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MANUAL

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**UNIVERSITÉ
DE GENÈVE**

NANTYS.

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1. Introduction

1.1 Definition of Emotional Intelligence

When speaking of intelligence in everyday life, we usually refer to the cognitive abilities of a person (often called the “intelligence quotient” or “IQ”). Higher cognitive intelligence is often said to be related to higher professional success. However, as Daniel Goleman (1995) somewhat provocatively asked in his bestseller, this might not always be the case: “What is being intelligent good for if you are an emotional fool?”

According to Goleman, cognitive intelligence alone does not guarantee professional success. Many studies showed that “emotional intelligence” (EI) or the “emotional quotient” (EQ) of a person substantially contributes to job performance as well. As defined by Professors John Mayer and Peter Salovey (1990), EI refers to a set of abilities related to accurately perceiving one’s own and others’ emotions and to using them in appropriate ways for the attainment of individual goals.

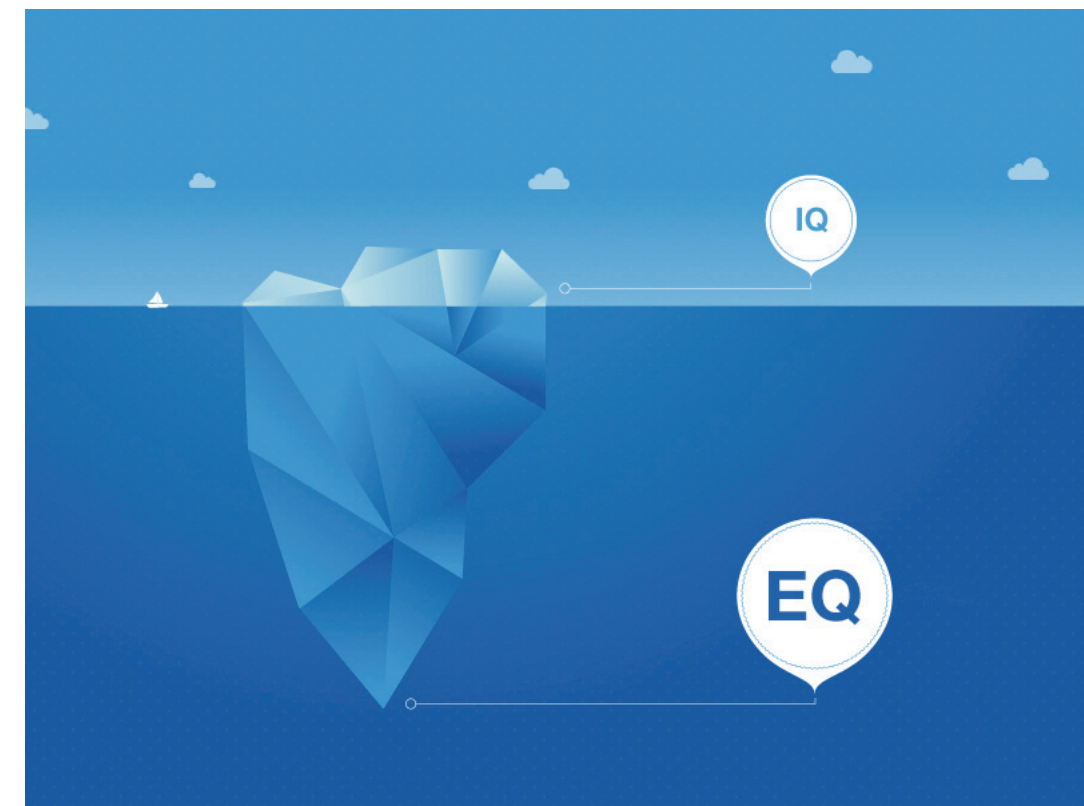
Emotions are crucial to our everyday lives. For example, fear protects us from dangerous situations, sadness helps us deal with important negative life events, and love allows us to engage in and pursue intimate relationships. Emotions accompany every aspect of our lives and guide our thinking and behavior. It is therefore important to pay attention to emotions in both the private and professional life domains. As Goleman (1995) states, “If you want to be successful in life, you need to use your emotions in a smart way and need to know the alphabet of emotions.”

