

Manual

for

**Emotional  
Intelligence  
Scale**

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S**



Estd. : 2001



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**VEDANT PUBLICATIONS**

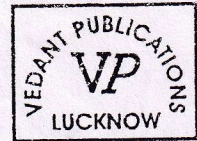
**BALAJI HOUSE, FLAT NO. B-4,  
2, PYAGPUR HOUSE, BIRBAL SAHANI MARG,  
LUCKNOW - 226 007**



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# Introduction

Although a person's feelings cannot be observed directly by others but they can be inferred from his overt behaviour and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see *it* as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the events themselves, as on how they are appraised.

Buck (1985) has defined emotion as the process by which motivational potential is realized or 'read out', when activated by challenging stimuli. In other words, emotion is seen as a 'read out' mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as 'motus anima', meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather, they serve as the single most powerful source of human energy. In fact, each feeling provides us with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for one's life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term "Emotional Intelligence".

## Emotional Intelligence

Emotional Intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

## Emotional Quotient versus Intelligence Quotient

Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities,



collectively known as intelligence. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Hence, the concept of EQ has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning and rationality. EQ comes to the aid of IQ when there is a need to solve important problems or to make a key decision. It enables to accomplish this in a superior fashion and in a fraction of the time—a few minutes or even moments, for example, instead of the entire day or more of the exhausting non-stop linear, sequential thinking that might be required to reach the same decision without the aid of EQ. Moreover, emotions awaken intuition and curiosity, which assist in anticipating an uncertain future and planning our actions accordingly.

In fact, emotional intelligence is an indispensable activator and enhancer of IQ. IQ, and EQ ineluctably relate with each other and this creates a dynamic tension from one to the other, stabilizing their respective energies. For people with identical IQs, some outperform others. This suggests something beyond, which IQ is at work. That something or a large part of it, is EQ. When emotions are acknowledged and guided constructively, they enhance performance. Unlike IQ, EQ can be developed and nurtured even in adulthood and can prove beneficial to one's health, relationship and performance. Over the years, vigorous debate has surrounded the issue of whether nature (genetic endowment) or nurture (environment influences) primarily determine personality or not. Personality is defined as the combination of stable physical and mental characteristics that give the individual his or her identity. Emotional intelligence can be learned and gradually developed unlike IQ which after a particular age cannot be developed. EI is developed through experiences. Competencies keep on growing through experiences; people get better and better in handling emotions, influencing others and in social adroitness. In fact, studies that have tracked people's level of EI through the years, show that people get better and better in those capabilities as they grow handling their own emotions and impulses.

### **Emotional Intelligence and Organizations**

It is unrealistic to set aside our emotions and feelings in workplace. Organizational life requires that we work together side by side for eight to twelve hours a day. We spend more time with our coworkers than we do with our friends, spouse or children. Feelings and opinions just do not go away because we walk into workplace. At work, we can put on work clothes, but we cannot take off our emotions, so what happens to our emotions at work? They go underground and become a powerful invisible force. The term Emotional Intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995).

- 1. Self-awareness**—knowing your emotions, recognizing feelings as they occur and discriminating between them is being emotionally literate. Being able to identify and label specific feelings in yourself and others; being able to discuss emotions and communicate clearly and directly. The ability to empathize with, feel compassion for, validate, motivate, inspire, encourage and soothe others. The ability to make intelligent decisions using a healthy balance of emotions and reason. Being neither too emotional nor too rational. The ability to manage and take responsibility for one's own emotions, especially the responsibility for self-motivation and personal happiness. Recognizing and naming one's own emotions, knowledge of the causes of emotions, recognizing the difference between feelings and actions.



2. **Mood management**—handling feelings so that they are relevant to the current situation and you react appropriately. Frustration tolerance and anger management, eliminating verbal pull-downs, fights and group disruptions, better able to express anger appropriately without resorting to violence, fewer suspensions or expulsions, less aggressive or self-destructive behaviour, more positive feelings about self, school and family, better at handling stress.

3. **Self-motivation**—“gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness. More responsible, better able to focus on task at hand and pay attention, less impulsive; more self-controlled and improved scores on achievement tests.

