mean**	**Sd**	**Beta (se)**	**α**
Energetic Intelligence Inventory (ENII-33)				
1. **BMI-Body & Movement Intelligence**				.82
1.1 Body & Movement Intelligence-Self				.82
1. I use my breathing as a useful tool to self-regulation.	4.04	.87	.86	
2. I use relaxation as a useful tool to self-regulation.	3.39	1.19	.91	
3. I consciously use movement (I dance, walk, play sports, jump ...) as a useful tool to self-regulation.	3.23	1.21	.59	
1.2 Body & Movement Intelligence-Others				.77
4. I have experienced that my body language influences the impact I have on others and the situations I promote.	3.61	1.14	.53	

Construct/Item	Mean	Sd	Beta (se)	α
5. I use my body position (put my body forward, backward, more open, more closed) to achieve better communication with others.	3.51	1.05	.84	
6. I consciously use my body language to communicate better.	3.56	1.03	.82	
2. **EI-Emotional Intelligence**				.85
7. I identify the emotions that drive me.	3.82	.88	.68	
8. I identify the emotions that paralyze me.	3.81	.89	.64	
9. I know how to regulate the emotions that drive me.	3.47	.91	.69	
10. I know how to regulate the emotions that paralyze me.	3.29	.92	.60	
11. I use my emotions to create constructive and collaborative environments.	3.79	.92	.70	
12. I exercise empathy (see things as the other is seeing them and take charge of their feelings when seeing reality from their point of view).	4.20	.86	.56	
13. I exercise assertiveness (say what I feel-I think appropriately).	3.78	.91	.64	
3. **LI-Linguistic Intelligence**				.87
14. I practice a language that generates the reality that I wish to promote.	3.74	.86	.76	
15. I take care of how and when I offer my points of view, aware that my judgments influence the environment and the reality that I generate.	3.89	.89	.62	
16. I know the value of listening and I use it as an effective communication tool.	4.24	.76	.58	
17. I know the value of questions and I use it as an effective communication tool.	4.12	.78	.69	
18. I know how to use my thinking as a useful tool to meet my objectives.	3.94	.83	.73	
19. I know how to use my language as a useful tool to meet goals that I set.	3.85	.84	.73	
20. I know how to make requests.	3.85	.89	.51	
4. **TSI-Transitive & Spiritual Intelligence**				.88
21. I have a clear life purpose that guides my actions and gives meaning to my life.	3.89	.88	.79	
22. I have experienced how to know my life purpose makes me happier.	3.90	.95	.83	
23. I have experienced how knowing my life purpose makes me more capable, empowers me.	3.79	.94	.76	
24. I live a full life (in harmony and peace).	3.70	.93	.65	
25. Following my life purpose has allowed me to harmonize all the facets that make up my life.	3.73	.91	.79	
5. **EA-Energetic Awareness**				.91
26. I identify energy or energies within myself.	3.84	.97	.75	
27. I identify energy or energies outside of myself.	3.70	.99	.73	
28. I distinguish the nature (capacitating or limiting) of these energies.	3.55	1.01	.82	
29. I consciously use this information (which comes from the energies that I identify inside and outside of me) to achieve individual and collective objectives.	3.39	1.02	.87	
30. I use the energy generated by my Flow (feeling of fullness, harmony and balance) to achieve my goals.	3.60	.94	.83	
31. I identify and use the sources from which I obtain energy (whether they are inside me or outside of me).	3.46	.95	.85	
32. I frequently experience Flow (also called "optimal experience" in which the psychic energy Flows effortlessly, I have no worries or reasons to question my own ability, in which I am aware that "I am doing well").	3.47	.94	.67	
33. I have experienced how receiving feedback allows me to reach my goals easily.	3.93	.90	.45	

3.2.2. Reliability

Cronbach's α values are (1) Body & Movement Intelligence (BMI) (α = .82), with two first-order factors BMIS-Self (α = .82) and BMIO-Others (α = .77); (2) Emotional Intelligence (EI) (α = .85); (3) Linguistic Intelligence (LI) (α = .87); (4) Transitive & Spiritual Intelligence (TSI) (α = .88); and (5) Energetic Awareness (EA) (α = .91). The values are therefore higher than the recommended value of .70 (Nunnally & Bernstein, 1994). The maximum value of α corresponds to (f5) Transitive Spiritual Intelligence and the minimum to (f1.2) Body & Movement Intelligence-Others.

