

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
KAMU YÖNETİMİ ANABİLİM DALI
HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT
BİLİM DALI

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
PERSONALITY FACTORS**

Yüksek Lisans Tezi

GÜLİZ BÜYÜKÖZER

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Danışman: PROF. DR. NEVİN DENİZ

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Marmara Üniversitesi
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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY FACTORS

TABLE OF CONTENT

ACKNOWLEDGEMENTS	i
TABLE OF CONTENT.....	ii
LIST OF TABLES	v
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
 INTRODUCTION	 1
CHAPTER I. EMOTIONAL INTELLIGENCE (EQ).....	2
1. 1. Definition of Emotional Intelligence	2
1.2. Importance and Usage of Emotional Intelligence.....	6
1.3. Factors of Emotional Intelligence.....	9
1.4. Models of Emotional Intelligence.....	13
1.4.1. Model of John D. Mayer and Peter Salovey	13
1.4.2. Model of Reuven Bar-On	17
1.4.3. Model of Daniel Goleman	21
1.4.4. Cross-Reference Matrix.....	24
 CHAPTER II. PERSONALITY	 27
2. 1. Definition of Personality.....	27
2.2. Environmental Determinants	32
2.2.1. Culture	32
2.2.2. Social Class.....	32
2.2.3. Family	33
2.3. Three Sides of Personality	33

2.3.1. Character	33
2.3.2. Temperament	34
2.3.3. Ability	35
2.4. Layers and Attributes of Personality	35
2.4.1. Layers of Personality	35
2.4.2. Traits of Personality	36
2.5. Classification of Personality Factors	37
2.5.1. The Big Five Personality Factors.....	37
2.5.1.1. Intellectual Openness	38
2.5.1.2. Conscientiousness.....	38
2.5.1.3. Extroversion.....	39
2.5.1.4. Agreeableness	40
2.5.1.5. Neuroticism.....	40
2.6. Personality Theories	45
2.6.1. Sigmund Freud's Personality Theory	46
2.6.2. Gustav Jung's Personality Theory	47
2.6.3. Alfred Adler's Personality Theory	48
2.6.4. Karen Horney's Personality Theory	50
2.6.5. Eysenck's Personality Theory	522
2.7. Measuring Personality Factors.....	55
2.7.1. Used Techniques.....	55
2.7.2. Personality Inventories	56
2.7.2.1. 16 PF of Cattell.....	56
2.7.2.2. Professional Personality Inventory (SHL-OPQ).....	60
2.7.2.3. Myers-Briggs Type Indicator (MBTI).....	61
2.7.2.4. Minnesota Multiphasic Personality Inventory (MMPI).....	61
CHAPTER III. APPLICATION	64
3.1. Methodology	64
3.1.1. Purpose of the Research.....	64
3.1.2. Data Collection Instrument (Measurement)	65
3.1.3 Data Collection	68

3.2. Results Of The Application	69
3.2.1 Results Related to Demographic Characteristics of The Study Group.....	69
3.2.2. Results of The Relationship Between The 16PF Personality Inventory Global Factors and Primary Factors and Managerial Emotional Intelligence Inventory Primary Factors	72
3.2.3. Results Relating To Regression Analysis	79
CONCLUSION	Hata! Yer işareti tanımlanmamış.
RESOURCES	150
APPENDIX 1 DBE MANAGERIAL EMOTIONAL INTELLIGENCE INVENTORY	156
APPENDIX 2 16PF PERSONALITY INVENTORY	173

LIST OF TABLES

Table 1.1 Mayer and Salovey’s Emotional Intelligence Framework.....	15
Table 1.2 Bar-On’s Emotional and Social Intelligence.	18
Table 1.3 Goleman’s Emotional Competence Framework.....	22
Table 1.4 Cross-Reference Matrix.	25
Table 2.1 The “Big Five” Factor Dimensions.....	38
Table 2.2 Bipolar and unipolar adjective scales reflective of the five major personality	41
Table 2.3 Cattell’s Global Scales and Contributing Primary Factors	42
Table 2.4 The Big Five Personality Test.....	43
Table 2.5 The main psychoanalytic Explanations of Personality.	55
Table 2.6 Primary factors of Cattell.....	59
Table 2.7 16PF Global Factors as Compared to the Big Five.....	59
Table 3.1 Frequency and Percentaged Distributions of the Study Group As Per Gender Variable	69
Table 3.2 Frequency and Percentaged Distributions of the Study Group As Per Age Variable	69
Table 3.3 Frequency and Percentaged Distributions of the Study Group As Per Working Area	70
Table 3.4. Frequency and Percentage Distributions of the Study Group Who Works In Human Resources Area As Per Title Variable.....	70
Table 3.5 Frequency and Percentage Distributions of the Study Group As Per Marital Status Variable	71
Table 3.7 The Relationship Between 16PF Personality Inventory and Managerial Emotional Intelligence Inventory Primary Factors.....	72
Table 3.8 The Relationship Between The Global Factors of 16PF Personality Inventory and Managerial Emotional Intelligence Inventory Primary Factors	74

Table 3.9 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory	80
Table 3.10 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory	80
Table 3.11 Results of the Hierarchal Regression Analysis That Was Wade in Order to Predict the Self-Confidence, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory	81
Table 3.12. Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Confidence, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory	82
Table 3.13 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory	82
Table 3.14 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory	83
Table 3.15 Results of the Hierarchal Regression Analysis That Was Made in Order To Predict the Emotional Self-Control, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory	84
Table 3.16 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Control, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory	84

Table 3.17 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Transparency, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory	85
Table 3.18 Results of the Hierarchal Regression Analysis that was made in order to predict the Transparency, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	86
Table 3.19 Results of the Hierarchal Regression Analysis that was made in order to predict the Adaptability, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	86
Table 3.20 Results of the Hierarchal Regression Analysis that was made in order to predict the Adaptability, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	87
Table 3.21 Results of the Hierarchal Regression Analysis that was made in order to predict the Self-Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	88
Table 3.22 Results of the Hierarchal Regression Analysis that was made in order to predict the Self-Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	88
Table 3.23 Results of the Hierarchal Regression Analysis that was made in order to predict the Achievement Drive, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	89
Table 3.24 Results of the Hierarchal Regression Analysis that was made in order to predict the Achievement Drive, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	90

Table 3.25 Results of the Hierarchal Regression Analysis that was made in order to predict the Engagement to Work, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	90
Table 3.26 Results of the Hierarchal Regression Analysis that was made in order to predict the Engagement to Work, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	91
Table 3.27 Results of the Hierarchal Regression Analysis that was made in order to predict the Initiative, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	92
Table 3.28 Results of the Hierarchal Regression Analysis that was made in order to predict the Initiative, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	92
Table 3.29 Results of the Hierarchal Regression Analysis that was made in order to predict the Optimism, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	93
Table 3.30 Results of the Hierarchal Regression Analysis that was made in order to predict the Optimism, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	94
Table 3.31 Results of the Hierarchal Regression Analysis that was made in order to predict the Motivation, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	94
Table 3.32 Results of the Hierarchal Regression Analysis that was made in order to predict the Motivation, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	95

Table 3.33 Results of the Hierarchal Regression Analysis that was made in order to predict the Self Reliance, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	95
Table 3.34 Results of the Hierarchal Regression Analysis that was made in order to predict the Self Reliance, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	96
Table 3.36 Results of the Hierarchal Regression Analysis that was made in order to predict the Empathy, by the global factors of 16PF Inventory	97
Table 3.37 Results of the Hierarchal Regression Analysis that was made in order to predict the Developing Others, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	98
Table 3.38 Results of the Hierarchal Regression Analysis that was made in order to predict the Developing Others, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	99
Table 3.39	99
Table 3.40 Results of the Hierarchal Regression Analysis that was made in order to predict the Change Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	100
Table 3.41 Results of the Hierarchal Regression Analysis that was made in order to predict the Building Bonds, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	101
Table 3.42 Results of the Hierarchal Regression Analysis that was made in order to predict the Building Bonds, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	101

Table 3.43 Results of the Hierarchal Regression Analysis that was made in order to predict the Influence, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	102
Table 3.44 Results of the Hierarchal Regression Analysis that was made in order to predict the Influence, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	103
Table 3.45 Results of the Hierarchal Regression Analysis that was made in order to predict the Conflict Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	103
Table 3.46 Results of the Hierarchal Regression Analysis that was made in order to predict the Conflict Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	104
Table 3.47 Results of the Hierarchal Regression Analysis that was made in order to predict the Teamwork, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	105
Table 3.48 Results of the Hierarchal Regression Analysis that was made in order to predict the Teamwork, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	106
Table 3.49 Results of the Hierarchal Regression Analysis that was made in order to predict the Relationship Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory	106
Table 3.50 Results of the Hierarchal Regression Analysis that was made in order to predict the Relationship Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory	107

Table 3.51 Results of the Independent Sample “t” Test, that was made for the scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Gender Variable	108
Table 3.52 Descriptive Statistics’ Values of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Age Variable	110
Table 3.53 Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory’s Primary Factors among Age Variable	114
Table 3.54 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory’s Primary Factors’ Scores among Age Variable	116
Table 3.56 Descriptive Statistics’ Values of the Managerial Emotional Intelligence Inventory’s Primary Factors’ Scores according to the Title in the Human Resources Area Variable	124
Table 3.57 Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory’s Primary Factors among the Titles in the Human Resources Area Variable.....	127
Table 3.58 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory’s Primary Factors’ Scores among Titles in the Human Resources Area Variable.....	130
Table 3.59 Results of the Independent Sample “t” Test that was made for the Scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Martial Status Variable.....	131
Table 3.60 Descriptive Statistics’ Values of the Managerial Emotional Intelligence Inventory’s Primary Factors’ Scores according to Having a Child or not Variable.....	133
Table 3.61 Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory’s Primary Factors among the Having a Child or not Variable	138

Table 3.62 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory's Primary Factors' Scores among Having a Child or not Status Variable	141
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LIST OF FIGURES

Figure 2.1 Eysenck's structure of personality.....	53
Figure 2.2 Cattell's structure of personality.	57
Figure 2.3 Score representations in 16PF.	58

LIST OF ABBREVIATIONS

ECI	: Emotional Competency Inventory
EEIQ	: Experiential Emotional Intelligence
EI	: Emotional Intelligence
EIA	: Emotional Intelligence Appraisal
EQ	: Emotional Intelligence Quotient
EQ-i	: Emotion Quotient Inventory
SEIQ	: Strategic Emotional Intelligence
MSCEIT	: Mayer-Salovey-Caruso Emotional Intelligence Test
WPQei	: The Work Profile Questionnaire - Emotional Intelligence Version.

INTRODUCTION

The term of Emotional Intelligence has become an increasingly popular topic in research and theoretical domains as well as business life. Especially, after the publication of Daniel Goleman's first book on the topic in 1995, emotional intelligence has become as an important topic for the companies. Such attention has increased awareness of Emotional Intelligence but also fueled controversy. Much of the conflict has focused on the multiple definitions of Emotional Intelligence. This dilemma introduces issues of convergent validity and questions about discriminant validity between Emotional Intelligence and similar constructs such as personality.

In this thesis, it is aimed that whether the level of emotional quotient of the employees can be estimated by taking into account of their personal qualities in the processes of recruitment and career development.

In first part of the thesis, definition, importance, usage, characteristics, models and measurement of emotional intelligence are explained.

In the second part of the thesis, definition, determinants, sides, layers and attributes, classification, theories and measurement of personality are discussed.

The last part contains the analysis for the research, results of it and the conclusion which reveals the general comments about the results of the application part.

CHAPTER I. EMOTIONAL INTELLIGENCE (EQ)

1. 1. Definition of Emotional Intelligence

Emotional intelligence has been the subject of much debate regarding its conceptual definition, its empirical relationship to personality, traditional cognitive abilities and its affects on the relationships in the workplace over the past decade. Before defining the emotional intelligence we should reveal the difference between general intelligence, social intelligence and emotional intelligence.

First of all if we mention the social intelligence; it is a part of emotional intelligence included understanding the other people, and acting advisedly during human relations. On the other hand, social intelligence also put executes the relation between maturity and emotional intelligence.¹

Until now; many intelligence definitions have been introduced by several scientists. Intelligence is popularly defined as the ability to learn, understand and deal with novel situations. One of the other definition of intelligence is “the capacity to inhibit an instinctive adjustment”.² A major theme in these definitions is the role of adaptation to the environment. When people try to adapt to their environment, some abilities related with the intelligence, such as practical problem-solving ability, verbal ability, and social-competence abilities become prominent. Because of that increasing importance of intelligence in daily and work life academicians and scientists attempted to define the intelligence operationally, and tried to find out how to test the intelligence.

¹ Nejat Sezik. **Unlimited Brain Power**. Hayat Publications, Kurtiş Typography, Istanbul, December 2001, p.71.

² Robert J. Sternberg and James C. Kaufman (edit.). **The Evolution of Intelligence**. Lawrence Erlbaum Associates, Inc., New Jersey, USA 2002, p.2.

Intelligence is defined as scores on cognitive tests, including standard intelligence tests and factors from tests of specific cognitive abilities³

According to the psychologists, intelligence is the ability to perform certain types of tasks and without specifying these tasks intelligence can not be satisfactory and a person can not be defined as intelligent. The intelligent person is seen as quick-witted, acute, keen, sharp, canny, astute, bright and brilliant.⁴

There are different intelligence definitions in the literature, one of them is as “the capacity to inhibit an instinctive adjustment.”⁵, and David Wechsler’ definition as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.”⁶

When we look at the emotional intelligence, we can see that it’s definition differs from the definition of intelligence. EI skills are more in conceptual levels and are in a dynamic interaction in the real world. Also EQ is less heredity burdened. This is the most important difference between EQ and IQ. Determining of the emotional intelligence is the relation between the cortex and the limbic system; cortex is the thinking part, as for limbic system emotional part of the brain.⁷

Emotional intelligence is a human brain capability; it changes from one human to another, and determines how people succeed in their life. Emotional intelligence (EQ) is about knowing what human feelings are and using these feelings to make good decisions in life⁸.

There are several different definitions of emotional intelligence which were composed in literature. The first published attempt toward a definition of emotional

³ Robert J. Sternberg and Elena L. Grigorenko (edit.). **Intelligence, heredity, and environment**. First Edition, Press Syndicate of the University of Cambridge, Cambridge University Press, Cambridge, UK 1997, p.4.

⁴ Paul Kline. **Intelligence – The psychometric view**. Fourth Edition, Routledge, London and New York, Mackays of Chatham PLC (England), 1996, pp.1-2.

⁵ Robert J. Sternberg and James C. Kaufman (edit.). **The Evolution of Intelligence**. Lawrence Erlbaum Associates, Inc., New Jersey, USA 2002, p.2.

⁶ Cary Cherniss. “Emotional Intelligence: What it is and Why it Matters”. Consortium for Research on Emotional Intelligence in Organizations, New Orleans, USA, April 2000, p.2.

⁷ Shapiro, p.22.

⁸ [http://66.102.9.104/search?q=cache:uzvWt7yIRO8J:www.emotionalprocessing.org.uk/Emotion%2520concepts/Emotional%2520intelligence.htm+Salovey+and+Mayer+\(1990\)+definition+of+emotional+intelligence&hl=tr&ct=clnk&cd=7&gl=tr](http://66.102.9.104/search?q=cache:uzvWt7yIRO8J:www.emotionalprocessing.org.uk/Emotion%2520concepts/Emotional%2520intelligence.htm+Salovey+and+Mayer+(1990)+definition+of+emotional+intelligence&hl=tr&ct=clnk&cd=7&gl=tr)

intelligence was made by Salovey and Mayer (1990) who defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Peter Salovey and John Mayer, described the emotional abilities which bring success in life as⁹:

- Empathy
- Denoting and understanding the feelings
- Controlling his/her temperament
- Self-dependence
- Adaptation ability
- Be appreciated
- Solving the interpersonal questions
- Be constant
- Compassion
- Politeness
- Respect.¹⁰

Steve Darn also derived on another emotional intelligence definition. He defined the emotional intelligence as 'an innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills.'¹¹

Daniel Goleman, defines EI as "...the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Goleman's definition of emotional intelligence is

⁹ Goleman, pp.393-394.

¹⁰ Lawrence E. Shapiro. **How To Raise a Child With a High EQ -An Emotional Intelligence Guide for Parents-**. (Trans.by Ümran Kartal), Ninth Edition, Varlık Publications, Kurtiş Press, Istanbul 2004, pp.16-17.

¹¹ <http://eqi.org/history.htm>

rooted in his theory of performance. Unlike Mayer and Salovey's focus on abilities, Goleman's focus is on competencies that contribute to success in leadership and the workplace. Goleman argued that emotional intelligence is composed of four clusters each consisting of various competencies that influence performance and success: *self-awareness*, *self-management*, *social awareness*, and *relationship management*. Goleman stated that although emotional intelligence determines our potential for learning the practical skills that underlie the four EI clusters, our emotional competence shows how much of that potential we have realized by learning and mastering skills and translating intelligence into on-the-job capabilities.¹²

On the other hand Bar-On describes EI as “an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.”¹³

There are different emotional intelligence definitions in the literature. For example Steve Darn defines the emotional intelligence as ‘An innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills.’¹⁴

Matthews at al. defines emotional intelligence as “the competence to identify and express emotions, understand emotions, assimilate emotions into thought, and regulate both positive and negative emotions in the self and others.”¹⁵

Another definition is that ‘emotional intelligence integrates feeling, thinking and doing. It is the habitual practice of thinking about feeling and feeling about thinking when choosing what to do.’¹⁶

¹² Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.1, 3, 19.

¹³ Freeland, p.3.

¹⁴ <http://eqi.org/history.htm>

¹⁵ Marc A Brackett and Glenn Geher. “Measuring Emotional Intelligence: Paradigmatic Diversity and Common Ground”. See Ciarrochi, Forgas and Mayer, **Emotional Intelligence in Everyday Life**. Second Edition, Psychology Press, Taylor & Francis Group, New York and Hove, New York, USA, 2006, p.29.

¹⁶ Tim Sparrow and Amanda Knight. **Applied EI**, The Importance of Attitudes in Developing Emotional Intelligence. Jossey-Bass, A Wiley Imprint, San Francisco, USA 2006, p.29.

Emotional Intelligence (EI) is often measured as an Emotional Intelligence Quotient (EQ) which describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. EQ is a social skill; it is provided managing emotions in relationships, being able to persuade or lead others.¹⁷

1.2. Importance and Usage of Emotional Intelligence

Emotional intelligence is important as it determines the success in life of humans. It's known that people who have higher emotional intelligence than others get more success in their life.¹⁸ They can control their feelings well, and can make good decisions in their working life. They can manage distressing moods well and control impulses. In fact these people are always motivated to their acts and are also hopeful and optimistic. Their feelings are strong; they can establish empathy with other people, in this way they can understand what the people around them feel.

Emotional Intelligence has attracted the attention of the public because it suggests that emotions convey sensible meaning, which requires understanding.¹⁹

Nowadays it is known that good leaders have high EQ levels. The leaders can get on well with the people that they manage and their colleagues. Leadership is about a person having the power to influence others.²⁰ Researches have found that there are significant relationship between emotional intelligence and leadership. Studies have been showed that transformational leadership (leadership which inspires, motivates, and develops others while generating awareness of organizational goals) leads to increased employee effectiveness and satisfaction. Transformational leadership is significantly related to higher emotional intelligence.²¹

In other words emotional intelligence has an impact on human performance. It provides effectiveness and well-being in the workplace. Emotional intelligence can

¹⁷ Daniel Goleman. **On-the-job Emotional Intelligence**. Second Edition, Varlık Publications, Mart Typography Arts Inc., Istanbul 2000, p.393.

¹⁸ Sezik, p.70.

¹⁹ Ciarocchi, J., Forgas J., Mayer J.D., **Emotional Intelligence and Everyday Life**, www.eqi.org, 10.10.2003

²⁰ Daniel A. Feldman. **The Handbook of Emotionally Intelligent Leadership –Inspiring Others to Achieve Results-**. Leadership Performance Solutions Press, Virginia, USA, 1999, p.2.

²¹ Yvonne Stys and Shelley L. Brown. "A Review of the Emotional Intelligence Literature and Implications for Corrections", Research Branch Correctional Service of Canada, March 2004, pp.i-ii.

make a difference in life's successes. If a person does have emotional intelligence, it can help one throughout life.²²

On the other hand there are some advantageous of emotional intelligence for companies if understood well. Emotional intelligence is starting to find its way into companies, offering employees a way to come to terms with their feelings – and to perform better.²³ In this way, performances of employees increase and companies become developed and much more profitable. At this point there comes the importance conception which is called “emotionally intelligent workplace”.

An emotionally intelligent workplace explores three main questions. These are; what is emotional intelligence? What difference does it make? And what is the best way to promote it in the workplace? As a result of these explorations measurement of emotional intelligence was formed and used in the workplaces. Some using areas of emotional intelligence in the workplaces are personnel selection, personnel development, and training activities.²⁴

Emotional intelligence has been extensively researched in workplace settings. It has been related to increased success among those who share similar positions (e.g., senior managers). Additionally, hiring individuals with higher levels of emotional intelligence as well as training existing staff to be more emotionally intelligent has been associated with financial gains in the private sector. Training in emotional intelligence in the workplace can occur at all levels, and several evaluated programs have found success in developing more emotionally intelligent workforces.²⁵

Daniel Goleman who brought up the concept of emotionally intelligence workplace to the business life, determines the contents of the emotional intelligence as; self-awareness, managing emotions, motivation, empathy and social skills.

²² Marcia Hughes, L.Bonita Patterson and James Bradford Terrel. **Emotional Intelligence In Action – Training and Coaching Activities for Leaders and Managers-**. Pfeiffer, John Wiley & Sons, Inc., San Francisco, USA, 2005, p.xv.

²³ <http://www.fastcompany.com/magazine/35/emotion.html>

²⁴ Cary Cherniss and Daniel Goleman (edit.). **The Emotionally Intelligent Workplace –How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations-**. The Consortium for Research on Emotional Intelligence in Organizations, Jossey-Bass, John Wiley & Sons, Inc., San Francisco, USA, 2001, p.xix.

²⁵ Stys and Brown, p.ii.

Self-awareness is a personal ability to understand and be aware of his/her feelings and moods. Self-awareness helps a person about controlling his/her feelings, so he/she can establish good relations with the other people. Managing emotions helps people to display their emotions in socially appropriate ways. It provides control on anger, sadness, and fear.

Motivation helps people to use their emotions to reach their goals. It provides impulse for the actions. Motivational concepts are separated into three category, these are; pleasure or hedonic motives; growth or self-actualization motives; and cognitive motives.

Pleasure-hedonic motivational concepts emphasize the pursuit of pleasure and the avoidance of pain. There are two major variants of such theories of motivation: tension reduction models and incentive models. Tension reduction model was most widely accepted in early theories of motivation. According to this motivation model, organisms are often seeking tension. In human functioning this called as competence motivation. According to the model, people are motivated to deal competently or effectively with the environment.

In contrast with such pleasure-oriented theories, other motivational theories emphasize the efforts of the organism to achieve growth and self-fulfillment. According to this view, individuals seek to grow and realize their potential even at the cost of increased tension.

On the other hand, in cognitive theories of motivation, the emphasis is on the person's efforts to understand and predict events in the world. Rather than seeking pleasure or self-fulfillment, according to such theories the person has a need for consistency or a need to know.²⁶

Empathy is the ability to understand how a person feels. It provides understanding of what other people think, if understand this they can manage people

²⁶ Lawrence A. Pervin and Oliver P. John. **Personality - Theory and Research**. Seventh Edition, John Wiley & Sons, Inc., R. R. Donnelly & Sons, New York, USA 1997, pp.7-8.

easily. It provides establishing good relations with other people. Both types of intelligence are important in different ways.²⁷

If employees and leaders can use their emotional intelligence competencies which are mentioned above, their performance and happiness in the workplace can increase barely. But there are some patterns that block the use of person's emotional intelligence, such as fear and worry, avoiding pain, negative self-image, unrealistic expectations, and blaming others. When these blocks are removing and emotional intelligence is used, then people get more success in their lives.

1.3. Factors of Emotional Intelligence

To better understand the conception of emotional intelligence its important to define and examine the factors of emotional intelligence. In accordance with this purpose, factors which are in used mostly to state the emotional intelligence are scrutinized below. Furthermore, the factors of Managerial Emotional Intelligence Inventory which is used in this research will be explained in the application part. Some of the factors, in other words competencies, of emotional intelligence are listed below,

- Self-regard,
- Emotional self-awareness,
- Assertiveness,
- Independence,
- Self-actualization,
- Empathy,
- Social responsibility,
- Interpersonal relationships,
- Stress tolerance,

²⁷ Goleman, p.394.

- Impulse control,
- Flexibility,
- Optimism,
- Happiness.

Self-regard is a critical competency because, it allows the person to know and to respect himself/herself, participate actively in daily and work life and be truly reliable in work and social life. A lack of self-regard often indicates feelings of uncertainty and insecurity, an unwillingness to venture out into one's own world and explore it with appropriate reality testing. In his research, Bar-On found that self-regard emerged "as one of the most powerful predictors of competent behavior."²⁸

Emotional self-awareness is a foundational factor of emotional intelligence. It is the ability to understand what the people feel and why, as well as to understand what caused those feelings.

Assertiveness is the ability to express feelings, beliefs, and thoughts and defend one's rights in a nondestructive manner. Assertiveness requires directness, finesse, and consideration of others. It is described by Weisinger as "the ability to stand up for your rights, opinions, ideas, beliefs, and needs while at the same time respecting those of others."²⁹

Independence is the ability to think for oneself and not to be unduly influenced by the thoughts, desires, and emotions of others. The degree of independence and how it gets expressed, are influenced by culture.

Self-actualization is the process of being true to our own nature and fully committed to developing our capabilities. It includes the concepts of growth, motivation, and meeting our "being" needs.

²⁸ Hughes, Patterson and Terrel, pp.41-42.

²⁹ Hughes, Patterson and Terrel, pp.49-50.

According to Bar-On “Self-actualization is the process of striving to actualize one’s potential capacity, abilities and talents. It requires the ability and drive to set and achieve goals. It is characterized by being involved in and feeling committed to various interests and pursuits. Self-actualization is a life-long effort leading to the enrichment of life”.³⁰

Again according to Bar-On self-actualization is most likely the next and ultimate step after EI in the complex process of personal development.

Empathy is the ability to understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of another. Empathy is the ability to read others by getting into resonance with them.³¹ Empathy is a ability to sense what humans sense, looking from the stand point of others, and developing friendship and accommodate to the others.³²

Social responsibility entails recognizing the responsibilities of the group and the other individuals who live and operate within it. According to Bar-On, socially responsible people have “the ability to do things for and with others, accepting others, acting in accordance with one’s conscience, and upholding social rules. These people possess interpersonal sensitivity and are able to accept others and use their talents for the good of the collective, not just the self. People who are deficient in this ability may entertain antisocial attitudes, act abusively toward others, and take advantage of others.”³³

Interpersonal relationship is the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by both giving and receiving impress.

Stress tolerance is the ability to withstand adverse events and stressful situations without being demolished and to cope positively with stress.

³⁰ Hughes, Patterson and Terrel, p.59.

³¹ Hughes, Patterson and Terrel, p.65.

³² Goleman, p.394.

³³ Hughes, Patterson and Terrel, p.71.

Impulse control means not taking a particular action aimed at short-term gratification in order to avoid possible negative long-term consequences. Lack of impulse control is often becomes the source of the many human miseries.

Flexibility is willing or ready to yield to the influence of others (tractable; manageable), and characterized by ready capability for modification or change, by plasticity, pliancy, variability, and often by consequent adaptability to new situations.³⁴ Bar-On defines flexibility as “the ability to adjust one’s feelings, thoughts, and behavior to changing situations and conditions.”³⁵

Optimism is a doctrine or opinion that reality is essentially good or completely good; or as good as it conceivably could be; an inclination to put the most favorable construction upon actions and happenings; to minimize adverse aspects, conditions, and possibilities, or to anticipate the best possible outcome.³⁶

Happiness is a state of well-being characterized by relative permanence, by dominantly agreeable emotion ranging in value from mere contentment to deep and intense joy in living, and by a natural desire for its continuation. According to Bar-On’ findings happiness is a “by-product and/or barometric indicator of one’s overall degree of emotional intelligence and emotional functioning.”³⁷

As we can apprehend thus far, emotional intelligence and it’s factors have a crucial role in daily and work life. Since emotional intelligence has a vital role, it should be kept under control and the development and the training of EI have to be taken into consideration.

Emotional intelligence can enhance by learning. Namely emotional intelligence is learned.³⁸ According to Hendrie Weisinger, emotional intelligence is not an ability that found or not congenital, and if wanted it can elevated, improved and increased.

³⁴ <http://www.merriam-webster.com/dictionary/flexibility>

³⁵ Hughes, Patterson and Terrel, p.96.

³⁶ <http://www.merriam-webster.com/dictionary/optimism>

³⁷ Hughes, Patterson and Terrel, p.111.

³⁸ Hughes, Patterson and Terrel, p.113.

Again according to him emotional intelligence could improve by persons with learning its own ability and skills and making examinations in these fields.³⁹

Although people have different temperaments, EQ helps people better cope with the issues in the world. When people are more informed about emotions they can struggle with the obstacles in daily life in a better way.⁴⁰

The first step of increasing emotional intelligence is self-awareness which means being aware of our feelings. Although it can be very difficult, if self-awareness skill is developed at first place then people can be more successful in developing other emotional skills that lead them to become more emotionally intelligent.

1.4. Models of Emotional Intelligence

1.4.1. Model of John D. Mayer and Peter Salovey

Peter Salovey and John Mayer first coined the term “emotional intelligence” in 1990 and have since continued to conduct research on the significance of the construct.⁴¹ Their main theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. This theory generates the idea that intelligence involves the capacity to carry out abstract reasoning and provides a new framework to investigate social and emotional adaptations.

Mayer and Salovey’s model of emotional intelligence is the most widely accepted and has received relatively little negative attention. Their model based on the relationship between emotion and cognition. According to Mayer and Salovey, emotional intelligence should be conceptualized as an actual intelligence or ability rather than as a personal trait.⁴² It focuses on emotional skills that can be developed through learning and experience, and posits for central abilities: perceiving, using,

³⁹ Sezik, p.72.

⁴⁰ Pierre Oleron. **Intelligence**. (Trans.by Ela Güngören), Iletisim Publications, Pocket University, YeniYüzyıl Library, Istanbul 1995, p.51.

⁴¹ Gerald Matthews –Moshe Zeidner and Richard D. Roberts. **Emotional Intelligence -Science and Myth-**, Massachusetts Institute of Technology, Bradford Book, The MIT Press, Massachusetts, USA 2002, p.10.

⁴² Freeland, p.2-17.

understanding, and managing emotions.⁴³ According to them, traits and talents are different from mental abilities and, therefore, should be eliminated from a definition of emotional intelligence.⁴⁴

From intelligence theory there comes the idea that intelligence involves the capacity to carry out abstract reasoning. From emotion research comes the notion that emotions are signals that convey regular and discernable meanings about relationships and that a number of basic emotions are universal. They propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. After this process, they posit that, this ability seems to manifest itself in certain adaptive behaviors. Mayer and Salovey's findings have introduced that some people can better define their own feelings, and the others' feelings, and can solve problems related with emotional matters than the others.⁴⁵

Mayer and Salovey's conception of emotional intelligence is based on a model of intelligence trying to define emotional intelligence within the confinement of the standard criteria for a new intelligence. It proposes that emotional intelligence is composed of two areas: *experiential* (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and *strategic* (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each area is further divided into two branches that range from basic psychological processes to more complex processes integrating emotion and cognition.

The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.

⁴³ Paulo N. Lopes -Peter Salovey and Rebecca Straus. "Emotional intelligence, personality, and the perceived quality of social relationships". Elsevier Ltd., Personality and Individual Differences 35, USA 2003, p.642.

⁴⁴ Cherniss, p.9.

⁴⁵ <http://64.233.183.104/search?q=cache:J16w7M1nsJMJ:www.duygusalzeka.com/BolumGoster.asp%3FAnaKonu%3Dgenel+Peter+Salovey+and+John+Mayer+1990&hl=tr&ct=clnk&cd=2&gl=tr>

The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes.

The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other.

Lastly, the fourth branch, emotion management, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.^{46,47}

Table 1.1 **Mayer and Salovey's Emotional Intelligence Framework.**

Emotional Perception and Expression
Ability to identify emotion in one's physical and psychological states. Ability to identify emotion in other people. Ability to express emotions accurately and to express needs related to them. Ability to discriminate between accurate/honest and inaccurate/dishonest feelings.
Emotional Facilitation of Thought
Ability to redirect and prioritize thinking on the basis of associated feelings. Ability to generate emotions to facilitate judgment and memory. Ability to capitalize on mood changes to appreciate multiple points of view. Ability to use emotional states to facilitate problem-solving and creativity.
Emotional Understanding
Ability to understand relationships among various emotions. Ability to perceive the causes and consequences of emotions. Ability to understand complex feelings, emotional blends, and contradictory states. Ability to understand transitions among emotions.
Emotional Management
Ability to be open to feelings, both pleasant and unpleasant. Ability to monitor and reflect on emotions. Ability to engage, prolong, or detach from an emotional state. Ability to manage emotions in oneself. Ability to manage emotions in others.

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.15.

⁴⁶ Stys and Brown, pp.4-5.

⁴⁷ Matthews, Zeidner and Roberts, p.17.

Salovey and Mayer's model of EI is measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), a performance measure which requires the participant to complete tasks associated with emotional intelligence. MSCEIT is comprised exclusively of psychological abilities.⁴⁸ MSCEIT includes eight tasks to assess four branches of emotional intelligence: perceiving, using, understanding, and managing emotions.⁴⁹ The task include, for example, reading facial expressions of emotions, identifying feelings likely to facilitate different activities, understanding emotional dynamics, and evaluating the effectiveness of different responses to interpersonal problems.