4. **Empathy**—recognizing feelings in others and tuning into their verbal and nonverbal cues. Better able to take another person's perspective, improved empathy and sensitive to others' feelings, better at listening to others. Affiliative persons are friendly, sociable, helpful and skilful in dealing with people, and open about their feelings. They make good companions because they are pleasant and agreeable. Others feel comfortable with them and like them. In other words, affiliative persons have superior emotional and social skills in dealing with others, derive gratification and reward from their interpersonal contacts, and tend to be source of happiness to others.

5. **Managing relationships**—handling interpersonal interaction, conflict resolution, and negotiations. Increased ability to analyze and understand relationships, better at resolving conflicts and negotiating disagreements, better at solving problems in relationships, more assertive and skilled at communication. More popular and outgoing; friendly and involved with peers, more sought out by peers, more concerned and considerate, more “prosocial” and harmonious in groups, more sharing, cooperation, and helpfulness, more democratic in dealing with others.

### **Measures of Emotional Intelligence**

The authors came across two measures of emotional intelligence. EQ in business and life can be understood by a Four-Cornerstone Model explained by Cooper (1997). This model assumes emotional intelligence as out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and application. The first cornerstone is emotional literacy, which builds a locus of self-confidence through emotional honesty, energy, emotional feedback, intuition, responsibility and connection. The second cornerstones, emotional fitness strengthens authenticity, believability and resilience, expanding circle of trust and capacity for listening, managing conflict and making most of constructive discontent. The third cornerstone is emotional depth that explores ways to align one's life and work with his or her unique potential and purpose, and accountability, which in turn, increases influence without authority. The fourth cornerstone is 'emotional alchemy', through which one can extend creative instincts and capacity to flow with problems and pressure and to compete for the future by building one's capacity to sense more readily. EQ comprises various related components that strengthen emotional intelligence and give desired outcomes. There are 21 scales which best explain EQ. The scale are further grouped under five categories, namely current environment, literacy, competencies, values and beliefs, and outcomes. Cooper and Sawaf (1997) have reported EQ map in which total score on each scale is graded in one of the four levels—optimal, proficient, vulnerable, and cautionary. Goleman (1995) developed another scale. The scale has various situations and scores are computed on the basis of responses to these situations. The authors did not come across



any scales developed for Indian conditions. The present work was undertaken to develop a suitable self-report measure for Indian milieu.

### **Development of the Scale**

After consulting relevant literature, 106 items were developed (Table 1). Each item was transferred on a card. A panel of 50 judges with postgraduate degree and more than 10 years of experience in their relevant fields was prepared. Definition of Emotional Intelligence was also written on a card along with necessary instructions for the selection of the items on the cards. The cards were placed before each judge who was contacted individually. The choice for categorization of each card was noted and the frequency of choice was calculated. The items, which were chosen 75% or more times, were spotted out. The 34 items thus chosen were administered on 200 executives. The data was then tabulated and item-total correlations were calculated (Table 2). Items having correlation less than the value of .25 ( $p < .01$ ) were dropped. The value is taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items (Table 3 and 4). The Hindi Version of the final items was prepared in consultation with 10 judges who were well versed with both, English as well as Hindi. The inter-item correlations of the final items were also determined (Table 5).

**Reliability :** The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

**Validity :** Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**Factors of Emotional Intelligence :** The scale was administered on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified (Table 6). These are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour.

**A. Self-awareness** is being aware of oneself and is measured by items 6, 12, 18, 29. These items are " I can continue to do what I believe in even under severe criticism, " I have my priorities clear, " I believe in myself, and " I have built rapport and made and maintained personal friendships with work associates. " This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

**B. Empathy** is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are " I pay attention to the worries and concerns of others, " I can listen to someone without the urge to say something, " I try to see the other person's point of view, " I can stay focused under pressure, and " I am able to handle multiple demands. " This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.



