The relationship between emotionally intelligent leaders and subordinate motivation.

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Executive summary

Chapter 1

Emotional intelligence is defined as a group of interrelated emotional abilities that influences the ability to cope effectively in the work place. It is also seen as a key indicator of overall success. The connection between leadership, motivation and emotional intelligence is made and objectives set for the study between the emotional intelligence of leaders and the motivation of the subordinates. The method and measuring battery is described.

Chapter 2

In chapter 2 a literature review is conducted through a review on all the relevant areas of emotional intelligence, leadership, motivation, and climate. The links between emotional intelligence and motivation and the link between emotional intelligence and leadership are also investigated. Emotional intelligence as component in leadership is seen as key to successful use of EI as indicator for motivating the subordinates. Climate is indicated as a key for measuring the motivation in the work place.

Chapter 3 & 4

The results are given in Figure form and the conclusions that were found summarized in chapter 4. Emotional intelligence as a leadership skill is positively related to a motivating climate. The dimensions that have the most influence are discussed.

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CHAPTER 1

1.1 Introduction

Emotional intelligence (EI) as defined by Reuven Bar-on is an: "array of emotional, personal and social abilities which influence one's overall ability to cope effectively with environmental demands and pressures" (Orme, 2001:48). According to Daniel Goleman (1998:4-6) this is a new way of being smart and is a new way of looking at intelligence as a root cause of success.

Emotional intelligence is a fundamental dimension in leadership today and will stay and grow in importance as we aspire and rise in leadership positions (Sterrett, 2000:5). The importance is related to the shift away from having only technical knowledge and now moving to a more integrated business world of communication, technology and globalization. According to Smit and Cronje (2003:71) the last 30 years is marked as the decades of change and this has led to many changes in human resource management and development strategies (Kreitner & Kinicki, 2004:52)

Emotional intelligence enables us to integrate emotions into the rational thinking process, thus using a full complement of available information in the making of decisions (Sterrett, 2000:3). With this enhanced capability, comes the improved decision making skills needed to increase performance in an ever increasing intricate world of business (Sterrett, 2000:4 and Kreitner, R. & Kinicki, 2004:674).

The healthcare industry is under heavy governmental pressure to decrease costs. This has led to the use of cheaper, less qualified personnel in order to cope with increasing demand and to comply with the governments' regulations. These regulations include laws regulations and new policies on healthcare practices (Ehlers, 2000:74-82). The way the nursing function copes with these changes is important due to the fact that nursing is the largest group of healthcare providers (Ehlers, 2000:74-82).

With change and technology as our constant partner, transformational leadership is the key factor to success of organisations. Leaders must establish vision, goals, inspiration and must motivate, drive and serve as role models for all who come into contact with them. They must serve as energy to redefine the future (Giber, *et al.* 2000:21). Emotions are the activators of energy, the foundation for enthusiasm, initiative, drive, creativity, persistence and transformation (Sterrett, 2000:83).

Technical knowledge and shortages have been the main driving force in promotions in the medical fields. The highest technically empowered candidate has been promoted into leadership/managerial position for which he/she is not always ready. The ability to inspire and motivate is rarely a requisite for promotion although without those abilities the leader/manager will not be able to achieve the organisational strategic intent, vision, values or goals (Giber *et al.* 2000:21).

Effective employee motivation has been one of managements most difficult and challenging functions - getting the work done through others (Kreitner & Kinicki, 2004:258). Motivation is defined by Kreitner and Kinicki (2004:259) as: "those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed". It is motivation that keeps the fires going (Sterrett, 2000:84). Emotional intelligence competencies underwrite these persistent needs for leaders to motivate and drive through the competencies of optimism and motivation in the face of setbacks (Goleman, 2000:113,318, Sterrett, 2000:83).

The emotionally intelligent person looks at stressors in a different way and is more equipped to handle difficult situations. They look at the world and see the good in the community and workplace and will find ways of pulling others in to see it too (Sterrett, 2000:87).

Due to the fact that technical capabilities are the measure of competence and promotion in the healthcare industry, leadership capabilities has gone unnoticed as lacking in a profession, where in the past it was believed that the work itself must be rewarding

enough to motivate the personnel (Ehlers, 2000:74-82). The problem with under motivated staff due to a lack of leadership inspiration has been created over many years and is magnified by the generation Y's (Born between 1978 and 2000) attitude towards work and the increase in cultural diversity in the workplace (Codrington, 2008:42).

Motivation as a factor of environmental influence and leadership is highlighted as the main influence in the effectiveness and output of workers (Giber *et al.* 1995:20). The environment has changed and is continuing to change; the workforce and the rules for doing business are also changing and therefore lead to the yardstick for performance determination to change. Emotional intelligence is most likely to predict who will be the peak performers and measures the traits that are crucial for the future of company's existence (Wright, 2007:1-2).

1.2 Problem statement

It is reported that nursing is one of the most stressful professions in the world and with a lack of involvement in decision-making increasing the stress levels (Van der Merwe, 2005:1). High emotional intelligence has been shown to help cope with and adapt to stressful situations (Van der Merwe, 2005:2).

The central problem in the organisation might be that the demotivation of the subordinates could be the direct result of a lack of emotionally intelligent leadership. The emotional intelligent person is more capable of leading a group through change (Cherniss & Goleman 2001:42). It has been found that 70% of all change initiatives are not creating the desired outcomes due to people issues, such as inability to lead, inability to work with others, lack of initiatives, and dealing with change (Anon 2008:7).

The effect of emotions and the handling thereof in the workplace has in the past two decades offered many explanations into human behaviour. Emotions form an integral part in the individual's work life and are especially true for the nursing profession, where the

workload is filled with emotions. A number of researchers have suggested that a high emotional intelligence has a positive impact on the work life of individuals. Organisations can benefit from high emotional intelligence in their subordinates (Van der Merwe, 2005:2).

1.3 Main Objective of this study

The main objective of this study is to investigate whether a relationship exists between the emotional intelligence of the unit manager within a private hospital setting (leader) and the motivation of the ward personnel (subordinates).

1.3.1 Sub-objective of this study

The secondary objective is to investigate the nature of the relationship between the emotional intelligence of the unit manager within the private hospital setting and the motivation of the ward personnel (subordinates).

1.4 Research methodology

The research method consists of a literature review and an empirical study. The literature review will be presented in chapter 2 and the empirical study in chapter 3.

1.4.1 Research design

A survey design is used to collect data to achieve research objectives. A survey involves a questionnaire as tool to collect data on the identified population. The survey is best

suited in descriptive and predictive research where the relationship between variables is correlated (Van der Merwe, 2005:11).

1.4.2 Study population

The sample participants are selected from private hospitals within the Pretoria metropolitan area. A sample of 14 unit managers from different hospitals will be participating in completing the Emotional Intelligence Test from Central Test. Then the climate survey by Workinfamily will be completed by the permanent personnel in the unit. Where the permanent personnel are less than three regular agency staff will be used to ensure adequate amounts of climate surveys to be completed.

1.4.3 Measuring battery

The Emotional Intelligence Test developed by Central Test International is used to measure the EI of the leader. The motivation of the subordinates is measured through the Quick climate survey developed by Workinfamily that measures the climate that the subordinate works in.

- The Emotional Intelligence Test developed by Central Test International is a comprehensive assessment of emotional intelligence and gives a norm based EQ score that can be compared to a reference group (Anon, 2009:1). Emotional intelligence is measured on 12 factors including self-knowledge, self-control, self-motivation, resilience and relational ease. The structure of the test was last reviewed in May 2008 to confirm validity and applicability in the business setting. The questionnaire consists of 40 questions and the time required to complete the test is estimated at around 30 minutes. The test is based on the theories by Salovey & Mayer, Goleman and Bar-on (Orme, 2001:22).

- The Quick climate survey developed by Workinfamily is used to measure the climate of the unit. The test measures the flexibility and supportiveness of the manager/leader and the climate the leader creates in the direct work area. Many of the emotional intelligence competencies such as developing others and affiliation are also tested in this questionnaire. (www.workinfamily.com/consulting/climate survey.htm). Due to the nature of motivation only the outcome or input can be measured.

1.4.4 Statistical analysis

The test results of the Quick climate survey will be processed into numerical data using the scoring provided by Workinfamily consulting. The scoring method as well as a blank survey is attached in appendix 1.

The results of the Emotional Intelligence test will be processed by Central Test International and a full report of each respondent unit manager attached as appendix 3.

The EQ of the different unit managers will be correlated to the climate survey's averages as measured in the different units. The separate dimensions of the EQ will also be analyzed and correlated to provide relationships between the dimensions and the climate survey outcomes. Then lastly the grouped dimensions of relational and personal dimensions will be statically correlated to the climate survey outcomes.

The statistical analysis will be done using scatter Figures and correlation coefficients. The coefficient of correlation gives the relative strength of a linear relationship between two variables. A perfect +1 means that the scatter figure dots are in a straight line and can be predictably plotted to describe and further readings. A zero means that there is no linear relationship between variables and -1 means that there is a perfect negative slope straight line through the variables (Levine *et al.* 2005:138). Thus the larger the correlation the larger the predictability of a change in one variable and the effect it will

have on the other (Levine *et al.* 2005:138). According to Cohen (1988:37) the strength of the relationship can be described according to the following table.

Table 1: The description related to the correlation coefficient.

Correlation Coefficient	Descriptor
0.0-0.1	trivial, very small, insubstantial, tiny, practically zero
0.1-0.3	small, low, minor
0.3-0.5	moderate, medium
0.5-0.7	large, high, major
0.7-0.9	very large, very high, huge
0.9-1	nearly, practically, or almost: perfect, distinct, infinite

From this table the interpretation of the relationship will be possible.

1.5 Limitations of the study

The study was restricted to only 14 units due to high costs associated with the Emotional intelligence tests that were done through a United Kingdom company Central test. Due to the restrictions on the number of participants generalization is also limited.

1.6 Chapter division

Chapter 1: Problem statement and objectives
Chapter 2: Literature review
Chapter 3: Empirical study
Chapter 4: Conclusions and recommendations

Chapter 2: Literature review

2.1 Emotional intelligence.

The concept of emotional intelligence has been with us as long as emotions played a role in life. It started as a psychology subject with Robert Thorndike describing social intelligence with the interaction within a social setting being the main theme. This line of research was furthered by RW. Leeper. His studies on emotional thought & the ability of emotional thought directed activity, were the first indication of emotions directed behaviour of self and others (Orme, 2001:9).

In 1990 John Mayer and Peter Salovey wrote their collectively written first definition of emotional intelligence which stated "*the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action*" (Orme, 2001:9). This brought in the dimension of control over the emotion and ability to choose direction and reaction.

In 1996 Dr Reuven Bar-on presented the first measuring instrument of emotional intelligence and published a paper in 1997 (Orme, 2001:9). This measuring instument consists of a questionnaire utilizing 133 items scored on a 1-5 scale where 1 is "very seldom or not true of me" to 5 "Very often true or true of me". The 5 main components measured are intrapersonal, interpersonal, adaptability, stress management and general mood (Cialdini et al. 2002:9-24)

According to Orme Mayer and Salovey revised their first collective definition in 1997 to include a wider spectrum of capabilities. The revised definition is *"Emotional Intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth"* This revised definition also underlines much of the components measured by the Bar-on EQ test (Orme, 2001:22).

Orme referred to Carolyn Saarni, published papers in 1997 and 1998 on "emotional competency" in children and the way emotions are regulated, understood and expressed during interaction with their peers, parents and siblings. (Orme, 2001:22).

In 1998 Daniel Goleman published the first best selling book on emotional intelligence: "Emotional intelligence: Why it can matter more that IQ". (Orme, 2001:9). Then in 2000 Goleman wrote a second book: "Working with emotional intelligence" in line with the topic EI in the workplace the connection between EI and leadership is emphasized. Emotionally intelligent leaders have the ability to influence others to accomplish their work more effectively (Goleman, 2000:32). In 2001 Daniel Goldman wrote another book in cooperation with Cary Cherniss with the title: "the emotionally intelligent workplace" on emotional intelligence and the influence thereof on the organisation. The main focus of the book is on the selection of and improvement of emotional intelligence in the workplace (Cherniss & Goleman, 2001:xix).

In 1998 May-mcBer introduced another measuring instrument for emotional intelligence with the specific focus on businesses. It consisted of a 360-degree assessment of emotional intelligence. The subject has been recognized and supported by many businesses worldwide and these measuring instruments are now in use to educate and identify leaders of today and tomorrow (Orme, 2001:23). As a new concept, that is measurable. Emotional intelligence may predict important outcomes that were less predictable in the past. It appears to have negative relations to behaviour such as violence and other social problems (Cialdini *et al.* 2001:24).

Emotional intelligence has an intense impact on success in life. Emotional intelligence is unique but has a positive relation with other intelligences. EI is applied to the life domain of emotions as described by (Coetzee *et al.* 2006:64).

Distinguishing between two different sets of intelligences, rational- and emotional intelligence, and combining them will determine success in the business and life settings

(Cherniss & Goleman, 2001:28). Rational/cognitive intelligence without emotional intelligence cannot reach full potential or give rise to star performance (Cherniss and Goleman, 2001:28). In the globally competitive and multi-cultural environment of business, world leaders are expected to be able to understand and manage the impact of emotions and the related behaviour in order to achieve organisational success (Coetzee and Schaap, 2005:64).

Emotional intelligence belongs to a set of intelligences that inter-link a variety of capabilities. Linking the cognitive intellect with the use and understanding of emotions, it denotes the ability to use emotion in a constructive way (Mayer, *et al.* 2001:9).

Emotional intelligence is tested as "intelligence" because all individuals are not equally endowed with the particular abilities and these abilities can be developed and improved within a person's life span. Emotional intelligence involves particular abilities to reason intelligently about emotions including perceiving and identifying emotions in one self and others. It also involves skills to understand and manage emotions successfully in social situations (Coetzee *et al.* 2006:65).

The Mayer, Salovey and Caruso model draws the criteria of what intelligence must be defined as, and indicates that emotional intelligence complies with all three criteria: conceptuality (aptitude), correlation (shared similarities with other intelligences) and developmental (must increase with an individuals experience and age) (Cherniss and Goleman, 2001:20-26).

Emotional intelligence has a long history and was first defined as "*the ability to understand others and to behave wisely in relation to others*" (Orme, 2001:19). The above statement was coined as social intelligence and was the building block of the research of emotional intelligence. The research on emotional intelligence now also includes self awareness, self regulation, motivation, empathy and social skills.

The concept broadens the thought about intellect and incorporates a new measure to predict who will reach the highest levels of success (Goleman, 1998:4). The emotional dimension of intelligence has previously been ignored and the rational intelligence was used as the only predictor of ability. This emotional ability is now regarded as critical to good human relations and effective leadership (Coetzee & Schaap, 2005:31).

Other emotional intelligence definitions of note are Mayer and Salovey's 1990 definitions as "the ability to monitor one's own and other's feelings as emotions to discriminate among them and to use this information to guide one's thinking and action" In 1996 the definition was refined to: " *Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth"*. Dr Reuven Bar-on's definitions of emotional intelligence are: *"an array of emotional, personal and social abilities which influence one's overall ability to cope effectively with environmental demands and pressures"* (Orme, 2001:19).

The emotional competence inventory by Boyatzis, Goleman and Rhee compounds all five competencies that Goleman originally stated and found that self awareness, self-management, social awareness and social skills encompasses all of the emotional competencies (Cherniss & Goleman, 2001:89).

The first competency self-awareness includes: emotional self-awareness (recognizing one's own emotions and their effects); accurate self-assessment (knowing one's strengths and limits) and self confidence (a strong sense of one's self-worth and capabilities) (Cherniss & Goleman, 2001:89).

The second competency self-management includes: self control (keeping disruptive emotions and impulses under control), trustworthiness (displaying honesty and integrity), conscientiousness (demonstrating responsibility in managing oneself), adaptability

(flexibility in adapting to new situations), and achievement orientation (drive to meet internal standards) (Cherniss & Goleman, 2001:89).

The third competency social awareness includes empathy (understanding other and taking interest in them), developing others (sensing others' developmental needs and helping to increase their capabilities), service orientation (recognizing and meeting customer needs) and organisational awareness (empathizing at the organisational level) (Cherniss & Goleman, 2001:89).

The last competency, social skill includes influence (wielding interpersonal influence tactics without manipulation), communication (sending clear and convincing messages), conflict management (resolving disagreements effectively), leadership (inspiring and guiding groups of people), change catalyst (initiating or managing change), building bonds (nurturing instrumental relationships) and teamwork and collaboration (creating a shared vision and synergy in teamwork and working with others towards a shared goal). All of these competencies have importance in the workplace but the most important to the leadership of the company would be the social competencies. (Cherniss & Goleman, 2001:89).

The competencies as described by Cherniss and Goleman (2001:89) are the basis on which further research will be done. The main areas of focus are empathy, the developing of others, and social skills. Empathy represents the foundation skill for all social competencies important for workplace relations (Goleman, 2000:28). Emotional intelligence is seen as a multifactor array of interrelated abilities – emotional, social and personal. These interrelated abilities enhance the person's ability to cope with occupational stress and every day demands in general (Sterrett, 2000:2). Abilities of self regard, assertiveness, stress tolerance, impulse control, problem solving, optimism, empathy and social responsibility are of crucial importance in a daily work situation where different demands are placed on an individual (Sterrett, 2000:2).
The feelings, instincts and intuitions gained through experience are vital sources of information. This information gathered from other sources than the up-front information

is the key to decision making (Sterrett, 2000:3). Therefore if the only data used is cognitive or rational only half the available information is used to make the decision. True emotional intelligence is thus being able to call upon both sets of information – from the emotional centre as well as the rational centre of the brain – and integrating these in order to use the full complement of available information (Sterrett, 2000:3). Emotional awareness is defined as: "the ability to recognize emotions that effect performance and the ability to use this information to guide valued decision making". Emotional awareness is one of the social and relational competencies linked to emotional intelligence (Goleman, 1998:54).

Emotional intelligence can be seen as an interpersonal intelligence, an ability to understand and influence, without manipulation, to be able to influence other, their work method and being able to cooperate with other members of the community. The capability to discern and respond appropriately to the moods, temperaments, motivations, and desires of the co-worker to access ones own feelings and the ability to use and incorporate all these inputs to guide behaviour (Cherniss & Goleman, 2001:39).

Sources of emotional intelligence within an organisation that can be used to unleash the power of Emotional intelligence (EI): The interlinking relationship between leadership, the HR-function and the organisational climate and culture. The above mentioned areas relate to the individual and have impact on the relationship between individual- and group's EI (Cherniss & Goleman, 2001:7-9). As a social intelligence the relationship is of essence between functional areas in the workplace and not the areas alone in itself (Cherniss & Goleman 2001:8).

Although the acceptable reaction to feelings and the expression thereof are learned from cultures, emotions are cross-cultural and non-specific to culture, age or gender. Emotional intelligence is an internationally consistent measure and can be used across the board on all businesses, schools and government institutions, because emotions are a standard set all over (Orme, 2001:154). Emotions such as frustration, happiness and rage are felt across the board by all cultures and can be seen as a common denominator.

To summarise: Emotions are the personal and social abilities that help cope with daily demands. It consists of many abilities that have a direct influence on how responses are formed from input through processing to output. These factors self-regard (self-esteem), emotional self awareness, assertiveness, stress tolerance, impulse control (self control), reality testing, problem solving, empathy and interpersonal relationships are part of the emotional abilities that change the way that information are processed and acted upon as stated by (Mayer *et al.* 2001:87). True emotional intelligence is thus being able to appropriately use the information within the emotional centre of the brain and balancing that with the information from the rational centre of the brain using the full complement of information to make decisions (Sterrett, 2000:3).

2.2 Emotional intelligence and leadership

Emotional intelligence is a central part of leadership, a role whose essence is pulling others to do their jobs more effectively. Leadership is an energy giving activity (Goleman, 1998:32). Leadership is about getting all the levels of the organisation to improve their performance (Stuart-Kotze, 2006:51). Leadership is the inspiration and guiding of individuals and groups.

Effective leaders articulate and instill enthusiasm directed at a shared vision and mission; steps forward as leader despite position, hold the group accountable for performance and leads by example (Goleman, 1998:183). The emotionally intelligent leader seems to be able to instill a sense of trust, enthusiasm and cooperation among employees Coetzee *et al.*. (2006:64). The behaviour of the leader is noted and absorbed by those around them and the behaviour although unconsciously will be reflected by the entire organisation under their influence Coetzee *et al.* (2006:64).

Interest in emotional intelligence is focused on a number of functions where the ability to predict success in a leader is one of the most important in the business realm (Herbst *et*

al. 2006:592). Management is beginning to realize the importance of emotional intelligence in improving the overall organisational effectiveness. The importance of the knowledge, skills and experience of emotional intelligent leaders are fundamental to the success of the organisation. The development expectations are thus shifting to incorporate more attention to the development of people in the organisation (Coetzee & Schaap, 2005;31).

Leadership from an emotional intelligence perspective is characterised by: - confronting difficult decisions head-on and with maximum available information, - initiating change and recognising resistance to change, - creating a sense of enthusiasm and excitement and encouraging positive energy, - leading by example, - and providing clear direction for people to follow and commit to (Stuart-Kotze, 2006:54-56).

Emotional intelligence as part of leadership was shown to be one on the most powerful differences that differentiated the top performers from the average ones (Cherniss & Goleman, 2001:32). These emotionally intelligent leaders are able to articulate and arouse enthusiasm towards the shared vision and mission and are able to step forward when needed to guide performance. (Cherniss & Goleman, 2001:37).

In a study on teacher and student performance: reviewing leadership styles of teacher's it was found that where the teacher relied on fewer EI competencies the students tended to under perform and were more demoralized in the face of failure (Cherniss & Goleman, 2001:41). Another study revealed that the more effective leaders in the healthcare industry were also more adept at integrating key EI leadership competencies into the workplace (Cherniss & Goleman, 2001:41).

2.3 Important leadership styles in emotional intelligence

- The visionary leader displays competencies such as self-confidence and empathy and acts as a change catalyst. The main objective of this style is to mobilize others to follow a vision (Cherniss & Goleman, 2001:42).
- The affiliative leader displays competencies of empathy, building bonds and conflict management. This leader's main objective is to create harmony and to heal rifts between team members (Cherniss & Goleman, 2001:42).
- The democratic leader displays teamwork, collaboration and communication skills and has as main objective, the building of commitment through participation. This is very important where the buy-in of the group is needed to enable the project to work (Cherniss & Goleman, 2001:42).
- The coaching leader displays the competencies of developing others, empathy and emotional awareness. This leader has the future strengths in mind and helps develop the employee for the long term performance development.
- The co-ersive leader has a negative influence on climate and should only be used in crisis cases with problem employees. This style shows the characteristics of achievement drive, initiative and emotional self-control and has the objective of immediate compliance (Cherniss & Goleman, 2001:42).
- The pacesetting leader. This leader displays the competencies of conscientiousness, achievement drive and initiative. This style is effective where the team is competent and highly motivated and the task performance needed of a high standard (Cherniss & Goleman, 2001:42).

All these leadership styles have a time and place and the most successful leaders are those that can switch between them as the situation changes. The EI theory of performance predicts positive links between EI leadership, organisational climate and subsequent performance (Cherniss & Goleman, 2001:43).

2.4 Emotional intelligence and motivation

Emotions can be seen as the environment-behaviour interface. There are many compelling reasons to be concerned with emotions, and these can be seen as the interface between environmental input and behavioural output. Emotion is also seen as the preparatory- and energizing factor that facilitates the appropriate action being taken. The response of action can be delayed providing for a latent period in which more information can be gathered and alternate responses considered. The focus on the role of emotions in motivation and behaviour is controlled by the degree/length of the latent period. The presence of a negative emotion often elicits fast unregulated responses with minimal guidance from cognitive processes. For this reason the experience and regulation of strong negative emotions are of great interest in behaviour regulation as postulated by (Lord *et al.* 2002:6-10).

According to Lord *et al.* (2002:11) emotions play an integral role in motivation. Individual differences in emotional tendencies interact with organisational events and with social interactions to yield emotional reactions that importantly shape an individual's goals and the persistence of effort in the face of obstacles. Emotional reactions to organisational events that weaken personal commitment to organisational goals will influence job performance.