1.2 Importance of Emotional Intelligence

In today’s service-oriented society employees and managers interact with many different interlocutors such as colleagues, clients, and stakeholders. When communicating with them, it is often not enough to possess and convey job-related knowledge. It is equally or even more important to recognize and understand the needs of the interlocutor and to respond adequately to them. Only in this way it is possible to satisfy the other person’s motives while at the same time achieving one’s own goals and conveying one’s interests. Emotional intelligence therefore is highly relevant to interpersonal communication. This is confirmed by a range of studies that found a relationship between EI and the following variables:

- Better leadership performance and better reputation as a leader
- Higher job performance
- Better social relationships
- Less deviant behaviors (conflicts, addictions)
- Higher wellbeing and higher life satisfaction

These results show that higher EI predicts positive outcomes on various levels. It is in the interest of both companies as well as individuals to measure and train people’s emotional skills. While a person’s IQ is to a large extent genetically determined and can be modified only to in a limited way, EI can be improved and enhanced with a variety of specific interventions.



If you want to be successful in life, you need to use your emotions in a smart way and need to know the alphabet of emotions.

Daniel Goleman (1995)

2. Theoretical Foundations

The broad construct of EI combines a range of more specific competencies such as emotion recognition, emotional understanding, and emotion regulation.

In the past 20 years, several EI models have been developed that largely differ in their definitions of “emotions” and “intelligence”. The resulting scientific debate about the “correct” definition of EI is still ongoing. Models of EI can broadly be sorted into two categories. So-called “trait EI” models consider EI as a collection of non-cognitive traits, dispositions, and motivational variables that can be measured via self-report questionnaires. However, these models have been criticized because the measured traits often lack a clear connection to emotional processes and/or intelligence, and because they largely overlap with existing personality constructs. The use of self-report questionnaires also presumes that people are able (and willing) to accurately judge their own abilities, which according to several studies is not always the case.

The second theoretical approach to EI is called “ability EI” and is based on the four-branch model of Mayer and Salovey. This model defines EI as a set of cognitive abilities that can be measured with performance-based tests (i.e., tests with correct and incorrect answers). In these tests, respondents complete tasks reflecting various emotional processes that allow distinguishing between individuals with lower and higher expressions of the underlying ability.

In the academic literature, the ability EI model is currently considered the more appropriate conceptualization of EI. Performance-based testing also reduces the effects of socially desirable responding. However, currently only few performance-based EI tests exist. Specifically, there is no scientifically validated test measuring EI-related competencies in the work context. The Nantys™ EMCO4 (Geneva Test of Emotional Competence) attempts to close this gap.



3. The Geneva Test of Emotional Competence/ EMCO4

3.1 Development

The Nantys™ EMCO4 was developed and scientifically validated between 2013 and 2015 in collaboration with the Swiss Center for Affective Sciences at the University of Geneva.

The EI components measured with the Nantys™ EMCO4 are emotion recognition, emotional understanding, emotion regulation, and emotion management (see Figure 1 and description below). The items of the current Nantys™ EMCO4 version are the result of several validation studies in the process of which we selected those items that are best able to differentiate between higher and lower levels of each of the four EI components.

3.2 Content

Emotion recognition (perception). This component represents the ability to accurately perceive, interpret, and label nonverbal expressions in others. Individuals with high emotion recognition ability (ERA) are able to perceive even subtle emotional cues from facial, vocal, and bodily expressions. In communicative settings, they are also more likely to capture intentions or feelings that their interlocutors such as clients, colleagues, or superordinates are reluctant to express or that they are trying to conceal. The Nantys™ EMCO4 measures ERA by showing test-takers a range of short video clips in which actors express different emotions. For each clip, test-takers then choose which emotion word out of a list best represents the displayed emotion. This test covers 14 different emotions and thus is more comprehensive than most previous tests that rely on only few basic emotions (Schlegel, Grandjean, & Scherer, 2014).

Emotional understanding. This EI component includes knowledge about the characteristics of different emotions, when and why they occur, and how they are expressed in one’s own and others’ behavior. Higher emotional understanding also relates to a higher capability of adopting another person’s perspective and of evaluating emotional situations in all their complexity rather than making simplistic judgments. The Nantys™ EMCO4 measures emotional understanding with items that each describe a realistic situation at the workplace. After each question, test-takers are asked to choose which emotion out of 14 best described the feeling the person in the situation was experiencing. The questions for this subtest were developed based on many interviews that we conducted with leaders and human resource managers about emotional situations in the workplace. Each item is also based on theoretical predictions about the features of emotions from established emotion theories (Scherer, 2001).

Emotion regulation (cognitive strategies). This EI component describes the ability to efficiently handle and deal with one’s own negative feelings through the modification of one’s inner thoughts. The emotion regulation subtest in the Nantys™ EMCO4 is based on the theoretical assumption that people with high regulation skills more frequently use adaptive strategies (e.g., reappraisal: “I can learn something from this situation”) than maladaptive strategies (e.g., catastrophizing: “This is the worst thing that could have happened to me”) when thinking about their emotions (Garnefski & Kraji, 2006). In the Nantys™ EMCO4, this ability is measured by asking test-takers

to imagine being in different situations at the workplace in which they experience a negative emotion. For each scenario the test-takers then choose which two cognitive strategies out of four best represent what they would think in this situation. The scenarios and response options in this test are again based on a large number of interviews through which we generated a database of emotional situations in professional contexts. Each response option represents one more adaptive or maladaptive cognitive strategy and is specifically adapted to the scenario.

