

**THE 360-DEGREE EMOTIONAL COMPETENCY PROFILER AS A
PREDICTOR OF LEADERSHIP ABILITY**

BY

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Abstract

Leadership has been defined as the competencies and processes required to enable and empower ordinary employees to do extraordinary things in the face of adversity, it has the added advantage of constantly delivering superior performance to the benefit of individual employees and the organisation, thereby improving returns on investment for shareholders. These behaviours include being skilled in emotional competencies

This study focused on the emotional intelligence factors considered characteristic of effective leaders. Forty-eight high potential leaders (HPL) that were selected as part of the companies talent management program were included in the study. Their ratings on the 360-degree Emotional Competency Profiler (ECP) were compared to a group of twenty-four employees that were excluded from this program.

Qualitative and quantitative methods were used to explore the relationship between leadership and emotional intelligence. Focus groups were used as qualitative method to determine the relationship between emotional intelligence as measured using the Emotional Competency Profiler (ECP), leadership and the leadership requirements placed on leaders as documented within the talent management program. The results from these discussions indicated a positive relationship between, emotional intelligence, leadership theory and the leadership requirements of the company.

Quantitative methods were used to compare the ratings of leaders with non-leaders. The gap identified between current EQ behaviour and the importance of the EQ behaviour were used to indicate the leadership demands placed on the high potential leader and non-leader groups.

The outcome of the study indicated the value and application of emotional intelligence (EQ) as component of effective leadership. It is well known that emotionally intelligent leaders have the ability to engage the hearts, minds and imaginations of ordinary people. They inspire people to perform beyond their own expectations. These leaders create a sense of ownership, belonging, security and joint destiny in situations of uncertainty and change. The result is that employees trust these leaders and approach their jobs with greater commitment. The resulting teamwork, mutual support and co-operation create a work environment where employees become creative and innovative. Teams with emotionally intelligent leaders reach a level of synergy that lifts their performance to a level that is more than the sum total of the individual contributions.

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Chapter One: Introduction to the study

1.1. Introduction

The conceptualisation of emotional intelligence (EQ) has elicited a unique way of appreciating the human element in organisations. Companies in South Africa are adapting a new way of thinking and South African corporates are forced to pay attention to the people aspect. This need for organisational change is confirmed by South Africa's poor performance on the people factors in the World Competitiveness Report (World Competitiveness Report, 2001).

Research has shown that leadership and emotional intelligent (EQ) behaviour contribute to success in organisations (Boyatzis, 1982; 1999; Spencer and Spencer, 1993; Richman, 1994; Hay/McBer, 1997; Rybeck, 1998; Bar-On, 1999; Goleman, 1999). There is a considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the social and emotional competencies that are important for success in almost any job (Bar-On, 1997; Goleman, 1998; 1999). This particular set of abilities will become increasingly more important as the pace of change in the business world makes greater demands on a person's cognitive, emotional and physical resources (Spencer and Spencer, 1993).

This study will focus on the value of the 360-degree Emotional Competency Profiler (ECP) in predicting leadership ability (Wolmarans and Maartens 2002). The results obtained from the use of the ECP were used to compare high potential leaders with non leaders. The theory of emotional intelligence was compared to leadership competencies during a focus group session and these results were then further compared with the leadership behaviour required within the company (as specified in the talent management document).

The competencies identified by the company were then matched against these findings to indicate EQ (using the ECP) as a critical component of leadership success within the company.

1.2. Problem statement and objective of the study

Limited information is available on the relationship between emotional intelligence (EQ) and leadership. The objective of this study was to identify the extent to which a group of high potential leaders (HPL) identified by the company as part of a talent management program, display emotional intelligence competencies compared to a group of non leaders. The study attempted to identify the gap that exists between current emotional intelligence and desired levels of emotional intelligence. Emotional intelligence was also matched against leadership competencies and the competencies required by the company. The results from the ECP and focus groups on the relationship between leadership and EQ were then used as indicators of leadership ability. The study was further aimed at evaluating the extent to which HPL's were indeed superior to the non leader group.

Problem statement

- To what extent do high potential leaders (HPL) and non leaders differ in their display of emotional intelligence competencies?
- What is the resulting leadership ability of each group?
- What are the desired levels of EQ within the company?

1.3. Motivation for the study

Goleman (1998, 1999), in a study of executives in first world countries, has found that for outstanding leaders, their emotional intelligence was twice as important for their success than their IQ was. The company has embarked on a talent management program with the aim to develop and retain the most valuable human assets within the

company. As part of this program, high potential leaders (HPL) were selected, screened and placed on an accelerated development program.

The first step of this program was to select and assess the high potential leaders (HPL). The high potential leaders were selected using a variety of instruments and methods, including:

- Cognitive measures (Career Path Appreciation CPA)),
- Conative measures (Kolby Conative Index),
- Measures of personality (Meyers Briggs Type Indicator),
- Measures of emotional intelligence (ECP),
- Performance over time (Performance Management System),
- Qualifications,
- Years of service.

The company has invested substantial resources in the development of leaders and various programmes have been selected to address aspects of development. The research is focused primarily on the extent to which the HPL show EQ competence, and will link this to the competency model used within the company. This will assist in predicting the development needs and special demands placed on the two groups used in this study. This type of qualitative and quantitative interpretation will add value to the strategy employed to develop individuals within the company.

1.4. Value and benefit of the study

Many studies have been done to determine the competencies required by leaders to reach top levels in an organisations (Hunter and Hunter, 1984; Goleman 1998; Feist and Baron, 1996; Kelly, 1996; Vermeulen, 2000; Wolmarans, 1998, 2002). Shortcomings however exist in describing what the levels of these competencies are and need to be. This study aims to add to previous studies and the result will assist in

understanding the different levels of EQ that exists within the company. This data could then be used to monitor the success of high potential leaders and non leaders.

The study would further investigate the differences between high potential leaders and non leaders and these differences will be studied using the sub-scale measurements of the ECP. This subscale analysis would assist in the determination of the characteristics that set leaders and non leaders apart. These sub-dimensions will also be compared with the competencies required within the company to indicate the high potential leaders' likely success in showing the competencies required by the company.

The result of this research process will aims to add value to the application of emotional intelligence within the business environment.

Chapter Two: Literature review

2.1. Introduction

Psychologists have for many years attempted to categorise and define intelligence. They have however only recently recognised that there are, apart from verbal and non-verbal IQ, many equally important intelligences (Feist and Baron, 1996). It is now accepted that people with exceptional musical, artistic, psychomotor, intra-personal or inter-personal skills, can also be labeled as brilliant in their fields (Gardner, 1983; Foxcroft and Roodt, 2001). Personal and inter-personal effectiveness are at least as important, or may be considered as even more important, than verbal or non-verbal abilities. Emotional intelligence (EQ) addresses the emotional, personal, social and survival dimensions of intelligence, which are more important for daily functioning than traditional cognitive aspects of intelligence. Emotional intelligence adds new understanding to the concept of human intelligence, as it expands the capacity to measure general and overall intelligence (Bar-On, 1992).

Emotional intelligence is a critical element in determining an individual's ability to succeed in life. It is said that EQ directly influences psychological well being as well as the overall degree of emotional health (Bar-On, 1996b). It can be postulated that emotional health also has an impact on the presence or absence of leadership ability (Stuart and Pauquet, 2001). Experts on management have indicated that cognitive intelligence by itself is no guarantee for personal or business success (Mc Clelland, 1973; Snearey and Vaillant, 1985). The value of intra- and inter-personal skills has always been known, but they have only recently been given a collective label. The pioneering work on EQ by Goleman (1995) has paved the way for research on the link between EQ, business success and performance.

An overview will now be given on the literature on, emotion, intelligence, emotional intelligence and leadership. This will be followed by a discussion on competencies after which an overview of the required emotional and leadership competencies of the

company will be documented. Finally the theory of emotional intelligence and leadership will be linked to the competencies required within the company.

2.2. Understanding emotion

Before an attempt can be made to understand emotional intelligence it is important to develop an understanding for the word emotion. There is considerable diversity of opinion as to what an emotion is. Most writers immediately place a negative connotation to the word, very much like what is found in the Oxford dictionary where the word is described in negative terms, e.g. "an emotional outburst", "emotional scene", or "embarrassingly emotional in public", "emotionally disturbed", and "a highly emotive issue". Emotion is portrayed as being undesirable.

Carson, Butcher and Coleman (1988) describe emotion as a strong feeling (positive or negative) accompanied by physiological changes and resulting behaviour. Emotion is seen as a mental response to an event that includes, but is not limited, to a physiological response (neural and/or hormonal). It is often described as a person's subjective reaction to a specific environment. When emotions are activated, they typically elicit an adaptive reaction that is experienced by the individual as pleasant or unpleasant (Papalia and Olds, 1986). This definition echoes the value of interpreting emotions, and highlights the need to find an appropriate way to respond.

Kapp (2000) and Wolmarans (2002) provide a positive view of emotion. They indicate that the word emotion was derived from the latin word *moveo* that means movement. They indicate that emotion is sometimes described as *motus anima*, meaning "the spirit that moves us". The Webster Encyclopedic Dictionary's explanation confirms the latin definition given by Kapp and Wolmarans and describes emotion as "a moving of the mind or soul". The standard usage of the term emotion designates "a state of consciousness having to do with arousal of feeling" (Kapp, 2000). Salovey and Mayer (1990) state that "emotions are primarily motivating forces, which arouse, direct and sustain activity".

Cooper and Sawaf (1997) regard emotions as "the single most powerful source of human energy, authenticity, and drive that can offer a wellspring of creative wisdom". They argue that this type of energy and drive are a critical requirement within the modern organisation.

2.3. Understanding Intelligence

The concept "intelligence" most often refers to the cognitive intelligence that is perceived to be needed to deal with complexity and survival within an analytical and conceptually challenging world. Literature generally refer to intelligence as cognitive intelligence or Intelligence Quotient (IQ). IQ can be defined as "the individual employees capacity to:

- "understand,
- learn,
- recall,
- think rationally,
- solve problems and
- apply what has been learned" (Kaplan and Sadock in Bar-On, 1997).

In standard english usage, intelligence is understood as the "ability to learn or understand from experience or respond successfully to new experience" or "the ability to acquire and retain knowledge" (Guralink in Kapp, 2000). It is also seen as: "the ability to act purposefully, to think rationally, and to deal effectively with the environment" (Kapp, 2000). Wechsler (1940) defined intelligence as: "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with its environment". Intelligence thus implies the use of reason or cognitive capacity to solve problems and direct behaviour.

Intelligence can thus be seen as "a constantly active interaction between inherent ability and environmental experience, which results in an individual being able to acquire, remember and use knowledge; to understand relationships among objects, events, and

ideas and to apply and use all the above in a purposeful way to solve problems” (Foxcroft and Roodt, 2001).

2.3.1. A history and overview of the theories of intelligence

The biological approach (reaction time and evoked potential) was one of the first recorded approaches used at the Wundt laboratory. Here people like Galton (1879 in Foxcroft and Roodt, 2001) used a variety of physical measurements which served as the starting point for the measure of intelligence (Gregory, 1996). Galton's work was further developed and used in the USA by Cattell (1965), a psychologist at Columbia University. Since the early 1980s there has been a revival in the measurement of reaction times as a measure of cognitive ability. Physical and biological measures have some support, and results generally correlate positively with measures of intelligence (Vernon and Jensen, 1984; Eysenck, 1986).

Charles Spearman (1904 in Owen 1988) proposed the general intelligence called the (g) factor and several other specific ability factors (s). These factors were used to explain the differences that exist among individuals. His views were based on the fact that different measures of cognitive ability (g factors) correlate positively with each other, indicating that they measure some shared ability or construct. On the other hand, factors specific to a particular activity can also be identified and are known as specific (s) factors. As a result, the well-known two-factor theory of intelligence that allows for both a general factor (g) and specific factor (s) was formulated. Cattell and Horn using this initial work later maintained that Spearman's (g) factor could be split into two distinct g factors which he called g_f or “fluid intelligence” and g_c or “crystallized intelligence” (Owen, 1998).

A Frenchman, Alfred Binet, and a colleague, Theodore Simon, used a different approach (Foxcroft and Roodt, 2001). They were hoping to emphasise that intellectual ability can be improved and modified through special training. They developed a test to identify

children who needed special help. The test was later used as a device for ranking children according to ability. This test was published in 1905, and included items on:

- vocabulary (what does misanthrope mean?),
- comprehension (why do people sometimes borrow money?) and
- verbal relations (what do an apple, orange and pear have in common?).

This test of Binet was perceived to be very successful at predicting school performance. A variant of it, called the Stanford-Binet Intelligence Scale (4th ed.) is still in use today.

Wechsler (1958) developed intelligence tests that could be used on different age groups and this led to the development of an intelligence test series called the Wechsler intelligence scales. This scale measures similar dimensions to that found in the Stanford-Binet.

During the first world war intelligence testing became very fashionable. Psychologists were requested to develop methods for screening soldiers for inclusion into the different units of the army (Bar-On and Handley, 1998). This demand led to the development of the Army Alpha (verbal) test and the Army Beta test (performance test with directions instead of words).

In 1926, the forerunner to the SAT (Scholastic Assessment Test) was introduced. The SAT was devised by Carl C. Brigham of Princeton University and provided scores that indicated both verbal and mathematical dimensions. The Graduate Record Exam (GRE) was a later development of this assessment, that also captured the main aspects of intelligence. Here after a series of tests (aptitude tests) evolved to measure a variety of achievements and abilities such as "scholastic aptitude" and "academic aptitude."

Thorndike (1920, 1937) developed his theory of intelligence and referred to "social intelligence" as a further important aspect of intelligence. This was one of the first links to today's theory on emotional intelligence.

In the 1930s, Thurstone of the University of Chicago indicated seven largely independent variables called "vectors of the mind" which he used in assessing and analysing intellectual ability. Thurstone emphasised the multiple factor in intelligence.

The vectors of the mind, identified by Thurstone, included:

- word fluency (the ability to think of words rapidly),
- verbal comprehension (the ability to define words),
- space (the ability to recognise a figure whose position in space has been changed),
- perceptual speed (the ability to detect similarities and differences between designs),
- reasoning (logical thoughts),
- number,
- memory (Locurto, 1991).

Although there was lively debate between supporters of the one-factor theory of intelligence and supporters of the multiple-factor theory, Eysenck (1986) pointed out that the proponents of these two opposing theories of intelligence were eventually forced to agree on a similar view of the structure of intellect.

Guilford of the University of Southern California took factor analysis several steps further and introduced a three-dimensional, cube-shaped model of intelligence made up of some 120 separate factors, with no overall general intelligence factor (Foxcroft and Roodt, 2001). These separate factors result from the interaction of the following aspects:

- operations (the way we think),
- contents (what we think about),
- products (the result of the application of certain operation to a content).

Sternberg (1996) proposed that intelligence be seen in terms of the context in which it occurs rather than seeing it as something we get from test results. He suggested that socio-cultural factors and context should also be taken into consideration. The individual's ability to adapt to real-world environments is important and therefore Sternberg emphasized:

- real-world behaviour,
- relevance of behaviour,
- adaptation,
- shaping of environments as well as adapting to them, and
- purposeful or goal-directed behaviour.

The latest development in the measure of intelligence is dynamic assessment. This approach focuses on assessment where training is incorporated into the assessment process in an attempt to evaluate not only the current level of cognitive ability, but also the potential future level of ability. It is based on Vygotsky's theory (Vygotsky, 1978). This approach distinguishes between the level of functioning a person can reach without help and the level of functioning a person can reach with help. Vygotsky's theory supports the view that lack of educational or socio-economic opportunities affect cognitive functioning and may prevent some people from reaching their full potential. It makes provision for the effect of differences in educational and social opportunities and focuses on the measurement of learning potential.

2.3.2. Overview of emotional or social components of Intelligence

It is relatively widely recognised that although cognitive intelligence had dominated the field of psychological assessment, it does not account for the success in peoples' lives. As seen from the previous section, work on intelligence focused on cognitive aspects such as memory and problem solving (Ruisel, 1992). Intelligence can be grouped into three clusters:

- abstract intelligence – the ability to understand and manipulate with verbal and mathematical symbols,
- concrete intelligence – the ability to understand and manipulate with objects,
- social intelligence – the ability to understand and relate to people (Ruisel, 1992).

This section will focus on social intelligence.

The components of emotional or social intelligence have been discussed and written about since the 1940s. The first evidence of EQ can be found in the concept of “social intelligence”. Thorndike (1920) defined social intelligence as: “the ability to understand and manage man and woman, boys and girls.... to act wisely in human relations”.

Wechsler (1940) developed the idea of the "non-intellective" (by which he meant affective, personal and social factors, as aspects of general intelligence). He regarded the affective and cognitive factors as essential to intelligent behavior. Wechsler was purposing that the non-intellective abilities are essential for predicting the ability to succeed in life. He stated that total intelligence cannot be measured until the test also includes some measures of the "non-intellective" factors. He defined intelligence as: “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment”.

Gardner (1983) refers to a multiplicity of intelligences (MI). He makes the point that intelligence consists of several components - perhaps as many as nine. Gardner makes the following assumptions in his theory:

- all humans possess these intelligences,
- just as individuals look different and have unique personalities and temperaments, so people also have different profiles of intelligences. No two individuals, not even identical twins, share the same IQ, as their environments differ.

Gardner (1983) identified several mental skills, talents, or abilities in making up his definition of intelligence. The intelligences identified were:

- bodily-kinesthetic,
- musical,
- spatial,
- linguistic,
- logical-mathematical,
- inter-personal,
- intra-personal,
- naturalist and
- existential intelligence.

Gardner indicated that the inter-personal and intra-personal dimensions together could be considered as the basis for emotional intelligence. He defined intra- and inter-personal intelligence as:

- inter-personal intelligence is the ability to understand other people what motivates them, how to work co-operatively with them,
- intra-personal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate, vertical model of oneself and the be able to use that to operate effectively in life (Gardner, 1983).

Bar-On (1988) created the concept of *Emotional Quotient* or EQ as part of his doctoral studies at Rhodes University. The objective of his study was to discover the components of individual well being. Two psychologists coined the phrase "emotional intelligence" during 1990, namely: John Mayer (University of New Hampshire) and Peter Salovey (Yale) (1990, 1993, 1998). Daniel Goleman became aware of Salovey and Mayer's work, and this led to the book, "Emotional Intelligence". Goleman was a science writer for the New York Times, his specialty being brain and behaviour research. He was also a psychologist who was trained and worked for David

McClelland. McClelland (1973) was among a growing group of researchers who were becoming concerned with how little traditional test of cognitive intelligence indicated what it takes to be successful in life (Chemiss, 2000).