Emotions are the foundation for creativity, passion, optimism, drive and transformation and motivation keeps those fires burning (Sterrett, 2000:83-84). Motivation is seen as the desire to move into a specified direction (Smit & Cronje, 2002:344). Motivation can be seen as a synonym for enthusiasm, initiative and persistence at accomplishing tasks (Sterrett, 2000:83-84). According to Korman's consistency theory, there exists a positive correlation between self esteem and performance. This relates to employees that feel that they are valued will perform better and are more likely to reach stretch goals than those that do not feel valued or worthy (Aamodt, 2004:291).

Emotional processes are implicated as major role players in the accomplishment of long term goals. The individual differences in the regulation of these emotions play a central role in the effective pursuit of goals that involve sustained attentional effort as stated by (Lord, *et al.* 2002:11). Self-motivation as a dimension in emotional intelligence is seen as the ability to incorporate and use emotions in reaching goals (Anon, 2009:1).

Figure 2.1 highlights the relationship between the separate competencies of EI. The starting block of growth is indicated as self-awareness that grows into relationship management. (The Consortium for Research on Emotional Intelligence in Organizations 2008:1).

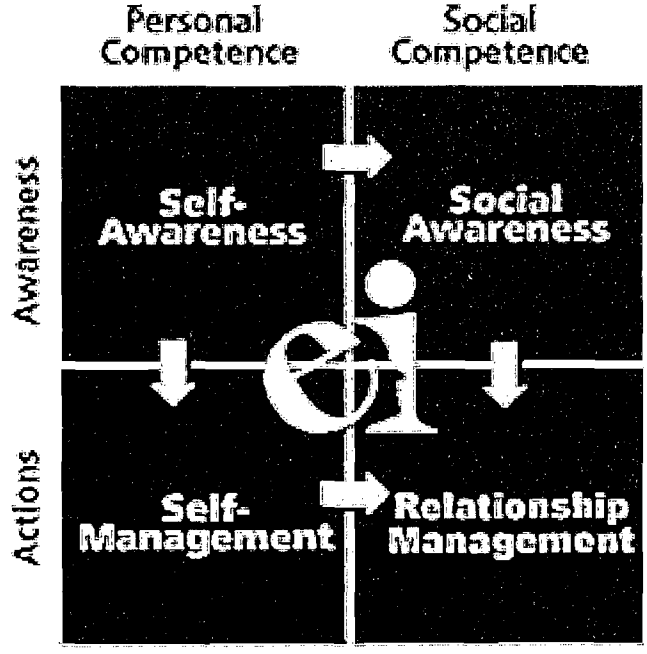

Figure 2.1 The interrelation between the EI competencies.

2.5 Leadership

Leadership is a definition without bounds. According to Kreitner and Kinicki (2004:595) leadership means vision, enthusiasm, love, trust, passion, consistency, coaching and numerous other things. At an individual level leadership entails mentoring, coaching, inspiring and motivating. It is the activity that involves the bridging of the gap between formulation of plans and the reaching of goals, taking the plans and making it reality (Smit & Cronje, 2003:278). Leaders are able to attract and let people grow in order to maximize collective output. Leaders are also able to inspire and motivate to achieve organisational vision and strategy outcomes as stated by Giber *et al.* (2000:21). Leaders build teams, create cultures, generate feelings of cohesion, and resolves conflicts at group level. (Kreitner & Kinicki, 2004:595). Leadership is seen as a complex managerial activity that includes the leader, the follower, and the organisation as a whole (Smit & Cronje, 2003:276).

Leadership theories:

Trait theory: stipulates that leadership is focused on specific personal traits that differentiate leaders from followers – these traits include traits such as ability to execute vision, flexibility and team orientation (Kreitner & Kinicki, 2004:595-612).

Behavioural theory: investigated the different kinds of behaviour that result in higher motivation and higher performance, including behaviour such as consideration and initiating structure (Kreitner & Kinicki, 2004:595-612).

Situational theory: includes the situations' connection to the leadership style and the effectiveness that is to be expected of the style. This theory directly links the leadership style to change and the need for the leader to be able to adapt their style according to the situational need for leadership (Kreitner & Kinicki, 2004:595-612). Various models were developed, based on this situational theory of leadership of which the most prominent are

those of Fiedler's contingency model, Hersey and Blanchard's leadership cycle model and the Vroom-Yetton-Jago model (Smit & Cronje, 2003:290).

One of the most respected approaches to leadership is the path-goal theory that stipulates that it is the leader's job to assist his or her followers in attaining their set goals. The leader provides direction, guidance and support to ensure that individual goals are aligned with overall organisational goals. Four main leadership behaviour styles are identified in the path-goal theory:

- The directive leader clarifies expectations and gives specific guidance as to how the work should be done
- The supportive leader shows concern for the needs of the followers
- The participative leader consults and uses suggestions before making a decision
- The achievement orientated leader sets challenging goals and high performance expectations (Smit & Cronje, 2003:191-192).

A relatively new perspective on leadership theory has emerged and is referred to as charismatic leadership. This theory emphasizes a transformation of the employees by means of symbolic leadership behaviour, where the leader is not the controller, but the example of excellence. The leader inspires and transforms the employee into self-sacrifice and performance beyond the call of duty by means of inspirational massages, non-verbal communication, and a call to ideological values (Kreitner & Kinicki, 2004:613-617).

Other perspectives on leadership include the leader-member exchange model of leadership, leadership substitutes, and servant-leadership (Kreitner & Kinicki, 2004:617-624).

Transformational leadership is very similar to charismatic leadership, but is distinguished by a special ability of the leader to bring about innovation and large about face change to an organisation. Transformational leadership is the most appropriate in dynamic situations and the transformational leader is viewed as the change masters' that breaks

old habits of thinking and acting in order to create new solutions to old and new problems (Smit & Cronje, 2003:292-293). Transformational leaders are referred to as leaders that takes their followers to a destination that they are too afraid to approach alone (Smit & Cronje, 2003:294).

The nature of leadership was revealed by survey results by academics and practitioners alike and they all agree that leadership is the most important topic within the realm of organisational behaviour. The consensus is that if an organisation finds itself in trouble, it should definitely investigate leadership as one of the possible causes of the problem (Smit & Cronje, 2003:276-277). According to Cherbosque emotional intelligence is a critical element in leadership and that without leadership, organisations will stagnate, loose vision and direction and decline towards closure and irrelevance (Cherbosque, 2004:1). The most important aspects of the nature of leadership can be summed up in that the leader provides direction with clarity of goal and performance standards (Smit & Cronje, 2003:277-278). The leader will insist on high performance and will inspire people to attain the expected standard as emphasized by (Abratt *et al.* 2000:140).

Leadership and management are connected in the sense that leaders manage and managers lead, but are not the same in that there are many differences between leaders and managers. To name just a few leaders innovate, develop, inspire while managers administer, maintain and control (Kreitner & Kinicki, 2004:596). According to Smit and Cronje leadership and management are two distinct activities and a person can be a manager, a leader, both or neither. As the business environment increase in complexity and diversity it is advisable to be both. Therefore an organisation should seek managers that have the potential to develop into the visionary leader-managers of tomorrow for survival and success (Smit & Cronje, 2003:283).

Practice and behaviour of exceptional leaders include the search for opportunities, experiments and risks taking, envision a better future. They enlist others into the vision, foster collaboration, strengthen relationships, set an example and plans small wins in order to encourage and recognise the individuals contribution and celebrates

accomplishments along the way (Smit & Cronje, 2003:295). Employees observe and copy motivational levels of other employees and leaders. If leaders speak positively and work hard, the new employees will follow this behaviour (Aamodt, 2004:309).

2.5 Motivation

Motivation is a multidimensional abstract concept that refers to the tendency to attend to some stimuli above others, with accompanying emotion, and the drive to follow through some actions and not others (Furnham, 1999:146). Motivation is defined as: "an inner desire to satisfy an unsatisfied need" (Smit & Cronje, 2003:295) and acts as a driving force within individuals that impels them to action towards a set goal (Schiffman and Kanuk, 2004:87). Hence one talks of the strength of particular motivations such as a weak need for achievement or a high need for affiliation. The higher generalized need for achievement the stronger the motivation for success at work (Furnham, 1999:146). High performance managers have this motivation pattern with a high need not for personal power, but for organisational power, and a low need for affiliation (Aamodt, 2004:383).

Work motivation is generally defined by industrial psychologists as the force that drives a worker to perform well. Although the actual testing of the relationship between motivation and performance is difficult, psychologists generally agree that increased worker motivation results in increased job performance (Aamodt, 2004:291). Motivation is a far greater predictor of job performance than intelligence. High performance employees stand out far more for their willingness to work hard than their intellectual capabilities. A high level of motivation can overcome inadequacies in mental abilities (Furnham, 1999:198).

The motivation process is described as: "interdependent elements of need, motive, behaviour, consequence, satisfaction or dissatisfaction leading to the feedback connection back to need" (Smit & Cronje, 2003:325).

Examples of motivational theory based on content are:

- Maslow's hierarchy of needs theory which states that people will always want more and will move up through the need hierarchy from physiological needs, through security, affiliation and esteem needs towards self-actualization (Furnham, 1997:248).

- Herzberg's two-factor motivation theory which differentiated between motivating factors and hygiene factors, where motivation factors are those that create satisfaction and the hygiene factors are those that differentiate between dissatisfaction and not dissatisfied. (Smit & Cronje, 2003:347-351).

- These need based theories were also further described by Alderfer's ERG theory and McClelland's need theory. The first mentioned pivots around three basic needs namely existence, relatedness and growth which influences behaviour and then last mentioned relates to the need for achievement, affiliation and power (Kreitner & Kinicki, 2004:265-267).

Motivational theory based on process rely on how motivation actually occur (Smit & Cronje, 2003:354).

Examples of motivational theory based on process are:

- The equity theory of motivation where the perceived input (performance) must equal the perceived value of output (reward). When an inequality is perceived the input will either increase or decrease towards the perceived inequality of the output. Thus motivating either higher or lower performance (Smit & Cronje, 2003:355).

The Expectancy theory asserts that people are motivated by what they expect to receive and achieve though doing a job. This theory characterizes people as rational, logical and cognitive beings that weigh their expected rewards before performing to job (Furnham, 1997:269-270).

The Reinforcement theory of motivation postulates that behaviour is a function of its consequences. Thus behaviour followed by positive consequences will be repeated and behaviour with negative consequences will occur less frequently (Smit & Cronje, 2003:357).

Specific motivational methods for job performance include motivating employees through job design. This entails the changing of context or process of a specific job in order to directly influence satisfaction and performance. The motivational approaches include job enlargement whereby more variety is incorporated into the job description. This is called horizontal loading (Smit & Cronje, 2003:358).

Job enrichment which is based on Herzberg's motivator-hygiene model and includes job design to include all relevant hygiene factors as well as motivator factors. Job enrichment thus entails modifying a job in such a way that the employee has the opportunity to experience achievement, recognition, work satisfaction and stimulation, responsibility as well as advancement (Kreitner & Kinicki, 2004:269-271). Job enrichment is a combined form of horizontal as well as vertical loading and has a larger scope for motivation (Smit & Cronje, 2003:359). Job rotations main purpose is to incorporate a greater variety into a specific job. This entails moving an employee from one specialized job to another in order to create more opportunity to perform more separate job functions that can lead to higher development opportunities (Kreitner & Kinicki, 2004:269-271). This is also a form of horizontal loading (Smit & Cronje; 2003:358).

A lack of motivation will cost an organisation money and performance. Signs of an unmotivated workforce are typically low productivity, absenteeism, increased sick leave, unwillingness to walk the extra mile, increase in conflict, and tardiness (Macleod, 1999:84)

2.6 Climate

Work climate is seen as the "weather of the workplace". This "weather" affects and influences the behaviour of the employees and their daily activities. A positive climate leads to and sustains employee motivation, performance and results in better work practices (Stem, 2006:1). The overall performance is expected to be strong and sustained when all involved are motivated. A direct correlation has been found between the affects of climate and profitability performance in an organisation (Anon, 2002:2).

Work-group climate is seen as an intermediate outcome to effective leadership and management and at least 50 percent of differences between work-group climates can be attributed to the daily management practices of the people who lead/manage the work group. Good positive leadership and management practices will lead to a productive and encouraging work climate (Stem, 2006:1).

An analysis of climate survey data suggests that 50-70 percent of employees' perceptions of working climate are linked to the characteristics of the leader (Goleman, 2002:42). There is a cascading effect when it comes to leaders possessing emotional intelligence. The leader will be able to create an effective work climate that will further develop the emotional intelligence of the subordinates (Anon, 2008:8).

Work climate is influenced by many factors inside as well as outside the organisation such as: the organisation's history, culture, management strategies, structure, economic environment, competition, experience and internal leadership and management practices. Some of the factors are under the control of the manager, but others are beyond the

control or influence of the manager. The manager must control and pay special attention to factors that can create and influence a positive work climate and work processes (Anon, 2002:2).

The three key dimensions of work climate are: Clarity, Support and Challenge (Stem, 2006:1). These dimensions have a predictable impact on motivated behaviour and when perceived as strong and present, they will perceive the climate as positive. All three these dimensions are critical for creating high performance groups and ultimately organisations. Employees faced with a lack in any or all of these dimensions can be faced with frustration, stress, feeling of being set up for failure, unequipped to meet the challenges and may find their work restrictive and unchallenging (Anon, 2002:8).

Clarity entails that the workgroups know and understand its role and responsibility within the big picture, their functionalities within the strategy and the importance of their work. The group members must be aware of their clients needs and standards of performance must be clearly stated. All consequences of falling below the standards must be communicated and understood (Anon, 2002:8).

In a climate of support, the group members will feel they have the necessary resources and back-up that they need to achieve the set goals. Resources include supplies, tools, equipment, staff and budget without which performance would be severely constrained. The physical resources must also be underscored by the emotional support with trust and deserved recognition as part of the support climate. An atmosphere of support is created when group members feel that their capabilities and effort are acknowledged, that they can actively participate in decisions that effects the groups' performance and have a sense of appreciation and reward for individual as well as group successes (Anon, 2002:8).

A climate of challenge only exists where the group members experience opportunities to grow and to extend themselves. Taking on challenges with appropriate amounts of risk and responsibility afford the opportunity to develop new ways to be more effective. This gives the group members a sense of pride and belonging and will foster a sense of

commitment to their group's shared goals, mission and overall vision. This climate will enhance capabilities of taking responsibility, development of skills and risk taking (Anon, 2002:8).

A positive workgroup climate is a primary intermediate outcome for performance as influenced by leadership and management practices. The work groups' perceptions of the climate will give direction as to how the management and leadership practices need to change in order to create a motivated workforce within a positive climate. All the factors that can be influenced by the manager must then be investigated and rectified (Anon., 2002:4). (Stem, 2006:2). Most factors under the control of the manager revolve around leadership style and practices and can be influenced to create greater alignment of personal objectives and organisational goals (Anon, 2002:4).

Figure 2.2 illustrated the different factors that influences performance levels and illustrates the areas where influence can be used to change the working environments climate. Leaders higher up in the hierarchy will be able to exert greater influence on a wider spectrum of aspects through there motivation and the climate they create. In this study, climate will be used to determine motivation and it links to emotional intelligence (Stem, 2006:2).

Figure 2.2.The influencing factors on staff motivation and performance (Stem, 2006:2).

Chapter 3: Empirical study

3.1 Introduction

The main objective of the study is to investigate the possibility of a relationship between the emotional intelligence of the unit manager as leader of the unit and the motivation of the ward personnel (subordinates). Due to the nature of motivation and the difficulty of directly testing motivation - climate as intermediary was used.

The secondary objective was to investigate the nature of the relationship between the emotional intelligence of the unit manager as leader and the motivation of the ward personnel as team. The statistical analyses was done on the data obtained during the study of 14 units with Emotional Intelligence testing on the unit manager and 77 result papers on a quick climate study on the ward personnel.

The data that were obtained from the unit managers, consist of a measurement of a climate survey between zero and twenty; twenty being the highest motivational climate and zero being a very negative climate that does not induce motivation.

The emotional intelligence test, obtained from the subordinates has eight result areas of Emotional Quotient. The nine differentiated test areas are: the total emotional intelligence quotient, empathy, self-knowledge, self-control, self-motivation, self-esteem, emotional expression, assertiveness and conflict resolution.

The area of emotional intelligence is also divided into the personal and relational dimensions. The four competencies falling into personal dimensions are self-knowledge, self-control, self-motivation and self-esteem, the rest of the eight competencies fall into the relational dimensions.

Ethical aspects

Ethical measures have been implemented and all personal information of the participants omitted in the appendix of the results.

Limitations

The study was restricted to only 14 units due to high costs associated with the Emotional intelligence tests that were done through a United Kingdom company Central test. Due to the restrictions on participant' numbers generalization is also limited.

Statistical analysis

The processed Emotional Intelligence test results are attached in appendix 4. The unit names were replaced with alphabetical letters for ease of use and privacy reasons. The scatter figure of the EQ and EQ dimensions of the unit manager (leader) against the perceived climate according to the unit's permanent personnel (respondents) are given and discussed in the following sections. The correlation coefficient is used to measure the strength of the relationship between the variables. The climate will be represented by the averages of all the respondents of the specific unit to the quick climate survey.

According to Cohen (1988:37) the strength of the relationship can be described according to the following table.

Table 1: The description related to the correlation coefficient.

Correlation Coefficient	Descriptor
0.0-0.1	trivial, very small, insubstantial, tiny, practically zero
0.1-0.3	small, low, minor
0.3-0.5	moderate, medium
0.5-0.7	large, high, major
0.7-0.9	very large, very high, huge
0.9-1	nearly, practically, or almost: perfect, distinct, infinite

Results

3.2. EQ and Climate

In figure 3.1 the EQ depicts the total of all the competencies related to emotional intelligence and has readings between 0 and 140. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

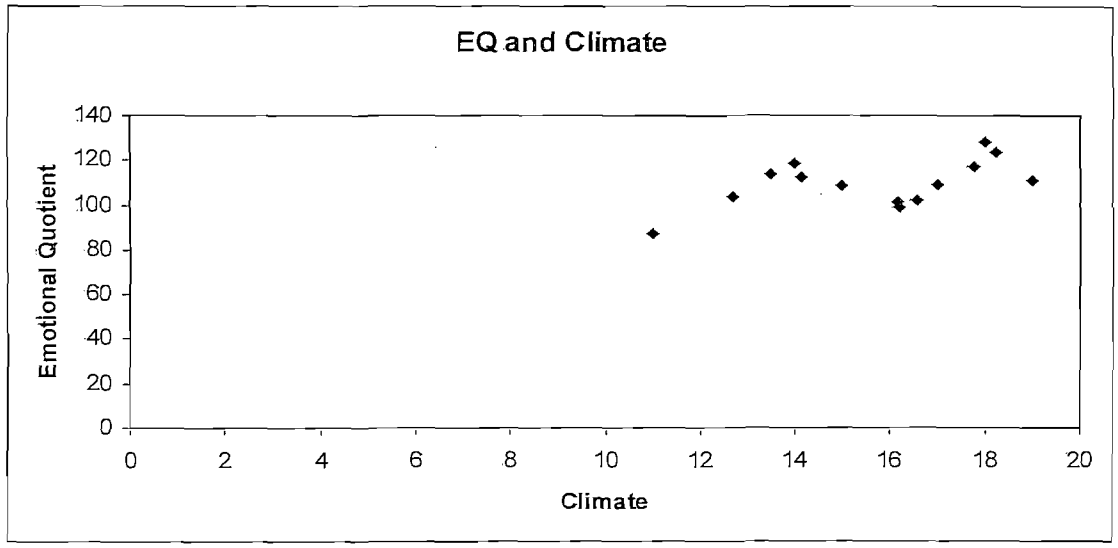

Figure 3.1 Relationship between the emotional quotient of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.54.

According to the scatter Figure 3.1 the emotional quotient of the leader is positively related to the perceived climate of the unit's respondents. A correlation coefficient of between 0.5 and 0.7 related to high or large correlation and depicts a significant relationship between the variables. The EQ group that fall into the group with rather higher (115-125) emotional intelligence as well as the superior (125-140) emotional intelligence group had a higher average of positive climate survey results. The EQ score is the sum of all the various competencies, as described in chapter 2, related to emotional

intelligence and incorporates both the personal and relational dimensions related to EI. The breakdown between the capabilities will shed more light on the areas of importance. The focus should be on cases where low motivation is the key area that needs improvement.

3.3 Empathy and Climate

In figure 3.2 Empathy is measured with readings between 0 and 10 with 10 as an excellent usage of empathy skills. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

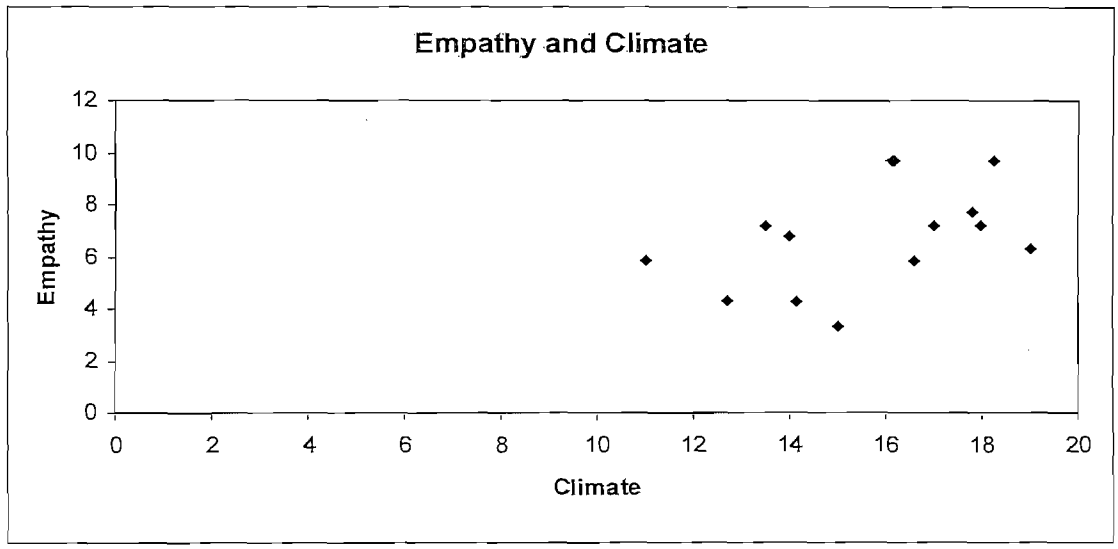

Figure 3.2 Relationship between the empathy of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.46

The scatter Figure 3.2 shows a positive relationship between the relational dimension empathy of the leader and the perceived climate of the unit's respondents. A correlation coefficient of between 0.3 and 0.5 related to medium or moderate correlation and depicts a significant relationship between the variables. Empathy is seen as the ability to listen to others and to understand their feelings and view points. This is a relational dimension

with a focus on the situation of others and incorporating their feelings and ideas into decision making. An interesting observation that was made was the relationship between the various types of units and the need for empathy. The children, neonatal and maternity wards relationship was higher in this respect and the motivation was also related to the areas where compassion and the show of empathy were needed. The "harder" units of ICU and theater tested lower on relationship between empathy and motivation. Empathy shows positive relationship with the need factor of the type of unit run and the importance of empathy as part of EI capabilities.