Emotion management (behavior). Emotion management refers to the ability to appropriately react to and modify other people’s feelings. Individuals with high skills in emotion management are able to tell how to cheer up a disappointed colleague, to calm down an irritated customer, or how to persuade a skeptical boss. In the Nantys™ EMCO4 this EI component is measured with work-related scenarios in which another person experiences an emotion. For each scenario, test-takers are asked to choose the most appropriate reaction out of five. Each reaction reflects one of five conflict handling styles such as avoidance, compromise, or competing. The scenarios and reactions in this test are again based on situations from real life that were obtained through interviews. The correct answers are based on the theoretical predictions from conflict man-

agement theory (Thomas, 1992). The four components of EI are hierarchically organized. In order to be able to respond adequately to another person’s emotions (emotion management), it is necessary to recognize these emotions accurately (emotion recognition), to understand them (emotional understanding), and to modify one’s own emotions if necessary (emotion regulation).

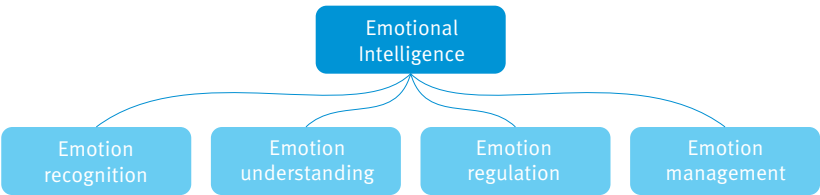


Figure 1: Overview of the EI components measured in the Nantys™ EMCO4.

3.3 Administration

The Nantys™ EMCO4 consists of tasks based on written scenarios as well as short video sequences. All test items are multiple-choice questions in which test-takers choose one or several response options via mouse clicks. Immediately after the testing session, participants are able to download an extensive report on their performance.

The Nantys™ EMCO4 is an online test. For an optimal display especially of the video-based items a stable internet connection should be ensured. These items also require the use of headphones or loudspeakers. We recommend taking the test on a computer or laptop (not a tablet or phone) because some elements might be difficult to recognize on smaller screens.

The Nantys™ EMCO4 should be administered under standardized conditions; that is, the testing session should not be influenced by environmental factors such as noise. Test-takers should ideally be alone when completing the test. Test duration is about one hour. Short breaks between the four parts of the test are possible; however, the web browser should not be closed.

Currently, the Nantys™ EMCO4 is available in English, French, and German; other languages will be implemented in the future.

Test-takers should be informed about the purpose of the test prior to the testing session. Feedback should be transparent and the full results should be made available to the test-taker. Results should be interpreted on an individual basis.

3.4 Applications

The Nantys™ EMCO4 can be administered by companies as well as individuals. Companies can use the test for various goals (e.g., personnel selection, potential analysis, talent evaluation) and in different contexts (e.g., leadership, conflict resolution). In addition, individuals can take the test in order to evaluate their potential and to receive feedback on possibilities for personal development in the domain of EI. With specific interventions relevant competencies can be trained and EI can be improved, which can in turn increase professional success and might positively impact social exchanges in one’s private life.

3.5 Interpretation of results

The next chapter introduces the terminology that is necessary for the psychometric interpretation of test results. In addition, guidelines for evaluating the results are provided and an example case is discussed.

3.5.1 Terminology

Raw scores

The results of a test are available as raw scores. A raw score corresponds to the number of correct responses (see last page of report). It does not yet allow for conclusions about the level of performance (i.e., how good or bad a test-taker performed), as these evaluations are based on comparisons with the scores that other individuals from a reference population achieved. In the Nantys™ EMCO4, a test-taker’s raw scores are therefore transformed into Stanine scores that represent a normed score based on the performance of a reference population.

Stanine scores

The term “stanine” is derived from the phrase “standard of nine”. This scaling format is often used in psychometric testing and displays test performance on a nine-point scale. The measured characteristics are usually normally distributed (resembling a bell curve, see Figure 2). This means that the majority of the population (54%) achieves medium level scores (4-6), and only a minority scores very low (1-3) or very high (7-9).