**C. Self motivation** is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are " People tell me that I am an inspiration for them, " I am able to make intelligent decisions using a healthy balance of emotions and reason, " I am able to assess the situation and then behave, " I can concentrate on the task at hand inspite of disturbances, " I think feelings should be managed, and " I believe that happiness is an attitude. " This factor accounts for 6.3 percent variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

**D. Emotional stability** is measured by items 14, 19, 26 and 28. These are " I do not mix unnecessary emotions with issues at hand, " I am able to stay composed in both good and bad situations, " I am comfortable and open to novel ideas and new information, and " I am persistent in pursuing goals despite obstacles and setbacks " This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

**E. Managing relations** is measured by 1, 5, 11 and 17. The statements that measure this factor are " I can encourage others to work even when things are not favourable, " I do not depend on others' encouragement to do my work well, " I am perceived as friendly and outgoing, and " I can see the brighter side of any situation". This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

**F. Integrity** is measured by items 16, 27, and 32. " I can stand up for my beliefs, " I pursue goals beyond what is required of me, and " I am aware of my weaknesses " are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor load of 1.88.

**G. Self-development** is measured by items 30 and 33 which are " I am able to identify and separate my emotions and " I feel that I must develop myself even when my job does not demand it" and explains 4.1 percent variance with a total load of 1.37.

**H. Value orientation** is measured by items 21, 22. The statements are " I am able to maintain the standards of honesty and integrity, and " I am able to confront unethical actions in others" and explains 4.1 percent variance with a total factor load of 1.29.

**I. Commitment** is measured by the items 23 and 24. " I am able to meet commitments and keep promises, and " I am organized and careful in my work. " measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

**J. Altruistic behaviour** is measured by the items 3 and 13. The items are " I am able to encourage people to take initiative, and " I can handle conflicts around me." It explains 3.0 percent variance with a total factor load of 1.3.

**Uses of the Scale :** The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is eminently suitable for group as well as individual testing.

**Limitations of the Scale :** In all the tests of this nature, the subjects do manage to get some insight into what the purpose is. As such, there is always the factor of " social desirability and faking". The scale purports to measure learned optimism of which the subject has some awareness. It should not be used as a tool for individual diagnosis unless supported by other evidences. Observation of other self-related perceptions is also required.



**Norms of the Scale :** Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as reference points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

### **Instructions for Administration and Scoring**

1. The instructions printed on the response sheet are sufficient to take care of the questions that are asked.
2. No time limit should be given for completing the scale. However, most respondents should complete it in about 10 minutes.
3. Before administering the scale, it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.
4. It should also be emphasized that there is no right or wrong answer to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the differences between individuals and not meant to rank them as good or bad.
5. It should be duly emphasized that all statements have to be responded to and no statement should be left unanswered.
6. It is not desirable to tell the subjects the exact purpose for which the scale is being used.
7. Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the subjects.
8. Manual scoring is done conveniently, hence no scoring key is provided.
9. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

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**Table 1 : List of Initial Items**

1.	I am unable to feel anything in certain situations.
2.	I can assess that I am getting angry or am feeling sad.
3.	I know what is the cause of my bad mood.
4.	I am able to understand emotions.
5.	I can express my feeling of love for the people I care about.
6.	I am able to understand when the other person is in pain.
7.	I am able to accept the other person's state of mind even if I do not wish to do so.
8.	I can encourage others to work even when things are not favourable.
9.	I feel energized even under adverse situations.
10.	People tell me that I am an inspiration for them.
11.	I am able to encourage people to take initiative.
12.	I am able to comfort people when they are not feeling nice.
13.	I am able to make intelligent decisions using a healthy balance of emotion and reason.
14.	I believe that happiness is an attitude.
15.	I do not depend on other's encouragement to do my work well.
16.	I can stay happy even in an adverse situation.
17.	I can continue to do what I believe in, even under severe criticism.
18.	I do my work well.
19.	I am responsible for my decisions.
20.	I can understand why I am feeling bad about someone's behaviour.
21.	I do not act impulsively.
22.	I can act according to the situation.
23.	I am able to assess the situation and then behave.
24.	I do not worry about what is going to happen.
25.	If things do not work out my way, I am able to shift to other things.
26.	I do not react harshly to others.
27.	I do not get worked up at everything and anything.
28.	If I am angry, I am able to communicate what I am angry about.
29.	I do not get upset easily.
30.	I try to better myself, but I know that no one can be perfect.
31.	I am aware of my self worth.
32.	I do not interrupt others or finish their sentences.
33.	I do not play doctor, when I am not a doctor.
34.	I am aware that reality is here and now.
35.	I believe that whatever happens, happens for the best.
36.	I am happy about my situations.
37.	I keep working towards my goal inspite of obstacles.
38.	I believe that I am responsible for what happens to me.