The MSCEIT can be scored using consensus or expert norms. MSCEIT is comprised of 141 items. The scale yields six scores: an overall emotional intelligence score (expressed as an emotional intelligence quotient, or EIQ), two area scores (Experiential Emotional Intelligence, or EEIQ and Strategic Emotional Intelligence, or SEIQ) and four branch scores corresponding to the four branches of emotional intelligence. Split-half reliabilities for the branch scores, computed from the normative sample, range from 0.79 to 0.91.⁵⁰ Each score is expressed in terms of a standard intelligence with a mean score of 100 (average score obtained in the general population) and a standard deviation of 15. Additionally, the manual provides qualitative ratings that correspond to each numeric score. For example, an individual who receives an overall EIQ of 69 or less would be rated 'considerable development' whereas someone scoring 130 or more would be rated 'significant strength'.⁵¹

MSCEIT can be scored in terms of both agreement with a broad consensus and agreement with judgments from emotion experts; participants make judgments regarding several emotion-relevant stimuli (such as how much fear a particular face demonstrates on a 1-5 scale). The MSCEIT is a performance-based test because there are better and worse answers on it, as determined by consensus or expert scoring. Consensus scores reflect the proportion of people in the normative sample who

⁴⁸ Brackett and Geher. "Measuring Emotional Intelligence: Paradigmatic Diversity and Common Ground", p.28.

⁴⁹ John D. Mayer. "A New Field Guide to Emotional Intelligence". See Ciarrochi, Forgas and Mayer, **Emotional Intelligence in Everyday Life**. Second Edition, Psychology Press, Taylor & Francis Group, New York and Hove, New York, USA, 2006, p.10.

⁵⁰ Lopes, Salovey and Straus, p.643.

⁵¹ Stys and Brown, pp.7-8.

endorsed each MSCEIT test item. In consensus scoring, responses are tallied from the normative sample, and respondents are given credit for “correct” answers to the extent that their answers match those provided by the normative sample. Response scores are weighted by the proportion of the normative sample that also provided that answer.. Expert norms were obtained from experts who provided their expert judgment on each of the test’s items. In both scoring methods respondents receive credit for correct answers to the extent that they match those of the normative sample or experts.⁵²

MSCEIT scores also are related to important psychological variables, including psychological health and well-being, particularly perceived personal growth and positive relations with others. Moreover, MSCEIT scores are negatively related to indices of depression and anxiety. MSCEIT scores also are associated with various indicators of positive social relations, including global self-perceived quality of interpersonal relationships, supportive relationships with parents, and less antagonistic and conflictual relationships with close friends. In addition, MSCEIT scores are positively related to peer reports of relationship quality outcomes, including emotional support and less conflict.

Research on EI in the workplace suggests that the MSCEIT positively contributes to some, but not all aspects of job performance. The MSCEIT is reliable at the full-scale level and at the area and branch levels. Researches showed that the MSCEIT is valid measure of EI. However the MSCEIT clearly does not evaluate all the skills that contribute to emotional regulation. Moreover, it assesses knowledge of appropriate strategies for managing emotions, rather than actual skill in implementing them.⁵³

1.4.2. Model of Reuven Bar-On

Bar-On’s conceptualization of emotional intelligence is similar to Goleman’s in that its focus is directed at clusters of personality traits. Bar-On’s conceptualization of emotional intelligence encompasses a variety of traits, skills, and abilities unrelated to cognition yet connected to emotional and social knowledge that help individuals cope

⁵² Brackett and Geher. “Measuring Emotional Intelligence: Paradigmatic Diversity and Common Ground”,p.32, 34-35.

⁵³ Lopes, Salovey and Straus, p.644.

effectively with daily demands and pressures from their environment. His model is rooted in personality theory and focuses on personal psychological well-being and adaptability.⁵⁴

Table 1.2 Bar-On's Emotional and Social Intelligence.

Intrapersonal
Emotional Self-Awareness Assertiveness Self-Regard Self-Actualization Independence
Interpersonal
Empathy Social Responsibility Interpersonal Relationship
Adaptability
Reality Testing Flexibility Problem Solving
Stress Management
Stress Tolerance Impulse Control
General Mood
Optimism Happiness

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.18.

Reuven Bar-On developed one of the first measures of emotional intelligence that used the term "Emotion Quotient". Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand,

⁵⁴ Freeland, p.17.

and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature. According to Bar-On, emotional intelligence is divided into five components that facilitate emotionally and socially intelligent behavior. These are *intrapersonal*, *interpersonal*, *adaptability*, *stress management*, and *general mood*. The first component, intrapersonal intelligence, is composed of emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. Second is interpersonal intelligence, which is composed of empathy, social responsibility, and personal relationships with others. The third component, adaptability, incorporates flexibility and problem solving. The fourth, stress management, includes tolerance of stress and control of impulses. The final component, general mood, is composed of happiness and positive outlook.⁵⁵ These components are also called sub-components. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming, and therapy.

Bar-On hypothesizes that individuals who have higher EQ average than others are generally more successful in environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life.⁵⁶

Bar-On's model is measured using the Emotion Quotient Inventory (EQ-i).⁵⁷ EQ-i is an index of EI that requires participants to describe themselves (using a Likert scale) in terms of several emotion-relevant judgments pertaining to Bar-On's model of EI.⁵⁸ Bar-On EQ-i, measures a number of areas of areas, including;

⁵⁵ Freeland, p.18.

⁵⁶ Stys and Brown, p.11.

⁵⁷ Freeland, p.5.

⁵⁸ Brackett and Geher. "Measuring Emotional Intelligence: Paradigmatic Diversity and Common Ground", p.33.

1. Emotional Self-Awareness,
2. Assertiveness,
3. Self-Regard
4. Self-Actualization,
5. Independence,
6. Empathy,
7. Interpersonal relationship,
8. Social responsibility,
9. Problem solving,
10. Reality testing,
11. Flexibility,
12. Stress tolerance,
13. Impulse control,
14. Happiness,
15. Optimism.⁵⁹

Bar-On EQ-i is a self-report measure of emotional intelligence for individuals sixteen years of age and over. Developed as a measure of emotionally and socially competent behavior that provides an estimate of one's emotional and social intelligence, EQ-i is not meant to measure of personality traits or cognitive capacity, but rather to measure one's ability to be successful in dealing with environmental demands and pressures. It was designed to assess those personal qualities that enabled some people to possess better "emotional well-being" than others.⁶⁰

In Bar-On Model, to obtain a Total EQ are used one hundred and thirty three items and to produce five composite scales corresponding to the 5 main components of the Bar-On Model: Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress

⁵⁹ Mayer. "A New Field Guide to Emotional Intelligence", p.11.

⁶⁰ Cherniss, p.8.

Management EQ, and General Mood EQ.⁶¹ Items are measured on a 5 point scale ranging from 1 (very seldom/not true for me) to 5 (very often/often true of me). Total raw scores are converted into standard scores with a mean of 100 and standard deviation of 15, similar to that of IQ scores. Bar-On model is similar to Big Five Personality Factor Model.

1.4.3. Model of Daniel Goleman

Goleman's formulation of emotional intelligence differs from ability models in that it focuses on abilities distinct from cognitive or academic intelligence, and it is concerned with how talent or competency in emotional intelligence can impact success, work life, organizations, and leadership. Goleman claimed that emotional intelligence can be more powerful than IQ in determining success. According to him, an emotional competence is a capability that can be learned and based on emotional intelligence that results in outstanding performance at work.

On the other hand Goleman's sweeping definition of emotional intelligence is such: *'Emotional intelligence (includes) 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 empathize and to hope.'*⁶²

Goleman often characterizes EI as a list of personal and social characteristics. Goleman's concept of EI has been measured with the Emotional Competence Inventory.⁶³

Goleman's model outlines four main emotional intelligence constructs. The first, *self-awareness*, is the ability to read one's emotions and recognize their impact while using good feelings to guide decisions. *Self-management*, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, *social awareness*, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, *relationship*

⁶¹ Matthews, Zeidner and Roberts, p.15.

⁶² Matthews, Zeidner and Roberts, p.11.

⁶³ Mayer. "A New Field Guide to Emotional Intelligence", p.10.

management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict.⁶⁴

However these constructs could vary from report to report, for example in a different source these are given as: (1) emotional self awareness, (2) accurate self-assessment, (3) self-confidence, (4) emotional self-control, (5) trustworthiness, (6) conscientiousness, (7) adaptability, and continues through a dozen more attributes to, (19) conflict management, (20) building bonds, and (21) teamwork and collaboration.⁶⁵

Table 1.3 Goleman's Emotional Competence Framework.

Self-Awareness
Emotional self-awareness Accurate self-assessment Self-confidence
Self-Management
Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative
Social Awareness
Empathy Service orientation Organizational awareness
Relationship Management
Developing others Influence Communication Conflict management Visionary leadership Catalyzing change Building bonds Teamwork and Collaboration

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.20.

⁶⁴ Freeland, pp.19-20.

⁶⁵ Mayer. "A New Field Guide to Emotional Intelligence", p.11.

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.⁶⁶

As Bar-On Model, Goleman's model utilizes self-report measures of emotional intelligence too. Goleman's model is measured using the Emotional Competency Inventory (ECI), the Emotional Intelligence Appraisal (EIA), and the Work Profile Questionnaire – Emotional Intelligence Version (WPQei).⁶⁷

Daniel Goleman developed the Emotional Quotient Inventory (EQI) as a measure of emotional intelligence. The EQI is designed to assess the emotional competencies of individuals and organizations. The EQI is a 360° survey to be completed by target individuals in addition to several relatively close observers of said targets (e.g., supervisors); separate self and other assessment scores can be computed.⁶⁸ The EQI provides self, manager, direct report, and peer ratings on a series of behavioral indicators of emotional intelligence.⁶⁹ It measures 20 competencies, organized into the four constructs outlined by Goleman's model: self awareness, social awareness, self management, and social skills.⁷⁰ Each respondent is asked to describe themselves or the other person on a scale from 1 (the behavior is only slightly characteristic of the individual) to 7 (the behavior is very characteristic of the individual) for each item, and in turn these items are composed into ratings for each of the competencies. The

⁶⁶ Stys and Brown, p.15.

⁶⁷ Stys and Brown, p.16.

⁶⁸ Brackett and Geher. "Measuring Emotional Intelligence: Paradigmatic Diversity and Common Ground", p.33.

⁶⁹ Cherniss, p.9.

⁷⁰ Freeland, p.4.

respondent is left with two ratings for each competency: a self rating and a total other rating.⁷¹

The Emotional Intelligence Appraisal (EIA) measure was developed in an effort to create a quick and effective measure of emotional intelligence for use in a variety of settings. EIA based on Daniel Goleman's model of emotional intelligence, EIA uses 28 items to measure the four main components of the model (self-awareness, social awareness, self-management, and relationship management) and takes an average of 7 minutes to complete. Items target the existence of skills reflective of the above components and are rated using a six point frequency scale where 1 reflects "never" exhibiting a behaviour and 6 reflects "always" exhibiting a behaviour. EIA results in five final scores; an overall EQ score as well as a score for each of the four emotional intelligence components. It also is available in three different formats: a Me Edition (self-report), a MR Edition (in 360 degree format) and the Team Edition (the EQ of an intact group).

The emotional intelligence version of the Work Profile Questionnaire (WPQei) was designed as a self-report measure of seven competencies in the Goleman model of emotional intelligence. Intended as a measure of competencies essential for effective work performance, the 84 item Work Profile Questionnaire – Emotional Intelligence Version gives participants a score (out of 10) for total emotional intelligence and a score (out of 10) for each of the seven competencies of interest: innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills.⁷²

Managerial Emotional Intelligence Inventory which is used in this research is grounded on the Goleman's model.

1.4.4. Cross-Reference Matrix

Cross-reference matrix is a workout of emotional intelligence models which used from some personality researches, such as Bar-On's EQ-I and EQ-360; Goleman and Boyatzis' ECI 360; Mayer, Salovey, and Caruso's MSCEIT; and Orioli and

⁷¹ Matthews, Zeidner and Roberts, p.13.

⁷² Stys and Brown, pp.16-17.

Cooper's EQ Map. Cross-reference matrix enables to quickly identify workouts. And it's providing a perspective on the interrelationship of the different models.

Cross-reference matrixes including very details, by applying these tests organizations want to get comparable information's about candidates. In this type tests are included all kind of information about candidates, and used codes to description. For organizations, the aim of using cross-reference matrixes in its organizations is arriving high standards.^{73,74}

Table 1.4 Cross-Reference Matrix.

Workout	Page	EQ-I (Bar-On)		ECI 360 (Goleman, Boyatzis)		MSCEIT (Mayer, Salovey, Caruso)	EQ Map (Orioli, Cooper)	
		Composite	Factor	Domain	Competency	Branches	Scale	Dimension
1.1	119	Intrapersonal	Self-Regard	Self-Awareness	Self-confidence	Understanding Emotions	Awareness	Emotional Self-Awareness
				Self-Awareness	Accurate Self-Assessment			
1.2	123	Intrapersonal	Self-Regard	Self-Awareness	Self-confidence	Managing Emotions		
				Self-Awareness	Accurate Self-Assessment			
1.3	129	Intrapersonal	Self-Regard	Self-Awareness	Self-Confidence	Managing Emotions	Awareness	Emotional Self-Awareness
				Self-Awareness	Accurate Self-Assessment			
2.1	133	Intrapersonal	Emotional Self-Awareness	Self-Awareness	Emotional Self-Awareness	Perceiving Emotions	Awareness	Emotional Self-Awareness
						Managing Emotions		
2.2	139	Intrapersonal	Emotional Self-Awareness	Self-Awareness	Emotional Self-Awareness	Perceiving Emotions	Awareness	Emotional Self-Awareness
						Understanding Emotions		
2.3	145	Intrapersonal	Emotional Self-Awareness	Self-Awareness	Emotional Self-Awareness	Perceiving Emotions	Awareness	Emotional Self-Awareness
						Understanding Emotions		

⁷³ Hughes, Patterson and Terrel, pp.17-18.

⁷⁴ <http://www.qualitydigest.com/mar01/html/iso9000-2000.html>

2.4	153	Intrapersonal	Emotional Self-Awareness				Awareness	Emotional Expression
3.1	157	Intrapersonal	Assertiveness	Relationship Management	Influence	Facilitating Thought	Awareness	Emotional Expression
				Self-Management	Initiative	Managing Emotions		
3.2	163	Intrapersonal	Assertiveness	Self-Management	Emotional Self-Awareness	Managing Emotions	Awareness	Emotional Expression
				Relationship Management	Influence			
				Relationship Management	Conflict Management			
3.3	167	Intrapersonal	Assertiveness	Relationship Management	Teamwork and Collaboration	Facilitating Thought	Awareness	Emotional Expression
				Relationship Management	Conflict Management	Understanding Emotions	Competencies	Constructive Discontent
				Relationship Management	Influence			
4.1	171	Intrapersonal	Independence	Self-Management	Initiative	Facilitating Thought		
				Relationship Management	Change Catalyst	Managing Emotions		
				Self-Management	Transparency			
4.2	175	Intrapersonal	Independence	Self-Awareness	Accurate Self-Assessment	Facilitating Thought	Values & Attitudes	Personal Power
				Self-Awareness	Self-Confidence	Managing Emotions		

Source: Marcia Hughes, L.Bonita Patterson and James Bradford Terrel. **Emotional Intelligence In Action –Training and Coaching Activities for Leaders and Managers-**. Pfeiffer, John Wiley & Sons, Inc., San Francisco, USA, 2005, pp.27-35.

CHAPTER II. PERSONALITY

2. 1. Definition of Personality

There are two main focus about personality, they differ from each other, one of them is what we do in our daily life, and the second, what personality is according to psychologists. Psychologists are more likely to focus on personality as an abstraction.

Personality is the part of the field of psychology that mostly considers people in their entirety as individuals and as complex beings. The field of personality is concerned with individual differences. Although they recognize that all people are similar in some ways, psychologists who are interested in personality are particularly concerned with the ways people differ from each other. Personality refers to a theoretical inference which is made by observing psychological reactions, and by conceiving logically what might be the underlying system (of structures and processes) which would explain the behavior. Their main aim is understanding human motivation and behavior throughout the entire developmental process-from individual differences in activity level at birth to the different attitudes of young and elderly people toward dying.

To describe personality, psychologists use the concepts of structure and process, as do scientists in other fields. Structures refer to the more or less stable arrangement or patterning of parts in a system, whereas processes have to do with the functions carried out by the parts, that is, what they do, and how they interact and change -in psychology, this is often called “dynamics”-.⁷⁵

Personality is an inference about structure and process. Psychological structures and processes are theoretically conceived events that cannot be observed directly,

⁷⁵ Richard S. Lazarus. **Personality**. Second Edition, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, USA 1971, p.4.

though can be learnt by inference from their causal conditions and effects. Mental ability is an example of psychological structures which are not observable, although their effects are. Other things are equal, the person who has much ability will solve problems better or display more information than someone with less ability. This ability can not be observed directly, because ability is an inferred property, but can be observed from its effects as assessed by tests of information and problem solving.

A broad definition of personality is that; '*Personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving.*'⁷⁶

Gordon Allport defined personality as: '*Personality is a dynamic organization, inside the person, of psychophysical systems that create the person's characteristic patterns of behavior, thoughts, and feelings.*'⁷⁷

According to Guilford personality is: "*a person's unique pattern of traits*".

Cattell defined personality quite generally as "*that which permits a prediction of what a person will do in a given situation.*"⁷⁸

And according to McClelland, personality is: "*the most adequate conceptualization of a person's behavior in all its details*".⁷⁹

Personality is often defined in terms of social attractiveness. The person with a "good" personality is one who impresses others with his or her ability to get along well with people.

⁷⁶ Pervin and John, p.4.

⁷⁷ Charles S. Carver and Michael F. Scheier. **Perspectives on Personality**. Fifth Edition, Pearson Education, Inc., Omeatype Typography, Inc., Boston, USA, 2004, p.5.

⁷⁸ Dan P. McAdams. "A Conceptual History of Personality Psychology". **Handbook of Personality Psychology**, Academic Press, 1997, p.11.

⁷⁹ Walter Mischel. **Introduction to Personality**. Sixth Edition, Harcourt Brace College Publishers, New York, USA 1999, p.4.

Investigators generally agree that *‘personality is the dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations.’*⁸⁰

There are some other definitions of personality in the literature such as the following:

- ‘One’s habits and usual style, but also ... the ability to play roles.’ (Cronbach, 1984)
- ‘Personality: The characteristics of thought, emotion and behaviour that define an individual’s personal style and influence his or her interactions with the environment.’ (Atkinson et al., 1990)
- ‘More or less stable, internal factors that make one person’s behaviour consistent from one time to another, and different from the behaviour other people would manifest in comparable situations.’ (Child, 1968)
- ‘People’s characteristic tendency to behave, think and feel in certain ways’. (Arnold et al., 1992)
- ‘Temperament’ generally refers to typical or characteristic modes of behaviour – behavioural style, as it were. ‘Personality’ is usually a more inclusive term encompassing all that is meant by ‘temperament’ but referring also to more basic theoretical constructs such as needs, defence mechanisms, or emotional states (Guion, 1965).⁸¹

As a psychological definition personality can illustrate; a complex abstraction that encompasses the person’s unique genetic background and learning history and the ways in which these factors influence his or her responses to various environments or situations.

⁸⁰ Richard M. Ryckman. **Theories of Personality**. Seventh Edition, Wadsworth, Thomson Learning, R.R.Donnelley & Sons, Inc., Belmont, USA 2000, p.5.

⁸¹ Mike Smith and Pam Smith. **Testing People at Work –Competencies in Psychometric Testing-**. First Edition, The British Psychological Society and Blackwell Publishing Ltd., MPG Books (UK), Malden, USA 2005, p.32.

The term personality used by personality psychologists to describe the uniqueness of the individual. Personality involves judgments regarding who the person truly is and how she or he differs from other people. Particular biological tendencies and social and cultural learning experiences combine to determine the person's uniqueness.

Personality involves systematic efforts to discover and explain regularities in the thoughts, feelings, and other behaviors of people as they lead their daily lives.

On the other hand ,everyday use of the word personality tends to focus on the specific personalities of specific people.

When we attend to define the word personality in a base of individual, we can define it as 'personality is a whole of different and specific sides of a human.'

Personality can be defined as consistent behavior patterns and intrapersonal processes originating within the individual.⁸²

In fact there is difficulty on defining personality because of the word personality includes complexity inside. There have been put forward different thoughts and debates on this word are including this situation.⁸³

2. Determinants of Personality

2.1. Genetic Determinants

Differences in intelligence are associated with genetic differences; genetic factors play a major role in determining personality, particularly in relation to what is unique in the individual.⁸⁴ The importance of genetic factors in shaping personality may vary from one personality characteristic to another. Genetic factors are generally more important in such characteristics as intelligence and temperament, and less important in regard to values, ideals, and beliefs. One good example of an individual difference due to temperament is activity level and fearfulness. The fact that these differences appear

⁸² Jerry M. Burger. **Personality**. Seventh Edition, Thomson - Wadsworth, United States, p.4.

⁸³ Carver and Scheier, p.3.

⁸⁴ Sternberg and Grigorenko (edit.), p.32.

early, are long-lasting, and seem to be relatively independent of one's learning history, suggest that these differences are due to genetic or inherited characteristics.⁸⁵

The heritability coefficient is a numerical estimator of the genetic component of trait variation. Its mathematical definition is such;

$$\text{heritability} = h^2 = \frac{\text{Genetic variation in a trait}}{\text{Phenotypic variation in a trait}}$$

where “phenotypic” is the measured trait variation across individuals and “genetic variation” is that part attributable to the substitution of genes for one another. If all variation in a trait were attributable to genetic variation, then the heritability coefficient would be 1.0, or 100%.⁸⁶

However, the basic pattern of inheritance is not always obvious. Some genes are recessive and the characteristics that they control may appear to skip generations, thus lowering correlations between parents and children. Some genes are gender-related and mainly appear in males, while some characteristics are controlled by several genes. Furthermore, the influence of genetics involves the influence of differential mating; for example, bright people tend to marry bright people.⁸⁷

In a population, genetic differences, or variation, can go from 0 (between identical twins) all the way to 100 percent (among unrelated people). The effects of genetic factors to the personality can be seen and understood easily with the events of twins. However, twins who are alike another (physically), is not means these individuals have similar traits -researches put this forth-.⁸⁸ Genetic variation within families with twins (0 to 50) is just half of general population (0 to 100).⁸⁹

To give examples to genetic factors, irritability and alcoholism are heritable vulnerabilities.

⁸⁵ Pervin and John, pp.9-10.

⁸⁶ David C. Rowe. “Genetics, Temperament, and Personality”. **Handbook of Personality Psychology**, Academic Press, 1997, p.369.

⁸⁷ Smith and Smith, p.42.

⁸⁸ Rowe, p.373.

⁸⁹ David B. Cohen. **Stranger in the Nest -Do Parents Really Shape Their Child's Personality, Intelligence, or Character?-**. John Wiley & Sons, Inc., New York, USA 1999, p.105.

2.2. Environmental Determinants

Environmental determinants include influences that make many of us similar to each other as well as experiences that make us unique. The shared environment relates most directly to the relative malleability of traits, which means, a shared environment has strong effects on personality.⁹⁰

2.2.1. Culture

Sociologists, argue that personality is largely formed by culture.⁹¹ The importance of the environmental determinants of personality is the experiences individuals have as a result of membership in a particular culture. Each culture has its own institutionalized and sanctioned patterns of learnt behaviors, rituals, and beliefs. Most members of a culture have certain personality characteristics in common. But, in fact, culture can change with external factors, for instance influences of foreign cultures can change the culture of a person.⁹²

2.2.2. Social Class

One of the important environmental determinant is the social class factor. Few aspects of an individual's personality can be understood without reference to the group to which that person belongs. One's social group has a particular importance. Social class factors help to determine the status of individuals, the roles they perform, the duties they are bound by, and the privileges they enjoy. These factors influence how individuals see themselves and how they perceive members of other social classes.⁹³

Social class differences in intelligence is a result of difference in opportunities to acquire the knowledge and skills valued by the majority culture. The researches shows that differences in intelligence by social class arise, in large part, from genetic

⁹⁰ Rowe, p.381.

⁹¹ Smith and Smith, p.48.

⁹² Pervin and John, p.11.

⁹³ Pervin and John. pp.11-12.

variability and not from differences in opportunities to learn, in families that are not abusive, neglectful or culturally different.⁹⁴

2.2.3. Family

One of the most important environmental factors is the influence of the family. Parents may be warm and loving or hostile and rejecting, overprotective and possessive or aware of their children's needs for freedom and autonomy.

Emotional intelligence is a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth.⁹⁵ On the other hand lower emotional intelligence is associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour. In fact each pattern of parental behavior affects the personality development of the child.⁹⁶

The family is an important influence upon the way in which personality develops. The researches that made an investigating the family factor on personality have been put forward important results. Two results are the birth order and the absence of fathers profound effects. Consistent differences have been reported between the personalities of first and latter-born children. It is suggested that earlier-born children tend to be conservative and cautious, whereas letter-born children tend to be rebellious and radical. Latter-born children are said to have personalities that are more sociable and manipulative. Research also suggests that boys in homes where the father is absent tend to be more achievement-motivated and successful.⁹⁷

2.3. Three Sides of Personality

2.3.1. Character

“Character” is a concept that is used as synonym of the personality. Character denotes of social and moral features of personality. According to another definition; character is a whole of features that constitutes and shapes the mental power of a

⁹⁴ Sternberg and Grigorenko (edit.). pp.28-29.

⁹⁵ Matthews – Zeidner and Roberts. p.19.

⁹⁶ Pervin and John. p.12.

⁹⁷ Smith and Smith. p.49.

person. According to this definition character seems to be the skeleton of personality. In a determined period, the personality features of a person is an appearance of character. In terms of social and moral, character is used to denote the differences of people in this respect. The concept of character is in close relation with the societal values and moral values of the surrounding of a person. From this point Allport defined the character as a shape of using the current value judgments and moral values prevail in surrounding of a person.⁹⁸

2.3.2. Temperament

Temperament is a concept that denotes some basic and differential features of a person. Temperament is the change of emotional reactions that are private, very limited, and determined in the daily life as in respect to quality and quantity.

Considering temperament represents the emotional side of a person, though some of the features in this particular are passed by inheritance from previous generation, also some of them get afterwards by habituation and learning. Temperament is the first expression of personality in the very young. Modern temperament theorists also focus on infancy, on that first appearance of individual differences in personality.⁹⁹

It is possible to separate the temperament into four group. These are cheerful temperament, nonchalantly temperament, angry temperament and melancholic temperament.

- Cheerful temperament: People who are in this group are active and cheerful. Their interests can be changed easily.
- Nonchalantly temperament: Denotes the personality as less active, not too cheerful, nonchalantly and strong.
- Angry temperament: It is a temperament type that huffes quick, active and strong.

⁹⁸ Uğur Necdet Zel. *The Effects of Personality on the Management Performance, Its Use in Organization Environment and a Comparative Application between Countries/Sectors*. Doctoral Thesis, (Advisor: Halil Can), Hacettepe University Institute of Social Sciences, Ankara, November 1999, p.10.

⁹⁹ Rowe. p.374.

- Melancholic temperament: It is a temperament kind that reflects as self-conscious, sad, inactive and weak.¹⁰⁰

2.3.3. Ability

The third important fact during constitution of personality is ability. Ability is not only a fact that constitutes the personality, also it is an important factor for shaping of personality.

Physical ability is a whole of physical features of people who put forward in the way through sense organs, and realized some facts. Greater part of these, are the features that people get congenital, and bring it's as available in time.

Cognitive skills are a group of cognitive features of a person like can comprehend, can analyze and can resolute of determined relations, and can conclude. Besides people have cognitive skills depending on ages, sexes and the other some personal features, they have congenital cognitive skills too. Most important cognitive skills are numerical interest, technical comprehension and ethnic interest, memory skill, conceptual skills, relation finding skill, could make comparison, learning and comprehension.

Until now, the relation between cognitive skill and intelligence have been put forward with many researches.¹⁰¹

2.4. Layers and Attributes of Personality

2.4.1. Layers of Personality

Personality consists different layers functioned as integrated; one complete the other. These layers can be lined up in order bottom-up like this;

1. In the first layer founded "physical qualities".
2. In the second layer founded the function of inner-glands which given shape and colour to the bodily structure.

¹⁰⁰ Zel. p.11.

¹⁰¹ Zel. p.12.

3. In the third layer there is “intelligence” in which the personality forms and develops, and constitutes the basic of psychological body.
4. “Impetuses” takes place in the fourth layer which constitutes from instincts and impulses oriented to remedy the life requirements.
5. In the fifth layer there is affection and enthusiasm field sourced from impetuses. Own-to-a person features of this layer called as temperament.
6. In the sixth layer is founded the ego of personality.
7. In the seventh layer there are emotions, thinks, attitudes, behaviors, and motions of personality which reflects out from personality, and senses from others.
8. In the eighth level there is “character”; which appears as a result of evaluation of the out-spread features of personality for the purposes of societal values, rules, and moral.
9. Ninth level is consisted from any person’ invoke methods, ways, and for this purpose from it performed efforts, and exposed products for itself acceptance or imposition of what he/she is or what he/she will to be; arguing of it’s reality of personality, proving of it’s being.
10. In the tenth layer a person is determined with his/her place and value in the cosmos, in the time slipped away, with being aware of the other layers that formed the personality.¹⁰²

2.4.2. Traits of Personality

In light of the related knowledge’s with the personality, we can list some features that found in the concept of personality in this way;

1. Personality is constituted from a whole of tendencies which are being congenital or get afterwards from a person.
2. Personality is an arrangement of having these tendencies.

¹⁰² Zel. p.13.

3. There are some differences that separates one's individual feature from another.
4. Personality is adjusted as the tendencies of people to the environments. Namely a person can show different attitudes and behaviors under different environmental conditions (social cohesion).
5. One single congenital character of every personality and character is an indispensable component of personality.
6. Personality gives direction to the behaviors and controls it. The aims and motives have different meanings on the people.
7. Personality is a product of individual balance. Personality is a result of a person's congenital balance. According to the amount of cognitive balance of a person; he/she can equally develop or will have a normal personality.¹⁰³

2.5. Classification of Personality Factors

Personality factors enable people to communicate and identify personal qualities that help them to survive in the social world. The personality factors that differs from one person to the other, are summarized hereunder.

2.5.1. The Big Five Personality Factors

The Big Five reflect emotional dispositions that may be influenced by emotional regulation skills. The Big Five Personality Factors is constituted from; extroversion, agreeableness, conscientiousness, emotional stability and intellectual openness, it appears to be universal variants of human nature, for they are found in cultures throughout the world, each with different traditions, world views, and languages.

¹⁰³ Zel. p.14.

Table 2.1 The “Big Five” Factor Dimensions.

I Extraversion	II Agreeableness	III Conscientiousness	IV Emotional Stability	V Culture
Talkative	Sympathetic	Organized	Tense	Wide interests
Active	Appreciative	Planful	Nervous	Intelligent
Outgoing	Soft-hearted	Responsible	Worrying	Insightful
Dominant	Generous	Dependable	Fearful	Sophisticated
Enthusiastic	Helpful	Precise	Self-pitying	Clever
Retiring	Hard-hearted	Slipshod		Unintelligent
Withdrawn	Quarrelsome	Irresponsible		Shallow
Silent	Unfriendly	Frivolous		Simple
Shy	Cold	Disorderly		Narrow interests
Reserved	Fault-finding	Careless		Commonplace

Source: David C. Rowe. “Genetics, Temperament, and Personality”. **Handbook of Personality Psychology**, Academic Press, 1997, p.378.

2.5.1.1. Intellectual Openness

Intellectual openness includes traits such as fantasy, aesthetics, feelings, actions, ideas, and values.¹⁰⁴ Intellectual openness is the tendency to be insightful and inventive. This dimension is commonly gathered together as intellectual features like being cultured, being curious, having original opinions, being wide in thinking, being intelligent, thinking artistically, and having strong imaginative power. Humans who have these features are preferred from organizations; they could contribute very functional benefits to the organizations, especially to the organizations which transformed.¹⁰⁵

Intellectual openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience.¹⁰⁶

2.5.1.2. Conscientiousness

Conscientiousness is characterized by competence, order, dutifulness, striving for achievement, self-discipline, and deliberation.¹⁰⁷ Conscientiousness is the tendency

¹⁰⁴ Freeland. p.28.

¹⁰⁵ Cohen. p.110.

¹⁰⁶ http://en.wikipedia.org/wiki/Big_Five_personality_traits

¹⁰⁷ Freeland. p.28.

to be reliable and organized. In this dimension taken place features are being decisive, being confidential, having strong success imputes, attentive, self-possessed, attributing aware of its responsibility, and being planned and programmed.¹⁰⁸ People who have these features probabilities to get success is strong in any position under both an autonomic and a hierarchical structure. There is high-degree correlation between this factor and managers' success that performed his/her jobs under an autonomic task.¹⁰⁹ Conscientiousness may reflect emotional regulation in interpersonal and work settings.

2.5.1.3. Extroversion

Extroversion is composed of warmth, gregariousness, assertiveness, activity, excitement seeking, and positive emotions.¹¹⁰ Extroversion is associated with the propensity to experience positive and negative emotions, respectively.¹¹¹ Extroversion is the tendency to be sociable, adventurous, and energetic. Some basic features related with this dimension can be listened as being assertive and self-starter, being social, being energetic, and being conversable.¹¹² Extroverted people are getting across with the group members, and pioneered to finding and using the sources. Briefly, extrovert people are the ones who are open to the outside world. Fully converse of this dimension is "introversion".¹¹³ The results of a study have showed that introverts are more reactive to signals of punishment then extraverts, whereas extraverts are more susceptible to signals of rewards than introverts.¹¹⁴

Extroversion helps to account for the different labels. Sometimes this factor seems grounded in assertiveness, an open expression of impulses. Sometimes it' based in a kind of dominance and confident assurance, sometimes a quality of happiness. Extraversion is often thought as implying a sense of sociability.¹¹⁵

¹⁰⁸ <http://www.uoregon.edu/~sanjay/bigfive.html>

¹⁰⁹ Cohen. p.110.

¹¹⁰ Freeland. p.28.

¹¹¹ Lopes - Salovey and Straus. p.644.

¹¹² <http://psychology.about.com/od/personalitydevelopment/a/bigfive.htm>

¹¹³ Cohen. p.110.

¹¹⁴ Russell G. Geen. "Psychophysiological Approaches to Personality". **Handbook of Personality Psychology**, Academic Press, 1997, p.395.

¹¹⁵ Carver and Scheier. p.68.