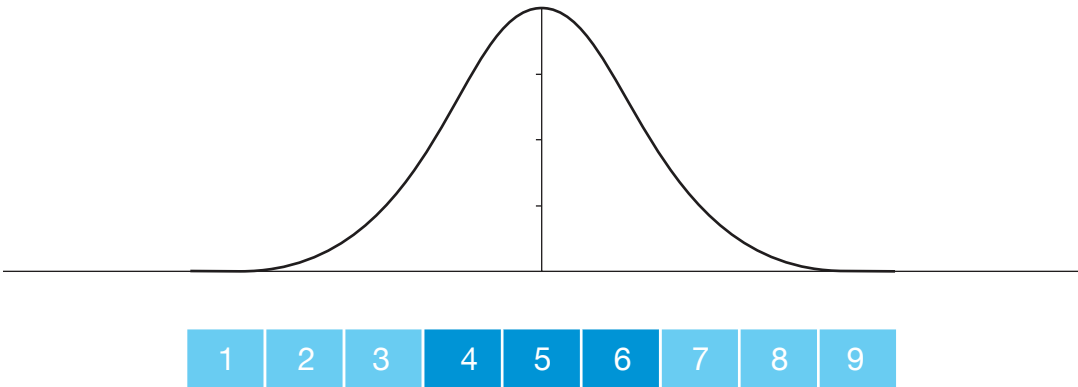


Figure 2: (Normal) distribution of test performance scores in a reference population. About 54% of all test-takers achieve a score between 4 and 6, and about 23% achieve a score of 1-3 or 7-9, respectively.

3.5.2 General information for the interpretation of results

Page 2 of the report provides a general overview of the results for each of the four EI components (overall performance). The detailed results are explained on the following pages. For each of the four components the individual results are provided and possibilities for developing, enhancing, or better applying the respective competencies are described.

1 Emotion recognition

Definition

This subtest measures how well a person is able to recognize, interpret, and label subtle emotional expressions in others.

Results

Page 3 of the report provides a detailed description of your ability to recognize emotions in others. The last page of the report shows how often you correctly recognized each of the positive and negative emotions in the test.

Low level of performance

The test-taker has difficulties differentiating similar emotions such as pride and joy and recognizing emotions solely from nonverbal cues transmitted by the face, voice, and body.



Suggestions for development. In order to develop or enhance this skill, the test-taker should try to explicitly focus on nonverbal (i.e., not verbally expressed) signals when communicating with others. In case one is not sure about the feelings of one's counterpart in a conversation, it is advisable to verify one's

High level of performance

The test-taker is very accurate at recognizing other people's emotions even when contextual information is lacking, such as when a person does not know that their colleague had just been criticized by their boss. The test-taker can reliably distinguish different emotions solely based on nonverbal cues transmitted by the face, voice, or body.



Suggestions for development. It should be evaluated to what extent the test-taker actually employs his or her high skill level in social interactions.

2 Emotional understanding

Definition
This subtest measures to what extent a person understands different emotions and when and why they occur.



Results
Page 4 of the report provides a detailed description of your ability to understand emotions. The last page of the report shows how often you correctly labeled each of the positive and negative emotions in the test.

Low level of performance

The test-taker has difficulties taking the perspective of another person and to understand how others will feel as a result of specific events (e.g., performing in front of an audience; missing an important meeting).

High level of performance

The test-taker is very accurate at understanding, analyzing, and appraising how others feel in a variety of different work-related situations.



In order to develop and enhance this EI component, the person should try to pay closer attention to which situations elicit which emotions in him- or herself. In a second step, one should ask what others are experiencing in specific situations while taking into account the individual circumstances and conditions.

Individuals with high perspective-taking skills can support others with a lower level of this skill in their development. In addition, it should be evaluated whether the person fully uses his or her high potential in social interactions and behaves accordingly.

3 Emotion regulation

Definition
This subtest measures to what extent a person is capable of cognitively influencing one’s negative thoughts and feelings. The test includes five adaptive (e.g., accepting) and four less adaptive (e.g., catastrophizing) strategies.



Results
Pages 4 and 5 of the report provide the detailed results of your ability to regulate emotions. The last page shows how often you chose each of the 9 strategies.

Low level of performance

Individuals with low scores have the tendency to get stuck on negative emotions such as sadness or fear. As a result, these individuals have fewer resources to accomplish ongoing tasks and to actively work on dealing with these emotions in the long run.

High level of performance

Individuals with high scores are able to regulate negative emotions such as frustration or anger in a way that positively affects their wellbeing and behavior. They use strategies that do not focus on negative feelings, but on positive aspects of the situation and problem solving.