3.3. Study 2

3.3.1. Correlation analyses

We obtained the validity indications of the scale studied through correlations with other scales. Table 4 shows the results obtained. Energetic Intelligence correlates positively and significantly with all the variables analyzed. The highest correlations are between Emotional Stability and Linguistic Intelligence

(r = .58, p<0.01), Flow and Linguistic Intelligence (r = .56, p <0.01), Flow and Transitive-Spiritual Intelligence (r =. 56, p <0.01) and Flourishing and Transitive-Spiritual Intelligence (r = .56, p <0.01), followed by Emotional Stability and Transitive-Spiritual Intelligence (r = .53, p <0.01), Self-efficacy and Linguistic Intelligence (r = .52, p <0.01) and Flourishing and Linguistic Intelligence (r = .52, p <0.01). It is also interesting to note how the five factors of Energetic Intelligence correlate with each other. In particular, the highest values of all are found between Emotional and Linguistic Intelligence (r = .73, p <0.01), followed by Energetic Awareness and Emotional Intelligence and Transitive-Spiritual Intelligence that in both cases are (r = .60, p <0.01).

TABLE 4 Signs of the validity of the Energetic Intelligence Inventory with the external correlates and the contrast scales

	EI.f1_BMI	EI.f2_EI	EI.f3_LI	EI.f4_TSI	EI.f5_EA
EI.f1_BMI					
EI.f2_EI	.59**				
EI.f3_LI	.50**	.73**			
EI.f4_TSI	.43**	.56**	.59**		
EI.f5_EA	.54**	.60**	.55**	.60**	
Self-efficacy	.33**	.44**	.52**	.46**	.40**
Self-esteem	.28**	.31**	.48**	.49**	.33**
OP.EX	.28**	.50**	.30**	.26**	.26**
OP.EE	.34**	.32**	.58**	.53**	.44**
OP.CO	.24**	.33**	.41**	.37**	.29**
OP.AG	.17**	.27**	.37**	.28**	.27**
OP.OP	.28**	.28**	.27**	.23**	.25**
Flow	.32**	.51**	.56**	.56**	.48**
Flourishing	.34**	.48**	.52**	.56**	.40**

** p < .01 level

Note: 5-second order factors: f1.BMI-Body and Movement Intelligence, f2. EI-Emotional Intelligence, f3. LI-Linguistic Intelligence, f4. TSI-Transitive and Spiritual Intelligence and f5. EA-Energetic Awareness and Personality (Extraversion, Emotional Stability, Conscientiousness, Agreeableness, Openness), Self-efficacy, Self-esteem, Flow and Flourishing (N= 1020).

4. DISCUSSION

The general objective of this research was to validate the Energetic Intelligence construct by creating the Energetic Intelligence Inventory (ENII-33). ENII-33 was shown to be a suitable instrument for measuring the Energetic Intelligence capability that allows people to identify the energies that reside inside and outside themselves, distinguish one from another and use this information to achieve individual and collective goals. To date we have not found any scales or scientific bibliography on this construct.

The 1st and 3rd objectives are fulfilled since we have created ENII-33 with an internal structure of five second order and two first-order factors, explaining a total variance of .64.

The first of the five identified second-order factors (f1), the B&MI-Body and Movement Intelligence, refers to the person's ability to recognize, attend to, respond to, and consciously and constructively use the information they receive from their body and the movement that it experiences in each moment. Many authors have highlighted the relationship between the energy experienced by the human being and his/her body/movement. For example, a high negative emotionality and lack of energy is correlated with body mass in children aged nine to fifteen years (Ravaja & Keltikangas-Järvinen, 1995). Vidarte et al. (2011) proved the importance of energy in bodily aspects related to movement and promoting health. Golec et al., (2017) studied how the practice of yoga increases self-esteem and how this effect is mediated by a greater subjective feeling of energy. Furthermore, Pommier et al. (2018) observed how physical gardening activity renews the physical and psychic energy of psychiatric patients, and Voderholzer et al. (2019) studied how eating habits are related to the perception of energy in people with depression.

The second second-order factor (f2), EI-Emotional Intelligence, refers to the ability to recognize one's emotions and those of others, distinguish one from the other and be able to use this information to achieve individual and collective objectives. The validation of this factor is consistent with that found by other authors. Thus, Reeve et al. (1994) highlights how emotion mobilizes the energy necessary for action, bringing the individual closer to their goal. Cooper et al., (1997) found the ability to channel and transfer energy pushes creativity and promotes passions, which are essential elements of emotional intelligence. Thus, Servan-Schreiber (2003) discovered how emotional intelligence is a capacity that allows people to maximize the vital energy inside themselves. Others described how the amount of energy perceived is one of the leading elements in the diagnosis and treatment of depressive moods (López-Cruz et al., 2018).