39. I can concentrate on the task at hand inspite of disturbances.
40. I can understand other person's pains.
41. I pay attention to the worries and concerns of others.
42. I can listen to someone without the urge to say something.
43. I understand that advice is not needed every time someone describes his or her problems.
44. I help people wherever I can.
45. People tell me that they can depend on me.
46. I am perceived as friendly and outgoing.
47. I have my priorities clear.
48. I can handle conflicts around me.
49. I do not mix unnecessary emotions with the issues at hand.
50. I try to see the other person's point of view.
51. i understand that every behaviour directed towards me was not meant for me.
52. In a conflict between being kind and being right, I choose being kind.
53. I compliment people when they deserve it.
54. I am able to give open and candid feedback.
55. I stand up to my beliefs.
56. I can laugh at my bad situations.
57. I can see the brighter side of any situation.
58. I believe in myself.
59. I do not succumb to pressures easily.
60. I am able to stay composed in both good and bad situations.
61. I am able to stay focussed even under pressure.
62. I am able to maintain the standards of honesty and integrity.
63. I am able to admit my own mistakes.
64. I am able to confront unethical actions of others.
65. I am able to meet commitments and keep promises.
66. I am organized and careful in my work.
67. I am able to change easily.
68. I am able to handle multiple demands.
69. I am comfortable with and open to novel ideas and new information.
70. I seek out fresh ideas from a wide variety of sources.
71. I strive to improve or meet a standard of excellence.
72. I set challenging goals for myself.
73. I am willing to learn how to improve my performance.
74. I readily make personal or group sacrifices to achieve a larger organizational goal.
75. I am ready to seize opportunities.
76. I pursue goals beyond what's required or expected of me.
77. I am persistent in pursuing goals despite obstacles and setbacks.



78. I am able to understand power relationships.
79. I can understand the crucial social networks.
80. I can build consensus and support as and when required.
81. I can convince people.
82. I can share information for clearing communication lines.
83. I can understand resistance to change and am able to remove barriers.
84. I am able to challenge the *status quo* to acknowledge the need for change.
85. I am able to resolve conflicts.
86. I can handle difficult people and tense situations with diplomacy and tact.
87. I have developed a large network of contacts.
88. I have built rapport and made and maintained personal friendships among work associates.
89. I am able to draw all members into active and enthusiastic participation.
90. At times, I don't know what or who is upsetting me.
91. I must finish what I start.
92. Other people's behaviour makes me question my self worth.
93. I am able to identify and separate my emotions.
94. I feel uneasy in situations where I am expected to display affection.
95. I have a need to make a difference.
96. I believe that I should keep my distance.
97. I am unable to work when I am in a bad mood.
98. I think that feelings should be managed.
99. I am aware of my strengths.
100. I am aware of my weaknesses.
101. When I fail, I analyse my actions.
102. I believe that learning is a continuous process.
103. I feel that I must develop myself even when my job does not demand it.
104. I try to learn new things.
105. I believe that happiness is an attitude.
106. I can understand why I act this way.

**Table 2 : Item-total Correlations**

Item	r	Item	r	Item	r	Item	r	Item	r	Item	r
1.	0.39	7.	0.56	13.	0.59	19.	0.56	25.	0.53	31.	0.48
2.	0.37	8.	0.69	14.	0.44	20.	0.58	26.	0.66	32.	0.35
3.	0.34	9.	0.38	15.	0.67	21.	0.68	27.	0.53	33.	0.4
4.	0.58	10.	0.41	16.	0.51	22.	0.35	28.	0.56	34.	0.39
5.	0.41	11.	0.52	17.	0.29	23.	0.55	29.	0.54		
6.	0.32	12.	0.59	18.	0.57	24.	0.37	30.	0.61		