In order to adaptively regulate negative emotions it is helpful to see the respective situation as a challenge rather than a threat. This can be achieved by directing one’s thoughts to other, more positive things (e.g., distraction), or by re-evaluating the situation with respect to what one can learn from it (reappraisal).

Individuals that are able to deal well with negative emotions appear relaxed and calm even when under pressure. However, it is still necessary to communicate one’s negative feelings to others for them to understand one’s intentions and thoughts.

4 Emotion management

Definition

This subtest measures the ability to adequately react to the emotions of others and to change their emotional state while at the same time taking into account one’s own goals. Depending on features of the situation different conflict handling styles are more appropriate (Thomas, 1992). When choosing a strategy, two questions are crucial, 1) how much power do I have? , 2) how important is the relationship with the other person?

Results

Pages 7 and 8 provide a detailed description of your ability to manage emotions in others. The Figure on page 8 shows which strategies are your preferred ones (color intensity= frequency) and how adequately you are using them (stanine score= adequacy of usage). The latter represents the relative score (adequacy per strategy as compared to the reference). The last page shows how often you correctly chose each strategy.

Low level of performance

The person has difficulties in handling and modifying another person’s (negative) emotions and in resolving conflicts. A low score can be caused by always using the same strategy regardless of the specific circumstances and own goals. It can also be caused by using different strategies, but not in the right situations.



In order to improve one’s social interactions, it is helpful to become aware of the particular styles that one tends to use frequently. In addition, conflict handling strategies can be trained (according to the model by Thomas, 1992) by analyzing each conflict situation on the two axes “cooperation” and “power”.

High level of performance

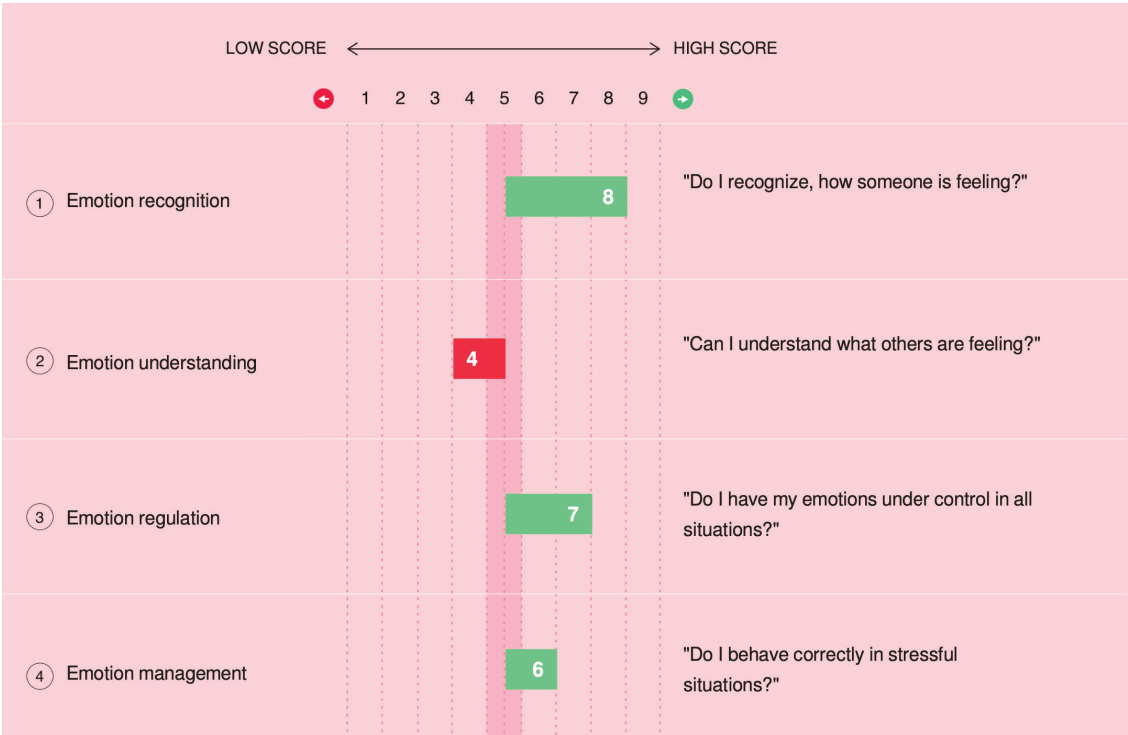
An individual with a high score is able to adequately react to the negative emotions of others, to anticipate tense interpersonal situations, and to resolve conflicts while taking into account his or her own goals and possibilities. This is achieved by applying the right strategies to the right situations.



As this person intuitively uses successful strategies when interacting with others, he or she can serve as a role model for others.

