EMOTIONAL INTELLIGENCE AS DETERMINANT OF THE IDEAL CHARACTERISTICS TO DELIVER THE BEST SERVICE TO CUSTOMERS

By

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DISSERTATION

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AUGUST 2001
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- Sutra, Fanja and Tiger for sharing my light in the evenings when I have to work late.

I, Elizabeth Maria Vermeulen declare that this research document is my own work, and that all references have been accurately reported to the best of my knowledge. This document is being submitted to the University of Wales in partial fulfilment of the requirements for a Masters Degree in Business Administration.

ELIZABETH MARIA VERMEULEN
AUGUST 2001
EXECUTIVE SUMMARY

Applications of Emotional Intelligence in the workplace are almost infinite. Emotional Intelligence is instrumental in resolving a sticky problem with a co-worker, closing a deal with a difficult customer, criticising your boss, staying on top of a task until it is completed, and in many other challenges affecting your success. Emotional Intelligence is used both interpersonally (helping yourself) and interpersonally (helping others) (Weisinger, 1998:xvi).

One of the most difficult and rewarding practices of emotional intelligence is to help others help themselves (Weisinger, 1998:181). A work organisation is an integrated system that depends upon the interrelationship of the individuals who are part of it. How each person performs affects the company as a whole. That's why it is important to the success of the company not only that all employees perform to the best of their abilities but that they also help others do the same (Weisinger, 1998:183).

A general attitude toward one's job; the difference between the amount of rewards workers receive and the amount they believe they should receive. A person’s job is more than just the obvious activities – it requires interaction with co-workers and bosses, following organisational rules and policies, meeting performance standards, living with working conditions that are often less than ideal. Therefore job satisfaction is not straightforward (Robbins 1996: 190).

Service variability refers to the unwanted or random levels of service quality customers receive when they patronise a service. Variability is primarily caused by the human element, although machines may malfunction causing a variation in the service. Various service employees will perform the same service differently and even the same service employees will provide varying levels of service from one time to another. Unfortunately, because of the variability characteristic of services, standardisation and quality control are more difficult (Kurtz & Clow 1998: 14).
To ensure quality at the source refers to the philosophy of making each worker responsible for the quality of his work. This incorporates the notions of do it right. Workers are expected to provide goods or services that meet specifications and to find and correct mistakes that occur. Each worker becomes a quality inspector for his own work (Stevenson 1996: 103).

This dissertation is therefore looking at the different viewpoints of experts on emotional intelligence and to identify characteristics important to render quality client service.
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CHAPTER 1

1.1 BACKGROUND

Although emotional intelligence is not something new, it is only recently that the writer was introduced to the topic. It immediately attracted the attention in such a way that the writer wants to explore it more.

Hochschild (1979: 9) stated that the job of flight attendants requires its incumbents to be nicer than natural, while the job of bill collectors involves being nastier than natural. Hochschild (1979: 9) called these occupations the toe and heel of the growing service sector, coining the phrase emotional labour to describe the work involved in being nasty or nice. Most service jobs fall between these two extremes.

Emotional intelligence emphasises the relational rather than the task-based aspect of work found primarily but not exclusively in the service economy. Emotional labour/intelligence is crucial to the performance of interactive service work, jobs that involve direct interaction with customers or clients (Steinberg & Figart, 1999: 9).

The writer is working at a company as Head of the Administration section. Part of the Administration section is a client service centre where the interactive side of customer relations are very important, but the staff are frequently being criticised for their behaviour.

"Now hiring smiling faces", says the sign outside a Kentucky Fried Chicken outlet. The phrasing calls attention to a crucial aspect of work in service occupations. While farms and factories may employ "hands" for many kinds of service work, willing hands are not enough. Producing a consistent smile for
customers requires a type of effort on the part of workers who deal with people that is not asked of workers who mainly handle things or data. When that kind of effort is sold for a wage, it is what they refer to as emotional labour/intelligence, "the management of feeling to create a publicly observable facial and bodily display" intended to produce a particular state of mind in others (Steinberg & Figart, 1999: 82).

As service jobs grow in number, emotional intelligence becomes a more and more prevalent component of work, especially jobs that require workers to interact directly with customers or clients, regardless of economic sector. Interactive service workers make use of their emotions and personalities in carrying out their work (Steinberg & Figart, 1999: 82).

Emotions are feelings that people experience, interpret, reflect on, express, and manage. They arise through social interaction; are influenced by social, cultural, interpersonal, and situational conditions; and are managed by workers along with physical and mental labour on the job. Workers unintentionally practice emotional intelligence on the job. They manage their own feelings in order to create displays that affect others in desired ways (Steinberg & Figart, 1999: 112).

1.2 AIM

To evaluate perceptions of Emotional Intelligence characteristics in client service centres in order to determine the ideal profile to deliver the best service to customers.
1.3 OBJECTIVES

- to determine through a literature study what is quality customer/client service
- to determine through a literature study which emotional intelligent characteristics are most appropriate in the appointment of client service staff
- to determine which characteristics people perceive to be important for staff in client service positions.
- to do a self evaluation by people in client service positions.
- to determine the characteristics clients perceive people in client service positions have.

1.4 DEFINING CONCEPTS & CONSTRUCTS

1.4.1 EMOTIONAL INTELLIGENCE DEFINITIONS

Emotional Intelligence (EI): It is the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results (Weisinger, 1998: xvi).

Emotional Intelligence: Salovey and Mayer as cited in (Goleman, 1998: 317) defined emotional intelligence in terms of being able to monitor and regulate one’s own and others’ feelings and emotions, to discriminate among them, and to use feelings to guide one’s thinking and action.

Emotional Intelligence: It is an array of non-cognitive abilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures (Van Rooyen, 1997: 17).

Emotional Intelligence: The degree to which a leader is able to use the faculty of reason – the ability to learn from experience, to otherwise acquire and retain knowledge and to respond successfully to new situations – to guide or show others to an effective course of action or thought (Murphy, 1996:10).

Steinberg and Figart’s (1999: 189) definition of emotional labour used interchangeably with emotional intelligence focuses on the management of emotions, one’s own and others’ in order to accomplish something that is required in the normal performance of a particular job.

Emotional Literacy used interchangeably by the author with emotional intelligence means the capacity to register our emotional responses to the situations we are in and to acknowledge those responses to ourselves so that we recognise the ways in which they influence our thoughts and our actions. It is not about the elevation of emotional responses above all others, nor about the broadcasting of our emotions to those around us. Emotional literacy is the attempt to take responsibility for understanding our personal emotions (Orbach, 1999: 2)

All the definitions are more or less the same with the one following now being the most detailed and comprehensive of them all.

Emotional Intelligence: refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. These two different kinds of intelligence – intellectual and emotional express the activity of different parts of the brain. The intellect is
based solely on the workings of the neo-cortex. The emotional centres are lower in the brain. Emotional intelligence involves these emotional centres at work, in concert with the intellectual centres (Goleman, 1998: 317).

1.4.2 Characteristics: Distinctive features; determinative feature or criterion for trait, mark or quality (Fowler, 1978: 131).

1.4.3 Best quality service: A quality customer service process is defined by Kotler (1997: 5) as all the activities involved in making it easy for customers to reach the right parties within the company and receive quick and satisfactory service, answers and resolutions of problems. It is a service that satisfies the needs of the customer and ensure positive results for the company/institution.

1.5 LIMITATIONS

The biggest limitation in writing this dissertation is the fact that the writer has no psychology or industrial psychology background. The writer is researching this topic because of the learning experience that it has created.

The sample was limited to 100 individuals. It is a relative small sample and might not be representative and therefore the results could not be generalised.

Complacency of some of the individuals to complete the questionnaires as some of them was known to the writer.

Data collection was limited to a questionnaire.
1.6 VALUE OF THE RESEARCH

The research will be valuable especially to managers appointing client service staff in key service orientated positions. It will give managers guidelines in appointing people with specific characteristics needed to render the best quality customer service.

1.7 METHODOLOGY/RESEARCH DESIGN

1.7.1 Research Method

The writer will use the phenomenology method because this method is based on the way people experience social phenomena in the world in which they live. It is characterised by a focus on the meanings that research subjects attach to social phenomena; an attempt to understand what is happening and why it is happening (Saunders, Lewis & Thornhill, 1997:72).

1.7.2 Qualitative or Quantitative research?

The choice between different research methods should depend upon what you are trying to find out (Silverman, 2000:1). Qualitative data is based on meanings expressed through words. It results in the collection of non-standardised data that requires classification, and is analysed through the use of conceptualisation (Saunders et al., 1997:361). The data that has been collected does not have a digital value attached to it for evaluation (Leedy, 1993: 139).

Virtually all research will involve some numerical data that could be quantified to help answer research questions and meet objectives. Quantitative data refers to
all such data. It can range from simple counts such as the frequency of occurrences to more complex data. To be useful these data need to be analysed and interpreted. Analysing these data range from creating simple tables or figures which show the frequency of occurrence, through establishing statistical relationships between variables to complex statistical modelling (Saunders et al., 1997: 287). The writer will use quantitative research for this dissertation. Information will be gathered by using questionnaires.

1.7.3 Data collection

Both explorative and descriptive research will be done. Explorative research will be used in the literature overview because it formalises the common practice of looking for other relationships in data that the research was not initially designed to test. It is also a valuable means of finding out “what is happening; to seek new insights; to ask questions and to assess phenomena in a new light” (Saunders et al., 1997:78).

Descriptive research is “to portray an accurate profile of persons, events or situations” (Saunders et al., 1997:79) and will entail the use of questionnaires.

1.7.4 Population sampling techniques

Non-probability sampling will be used as it will be the most practical. The sample technique will be purposive or judgmental sampling. It enables you to use your judgement to select cases that will best enable you to answer your research questions and meet your objectives. Such samples will however not be statistically representative of the total population. The homogenous sampling focuses on one particular subgroup in which all the sample members are similar
and will enable the writer to study the group in depth (Saunders et al., 1997: 145-146).

Another suitable sampling technique will be convenience sampling. Convenience sampling involves selecting those cases that are easiest to obtain for your sample. The sample selection process will be continued until the required sample size has been reached (Saunders et al., 1997: 147). The population for this particular research will be non-probability and convenience sampling of people involved in and people in contact with service staff of a size of 100 people from central Johannesburg.

1.7.5 Technique used to get info

Primary data will be collected using questionnaires with closed-end questions. Closed-end questions are questions where possible answers are pre-specified by the researcher and thus known prior to questionnaire administration. What is not known is the frequency with which answers will be chosen (Peterson, 2000: 36).

This method will be used because people will respond to the same set of questions to collect descriptive and explanatory data about attitudes, beliefs, behaviours and attributes ensuring more accurate and reliable data (Saunders et al., 1997: 273).

Closed-end questions are easier for respondents to answer than open-end questions because they require less physical and mental effort. Because less effort is required from respondents it is also more likely that respondents will respond on the questionnaire.
1.7.6 Data analysis

Data will be collected and subsequently coded at different levels of numerical measurement. The data type and precision of measurement will constrain the data presentation, summary and analysis techniques. Data will be entered for computer analysis as a data matrix in which each column usually represents a variable and each row a case. The choice is influenced by the objectives of the research, the aspects of the data that will be emphasised and the level of measurement at which the data were recorded (Saunders et al., 1997:326).

1.7.7 Data analysis techniques

A data matrix will be used. Within the data matrix each column represents the response of one of the respondents and each row will represent a new characteristic. Once data has been entered and checked for errors, one can start with the analysis.

1.8 LAYOUT OF THE DISSERTATION

The research report will be divided into the following chapters to enable easy reading.

1.8.1 Preface

The preface acts as the opening section of the document. It will deal with ethical and complimentary issues such as declarations, acknowledgements, dedications and the abstract.
1.8.2 Table of Contents

The table of contents indicates the headings and sub-headings of each chapter.

1.8.3 Chapter 1: Introduction

This chapter will cover the background of the research and specifically the aim, objectives, concepts & constructs, limitations, value of the research and methods that will be used to gather and analyse the data.

1.8.4 Chapter 2: Literature Review

This chapter will entail a literature study of emotions, intelligence, the concept of emotional intelligence, services, clients/customers and quality services.

1.8.5 Chapter 3: Literature Review (Different Models)

This chapter will entail a literature study of emotional intelligence - identifying views on Emotional Intelligence by different authors.

1.8.6 Chapter 4: Methodology

The research methodology used in the dissertation will be discussed such as the population, sample, criteria and techniques. It also includes the data collection method.
1.8.7 Chapter 5: Analysis of results

Results will be analysed according to predetermined techniques in order to enable the writer to classify and to interpret the data and to come to a conclusion. The writer will identify characteristics managers can use to appoint emotionally intelligent people in key service orientated positions.

1.8.8 Chapter 6: Conclusion and Recommendations

In this chapter the writer will draw conclusions from the data collected and will make recommendations regarding the outcome of processed data. The writer will make suggestions using a literature review to recommend methods to develop certain emotional intelligent characteristics. The writer will make recommendations regarding the way the research was conducted, shortcomings and points to consider when a research like this should ever be conducted again.
CHAPTER 2  LITERATURE REVIEW

2.1  INTRODUCTION

Success at work for most people means a job that is economically and psychologically satisfying, that makes a contribution to society, and that supports a healthy personal or family life, but the location of opportunities is shifting. Succeeding at work today demands strategies and career paths that are often different from previous norms (Kotter, 1995: 36).

So are the rules for work changing. You are being judged by a new yardstick: not just by how smart you are, or by your training and expertise, but also by how well you handle yourself and others. The new measure takes for granted having enough intellectual ability and technical know-how to do your job; it focuses instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness (Goleman, 1998: 3).

The rapidly changing business environment has one clear implication for the role of leaders: leading continuous change. Decades ago workers worked in steady-state environments that allowed them to carefully build relationships and performance strategies. Today the challenge is to constantly adapt to rapidly changing competitive environments (Conger, Spreitzer & Lawler, 1999: 357).

It has been said that the only thing in life that is for certain is change. In the world of quality, change in any organisation creates misunderstanding, confusion and indecision. Change is difficult and the reason for that is that each individual operates with his own set of paradigms (Stamatis, 1996: 52).

Burnout refers to a process in which the worker's attitudes and behaviour change in negative ways in response to job strain. They became less trusting and
sympathetic toward clients. They became less committed and invested in their jobs. The extent to which changes took place seemed to be strongly influenced by the nature of their work. Those who worked in extremely demanding, frustrating, or boring jobs tended to change more negatively than those whose jobs were interesting, supportive and stimulating (Cherness, 1980: 5).

To have a quality life asks for more than just intellect. To be happy, healthy and successful involves the use of emotions and the ability to use the power of emotions, intelligently (Coetzee, 1998: 17).

Cherness (1980: 21) defines competence as having all the natural powers, physical or mental, to meet the demands of a situation or work. New job incumbents frequently questioned whether their abilities were sufficient for the demands of their work during the initial period of their careers. They felt that they lacked some of the abilities required to perform in the way that their profession and organisation expected.

The concept of culture was coined to represent, in a very broad and holistic sense, the qualities of any specific human group that are passed from one generation to the next (Kotter & Heskett, 1992: 4). Kotter and Heskett (1992: 4) defined culture as the totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought characteristics of a community or population.

Kotter and Heskett, (1992: 4) said it is helpful to think of organisational culture as having two levels, which differ in terms of their visibility and their resistance to change. At the deeper and less visible level, culture refers to values that are shared by the people in a group and that tend to persist over time even when group membership changes. These notions about what is important in life can vary greatly in different companies and it is the influence of culture on each individual that makes it an important factor to discuss.
The characteristics that employers look for in job applicants vary by the kind of image the organisation wants to project, as well as by the demands of the job. Once employees are hired, organisations use a variety of techniques to instill organisationally favoured attitudes and to teach new staff how to do their jobs and comply with organisational rules (Steinberg & Figart, 199: 86).

Salovey and Mayer as cited in Pauguet (1998:34) postulated that more emotionally intelligent individuals, are those who are able to recognise and express their emotions, who possess positive self-regard and are able to actualise their potential capacities and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships without becoming dependent on others. Such people are generally optimistic, flexible, realistic, and fairly successful in solving problems and coping with stress without losing control.

When emotionally upset, people can’t remember, attend, learn or make decisions clearly. Goleman as cited in Pauguet (1998: 38) cites the benefits of being skilled in the basic emotional competencies of being attuned to those you are dealing with. These include being able to handle disagreements so they don’t escalate.

### 2.2 EMOTIONAL COEFFICIENT (EQ) AND INTELLIGENCE COEFFICIENT (IQ)

IQ is intelligence quotient that scientifically measures intelligence. EQ on the other hand is emotional coefficient showing emotional savvy, but is not scientifically measurable as yet (Steiner & Perry, 1997:23).

Academic intelligence has little to do with emotional life. Intelligence Coefficient contributes about 20% to the factors that determine life success, which leaves
80% to other forces. Other forces amongst which is emotional intelligence: Abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to emphasise and to hope (Goleman, 1996: 34).

Unlike Intelligence Coefficient, Emotional Intelligence is a relative new concept. No one can yet say exactly how much of the variability from person to person in life's course it accounts for. While there are those who argue that Intelligence Coefficient cannot be changed much by experience or education, it is known that the crucial emotional competencies can be learned and improved (Goleman, 1996: 34).

The problem with academic intelligence is that it offers virtually no preparation for the turmoil life brings. Yet even though a high Intelligence Coefficient is no guarantee of prosperity, prestige or happiness in life, our schools fixate on academic abilities, ignoring emotional intelligence, a set of traits that also matters immensely for personal destiny. Emotional life requires its unique set of competencies. How a person is adept at those is crucial to understanding why one person thrives in life while another, of equal intellect, has dead-ends (Goleman, 1996: 36).