**Table 3 : List of Final Items Constituting the Scale (English Version)**

- |     |   |
|-----|---|
| 1.  | I can encourage others to work even when things are not favourable.                     |
| 2.  | People tell me that I am an inspiration for them.                                       |
| 3.  | I am able to encourage people to take initiative.                                       |
| 4.  | I am able to make intelligent decisions using a healthy balance of emotions and reason. |
| 5.  | I do not depend on others' encouragement to do my work well.                            |
| 6.  | I can continue to do what I believe in, even under severe criticism.                    |
| 7.  | I am able to assess the situation and then behave.                                      |
| 8.  | I can concentrate on the task at hand inspite of disturbances.                          |
| 9.  | I pay attention to the worries and concerns of others.                                  |
| 10. | I can listen to someone without the urge to say something.                              |
| 11. | I am perceived as friendly and outgoing.  |
| 12. | I have my priorities clear.   |
| 13. | I can handle conflicts around me.   |
| 14. | I do not mix unnecessary emotions with issues at hand.                                  |
| 15. | I try to see the other person's point of view.  |
| 16. | I can stand up for my beliefs.  |
| 17. | I can see the brighter side of my situation.  |
| 18. | I believe in myself.  |
| 19. | I am able to stay composed in both good and bad situations.                             |
| 20. | I am able to stay focused even under pressure.  |
| 21. | I am able to maintain the standards of honesty and integrity.                           |
| 22. | I am able to confront unethical actions of others.                                      |
| 23. | I am able to meet commitments and keep promises.  |
| 24. | I am organized and careful in my work.  |
| 25. | I am able to handle multiple demands.   |
| 26. | I am comfortable with and open to novel ideas and new information.                      |
| 27. | I pursue goals beyond what is required and expected of me.                              |
| 28. | I am persistent in pursuing goals despite obstacles and setbacks.                       |
| 29. | I have built rapport and made and maintained personal friendships with work associates. |
| 30. | I am able to identify and separate my emotions.   |
| 31. | I think that feelings should be managed.  |
| 32. | I am aware of my weaknesses.  |
| 33. | I feel that I must develop myself even when my job does not demand it.                  |
| 34. | I believe that happiness is a positive attitude.  |



**Table 4 : Items of the Hindi Version**

1.	स्थिति अनुकूल न होने पर भी मैं दूसरों को कार्य करने के लिए प्रोत्साहित कर सकता हूँ।
2.	लोग मुझे बताते हैं कि मैं उनके लिए प्रेरणा हूँ।
3.	मैं लोगों को पहल कराने हेतु सक्षम हूँ।
4.	मैं भावना एवं तर्क में स्वस्थ सामंजस्य रखते हुए सही निर्णय लेने में सक्षम हूँ।
5.	अपने कार्य को अच्छी तरह से करने के लिए मैं दूसरों पर निर्भर नहीं रहता हूँ।
6.	मैं तीव्र आलोचनाओं के होते हुए भी वह कार्य कर सकता हूँ जिसमें मुझे विश्वास है।
7.	मैं स्थिति का आंकलन कर व्यवहार करने में सक्षम हूँ।
8.	व्यवधानों के बावजूद मैं अपने मौजूदा कार्य को एकाग्रचित्त होकर कर सकता हूँ।
9.	मैं दूसरों की चिन्ताओं और परेशानियों पर ध्यान देता हूँ।
10.	कुछ कहने की लालसा के बगैर मैं किसी को भी सुन सकता हूँ।
11.	मैं स्नेही और होनहार माना जाता हूँ।
12.	मेरी अपनी प्राथमिकताएँ स्पष्ट हैं।
13.	मैं अपने आसपास के मतभेदों को सम्भाल सकता हूँ।
14.	किसी भी मामले में मैं अनावश्यक भावनाओं को नहीं गिलाता हूँ।
15.	मैं दूसरे व्यक्ति का दृष्टिकोण देखने की कोशिश करता हूँ।
16.	मैं अपनी मान्यता पर अडिग रह सकता हूँ।
17.	मैं किसी भी स्थिति के दीप्तमान भाग को देख सकता हूँ।
18.	मैं स्वयं में विश्वास रखता हूँ।
19.	मैं अच्छी व खराब दोनों स्थितियों में शान्त रहने में सक्षम हूँ।
20.	दबाव की स्थिति में भी मैं एकाग्र रहने में सक्षम हूँ।
21.	मैं ईमानदारी व एकता के मानक को बनाये रखने में समर्थ हूँ।
22.	दूसरों के द्वारा किये जा रहे अनैतिक कार्यों का सामना करने में मैं सक्षम हूँ।
23.	मैं वचनों को पूरा करने में सक्षम हूँ।
24.	मैं अपने कार्य में संगठित और सजग हूँ।
25.	मैं कई मांगों को सम्भालने में समर्थ हूँ।
26.	मैं नये विचारों एवं नई सूचनाओं के प्रति निश्चिन्त व उदार हूँ।
27.	मैं आवश्यकता या अपेक्षा से भी अधिक उद्देश्यों को पूर्ण करता हूँ।
28.	मैं बाधाओं और रुकावटों के होते हुए भी लक्ष्य की प्राप्ति हेतु दृढ़ रहता हूँ।
29.	मैंने सौहार्द-स्थापन द्वारा अपने सहकर्मियों से मित्रता बनायी व निभायी है।
30.	मैं अपनी भावनाओं को पहचानकर उन्हें पृथक् कर सकता हूँ।
31.	मैं सोचता हूँ कि भावनाओं का प्रबन्धन होना चाहिए।
32.	मैं अपनी निर्बलताओं से अवगत हूँ।
33.	मेरा मानना है कि मुझे स्वविकास करना चाहिए चाहे मेरा कार्य इसकी मांग न करे।
34.	मेरा विश्वास है कि प्रसन्नता एक सकारात्मक भाव है।