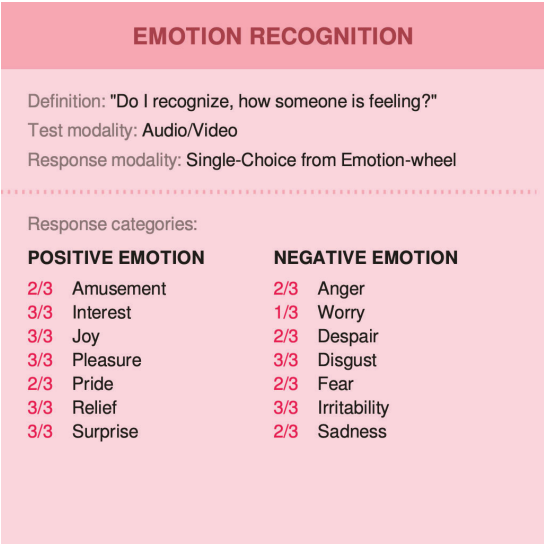
3.5.3 Example

Mr Doe has started working as a team manager in a service company a while ago. He is managing a team of 10 employees. In the past, the team successfully worked together and was keeping up with other teams in their performance. However, recently the employees have expressed more and more complaints about their team manager. They are unhappy because of frequent arguments with Mr Doe and because of his at times very rude behavior. The company has therefore decided to let Mr Doe take the Nantys™ EMCO4 in order to assess potential weaknesses regarding EI and to train the respective competencies so that long-term negative effects on the team can be prevented. The results for the four subtests are the following:



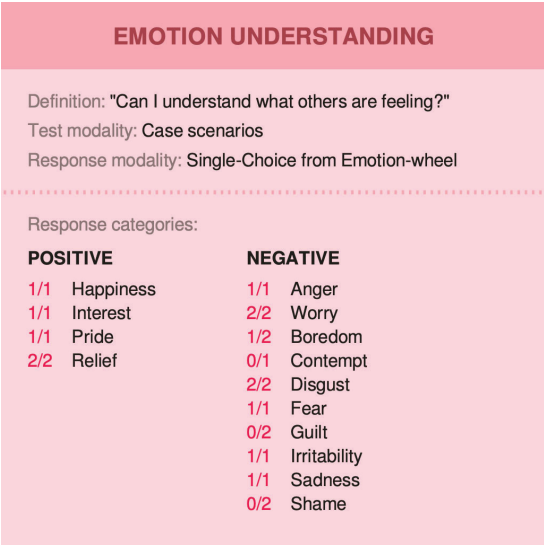
1 Emotion recognition

The results in this domain show that Mr Doe is only to some extent capable of accurately recognizing others’ emotion (Stanine score 4). While he always correctly recognized fear, he was not accurate at detecting anxiety and irritation.