2.5.1.4. Agreeableness

Agreeableness is the tendency to be trusting, straightforward, altruistic, compliant, modest, tender-minded, to be kind and affectionate.¹¹⁶ Compatible people act in a friendly manner, they like working together, are courteous, their indulgent limits are broad; they inspire confidence, and have a mild heart. People who have these features, as managers are motivate his/her inferior positions good, work in direction to satisfying their needs, and are in good relations.¹¹⁷ Agreeableness may reflect emotional regulation in interpersonal and work settings.¹¹⁸

Agreeableness is often characterized as being concerned with the maintaining of relationships. It isn't just a quality of being warm and being cold. It includes a kind of docile compliance. It can also imply a sense of nurturance and emotional supportiveness, requiring inhibition of negative affect. On the other side disagreeableness has an oppositional or antagonistic quality verging toward hostility.¹¹⁹

2.5.1.5. Neuroticism

Neuroticism is characterized by traits such as anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability.¹²⁰ Emotional stability is the tendency to be calm and stable. Like extroversion, emotional stability is associated with the propensity to experience positive and negative emotions too.¹²¹ This dimension embraced the features like whether a person is irritable or not, his/her self-confidence degree, whether is optimist or pessimist, being self-conscious, being emotional, and being anxious. People who undertake a managerial task should anyhow have positive attributes in dimension of emotional stability.¹²²

¹¹⁶ Freeland. p.28.

¹¹⁷ Cohen. p.110.

¹¹⁸ Lopes - Salovey and Straus. p.644.

¹¹⁹ Carver and Scheier. p.68.

¹²⁰ Freeland. p.28.

¹²¹ Lopes - Salovey and Straus. p.644.

¹²² Cohen. p.110.

Table 2.2 Bipolar and unipolar adjective scales reflective of the five major personality

Factor	Item	
Extroversion	Bold-timid	Gregarious
	Forceful-submissive	Outspoken
	Self-confident-unassured	Energetic
	Talkative-silent	Happy
	Spontaneous-inhibited	Seclusive (inverse)
Agreeableness	Friendly-unfriendly	Jealous (inverse)
	Warm-cold	Considerate
	Kind-unkind	Spiteful (inverse)
	Polite-rude	Touchy (inverse)
	Good-natured-irritable	Complaining (inverse)
Conscientiousness	Cautious-rash	Neat
	Serious-frivolous	Persevering
	Responsible-irresponsible	Planful
	Thorough-careless	Careful
	Hardworking-lazy	Eccentric (inverse)
Emotionality	Nervous-poised	Concerned
	Anxious-calm	Nervous
	Excitable-composed	Fearful
	Relaxed-high strung	Tense
Intellect	Imaginative-simple	Knowledgeable
	Intellectual-unreflective	Perceptive
	Polished-crude	Imaginative
	Uncurious-curious	Verbal
	Uncreative-creative	Original

Source: Charles S. Carver and Michael F. Scheier. **Perspectives on Personality**. Fifth Edition, Pearson Education, Inc., Omegatype Typography, Inc., Boston, USA, 2004, p.69.

Table 2.3 Cattell's Global Scales and Contributing Primary Factors

Introversion/Extraversion
Warmth (A) Liveliness (F) Social Boldness (H) Privateness (N) Self-Reliance (Q2)
Low Anxiety/High Anxiety
Emotional Stability (C) Vigilance (L) Apprehension (O) Tension (Q4)
Receptivity/Tough-Mindedness
Warmth (A) Sensitivity (I) Abstractedness (M) Openness to Change (Q1)
Accommodation/Independence
Dominance (E) Social Boldness (H) Vigilance (L) Openness to Change (Q1)
Lack of Restraint/Self-Control
Liveliness (F) Rule-Consciousness (G) Abstractedness (M) Perfectionism (Q3)

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.29.

Table 2.4 The Big Five Personality Test

1.	...Is talkative	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
2.	...Tends to find fault with others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
3.	...Does a thorough job	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
4.	...Is depressed, blue	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
5.	...Is original, comes up with new ideas	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
6.	...Is reserved	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
7.	...Is helpful and unselfish with others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
8.	...Can be somewhat careless	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
9.	...Is relaxed, handles stress well	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
10.	...Is curious about many different things	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
11.	...Is full of energy	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
12.	...Starts quarrels with others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
13.	...Is a reliable worker	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
14.	...Can be tense	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
15.	...Is ingenious, a deep thinker	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
16.	...Generates a lot of enthusiasms	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
17.	...Has a forgiving nature	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
18.	...Tends to be disorganized	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
19.	...Worries a lot	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
20.	...Has an active imagination	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
21.	...Tends to be quiet	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
22.	...Is generally trusting	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
23.	...Tends to be lazy	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
24.	...Is emotionally stable, not easily upset	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
25.	...Is inventive	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
26.	...Has an assertive personality	Disagree 1 0 2 0 3 0 4 0 5 0 Agree

27.	...Can be cold and aloof	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
28.	...Perseveres until the task is finished	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
29.	...Can be moody	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
30.	...Values artistic, aesthetic experiences	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
31.	...Is sometimes shy, inhibited	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
32.	...Is considerate and kind to almost everyone	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
33.	...Does things efficiently	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
34.	...Remains calm in tense situations	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
35.	...Prefers work that is routine	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
36.	...Is outgoing, sociable	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
37.	...Is sometimes rude to others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
38.	...Makes plans and follows through with them	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
39.	...Gets nervous easily	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
40.	...Likes to reflect, play with ideas	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
41.	...Has few artistic interests	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
42.	...Likes to cooperate with others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
43.	...Is easily distracted	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
44.	...Is sophisticated in art, music, or literature	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
45.	Has high self-esteem	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
46.	...Is very religious	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
47.	...Is politically liberal	Disagree 1 0 2 0 3 0 4 0 5 0 Agree
48.	...Is often on bad terms with others	Disagree 1 0 2 0 3 0 4 0 5 0 Agree

Source: <http://www.outofservice.com/bigfive/>

2.6. Personality Theories

Personality theories offer explanations for each individual's unique ways of responding to his or her physical, social, and cultural environments. These explanations then lead to predictions that are tested and buttressed by empirical evidence. Such theories provide understanding of individuals and help predict their actions accurately.¹²³ There are many personality theories introduced by several scientists like Freud, Berne, Jung, Adley, Horney, and Eysenck, these are summarized hereunder.

The models of personality seem quite different. However, considerable similarity exists.

There are several personality theories which do tend to share certain distinctive goals, they generally try to integrate many aspects of human behavior into a single theoretical framework. Personality theorists derive and explain these facts from a central theme. Personality theorists not only tend to cover large areas and seek broad integrations, they also tend to deal with questions of central personal, philosophical, and practical importance.

Personality theories are often applied to help improve the psychological qualities of our lives. Many personality psychologists concern about practical questions. They tend to concentrate on searching for useful techniques to deal with the implications of personality for human problems, such as depression, anxiety, and poor health.

Personality theories differ in their degree of emphasis on the past and the present, the conscious and the unconscious, the directly observable and the relatively unobservable.

Some personality psychologists commit themselves to quantitative, statistical techniques for gathering information from large groups. Others rely on intuition and subjective judgments based on lengthy personal experience with a few people. Some of them urge to concentrate on peak experiences – moments of personal, spiritual, or

¹²³ Ryckman. p.6.

religious climax and fulfillment. Others prefer to study simple behaviors under conditions that permit a clearer analysis of causation.¹²⁴

2.6.1. Sigmund Freud's Personality Theory

Sigmund Freud was proposed distinctive conceptions of the nature of personality. He was based on their own personal and clinical experience. Sigmund Freud's view of personality, which emphasized unconscious motives, is very different from the formulations of early behaviorists, who stressed learned habits.¹²⁵

Freud's theory was based on observations. According to Freud human is an energy system; however this energy is limited amount. If this energy is blocked anyway, this means problems for human. Again according to him the goal of all behavior is pleasure, that is, the reduction of tension or the release of energy. Beyond the view of the person as being an energy system, there is the view that humans are driven by sexual and aggressive instincts or drives. According to him the instinct of aggression lies at the bottom of all relations of affection and love between human beings. Along with the aggressive drive, Freud placed great emphasis on the sexual drive, and on the conflict between expression of these drives and society.¹²⁶ Freud argued that biologically anchored drives concerning sexuality and aggression provide the energy and the direction for much of human behavior, though their manifestations are disguised through the defensive machinations of the ego and the generally antagonistic demands of the social world.¹²⁷

Freud conceived of personality as a tripartite arrangement, consisting of three sets of subsystems the "id," "ego," and "superego," each with its own special characteristics.

The id comprises the drive or motive forces within man, the ego has to do with controlling and adaptive properties, and the superego is concerned with the moral values and ideals which are internalized from culture and family-in effect, conscience. All the

¹²⁴ Mischel. p.17.

¹²⁵ Mischel. pp.7-8.

¹²⁶ Pervin and John. p.69.

¹²⁷ McAdams. p.6.

psychological functions performed by the personality system are expressed in these three subsystems.¹²⁸

Each of these subsystems contains the theoretical assumptions of Freudian theory, including the particular drives, controlling tendencies, and moral ideals, the functions of each substructure, its manner of development, and the rules about how the substructures interact.

Freud was usually worked as therapist treating psychologically disturbed and distressed individuals and used their cases as the basis for generalizing broadly to the nature of personality. His case studies relating personality was constituted a major part of his clinical researches.¹²⁹ As we known case studies are frequently used in clinical and medical settings to provide descriptions and explanations of a person's actions and experiences, as well as a prescription for the treatment of the individual's problems. An example of the case study is Freud's analysis of Leonardo Da Vinci's personality, with special focus on his alleged homosexuality. During this study Freud was focused on Leonardo's childhood and hence he was assumed that childhood determined the later personality development.¹³⁰

2.6.2. Gustav Jung's Personality Theory

According to Jung, human's behaviors are affected from the past but they behave facing the future. By this way, a human acts how he/she wants to be in the future. In this circumstances, people have the character which can dominate their future. Jung believes that people always do the self reformation and think in a creative evolution.¹³¹

Jung's theory divides the psyche into three parts. The first is the *ego*, which Jung identifies with the conscious mind. Closely related is the *personal unconscious*, which includes anything which is not presently conscious, but can be. The personal unconscious is like most people's understanding of the unconscious in that it includes

¹²⁸ Lazarus, p.26.

¹²⁹ Pervin and John, p.36.

¹³⁰ Ryckman, p.15.

¹³¹ Tombs, Steve., **People in Organisations; An Active Learning Approach**, Blackwell Business Publications, Malden., USA 1997, p.376.

both memories that are easily brought to mind and those that have been suppressed for some reason. But it does not include the instincts that Freud would have it include.

But then Jung adds the part of the psyche that makes his theory stand out from all others: *the collective unconscious*. It is called "psychic inheritance." It is the reservoir of people's experiences as a species, a kind of knowledge all the humans born with. And yet people can never be directly conscious of it. It influences all of humans experiences and behaviors, most especially the emotional ones, but humans only know about it indirectly, by looking at those influences.

There are some experiences that show the effects of the collective unconscious more clearly than others: The experiences of love at first sight, of *deja vu* (the feeling that you've been here before), and the immediate recognition of certain symbols and the meanings of certain myths, could all be understood as the sudden conjunction of humans outer reality and the inner reality of the collective unconscious. Grander examples are the creative experiences shared by artists and musicians all over the world and in all times, or the spiritual experiences of mystics of all religions, or the parallels in dreams, fantasies, mythologies, fairy tales, and literature.

2.6.3. Alfred Adler's Personality Theory

As distinct from other theorists, Adler brought the concept of "*superiority*" in the foreground to the extent of the personality.¹³²

Alfred Adler postulates a single "drive" or motivating force behind all humans behavior and experience. By the time his theory had gelled into its most mature form, he called that motivating force the *striving for perfection*. It is the desire all the humans have to fulfill their potentials, to come closer and closer to their ideal. It is very similar to the more popular idea of self-actualization.

"*Perfection*" and "*ideal*" are troublesome words, though. On the one hand, they are very positive goals. And yet, in psychology, they are often given a rather negative connotation. Perfection and ideals are, practically by definition, things humans can't

¹³² Tombs, p.378.

reach. Many people, in fact, live very sad and painful lives. Other theorists, like Karen Horney and Carl Rogers, emphasize this problem. But Adler sees this negative kind of idealism as a perversion of the more positive understanding.

Striving for perfection was not the first phrase Adler used to refer to his single motivating force. His earliest phrase was the *aggression drive*, referring to the reaction humans have when other drives, such as their need to eat, be sexually satisfied, get things done, or be loved, are frustrated. In other words, it is called the *assertiveness drive*, since people tend to think of aggression as physical and negative. Adler's idea of the *aggression drive* was the first diversity of opinion between him and Freud. Freud posits that it would detract from the crucial position of the sex drive in psychoanalytic theory.

Another word Adler used to refer to basic motivation was *compensation*, or *striving to overcome*. Since all the people all have problems, short-comings, inferiorities of one sort or another, Adler told that personalities could be accounted for by the ways in which they do or don't, compensate or overcome those problems. The idea still plays an important role in his theory, but he rejected it as a label for the basic motive .

One of Adler's earliest phrases was *masculine protest*. He noted that men were held in higher esteem than women. Men wanted to be thought of as strong, aggressive, in control, masculine and not weak, passive, or dependent and feminine. The point was that men basically better than women. But Adler didn't embrace men's assertiveness and success in the world as due to some innate superiority. He regarded it as a reflection of the fact that men are encouraged to be assertive in life, and women are discouraged.

The last phrase he used was *striving for superiority*. His use of this phrase reflects one of the philosophical roots of his ideas: Friederich Nietzsche developed a philosophy that considered the will to power the basic motive of human life. Although striving for superiority does refer to the desire to be better, it also contains the idea that people want to be better than others, rather than better in their own right. Adler later tended to use striving for superiority more in reference to unhealthy or neurotic striving.

2.6.4. Karen Horney's Personality Theory

Karen Horney, put forward an opinion that “*anxiety*” and “*fear*” are the determining factors of personality.¹³³

Horney's theory is grounded on *neurosis*. First, she offered a different way of viewing neurosis. She saw it as much more continuous with normal life than other theorists. Specifically, she saw neurosis as an attempt to make life bearable, as a way of "interpersonal control and coping." This is, what all the humans strive to do on a day-to-day basis, only most of them seem to be doing alright, while the neurotic seems to be sinking fast.

In Horney's clinical experience, she discerned ten particular patterns of neurotic needs. They are based on things that all humans need, but they have become distorted in several ways by the difficulties of some people's lives.

The first need Horney had mentioned was affection and approval. She claimed that all the humans need affection but some of them become neurotic. First, the need is unrealistic, unreasonable, indiscriminate. But later, humans realize that there may be times in their lives where they have to be self-sufficient.

Second, the neurotic's need is much more intense, and he or she will experience great *anxiety* if the need is not met, or if it even appears that it may not be met in the future. It is this, that leads to the unrealistic nature of the need. Affection, to continue the example, has to be shown clearly at all times, in all circumstances, by all people, or the panic sets in. The neurotic has made the need too central to their existence.

The *neurotic needs* that Karen Horney had mentioned are as follows:¹³⁴

1. The neurotic need for affection and approval, the indiscriminate need to please others and be liked by them.

¹³³ Zel, p.21.

¹³⁴ Carver and Scheir, pp.384-386

2. The neurotic need for a partner, for someone who will take over one's life. This includes the idea that love will solve all of one's problems. Again, all the humans would like a partner to share life with, but the neurotic goes a step or two too far.

3. The neurotic need to restrict one's life to narrow borders, to be undemanding, satisfied with little, to be inconspicuous.

4. The neurotic need for power, for control over others, for a facade of omnipotence. All the humans may seek strength, but the neurotic may be desperate for it. This is dominance, often accompanied by a contempt for the weak and a strong belief in one's own rational powers.

5. The neurotic need to exploit others and get the better of them. In the ordinary person, this might be the need to have an effect, to have impact, to be heard. In the neurotic, it can become manipulation and the belief that people are there to be used. It may also involve a fear of being used.

6. The neurotic need for social recognition or prestige. Human beings are social creatures and like to be appreciated. But these people are overwhelmingly concerned with appearances and popularity. They fear being ignored and be thought plain.

7. The neurotic need for personal admiration. People need to be admired for inner qualities as well as outer ones. They need to feel important and valued. But some people are more desperate, and need to remind everyone of their importance. Their fear is of being thought nobodies, unimportant and meaningless.

8. The neurotic need for personal achievement. Again, there is nothing intrinsically wrong with achievement. But some people are obsessed with it. They have to be the best at everything they do.

9. The neurotic need for self-sufficiency and independence. Most of the people cultivate some autonomy, but some feel that they shouldn't ever need anybody. They tend to refuse help and are often reluctant to commit to a relationship.

10. The neurotic need for perfection and unassailability which means to become better and better at life and special interests are hardly neurotic, but some people are driven to be perfect and scared of being flawed. They can't be caught making a mistake and need to be in control at all times.

As Horney investigated these neurotic needs, she began to recognize that they can be clustered into three broad *coping strategies*:

I. *Compliance*, which includes needs one, two, and three.

II. *Aggression*, including needs four through eight.

III. *Withdrawal*, including needs nine, ten, and three. She added three here because it is crucial to the illusion of total independence and perfection that humans limit the breadth of their life.

Horney also used a number of other phrases to refer to these three strategies. Besides compliance, she referred to the first as the *moving-toward strategy* and the *self-effacing solution* which is the same as Adler's getting or leaning approach, or the phlegmatic personality.

Besides aggression, the second was referred to as *moving-against* and the *expansive solution*. It is the same as Adler's ruling or dominant type, or the choleric personality.

And, besides withdrawal, Horney called the third *moving-away-from* and the *resigning solution*. It is somewhat like Adler's avoiding type, the melancholy personality.

2.6.5. Eysenck's Personality Theory

Hans Eysenck is one of the earliest factor analysts of personality, who developed a model that started with specific responses called as three-factor model. He suggests that specific responses in one way are linked together to form habits which tend to come together to form traits. According to him responses could be grouped together into

habits (which might be similar to secondary traits).¹³⁵ A trait is a fairly generalized and consistent set of habits. The traits in their turn could be organized into types, such as ‘extroversion’. Eysenck used factor analysis and found that there were three main traits: extroversion, neuroticism and psychoticism.¹³⁶ Traits associated with Eysenck’s version of Neuroticism include anxiety, depression, guilty feelings, low self-esteem, tension, irrationality, shyness, moodiness, and emotion. Extraverts are social, lively, active, assertive, sensation seeking, carefree, dominant, surgent, and venturesome. And Psychoticism includes traits such as aggression, coldness, egocentrism, being impersonal, impulsive, antisocial, unempathetic, creative, and tough-minded.¹³⁷

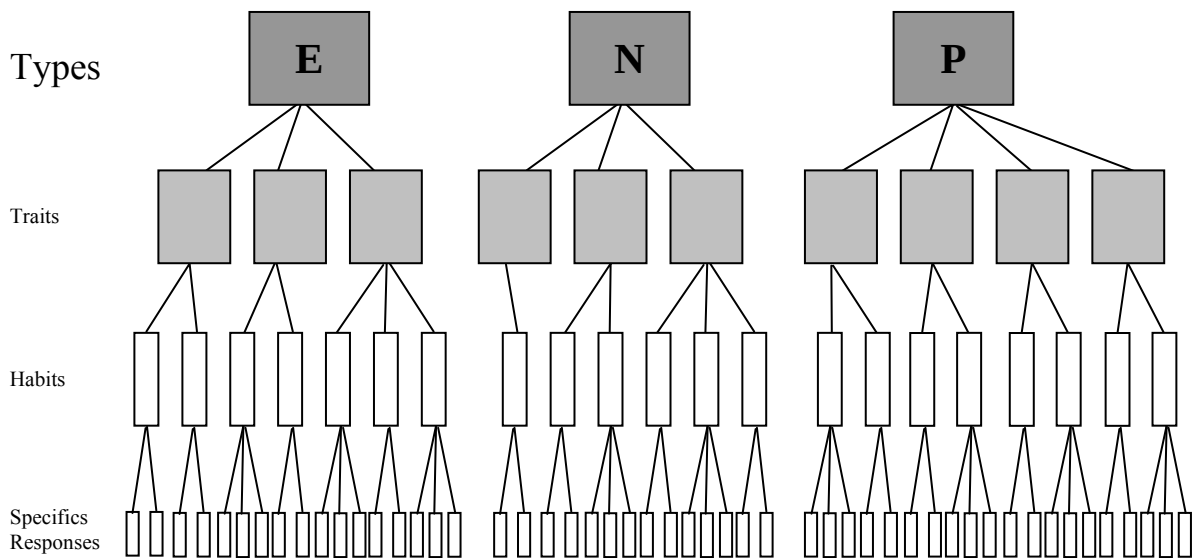


Figure 2.1 Eysenck’s structure of personality.

Source: Mike Smith and Pam Smith. **Testing People at Work –Competencies in Psychometric Testing-**. First Edition, The British Psychological Society and Blackwell Publishing Ltd., MPG Books (UK), Malden, USA 2005, p.39.

Eysenck preferred to work from the general to the specific and put general factors at the top of his diagram.

Eysenck outlined traits as;

¹³⁵ Emre Konuk. *The Development of The Turkish Form, Test-Retest Reliability and Validity Studies of The Sixteen Personality Factor Questionnaire (16PF)*. Master of Arts in Psychology, (Advisor: Güler Fişek), Boğaziçi University, Istanbul, September 1996, p.2.

¹³⁶ Smith and Smith, p.39.

¹³⁷ Freeland, p.30.

1. traits are individually dependent,
2. traits can be identified using correlational studies,
3. traits are determined by heredity factors
4. traits can be measured using questionnaire methods,
5. the interaction of traits and environmental situations results in states,
6. states are measurable using questionnaire methods,
7. if incorporated in a meaningful theoretical framework, traits and states can be useful in explaining behavior,
8. the relationship between traits/states and behavior is usually indirect and affected by the interactions among traits, states, and other factors.¹³⁸

¹³⁸ Freeland, p.31.

Table 2.5 The Main Psychoanalytic Explanations of Personality.

	Freud	Jung	Adler	Horney
Motive Force	Sex (the brain is an appendage of the genitals)	Archetypes (for example, male archetype = animus; female archetype = anima)	Innate striving for perfection (superiority)	Anxiety
Division of psyche	Id Ego Super-ego Conscious Unconscious	Personal unconscious Collective unconscious	Conscious more important than the unconscious	Anxiety and hostility combine to give three directions: • towards others • against others • away from others
Stages in development	Oral → anal → phallic → latency → genital	Development continues throughout life	Inferior → superior	Insecure/dependent → secure/independent
Complexes	Oral and anal fixations Oedipus and Electra complexes Penis envy	Mid-life crisis	Inferiority complex Superiority complex	
Jargon	Defence mechanisms	Personality types	Compensation, overcompensation	

Source: Mike Smith and Pam Smith. **Testing People at Work –Competencies in Psychometric Testing-**. First Edition, The British Psychological Society and Blackwell Publishing Ltd., MPG Books (UK), Malden, USA 2005, p.53.

2.7. Measuring Personality Factors

2.7.1. Used Techniques

There are many techniques for measuring personality factors which are used from personality researchers. For example Raymond Cattell is a personality researcher, who makes the distinction between source traits and surface traits. Surface traits represent clusters of manifest variables that appear to go together. And source traits are the underlying factors that determine the multiple surface manifestations.¹³⁹ Source traits are the basic, fundamental aspects of personality that direct the style of behaviour

¹³⁹ McAdams.p.11.

than an individual chooses. Source traits may often be identified only by factor analysis. Factor analysis is a very popular approach to reducing traits to a manageable number. Hans Eysenck and Raymond Cattell used factor analysis. On the other hand surface traits are produced by the interactions of source traits and other factors such as motivations. They are the forms of behaviour that are observed.

2.7.2. Personality Inventories

2.7.2.1. 16PF of Cattell

R.B. Cattell believed that the same scientific principles that helped to bring order and understanding to the physical world could also be applied to understand the human personality. Raymond Cattell was found that there were 16 primary factors, which could be organized into five second-order factors.¹⁴⁰ Cattell used factor analysis to derive his 16 traits called “primary factors”.¹⁴¹ Cattell’s emphasis on the inter-correlated primary factors is a unique approach to trait theory.

He viewed the trait as a central personality variable. For Cattell, a trait is a mental structure that may be inferred from observable behavior to account for regularity and consistency in behavior.¹⁴²

Cattell was thought that a personality test should measure the broad range of normal personality characteristics. The 16PF Questionnaire was developed to measure the personality dimensions that effect a person’s behaviour. The 16 PF Form A contains 187 items that comprise the 16 primary scales as well as Faking-Good and Faking-Bad scales. Each scale contains 10-15 items. The test can be administered individually or in a group setting. It takes 40-60 minutes to complete and the reading grade level is 7.46. Form B is a parallel form to Form A. Forms C and D are parallel forms and each have 105 items. They are used as short versions (25-35 min. to complete) and the reading grade level is 6.48 and 6.70 respectively. Form E (128 items) is used for low literate

¹⁴⁰ Smith and Smith. p.39.

¹⁴¹ Freeland. p.26.

¹⁴² McAdams. p.11.

subjects (reading grade level 3.25) and takes 45-60 minutes to complete. 16PF can apply to the different age ranges.¹⁴³

The 16PF describes one person's personality by showing this person's scores and behaviour compare with those of other people. All scores actually represent a range rather than a precise score. Scores of 1-3 indicate that a person is more likely to behave in a similar way to the description on the left-hand side of the scale; scores of 8-10 that a person is more likely to behave in a similar way to the description on the right-hand side. Distinctive scores (1-3 or 8-10) are unusual by definition and make a person's behaviour different from most other people (whilst not better or worse). Due to scores being an estimate, a 4 or 7 can be interpreted as somewhere between a description of a mid-range score and a description of a distinctive score. Scores of 5 and 6 are considered mid-range, and people with these scores would show only some degree of these behaviours. Roughly two-thirds of people score between 4 and 7 for each scale.¹⁴⁴

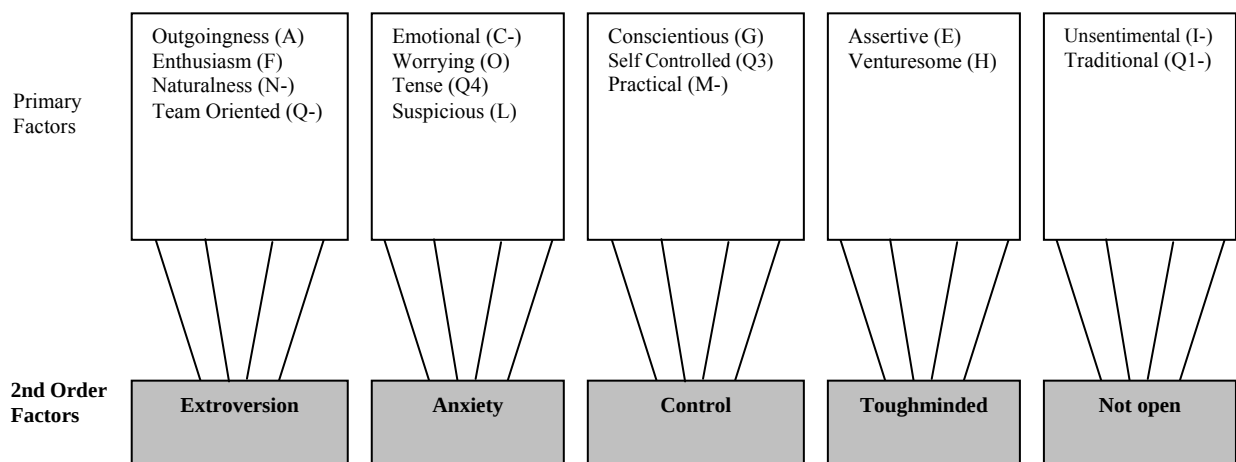


Figure 2.2 Cattell's structure of personality.

Source: Mike Smith and Pam Smith. **Testing People at Work –Competencies in Psychometric Testing-**. First Edition, The British Psychological Society and Blackwell Publishing Ltd., MPG Books (UK), Malden, USA 2005, p.39.

¹⁴³ Konuk. p.11.

¹⁴⁴ Heather E.P. Cattell. **Exploring Your 16PF Profile**. The Institute for Personality and Ability Testing, Inc. (IPAT), OPP Ltd., Champaign, USA 2007, pp.4, 6.

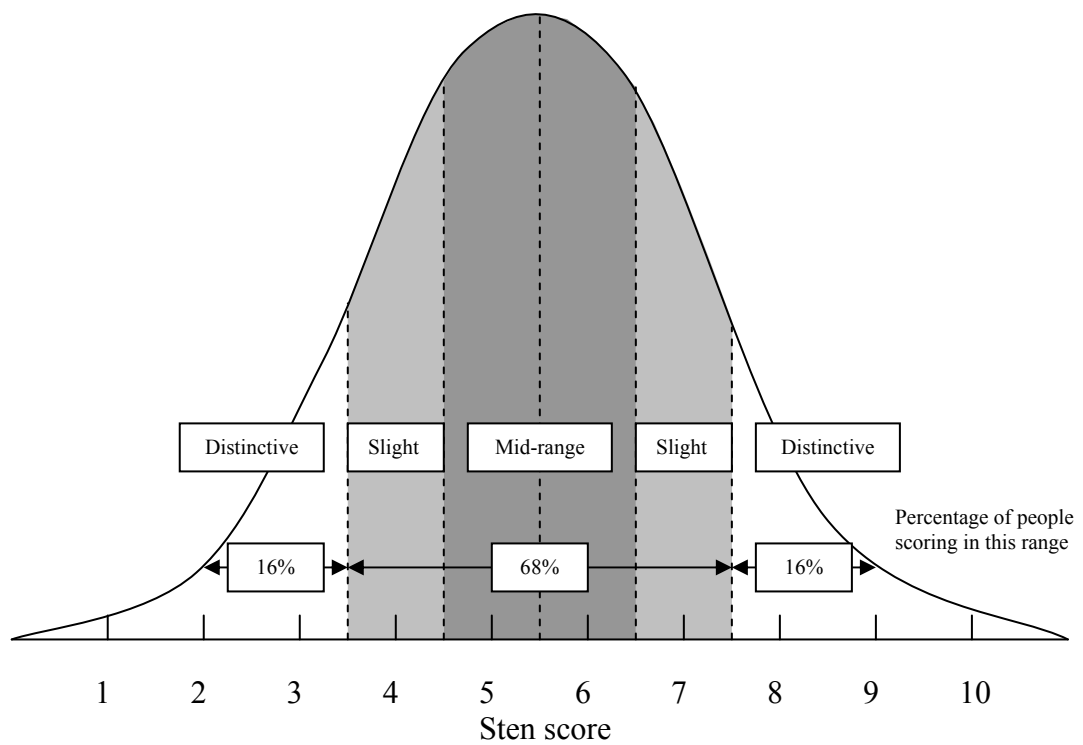


Figure 2.3 Score representations in 16PF.

Source: Heather E.P. Cattell. **Exploring Your 16PF Profile**. The Institute for Personality and Ability Testing, Inc. (IPAT), OPP Ltd., Champaign, USA 2007, p.6.

Cattell thought that the specific (first-order) factors were more useful because the general (second-order) factors were 'a summary too far', since the general factors lost much of the richness needed to understand individual differences. Consequently, Cattell put the specific factors at the top of his diagram.

Table 2.6 Primary factors of Cattell.

Descriptors of left scores		Primary Factor	Descriptors of right scores
Emotionally distant from people	A	Warmth	Attentive and warm towards other
Fewer Reasoning items correct	B	Reasoning	More Reasoning items correct
Reactive, Emotionally Changeable	C	Emotional Stability	Adaptive, Emotionally Stable
Deferential, Cooperative	E	Dominance	Dominant, Forceful
Serious, Cautious, Careful	F	Liveliness	Lively, Animated, Spontaneous
Expedient, Non-Conforming	G	Rule-Consciousness	Rule-Conscious, Dutiful
Shy, Threat-Sensitive, Timid	H	Social Boldness	Socially Bold, Adventurous
Objective, Unsentimental	I	Sensitivity	Subjective, Sentimental
Trusting, Unsuspecting, Accepting	L	Vigilance	Vigilant, Suspicious, Sceptical, Wary
Grounded, Solution-Oriented	M	Abstractedness	Conceptual, Idea-Oriented
Forthright, Straightforward	N	Privateness	Private, Discreet, Non-Disclosing
Self-Assured, Unworried	O	Apprehension	Apprehensive, Self-Doubting, Worried
Traditional, Values the Familiar	Q1	Openness to Change	Open to Change, Experimenting
Group-Oriented, Affiliative	Q2	Self-Reliance	Self-Reliant, Individualistic
Tolerates Disorder, Flexible	Q3	Perfectionism	Perfectionistic, Self-Disciplined
Relaxed, Placid, Patient	Q4	Tension	Tense, High Energy, Impatient, Driven

Source: Heather E.P. Cattell. **Exploring Your 16PF Profile.** The Institute for Personality and Ability Testing, Inc. (IPAT), OPP Ltd., Champaign, USA 2007, p.5.

Table 2.7 16PF Global Factors as Compared to the Big Five.

Global Factors	Big Five
Introversion/Extraversion Low Anxiety/High Anxiety Receptivity/Tough-Mindedness Accommodation/Independence Lack of Restraint/Self-Control	Extroversion (E) Neuroticism (N) Openness (O) Agreeableness (A) Conscientiousness (C)

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.30.

2.7.2.2. Professional Personality Inventory (SHL-OPQ)

The Occupational Personality Questionnaire (OPQ) which was constituted by researchers called Saville and Holdsworth, provides in-depth information on how individuals fit within a work environment, how they will work with others and their performance potential against job competencies.

The OPQ can also be used as a development tool by providing an indication of one's perception of his/her preferred behavioural style at work and likely performance against important job competencies.

The OPQ consists of 100 questions which are made up of 4 singular sentence. The OPQ model embodies the model of personality which breaks personality down into three domains; *Relationships with people*, *thinking style* and *feelings and emotions*. In addition, a fourth underlying domain; *dynamism* relates to an individual's source of energy and includes scales such as *achieving*, *competitive* and *vigorous*.¹⁴⁵ The ones who fill the inventory, determine their choices by marking the most suitable and the least suitable sentence for them. The OPQ, gives information about 10 scales which consist of 3 global and 7 subscales. Those scales are ;¹⁴⁶

*** Elementary Personality Profiles**

- 1) Relationships with People
 - a) Dominant
 - b) Social
 - c) Empathy
- 2) Thinking Style
 - a) Fields of Use
 - b) Abstract
 - c) Structure
- 3) Feeling and Emotions
 - a) Anxieties
 - b) Self Control
 - c) Energies

***Personality SubProfiles**

- 1) Team Roles
- 2) Leadership Styles
- 3) Subordinate Styles
- 4) Adaptation
- 5) Sales Style
- 6) Potentials of Stress
- 7) Coping with Pressures and Setbacks

¹⁴⁵ http://www.shl.com/SHL/americas/Products/Access_Personality/Access_Personality_List/OPQ32.htm

¹⁴⁶ Zel, pp.46-47.

