Emotional And Partnership Intelligence Of The Team’s Members In The Administrative Activities Of The Public Entities Or Institutions

Gheorghe Săvoiu¹ Mimosa Bogdanovska Jovanovska²

Abstract- The questions the manager has to answer taking into account the conditions in administrative activities of public entities, in the practice of forming and making functional a truly competitive team, are those concerning the way in which he will manage to select the members of a relatively homogeneous team and adequate to the future programme, followed by what type of responsibilities will be assigned to the team, then the way through which the responsibilities will be communicated to him and, finally, the way in which the tasks will be awarded individually. The principles of functioning of a competitive team in public entities or institutions are the principle of the refusal of the identity, of the primacy of the project or of the administrative activity, of choosing the team’s manager as the center of the relational network within the team, of multidimensional thinking and of systemic action of the team, of the quality of the team’s spirit. The creative manager can possess multiple types of intelligence, ranging from the verbal-linguistic or visual-spatial one, to the kinetic or rhythmical-musical one, from the category of interpersonal or intrapersonal one, to the social intelligence, from the naturalistic one, to the academic or intellectual intelligence, supplemented by the emotional and partnership intelligence. This paper details and quantizes the main types of intelligence which co-operate with the aggregation in the final competitive intelligence of the team in administrative activity.

I. Introduction

The first four questions to which the manager has to answer taking into account the conditions of conditions in administrative activities of public entities, in the practice of forming and making functional a truly competitive team, are those concerning the way in which he will manage to select the members of a relatively homogeneous team and adequate to the future programme, followed by what type of responsibilities will be assigned to the team, then the way through which the responsibilities will be communicated to him and, finally, the way in which the tasks will be awarded individually. Administration’s reality signals and identifies five principles considered vital for the “team spirit approach of any type of project or administrative activity in the economic and social field. A first principle of the” functioning of a team is that of the refusal of the identity, expressed already recognized formula “two identical people can never constitute a real team capable to solve a complex project”. We must also carefully evaluate the extreme situation according to which they are so different that there is no common language between them. The aggregation of the qualitative diversity of the team’s members has definitively replaced their mere quantitative aggregation, in the entire cycle of life of the administrative activity, from initiation to implementation or its putting into practice. The refusal of the identity couples irremediably through project with the heterogeneity of the team’s members.

A second important principle is recognized under the assertion of the primacy of the project or of the administrative activity. Thus, a project or a administrative activity exists and resists as long as the members of the team understand that the spirit of the team is subordinated, as the whole team itself, to the spirit of the project or of the administrative activity. As a consequence, the modern society through generalization, will encourage the competitive projects, and not eternal or “rigid” public teams or public institutions.

A third principle is summarized in the formula it is recommended that the team’s manager be the center of the relational network within the team. Giving practical details, we can say that any team has a relational center, identical with the manager “de facto” of the project or administrative activity, to whom the whole team should be subordinated. Normally, this manager “de facto” will become the formal manager, being the person within the team’s network who has the maximum number of real connections with the team’s members. The team which does not cultivate, but denies or reduces the center, cancels the project or the administrative activity and sentences itself to disappearance.

A fourth principle is the principle of multidimensional thinking and of systemic action of the team. According to this principle the team’s thinking way differs qualitatively and essentially from the thinking way and individual action of the team’s members, these achieving the project or the administrative target through a multidimensional, systemic or “whole” approach and not as a result of the reunion of the partially individual approaches (mono-dimensional). As it can be easily noticed the analogy with the difference between the mere totalization and the statistic type aggregation is evident.