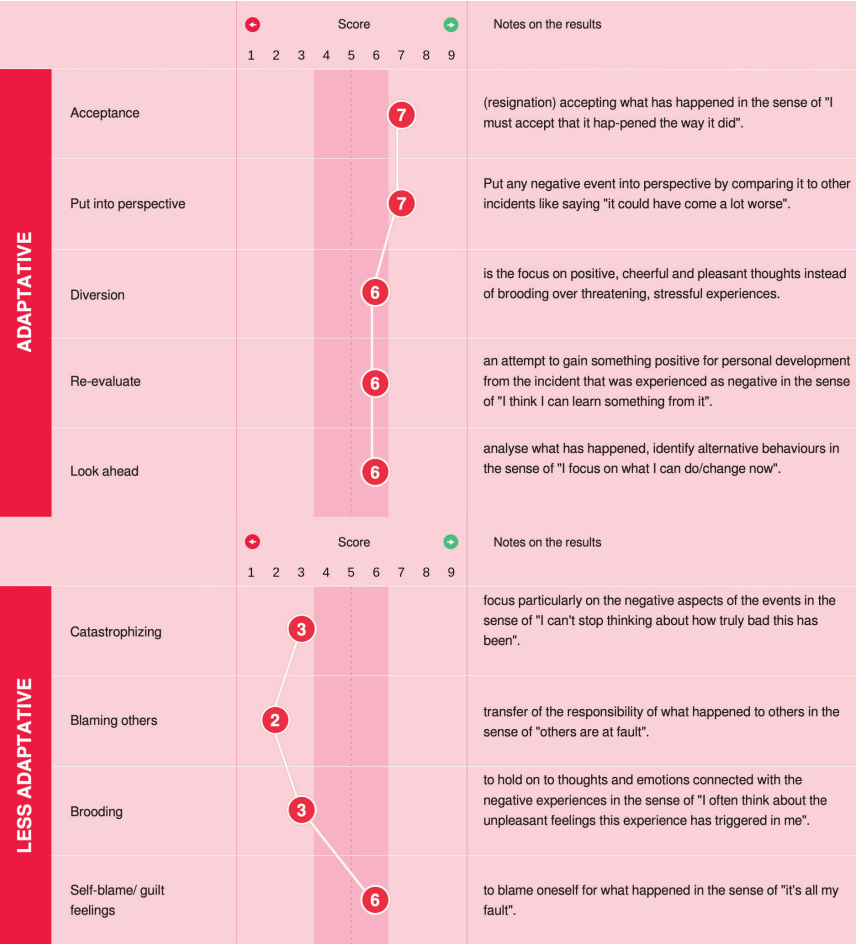
2 Emotional understanding

Mr Doe is to some extent able to understand which situational features or events lead to certain emotions (Stanine score 4). The detailed results show that he is better able to understand positive than negative emotions. Mr Doe especially had problems in understanding which situations were associated with anxiety, irritation, shame, and disgust, and how others were feeling in those situations.



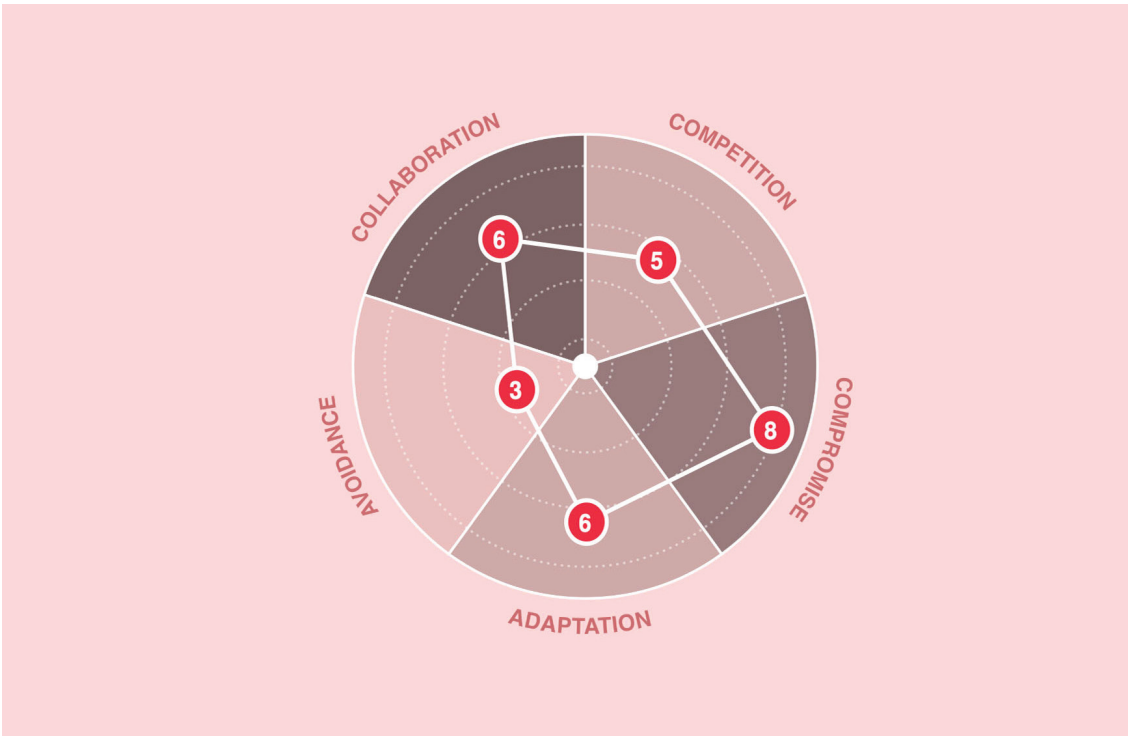
3 Emotion regulation

As indicated by a Stanine score of 8, Mr Doe is very well able to control and manage his own emotions. The detailed results show that he more often uses adaptive and problem-oriented regulation strategies than maladaptive strategies when dealing with his own negative feelings. He particularly often reports using acceptance or putting the situation into perspective in order to relativize his experience. He does not seem to get stuck on negative feelings and ruminate about them, or to blame himself for the situation.



4 Emotion management

Mr Doe is not always able to react adequately to tense interpersonal situations (Stanine score 5) and is therefore sometimes unable to resolve conflicts. He used all five conflict handling styles more or less equally, suggesting that he has the potential to differentially react to tense situations (see color of the strategies). However, Mr Doe does not always seem aware of the situational features and/or his own goals and as a consequence does not always choose the most effective strategy for a given situation (see Stanine scores for each strategy). Mr Doe generally correctly recognized for which situations “comprising” would be the best option. In contrast, he was having difficulties using “collaboration” in the right situations.