Intelligence Coefficient and Emotional Coefficient are not opposing competencies but rather separate ones. People all mix intellect and emotional acuity. Of the two, Emotional Intelligence adds far more of the qualities that makes one more fully human. Emotional Intelligence has proved to be twice as important as the others for jobs at all levels (Goleman, 1998b: 93).
2.3 EMOTIONS

Emotions provide outline patterns for certain kinds of behaviour, especially social behaviour, that underlie the human adaptation to the world (Oatley & Jenkins, 1996: 63). Human beings have a number of built-in emotional responses. A sudden intense stimulus is likely to evoke fear and the restraint of motion or the sudden withdrawal of a reward generally leads to anger. Stimuli produce emotional reactions that are clearly acquired through experience (Darley, Glucksber, Kamin & Kinchla 1981: 323).

Emotions function to manage multiple motives, switching attention from one concern to another when unforeseen events affecting these concerns occur in the world, in the body or in the mind. Emotions are not just by-products of our biological origins. They point to the fundamental problematic of action in a world that is imperfectly known, and can never be fully controlled (Oatley & Jenkins, 1996: 66).

An emotion is usually experienced as a distinctive type of mental state, sometimes accompanied or followed by bodily changes, expressions, and actions (Oatley & Jenkins, 1996: 96). It is a state caused by an event of importance to the person. It typically includes a conscious mental state with recognisable quality of feeling and directed towards some object, a bodily expression of some kind, recognisable expressions of the face, tone of voice, gesture, and a readiness for certain kinds of action (Oatley & Jenkins, 1996: 377).

Bar-On (1997: 2) the creator of the EQ-I inventory, is a clinical psychologist who, early in his career began questioning why some people succeed in having better psychological well being than others.
Cooper and Sawaf (1998: 27) argue that most of one’s intuitive, creative wisdom exists at the core of Emotional Intelligence. There is strong evidence that what a person feels is not at odds with insight and good judgement. Emotions complement reason but do not require its rationalisation. Ashforth and Humphrey (1993: 90) define emotional labour/intelligence as “the act of displaying the appropriate emotion”.

Though previous ideas about emotions stressed their disruptiveness, modern views are generally that emotions are functional. In the human adaptation, in which our knowledge is important although necessarily incomplete, in which our goals are many and sometimes incompatible, and in which we need to cooperate with other people, emotions serve important functions (Oatley & Jenkins, 1996: 283).

It is good to develop a clear understanding of why an emotion could be destructive – in other words, to step enough back from it to see that the reaction is self-defeating. Otherwise examine the unfounded or distorted assumptions that give rise to the emotion. Realising that these thoughts are just projections of the mind helps counter the disturbing emotions they provoke (Bennett-Goleman, 2001: 192).

Emotions and moods have been shown to have substantial effects on other mental processes. They can affect perception and they usually constrain attention to events relevant to the emotion. Emotions, particularly positive ones, tend to enhance the memorability of events in our lives (Oatley & Jenkins, 1996: 283).

Out of control emotions can make smart people stupid. The great divide in competencies lies between the mind and heart, or between cognition and emotion. Some competencies are purely cognitive, such as analytic reasoning or technical expertise. Others combine thought and feeling; these are called
emotional competencies. All emotional competencies involve some degree of skill in the realm of feeling, along with whatever cognitive elements are at play (Goleman, 1998: 22).

Conflicts in relationships are among the most emotional stressful experiences you will ever live through because there is so much at stake. Whether the potential loss is a significant forfeiture of your resources or only the perception that you are diminished in status, basically all of the stress comes down to anticipating either a loss of territory (position, power, money) or a loss of face (Kottler, 1994: 39).

To manage the side effects of conflict you must choose different ways of responding to the stress of these critical encounters. This involves recognising what is really in jeopardy for you: are the risks real or are they distortions based on over-reactions and how are you going to use emotional intelligence in situations like this (Kottler, 1994: 40).

Your feelings are your spontaneous emotional responses to the interpretations you make and the expectations you have. By ignoring or denying emotions you deny yourself the ability to work through them. Negative feelings can often fester, leaving you feeling worse than you would be running in to them. By acknowledging them, you are able to mange them and move on (Weisinger, 1998:15).

Bennett-Goleman (2001: 145) refers to emotions as "mindfulness offering us a way to access that gap between intention and action, and to use the power of a veto to break the chain of habit. What ordinarily is an invisible chain of automatic sequences leading us onward through life comes onto the screen of awareness, suddenly giving us a choice, where before there was none. If we are able to notice the impulses that follow from our fears we have the option not to act on them".
“By bringing mindfulness (emotions) to bear, we are able to notice the very first automatic thought that lies behind the impulse to act. Mindfulness shifts our attention from being immersed in an emotional reaction to becoming aware of the relationship between our mind state and what it is perceiving. Rather than being lost in your emotion and all the thoughts and feelings that go with it, we can see that, that we feel” (Bennett-Goleman, 2001: 146).

“Emotions are an inner source of energy, influence and information. They are inherently neither good nor bad. It is what we do with the information and energy they produce that makes the difference. When you are conscious of your emotional states, you gain valuable flexibility of response” (Cooper & Sawaf, 1997: 13)

Elias as cited in www:e (2001) sums emotions up as the human beings' warning systems as to what is really going on around them. Emotions are our most reliable indicators of how things are going in our lives. Emotions help keep us on the right track by making sure that we are led by more than cognition.

2.4 INTELLIGENCE

Sternberg (1985: 32) distinguishes between different types of intelligence:
Verbal intelligence – to comprehend easily,
Academic intelligence – the ability to do abstract reasoning,
Practical intelligence – the ability to solve everyday problems and
Social intelligence - is distinct from academic abilities and a key part of what makes people do well in the practicalities of life. Among the practical intelligences that are so highly valued in the workplace is the kind of sensitivity that allows effective managers to pick up tacit messages.
Goleman (1996: 28) stated that "we have two brains, two minds – and two different kinds of intelligence: rational and emotional. How we do in life is determined by both – it is not just IQ, but emotional intelligence that matters. Intellect cannot work at its best without emotional intelligence. When all the parts of the brain interact well, emotional intelligence rises – as does intellectual ability. It is important to harmonise head and heart. To do this well in our lives means we must first understand more exactly what it means to use emotion, intelligently."

According to Baron and Sternberg (1987:42) intelligence is a much more complicated human trait than many people suppose. Intelligence can be defined as intellectual competence: whatever makes people more effective thinkers: academic skills, good practical everyday problem solving, good judgement in dealing with one’s own affairs and conducting oneself with others.

Gardner (1983: 23) a researcher of intelligence, identified specific intelligence within sub areas like social behaviour and emotional behaviour, indicating that the concepts of emotional and social intelligence are by no means new. He identifies three different intelligence types: Cognitive Intelligence, Social Intelligence, and Emotional Intelligence.

According to Sternberg (1997: 94) the core of cognitive intelligence is judgement, otherwise known as good sense, practical sense, initiative and the faculty of adapting one’s self to circumstances. To judge well, to comprehend well, to reason well, are the essential activities comprising academic intelligence.

Social Intelligence is defined as "the ability to understand and manage people through acting wisely in human relations" (Goleman, 1996: 40). These skills when turned inwards, transform into the ability to understand and manage oneself. Thorndike as cited in Goleman (1996: 42) defined social intelligence as
"the ability to understand others, to perceive one’s own and other’s internal states, motives and behaviours and to act toward them optimally."

Social intelligence looks at more than memory of judgement by considering the contributions of emotionality to personality. Mayer and Salovey (1993: 88) attempt to identify the mental processes that involve emotional information. These include: appraising and expressing emotions in self and others; regulating emotion in self and others and using emotions in adaptive ways.

It is recognised that people differ in the ability to understand and express emotion. Such differences may be rooted in underlying skills that can be learned with the effect of contributing to people’s mental health and subsequent adaptive behaviour. The term “emotional intelligence” was derived from many of the principles upon which social intelligence is based (Mayer & Salovey 1993: 89).

According to Handy (1997: 211) intelligence is so multi-dimensional that the different intelligences do not correlate and that all intelligences can be developed, but those that are naturally there will develop faster.

2.5 THE NATURE OF EMOTIONAL INTELLIGENCE

According to Lambert (1998: 15) Emotional Intelligence may seem an oxymoron, since society has long associated intelligence purely with intellect, analysis, rationality – the cerebral capacities measured by IQ tests and the scholastic aptitude test. In contrast, emotional intelligence deals with the feeling side of life: joy, hurt, anger, sadness, jealousy and asserts that human beings can also handle these states intelligently.
Studies showed that people who are intellectually the brightest are often not the most successful, either in business or their personal lives (Mayer & Salovey, 1993: 433).

It would be foolish to assert that good-old-fashioned IQ and technical ability are not important ingredients in strong leadership. But the recipe would not be complete without emotional intelligence. It was once thought that the components of emotional intelligence were "nice to have" in business leaders. But now we know that, for the sake of performance, these are ingredients that leaders "need to have" (Goleman, 1998b: 93).

It is Emotional Intelligence (EI) that motivates us to pursue our unique potential and purpose, and activates our innermost values and aspirations, transforming them from things we think about to what we live (Cooper & Sawaf, 1998: xiii).

Emotional Intelligence requires that we learn to acknowledge and value feelings – in ourselves and others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Emotional Intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper & Sawaf, 1998: xiii).

Emotional Intelligence adds depth to the understanding of what intelligence or intelligent behaviour is. Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, vitally important in daily functioning. This less cognitive part of intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with our immediate surroundings. These factors increase our 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 get along in the world (Bar-On, 1997:1).
Handy (1997: 212) and Goleman (1996: ix) quote Aristotle: “Anyone can become angry - that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy”.

Skill is acquired through practice or training. Skilled behaviour is goal directed. Skill develops in response to some demand imposed by the task environment on the person, although some learning may occur that is incidental to that demand. Skill, is said to have been acquired when the behaviour is highly integrated and well organised. Cognitive demands are reduced, as skill is acquired, freeing limited mental resources for their activities (Proctor & Dutta, 1995: 18).

The ability to learn is often equated with intelligence. Apart from general intelligence, different abilities have been shown to correlate with task performance (Proctor & Dutta, 1995: 328).

The first study ever comparing emotional intelligence and cognitive intelligence as measures of work performance was completed at a major Asian Bank. It has scientifically demonstrated that Emotional Coefficient is actually more important in predicting success in the workplace than Intelligence Coefficient. Dr. Steven Stein, President of Multi-Health Systems Inc. reports that this study provides concrete evidence of what their testing has suggested: emotional intelligence is significantly and highly correlated with job performance, while cognitive intelligence has shown a very low and insignificant correlation with performance in the workplace (wwwa: 2001).

The study found that Emotional Coefficient scores were far more related to actual on-the-job performance than Intelligence Coefficient. Intelligence Coefficient scores were virtually unrelated (correlation of 0.07) as they accounted for less than 1% of the work evaluation scores. The Emotional Coefficient scores, accounted for an impressive 27% (correlation of 0.52) of job performance (wwwa: 2001).
Dr Reuven Bar-On as quoted in (wwwa: 2001) said that the above mentioned scientifically demonstrates that emotional intelligence is just as important, if not more important, than cognitive intelligence in predicting success in the workplace. A truly intelligent human being, is one who is not only cognitively intelligent but also emotionally intelligent. Emotional Coefficient (EQ) skills have already been found to be important in more people oriented jobs such as sales, customer service and managers (wwwa: 2001).

2.6 WHATEVER YOU ARE NOT GOOD IN, YOU CAN LEARN TO BE BETTER

According to Stauffer (1997: 10/01/97) studies have indicated that intelligence and skills at work are not enough if you can't manage the human side of the equation. However, emotional intelligence, or self-awareness of your own feelings, can be learned and in turn can benefit you and your organisation.

According to Goleman (1996: 203) scientists consider Emotional Intelligence to be a learnable intelligence that can be developed and improved at any time and any age. The process is not easy. It takes time and, most of all, commitment. But the benefits that come from having a well-developed emotional intelligence, both for the individual and for the organisation, make it worth the effort (Goleman, 1998b: 93).

The level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after the teen years, emotional intelligence seems to be largely learned, and it continues to develop as you go through life and learn from your experiences – your competence in it can keep growing. Studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating
themselves, and at honing their empathy and social adroitness (Goleman, 1998: 7).

Skills associated with emotional intelligence develop throughout life and can be improved through training, making the Bar-On EQ-I a valuable instrument for identifying potential areas for improvement and for measuring the effectiveness of organisational development programmes (wwwb: 2001).

For ages, people have debated if leaders are born or made. So too goes the debate about emotional intelligence. Are people born with certain levels of empathy, for example, or do they acquire empathy as a result of life's experiences? The answer is both. Scientific inquiry strongly suggests that there is a genetic component to emotional intelligence. Research and practice clearly demonstrate that emotional intelligence can be learned (Goleman, 1998b: 93).

You become emotionally more intelligent at least up until your late forties or early fifties according to one of the key findings made by Multi-Health Systems Inc. in its study of the emotional intelligence of 3 831 individuals who were tested. There is a consistent and significant age effect. The total EQ score increased significantly with age, peaking in the late forties or early fifties. This finding is dramatic considering that Cognitive Intelligence has been found to peak in the late teens, and level off until the late fifties. Further, IQ scores tend to mildly decline later in life (wwwc: 2001).

It's important to emphasise that building one's emotional intelligence cannot and will not, happen without sincere desire and concerted effort (Goleman, 1998b: 93). All emotional competencies can be cultivated with the right practice. Emotional intelligence unlike IQ can improve throughout life. Emotional Intelligence tends to increase as you learn to be more aware of your moods, to handle distressing emotions better, to listen and empathise. To a large extent,
maturity describes this process of becoming more intelligent about your emotions and your relationships (Goleman, 1998: 240).

Personal mastery might suggest gaining dominance over people or things. But mastery can also mean a special level of proficiency. People with a high level of emotional intelligence are able to consistently realise the results that matter most deeply to them — in effect, they approach their life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning (Senge, 1990: 7).

According to Goleman (1996: 36) people with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity. Interpersonal intelligence is the ability to understand other people: what motivates them, how they work co-operatively with them. Successful salespeople, politicians and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. Inter-personal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life.

2.7 QUALITY CUSTOMER/CLIENT SERVICES

2.7.1 INTRODUCTION TO QUALITY CUSTOMER SERVICES

Many services involve numerous encounters between customers and service employees, either in person or by phone. A moment of truth is the point in service delivery where customers interact with service employees and the outcome may affect perceptions of service quality (Lovelock & Wright 1999: 54).
The cost of attracting a new customer is estimated to be five times the cost of keeping a current customer happy. The emphasis traditionally has been on making sales rather than building relationships (Kotler 1997: 47).

If companies knew how much it really costs to lose a customer, they would be able to make accurate evaluations of investments designed to retain customers. Unfortunately accounting systems do not capture the value of a loyal customer (Reichheld & Sasser, 1991: 41).

Service failures are an inevitable fact of life. The very nature of services means that some things will go wrong, either as a result of the delivery system, the actions of the employees or indeed the customers themselves. Service failure generally is assumed to lead to consumer dissatisfaction. In many cases the only indication that the service organisation perceives a breakdown in the service is when the consumer is dissatisfied and he or she complains (Gabbott & Hogg, 1998: 117).

The value of goods and services delivered to customers is equivalent to the results created for them, as well as the quality of the processes used to deliver the results - all in relation to the price of a service to the customer and other costs incurred by the customer in acquiring the service (Heskett, Sasser & Schlesinger, 1997: 12).

2.7.2 QUALITY

Morse, Roth & Poston (1987: 5) define quality as a set of attributes that enable a service to conform to customer expectations. According to Kotler (1997: 55) and Ebel (1991: 6) quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. It encompasses
safety, performance, dependability, timeliness, value and productivity of the service and the activities associated with production of the service.

There are a lot of different definitions to describe quality but Gabbott and Hogg, (1998: 102) concluded that quality is an acknowledgement of the fact that the quality of a product/service in some way rates it against a standard, whether it be real or implied.

It refers to the ability of a product or service to consistently meet or exceed customer expectations. Quality means getting what you pay for. It does not pertain to a single aspect of a product or service, but to a number of different dimensions of the product or service (Stevenson, 1996: 94).

Making quality certain means creating an organisation where transactions are completed correctly the first time; where employees, suppliers, and customers are helped to become successful and with whom everyone is proud to be associated. The reality of business life is that systems fail because business life, like personal life is chaotic – it doesn’t react to systems, it does what it wants to do. You have to be prepared to make the right move when everything else goes wrong (Crosby, 1996: 5). Quality means pleasing consumers, not just protecting them from annoyances (Garvin, 1991: 101).

### 2.7.3 CUSTOMERS

The customer is the person receiving the output of a process of the system (Stamatis, 1996: 159). The customer is the user, client or beneficiary of the service and could be internal or external to the organisation (Ebel, 1991: 5). The only way how companies can go about winning customers and outperforming competitors lies in doing a better job of meeting and satisfying customer needs (Kotler, 1997: 37).
According to Seybold (2001) many companies have become adept at the art of customer relationship management. They've collected mountains of data on preferences and behaviour, divided buyers into ever-finer segments, and refined their products, services, and marketing pitches. But all too often those efforts are too narrow—they concentrate only on the points where the customer comes into contact with the company. Few businesses have bothered to look at what the author calls the customer scenario—the broad context in which customers select, buy, and use products and services.

Effective customer knowledge puts to work both the surface level, explicit knowledge resulting from direct exchanges with customers and the deeply embedded knowledge of the customer that resides tacitly in the heads of a company's customer-serving staff and the customers themselves (Wayland & Cole, 1997: 50).

Henry Mintzberg as cited in Wayland and Cole (1997: 50) has observed that this informal knowledge based on conversation and interaction among managers and with customers and suppliers is a firm's most important knowledge.