2.4. Understanding emotional intelligence

It is clear from the previous section that the elements associated with the concept of emotional intelligence are not new. The following clear development of the concept is found in the literature:

- 1936 Robert Thorndike – “social Intelligence”
- 1940 David Wechsler – “non-intellective intelligence”
- 1988 Reuven Bar-On – “emotional quotient”
- 1983 Howard Gardner – “personal Intelligence”
- 1990 John Mayer and Peter Salovey - “emotional intelligence”

Bar-On (1988) in his early work defined what was called emotional quotient as: “ an array of non-cognitive abilities, competencies and skills that influence a persons ability to succeed in coping with environmental demands and pressures”. Cooper and Sawaf (1997), describe emotional intelligence as “the ability to sense, understand and effectively apply the power of acumen of emotions as a source of human energy, information, connection and influence’. Mayer and Salovey (1990) and Mayer *et al* (2001) describes EQ as a type of: “social intelligence that involve the ability to monitor own behaviour and others feelings and emotions, to discriminate among them, and to use this information to guide thinking and action”.

Mayer et al (2001) expanded their definition to include the ability:

- to perceive accurately, appraise and express emotion,
- to access or generate feelings when they facilitate thought,
- to understand emotion and emotional knowledge,

- to regulate emotions to promote emotional and intellectual growth.

Emotional intelligence assumes Gardner's intra-personal and inter-personal intelligences, and involves abilities that may be defined by three main categories:

- self-awareness – observing and recognising a feeling as it happens,
- managing emotions – handling emotions so that they are appropriate, realising what is behind a feeling and finding ways to handle fears and anxieties, anger and sadness,
- motivating oneself – channeling.

Orbach (1999) in his definition describes emotional intelligence as: "the capacity of an individual to register their own emotional responses to a situation and to acknowledge the related responses as well as the influence they has on thoughts and actions. It is not about the elevation of emotional responses above all others, nor about the broadcasting of emotions. Emotional literacy is the attempt to take responsibility for understanding personal emotions". Weisinger (1998) describe emotional intelligence as the "intelligence of our emotions". Rybacks (1998) describes emotional intelligence a "the ability to use awareness and sensitivity to discern the feelings underlying inter-personal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candour."

Emotional intelligence can be seen as a "measure of the degree to which a person successfully (or unsuccessfully) applies sound judgment and reasoning to situations in the process of determining an emotional or feeling response to those situations"(Elder, 1997). A simplified definition implies that emotional intelligence is the intelligent use of emotions, to intentionally make emotions work and using them to guide behaviour and thinking in the way that enhance results.

Taken together one can therefore describe the concept of emotional intelligence as one that adds depth to the understanding of what intelligence or intelligent behaviour is.

Broadly speaking, emotional intelligence addresses:

- emotional,
- personal,
- social and
- survival dimensions of intelligence.

It includes a type of personal and social intelligence, best summarised as the ability to:

- perceive, recognise, understand and react to the thoughts and feelings internally and externally in others (emotional awareness),
- distinguish between various feelings and to name them (emotional literacy),
- express and control your feelings appropriately (emotional control),
- listen to others, have empathy with them and to communicate effectively in terms of emotions and thoughts and,
- use the information in directing thoughts and actions with the result that you live effectively, motivated and with a goal in mind (relation between thoughts, feelings and behaviour).

Wolmarans in her study to develop a measure of emotional intelligence includes the following dimensions (2002):

- self-motivation,
- self-esteem and self-regard,
- self-management,

- change resilience,
- inter-personal relations,
- integration of head and heart,
- emotional literacy.

These inter-personal and intra-personal dimensions are seen to be of vital importance in daily functioning. The less cognitive part of intelligence is thus concerned with understanding the self and others, relating to people, adapting and coping with the immediate surroundings. These factors increase the individual's ability to be more successful in dealing with environmental demands. Emotional intelligence is tactical and immediate, and as such reflects a person's "common sense" and ability to cope in a demanding world (Bar-On, 1996b, 1997)

In summary, emotional intelligence is that part of the human spirit which motivates people to perform, which gives people energy to demonstrate behaviours such as persistence, creativity, impulse control, social deftness, compassion, intuition and integrity. It provides the individual with the personal power to demonstrate a positive outlook, trust other people and to perform optimally. It is this concept and the competencies, values and beliefs and outcomes linked to it that have specific relevance in the study of leadership (Wolmarans, 2002).

2.5. Understanding leadership

Leadership goes beyond effective management to innovation and change. It includes developing a vision and turning vision into workable programmes in a manner that generates excitement and commitment and creating an environment for problem-solving and learning and making sure that everyone persists. Managers who are leaders continuously pursue incremental change (Stuart and Pauquet, 2001). Leadership includes the competencies and processes required to enable and empower ordinary people to do extraordinary things in the face of adversity. It is the ability to constantly

deliver superior performance to the benefit of all (Bennis and Nanus, 1985; Senge 1991; Kelly 1996,). Today's leaders must be able to leverage a broad range of styles given the complexity of organisations and their people. Leaders need to be flexible, adapting and improvising given changing strategies, shifting cultures, and the explosion of technology (Bass, 1990). Leaders must be able to create climates that foster not only performance but also pride and purpose. They must have what we refer to as emotional intelligence - a heightened sense of self-awareness, the ability to manage their own emotions as well as those of others, to build rapport and relationships with a diverse group of people, to motivate others, create a believable vision, and negotiate in a broad range of social and business situations.

Organisations characterised by management-leadership also do a better job in assessing leadership talent, developing it, and holding employees accountable for their efforts (Lock, 1991). Much of the existing leadership research in these fields (Hersey and Blanchard, 1982) emphasises that successful leadership also includes the ability to cope with, and adapt effectively to, environmental demands. Charan (1992) indicates that companies characterised by leadership eradicate indecision through open, honest and decisive dialogue, robust social operating mechanisms, honest dialogue at the core, appropriate follow-through, as well as direct and honest feedback. This leadership culture results in higher productivity and profits for shareholders (Goleman, 1998; Dulewica and Higgs; 1998, Boyatzis; 1999, Suhrlee-Flowers, 1999).

The behaviours in social operating mechanisms of productive companies with effective leadership are marked by:

- openness – this means that the outcome is not predetermined and there is an honest search for alternatives. The leader has a willingness to hear all sides. The leader creates an atmosphere of safety that permits spirited discussion, group learning and trust,

- candor – this refers to the willingness to speak the unspeakable. Allowing people to express their real opinions, not what they think team players are supposed to say. This prevents unnecessary rework and revisiting of decisions that saps productivity,
- informality – this encourages candor, and makes people feel more comfortable asking questions and reacting honestly,
- closure – people must know exactly what they are expected to do. Closure produces decisiveness by assigning accountability and deadlines to people in an open forum (Bass and Avolio, 1994).

2.6. Understanding competencies

There are as many definitions of the concept “competency”. The following section aims to provide a clear understanding of what a competency is. It is important to understand competencies within the framework of this research. Emotional intelligence and leadership behaviour is difficult to understand and quantify unless it is placed within clear formulation of competencies. Competencies are key to the development of a clear understanding of the measures employed in this study.

Approaches to competency definitions range from attribute definitions to performance definitions (Meyer, 1996). Any given competency can fall in more than one of these categories. In reviewing popular views on competencies it is clear that none of them are clearly attribute- or performance-based they were all found to fall somewhere on a range between performance and attribute based definitions.

The National Training Initiative Strategy (1994), defines a competency as follows: “A competency outcome is essentially a capability developed in the learner reflecting an integration of knowledge and skill which can be understood, applied and transferred to different contexts”.

Meyer (1996) makes a strong case for the inclusion of value orientation in the definition and defines competency as “the integration of knowledge, skill and value orientation,

demonstrated to a defined standard in a specific context." Attitude is thus a critical component of competence.

Given the literature available on competencies, one could describe the array of competencies found within the work environment using the following summary”:

Table 2.1. Summary of competencies and determinants of performance

Practical competencies, demonstrate the ability to do something.		Foundational competencies, knowledge of why something needs to be done.		Reflexive competencies, placing what is done in a wider context and integrating it with other aspects of the task or other tasks.	
Objective competencies, competencies which are necessary for effectiveness in a given position; are relatively easy to define and measure; are, by definition, objective.	Subjective competencies, required for effectiveness in a given position; are less easy to define and measure.	Generic competencies, are competencies which are common to a group of employees.		Specific competencies, competencies which differentiate one category of employee within a group from another.	

This categorisation of competencies has to do with the enhancement of effectiveness in a given position. It is possible to identify the competencies which are essential for effectiveness in a position be they subjective or objective, generic or specific, which is relatively straightforward. However, there are certain competencies which, while not absolutely essential, enhance the employees ability to perform excellently in his/her position. These competencies could result from the possession of certain skills or knowledge which enable the employee to act in a manner which makes him/ her more effective in achieving the objectives of the organisation. They tend to fall in the category of meta competencies, these meta competencies refer to characteristics such as drive, flexibility or reasoning ability, while performance definitions describe observable behaviour, demonstrating the skill to do something according to a predetermined standard of proficiency. This ability to express competence are further enhanced by the

motivation of the individual to act and the opportunity given to the individual to show their competence.

Table 2.1. Summary of competencies and determents of performance (continued)

Meta/generic/adaptive/enabling competencies, untangible competencies that are difficult to define but lead to enhanced performance.	Functions competencies, thinking learning, literacy and numeracy competencies	Job Specific competencies, competencies required within specific job categories.
Determinants of performance: (Is not an automatic result of competence) <ul style="list-style-type: none"> • Motivation: want to do” • Competence “can do” • Opportunity “Allowed to do” 		

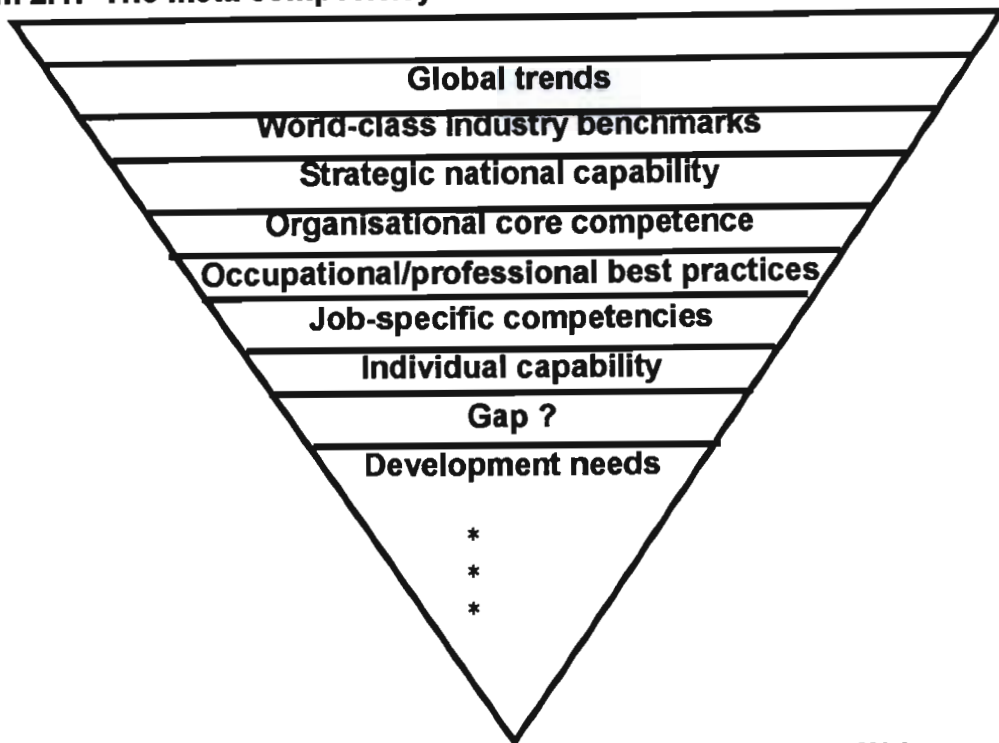
Meyer (1996); Mac Donald (2002) and Wolmarans (2002)

2.7. Emotional competencies, leadership competencies, organisational and global requirements

This study focus on meta competencies, and it is thus important to place the study within a meta competency model. Emotional intelligence and leadership are meta competencies (Boyatzis, 1999). Other competencies that resort in this domain are self-management, accessing emotional energy, emotional literacy, change resilience, emotional honesty, vision, goal-directedness, balancing head and heart and the ability to motivate oneself and others (Wolmarans, 2002).

Wolmarans (2002) provides the following model that assists in developing an understanding of the specific demands placed on leaders. South African companies are no longer protected from the outside world and are fast becoming part of the global village. In order to develop a model of meta competencies, Wolmarans (2002) indicated the need to start with the global and organisational picture and cascaded it down to the individual level. The following figure illustrates how meta competencies can be developed and cascaded, starting from a broad base.

Diagram 2.1: The meta competency funnel



(Wolmarans 2002)

Mount (1999 in Wolmarans 2002) undertook research in the period 1994 to 1997, with the goal to determine what superior international business developers and strategists have in common. He identified the following competencies:

- Three cognitive (IQ) characteristics: namely analytical thinking, conceptual thinking and information seeking.
- Seven inter-personal (EQ) characteristics: achievement, impact/influence, self-confidence, teamwork, flexibility, organisational awareness and empathy (inter-personal understanding).
- Six unique (expertise) characteristics: business expertise, international acumen, negotiations, strategy, multi-cultural sensitivity, and balancing home/local demands (Wolmarans, 2002).

International acumen, negotiations, multicultural sensitivity and balancing home/local demands, could also be classified as dimensions of EQ. This study indicates that

companies who hope to become global players, do not have a choice in whether they want to improve their emotional competencies. It has become an essential part of the international armour needed to succeed. Goleman found that the emotional intelligence of outstanding leaders was twice as important for their success as their IQ, and "the higher the rank of a person considered to be a high potential performer, the more emotional intelligence capabilities showed up as the reason for his/her effectiveness". (Goleman, 1998). Emotional capabilities are no longer optional, they are indispensable, together with the required level of IQ, and technical competence.

2.7.1. Emotional competencies

Literature and practice in the area of emotional intelligence is summarised in Table 2.2. This matrix of the competencies and skills reported on by different authors and service providers are provided in this table (see appendix one).

The sub-sets of the elements that appeared with the highest frequency among the different writers can be grouped into the following categories: Green indicates inter-personal competencies and blue indicates intra-personal competencies. The blocks with no colour indicate new additions to the views held on emotional intelligence.

Table 2.2. Summary of emotional competencies

Flexibility/ adaptability	Ability to cope with change <ul style="list-style-type: none"> • "Another restructure" • Downsizing • Transformation • Being retrenched • Retrenching others 	Building trust	Managing depression	Cultivating creativity and becoming innovative
Staying optimistic (resilience)	Managing stress and burnout. <ul style="list-style-type: none"> • Overload • Managing stress effectively • Energy 	Work - life - balance <ul style="list-style-type: none"> • Clash of personal and corporate goals/ideals; • Chasing the 	Team work <ul style="list-style-type: none"> • Building teams • Contributing to a team 	Assertiveness and self-esteem <ul style="list-style-type: none"> • Improving self-esteem and confidence • Being

	<ul style="list-style-type: none"> management • "Keeping up with the pace" 	<ul style="list-style-type: none"> bottom line and being "me" • Taking holidays/leave • Lifestyle issues • Balancing work and family demands 		assertive
Taking care of own health	Workplace issues <ul style="list-style-type: none"> • Coping with office politics • Management style (way people are treated) Pressure from the top	Helping others to grow <ul style="list-style-type: none"> • Sharing ones talent 	Retirement: planning and preparation	Coping in a competitive environment <ul style="list-style-type: none"> • "Dog eats dog"
Communication <ul style="list-style-type: none"> • Inter-personal communication skills • Public speaking 	Future perspective <ul style="list-style-type: none"> • Dealing with uncertainty about future prospects • Future planning • Career decisions • Career path • Managing own career 	Family relationships <ul style="list-style-type: none"> • Parenting issues • Bad relationships with kids • Children in various age groups (young, mid, teens, adults) • Family pressures 	Female executive dilemmas "All or nothing" attitude	Dealing with emotions <ul style="list-style-type: none"> • "It's lonely at the top" – no one to talk to • Dealing with own emotions • Dealing with other people's emotions • Giving and receiving
Managing cross-cultural issues <ul style="list-style-type: none"> • Working fairly with employee equity • Understanding and dealing with cultural issues 	Managing conflict <ul style="list-style-type: none"> • Dealing with conflict and anger • Inter-personal issues 	Time management Time to prepare for important meetings		

From the above it is clear that EQ includes a range of competencies and is not limited to the pure intra- and inter-personal competencies of the past. EQ covers a range of behaviours including the ability to cope with a personal and professional demanding environment.

2.7.2. Leadership competencies

The assessment center fraternity has come a long way over the past 25 years in assessing leadership behaviour, although observable behaviour is still what is assessed and carefully documented. It is no longer only the mechanistic, transactional dimensions that are being assessed (Bray, 1976; Boyatzis, 1994).

Management and leadership assessments centers are increasingly focusing their dimensions on the competencies needed to achieve within a demanding business environment. One finds that meta competencies are more often included when possible success factors are considered.

The following table provide a list of meta competencies that can be considered as key in achieving business success. These competencies are based on the work of Meyer (1996).

Table 2.3. Summary of leadership competencies

Cognitive competencies such as the ability to solve complex problems using analysis, synthesis and systematic thinking.	Applied competencies such as the ability to apply scientific and mathematical concepts and use appropriate technology effectively.
Performance-related competencies such as the ability to use time effectively and manage a variety of tasks.	Integrative competencies such as the ability to balance occupational, family and community demands effectively.
Emotional competencies such as the ability to manage relationships amongst individuals and groups, diverse in culture, religion, value orientation, ability and behavioural norms.	

Britz (Wolmarans, 2002), one of the founders of assessment centers in South Africa, adds to the above competencies and includes achievement motivation, information processing and decision making, leadership, management competencies as well as the ability to transform the business.