The third second-order factor (f3), LI-Linguistic Intelligence, refers to the ability of the person to create the present and future reality through his/her language and thought. It is a competency related to the effective use of language to create enriching and positive environments (internal and external), in which communication is canalized towards achieving accomplishments, solving problems, creating wellbeing, and progressing. The results obtained are in accordance with those found by authors who study the use of language in framing processes (Levin & Gaeth, 1988; Rothman & Salovey, 1997) and also with its importance for cognition, mind structure, intellect, configuration of reality and personal identity (Chomsky Noam, 2011; Lehmann, 1994).

The fourth second-order factor, TSI-Transitive & Spiritual Intelligence, refers to the ability of every person to find the meaning of their existence, their "why" in life and in each of the systems in which they live. It has to do with the ability to identify the purpose of life, transcend self-individuality and put oneself at the service of the highest good or that which is greater than the individual. The results are consistent with findings from (Ryan & Frederick, 1997) when they described vitality and energy as a psychological experience related to the spirit and enthusiasm. Diener and Biswas-Diener (2008) related life meaning and purpose to the findings about optimism giving and Engagement (Hone et al., 2014), and the findings about emotional stability (Romero Madroñal et al., 2024)as well as to the findings of King and DeCicco (2009) regarding Spiritual Intelligence and those of Sternberg (2018) on Successful Intelligence.

The fifth second-order factor, EA-Energetic Awareness, refers to the ability of every person to be aware of their energy dimension as a human being and of their ability to regulate this energy and use it to live a meaningful life and achieve wellbeing (individually and collectively), which means being able to create energetically clean environments (internally and externally) in which energy Flows to give better results with less effort. These results support those found in relation to "Psychic Energy" by other authors such as (Csikszentmihalyi, 1975), who emphasizes the important relationship between energy and intrinsic motivation and living Optimal Experiences; Ash (1913), Cross et al. (2003) and Bruch & Ghoshal (2004) who found that people with a lot of energy are more productive, creative and have a more positive influence on others; and Schippers & Hogenes (2011) who revealed how energy affects success and better performance in organizations.

We have also fulfilled objectives 2 and 4 by calculating reliability (all values are between .77 and .92). These results cannot be compared with other specific studies due to the novelty of the construct. Nevertheless, they are coherent with other scales that measure factors related to energy in psychology. Therefore, in the DFS-S Short Dispositional Flow Scale used to measure the willingness to live states of "Psychic Energy" (Flow; Csikszentmihalyi, 1975), the reliability in an English-speaking population was .77 (Jackson et al., 2008) and .80 in a Spanish-speaking population (Godoy-Izquierdo et al., 2009). The Psychological Well-Being Scale or Flourishing Scale (8-FS; Diener & Biswas-Diener, 2008) was designed to measure Flourishing as the vitality of experiencing positive energy available to or within the regulatory monitoring of one's self (Ryan & Frederick, 1997), the original English version has a reliability of .82 (Diener et al., 2010) and Spanish validation in workers was .88 (Serrano-Fernández et al., 2025)

Regarding the applicability of the results, the possibility of having a valid and reliable tool (ENII-33) and a new construct for evaluating and applying Energetic Intelligence in Psychology processes is in accordance with (1) the purpose of this discipline to promote evidence-based Coaching (Brock, 2012), (2) the need to have reliable and valid tools for guaranteeing the quality of processes driven by HR Management both from technical (Castaño et al., 2011) and ethics perspectives (Fernández-Ballesteros et al., 2018).

Accompanying professionals so they gain a greater awareness of their energy and learn how to obtain it and how they can regulate it better in relation to their performance will contribute to increasing their ability to self-manage, be autonomous and get better results at work. It is also expected that there would be a positive impact on the quality of services, the worker's Engagement, and the quality of their contributions for the common good and humanity.

Following the criteria that the main theorists have suggested for assessing the additional potential of intelligences (Ellis, 2018; King & DeCicco, 2009), including Energetic Intelligence among the intelligences within psychology, presents us with the challenge of increasing research into the construct to cover all the recommended aspects: (1) include a temper set or interrelated mental abilities, (2) facilitate the resolution of problems of adaptation and reasoning in all environmental aspects and contexts that are developed with age and experience, (3) evolutionary plausibility, (4) neurobiological evidence, and (5) psychometric and experimental support (Gardner, 1983; Mayer et al., 2000; Sternberg, 1997).

Among the limitations of the study, we can mention that we used incidental and non-probabilistic sampling, and therefore we must be cautious in generalizing the results. It is also necessary to replicate confirmatory factor analysis in new samples and, because validity is a dynamic process (Padilla et al., 2007), it is necessary to determine what new relevant data ENII-33 will provide in relation to other processes in organizations: selection and assessment, performance, leadership development, Engagement, etc.

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