3.4 Self-knowledge and Climate

In figure 3.3 Self-knowledge is measured with readings between 0 and 10 with 10 as perfect self-knowledge. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

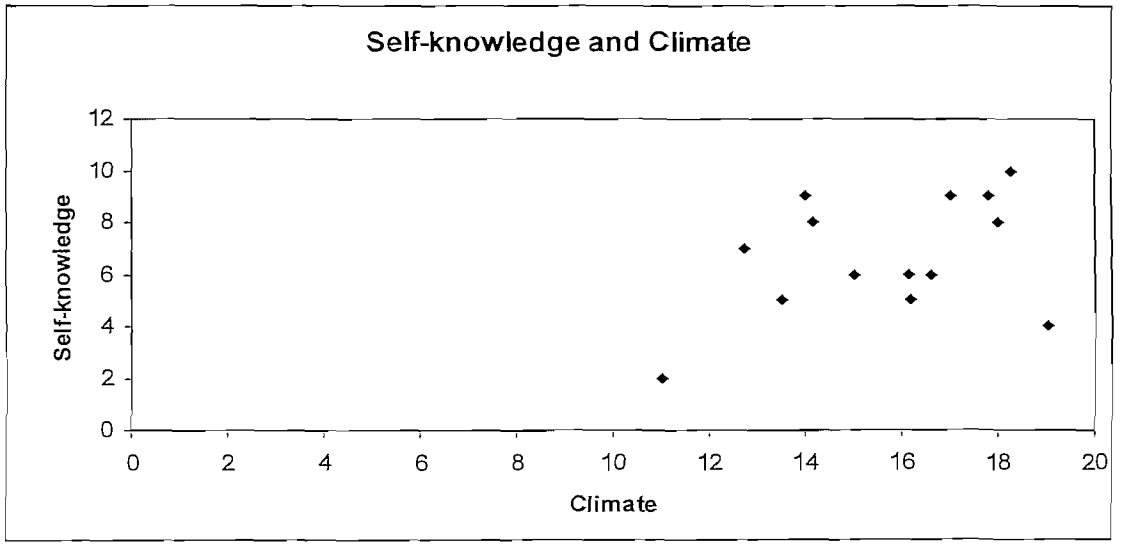

Figure 3.3 Relationship between the self-knowledge of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.40

The scatter gram Figure 3.3 between the personal dimension of self-knowledge of the leader and the perceived climate of the unit's respondents shows a positive relation. A correlation coefficient of between 0.3 and 0.5 related to medium or moderate correlation and depicts a significant relationship between the variables. Self-knowledge is the ability to understand the reasoning behind actions and the ability to distinguish between different feelings. Emotional self-awareness is the ability to recognize and identify one's own emotions and the effect of emotions on the situation and group as well as knowing your own strength's and limits. This positive relation between self-knowledge and climate highlights the influence that individual emotions have on the group. When a leader is unable to identify his/her own deficiencies he/she will also be unable to identify where the need is to incorporate others into the structure to build a full complement of abilities in the staff. This will also show in incorrect staffing and empowerment practices.

3.5 Self-control and Climate

In figure 3.4 Self-control is measured with readings between 0 and 10 with 10 as perfect self-control. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

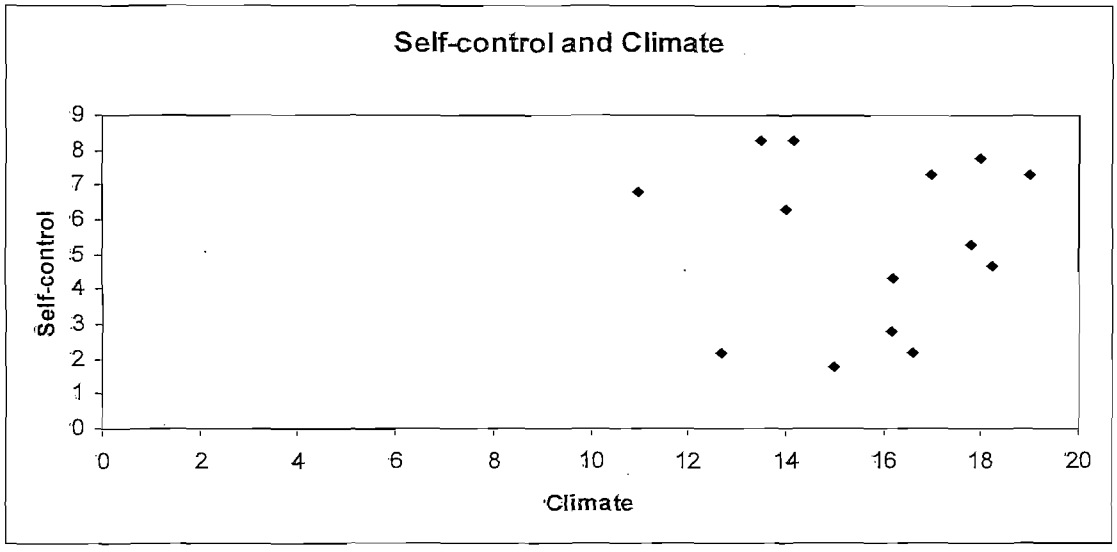

Figure 3.4 Relationship between the self-control of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.01

According to the scatter Figure 3.4 there is no relationship between the leaders' self-control and the perceived climate of the unit. A correlation coefficient of between 0.1 and 0,3 related to small or minor correlation and depicts very little relationship between the variables Self control is seen as the self-management competency of keeping negative or disruptive emotions and impulses under control. This leads to impulsive decision making and panic when faced with stressful or unusual circumstances where the aptitude is low. Where the aptitude is high the anxiety factor within a situation is less likely to negatively influence the thoroughness of the decision making process. Self control is an internally orientated dimension that can reduce the focus on the team and relationships. This internal orientation can explain the fact that there is only a very small or minor relationship between internal self-control and the respondents' perception of the climate.

3.6 Self-motivation and Climate

In figure 3.5 Self-motivation is measured with readings between 0 and 10 with 10 as excellent self-motivation. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

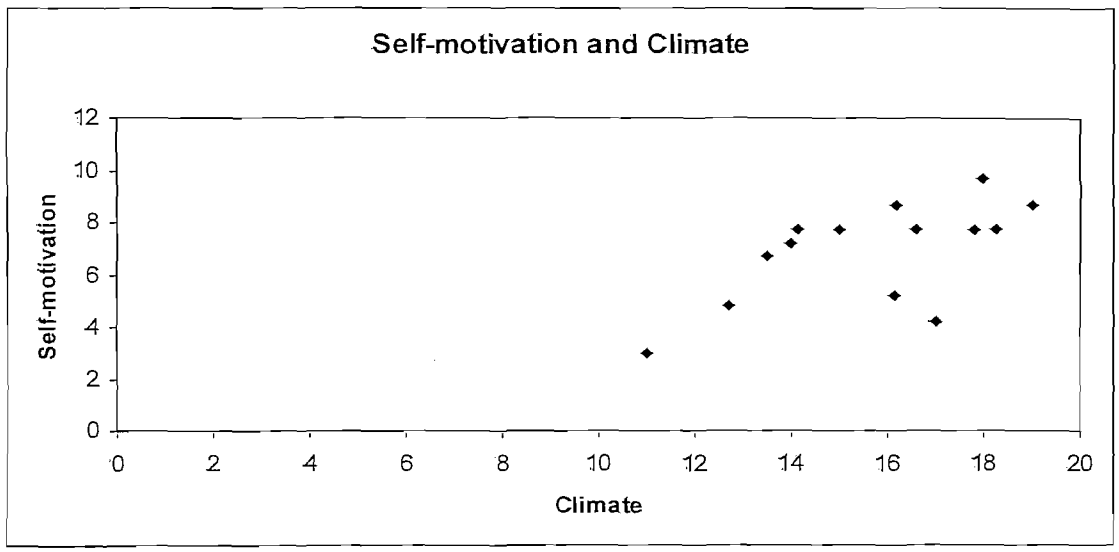

Figure 3.5 Relationship between the self-motivation of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.62

The scatter Figure 3.5 shows a positive relation between the self-motivation of the leader and the perceived climate of the unit's respondents. A correlation coefficient of between 0.5 and 0.7 related to high or large correlation and depicts a significant relationship between the variables. Competencies that fall into the category of self-motivation include trustworthiness, conscientiousness, and an achievement orientation.

The relationship between self-motivation and the climate of the workplace is highly positive and is a direct indicator of the leaders' ability to create a positive working environment that leads to motivation and performance. The leader leads the way by means of example where the sample group' leaders displays an internal drive to achieve set standards of work performance and instills a sense of direction into the respondent groups' behaviour. Self-motivation is linked to optimism and a positive outlook on situations that directly links to leadership and the positive motivation of others. Self-motivation is liked to the ability to keep goals in focus and to be able to prioritise and sacrifice in order to reach set goals. This finding is underwritten by the literature study done in chapter 2.

3.7 Self-esteem and Climate

In figure 3.6 Self-esteem is measured with readings between 0 and 10 with 10 as a high self-esteem. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

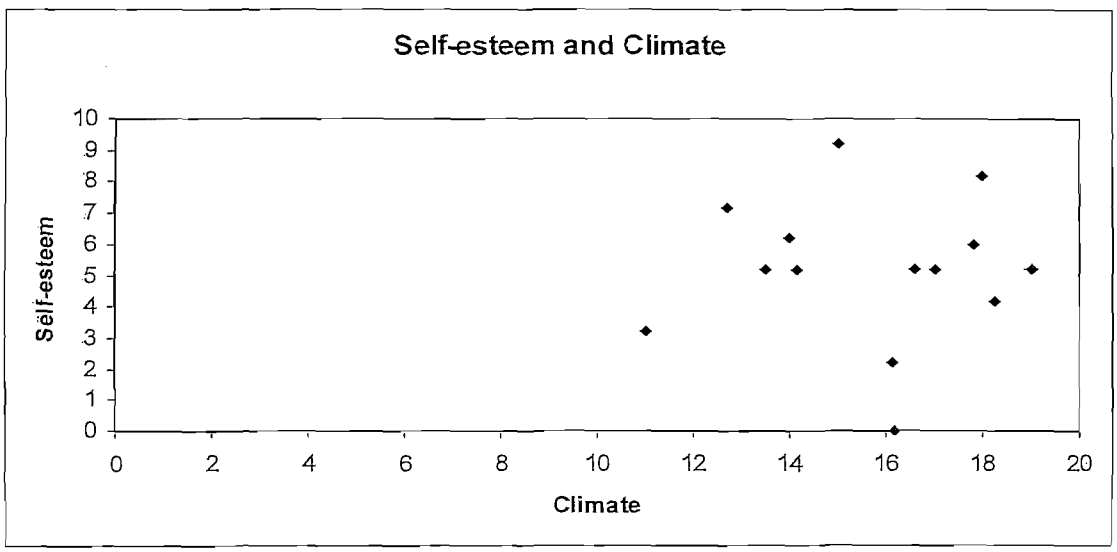

Figure 3.6 Relationship between the self-motivation of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.013

According to the scatter Figure 3.6 there is no set relationship between self-esteem and climate. A correlation coefficient of between 0.0 and 0.1 related to a very small or insubstantial correlation and depicts no practical relationship between the variables. The leaders' sense of self-worth and their trust in their own capabilities show no influence in their ability to motivate the team. These indicate that a lack of conviction and ability to defend a less popular view point does not influence clarity of goals and leadership behaviour. The leaders with low-self esteem are more likely to move with the current than swim against practices that are popular or culture entrenched. Self-esteem gives confidence in your own resources and may indicate a lower team orientation and higher

internal orientation. This internal orientation can explain the fact that there is no shown relationship between internal self-esteem and the respondents' perception of the climate.

3.8 Emotional expression and Climate

In figure 3.7 Self-esteem is measured with readings between 0 and 10 with 10 as a high degree of emotional expression. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive

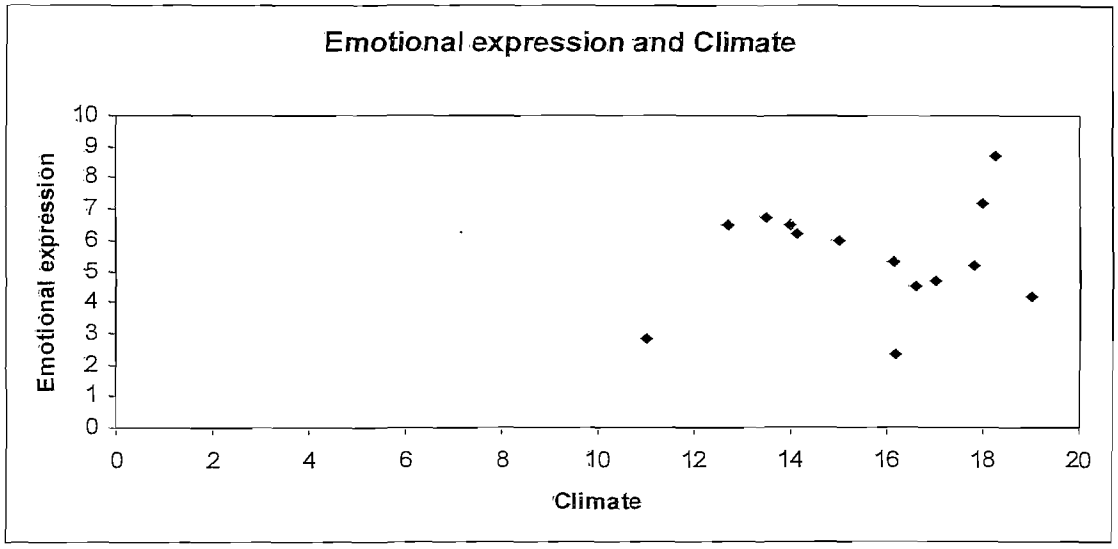

Figure 3.7 Relationship between the emotional expression of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.14.

The scatter Figure 3.7 between emotional expression of the leader and the perceived climate of the unit's respondents show a very small positive relationship. A correlation coefficient of between 0.1 and 0.3 related to small or minor correlation and depicts very little relationship between the variables. Emotional expression is the ability to effectively express one's own feelings to others. This competency is related to the accumulation of tension due to an inability to share emotional information and leads to tension, stress and physical distress within the leader. The small positive relationship is not of statistical

significance and the influence of emotional expression of the leader has very little influence on the motivational climate.

3.9 Assertiveness and Climate

In figure 3.8 Assertiveness is measured with readings between 0 and 10 with 10 as a high degree of assertiveness. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive

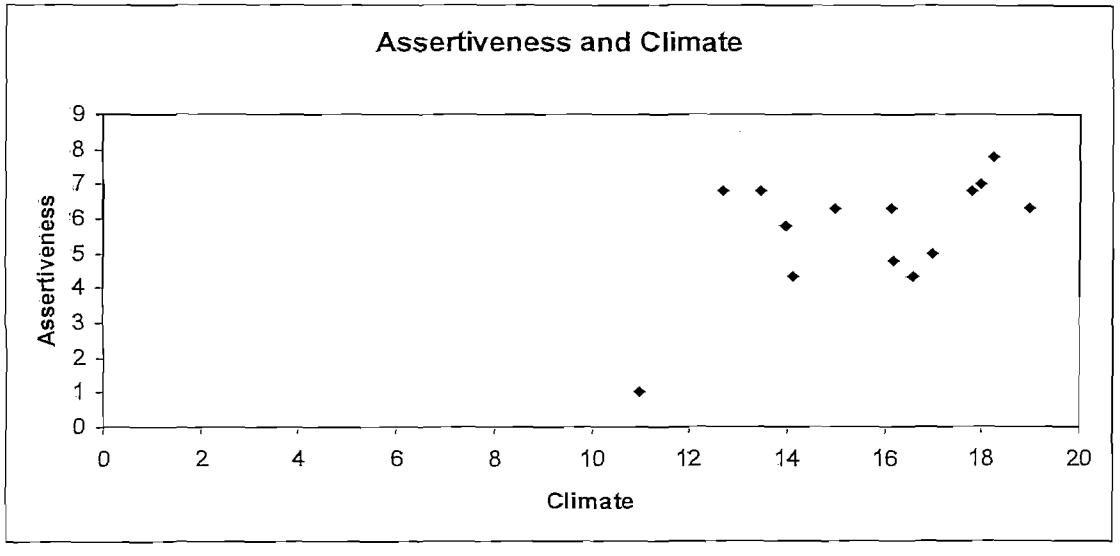

Figure 3.8 Relationship between the emotional expression of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.54.

The scatter Figure 3.8 shows a strong positive relationship between the assertiveness of the leader and the perceived climate of the unit's respondents. A correlation coefficient of between 0.5 and 0.7 related to high or large correlation and depicts a significant relationship between the variables. Assertiveness is related to being able to express one-self clearly and directing behaviour without becoming aggressive. This is the ability to easily find your position and place within the group and expressing feelings and opinions within the team setting. This is part of the social competencies skills that incorporates

influence, communication and leadership. This high positive relationship underwrites the literature study in chapter 2, that interpersonal influence using clear convincing messages and inspiration though guidance is important as a leadership style and has a positive influence on motivation.

3.10 Conflict resolution and Climate

In figure 3.9 Conflict resolution is measured with readings between 0 and 10 with 10 as a high degree of conflict resolution. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive

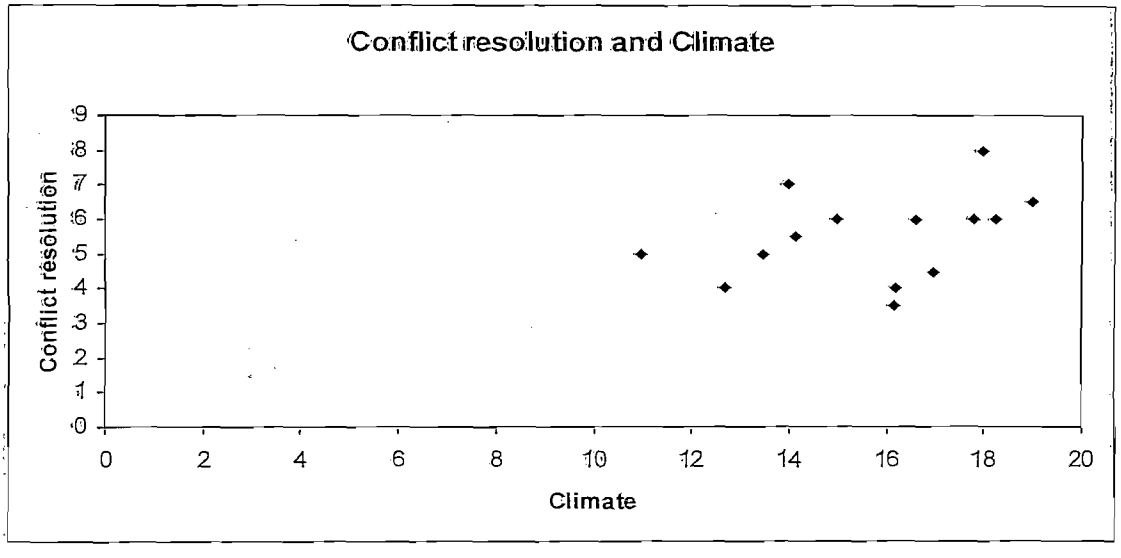

Figure 3.9 Relationship between the conflict resolution capabilities of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.36

The scatter Figure 3.9 shows a positive relationship between the conflict resolution ability of the leader and the perceived climate of the unit's respondents. A correlation coefficient of between 0.3 and 0.5 related to medium or moderate correlation and depicts a significant relationship between the variables. Conflict resolution is a relational dimension with the ability to foresee potential sources of conflict and diffusing the

situation before problems arise. This is an ability to create harmony within the group and to work toward a compromise between different viewpoints. This positive relationship is underwriting the leadership context of emotional intelligence where difficult decisions are confronted and resistance to change is recognized and managed and a sense of excitement is created. The ability of the leader to resolve conflict and create cohesiveness in a team will have a direct influence on the climate/motivation and with that the work performance of the group.

3.11 Personal dimensions and Climate

In figure 3.10 The personal dimensions are an average of the results taken from the competencies of emotional intelligence as seen in chapter2: self-knowledge, self-control, self-motivation and self-esteem. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive.

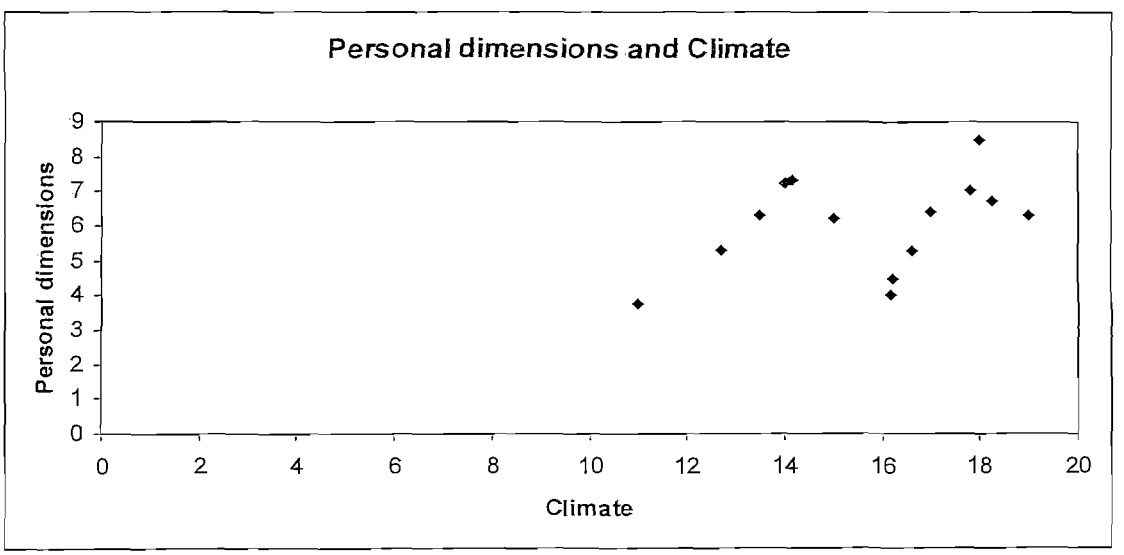

Figure 3.10 Relationship between the averages of the personal dimensions of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.41.

The scatter Figure 3.10 shows a small positive relationship between the averages of the personal dimensions and the perceived climate of the unit's respondents. A correlation coefficient of between 0.3 and 0.5 related to medium or moderate correlation and depicts a significant relationship between the variables. The personal dimensions consist of the dimensions of self-knowledge, self-control, self-motivation and self-esteem. The personal dimensions are internally reflected and can either deter from a goal focus or create focus with alignment to internally set goals. The results of the individual dimensions show strong positive relationships between self-knowledge-, self-motivation and climate, but show very little relationship between self-control-, self-esteem and climate.

3.12 Relational dimensions and climate

The Relational dimensions are an average of the reading taken from the competencies: conflict resolution, assertiveness, emotional expressions, and empathy. Climate is measured between 0 and 20 with 20 as excellent and 0 as destructive

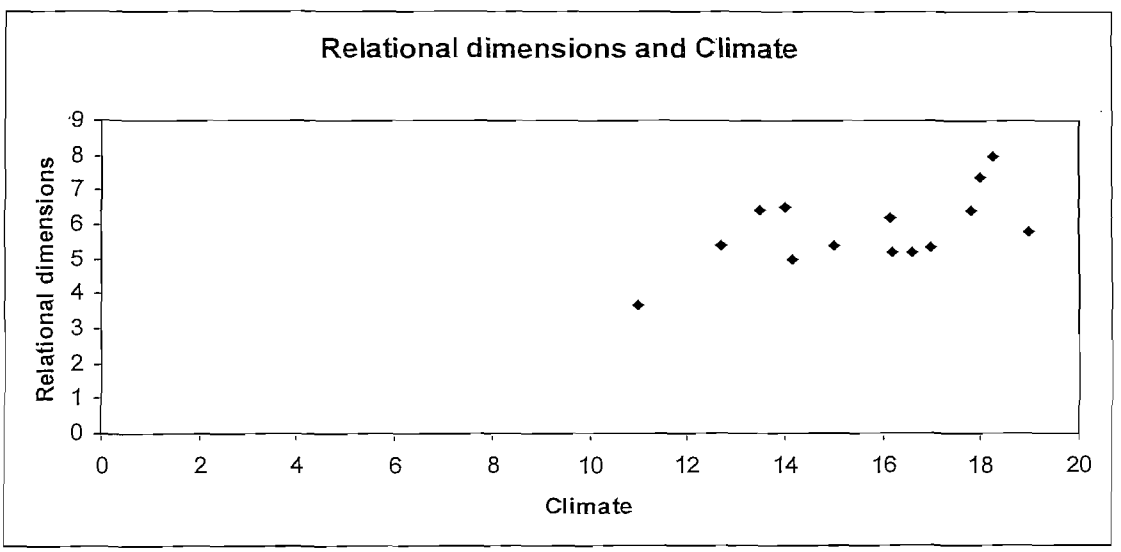

Figure 3.11 Relationship between the averages of the relational dimensions of the leader and the climate as perceived by the subordinates, with a positive correlation coefficient of 0.59

The scatter Figure 3.11 shows strong positive relationship between the relational dimensions of EI and the perceived climate of the units' respondents. A correlation coefficient of between 0.5 and 0.7 related to high or large correlation and depicts a significant relationship between the variables. The relational dimensions of conflict resolution, assertiveness, emotional expressions, and empathy of the leader have a direct impact on the motivation/climate of the unit. These dimensions are outwardly focused and reflect many of the leadership capabilities found within the path-goal theory of leadership.

3.13 Summary

The results of the empirical study shows that motivation (climate) within the subordinates has a strong to medium positive relationship to the dimensions of conflict resolution, assertiveness, self-motivation, self-knowledge, empathy, and emotional quotient of the leader and very small positive relationships to the dimensions of self-esteem, self-control and emotional expression. There is also a positive relationship between the relational dimensions and the personal dimensions.