Table 2.4. Leadership assessment center competencies

<p>Achievement motivation</p> <ul style="list-style-type: none"> • Energy • Innovation 	<p>Information processing and decision-making</p> <ul style="list-style-type: none"> • Analytical ability • Decision making and business acumen 	<p>Leadership</p> <ul style="list-style-type: none"> • Leading • Inter-personal sensitivity • Inter-personal influence • Oral presentation
<p>Management functions</p> <ul style="list-style-type: none"> • Process skills and strategy formulation. 	<p>Business transformation</p> <ul style="list-style-type: none"> • Customer care and transformation orientation 	

These competencies include a full spectrum of what is needed by successful leaders. It includes a well-balanced approach between the more transactional and transformational competencies required in business.

2.8. Leadership development within the company

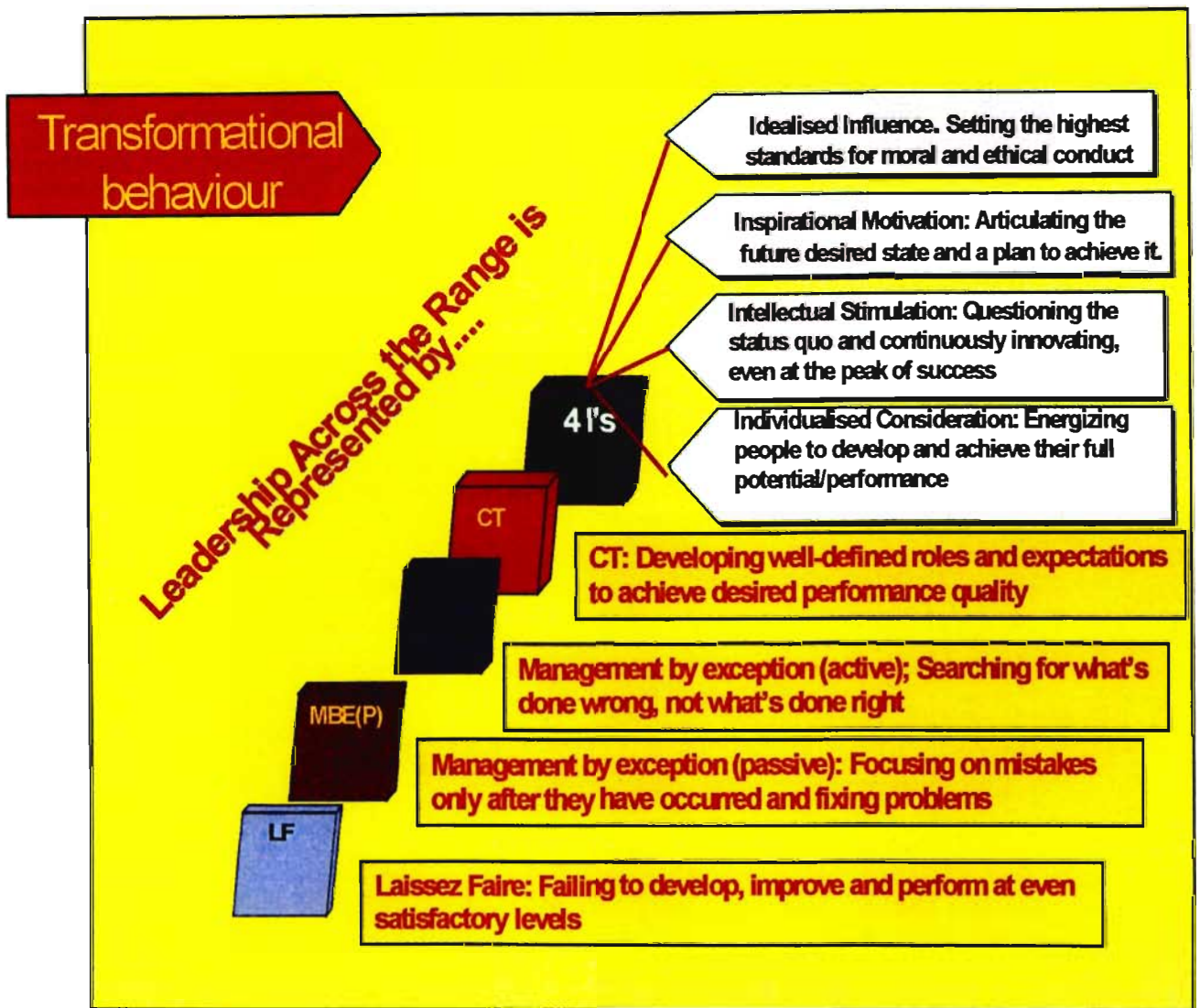
The transactional-transformational paradigm views leadership as ‘either a matter of contingent reinforcement of followers by a transactional leader, or the moving of followers beyond their self-interests for the good of the group, organisation or society by a transformational leader’ (Bass and Avolio, 1994, 1997).

Bass (1990) suggests that personal attributes, which enable an individual to exercise transformational leadership, include both "vision" and the capacity to convey that vision to others, even in the face of opposing conventional wisdom. These attributes equip the leader to argue what he or she sees as right and good, not for what is popular or acceptable according to established wisdom of the time (Burns, 1978; Bass, 1990).

Vision, self-confidence and inner strength are also indicators of emotional intelligence. Lewis (1996) refers to the transformational leader's "inner strength" and argues that only those individuals who have achieved this psychological definition can exercise the independence needed to transcend inter-personal loyalties and organisational pressures in setting forth a transformational vision.

The company is licensed to provide the Full Range Leadership training of Bass and Avolio (1997) to the leaders of the company. In this section an overview of this model is summarized. EQ competencies are analysed and discussed in the research using this model.

Diagram 2.2. The full range leadership model



The full range model classifies leadership ranging from passive to active on the x-axis and from ineffective to effective on the y-axis. The result is a full range of leadership behaviours required by the modern manager. The model starts with the description of the ineffective, passive styles (Laissez Faire and Management by Exception) and then progresses to the active and effective styles in the form of constructive transaction and the four Is of leadership.

2.8.1. Ineffective/passive leadership range

2.8.1.1. Laissez-faire (LF)

Laissez-faire leaders delay and are absent when needed and are often described as being indifferent. They typically avoid taking a stand on issues, do not emphasise results, refrains from intervening, and do not follow-up. The reaction is that, employees are in conflict with each other about their responsibilities and the leader is not viewed as a source of influence. Employees or team members may usurp the leaders role, and responsibility for work and direction often come from other sources.

2.8.1.2. Management by exception-passive (MBE-P)

These leaders have a unclear and wide acceptance range and apply ineffective monitoring. They often set standards but wait for deviations to occur before taking corrective action. Managers wait for problems to arise, react to mistakes and intervene reluctantly.

2.8.1.3. Management by exception-active (MBE-A)

These leaders pays selective attention to deviations, and actively correct mistakes when they are detected. They search for errors and then correct them and enforce rules. The reaction of followers is that they avoid initiation and risk-taking. These behaviours are often seen as traditional ways of managing the workplace.

2.8.2. Active/effective leadership range

2.8.2.1. Constructive transaction (CT)

Goals are specified desired and outcomes are monitored. The leaders often exchanges reward and recognition for accomplishments. The resulting reaction in the workplace is that expected performance is reached.

Ultimately the management process is an exchange between people that assist the organisation to enhance and develop a number of characteristics that are a part of human needs. Some are more important than others, but each has an effect on the management process. The four Is of leadership are proposed to be competencies that are closely related to emotional competencies.

2.8.2.2. Individualised Consideration (IC)

These leaders are alert to individual needs, provides appropriate challenges together with appropriate learning opportunities. They often use delegation to help develop employees. The typical reaction of the employee is ownership for development.

2.5.2.3. Intellectual Stimulation (IS)

Leadership is further about helping employees to think about the difficult situations they face. Intellectually stimulating leaders value the intellect, encourage imagination and challenge old ways and in doing so they create the new. They question the status quo, generates simpler solutions, and use reasoning as well as emotion in solving complex problems. The reaction of employees is that they are willing to think and re-examine critical assumptions. Employees take lessons learnt and apply them to current problems. Intellectual stimulation creates a "readiness" for changes in thinking and encourages a broad range of responses.

2.8.2.4. Inspirational Motivation (IM)

These leaders clarify the future states and assist employees in aligning themselves and their teams to the needed objectives. Leaders typically treat threats as challenges and as a result elevate expectations in employees. They also align individual and organisational goals. The reaction of employees is that they are willing to try harder and employees are willing to apply extra effort.

2.8.2.5. Idealised Influence (II)

These leaders display confidence in a set vision and take full responsibility for all resulting actions. They have a sense of purpose and employees trust them which results in identification with these leaders. These leaders emphasise accomplishments and set high moral standards. Leaders act as role models and demonstrate out-of-the-ordinary capability. The reactions of the employees are that they are willing to trust the leader, they desire to be like the leader and they desire to achieve to show support for leader.

2.9. Leadership and emotional intelligence

The shift in leadership capacity is the result of specific growing changes in business life in general, and the realities of managing increasingly brief, fast-paced, trusting, collaborative and innovative human interactions at work. Excessive emotions can temporarily disrupt reasoning or analysis, but recent research suggests that too little emotion can be even more destructive to a career or company (Feistman and Harris, 1996). Studies reveal that emotions are a vital "activating energy" for ethical values such as trust, resilience and integrity. Emotions also provide the energy for social capital that represents an individual's ability to build and maintain trusting, profitable business relationships (Whitney, 1996). At the center of these traits is something every leader must have the capacity to create excitement (Cooper and Sawaf, 1997). This coincides with Goleman's (1995) observation that emotional intelligence includes the ability to motivate self and others, as well as the observation that charisma is a vital ingredient for successful leadership. It also points to the importance of optimism in leadership. Because optimism is said to protect against depression (Seligman, 1990), it

can be speculated that this thinking style has a direct effect on emotions. If optimism raises achievement levels whilst enhancing physical well-being, those effects are likely to stimulate positive emotions and produce persistence in the face of setbacks. Persistence also forms part of self-actualisation. Bar-On (1992) describes self-actualisation as the ability to realise one's potential capacities that is characterised by becoming involved in pursuits that lead to a meaningful, rich life. Persistence is also characteristic of optimists and the literature would support the fact that the optimists also strive for self-actualisation. This means coming to know unique individual purpose by identifying specific talents and aligning them in the service of a calling in life. Research indicates that only when people have discovered their unique potential and purpose are they able to overcome obstacles and meet the challenges of success (Charlton, 1993; Munroe, 1993; Cooper and Sawaf, 1997).

2.10. Competencies required by the company

The company identified a range of competencies required to position the company's future direction. These competencies formed part of the company's talent management program. The aim of this program is to provide development opportunities to those employees that have been identified as high potential leaders (HPL). These individuals have a proven track record of success and show talent in contributing towards the company's future.

In looking at the competencies required, the developers of the model included competencies of a personal nature, competencies focusing on the knowledge and skill as well as business direction setting competencies that included execution and the behaviour that is needed to take people along in the process.

The model that was developed to assist leaders in succeeding within the company is now presented diagrammatically. This is followed with a critical discussion of its application within the framework of leadership and emotional intelligence competencies.

The competencies identified by the company as being needed to succeed are shown in Diagram 2.2.

Diagram 2.3. Competencies required by the company



Diagram 2.3 indicate the sub-components that are considered as part of the competency model. High potential leaders that are participating in the talent management program are matched against this sub factors. It is believed that leaders who show these competencies are more likely to succeed in the company. Table 2.5 then provide a detailed description of these factors.

Diagram 2.4. Sub-components: Competencies required by the company

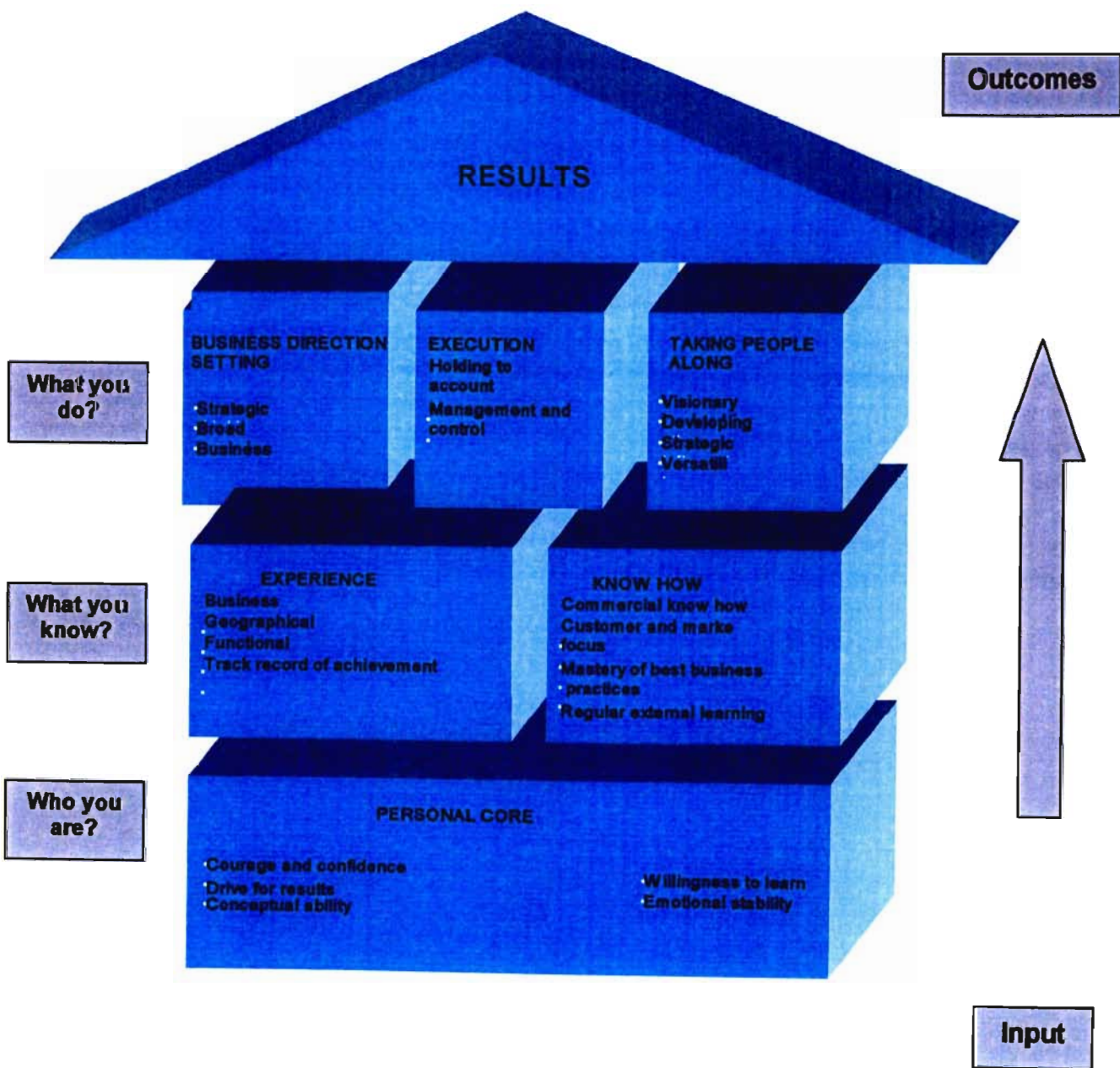


Table 2. 4. Description of competencies required by the company

Results		
Business direction setting	Taking people along	Execution
	<p>Visionary leadership Does s/he provide real clarity and direction, leading the organisation in a way that generates widespread commitment and energy?</p> <p>Definition: The ability to develop a clear and compelling organisational vision and purpose that has real meaning for others. This includes the capacity to communicate such aspirations in a way that inspires and motivates others to strive for these.</p> <p>Developing others Does s/he invest time, money and effort to further the development and learning of others in line with business requirements?</p> <p>Definition: The ability to build organisational capability through accurately evaluating likely future requirements, and ensuring that individuals are provided with the best possible development opportunities in line with these. This includes not only working to create an environment in which learning and development are emphasised and valued, but also taking personal responsibility for coaching and mentoring others.</p> <p>Strategic influencing Is s/he able to win widespread commitment to agendas and ideas?</p> <p>Definition: The ability to persuade, convince, influence and impress others, both within the organisation and externally. This involves planning how best to win support, gain co-operation or overcome obstacles. Building and maintaining strong and varied networks is another key element.</p> <p>Versatility Can s/he adapt to, and work effectively in a variety of situations, and with various individuals or groups?</p> <p>Definition: The ability to work effectively in different contexts, demonstrated by the capacity to amend one's approach in line with evolving circumstances, perspectives or priorities. This ability is underpinned by a broad personal portfolio of styles, techniques and approaches.</p>	
	Experience	Know how

Personal core

Courage and confidence

Does s/he have a strong and realistic belief in his/ her capabilities and judgement?

Definition: The ability to face challenges and conflicts with confidence and bravery, demonstrating strong conviction in one's own judgement and actions. This involves being decisive and taking personal ownership, even in the face of uncertainty, ambiguity or dissent.

Drive for results

Does s/he focus his/ her personal energies on making the business the very best it can be?

Definition: A relentless drive to do things better, to beat the competition and to set and strive for new standards of excellence. This includes the ability to focus both one's own and others' energy on the achievement of stretching business goals.

Willingness to learn

Does s/he display openness to new thoughts, ideas, perspectives and ways of doing things?

Definition: The willingness to grasp opportunities for learning, to reflect on one's experience and results, and those of others, in order to keep developing in line with evolving business challenges. This is underpinned by the appetite and determination to make real personal changes.

Emotional stability

Does s/he respond constructively and appropriately to both positive and difficult situations?

Definition: The ability to understand and manage one's own emotions and the effects that these have on oneself and others. This includes keeping disruptive feelings and impulses in check, and staying composed, positive and focused under pressure.

Conceptual ability

Does s/he have the mental capacity to deal with complex ideas and concepts?

Definition: The ability to identify patterns or connections between information and situations that are not obviously related, and to spot the underlying or casual issues in complex data or situations. This is typified by 'big picture' thinking and the ability to clarify complex situations for others.

Key: Blue paragraphs indicate leadership/emotionally intelligent behaviour as found from discussions within the focus groups.

The technological revolution is gaining momentum at an unprecedented pace. To be able to face the challenges, employees have to learn how to make proper use of all aspects of human potential. Energy to deal with the challenges of the workplace is one of the most important elements sort by the new generation company (Spencer and Spencer, 1993).