The fifth principle, that of the quality of the team’s spirit states that the team spirit in achieving the project or administrative activity is also from a qualitative point of view fundamentally different from the individual spirit of

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those who make up the team and set as a target the project or
administrative activity.
The co-operation, solidarity and cohesion spirit or, in public
or administration terms, the partnership spirit, the
partnership intelligence and the evolution towards a total
partnership, can all be educated, acquired and accumulated.
In modern competitive economies, public projects, public
entities or public institutions, the efficient management of
the team centers on, among others, three successful criteria
of its structure:
1. the team’s manager does not come from the scientific or professional field
characteristic to the project or administrative activity,
2. the success of the project or administrative activity
is inversely proportional to the value
disappearances of the intelligence level of the
members,
3. the close individual practical performance of a
team’s members raises the chance for the project or
administrative activity to be finally declared
competitive or successful.
The inefficient management of a team is caused, among
other things, by the manager’s over-implication in technical
details of the projects or administrative activity, by the
team’s polarizing heterogeneity and by inequalities of
individual practical performance of the team’s members.

2. Emotional and Partnership Creativity and Intelligence of
the Team’s Members, Factors for Influencing the Efficiency
of Public Administration
The concept of creativity was introduced in the scientific
language by the psychologist Allport G. W., being
associated to other people who showed a capacity, ability
and intelligence over the usual or common level. The
creative person was thus considered over gifted as compared
to the medium intelligence level. A creative individual is
original, innovator and adequate to the reality. The creative
person can possess many types of intelligence, ranging from
the verbal-linguistic or visual-spatial one, to the kinetic or
rhythmical-musical one, from the category of interpersonal
or intrapersonal one, to the social intelligence, from the
naturalistic one, to the academic or intellectual intelligence,
supplemented by the emotional and partnership intelligence.
A modern vision on the competitive type of human
intelligence is generally considered three-dimensional,
comprising synthetically the academic or intellectual
intelligence (theoretical), defined as aggregate capacity to
reason, to express oneself and calculate together with
Cognitive abilities, emotional intelligence, synthesizing
people’s capacity to solve problems and to face challenges
and difficulties, as well as partnership intelligence, reuniting
the ability to build relationships with that of developing
trust, simultaneously with achieving some predetermined
objectives through association with someone else.
Academic, intellectual or theoretical intelligence can be
measured with the help of the IQ (Intelligence Quotient),
which actually represents an indicator, an index of the
development level of intelligence, established by reporting
the mental age to the real or chronological age. A person is
considered over gifted or creative when he/she obtains in the
IQ specific test for “academic or intellectual” intelligence a
general score over 140 points. A male person with a high IQ
is ambitious, persevering, productive, calm, imperturbable,
predictable, critical and condescending, difficult and
inhibited, and in the case of a female person the prevailing
features are those of confidence in the intellect, in the force
of knowledge of the reason, in appreciating the intellectual
and aesthetical values, as well as the tendencies towards
introversion and anxiety. The quotient which measures the
inborn intelligence is relatively the same during lifetime.
Such an understanding leaves unexplained various situations
in which people with a medium or relatively low IQ has
successful results. On the other hand, what makes other
people, with a high IQ, have failures or stagnate in their
careers? The answer to this apparent paradox is the way
each of them uses his/her emotional intelligence. The term
of emotional intelligence was used for the first time in 1985
by Wayne Leon Payne in his PhD thesis with the meaning of
ability which implies a creative relation with states of fear,
pain and desire. The definitions of emotional intelligence are
quite different. Starting from their authors we can
distinguish a number of no less than three categories of
significances relatively different. According to the first
conceptual delimitation belonging to Professor Peter
Salovey from Yale Univesity and Professor John Mayer
from University of New Hampshire, emotional intelligence
implies the abilities to perceive emotions as correctly as
possible and to express them, to acceed to or generate
feelings when they facilitate thinking, to know and
understand the emotions in order to promote intellectual and
equal emotional development.
In his studies, Reuven Bar-On, PhD Professor at the
University from Tel Aviv, defines emotional intelligence as
a reunion of the intrapersonal aspect (defined through
optimism, respect and being aware of self emotions, self-
achievement, emotional interdependence), of the
interpersonal aspect (empathy, positive inter-relations, social
responsibility), of the adaptability (testing the reality,
flexibility), of the stress control (stress tolerance, impulse
control) with the general state (self-satisfaction). The most
popular and attractive conceptualization of emotional
intelligence belongs to Daniel Goleman and it contains as
substant elements the following: self-knowledge (self-
trust), self-control (adaptability, desire for truth and
innovation), motivation (initiative, self-abnegation,
optimism, desire to conquer), empathy (understanding
others, politic capacity), and social aptitudes (conflict
management, communication, showing interrelations,
collaboration, co-operation). Emotions are important as they
ensure survival, making decisions, establishing limits,
communication and harmonization with the environment
and with ourselves. After 1995, Daniel Goleman practically
changed the coordinates of the concept into the “success in
life”, including the success of a team, of a partnership or of
a project, he revealed the way in which we relate with
ourselves and with the others. Emotional intelligence
guarantees to a higher degree the success in life rather than accumulating titles and diplomas. Daniel Goleman explored the role played by emotional intelligence in management, including project management. Starting from the connexions demonstrated by neurology between the success /the failure of a team or of a partnership and management style, the authors state that the health of the project (of the promoter organization) greatly depends on the capacity of project management or of the team’s manager to “administer his/her emotions”. If the manager shows energy and enthusiasm especially in difficult situations, the promoter organization of the project prospers, and if the manager transmits negative emotions or discard, then the team, the partnership, the project or the administrative activity will suffer together. Managers can learn how to evaluate, develop and perpetuate the competences belonging to emotional intelligence, as empathy or opening towards the states, thoughts, feelings and actions of the other and self-knowledge, becoming thus a source of inspiration for the others and cultivating the resonant methods of forming and leading teams. Any person who acts as a manager “de facto” and exercises a real leading function in the team he/she is part of, becomes directly interested in the knowledge which will increase individual performances and, obviously, those of the team, generating the satisfaction of a successful relationship with oneself and with the others, either within the limited framework of the team or within the large framework of the partnership or project. The “Goleman” test, bearing its author’s name, Daniel Goleman, a test which has been conducted among 6 year-old children, who have been asked to choose as a reward, among other things, either to eat a sweetmeat “immediately” or two sweetmeats “later on”, revealed through correlations made a few years later, that the majority of those who “put off” the reward had more successful professional and personal relationships as compared to those more opportunistic and individualistic. The psychological profile of people as compared to the their level of emotional intelligence polarizes, in Daniel Goleman’s view, in two distinct limiting affective typologies: the passionate, whose emotional reactions are exaggerated and, the indifferent, who tends to ignore completely the seriousness of a problem, female persons being generally capable to reach some limits placed in a much larger field of variation as compared to the male persons. The relationship between emotional intelligence and team management is very strong. Selecting a project or administrative activity manager, as well as that of a team manager, will always be performed by one of the people with a very high EQ (appendix no. 1).