One key to success is to fill the gap between what customers see as good service and what competitors think it is (Davidow & Uttal, 1991: 3). Customer expectations consist of five levels: ideal service level, desired service level, adequate service level, zone of tolerance and predicted service level. The ideal level of service is the level of service consumers would like to receive. The desired level of service is the level of performance the customer wants or hopes to receive from a service. The adequate level of service is the minimum level of service consumers will tolerate and accept without being dissatisfied. The zone of tolerance is the area between the desired level of service and the adequate level of service. Predicted level of service is the level of service consumers actually expect from a company (Kurtz & Clow, 1998: 89).
The ultimate focus and objective of everyone in the organisation must be on satisfying the customer. This applies to internal as well as external customers. Part of accomplishing this focus is ensuring that everyone understands how their activities affect the service and hence the customer (Ebel, 1991: 12).

Customer loyalty is linked to customer satisfaction and customer satisfaction is linked to service value. The value the customer perceives to get, is what is going to make him come back. (Heskett et al., 1997: 22).

Zeithaml, Parasuraman & Berry (1990:125) have defined five commitments contributing to customer satisfaction:
Reliability: The ability to provide what was promised, dependably and accurately. Never over promise and always keep your promises.

Responsiveness: The willingness to help customers and provide prompt service. Always get the definition of prompt from the customer.

Assurance: The knowledge and courtesy of employees and their ability to convey trust and confidence. Employees need to be empowered to carry out this assurance of both power and knowledge.

Empathy: The degree of caring and individual attention provided to customers.

Tangibles: The physical facilities, equipment and the appearance of personnel.

2.7.4 SERVICES

Service is the interaction between a supplier and a customer that is meant to satisfy a stated or implied customer need. A service is an intangible provided to a customer (Ebel, 1991: 5) or as stated by Kotler (1997: 467) a service is any act
of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything.

The delivery of the service must be timely, accurate, with concern and with courtesy. Services are intangible and are a function of perception, and therefore depend on interpretation (Stamatis, 1996: 160). Effective service requires people who understand the idea (Heskett, 1991: 18).

Variability is a fact of life in situations in which customers differ widely and service personnel interact with those customers on a one-on-one basis. The longer and more actively customers are involved in the process of service delivery the greater the likelihood that each customer's experience will be somewhat different from that of other customers. The challenge is for employees to be flexible, treating each person as an individual rather than as a clone of the last customer (Lovelock & Wright, 1999: 47).

2.7.5 TOTAL QUALITY SERVICE

Total quality is fundamentally about organisational change with a focus on internal and external customers. By involving everyone in the organisation, total quality demonstrates that quality is a company-wide issue and that they each have a part to play in quality improvement (Asher, 1996: 21).

Stamatis (1996: 43) defined total quality service as a true commitment to operationalising the concept of customer focus, establishing service performance standards, measuring against benchmarks, recognising and rewarding exemplary behaviour and maintaining enthusiasm for the customer at all times.
2.7.6 TOTAL QUALITY MANAGEMENT

Total quality management is also about customers – about understanding their needs and then using a system based on prevention, meeting those needs (Asher, 1996: 18). It offers a structural approach to creating organisation-wide participation in planning and implementing a continuous improvement process that exceeds the expectations of the customer or client. It is a logical evolution of management by objectives, strategic planning, quality assurance and other systems (Shtub, Bard & Globerson, 1994: 274).

Total Quality Management refers to an organisation-wide effort to achieve quality. Key features often include a team approach, finding and eliminating problems, emphasis on serving the customer and continuously working to improve the system. The customer is the focal point and customer satisfaction the driving force (Stevenson, 1996: 101).
CHAPTER 3 DIFFERENT VIEWS ON EMOTIONAL INTELLIGENCE

3.1 DANIEL GOLEMAN’S VIEW ON EMOTIONAL INTELLIGENCE

Goleman (1998b:93) has found that the most effective leaders are alike in one crucial way: They all have a high degree of what has come to be known as emotional intelligence. It’s not that IQ and technical skills are irrelevant. They do matter, but mainly as “threshold capabilities”. They are therefore the entry-level requirements for executive positions. Without emotional intelligence, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.

Goleman’s analysis (1998b: 93) showed that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance. In other words, the higher the rank of a person, the more emotional intelligence capabilities showed up as the reason for effectiveness. When Goleman (1998b) compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities.

Emotional intelligence skills are synergistic with cognitive ones; top performers have both. The more complex the job, the more emotional intelligence matters – if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have (Goleman, 1998: 22).
An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Your emotional intelligence determines your potential for learning the practical skills that are based on its five elements: self-awareness, self-regulation, motivation, empathy, and adeptness in relationships or social skills. Emotional competence shows how much of that potential we have translated into on-the-job capabilities (Goleman, 1998: 22).

Table 1 shows the relationship between the five dimensions of emotional intelligence and the twenty-five emotional competencies as defined by Goleman (1998: 26-27).
TABLE 3.1 THE EMOTIONAL COMPETENCE FRAMEWORK

<table>
<thead>
<tr>
<th>PERSONAL COMPETENCE</th>
<th>These competencies determine how we manage ourselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>(Knowing one's internal states, preferences, resources and intuitions)</td>
</tr>
<tr>
<td>• <strong>Emotional awareness</strong>: Recognising one's emotions and their effects.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Accurate self-assessment</strong>: Knowing one's strengths and limits.</td>
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<tr>
<td>• <strong>Self-confidence</strong>: A strong sense of one's self-worth and capabilities.</td>
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</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>(Managing one's internal states, impulses and resources)</td>
</tr>
<tr>
<td>• <strong>Self-Control</strong>: Keeping disruptive emotions and impulses in check.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Trustworthiness</strong>: Maintaining standards of honesty and integrity.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Conscientiousness</strong>: Taking responsibility for personal performance.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Adaptability</strong>: Flexibility in handling change.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Innovation</strong>: Being comfortable with novel ideas, approaches and new information.</td>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>(Emotional tendencies that guide or facilitate reaching goals)</td>
</tr>
<tr>
<td>• <strong>Achievement drive</strong>: Striving to improve or meet a standard of excellence.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Commitment</strong>: Aligning with the goals of the group or organisation.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Initiative</strong>: Readiness to act on opportunities.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Optimism</strong>: Persistence in pursuing goals despite obstacles and setbacks.</td>
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<table>
<thead>
<tr>
<th>SOCIAL COMPETENCE</th>
<th>These competencies determine how we handle relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empathy</strong></td>
<td>(Awareness of other's feelings, needs and concerns)</td>
</tr>
<tr>
<td>• <strong>Understanding others</strong>: Sensing others' feelings and perspectives, and taking an active interest in their concerns.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Developing others</strong>: Sensing others' development needs and bolstering their abilities.</td>
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<tr>
<td>• <strong>Service orientation</strong>: Anticipating, recognising and meeting customers' needs.</td>
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</tr>
<tr>
<td>• <strong>Leveraging diversity</strong>: Cultivating opportunities through different kinds of people.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Political awareness</strong>: Reading a group's emotional currents and power relationships.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>(Adeptness at inducing desirable responses in others)</td>
</tr>
<tr>
<td>• <strong>Influence</strong>: Wielding effective tactics for persuasion.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Communication</strong>: Listening openly and sending convincing messages.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Conflict Management</strong>: Negotiating and resolving disagreements.</td>
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</tr>
<tr>
<td>• <strong>Leadership</strong>: Inspiring and guiding individuals and groups.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Change catalyst</strong>: Initiating or managing change.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Building bonds</strong>: Nurturing instrumental relationships.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Collaboration and co-operation</strong>: Working with others toward shared goals.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Team capabilities</strong>: Creating group synergy in pursuing collective goals.</td>
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</tbody>
</table>
3.1.1 PERSONAL COMPETENCE

3.1.1.1 SELF-AWARENESS

Self-awareness is the first component of emotional intelligence. Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest - with themselves and with others (Goleman, 1998b: 93).

Self-awareness in itself is an invaluable tool for change, especially if the need to change is in line with the person's goals, sense of mission, or basic values – including the belief that self-improvement is good (Goleman, 1998: 67). Refining our self-awareness means noticing the impulse even before we act on it so we can more readily decide not to follow the impulse to the action (Bennett-Goleman, 2001: 131).

Self-awareness extends to a person's understanding of values and goals. Someone who is highly self-aware knows where he is headed and why (Goleman, 1998b: 93). Self-awareness is the vital foundation skill for three emotional competencies:

- Emotional awareness
  The recognition of how our emotions affect our performance and the ability to use our values to guide decision making. Self-awareness serves as an inner barometer, gauging whether what we are doing is worthwhile (Goleman, 1998: 58).
Accurate self-assessment
A candid sense of our personal strengths and limits, a clear vision of where we need to improve, and the ability to learn from experience (Goleman, 1998: 56).

Self-confidence
Self-confidence gives the strength to make a tough decision or follow a course of action one believes in despite opposition, disagreement or even explicit disapproval from those in authority. They are decisive without being arrogant or defensive, and they stand by their decisions (Goleman, 1998: 69).

3.1.1.2 SELF-REGULATION

Self-Regulation is the handling of emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.

Biological impulses drive emotions. One cannot do away with them, but one can do much to manage them. Self-regulation, which is like an ongoing inner conversation, is the component of emotional intelligence that free you from being prisoners of your feelings (Goleman, 1998b: 93).

Goleman (1998b: 93) wants to push the importance of self-regulation to leadership further and make the case that it enhances integrity, which is not only a personal virtue but also an organisational strength. Many of the bad things that happen in companies are a function of impulsive behaviour.

Self-regulating means managing impulse as well as distressing feelings. These two primary skills – handling impulse and dealing with upsets are at the core of the five emotional competencies:
• Self-control
Managing disruptive emotions and impulses effectively. The principle of remaining calm despite provocation applies to anyone who routinely faces obnoxious or agitated people on the job (Goleman, 1998: 88).

The notion of self-control does not mean denying or repressing true feelings. It is not the same as over-control. Emotional competence implies: “we have a choice as to how we express our feelings”. Such emotional finesse becomes particularly important in a global economy, since the ground rules for emotional expression vary greatly from culture to culture (Goleman, 1998: 81).

• Trustworthiness
Displaying honesty and integrity. Credibility stems from integrity. Trustworthiness at work translates into letting people know one’s values and principles, intentions and feelings, and acting in ways that are reliably consistent with them (Goleman, 1998: 58).

• Conscientiousness
Conscientiousness means dependability and responsibility in fulfilling obligations. Being punctual, careful in doing work self-disciplined, and scrupulous in attending to responsibilities are hallmarks of the people who keep things running as they should. They follow rules, help out and are concerned about the people they work with (Goleman, 1998: 94).

• Adaptability
Flexibility in handling change and challenges. People who lack adaptability are ruled by fear, anxiety, and a deep personal discomfort with change. Adaptability requires the flexibility to take into account multiple perspectives on a given situation. This flexibility depends on an emotional strength: the ability to stay comfortable with ambiguity and remain calm in the face of the unexpected (Goleman, 1998: 99).
• Innovation
Being open to novel ideas, approaches and new information. The emotional foundation of the innovator at work is taking pleasure in originality. Creativity on the job revolves around applying new ideas to achieve results. People who have this knack can quickly identify key issues and simplify problems that seem overwhelmingly complex (Goleman, 1998: 99).

3.1.1.3 MOTIVATION

Motivation is the willingness to exert high levels of effort toward organisational goals, conditioned by the effort’s ability to satisfy some individual need (Robbins, 1996: 212).

Motivation is to use your deepest preferences to move and guide toward goals, to help to take initiative and strive to improve, and to persevere in the face of setbacks and frustrations. If there is one trait that virtually all leaders need, it is motivation. Leaders are driven to achieve beyond expectations - their own and everyone else’s (Goleman, 1998b: 93).

According to Silverman (1982: 268) psychologists have always believe that except for the simplest reflex actions, which are easy to predict, human behaviour must in some sense be a response to complex motivational states. Motivation is the factors that impel an individual to behave in certain ways and emotion is the internal states that the individual experiences.

Plenty of people are motivated by external factors such as a big salary or the status that comes from having an impressive title or being part of a prestigious company. By contrast, those with leadership potential are motivated by a deeply embedded desire to achieve for the sake of achievement. People with high motivation remain optimistic even when the score is against them. In such cases,
self-regulation combines with achievement motivation to overcome the frustration and depression that come after a setback or failure (Goleman, 1998b: 93).

There are three motivational competencies that typify outstanding performers:

- **Achievement drive**
  Striving to improve or meet a standard of excellence. The need to achieve is the single strongest competence that sets apart star from average performers (Goleman, 1998: 114). Being “proactive” is a vogue. Managers frequently proclaim the need for taking charge in facing difficult problems.

  Systems thinking is a discipline for seeing wholes and fits in with an achievement drive. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static “snapshots”. It is a set of general principles. It is also a set of specific tools and techniques, originating in two threads: in feedback concepts and in servo-mechanism. Systems thinking is a sensibility for the subtle interconnectedness that gives living systems their unique character. Systems thinking is needed more than ever because we are becoming overwhelmed by complexity. Complexity can easily undermine confidence and responsibility (Senge, 1990: 69).

- **Commitment**
  Embracing the organisation’s or group’s vision and goals. Commitment is emotional. “We feel a strong attachment to our group’s goals when they resonate strongly with our own.” Those who value and embrace an organisation’s mission are willing not just to make an all-out effort on its behalf, but to make personal sacrifices when needed. The truly committed are willing to make short-term sacrifices if they are for the larger good of the group (Goleman, 1998: 119).
- Initiative and optimism

Twin competencies that mobilise people to seize opportunities and allow them to take setbacks and obstacles in stride. Displaying pro-activity and persistence. Being proactive is frequently seen as an antidote to being reactive. If one simply becomes more aggressive, fighting the enemy out there, you are reacting. True pro-activeness comes from seeing how you contribute to your own problems. It is a product of your way of thinking, not your emotional state (Senge, 1990: 21).

Those who lack initiative are most likely to give up on themselves – and their jobs. While initiative is generally laudable, it needs to be balanced with social awareness in order to avoid unintended negative consequences (Goleman, 1998: 125). Optimism hinges on how one interprets setbacks. Optimists see a setback as a result of factors they have the power to do something about. Optimists can more readily make a realistic assessment of a setback and admit how they contributed to it (Goleman, 1998: 127).

According to Anderson (1995: 170) to motivate others is to give subordinates what they need to become fully realised human beings and to motivate them to produce at higher and more effective levels.

### 3.1.2 SOCIAL COMPETENCE

The first three components of emotional intelligence are all self-management skills. The last two, empathy and social skill, concerns with a person's ability to manage relationships with others. As a component of emotional intelligence, social skill is not as simple as it sounds. Social skill, is friendliness with a purpose: moving people in the direction you desire (Goleman, 1998b: 93).

These competencies determine how we handle relationships. They are Empathy and Social skills.
3.1.2.1 EMPATHY

According to Kyle (1998: 113) empathy comes from the Greek em- and pathein, and literally means "to feel or suffer in." The Greek empatheia means "passion with affectionate feeling." Empathy, then, is the opening up on one's feelings in order to be receptive to the emotional state of another person.

Of all the dimensions of emotional intelligence, empathy is the most easily recognised. But when it comes to business, one rarely hear people being praised, let alone rewarded, for their empathy. The very word seems non-businesslike, out of place amid the tough realities of the marketplace (Goleman, 1998b: 93).

Empathy means thoughtfully considering employees' feelings - along with other factors - in the process of making intelligent decisions. Empathy is particularly important today as a component of leadership for at least three reasons: the increasing use of teams; the rapid pace of globalisation; and the growing need to retain talent (Goleman, 1998b: 93).

More and more companies are using teams to perform their business. Globalisation is another reason for the rising importance of empathy for business leaders. Cross-cultural dialogue can easily lead to miscues and misunderstandings. Empathy is an antidote. People who have it are attuned to subtleties in body language; they can hear the message beneath the words being spoken. Beyond that, they have a deep understanding of the existence and importance of cultural and ethnic differences (Goleman, 1998b: 93).

Empathy represents the foundation skill for all the social competencies important for work. These include:
• Understanding others
Sensing others’ feelings and perspectives, and taking an active interest in their concerns. A finely tuned ear is at the heart of empathy. Listening well is essential for workplace success (Goleman, 1998: 140).

• Service orientation
Anticipating, recognising and meeting customers’ needs. The highest level of customer service means being able to identify a client’s real, underlying needs, and then matching them to one’s products or services. It also means taking a long-term perspective and so sometimes trading off immediate gains in order to protect and preserve the relationship. Superlative customer service entails being a trusted advisor (Goleman, 1998: 152).

• Developing others
Sensing others’ development needs and bolstering their abilities. Strong coaching or mentoring help employees perform better, enhances loyalty and job satisfaction, leads to promotions and pay increases and lowers rates of turnover (Goleman, 1998: 147).

• Leveraging diversity
Cultivating opportunities through different kinds of people. There is strength in difference and this makes the ability to leverage diversity an increasingly crucial competence. The greater variety of people working in organisations demands a greater awareness of the subtle distortions that stereotypes and bias bring to working relationships (Goleman, 1998: 158).

• Political awareness
Reading the political and social currents in an organisation. Every organisation has its own invisible nervous system of connection and influence. Skill at reading the currents that influence the real decision makers depends on the ability to empathise on an organisational level, not just an interpersonal one. People who
maintain rich personal networks in an organisation typically are savvy about what is going on, and this social intelligence extends to understanding the larger realities that affect the organisation (Goleman, 1998: 160).

3.1.2.2 SOCIAL SKILLS

Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds - a knack for building rapport. That doesn't mean they socialise continually; it means they work according to the assumption that nothing important gets done alone. Such people have a network in place when the time for action comes (Goleman, 1998b: 93).

Social skill is the outcome of the other dimensions of emotional intelligence, and is therefore recognisable on the job in many ways. Socially skilled people, for instance, are adept at managing teams. Likewise, they are expert persuaders - a manifestation of self-awareness, self-regulation, and empathy combined. Given those skills, good persuaders know when to make an emotional plea, and when an appeal to reason, will work better. Motivation, makes such people excellent collaborators; their passion for the work spreads to others, and they are driven to find solutions (Goleman, 1998b: 93).