Early literature on leadership, management and personal effectiveness indicates that emotional intelligence competencies are not new. The following management/leadership literature refers to aspects of EQ (Wolmarans, 2002):

- Mayo's Hawthorne Studies (1933),
- Blake and Mouton with the classic "Managerial Grid" (1964),
- Blanchard's One Minute Manager (1983),
- Peters and Waterman's "In Search of Excellence" (1988),
- Peter Senge's "The Fifth Discipline" (1990),
- Tom Peters' "Liberation Management" (1992) and
- Stephen Covey's "The Seven Habits of Highly Effective People" (1992).

The challenge in organisations is to create the kind of safe climate where people can bring those parts of themselves into the workplace that traditionally do not belong to the office. "One of the reasons why employees don't feel like telling people who they really are, is because they are scared that they might not like who they are, and that is all they've got" (Wolmarans, 2002). Employees who feel understood and that the company cares about them are prepared to walk the extra mile, explore, experiment and improve things. Their work and the company become an extension of themselves, their dreams, their passion and their purpose. Social capital is regarded as a critical resource in dealing with these demands. EQ therefore optimises the application of IQ, it becomes essential to explore the application of emotion, as it is regarded as "the indispensable fuel for the brain's higher reasoning powers" (Wolmarans, 2002)

Chapter Three: Research on emotional intelligence

3.1. Introduction

In this section an overview will be given on international research as well as South African research on leadership and EQ. This will assist in the development of understanding for the value of EQ in understanding leadership and organisational effectiveness.

Research found on EQ can be divided into broad categories, viz:

- EQ, business and performance
- EQ, technical competencies and IQ
- EQ and leadership
- EQ and organisational culture
- EQ, recruitment, job success and staff retention
- The development of EQ competencies
- EQ and high potential employees

3.2. EQ, business success and performance

Boyatzis *et al* (1999) in a study on the effect of EQ on bottom-line results compared a sample of twenty two "superior" partners of multi-national consulting firms, with 21 "average" partners. "Partners showing nine or more competencies at or above the median, delivered \$1,118,000 more profit from their accounts to the firm than others per year, a 139% incremental gain."

Goleman (1998) provides research data based on fifteen years of empirical studies that tie emotional intelligence to enhanced business results. In Goleman's study, business performance of people who demonstrated emotional competencies, achieved on average fifty percent better business results. The critical competencies were self-confidence, achievement

orientation, initiative, empathy, developing others, leadership, influence, teamwork and collaboration. In a national insurance company, insurance sales agents who were weak in emotional competencies such as self-confidence, initiative, and empathy sold policies with an average premium of \$54000. Those who were very strong in at least five of eight key emotional competencies sold policies worth \$114000 (Hay/McBer Research and Innovation Group, 1997).

The most successful debt collectors in a large collection agency had an average goal attainment of 163% over a three-month period (Hay/McBer Research and Innovation Group, 1997). They were compared with a group of collectors who achieved an average of only 80% over the same time period. The most successful collectors scored significantly higher in the emotional intelligence competencies of self-actualization, independence, and change management (Bachman *et al*, 2000).

Closer to home, a study was done into the importance of EQ in the performance of knowledge workers (Koeberg, 2001). Results confirmed the value of EQ in performance ratings achieved by these employees. Three South African studies also looked in to the effect of emotional intelligence on academic success. The first focused on the relationship between emotional intelligence and academic achievement of first year residence students (Swart, 1997). A second investigated EQ as determinant of effective cognitive functioning (Verster, 1998) and the third on the relationship between emotional intelligence, cognitive intelligence and academic success (Swartz, 1998). These studies don't indicate any business success.

Lennick (1999) and Goleman (1999) did a correlation study between EQ and leadership, and found that when individuals achieve emotional competence (the capacity to align goals, actions and values through the development of the self), leadership and inter-personal effectiveness, the effect was increased business and personal success.

For 515 senior executives analysed by the search firm Egon Zehnder International, those who were strong in EQ were more likely to succeed than those who were strongest in either relevant previous experience or IQ. In other words, emotional intelligence was a better predictor of success than either relevant previous experience or high IQ. More specifically, the executive was high in emotional intelligence in 74% of the successes and only in 24% of the failures. The study included executives in Latin America, Germany, and Japan. The results were almost identical in all three of these cultures which is an indication that EQ shows small or no difference among culture groups (Consortium for Research on Emotional Intelligence in Organisations).

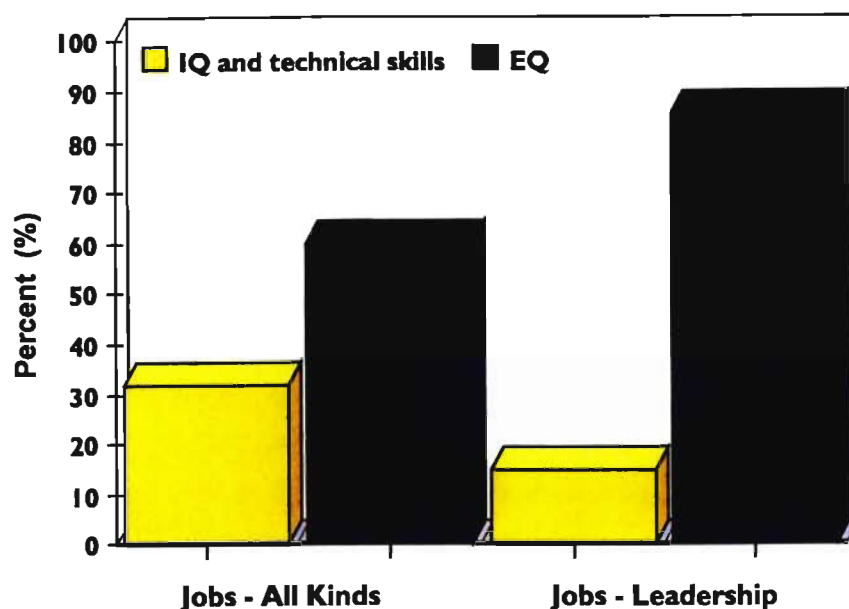
3.3. EQ, technical competency and IQ

In jobs of medium complexity (sales clerks, mechanics), top performers are twelve times more productive than those at the bottom and 85% more productive than average performers. In the most complex jobs (insurance salespeople, account managers), top performers are 127% more productive than average performers (Hunter *et al*, 1990). Competency research in over 200 companies and organisations worldwide suggest that about one-third of this difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence (Piling and Eroglu, 1994; Goleman, 1998).

O'Neil (Goleman, 1996) contends that both types of intelligence are important. However IQ only contributes 4%-20% of the factors that determine life success, which leaves 80% of the factors to other factors like EQ.

As indicated before, emotional intelligence is seen as very important for any business leader. A successful manager/leader with a high EQ is able to adapt to change and is not too harshly critical, manipulative, insensitive, overly demanding or untrustworthy. Employees with outstanding technical skills but poor social skills should not be promoted to be managers (Hay/McBer Group, 1999). These findings are confirmed in table 3.1.

Table 3.1. The importance of EQ in organisations



3.4. Emotional intelligence and leadership

According to Bennis (1985), emotional intelligence is more powerful than IQ in determining who emerges as a leader. EQ enables people to demonstrate characteristics such as honesty, energy, trust, integrity, intuition, imagination, resilience, purpose, commitment, influence, motivation, sensitivity, empathy, humour, courage, conscience and humility. It is the primary source of motivation, information, personal power, innovation and influence. In most cases, emotions inspire and enliven good judgment and reasoning and are linked to success (Stuart and Pauquet, 2001).

Stuart and Pauquet (2001) undertook a study to determine whether individuals of non-managerial status who were identified as leaders showed greater emotional competence than those individuals of the same organisational level who displayed few if any, leadership qualities. The study was done with 62 employees who were working in the banking industry. The Multi Factor Leadership Questionnaire (MLQ) was used to select the 31 leaders and the 31 non leaders. The Emotional Quotient Inventory (EQ-i) (Bar-On, 1996a) was used to measure EQ. The results of this study indicated

statistically significant differences between leaders and non leaders on the following EQ subscales:

- optimism,
- self-actualisation
- positive impression.

Leadership requires constantly meeting challenges. Overcoming obstacles and having a clear career and life-plan is also an indicator the actualisation process. If a leader is to deploy and maximise his/her full potential a deep guiding purpose, vision, and sense of destiny for one's existence should be present (Munroe, 1993). The need to portray a positive impression (i.e. a tendency to display social desirability) was significantly higher among the non leader group than among the leader group. Leaders, on the other hand, are seen as creative non-conformists who are at times prepared to 'buck the system' (Charlton, 1985, Bass, 1990, Senge, 1991, Otto, 1995).

Emotional intelligence involves being aware of one's feelings as they occur. This awareness of emotions is the main emotional competency on which others, like self-control, build (Goleman, 1998). This study identified the factors of optimism and self-actualisation as being significant determinants of leadership potential.

Mount (1999) undertook research in the period 1994 to 1997 to determine what superior international business developers and strategists have in common. He classified the critical competencies he identified as follows:

- cognitive (IQ) characteristics
- inter-personal (EQ) characteristics
- six unique (expertise) characteristics including: business expertise, international acumen, negotiations, strategy, multi-cultural sensitivity, and balancing home/local demands”.

A study to identify the most successful CEOs, indicated that the one thing they all have in common is that they put people first and strategy second. Superior CEOs also have the following in common:

- “integrity, maturity and energy,
- business acumen,
- people acumen,
- organisational acumen,
- curiosity, intellectual capacity, and a global mindset,
- superior judgment,
- an insatiable appetite for achievement and results as well as
- powerful motivation to grow and convert learning into practice” (Fortune, 1999)

Goleman (1998) investigated what made a good company leader. He shared the following research results in his keynote speech at the First International Conference on Emotional Intelligence in Chicago.

Table 3.2. EQ competencies of a successful leader

EQ competencies	Frequency shown*
Self-confidence	2X
Self-control	7X
Achievement orientation	2X
Empathy	3X
Teamwork	2.5X

*Number of times those who reached top positions displayed EQ

Successful leaders showed more EQ competency compared with those passed over. (Goleman, 1999).

Table 3.3. Cognitive competencies of a successful leader

Cognitive competencies	Frequency shown
Analytical thinking	1.2X
Conceptual thinking	1.5X

Although those who made top management showed cognitive competencies more frequently than those passed over, this difference was not significant.

Mount (1999) has found that the primary causes of derailment in executives involve deficits in emotional competence. The three primary reasons are difficulty in handling change, not being able to work well in a team, and poor inter-personal relations.

3.5. EQ and organisational culture

Boyatzis (1996, 1999) and Bar-On (1999) reported that clusters of competence rather than competencies alone provide the strongest link to the neurological and motivational drivers and directly shape job functions, culture and other elements of an organisational environment. Weisinger (1998) suggest that emotional intelligence underlies the skill of giving and taking criticism and that these are crucial to individual and organisational effectiveness. *A South African study into the role EQ in team effectiveness of post graduate student self managed worked teams* (Sipsma, 2001), indicates the positive value of EQ within formal working systems.

From the above it is clear that both knowledge of emotional intelligence and developing emotional competence give individuals and organisations the learning edge. Most of the competencies described in these research findings (trust, integrity, self-development, mental clarity, planning, effectiveness, giving and taking criticism) are also crucial to success in leadership positions.

3.6. EQ, recruitment, job success and staff retention

For sales representatives at a computer company, those hired based on their emotional competence were 90% more likely to finish their training than those hired on other criteria (Hay/McBer Research and Innovation Group, 1997). At a national furniture retailer, sales people hired based on emotional competence had half the dropout rate during their first year (Hay/McBer Research and Innovation Group, 1997). At L'Oreal, sales agents selected on the basis of certain emotional competencies significantly outsold salespeople

selected using the company's old selection procedure. Salespeople selected on the basis of emotional competence also had 63% less turnover during the first year than those selected in the typical way (Spencer & Spencer, 1993; Spencer, *et al*, 1997).

Value in the use of EQ in the recruitment of most suitable workers is found in the work done in the US Air Force, where EQ-I was used to select recruiters for the Air Force's front-line and HR personnel. It was found that the most successful recruiters scored significantly higher in the emotional intelligence competencies of assertiveness, empathy, happiness, and emotional self awareness. The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruits by nearly three-fold. The immediate gain was a saving of \$3 million annually (Bar-On and Handley, 1999)

In a large beverage firm, using standard methods to hire division CEOs, 50% left within two years, mostly because of poor performance. When they started selecting based on emotional competencies such as initiative, self-confidence, and leadership, only 6% had left within two years. Furthermore, the executives selected based on emotional competence performed in the top third based on salary bonuses for performance of the divisions they led: 87% were in the top third. In addition, division leaders with these competencies out-performed their targets by 15% to 20%. Those who lacked emotional intelligence under-performed by almost 20% (McClelland, 1999).

The following studies are currently underway” relationship among EQ of supervisors, organisational citizen behaviour and intention to leave of subordinates (Boshoff, 2001) and the difference between psychology and engineering students on EQ (van Staden, 2001).

3.7. Development of emotional competencies

According to Cryer and Wright (Consortium for Research on Emotional Intelligence in Organisations, 1998) emotional intelligence competencies can

be activated to improve mental clarity, communication, decision-making and planning effectiveness. After supervisors in a manufacturing plant received training in emotional competencies such as how to listen better and help employees resolve problems on their own, lost-time accidents were reduced by 50%, formal grievances were reduced from an average of fifteen per year to three per year (Pesuric and Byham, 1996).

Financial advisors at American Express whose managers completed the EQ competence training program were compared to an equal number whose managers had not. During the year following training, the advisors of trained managers grew their businesses by 18.1% compared to 16.2% for those whose managers were untrained. In another manufacturing plant where supervisors received similar training, production increased by 17%. There was no such increase in production for a group of matched supervisors who were not trained (Porras and Anderson, 1981).

While research described thus far suggests that "emotional intelligence" is important for success in work and in life, this notion may be somewhat simplistic and misleading. Both Goleman (1999) and Mayer *et al* (1999) have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman (1995, 1998) has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work (Davies *et al*, 1998). "The emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn the emotional competencies." For instance, the ability to recognise accurately what another person is feeling enables one to develop a specific competency such as influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as initiative or achievement drive. Ultimately it is these social and emotional competencies that we need to identify and measure if we want to be able to predict performance.

A further example is empathy, which is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal (1977 in Goleman, 1998) and his colleagues at Harvard discovered that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales representatives were valued primarily for their empathy. The buyers reported that they wanted representatives that could listen well and really understand what the customer wanted and what their concerns were (Consortium on Research into EQ, 2002).

One of the foundations of emotional competence -accurate self-assessment- was associated with superior performance among several hundred managers from twelve different organisations (Boyatzis *et al*, 2000). Another emotional competence, the ability to handle stress, was linked to success as a store manager in a retail chain. The most successful store managers were those best able to handle stress. Success was based on net profits, sales per square foot, sales per employee, and per dollar inventory investment (Lusch and Serpkeuci, 1990).

Optimism is another emotional competence that leads to increased productivity. New salesmen at Met Life who scored high on a test of "learned optimism" sold 37% more life insurance in their first two years than pessimists. (Seligman, 1990)

A study of 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them (Clarke, 1997).

Senge (1991) links emotional intelligence to high levels of personal mastery. He believes that EQ enables a person to scan, in moments, through hundreds of possible choices or scenarios, to arrive at the best solution in a matter of seconds instead of hours. It enables individuals to come up with solutions while others may still be finding out what the problem is.

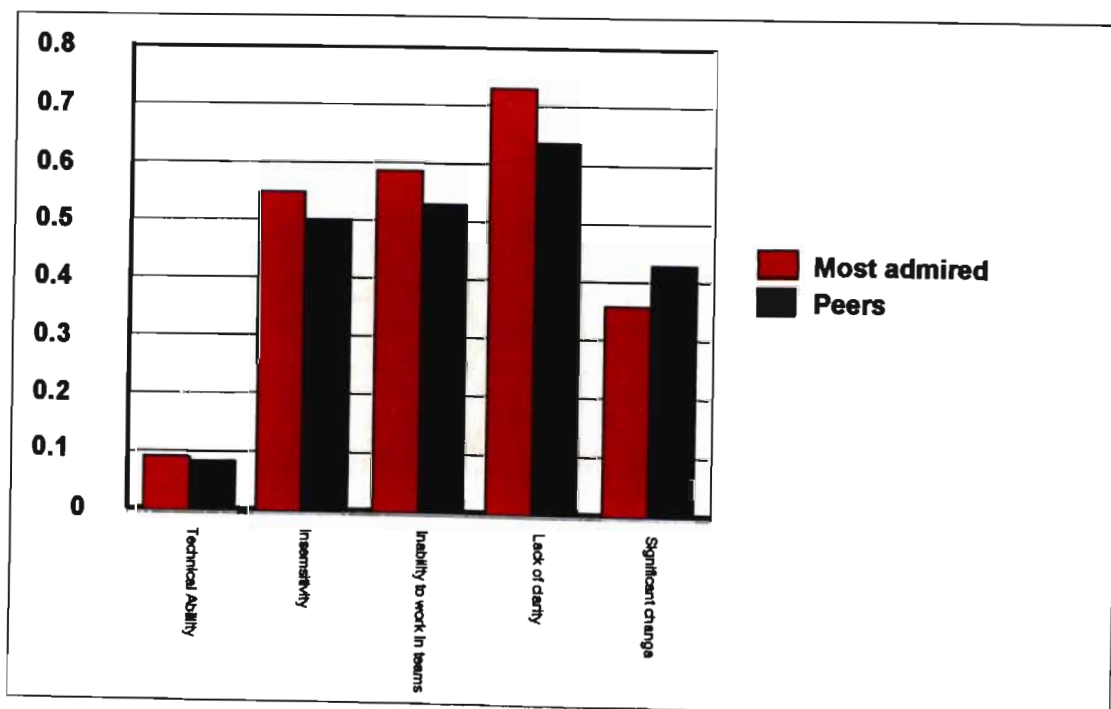
3.8. Emotional Intelligence and high potential employees

EQ played a major role in the success or failure of high-potential individuals. All the organisations that we surveyed reported that it is the lack of these less tangible, more strategic aspects of leadership - things like insensitivity to others, the inability to work in teams, and a lack of clarity around strategic direction - that most frequently lead to derailment. Ironically, less than 10% of the groups place the blame on a lack of technical ability.

An analysis of more than 300 top-level executives from fifteen global companies showed that six emotional competencies distinguished young stars from the average. Influence, team leadership, organisational awareness, self confidence, achievement drive, and leadership (Spencer *et al*, 1997).