Management performed with the help of a high emotional intelligence presupposes that the leader “de facto” capitalizes:

1. the ability to use emotions as source of positive energy in the project’s or administrative activity’ team,
2. the ability of not getting over conflicts and of using them as source of feed-back,
3. considering the feelings and emotions of the team’s members important variables in insuring the success of a project or of a administrative activity,
4. knowing and ameliorating the emotional difficulties of the team’s members,
5. creating a productive, stimulating, motivating, special and safe working environment in the team, in which its members should feel important and respected.

A team manager in the case of a partnership or project, or in a competitive administrative activity cannot be successful if the level of his/her emotional intelligence is low or, even worse, if he/she does not show a metadisposition of a high level, respectively a special capacity to be aware of his/her emotions and states: “I think well and I lead well when I am joyful, and especially when I am in good spirits, so necessary to the others”. One of the major problems of the project or administrative activity competitiveness is forming a homogeneous team, capable to perform on time the project or administrative activity. If both academic and intellectual intelligence, and the emotional one are relatively stable, being genetically or innate printed ever since the individual’s beginning of life, the third form of intelligence, respectively the partnership one is the only one which can be greatly improved and in a relatively short period of time. Compared to the individual results of the tests, the IQ and EQ level confirm the things related previously concerning the fact that these change relatively little during human lifetime, the test of partnership intelligence (PI) through specific PQ evaluates an acquired intelligence which oscillates in time, improving continuously as a final result, through a careful self-knowledge.