Chapter 4: Conclusions and recommendations

The main objective of the study was to investigate whether a relationship exists between the emotional intelligence of the unit manager as the leader and the motivation of the ward personnel as subordinates. The conclusion is that there is a positive relationship as shown in the Figures of chapter 3.

The sub-objective of the study was to investigate the nature of this relationship if found. The conclusion is that there is a positive relationship between the leader's emotional intelligence and the motivation of the subordinates. The literature study on Emotional Intelligence also predicted a positive link between Emotional intelligent leadership and the organizational climate and subsequent performance (Stem, 2006:2).

The emotional quotient of the leader has a positive relationship which indicates that leaders with higher emotional intelligence have a positive influence on the climate of the workplace and has higher motivated staff. This positive relationship gives rise to the suggestion that emotional intelligence testing be employed when profiling are done in recruitment and promotion. Emotional intelligence training and development should be used in career planning and growth of leadership.

Conclusions on the dimensions: The dimensions with positive relationships are that of conflict resolution, assertiveness, self-motivation, self-knowledge and empathy. Conflict resolution is seen as the ability to predict potential conflict situations and to act upon this knowledge ahead of time in order to diffuse the situation before the workflow is disrupted by a clash. This ability is of great importance due to the fact that where conflict is not resolved on a regular basis these interpersonal stressors will create a negative climate and decrease motivation that will lead to a further decrease in performance.

Assertiveness is seen as the ability to express one-self clearly and directing behaviour towards goals. This competency incorporates influence and communication into the skills needed for leadership. The positive relationship found in the study indicate that the

setting of clear focused and communicated goals creates a positive climate that leads to motivation. An ability to influence the subordinate without being aggressive and achievement of set goals motivates and inspire to increase work effort.

Self-motivation is seen as the complex ability which includes goal focus, achievement orientation and conscientiousness. These abilities to clarify goals and keep focus over a prolonged period are vital to achievement and encouragement of others. Self motivation has a very high positive relationship with climate and is seen as a very important indicator.

Self-knowledge is the ability to understand emotions, the reasoning behind actions and to distinguish between feelings. This competency thus relates to identifying strength and weaknesses in one-self. This competency is of importance in leadership where the leader does not recognize their own deficiencies and surround themselves with an incorrect team that leads to conflict and deficiencies in strengths to compliment the leader. These leaders will also not be able to identify areas of growth that is needed for positive leadership skills to be fostered in. This is an important dimension and shows a very strong positive relationship.

Empathy is seen as the relational dimension where the focus is on the other person's feelings and viewpoint. This dimension is connected to the incorporation of other's feelings and ideas into decision making. Although this dimension has a positive relationship to climate within the hospital setting the need for empathy and the climate did show differences between the highly emotional and more structured work areas. These differences in need for empathy can differ greatly from situation to situation and can be a topic for further investigation. This relationship is not seen as very important and is not a strong indicator of the motivation within a workplace.

The internal dimensions of self-esteem and self-control have little or no relationship to climate. Self-esteem is seen as the ability to trust your own capabilities and to handle set-backs. These abilities don't seem to influence the motivation of subordinates. The lack of relationship would indicate that self-esteem is not an indicator for the ability of the leader to influence and develop a motivation climate.

Self-control is seen as the ability of an individual to keep negative and disruptive emotions and impulses under control. Self-control is not seen as an important indicator of the leader's ability to create a motivating climate.

Recommendations

Further research in the areas of specific competencies and diverse work settings are suggested in order to identify the correlation of certain emotional intelligence competencies with the work setting.

The use of emotional intelligence as a tool for developing leaders in the healthcare setting is a useful method in identifying and resolving areas of shortcomings in motivation.

The use of Emotional intelligence testing in the recruitment process can assist in profiling potential candidates to best fit the job profile.

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Appendix 1

Quick Climate Survey

20-Question Employee Climate Survey

Answer if you **Agree** *with an* ☑ *if you* **Disagree** ☒

1. My manager/supervisor treats my work-life needs with sensitivity.	
2. It is usually easy for me to manage the demands of both work and home life.	
3. My career path at this company is limited because of the pressures of home life demands.	
4. My job at this company keeps me from maintaining the quality of life I want.	
5. My manager/supervisor is supportive when home life issues interfere with work.	
6. My manager/supervisor focuses on results, rather than the time I am at my desk.	
7. My manager/supervisor has a good understanding of flexible work practices.	
8. If I requested a flexible work arrangement my manager/supervisor would support me.	
9. My manager/supervisor is often inflexible or insensitive about my personal needs.	
10. I believe my manager/supervisor treats me with respect.	
11. My manager/supervisor allows me informal flexibility as long as I get the job done.	
12. My manager/supervisor tends to treat us like children.	
13. My manager/supervisor seldom gives me praise or recognition for the work I do.	
14. My manager/supervisor seems to care about me as a person.	
15. I would recommend this company to others.	
16. The work I do is not all that important to this company's success.	
17. If I could find another job with better pay, I would leave this organization.	
18. If I could find another job where I would be treated with respect, I would take it.	
19. If I could find another job where I could have more flexibility, I would take it.	
20. I am totally committed to this company.	

Appendix 2

5/ When I need to express myself in public :

a) I tend to get nervous

b) it tends to stimulate me

c) I am not unreasonably affected

6/ At the shoping centre, you come across an electronic goods store where a particular hi-fi system immediately catches your fancy. Your budget permits you to buy it but, your partner informs you that he/she was thinking of buying it as a gift for you next month.

a) you buy it anyway, because you do not like to wait

b) you negotiate with him/her to buy it a little early by offering to pay a part of the price

c) you decide to wait until next month

7/ I become enthusiastic much too easily

1 (+) 2 3 (-)

8/ One of your colleagues seems to be pre-occupied :

a) you ask him what is bothering him in order to help him

b) you let him know that you have a willing ear

c) you prefer not to interfere unless asked

9/ When I compare myself with others:

a) I feel small and insignificant

b) I feel good about myself

c) I feel a sense of pride because I have a definite edge over them

10/ Two colleagues start to raise their voices with each other :

a) I prefer to keep myself out of their discussion

b) immediately, I try to calm things down

c) I try to lighten things up a bit by joking

11/ I am sensitive to anything that could happen to my team

1 (+) 2 3 (-)

12/ You are leading a meeting when a colleague starts criticizing another colleague who is absent:

a) you let him speak, thinking that everyone has the right to express himself

b) you call him into your office to let him know that his behaviour is unacceptable

c) you point out to him in front of the group that you don't think criticizing another colleague is right

13/ Sometimes, I feel nostalgic without really knowing why

1 (+) 2 3 (-)

14/ You have just closed a sale or signed an important contract :

a) your radiant smile reveals a feeling of victory

b) you take care not to express any signs of satisfaction

c) in a cheerful tone, you thank your interlocutor for his confidence

15/ The failures which I experience generally have little impact on my morale

1 (+) 2 3 (-)

16/ You are in charge of client prospecting in an insurance company. By the end of a morning of calls, none of the potential clients want to set up an appointment. You think:

a) perhaps I am not really made for this type of work

b) I will try to change my style in approaching them

c) it's not my day

17/ I'm not really affected by other people's minor problems

1 (+) 2 3 (-)

18/ I dislike having to express my emotions

1 (+) 2 3 (-)

19/ When I have to work in a group:

a) I prefer to work as a team member, so as too maintain a certain stability

b) I prefer to lead the group, even if it exposes me to other people's criticism

20/ I sometimes have a tendency to raise my voice to make myself heard

1 (+) 2 3 (-)

21/ When tension builds up between myself and another, I am not exactly sure what I feel

1 (+) 2 3 (-)

22/ I am good at getting quarrelsome people to reach an agreement

1 (+) 2 3 (-)

23/ When my relationship with a person becomes tense :

a) I have a tendency to get angry

b) I rarely react adversely in such instances

c) I feign ignorance

24/ When I am not thrilled by something, I tend to only see its negative side(s)

1 (+) 2 3 (-)

25/ I do at times wonder about my own capacities

1 (+) 2 3 (-)

26/ At work or when studying, I have a tendency to :

a) set myself tougher goals than those expected of me

b) do only what is expected of me initially rather than risk doing something wrong

27/ I am comfortable letting people know how I feel

1 (+) 2 3 (-)

28/ People could say that I am touchy

1 (+) 2 3 (-)

29/ When I disagree, I do so with a smile and without becoming hostile

1 (+) 2 3 (-)

30/ When you feel anger or irritation building up within:

a) you immediately explain how you feel before repressed emotions have a chance of building up

b) you repress your feelings to prevent yourself from "blowing up"

c) you express your feelings, being careful not to offend those around you

31/ When I feel an emotion, I always know what the cause of it is

1 (+) 2 3 (-)

32/ I am willing to defend my opinions publicly, regardless of the consequences

1 (+) 2 3 (-)

33/ I don't always know why I feel the way I do

1 (+) 2 3 (-)

34/ When presenting a new product or an idea to a group of people, I prefer to use words and phrases that are, for the most part :

a) balanced and always impartial, in order to remain as credible as possible

b) powerful, even if it means I sometimes have to exaggerate in order to get the message across

35/ I have difficulty becoming friendly with those people whose viewpoints radically differ from my own

1 (+) 2 3 (-)

36/ When I have to wait in line, I quickly become restless

1 (+) 2 3 (-)

37/ I very easily find my place in a group

1 (+) 2 3 (-)

38/ When there is a clash of interests :

a) I sometimes find it useful to work things out myself

b) I do everything to reach a compromise, even if means group productivity comes second

39/ I have difficulty saying no

1 (+) 2 3 (-)

40/ At a team meeting you notice that one of your colleagues does not seem to be a part of the group :

a) you encourage him to find a way of really joining the group

b) you leave him alone, because he must have his reasons for keeping his distance

c) you joke with him, trying to lighten the atmosphere

– VALIDATE YOUR ANSWERS (CLICK HERE) –

Appendix 3

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

Menu

Your Score
How your score compares to an average

Summary
Your synthesized profile (strengths / weaker points)

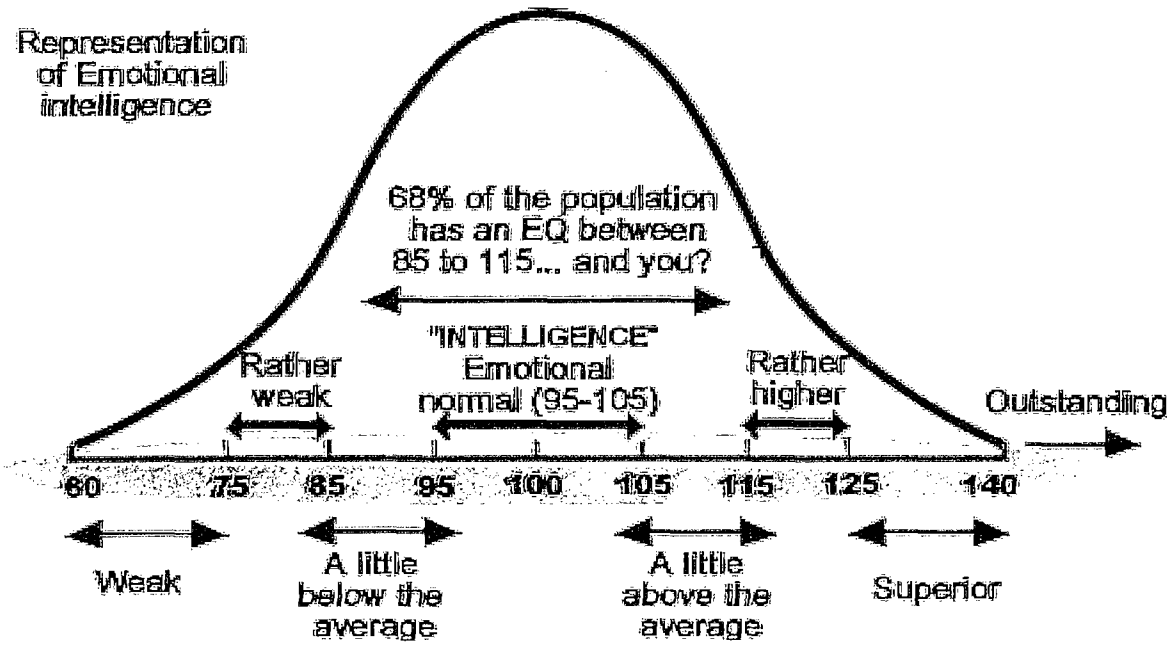
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 123

Level You have above average emotional intelligence. On the whole, you are at ease with your emotions. Nothing is stopping you however from improving and attaining excellence! You can begin here by taking note of your specific strengths and weaknesses.



Summary

Amanda , an analysis of your answers shows the following trends in your profile.

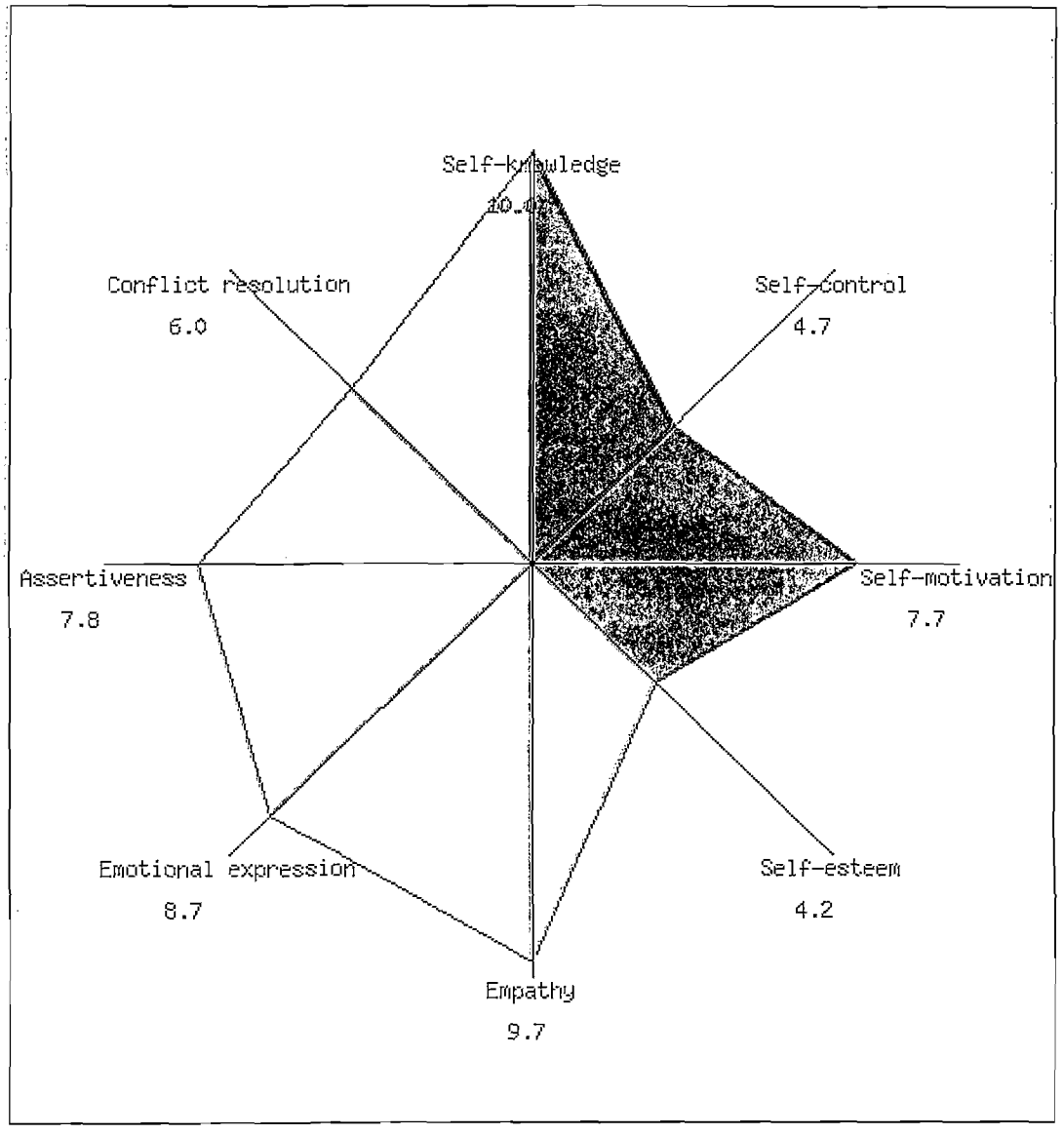
Your main assets or areas of interest are:

Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.
Emotional expression	You know how to keep your feelings in check but still be open about them with others. You stay in touch with your feelings and impressions, which enables you to keep your poise. When you have something difficult or disagreeable to say to others, you generally manage to do so in a gentle, caring way, without colliding into them. You give yourself permission to feel and you share this, which makes those around you feel more at ease and trusting of you.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 29/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 10.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 4.7 0 10

Level Analysis shows your aptitudes in Self-control to be average.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 4.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be just below average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 9.7 0 10

Level Analysis shows your aptitudes in Empathy to be very strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 8.7 0 10

Level Analysis shows your aptitudes in Emotional expression to be very strong.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 7.8 0 10

Level Analysis shows your aptitudes in Assertiveness to be strong.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 6.0 0 10

Level Analysis shows your aptitudes in Conflict resolution to be just above average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

Menu

Your Score
How your score compares to an average

Summary
Your synthesized profile (strengths / weaker points)

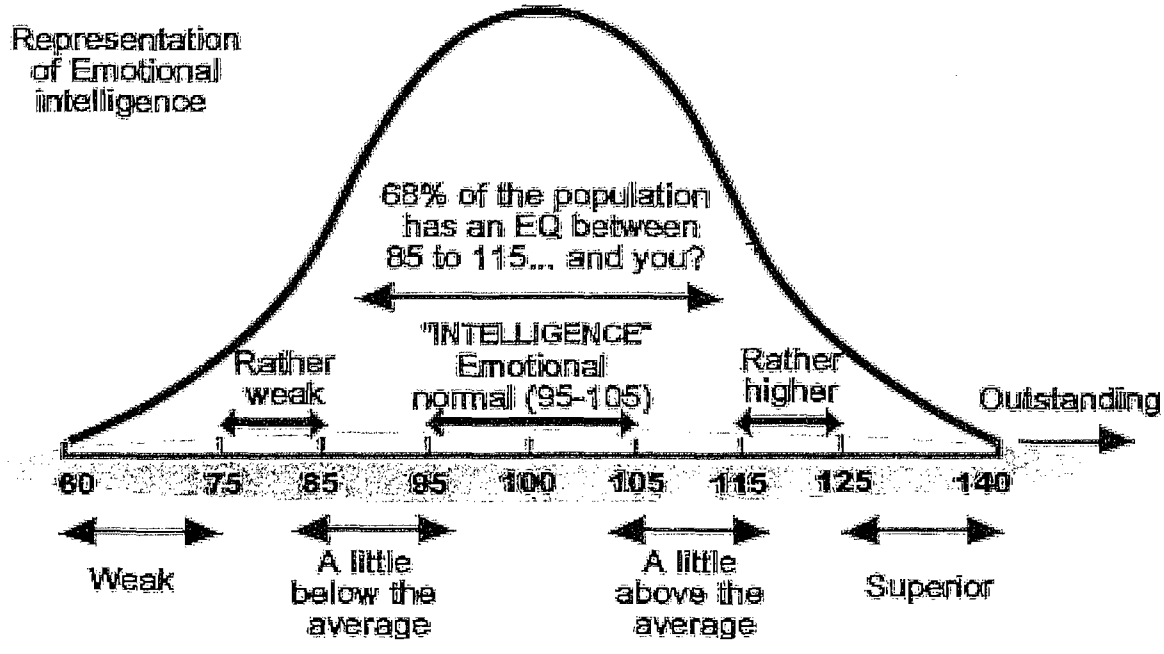
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 109

Level You have an emotional intelligence just above average. But this report can help you ascertain your strengths and weaknesses so that you will be able to act more in accordance with them, thereby increasing your emotional intelligence.



Summary

Terthea , an analysis of your answers shows the following trends in your profile.

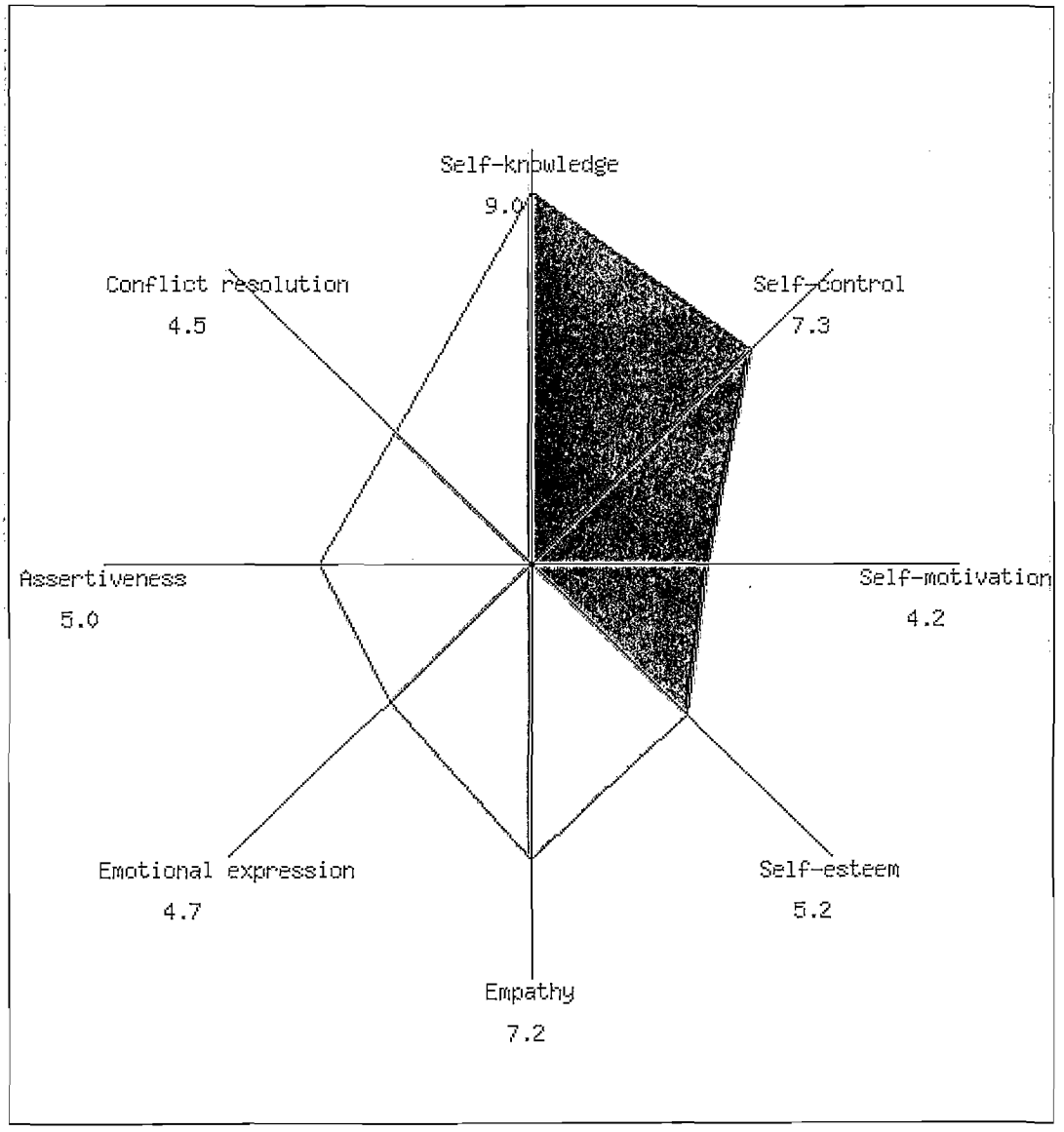
Your main assets or areas of interest are:

Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Self-control	You are in total control of your feelings in stressful or unusual situations; you neither act impulsively, nor react out of fear or tension. You keep your wits about you and continue to think clearly and consistently in tense situations.
Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 9.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 7.3 0 10

Level Analysis shows your aptitudes in Self-control to be strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 4.2 0 10

Level Analysis shows your aptitudes in Self-motivation to be just below average.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 7.2 0 10

Level Analysis shows your aptitudes in Empathy to be strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 4.7 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 5.0 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 4.5 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just below average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your synthesized profile (strengths / weaker points)

The Graph
Your results on major dimensions

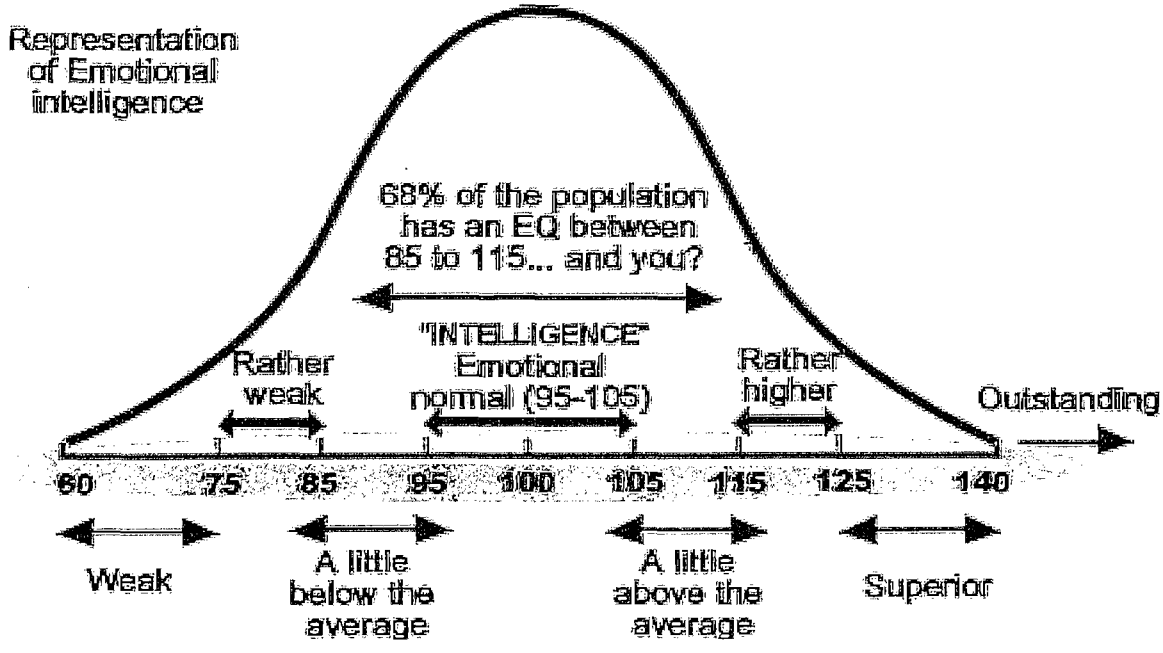
Your Detailed Results
An in-depth description of each factor

Taken on 29/08/2008

Your Score

Quotient 108

Level You have an emotional intelligence just above average. But this report can help you ascertain your strengths and weaknesses so that you will be able to act more in accordance with them, thereby increasing your emotional intelligence.