DiNapoli (Consortium for research on Emotional Intelligence in Organisations, 1999) indicated in her research that EQ will distinguish those high potential individuals and groups that are suited for success in the next century.

Table 3.4 Factors which caused or caused young high potential leaders to derail



Given the results above the following study was done into the reasons found for failure among young high potentials. Many organisations put people into key leadership roles without fully understanding the impact a leader's behavior and style can ultimately have on the climate and performance of their department, business unit, or organization (DINapoli, 1999).

SECTION THREE

Chapter Four: Methodology and data collection

4.1. Introduction

The techniques used to gather information have a significant effect on the value of any study and the results presented. The study utilised both exploratory and descriptive techniques. Exploratory techniques were used to determine the competencies required in senior leadership positions. The qualitative technique that was employed, included a focus group where comparisons were drawn between leadership, emotional intelligence and the leadership competency model used within the company. The study also included descriptive methods to study emotional intelligence as measured in the 360-degree Emotional Competency Profiler (ECP). Various quantitative techniques were used to determine the value of the ECP in measuring emotional competency in leaders and non leaders. The data that was collected in this process was analysed using both parametric and non-parametric techniques.

The section will start with an explanation of the participants as well as the techniques used to gather the needed information, and will conclude with a discussion on the quantitative and qualitative techniques that were used to analyse the data.

4.2. Participants

The study was aimed at examining the differences that exist between leaders and non leaders within a large multi national company. The entire population of high potential leaders (HPL) as well as a group of non leaders were included in the study. Both groups were asked to complete the Emotional Competency Profiler (ECP).

The data collection framework that has been researched is thus the entire high potential leader (HPL) population within the company. These were

compared to a sample of non leaders selected from a training database. The non leaders were employees that participated in a training program which was designed to teach emotional competencies. The profiler was completed before the onset of the training course for both groups (HPL and non leaders).

The high potential leaders (HPL) were obtained from the company's group talent management database. The non leaders were selected using non-probability methods, and more specifically convenience sampling. Any person excluded from the HPL group and that was willing to participate was included into the non leader group.

Participants were mostly white males. The exact composition of the two groups was as follows.

Table 4.1. Distribution of males and females in leader non leader study groups (% as percentage of leader/non leader totals)

	Leaders	Non leaders	Total population
Male	43 (90%)	15 (63%)	58 (81%)
Female	5 (11%)	9 (37%)	14 (19%)
Total	48 (100%)	24 (100%)	72 (100%)

Given the unequal opportunities of the past, it was also important to investigate the distribution of the participants by race. Table 4.2 provide an overview of the racial distribution of the high potential leaders and non leaders that participated in this study.

Table 4.2. Distribution of race in leader/non leader group (% as percentage of leader/non leader totals)

Race Group	Leaders	Non leaders	Total population
Asian Male	4 (8%)	0	4 (6%)
Asian Female	0	0	0
Black Male	3 (6%)	3 (13%)	6 (8%)
Black Female	2 (4%)	3 (13%)	5 (7%)
Colored Male	2 (4%)	0	2 (3%)
Coloured Female	0	1 (4%)	1 (1%)
White Male	34 (71%)	12 (50%)	46 (64%)
White Female	3 (6%)	5 (21%)	8 (11%)
Total	48	24	72

It was further important to look at the distribution of the population using gender as a variable. Table 4.3 provide an overview of this distribution.

Table 4.3. Distribution of age in male and female groups of leaders and non leaders (% as percentage of male /female - leader/non leader totals)

Age	Male		Female		Total per age group
	Leaders	Non leaders	Leaders	Non leaders	
20-25				1 (4%)	1 (1%)
25-29	1 (2%)			1 (4%)	2 (3%)
30-34	13 (27%)	5 (21%)	3 (6%)	2 (8%)	23 (32%)
35-39	11 (23%)	1 (4%)			12 (17%)
40-44	12 (25%)	1 (4%)	2 (4%)	3	18 (25%)
45-49	1 (2%)	1 (4%)		2 (8%)	4 (5%)
50-54	5 (10%)	7 (29%)			12 (17%)
Total	43 (90%)	15 (63%)	5 (10%)	9 (37%)	72 (100%)

Forty-three (90%) of the high potential leaders were male while five (10%) were female. In the non leader group fifteen (63%) were male and nine (37%) were female.

Thirty-seven (77%) identified themselves as “non-minority” and eleven (23%) participants identified themselves as “minority” within the HPL group. Seventy one (71%) of the non leaders group indicated that they were from the “non-minority” group while seven (29%) indicated membership of a “minority” group.

Three (6%) of the high potential leaders reported their country of residence in Europe and the UK; while 45 (94%) resided in South Africa. All the non leaders were working in South Africa at the time of the study.

Twenty-three (48%) of the HPL were on the D-band Patterson grading system, and twenty-five (52%) were E-band. The non leaders group were made up of 10 (41%) mid-management leaders on the upper C-band, eleven (46%) was on the D-band and three (13%) were part of senior management or the E-band.

Participants were involved in diverse functions (e.g. finance, research and development, human resources, engineering, marketing, etc.) within this organisation. They were also representative of all the divisions found within this multinational company.

4.3. Data collection procedure

Given the specific demands placed on the assessment environment, as determined by South African labour law environment, the company decided to use a measurement instrument that has been developed and tested locally for reliability and validity as well as test bias. This instrument is the Emotional Competency Profiler (ECP). The participants assessed in this study were chosen from interviews and questionnaires conducted in 2002/2003 with HPL and non leaders within various divisions within the organisation.

Eleven competencies were assessed. These competencies formed part of the Emotional Competency Profiler (ECP) that was developed by Wolmarans and Maartens (2002). The ECP is a multi-rater instrument that rates an individual along 52 items resulting in eleven broad emotional competencies. The likert rating scale was adjusted to align itself with the company's performance management system. The four point scale also correlated with the 360-degree leadership questionnaire used in the company.

4.3.1 Procedure and process followed

The Emotional Competence Profiler (ECP) was distributed to forty-eight high potential leaders (HPL) and twenty-four non leaders. The Human Resource

director of the company sponsored the program, and briefed the executive team as well as senior management as to the purposes of the assessment thus obtaining buy-in for the distribution of the questionnaires.

The HPL and non leaders were asked to identify six people with whom they work on a daily basis. They were asked to nominate a superior, two co-workers and three subordinates to complete the ECP. The questionnaire was accompanied by a cover letter which briefly explained the purpose of the study, how to complete the questionnaire and to whom to return it. Complete confidentiality and anonymity was guaranteed. All questionnaires sent out were returned.

Both high potential leaders and non leaders were asked to inform the profilers (manager, subordinates and same level employees) that they were selected for participation in the process and they were encouraged to discuss the purpose of the survey with profilers.

The name lists obtained from the participants were given to a co-ordinator that was appointed to manage the survey phase of the profiling process. The co-ordinator's task was to provide each nominated profiler with an Emotional Competence Profiler (ECP) questionnaire, and ensure the return of the questionnaires.

The process followed by the co-ordinator was:

- The co-ordinator made a phone call to each profiler indicating to them that they would be receiving an e-mail with an ECP questionnaire attachment.
- The purpose of the process was explained and the profilers were encouraged to give their honest viewpoint. Confidentiality was guaranteed.
- The process for completion of the attachment was explained and the profiler was thanked in advance for their participation.

- The telephone call was followed by the e-mail, where the entire process was detailed. A due date for the completion of the questionnaire was given in the e-mail.
- The co-ordinator e-mailed a thank-you note to all profilers who completed an ECP.
- Profiles were not submitted by the due date were followed up by an e-mail and a telephone call.
- Using this process ensured a one hundred percent return of the profiles.

4.3.2. The use of 360-degree surveys

Multi-rater feedback is a method where information, usually in the form of ratings, is systematically collected on an individual's performance from the entire circle of relevant viewpoints (e.g. peers, direct reports, manager) (Sala and Dwight, 2002). Multi-rater surveys are seen as a valuable tool for building self-awareness in business leaders. The typical process is for the participant to perform a self-evaluation of their behaviours and to then receive feedback from his or her supervisor, peers and direct reports on those same behaviours (Sala and Dwight, 2002).

4.3.3. The 360-degree Emotional Competency Profiler (ECP)

The 360° Emotional Competency Profiler focuses on the two main areas of emotional intelligence, namely inter-personal and inter-personal effectiveness.

- It is a statistically validated assessment tool, but not a psychological test. The purpose of the profiler is to give the leader an opportunity to look at:
 - emotional skills in a "mirror" through their own eyes,
 - behaviour through the eyes of other people, as indicated.

The focus of the instrument is on the identification of strengths and development areas. The aim of the profiler is to enable the leader to capitalise on their strengths and improve in the areas that might prevent them

from achieving their full potential. It is well known that self-assessment is as valid as the level of honesty and leaders ability to look objectively at their own behaviour.

4.3.3.1. Clusters of competencies that were covered in the 360°

Wolmarans and Maartens (2002) provide the following definitions for the competencies measured.

Emotional literacy represents an awareness of the ebb and flow of ones own and other people's emotions, an understanding of what causes the emotions, and the skill to interact at an emotional level in an appropriate way, at the right time, with the right person, within the boundaries of a particular context. An advanced level of emotional literacy is demonstrated by an ability and willingness to acknowledge and apologise for emotional hurt caused, to express sincere regret and to restore damaged relationships sensitively and sensibly.

Self-esteem/self-regard refers to an honest, objective and realistic assessment of, and respect for, one's own worth as an equal human being. It includes unconditional, non-defensive acceptance of one's talents, values, skills and shortcomings. A high level of self-esteem is demonstrated by the courage to act in accordance with personal values and convictions, in the face of opposition, and the ability to admit one's mistakes in public and even laughing at oneself when appropriate.

Self-management is the ability to manage stress and harness energy to create a state of wellness and healthy balance between body, mind and soul, without overindulging in one area at the expense of another. An advanced state of self-management is demonstrated by the ability to remain calm in the face of conflict and provocation, eventually minimising defensiveness and restoring rationality with the aggravated party.

Self-motivation is the ability to create a challenging vision and set stretching goals; to remain focused and optimistic in spite of setbacks; to take action every day and remain committed to a cause; and to take responsibility for ones successes and failures. A high level of self-motivation is demonstrated by the ability to “hang in there” when others give up, as well as the judgement to change direction when it is time to move on.

Change resilience is the ability to remain flexible and open to new ideas and people, advocating the imperative for change and innovation when appropriate, with due concern and consideration for the emotional impact of change on people. An advanced level of change resilience is demonstrated by an ability to cope with ambiguity, to “thrive on chaos”, without forcing premature closure, and to get re-energised by the beautiful scenes encountered along the way, as well as the anticipation of the unknown.

Inter-personal relations are underpinned by an intuitive understanding of, and deep level of caring and compassion for people; a real concern for their well-being, growth and development, and joy and recognition for their successes. It involves relating to others in such a way that they are motivated by high expectations and are willing to commit them to a cause. It includes both the ability to lead a team and to contribute to a team to achieve results. An advanced level of relationship competence is demonstrated by the ability to make emotional contact with people and to build the kind of trust and loyalty that nurtures long-term relationships.

Integration of head and heart implies that a person’s potential is optimised by accessing the functions of both sides of the brain. Decisions are made and problems are solved, with due consideration of both facts and feelings, and with the commitment to create win-win solutions that serve both the goals and the relationships concerned. An advanced level of skill is demonstrated by the ability to turn adversity into opportunity, and making intuitive, inventive, yet implementable break through, in moments of crises.

4.4. Research design and analytical techniques

The design is a cross-sectional correlation research design. The study was done at a single point in time with a sample representative of the total population. There is no control group and all the variables were measured at the same time using a 360-degree profiler. The research technique is essentially quantitative (statistical analysis of the results), but also involved the collection of qualitative data through the use of focus groups, questionnaires and interviews with the HPL after the results of the profiler were received. These interviews also served as a validation exercise.

4.4.1. Qualitative techniques

Qualitative techniques are used to examine attitudes, feelings, and motivations. According to Cooper and Schindler (2001) four types of qualitative research techniques can be distinguished. They are:

- secondary data analysis,
- experience surveys,
- focus groups,
- two stage designs (Cooper and Schindler, 2001).

Focus groups were used to develop a deeper understanding of the relationship between the competencies investigated in this study. Leadership competencies, emotional competencies and the competencies required by the company was discussed during these sessions.

4.4.1.1. Focus group methods

Until recently the major components of qualitative research were seen to be interviews and observations. The focus group method combines aspects of observations and interviews and uses group discussions to generate answers to research problems.

The use of focus groups as a method in qualitative research originated within sociology and became widely used within market research (Cooper and Schindler, 2001), use has increased over recent years and today one finds diverse application within various settings. The method is often used as a first phase of a research project, and provides a parallel source of information that can be used within the context of qualitative methods.

Focus groups are generally used to develop insight into the dynamic relationship between viewpoints, motivation, attitude, interest and problems that are closely related to the objectives of a specific research topic. The output of the session is a list of ideas and behavioural observations with recommendations by the facilitator. These are often used for later quantitative testing. In this study a focus group was used as an exploratory research method, and the qualitative data produced was used to enrich the research question and hypothesis.

As qualitative research method, the focus group method brings to the session a number of participants (four to twelve) with the aim to discuss a theme of general interest. The group generally meet for ninety minutes to two hours. The facilitator uses group dynamics to focus or guide the group in an exchange of ideas, feelings and experiences on a specific topic (Cooper and Schindler, 2001). The facilitator introduces the topic and encourages the group to discuss it among themselves. The session is recorded using video or audiotapes, and facilitators sometimes use large sheets of paper or notepads to record trends.

Three different types of focus groups are found (Morgan and Spanish, 1984):

- explorative (to generate an hypothesis),
- clinical (provide insight into beliefs, motives and values),
- phenomenological (provide insight into viewpoints and general constructs).

Various methods can be used to conduct focus groups (Cooper and Schindler, 2001):

- telephone focus groups,
- online focus groups,
- video conferencing focus groups,
- contact focus groups.

The focus group in this study was applied within the framework defined by Kirk and Miller (1986 in Cooper and Schindler, 2001) and Morgan (1990). Focus groups are generally divided into four phases or steps:

- preparation phase (select the focus group facility and recruit the participants, select the facilitator and create the discussion guide),
- observation/recording phase (conduct the sessions),
- analysis (prepare the focus group report),
- reporting (present the findings).

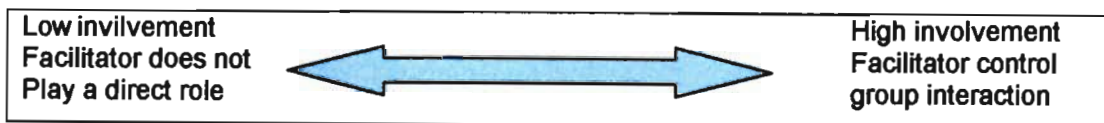
The researcher also needs to decide how many groups will be conducted, as the groups are the fundamental unit of analysis. The aim of the study dictates the number of groups needed. Morgan (1990) indicates that three to four sessions are usually required.

Practical and substantive issues need to be considered in deciding on the group size. Bigger groups are usually more economical. Substantively one finds the dynamics of smaller groups to be quite different compared to larger groups. The general rule is to have groups with four to twelve members (Folch-Lyon and Trost, 1981; Morgan and Spanish, 1984, 1981; Morgan, 1990; Cooper and Schindler, 2001).

Members are usually selected and invited via telephone interviews. Selectors are advised to be sensitive not to select "specialists" into groups, as these members could bias the inputs of other members. An attempt needs to be

made to group members in accordance with their possible level of contribution (Folch-Lyon and Trost, 1981). Members may also be selected using the sampling method. It is also advisable to have homogeneity within the group. Cooper and Schindler (2001) indicate that it is often preferable to run separate groups for different subsets of the population. These subsets are usually selected in accordance with the variables being studied. Homogeneity promotes intense discussion and free interaction. Variables that are often considered in selecting members include: sex, age, social status, education as well as level of familiarity between members. It is generally indicated that it is better then members do not know each other.

The level of involvement of the facilitator can be seen as follows:



Morgan (1990) indicated that the largest benefits are found in groups that regulate their own interaction. The facilitator fulfills a non-directive role and only intervenes to steer the discussion. The researcher decides in advance what the level of facilitator involvement will be. A low level of involvement is usually advisable when the nature of the study is explorative. High levels of involvement are usually advisable in clinical and phenomenological groups.

To ensure that all relevant aspects are covered a discussion guideline is introduced (Folch-Lyon, 1981). Following this guide the facilitator will steer the discussion to ensure that the group considers all the relevant information. The facilitator also prevents gregarious individuals from dominating the conversation, ensuring that each group member enters the discussion (Cooper and Schindler, 2001).

The focus group method has, like any research method, advantages and disadvantages. The major advantage of the focus group method is that it provides the researcher with a quick inexpensive overview of the research. Focus groups generally use little time, are relatively inexpensive and are

flexible. Participants are given the opportunity to formulate their views in their own words rather than be forced into a formalised structure. Additional information is often recorded as respondents are offered the opportunity to respond to each other's inputs (Cooper and Schindler, 2001).

Disadvantages are that the facilitator may be biased and that selective data is probed and recorded in accordance with the interest of the facilitator. The subjective nature of this data could limit the validity of research findings.

4.4.1.2. The use of focus groups technique within the study

Three focus groups were used in this study. The groups were grouped with the goal to increase homogeneity. The groups were divided as follows:

- line managers,
- human resource practitioners,
- academics in organisational psychology and management.

The selection of the members was done through an informal network of colleagues, the university and the company structures. The members that were selected had a clear understanding of all the constructs being discussed and their knowledge base was either practical as was the case with the line managers and human resources practitioners or theoretical as was the case with the academics. There were four participants per group and the sessions lasted an average of ninety minutes. Individual follow-ups were done to clarify inputs received during the sessions. The sessions were conducted using a discussion guide. The guide together with a document clarifying the concepts to be discussed was circulated to the participants. The facilitator guidance was high as specific interpretations of concepts was needed.

4.4.2. Quantitative techniques

Both parametric and non-parametric methods were used in the analysis of the results. Parametric methods are generally used to test significance. These tests use data derived from interval and ratio measurements. Non-parametric measures are used with data derived from nominal and ordinal measurements and must meet three other assumptions: independence of observations, normally distributed populations and equal variance (Cooper and Schindler, 2001).