Social skills are the adeptness at inducing desirable responses in others. Social skills, in the essential sense of handling another person's emotions artfully, underlie several competencies. These include:

- Influence
  Wielding effective tactics for persuasion. It is difficult to have a positive impact on others without first sensing how they feel and understanding their position. The first step in influence is building rapport (Goleman, 1998: 171).
• Communication
Listening openly and sending clear and convincing messages. Being an adept communicator is the keystone of all social skills. Listening well, the key to empathy, is also crucial to competence in communicating. Listening skills, account for about a third of people’s evaluations of whether someone they work with is an effective communicator. Being in control of our own moods is also essential to good communication. It doesn’t matter what mood we’re in – the challenge is to stay cool and collected. Being socially outgoing and an extrovert is not in itself a guarantee of being skilled at communication (Goleman, 1998: 177).

• Conflict management
Negotiating and resolving disagreements. A negotiation can be seen as an exercise in joint problem solving, since the conflict belongs to both parties. A resolution requires that each side be able to understand not just the other’s point of view, but their needs and fears (Goleman, 1998: 180).

• Leadership
Inspiring and guiding individuals and groups. Successful leaders exhibit a high level of positive energy that spreads throughout the organisation. Emotional charisma depends on three factors: feeling strong emotions, being able to express those emotions forcefully, and being an emotional sender rather than a receiver. The ability to convey emotion convincingly, requires that a leader be sincere about the message being delivered (Goleman, 1998: 186).

• Change catalyst
Initiating, promoting, or managing change. Effective change leaders have high levels of influence, commitment, motivation, initiative and optimism, as well as an instinct for organisational politics (Goleman, 1998: 195).
• Building bonds
Nurturing instrumental relationships. People who work a network well also have an immense time advantage over those who have to use broader, more general sources of information to find answers. One of the virtues of building relationships is the reservoir of goodwill and trust that arises. Effective managers are adept at cultivating such relationships. Rapport building is central to developing strong, useful relationships (Goleman, 1998: 209).

• Collaboration and co-operation
Working with others toward shared goals. Building collaborative and fruitful relationships begins with the couples we are apart of at work. Bringing emotional intelligence to a working relationship can pitch it toward the evolving, creative, mutually engaging end of the continuum, failing to do so heightens the risk of a downward drift toward rigidity, stalemate and failure (Goleman, 1998: 216).

• Team capabilities
Creating synergy in working toward group goals. The most compelling strength of teams for business is perhaps their pure economic potential. The ability to make everyone on a team love what they are doing together is at the heart of team building and team leadership. As with individuals, so with groups: Emotional intelligence is key to excellence. What sets star teams apart has much to do with their emotional competence (Goleman, 1998: 219).

Drucker (1989:186) said that the first and foremost job as a leader is to take charge of your own energy and then to help orchestrate the energy of those around you.

Each emotional competency interacts with others. The task of the leader draws on a wide range of personal skills. The emotional tone set by any leader ripples downward with remarkable precision. Leadership demands a certain toughness.
The art of leadership entails knowing when to be assertive, and when to be collegial and use less direct ways to guide or influence (Goleman, 1998: 190).

3.2 MAYER & SALOVEY'S VIEW ON EMOTIONAL INTELLIGENCE

Mayer and Salovey (1993: 58-112) use a Four Branch Model of Emotional Intelligence. They identified building blocks for Emotional Intelligence. Each building block represents abilities that together give rise to your Emotional Intelligence. They are hierarchical, with each level incorporating and building upon the capabilities of all previous ones. The building blocks are:

- **Emotional Perception and Expression**
  It is the ability to identify emotion in one's physical and psychological states; the ability to identify emotion in other people; the ability to express emotions accurately and to express needs related to them (wwwd: 2001). It is the ability to accurately perceive, appraise, and express emotion. Self-awareness or the recognising of a feeling as it happens (Mayer & Salovey 1993: 58-112).

- **Emotional Facilitation of Thought**
  It is the ability to redirect and prioritise thinking on the basis of associated feelings; the ability to generate emotions to facilitate judgement and memory; the ability to capitalise on mood changes to appreciate different views; the ability to use emotional states to facilitate problem solving and creativity (wwwd: 2001).

- **Emotional Understanding**
  It is the ability to understand relationships among various emotions; the ability to perceive the causes and consequences of emotions; the ability to understand complex feelings, emotional blends, and contradictory states (wwwd: 2001). Marshalling emotions in the service of a goal is essential for paying attention, for

• Emotional Management
It is the ability to open to feelings; the ability to monitor and reflect on emotions, to engage, prolong, or detach from an emotional state (wwwd: 2001). It is to recognise emotions in others and to be able to manage emotions in oneself and in others. The ability to access or generate feelings on demand when they can facilitate understanding of yourself or another person (Mayer & Salovey 1993: 58-112).

One can see how each building block helps to develop the particular skill that together form Emotional Intelligence.

3.3 DR REUVEN BAR-ON ON THE COMPOSITE AND FACET SCALES OF THE BAR-ON EQ-iTM OF EMOTIONAL INTELLIGENCE

The Bar-On EQ-iTM consists of 133 items. It measures the following 5 composite scales and 15 sub-scales. Analysing these scores can assist in indicating a respondent's general areas of relative strength and weakness (wwwb: 2001).

3.3.1 Intra-personal scales
This composite EQ scale assesses the inner self. The sub-scales include:

• Self Regard: The ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.
• Emotional Self-Awareness: The ability to recognise and understand one’s feelings and emotions, differentiate between them, know what caused them and why.

• Assertiveness: The ability to express feelings, beliefs and thoughts and defend one’s rights in a non-destructive way.

• Independence: The ability to be self-reliant and self-directed in one’s thinking and actions and to be free of emotional dependency.

• Self-Actualisation: The ability to realise one’s potential capacities and to strive to do that which one wants to do and one enjoys doing (Bar-On, 1997: 38 - 45). Each individual posits a master motive in life: The self-actualising tendency – the inherent tendency of the person to develop all its capacities in ways that serve to maintain and enhance the person. Self-actualisation therefore represents the individual’s major goal in life (Van Niekerk, 1996: 191).

3.3.2 Interpersonal Scales

(This scale taps interpersonal skills and functioning)

• Empathy: The ability to be attentive to, to understand and to appreciate the feelings of others. It is being able to emotionally read other people.

• Social Responsibility: The ability to demonstrate oneself as a co-operative, contributing, and constructive member of one’s social group.

• Interpersonal Relationship: The ability to establish and maintain mutually satisfying relationships that are characterised by intimacy and by giving and receiving affection (Bar-On, 1997: 48 – 52).
3.3.3. Adaptability Scales

This scale helps reveal how successfully the respondent is able to cope with environmental demands by effectively sizing up and dealing with problematic situations.

- Reality Testing: The ability to assess the correspondence between what is experienced and what in reality exists.

- Flexibility: The ability to adapt to changes.

- Problem solving: The ability to identify and define problems as well as to generate and implement potentially effective solutions (Bar-On, 1997: 54 – 56).

3.3.4 Stress Management Scales

This scale tests the ability to withstand stress without falling apart or losing control.

- Stress Tolerance: The ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.

- Impulse Control: The ability to resist or delay an impulse, drive or temptation to act (Bar-On, 1997: 60 - 62).

3.3.5 General Mood Scales

This component measures the respondent's ability to enjoy life as well as his or her outlook on life and overall feeling or contentment.
- Optimism: The ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

- Happiness: The ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun (Bar-On, 1997: 64-66).

These important areas of Emotional Intelligence are measured accurately with the aid of 4 validity indices and a sophisticated correction factor (wwwb: 2001)

3.4 EMOTIONAL LITERACY/INTELLIGENCE AS SEEN BY STEINER & PERRY

The term Emotional Intelligence was first used by the psychologists Peter Salovey and John Mayer and then further explored by Daniel Goleman. Steiner and Perry (1997: 24) used Emotional Literacy interchangeably with Emotional Intelligence in their writings. According to them it enables you to handle difficult emotional situations.

According to Steiner and Perry (1997: 11) Emotional Literacy is made up of three abilities: the ability to understand your emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively. To be emotionally literate is to be able to handle emotions in a way that improves your personal power and improves the quality of life around you. Emotional Literacy improves relationships, creates loving possibilities between people, makes co-operative work possible, and facilitates the feeling of community.

Emotions exist as an essential part of human nature. By acknowledging and managing your feelings and listening to others in a productive way you will enhance rather than diminish your personal power. Being Emotional Intelligent
means that you know what emotions you and others have, how strong they are, and what causes them. Being emotionally literate means that you know how to manage your emotions because you understand them (Steiner & Perry, 1997:12).

According to Steiner and Perry, (1997:24-25) Emotional Literacy consists of five skills:

- Knowing your own feelings: The ability to recognise your own feelings. If you can’t gauge the strength of your feelings, you can’t tell how much those feelings are affecting you and those around you.

- Having a sense of empathy: Can you recognise other people’s feelings? This is the ability to “feel for” other people, to feel their emotions as we do our own.

- Learning to manage emotions: Are you in control of your emotions? You need to know when to express emotions and when to hold them back. You need to know how our emotions affect other people.

- Repairing emotional damage: Everyone makes emotional mistakes and hurt others. But one must learn to recognise what one has done wrong and fix it.

- Putting it all together: As you are moving up the scale of emotional literacy, you develop a skill called emotional interactivity. This means you can tune in to the feelings of people around you, sensing their emotional states and how to interact with them effectively.

According to Steiner and Perry, (1997:29) knowing your emotions, being aware of them in yourself and others, is the first step to becoming Emotionally Literate. Emotions are inborn, generated automatically in the most primitive, reptilian, limbic portion of our brain. Fear, anger, sadness, love and happiness are some
of them. These emotions are changed and shaped by the experiences that surround us throughout life.

3.5 WEISINGER’S VIEW ON EMOTIONAL INTELLIGENCE

When employers use Emotional Intelligence, they help build an Emotionally Intelligent organisation, one in which everyone takes responsibility for increasing their own Emotional Intelligence, for using it in their relations with others, and for applying the skills of Emotional Intelligence to the organisation as a whole (Weisinger, 1998:xviii).

Your emotions can give you valuable information – about yourself, other people and situations. An angry outburst might let you know that you are feeling overwhelmed by an unreasonable workload. Frustration with a client might suggest you need to find other ways of getting the client to respond to you. By tapping into the information that your emotions provided, you are able to alter your behaviour and thinking in such a way that you can turn situations around (Weisinger, 1998:1).

The key is to use your emotions intelligently, which is what is meant by Emotional Intelligence. You intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results. Emotional Intelligence can be nurtured, developed and augmented. One can increase one’s Emotional Intelligence by learning and practising the skills and capabilities that make up Emotional Intelligence (Weisinger, 1998:2).

3.5.1 DEVELOPING HIGH SELF-AWARENESS

Weisinger identified high self-awareness as the basic building block of Emotional Intelligence. How one performs each of your daily activities, are influenced by a number of factors. Being aware of feelings and behaviour as well as others’ perceptions of you can influence your actions in such a way that they work to your benefit. Developing high self-awareness can help you be more effective in the workplace (Weisinger, 1998:4).

High self-awareness enables you to monitor yourself, to observe yourself in action. You just first understand what it is that makes you do what you do before you can begin to alter your actions for better results. You must understand what is important to you, how you experience things, what you want, how you feel and how you come across to others. This knowledge about the nature of your personality not only guides your behaviour from situation to situation, it also provides you with a solid framework for making better choices. Self-awareness keeps you centred and immediately alerts you when you are tilting off course (Weisinger, 1998: 5).

3.5.2 EMOTIONAL MANAGEMENT

Emotions gives one lots of clues as to why you do what you do. Managing your motions means understanding them and then using that understanding to turn situations to your benefit (Weisinger, 1998:27).

Behavioural patterns are actions that you tend to do over and over in response to a particular situation. First you have to recognise your behaviours. Certain behaviours are generally associated with specific emotions (Weisinger, 1998:45).
The basis of good management is for example effective problem-solving skills: determining the best way to get employees to work well together. A distressful emotion is normally caused by a problem situation. To effectively manage your emotions, you need to develop good problem-solving skills, the goal being to determine the most effective course of action to resolve the problem (Weisinger, 1998:49).

3.5.3 SELF-MOTIVATION

Managing your emotions is about staying on top of your emotions, but self-motivation has to do with getting under your emotions and using them to keep you focused, inspired and moving ahead. A Self-motivated employee requires less management, has less downtime and is likely to be more productive and creative (Weisinger, 1998: 61).

There are four sources one can draw upon for motivation: Yourself; supportive friends, family and colleagues; an emotional mentor; and your environment (Weisinger, 1998:62).

The elements of motivation are common: confidence, optimism, tenacity, enthusiasm, and resiliency. Confidence enables you to believe you have the capability to accomplish a task; optimism gives you hope that a positive resolution will ensue; tenacity keeps you focused on the task; enthusiasm allows you to enjoy the process; and resiliency enables us to start all over again (Weisinger, 1998:62).
3.6 THE FOUR CORNERSTONE MODEL ON EMOTIONAL INTELLIGENCE BY COOPER & SAWAF

Cooper and Sawaf (1997: ix) challenge conventional thinking, stating that emotions are inherently neither positive nor negative. Emotions, rather act as the single most powerful source of human energy, authenticity and drive, offering a wellspring of intuitive, creative wisdom. Having feelings is not sufficient. Emotional intelligence requires that one learns to acknowledge and understand feelings – both in yourself and in others. You must then appropriately respond to them, effectively applying the information and energy of emotions. These abilities are measurable, representing the Emotional Quotient or EQ.

Executive EQ begins with the cornerstone of Emotional Literacy, which builds a locus of personal efficacy and confidence through emotional honesty, energy, awareness, feedback, intuition, responsibility, and connection. The second cornerstone, emotional fitness, builds your authenticity, believability and resilience, expanding your circle of trust and your capacity for listening, managing conflict, and making the most of constructive discontent. The third cornerstone, emotional depth, explores ways to align your life and work with your unique potential and purpose, and to back this with integrity, commitment, and accountability, which increase your influence without authority (Cooper & Sawaf, 1998: xiii).

From here you advance to emotional alchemy, through which you extend your creative instincts and capacity to follow with problems and pressures and to compete for the future by building your capabilities to sense more readily the widest range of hidden solutions and emerging opportunities (Cooper & Sawaf, 1998: xxvii).
3.6.1 THE FIRST CORNERSTONE

Being real and true to oneself builds personal power – including awareness, inner guidance, respect, responsibility and connection. Being emotionally honest requires listening to the strong feelings of inner truth, which arises from your core emotional intelligence as it links to your intuition and conscience. Much of each person’s intuitive creative wisdom exists at the core of Emotional Intelligence (Cooper & Sawaf, 1998: 5).

According to Cooper and Sawaf (1998: 28) a strong sense of creative involvement in a job, a stimulating project, an exciting debate or discussion or a new opportunity triggers increased alertness, emotional energy, and performance. In contrast, a too familiar or boring task reduces alertness and puts you in danger of increased mistakes, diminished creativity, and poor performance.

By definition, a professional is a person capable of doing the right things even when he might not initially feel like doing them. This is a mix of self-discipline, inner guidance, and emotional drive. Emotional Literacy requires you to acknowledge and respect your feelings while having the awareness and discipline not to be blown about by the emotional winds of the moment (Cooper & Sawaf, 1998: 40).

One of the fundamental insights of Emotional Literacy according to Cooper and Sawaf (1997: 41) is that constructive or limiting emotions are a wake-up call. You can learn not to let such feelings overwhelm you or block you for very long in accomplishing what you want to do. You must learn to stop, feel the emotion, consider its message and meaning, and respond with appropriate energy and action, pursuing a bit of deep reflection or moving on.
Emotional feedback helps guide you in how to move, when to move, where to move, and why. It is through the voice of emotions, rather than thoughts alone, that you are prompted to: Listen, clarify, value, stand-up and step forward, learn and innovate, consider, remember, emphasise, change and motivate (Cooper & Sawaf, 1997: 41).

3.6.2 THE SECOND CORNERSTONE

Just as physical fitness builds strength, stamina, and flexibility of the body, emotional fitness builds corresponding qualities of the heart. It enables you to put the skills of Emotional Literacy into practice, developing greater authenticity and believability. These, enable you to expand your circle of trust, which has been positively correlated to profitability and success (Cooper & Sawaf, 1998: 63).

It is also through emotional fitness that you are inspired to stretch your capabilities and when mistakes happen to more readily forgive yourself and others. Emotional fitness promotes enthusiasm, resilience, and a highly constructive toughness in facing challenges and changes, and this contributes to what is known as your emotional and mental adaptability in handling pressures and problems in healthier, more open and honest ways (Cooper & Sawaf, 1998: 63).

Trust is the foundation from which you begin to value more fully the creative possibilities of human diversity and conflict. The longer the trust radius, the greater are your chances of succeeding amidst the hue and cry of modern world life. It is through advancing this aspect of your emotional fitness that you arrive at the opportunity to get along and get ahead despite, and in part because, of everyday disagreements and conflicts (Cooper & Sawaf, 1998: 99).
3.6.3 THE THIRD CORNERSTONE

Reaching down and stepping up: Builds core character and calls forth your potential integrity, and purpose. A person's unique potential is based on strengths rather than weaknesses what would happen if we studied what was right with people instead of what's wrong with them? (Cooper & Sawaf, 1997: 149).

Purpose is more than a good idea, it is an emotionally charged path in your work and life that provides orientation and direction. It is an internal locus of awareness and guidance that defines you by who you are and what you care most about, rather than where you find yourself at the moment. Purpose is not a strategy or goal although it is a powerful attractor for meaningful strategies and goals, it is the fundamental aim of your existence and your organisation's existence. A purpose is what you and the people on your team or in your company want to contribute to (Cooper & Sawaf, 1998: 139).