### Table 5 : Showing Inter-Item Correlations

0	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	28	29	30	31	32	33
2.	0.4	0.0	0.2	0.3	0.0	0.5	0.4	0.1	0.3	0.4	0.0	0.2	0.0	0.2	0.1	-0.0	0.1	-0.0	0.1	0.2	0.2	0.1	-0.0	0.2	0.2	0.2	0.2	0.1	0.1	0.3	0.1	0.0	0.2
3.	0.2	0.2	0.1	0.0	0.5	0.1	-0.0	0.0	0.2	0.2	0.1	0.2	0.0	0.0	-0.0	0.2	0.1	0.1	0.2	0.5	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.4	-0.0	0.1	0.0	0.2
4.	0.2	0.0	0.1	0.2	0.1	0.1	0.2	0.1	0.3	0.4	0.1	0.1	0.2	0.2	0.1	0.3	0.3	0.3	-0.0	0.1	0.1	0.2	-0.0	0.1	0.2	0.3	0.2	0.1	0.1	0.2	-0.0	0.1	0.3
5.	0.4	-0.2	0.3	0.5	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.5	0.5	0.3	0.3	0.2	0.0	0.3	0.0	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.2	0.1	0.1	0.2	-0.0	
6.	0.0	0.2	0.4	0.2	0.3	0.2	0.1	0.3	0.1	0.3	0.1	0.0	0.2	0.1	0.3	0.1	-0.0	0.1	0.1	0.4	0.4	0.4	0.2	0.0	0.1	0.2	0.3	0.2	0.2	0.2	0.1	0.0	
7.	0.1	0.2	0.1	-0.0	0.1	0.4	0.2	0.3	0.1	0.1	0.2	0.3	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.0	0.4	0.2	0.0	0.1	0.2	0.2	0.1	0.1	0.0	0.0	
8.	0.4	-0.0	0.2	0.5	0.3	0.4	0.1	0.2	0.3	0.2	0.2	0.2	0.2	0.3	0.1	0.4	0.3	0.3	0.3	0.2	0.2	0.4	0.3	0.5	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	
9.	0.4	0.4	0.3	0.3	0.4	0.3	0.5	0.4	0.3	0.5	0.4	0.4	0.3	0.1	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.5	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.3	
10.	0.4	0.1	0.2	0.1	0.1	0.5	0.1	-0.0	0.3	0.2	0.4	0.2	0.1	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
11.	0.2	0.2	0.2	0.0	0.4	0.3	0.0	0.1	0.2	0.4	0.2	0.2	0.2	0.2	0.3	0.3	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
12.	0.3	0.3	0.1	0.3	0.2	-0.0	0.3	0.1	0.2	0.3	0.3	0.3	0.1	0.2	0.4	0.3	0.3	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
13.	0.5	0.3	0.4	0.3	0.1	0.5	0.2	0.2	0.4	0.3	0.4	0.2	0.1	0.3	0.3	0.2	0.5	0.4	0.1	0.1	0.3	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.1	0.1	0.3	0.3	
14.	0.3	0.2	0.4	0.2	0.4	0.4	0.4	0.4	0.1	0.2	0.2	0.2	0.2	0.4	0.3	0.2	0.5	0.4	0.1	0.1	0.4	0.4	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
15.	0.3	0.1	0.3	0.4	0.4	0.2	0.2	0.2	0.4	0.1	0.1	0.3	0.1	0.3	0.5	0.3	0.5	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