Summary

Thakazewe , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

Self-esteem	You are highly confident in your own personal resources. You cope well with adversity because you never doubt your own capabilities. When you do not feel that you are qualified to do something, you simply disengage yourself and find something else more up your alley to do, your morale remaining unaffected. You like to rely on your own convictions and know how to go up against mainstream convictions when necessary. You do not hesitate defending alternative or even unpopular viewpoints when you are convinced of their worth.
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.
Assertiveness	You know how to command attention without being overly aggressive. You easily find your place within a group and have no special difficulty getting attention when you have a point to make. When you do not agree with someone's ideas, you are able to show it in a calm and composed manner.

Caution: your main weak points or areas of lesser interest are:

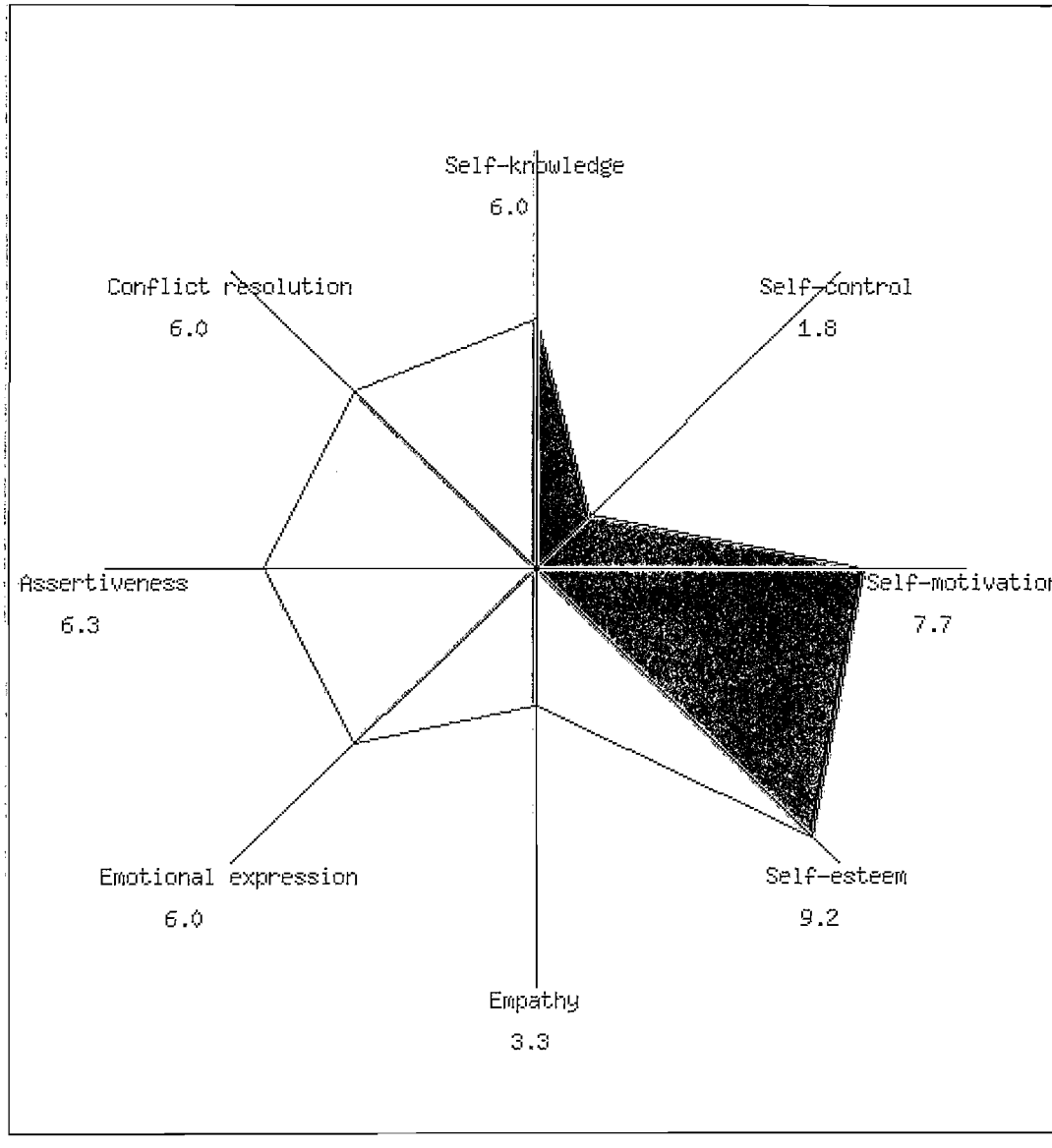
Self-control	When you must deal with stressful or unusual circumstances, you act impulsively and at times lose control. You often panic when confronted with problems. Your reasoning powers do not always function correctly when you find yourself in stressful situations. You have been known to make impulsive decisions, even in situations that are considered normal.
Empathy	You aren't really able to listen to others actively and with attention. You sometimes get distracted in conversations. You rarely take the time to immerse yourself in the other person's inner world. You tend to want to influence the way a person exposes ideas and feelings, which can inhibit the other person from expressing his true

feelings completely.

In this way you are showing that you expect other people to express themselves on your terms.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 29/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Self-knowledge to be just above average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 1.8 0 [redacted] 10

Level Analysis shows your aptitudes in Self-control to be fairly weak.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 9.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be very strong.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 3.3 0 10

Level Analysis shows your aptitudes in Empathy to be just below average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just above average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.3 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be just above average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just above average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
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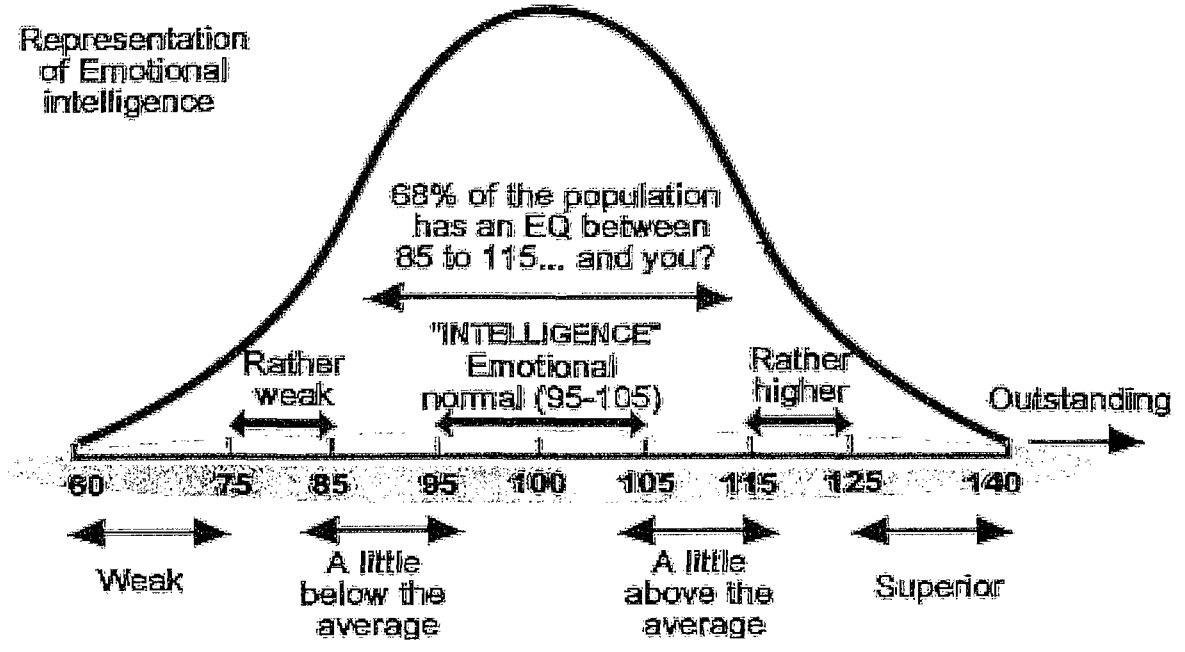
Your Score

Quotient 87

Level You are still not quite taking full advantage of your emotional intelligence, like a good majority of the population. But all that can change. This report will help you get to know your strengths and weaknesses and, taking them fully into account, learn to act even more in harmony with them.



Taken on 19/08/2008

Summary

Elizabeth , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

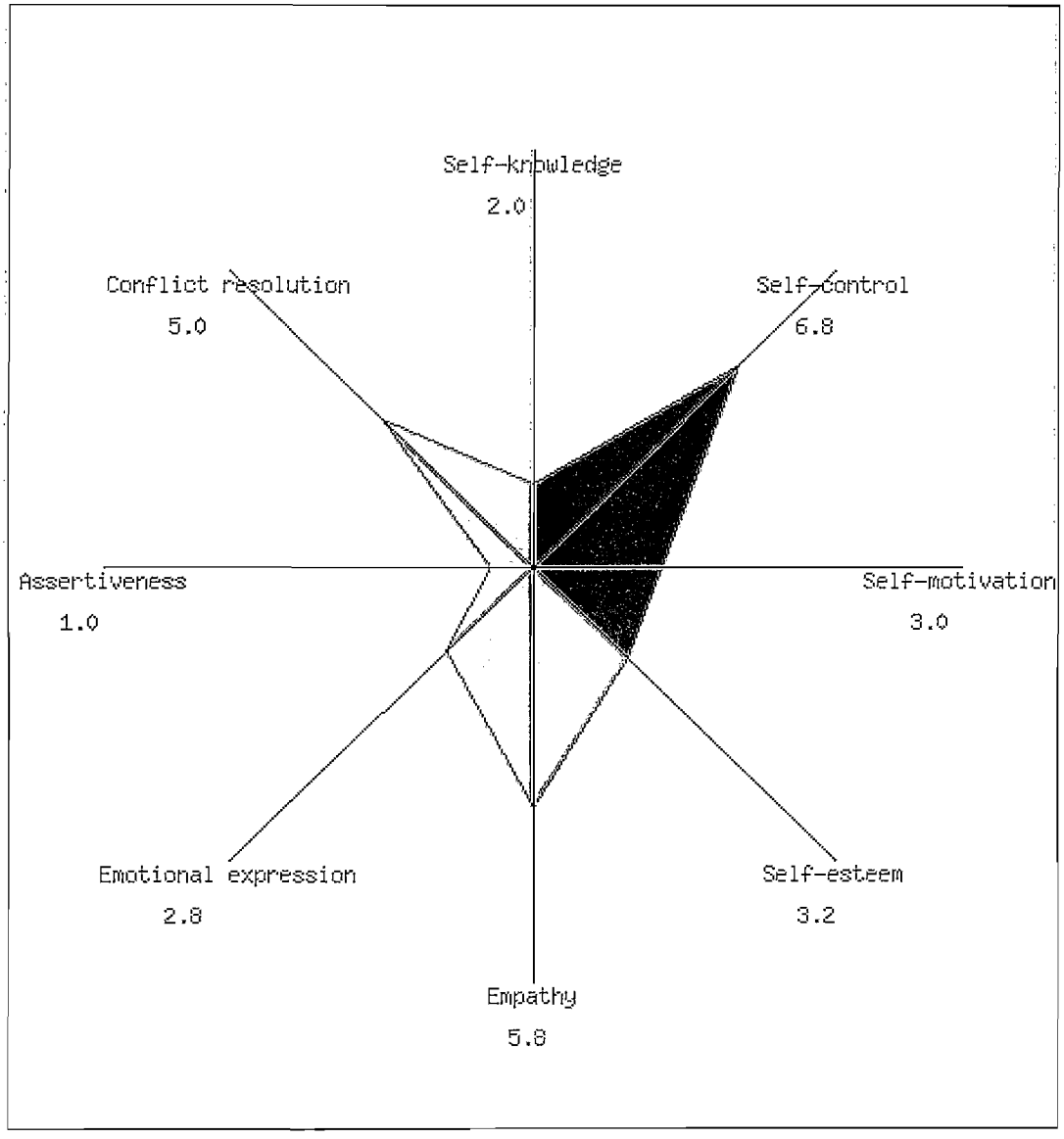
Self-control	You are in total control of your feelings in stressful or unusual situations; you neither act impulsively, nor react out of fear or tension. You keep your wits about you and continue to think clearly and consistently in tense situations.

Caution: your main weak points or areas of lesser interest are:

Assertiveness	You have difficulty commanding respect without raising your voice or of using a bit of force. You could have a problem finding your place within a group. This makes you feel at times like you have to be "in charge." When you do not agree with someone else's ideas, you often show it too forcefully, which could both offend the other party and make them feel "cornered."
Emotional Self-knowledge	You have difficulty understanding the differences between the emotions you may feel. For instance, in stressful situations, you may not be able to make the distinction between being angry and being afraid. You also have difficulty knowing why you feel one emotion rather than another. You are also less likely to make the connection between the emotions you may be feeling and how they subconsciously make you act.
Emotional expression	You don't always know how to properly communicate what you are feeling to others. You sometimes convey your feelings in an impulsive, uncontrolled manner. So, when you have things that are difficult to say, it takes you awhile to get them out. Generally, you neither allow yourself to show your feelings nor to share your feelings with others. This prevents a progressive elimination of negativity, which in turn builds up, and threatens "to explode."

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 2.0 0 [redacted] 10

Level Analysis shows your aptitudes in Self-knowledge to be fairly weak.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 6.8 0 [redacted] 10

Level Analysis shows your aptitudes in Self-control to be strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 3.0 0 [redacted] 10

Level Analysis shows your aptitudes in Self-motivation to be fairly weak.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 3.2 0 [redacted] 10

Level Analysis shows your aptitudes in Self-esteem to be just below average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 5.8 0 [redacted] 10

Level Analysis shows your aptitudes in Empathy to be just above average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 2.8 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be fairly weak.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 1.0 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be weak.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 5.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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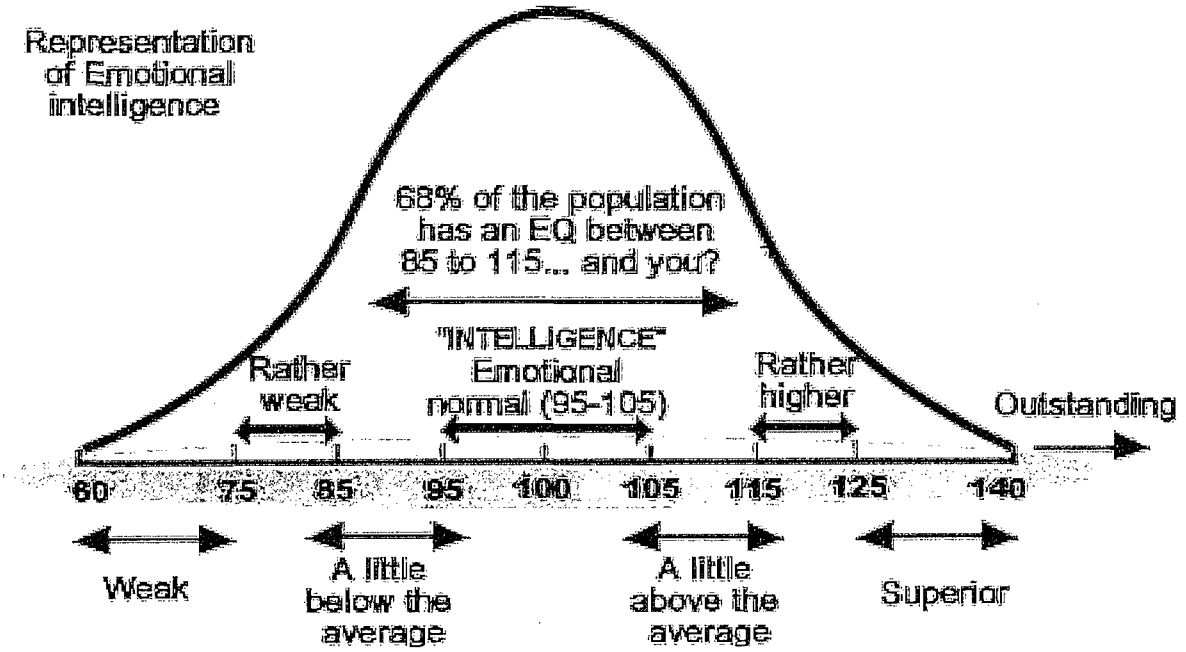
Your Score

Quotient 119

Level You have above average emotional intelligence. On the whole, you are at ease with your emotions. Nothing is stopping you however from improving and attaining excellence! You can begin here by taking note of your specific strengths and weaknesses.



Summary

Maraai , an analysis of your answers shows the following trends in your profile.

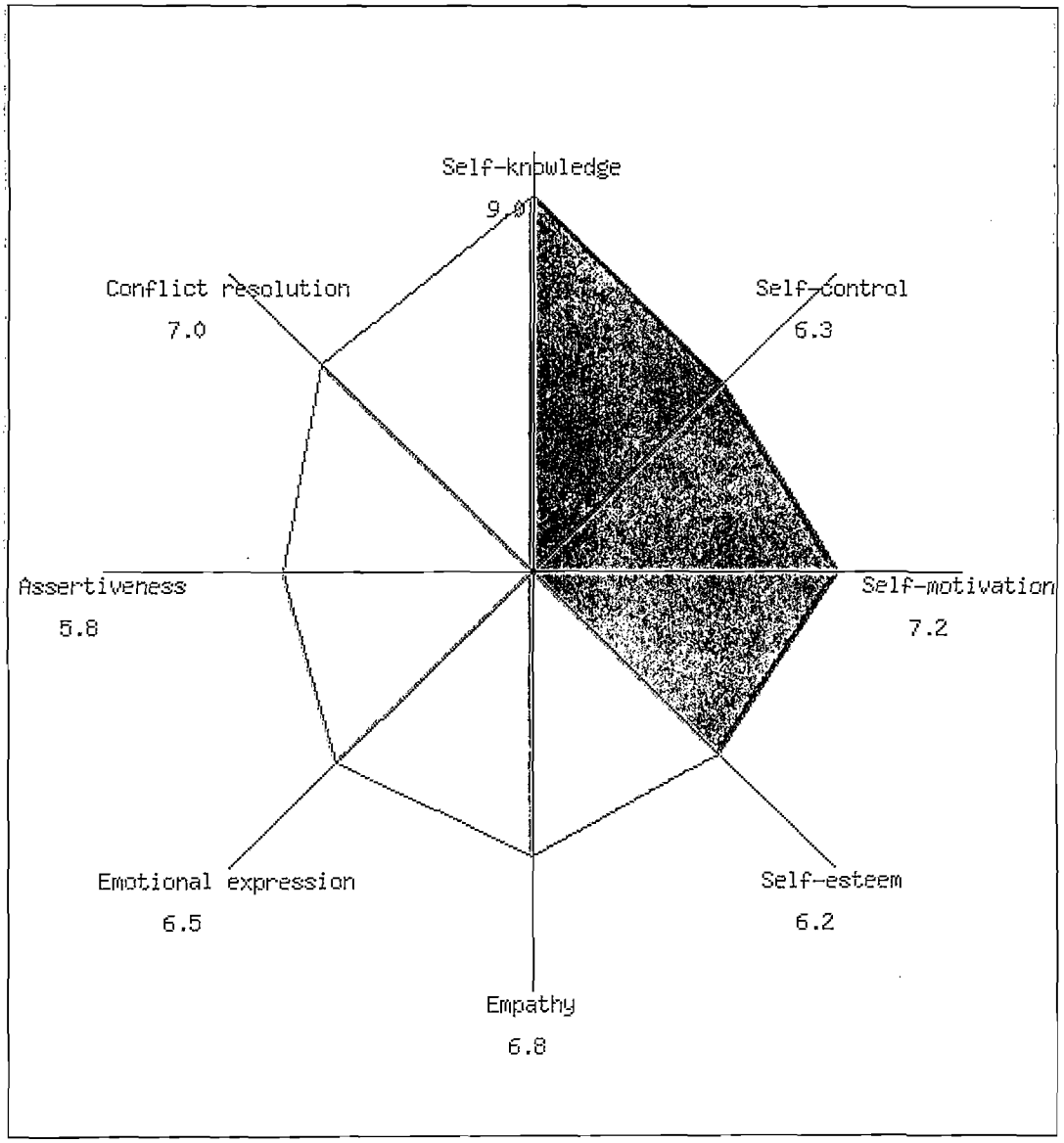
Your main assets or areas of interest are:

Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.
Conflict resolution	You demonstrate much tact when having to deal with difficult types of people. You know how to be diplomatic so as not to hurt people's feelings. In order to maintain group harmony, you actively work on keeping the potential sources of tension at bay within the group. You strive to neutralize conflictual situations before reproaches, the first sign of relational tension, arise.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 9.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 6.3 0 10

Level Analysis shows your aptitudes in Self-control to be just above average.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.2 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self-motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 6.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be just above average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 6.8 0 10

Level Analysis shows your aptitudes in Empathy to be strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 6.5 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just above average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.

Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.

When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 5.8 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be just above average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.

Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.