According to Cooper and Sawaf (1997:179) integrity is a concept describing the highest form of human intelligence. It is a sophisticated integrative consciousness and a deep state of processing experience in the world in ways that encompass creativity, values, intuitive and emotional capabilities as well as rational-analytic powers.

One definition of integrity is adherence to moral and ethical principles; soundness of moral character, honesty. It also is defined as the state of being whole, entire, and undiminished. Putting integrity into action requires a keen perception, intuition and conscience, backed by ongoing reflection (Cooper & Sawaf, 1997: 186).
Each of the four competencies of the third cornerstone – unique potential and purpose, commitment, integrity and influence builds inner character and generates an increase sense of creativity (Cooper & Sawaf, 1998: 204).

3.6.4 THE FOURTH CORNERSTONE

It is in the fourth cornerstone that one expands your capabilities for solution finding, innovation and transformation and step forward to create the future. Sensing opportunities and creating the future: Builds confluence – including intuitive innovation, integration, situational transformation, and fluid intelligence (Cooper & Sawaf, 1997: 223).

Emotional Alchemy which means “any power or process of transmuting a common substance, thought to be of little value, into something of greater value” (Cooper and Sawaf, 1998: 207). Through heightened awareness and intuitive applications of Emotional Intelligence you become an alchemist. You learn ways to sense, adjust and align the varying emotional frequencies you feel in yourself and others (Cooper & Sawaf, 1998: 208).

For the purpose of this dissertation the view of Daniel Goleman on Emotional Intelligence and his Emotional Competence Framework will be used as the basis for the research.
CHAPTER 4   RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter will present the research methodology employed in the study. Methodology means the philosophy of the research process. This includes the assumptions and values that serve as a rationale for research and the standards or criteria the researcher uses for interpreting data and reaching conclusions (Bailey 1987: 33).

The writer will use a survey to conduct the research. This method allows the collection of a large amount of data from a sizeable population in a highly economical way (Saunders et al., 1997: 76). A survey is mostly based on a questionnaire therefore the data is standardised, and allows easy comparison. Survey questionnaires were used so the writer was able to determine how people perceived customer service and what the current perceptions are of the employees as far as customer service is concerned.

The population for the study was employees in customer service positions and clients who were able to evaluate these employees. The sample totalled 100 and was chosen on a convenience basis from customer service oriented companies in central Johannesburg.

The following question often occurs: What is an adequate response rate? Babbie as cited in Bailey (1987: 169) said: “I feel a response rate of at least 50% is adequate for analysis and reporting. A response rate of 60% is good and a response rate of 70% is very good.” The writer had a response rate of 69% and therefore is very good. All respondents were allowed to remain anonymous unless they had chosen otherwise. Questionnaire one had a 77% return rate, questionnaire two a 63% return rate and questionnaire three a 66% return rate.
This was considered a sufficient sample size for valid and factual conclusions to be drawn. The data was organised and presented systematically so that valid and accurate conclusions could be drawn.

Validity is another word for truth. Sometimes one doubts the validity of an explanation because the researcher has clearly made no attempt to deal with contrary cases. Validity is the extent to which an account accurately represents the social phenomena to which it refers (Silverman, 2000:175). Or as Bailey (1987: 68) defined validity of a measuring instrument as the extent to which differences in scores on it reflects true differences among individuals on the characteristic that one seek to measure.

Internal validity is the degree to which findings correctly map the phenomenon in question, where as external validity, indicates the degree to which findings can be generalised to other settings similar to the one in which the study occurred (Silverman, 2000: 91).

The reliability of a measure is simply its consistency. A measure is reliable if the measurement does not change when the concept being measured remains constant in value (Bailey, 1987: 70). LeCompte and Goetz as cited in Seale, (2000: 147) define internal reliability as the degree to which other researchers would match given constructs to data in the same way as original researchers. In this research it was not necessary to built in any reliability questions because the questionnaires just tend to measure a value allocated to the different characteristics.

Objectivity on the other hand deals with the extent to which findings are free from bias (Silverman, 2000: 91). Objectivity and restraint from making value judgements are part of the equipment of a competent researcher. Objectivity refers to the degree to which the findings are a function solely of the respondents and conditions of the research and not of other biases, motivation and
perspectives. In quantitative research it is achieved through rigour of methodology through which reliability and validity are established (De Vos, 2000: 350).

4.2 REASONS FOR ADOPTING THIS RESEARCH

As the writer has no psychology or industrial psychology background she therefore did not feel qualified to test and interpret the emotional intelligence characteristics of staff in client service positions. The writer engaged in testing the perceptions of three different groups:

1. Group one had to identify the importance of the characteristics as cited by Goleman (1998: 26 – 27). The goal was to see according to the participant’s view, which characteristics are perceived to be important to render quality customer service. Thirty-five questionnaires were distributed; twenty-seven were returned – a response rate of 77%.

2. Group two are people in customer service positions and they had to evaluate themselves according to the list cited by Goleman (1998: 26 – 27). Thirty questionnaires were distributed; nineteen were returned – a response rate of 63%.

3. Group three is people in contact with customer service staff and they had to evaluate the staff in that position according to the list of characteristics. Thirty-five questionnaires were distributed; twenty-three questionnaires were returned – a response rate of 66%.
4.3 QUESTIONNAIRES

The writer used questionnaires as a data-collection instrument. Questionnaire construction is one of the most delicate and critical research activities. Asking the right questions — questions that provide valid and reliable information for making a decision, testing a theory, or investigating a topic — is probably as much of an art as any aspect of research. Unless a researcher asks the right questions in the right way, a research project will not produce useful information (Peterson, 2000:13).

The research methodology required three questionnaires to enable the writer to address all stated objectives. The three questionnaires were based on the same characteristics and divided into the same sections as cited by Goleman (1998: 26–27) to ensure continuity, objectivity and to measure the same characteristics in the three different groups. The questionnaires were divided in five sections covering the 25 characteristics in total.

The questions were structured to evoke quantitative answers to enable easy calculation afterwards. The writer used questionnaires because of the relative easiness of distributing them to a large number of respondents. Candidates can respond in their own time without feeling pressurised within the given time frame.

In constructing the questionnaires the writer kept the following in mind:

- Can the respondents understand the questions?
- Will the respondents answer the questions? Because if the questions are too difficult or to time consuming it often happens that respondents do not fill it in.

It is essential that newly constructed questionnaires in their semi-final form, be thoroughly pilot-tested before being utilised in the main investigation. This ensures that errors of whatever nature can be rectified immediately at little cost (De Vos, 2000: 158). The questionnaires were pilot-tested to establish the time
needed to fill in a questionnaire, to check for clarity, ease of reading and understanding and the layout of the questionnaires. The pre-testing of the questionnaires was done by a "captive audience" which consisted of the study group of the writer.

Questionnaires were distributed by hand and by e-mail. The writer thus largely remains in the background and at most encourage the respondent with follow-up e-mails and telephone calls to complete and return the questionnaire.

The writer used closed-end questions. Closed-end questions offer the respondent the opportunity of selecting one response from a number provided to him or her. The degree, frequency and comprehensiveness of a phenomenon can be ascertained quite meaningfully by means of this method (De Vos, 2000: 161).

4.4 DATA COLLECTION

A sample can be defined as a subset or portion of the total population. The sample must always be viewed as an approximation of the whole rather than as a whole in itself (Bailey, 1987: 82). The confidence in the use of samples is based on a branch of statistical theory that allows the accuracy levels of samples to be estimated within ranges of probabilities. A common mistake about sample size is to assume that accuracy is determined by the proportion of a population included in a sample. A sample of a population of one million can be as accurate as a sample drawn from a population of five million (Hague & Jackson, 1999: 100).

The writer used sampling because of the savings in time and money that it creates. As everyone is part of the service industry and has contact with customer service on a daily basis everyone is basically suitable to be part of the
sample. Therefore, the writer used convenience sampling. One merely chooses the closest live persons as respondents (Bailey, 1987: 93).

A Hundred questionnaires were sent out via e-mail or delivered by hand. Respondents had two weeks to complete and return the questionnaires. After a week a remainder e-mail was send out or a follow-up telephone-call was made to the respondents to remind them to return the questionnaires.

4.5 DATA ANALYSIS

Data analysis is the process of aggregating the individual responses or "raw" data (Hague & Jackson, 1999: 174). Raw data was edited to ensure that the questionnaires have been filled in accurately and completely. Once the data has been entered into the computer, the analyses and representation were done. The data was tabled and analysed on excel spreadsheets using descriptive statistical techniques to identify the essential characteristics as indicated by the respondents. To verify the correctness of the punching in of the data, the data was re-entered for a second time by a different person.

The respondents were able to use discrete values only. In discrete measurement there are no fractions and respondents are able to use only certain values, while in continuous measurement on the other hand an almost infinite number are possible. Discrete values mean from one whole number to the next, while continuous values means a large number of potential values in between (Bailey, 1987: 65).

Statistical data analysis is the culmination of the long process of hypothesis formulation, instrument construction, and data collection (Bailey, 1987: 370). Survey results were combined into a matrix for ease of analysis, and time saving. When the literature research has been concluded, and the questionnaires being
analysed, a comparison could be made between the written data of the literature study and the data of the questionnaires. This comparison shall assist one in determining whether the responses of respondents were confirmed or contradicted by modern literature on the topic analysed.

The statistical analysis entails the process of description, explanation and prediction. Description, consists of simply telling what the data looks like: how many cases were analysed, what the range of scores was, and so forth. Explaining the statistical analysis generally consists of the analysis of a relationship between two or more variables. Prediction entails the prediction of future happenings (Bailey, 1987: 370).

The simplest way of summarising data for individual variables so that specific values can be read is to use a table (frequency distribution). For descriptive data the table summarises the number of cases (frequency) in each category. For variables where there are likely to be a large number of categories you will need to group the data into categories that reflect the research objectives (Saunders et al., 1997: 299).

For ease of presentation the results of the questionnaires are presented in figures. Since figures are limited to the two-dimensional space of the page on which they are written, and since a large number of variables means a large number of cells in the figure, figures presenting smaller numbers of variables are more popular (Bailey, 1987: 371).

The writer used the different sub-sections of the questionnaires to present the information in the different figures. It is important to structure and label clearly each figure and table to avoid possible misinterpretation. The height of the figure represents the frequency of the occurrences in each of the sections.
The conclusions in a research report draw together the findings. The conclusions are not simply a summary. They provide the opportunity to relate the subject of interest to the findings and go beyond these, offering recommendations with suggested solutions to specific problems (Hague & Jackson, 1999: 198).
CHAPTER 5

5.1 ANALYSIS OF RESPONDENT’S DATA

This chapter presents the findings and results obtained from the study. The results of each of the three questionnaires will be discussed, followed by a comparison between the results of the different questionnaires. An example of each of the questionnaires is attached as Annexure A, B and C.

5.1.1 RESULTS OF QUESTIONNAIRE ONE

This questionnaire was distributed to thirty-five people. Twenty-seven completed questionnaires were returned — a response rate of 77%, was achieved which is considered to be an excellent response rate.

The target group had to evaluate the different characteristics as set up by Goleman (1998: 26 – 27) by rating the importance of each characteristic that will ensure quality client service on a scale from one (lowest) to five (highest). The individual discussions took place according to Goleman’s Emotional Competence Framework.

The actual results of questionnaire one are represented in Annexure D. Annexure E represents the same data in figure format. Annexure F is the actual data of questionnaire one in descending order to determine the difference between the highest and lowest points. Annexure G represents this data in figure format.
5.1.2 RESULTS OF QUESTIONNAIRE TWO

This questionnaire was distributed to thirty people. Nineteen completed questionnaires were returned – a response rate of 63% which was not as high as with questionnaire one, but it is still a good response rate to make useful conclusions.

People currently working in client service positions were asked to evaluate themselves according to the predetermined list of characteristics of Goleman (1998: 26-27) and to give an indication of their possession of the characteristics on a scale from one (lowest) to five (highest).

Annexure H is the actual data of questionnaire two as rated per characteristic combined in a matrix. Annexure I represent this data in figure format. Annexure J is the results of the actual data for questionnaire two in descending order to determine the difference in points between the highest and lowest scored characteristics. Annexure K represents this data in figure format.

5.1.3 RESULTS OF QUESTIONNAIRE THREE

This questionnaire was distributed to thirty-five people. Twenty-three completed questionnaires were returned – a response rate of 66%, which is high enough to get valuable results.

This group consisted of people who had to evaluate staff in client service positions according to the predetermined list, where the list of characteristics indicating that person’s possession of the specific characteristics.

Annexure L is the actual data of questionnaire three as rated per characteristic combined in a matrix. Annexure M represents the same data in figure format.
5.2 RESULTS OF PERSONAL COMPETENCE

5.2.1 SELF-AWARENESS

Self-awareness is the first component of emotional intelligence. Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest - with themselves and with others (Goleman, 1998b: 93).

Self-awareness covers and entails the following three characteristics: Emotional awareness, self-assessment, and self-confidence. Self-confidence scored highest in all three questionnaires with 120 out of a possible 135 points in questionnaire one as can be seen in Figure 1. Self-confidence and self-assessment were rated equally the most important characteristics of this category with 76 points out of a possible 95 points in questionnaire two. See Figure 2. As with the other two questionnaires, questionnaire three also rates self-confidence first with 99 out of a possible 115 points, followed by self-assessment with 95 points and emotional awareness rated lowest with 92 points. See Figure 3.

Self-confidence according to Goleman (1998: 69) gives the strength to make a tough decision, or follow a course of action one believes in despite opposition, disagreement or even explicit disapproval from those in authority. This

Annexure N is the actual data of questionnaire three in descending order to determine the difference between the highest and lowest scores. Annexure O represents this data in figure format.
characteristic is very important where staff has to defend policy or handle difficult situations in the client service industry.

Emotional awareness was rated last in all three of the questionnaires in this category. One of the important facets of emotional awareness is resilience – the ability to bounce back when problems arise. It is the emotional and mental adaptability in handling pressure and problems in healthier, more open and honest ways (Maxwell, 1995: 23). Developing a person’s resilience will improve emotional awareness. Which is important in conflict situations.

Self-awareness, as an important characteristic of Emotional Intelligence in itself is an invaluable tool for change, especially if the need to change is in line with the person’s goals, sense of mission, or basic values or that of the company (Goleman, 1998: 67). Refining your self-awareness means noticing the impulse even before you act on it so you can more readily decide not to follow the impulse to the action (Bennett-Goleman, 2001: 131). The results therefore confirm the importance of self-awareness as characteristic to be Emotional Intelligent.

The actual results of the category of self-awareness of the three questionnaires are attached in table format as Annexure P.
Figure 1: Results of questionnaire one.

Figure 2: Results of Questionnaire two.
5.2.2 CONCLUSION

The outcome of the three questionnaires were basically the same in the self-awareness section with self-confidence rated the highest, followed by self-assessment and emotional awareness. In questionnaire two where respondents rated themselves self-confidence and self-assessment were rated equally important.

The biggest difference between the highest and lowest score in all three questionnaires is a mere ten points. Because the difference is only ten points one can conclude that all three of the components of self-awareness are important in Emotional Intelligence in the client service industry.
5.2.3 SELF-REGULATION

Biological impulses drive emotions. One cannot do away with them, but one can do much to manage them. Self-regulation, which is like an ongoing inner conversation, is the component of Emotional Intelligence that free you from being prisoners of your feelings (Goleman, 1998b: 93). (3.1.1.2)

Self-Regulation is the handling of emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress (Goleman, 1998b : 93).

Self-Regulation covers and entails the following five characteristics: Self-control, trustworthiness, conscientiousness, adaptability, and innovation. Of the five characteristics trustworthiness was rated highest with 127 points out of a possible 135 in questionnaire one as seen in table 5. Trustworthiness also scored highest with 107 out of the possible 115 points in questionnaire three.

Trustworthiness is the displaying of honesty and integrity (3.1.1.2). Credibility stems from integrity. Trustworthiness at work translates into letting people know one's values and principles, intentions and feelings, and acting in ways that are reliably consistent with them (Goleman, 1998: 58).

To be trustworthiness in a client service industry is to be honest and to show integrity – a very important characteristic in this particular field.

In questionnaire two conscientiousness was rated the highest with 89 out of a possible 95 points. Conscientiousness is the dependability and responsibility in fulfilling obligations. Being punctual, careful in doing work self-disciplined, and scrupulous in attending to responsibilities are hallmarks of the people who keep things running as they should (Goleman, 1998: 94). These are essential in the client service industry.
In both questionnaire one and three trustworthiness was followed by conscientiousness although in questionnaire one self-control scored the same as conscientiousness with 125 points out of a possible 135.

Trustworthiness was followed by conscientiousness with 105 points. Conscientiousness means dependability and responsibility in fulfilling obligations.

In questionnaire two conscientiousness was followed by trustworthiness with 84 points out of a possible 95 points. To be trustworthiness in a client service industry is very important because one should be able to built a trust relationship with clients.

In questionnaire two self-control scored the lowest points. The respondents of questionnaire two were evaluating themselves in terms of the characteristics of Emotional Intelligence. This low result shows that it is not easy to control yourself in all situations specifically in client service situations.

The actual results of the category of self-regulation of the three questionnaires are attached in table format as Annexure Q.
Figure 4: Results of questionnaire one.

Figure 5: Results of questionnaire two.
5.2.4 CONCLUSION

In the category of self-regulation trustworthiness were rated highest with innovation the lowest in questionnaires one and three.

Persons in client service positions rating themselves in questionnaire two, rated conscientiousness highest followed by trustworthiness in the second position. Conscientiousness means dependability and responsibility in fulfilling obligations, an important characteristic in the client service industry.