For the example of test filled in appendix 2, with the mentioned total score of 118 points, which means a high partnership intelligence, one can determine the values of the specific vectors (the general medium value of a question being high, respectively 118 /30 = 3,93 points). These values are detailed as follows, and in the end each of the medium values calculated explicitly are shown in a graphic, for the person tested within the table below

Cassette no. 1
Vector I – decision centered on the past or future (questions 1; 11; 17; 19; 25), medium value = 23 / 5 = 4,6 points
Vector II – attitude towards change (questions 2; 5; 12;18; 27), medium value = 22/5 = 4,4 points
Vector III – attitude in the relationship between personal gain and team gain (questions 3; 13; 20; 23; 30), medium value = 12 / 5 = 2,4 points
Vector IV – complex revaluation independence-interdependence (questions 4; 6; 10; 14; 29), medium value = 23 / 5 = 4,6 points
Vector V – trust development (questions 7; 9; 15; 22; 26), medium value = 15 / 5 = 3 points
Vector VI – transparency and feed-back (questions 8;16; 21; 24; 28) medium value=23/5=4,6 points.

The analysis of values emphasizes the two directions which will be improved in order to raise the level of partnership intelligence, the
attitude in the relationship between personal gain and team gain, at the present the situation being obviously in the disadvantage of the team (2.4 points) and the capacity to develop trust among the members of the team (3 points).

Graphic no. 1

A partnership intelligence through the high level of the final score, respectively a PQ situated over 110 points, presupposes at least a medium development of all specific vectors. A partnership intelligence through a low level of the final score, in other words a PQ situated below 71 points, can endanger a partnership and even the whole project as itself, presupposes a development below medium level of the majority of the specific vectors, which will impose its urgent improvement. The problem of determining the values of individual PQ of the team’s members presents the greatest importance as global analysis, as homogeneity of data series of these vectors.

A team made up of members with similar individual values as level, but also as values will manage to finish a project, whereas a heterogeneous team or completely polarized one will certainly break up, turning the project or administrative activity into a failure. As each project or administrative activity is unique, in the same way each team of performing it cannot be but unique and unrepeatable and there are not safe “networks” to ensure the survival in time. The tests presented allow the building up of homogeneous teams whose risk or probability of breaking up is low.

II. Final Remark

21st century management has widened the already quite various typology of intelligence specific to the leading act, yet with another form for which we foresee an exceptional future, “existential intelligence”. This type of intelligence amplifies the empathetic character of management (politic, economic or social) of major projects or administrative activity, evaluating a special talent, a very rare ability, respectively that of answering convincingly the most delicate of the questions of the team’s members, concerning the existence and meanings of their common activities, cultivating the feeling of common belonging, simultaneously with the praise of the individuality. This type of intelligence will certainly characterise the leader or the manager of governmental institutions and multinationals.
### III. SELECTED BIBLIOGRAPHY


### APPENDIX 1

The test used in Romania concerning emotional intelligence, in its specific variant for adults, was adapted by Mihaela Roco as a mixed solution for the Bar-On test with Goleman. The author imagined ten hypotheses (scenarios), leaving the respondent the freedom of choosing from the four variants of answer:

<table>
<thead>
<tr>
<th>THE TEST FOR EMOTIONAL INTELLIGENCE, ADAPTED FOR STUDENTS AND MASTER DEGREE STUDENTS AFTER THE ROCO VARIANT</th>
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<tbody>
<tr>
<td><strong>Answer by choosing what you would do concretely (actually) and without thinking about how the &quot;proper&quot; answer should be according to the dominant social mentality.</strong></td>
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<td><strong>1. Imagine you are having a class and the earth starts quaking strongly, with a frightening sound. What will you do? a.) You continue to stay still and listen to the professor’s lecture, paying practically little attention to the event and waiting for it to stop as soon as possible; b.) You become very aware of the danger listening to the professor and to the instructions given by him/her; c.) A little bit of a.) and of b.); d.) You do not notice anything.</strong></td>
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<td><strong>2. You are in the university courtyard during a break, among students. One of your classmates, not being accepted in the dialogue by the others, gets angry and then mad in an obvious way. What will you do? a.) You do not get involved, you leave him/her alone; b.) You talk to him/her and try to offer your help; c.) You go over to him/her and tell him/her not to be upset; d.) You try to tell him/her a joke or anything else to make him/her forget about it.</strong></td>
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<td><strong>3. Imagine you are midway your last term, hoping to get a scholarship, but you discover that you do not have a desired grade in a subject, but a much lower one than you expected. What will you do? a.) You make up a plan to prepare yourself to get a bigger grade, making up your mind how to pursue the plan until you can pass your exam again; b.) You decide to learn better for the next exam session; c.) You tell yourself you are no longer interested in the respective subject and you focus on others where your grades are or can be bigger; d.) You go to the professor and you try to talk to him/her in order to get a bigger grade.</strong></td>
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<td><strong>4. Considering the hypothesis that the chief of your group is missing and you are his/her replacement, you discover that as a consequence of lack of discipline five students have already been warned by the professor during class and you are discouraged because of this situation. What will you do? a.) You write down the names of the undisciplined students and you hand in the list to your adviser the next day; b.) You consider you could not take this responsibility; c.) You try to talk to the students suggesting solutions for keeping discipline and making the situation right; d.) You want and you give up your position of chief replacement and you become responsible for anything else.</strong></td>
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<td><strong>5. You are a member of an association which fights against ethnical and racial discriminations and you found out that starting the next day you will have a gypsy (rrom) group mate. You catch somebody saying malicious words about him/her. What will you do? a.) You ignore him/her thinking it was a joke; b.) You call your malicious colleague outside and you scold him/her for his/her deed; c.) You talk to him in front of the others saying that his/her deed is inappropriate and will not be accepted in your group; d.) You firmly advise your colleague to polite and respectful with all the colleagues.</strong></td>
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<td><strong>6. You are on the stairs of the lecture room and you try to calm down an angry colleague with another one who has tripped him/her up, risking thus to break his/her leg. What will you do? a.) You tell him/her to forgive him/her because it was only a joke; b.) You tell him/her a funny story and you try to make him/her forget about what happened; c.) You agree with him/her, thinking that the other colleague &quot;put on a show&quot;; d.) You tell him/her that something similar happened to you too and that you felt as furious as him/her, but that afterwards you realized that the guilty one could have fallen and broken his head.</strong></td>
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<td><strong>7. You and your best friend are fighting and it seems that the dialogue becomes a violent one. What is the best thing to do? a.) You take a 20 minute break and then to start talking again; b.) You stop fighting and say nothing more; c.) You say you are sorry and you ask your friend to apologize too; d.) You stop for a while to calm down and then each, in his turn, says what he/she is thinking about the incident and its solution.</strong></td>
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<td><strong>8. During the academic year there is a student theatre festivity. Imagine you are the leader of a group of students and you want to invent and participate with a funny scene. What do you in order to accomplish that fast? A.) You make a schedule and you make time for each detail; b.) You suggest meeting after classes and to get to know each other better; c.) You ask each student separately to come up with ideas; d.) You all meet in a group and you encourage the others to suggest different themes.</strong></td>
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<td><strong>9. Imagine you have a three year elder brother who is always shy and a little terrified by foreign places and people. What attitude will you have towards him? a.) You accept the fact that he has ashy behaviour and you try to protect him against...</strong></td>
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situation which can trouble him; b. ) You present him to a doctor asking for a piece of advice; c. ) You intentionally take him in from of some strangers and foreign places so that he might overcome his fear; c. ) You take part together with him in a continuous series of games and competitions easy to perform which will teach him that he can get in touch with people and walk in new places.

10. Imagine you like caricature very much. You start preparing yourself for drawing caricatures in your free time. How will you do it? A. ) You limit your time for drawing caricatures to an hour a day; b. ) You choose more difficult faces or human characters for your caricatures which can stimulate your imagination; c. ) You draw caricatures only when you feel like it; d. ) You choose models you have already caricatured or know how to draw.