2.7.2.3. Myers-Briggs Type Indicator (MBTI)

Myers-Briggs Type Indicator is a test that uses the type approach, based on types. Types can be defined as 'distinct groups of people characterized by a unique configuration of features'. The type approach is clearly justified in the case of some physiological attributes, such as eye colour and blood group.

The main advantage of the type approach is simplicity. Typologies usually offer a simple system that even quite unintelligent people can understand.

Disadvantages of the type approach are those;

- it ignores a great deal of empirical evidence that human personality is normally distributed and that people are not divided into just a few groups;
- dividing people into types can be quite misleading: some dissimilar people can be grouped together, while others who are quite similar can be artificially separated;
- consequences of labelling people using a simplistic but rigid system. In the type approach humans labelled, this effect the perceptions of humans.
- there are rarely pure types.¹⁴⁷

2.7.2.4. Minnesota Multiphasic Personality Inventory (MMPI)

The Minnesota Multiphasic Personality Inventory, known as the MMPI, and its revised second edition (MMPI-2) are psychological assessment instruments completed by the person being evaluated, scored and interpreted by the examiner. The clinician evaluates the test taker's personal characteristics by comparing the test taker's answers to those given by various psychiatric and nonpsychiatric comparison groups. By analyzing the test taker's patterns of response to the test items, the examiner is able to draw some tentative conclusions about the client's level of adaptation, behavioral characteristics, and personality traits. The MMPI-2 is preferred to the older MMPI because of its larger and more representative community comparison group (also referred to as the "normative" group).

¹⁴⁷ Smith and Smith. pp.35-37.

The results of the MMPI-2 allow the test administrator to make inferences about the client's typical behaviors and way of thinking. The test outcomes help the examiner to determine the test taker's severity of *impairment, outlook on life, approaches to problem solving, typical mood states, likely diagnoses, and potential problems in treatment*. The MMPI-2 is used in a wide range of settings for a variety of procedures.

The inventory is often used as part of inpatient psychiatric assessments, differential diagnosis, and outpatient evaluations. In addition, the instrument is often used by expert witnesses in forensic settings as part of an evaluation of a defendant's mental health, particularly in criminal cases. The MMPI has also been used to evaluate candidates for employment in some fields, and in educational counseling.

The MMPI-2 is composed of 567 true/false items. It can be administered using a printed test booklet and an answer sheet filled in by hand, or by responding to the items on a computer. For the person with limited reading skills or the visually impaired respondent, the MMPI-2 items are available on audiotape. Although the MMPI-2 is frequently referred to as a test, it is not an academic test with "right" and "wrong" answers. MMPI-2 is intended to discover what the respondent is like as a person. A number of areas are "tapped into" by the MMPI-2 to answer such questions as: "Who is this person and how would he or she typically feel, think and behave? What psychological problems and issues are relevant to this person?" Associations between patterns of answers to test items and particular traits or behaviors have been discovered through personality research conducted with the MMPI-2. The inventory items are not arranged into topics or areas on the test. The areas of personality that are measured are interspersed in a somewhat random fashion throughout the MMPI-2 booklet. Some examples of true-or-false statements similar to those on the MMPI-2 are: "I wake up with a headache almost every day"; "I certainly feel worthless sometimes"; "I have had peculiar and disturbing experiences that most other people have not had"; "I would like to do the work of a choir director."¹⁴⁸

¹⁴⁸Butcher, J. N. and C. L. Williams., **Essentials of MMPI-2 and MMPI-A Interpretation**. Revised. Minneapolis: University of Minnesota Press, 1999. p.12

The true/false items are organized after scoring into validity, clinical, and content scales. The inventory may be scored manually or by computer. After scoring, the configuration of the test taker's scale scores is marked on a profile form that contrasts each client's responses to results obtained by the representative community comparison group. The clinician is able to compare a respondent's choices to those of a large normative comparison group as well as to the results derived from earlier MMPI and MMPI-2 studies. The clinician forms inferences about the client by analyzing his or her response patterns on the validity, clinical and content scales, using published guidebooks to the MMPI-2. These texts are based on results obtained from over 10,000 MMPI/MMPI-2 research studies.¹⁴⁹

In addition to the standard validity, clinical, and content scales, numerous additional scales for the MMPI have been created for special purposes over the years by researchers. These special supplementary scale scores are often incorporated into the examiner's interpretation of the test results. Commonly used supplementary scales include the MacAndrews Revised Alcoholism Scale, the Addiction Potential Scale, and the Anxiety Scale. The clinician may also choose to obtain computerized reporting, which yields behavioral hypotheses about the respondent, using scoring and interpretation algorithms applied to a commercial database.¹⁵⁰

¹⁴⁹ Graham, John R. ,**MMPI-2: Assessing Personality and Psychopathology**. 3rd edition, revised. New York: Oxford University Press, 2000.P.37

¹⁵⁰ Graham, p.38

CHAPTER III. APPLICATION

3.1. Methodology

3.1.1. Purpose of the Research

The main purpose in this research is to determine the relationship between the personality and managerial emotional intelligence factors of the people who are in the business life. Within the frame of this purpose, questions which the research intends to find the answers are that;

- 1) Do the scores of the managerial emotional intelligence factors change according to the age variable?
- 2) Do the scores of the managerial emotional intelligence factors change according to the working area variable?
- 3) Do the scores of the managerial emotional intelligence factors change according to the title in the human resources area variable?
- 4) Do the scores of the managerial emotional intelligence factors change according to the marital status variable?
- 5) Do the scores of the managerial emotional intelligence factors change according to the having a child status and number of children variable?
- 6) Is there any significant relationship between the personality factors and managerial emotional intelligence factors of the study group?
- 7) Is it possible to significantly predict the emotional intelligence factors of the study group by looking at the personality factors?

In the application part of the thesis, correlational research was done to make the analysis of the research questions.

3.1.2. Data Collection Instrument (Measurement)

For the application of the thesis two inventories were used. 16PF Personality Inventory was used to measure the personality factors and DBE Managerial Emotional Intelligence Inventory was used to measure the emotional intelligence factors of the study group. Institute of the Behavioral Sciences have the usage rights of both of the inventories in Turkey. 16PF of Cattell is examined in detail in Chapter 2. DBE Managerial Emotional Intelligence Inventory will be explained in this part.

DBE Managerial Emotional Intelligence Inventory which was grounded on the theory of David Goleman's Emotional Intelligence, developed by DBE in 2008. Its validity and reliability analysis have been done by DBE. It is a inventory which measures the ability of employees of showing the emotions at the right time, making them alive, keeping them under control and communicating with other employees in a health way. Managerial Emotional Intelligence consists of two subscales which are personal and social competencies. Structure of the factors, sub factors and declinations are shown below. It has 122 questions which takes almost 30 minutes to fill. The phrases are measured due to participation rating scale which is Likert type style. There are five expressions ; Don't agree at all, don't agree, neither I agree nor I don't, I agree, I agree absolutely. The original inventory is in Turkish and can be found on the page 156.

Personal Competencies	Social Competencies
1) Self-Awareness *Emotional Self-Awareness * Self-Confidence	1) Empathy
2) Management of Emotions,Thoughts and Behaviors * Emotional Self-Control * Transparency * Adaptability	2) Social Skills * Developing Others * Change Management * Building Bonds * Influence * Conflict Management * Teamwork
3) Motivation * Achievement Drive * Engagement to Work * Initiative * Optimism	

Self-Awareness is the explicit understanding that one exists. Furthermore, it includes the concept that one exists as an individual, separate from other people, with private thoughts. It also include the understanding that other people are similarly self-aware. According to Goleman, Self-Awareness is knowing what we feel in the moment and using that to guide our decision making; having a realistic assessment of our own abilities and a well grounded sense of self-confidence.

Emotional self-awareness is a foundational factor of emotional intelligence. It is the ability to understand what the people feel and why, as well as to understand what caused those feelings. People who have high emotional self-awareness, know which emotions they are feeling and why, realize the links between their feelings and what they think, do, and say, recognize how their feelings affect their performance and have a guiding awareness of their values and goals.

Self-Confidence is a sureness about one's self-worth and capabilities. People who have high self-confidence present themselves with self-assurance; have "presence", can voice views that are unpopular and go out on a limb for what is right and are decisive, able to make sound decisions despite uncertainties and pressures.

Emotional Self-Control means managing disruptive emotions and impulses. People with this competence manage their impulsive feelings and distressing emotions well, stay composed, positive, and unflappable even in trying moments and think clearly and stay focused under pressure.

Transparency means maintaining standards of honesty and integrity. People with this competence act ethically and are above reproach, build trust through their reliability and authenticity, admit their own mistakes and confront unethical actions in others and take tough, principled stands even if they are unpopular.

Adaptability is being flexible in handling change. People who have high adaptability smoothly handle multiple demands, shifting priorities, and rapid change, adapt their responses and tactics to fit fluid circumstances and are flexible in how they see events.

Achievement Drive is striving to improve or meet a standard of excellence. People with this competence are results-oriented, with a high drive to meet their objectives and standards, set challenging goals and take calculated risks, pursue information to reduce uncertainty and find ways to do better and learn how to improve their performance.

Engagement to Work means being ready to work for the high corporate aims selflessly. People who have this competence consider the corporate missions and visions while they decide on something in work life, try to make their co-workers to obey these missions and visions and can make sacrifices for the benefits of the organization they work for.

Initiative means being readiness to act on opportunities. People with high initiative competence are ready to seize opportunities, pursue goals beyond what's required or expected of them, cut through red tape and bend the rules when necessary to get the job done and mobilize others through unusual, enterprising efforts.

Optimism is persistence in pursuing goals despite obstacles and setbacks. People with this competence persist in seeking goals despite obstacles and setbacks, operate from hope of success rather than fear of failure and see setbacks as due to manageable circumstance rather than a personal flaw.

Empathy means sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence are attentive to emotional cues and listen well, show sensitivity and understand others' perspectives and help out based on understanding other people's needs and feelings.

Developing Others is Sensing what others need in order to develop, and bolstering their abilities. People with this competence ,acknowledge and reward people's strengths, accomplishments, and development, offer useful feedback and identify people's needs for development, mentor, give timely coaching, and offer assignments that challenge and grow a person's skill.

Change Management means Initiating or managing change. People with this competence, recognize the need for change and remove barriers ,challenge the status quo to acknowledge the need for change ,champion the change and enlist others in its pursuit and model the change expected of others.

Building Bonds means nurturing instrumental relationships. People with this competence are cultivate and maintain extensive informal networks seek out relationships that are mutually beneficial, build rapport and keep others in the loop, make and maintain personal friendships among work associates.

Influence is wielding effective tactics for persuasion. People with this competence are skilled at persuasion, fine-tune presentations to appeal to the listener, use complex strategies like indirect influence to build consensus and support and orchestrate dramatic events to effectively make a point.

Conflict Management means negotiating and resolving disagreements. People with this competence can handle difficult people and tense situations with diplomacy and tact, spot potential conflict, bring disagreements into the open, and help deescalate, encourage debate and open discussion and orchestrate win-win solutions.

Teamwork is about creating group synergy in pursuing collective goals. People with this competence can model team qualities like respect, helpfulness, and cooperation, draw all members into active and enthusiastic participation, build team identity, esprit de corps, and commitment and protect the group and its reputation; share credit.

3.1.3 Data Collection

Both of the 16PF Personality Inventory and DBE Managerial Emotional Intelligence Inventory can be done online via dbe-online.com web site. Applicants having passwords sent by the institution and complete the tests on www.dbe-online.com. In order to have the significant amount of people who have both personality and emotional intelligence inventory, passwords were sent over 650 people. 300 of them were teachers at Terakki Foundations Private Şişli Terakki High Schools and other

350 were the ones who works in the human resources area. All of the other demographic details will be given in the Results part of the application.

3.2. Results Of The Application

3.2.1 Results Related to Demographic Characteristics of The Study Group

Table 3.1 Frequency and Percentaged Distributions of the Study Group As Per Gender Variable

Gender	f	%
Male	67	28,9
Female	165	71,1
Total	232	100,0

(Table 1). Study group is composed of % 71,1 women and % 28,8 men.

Table 3.2 Frequency and Percentaged Distributions of the Study Group As Per Age Variable

Age	f	%
18-25	14	6,0
26-30	63	27,2
31-40	108	46,6
41-50	29	12,5
51 and >	18	7,8
Total	232	100,0

Frequency and percentage distributions of the study group as per age is shown in Table 2. The majority of the study group is between 31 and 40 years old (%46,6). This is followed up by 26-30 years old employees by % 27,2. %12,5 of the study group is

41-50 years old and % 7,8 are older than 50. At least 18-25 years old employees take part by % 6 in the study group.

Table 3.3 Frequency and Percentaged Distributions of the Study Group As Per Working Area

Working Area	f	%
Teacher	156	67,2
Human Resources	76	32,8
Total	232	100,0

Teachers represent the majority in the study group by 67.5%. And % 32,8 of the whole study group work in human resources area. (Table 3)

Table 3.4. Frequency and Percentage Distributions of the Study Group Who Works In Human Resources Area As Per Title Variable

Title	f	%
Executive Manager	13	17,1
Manager	31	40,8
Personnel	32	42,1
Total	76	100,0

% 42,1 of the people who work in human resources area are personnel who have no managerial authority, % 40,8 are middle level manager and % 17,1 are executive manager. (Table 4)

Table 3.5 Frequency and Percentage Distributions of the Study Group As Per Marital Status Variable

Marital Status	f	%
Married	136	58,6
Single	96	41,4
Total	232	100,0

Frequency and percentage distributions of the study group as per marital status is shown in Table 5. % 58,6 of the people are married and % 41,4 are single.

Table 3.6 Frequency and Percentage Distributions of the Study Group As Per Having A Child and Number of Children Variable

Having a Children Status and Number of Children	f	%
No Child	113	48,7
1 Child	59	25,4
2 Children and more	60	25,9
Total	232	100,0

% 48,7 of the study group have no children.% 25,9 have two and more children, % 25,4 have one child. (Table 6).

3.2.2. Results of The Relationship Between The 16PF Personality Inventory Global Factors and Primary Factors and Managerial Emotional Intelligence Inventory Primary Factors

Table 3.7 The Relationship Between 16PF Personality Inventory and Managerial Emotional Intelligence Inventory Primary Factors

Variables	16PF Primary Factors							
Managerial EQ Inventory Primary Factors	A	B	C	E	F	G	H	I
Emotional Self-Awareness	-,046	,203(**)	,126	,012	-,064	,118	,118	,113
Self-Confidence	-,082	,095	,168(*)	,035	,010	,139(*)	,080	,001
Self-Awareness Total	-,061	,180(**)	,148(*)	,020	-,043	,133(*)	,113	,082
Emotional Self-Control	,044	,049	,373(***)	,083	-,009	,097	,142(*)	,031
Transparency	-,080	,184(**)	,219(***)	,073	-,115	,247(***)	,103	,041
Adaptability	,052	,170(**)	,360(***)	,135(*)	,102	-,003	,265(***)	-,014
Self-Management Total	-,004	,178(**)	,388(***)	,120	-,022	,160(*)	,208(***)	,027
Achievement Drive	-,013	,078	,148(*)	,179(**)	,030	,120	,127	-,041
Engagement to Work	-,068	,167(*)	,312(***)	,037	-,036	,159(*)	,081	,016
Initiative	,017	,095	,345(***)	,172(**)	,005	,178(**)	,180(**)	-,025
Optimism	-,003	,113	,296(***)	,038	-,091	,106	,121	-,010
Motivation Total	-,011	,132(*)	,346(***)	,162(*)	-,013	,183(**)	,174(**)	-,025
Self-Reliance	-,028	,180(**)	,324(***)	,111	-,029	,176(**)	,182(**)	,031
Empathy	,045	,224(***)	,268(***)	-,017	,054	,199(**)	,199(**)	,073
Developing Others	-,041	,197(**)	,214(***)	,050	-,024	,191(**)	,148(*)	,051
Change Management	-,020	,140(*)	,166(*)	,027	,038	,123	,092	,017

Building Bonds	,047	,207(**)	,301(***)	,041	-,005	,180(**)	,182(**)	-,017
Influence	,122	,169(**)	,242(***)	,229(***)	,151(*)	,020	,270(***)	-,087
Conflict Management	,159(*)	,097	,303(***)	,193(**)	-,004	,158(*)	,240(***)	-,106
Teamwork	-,002	,161(*)	,276(***)	,060	-,010	,202(**)	,144(*)	-,022
Relationship Management Global Factor Total	,045	,229(***)	,319(***)	,078	,030	,209(***)	,226(***)	,007
Variables	16PF Primary Factors							
Managerial EQ Inventory Primary Factors	L	M	N	O	Q1	Q2	Q3	Q4
Emotional Self-Awareness	-,179(**)	-,139(*)	-,145(*)	,068	,024	-,075	,050	-,153(*)
Self-Confidence	-,105	-,148(*)	-,021	-,040	-,030	-,052	,139(*)	-,155(*)
Self-Awareness Total	-,166(*)	-,152(*)	-,113	,036	,007	-,072	,083	-,164(*)
Emotional Self-Control	-,189(**)	-,258(***)	-,080	-,238(***)	,114	-,187(**)	,102	-,374(***)
Transparency	-,233(***)	-,232(***)	-,052	-,067	,043	-,135(*)	,240(***)	-,248(***)
Adaptability	-,237(***)	-,161(*)	-,215(***)	-,203(**)	,273(***)	-,298(***)	-,001	-,285(***)
Self-Management Total	-,280(***)	-,275(***)	-,139(*)	-,200(**)	,169(**)	-,253(***)	,159(*)	-,374(***)
Achievement Drive	-,137(*)	-,074	-,110	-,027	,169(**)	-,148(*)	,084	-,088
Engagement to Work	-,247(***)	-,294(***)	-,105	-,090	,031	-,237(***)	,127	-,275(***)
Initiative	-,208(***)	-,237(***)	-,126	-,092	,094	-,218(***)	,177(**)	-,250(***)
Optimism	-,206(**)	-,083	-,091	-,069	,078	-,129*	,090	-,272(***)
Motivation Total	-,243(***)	-,218(***)	-,141(*)	-,087	,129	-,233(***)	,160(*)	-,265(***)
Self-Reliance	-,253(***)	-,237(***)	-,145(*)	-,091	,112	-,205(**)	,148(*)	-,295(***)
Empathy	-,350(***)	-,293(***)	-,158(*)	-,068	,015	-,232(***)	,194(**)	-,212(***)
Developing Others	-,237(***)	-,249(***)	-,135(*)	-,051	,084	-,165(*)	,163(*)	-,181(**)
Change Management	-,184(**)	-,182(**)	-,133(*)	,043	,097	-,247(***)	,105	-,165(*)
Building Bonds	-,223(***)	-,258(***)	-,179(**)	-,100	,086	-,185(**)	,120	-,284(***)
Influence	-,191(**)	-,195(**)	-,151(*)	-,131(*)	,218(***)	-,197(**)	,130(*)	-,137(*)
Conflict Management	-,263(***)	-,260(***)	-,161(*)	-,163(*)	,147(*)	-,214(***)	,216(***)	-,220(***)
Teamwork	-,262(***)	-,264(***)	-,143(*)	-,066	,061	-,160(*)	,212(***)	-,235(***)
Relationship Management Global Factor Total	-,323(***)	-,316(***)	-,191(**)	-,093	,106	-,251(***)	,207(**)	-,262(***)

Table 3.8 The Relationship Between The Global Factors of 16PF Personality Inventory and Managerial Emotional Intelligence Inventory Primary Factors

Variables	16PF Global Factors				
Managerial EQ Inventory Primary Factors	Extraversion	Anxiety	Tough- Mindedness	Independence	Self-Control
Emotional Self-Awareness	,118	-,134(*)	-,046	-,002	,094
Self-Confidence	,056	-,168(**)	,043	,008	,162(*)
Self-Awareness Total	,105	-,155(*)	-,019	,001	,123
Emotional Self-Control	,187(**)	-,426(***)	-,051	,092	,129(*)
Transparency	,088	-,259(***)	,020	,015	,263(***)
Adaptability	,332(***)	-,366(***)	-,022	,233(***)	-,019
Self-Management Total	,242(***)	-,430(***)	-,017	,132(*)	,174(**)
Achievement Drive	,146(*)	-,134(*)	,025	,174(**)	,083
Engagement to work	,151(*)	-,337(***)	,050	,000	,191(**)
Initiative	,214(***)	-,328(***)	,002	,151(*)	,201(**)
Optimism	,140(*)	-,286(***)	,016	,021	,105
Motivation Total	,216(***)	-,335(***)	,023	,139(*)	,187(**)
Self-Reliance	,207(**)	-,337(***)	-,005	,100	,178(**)
Empathy	,281(***)	-,303(***)	-,072	,000	,233(***)
Developing Others	,175(**)	-,235(***)	-,008	,047	,207(**)
Change Management	,188(**)	-,168(*)	,001	,043	,124
Building Bonds	,235(***)	-,320(***)	-,019	,054	,186(**)
Influence	,299(***)	-,238(***)	-,009	,273(***)	,068
Conflict Management	,283(***)	-,332(***)	-,041	,189(**)	,198(**)
Teamwork	,194(**)	-,283(***)	,016	,045	,237(***)
Relationship Management Global Factor Total	,296(***)	-,343(***)	-,032	,089	,239(***)

The pearson product-moments correlation coefficients between the Managerial Emotional Intelligence Inventory Primary Factors and 16PF Personality Inventory Primary Factors is shown in Table 7. The pearson product-moments correlation coefficients between the Managerial Emotional Intelligence Inventory Primary Factors and 16PF Personality Inventory Global Factors is shown in Table 8.

Among the Primary factors of Managerial Emotional Intelligence Inventory, Emotional Self-Awareness showed a positive correlation with 16PF Primary Factor B ($p < .01$); and showed reasonably negative correlations with L($p < .01$), M($p < .05$), N($p < .05$), Q4($p < .05$). No reasonable statistics correlations can be found between the 16PF Global Factors and Primary factor of Managerial Emotional Intelligence Inventory, Emotional Self-Awareness.

Among the Primary factors of Managerial Emotional Intelligence Inventory, Self-Confidence showed positive correlations with 16PF Primary factor C($p < .05$), G($p < .05$) and Q3 ($p < .05$). Self-Confidence showed reasonably negative correlations with M($p < .05$), Q4($p < .05$). Then again Self-Confidence demonstrated positive correlations with global factor of 16PF, Self-Control ($p < .05$) and a negative correlation with Anxiety ($p < .01$)

Primary factor of Managerial Emotional Intelligence Inventory, Self-Awareness showed positive correlations with 16PF Primary factor B($p < .01$), C($p < .05$) and G($p < .05$); and showed reasonably negative correlations with L($p < .05$), M($p < .05$), Q4($p < .05$). Then again Self-Confidence demonstrated a negative correlation with global factor of 16PF, Anxiety ($p < .05$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Emotional Self-Control showed positive correlations with 16PF Primary factor C($p < .001$) and H ($p < .05$). Emotional Self-Control showed negative correlation with L($p < .01$), M($p < .001$) , O($p < .001$), Q2($p < .01$) and Q4($p < .001$). Then again Emotional Self-Control demonstrated positive correlations with global factor of 16PF, Extraversion ($p < .01$), Self-Control ($p < .001$) and a negative correlation with Anxiety ($p < .001$)

Among the Primary factors of Managerial Emotional Intelligence Inventory, Transparency showed a positive correlation with 16PF Primary factor B($p < .01$) , C($p < .001$), G($p < .001$) and Q3($p < .001$). Transparency showed negative correlation with L($p < .001$), M($p < .001$) , Q2($p < .05$) and Q4($p < .001$). Then again Primary factor

Transparency showed a positive correlations with global factor of 16PF, Self-Control ($p < .001$) and a negative correlation with Anxiety ($p < .001$)

Among the Primary factors of Managerial Emotional Intelligence Inventory, Adaptability showed a positive correlation with 16PF Primary factor B($p < .01$) , C($p < .001$), E($p < .05$) and Q1($p < .001$). Adaptability showed negative correlation with L($p < .001$), M($p < .05$) , N($p < .001$), O($p < .001$), Q2($p < .001$) and Q4($p < .001$). Then again Primary factor Transparency showed a positive correlations with global factor of 16PF, Extraversion ($p < .001$), Independence ($p < .001$) and a negative correlation with Anxiety ($p < .001$)

Primary factor of Managerial Emotional Intelligence Inventory, Self-Management displayed a positive correlation with 16PF Primary factor B($p < .01$) , C($p < .001$), G($p < .05$), H($p < .001$) Q1($p < .01$) and Q3($p < .05$). Self-Management showed negative correlation with L($p < .001$), M($p < .001$) , N($p < .05$), O($p < .01$), Q2($p < .001$) ve Q4($p < .001$). Once again Self-Management showed a positive correlations with global factor of 16PF, Extraversion ($p < .001$), Independence ($p < .05$), Self-Control ($p < .01$) and a negative correlation with Anxiety ($p < .001$)

Primary factor of Managerial Emotional Intelligence Inventory, Achievement Drive demonstrated a positive correlation with 16PF Primary factors C($p < .05$), E($p < .01$) and Q1($p < .01$). Achievement Drive showed negative correlation with L($p < .05$) and Q2($p < .05$). Once again Achievement Drive showed a positive correlations with global factor of 16PF, Extraversion ($p < .05$), Independence ($p < .01$), Self-Control ($p < .01$) and a negative correlation with Anxiety ($p < .05$)

Among the Primary factors of Managerial Emotional Intelligence Inventory, using Initiative showed a positive correlation with 16PF Primary factors C($p < .001$), E($p < .01$), G($p < .01$), H($p < .01$), Q3($p < .01$) and showed negative correlations with L($p < .001$), M($p < .001$), Q2($p < .001$) and Q4($p < .001$). Then again using Initiative demonstrated positive correlations with global factors of 16PF, Extraversion ($p < .001$),

Independence ($p < .05$) Self-Control ($p < .01$) and a negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Optimism showed a positive correlation with 16PF Primary factor C ($p < .001$) and showed negative correlations with L ($p < .001$), Q2 ($p < .05$) and Q4 ($p < .001$). Once again Primary factor Optimism demonstrated positive correlation with global factor of 16PF, Extraversion ($p < .05$) and a negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Motivation showed positive correlations with 16PF Primary factors B ($p < .05$), C ($p < .001$), E ($p < .05$), G ($p < .01$), H ($p < .01$), Q3 ($p < .05$) and showed negative correlations with L ($p < .001$), M ($p < .001$), N ($p < .05$), Q2 ($p < .001$) and Q4 ($p < .001$). Once again Primary factor Motivation demonstrated positive correlation with global factor of 16PF, Extraversion ($p < .001$), Independence ($p < .05$), Self-Control ($p < .01$) and a negative correlation with Anxiety ($p < .001$).

Primary factor of Managerial Emotional Intelligence Inventory, Self-Reliance demonstrated positive correlations with B ($p < .01$), C ($p < .001$), G ($p < .05$), H ($p < .01$) and Q3 ($p < .05$) 16PF Primary factors. Self-Reliance showed negative correlations with L ($p < .001$), M ($p < .001$), N ($p < .05$), Q2 ($p < .01$) and Q4 ($p < .001$). Once again Self-Reliance showed positive correlations with global factor of 16PF, Extraversion ($p < .01$), Self-Control ($p < .01$) and a negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Empathy showed positive correlations with 16PF Primary factors B ($p < .001$), C ($p < .001$), G ($p < .01$), H ($p < .01$), Q3 ($p < .01$) and showed statistically significant negative correlations with L ($p < .001$), M ($p < .001$), N ($p < .05$), Q2 ($p < .001$) and Q4 ($p < .001$). Once more Primary factor Empathy demonstrated positive correlation with global factor of 16PF, Extraversion ($p < .001$), Self-Control ($p < .001$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Developing Others showed positive correlations with 16PF Primary factors B($p < .01$), C($p < .001$), G($p < .01$), H($p < .05$), Q3($p < .05$) and showed statistically significant negative correlations with L($p < .001$), M($p < .001$), N($p < .05$), Q2($p < .05$) and Q4($p < .01$). Once more Primary factor Developing Others demonstrated positive correlation with global factor of 16PF, Extraversion ($p < .01$), Self-Control ($p < .01$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Change Management showed positive correlations with 16PF Primary factors B($p < .05$) and C($p < .05$), and showed statistically significant negative correlations with L($p < .01$), M($p < .01$), N($p < .05$), Q2($p < .001$) and Q4($p < .05$). Once more Primary factor Change Management demonstrated a positive correlation with global factor of 16PF, Extraversion ($p < .01$) and a statistically significant negative correlation with Anxiety ($p < .05$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Building Bonds showed positive correlations with 16PF Primary factors B($p < .01$), C($p < .001$), G($p < .01$) and H($p < .01$), and showed statistically significant negative correlations with L($p < .001$), M($p < .001$), N($p < .01$), Q2($p < .01$) and Q4($p < .001$). Once more Primary factor Building Bonds showed a positive correlation with global factor of 16PF, Extraversion ($p < .001$), Self-Control ($p < .001$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Influence showed positive correlations with 16PF Primary factors B($p < .01$), C($p < .001$), E($p < .001$), F($p < .05$), H($p < .001$), Q1($p < .001$) and Q3($p < .05$); and demonstrated statistically significant negative correlations with L($p < .01$), M($p < .01$), N($p < .05$), O($p < .05$), Q2($p < .05$) and Q4($p < .05$). Once again Primary factor Influence showed a positive correlation with global factor of 16PF, Extraversion ($p < .001$), Independence ($p < .001$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Conflict Management showed positive correlations with 16PF Primary factors A($p < .05$), C($p < .001$), E($p < .01$), G($p < .05$), H($p < .01$), Q1($p < .05$) and Q3($p < .001$); and demonstrated statistically significant negative correlations with L($p < .001$), M($p < .001$), N($p < .05$), O($p < .05$), Q2($p < .001$) and Q4($p < .001$). Once again Conflict Management showed positive correlations with global factors of 16PF, Extraversion ($p < .001$), Independence ($p < .01$), Self-Control ($p < .01$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Primary factor of Managerial Emotional Intelligence Inventory, Teamwork showed positive correlations with B($p < .05$), C($p < .001$), H($p < .05$) and Q3($p < .001$) 16PF Primary factors and demonstrated statistically significant negative correlations with L($p < .001$), M($p < .001$), N($p < .05$), Q2($p < .05$) and Q4($p < .001$). Once more Teamwork showed positive correlations with global factors of 16PF, Extraversion ($p < .01$), Self-Control ($p < .001$) and a statistically significant negative correlation with Anxiety ($p < .001$).

Among the Primary factors of Managerial Emotional Intelligence Inventory, Relationship Management showed positive correlations with the 16PF Primary factors B($p < .001$), C($p < .001$), G($p < .001$), H($p < .001$), Q3($p < .01$); and demonstrated statistically significant negative correlations with L($p < .001$), M($p < .001$), N($p < .01$), Q2($p < .001$) and Q4($p < .001$). Once more Relationship Management showed positive correlations with global factors of 16PF, Extraversion ($p < .001$), Self-Control ($p < .001$) and a statistically significant negative correlation with Anxiety ($p < .001$).

3.2.3. Results Relating To Regression Analysis

In this part of the survey in order to predict the Primary and the global factors of 16PF and each of the Managerial Emotional Intelligence Inventory's factors, hierarchical regression analysis was made one by one, tabulated and interpreted.

Table 3.9 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	P
B	,215	,046	11,119	,001***	Content	48,198	16,830	,000***
B, L	,260	,068	8,260	,000***	B	1,010	2,863	,005**
					L	-,561	-2,280	,024*

* p<,05 **p<,01 ***p<,001

B and L, which are the Primary factors of 16PF, fulfill the total variance of the scores of Emotional Self-Awareness by % 4,6 and %2,2.

Total variance that was explained by those two Primary factors is % 6,8. It was understood that analysis which were made for those two stageds can predict Emotional Self-Awareness significantly (emotional self-awereness=48,198+ 1,01(B) + (-,561)(L)). Other 16PF's Primary factors did not contribute to score variance of the emotional self-awareness significantly. (Table 9)

Table 3.10 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	P
Anxiety	,134	,018	4,222	,041*	Content	55,769	32,848	,000***
					Anxiety	-,586	-2,055	,041*

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Emotional Self-Awareness by % 1,8.

It was understood that the level of the Anxiety can predict the scores of the Emotional Self-Awareness significantly (emotional self-awareness= 55,769+ (-,586) anxiety). Other 16PF's global factors did not contribute to score variance of the emotional self-awareness significantly. (Table 10)

Table 3.11 Results of the Hierarchal Regression Analysis That Was Waded in Order to Predict the Self-Confidence, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	P
					Content	21,001	28,450	,000***
C	,170	,029	6,821	,010**	C	,302	2,612	,010**

* p<,05 **p<,01 ***p<,001

C, which is the primary factor of 16PF, fulfills the total variance of the scores of Self-Confidence by % 2,9.

It was understood that analysis which was made for that process, can predict Self-Confidence significantly (self-confidence=21,001+ ,302(C)). Other 16PF's primary factors did not contribute to score variance of the self-sonfidence significantly. (Table 11)

Table 3.12. Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Confidence, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	P		B	t	P
Anxiety	,168	,028	6,710	,010**	Content	24,715	31,623	,000***
					Anxiety	-,340	-2,590	,010**

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Self-Confidence by % 2,8.

It was understood that the level of the Anxiety can predict the scores of the Self-Confidence significantly (self-confidence= 24,715+ (-,340) anxiety). Other four 16PF's global factors did not contribute to score variance of the self-confidence significantly. (Table 12)

Table 3.13 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	P		B	t	P
B	,191	,037	8,713	,003**	Content	72,006	16,424	,000
B, Q4	,238	,057	6,827	,001***	B	1,321	2,753	,006
					Q4	-,896	-2,190	,030

* p<,05 **p<,01 ***p<,001

B and Q4, which are the primary factors of 16PF, fulfill the total variance of the scores of Self-Awareness by % 3,7 and %2.

Total variance that was explained by those two primary factors is % 5,7. It was understood that analysis which were made for those two stageds can predict Self-Awareness significantly (self-awareness= $72,006 + 1,321(B) + (-,896)(Q4)$). Other 16PF's primary factors did not contribute to score variance of the emotional self-awareness significantly. (Table 13)

Table 3.14 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Self-Awareness, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	P
Anxiety	,155	,024	5,647	,018*	Content	80,484	34,691	,000***
					Anxiety	-,927	-2,376	,018*

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Self-Awareness by % 2,4.