In this study it shows that innovation scored lowest. Staff in the client service industry felt that they are not always in a position where they can have the opportunity to be innovative and therefore are rating themselves low on this
characteristic. Self-regulation is important in customer service to make customers at ease and to comfort them.

The difference between the highest score and the lowest score was in questionnaire two with 21 points, which is high in this category but overall in the whole category it is not a big difference. One can comfortably say that all the characteristics listed under self-regulation are important to be an Emotional Intelligent person as confirmed in the theory (3.1.1.2).

5.2.5 MOTIVATION

Motivation is the willingness to exert high levels of effort towards organisational goals, conditioned by the ability to satisfy some individual needs (Robbins, 1996: 212). Self-control means stronger motivation: a desire to do the best rather than just enough to get by. It means higher performance goals and broader vision (Drucker, 1997: 67). A high score in this section will confirm the importance of Motivation as characteristic to be Emotional Intelligent.

Motivation covers and entails the following four characteristics: Achievement drive, commitment, initiative, and optimism. In questionnaire one and three achievement drive was rated highest. Achievement drive is the striving to improve or meet a standard of excellence, which is very important in the client service industry. The need to achieve is the single strongest competence that sets apart star from average performers (Goleman, 1998: 114).

Though in questionnaire two commitment and initiative scored equally highest with 84 points out of the possible 95 as seen in Figure 8. Commitment is to embrace the organisation’s vision and goals. Those who value and embrace an organisation’s mission are willing not just to make an all-out effort on its behalf, but to make personal sacrifices when needed (Goleman, 1998: 119).
In client service positions, both commitment to one's work and initiative is important. Initiative mobilises people to seize opportunities and allow them to take setbacks and obstacles in stride (Senge, 1990: 21). In questionnaire one initiative scored lowest with 113 out of a possible 135 points. See Figure 7. This could be taken into consideration in the client service industry as it is not always easy to listen to queries of customers.

Optimism scored second highest in questionnaire three. See Figure 9. Optimism is a characteristic that mobilises people to seize opportunities and allow them to take setbacks and obstacles in stride. This is particularly important in the client service industry. There is no way that you can convince others, over the long term, to share a dream if you are not convinced of it yourself (Kouzes & Postner, 1995: 139).

In questionnaire three there was only one point difference between each of the characteristics optimism, followed by initiative and commitment. See Figure 9.

Figure 7: Results of questionnaire one.
Figure 8: Results of questionnaire two.

Figure 9: Results of questionnaire three.
5.2.6 CONCLUSION

People with high motivational levels remain optimistic even when the score is against them. In such cases, self-regulation combines with achievement and motivation to overcome the frustration and depression that come after a setback or failure (Goleman, 1998b: 93).

Achievement drive was rated the most important characteristic in this category in questionnaire one and three. People in client service positions evaluating themselves in questionnaire two indicated a higher score in commitment and initiative than achievement drive.

The difference between the highest and the lowest points in questionnaire one is only seven points. The distribution of the characteristics in this category is very close, showing the importance of all these characteristics in the client service industry.

In questionnaire two the difference between the highest and lowest rated characteristics is only three points, a very clear indication that all four characteristics in the category of motivation are important.

In questionnaire three the difference between the highest and lowest score was a mere six points. This insignificant difference of points in all three questionnaires confirms the importance of Motivation as a factor of Emotionally Intelligence as discussed in the literature review in 3.1.1.3.
5.3 RESULTS OF SOCIAL COMPETENCE

Social competence consists of Empathy and Social Skills.

Empathy and social skills, is concerned with a person's ability to manage relationships with others. As a component of Emotional Intelligence, social competence is not as simple as it sounds. It is friendliness with a purpose: moving people in the direction you desire (Goleman, 1998b: 93).

5.3.1 EMPATHY

Of all the dimensions of Emotional Intelligence, empathy is the most easily recognised. But when it comes to business, one rarely hear people being praised, let alone rewarded, for their empathy. The very word seems non-businesslike, out of place amid the tough realities of the marketplace (Goleman, 1998b: 93).

In the client service industry, empathy is very important and it covers the following five characteristics: Understanding others, developing others, service orientation, leveraging diversity and, political awareness (3.1.2.1).

Service orientation was rated highest by far in all three questionnaires. Service orientation is the anticipation, recognising and meeting of customers' needs. The highest level of customer service means being able to identify a client's real, underlying needs, and then matching them to one's products or services (Goleman, 1998: 152). One would have expect that this characteristic would be rated as the highest in this category. In a client service industry service orientation is very very important.
In questionnaire one, service orientation was followed by leveraging diversity with 113 points, and understanding others with 112 points out of a possible 135 points. See Figure 10. Leveraging diversity is the ability to cultivate opportunities through different kinds of people (Goleman, 1998: 158). These two characteristics (leveraging diversity and understanding others) are two of the most important aspects of client service in South Africa, because of the diverse composition of the people in the country.

In questionnaire two, service orientation was followed by political awareness. Political awareness is the ability to read the political and social currents in an organisation. Every organisation has its own invisible nervous system of connection and influence. Skill at reading the currents that influence the real decision makers depends on the ability to empathise on an organisational level, not just an interpersonal one (Goleman, 1998: 160). From a person in a client service position being political aware is definitely important as can clearly be seen in Figure 11. Interestingly enough, in questionnaire one political awareness was rated as the least important characteristic with 96 points out of a possible 135 points. See Figure 10.

In questionnaire two, political awareness was followed by understanding others and leveraging diversity with one point difference between each of them. Developing others scored lowest in this category with 72 points out of a possible 95. See Figure11. Staff in client service positions felt that they are not really in the position to develop other staff members. They are in the service industry and their responsibility is not to develop other people, but to render client service.
CHARACTERISTICS OF EMPATHY

Figure 10: Results of questionnaire one.

CHARACTERISTICS OF EMPATHY

Figure 11: Results of questionnaire two.
5.3.2 CONCLUSION

More and more companies are using teams to perform their business. Globalisation is another reason for the rising importance of empathy for business leaders. Cross-cultural dialogue can easily lead to miscues and misunderstandings. People who have empathy is attuned to subtleties in body language; they can hear the message beneath the words being spoken. Beyond that, they have a deep understanding of the existence and importance of cultural and ethnic differences (Goleman, 1998b: 93).

In this category service orientation was scored the most important characteristic of all the characteristics. Questionnaire three indicated that the people being
evaluated definitely need to posses over this characteristic scoring the highest points in this category. The respondents who evaluated themselves in questionnaire two indicated the same phenomenon.

Political awareness was rated the least important characteristic in this category. Respondents evaluating themselves in questionnaire two indicated that this characteristic is not important and to develop others is not one of their strong points. This is probably because they are not always in supervisory positions.

The difference between the highest and lowest rated characteristics is 17 points. This represents quite a big difference in points between the highest rated characteristic and the lowest rated characteristic. It seems as if the respondents perceived service orientation to be much more important than political awareness, the lowest rated characteristic. This phenomenon proofs to be normal when one takes into account that you are looking specifically at the client service industry. Overall a difference of 17 points is not that much.

5.3.3 SOCIAL SKILLS

Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds - a knack for building rapport. That doesn't mean they socialise continually; it means they work according to the assumption that nothing important gets done alone (Goleman, 1998b: 93).

Social Skills cover and entails the following eight characteristics: Influence; communication; conflict management; leadership; change catalyst; building bonds; collaboration & co-operation and team capabilities (3.1.2.2).

In questionnaire one communication and conflict management were rated equally the most important characteristics in this category with 125 points out of a
possible 135. See Figure 13. In questionnaire three communication scored the highest with 98 out of the possible 115 points indicating that the respondents perceived good communication from the people in service orientated positions.

In service oriented positions collaboration and co-operation between staff and clients are very important. This showed clearly as collaboration & co-operation scored highest with 87 points out of a possible 95 points in questionnaire two. See Figure 14. In both questionnaire one and three collaboration and co-operation scored second highest. Collaboration and co-operation is the ability to work with others toward shared goals.

The characteristic that scored second highest in questionnaire two was communication with two points less than collaboration and co-operation. Communication is the ability to listen openly and sending clear and convincing messages. Being an adept communicator is the keystone of all social skills. Listening well, the key to empathy, is also crucial to competence in communicating, specifically in the client service industry (Goleman, 1998: 177).

In all three questionnaires communication, conflict management, collaboration and co-operation scored the highest, although not in this exact order.

The next grouping of characteristics that scored second highest in all three questionnaires were team capabilities, building bonds and influence. Influence yields effective tactics for persuasion. Druskat and Wolff (2001: 21) showed that high emotional intelligence is at the heart of effective teams. These teams behave in ways that build relationships both inside and outside the team and that strengthen their ability to face challenges. High group emotional intelligence may seem like a simple matter of putting a group of emotionally intelligent individuals together. It's not. For a team to have high Emotional Intelligence, it needs to create norms that establish mutual trust among members, a sense of group identity, and a sense of group efficacy, which is very important in the client service industry.
In great teams conflict could become productive. The free flow of conflicting ideas and feelings is critical for creative thinking, for discovering new solutions no one individual would have come to on his own (Senge 1990: 102). This is shown by the results where team capabilities scored high in all three the questionnaires.

The last grouping of characteristics consists of: influence, leadership and change catalyst. In questionnaire one leadership was rated second lowest followed by change catalyst rated lowest with 100 points out of a possible 135. See Figure 13. In questionnaire two influence and leadership scored second lowest followed by change catalyst and conflict management. See Figure 14. In questionnaire three change catalyst was rated lowest. People in client service positions felt that they do not always have the opportunity to exercise leadership or be able to be a catalyst in any change processes or to influence people directly, therefore the low rating for these characteristics. In questionnaire two the respondents rate themselves as having a low count on conflict management.
Figure 13: Results of questionnaire one.
Figure 14: Results of questionnaire two.
Figure 15: Results of questionnaire three.
5.3.4 CONCLUSION

Social skill is the outcome of the other dimensions of emotional intelligence, and is therefore recognisable on the job in many ways. In the category of social skills, communication and conflict management were rated as the most important characteristics. On the other hand, the respondents in client service positions evaluating themselves in questionnaire two indicated that collaboration and cooperation, followed by communication were more important.

Regarding conflict management the respondents evaluating themselves in questionnaire two indicated a lack in scoring points for this characteristic, because they scored lowest points in this characteristic. Although respondents of questionnaire three indicated that those being evaluated for conflict management possessed a good score in conflict management. To improve conflict management, management can send staff on excellent courses, workshops and seminars.

The total difference between the highest and the lowest scores is 25 points, which is not that significant, confirming that each of the characteristics listed as different indicators for social skills are indeed important for staff working in a service orientated industry and for staff to be Emotional Intelligent.
CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

In the preceding chapters, this report focused on the measuring of perceptions of which Emotional Intelligence characteristics are important to render quality customer service. Knowing and understanding how to develop Emotional Intelligence would assist staff in client service positions to develop themselves.

The conclusions presented are largely the opinion of the writer and are based on the quantitative analysis of the three structured questionnaires. From literature it clearly shows how Emotional Intelligence could be increased by developing high self-awareness, learning how to manage your emotions, becoming adept at motivating yourself, be socially competent by exercising empathy and using social skills.

According to Kottler (1994: 3) management and leadership are often thought of as one and the same thing. Leadership, however is a broader concept than management. Management is thought of as a special kind of leadership in which the achievement of organisational goals is paramount and in which the use of emotional intelligence is very useful.

Efficiency is doing better than what is already being done. Effectiveness is the foundation of success – efficiency is a minimum condition for survival after success has been achieved. Efficiency is concerned with doing things right. Effectiveness is doing the right things (Drucker, 1997: 33).

Taking all the above (change, leadership, effectiveness and efficiency) into consideration Weisinger (1998: 105) summed it up as follows: “The key to
making relationships and interactions successful so that they benefit all concerned is to use Emotional Intelligence. How to put your Emotional Intelligence to work is by recognising and responding to the emotions and feelings of others, guiding those emotions toward productive resolution of a situation and using those emotions to help others help themselves”.

Looking at Annexure D which represents a summary of the results for questionnaire one, the following is clear:

Although all characteristics are important, service orientation was rated highest with 129 points out of a possible 135 points. As the study is about client service in the service industry it makes perfect sense that this characteristic will be rated the highest.

Second highest rated was trustworthiness with a 127 points, and in the third position was self-control, conscientiousness, communication and conflict management rated as equally important with 125 points out of a possible 135.

The characteristic rated second lowest is change catalyst with 100 points and the characteristic rated least important according to the respondents was political awareness with 96 out of 135. A possible reason for this is that persons in client service positions often felt that they are not in a position to catalyse any changes and as long as they take diversity management into account, political awareness is not that important.

As seen from appendix E, the difference between the characteristic that scored the highest and the characteristic that scored the lowest was 33 points. This point difference in a 135 points scale is not that significant, confirming that all the characteristics as cited by Goleman (1998: 22 – 23) are important.
In questionnaire two, service orientation and conscientiousness were rated equally important as the most important characteristics to render quality client service by people in these positions with 89 points out of a possible 95. Next were collaboration and co-operation and communication, followed by trustworthiness, commitment and initiative again rated as equally important.

The second least important rated characteristic was conflict management followed by self-control in the last position. This clearly indicates that people in client service positions need training in conflict management. It is not easy to exercise self-control in every situation as clearly indicated by the respondents. Training in this area will also benefit staff in client service orientated positions. The difference between the highest and the lowest score was 21 points. The results of questionnaire two confirms that all the characteristics as cited by Goleman (1998: 22 – 23) are indeed important.

Annexure H is the actual data of questionnaire two as rated per characteristic combined in a matrix. Annexure I represent this data in figure format. Annexure J is the results of the actual data for questionnaire two in descending order to determine the difference in points between the highest and lowest scored characteristics. Annexure K represents this data in figure format.

In questionnaire three trustworthiness scored highest with 107 points out of a possible 115, followed by conscientiousness with 105 points. Political awareness and change catalyst scored lowest with one point difference between the two of them. There was a difference of 24 points between the highest and the lowest scored characteristics. Out of a possible 115 points, 24 is not that much indicating that all characteristics are important and that the respondents perceived the people they have evaluated as being able to exercise all these characteristics.
Annexure L is the actual data of questionnaire three as rated per characteristic combined in a matrix. Annexure M represents the same data in figure format. Annexure N is the actual data in descending order to determine the difference between the highest and lowest points. Annexure O represents this data in figure format.

Having read the above it is clear that all the characteristics as cited by Goleman (1998: 22 – 23) and listed in the questionnaires are important. It is however, possible to make a distinction of importance in a category if you are forced to do so. What is rated as being the most important characteristics are also the characteristics that have been rated in questionnaire three as being possessed by the people being evaluated. Having a look at change, management, leadership and efficiency as discussed in the previous paragraphs one can see that each of these aspects are addressed by the different characteristics rated as important in Emotional Intelligence and quality client service.

Having a look at the rating, the respondents gave to themselves in questionnaire two, it is clear that they need to develop certain aspects of their emotional intelligence to ensure self-development and eventually better client service.

Seligman as cited in Murphy (1996: 23) identified various personal characteristics that are either indicative of, or contribute to the development of Emotional Intelligence, but all of them was not included in Goleman’s list of characteristics. Seligman intended that the development of each of these individual characteristics will also enhance and improve Emotional Intelligence. The characteristics listed by Seligman but not by Goleman are: Optimism, Intuition, Integrity, Problem solving and Decisiveness.

Intuition on the other hand is the wellspring of vision. It has to do with your ability to picture and to imagine. When you are presented with an unfamiliar problem in your work, you consciously (or unconsciously) draw upon those experiences to
help you solve it (Kouzes & Posner, 1995: 105). The development of your intuition helps with the ability to understand others, one of the Emotional Intelligence characteristics of Goleman.

Hand in hand with trustworthiness goes trust. Trust is the one quality that cannot be acquired, but must be earned (Handy, 1997: 185). This is clearly important as can be seen from all three the questionnaires.

A Service attitude is shown as being the most important characteristic in both questionnaire one and two. One gains great satisfaction from serving others; customers, colleagues or co-workers. Be responsive, reassuring, empathetic, consistent and honest with them. Be willing to make things better without receiving credit for your actions (Booher, 1997: 200).

Business success in the 21st century requires more than the development of a learning culture. While creative problem solving, diversity, conscious learning and other characteristics of a learning organisation are important, emotional intelligence has to be fostered for a company to remain competitive in a dynamic environment (Harrison, 1997:41).

Current changes in the work environment suggest that Emotional Intelligence will be of increasing importance to managers in the new millennium. To deal with rapid technological and social change, individuals need the interpersonal competencies included in the Emotional Intelligence construct: the ability to recognise and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions (Schmidt, 1997).

Organisations that lack Emotional Intelligence are at risk of failing to attain their strategic goals. The Emotionally Intelligent Organisation, (EIO) promotes a culture in which openness and transparency are the norm, and respectful assertiveness is commonplace. It also encourages diversity, tolerates constructive disagreement,
and values contained flexibility and multidirectional communication (Book, 2000: 44).

Studies of managerial derailment indicate a lack of Emotional Intelligence. According to Lombardo and McCauley (1998), derailment does not occur because of a lack of technical or educational skills. Rather, derailment is more frequently attributed to character flaws, such as a lack of self-awareness, an inability to change, poor treatment of others, and problems with interpersonal relationships (Lombardo & McCauley, 1998: 38). These are the exact characteristics listed by Goleman is being very important to be Emotional Intelligent.

All of these intra-personal and interpersonal skills are components of Emotional Intelligence. To be a successful manager, one must possess not only theoretical knowledge and technological competence but Emotional Intelligence, the one thing that many researchers are beginning to argue may be more important for success in life than IQ (Tucker, Sojka, Barone & McCarthy, 2000: 331).

Goleman as cited in Tucker et al., (2000: 331) and as indicated in this dissertation in previous chapters found that Emotional Intelligence plays an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance.