One of the purposes of this study was to compare the current level of the variables measured with the importance attached to these variables. In order to compare the mean current and perceived scores, a paired samples t-test was conducted. This is not a test, but a distribution. The student-t distribution is derived from the normal distribution. It is the distribution of the (mean/SD) of a sample of normal distributed values with unknown variance. This means that this distribution should be used when the test parameter has a normal distribution and the variance is estimated from the same sample as the mean value is. The student-t distribution varies with the number of items in the sample. More specifically, with the number of independent values from which the variance is calculated. This number is called the degrees of freedom of the distribution. An effect size analysis was performed due to small differences found. According to Cohen (1988), the effect size (d) of a difference could give an indication of its practical significance. In the case of paired samples, the effect size is calculated by dividing the mean difference by the standard deviation of the difference scores. A rule of thumb for the interpretation of effect sizes could be as follows:

- $d = 0.2$ small effect size
- $d = 0.5$ medium effect size
- $d = 0.8$ large effect size

Due to the relatively small sample size, which may bring the assumption of normality into question, a non-parametric alternative was also used to confirm

the results. Non-parametric techniques test whether locations differ by using a ranking procedure. For paired samples, the Wilcoxon signed rank test was the appropriate technique to use. This test determines both direction and the magnitude of differences between carefully matched pairs.

Another goal of this study was to compare leader and non leader respectively with regards to all the variables measured. This was done by means of independent samples t-tests. The non-parametric alternative measure, the Mann-Whitney U-test, was used to confirm the results of the parametric measure. This test is usually applicable to differences between unmatched groups of any size.

Chapter Five: Results of the study

5.1. Introduction

The results are presented as to substantiate the extent to which a group of high potential leaders (HPL) and a group of non leaders in the company display emotional intelligence competencies as measured using the Emotional Competency Profiler (ECP). Further, the results illustrate the extent to which emotional competencies can be correlated with leadership competencies as well as the competencies required by the company.

5.2. Hypothesis

The rationale for the study can be seen to be the following: to obtain quantitative indicators that would support the following assumptions:

- A significant difference exists between the current behaviour showed by participants and the importance of this behaviour as measured by the participants overall ECP scores. It is expected that high potential leaders will obtain higher scores than non leaders. The difference in scores is expected because high potential leaders were included into the talent management group and are seen as key in taking the company into the future. Non leaders were not seen as critical in the survival of the company. Research indicates that success full high potential leaders showed higher levels of EQ than non leaders. Evidence of this will be sought in this research.
- High potential leaders show higher levels of EQ as measured by the ECP, which is an indication of greater levels of leadership ability. This conclusion will be drawn using the results obtained in the focus group that indicated that a strong relationship exists between leadership and emotional intelligence.
- The current behaviour scores achieved by the HPL group were on average higher than the scores of non leaders. This is expected to be due to the fact that the HPL group are currently in leadership positions

and successful in these positions as compared to non leaders that formed part of a random sample of ordinary employees. It is further expected that there will be differences in the measures achieved within each sub-dimension of the ECP. These differences would indicate how the HPL group are different from the non leader group in the display of their current behaviour.

- The gap that exists between the current level of EQ behaviour as measured by the ECP and the importance of this behaviour as measured by the ECP is larger in the non leaders group than high potential group.
- There are a significant differences between the scores achieved by males and females that participated in the study. This assumption will be examined as most studies indicated that the management style of males and females are different.
- White and non-white groups showed the same development needs when current emotional intelligent behaviour as measured by the ECP were compared with the importance of the behaviour for future success.

5.3. Qualitative results

5.3.1. Content analysis of the focus group: a comparison between leadership competencies and emotional competencies

The members of the focus groups, (line managers, academics and human resource practitioners) were asked to compare the leadership competencies found in the theory used by the company with the emotional competencies measured by the ECP that was used in the study. The purpose of this was to determine the extent to which emotional competencies were captured within the leadership model used by the company. The following results were found.

Table 5.1. Results of the proportional distribution between leadership and emotional competencies (% indicate the average agreement found between the three groups)

	Individualised Consideration	Inspirational Motivation	Intellectual Stimulation	Idealised Influence
Emotional Competencies	55%	29%	38%	74%

There was general agreement that the Emotional Competency Profiler (ECP) addresses competencies as found within the leadership theory supported by the company. The strongest agreements were found between idealised influence (74%) and individualised consideration (55%). These findings are in line with other research that indicated a strong relationship between emotional intelligence and leadership (see chapter three).

One can thus conclude that there exists strong agreement between raters of the different focus groups, which indicate that leadership is contained in emotional intelligence.

5.3.2. Content analysis of the focus group: A comparison between leadership competencies, emotional competencies and the competencies required by the company

The following section provides an overview of the findings of focus groups sessions and individual sessions that were conducted. The aim of these sessions was to establish a link between emotional intelligence competencies, leadership competencies and competencies required by the company. Participants were asked to compare the leadership and emotional competencies with the competencies required by future leaders. The table below provides the results of the discussions groups. The X in the column indicates the frequency of agreement between the three groups consulted. The three groups were academics, line managers and human resources practitioners.

Table 5.2. Level of agreement between the raters within the three focus groups indicating a relationship between leadership competencies, emotional competencies and the competencies required by the company (% calculated using the 11 competencies and possible total of 3 positive responses per competency)

Competencies required by the company		Courage and confidence	Drive for results	Willingness to learn	Emotional stability	Visionary leadership	Developing others	Strategic influence	Versatility	Total in %	Average per cluster
Leadership competencies	Individualised Influence	XX		X	X	XXX		XXX		42%	33%
	Inspirational Motivation	XX	XX			XX		X		29%	
	Individualised Consideration		X	XX	XX		X		X	29%	
	Intellectual Stimulation		XX	XX		X	XX	X		33%	
Emotional competencies	Self esteem/ Self regard	XX		X	XX	X		X	X	33%	40%
	Self motivation	X	XX	XX	X	XX			X	38%	
	Emotional literacy	XX			XXX			X	XX	33%	
	Change resilience	X	X	XX		XXX			XXX	42%	
	Inter-personal relations	X		X	X	XX	XX	XX	XX	46%	
	Self management		X	X	XX	X			XX	29%	
	Integration of head and heart	X	XXX	X	XX	XX	XX	X	XX	58%	
Competencies required by the company	Total in %	36%	36%	40%	42%	52%	21%	33%	42%		38%

Note: The X indicates the different focus groups that participated in the study. Three X symbols will indicate that all three groups agreed that a strong relationship exists.

What the leader brings to the company in terms of hard skills and more subtle motives, values, and traits, has a major impact on the performance of those

he or she leads, be it a work group, department, business unit, or global corporation. It's fairly easy to determine what technical skills and knowledge are needed for a specific leadership role, these things are typically found in a job description and include education, and work experience. Assessing the underlying, less obvious attributes needed to be successful in a particular leadership role is more difficult. The above table indicates these competencies clearly. It further indicates that a strong relationship exists between emotional competencies, leadership competencies and the competencies required by the company.

The first level of analysis looked into the extent to which the leadership and emotional competencies as cluster competencies relate to the competencies required by the company. The analysis indicates that emotional competencies (average of 40%) were more common than leadership competencies (33%) when compared with the competencies required by the company. The overall level of agreement on the relationship between leadership; emotional intelligence and the competencies required by the company was 38%.

The second level analysis looked into the specific items believed to address the requirements of the company. The table below is colour coded to assist with the identification of those areas of agreement. Pink indicates a 100% agreement, yellow a 66% agreement and green a 33% agreement among the three groups of raters. Agreement was found within the following aspects:

Table 5.3. Agreement among raters: Proportional distribution of the relationship between leadership competencies, emotional competencies and the competencies required by the company. (% is calculated using the 11 competencies and possible total of 3 positive responses per competency)

Competencies required by the company		Courage and confidence	Drive for results	Willingness to learn	Emotional stability	Visionary leadership	Developing others	Strategic influence	Versatility	Total in %	Average per cluster
Leadership competencies	Individualised Influence	XX	0	X	X	XXX	0	XXX	0	42%	33%
	Inspirational Motivation	XX	XX	0	0	XX	0	X	0	29%	
	Individualised Consideration	0	X	XX	XX	0	X	0	X	29%	
	Intellectual Stimulation	0	XX	XX	0	X	XX	X	0	33%	
Emotional competencies	Self esteem/ Self regard	XX	0	X	XX	X	0	X	X	33%	40%
	Self motivation	X	XX	XX	X	XX	0	0	X	38%	
	Emotional literacy	XX	0	0	XXX	0	0	X	XX	33%	
	Change resilience	X	X	XX	0	XXX	0	0	XXX	42%	
	Inter-personal relations	X	0	X	X	XX	XX	XX	XX	46%	
	Self management	0	X	X	XX	X	0	0	XX	29%	
	Integration of head and heart	X	XXX	X	XX	XX	XX	X	XX	58%	
Competencies required by the company	Total in %	36%	36%	40%	42%	52%	21%	33%	42%		38%

Key: Pink indicate a 100% agreement, yellow a 66% agreement and green a 33% level of agreement. Note: The X indicate the different focus groups that participated in the study. Three x symbols will indicate that all three groups agreed that a strong relationship exists.

The study further included an analysis of the competencies required by the company and leadership. This analysis showed that the strongest relationship exists between idealised influence (II) (42%) and intellectual stimulation (IS) (33%). The relationship between the competencies required by the company and emotional competencies showed that integration of head and heart showed the highest level of agreement between raters with 58% followed by inter-personal relations at 46%, change resilience at 42%, self motivation at 38% and self esteem/self regard and emotional literacy at 33%.

The conclusion can be drawn that there is a medium to high relationship between the competencies required by the company and the competencies found within the leadership and emotional intelligence competencies.

5.4. Quantitative results

The aim of the study was to determine the extent to which high potential leaders and non leaders differ in their levels of emotional competence. These results will later be correlated with leadership competencies and the competencies required by the company. The results hope to indicate leadership and leadership demands.

5.4.1. Comparison of current levels of emotional intelligence and perceived importance of emotional intelligence: paired samples t-test

One of the purposes of this study was to compare the current level of the variables (EQ competencies) measured with the importance attached to these variables. In order to compare the mean current and perceived scores, a paired samples t-test was conducted. Results are reported below in tables 5.4 and 5.5. These results show that there are statistically significant differences between the current levels of emotional intelligence and perceived importance of emotional intelligence for all the variables, with the exception of self-esteem (self). In all cases the perceived importance of the attribute EQ sub-dimension was rated higher than the current levels. It is important to note

that all raters (self, higher level, lower level, same level raters) indicated a greater need for emotionally intelligent behaviour within the company.

Table 5.4. Comparison of current levels of emotional intelligence and perceived importance of emotional intelligence: paired samples t-test, descriptive statistics

Pair	Mean	N	Std. deviation	Standard error mean
Self management others current	3.3139	72	.23931	.02820
Self management others importance	3.5375	72	.17152	.02021
Self management self current	3.3917	72	.41342	.04872
Self management self importance	3.6306	72	.34463	.04062
Self esteem others current	3.2528	72	.28033	.03304
Self esteem others importance	3.4917	72	.16076	.01895
Self esteem self current	3.4694	72	.53462	.06301
Self esteem self importance	3.5694	72	.31961	.03767
Inter-personal relations self current	3.4361	72	.3678	.04334
Inter-personal relations self importance	3.6917	72	.2900	.03418
Inter-personal relations others current	3.2292	72	.42175	.04970
Inter-personal relations importance others	3.5597	72	.18512	.02182
Self management others current	3.0458	72	.32585	.03840
Self management others importance	3.3778	72	.20016	.02359
Self management self current	3.0875	72	.37826	.04458
Self management self importance	3.4417	72	.29918	.03526
Integration of head and heart others current	3.0806	72	.24185	.02850
Integration of head and heart others importance	3.3861	72	.20370	.02401
Integration of head and heart self current	3.2889	72	.33169	.03909
Integration of head and heart self importance	3.5181	72	.35259	.04155
Emotional literacy others current	3.0306	72	.26835	.03163
Emotional literacy others importance	3.3847	72	.18205	.02146
Emotional literacy self current	3.2403	72	.33045	.03894
Emotional literacy self importance	3.4847	72	.33258	.03919
Change resilience others current	3.1569	72	.22192	.02615
Change resilience others importance	3.4611	72	.20865	.02459
Change resilience self current	3.3389	72	.35665	.04203
Change resilience self importance	3.5347	72	.31362	.03696
Average others current	3.1667	72	.21494	.02533
Average others importance	3.4694	72	.15890	.01873
Average self current	3.3417	72	.27718	.03267
Average self importance	3.5625	72	.25643	.03022

When the differences in mean scores are looked at in practical terms though, it would seem that they are quite small. For this reason an effect size analysis was performed. According to Cohen (1988), the effect size (d) of a difference could give an indication of its practical significance. In the case of paired samples, the effect size is calculated by dividing the mean difference by the

standard deviation of the difference scores. A rule of thumb for the interpretation of effect sizes could be as follows:

- $d = 0.2$ small effect size
- $d = 0.5$ medium effect size
- $d = 0.8$ large effect size

As can be seen from the Table 5.5. below, most of the effect sizes would be large in terms of this criteria with the exception of self esteem (self), as already mentioned, and change resilience (self), which could be regarded as medium effect size. This is also a useful way to rank the differences in terms of their practical importance.

Table 5.5. Comparison of current levels of EQ and perceived importance of EQ. Results of paired samples test

Emotional competencies	Paired differences			95% Confidence interval of the difference		t	df	Sig. (2-tailed)	Effect size
	Mean	Standard deviation	Std. error mean						
				Lower	Upper				
Self motivation others Current vs Importance	-.2236	.20929	.02466	-.2728	-.1744	-9.066	71	.000	-1.06837
Self motivation self Current vs Importance	-.2389	.36485	.04300	-.3246	-.1532	-5.556	71	.000	-0.65479
Self esteem others Current vs Importance	-.2389	.27144	.03199	-.3027	-.1751	-7.468	71	.000	-0.88012
Self esteem self Current vs Importance	-.1000	.51512	.06071	-.2210	.0210	-1.647	71	.104	-0.19413
Inter-personal relations self Current vs Importance	-.2555	.33309	.0392	-.3338	-.1778	-6.5097	71	.000	-0.76706
Inter-personal relations others Current vs Importance	-.3306	.42315	.04987	-.4300	-.2311	-6.629	71	.000	-0.78128
Self management others Current vs Importance	-.3319	.29921	.03526	-.4023	-.2616	-9.413	71	.000	-1.10925
Self management self Current vs Importance	-.3542	.41280	.04865	-.4512	-.2572	-7.280	71	.000	-0.85804
Integration of head and heart others Current vs Importance	-.3056	.23006	.02711	-.3596	-.2515	-11.270	71	.000	-1.32835
Integration of head and heart self Current vs Importance	-.2292	.32303	.03807	-.3051	-.1533	-6.020	71	.000	-0.70953
Emotional literacy others Current vs Importance	-.3542	.26481	.03121	-.4164	-.2919	-11.349	71	.000	-1.33756
Emotional literacy self Current vs Importance	-.2444	.33813	.03985	-.3239	-.1650	-6.134	71	.000	-0.7228
Change resilience others Current vs Importance	-.3042	.24347	.02869	-.3614	-.2470	-10.601	71	.000	-1.24944
Change resilience self Current vs Importance	-.1958	.36053	.04249	-.2806	-.1111	-4.609	71	.000	-0.54309
Average others Current vs Importance	-.3028	.21095	.02486	-.3523	-.2532	-12.179	71	.000	-1.43541
Average self Current vs Importance	-.2208	.26851	.03164	-.2839	-.1577	-6.979	71	.000	-0.82232

Due to the relatively small sample size, which may bring the assumption of normality into question, a non-parametric alternative was also used to confirm the above results. Non-parametric techniques test whether locations differ by using a ranking procedure. For paired samples, the Wilcoxon signed rank test is the appropriate technique to use. The results of this analyses are reported in tables 5.6. and 5.7. These show that all differences between current and

importance of behaviour were significant when using the non-parametric methods.

Table 5.6. Comparison of current levels of EQ and perceived importance of EQ: non-parametric Wilcoxon test-ranks. At a 95% confidence level.

		N	Mean rank	Sum of ranks
Self motivation others Importance vs Current	Negative Ranks	4	19.88	79.50
	Positive Ranks	60	33.34	2000.50
	Ties	8		
	Total	72		
Self motivation self Importance vs Current	Negative Ranks	13	17.50	227.50
	Positive Ranks	44	32.40	1425.50
	Ties	15		
	Total	72		
Self esteem others Importance vs Current	Negative Ranks	6	18.25	109.50
	Positive Ranks	53	31.33	1660.50
	Ties	13		
	Total	72		
Self esteem self Importance vs Current	Negative Ranks	20	24.95	499.00
	Positive Ranks	31	26.68	827.00
	Ties	21		
	Total	72		
Inter-personal relations others Importance vs Current	Negative Ranks	6	11.83	71.00
	Positive Ranks	61	36.18	2207.00
	Ties	5		
	Total	72		

Table 5.6. Comparison of current levels of EQ and perceived importance of EQ: non-parametric Wilcoxon test-ranks. At a 95% confidence level. (continued)

		N	Mean rank	Sum of ranks
Inter-personal relations self Importance vs Current	Negative Ranks	8	18.63	149.00
	Positive Ranks	51	31.78	1621.00
	Ties	13		
	Total	72		
Self management others Importance vs Current	Negative Ranks	6	14.17	85.00
	Positive Ranks	61	35.95	2193.00
	Ties	5		
	Total	72		
Self management self Importance vs Current	Negative Ranks	11	18.68	205.50
	Positive Ranks	56	37.01	2072.50
	Ties	5		
	Total	72		
Integration of head and heart others Importance vs Current	Negative Ranks	2	9.00	18.00
	Positive Ranks	65	34.77	2260.00
	Ties	5		
	Total	72		
Integration of head and heart self Importance vs Current	Negative Ranks	10	16.95	169.50
	Positive Ranks	46	31.01	1426.50
	Ties	16		
	Total	72		
Emotional Literacy others Importance vs Current	Negative Ranks	1	14.50	14.50
	Positive Ranks	64	33.29	2130.50
	Ties	7		
	Total	72		

Table 5.6. Comparison of current levels of EQ and perceived importance of EQ: non-parametric Wilcoxon test- ranks. At a 95% confidence level. (continued)

Emotional literacy self Importance vs Current	Negative Ranks	10	12.60	126.00
	Positive Ranks	44	30.89	1359.00
	Ties	18		
	Total	72		
Change resilience others Importance vs Current	Negative Ranks	4	15.38	61.50
	Positive Ranks	65	36.21	2353.50
	Ties	3		
	Total	72		
Change resilience self Importance vs Current	Negative Ranks	16	21.81	349.00
	Positive Ranks	43	33.05	1421.00
	Ties	13		
	Total	72		
Average others Importance vs Current	Negative Ranks	2	11.00	22.00
	Positive Ranks	66	35.21	2324.00
	Ties	4		
	Total	72		
Average self Importance vs Current	Negative Ranks	11	14.36	158.00
	Positive Ranks	51	35.20	1795.00
	Ties	10		
	Total	72		

Table 5.7. T-test of high potential leaders and non leaders - perceived importance of EQ: non-parametric Wilcoxon test- ranks.