It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 7.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be strong.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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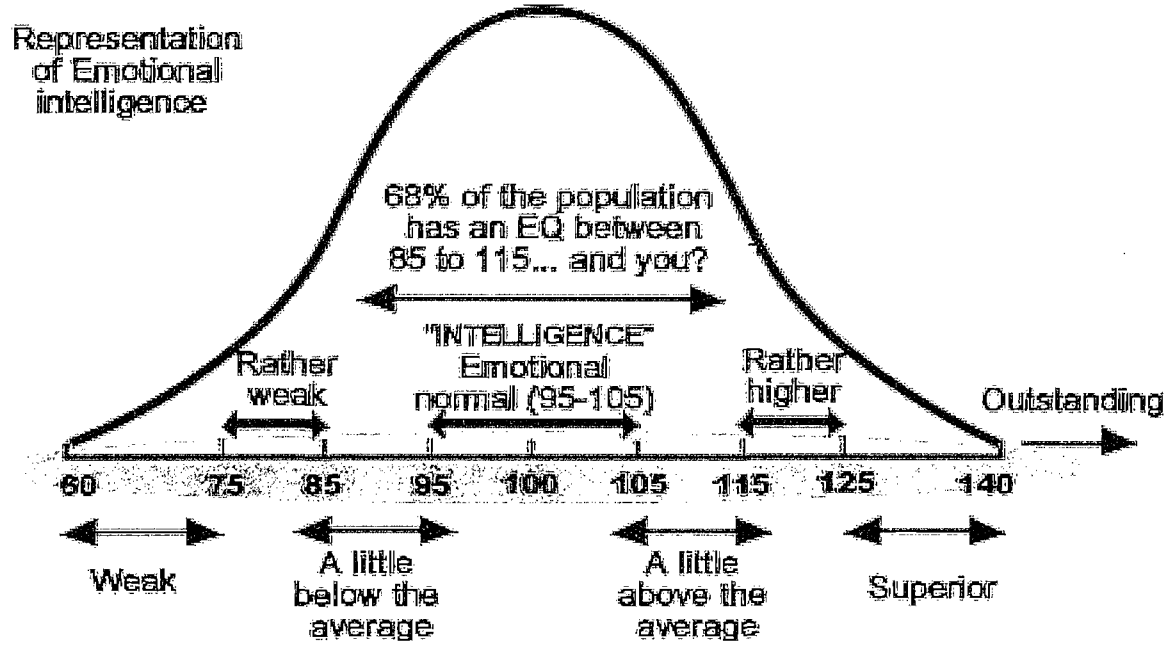
Your Score

Quotient 102

Level You make fair use of your emotional intelligence like the average population. But this report can help you get to know your strengths and weaknesses and increasingly improve your emotional intelligence by learning to act more in harmony with them.



Summary

Juanita , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

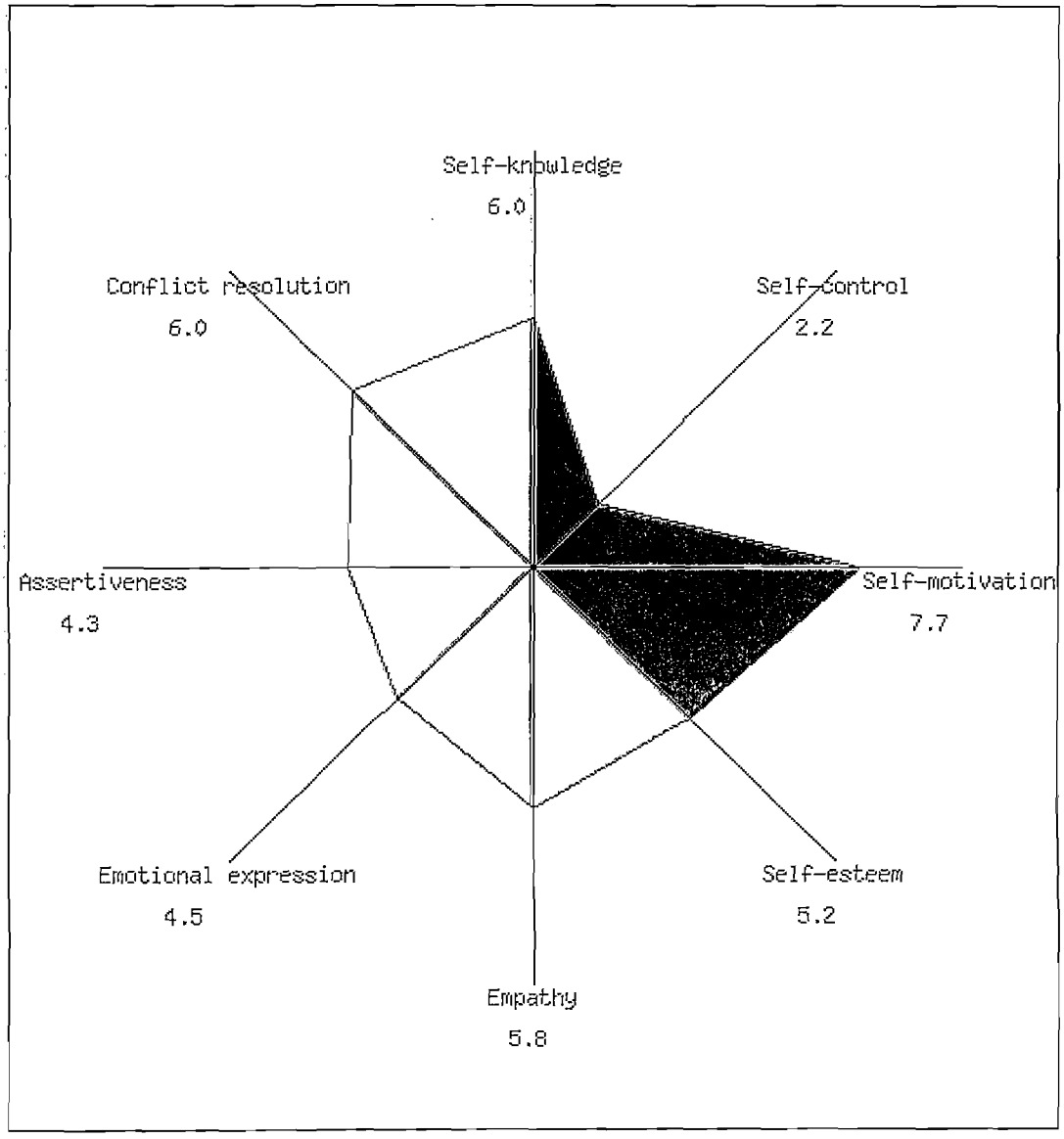
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.

Caution: your main weak points or areas of lesser interest are:

Self-control	When you must deal with stressful or unusual circumstances, you act impulsively and at times lose control. You often panic when confronted with problems. Your reasoning powers do not always function correctly when you find yourself in stressful situations. You have been known to make impulsive decisions, even in situations that are considered normal.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 29/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 6.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be just above average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 2.2 0 10

Level Analysis shows your aptitudes in Self-control to be fairly weak.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 5.8 0 10

Level Analysis shows your aptitudes in Empathy to be just above average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 4.5 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just below average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.

Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.

When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 4.3 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be just below average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.

Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.

It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just above average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
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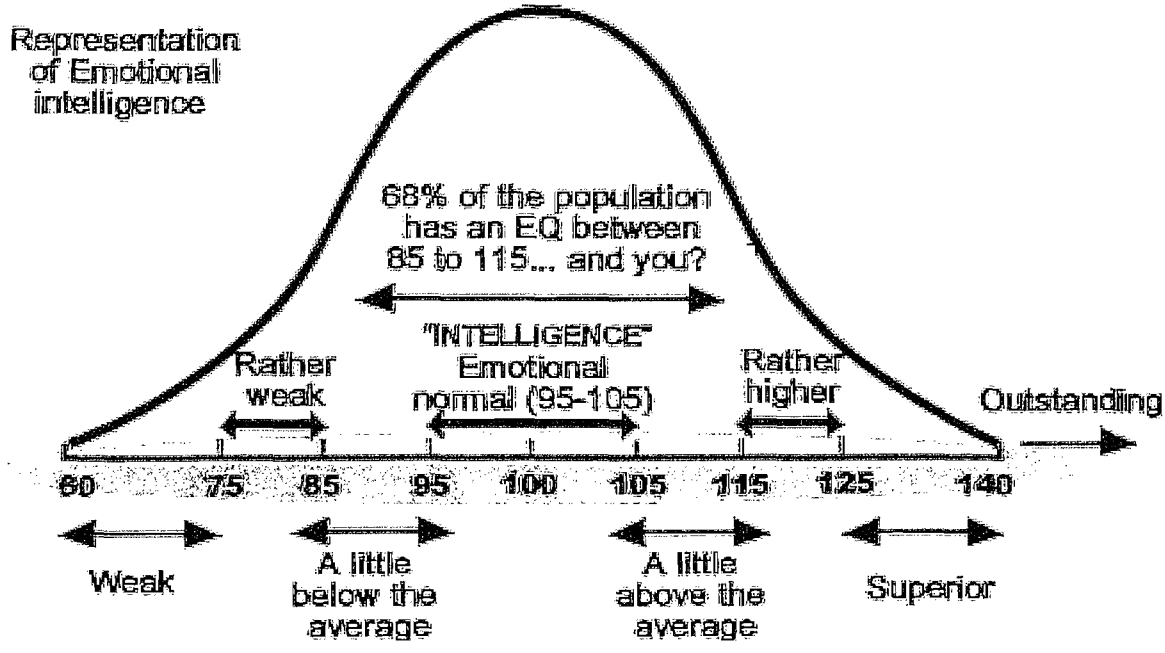
An in-depth description of each factor

Your Score

Quotient 101

Level You make fair use of your emotional intelligence like the average population. But this report can help you get to know your strengths and weaknesses and increasingly improve your emotional intelligence by learning to act more in harmony with them.



Summary

Hermina , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.
Assertiveness	You know how to command attention without being overly aggressive. You easily find your place within a group and have no special difficulty getting attention when you have a point to make. When you do not agree with someone's ideas, you are able to show it in a calm and composed manner.

Caution: your main weak points or areas of lesser interest are:

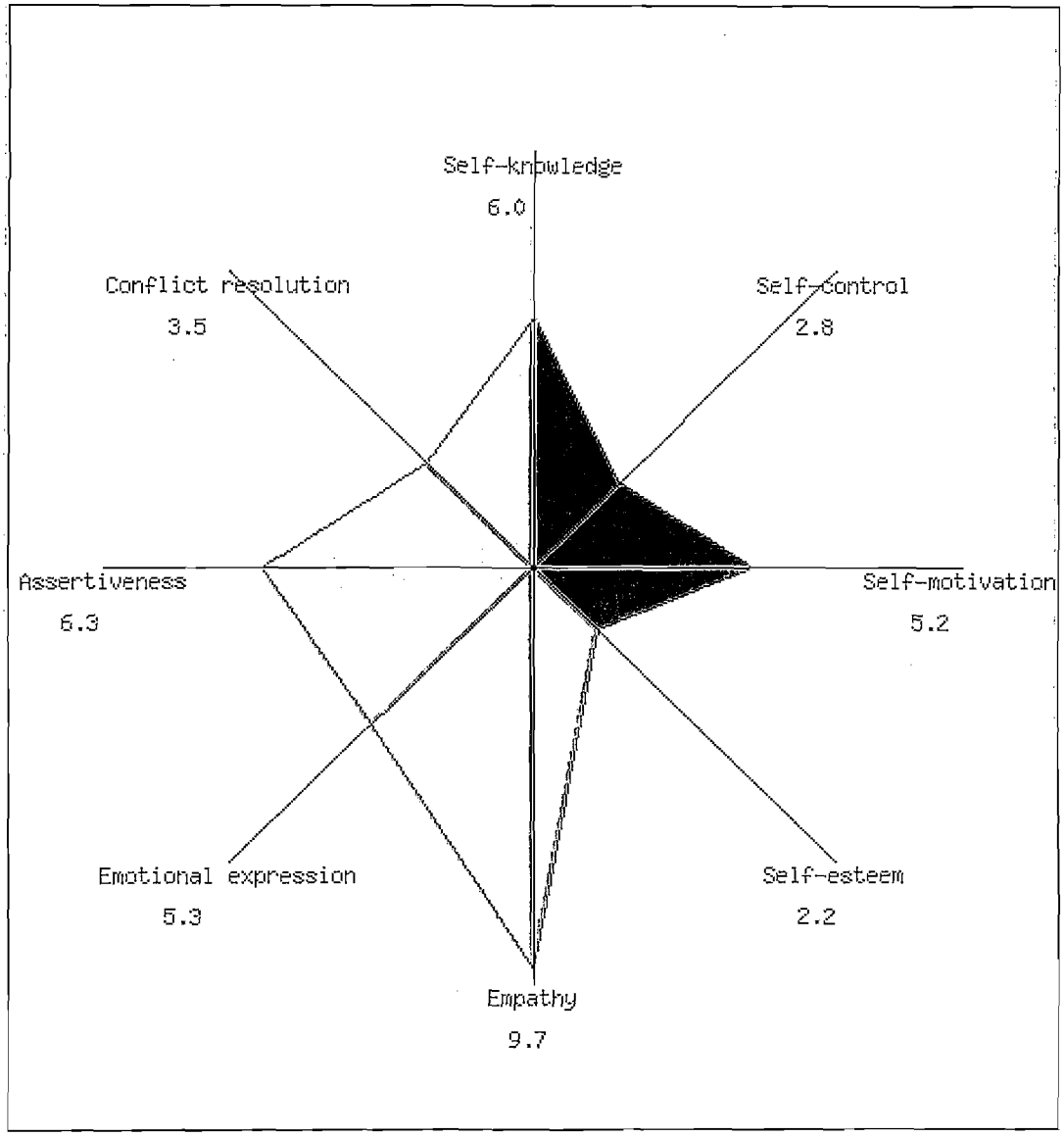
Self-esteem	You have little confidence in your own personal resources. When dealing with setbacks, you are sometimes tempted to doubt yourself. This could bring on loser-type feelings which, instead of helping you overcome obstacles or helping you move on to something else, keep you stuck in failure mode. Conversing with others on a variety of different subjects often finds you comparing your own convictions with those of others and finding them less worthy. You would rather defend mainstream causes and side with the majority when in a group. You have much difficulty defending a less well accepted or less popular viewpoint.
Self-control	When you must deal with stressful or unusual circumstances, you act impulsively and at times lose control. You often panic when confronted with problems. Your reasoning powers do not always function correctly when you find yourself in stressful situations. You have been known to make impulsive decisions, even in situations that are considered normal.
Conflict resolution	It could be said that you lack tact when having to manage difficult types of people. Because of this, you are not always careful and can hurt people's feelings with what you say and do.

Taken on 29/08/2008

You show little interest in identifying the source of potential conflict, which could jeopardize the group's harmony, weakening its stability. In this way, you work from a "patch-it-up" perspective rather than one of prevention.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 29/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Self-knowledge to be just above average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 2.8 0 [redacted] 10

Level Analysis shows your aptitudes in Self-control to be fairly weak.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-motivation to be average.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 2.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be fairly weak.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 9.7 0 10

Level Analysis shows your aptitudes in Empathy to be very strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 5.3 0 10

Level Analysis shows your aptitudes in Emotional expression to be average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.

Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.

When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.3 0 10

Level Analysis shows your aptitudes in Assertiveness to be just above average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.

Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.

It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 3.5 0 10

Level Analysis shows your aptitudes in Conflict resolution to be just below average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your synthesized profile (strengths / weaker points)

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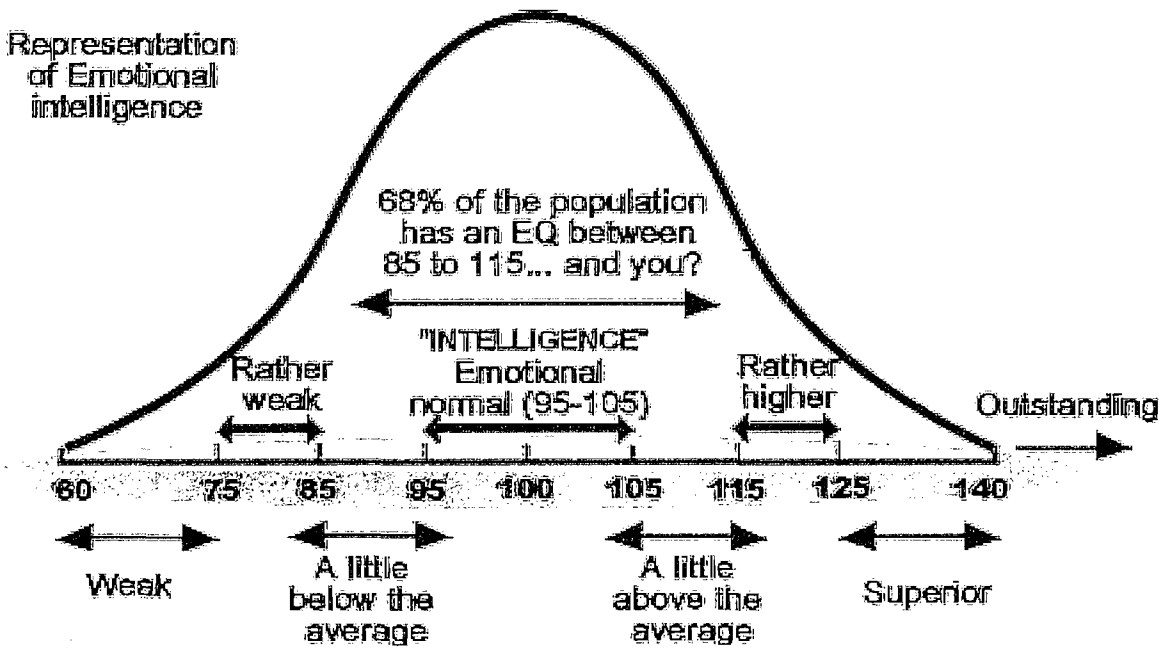
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 128

Level You have an extremely high and exceptional emotional intelligence! Generally speaking you are very at ease with your emotions. With a bit of work and patience you could even become an emotional genius!



Summary

Cornelia , an analysis of your answers shows the following trends in your profile.

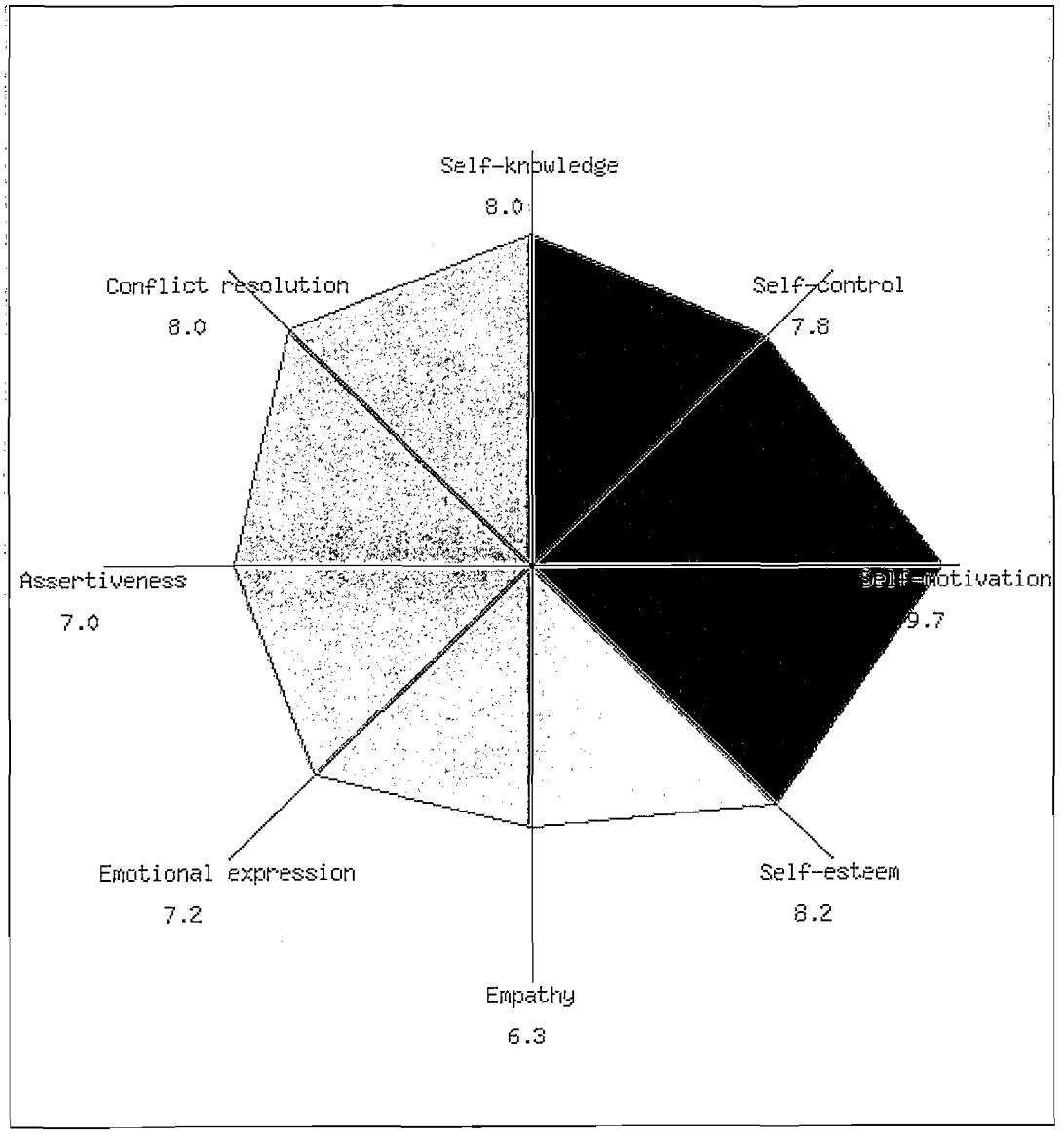
Your main assets or areas of interest are:

Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.
Self-esteem	You are highly confident in your own personal resources. You cope well with adversity because you never doubt your own capabilities. When you do not feel that you are qualified to do something, you simply disengage yourself and find something else more up your alley to do, your morale remaining unaffected. You like to rely on your own convictions and know how to go up against mainstream convictions when necessary. You do not hesitate defending alternative or even unpopular viewpoints when you are convinced of their worth.
Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 8.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 7.8 0 10

Level Analysis shows your aptitudes in Self-control to be strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 9.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be very strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 8.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be very strong.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 6.3 0 10

Level Analysis shows your aptitudes in Empathy to be just above average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 7.2 0 10

Level Analysis shows your aptitudes in Emotional expression to be strong.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 7.0 0 10

Level Analysis shows your aptitudes in Assertiveness to be strong.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 8.0 0 10

Level Analysis shows your aptitudes in Conflict resolution to be very strong.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your Score
How your score compares to an average

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Your synthesized profile (strengths / weaker points)

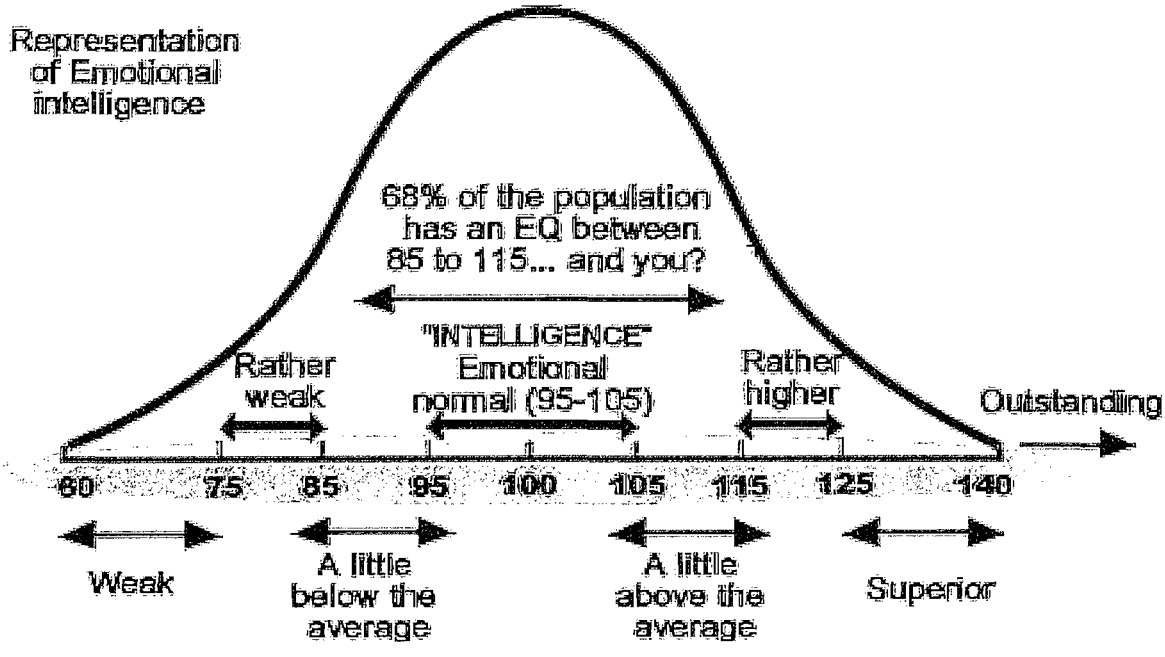
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 112

Level You have an emotional intelligence just above average. But this report can help you ascertain your strengths and weaknesses so that you will be able to act more in accordance with them, thereby increasing your emotional intelligence.