It was understood that the level of the Anxiety can predict the scores of the Self-Awareness significantly (self-awareness= $80,484 + (-,927)$ anxiety). Other four 16PF's global factors did not contribute to score variance of the self-confidence significantly. (Table 14)

Table 3.15 Results of the Hierarchal Regression Analysis That Was Made in Order To Predict the Emotional Self-Control, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	P		B	t	P
C	,375	,141	37,463	,000***	Content	24,782	15,330	,000***
C, Q4	,424	,180	25,043	,000***	C	,455	3,397	,001***
					Q4	-,535	-3,315	,001***

* p<,05 **p<,01 ***p<,001

C and Q4, which are the primary factors of 16PF, fulfill the total variance of the scores of Emotional Self-Control by %14 and %3,9.

Total variance that was explained by those two primary factors is % 18. It was understood that analysis which were made for those two stageds can predict Emotional Self-Control significantly (emotional self-control=24,782+ ,455(C) + (-,535)(Q4)). Other 16PF's primary factors did not contribute to score variance of the emotional self-control significantly. (Table 15)

Table 3.16 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Emotional Self-Control, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Global Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	P		B	t	p
Anxiety	,426	,181	50,888	,000***	Content	29,224	38,918	,000
					Anxiety	-,900	-7,134	,000

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Emotional Self-Control by % 18,1.

It was understood that the level of the Anxiety can predict the scores of the Emotional Self-Control significantly (emotional self-control= 29,224+ (-,900) anxiety). Other four 16PF's global factors did not contribute to score variance of the emotional self-control significantly. (Table 16)

Table 3.17 Results of the Hierarchal Regression Analysis That Was Made in Order to Predict the Transparency, Which is the Primary Factor of Managerial Emotional Intelligence Inventory, by the Primary Factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
G	,245	,060	14,627	,000***	Content	32,645	12,209	,000***
G,L	,329	,108	13,821	,000***	G	,834	3,660	,000***
G,L,B	,362	,131	11,384	,000***	L	-,380	-2,241	,026*
G,L,B,Q4	,390	,152	10,128	,000***	B	,634	2,760	,006**
G,L,B,Q4,	,413	,171	9,274	,000***	Q4	-,478	-2,341	,020*
E					E	,384	2,262	,025*

* p<,05 **p<,01 ***p<,001

G,L,B,Q4 and E, which are the primary factors of 16PF, fulfill the total variance of the scores of Transparency by %6, %4,8, %2,8, %2,1 and % 1,9.

Total variance that was explained by those five primary factors is % 17,1. It was understood that analysis which were made for those five stageds can predict Transparency significantly (Transparency=32,645+ ,834(G) + (-,380)(L)+ ,634(B) + (-,478)(Q4) + ,384(E)). Other 16PF's primary factors did not contribute to score variance of the emotional self-control significantly. (Table 17)

Table 3.18 Results of the Hierarchal Regression Analysis that was made in order to predict the Transparency, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Self Control	,263	,069	17,128	,000***	Content	37,995	22,598	,000***
Self Control, Anxiety	,332	,110	14,200	,000***	Self Control	,675	3,330	,001***
					Anxiety	-,613	-3,250	,001***

* p<,05 **p<,01 ***p<,001

Self-Control and Anxiety, which are the global factors of 16PF, fulfills the total variance of the scores of Transparency by % 6,9 and % 4,1. Total variance that was explained by those two global factors is %11.

It was understood that the level of the Anxiety and Self-Control can predict the scores of the Transparency significantly (transparency= 37,995+ ,675 (self-control)+ (-,613) anxiety). Other three 16PF's global factors did not contribute to score variance of the transparency significantly. (Table 18)

Table 3.19 Results of the Hierarchal Regression Analysis that was made in order to predict the Adaptability, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,362(a)	,131	34,426	,000***	Content	26,356	14,783	,000***
C,Q1	,427(b)	,182	25,443	,000***	C	,490	3,940	,000***
C,Q1,Q2	,460(c)	,212	20,364	,000***	Q1	,497	3,714	,000***
C,Q1,Q2, B	,479(d)	,230	16,839	,000***	Q2	-,395	-2,951	,004**
					B	,374	2,269	,024*

* p<,05 **p<,01 ***p<,001

C,Q1,Q2 and B, which are the primary factors of 16PF, fulfill the total variance of the scores of Adaptability by %13,1, %5,1.%3 and %1,8.

Total variance that was explained by those four primary factors is % 23. It was understood that analysis which were made for those four stageds can predict Adaptability significantly (adaptability= $26,356 + ,490(C) + ,497(Q1) + (-,395)(Q2) + ,374(B)$). Other 16PF's primary factors did not contribute to score variance of the adaptability significantly. (Table 19)

Table 3.20 Results of the Hierarchal Regression Analysis that was made in order to predict the Adaptability, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,366	,134	35,587	,000***	Content	32,713	21,502	,000
Anxiety, Independence	,415	,173	23,877	,000***	Anxiety	-,647	-4,350	,000
Anxiety, Independenc, Extraversion	,433	,187	17,511	,000***	Independence	,321	2,085	,038
					Extraversion	,376	2,032	,043

* p<,05 **p<,01 ***p<,001

Anxiety, Independence and Extraversion which are the global factors of 16PF, fulfills the total variance of the scores of Adaptability by %13,4, %3,9 and % 1,4. Total variance that was explained by those three global factors is %18,7.

It was understood that the level of the Anxiety, Indepedence and Extraversion can predict the scores of the Adaptability significantly (adaptability= $32,713 + (-,647$ (anxiety)+ $(,321)$ independence + $,376$ (extraversion)). Other two 16PF's global factors did not contribute to score variance of the adaptability significantly. (Table 20)

Table 3.21 Results of the Hierarchal Regression Analysis that was made in order to predict the Self-Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,391	,153	41,357	,000***	Content	86,800	16,496	,000***
C,Q4	,434	,188	26,388	,000***	C	1,123	3,052	,003**
C,Q4,B	,452	,205	19,456	,000***	Q4	-1,462	-3,360	,001***
C,Q4,B,E	,467	,219	15,801	,000***	B	1,119	2,565	,011*
					E	,661	2,013	,045*

* p<,05 **p<,01 ***p<,001

C,Q4,B and E which are the primary factors of 16PF, fulfill the total variance of the scores of Self-Management by %15,3, %3,5,%1,7 and %1,4.

Total variance that was explained by those four primary factors is % 21,9. It was understood that analysis which were made for those four stageds can predict Self-Management significantly (self-management=86,800+ 1,123(C) + (-1,462(Q4)+ 1,119(B) + ,661(E)). Other 16PF's primary factors did not contribute to score variance of the self-management significantly. (Table 21)

Table 3.22 Results of the Hierarchal Regression Analysis that was made in order to predict the Self-Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,430	,185	52,294	,000**	Content	108,803	53,216	,000***
					Anxiety	-2,485	-7,231	,000***

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Self-Management by % 18,5.

It was understood that the level of the Anxiety can predict the scores of the Self-Management significantly (self-management= 108,803+ (-2,485 (anxiety))). Other four 16PF's global factors did not contribute to score variance of the emotional self-control significantly. (Table 22)

Table 3.23 Results of the Hierarchal Regression Analysis that was made in order to predict the Achievement Drive, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
E	,179	,032	7,618	,006**	Content	27,018	35,563	,000***
E,L	,241	,058	7,004	,001***	E	,389	3,084	,002**
					L	-,295	-2,493	,013*

* p<,05 **p<,01 ***p<,001

E and L which are the primary factors of 16PF, fulfill the total variance of the scores of Achievement Drive by %3,2 and %2,6.

Total variance that was explained by those two primary factors is % 5,8. It was understood that analysis which were made for those two stageds can predict Achievement Drive significantly (Achievement Drive=27,018+ ,389(E) + (-,295)(L)). Other 16PF's primary factors did not contribute to score variance of the self-management significantly.. (Table 23)

Table 3.24 Results of the Hierarchal Regression Analysis that was made in order to predict the Achievement Drive, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Independence	,174	,030	7,180	,008**	Content	25,591	35,285	,000
					Independence	,376	2,680	,008

* p<,05 **p<,01 ***p<,001

Independence, which is the global factor of 16PF, fulfills the total variance of the scores of Achievement Drive by % 3.

It was understood that the level of the Independence can predict the scores of the Achievement Drive significantly (Achievement Drive= 25,591+ ,376 ((independence))). Other four 16PF's global factors did not contribute to score variance of the Achievement Drive significantly. (Table 24)

Table 3.25 Results of the Hierarchal Regression Analysis that was made in order to predict the Engagement to Work, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,316	,100	25,454	,000***	Content	21,186	22,247	,000***
C,M	,362	,131	17,188	,000***	C	,233	3,247	,001***
C,M,A	,390	,152	13,606	,000***	M	-,190	-2,592	,010**
					A	-,235	-2,760	,006**

C,M,A,Q2	,412	,170	11,536	,000***	Q2	-,166	-2,160	,032*
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* p<,05 **p<,01 ***p<,001

C, M, A and Q2 which are the primary factors of 16PF, fulfill the total variance of the scores of engagement to work by %10, %3,1, %2,1 and %1,8.

Total variance that was explained by those four primary factors is % 17. It was understood that analysis which were made for those four stageds can predict Engagement to Work significantly (engagement to work=21,186+ ,233(C) + (-,190(M)+ (-,235)(A) + (-,166(Q2)). Other 16PF's primary factors did not contribute to score variance of the engagement to work significantly. (Table 25)

Table 3.26 Results of the Hierarchal Regression Analysis that was made in order to predict the Engagement to Work, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Testi		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,337	,114	29,455	,000***	Content	21,698	49,185	,000***
					Anxiety	-,402	-5,427	,000***

* p<,05 **p<,01 ***p<,001

Anxiety, which is the global factor of 16PF, fulfills the total variance of the scores of Engagement to Work by % 11,4.

It was understood that the level of the Anxiety can predict the scores of the Engagement to Work significantly (engagement to work= 21,698+ (-,402 (anxiety)). Other four 16PF's global factors did not contribute to score variance of the engagement to work significantly. (Table 26)

Table 3.27 Results of the Hierarchal Regression Analysis that was made in order to predict the Initiative, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,349	,122	31,744	,000***	Content	32,058	32,482	,000***
					C	,872	5,634	,000***

* p<,05 **p<,01 ***p<,001

C which is the primary factors of 16PF, fulfill the total variance of the scores of Initiative by %12,2.

It was understood that analysis which was made for that staged can predict Initiative significantly (initiative=32,058+ ,872(C)). Other 16PF's primary factors did not contribute to score variance of the initiative significantly. (Table 27)

Table 3.28 Results of the Hierarchal Regression Analysis that was made in order to predict the Initiative, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,328	,108	27,714	,000***	Content	36,922	18,109	,000***
Anxiety, Self control	,351	,123	16,126	,000***	Anxiety	-,776	-4,277	,000***
Anxiety, Self control, Independence	,382	,146	12,957	,000***	Self Control	,501	2,543	,012*
					Independence	,450	2,434	,016*

* p<,05 **p<,01 ***p<,001

Anxiety, Self-Control and Independence which are the global factors of 16PF, fulfill the total variance of the scores of Initiative by %10,8, %1,5 and %2,3.

It was understood that the level of those three global factors can predict the scores of the Initiative significantly (initiative= 36,922+ (-,776) (anxiety)+ ,501(self-control) + ,450(independence). Other two 16PF's global factors did not contribute to score variance of the initiative significantly. (Table 28)

Table 3.29 Results of the Hierarchal Regression Analysis that was made in order to predict the Optimism, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,297	,088	22,085	,000***	Content	13,958	13,954	,000***
C,Q4	,324	,105	13,379	,000***	C	,232	2,805	,005**
					Q4	-,208	-2,086	,038*

* p<,05 **p<,01 ***p<,001

C and Q4 which are the primary factors of 16PF, fulfill the total variance of the scores of optimism by %8,8 and %1,7.

Total variance that was explained by those two primary factors is % 10,5. It was understood that analysis which were made for those two stageds can predict Optimism significantly (optimisim=13,958+ ,232(C) + (-,208)(Q4)). Other 16PF's primary factors did not contribute to score variance of the optimism significantly.(Table 29)

Table 3.30 Results of the Hierarchal Regression Analysis that was made in order to predict the Optimism, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,286	,082	20,535	,000***	Content	16,067	34,140	,000***
					Anxiety	-,358	-4,532	,000****

* p<,05 **p<,01 ***p<,001

Anxiety which is the global factor of 16PF, fulfills the total variance of the scores of Optimism by %8,2.

It was understood that the level of anxiety can predict the scores of the Optimism significantly (optimism= 16,067+ (-,358) (anxiety)). Other four 16PF's global factors did not contribute to score variance of the optimism significantly. (Table 30)

Table 3.31 Results of the Hierarchal Regression Analysis that was made in order to predict the Motivation, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,348	,121	31,535	,000***	Content	92,876	27,473	,000***
C,Q2	,370	,137	18,069	,000***	C	1,573	4,648	,000***
					Q2	-,753	-2,041	,042*

* p<,05 **p<,01 ***p<,001

C and Q2 which are the primary factors of 16PF, fulfill the total variance of the scores of motivation by %12,1 and %1,6.

Total variance that was explained by those two primary factors is % 13,7. It was understood that analysis which were made for those two stageds can predict Motivation significantly (motivation=92,876+ 1,573(C) + (-,753)(Q2)). Other 16PF's primary factors did not contribute to score variance of the motivation significantly. (Table 31)

Table 3.32 Results of the Hierarchal Regression Analysis that was made in order to predict the Motivation, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,335	,112	29,126	,000***	Content	109,272	50,179	,000***
					Anxiety	-1,975	-5,397	,000***

* p<,05 **p<,01 ***p<,001

Anxiety which is the global factor of 16PF, fulfills the total variance of the scores of Motivation by %11,2.

It was understood that the level of anxiety can predict the scores of the Motivation significantly (motivation= 109,272+ (-1,975) (anxiety)). Other four 16PF's global factors did not contribute to score variance of the motivation significantly. (Table 32)

Table 3.33 Results of the Hierarchal Regression Analysis that was made in order to predict the Self Reliance, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,327	,107	27,464	,000***	Content	246,636	16,729	,000***
C,B	,359	,129	16,815	,000***	C	3,120	3,012	,003**
C,B,Q4	,381	,145	12,856	,000***	B	2,867	2,333	,021*
					Q4	-2,618	-2,105	,036*

* p<,05 **p<,01 ***p<,001

C,B and Q4 which are the primary factors of 16PF, fulfill the total variance of the scores of motivation by %10,7, %2,2 and %1,4.

Total variance that was explained by those three primary factors is % 14,5. It was understood that analysis which were made for those three stageds can predict Self Reliance significantly (self reliance=246,636+ 3,120(C) + 2,867(B)+ (-2,618)(Q4)). Other 16PF's primary factors did not contribute to score variance of the self reliance significantly. (Table 33)

Table 3.34 Results of the Hierarchal Regression Analysis that was made in order to predict the Self Reliance, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,337	,114	29,550	,000***	Content	298,559	50,637	,000***
					Anxiety	-5,387	-5,436	,000***

* p<,05 **p<,01 ***p<,001

Anxiety which is the global factor of 16PF, fulfills the total variance of the scores of Self Reliance by %11,4.

It was understood that the level of anxiety can predict the scores of the Self Reliance significantly (self reliance= 298,559+ (-5,387) (anxiety)). Other four 16PF's global factors did not contribute to score variance of the self reliance significantly. (Table 34)

Table 3.35 Results of the Hierarchal Regression Analysis that was made in order to predict the Empathy, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
L	,357	,127	33,342	,000***	Content	42,519	15,179	,000***
L,M	,398	,158	21,463	,000***	L	-,693	-3,979	,000***
L,M,B	,428	,183	16,999	,000***	M	-,333	-1,800	,073
L,M,B,H	,461	,212	15,215	,000***	B	,722	3,050	,003**
L,M,B,H,G	,478	,229	13,360	,000***	H	,442	2,854	,005**
					G	,539	2,212	,028*

* p<,05 **p<,01 ***p<,001

L,M,B,H and G which are the primary factors of 16PF, fulfill the total variance of the scores of empathy by %12,7, %3,1, %2,5, %2,9 and %1,7.

Total variance that was explained by those five primary factors is % 22,9. It was understood that analysis which were made for those five stageds can predict Empathy significantly (empathy=42,519+ (-,693(L)) + (-,333(M))+ ,722(B) + ,442(H)+ ,539(G)). Other 16PF's primary factors did not contribute to score variance of the empathy significantly. (Table 35)

Table 3.36 Results of the Hierarchal Regression Analysis that was made in order to predict the Empathy, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,303	,092	23,224	,000***	Content	43,404	16,221	,000***
Anxiety, Extraversion,	,346	,120	15,600	,000***	Anxiety	-,531	-2,405	,017*
Anxiety, Extraversion, Self Control	,393	,155	13,914	,000***	Extraversion	,747	3,094	,002**
					Self Control	,658	3,065	,002**

* p<,05 **p<,01 ***p<,001

Anxiety, Extraversion and Self-Control which are the global factors of 16PF, fulfill the total variance of the scores of Empathy by %9,2, %1,8 and %3,5.

It was understood that the level of those three global factors can predict the scores of the Empathy significantly (empathy= 43,404+ (-,531)(anxiety)+ ,747(extraversion) + ,658(self control). Other two 16PF's global factors did not contribute to score variance of the empathy significantly. (Table 36)

Table 3.37 Results of the Hierarchal Regression Analysis that was made in order to predict the Developing Others, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
M	,248	,061	14,998	,000***	Content	23,848	10,032	,000***
M,B	,304	,093	11,630	,000***	M	-,479	-3,206	,002**
M,B,Q1	,336	,113	9,621	,000***	B	,569	2,868	,005**
M,B,Q1,G	,378	,143	9,390	,000***	Q1	,493	2,952	,003**
					G	,603	2,798	,006*

* p<,05 **p<,01 ***p<,001

M,B,Q1 and G which are the primary factors of 16PF, fulfill the total variance of the scores of developing others by %6,1, %3,2, %2, %2,9 and %3.

Total variance that was explained by those four primary factors is %14,3. It was understood that analysis which were made for those four stageds can predict Developing Others significantly (developing others=23,848+ (-,479(M)) + ,569(B)+ ,493(Q1) + ,603(G)). Other 16PF's primary factors did not contribute to score variance of the developing others significantly. (Table 37)

Table 3.38 Results of the Hierarchal Regression Analysis that was made in order to predict the Developing Others, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,235	,055	13,457	,000***	Content	31,827	21,279	,000***
Anxiety, Self Control	,282	,079	9,886	,000***	Anxiety	-,507	-3,019	,003**
					Self Control	,442	2,453	,015*

* p<,05 **p<,01 ***p<,001

Anxiety and Self-Control which are the global factors of 16PF, fulfill the total variance of the scores of Developing Others by %5,5 and %2,4.

It was understood that the level of those two global factors can predict the scores of the Developing Others significantly (developing others= 31,827+ (-,507)(anxiety)+ ,442(self control). Other two 16PF's global factors did not contribute to score variance of the developing others significantly. (Table 38)

Table 3.39 Results of the Hierarchal Regression Analysis that was made in order to predict the Change Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Q2	,249	,062	15,189	,000***	Content	10,737	13,021	,000***
Q2,B	,286	,082	10,186	,000***	Q2	-,294	-3,834	,000***
					B	,221	2,219	,028*

* p<,05 **p<,01 ***p<,001

Q2 and B which are the primary factors of 16PF, fulfill the total variance of the scores of change management by %6,2 and %2.

Total variance that was explained by those two primary factors is %8,2. It was understood that analysis which were made for two stageds can predict Change Management significantly (change management= $10,737 + (-,294)(Q2) + ,221(B)$). Other 16PF's primary factors did not contribute to score variance of thechange management significantly. (Table 39)

Table 3.40 Results of the Hierarchal Regression Analysis that was made in order to predict the Change Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Extraversion	,188	,035	8,402	,004**	Content	9,124	17,08	,000***
					Extraversion	,267	2,899	,004**

* p<,05 **p<,01 ***p<,001

Extraversion which is the global factor of 16PF, fulfills the total variance of the scores of Change Management by %3,5.

It was understood that the level of extraversion can predict the scores of the Change Management significantly (change management= $298,559 + (-5,387)$ (extraversion)). Other four 16PF's global factors did not contribute to score variance of the change management significantly. (Table 40)

Table 3.41 Results of the Hierarchal Regression Analysis that was made in order to predict the Building Bonds, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,306	,094	23,711	,000***	Content	27,767	12,874	,000***
C,B	,355	,126	16,432	,000***	C	,287	2,128	,034*
C,B,Q4	,377	,142	12,566	,000***	B	,417	2,628	,009**
C,B,Q4,G	,398	,158	10,611	,000***	Q4	-,339	-2,126	,035*
C,B,Q4,G,N	,424	,180	9,861	,000***	G	,406	2,474	,014*
					N	-,274	-2,436	,016*

* p<,05 **p<,01 ***p<,001

C,B,Q4, G and N which are the primary factors of 16PF, fulfill the total variance of the scores of building bonds by %9,4, %7,8, %1,6, %1,6 and %2,2.

Total variance that was explained by those five primary factors is %18. It was understood that analysis which were made for five stageds can predict Building Bonds significantly (building bonds=27,767+ ,287 (C) + ,417(B).+ (-,339)Q4+ ,406(G) + (-,274)(N)). Other 16PF's primary factors did not contribute to score variance of the building bonds significantly. (Table 41)

Table 3.42 Results of the Hierarchal Regression Analysis that was made in order to predict the Building Bonds, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,320	,102	26,181	,000***	Content	34,264	44,210	,000***
					Anxiety	-,667	-5,117	,000***

* p<,05 **p<,01 ***p<,001

Anxiety which is the global factor of 16PF, fulfills the total variance of the scores of Building Bonds by %10,2.

It was understood that the level of anxiety can predict the scores of the Building Bonds significantly (building bonds= 34,264+ (-,667) (anxiety)). Other four 16PF's global factors did not contribute to score variance of the building bonds significantly. (Table 42)

Table 3.43 Results of the Hierarchal Regression Analysis that was made in order to predict the Influence, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
H	,273	,075	18,507	,000***	Content	12,910	14,824	,000***
H,B	,340	,116	14,899	,000***	H	,181	2,845	,005**
H,B,E	,378	,143	12,641	,000***	B	,291	3,233	,001***
H,B,E,L	,411	,169	11,458	,000***	E	,225	3,101	,002**
					L	-,166	-2,631	,009**

* p<,05 **p<,01 ***p<,001

H,B,E and L which are the primary factors of 16PF, fulfill the total variance of the scores of influence by %7,5, %4,1, %2,7 and %2,6.

Total variance that was explained by those four primary factors is %16,9. It was understood that analysis which were made for four stageds can predict Influence significantly (influence=12,910+ ,181 (H) + ,291 (B).+ ,225 (E) + (-,166)(L)). Other 16PF's primary factors did not contribute to score variance of the influence significantly. (Table 43)

Table 3.44 Results of the Hierarchal Regression Analysis that was made in order to predict the Influence, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Extraversion	,299	,090	22,650	,000***	Content	15,021	18,569	,000***
Extraversion, Independence	,339	,115	14,849	,000***	Extraversion	,196	1,997	,047*
Extraversion, Independence, Anxiety	,366	,134	11,768	,000***	Independence	,228	2,783	,006**
					Anxiety	-,178	-2,253	,025*

* p<,05 **p<,01 ***p<,001

Extraversion, Independence and Anxiety which are the global factors of 16PF, fulfill the total variance of the scores of Influence by %9, %2,5 and %1,9.

It was understood that the level of those three global factors can predict the scores of the Influence significantly (influence= 15,021+ ,196 (extraversion)+ ,228 (independence)+ (- ,178) (anxiety). Other two 16PF's global factors did not contribute to score variance of the influence significantly. (Table 44)

Table 3.45 Results of the Hierarchal Regression Analysis that was made in order to predict the Conflict Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,303(a)	,092	23,178	,000***	Content	17,385	20,523	,000***
C,L	,341(b)	,116	14,983	,000***	C		2,171	,031*
C,L,E	,389(c)	,151	13,467	,000***	L	-,215	-2,678	,008**
C,L,E,Q3	,409(d)	,167	11,346	,000***	E	,221	2,801	,006**
C,L,E,Q3,N	,431(e)	,186	10,274	,000***	Q3	,180	2,589	,010**
					N	-,170	-2,270	,024*

* p<,05 **p<,01 ***p<,001

C, L, E, Q3 and N which are the primary factors of 16PF, fulfill the total variance of the scores of conflict management by %9,2, %2,4, %3,5, %1,6 and %1,9.

Total variance that was explained by those five primary factors is %18,6. It was understood that analysis which were made for five stageds can predict Conflict Management significantly (conflict management=17,385+ ,179 (C) + (-,215) (L).+ ,221 (E) + ,166 (Q3) + (-,170) (N)). Other 16PF's primary factors did not contribute to score variance of the conflict management significantly. (Table 45)

Table 3.46 Results of the Hierarchal Regression Analysis that was made in order to predict the Conflict Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,332	,110	28,544	,000***	Content	16,892	14,432	,000***
Anxiety, Extraversion	,367	,135	17,864	,000***	Anxiety	-,303	-3,215	,001***
Anxiety, Extraversion, Self Control	,394	,155	13,938	,000***	Extraversion	,194	1,708	,089
Anxiety, Extraversion, Self Control, Independence	,413	,171	11,687	,000***	Self Control	,251	2,690	,008**
					Independence	,200	2,079	,039*

* p<,05 **p<,01 ***p<,001

Anxiety, Extraversion, Self Control and Independence which are the global factors of 16PF, fulfill the total variance of the scores of Conflict Management by %11, %2,5, %2 and %1,6.

It was understood that the level of those four global factors can predict the scores of the Conflict Management significantly (conflict management= 16,892+ (-303) (anxiety) + ,194 (extraversion)+ ,251 (self control)+ ,200 (independence)). Other

16PF's global factor did not contribute to score variance of the conflict management significantly. (Table 46)

Table 3.47 Results of the Hierarchal Regression Analysis that was made in order to predict the Teamwork, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
C	,283	,080	19,983	,000***	Content	10,938	14,133	,000***
C,L	,332	,110	14,115	,000***	C	,197	2,650	,009**
C,L,G	,364	,133	11,572	,000***	L	-,202	-2,792	,006**
					G	,239	2,425	,016*

* p<,05 **p<,01 ***p<,001

C, L, and G which are the primary factors of 16PF, fulfill the total variance of the scores of teamwork by %8, %3 and %2,3.

Total variance that was explained by those three primary factors is %13,3. It was understood that analysis which were made for those three stageds can predict Teamwork significantly (teamwork=10,938+ ,197 (C) + (-,202) (L).+ ,239 (G)). Other 16PF's primary factors did not contribute to score variance of the teamwork significantly. (Table 47)

Table 3.48 Results of the Hierarchal Regression Analysis that was made in order to predict the Teamwork, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,283	,080	20,080	,000***	Content	12,826	17,978	,000***
Anxiety, Self Control	,333	,111	14,264	,000***	Anxiety	-,300	-3,751	,000***
					Self Control	,241	2,802	,006**

* p<,05 **p<,01 ***p<,001

Anxiety and Self Control which are the global factors of 16PF, fulfill the total variance of the scores of Teamwork by %8 and %3,1.

It was understood that the level of those two global factors can predict the scores of the Teamwork significantly (teamwork= 12,826+ (-300) (anxiety) + ,241 (self control)). Other 16PF's global factor did not contribute to score variance of the teamwork significantly. (Table 48)

Table 3.49 Results of the Hierarchal Regression Analysis that was made in order to predict the Relationship Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the primary factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
L	,331	,110	28,175	,000***	Content	138,558	14,130	,000***
L,M	,393	,154	20,780	,000***	L	-1,594	-2,790	,006**
L,M,H	,431	,186	17,295	,000***	M	-1,665	-2,740	,007**
L,M,H,B	,471	,222	16,094	,000***	H	1,324	2,539	,012*
L,M,H,B,G	,489	,239	14,124	,000***	B	2,483	3,288	,001***
L,M,H,B,G,Q1	,503	,253	12,670	,000***	G	2,236	2,762	,006**
					Q1	1,415	2,085	,038*

* p<,05 **p<,01 ***p<,001

L, M, H, B, G and Q1 which are the primary factors of 16PF, fulfill the total variance of the scores of relationship management by %11, %4,4, %3,2, %3,6, %1,7 and %1,4.

Total variance that was explained by those six primary factors is %25,3. It was understood that analysis which were made for those six stageds can predict Relationship Management significantly (relationship management=138,558+ (-2,790) (L) + (-1,665) (M).+ 1,324 (H) + 2,483 (B) + 2,236 (G) + 1,415 (Q1)). Other 16PF's primary factors did not contribute to score variance of the relationship management significantly. (Table 49)

Table 3.50 Results of the Hierarchal Regression Analys that was made in order to predict the Relationship Management, which is the primary factor of Managerial Emotional Intelligence Inventory, by the global factors of 16PF Inventory

	R	R ²	F Test		Results of the Hierarchal Regression Analysis			
			F	p		B	t	p
Anxiety	,343	,118	30,656	,000***	Content	155,605	18,185	,000***
Anxiety Extraversion,	,381	,145	19,423	,000***	Anxiety	-2,159	-3,056	,003**
Anxiety Extraversion, Self Control	,422	,178	16,508	,000***	Extraversion	2,389	3,093	,002**
					Self Control	2,091	3,045	,003**

* p<,05 **p<,01 ***p<,001

Anxiety, Extraversion and Self Control which are the global factors of 16PF, fulfill the total variance of the scores of Relationship Management by %11,8, %2,7 and %3,3.