The grading system of the emotional intelligence test is synthetized in the table below and its interpretation is according to the evaluation system of the final score obtained:

Table no. 1

<table>
<thead>
<tr>
<th>Number of the interrogative hypothesis</th>
<th>Grading the answers</th>
<th>Number of the interrogative hypothesis</th>
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<td>1</td>
<td>a, b, c</td>
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Finally, we add up the points obtained for the ten questions, the meaning of the final score obtained being the following: an EQ below 100 points means an emotional intelligence below the average, between 100 and 150 points we can identify an average emotional intelligence, over 150 points we can reveal an emotional intelligence above the average, and the level very close to or equal to 200 points emphasizes an exceptional emotional intelligence.

The psychological profile of a male person with a high level of emotional intelligence (an EQ over or equal to 150 points), reveals a well-balanced personality in interhuman relationships, responsible, fully dedicated to noble causes, moral, sympathetic, comfortable with oneself and with the others. In the case of female persons who possess a high EQ, the prevailing features are the well-balanced, sociable, direct, positive character, having a high degree of adaptation to stress.

Actual PI evaluation

Proposed by Stephen M. Dent in the work „Partnership in business“, Curtea Veche Publishing House, Bucharest, 2004, p. 37-39 and to which a Likert scale has been adapted (the score being between 1 and 5)

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<tr>
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<th>Total Agreement</th>
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18. I am very stressed when I meet new people. X
19. I prefer using techniques I have used before in order to carry out new tasks. X
20. I often give up my point of view in favour of a better one. X
21. I rarely offer information to others about my family. X
22. I believe it is important to supervise people, in order to see if they do what they said they would do. X
23. In order to reach a compromise I accept to give up something important. X
24. I get upset when people say offensive things about me. X
25. I believe it is important to supervise people, in order to see if they do what they said they would do. X
26. I prefer a signed contract to a handshake. X
27. In order to reach a compromise I accept to give up something important. X
28. I believe I am rather an interiorized person than an expansive one. X
29. I'd rather be alone than with other people. X
30. In a discussion it is more important to be right than to protect the other person's dignity. X

TOTAL ANSWERS = 30

4 2 0 10 14

Determining the PQ individual level as final score to this questionnaire is performed by adding up the score of each 30 statements, checking first the presence of an answer to each statement. The lowest possible final score is 30, and the highest is 150. The proposal of using a Likert scale in the questionnaire belonging to Stephen M. Dent, is justified in the case of students, enterprisers, managers and partners from the new East-European market economies, first of all because of their lack of habit with state self-evaluations and then thanks to the clearer distribution of equal intervals on this specific scale, as compared to the mere presentation of a score, on any other scale (even comparatively to a differential of a semantic type, which would lead to a maximum score of 210 points and three different final intervals of self-evaluation, respectively 30-90, 91-150 and 151-210).

Table no. 2

<table>
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<tr>
<th>Statement</th>
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<td>17</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
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<td>5</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>21</td>
<td>5</td>
</tr>
</tbody>
</table>

The result according to the final score obtained, expressed in points (PQ)
*30–70-low partnership intelligence
*71–110-medium partnership intelligence
*111–150-high partnership intelligence

The score reveals an intelligence self-evaluated in the present, but capable of continuous amelioration. There is no correct or wrong level, good or wrong in the scores obtained. Nevertheless, we must identify how faithfully the final score reflects the present status of one’s abilities as a partner. What must be done next is to gradually move towards an attitude of change and with that an increase of the score will appear.

The evaluation of partnership intelligence, through the level of the final score – PQ, made with the help of the Stephen Dent test offers through this general score an overall future (questions 1; 11; 17; 19; 25), the attitude towards change (questions 2; 5; 12; 18; 27), the attitude in the relationship between personal gain and team gain (questions 3; 13; 20; 23; 30), complex revaluation independence – evaluation, and through the six specific values transposes in as many graphical attributes, it also reveals in details its components: the decision centered on the past or on the interdependence (questions 4; 6; 10; 14; 29), trust development (questions 7; 9; 15; 22; 26), transparency and feed back (questions 8; 16; 21; 24; 28).