### 6.2 RECOMMENDATIONS

Achieving an Emotionally Intelligent organisation demands high-quality development. The Human Resources function must enhance the capacity of teams to learn on the job; provide new sets of skills to improve individuals' and groups' abilities to self-learn, and assess and develop emotional competencies (Harrison, 1997:41).
The pressure to develop competencies to transform individuals' mental habits, and to build emotional skills in individuals, teams and organisations, represent major opportunities for training and development (Harrison, 1997:41). It is therefore important that management develop the aspects of Emotional Intelligence to enhance the awareness of customer service.

- For a manager responsible for the appointment of staff in a service orientated industry, this dissertation has proved by means of a literature study confirmed by research that Emotional Intelligence is a very important factor to keep in mind when appointing staff. The manager has the advantage to use Emotional Intelligent characteristics as guidelines when appointing new staff.

- As discussed in paragraph 2.6: “Scientists consider Emotional Intelligence to be a learnable intelligence that can be developed and improved at any time and any age” (Goleman, 1996: 203). Considering this, the manager will be in the fortunate position to encourage existing staff members to develop and improve their Emotional Intelligence through training or the developing of motivational skills, self-awareness, empathy and self-regulation.

- The two major categories of Emotional Intelligence are: Personal competence and social competence, which one can divide into: self-awareness, self-regulation, motivation, empathy and social skills as discussed by Goleman (1996: 22 – 23). To develop a staff member's self-awareness, attention should be given to the development of the following aspects: emotional awareness, self-assessment and self-confidence as can be seen in the theory and the results of the three questionnaires.

- The categories: Self-regulation and motivation are more difficult to attain as it is not skills one can acquire by means of formal studies. In this case it is important to develop the need to acquire the skills to motivate yourself and others and to put systems in place to enable staff to develop themselves.
entails the development of self-control, trustworthiness, (the one quality one
cannot acquire, but which one has to earn according to Handy, (1997: 185),
conscientiousness, adaptability and innovation. In the case of motivation it
is the emotional tendencies that guide or facilitate the reaching of goals that
should be developed, by management putting a programme in place to
achieve the best results.

- To be Emotional Intelligent in the category of Empathy, the manager can
develop staff member’s awareness of other’s feelings, needs and concerns.
This will enhance the understanding of others, developing of others, a service
orientation, leveraging of diversity and political awareness. All these
characteristics are important as listed in Goleman’s classification of Emotional
Intelligence. This could be done through mechanisms such as different
training programmes, role plays or simulation of situations and how to learn
from each of the different techniques.

- For a manager to develop social skills in a staff member might be the easiest
skills to develop and acquire as it can be learned by attending self-
development courses. This entails skills such as communication, how to
influence people, conflict management, the development of leadership styles,
being a change catalyst, the ability to build bonds, collaboration and co-
operation in the work environment and the ability to function in a team and
develop team capabilities.

6.3 FURTHER RESEARCH AND SELF CRITIQUE

- Further research regarding the topic of Emotional Intelligence specifically in
the client service industry is possible. The Emotional Intelligence of people in
client service positions can be tested. A suitable measuring instrument will be
Dr Reuven Bar-on’s composite and facet scales of the Bar-on EQ-I™ of
Emotional Intelligence. This measuring instrument can be used to interpret the scores of the individuals participating in the research.

- Feedback to the respondents regarding their Emotional Intelligence and recommendations where to improve short comings in the specific areas according to Goleman’s classification will be valuable to the respondents.

- To make it easier for anyone who wants to attempt research on Emotional Intelligence, the writer of this dissertation wants to recommend that such a person must have some background of the subject or a psychology degree. The writer did not have any knowledge of the subject matter, and has therefore had to put in a lot of time and effort to research the topic. A lack of knowledge can also affect the outcome of the conclusions of the research and the recommendations made by the writer. A person with a psychology background will probably be able to see a lot more benefits than what the writer has concluded to.
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wwwb: 2001/01/18: http://eqi.mhs.com/about.html About the Bar-On Emotional Coefficient Inventory.


What are Emotions? Interviews with EQ Experts.
QUESTIONNAIRE ONE

THIS QUESTIONNAIRE IS DESIGNED TO DETERMINE IMPORTANT CHARACTERISTICS TO ENSURE QUALITY CLIENT SERVICE

DIRECTIONS
To render quality client service requires certain characteristics from the individual. The following is a list of characteristics that could form part of the requirements to enable a person in that specific position to render quality client service. After each characteristic follows a brief definition.

Under each characteristic is a scale with a rating from 1 to 5. If you feel very strongly that the person you have contact with or whom you are supervising possesses over this specific characteristic to render excellent client service, score five (5). If you do not feel strongly that this person possesses over this characteristic, score one (1). If your feelings are less strong, score either two (2), three (3) of four (4).

There are no right or wrong answers. All I am interested in is a number that truly reflects your feelings regarding the possession of certain characteristics in the person who is responsible for client service.

Completion of this questionnaire is voluntary and your name need not be filled in.

Section A - C covers PERSONAL COMPETENCE
These competencies determine how people manage themselves.

A. Questions about Self-Awareness: (Knowing one’s internal preferences, resources and intuitions)

1. Emotional awareness: Recognising one’s emotions and their effects
   1  2  3  4  5

2. Accurate self-assessment: Knowing one’s strengths and weaknesses
   1  2  3  4  5

   1  2  3  4  5
B. Questions about **Self-Regulation**: (Managing one’s internal states, impulses and resources)

4. **Self-Control**: Keeping disruptive emotions and impulses in check.

| 1 | 2 | 3 | 4 | 5 |

5. **Trustworthiness**: Maintaining standards of honesty and integrity.

| 1 | 2 | 3 | 4 | 5 |

6. **Conscientiousness**: Taking responsibility for personal performance / actions.

| 1 | 2 | 3 | 4 | 5 |

7. **Adaptability**: Flexibility in handling change and to change to new circumstances.

| 1 | 2 | 3 | 4 | 5 |

8. **Innovation**: Being comfortable with new ideas, approaches and information.

| 1 | 2 | 3 | 4 | 5 |

C. Questions about **Motivation**: (Emotional tendencies that guide or facilitate the reaching of goals)

9. **Achievement drive**: Striving to improve or meet a standard of excellence.

| 1 | 2 | 3 | 4 | 5 |

10. **Commitment**: Aligning with the goals of the group or organisation.

| 1 | 2 | 3 | 4 | 5 |

11. **Initiative**: Readiness to act on opportunities.

| 1 | 2 | 3 | 4 | 5 |
12. **Optimism**: Persistence in pursuing goals despite obstacles and setbacks.

SECTION D – E COVERS SOCIAL COMPETENCE
These competencies determine how we handle relationships.

D. Questions about **Empathy**: (Awareness of other’s feelings, needs and concerns)

13. **Understanding others**: Sensing others’ feelings and perspectives, and taking an active interest in their concerns.

14. **Developing others**: Sensing others’ development needs and bolstering their abilities.

15. **Service orientation**: Anticipating, recognising and meeting customers’ needs.

16. **Leveraging diversity**: Cultivating opportunities through different kinds of people.

17. **Political awareness**: Reading a group’s emotional currents and power relationships.

E. Questions about **Social Skills**: (Adeptness at inducing desirable responses in others)

18. **Influence**: Being able to persuade others.
19. **Communication**: Listening openly and sending convincing messages.

| 1 | 2 | 3 | 4 | 5 |

20. **Conflict Management**: Negotiating and resolving disagreements.

| 1 | 2 | 3 | 4 | 5 |

21. **Leadership**: Inspiring and guiding individuals and groups.

| 1 | 2 | 3 | 4 | 5 |

22. **Change catalyst**: Initiating or managing change.

| 1 | 2 | 3 | 4 | 5 |

23. **Building bonds**: Nurturing important relationships.

| 1 | 2 | 3 | 4 | 5 |

24. **Collaboration and co-operation**: Working with others toward shared goals.

| 1 | 2 | 3 | 4 | 5 |

25. **Team capabilities**: Creating group synergy in pursuing collective goals.

| 1 | 2 | 3 | 4 | 5 |

Thank you for your time in completing this questionnaire.
QUESTIONNAIRE TWO
YOU ARE CURRENTLY WORKING IN A CLIENT SERVICE POSITION.

To render quality client service requires that an individual display certain characteristics. Following is a list of characteristics that could be considered as part of the requirements to enable a person in a specific position to render quality client service.

Under each characteristic is a scale with a rating from 1 to 5. If you feel very strongly that you possess over this specific characteristic to render excellent client service, score five (5). If you do not feel strongly that you possess over this characteristic, score one (1). If your feelings are less strong, score either two (2), three (3) of four (4).

There are no right or wrong answers. All I am interested in is a number that truly reflects your feelings regarding the possession of certain characteristics.

Completion of this questionnaire is voluntary and your name need not be filled in.

Section A - C covers PERSONAL COMPETENCE
These competencies determine how you manage yourself.

A. Questions about Self-Awareness: (Knowing one’s internal preferences, resources and intuitions)

1. **Emotional awareness:** Recognising one’s emotions and their effects

   | 1 | 2 | 3 | 4 | 5 |

2. **Accurate self-assessment:** Knowing one’s strengths and weaknesses

   | 1 | 2 | 3 | 4 | 5 |

3. **Self-confidence:** A strong sense of one’s self-worth and capabilities.

   | 1 | 2 | 3 | 4 | 5 |

B. Questions about Self-Regulation: (Managing one’s internal states, impulses and resources)

4. **Self-Control:** Keeping disruptive emotions and impulses in check.

   | 1 | 2 | 3 | 4 | 5 |
5. **Trustworthiness**: Maintaining standards of honesty and integrity.

   1 | 2 | 3 | 4 | 5

6. **Conscientiousness**: Taking responsibility for personal performance / actions.

   1 | 2 | 3 | 4 | 5

7. **Adaptability**: Flexibility in handling change and to change to new circumstances.

   1 | 2 | 3 | 4 | 5

8. **Innovation**: Being comfortable with new ideas, approaches and information.

   1 | 2 | 3 | 4 | 5

C. Questions about **Motivation**: (Emotional tendencies that guide or facilitate the reaching of goals)

9. **Achievement drive**: Striving to improve or meet a standard of excellence.

   1 | 2 | 3 | 4 | 5

10. **Commitment**: Aligning with the goals of the group or organisation.

   1 | 2 | 3 | 4 | 5

11. **Initiative**: Readiness to act on opportunities.

   1 | 2 | 3 | 4 | 5

12. **Optimism**: Persistence in pursuing goals despite obstacles and setbacks.

   1 | 2 | 3 | 4 | 5
SECTION D – E COVERS SOCIAL COMPETENCE
These competencies determine how you handle relationships.

D. Questions about **Empathy**: (Awareness of other’s feelings, needs and concerns)

13. **Understanding others**: Sensing others’ feelings and perspectives, and taking an active interest in their concerns.

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14. **Developing others**: Sensing others’ development needs and bolstering their abilities.

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15. **Service orientation**: Anticipating, recognising and meeting customers’ needs.

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16. **Leveraging diversity**: Cultivating opportunities through different kinds of people.

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17. **Political awareness**: Reading a group’s emotional currents and power relationships.

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E. Questions about **Social Skills**: (Adeptness at inducing desirable responses in others)

18. **Influence**: Being able to persuade others.

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19. **Communication:** Listening openly and sending convincing messages.

   1  2  3  4  5

20. **Conflict Management:** Negotiating and resolving disagreements.

   1  2  3  4  5

21. **Leadership:** Inspiring and guiding individuals and groups.

   1  2  3  4  5

22. **Change catalyst:** Initiating or managing change.

   1  2  3  4  5

23. **Building bonds:** Nurturing important relationships.

   1  2  3  4  5

24. **Collaboration and co-operation:** Working with others toward shared goals.

   1  2  3  4  5

25. **Team capabilities:** Creating group synergy in pursuing collective goals.

   1  2  3  4  5

Thank you for your time in completing this questionnaire.
QUESTIONNAIRE THREE
THE FOLLOWING ARE CHARACTERISTICS WHICH MIGHT ENABLE A PERSON TO RENDER QUALITY CLIENT SERVICE

In your current position at work or in person you come into contact or supervise a person responsible for client service. Please evaluate this person using the following list of characteristics. After each characteristic follows a brief definition.

Under each characteristic is a scale with a rating from 1 to 5. If you feel very strongly that the person you have contact with or whom you are supervising possesses over this specific characteristic to render excellent client service, score five (5). If you do not feel strongly that this person possesses over this characteristic, score one (1). If your feelings are less strong, score either two (2), three (3) or four (4).

There are no right or wrong answers. All I am interested in is a number that truly reflects your feelings regarding the possession of certain characteristics in the person who is responsible for client service.

Completion of this questionnaire is voluntary and your name need not be filled in.

Section A - C covers PERSONAL COMPETENCE
These competencies determine how a person manages him/herself.
A. Questions about Self-Awareness: (Knowing one’s internal preferences, resources and intuitions)
   1. Emotional awareness: Recognising one’s emotions and their effects.
      
      
      
      
      

   2. Accurate self-assessment: Knowing one’s strengths and weaknesses.
      
      
      
      
      

      
      
      
      
      

B. Questions about Self-Regulation: (Managing one’s internal states, impulses and resources)
   4. Self-Control: Keeping disruptive emotions and impulses in check.
      
      
      
      
      

5. **Trustworthiness**: Maintaining standards of honesty and integrity.

| 1 | 2 | 3 | 4 | 5 |

6. **Conscientiousness**: Taking responsibility for personal performance / actions.

| 1 | 2 | 3 | 4 | 5 |

7. **Adaptability**: Flexibility in handling change and to change to new circumstances.

| 1 | 2 | 3 | 4 | 5 |

8. **Innovation**: Being comfortable with new ideas, approaches and information.

| 1 | 2 | 3 | 4 | 5 |

C. Questions about **Motivation**: (Emotional tendencies that guide or facilitate the reaching of goals)

9. **Achievement drive**: Striving to improve or meet a standard of excellence.

| 1 | 2 | 3 | 4 | 5 |

10. **Commitment**: Aligning with the goals of the group or organisation.

| 1 | 2 | 3 | 4 | 5 |

11. **Initiative**: Readiness to act on opportunities.

| 1 | 2 | 3 | 4 | 5 |

12. **Optimism**: Persistence in pursuing goals despite obstacles and setbacks.

| 1 | 2 | 3 | 4 | 5 |
SECTION D – E COVERS SOCIAL COMPETENCE

These competencies determine how the person handle relationships.

D. Questions about **Empathy**: (Awareness of other’s feelings, needs and concerns)

13. **Understanding others**: Sensing others’ feelings and perspectives, and taking an active interest in their concerns.

   | 1 | 2 | 3 | 4 | 5 |
---|---|--|--|--|--|

14. **Developing others**: Sensing others’ development needs and bolstering their abilities.

   | 1 | 2 | 3 | 4 | 5 |
---|---|--|--|--|--|

15. **Service orientation**: Anticipating, recognising and meeting customers’ needs.

   | 1 | 2 | 3 | 4 | 5 |
---|---|--|--|--|--|

16. **Leveraging diversity**: Cultivating opportunities through different kinds of people.

   | 1 | 2 | 3 | 4 | 5 |
---|---|--|--|--|--|

17. **Political awareness**: Reading a group’s emotional currents and power relationships.

   | 1 | 2 | 3 | 4 | 5 |
---|---|--|--|--|--|

E. Questions about **Social Skills**: (Adeptness at inducing desirable responses in others)

18. **Influence**: Being able to persuade others.

   | 1 | 2 | 3 | 4 | 5 |
19. **Communication:** Listening openly and sending convincing messages.

|     | 1 | 2 | 3 | 4 | 5 |

20. **Conflict Management:** Negotiating and resolving disagreements.

|     | 1 | 2 | 3 | 4 | 5 |

21. **Leadership:** Inspiring and guiding individuals and groups.

|     | 1 | 2 | 3 | 4 | 5 |

22. **Change catalyst:** Initiating or managing change.

|     | 1 | 2 | 3 | 4 | 5 |

23. **Building bonds:** Nurturing important relationships.

|     | 1 | 2 | 3 | 4 | 5 |

24. **Collaboration and co-operation:** Working with others toward shared goals.

|     | 1 | 2 | 3 | 4 | 5 |

25. **Team capabilities:** Creating group synergy in pursuing collective goals.