It was understood that the level of those three global factors can predict the scores of the relationship management significantly (relationship management= 155,605+ (-2,159) (anxiety) + 2,389 (extraversion) + 2,091 (self control)). Other 16PF's global factor did not contribute to score variance of the relationship management significantly. (Table 50)

Table 3.51 Results of the Independent Sample “t” Test, that was made for the scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Gender Variable

	Gender	N	Arithmeti c Mean	Standart Deviation	Standart Error	t	sd	p
Emotional Self-Awareness	Man	67	50,6716	8,01020	,97860	-2,097	230	,037*
	Woman	165	53,1939	8,41956	,65546			
Self-Confidence	Man	67	22,6716	3,86667	,47239	-,315	230	,753
	Woman	165	22,8485	3,88337	,30232			
Self-Awareness Total	Man	67	73,3433	11,04475	1,34933	-1,631	230	,104
	Woman	165	76,0424	11,57339	,90099			
Emotional Self-Control	Man	67	24,0896	3,99140	,48763	-,147	230	,884
	Woman	165	24,1758	4,08739	,31820			
Transparency	Man	67	37,3582	5,45977	,66702	-1,031	230	,303
	Woman	165	38,2000	5,70216	,44391			
Adaptability	Man	67	32,8507	4,28264	,52321	,353	230	,724
	Woman	165	32,6303	4,31846	,33619			
Self-Management total	Man	67	94,2985	10,44758	1,27638	-,441	230	,660
	Woman	165	95,0061	11,32206	,88142			
Achievement Drive	Man	67	27,2239	4,39980	,53752	-,437	230	,662
	Woman	165	27,4788	3,86445	,30085			
Engagement to Work	Man	67	19,5224	2,34429	,28640	,387	230	,699
	Woman	165	19,3939	2,27043	,17675			
Initiative	Man	67	36,9552	5,80343	,70900	-,540	230	,590
	Woman	165	37,3818	5,30815	,41324			
Optimisim	Man	67	13,9701	2,80676	,34290	-,312	230	,755
	Woman	165	14,0788	2,21961	,17280			
Motivation total	Man	67	97,6716	12,32070	1,50521	-,404	230	,687

	Woman	165	98,3333	10,87026	,84625			
Self-Reliance	Man	67	265,3134	30,34459	3,70718	-,918	230	,360
	Woman	165	269,3818	30,68794	2,38905			
Empathy	Man	67	47,4478	6,03847	,73772	-,689	230	,491
	Woman	165	48,0545	6,09003	,47411			
Developing Others	Man	67	31,1493	5,42233	,66244	-,122	230	,903
	Woman	165	31,2364	4,72911	,36816			
Change Management	Man	67	10,5672	2,45087	,29942	-,145	230	,885
	Woman	165	10,6182	2,42062	,18845			
Building Bonds	Man	67	30,0448	3,33681	,40766	-1,128	230	,260
	Woman	165	30,6970	4,22597	,32899			
Influence	Man	67	16,1940	2,21728	,27088	-,037	230	,970
	Woman	165	16,2061	2,22101	,17291			
Conflict Management	Man	67	18,3731	2,70709	,33072	-,440	230	,661
	Woman	165	18,5394	2,56975	,20005			
Teamwork	Man	67	12,1343	2,18046	,26639	-,889	230	,375
	Woman	165	12,4424	2,47266	,19250			
Relationship Management	Man	67	165,9104	19,15466	2,34011	-,660	230	,510
Global Factor Total								
	Woman	165	167,7939	19,92501	1,55116			

Independent sample “t” test that was made according to the age variable statistically significant difference at the level of ,05 was found out. The Emotional Self-Awareness scores of women are significantly higher than the men’s. (Table 51)

Table 3.52 Descriptive Statistics' Values of the Managerial Emotional Intelligence Inventory's Primary Factors according to the Age Variable

Primary Factors	Age	N	Arithmetic Mean	Standart Daviation	Standart Error
Emotional Self-Awareness	20-30 aged	77	49,8442	9,87163	1,12498
	31-40 aged	108	54,0000	7,19943	,69277
	40 aged and above	47	53,2340	7,22379	1,05370
	Total	232	52,4655	8,36498	,54919
Self-Confidence	20-30 aged	77	21,5065	4,74237	,54044
	31-40 aged	108	23,4815	3,10406	,29869
	40 aged and above	47	23,3404	3,38973	,49444
	Total	232	22,7974	3,87101	,25414
Self-Awareness Total	20-30 aged	77	71,3506	13,89506	1,58349
	31-40 aged	108	77,4815	9,38131	,90272
	40 aged and above	47	76,5745	9,87255	1,44006
	Total	232	75,2629	11,46517	,75273
Emotional Self-Control	20-30 aged	77	23,2208	4,31223	,49142
	31-40 aged	108	24,6389	3,87047	,37244
	40 aged and above	47	24,5532	3,83240	,55901
	Total	232	24,1509	4,05147	,26599
Transparency	20-30 aged	77	35,8831	5,84442	,66603
	31-40 aged	108	39,0370	4,99332	,48048
	40 aged and above	47	38,8723	5,84814	,85304
	Total	232	37,9569	5,63445	,36992
Adaptability	20-30 aged	77	32,0909	4,19957	,47859
	31-40 aged	108	32,9444	4,32302	,41598
	40 aged and	47	33,1064	4,39483	,64105

	above				
	Total	232	32,6940	4,30004	,28231
Self- Management Total	20-30 aged	77	91,1948	11,40526	1,29975
	31-40 aged	108	96,6204	10,40463	1,00119
	40 aged and above	47	96,5319	10,71539	1,56300
	Total	232	94,8017	11,05885	,72605
Achievement Drive	20-30 aged	77	26,8571	3,99577	,45536
	31-40 aged	108	27,7685	4,09149	,39370
	40 aged and above	47	27,4681	3,86653	,56399
	Total	232	27,4052	4,01831	,26381
Engagement to Work	20-30 aged	77	18,7662	2,38358	,27163
	31-40 aged	108	19,6574	2,19243	,21097
	40 aged and above	47	20,0000	2,12644	,31017
	Total	232	19,4310	2,28764	,15019
Initiative	20-30 aged	77	36,2208	6,26104	,71351
	31-40 aged	108	38,0741	5,21447	,50176
	40 aged and above	47	37,0851	4,19020	,61120
	Total	232	37,2586	5,44651	,35758
Optimism	20-30 aged	77	13,6623	2,48474	,28316
	31-40 aged	108	14,3148	2,26575	,21802
	40 aged and above	47	14,0638	2,51434	,36675
	Total	232	14,0474	2,39812	,15744
Motivation Total	20-30 aged	77	95,5065	12,71512	1,44902
	31-40 aged	108	99,8148	10,38614	,99941
	40 aged and above	47	98,6170	10,15222	1,48085

	Total	232	98,1422	11,28503	,74090
Self-Reliance	20-30 aged	77	258,0519	34,76685	3,96205
	31-40 aged	108	273,9167	26,85131	2,58377
	40 aged and above	47	271,7234	27,56629	4,02096
	Total	232	268,2069	30,57940	2,00764
Empathy	20-30 aged	77	46,4935	6,33417	,72185
	31-40 aged	108	48,4815	5,65434	,54409
	40 aged and above	47	48,7660	6,27699	,91559
	Total	232	47,8793	6,06838	,39841
Developing Others	20-30 aged	77	29,7792	5,38669	,61387
	31-40 aged	108	32,0370	4,29937	,41371
	40 aged and above	47	31,6596	5,07456	,74020
	Total	232	31,2112	4,92746	,32350
Change Management	20-30 aged	77	10,0390	2,75032	,31343
	31-40 aged	108	10,9537	2,20189	,21188
	40 aged and above	47	10,7234	2,21362	,32289
	Total	232	10,6034	2,42419	,15916
Building Bonds	20-30 aged	77	29,3766	4,12961	,47061
	31-40 aged	108	31,4352	3,74733	,36059
	40 aged and above	47	30,2340	3,87418	,56511
	Total	232	30,5086	3,99349	,26219
Influence	20-30 aged	77	15,9740	2,18833	,24938
	31-40 aged	108	16,4259	2,31292	,22256
	40 aged and above	47	16,0638	2,01521	,29395
	Total	232	16,2026	2,21514	,14543
Conflict Management	20-30 aged	77	18,4026	2,76852	,31550
	31-40 aged	108	18,5741	2,50683	,24122

	40 aged and above	47	18,4468	2,60275	,37965
	Total	232	18,4914	2,60534	,17105
Teamwork	20-30 aged	77	11,7403	2,80227	,31935
	31-40 aged	108	12,7222	2,05000	,19726
	40 aged and above	47	12,5106	2,23483	,32598
	Total	232	12,3534	2,39138	,15700
Relationship Management Global Factor Total	20-30 aged	77	161,8052	21,30174	2,42756
	31-40 aged	108	170,6296	17,89355	1,72181
	40 aged and above	47	168,4043	19,31958	2,81805
	Total	232	167,2500	19,68293	1,29225

When employees' managerial emotional intelligence primary factors were analysed among age variable, it was understood that the group of 31-40 aged always comes first . This was followed by group of 40 aged and above. However 20-30 aged group took part at last. (Table 52)

Table 3.53 Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory's Primary Factors among Age Variable

Primary Factors	Source of the Variance	Sum of Square	Sd	Mean Square	F	P
Emotional Self-Awareness	Between Groups	811,169	2	405,584	6,050	,003**
	Within Groups	15352,555	229	67,042		
	Total	16163,724	231			
Self-Confidence	Between Groups	192,716	2	96,358	6,751	,001***
	Within Groups	3268,763	229	14,274		
	Total	3461,478	231			
Self-Awareness Total	Between Groups	1790,976	2	895,488	7,177	,001***
	Within Groups	28573,985	229	124,777		
	Total	30364,961	231			
Emotional Self-Control	Between Groups	99,939	2	49,970	3,100	,047*
	Within Groups	3691,780	229	16,121		
	Total	3791,720	231			
Transparency	Between Groups	496,535	2	248,268	8,315	,000***
	Within Groups	6837,034	229	29,856		
	Total	7333,569	231			
Adaptability	Between Groups	42,773	2	21,387	1,158	,316
	Within Groups	4228,498	229	18,465		
	Total	4271,272	231			
Self-Management Total	Between Groups	1499,664	2	749,832	6,419	,002**
	Within Groups	26751,215	229	116,818		
	Total	28250,879	231			
Achievement Drive	Between Groups	37,570	2	18,785	1,165	,314
	Within Groups	3692,344	229	16,124		
	Total	3729,914	231			
Engagement to Work	Between Groups	54,780	2	27,390	5,435	,005**
	Within Groups	1154,116	229	5,040		
	Total	1208,897	231			
Initiative	Between Groups	156,169	2	78,085	2,670	,071
	Within Groups	6696,314	229	29,242		
	Total	6852,483	231			

Optimism	Between Groups	19,153	2	9,576	1,675	,190
	Within Groups	1309,326	229	5,718		
	Total	1328,478	231			
Motivation Total	Between Groups	847,657	2	423,828	3,397	,035*
	Within Groups	28570,649	229	124,763		
	Total	29418,306	231			
Self-Reliance	Between Groups	12042,623	2	6021,311	6,760	,001***
	Within Groups	203965,446	229	890,679		
	Total	216008,069	231			
Empathy	Between Groups	223,985	2	111,993	3,096	,047*
	Within Groups	8282,635	229	36,169		
	Total	8506,621	231			
Developing Others	Between Groups	240,999	2	120,500	5,141	,007**
	Within Groups	5367,652	229	23,440		
	Total	5608,651	231			
Change Management	Between Groups	38,461	2	19,231	3,339	,037*
	Within Groups	1319,056	229	5,760		
	Total	1357,517	231			
Building Bonds	Between Groups	194,933	2	97,467	6,397	,002**
	Within Groups	3489,050	229	15,236		
	Total	3683,983	231			
Influence	Between Groups	10,314	2	5,157	1,052	,351
	Within Groups	1123,164	229	4,905		
	Total	1133,478	231			
Conflict Management	Between Groups	1,439	2	,719	,105	,900
	Within Groups	1566,544	229	6,841		
	Total	1567,983	231			
Teamwork	Between Groups	44,801	2	22,400	4,019	,019*
	Within Groups	1276,217	229	5,573		
	Total	1321,017	231			
Relationship Management Global Factor Total	Between Groups	3578,918	2	1789,459	4,770	,009**
	Within Groups	85914,582	229	375,173		
	Total	89493,500	231			

* p<,05 **p<,01 ***p<,001

Results of the oneway variance analysis (anova) of the managerial emotional intelligence inventory's primary factors' scores among age variable is shown in the table 53.

Statistically significant differences was found out at the level of ,05 ; according to the age variable in all of the primary factors of Managerial Emotional Intelligence Inventory except adaptability, achievement orientation, initiative, optimisim, influence and conflict management. Depending on these results it is seen that, while the age factor changes, the emotional intelligence factors of the employee's differ.

When significant differences were found in the one way variance analysis, complemeantry variance analysis tecnic (posthoc) was used to define in which dual groups those differences are derived from. Generally complementary analys called SCHEFFE is prefered as the variances are homogen and they are more sensitive to alfa type error.

Table 3.54 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory's Primary Factors' Scores among Age Variable

Primary Factors	(I) age	(J) age	Difference between Means (I-J)	Standart Error	Sig.
Emotional Self-Awareness	26-30 aged	31-40 aged	-4,15584(*)	1,22124	,004**
		41-50 aged	-3,38989	1,51562	,084
	31-40 aged	26-30 aged	4,15584(*)	1,22124	,004**
		41-50 aged	,76596	1,43080	,867
	41-50 aged	26-30 aged	3,38989	1,51562	,084
		31-40 aged	-,76596	1,43080	,867
Self-Confidence	26-30 aged	31-40 aged	-1,97499(*)	,56351	,003**
		41-50 aged	-1,83393(*)	,69934	,034*
	31-40 aged	26-30 aged	1,97499(*)	,56351	,003**
		41-50 aged	,14106	,66021	,977
	41-50	26-30	1,83393(*)	,69934	,034*

	aged	aged			
		31-40 aged	-,14106	,66021	,977
Self-Awareness Total	26-30 aged	31-40 aged	-6,13083(*)	1,66608	,001***
		41-50 aged	-5,22382(*)	2,06768	,043*
	31-40 aged	26-30 aged	6,13083(*)	1,66608	,001***
		41-50 aged	,90701	1,95197	,898
	41-50 aged	26-30 aged	5,22382(*)	2,06768	,043*
		31-40 aged	-,90701	1,95197	,898
Emotional Self-Control	26-30 aged	31-40 aged	-1,41811	,59886	,063
		41-50 aged	-1,33241	,74322	,203
	31-40 aged	26-30 aged	1,41811	,59886	,063
		41-50 aged	,08570	,70163	,993
	41-50 aged	26-30 aged	1,33241	,74322	,203
		31-40 aged	-,08570	,70163	,993
Transparency	26-30 aged	31-40 aged	-3,15392(*)	,81498	,001***
		41-50 aged	-2,98922(*)	1,01142	,014*
	31-40 aged	26-30 aged	3,15392(*)	,81498	,001***
		41-50 aged	,16470	,95482	,985
	41-50 aged	26-30 aged	2,98922(*)	1,01142	,014*
		31-40 aged	-,16470	,95482	,985
Self-Management Total	26-30 aged	31-40 aged	-5,42557(*)	1,61207	,004**
		41-50 aged	-5,33711(*)	2,00065	,030*
	31-40 aged	26-30 aged	5,42557(*)	1,61207	,004**
		41-50 aged	,08846	1,88868	,999
	41-50 aged	26-30 aged	5,33711(*)	2,00065	,030*
		31-40 aged	-,08846	1,88868	,999
Engagement to Work	26-30 aged	31-40 aged	-,89117(*)	,33484	,031*
		41-50	-1,23377(*)	,41555	,013*

		aged			
	31-40 aged	26-30 aged	,89117(*)	,33484	,031*
		41-50 aged	-,34259	,39229	,683
	41-50 aged	26-30 aged	1,23377(*)	,41555	,013*
		31-40 aged	,34259	,39229	,683
Motivation Total	26-30 aged	31-40 aged	-4,30832(*)	1,66598	,037*
		41-50 aged	-3,11053	2,06756	,324
	31-40 aged	26-30 aged	4,30832(*)	1,66598	,037*
		41-50 aged	1,19779	1,95185	,828
	41-50 aged	26-30 aged	3,11053	2,06756	,324
		31-40 aged	-1,19779	1,95185	,828
Self-Reliance	26-30 aged	31-40 aged	-15,86472(*)	4,45132	,002**
		41-50 aged	-13,67146(*)	5,52430	,049*
	31-40 aged	26-30 aged	15,86472(*)	4,45132	,002**
		41-50 aged	2,19326	5,21514	,915
	41-50 aged	26-30 aged	13,67146(*)	5,52430	,049*
		31-40 aged	-2,19326	5,21514	,915
Empathy	26-30 aged	31-40 aged	-1,98797	,89701	,088
		41-50 aged	-2,27245	1,11323	,127
	31-40 aged	26-30 aged	1,98797	,89701	,088
		41-50 aged	-,28448	1,05092	,964
	41-50 aged	26-30 aged	2,27245	1,11323	,127
		31-40 aged	,28448	1,05092	,964
Developing Others	26-30 aged	31-40 aged	-2,25782(*)	,72211	,008**
		41-50 aged	-1,88035	,89617	,113
	31-40 aged	26-30 aged	2,25782(*)	,72211	,008**
		41-50 aged	,37746	,84602	,905
	41-50	26-30	1,88035	,89617	,113

	aged	aged			
		31-40 aged	-,37746	,84602	,905
Change Management	26-30 aged	31-40 aged	-,91474(*)	,35797	,040*
		41-50 aged	-,68444	,44425	,307
	31-40 aged	26-30 aged	,91474(*)	,35797	,040*
		41-50 aged	,23030	,41939	,860
	41-50 aged	26-30 aged	,68444	,44425	,307
		31-40 aged	-,23030	,41939	,860
Building Bonds	26-30 aged	31-40 aged	-2,05856(*)	,58219	,002**
		41-50 aged	-,85742	,72252	,496
	31-40 aged	26-30 aged	2,05856(*)	,58219	,002**
		41-50 aged	1,20114	,68209	,214
	41-50 aged	26-30 aged	,85742	,72252	,496
		31-40 aged	-1,20114	,68209	,214
Teamwork	26-30 aged	31-40 aged	-,98196(*)	,35211	,022*
		41-50 aged	-,77038	,43698	,214
	31-40 aged	26-30 aged	,98196(*)	,35211	,022*
		41-50 aged	,21158	,41252	,877
	41-50 aged	26-30 aged	,77038	,43698	,214
		31-40 aged	-,21158	,41252	,877
Relationship Management Global Factor Total	26-30 aged	31-40 aged	-8,82443(*)	2,88898	,010**
		41-50 aged	-6,59906	3,58536	,186
	31-40 aged	26-30 aged	8,82443(*)	2,88898	,010**
		41-50 aged	2,22537	3,38470	,806
	41-50 aged	26-30 aged	6,59906	3,58536	,186
		31-40 aged	-2,22537	3,38470	,806

* p<,05 **p<,01 ***p<,001

In the primary factor of Emotional-Self Awareness; the scores of 31-40 Aged Group are significantly higher than 26-30 Aged. There is no statistical significant difference between 26-30 Aged and 41-50 Aged Group.

In the primary factor of Self-Confidence; the scores of 31-40 Aged Group are significantly higher than both 41-50 Aged and 26-30 Aged Group. There is no statistical difference between 26-30 Aged and 41-50 Aged Group.

In the Total Self-Awareness scores; the scores of 31-40 Aged Group are significantly higher than 26-30 Aged. Also the scores of 41-50 Aged Group are higher than 26-30 Aged. But there is no statistical significant difference between 31-40 Aged and 41-50 Aged.

In the primary factor of Emotional Self-Control ; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Transparency; the scores of 26-30 Aged Group are both lower than 31-40 Aged and 41-50 Aged . There is no statistical significant difference between 31-40 Aged and 41-50 Aged.

In the primary factor of Self Management; the scores of 26-30 Aged are both significantly lower than 31-40 Aged and 41-50 Aged. There is no statistical difference between 31-40 Aged and 41-50 Aged.

In the primary factor of Engagement to work; the scores of 26-30 Aged are both significantly lower than 31-40 Aged and 41-50 Aged. There is no statistical significant difference between 31-40 Aged and 41-50 Aged.

In the primary factor of Motivation ; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Self-reliance; the scores of 26-30 Aged are both significantly lower than 31-40 Aged and 41-50 Aged. There is no statistical significant difference between 31-40 Aged and 41-50 Aged.

In the primary factor of Empathy; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Developing others; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Change Management; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Building Bonds; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Teamwork ; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

In the primary factor of Relationship Management ; the scores of 31-40 Aged are significantly higher than 26-30 Aged. There is no significant difference between the other categories.

Table 3.55 Results of the Independent Sample “t” Test that was made for the Scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Working Area Variable

	Working Area	N	Arithmetic Mean	Std. Daviation	Std. Error	t	Sd	p
Emotional Self-Awareness	Teacher	156	55,4808	5,46363	,43744	9,173	230	,000***
	human resources	76	46,2763	9,80285	1,12446			
Self-Confidence	Teacher	156	24,1026	2,16178	,17308	8,390	230	,000***
	human resources	76	20,1184	5,06746	,58128			
Self-Awareness Total	Teacher	156	79,5833	6,45476	,51679	9,757	230	,000***
	human resources	76	66,3947	14,15069	1,62320			
Emotional Self-Control	Teacher	156	24,9103	3,66390	,29335	4,238	230	,000***
	human resources	76	22,5921	4,37623	,50199			
Transparency	Teacher	156	40,1923	3,72977	,29862	10,511	230	,000***
	human resources	76	33,3684	6,10757	,70059			
Adaptability	Teacher	156	33,4038	4,18257	,33487	3,700	230	,000***
	human resources	76	31,2368	4,19482	,48118			
Self-Management Total	Teacher	156	98,5064	8,85620	,70906	8,320	230	,000***
	human resources	76	87,1974	11,28896	1,29493			
Achievement Drive	Teacher	156	28,2244	3,92440	,31420	4,642	230	,000***
	human resources	76	25,7237	3,69359	,42368			
Engagement to Work	Teacher	156	20,2564	1,79918	,14405	9,185	230	,000***
	human resources	76	17,7368	2,25902	,25913			
Initiative	Teacher	156	39,1282	4,07465	,32623	8,590	230	,000***
	human resources	76	33,4211	5,90427	,67727			
Optimism	Teacher	156	14,5577	2,15598	,17262	4,866	230	,000***
	human resources	76	13,0000	2,54034	,29140			
Motivation Total	Teacher	156	102,1667	8,78623	,70346	9,040	230	,000***
	human	76	89,8816	11,39587	1,30720			

	resources							
Self-Reliance	Teacher	156	280,2564	19,94116	1,59657	10,406	230	,000***
	human resources	76	243,4737	33,71072	3,86688			
Empathy	Teacher	156	49,9551	5,21826	,41780	8,551	230	,000***
	human resources	76	43,6184	5,45764	,62603			
Developing Others	Teacher	156	32,9615	3,13746	,25120	8,992	230	,000***
	human resources	76	27,6184	5,91488	,67848			
Change Management	Teacher	156	11,3077	1,80899	,14484	6,960	230	,000***
	human resources	76	9,1579	2,86148	,32823			
Building Bonds	Teacher	156	31,6923	3,23811	,25926	7,132	230	,000***
	human resources	76	28,0789	4,30740	,49409			
Influence	Teacher	156	16,5449	2,04890	,16404	3,451	230	,001***
	human resources	76	15,5000	2,38607	,27370			
Conflict Management	Teacher	156	18,8077	2,54030	,20339	2,685	230	,008**
	human resources	76	17,8421	2,63339	,30207			
Teamwork	Teacher	156	13,1603	1,53453	,12286	8,398	230	,000***
	human resources	76	10,6974	2,93494	,33666			
Relationship Management	Teacher	156	174,4295	14,29510	1,14452	9,323	230	,000***
Global Factor Total								
	human resources	76	152,5132	21,06276	2,41606			

* p<,05 **p<,01 ***p<,001

Results of independent sample “t” test that was made for the Managerial Emotional Intelligence Inventory’s primary factors among the working area of the sample group; is shown in Table 55. According to the results of the test , teachers’ scores of all the Managerial Emotional Intelligence Inventory’s factors are higher than the ones working in human resources area, at least at the statically significant level of ,01.

Table 3.56 Descriptive Statistics' Values of the Managerial Emotional Intelligence Inventory's Primary Factors' Scores according to the Title in the Human Resources Area Variable

		N	Art.Mean	Std. Daviation	Std. Error
Emotional Self-Awareness	Executive manager	13	49,7692	10,11726	2,80602
	manager	31	46,5484	9,55280	1,71573
	Personnel	32	44,6875	9,79940	1,73231
	Total	76	46,3158	9,78735	1,12269
Self-Confidence	Executive manager	13	22,6154	4,57417	1,26865
	manager	31	19,7419	4,67595	,83983
	Personnel	32	19,2500	5,40012	,95462
	Total	76	20,0263	5,05957	,58037
Self-Awareness Total	Executive manager	13	72,3846	14,31513	3,97030
	manager	31	66,2903	13,30963	2,39048
	Personnel	32	63,9375	14,60432	2,58170
	Total	76	66,3421	14,16338	1,62465
Emotional Self-Control	Executive manager	13	24,3846	4,68221	1,29861
	manager	31	23,0645	4,23427	,76050
	Personnel	32	21,2813	4,09748	,72434
	Total	76	22,5395	4,35872	,49998
Transparency	Executive manager	13	33,7692	7,25895	2,01327
	manager	31	33,6452	6,24792	1,12216
	Personnel	32	32,9375	5,63364	,99590
	Total	76	33,3684	6,10757	,70059
Adaptability	Executive manager	13	32,7692	4,54888	1,26163
	manager	31	32,0323	3,89430	,69944
	Personnel	32	29,9375	3,99950	,70702
	Total	76	31,2763	4,16845	,47815

Self-Management Total	Executive manager	13	90,9231	11,44160	3,17333
	manager	31	88,7419	12,24192	2,19871
	Personnel	32	84,1563	9,76534	1,72628
	Total	76	87,1842	11,29804	1,29597
Achievement Drive	Executive manager	13	27,0769	4,11221	1,14052
	manager	31	25,7419	3,75027	,67357
	Personnel	32	25,2813	3,30429	,58412
	Total	76	25,7763	3,63904	,41743
Engagement to Work	Executive manager	13	18,6923	2,46254	,68299
	manager	31	17,8065	2,41412	,43359
	Personnel	32	17,2500	1,96748	,34780
	Total	76	17,7237	2,27214	,26063
Initiative	Executive manager	13	35,3846	6,33165	1,75608
	manager	31	33,7419	6,08806	1,09345
	Personnel	32	32,2500	5,50073	,97240
	Total	76	33,3947	5,91964	,67903
Optimism	Executive manager	13	14,1538	2,96778	,82311
	manager	31	13,1290	2,27658	,40889
	Personnel	32	12,3125	2,33401	,41260
	Total	76	12,9605	2,48430	,28497
Motivation Total	Executive manager	13	95,3077	12,40554	3,44068
	manager	31	90,4194	11,87932	2,13359
	Personnel	32	87,0938	9,90718	1,75136
	Total	76	89,8553	11,40959	1,30877
Self-Reliance	Executive manager	13	258,6154	36,36972	10,08714
	manager	31	245,4516	34,31213	6,16264
	Personnel	32	235,1875	30,57348	5,40468
	Total	76	243,3816	33,75755	3,87226
Empathy	Executive	13	46,0769	6,18414	1,71517

	manager				
	manager	31	43,6129	5,30206	,95228
	Personnel	32	42,5625	5,16775	,91354
	Total	76	43,5921	5,47035	,62749
Developing Others	Executive manager	13	28,6923	7,05200	1,95587
	manager	31	28,0645	5,77890	1,03792
	Personnel	32	26,7188	5,63534	,99620
	Total	76	27,6053	5,92189	,67929
Change Management	Executive manager	13	11,3077	2,13638	,59252
	manager	31	8,9032	2,90235	,52128
	Personnel	32	8,4688	2,69987	,47727
	Total	76	9,1316	2,85350	,32732
Building Bonds	Executive manager	13	29,2308	5,16646	1,43292
	manager	31	28,2581	4,65452	,83598
	Personnel	32	27,1563	3,69052	,65240
	Total	76	27,9605	4,37703	,50208
Influence	Executive manager	13	16,1538	2,15430	,59750
	manager	31	15,6129	2,43143	,43670
	Personnel	32	15,1875	2,37511	,41986
	Total	76	15,5263	2,35782	,27046
Conflict Management	Executive manager	13	18,3077	2,71982	,75434
	manager	31	18,0000	2,52982	,45437
	Personnel	32	17,5313	2,69987	,47727
	Total	76	17,8553	2,61638	,30012
Teamwork	Executive manager	13	11,2308	3,16633	,87818
	manager	31	10,9032	2,91382	,52334
	Personnel	32	10,2188	2,88192	,50946
	Total	76	10,6711	2,93207	,33633
Relationship Management Global	Executive manager	13	161,0000	23,36664	6,48074

Factor Total					
	manager	31	153,3548	22,33166	4,01089
	Personnel	32	147,8438	18,35336	3,24445
	Total	76	152,3421	21,16888	2,42824

Arithmetic mean and standard deviation values of the Managerial Emotional Intelligence Inventory's Primary Factors' Scores according to the Title in the Human Resources Area Variable is shown in Table-56. In all primary factors the scores of executive managers are in top level. This was followed by the managers in the second level. According to the emotional intelligence factors, the employee' working in human resources area is seen in the last level.

Table 3.57 Results of the Oneway Variance Analysis (AVOVA) of the Managerial Emotional Intelligence Inventory's Primary Factors among the Titles in the Human Resources Area Variable

Primary Factors	Source of the Variance	Sum of Square	sd	Means of Square	F	P
Emotional Self-Awareness	Between Groups	241,561	2	120,780	1,270	,287
	Within Groups	6942,860	73	95,108		
	Total	7184,421	75			
Self-Confidence	Between Groups	108,935	2	54,467	2,196	,119
	Within Groups	1811,012	73	24,808		
	Total	1919,947	75			
Self-Awareness Total	Between Groups	659,766	2	329,883	1,674	,195
	Within Groups	14385,339	73	197,059		
	Total	15045,105	75			
Emotional Self-Control	Between Groups	103,465	2	51,732	2,858	,064
	Within Groups	1321,417	73	18,102		
	Total	1424,882	75			

Transparency	Between Groups	10,405	2	5,202	,136	,873
	Within Groups	2787,279	73	38,182		
	Total	2797,684	75			
Adaptability	Between Groups	104,047	2	52,023	3,167	,048*
	Within Groups	1199,150	73	16,427		
	Total	1303,197	75			
Self-Management Total	Between Groups	550,344	2	275,172	2,226	,115
	Within Groups	9023,077	73	123,604		
	Total	9573,421	75			
Achievement Drive	Between Groups	29,870	2	14,935	1,132	,328
	Within Groups	963,327	73	13,196		
	Total	993,197	75			
Engagement to Work	Between Groups	19,589	2	9,795	1,945	,150
	Within Groups	367,608	73	5,036		
	Total	387,197	75			
Initiative	Between Groups	97,145	2	48,573	1,401	,253
	Within Groups	2531,012	73	34,671		
	Total	2628,158	75			
Optimism	Between Groups	32,830	2	16,415	2,786	,068
	Within Groups	430,051	73	5,891		
	Total	462,882	75			
Motivation Total	Between Groups	640,372	2	320,186	2,562	,084
	Within Groups	9123,036	73	124,973		
	Total	9763,408	75			
Self-Reliance	Between Groups	5298,305	2	2649,152	2,412	,097
	Within Groups	80169,629	73	1098,214		

	Total	85467,934	75			
Empathy	Between Groups	114,202	2	57,101	1,957	,149
	Within Groups	2130,153	73	29,180		
	Total	2244,355	75			
Developing Others	Between Groups	47,049	2	23,524	,665	,517
	Within Groups	2583,109	73	35,385		
	Total	2630,158	75			
Change Management	Between Groups	77,237	2	38,618	5,285	,007**
	Within Groups	533,448	73	7,308		
	Total	610,684	75			
Building Bonds	Between Groups	44,420	2	22,210	1,164	,318
	Within Groups	1392,462	73	19,075		
	Total	1436,882	75			
Influence	Between Groups	9,025	2	4,513	,808	,450
	Within Groups	407,922	73	5,588		
	Total	416,947	75			
Conflict Management	Between Groups	6,670	2	3,335	,480	,620
	Within Groups	506,738	73	6,942		
	Total	513,408	75			
Teamwork	Between Groups	12,290	2	6,145	,709	,495
	Within Groups	632,486	73	8,664		
	Total	644,776	75			
Relationship Management Global Factor Total	Between Groups	1653,790	2	826,895	1,889	,159
	Within Groups	31955,316	73	437,744		
	Total	33609,105	75			

* p<,05 **p<,01 ***p<,001

Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory's Primary Factors among the titles in the Human Resources Area Variable is shown in Table 57. According to the analysis done; at least at the level of ,05 statical significant differences are found only in the primary factor of adaptability and change management .Scheffe test is done to find out in which dual group this significant difference occur and the results are shown in Table-58.

Table 3.58 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory's Primary Factors' Scores among Titles in the Human Resources Area Variable

Primary Factors	(I) Human Resources Title	(J) Human Resources Title	Difference Between Means (I-J)	Std. Error	P
Adaptability	Executive manager	manager	,73697	1,33921	,860
		Personnel	2,83173	1,33301	,112
	manager	Executive manager	-,73697	1,33921	,860
		Personnel	2,09476	1,02139	,129
	Personnel	Executive manager	-2,83173	1,33301	,112
		Manager	-2,09476	1,02139	,129
Change Management	Executive manager	Manager	2,40447(*)	,89322	,032*
		Personnel	2,83894(*)	,88909	,008**
	manager	Executive manager	-2,40447(*)	,89322	,032*
		Personnel	,43448	,68124	,816
	Personnel	Executive manager	-2,83894(*)	,88909	,008**
		Manager	-,43448	,68124	,816

* p<,05 **p<,01 ***p<,001

In the primary factor of adaptability; statically significant differences are found in paired comparison tests done according to the human resources titles.

In the primary factor of Change Management; the scores of executive managers are significantly higher than managers ($p < .05$) and personnel ($p < .01$). There is no significant difference between The Change Management scores of managers and personnel.

Table 3.59 Results of the Independent Sample “t” Test that was made for the Scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Martial Status Variable

Primary Factors	Martial Status	N	Art.Mean	Std. Daviation	Std. Error	t	sd	P
Emotional Self-Awareness	Married	136	54,0882	6,98938	,59933	3,607	230	,000** *
	Single	96	50,1667	9,57152	,97689			
Self-Confidence	Married	136	23,3750	3,25221	,27887	2,743	230	,007**
	Single	96	21,9792	4,50024	,45930			
Self-Awareness Total	Married	136	77,4632	9,31976	,79916	3,566	230	,000** *
	Single	96	72,1458	13,39598	1,36722			
Emotional Self-Control	Married	136	24,8235	3,77493	,32370	3,064	230	,002**
	Single	96	23,1979	4,25409	,43418			
Transparency	Married	136	38,8603	5,41626	,46444	2,955	230	,003**
	Single	96	36,6771	5,71700	,58349			
Adaptability	Married	136	32,9191	4,22349	,36216	,949	230	,344
	Single	96	32,3750	4,40872	,44996			
Self-Management Total	Married	136	96,6029	10,41671	,89323	3,004	230	,003**
	Single	96	92,2500	11,48729	1,17242			
Achievement Drive	Married	136	27,6765	3,99978	,34298	1,225	230	,222

	Single	96	27,0208	4,03401	,41172			
Engagement to Work	Married	136	19,8088	2,09590	,17972	3,047	230	,003**
	Single	96	18,8958	2,44725	,24977			
Initiative	Married	136	37,7500	4,87435	,41797	1,642	230	,102
	Single	96	36,5625	6,12641	,62527			
Optimism	Married	136	14,2794	2,31802	,19877	1,762	230	,079
	Single	96	13,7188	2,48237	,25336			
Motivation Total	Married	136	99,5147	10,22342	,87665	2,224	230	,027*
	Single	96	96,1979	12,43477	1,26912			
Self-Reliance	Married	136	273,5809	26,71178	2,29052	3,251	230	,001** *
	Single	96	260,5938	34,05741	3,47597			
Empathy	Married	136	48,8088	5,70057	,48882	2,818	230	,005**
	Single	96	46,5625	6,35413	,64852			
Developing Others	Married	136	31,9191	4,52983	,38843	2,638	230	,009**
	Single	96	30,2083	5,30524	,54146			
Change Management	Married	136	11,0221	2,12382	,18212	3,192	230	,002**
	Single	96	10,0104	2,69696	,27526			
Building Bonds	Married	136	31,1324	3,79826	,32570	2,876	230	,004**
	Single	96	29,6250	4,11480	,41997			
Influence	Married	136	16,2132	2,14099	,18359	,087	230	,931
	Single	96	16,1875	2,32747	,23755			
Conflict Management	Married	136	18,6838	2,52895	,21686	1,341	230	,181
	Single	96	18,2188	2,69972	,27554			
Teamwork	Married	136	12,5368	2,18720	,18755	1,393	230	,165
	Single	96	12,0938	2,64407	,26986			
Relationship Management Global Factor Total	Married	136	170,3162	18,14579	1,55599	2,868	230	,005**
	Single	96	162,9063	21,01432	2,14477			

* p<,05 **p<,01 ***p<,001

Results of the Independent Sample “t” Test that was made for the Scores of the Managerial Emotional Intelligence Inventory’s Primary Factors according to the Marital Status Variable is shown in Table 59. Statistically significant differences was found out at the level of ,05 ; according to the whole primary factors of Managerial Emotional Intelligence except adaptability, achievement orientation, initiative, optimism, influence, conflict management and teamwork. All these differences occur in favor of married employee’. The factors of emotional intelligence of married employee’ are significantly higher than single employee’.