Summary

Isabel , an analysis of your answers shows the following trends in your profile.

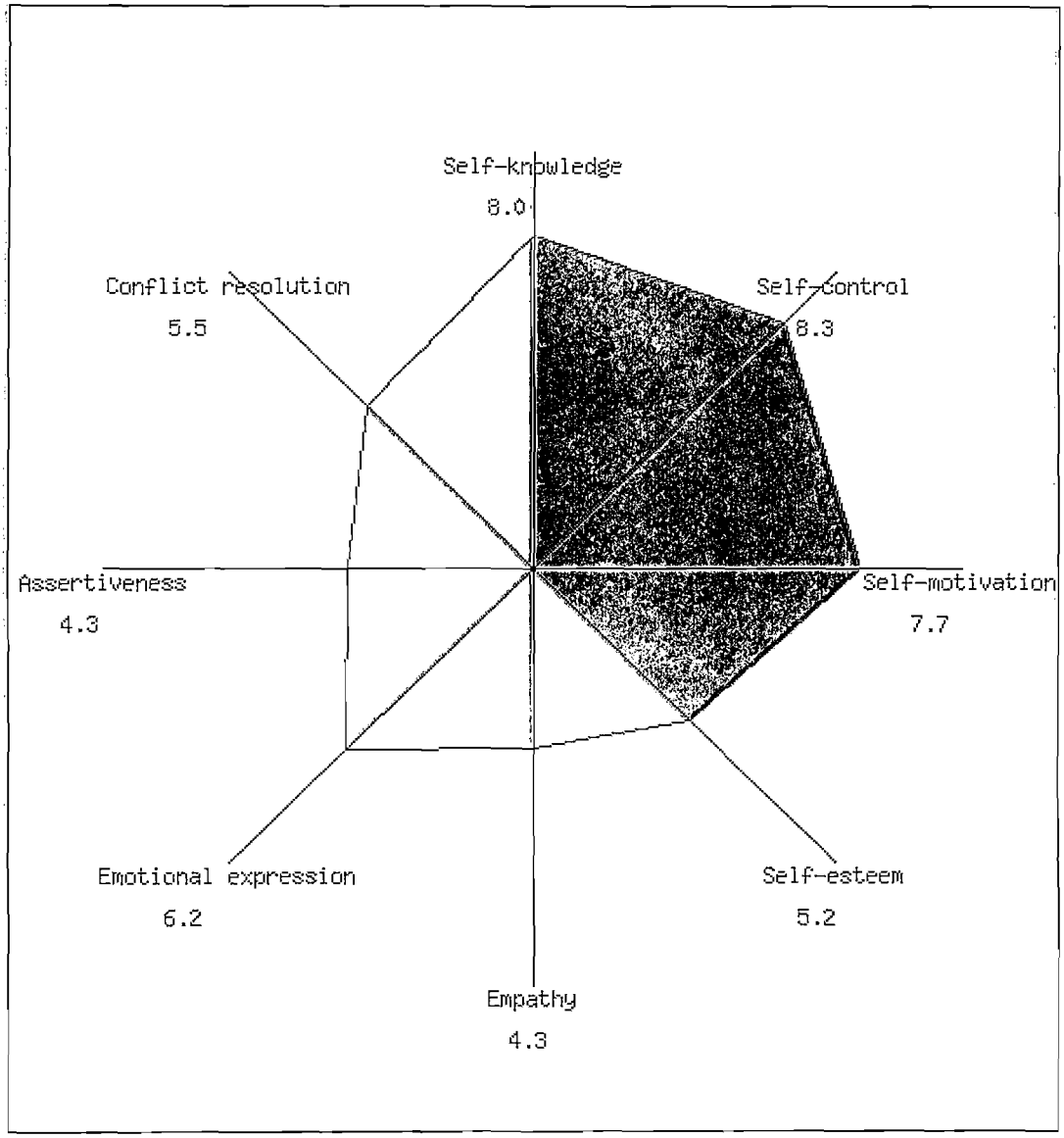
Your main assets or areas of interest are:

Self-control	You are in total control of your feelings in stressful or unusual situations; you neither act impulsively, nor react out of fear or tension. You keep your wits about you and continue to think clearly and consistently in tense situations.
Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 27/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 8.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 8.3 0 10

Level Analysis shows your aptitudes in Self-control to be very strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 4.3 0 10

Level Analysis shows your aptitudes in Empathy to be just below average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 6.2 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just above average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 4.3 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be just below average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 5.5 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your Score
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Your synthesized profile (strengths / weaker points)

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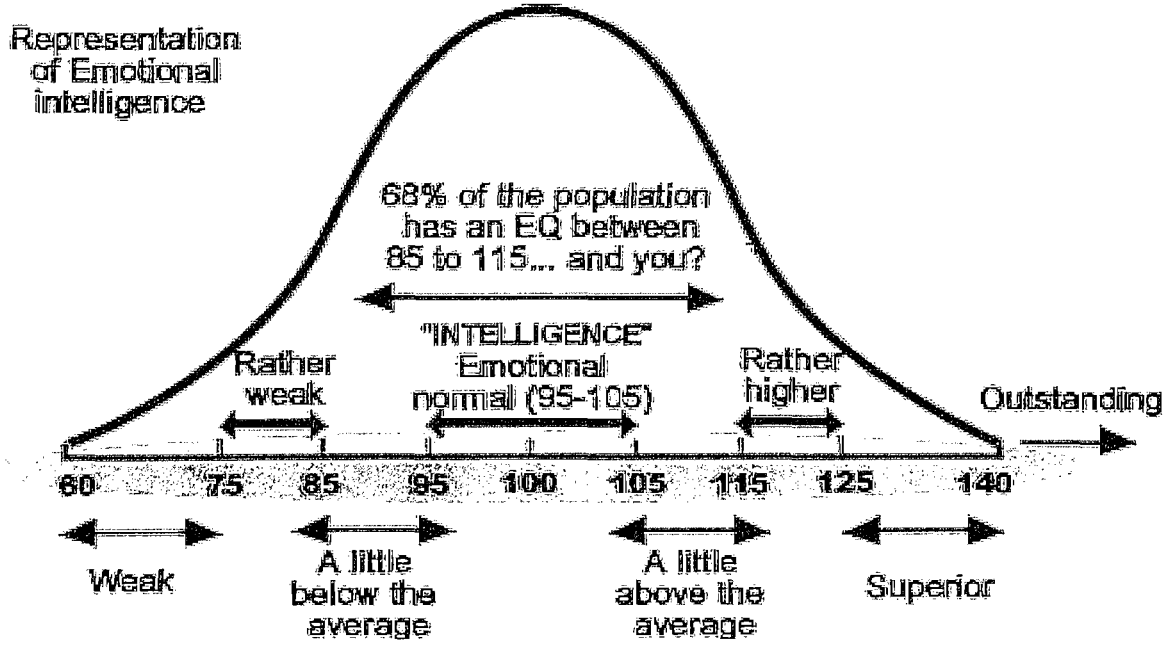
Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 99

Level You make fair use of your emotional intelligence like the average population. But this report can help you get to know your strengths and weaknesses and increasingly improve your emotional intelligence by learning to act more in harmony with them.



Summary

Liezel , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.

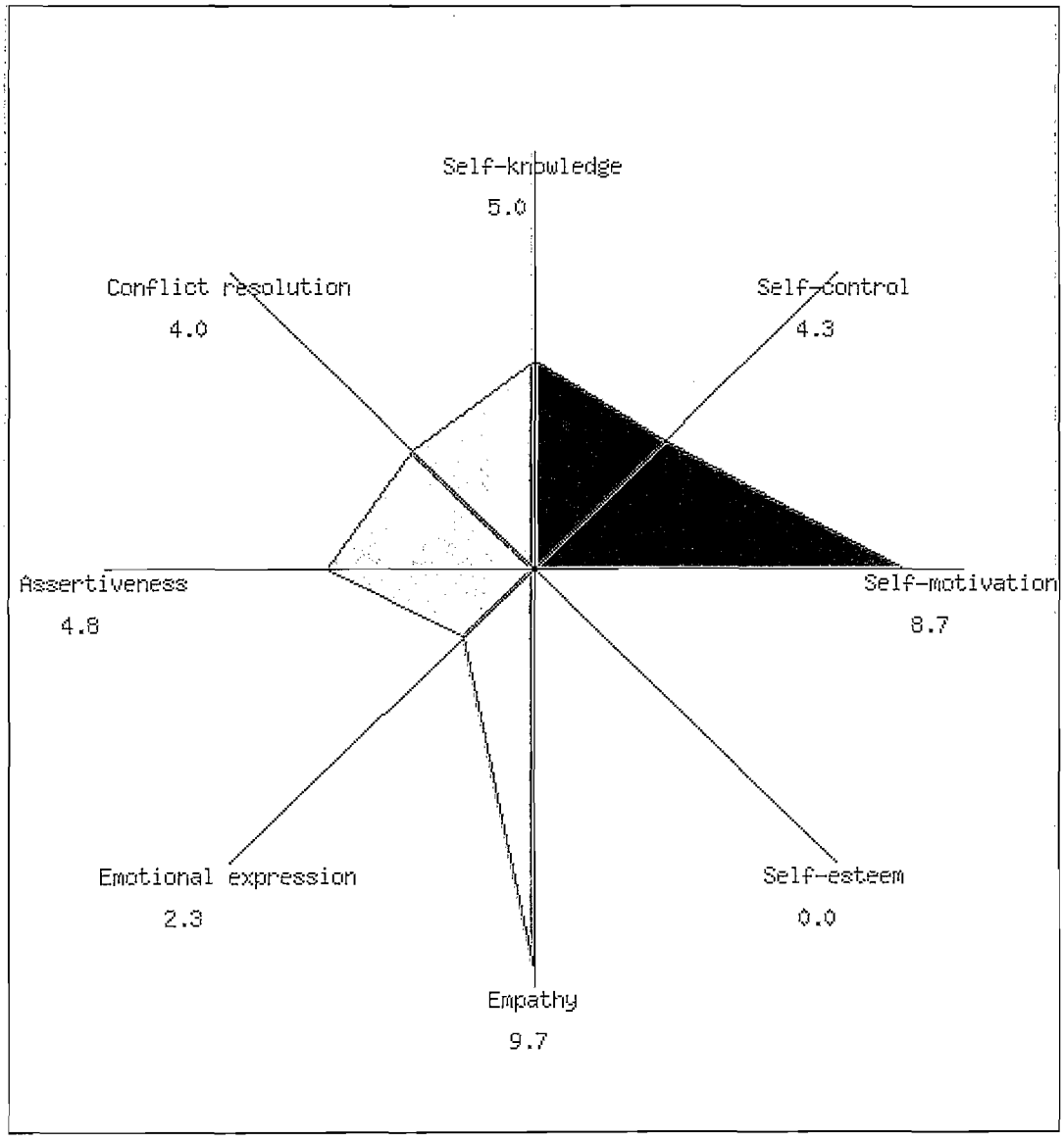
Caution: your main weak points or areas of lesser interest are:

Self-esteem	You have little confidence in your own personal resources. When dealing with setbacks, you are sometimes tempted to doubt yourself. This could bring on loser-type feelings which, instead of helping you overcome obstacles or helping you move on to something else, keep you stuck in failure mode. Conversing with others on a variety of different subjects often finds you comparing your own convictions with those of others and finding them less worthy. You would rather defend mainstream causes and side with the majority when in a group. You have much difficulty defending a less well accepted or less popular viewpoint.
Emotional expression	You don't always know how to properly communicate what you are feeling to others. You sometimes convey your feelings in an impulsive, uncontrolled manner. So, when you have things that are difficult to say, it takes you awhile to get them out. Generally, you neither allow yourself to show your feelings nor to share your feelings with others. This prevents a progressive elimination of negativity, which in turn builds up, and threatens "to explode."

Taken on 29/08/2008

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 29/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 5.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 4.3 0 10

Level Analysis shows your aptitudes in Self-control to be just below average.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 8.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be very strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 0.0 0 10

Level Analysis shows your aptitudes in Self-esteem to be weak.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 9.7 0 10

Level Analysis shows your aptitudes in Empathy to be very strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 2.3 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be fairly weak.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 4.8 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 4.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just below average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your synthesized profile (strengths / weaker points)

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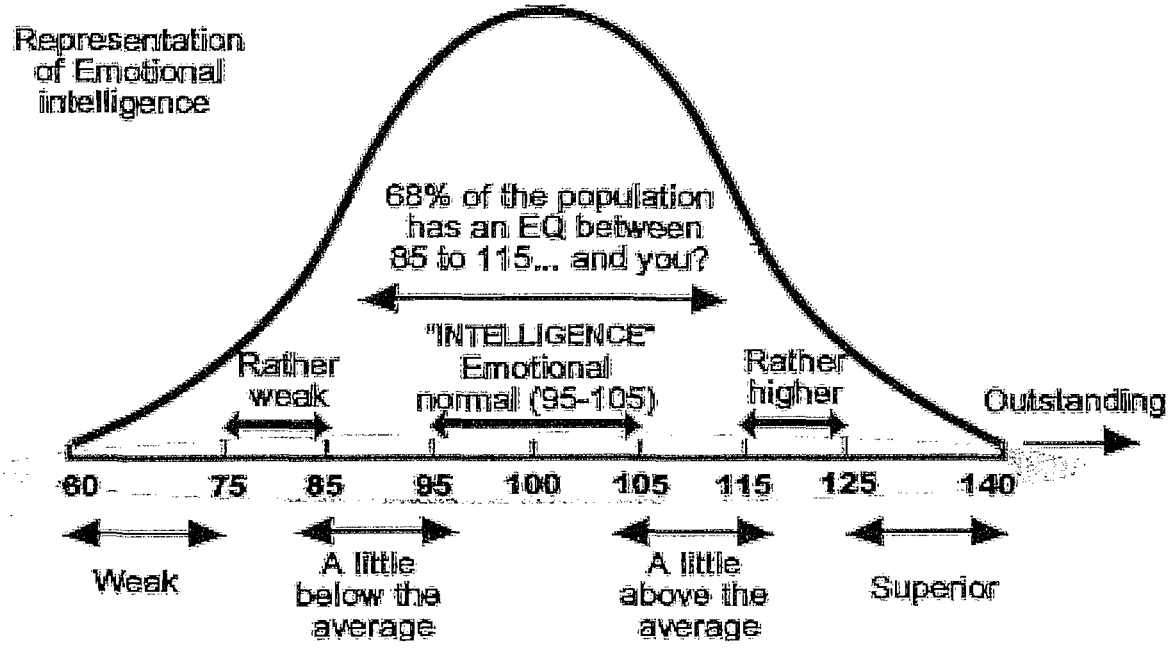
Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 114

Level You have an emotional intelligence just above average. But this report can help you ascertain your strengths and weaknesses so that you will be able to act more in accordance with them, thereby increasing your emotional intelligence.



Summary

Magrietha , an analysis of your answers shows the following trends in your profile.

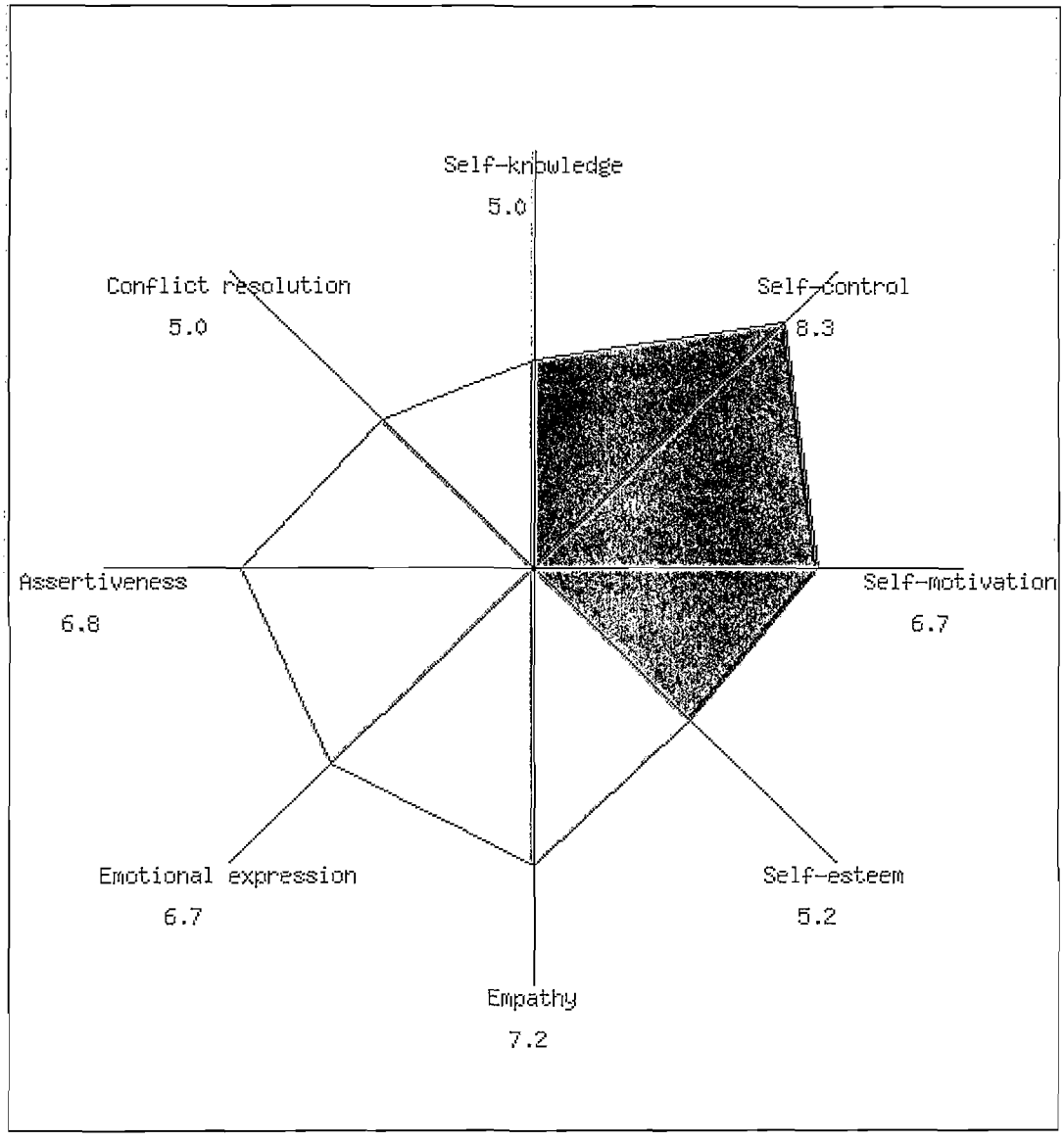
Your main assets or areas of interest are:

Self-control	You are in total control of your feelings in stressful or unusual situations; you neither act impulsively, nor react out of fear or tension. You keep your wits about you and continue to think clearly and consistently in tense situations.
Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.
Assertiveness	You know how to command attention without being overly aggressive. You easily find your place within a group and have no special difficulty getting attention when you have a point to make. When you do not agree with someone's ideas, you are able to show it in a calm and composed manner.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 5.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 8.3 0 10

Level Analysis shows your aptitudes in Self-control to be very strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 6.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 7.2 0 10

Level Analysis shows your aptitudes in Empathy to be strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 6.7 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be strong.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.8 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be strong.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 5.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

Menu

Your Score
How your score compares to an average

Summary
Your synthesized profile (strengths / weaker points)

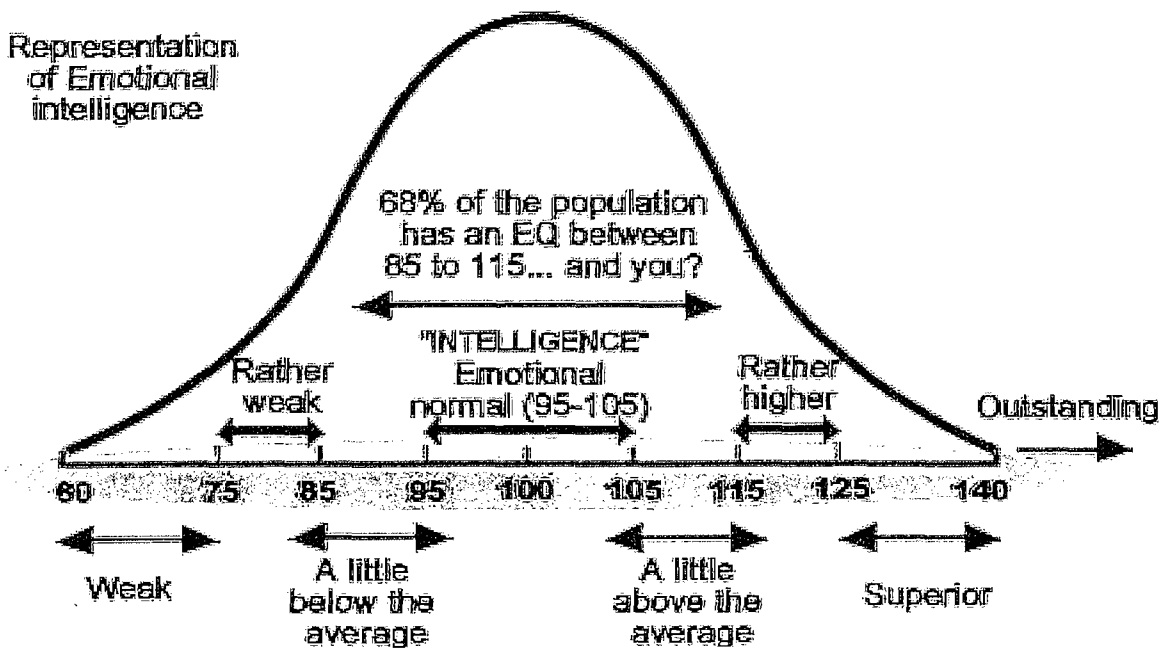
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 104

Level You make fair use of your emotional intelligence like the average population. But this report can help you get to know your strengths and weaknesses and increasingly improve your emotional intelligence by learning to act more in harmony with them.



Summary

Diane , an analysis of your answers shows the following trends in your profile.