|     | 1 | 2 | 3 | 4 | 5 |

Thank you for your time in completing this questionnaire.
## ACTUAL RESULTS OF QUESTIONNAIRE ONE

| CHARACTERISTIC                        | Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | TOTAL |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Emotional awareness                  |             | 5 | 4 | 3 | 5 | 4 | 3 | 5 | 3 | 5 | 4  | 3  | 4  | 2  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 3  | 5  | 110 |
| Self-assessment                      |             | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 3  | 117 |
| Self-confidence                      |             | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 4  | 5  | 5  | 5  | 4  | 4  | 4  | 120 |
| Self-control                         |             | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 5  | 5  | 5  | 4  | 5  | 125 |
| Trustworthiness                      |             | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 5  | 5  | 4  | 5  | 5  | 4  | 5  | 5  | 5  | 5  | 4  | 5  | 127 |
| Conscientiousness                    |             | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 4  | 5  | 5  | 3  | 4  | 5  | 5  | 125 |
| Adaptability                         |             | 5 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 5  | 4  | 4  | 4  | 116 |
| Innovation                           |             | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 4  | 3  | 5  | 4  | 3  | 4  | 5  | 4  | 4  | 4  | 5  | 4  | 4  | 4  | 113 |
| Achievement drive                    |             | 4 | 5 | 5 | 5 | 2 | 4 | 5 | 5 | 4 | 5  | 5  | 4  | 5  | 4  | 5  | 5  | 5  | 4  | 5  | 4  | 5  | 5  | 5  | 123 |
| Commitment                           |             | 3 | 5 | 5 | 3 | 4 | 5 | 3 | 5 | 4 | 5  | 5  | 5  | 4  | 5  | 4  | 3  | 5  | 4  | 4  | 4  | 4  | 4  | 118 |
| Initiative                           |             | 5 | 5 | 4 | 3 | 5 | 4 | 5 | 3 | 5 | 4  | 5  | 3  | 4  | 5  | 4  | 3  | 5  | 4  | 5  | 5  | 4  | 4  | 4  | 113 |
| Optimism                             |             | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 3  | 4  | 5  | 4  | 5  | 5  | 2  | 4  | 4  | 4  | 4  | 5  | 5  | 5  | 116 |
| Understanding others                 |             | 4 | 4 | 5 | 3 | 5 | 4 | 4 | 2 | 5 | 3  | 5  | 5  | 2  | 5  | 5  | 4  | 5  | 2  | 5  | 4  | 5  | 5  | 4  | 3  | 5  | 112 |
| Developing Others                    |             | 2 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 2  | 5  | 3  | 4  | 5  | 3  | 5  | 4  | 2  | 3  | 4  | 5  | 3  | 4  | 3  | 4  | 101 |
| Service Orientation                  |             | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 4  | 5  | 4  | 5  | 5  | 4  | 129 |
| Leveraging diversity                 |             | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 4 | 4  | 5  | 4  | 5  | 4  | 4  | 3  | 5  | 4  | 4  | 4  | 3  | 5  | 4  | 4  | 4  | 4  | 113 |
| Political awareness                  |             | 4 | 4 | 5 | 3 | 5 | 2 | 5 | 3 | 2  | 5  | 4  | 3  | 4  | 2  | 5  | 3  | 4  | 2  | 3  | 4  | 2  | 4  | 3  | 3  | 4  | 3  | 96  |
| Influence                            |             | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 5 | 5  | 4  | 5  | 3  | 4  | 5  | 3  | 4  | 5  | 3  | 4  | 5  | 4  | 4  | 4  | 4  | 112 |
| Communication                        |             | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5  | 4  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 4  | 5  | 5  | 5  | 125 |
| Conflict Management                  |             | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5  | 5  | 5  | 4  | 5  | 5  | 5  | 5  | 4  | 5  | 5  | 5  | 5  | 125 |
| Leadership                           |             | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 4  | 4  | 5  | 2  | 5  | 4  | 5  | 3  | 4  | 5  | 3  | 4  | 3  | 5  | 4  | 4  | 2  | 106 |
| Change catalyst                      |             | 5 | 5 | 4 | 3 | 2 | 4 | 5 | 2  | 4  | 3  | 4  | 3  | 4  | 4  | 3  | 5  | 4  | 3  | 3  | 4  | 4  | 4  | 4  | 3  | 100 |
| Building bonds                       |             | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5  | 5  | 5  | 5  | 3  | 4  | 5  | 3  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 113 |
| Collaboration & Co-operation         |             | 4 | 5 | 5 | 4 | 5 | 3 | 5 | 5  | 5  | 5  | 5  | 3  | 2  | 5  | 5  | 4  | 5  | 4  | 5  | 5  | 5  | 5  | 117 |
| Team capabilities                    |             | 4 | 2 | 4 | 5 | 4 | 5 | 4  | 5  | 5  | 4  | 5  | 4  | 3  | 5  | 5  | 4  | 3  | 4  | 3  | 4  | 5  | 114 |
| CHARACTERISTIC          | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | TOTAL |
|------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------|
| Service Orientation   | 129|  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Trustworthiness       |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Self-control          |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Conscientiousness     |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Communication         |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Conflict Management   |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Achievement drive     |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Self-confidence       |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Commitment            |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Self-assessment       |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Collaboration & Co-operation |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Adaptability          |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Optimism              |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |    |   129 |
| Team capabilities     |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |    |   129 |
| Initiative            |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |    |   129 |
| Leveraging diversity  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |    |   129 |
| Building bonds        |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |    |   129 |
| Understanding others  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |    |   129 |
| Emotional awareness   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |    |   129 |
| Leadership            |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |    |   129 |
| Developing Others     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |    |   129 |
| Change catalyst       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |    |   129 |
| Political awareness   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 129|    |    |   129 |

Annexure F
Annexure G

DESCENDING RESULTS OF QUESTIONNAIRE ONE IN FIGURE FORMAT
## ACTUAL RESULTS OF QUESTIONNAIRE TWO

### RESPONDENTS

| CHARACTERISTIC         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | TOTAL |
|------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|------|
| Emotional awareness    | 5 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 3 | 5   | 4   | 4   | 4   | 4   | 4   | 2   | 4   | 3   | 4   | 72   |
| Self-assessment        | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4   | 3   | 4   | 4   | 5   | 4   | 4   | 4   | 68   |
| Self-confidence        | 4 | 3 | 5 | 4 | 5 | 3 | 4 | 4 | 4   | 4   | 3   | 5   | 4   | 5   | 4   | 3   | 4   | 76   |
| Self-control           | 5 | 3 | 4 | 5 | 3 | 4 | 2 | 3 | 3   | 3   | 2   | 5   | 4   | 3   | 3   | 4   | 68   |
| Trustworthiness        | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 4   | 5   | 5   | 5   | 4   | 5   | 4   | 5   | 5   | 5   | 84   |
| Conscientiousness      | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5   | 4   | 4   | 5   | 4   | 5   | 5   | 5   | 5   | 5   | 89   |
| Adaptability           | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4   | 4   | 5   | 4   | 5   | 4   | 4   | 3   | 4   | 78   |
| Innovation             | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 2 | 3   | 5   | 5   | 5   | 2   | 4   | 5   | 4   | 3   | 4   | 76   |
| Achievement drive      | 5 | 4 | 5 | 1 | 5 | 5 | 4 | 5 | 4   | 2   | 3   | 5   | 4   | 5   | 4   | 5   | 5   | 5   | 81   |
| Commitment             | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 3   | 4   | 3   | 5   | 4   | 5   | 4   | 5   | 5   | 5   | 84   |
| Initiative             | 5 | 5 | 5 | 3 | 5 | 4 | 4 | 5 | 4   | 3   | 5   | 5   | 5   | 4   | 4   | 5   | 4   | 84   |
| Optimism               | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 3   | 4   | 3   | 5   | 4   | 5   | 4   | 4   | 5   | 5   | 81   |
| Understanding others   | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 3 | 3   | 5   | 4   | 5   | 3   | 4   | 4   | 5   | 4   | 3   | 77   |
| Developing Others      | 4 | 4 | 5 | 3 | 5 | 3 | 2 | 4 | 4   | 2   | 3   | 3   | 4   | 4   | 4   | 4   | 5   | 5   | 72   |
| Service Orientation    | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5   | 5   | 4   | 5   | 3   | 4   | 5   | 5   | 5   | 89   |
| Leveraging diversity   | 5 | 4 | 5 | 3 | 5 | 3 | 4 | 4 | 3   | 5   | 4   | 5   | 3   | 5   | 3   | 4   | 3   | 4   | 76   |
| Political awareness    | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 4   | 4   | 5   | 4   | 3   | 5   | 4   | 4   | 3   | 5   | 78   |
| Influence              | 4 | 5 | 3 | 4 | 3 | 4 | 3 | 5 | 4   | 5   | 5   | 3   | 4   | 3   | 4   | 3   | 4   | 74   |
| Communication          | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 4 | 4   | 4   | 5   | 3   | 5   | 4   | 5   | 5   | 5   | 5   | 85   |
| Conflict Management    | 4 | 4 | 5 | 4 | 5 | 2 | 3 | 3 | 2   | 5   | 5   | 3   | 5   | 2   | 2   | 3   | 2   | 5   | 69   |
| Leadership             | 5 | 4 | 5 | 3 | 5 | 3 | 3 | 4 | 3   | 5   | 4   | 5   | 3   | 2   | 3   | 5   | 3   | 4   | 74   |
| Change catalyst        | 4 | 4 | 5 | 3 | 5 | 3 | 2 | 5 | 3   | 2   | 4   | 4   | 5   | 3   | 5   | 3   | 5   | 3   | 72   |
| Building bonds         | 4 | 5 | 5 | 5 | 3 | 4 | 4 | 5 | 5   | 4   | 5   | 5   | 3   | 4   | 5   | 3   | 4   | 82   |
| Collaboration & Co-operation | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5   | 2   | 3   | 5   | 5   | 5   | 5   | 5   | 5   | 5   | 87   |
| Team capabilities      | 5 | 4 | 5 | 4 | 5 | 3 | 5 | 4 | 4   | 3   | 5   | 4   | 5   | 5   | 4   | 4   | 4   | 82   |
RESULTS OF QUESTIONNAIRE TWO IN FIGURE FORMAT

Annexure I
### ACTUAL RESULTS OF QUESTIONNAIRE TWO IN DESCENDING ORDER

| CHARACTERISTIC                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | TOTAL |
|---------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|--------|
| Conscientiousness               | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 89    |
| Service Orientation             | 5 | 5 | 4 | 5 | 4 | 5 | 5  | 5  | 5  | 3  | 5  | 3  | 5  | 5  | 5  | 5  | 5  | 8  | 5    | 89    |
| Collaboration & Co-operation    | 5 | 5 | 4 | 5 | 4 | 5 | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 87    |
| Communication                   | 5 | 5 | 4 | 5 | 3 | 5 | 4  | 4  | 4  | 5  | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 85    |
| Trustworthiness                 | 5 | 5 | 4 | 5 | 5 | 4 | 5  | 5  | 4  | 5  | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 84    |
| Commitment                      | 5 | 5 | 4 | 5 | 4 | 5 | 4  | 5  | 4  | 4  | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 84    |
| Initiative                      | 5 | 5 | 3 | 5 | 4 | 5 | 4  | 4  | 5  | 5  | 5  | 4  | 4  | 5  | 5  | 4  | 4  | 4  | 4    | 82    |
| Team capabilities               | 4 | 4 | 5 | 4 | 5 | 3 | 5  | 4  | 4  | 5  | 5  | 5  | 4  | 5  | 5  | 4  | 4  | 4  | 4    | 82    |
| Building bonds                  | 4 | 5 | 5 | 5 | 3 | 4 | 4  | 4  | 5  | 4  | 5  | 5  | 3  | 4  | 5  | 3  | 4  | 5  | 5    | 81    |
| Achievement drive               | 5 | 4 | 5 | 4 | 5 | 4 | 5  | 4  | 2  | 3  | 5  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5    | 81    |
| Optimism                        | 4 | 4 | 5 | 4 | 4 | 5 | 4  | 5  | 3  | 4  | 4  | 3  | 5  | 4  | 5  | 4  | 4  | 5  | 5    | 78    |
| Political awareness             | 4 | 4 | 4 | 3 | 5 | 4 | 5  | 4  | 4  | 5  | 4  | 3  | 5  | 4  | 3  | 5  | 4  | 5  | 5    | 78    |
| Adaptability                    | 5 | 5 | 5 | 4 | 5 | 4 | 5  | 4  | 3  | 5  | 5  | 4  | 4  | 4  | 5  | 4  | 4  | 3  | 4    | 76    |
| Understanding others            | 5 | 5 | 5 | 5 | 5 | 4 | 3  | 2  | 3  | 5  | 5  | 2  | 4  | 5  | 4  | 3  | 3  | 4  | 76    |
| Innovation                      | 5 | 5 | 5 | 5 | 4 | 5 | 4  | 3  | 2  | 3  | 5  | 5  | 2  | 4  | 5  | 4  | 3  | 3  | 76    |
| Leveraging diversity            | 5 | 4 | 5 | 5 | 3 | 5 | 4  | 4  | 3  | 5  | 4  | 5  | 3  | 5  | 3  | 4  | 4  | 3  | 76    |
| Self-assessment                 | 4 | 4 | 5 | 4 | 4 | 4 | 4  | 4  | 4  | 4  | 3  | 4  | 4  | 4  | 5  | 4  | 4  | 4  | 6    | 76    |
| Self-confidence                 | 4 | 3 | 5 | 4 | 5 | 3 | 4  | 4  | 4  | 4  | 4  | 3  | 5  | 4  | 5  | 4  | 3  | 4  | 67    |
| Leadership                      | 5 | 4 | 5 | 3 | 5 | 3 | 4  | 3  | 5  | 4  | 5  | 3  | 2  | 3  | 5  | 3  | 4  | 5  | 74    |
| Influence                       | 4 | 5 | 3 | 4 | 3 | 4 | 4  | 3  | 5  | 4  | 5  | 3  | 4  | 3  | 4  | 4  | 3  | 4  | 74    |
| Emotional awareness             | 4 | 4 | 4 | 4 | 4 | 4 | 4  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 3  | 4  | 3  | 72    |
| Developing Others               | 4 | 4 | 5 | 3 | 5 | 3 | 2  | 5  | 4  | 4  | 5  | 3  | 5  | 3  | 5  | 3  | 4  | 72    |
| Change catalyst                 | 4 | 4 | 5 | 3 | 5 | 3 | 2  | 5  | 4  | 4  | 5  | 3  | 5  | 2  | 2  | 3  | 2  | 5  | 69    |
| Conflict Management             | 4 | 4 | 5 | 4 | 5 | 2 | 3  | 2  | 5  | 5  | 3  | 5  | 2  | 2  | 3  | 5  | 5  | 4  | 68    |
| Self-control                    | 5 | 3 | 4 | 5 | 3 | 4 | 2  | 3  | 3  | 3  | 2  | 5  | 5  | 4  | 3  | 3  | 4  | 4  | 68    |
DESCENDING RESULTS OF QUESTIONNAIRE TWO IN FIGURE FORMAT
| CHARACTERISTIC            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | TOTAL |
|--------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Emotional awareness      | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 2 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 92  |
| Self-assessment          | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 2 | 1 | 3 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 95  |
| Self-confidence          | 5 | 4 | 4 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 99  |
| Self-control             | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 2 | 4 | 5 | 3 | 5 | 5 | 5 | 4 | 4 | 5 | 96  |
| Trustworthiness          | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 107 |
| Conscientiousness        | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 105 |
| Adaptability             | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 98  |
| Innovation               | 5 | 4 | 5 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 2 | 2 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 93  |
| Achievement drive        | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 101 |
| Commitment               | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 2 | 3 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 95  |
| Initiative               | 5 | 4 | 4 | 2 | 4 | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 97  |
| Optimism                 | 5 | 4 | 4 | 2 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 5 | 97  |
| Understanding others     | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 1 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 89  |
| Developing Others        | 4 | 4 | 4 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 5 | 4 | 2 | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 85  |
| Service Orientation      | 5 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 5 | 3 | 5 | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 99  |
| Leveraging diversity     | 5 | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 1 | 3 | 5 | 4 | 3 | 5 | 3 | 3 | 4 | 5 | 85  |
| Political awareness      | 5 | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 3 | 5 | 4 | 3 | 2 | 4 | 3 | 83  |
| Influence                | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 5 | 92  |
| Communication            | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 4 | 3 | 5 | 5 | 98  |
| Conflict Management      | 5 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 4 | 5 | 4 | 89  |
| Leadership               | 5 | 4 | 3 | 3 | 3 | 4 | 3 | 5 | 5 | 3 | 4 | 4 | 2 | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 4 | 3 | 88  |
| Change catalyst          | 5 | 4 | 4 | 2 | 3 | 4 | 2 | 5 | 5 | 3 | 4 | 3 | 5 | 1 | 3 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 84  |
| Building bonds           | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 3 | 92  |
| Collaboration & Co-operation | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 3 | 2 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 94  |
| Team capabilities        | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 2 | 3 | 5 | 5 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 90  |
RESULTS OF QUESTIONNAIRE THREE IN FIGURE FORMAT

Annexure M
## ACTUAL RESULTS OF QUESTIONNAIRE THREE IN DESCENDING ORDER

### RESPONDENTS

| CHARACTERISTIC                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | TOTAL |
|---------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|      |
| Trustworthiness                             | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 107 |
| Conscientiousness                           | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 105 |
| Achievement drive                           | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 101 |
| Self-confidence                             | 5 | 4 | 4 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 2 | 4 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 99  |
| Service Orientation                         | 5 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 5 | 3 | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 99  |
| Adaptability                                | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 98  |
| Communication                               | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 5 | 5 | 98  |
| Optimism                                    | 5 | 4 | 4 | 2 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 97  |
| Self-control                                | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 2 | 4 | 5 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 96  |
| Initiative                                  | 5 | 4 | 4 | 2 | 4 | 4 | 2 | 5 | 5 | 5 | 5 | 2 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 96  |
| Self-assessment                             | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 2 | 1 | 3 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 95  |
| Commitment                                  | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 2 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 95  |
| Collaboration & Co-operation                | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 3 | 2 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 94  |
| Innovation                                  | 5 | 4 | 3 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 2 | 2 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 93  |
| Emotional awareness                         | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 5 | 92  |
| Influence                                   | 4 | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 92  |
| Building bonds                              | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 3 | 92  |
| Team capabilities                           | 5 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 2 | 3 | 5 | 5 | 3 | 4 | 4 | 3 | 4 | 4 | 0 | 90  |
| Understanding others                        | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 1 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 89  |
| Conflict Management                         | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 5 | 4 | 89  |
| Leadership                                  | 5 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 4 | 5 | 4 | 3 | 5 | 3 | 4 | 4 | 3 | 88  |
| Developing Others                           | 4 | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 3 | 5 | 4 | 2 | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 3 | 4 | 85  |
| Leveraging diversity                        | 5 | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 5 | 1 | 3 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 85  |
| Change catalyst                             | 5 | 4 | 2 | 3 | 4 | 2 | 5 | 5 | 3 | 4 | 3 | 5 | 1 | 3 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 84  |
| Political awareness                         | 5 | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 2 | 4 | 3 | 83  |
DESCENDING RESULTS OF QUESTIONNAIRE THREE IN DESCENDING ORDER

Annexure O