16.	0.3	-0.0	0.3	0.4	0.4	0.4	0.2	0.4	0.2	0.4	0.2	0.3	0.6	0.4	0.3	0.6	0.3	0.1	0.2	0.1	0.3	-0.0	0.0	0.1	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2	
17.	0.3	0.3	0.4	0.3	0.4	0.0	0.1	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.1	0.2	0.1	0.3	0.3	0.3	0.3	0.2	0.1	0.3	0.1	0.3	0.1	0.3	0.1	
18.	0.4	0.4	0.2	0.0	-0.0	0.2	0.2	0.1	0.1	-0.0	0.1	0.3	0.2	0.1	0.1	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.2	0.2	0.2	0.2	
19.	0.4	0.2	0.3	0.1	0.2	0.0	0.2	0.2	0.3	0.3	0.2	0.5	0.3	0.2	0.1	0.3	0.2	0.5	0.4	0.1	0.1	0.4	0.4	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
20.	0.5	0.5	0.1	0.2	0.2	0.3	0.5	0.2	0.3	0.3	0.2	0.5	0.3	0.1	0.2	0.2	0.1	0.2	0.1	0.3	0.3	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.1	0.1	0.1	0.1	
21.	0.5	0.2	0.2	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.2	0.4	0.2	0.2	0.4	0.3	0.2	0.5	0.4	0.1	0.1	0.4	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
22.	0.5	0.3	0.3	0.3	0.5	0.3	0.4	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.5	0.4	0.1	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
23.	0.2	0.1	-0.0	0.2	0.0	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.2	0.4	0.3	0.5	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
24.	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4	0.2	0.1	0.2	0.0	0.1	0.3	0.1	0.3	0.6	0.4	0.4	0.3	0.6	0.3	0.6	0.3	0.6	0.3	0.6	0.3	0.6	0.3	0.6	0.3	
25.	0.3	0.1	0.3	0.2	0.1	0.3	-0.0	0.2	0.1	0.1	0.2	0.3	0.2	0.3	0.1	0.4	0.3	0.3	0.3	0.2	0.2	0.4	0.3	0.5	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	
26.	0.4	0.3	0.3	0.2	0.4	0.3	0.2	0.1	0.0	0.2	0.3	0.2	0.1	0.0	0.2	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	
27.	0.5	0.5	0.2	0.4	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	
28.	0.5	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
29.	0.2	0.4	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
30.	0.3	0.1	0.0	0.3	0.3																												
31.	0.3	0.2	0.4	0.2																													
32.	0.2	0.2	0.3																														
33.	0.1	0.1																															
34.	0.4																																