Table 3.60 Descriptive Statistics’ Values of the Managerial Emotional Intelligence Inventory’s Primary Factors’ Scores according to Having a Child or not Variable

Primary Factors	Having a Child	N	Art.Mean	Std. Daviation	Std. Error
Emotional Self-Awareness	No child	113	50,3540	9,47546	,89138
	One child	59	54,1695	6,93356	,90267
	Two children	60	54,7667	6,27982	,81072
	Total	232	52,4655	8,36498	,54919
Self-Confidence	No child	113	21,8496	4,51233	,42448
	One child	59	23,5085	2,66764	,34730
	Two children	60	23,8833	3,09779	,39992
	Total	232	22,7974	3,87101	,25414
Self-Awareness Total	No child	113	72,2035	13,26526	1,24789
	One child	59	77,6780	8,77387	1,14226
	Two children	60	78,6500	8,33783	1,07641
	Total	232	75,2629	11,46517	,75273
Emotional Self-Control	No child	113	23,3717	4,20075	,39517
	One child	59	25,1695	4,00066	,52084
	Two children	60	24,6167	3,55152	,45850
	Total	232	24,1509	4,05147	,26599

Transparency	No child	113	36,3540	5,69762	,53599
	One child	59	39,2712	5,41655	,70517
	Two children	60	39,6833	4,91449	,63446
	Total	232	37,9569	5,63445	,36992
Adaptability	No child	113	32,3009	4,07493	,38334
	One child	59	32,8644	4,64779	,60509
	Two children	60	33,2667	4,35644	,56241
	Total	232	32,6940	4,30004	,28231
Self-Management Total	No child	113	92,0265	11,16792	1,05059
	One child	59	97,3051	10,77234	1,40244
	Two children	60	97,5667	9,95986	1,28581
	Total	232	94,8017	11,05885	,72605
Achievement Drive	No child	113	27,0531	3,92983	,36969
	One child	59	27,6610	3,97670	,51772
	Two children	60	27,8167	4,22860	,54591
	Total	232	27,4052	4,01831	,26381
Engagement to Work	No child	113	18,8850	2,46675	,23205
	One child	59	19,7119	1,93917	,25246
	Two children	60	20,1833	2,00416	,25874
	Total	232	19,4310	2,28764	,15019
Initiative	No child	113	36,3363	6,01577	,56592
	One child	59	38,0847	5,30871	,69113
	Two children	60	38,1833	4,06928	,52534
	Total	232	37,2586	5,44651	,35758
Optimism	No child	113	13,7257	2,48656	,23392
	One child	59	14,3390	2,30150	,29963
	Two children	60	14,3667	2,27713	,29398
	Total	232	14,0474	2,39812	,15744
Motivation Total	No child	113	96,0000	12,03269	1,13194

	One child	59	99,7966	10,57939	1,37732
	Two children	60	100,5500	9,81425	1,26701
	Total	232	98,1422	11,28503	,74090
Self-Reliance	No child	113	260,2301	33,49760	3,15119
	One child	59	274,7797	26,70210	3,47632
	Two children	60	276,7667	24,30203	3,13738
	Total	232	268,2069	30,57940	2,00764
Empathy	No child	113	46,5841	6,38738	,60087
	One child	59	48,7458	5,19148	,67587
	Two children	60	49,4667	5,80609	,74956
	Total	232	47,8793	6,06838	,39841
Developing Others	No child	113	30,0885	5,31433	,49993
	One child	59	31,7966	4,15551	,54100
	Two children	60	32,7500	4,39424	,56729
	Total	232	31,2112	4,92746	,32350
Change Management	No child	113	10,1239	2,68638	,25271
	One child	59	11,0169	1,99561	,25981
	Two children	60	11,1000	2,12890	,27484
	Total	232	10,6034	2,42419	,15916
Building Bonds	No child	113	29,6283	4,12786	,38832
	One child	59	31,2373	3,56873	,46461
	Two children	60	31,4500	3,82864	,49428
	Total	232	30,5086	3,99349	,26219
Influence	No child	113	16,0708	2,19869	,20684
	One child	59	16,2034	2,34726	,30559
	Two children	60	16,4500	2,12671	,27456
	Total	232	16,2026	2,21514	,14543
Conflict Management	No child	113	18,3628	2,70602	,25456
	One child	59	18,7966	2,48290	,32325

	Two children	60	18,4333	2,54696	,32881
	Total	232	18,4914	2,60534	,17105
Teamwork	No child	113	11,9381	2,69683	,25370
	One child	59	12,6441	1,96313	,25558
	Two children	60	12,8500	2,03216	,26235
	Total	232	12,3534	2,39138	,15700
Relationship Management	No child	113	162,7965	21,22085	1,99629
Global Factor Total	One child	59	170,4407	16,99114	2,21206
	Two children	60	172,5000	17,37766	2,24345
	Total	232	167,2500	19,68293	1,29225

Descriptive Statistics' Values of the Managerial Emotional Intelligence Inventory's Primary Factors' Scores according to Having a Child or not Variable is shown in Table 60.

In the primary factor of Emotional Self-Awareness, people who have 2 children have the highest mean by % 54,76 and the ones who have no child, are at the end of the list by % 50,35.

In the primary factor of Self-Confidence, people who have 2 children have the highest mean by % 23,88 and the ones who have no child, are at the end of the list by % 21,85.

In the global factor of Self-Awareness, again people who have 2 children have the highest mean by % 78,65 and the ones who have no child, are at the end of the list by % 72,20.

In the primary factor of Emotional Self-Control, people who have 1 child have the highest mean by % 25,17 and again the ones who have no child, are at the end of the list by % 23,37.

In the primary factor of Transparency, people who have 2 children have the highest mean by % 39,68 and the ones who have no child, are at the end of the list by % 36,35.

In the primary factor of Adaptability, people who have 2 children have the highest mean by % 33,26 and again the ones who have no child, are at the end of the list by % 32,30.

In the global factor of Self-Management, again people who have 2 children have the highest mean and the ones who have no child, are at the end of the list.

In the primary factor of Achievement Drive, people who have 2 children have the highest mean by % 27,82 and again the ones who have no child, are at the end of the list by % 27,05.

In the primary factor of Engagement to Work, people who have 2 children have the highest mean by % 20,18 and the ones who have no child, are at the end of the list by % 18,88.

In the primary factor of Initiative, people who have 2 children have the highest mean by % 38,18 and again the ones who have no child, are at the end of the list by % 36,33.

In the primary factor of Optimism, people who have 2 children have the highest mean by % 14,36 and again the ones who have no child, are at the end of the list by % 13,73.

The same results goes for the global factor of Motivation and Self-Reliance too.

In the primary factor of Empathy, people who have 2 children have the highest mean by % 49,46 and again the ones who have no child, are at the end of the list by % 46,58.

In the primary factor of Developing Others, people who have 2 children have the highest mean by % 32,75 and the ones who have no child, are at the end of the list by % 30,08.

People who have 2 children are at the top of the list by % 11,100 and the ones who have no child have the least mean by % 10,02 in the primary factor of Change Management.

People who have 2 children are at the top of the list by % 31,45 and the ones who have no child have the least mean by % 29,63 in the primary factor of Building Bonds.

The same alignments go for the primary factors which are Influence, Conflict Management and Teamwork.

Finally, in the global factor of Relationship Management, people who have 2 children stands at the top of the list by % 172,50. This is followed by the ones who have 1 child with the mean of % 170,44 and once again people have no child stands at the end of the list by % 162,78.

Tablo 3.61 Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory's Primary Factors among the Having a Child or not Variable

Primary Factors	Source of the Variance	Sum of Square	Sd	Mean Square	F	p
Emotional Self-Awareness	Between Groups	992,845	2	496,423	7,493	,001***
	Within Groups	15170,879	229	66,248		
	Total	16163,724	231			
Self-Confidence	Between Groups	202,107	2	101,053	7,100	,001***
	Within Groups	3259,372	229	14,233		
	Total	3461,478	231			
Self-Awareness Total	Between Groups	2090,111	2	1045,056	8,464	,000***
	Within Groups	28274,850	229	123,471		
	Total	30364,961	231			
Emotional Self-	Between	142,842	2	71,421	4,482	,012*

Control	Groups					
	Within Groups	3648,878	229	15,934		
	Total	3791,720	231			
Transparency	Between Groups	571,084	2	285,542	9,669	,000***
	Within Groups	6762,485	229	29,531		
	Total	7333,569	231			
Adaptability	Between Groups	38,853	2	19,427	1,051	,351
	Within Groups	4232,418	229	18,482		
	Total	4271,272	231			
Self-Management Total	Between Groups	1698,717	2	849,359	7,325	,001***
	Within Groups	26552,162	229	115,948		
	Total	28250,879	231			
Achievement Drive	Between Groups	28,029	2	14,014	,867	,422
	Within Groups	3701,885	229	16,165		
	Total	3729,914	231			
Engagement to Work	Between Groups	72,307	2	36,154	7,284	,001***
	Within Groups	1136,589	229	4,963		
	Total	1208,897	231			
Initiative	Between Groups	187,702	2	93,851	3,225	,042*
	Within Groups	6664,781	229	29,104		
	Total	6852,483	231			
Optimism	Between Groups	22,829	2	11,415	2,002	,137
	Within Groups	1305,649	229	5,702		
	Total	1328,478	231			
Motivation Total	Between Groups	1027,897	2	513,948	4,146	,017*
	Within Groups	28390,409	229	123,976		
	Total	29418,306	231			
Self-Reliance	Between Groups	14135,182	2	7067,591	8,017	,000***
	Within Groups	201872,887	229	881,541		
	Total	216008,069	231			

Empathy	Between Groups	385,050	2	192,525	5,429	,005**
	Within Groups	8121,571	229	35,465		
	Total	8506,621	231			
Developing Others	Between Groups	304,726	2	152,363	6,578	,002**
	Within Groups	5303,924	229	23,161		
	Total	5608,651	231			
Change Management	Between Groups	50,869	2	25,434	4,458	,013*
	Within Groups	1306,649	229	5,706		
	Total	1357,517	231			
Building Bonds	Between Groups	172,065	2	86,033	5,610	,004**
	Within Groups	3511,917	229	15,336		
	Total	3683,983	231			
Influence	Between Groups	5,635	2	2,818	,572	,565
	Within Groups	1127,843	229	4,925		
	Total	1133,478	231			
Conflict Management	Between Groups	7,566	2	3,783	,555	,575
	Within Groups	1560,417	229	6,814		
	Total	1567,983	231			
Teamwork	Between Groups	39,275	2	19,638	3,509	,032*
	Within Groups	1281,742	229	5,597		
	Total	1321,017	231			
Relationship Management Global Factor Total	Between Groups	4495,639	2	2247,820	6,056	,003**
	Within Groups	84997,861	229	371,170		
	Total	89493,500	231			

* p<,05 **p<,01 ***p<,001

Results of the Oneway Variance Analysis (ANOVA) of the Managerial Emotional Intelligence Inventory's Primary Factors among the Having a Child or not Situation Variable is shown in Table-61.

Statistically significant differences was found out at the level of ,05 ; according to the having a child or not variable in all of the primary factors of Managerial Emotional Intelligence Inventory except adaptability, achievement oriantetion, innitiative, optimisim, influence and conflict management.

Generally it can be said that the managerial emotional intelligence factors differ according to the situation of having a child or not.

After finding out the total differences between the groups, Scheffe Test is done in order to find out the dual groups which source these differences and the results are shown in Table-62.

Table 3.62 Results of the Scheffe Test that was made for the Managerial Emotional Intelligence Inventory's Primary Factors' Scores among Having a Child or not Status Variable

Primary Factor	(I) Having a Child	(J) Having a Child	Difference between Means (I-J)	Std. Error	p
Emotional Self-Awareness	No Child	One Child	-3,81551(*)	1,30733	,015***
		Two Children	-4,41268(*)	1,30016	,004
	One Child	No Child	3,81551(*)	1,30733	,015*
		Two Children	-,59718	1,49231	,923
Self-Confidence	Two Children	No Child	4,41268(*)	1,30016	,004**
		One Child	-,59718	1,49231	,923
	No Child	One Child	-1,65892(*)	,60597	,025*
		Two Children	-2,03378(*)	,60264	,004**
	One Child	No Child	1,65892(*)	,60597	,025*
		Two Children	-,37486	,69171	,864
	Two Children	No Child	2,03378(*)	,60264	,004**

		One Child	,37486	,69171	,864
Self-Awareness Total	No Child	One Child	-5,47443(*)	1,78477	,010**
		Two Children	-6,44646(*)	1,77497	,002**
	One Child	No Child	5,47443(*)	1,78477	,010*
		Two Children	-,97203	2,03730	,892
	Two Children	No Child	6,44646(*)	1,77497	,002**
		One Child	,97203	2,03730	,892
Emotional Self-Control	No Child	One Child	-1,79781(*)	,64115	,021*
		Two Children	-1,24499	,63763	,151
	One Child	No Child	1,79781(*)	,64115	,021*
		Two Children	,55282	,73187	,752
	Two Children	No Child	1,24499	,63763	,151
		One Child	-,55282	,73187	,752
Transparency	No Child	One Child	-2,91720(*)	,87284	,004**
		Two Children	-3,32935(*)	,86805	,001***
	One Child	No Child	2,91720(*)	,87284	,004**
		Two Children	-,41215	,99634	,918
	Two Children	No Child	3,32935(*)	,86805	,001***
		One Child	,41215	,99634	,918
Self-Management Total	No Child	One Child	-5,27854(*)	1,72954	,010**
		Two Children	-5,54012(*)	1,72005	,006**
	One Child	No Child	5,27854(*)	1,72954	,010**
		Two Children	-,26158	1,97426	,991
	Two Children	No Child	5,54012(*)	1,72005	,006**
		One Child	,26158	1,97426	,991
Engagement to Work	No Child	One Child	-,82691	,35784	,071

		Two Children	-1,29838(*)	,35587	,002**
	One Child	No Child	,82691	,35784	,071
		Two Children	-,47147	,40847	,515
	Two Children	No Child	1,29838(*)	,35587	,002**
		One Child	,47147	,40847	,515
Initiative	No Child	One Child	-1,74846	,86651	,133
		Two Children	-1,84705	,86175	,103
	One Child	No Child	1,74846	,86651	,133
		Two Children	-,09859	,98912	,995
	Two Children	No Child	1,84705	,86175	,103
		One Child	,09859	,98912	,995
Motivation Total	No Child	One Child	-3,79661	1,78841	,107
		Two Children	-4,55000(*)	1,77859	,040*
	One Child	No Child	3,79661	1,78841	,107
		Two Children	-,75339	2,04146	,934
	Two Children	No Child	4,55000(*)	1,77859	,040*
		One Child	,75339	2,04146	,934
Self-Reliance	No Child	One Child	-14,54957(*)	4,76892	,010**
		Two Children	-16,53658(*)	4,74274	,003**
	One Child	No Child	14,54957(*)	4,76892	,010**
		Two Children	-1,98701	5,44369	,936
	Two Children	No Child	16,53658(*)	4,74274	,003**
		One Child	1,98701	5,44369	,936
Empathy	No Child	One Child	-2,16169	,95654	,080
		Two Children	-2,88260(*)	,95128	,011*
	One Child	No Child	2,16169	,95654	,080
		Two	-,72090	1,09188	,804

		Children			
	Two Children	No Child	2,88260(*)	,95128	,011*
		One Child	,72090	1,09188	,804
Developing Others	No Child	One Child	-1,70811	,77300	,089
		Two Children	-2,66150(*)	,76876	,003**
	One Child	No Child	1,70811	,77300	,089
		Two Children	-,95339	,88237	,559
	Two Children	No Child	2,66150(*)	,76876	,003**
		One Child	,95339	,88237	,559
Change Management	No Child	One Child	-,89306	,38367	,069
		Two Children	-,97611(*)	,38157	,040*
	One Child	No Child	,89306	,38367	,069
		Two Children	-,08305	,43796	,982
	Two Children	No Child	,97611(*)	,38157	,040*
		One Child	,08305	,43796	,982
Building Bonds	No Child	One Child	-1,60897(*)	,62900	,040*
		Two Children	-1,82168(*)	,62555	,016*
	One Child	No Child	1,60897(*)	,62900	,040*
		Two Children	-,21271	,71800	,957
	Two Children	No Child	1,82168(*)	,62555	,016*
		One Child	,21271	,71800	,957
Conflict Management	No Child	One Child	-,43378	,41928	,586
		Two Children	-,07050	,41698	,986
	One Child	No Child	,43378	,41928	,586
		Two Children	,36328	,47860	,750
	Two Children	No Child	,07050	,41698	,986
		One Child	-,36328	,47860	,750
Teamwork	No Child	One Child	-,70601	,38000	,180

		Two Children	-,91195	,37791	,056
	One Child	No Child	,70601	,38000	,180
		Two Children	-,20593	,43376	,893
	Two Children	No Child	,91195	,37791	,056
		One Child	,20593	,43376	,893
Relationship Management Global Factor Total	No Child	One Child	-7,64422(*)	3,09446	,049*
		Two Children	-9,70354(*)	3,07747	,008**
	One Child	No Child	7,64422(*)	3,09446	,049*
		Two Children	-2,05932	3,53230	,844
	Two Children	No Child	9,70354(*)	3,07747	,008**
		One Child	2,05932	3,53230	,844

* p<,05 **p<,01 ***p<,001

The Emotional-Self Awareness of the employees both having one child and two or more is significantly higher than the one's having no child. There is no statically significant difference between the employee's having one child or two.

The Self-Confidence of the employees both having one child and two or more is significantly higher than the one's having no child. There is no statically significant difference between the employee's having one child or two.

The Self-Awareness of the employees both having one child and two or more is significantly higher than the one's having no child. There is no statically significant difference between the employee's having one child or two.

In the primary factor of Emotional Self-Control; the scores of the employees having one child is significantly higher than the one's having no child. No significant differences are found between the other paired comparisons .

In the primary factor of Transparency; the scores of the employees having one child- two or more, is significantly different from the one's having no child. For transparency factor no significant difference is found between the one's having one child or two or more children.

In the primary factor of Self-Management; the scores of the employees having one child- two or more, is significantly different from the one's having no child. For self-management factor no significant difference is found between the one's having one child or two or more children.

In the primary factor of Engagement to Work; the scores of the employees having two or more children, is significantly higher than the one's having no child. No significant differences are found between the other paired comparisons .

No statical difference is found between the other paired comparisons in the primary factor of initiative.

In the primary factor of Motivation; the scores of the employees having two or more children, is significantly higher than the one's having no child. No significant differences are found between the other paired comparisons .

In the primary factor of Self-Reliance; the scores of the employees having one child- two or more, is significantly different from the one's having no child. For self-Reliance factor no significant difference is found between the one's having one child or two or more children.

Emphaty factor of the employees having two or more children is significantly higher than the one's having no child.

The factor of developing others ;of the employees having two or more children is significantly higher than the one's having no child.

Change Management factor of the employees having two or more children is significantly higher than the one's having no child.

In the primary factor of Building Bonds ; the scores of the employees having one child or two or more children ; is significantly higher than the one's having no child.

In the primary factor of Conflict Management and Team-Work; no significant difference can be found in dual category, in the variable of having a child or not .

In global factor of Relationship Management; the scores of the employees having a child is significantly higher than the one's having no child.

CONCLUSION

The first aim of this thesis was to analyse and determine whether it is possible to predict the emotional intelligence scores of the people by looking at their 16PF personality report or not. After that, the second aim was finding out if there are any differences in emotional intelligence scores connected with their gender, age, marital status, having a child status, occupation and occupational title. After the researches, it is understood that all of the dependent variables have significant correlations with the independent variables of the research.

First of all, when we look at the results of the research , it can clearly be seen that B which is the primary factor of 16PF; have positive correlations with almost all of the emotional intelligence factors. The interesting part of this result is that, B is not a personality trait instead. It is included in 16PF as mental ability influences the expression of several personality traits. Cattell argued that if a person has enough mental ability then he/she can use his/her personality traits properly and manage the emotions in a more adequate way. This means that if a person has enough mental ability then he or she can improve his/her emotional intelligence and can feel and show more self-awareness, transparency, adaptability, self-management, motivation, self-reliance, empathy and can develop others, manage the changes and conflicts, build bonds, influence, and be better in relationship management.

Secondly, factor C that means emotional stability, has the most effective and common correlations with emotional intelligence factors. Factor C has positive correlations with self-confidence, emotional self-control, adaptability, initiative, optimism, motivation, self-reliance, engagement to work, building bonds, influence, conflict management and teamwork. It can be said that if a person has a high emotional stability score then he or she has a high level of emotional intelligence competencies as well. Because factor C largely concerns feelings about coping with day to day life , its challenges and it is almost the same as the managerial emotional intelligence factors.

Another salient result that has to be denoted is factor G which has positive correlations with transparency, empathy, developing others, building bonds, teamwork

and relationship management. Factor G measures to what extent a person internalizes the society's standards of right and wrong. This result shows the sociable structure of the Turkish society because the factors of emotional intelligence which factor G correlates are about the social competencies and in the nature of the Turkish society.

When we check the negative correlations the most demonstrative result is in factor L. Factor L measures to what extent a person trusts others versus being suspicious about people's motives and intentions. In the analysis factor L negative correlations with self-awareness, transparency, achievement drive, empathy, influence, conflict management, teamwork and relationship management are shown. As can be seen in the results above, those factors of emotional intelligence are basically about trusting others.

Other important judgment is about anxiety which is the global factor of 16PF. Without exception, anxiety has negative correlations with all of the emotional intelligence factors. Since Karen Horney's opinion of anxiety is a determining factor of personality, in this research it can clearly be seen that anxiety determines emotional intelligence level totally. Because people who have high anxiety level, have tendency to be reactive rather than adaptive, distrustful, suspicious, vigilant, worrying, apprehensive and tense and all of these emotions are the blockers of the developed emotional intelligence.

Finally if we look at the demographic variables, it is obviously seen that people who are married and have children have higher emotional intelligence levels than singles and the ones who have no child. Teachers also have higher emotional intelligence levels than the ones who work in the human resources area. This result can be related to the jobs concerned with the children. Women have higher scores than men only in the factor of emotional self-awareness. Also executive managers have the higher emotional intelligence levels than other managers and personnel.

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APPENDIX 1 DBE MANAGERIAL EMOTIONAL INTELLIGENCE INVENTORY

http://www.dbe-online.com - DBE Online - Microsoft Internet Explorer

Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre:

Bu envanterde, duyguları zamanında gösterebilme, yaşatabilme, denetim altında tutabilme ve diğer çalışanlarla sağlıklı duygusal iletişime girebilmeyle ilişkin ifadeler yer almaktadır.

Envanterde yer alan hiçbir soru için doğru yada yanlış cevap yoktur; önemli olan tüm soruları dürüst ve içten bir şekilde yanıtlamanızdır.

Dolduracağınız bu envanterdeki cevaplarınız, şirketiniz bünyesinde çalışan hiç kimse tarafından görülmeyecektir.

İfadelerden size en uygun gelen şıkla aşağıdaki "**Katılım Derecelendirme Ölçeği**" ne göre işaretleyerek cevap verebilirsiniz.

KATILIM DERECELENDİRME ÖLÇEĞİ	Hiç Katılmıyorum	Katılmıyorum	Ne Katılıyorum Ne Katılmıyorum	Katılıyorum	Tamamen Katılıyorum
	1	2	3	4	5

Lütfen cevap vermeden önce dikkatlice okuyunuz.

Devam/Next Page

Bitti

Internet

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:56:25

Sayfa: < 1 >

1) Yaptığım davranışlarımdan asla pişmanlık duymam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

2) Verdiğim sözleri tutmakta zorlanırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

3) Önüme çıkan fırsatları hemen değerlendiririm.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

4) Grup çalışmalarında sessiz kalmayı tercih ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

5) Öfke patlamaları yaşıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

6) Mesleğimin etik kurallarına önem veririm.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

7) Risk almayı sevmediğim için, çok fırsat kaçırmışım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

8) Olumsuzluklar karşısında karamsarlığa kapılıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Bitti

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http://www.dbe-online.com - DBE Online - Microsoft Internet Explorer

Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:55:04

9) İnsanların güçlü olan yönlerini daha fazla geliştirmeleri için onları desteklerim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

10) Değişimleri çok zor kabullenirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

11) İstesem bile insanlarla samimi ilişkiler kuramıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

12) Doğru olduğuna kesin inandığım bir konuda bile insanları ikna edemiyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

13) İnsan ilişkilerinde tüm çabalarıma rağmen bir türlü çözemediğim sorunlarım var.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

14) Kendime daima rahatlıkla ulaşabileceğim hedefler koyarım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

15) Çalıştığım kurumun vizyon ve misyonunu benimserim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

16) Gelecek günlerde yaşam koşullarının daha zorlaşacağını düşünüyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

17) Yakın ilişki içinde olduğum kişilerin duygularını, onlar bana söylemeden anlayabilirim.

Bitti

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:54:32

(1) (2) (3) (4) (5)

18) Çevremdeki kişilerin şımarılmaları için, başarılarını çok ön plana çıkartmam.

(1) (2) (3) (4) (5)

19) Sorunlar karşısında kendimi çaresiz hissedirim.

(1) (2) (3) (4) (5)

20) Planlarımı, bilgilerimi ve kaynaklarımı paylaşarak işbirliği yapabilirim.

(1) (2) (3) (4) (5)

21) İnsanlardan kendim ile ilgili değerlendirmeler alırım.

(1) (2) (3) (4) (5)

22) Başkalarının olumsuz özelliklerini onlarla paylaşıyorum.

(1) (2) (3) (4) (5)

23) Var olan düzeni sürdürmek benim için her şeyden daha önemlidir.

(1) (2) (3) (4) (5)

24) Başarısızlıklar karşısında , ideallerimden vazgeçebilirim.

(1) (2) (3) (4) (5)

25) Çevremdeki kişileri anlamakta zorluk çekiyorum.

(1) (2) (3) (4) (5)

Bitti

Internet

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:54:06

26) Bildiklerimi çevremle paylaşmak beni mutlu kılar.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

27) Arkadaşlarıma çalışma heyecanı aşılarım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

28) Değişimlere hemen uyum sağlamaktansa, diğer insanları gözlemlemeyi tercih ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

29) Kişisel zarar gördüğüm bir ilişkiyi sürdürmem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

30) İnsanlar doğru olduğumu bilseler bile bana karşı çıkıyorlar.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

31) Sürekli dikkat çekmeye çalışan insanlardan hoşlanmam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

32) Değişikliklere çabuk uyum sağlarım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

33) Hedeflerime ulaşmada önüme çıkan engelleri kolaylıkla aşabilirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

34) Günümüzün rekabetçi ortamı içinde insanların sahip oldukları bilgi birikimini sadece kendilerine saklamaları gerekmektedir.

Bitti

Internet

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:53:52

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

35) Değişim ruhunu başkalarına aşılamakta zorlanırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

36) Bir ilişkiden her iki tarafın da yarar elde etmesini isterim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

37) Çevremde yardımsever bir kişi olarak tanınırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

38) Beklediklerim gerçekleşmediğinde hayalkırıklığı yaşıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

39) Diğer insanlara karşı tutarlı davranışlar sergilerim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

40) Bireysel kimliğimi kaybetmemek için, kişisel hedeflerimi, kurum hedeflerinden ön plana çıkarırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

41) Zorluklardan asla yılmam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

42) Hatalarım sonucunda kendimi yenik düşmüş hissedirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Bitti

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:53:29

43) Bir ilişkide karşı tarafla ilgili çok fazla beklenti içine girerim.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

44) Davranışlarımda duyguları etkili değildir.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

45) Duyguları, davranışları ve sonuçlarını sorgularım.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

46) Her koşul altında kişisel değerlerimi korurum.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

47) Bana zarar verdiğini bildiğim halde bazı davranışlarımda değiştirmekte zorlanırım.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

48) Zor durumlarda, sonuca ulaşacak çıkar bir yol mutlaka bulurum.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

49) Çalıştığım kurumun hedeflerini anlamakta zorlanıyorum.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

50) Benden beklenen sorumlulukları yerine getirmekte zorlanıyorum.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

51) İnsanların başarısını çok abartmak, o kişiye zarar verir.

☐ ☐ ☐ ☐ ☐

(1) (2) (3) (4) (5)

Bitti

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:53:02

(1) (2) (3) (4) (5)

52) Takım çalışmasında tüm üyelerin eşit katılımı için çaba harcarım.

(1) (2) (3) (4) (5)

53) Duygularımı analiz etmekten hoşlanmam.

(1) (2) (3) (4) (5)

54) Düşüncem farklı bile olsa, grup kararlarına uyanım.

(1) (2) (3) (4) (5)

55) Çevremdeki kişilerin güvenini kazanmış biriyim.

(1) (2) (3) (4) (5)

56) İş yaşamında kendilerini öldürünceye kadar çalışanları anlamakta zorlanıyorum.

(1) (2) (3) (4) (5)

57) Üstümde, altından kalkamayacağım kadar çok sorumluluk var.

(1) (2) (3) (4) (5)

58) Şansızlıklar bir türlü yakamı bırakmıyor.

(1) (2) (3) (4) (5)

59) Benim etkin olduğum bir konuşma ortamını, diğer insanları dinlemeye tercih ederim.

(1) (2) (3) (4) (5)

Bitti

Internet

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:43:09

53) Duygularımı analiz etmekten hoşlanmam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

54) Düşüncem farklı bile olsa, grup kararlarına uyarım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

55) Çevremdeki kişilerin güvenini kazanmış biriyim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

56) İş yaşamında kendilerini öldürünceye kadar çalışanları anlamakta zorlanıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

57) Üstümde, altından kalkamayacağım kadar çok sorumluluk var.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

58) Şansızlıklar bir türlü yakamı bırakmıyor.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

59) Benim etkin olduğum bir konuşma ortamını, diğer insanları dinlemeye tercih ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

60) Sorunlar karşısında insanlara nasıl davranmaları gerektiğini söylerim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Sayfa: < 1 >

Teste Ara Ver

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Bitti

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:41:42

Sayfa: < 2 >

61) İnsanlarla çatışmaya girmek için, söylemek istediğim çok şeyi içimde saklarım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

62) Davranışlarının altında yatan duyguları irdelemeyi sevmiyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

63) Sahip olduğum olumlu özelliklere güvenirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

64) Stresli durumlarda nasıl davranacağımı bilemem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

65) Arkadaşlarımın güvenilir bir sırdaşım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

66) Başkalarının onayladığı bir başarı benim için yeterlidir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

67) Sorumluluklarımı paylaşamıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

68) Arkadaşlarım ile bazen ne konuşacağımı bilemem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Bitti

Internet

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:41:14

69) İnsanlara bir düşünceyi kabul ettirmek için çabaya girmem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

70) Karizmatik bir kişi olarak kabul edilirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

71) Sonunda başarının da geleceği stresli bir yaşamdansa, rahat ve huzurlu bir yaşamı tercih ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

72) İş ve özel yaşamımda sorumluluk almaktan kaçınmam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

73) İnsanlara sorumluluk vermekten kaçınmam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

74) Arkadaşlarımla zayıf yönlerimi görmelerini istemem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

75) İnsanlar üzerinde olumlu etki yaratmak benim için önemlidir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

76) Beni kızdıran şeylerin bilincindeyim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

77) Başkalarının zayıf yönlerini fark etmelerinden korkarım.

Bitti

Internet

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:39:58

78) Kriz anlarında sakinliđimi koruyamam.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

79) Başkalarına hatalarını söyleyebilecek cesaretim yoktur.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

80) Risk almayı gerektirmeyecek yaşam olaylarını tercih ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

81) Sorunları olan kişilerle birlikte olmak içimi karartır.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

82) İnsanlara sorumluluk vermek, onları daima geliştirir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

83) Başım çok sıkıştığında bile arkadaşlarımla yardım talebini kabul etmem.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

84) Bazı insanlarla sorunlar konusunda tartışmaya girmek anlamsızdır.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

85) Çok farklı duygu çeşitlerini yaşadığımı farkındayım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

86) Yaşamımda risk almayı sevmem.

Bitti

Internet

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:23:23

(1) (2) (3) (4) (5)

87) Sonradan pişmanlık duyduğum davranışlarım vardır.

(1) (2) (3) (4) (5)

88) Bana haz verecek her şeyi gerçekleştirmek isterim.

(1) (2) (3) (4) (5)

89) Değişikliklere diğer insanlardan daha kolay uyum sağlarım.

(1) (2) (3) (4) (5)

90) Bürokratik bazı engeller başarıya ulaşmayı olanaksız hale getirir.

(1) (2) (3) (4) (5)

91) Bir arkadaşlığın bedelini bazen çok ağır ödüyorum.

(1) (2) (3) (4) (5)

92) Beni çok mutlu edecek durumları bilirim.

(1) (2) (3) (4) (5)

93) Rahatına düşkün bir kişi olarak tanırım.

(1) (2) (3) (4) (5)

94) Davranışlarımı, değişen koşullara göre değiştirmekte zorlanırım.

(1) (2) (3) (4) (5)

Bitti

Internet

http://www.dbe-online.com - DBE Online - Microsoft Internet Explorer

Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:23:05

95) Bir işte başarıya ulaştıktan sonra, sadece bu durumu sürdürmek benim için önemlidir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

96) Beni girişimciliğe yönlendirecek olanaklar ararım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

97) Bana karşı yapılan saldırganca bir davranışa, aynı şekilde karşılık veririm.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

98) Olaylar sonrasında neler hissettiğim benim için önemlidir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

99) Belli durumlarda kendimi frenlemeyi bilirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

100) Günlük yaşam koşullarındaki farklılıklar beni endişelendirir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

101) Başarıya giden yolda, zaman zaman değerlendirmeler sonucu yöntemleri değiştirebilirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

102) Arkadaşlarımın sorunlarını çözmelerinde onlara yardım etmek, bana mutluluk verir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

103) Hoşlanacağım şeyleri sezebilirim.

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Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:22:44

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

104) Kendimi kontrol edemediğim durumlar sonucu problemler yaşıyorum.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

105) Bir işi; benden beklendiği şekilde yapmak, benim için yeterlidir.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

106) Zihnim bir konuya takılı olduğunda, diğer insanların ne söylediklerini hatırlamakta zorlanırım.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

107) Başarılı olan insanlar, var olan sistemi sürdürenlerdir.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

108) Bazı insanların yaşama bakış açılarını anlamakta zorlanırım.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

109) Davranışlarım ile duygularım arasındaki bağlantıları kurabilirim.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

110) Mesleğimin etik kurallarına önem veririm.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

111) Başarısızlıkların altında yatan en önemli faktör, riske atılmaktır.

☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5)

Bitti

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http://www.dbe-online.com - DBE Online - Microsoft Internet Explorer

Uygulama Adı: Yönetmel Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:14:37

112) Başarılarının arkasında duygularım yer almaz.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

113) Duygularımı anlamakta zorlanıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

114) Üzüntülerin paylaşılarak azalacağına inanmıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

115) Duygularımı kendi kendime bile tanımlayamıyorum.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

116) İnsanların bazı duygularını anlasam bile, koşullar gereği bunları anlamamazlıktan gelebilirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

117) Bir birey olarak tüm ihtiyaçlarımın farkındayım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

118) Duygusal açıdan tükendiğimi fark etmeden yoğun çalışmaya devam ederim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

119) Benim ihtiyacımı anlamayan insanların ihtiyaçlarını ben de görmemezlikten gelirim.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

120) Her insan kendi problemini kendi çözmelidir.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Bitti

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Uygulama Adı: Yönetmelik Duygusal Zeka Envanteri_Son

Soru Sayısı: 122

Toplam Süre: 180

Kalan Süre: 02:09:59

Sayfa: < 3 >

121) Farklı dine sahip kişileri anlamakta zorlanırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

122) Benden daha farklı düşünen kişilerin düşüncelerini anlamaya çalışırım.

☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

Sayfa: < 3 >

Teste Ara Ver

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Bitti

Internet

APPENDIX 2

16PF PERSONALITY INVENTORY

16PF KİŞİLİK ENVANTERİNİ NASIL CEVAPLAYACAKSINIZ?

Bu kitapçık sizin duygularınızı, düşüncelerinizi ve davranışlarınızı anlamaya çalışan 185 soru içermektedir. İlk 170 soru kişisel özellikleriniz, son 15 soru problem çözme becerilerinizle ilgilidir.

Bu kitapçıkla birlikte size ayrı bir cevap kağıdı verilecektir. İsminizi ve diğer tüm bilgileri sizden istenildiği gibi cevap kağıdının üzerinde belirtiniz.

ÖRNEK SORULAR

Şimdi aşağıdaki iki örnek soruyu okuyup bunları nasıl cevaplandıracağınızı düşünün.

Örnek Soru 1 : Genellikle, takım oyunlarını seyretmeyi severim.

- a. doğru
- b. ?
- c. yanlış

Örnek Soru 2 : Şöyle arkadaşları tercih ederim:

- a. sessiz
- b. ?
- c. canlı

Bu envanterdeki ilk 170 soru cevapladığınız bu örnek soruların benzeridir.

Lütfen envanteri uygulayan kişi size başlamanızı söylediğinde aşağıda belirtilen noktaları dikkate alarak cevaplarınızı belirtin.

1. Her bir soru üç seçenekten oluşmaktadır. Her ifadeyi okuyup sizi en iyi anlatanı seçin.
2. İlk 170 sorunun "**doğru**" veya "**yanlış**" cevabı yoktur. Bu soruları cevaplarırken mümkün olduğunca "**a**" ve "**c**" seçeneklerini işaretlemeye çalışın. Bu iki seçenek arasında çok kararsız kalmanız durumunda "?" seçeneğini işaretleyebilirsiniz. Son 15 soru için bu durum söz konusu değildir. Son 15 soru problem çözme becerilerinizi ölçmektedir ve bu soruların doğru cevabı vardır. Bu soruları cevaplarırken doğru cevabı seçip, işaretleyin.
3. Herhangi bir soru üzerinde çok fazla düşünerek zaman harcamayın. Aklınıza ilk gelen cevabı işaretleyin.
4. Soruları içtenlikle cevaplayın. Olabildiğince dikkatli ve dürüst olmanız, sizi en iyi anlatan cevapları vermeniz önemlidir. Bir cevabı, o şekilde cevap vermek uygun geldiği veya o cevap sizin olmak istediğiniz kişiyi dile getirdiği için seçmeyin.
5. Her bir soruyu cevaplayın, boş soru bırakmayın. Uygulamanızın geçerli sonuçlar vermesi için bütün soruları eksiksiz olarak cevaplamanız gerekmektedir.

Eğer anlamadığınız bir şey varsa lütfen şimdi sorun.

**Buradan
Başlayınız**

1. Danışman olmak, mimar olmaktan daha çok hoşuma gider.
a. doğru
b. ?
c. yanlış
2. Bir şey moralimi bozduğunda, genellikle, kısa sürede kendimi toparım.
a. doğru
b. ?
c. yanlış
3. İnsanlar beni rahatsız eden bir şey yaptıklarında, genellikle:
a. buna aldığım
b. ?
c. bunu onlara söylerim
4. Çoğu kişiye göre daha az arkadaşım vardır.
a. doğru
b. ?
c. yanlış
5. Herhangi bir şey hakkında karar verirken, doğru ve yanlışın temel kurallarını göz önünde bulundurmaya dikkat ederim.
a. doğru
b. ?
c. yanlış
6. Genellikle, arkadaşlarımla sosyal etkinlikler veya partiler (davetler) hakkında konuşarak vakit geçirmekten hoşlanırım.
a. doğru
b. ?
c. yanlış
7. Şöyle bir insanı daha çok beğenirim:
a. ortalama yetenekleri olan ama kesin ahlaki değerlere sahip birini
b. ?
c. çok yetenekli ama pek sorumlu davranmayan birini
8. Şöyle metinleri okumayı tercih ederim:
a. askeri ve politik mücadelelere dair gerçeğe uygun yazılan
b. ?
c. duyarlı bir hayal gücüne dayalı romanları
9. Genellikle, katıldığım yeni bir grupta hemen kaynaşırım.
a. doğru
b. ?
c. yanlış
10. Şu tarz müzikten hoşlanırım:
a. romantik ve içli
b. ?
c. hızlı ve tempolu

11. Genellikle insanların yapacaklarını söyledikleriyle yaptıkları birbirini tutmaz.
a. doğru
b. ?
c. yanlış
12. Genellikle, arkadaşlarım, düşüncelerle meşgul olduğumu ve pratiklikten uzak kaldığımı düşünürler.
a. doğru
b. ?
c. yanlış
13. Birçok insan öne geçmek için "sizi arkadan vurur".
a. doğru
b. ?
c. yanlış
14. Bazen, fikirlerimi ilgili kişilerle enine boyuna konuşmadan uygulamaya geçirdiğim için başım derde girer.
a. doğru
b. ?
c. yanlış
15. Hayatım hakkında, diğer kişilerin oldukça kişisel bulabilecekleri konular hakkında bile, kolaylıkla konuşurum.
a. doğru
b. ?
c. yanlış
16. İnsanlara yardım etmeye istekliyimdir.
a. her zaman
b. ?
c. bazen
17. Düşüncelerim birçok insanın anlayabileceğinden daha derin ve karmaşıktır.
a. çok ender olarak
b. ?
c. çoğu kez
18. Sorunlarımı:
a. arkadaşlarımla konuşmayı tercih ederim
b. ?
c. kendime saklamayı tercih ederim
19. Yapmış olduğum bir şey üzerinde çok durmaya ve çok fazla endişelenmeye eğilimliyim.
a. çok ender olarak
b. ?
c. çoğu kez
20. Şu tarz insanlarla etkileşime girmeyi tercih ederim:
a. geleneksel olan ve görüşlerini nazik bir şekilde belirten
b. ?
c. açık sözlü ve gördükleri sorunlar hakkında çekinmeden konuşan
21. İnsanlar benden hoşlanmadıklarını gösterirlerse:
a. bu beni rahatsız etmez
b. ?
c. bundan incinirim
22. Çok denenmiş yöntemleri takip etmektense daha iyi yöntemler yaratmaktan hoşlanırım.
a. doğru
b. ?
c. yanlış

- 23.** Diğer kişilerin duygularını incitecek şeyler söylemişimdir.
- a. doğru
b. ?
c. yanlış
- 24.** Bir şey pişirmem veya yapmam gerekse talimatlara harfiyen uyardım.
- a. doğru, şansa bırakmanın bir anlamı yok
b. ?
c. yanlış, muhtemelen bu girişimi daha ilginç bir hale getirmeye çalışırdım
- 25.** En çok çevremde insanlar bulunduğunda keyifliyimdir.
- a. doğru
b. ?
c. yanlış
- 26.** Bana göre:
- a. bazı işler diğerleri kadar özenle yapılmasa da olur
b. ?
c. bir iş yapılacaksa her zaman özenle yapılmalıdır
- 27.** Bir konuyu en iyi şu şekilde öğrenirim:
- a. iyi yazılmış bir kitabı okuyarak
b. ?
c. grup tartışmalarına katılarak
- 28.** İnsanlar beni eleştirdiğinde sabırlı olmak bana zor gelir.
- a. doğru
b. ?
c. yanlış
- 29.** Genellikle, odamdaki eşyalar dağınık ve düzensiz olur.
- a. doğru
b. ?
c. yanlış
- 30.** Önemsiz olduklarını bilsem bile bazen, küçük şeyler dayanılmaz derecede "sinirime dokunur".
- a. doğru
b. ?
c. yanlış
- 31.** Şunu tercih ederdim:
- a. bir işyerinde bulunmayı; insanları organize etmeyi ve onlarla görüşmeyi
b. ?
c. bir mimar olmayı; sessiz bir odada projeler çizmeyi
- 32.** Küçük küçük aksilikler üst üste geldiğinde:
- a. başa çıkamıyordum gibi gelir
b. ?
c. her zamanki gibi devam ederim
- 33.** Şu daha ilginç gelirdi:
- a. bir dernek veya kulübün etkinliklerini koordine etmek
b. ?
c. bir sanatkar (ressam, grafiker, vs.) olmak
- 34.** Bazen, insanları yalnızca şaşırtmak için şakacıktan saçma şeyler söylerim.
- a. doğru
b. ?
c. yanlış
- 35.** Neden olduğunu bilmiyorum ama bazı kişilerin beni dikkate almadığını ya da benimle birlikte olmaktan kaçındığını sanıyorum.
- a. doğru
b. ?
c. yanlış
- 36.** Sorumlu olduğum bir durumda insanlara direktifler verirken rahatımdır.
- a. doğru
b. ?
c. yanlış
- 37.** Bir akşamı şöyle geçirmeyi tercih ederim:
- a. sessiz sedasız bir hobimle ilgilenerek
b. ?
c. hareketli bir partiye giderek
- 38.** Genellikle, tartışmalarda alttan alan biriyim.
- a. doğru
b. ?
c. yanlış
- 39.** Çevremdeki kişilerin çoğu beni hoşsohbet biri olarak tanır.
- a. doğru
b. ?
c. yanlış
- 40.** Kurallara saygı duyulmasını ve terbiyeyi rahat davranışlardan daha değerli bulurum.
- a. doğru
b. ?
c. yanlış
- 41.** Partilerde, toplantılarda:
- a. sessizce arka planda kalmayı tercih ederim
b. ?
c. çekinmeden ön plana çıkarım
- 42.** Şunlardan biri olmak daha ilginç olurdu:
- a. gençlere iş bulmalarında yardım eden bir danışman
b. ?
c. verimliliği arttırmaktan sorumlu bir endüstri mühendisi
- 43.** İnsanların niyetlerine karşı, her zaman dikkatli olmak gerekir.
- a. doğru
b. ?
c. yanlış
- 44.** Müzikle ilgilenen biri olmak makinelerle ilgilenen biri olmaktan daha ilginç olurdu.
- a. doğru
b. ?
c. yanlış
- 45.** İnsanlar benim hakkımda hemen ön yargı oluşturuyorlar.
- a. çok ender olarak
b. ?
c. çoğunlukla
- 46.** Ben, şu tarz bir insanım:
- a. yapılması gereken pratik işleri her zaman yapan biri
b. ?
c. hayaller kuran ve kendi kendine düşünceler üreten biri

- 47.** Bazı insanlar yakınlık kurulması zor biri olduğumu düşünürler.
a. doğru
b. ?
c. yanlış
- 48.** Hiç hoşlanmadığım insanları, dostça davranarak yanıltabilirim.
a. doğru
b. ?
c. yanlış
- 49.** Genellikle, düşüncelerim, teorik konulardan çok uygulamaya yönelik ve somut konularla ilgilidir.
a. doğru
b. ?
c. yanlış
- 50.** Genellikle mesafeliyimdir ve sorunlarımı kendime saklarım.
a. doğru
b. ?
c. yanlış
- 51.** Bir şeye karar verdikten sonra bile verdiğim kararın doğru olup olmadığını düşünürüm.
a. genellikle doğru
b. ?
c. genellikle yanlış
- 52.** "Farklı" ve "sıra dışı" olan kişilerden pek hoşlanmam.
a. doğru, genellikle hoşlanmam
b. ?
c. yanlış, genellikle onları ilginç bulurum
- 53.** Şöyle bir işi tercih ederim:
a. kazancı daha yüksek olan ama her an başkalarını o kazancı hak ettiğine inandırmak zorunda olduğum bir iş
b. ?
c. sabit, belirli geliri olan bir iş
- 54.** Yanlış bir şey yapmadığımı bilsem de bir ceza alabileceğimi hissederim.
a. çoğu zaman
b. ?
c. hiçbir zaman
- 55.** Bu dünyanın ihtiyacı:
a. değişmeyen ve durumu koruyan daha çok sayıda insandır
b. ?
c. dünyayı ilerletmeye yönelik görüşleri olan daha çok sayıda reformcudur
- 56.** Şu tarz oyunları tercih ederim:
a. ekiplerin rakip olduğu
b. ?
c. bireylerin rakip olduğu
- 57.** Genellikle, her ayrıntıya ilişkin karmaşık planlar yapmaktansa bazı şeyleri şansa bırakırım.
a. doğru
b. ?
c. yanlış
- 58.** Sık sık, kendime acıma duygusunun önüne geçemediğim dönemler yaşarım.
a. doğru
b. ?
c. yanlış
- 59.** Genellikle, günün en güzel saatleri kendi düşüncelerim ve projelerimle baş başa kaldığım saatlerdir.
a. doğru
b. ?
c. yanlış
- 60.** Küçük aksilikler beni sinirlendirmez.
a. doğru
b. ?
c. yanlış
- 61.** Her zaman, sahip olduğum şeyleri mükemmel durumda tutarım.
a. doğru
b. ?
c. yanlış
- 62.** Bazen, insanlar beni çok çabuk hayal kırıklığına uğratar.
a. doğru
b. ?
c. yanlış
- 63.** Şefkat ve sevecenlik duygularımı dile getirirken veya bu duygularımı gösterirken pek rahat değilimdir.
a. doğru, pek rahat değilimdir
b. ?
c. yanlış, rahatımdır
- 64.** Özel yaşamımda kendime koyduğum hedeflere hemen her zaman ulaşırım.
a. doğru
b. ?
c. yanlış
- 65.** Maaşı aynı olsaydı bir bilim adamı olmayı bir pazarlama müdürü olmaya tercih ederdim.
a. doğru
b. ?
c. yanlış
- 66.** İnsanlar yanlış bir şeyler yapıyorlarsa, genellikle, onlara ne düşündüğümü söylerim.
a. doğru
b. ?
c. yanlış
- 67.** Duygusal ihtiyaçlarımın:
a. pek karşılanmadığını düşünüyorum
b. ?
c. oldukça iyi karşılandığını düşünüyorum
- 68.** Genellikle, çok heyecanlı ve hareketli ortamlarda olmayı severim.
a. doğru
b. ?
c. yanlış
- 69.** İnsanlar, ahlaki değerlere daha sıkı bir şekilde uyma konusunda, şimdikinden daha ısrarlı olmalıdırlar.
a. doğru
b. ?
c. yanlış
- 70.** Şöyle bir giyim tarzını tercih ederim.
a. düzgün ve dikkat çekmeyen
b. ?
c. dikkat çeken ve modaya uygun

- 71.** Bir grup içinde bütün dikkatler birden bana yönelirse genellikle utanırım.
- a. doğru
b. ?
c. yanlış
- 72.** İnsanlar tüm güvenlik kurallarını bütün ayrıntılarına kadar takip etmemde ısrar ettiklerinde sinirlenirim.
- a. doğru, bu her zaman gerekli değildir
b. ?
c. yanlış, her şeyi tam yapmak önemlidir
- 73.** Tanımadığım kişilerle konuşma başlatmak:
- a. benim için hiç sorun olmaz
b. ?
c. benim için zordur
- 74.** Bir şiiirdeki güzelliğe, iyi yapılmış bir silahtan daha çok hayranlık duyarım.
- a. doğru
b. ?
c. yanlış
- 75.** Küçük şeylerin beni gereğinden fazla üzmesine izin veriyorum.
- a. bazen
b. ?
c. ender olarak
- 76.** İyi konuşan kişilere karşı dikkatli olmak gereklidir, çünkü sizden yararlanmaya çalışabilirler.
- a. doğru
b. ?
c. yanlış
- 77.** Sokakta durup bir ressamın resim yapmasını izlemeyi bir binanın inşaatını izlemeye tercih ederim.
- a. doğru
b. ?
c. yanlış
- 78.** İnsanlar fırsatını bulduklarında işlerinde tembel olma eğilimindedirler.
- a. çok ender olarak
b. ?
c. çoğunlukla
- 79.** Birçok konuda aklıma pratiğe geçirilemeyecek sayıda yeni fikir gelir.
- a. doğru
b. ?
c. yanlış
- 80.** Yeni tanıdığım biriyle konuşurken gereğinden daha fazla bilgi vermem.
- a. genellikle doğru
b. ?
c. genellikle yanlış
- 81.** Dikkatim daha çok:
- a. çevremdeki uygulamaya dönük şeylere yöneliktir
b. ?
c. düşüncelere ve hayal dünyasına yöneliktir
- 82.** Yapmadığım bir şey için yanlış yere suçlandığımda:
- a. hiç suçluluk duymam
b. ?
c. yine de biraz suçluluk duyarım

- 83.** Ergenlik çağında, anne ve babamdan farklı düşündüğüm zaman, genellikle:
- a. fikrimi değiştirmedim
b. ?
c. onların otoritesini kabul ederdim
- 84.** İnsanlarla ilişkilerde şöyle davranmak daha iyidir:
- a. "kartlarını açık oynamak"
b. ?
c. "kartlarını göstermemek"
- 85.** Bazen, unutup affetmektense ödemeyi tercih ederim.
- a. doğru
b. ?
c. yanlış
- 86.** Şu tarz kişileri severim:
- a. çok değişmeyen ve ilgi alanları alışılmış çerçevede olan kişileri
b. ?
c. yaşam hakkındaki görüşlerini tekrar tekrar gözden geçiren kişileri
- 87.** Bazen, etrafımda olup bitenlerden kendimi sorumlu tutuyorum.
- a. doğru
b. ?
c. yanlış
- 88.** Alışılmış ve tekdüze (rutin) bir işi yaparken:
- a. sıkılmış ve uykulu hissederim
b. ?
c. güvende ve rahat hissederim
- 89.** Ekip halinde çalışmaktan çok kendi başıma çalıştığımda işleri daha iyi yaparım.
- a. doğru
b. ?
c. yanlış
- 90.** Bir fikir ortaya atmadan önce, söyleyeceklerimin doğruluğundan emin oluncaya kadar beklemeyi tercih ederim.
- a. ender olarak
b. ?
c. genellikle
- 91.** Biri, açıkladıklarımı anlamakta gecikse bile, oldukça sabırlıyım.
- a. doğru, oldukça sabırlıyım
b. ?
c. yanlış, sabırlı olmam zordur
- 92.** Gezmek veya konsere gitmek gibi etkinlikleri:
- a. insanlarla birlikte yapmayı tercih ederim
b. ?
c. tek başıma yapmayı tercih ederim
- 93.** Oldukça mükemmeliyetçi bir insanım ve işlerin tam gereği gibi yapılmasını isterim.
- a. doğru
b. ?
c. yanlış
- 94.** Beni bekleyen ve yapılması gereken şeylerden dolayı gerginlik yaşamam.
- a. doğru
b. ?
c. yanlış

95. İnsanlar gösterdiğim iyi niyete kıyasla, bana daha anlayışsız davranıyor.

- a. bazen
- b. ?
- c. hiçbir zaman

96. Duygularını açıkça gösteren insanlardan hoşlanırım.

- a. doğru
- b. ?
- c. yanlış

97. Küçük şeylerin moralimi bozmasına izin vermem.

- a. doğru
- b. ?
- c. yanlış

98. Yararlı bir buluşla ilgili bir çalışmaya katılmam söz konusu olsa, tercihim:

- a. o konuyla ilgili olarak laboratuvarında çalışmak olur
- b. ?
- c. insanlara bunu nasıl kullanacaklarını göstermek olur

99. Beni şu şekilde tanımlamak doğru olur:

- a. güçlü
- b. ?
- c. kibar ve sakin

100. Sık sık gösterilere ve eğlencelere gitmekten hoşlanırım.

- a. doğru
- b. ?
- c. yanlış

101. Kendimden memnun değilim.

- a. bazen
- b. ?
- c. ender olarak

102. Genellikle, vermem gereken sert tepkileri veremem.

- a. doğru
- b. ?
- c. yanlış

103. İnsanlar beni dertsiz tasasız biri olarak görür.

- a. doğru
- b. ?
- c. yanlış

104. Mümkün olduğu kadar her şeyin doğru yapılmasında ısrar eden, oldukça kuralcı biriyim.

- a. doğru
- b. ?
- c. yanlış

105. Oldum olası aşırı utangaçlığımınla mücadele etmek zorunda kaldım.

- a. doğru
- b. ?
- c. yanlış

106. Öğretmenler, din adamları ve benzerleri istediğimizi yapmamızı engellemek için çok fazla zaman harcıyorlar.

- a. doğru
- b. ?
- c. yanlış

107. Çok sosyal olmayan, içe dönük biri olduğumu düşünürüm.

- a. doğru
- b. ?
- c. yanlış

108. Genellikle, bir şiirin güzelliğini ustaca planlanmış bir futbol stratejisinden daha çok beğenirim.

- a. doğru
- b. ?
- c. yanlış

109. İnsanlar açık ve içten olduklarında, diğer kişiler onlardan yararlanmaya çalışır.

- a. çok ender olarak
- b. ?
- c. çoğunlukla

110. Mekanik şeylere hep ilgi duyarım ve bu tür şeyleri tamir etmekte oldukça becerikliyimdir.

- a. doğru
- b. ?
- c. yanlış

111. Bazen, düşüncelerime öylesine dalar giderim ki, dikkat etmezsem, eşyalarımın yerlerini şaşırır, küçük talihsizlikler yaşar veya zamanı unuturum.

- a. doğru
- b. ?
- c. yanlış

112. Görünen o ki, karşılaştığım insanların yarısından çoğu gerçekten güvenilir insanlar.

- a. doğru, güvenilir
- b. ?
- c. yanlış, güvenilebilir

113. Genellikle, diğer kişileri onların beni tanıdıklarından daha çok tanırım.

- a. doğru
- b. ?
- c. yanlış

114. Genellikle, insanlar fikirlerimin teorik ve soyut olmaktan çok, gerçekçi ve uygulanabilir olduğunu söylerler.

- a. doğru
- b. ?
- c. yanlış

115. Hak ettiklerini düşündüğümde insanlara taşı gediğine koyan, iğneleyici sözler söylerim.

- a. doğru
- b. ?
- c. yanlış

116. Bazen, gerçekten yapmamış olsam bile, sanki yanlış bir şey yapmışım gibi hissederim.

- a. doğru
- b. ?
- c. yanlış

117. Duygularım hakkında:

- a. insanların ilgi duyduğunu görürsem kolaylıkla konuşurum
- b. ?
- c. sadece mecbur kaldığımda konuşurum

118. Dünyamızı daha iyiye götürecek şekilde değiştirecek yöntemler düşünmekten hoşlanırım.

- a. doğru
- b. ?
- c. yanlış

- 119.** Bir toplulukta eleştiriye uğramak keyfimi kaçırmaz.
a. doğru
b. ?
c. yanlış
- 120.** Bir grup çalışmasında, üyeler arasında hararetli bir tartışma gelişirse, birinin galip gelmesini isterim.
a. doğru
b. ?
c. yanlış
- 121.** Boş bir akşamı şöyle geçirmeyi tercih ederim:
a. okuyarak veya tek başıma bir proje üzerinde çalışarak
b. ?
c. arkadaşlarla bir iş üzerinde çalışarak
- 122.** Yapılması gereken bir iş varsa, muhtemelen:
a. yapılmasının zorunlu olacağı zamana kadar ertelerim
b. ?
c. hemen yapmaya başlarım
- 123.** Öğle yemeğini:
a. bir grup insanla yemeyi tercih ederim
b. ?
c. kendi başıma yemeyi tercih ederim
- 124.** Kibar davranmadıkları ve duygularıma saygı göstermedikleri durumlarda bile insanlara karşı sabırlıyım.
a. doğru
b. ?
c. yanlış
- 125.** Genellikle bir şey yapacağım zaman, ilk önce bu iş için ihtiyaç duyacağım şeyleri düşünmeye zaman ayırıyorum.
a. doğru
b. ?
c. yanlış
- 126.** Bazen, günün olaylarını düşününce gerginleşir, telaşa kapılırım.
a. doğru
b. ?
c. yanlış
- 127.** Muhtemelen, arkadaşlarım beni şöyle tanımlayacaklardır:
a. sıcak ve huzur verici
b. ?
c. tarafsız ve resmi
- 128.** Genellikle, gece yattığımda geçirdiğim günden memnun olduğumu hissederim.
a. doğru
b. ?
c. yanlış
- 129.** Hoşa giden bir yan uğraş olarak şunu tercih ederim:
a. araç-gereçlerle bir şeyler yapmayı veya meydana getirmeyi
b. ?
c. toplumsal hizmet veren bir toplulukta çalışmayı
- 130.** Bulduğum grubun ne yapması gerektiğini çok iyi bilirim ve doğal olarak komutayı ele almaktan hoşlanırım.
a. doğru
b. ?
c. yanlış

- 131.** Müzik dinlerken insanlar yüksek sesle konuşurlarsa:
a. keyfim kaçır ve kızarım
b. ?
c. zihnimi müziğe verebilirim ve rahatsız olmam
- 132.** Diğer kişiler olayları benim gibi değerlendirmediklerinde, genellikle, onları kendi tarafıma çekebilirim.
a. doğru
b. ?
c. yanlış
- 133.** İçimden geldiği gibi davranmanın görgü ve kurallara bağlılıktan daha önemli olduğunu düşünüyorum.
a. doğru
b. ?
c. yanlış
- 134.** Şakalarımın insanları güldürmekten hoşlanırım.
a. doğru
b. ?
c. yanlış
- 135.** Yeni arkadaşlıklar kurarken, genellikle, ilk adımı atan ben olurum.
a. doğru
b. ?
c. yanlış
- 136.** Pasaklı ve dağınık insanlar gördüğümde onları:
a. olduğu gibi kabul ederim
b. ?
c. iğrenç bulur, kızarım
- 137.** Sosyal toplantılarda (parti, eğlence, vb.) insanlar arasına karışmak bana kolay gelir.
a. doğru
b. ?
c. yanlış
- 138.** Şunlardan biri olmak daha ilginç olurdu:
a. inşaat mühendisi
b. ?
c. oyun yazarı
- 139.** Bana dost gözükten insanların arkamdan ihanet edebileceklerinden kuşkulanırm.
a. çok ender olarak
b. ?
c. sık sık
- 140.** Okulda matematik dersini Türkçe dersine tercih ederdim (ederim).
a. doğru
b. ?
c. yanlış
- 141.** Patronluk taslayan kişiler bana emir vermeye kalkıştığında, istediklerinin tam tersini yaparım.
a. doğru
b. ?
c. yanlış
- 142.** Fikirler üzerinde düşünmeye öyle ilgi duyuyorum ki, bazen, uygulamaya yönelik ayrıntıları gözden geçiriyorum.
a. doğru
b. ?
c. yanlış

- 143.** Biri bana çok kişisel bir soru sorduğunda tedbirli davranır, cevap vermekten kaçınmaya çalışırım.
- a. genellikle doğru
b. ?
c. genellikle yanlış
- 144.** Gönüllü olarak bir iş yapmam istendiğinde, çok meşgul olduğumu söylerim.
- a. bazen
b. ?
c. nadiren
- 145.** Bazen, fikirlerim geleneksel veya alışılmış olmadığı için çevremle tam uyuşmam.
- a. doğru
b. ?
c. yanlış
- 146.** Çoğu insana kıyasla daha az endişeli biri olduğumu düşünürüm.
- a. doğru
b. ?
c. yanlış
- 147.** Görüşleri, çoğunluğun görüşlerinden farklı olan kişilerden hoşlanmam.
- a. doğru
b. ?
c. yanlış
- 148.** Gerçekten kendimi "açacağı" kişiyi seçerken çok dikkatli davranırım.
- a. doğru
b. ?
c. yanlış
- 149.** Toplumsal konularla ilgili görüşlerim başka bir kişininkinden farklı olduğunda:
- a. görüşlerimiz arasındaki temel farkların neler olduğunu anlamaya çalışırım
b. ?
c. o konuyu kapar, konuşmayı başka şeylere çekerim
- 150.** Arada sırada anlamadığım nedenlerden dolayı belirsiz bir tehlike varmış hissine kapılır ya da aniden şiddetli bir korku duyarım.
- a. doğru
b. ?
c. yanlış
- 151.** Bir yemek, yeni ve alışılmadık yiyeceklerin yerine, tanıdık ve gündelik yiyeceklerden oluşuyorsa daha çok hoşuma gider.
- a. doğru
b. ?
c. yanlış
- 152.** Bütün bir sabahı kimseyle görüşmek istemeden geçirebilirim.
- a. doğru
b. ?
c. yanlış
- 153.** İnsanları kullanırım.
- a. bazen
b. ?
c. hiçbir zaman
- 154.** İki iş arasında vakit kaybetmemek için önceden plan yaparım.
- a. ender olarak
b. ?
c. çoğu kez

- 155.** Gergin olduğumda en küçük şeyler bile sinirime dokunur.
- a. doğru
b. ?
c. yanlış
- 156.** Bir şey yaparken veya meydana getirirken:
- a. diğer kişilerle birlikte çalışmayı tercih ederim
b. ?
c. kendi başıma çalışmayı tercih ederim
- 157.** Bir işi yürütürken, en küçük ayrıntılara bile iyice dikkat etmedikçe tam olarak memnun olmam.
- a. doğru
b. ?
c. yanlış
- 158.** Kendimi her türlü insana karşı sabırlı olmak üzere eğittim.
- a. doğru
b. ?
c. yanlış
- 159.** İnsanlarla duyguları hakkında konuşmayı, başka şeyler hakkında konuşmaya tercih ederim.
- a. doğru
b. ?
c. yanlış
- 160.** Karşılaştığım güçlüklerin üstesinden gelecek kadar enerjiye sahibim.
- a. her zaman
b. ?
c. ender olarak
- 161.** Bir işte şunlardan sorumlu olmak daha ilginç olabilir:
- a. makinelerle çalışmak veya kayıt tutmak
b. ?
c. yeni insanlarla konuşup onları işe almak
- 162.** Günlük yaşamımda, çok ender olarak, başa çıkamayacağım sorunlarla karşılaşırım.
- a. doğru, sorunlarla kolayca başa çıkabilirim
b. ?
c. yanlış, sorunlarla başa çıkmakta zorlanırım
- 163.** Bir diğer kişinin düşünce tarzının yanlış olduğunu farkedersen:
- a. dikkatini çekerim
b. ?
c. düzeltmeden bırakırım
- 164.** Misafir çağırmaktan ve onları eğlendirmekten büyük zevk alırım.
- a. doğru
b. ?
c. yanlış
- 165.** Yaptığım işlerde bir miktar rekabetin olması hoşuma gider.
- a. doğru
b. ?
c. yanlış
- 166.** Kurallar iyi nedenler bulunduğunda çiğnenebilir.
- a. doğru
b. ?
c. yanlış

167. Büyük bir grup önünde konuşmak bana zor gelir.

- a. doğru, genellikle zor gelir
- b. ?
- c. yanlış, bir sıkıntı yaratmaz

168. Titizlik ve kusursuz beceri isteyen işlerde çalışmayı severim.

- a. doğru
- b. ?
- c. yanlış

169. Sosyal ortamlarda genellikle utangaç ve güvensizimdir.

- a. doğru
- b. ?
- c. yanlış

170. Çocukluğumda şunu yaparak daha çok vakit geçirirdim:

- a. araç-gereçlerle bir şeyler yapmak ya da meydana getirmek
- b. ?
- c. kitap okumak, hayal kurmak

Aşağıdaki sorular problem çözme gerektiren sorulardır.

Her sorunun SADECE BİR doğru cevabı vardır.

Herhangi bir sorunun cevabından emin değilseniz, en iyi tahmininizi işaretleyin.

ÖRNEK SORU :

“Yetişkin” ile “çocuk” arasındaki ilişki “kedi” ile aşağıdakilerden hangisi arasında vardır?

- a. kedi yavrusu
- b. köpek
- c. bebek

Anlaşılabileceği gibi, “a. kedi yavrusu” en mantıklı cevaptır. Cevap kağıdınızda “a” seçeneğini işaretlemeniz gerekmektedir.

171. “Dakika” ile “saat” arasındaki ilişki “saniye” ile aşağıdakilerden hangisi arasında vardır?

- a. dakika
- b. milisaniye
- c. saat

172. Aşağıdaki kesirlerden hangisi diğer ikisinden farklıdır?

- a. $\frac{3}{7}$
- b. $\frac{3}{11}$
- c. $\frac{3}{9}$

173. “Yorgun” ile “iş” arasındaki ilişki “gururlu” ile aşağıdakilerden hangisi arasında vardır?

- a. başarı
- b. tebessüm
- c. mutlu

174. “Sürpriz” ile “garip” arasındaki ilişki “korku” ile aşağıdakilerden hangisi arasında vardır?

- a. dehşetli
- b. endişeli
- c. cesur

175. Şu harf dizisinin sonuna aşağıdakilerden hangisi gelmelidir? **xooooxxooooxx**

- a. oxxx
- b. xooo
- c. oxxx

176. “Yakın gelecek” ile “hiçbir zaman” arasındaki ilişki “yakın” ile aşağıdakilerden hangisi arasında vardır?

- a. hiçbir yerde
- b. uzak
- c. başka yerde

177. Aşağıdaki sözcüklerden hangisi diğer ikisinden farklıdır?

- a. kedi
- b. yakın
- c. ağaç

178. “Alev” ile “ısı” arasındaki ilişki “gül” ile aşağıdakilerden hangisi arasında vardır?

- a. diken
- b. kırmızı taç yaprak
- c. koku

179. “Daha iyi” ile “en kötü” arasındaki ilişki “daha yavaş” ile aşağıdakilerden hangisi arasında vardır?

- a. hızlı
- b. en iyi
- c. en çabuk

180. Aşağıdaki sözcüklerden hangisi diğer ikisinden farklıdır?

- a. düz
- b. zikzak
- c. geniş

181. Şu sayı dizisinin sonuna aşağıdakilerden hangisi getirilmelidir? **1, 4, 9, 16,**

- a. 20
- b. 25
- c. 32

182. Şu harf dizisinin sonuna aşağıdakilerden hangisi getirilmelidir? **A, B, Ç, F,**

- a. G
- b. I
- c. H

183. Şu harf dizisinin sonuna aşağıdakilerden hangisi getirilmelidir? **E, H, J,**

- a. K
- b. L
- c. N

184. Şu sayı dizisinin sonuna aşağıdakilerden hangisi getirilmelidir? **$\frac{1}{12}$, $\frac{1}{6}$, $\frac{1}{3}$, $\frac{2}{3}$,**

- a. $\frac{3}{4}$
- b. $\frac{4}{3}$
- c. $\frac{3}{2}$

185. Şu sayı dizisinin sonuna aşağıdakilerden hangisi getirilmelidir? **1, 2, 0, 3, -1,**

- a. 5
- b. 4
- c. -3