Your main assets or areas of interest are:

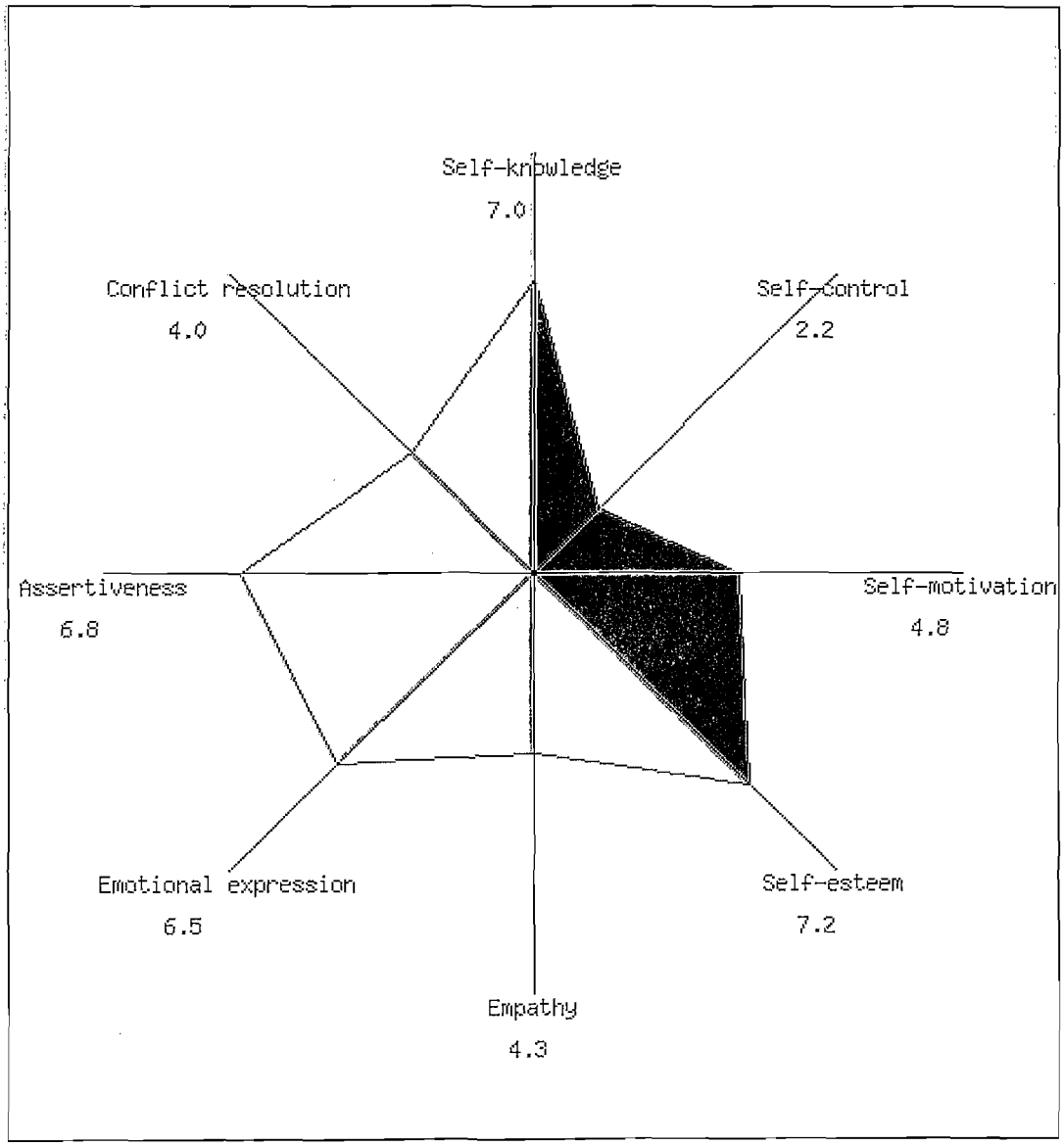
Self-esteem	You are highly confident in your own personal resources. You cope well with adversity because you never doubt your own capabilities. When you do not feel that you are qualified to do something, you simply disengage yourself and find something else more up your alley to do, your morale remaining unaffected. You like to rely on your own convictions and know how to go up against mainstream convictions when necessary. You do not hesitate defending alternative or even unpopular viewpoints when you are convinced of their worth.
Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Assertiveness	You know how to command attention without being overly aggressive. You easily find your place within a group and have no special difficulty getting attention when you have a point to make. When you do not agree with someone's ideas, you are able to show it in a calm and composed manner.

Caution: your main weak points or areas of lesser interest are:

Self-control	When you must deal with stressful or unusual circumstances, you act impulsively and at times lose control. You often panic when confronted with problems. Your reasoning powers do not always function correctly when you find yourself in stressful situations. You have been known to make impulsive decisions, even in situations that are considered normal.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 7.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 2.2 0 10

Level Analysis shows your aptitudes in Self-control to be fairly weak.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 4.8 0 [redacted] 10

Level Analysis shows your aptitudes in Self-motivation to be average.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 7.2 0 [redacted] 10

Level Analysis shows your aptitudes in Self-esteem to be strong.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 4.3 0 [redacted] 10

Level Analysis shows your aptitudes in Empathy to be just below average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 6.5 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just above average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.8 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be strong.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 4.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just below average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

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Your Score
How your score compares to an average

Summary
Your synthesized profile (strengths / weaker points)

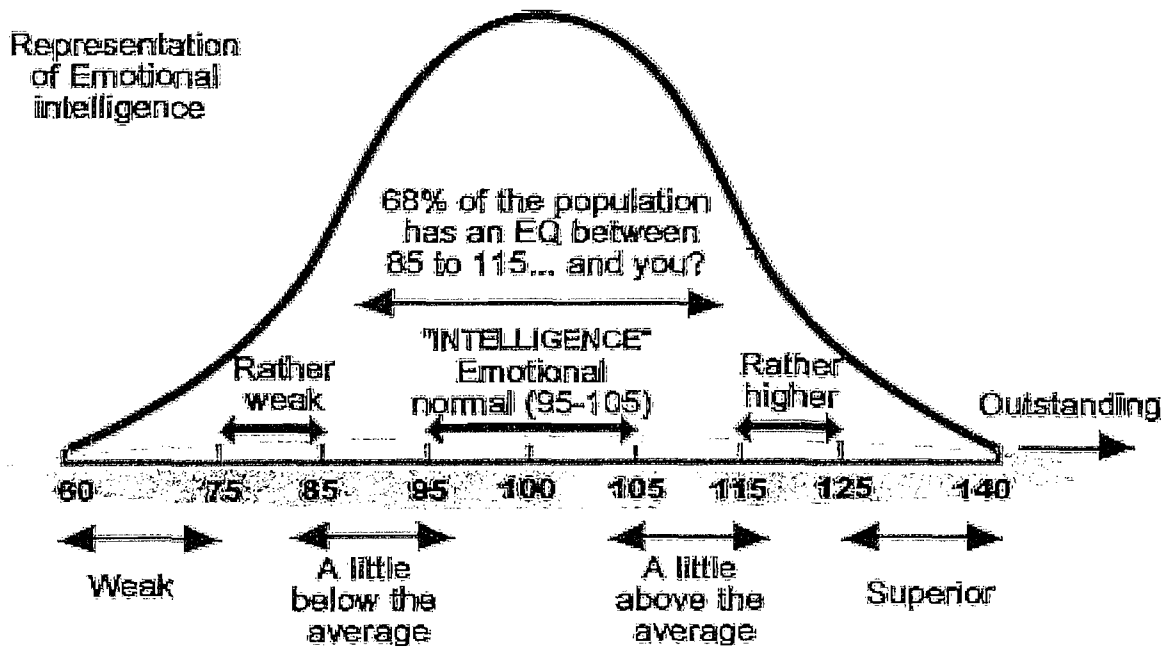
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 117

Level You have above average emotional intelligence. On the whole, you are at ease with your emotions. Nothing is stopping you however from improving and attaining excellence! You can begin here by taking note of your specific strengths and weaknesses.



Summary

Michelle , an analysis of your answers shows the following trends in your profile.

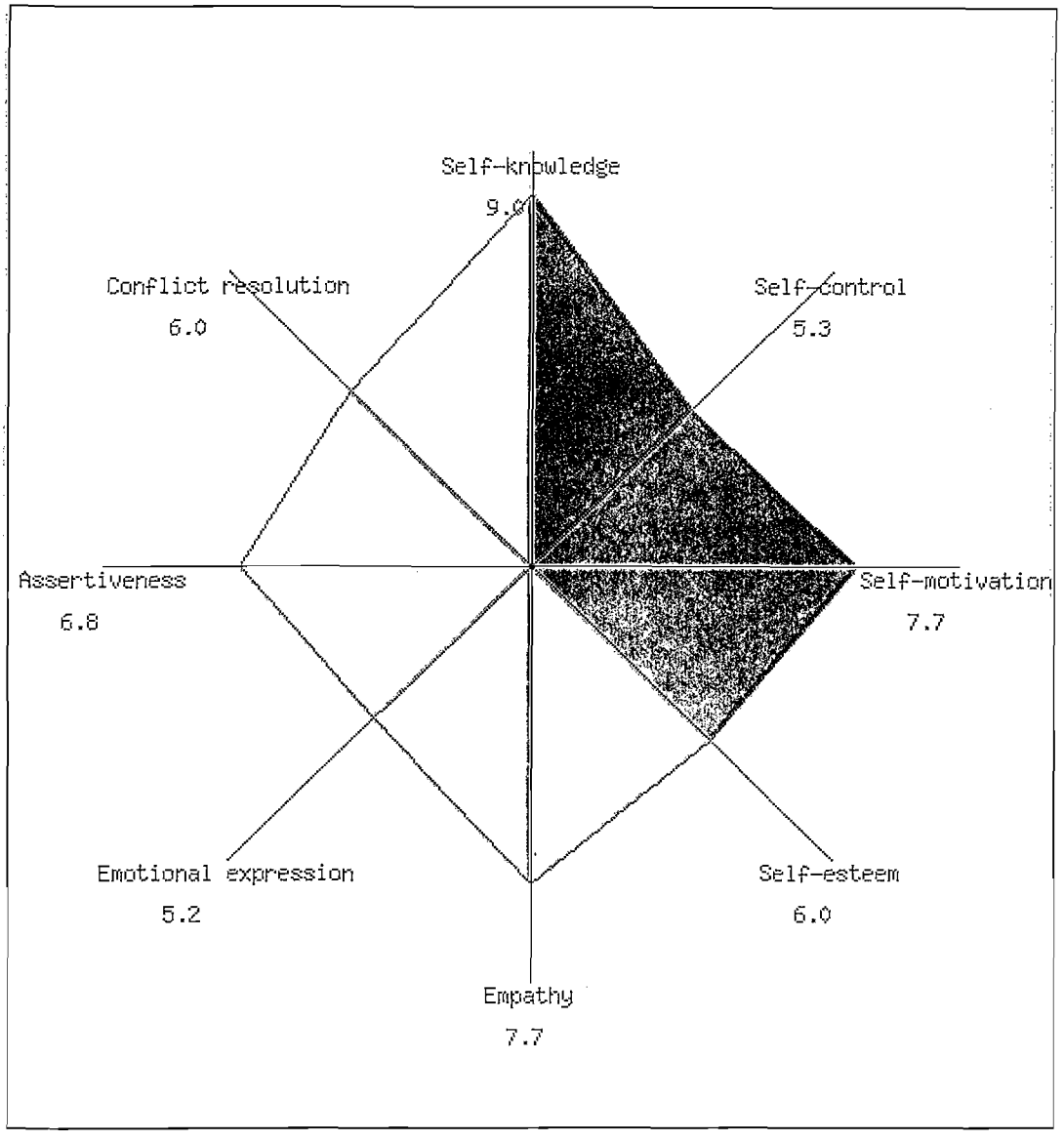
Your main assets or areas of interest are:

Emotional Self-knowledge	You do have a certain aptitude for making distinctions between your various feelings. When you are feeling a certain way, you generally know what brought it on, i.e. a feeling of injustice can make you angry. Lastly, you are quick to recognize the relationship between the way you are acting and the emotions that triggered it.
Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.
Empathy	You know how to listen to and be attentive to others. You make a genuine effort to try to understand their feelings and viewpoints. You are able to let yourself be drawn into a system of reasoning that is not your own. Thus, you don't have to force the other person to expose his ideas and feelings on your terms. You are sincerely interested in the other person, which means that your ego does not always have to be in charge.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 9.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be very strong.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 5.3 0 10

Level Analysis shows your aptitudes in Self-control to be average.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

Self-motivation

Dimension Personal Dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 6.0 0 10

Level Analysis shows your aptitudes in Self-esteem to be just above average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 7.7 0 10

Level Analysis shows your aptitudes in Empathy to be strong.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 5.2 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.8 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be strong.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 6.0 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just above average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

EQ TEST - CENTRAL TEST

Thank you for taking the test. We hope it meets the purpose.
Your report is presented in multiple sections as given below:

Menu

Your Score
How your score compares to an average

Summary
Your synthesized profile (strengths / weaker points)

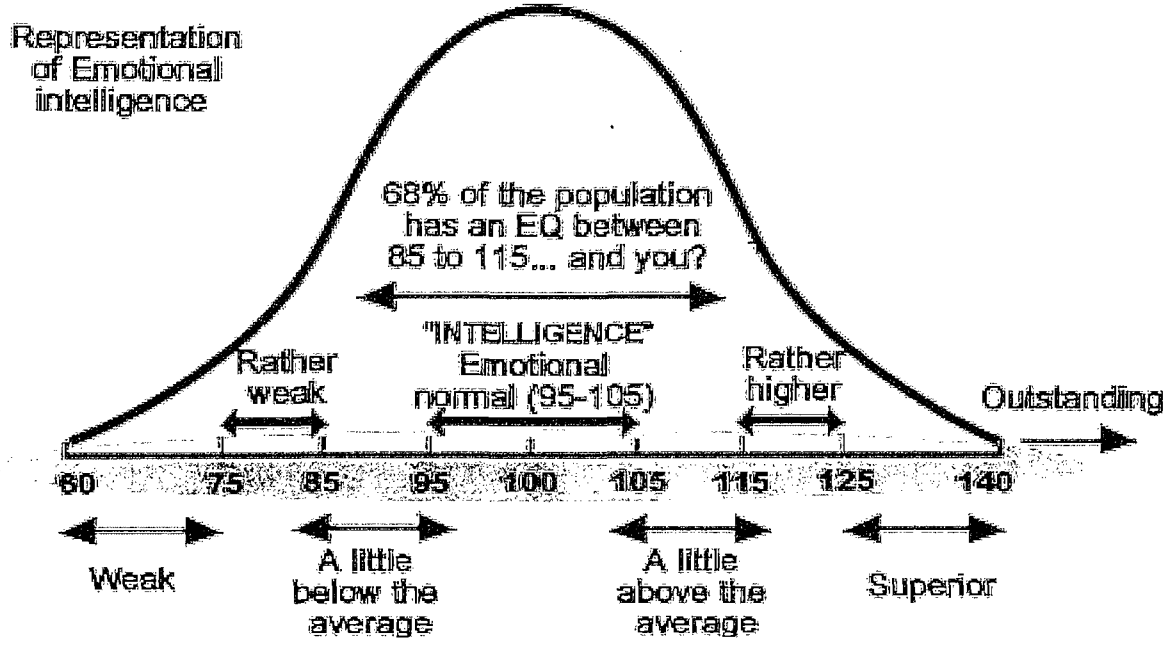
The Graph
Your results on major dimensions

Your Detailed Results
An in-depth description of each factor

Your Score

Quotient 111

Level You have an emotional intelligence just above average. But this report can help you ascertain your strengths and weaknesses so that you will be able to act more in accordance with them, thereby increasing your emotional intelligence.



Taken on 19/08/2008

Summary

Maria , an analysis of your answers shows the following trends in your profile.

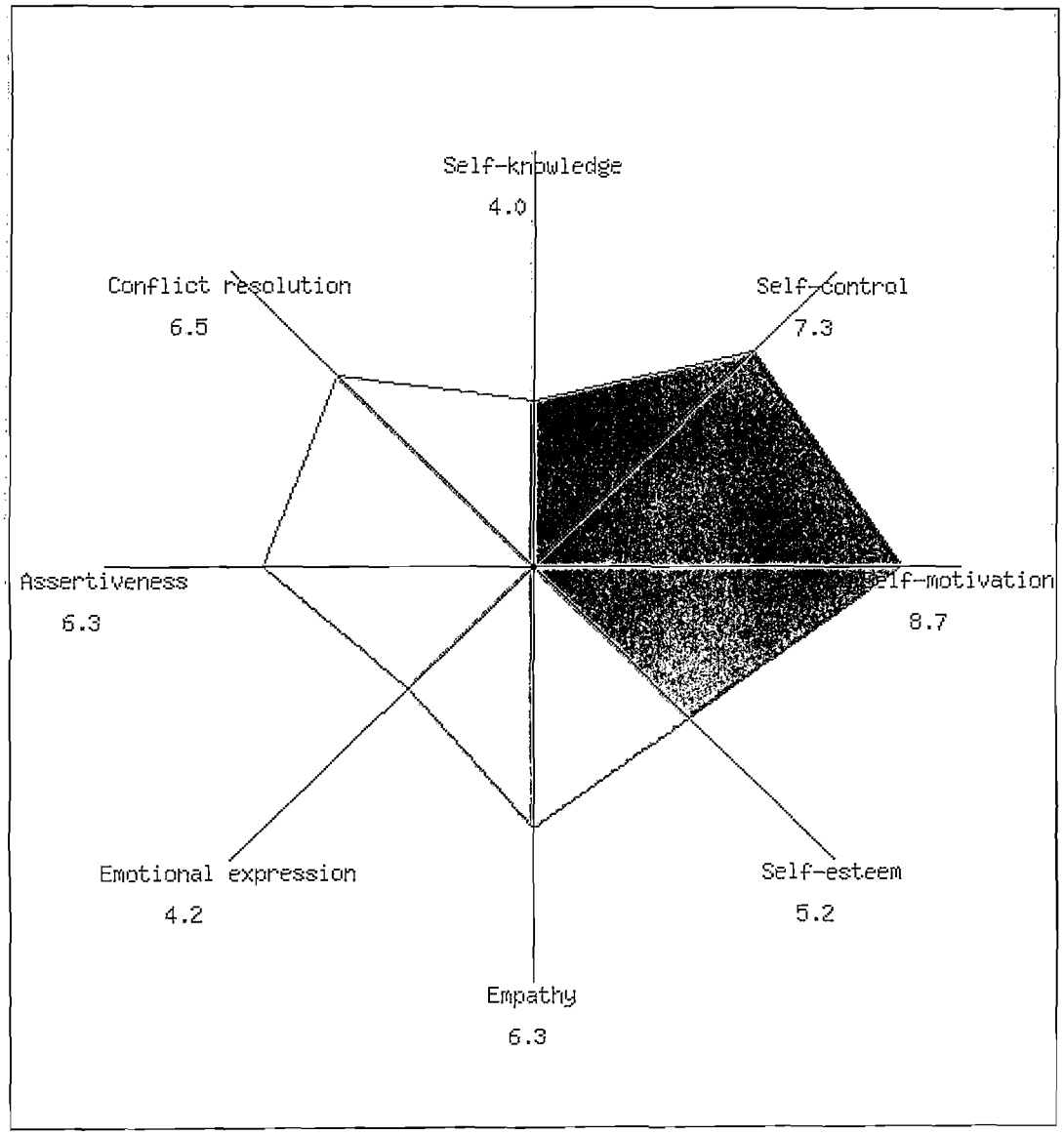
Your main assets or areas of interest are:

Self-motivation	You are normally rather optimistic and usually see the positive when evaluating situations. You generally take initiative in order to reach objectives that far exceed those initially assigned to you. It is clear that you like to go beyond the expectations of designated tasks. Lastly, you are able to give certain things up in order to reach your set goal.
Self-control	You are in total control of your feelings in stressful or unusual situations; you neither act impulsively, nor react out of fear or tension. You keep your wits about you and continue to think clearly and consistently in tense situations.
Conflict resolution	You demonstrate much tact when having to deal with difficult types of people. You know how to be diplomatic so as not to hurt people's feelings. In order to maintain group harmony, you actively work on keeping the potential sources of tension at bay within the group. You strive to neutralize conflictual situations before reproaches, the first sign of relational tension, arise.

No strong asset or field of interest could be produced from your profile : your scores are very close to the normal average or even lower.

The Graph

Your principal results (score out of 10)



Key

Personal Dimension

Relational dimension

Taken on 19/08/2008

Your Detailed Results

The following describes how your portrait relates to each factor, and includes :
- Your overall level for the dimension
- The general definition of the factor
- Examples of those questions which enabled us to assess how your portrait related to a specific area.

Self-knowledge

Dimension Personal Dimension

Your score 4.0 0 10

Level Analysis shows your aptitudes in Self-knowledge to be just below average.

Definition

With self-knowledge, you acquire the ability to understand why you act the way you do and to identify and distinguish one feeling from another.

When we are emotionally aware, we are more protected from the impact of negative emotions. Our decisions, in turn, will be better grounded.

Emotional self-awareness is fundamental to gaining self control. We must learn to understand "why" we react in a certain way, if we ever hope to change the way we react.

Self-control

Dimension Personal Dimension

Your score 7.3 0 10

Level Analysis shows your aptitudes in Self-control to be strong.

Definition

When you have self-control, it means your emotions do not control you, rather you control them, especially in stressful situations.

When you are able to show self-control, you will be able to replace potentially damaging stressful ideas and thoughts with positive, calming and beneficial ones.

This, in turn will keep you from being pulled down by anxiety, enabling you to keep your poise and to think and act (from a point of power,) with serenity, regardless of the situation.

EQ TEST - CENTRAL TEST

Maria SAM's profile APPLE LEAF

Self-motivation

Dimension Personal Dimension

Your score 8.7 0 10

Level Analysis shows your aptitudes in Self-motivation to be very strong.

Definition

Self-motivation is your ability to make use of your emotions in reaching goals.

When you are self motivated, it is like being carried by a strong current of enthusiasm, which urges you to always give and do your best in both work and leisure activities.

Self-motivation is all the more efficient when it makes you feel positive, enabling you to manage your emotions in a way that benefits whatever it is you are doing.

Self-esteem

Dimension Personal Dimension

Your score 5.2 0 10

Level Analysis shows your aptitudes in Self-esteem to be average.

Definition

Self-esteem is the ability to unconditionally accept yourself regardless of your successes or failures. Self-esteem gives you confidence in your own resources, and a feeling of greater independence in your dealings with others.

It enables you to undertake complex tasks and pursue daring goals. It also gets you through challenging times successfully and enables you to recover from adversity.

Obviously self-esteem is linked to self-motivation, but surpasses it in that if you lose motivation due to a certain setback, self-esteem will always enable you to bounce back and find new grounds on which you will feel ever more competent.

Empathy

Dimension Relational dimension

Your score 6.3 0 10

Level Analysis shows your aptitudes in Empathy to be just above average.

Definition

Empathy is the ability to put yourself in another person's shoes in order to understand where they are coming from and why.

Being empathetic means that you are an active and attentive listener. This alone will enable you to access another person's inner world in order to understand what that person is going through.

Emotional expression

Dimension Relational dimension

Your score 4.2 0 [redacted] 10

Level Analysis shows your aptitudes in Emotional expression to be just below average.

Definition

Emotional expression is the quality of being able to satisfactorily tell others how you feel.
Properly expressing emotions enables us to avoid accumulating tension as a result of repressing the way we feel.
When we are unable to put our feelings into words, it is a sign that we lack emotional expression. This causes tension and stress to build-up within us and can lead to physical diseases.

Assertiveness

Dimension Relational dimension

Your score 6.3 0 [redacted] 10

Level Analysis shows your aptitudes in Assertiveness to be just above average.

Definition

When you are assertive, you express yourself well and are able to get what you want without being aggressive.
Being assertive enables you to easily find your place within a group, and be comfortable expressing your opinions and feelings to those within your team.
It implies, of course, that you already have a certain amount of self-control and self-esteem.

Conflict resolution

Dimension Relational dimension

Your score 6.5 0 [redacted] 10

Level Analysis shows your aptitudes in Conflict resolution to be just above average.

Definition

Conflict resolution is the ability to foresee potential sources of conflict within a group and to offset them before they have a chance of becoming problems. Differing viewpoints will always exist, but maintaining harmony within the group should always be your first concern.

Being good at resolving conflict means you'll need to pay special attention to other's people's feelings (displaying empathy,) being careful to take everyone's needs into consideration when working toward a compromise.

Appendix 4

Emotional inteligence raw data

Respondent A to N

Unit	EQ score	Empathy	Self-knowledge	Self-control	Self-motivation	Self-esteem	Emotional expression	Assertiveness	Conflict resolution
A	114	7.2	5	8.3	6.7	5.2	6.7	6.8	5
B	109	7.2	9	7.3	4.2	5.2	4.7	5	4.5
C	99	9.7	5	4.3	8.7	0	2.3	4.8	4
D	87	5.8	2	6.8	3	3.2	2.8	1	5
E	101	9.7	6	2.8	5.2	2.2	5.3	6.3	3.5
F	128	7.2	8	7.8	9.7	8.2	7.2	7	8
G	108	3.3	6	1.8	7.7	9.2	6	6.3	6
H	123	9.7	10	4.7	7.7	4.2	8.7	7.8	6
I	117	7.7	9	5.3	7.7	6	5.2	6.8	6
J	111	6.3	4	7.3	8.7	5.2	4.2	6.3	6.5
K	119	6.8	9	6.3	7.2	6.2	6.5	5.8	7
L	102	5.8	6	2.2	7.7	5.2	4.5	4.3	6
M	104	4.3	7	2.2	4.8	7.2	6.5	6.8	4
N	112	4.3	8	8.3	7.7	5.2	6.2	4.3	5.5
EQ test = 14	110	6.8	6.7	5.4	6.9	5.2	5.5	5.7	5.5

Respondent A to N

Unit scores									Averages
A	14	12	18	10	13	14			13.5
B	18	16	18	16	17				17
C	19	16	16	16	14				16.2
D	7	15	18	4					11
E	15	19	17	15	16	15			16.2
F	18	19	16	19	18				18
G	16	15	15	16	16	16	13	13	15
H	18	20	18	17					18.25
I	18	19	15	20	17				17.8
J	20	19	18	19	19				19
K	15	13	17	11					14
L	5	14	11	13	19	12	18	17	13.6
M	13	18	5	4	19	16	14		12.7
N	16	18	15	16	18	7	9		14.14

climate surveys = 77