Test Statistics	Z	Asymp. Sig. (2-tailed)
Self motivation others Importance vs Current	-6.45176	.000
Self motivation self Importance vs Current	-4.77503	.000
Self esteem others Importance vs. Current	-5.86812	.000
Self esteem self Importance vs Current	-1.54658	.000
Inter-personal relations others Importance vs Current	-6.68917	.000
Inter-personal relations self importance vs Current	-5.57062	.000
Self management others Importance vs Current	-6.6022	.000
Self management self Importance vs Current	-5.84235	.000
Integration of head and heart others Importance vs Current	-7.01688	.000
Integration of head and heart self Importance vs Current	-5.16099	.000
Emotional literacy others Importance vs Current	-6.93672	.000
Emotional literacy self Importance vs Current	-5.32779	.000
Change resilience others Importance vs Current	-6.8718	.000
Change resilience self Importance vs Current	-4.0565	.000
Average others Importance vs Current	-7.05589	.000
Average self Importance vs Current	-5.75807	.000

5.4.2. Comparison of high potential leaders and non leadership groups

Another goal of this study was to compare the two different groups (high potential leaders and non leaders). The following section provides results of the comparison between high potential leaders and non leaders with regard to all the variables measured. This comparison was done by means of independent samples t-tests, which are reported below in Tables 5.8 and 5.9.

Table 5.8. Test statistics: comparison of of high potential leaders and non leaders: current EQ behaviour

	Groups	N	Mean	Std. deviation	Standard error mean
Self motivation raters impressions of current behaviour	High Potential Leaders	48	3.3771	.19487	.02813
	Non leaders	24	3.1875	.27237	.05560
Self motivation score as indicated by the participant – current behaviour	High Potential Leaders	48	3.4583	.39239	.05664
	Non leaders	24	3.2583	.43028	.08783
Self esteem raters impressions of current behaviour	High Potential Leaders	48	3.3479	.21927	.03165
	Non leaders	24	3.0625	.29608	.06044
Self esteem score as indicated by the participant – current behaviour	High Potential Leaders	48	3.5146	.59858	.08640
	Non leaders	24	3.3792	.37064	.07566
Inter-personal relations raters impressions of current behaviour	High Potential Leaders	48	3.2292	.48288	.06970
	Non leaders	24	3.2292	.26943	.05500
Inter-personal relations score as indicated by the participant – current behaviour	High Potential Leaders	48	3.4583	.31813	.04592
	Non leaders	24	3.3917	.45580	.09304
Self management raters impressions of current behaviour	High Potential Leaders	48	3.1229	.28076	.04052
	Non leaders	24	2.8917	.35985	.07345
Self management score as indicated by the participant – current behaviour	High Potential Leaders	48	3.1417	.36949	.05333
	Non leaders	24	2.9792	.37991	.07755
Integration of head and heart raters impressions of current behaviour	High Potential Leaders	48	3.1438	.21128	.03050
	Non leaders	24	2.9542	.25363	.05177
Integration of head and heart score as indicated by the participant – current behaviour	High Potential Leaders	48	3.3063	.35872	.05178
	Non leaders	24	3.2542	.27343	.05581
Emotional literacy raters impressions of current behaviour	High Potential Leaders	48	3.0542	.27441	.03961
	Non leaders	24	2.9833	.25481	.05201
Emotional intelligence score as indicated by the participant – current behaviour	High Potential Leaders	48	3.2750	.34115	.04924
	Non leaders	24	3.1708	.30285	.06182
Change resilience raters impressions of current behaviour	High Potential Leaders	48	3.2292	.18330	.02646
	Non leaders	24	3.0125	.22518	.04596
Change resilience score as indicated by the participant – current behaviour	High leadership	48	3.3937	.33480	.04832
	Non leaders	24	3.2292	.38048	.07767
Average of raters impressions of current behaviour	High Potential leaders	48	3.2208	.19014	.02744
	Non leaders	24	3.0583	.22442	.04581
Average score as indicated by the participant – current behaviour	High Potential Leaders	48	3.3938	.27630	.03988
	Non leaders	24	3.2375	.25335	.05171

Table 5.8. T-test of high potential leaders and non leaders: importance of EQ behaviour

	Group	N	Mean	Standard deviation	Standard error mean
Self motivation raters impressions of current behaviour	High Potential Leaders	48	3.5229	.15877	.02292
	Non leaders	24	3.5667	.19486	.03978
Self motivation score as indicated by the participant – current behaviour	High Potential Leaders	48	3.6188	.28483	.04111
	Non leaders	24	3.6542	.44719	.09128
Self esteem raters impressions of current behaviour	High Potential Leaders	48	3.5104	.12418	.01792
	Non leaders	24	3.4542	.21464	.04381
Self esteem score as indicated by the participant – current behaviour	High Potential Leaders	48	3.6021	.27867	.04022
	Non leaders	24	3.5042	.38727	.07905
Inter-personal relations raters impressions of current behaviour	High Potential Leaders	48	3.5417	.19000	.02742
	Non leaders	24	3.5958	.17315	.03534
Inter-personal relations score as indicated by the participant – current behaviour	High Potential Leaders	48	3.6708	.27826	.04016
	Non leaders	24	3.7333	.31439	.06417
Self management raters impressions of current behaviour	High Potential Leaders	48	3.3729	.19972	.02883
	Non leaders	24	3.3875	.20497	.04184
Self management score as indicated by the participant – current behaviour	High Potential Leaders	48	3.4417	.27354	.03948
	Non leaders	24	3.4417	.35129	.07171
Integration of head and heart raters impressions of current behaviour	High Potential Leaders	48	3.3854	.20524	.02962
	Non leaders	24	3.3875	.20497	.04184
Integration of head and heart score as indicated by the participant – current behaviour	High Potential Leaders	48	3.4875	.34371	.04961
	Non leaders	24	3.5792	.36946	.07542
Emotional literacy raters impressions of current behaviour	High Potential Leaders	48	3.3750	.16822	.02428
	Non leaders	24	3.4042	.20951	.04277
Emotional intelligence score as indicated by the participant – current behaviour	High Potential Leaders	48	3.4667	.33284	.04804
	Non leaders	24	3.5208	.33619	.06862
Change resilience raters impressions of current behaviour	High Potential Leaders	48	3.4792	.19456	.02808
	Non leaders	24	3.4250	.23452	.04787
Change resilience score as indicated by the participant – current behaviour	High Potential Leaders	48	3.5750	.29063	.04195
	Non leaders	24	3.4542	.34764	.07096
Average of raters impressions of current behaviour	High Potential Leaders	48	3.4688	.16523	.02385
	Non leaders	24	3.4708	.14885	.03038
Average score as indicated by the participant – current behaviour	High Potential Leaders	48	3.5604	.24122	.03482
	Non leaders	24	3.5667	.28993	.05918

Table 5.9. Independent samples test: current EQ behaviour

Emotional competencies	Levene's test for equality of variances			t-test for equality of means		Sig. (two-tailed)	Mean difference	Standard error difference	95% Confidence interval of the difference	
	F	Sig.	t	df	Lower				Upper	
Self management other raters measures of current behaviour	Equal variances assumed	2.574	.113	3.396	70	.001	.1896	.05583	.07823	.30093
	Equal variances not assumed			3.043	35.153	.004	.1896	.06231	.06311	.31605
Self management raters impressions of current behaviour	Equal variances assumed	.196	.659	1.974	70	.052	.2000	.10131	-.00205	.40205
	Equal variances not assumed			1.914	42.508	.062	.2000	.10451	-.01083	.41083
Self esteem other raters measures of current behaviour	Equal variances assumed	2.078	.154	4.619	70	.000	.2854	.06179	.16218	.40865
	Equal variances not assumed			4.184	36.019	.000	.2854	.06822	.14706	.42378
Self esteem raters impressions of current behaviour	Equal variances assumed	.039	.844	1.013	70	.314	.1354	.13363	-.13110	.40193
	Equal variances not assumed			1.179	66.642	.243	.1354	.11484	-.09383	.36466
Inter-personal relations other raters measures of current behaviour	Equal variances assumed	.138	.712	.000	70	1.000	.0000	.10619	-.21178	.21178
	Equal variances not assumed			.000	69.048	1.000	.0000	.08878	-.17711	.17711
Inter-personal relations raters impressions of current behaviour	Equal variances assumed	5.457	.022	.723	70	.472	.0667	.09227	-.11736	.25069
	Equal variances not assumed			.643	34.565	.525	.0667	.10375	-.14406	.27739
Self management other raters	Equal variances assumed	1.600	.210	2.994	70	.004	.2313	.07725	.07719	.38531



measures of current behaviour	Equal variances not assumed			2.757	37.434	.009	.2313	.08389	.06134	.40116
Self Management raters impressions of current behaviour	Equal variances assumed	.116	.734	1.743	70	.086	.1625	.09324	-.02345	.34845
	Equal variances not assumed			1.727	44.978	.091	.1625	.09412	-.02706	.35206
Integration of head and heart other raters measures of current behaviour	Equal variances assumed	.302	.584	3.354	70	.001	.1896	.05652	.07686	.30231
	Equal variances not assumed			3.155	39.408	.003	.1896	.06009	.06809	.31108
Integration of Head and Heart raters impressions of current behaviour	Equal variances assumed	3.559	.063	.625	70	.534	.0521	.08328	-.11401	.21818
	Equal variances not assumed			.684	58.441	.497	.0521	.07613	-.10029	.20445
Emotional literacy other raters measures of current behaviour	Equal variances assumed	.073	.787	1.057	70	.294	.0708	.06703	-.06286	.20452
	Equal variances not assumed			1.083	49.297	.284	.0708	.06538	-.06053	.20219
Emotional literacy raters impressions of current behaviour	Equal variances assumed	.576	.450	1.266	70	.210	.1042	.08226	-.05991	.26824
	Equal variances not assumed			1.318	51.331	.193	.1042	.07903	-.05448	.26281
Change Resilience other raters measures of current behaviour	Equal variances assumed	1.810	.183	4.376	70	.000	.2167	.04951	.11792	.31541
	Equal variances not assumed			4.085	38.687	.000	.2167	.05304	.10936	.32397
Change resilience raters impressions of current behaviour	Equal variances assumed	.753	.388	1.878	70	.064	.1646	.08762	-.01016	.33933
	Equal variances not assumed			1.799	41.231	.079	.1646	.09147	-.02012	.34928
Average other raters measures of current behaviour	Equal variances assumed	.703	.405	3.217	70	.002	.1625	.05051	.06176	.26324
	Equal variances not assumed			3.043	39.955	.004	.1625	.05340	.05457	.27043

current behaviour	Equal variances not assumed			3.043	39.955	.004	.1625	.05340	.05457	.27043
Average raters impressions of current behaviour	Equal variances assumed	.945	.334	2.324	70	.023	.1562	.06724	.02214	.29036
	Equal variances not assumed			2.393	49.862	.021	.1562	.06531	.02507	.28743

“Raters impressions of behaviour” indicate the view the high potential leaders and non leaders hold of them selves. “Other raters measures” indicated the impressions of superiors, peers and subordinates have of high potential leaders and non leaders

The results of the independent sample t-test shows that there were significant differences (at a 95% confidence level) between the high potential leaders (HPL) and non leaders with regard to the following variables as measured by their current behaviour. The group of “other raters” (superiors, peers and subordinates) that were asked to rate the high potential leaders indicated the following key strengths in the behaviour displayed by this group.

- Self-motivation
- Self-esteem
- Self-management
- Integration of head and heart
- Change resilience

There was further a significant difference between the high potential leaders and non leaders average scores. The high potential leaders obtained a higher overall average than the non leader group. These high scores were found in the average score of the leaders view of themselves as well in the scores provided by the raters.

No significant difference were found between high potential leaders and non leaders on the following competencies:

- Emotional literacy
- Inter-personal relations

High potential leaders and non leaders thus showed no difference in their emotional literacy and inter-personal relations scores. It is interesting to note that these scores were the lowest scores achieved by both groups. One can thus conclude that these competencies would need to be developed by both groups.

Table 5.10. Independent sample test. Importance of EQ behaviour

Emotional competencies	Levene's test for equality of variances		t-test for equality of means						95% Confidence interval of the difference	
		F	Sig.	T	df	Sig. (two-tailed)	Mean difference	Standard error difference	Lower	Upper
Self motivation other raters measures of importance of behaviour	Equal variances assumed	1.359	.248	-1.021	70	.311	-.0437	.04287	-.12925	.04175
	Equal variances not assumed			-.953	38.716	.346	-.0437	.04591	-.13662	.04912
Self management raters impressions of importance of behaviour	Equal variances assumed	6.734	.012	-.409	70	.684	-.0354	.08667	-.20827	.13744
	Equal variances not assumed			-.354	32.620	.726	-.0354	.10011	-.23919	.16836
Self esteem other raters measures of importance of behaviour	Equal variances assumed	13.308	.001	1.409	70	.163	.0563	.03991	-.02336	.13586
	Equal variances not assumed			1.188	30.919	.244	.0563	.04734	-.04030	.15280
Self esteem raters impressions of importance of behaviour	Equal variances assumed	4.413	.039	1.230	70	.223	.0979	.07962	-.06087	.25671
	Equal variances not assumed			1.104	35.293	.277	.0979	.08870	-.08209	.27793
Inter-personal relations other raters measures of importance of behaviour	Equal variances assumed	.381	.539	-1.174	70	.245	-.0542	.04616	-.14623	.03789
	Equal variances not assumed			-1.211	50.137	.232	-.0542	.04474	-.14402	.03568
Inter-personal relations raters impressions of importance of behaviour	Equal variances assumed	.045	.833	-.860	70	.393	-.0625	.07266	-.20741	.08241
	Equal variances not assumed			-.826	41.435	.414	-.0625	.07571	-.21534	.09034

Self management other raters measures of importance of behaviour	Equal variances assumed	.000	.998	-.290	70	.773	-.0146	.05037	-.11503	.08587
	Equal variances not assumed			-.287	45.053	.775	-.0146	.05081	-.11691	.08775
Self management raters impressions of importance of behaviour	Equal variances assumed	2.626	.110	.000	70	1.000	.0000	.07533	-.15023	.15023
	Equal variances not assumed			.000	37.378	1.000	.0000	.08186	-.16580	.16580
Integration Of Head and Heart other raters measures of importance of behaviour	Equal variances assumed	.001	.982	-.041	70	.968	-.0021	.05129	-.10437	.10021
	Equal variances not assumed			-.041	46.164	.968	-.0021	.05126	-.10526	.10110
Integration of Head and Heart raters impressions of importance of behaviour	Equal variances assumed	.430	.514	-1.041	70	.302	-.0917	.08810	-.26737	.08403
	Equal variances not assumed			-1.015	43.249	.316	-.0917	.09027	-.27369	.09035
Emotional literacy other raters measures of importance of behaviour	Equal variances assumed	2.220	.141	-.638	70	.525	-.0292	.04570	-.12032	.06199
	Equal variances not assumed			-.593	38.271	.557	-.0292	.04918	-.12870	.07037
Emotional literacy raters impressions of importance of behaviour	Equal variances assumed	.062	.804	-.649	70	.519	-.0542	.08349	-.22067	.11234
	Equal variances not assumed			-.647	45.696	.521	-.0542	.08377	-.22282	.11448
Change resilience other raters measures of importance of behaviour	Equal variances assumed	1.810	.183	1.039	70	.302	.0542	.05213	-.04981	.15815
	Equal variances not assumed			.976	39.278	.335	.0542	.05550	-.05807	.16640
Change resilience raters impressions of importance of behaviour	Equal variances assumed	.945	.334	1.557	70	.124	.1208	.07763	-.03399	.27566
	Equal variances not assumed			1.466	39.523	.151	.1208	.08243	-.04583	.28750

Average other raters measures of importance of behaviour	Equal variances assumed	.046	.831	-.052	70	.959	-.0021	.04001	-.08188	.07771
	Equal variances not assumed			-.054	50.661	.957	-.0021	.03863	-.07964	.07547
Average raters impressions of importance of behaviour	Equal variances assumed	.724	.398	-.097	70	.923	-.0063	.06456	-.13501	.12251
	Equal variances not assumed			-.091	39.369	.928	-.0063	.06866	-.14509	.13259

“Raters impressions of behaviour” indicate the view the high potential leaders and non leaders hold of them selves. “Other raters measures” indicated the impressions of superiors, peers and subordinates have of high potential leaders and non leaders

There were no significant differences between the groups with regard to the importance of these variables. In all case above the high potential leadership group obtained higher scores than the non leadership group. These levels achieved by the high potential leaders could be used as the norm for, interpreting required emotional competence within the company.

The non-parametric alternative measure, the Mann-Whitney U-test, was used to confirm the results of the parametric measure. The scales shown to be significant were exactly the same as above, while the current self esteem (self) was also moderately significant. Results are shown in Table 5.11.