**Table 6 : Showing Rotated Factor Matrix**

	1	2	3	4	5	6	7	8	9	10
1.	-0.03	0.282	0.535	-0.06	<b>0.442</b>	0.055	-0.112	0.18	-0.11	-0.16
2.	0.101	-0.020	<b>0.722</b>	0.07	0.084	-0.27	-0.004	0.32	-0.00	0.25
3.	0.142	0.077	0.06	0.097	-0.04	0.055	0.138	-0.1	0.06	<b>0.82</b>
4.	0.395	0.271	<b>0.399</b>	0.287	0.175	0.19	-0.022	-0.3	-0.25	0.1
5.	-0.076	0.3	0.337	0.107	<b>0.633</b>	0.073	-0.098	-0.1	-0.15	-0.03
6.	<b>0.668</b>	0.025	0.07	-0.06	-0.15	0.091	0.04	0.1	0.08	-0.01
7.	0.272	-0.01	<b>0.637</b>	0.037	0.178	0.234	0.106	0.02	0.34	0.15
8.	0.294	0.392	<b>0.414</b>	0.125	0.28	0.298	-0.043	0.02	0.09	-0.19
9.	0.224	<b>0.794</b>	-0.12	0.021	0.12	-0.12	-0.052	-0.0	0.01	0.0
10.	-0.093	<b>0.776</b>	0.059	0.037	0.083	0.099	0.108	0.13	0.17	0.05
11.	0.323	0.183	0.162	0.119	<b>0.525</b>	0.166	0.127	0.23	0.16	-0.15
12.	<b>0.66</b>	0.141	-0.07	0.075	0.25	-0.03	0.442	0.09	0.11	0.17
13.	0.409	-0.01	0.077	0.048	0.491	0.3	-0.01	0.25	0.04	<b>0.48</b>
14.	0.502	-0.01	0.075	<b>0.594</b>	0.072	-0.14	-0.169	0.12	0.04	0.13
15.	0.214	<b>0.523</b>	0.044	0.419	0.254	0.051	0.36	0.04	0.11	-0.14
16.	0.168	0.165	0.162	-0.02	0.108	<b>0.674</b>	0.193	0.04	0.19	0.13
17.	0.348	-0.14	0.307	0.246	-0.34	<b>0.484</b>	-0.25	-0.3	-0.04	0.09
18.	<b>0.717</b>	0.137	0.097	0.177	0.203	0.205	0.019	-0.0	0.25	0.01
19.	0.146	0.207	-0.01	<b>0.652</b>	-0.07	0.423	-0.057	0.13	-0.05	0.31
20.	0.039	<b>0.597</b>	0.16	0.194	0.018	0.222	0.05	0.18	0.01	0.43
21.	0.168	0.278	0.128	0.338	0.08	0.37	0.258	<b>0.5</b>	0.15	0.2
22.	0.158	0.115	0.216	0.175	-0.02	-0.2	0.016	<b>0.79</b>	0.04	-0.04
23.	0.418	0.184	0.241	0.371	0.078	-0.12	0.033	-0.0	<b>0.57</b>	-0.14
24.	0.021	0.151	0.006	0.012	0.101	0.2	-0.019	0.08	<b>0.82</b>	0.1
25.	0.043	<b>0.424</b>	0.389	0.232	0.182	0.055	0.059	-0.3	0.3	0.09
26.	0.108	0.25	0.189	<b>0.629</b>	0.329	0.246	0.281	0.07	-0.06	-0.19
27.	0.085	0.042	0.01	0.189	<b>0.783</b>	0.124	0.177	-0.1	0.22	0.08
28.	-0.039	-0.01	0.169	<b>0.642</b>	0.383	0.061	0.196	0.14	0.2	0.15
29.	<b>0.733</b>	0.008	0.126	0.156	0.067	-0.02	0.143	0.07	0.19	0.17
30.	0.142	0.3	0.205	0.455	-0.08	0.109	<b>0.543</b>	-0.1	0.23	0.04
31.	0.035	-0.00	<b>0.673</b>	0.187	-0.01	0.211	0.297	0.04	0.02	-0.02
32.	-0.031	-0.02	0.014	0.151	0.222	<b>0.729</b>	0.067	-0.1	0.04	-0.0
33.	0.107	0.027	0.099	0.018	0.085	0.09	0.83	0.05	-0.07	0.15
34.	0.2	-0.22	<b>0.439</b>	0.035	0.118	0.242	0.421	0.39	0.03	-0.21



**Table 7 : Norms for Interpretation of Raw Scores**

(N = 200)	
Mean (M)	68
Standard Deviation	16
Normal Range	52-84
High	85 and above
Low	51 and below

**Table : 8 Norms for Factor-wise Interpretation of Raw Scores (N=200)**

Factors	A	B	C	D	E	F	G	H	I	J
	Self-awareness	Empathy	Self-motivation	Emotional stability	Managing relations	Integrity	Self-development	Value orientation	Commitment	Altruistic behaviour
Mean (M)	7.10	10.5	12.87	7.85	8.39	5.37	3.78	3.74	3.79	3.37
S. D.	2.85	3.43	3.94	2.66	2.83	1.83	1.46	1.77	1.31	1.51
Normal Range	4-10	7-14	9-17	4-10	5-11	4-7	2-5	2-5	2-5	2-5
High	11 and above	15 and above	18 and above	11 and above	12 and above	8 and above	6 and above	6 and above	6 and above	6 and above
Low	3 and below	6 and below	8 and below	3 and below	4 and below	3 and below	1 and below	1 and below	1 and below	1 and below