Table 5.11. Comparison of high potential leaders and non leader groups: non-parametric test. Ranks current EQ behaviour

	Group	N	Mean rank	Sum of ranks
Self motivation Others Current	Non leaders	24	25.65	615.50
	High potential leaders	48	41.93	2012.50
Self motivation Self Current	Non leaders	24	29.83	716.00
	High potential leaders	48	39.83	1912.00
Self esteem Others Current	Non leaders	24	23.17	556.00
	High potential leaders	48	43.17	2072.00
Self esteem Self Current	Non leaders	24	29.06	697.50
	High potential leaders	48	40.22	1930.50
Inter-personal relations Others Current	Non leaders	24	33.42	802.00
	High potential leaders	48	38.04	1826.00
Inter-personal relations Self Current	Non leaders	24	35.25	846.00
	High Potential leaders	48	37.13	1782.00
Self management Others Current	Non leaders	24	26.56	637.50
	High potential leaders	48	41.47	1990.50
Self management Self Current	Non leaders	24	29.58	710.00
	High potential leaders	48	39.96	1918.00
Integration of head and heart Others Current	Non leaders	24	25.60	614.50
	High potential leaders	48	41.95	2013.50
Integration of head and heart Self Current	Non leaders	24	33.50	804.00
	High potential leaders	48	38.00	1824.00
Emotional literacy Others Current	Non leaders	24	30.35	728.50
	High potential leaders	48	39.57	1899.50
Emotional literacy Self Current	Non leaders	24	32.63	783.00
	High potential leaders	48	38.44	1845.00
Change resilience Others Current	Non leaders	24	23.77	570.50
	High potential leaders	48	42.86	2057.50
Change resilience Self Current	Non leaders	24	30.44	730.50
	High potential leaders	48	39.53	1897.50
Average Others Current	Non leaders	24	26.73	641.50
	High potential leaders	48	41.39	1986.50
Average Self Current	Non leaders	24	29.02	696.50
	High potential leaders	48	40.24	1931.50

"Self Current" indicate the view the high potential leaders and non leaders hold of them selves. "Others Current" indicated the impressions of superiors, peers and subordinates have of high potential leaders and non leaders current emotionally intelligent behaviour.

Table 5.12. Comparison of high potential leaders and non leader groups: non-parametric test. Ranks importance of EQ behaviour

	Group	N	Mean rank	Sum of ranks
Self motivation Others importance	Non leaders	24	40.29	967.00
	High Potential leaders	48	34.60	1661.00
Self motivation Self importance	Non leaders	24	41.29	991.00
	High Potential leaders	48	34.10	1637.00
Self esteem Others importance	Non leaders	24	32.02	768.50
	High Potential leaders	48	38.74	1859.50
Self esteem Self importance	Non leaders	24	33.23	797.50
	High Potential leaders	48	38.14	1830.50
Inter-personal relations Others importance	Non leaders	24	41.15	987.50
	High Potential leaders	48	34.18	1640.50
Inter-personal relations Self importance	Non leaders	24	40.92	982.00
	High Potential leaders	48	34.29	1646.00
Self management Others importance	Non leaders	24	37.77	906.50
	High Potential leaders	48	35.86	1721.50
Self management Self importance	Non leaders	24	37.38	897.00
	High Potential leaders	48	36.06	1731.00
Integration of head and heart Others importance	Non leaders	24	37.54	901.00
	High Potential leaders	48	35.98	1727.00
Integration of head and heart Self importance	Non leaders	24	39.96	959.00
	High Potential leaders	48	34.77	1669.00
Emotional literacy Others importance	Non leaders	24	38.48	923.50
	High Potential leaders	48	35.51	1704.50
Emotional literacy Self importance	Non leaders	24	38.90	933.50
	High Potential leaders	48	35.30	1694.50
Change resilience Others importance	Non leaders	24	32.96	791.00
	High Potential leaders	48	38.27	1837.00
Change resilience Self importance	Non leaders	24	31.85	764.50
	High Potential leaders	48	38.82	1863.50
Average Others importance	Non leaders	24	37.35	896.50
	High Potential leaders	48	36.07	1731.50
Average Self importance	Non leaders	24	37.10	890.50
	High Potential leaders	48	36.20	1737.50

"Self Importance" indicate the view the high potential leaders and non leaders hold of them selves. "Others Importance" indicated the impressions of superiors, peers and subordinates on the importance of emotionally intelligent behaviour.

Table 5.13. Test statistics: comparison of high potential leaders and non leaders. Current behaviour

Test Statistics	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Self motivation Others Current	315.5	615.5	-3.146	0.002
Self motivation elf Current	416	716	-1.928	0.054
Self esteem Others Current	256	556	-3.853	0
Self esteem Self Current	397.5	697.5	-2.158	0.031
Inter-personal relations Others Current	502	802	-0.891	0.373
Inter-personal relations Self Current	546	846	-0.36	0.719
Self management Others Current	337.5	637.5	-2.864	0.004
Self management Self Current	410	710	-2.003	0.045
Integration of head and heart Others Current	314.5	614.5	-3.158	0.002
Integration of head and heart Self Current	504	804	-0.869	0.385
Emotional literacy Others Current	428.5	728.5	-1.781	0.075
Emotional literacy Self Current	483	783	-1.124	0.261
Change resilience Others Current	270.5	570.5	-3.685	0
Change resilience Self Current	430.5	730.5	-1.757	0.079
Average Others Current	341.5	641.5	-2.838	0.005
Average Self Current	396.5	696.5	-2.16	0.031

"Self Current" indicate the view the high potential leaders and non leaders hold of them selves. "Others Current" indicated the impressions of superiors, peers and subordinates have of high potential leaders and non leaders current emotionally intelligent behaviour.

Table 5.14. Test statistics: comparison high potential leaders and non leaders. Importance of behaviour

Test Statistics	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Self motivation Others Importance	485	1661	-1.109	0.267
Self motivation Self Importance	461	1637	-1.397	0.163
Self esteem Others Importance	468.5	768.5	-1.317	0.188
Self esteem Self Importance	497.5	797.5	-0.949	0.343
Inter-personal relations Others Importance	464.5	1640.5	-1.354	0.176
Inter-personal relations Self Importance	470	1646	-1.281	0.2
Self management Others Importance	545.5	1721.5	-0.369	0.712
Self management Self Importance	555	1731	-0.253	0.8
Integration of head and heart Others Importance	551	1727	-0.302	0.763
Integration of head and heart Self Importance	493	1669	-1.007	0.314
Emotional literacy Others Importance	528.5	1704.5	-0.576	0.565
Emotional literacy Self Importance	518.5	1694.5	-0.695	0.487
Change resilience Others Importance	491	791	-1.028	0.304
Change resilience Self Importance	464.5	764.5	-1.342	0.18
Average Importance	555.5	1731.5	-0.25	0.803
Average Self Importance	561.5	1737.5	-0.175	0.861

"Self Importance" indicate the view the high potential leaders and non leaders hold of them selves. "Others Importance" indicated the impressions of superiors, peers and subordinates on the importance of emotionally intelligent behaviour.

5.8. Discussion of the findings

The study was investigating the Emotional Competency Profiler (ECP) as an indicator of leadership ability. A group of high potential leaders (48) and non leaders (24) participated in the study. The first part of the study used qualitative techniques to determine the relationship that exists between

emotional competencies and the leadership model that is used within the company. A positive relationship was found when leadership competencies were correlated with emotional competencies. The greatest level of agreement existed between idealized influence (II) and individualised consideration (IC).

The study further investigated the relationship that exists between these two competencies (emotional and leadership) and the competency model developed by the company. These results indicated a positive relationship. The highest level of agreement was found between emotional and leadership competencies and visionary leadership (52%), followed by versatility (42%) and emotional stability (42%). This was followed by willingness to learn (40%). Courage and confidence (36%), strategic influence (33%) as well as drive for results (36%) showed a lower relationship. There was limited agreement that developing others (21%) was contained within the competencies analysed. These results assisted the researcher with analyzing the relationship between emotional intelligence, leadership and the use of the ECP in predicting leadership ability.

The quantitative investigation confirmed the following hypothesis set in this study:

- High potential leaders show higher levels of emotional intelligence as measured using the current behaviour scales, than non leaders show. The overall EQ score is thus higher for high potential leaders than non leaders
- There was no statistical significant difference in the importance of emotionally intelligent behaviour for high potential leaders and non leaders (emotionally intelligent behaviour is important for both groups).
- The overall importance scored was higher for leaders than non leaders. EQ was however perceived to be important for both groups success in business.

- There are significant differences between the current behaviour sub-scales of the ECP for the two groups. High potential leaders achieved higher scores than non leaders on self esteem, self motivation, change resilience, self management and integration of head and heart. No significant difference was found in the emotional literacy and inter-personal sub-scales.
- There is a statistically significant difference between the current behaviour and the perceived importance of behaviour for both high potential leaders and non leaders, with the exception of self esteem and change resilience.

The focus group sessions indicated a relationship between the competencies required by the company and the competencies measured using the ECP. The results achieved in the quantitative analysis indicated that both high potential leaders and non leaders desire higher emotional competence in the future. All leaders in the company would need to develop their emotional competence. A relationship exists between emotional competencies and the competencies required by the company. The high scores achieved by the high potential leaders thus confirm that the ECP indicates leadership ability as all the participants within this group were identified as potential future leaders within top company structures.

The results achieved in this study assist in determining the specific development needs for the two groups (HPL and non leaders). Individual leaders will be in a more favorable position if they develop these competencies as these dimensions have shown to increase their ability to succeed within the company (as per the focus group).

5.9. Future research

It would be of value to broaden this study to larger parts of the population. The participants used in this study were limited and the population small (72 participants). It would therefore be valuable to include all managers (D and E band on the Paterson-grading system) within the company. The

same techniques that was used to select the high potential leaders could be used to divide current leaders into those who show higher potential. These results could then be used to norm the ECP. This norming could further be used to investigate the resulting company culture as well as desired culture. This data will also provide a more complete picture of what set leaders and non leaders apart.

A further study could also be undertaken to track the movements of these high potential leaders and the successes they achieve within the company. There would be great value in measuring the financial gain of emotional competence within the company. There would further be value in extending this study to include participants from all economic sectors. This would be valuable in indicating emotional competence for different sectors.

It would further be interesting to do cross-sectional studies into different race groups as well as within males and females. It would also be interesting to do studies into the emotional intelligence found among different age groups and within different socio economic classes.

Appendix A

Categories of emotional competencies

	Stein	Weisinger ('98)	Schutte et al ('97)	Bennett ('96)	Gowing ('99)	Baron (1996)	Meyer & Salovey ('90, '97)	Spencer ('97)	Cooper & Sawaf ('97)	Learning Link ('00)		Goleman ('96, '98)	Mount ('99)	Dulewicz ('98)	Suhflee-Flowers ('99)	Lennick ('99)	Boyatzis ('99)	SHL ('00)	Simmons ('97)	Segal ('97)	Ryback ('98)	TOTAL
										EQ	Measure											
Emotional/self-awareness	X	X	X	X	X	X			X	X		X			X	X	X			X		13
Emotional control	X	X	X		X	X	X			X		X										8
Emotional expression			X				X		X	X											X	5
Energy/drive/zest/passion										X			X				X	X			X	6
Self-regard/confidence/ accurate self-assessment	X					X		X		X	X	X	X			X	X	X	X	X		12
Managing self/career					X						X					X		X				4
Independence/courage/ decisiveness/boldness	X					X							X		X		X	X			X	7
Personal power/impact/ influence/"presence"					X			X	X	X		X	X	X			X	X			X	10
Taking responsibility/ conscientiousness											X					X	X				X	4
Self-actualisation	X				X	X			X	X	X											6
Motivation (self/others)		X								X		X		X				X				5
Achievement orientation					X			X		X		X	X	X			X					7
Assertiveness	X					X					X					X			X			5
Initiative						X							X				X	X				4
Creativity & Innovation									X	X	X					X		X				5
Intuition (integrating head and heart)									X	X												2
Intentionality/focus/vision/mean- ing									X	X	X	X				X		X	X			7
Resilience/tenacity/ perseverance									X	X	X			X		X		X				6
Communication: • Listening perceptively • Sending clear, convincing messages										X	X		X			X	X					5
Building relations/ networking/sociability	X	X			X	X			X	X							X	X				8
Service orientation					X						X						X	X	X			5
Trusting others	X								X	X						X						4

	Stein	Weisinger ('98)	Schurffe et al ('97)	Bernett ('96)	Gowing ('98)	Baron (1996)	Meyer & Salovey ('90, '93)	Spencer ('97)	Cooper & Sawaf ('97)	Learning Link ('00)	Goleman ('95, '98)	Mourt ('89)	Dulewicz ('98)	Suhrlee-Flowers ('99)	Lennick ('89)	Boyatzis ('99)	SHL ('00)	Simmons ('97)	Segal ('97)	Ryback ('98)	TOTAL
Trustworthiness/integrity/ values based conduct/ honouring implicit contracts/emotional honesty					X					X	X	X			X	X	X			X	8
Empathy	X				X	X			X	X	X	X			X	X			X		10
Awareness of other's emotions/considerate							X		X	X			X				X	X	X	X	8
Social responsibility	X					X			X												3
Teamwork/co-operation					X			X		X	X	X				X	X				8
Problem solving						X				X											2
Leadership					X			X			X		X			X	X				6
Reality testing/ perspective/factual	X					X	X			X					X					X	6
Logic-based self-talk				X						X					X						3
Giving support/ recognition															X					X	2
Seeking support															X						1
Conflict resolution					X				X	X	X				X	X					6
Managing resources (time and money)										X					X	X	X				4
Developing others/ coaching, monitoring		X			X					X	X			X		X	X				7
Health: spiritual									X	X					X						3
Health: physical									X	X					X						3
Mood: optimistic outlook/ happiness	X		X			X			X	X								X			6
Humour/playfulness/fun (self- deprecating)										X	X			X	X						4
Organisational awareness					X			X		X	X					X	X				7
Attention to detail																	X				1
Strategic, bio-picture thinking																	X				1
Stress tolerance	X					X				X			X		X	X	X	X			7
Coping with crises/life events/change/work-life-balance									X	X					X						3
Learning from experience										X					X						2



Appendix B

Organisational Diagnostics

360-DEGREE EMOTIONAL COMPETENCY PROFILER

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INTRODUCTION

Emotional Competence is an important part of any person's ability to function as part of a team and in working with clients. As input for improving our performance as individuals and as a unit, we are inviting feedback from our key stakeholders.

Please could you spend a few minutes responding to the following questions, giving your honest feedback. Your response will assist us to identify both strengths and development areas.

Your feedback will be treated confidentially. The overall assessment will represent a view as perceived by the stakeholders listed below.

Thank you for your co-operation!

SECTION 1: PERSON'S NAME AND RELATIONSHIP OF ASSESSOR

1. Person being assessed (Please enter the name of the person as follows: first name, last name, e.g. Helen Brown):

2. In relation to the person being assessed, you are:

- | | | |
|------------------------|--------------------------|---|
| Self | <input type="checkbox"/> | 1 |
| Superior | <input type="checkbox"/> | 2 |
| Peer/External customer | <input type="checkbox"/> | 3 |
| Subordinate | <input type="checkbox"/> | 4 |

SECTION 2: EMOTIONAL COMPETENCY STATEMENTS

INSTRUCTIONS

Please assess the statements by indicating:

- a) Your/the person's current BEHAVIOUR on each competency; and
- b) How IMPORTANT they are

Left scale (current behaviour)

Decide if you agree/disagree with the behaviours which you think are descriptive/not descriptive of the person's behaviour you are assessing. Tick the applicable circle.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly agree

Right scale (Importance of behaviour)

Decide how important this behaviour is for the person you are assessing and tick the applicable circle.

- 1 = Insignificant
- 2 = Unimportant
- 3 = Important
- 4 = Very important

Please assess all the behaviours.

CURRENT BEHAVIOUR

IMPORTANCE OF BEHAVIOUR

1 Strongly disagree					Very important 4							
2 Disagree			Important 3									
3 Agree		Unimportant 2										
4 Strongly agree	Insignificant 1											
1	2	3	4	EMOTIONAL LITERACY				1	2	3	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	Is aware of and understands his/her feelings.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	Listens attentively to what people say.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.	Cares about others.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.	Interprets other people's emotions correctly.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.	Chooses the right time to deal with emotional issues.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.	Facilitates repairing of relationships/emotional damage.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CURRENT BEHAVIOUR

IMPORTANCE OF BEHAVIOUR

1 Strongly disagree					Very important 4			
2 Disagree			Important 3					
3 Agree		Unimportant 2						
4 Strongly Agree	Insignificant 1							
1	2	3	4	SELF-ESTEEM/SELF REGARD	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Is able to laugh at him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Is willing to take on challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Tells the truth even at his/her own expense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Acts according to his/her own values ... "walk the talk".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Publicly admits mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Takes responsibility for his/her own thoughts, feelings and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				SELF MANAGEMENT				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Balances different aspects of wellness (body, mind and soul).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Manages stressful situations calmly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Asserts his/her rights in a constructive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Controls his/her own emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Responds calmly to explosive events and people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Has a calming effect on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				SELF MOTIVATION				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Follows through on what he/she starts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Remains committed to a cause in spite of obstacles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Sees the brighter side of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Creates a positive mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Regards challenges as opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Remains focused on vision and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				CHANGE RESILIENCE				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Understands the impact of change on people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Advocates the imperative for change and innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Is open to new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Is willing to change his/her view point in the face of new information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Adapts to changing circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CURRENT BEHAVIOUR

IMPORTANCE OF BEHAVIOUR

<table border="1"> <tr> <td colspan="4">1 Strongly disagree</td> </tr> <tr> <td colspan="4">2 Disagree</td> </tr> <tr> <td colspan="4">3 Agree</td> </tr> <tr> <td colspan="4">4 Strongly Agree</td> </tr> </table>				1 Strongly disagree				2 Disagree				3 Agree				4 Strongly Agree				Very Important 4			
				1 Strongly disagree																			
				2 Disagree																			
				3 Agree																			
4 Strongly Agree																							
				Important 3																			
				Unimportant 2																			
				Insignificant 1																			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Accepts criticism and learns from it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Values diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
INTER-PERSONAL RELATIONS																							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Maintains long-term trusting relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Takes interest in other people's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Acknowledges the contribution of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Co-operates effectively with others to achieve goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Expresses positive expectations of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Welcomes other people's inputs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. Builds team spirit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. Stimulates enthusiasm and commitment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. Builds trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
INTEGRATION OF HEAD AND HEART																							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. Is eager to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44. Considers facts and feelings when making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45. Identifies underlying emotional causes of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46. Facilitates effective problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47. Builds consensus on common ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. Turns life crises into opportunities for growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

SECTION 3: BIOGRAPHICAL INFORMATION

49. DIVISION (of person being assessed):	
50. GENDER (of person being assessed):	
Male	<input type="checkbox"/> 1
Female	<input type="checkbox"/> 2
51. RACE (of person being assessed):	
African	<input type="checkbox"/> 1
Indian	<input type="checkbox"/> 2
White	<input type="checkbox"/> 3
Coloured	<input type="checkbox"/> 4
52. DISABLED (person being assessed):	
No	<input type="checkbox"/> 1
Yes	<input type="checkbox"/> 2

Thank you for your co-operation!

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