Conclusions and opportunities for development

Mr Doe is often involved in conflicts and arguments at his workplace. His results on the Nantys™ EMCO4 can point towards possible reasons for these problems and his reputation among the team members. The following conclusions can be drawn:

- In line with the observations from his work life, Mr Doe is not always able to adequately react in tense social situations (emotion management). One reason for this might be that he is sometimes not accurate at recognizing others’ emotions from nonverbal behavior and thus does not understand their interests and needs (emotion recognition). In addition, he is sometimes not able to take other people’s perspectives and to understand which situations cause certain feelings (emotional understanding). It might therefore be that Mr Doe is sometimes unaware that a certain situation is perceived as unpleasant, tense, or upsetting by his employees. Recognizing and understanding emotions are necessary preconditions for adequately and successfully interacting with others. Training interventions for Mr Doe should therefore start off with these two components of EI.

- Mr Doe’s strength is in regulation his emotions. His rational and problem solving-oriented processing of negative events allows him to stay calm in difficult, emotional situations and to maintain his level of task performance and wellbeing. However, he might expect others to show a similar behavior and as a result does not very well understand people that process emotions differently (e.g., people who are more strongly guided by their emotional feelings). In addition, as a consequence of his calm and rational attitude he might sometimes be perceived as distanced and cold by others. Mr Doe should continue using his excellent emotion regulation strategies. However, he might consider openly showing his emotions in some contexts so that his employees can better understand his reasoning and his interests.

3.6 Psychometric quality

The psychometric quality of a test can be evaluated with several criteria as described below.

Objectivity

Objectivity means that the results of a test are independent of the person who administered the test. Given that the Nantys™ EMCO4 is a computer-based test in which the administration, scoring, and generation of results are handled automatically the criterion of objectivity is fulfilled.

Reliability

Reliability refers to the fidelity of a measurement. It means that a person will achieve the same score regardless of when he or she will be tested. The reliability (internal consistency) of the Nantys™ EMCO4 is .79, which can be considered satisfactory according to scientific standards.

Construct validity

Construct validity means that a test measures what it intends to measure, that is, in the case of the Nantys™ EMCO4, emotional intelligence. Construct validity was assessed by correlating the Nantys™ EMCO4 with a range of established tests and questionnaires in a study

conducted at the University of Geneva with 150 students (see Table 1 for the included tests). Results showed that – as theoretically expected – emotion management, emotional understanding, and emotion recognition were substantially correlated with similar performance-based tests that are widely used in the field. These Nantys™ EMCO4 subtests are only weakly correlated with self-reported personality traits, highlighting that self-perceived skills and objectively measured skills do not necessarily converge. In contrast, the emotion regulation subtest was primarily correlated with self-reported traits and not with performance-based tests. The Nantys™ EMCO4 therefore captures both self-reported and performance-based facets of EI. Both facets contribute to a successful and adaptive behavior in social contexts.

	Emotion regulation	Emotion management	Emotion understanding	Emotion recognition
Emotion management: STEM (Situational Test of Emotion Management; MacCann & Roberts, 2008)	ns	.36**	.29**	.28**
Emotion understanding: STEU (Situational Test of Emotional Management, MacCann & Roberts, 2008)	ns	.48**	.56**	.33**
Emotion recognition: ERI (Emotion Recognition Index; Scherer & Scherer, 2011)	ns	.35**	.29**	.41**
Cognitive Intelligence: NVI-5R (General Reasoning Test; Thiébaud & Bidan-Fortier, 2003)	ns	.32**	.29**	.38**
Emotion regulation : CERQ (Cognitive Emotion Regulation Questionnaire ; Garnefski & Kraji, 2006)	.38**	ns	ns	ns
Main personality scales:	36**	36**	ns	ns
Big Five – Extraversion (BFI; John, Donahue, & Kentle, 1991)				
Big Five - Agreeableness (BFI; John, Donahue, & Kentle, 1991)	.25**	.16*	ns	ns
Big Five - Conscientiousness (BFI; John, Donahue, & Kentle, 1991)	ns	ns	ns	ns
Big Five - Neuroticism (BFI; John, Donahue, & Kentle, 1991)	-.32**	ns	ns	.23**
Big Five - Openness to Experience (BFI; John, Donahue, & Kentle, 1991)	.17*	ns	ns	ns

Table 1: Construct validity of the Nantys™ EMCO4. The table shows the relationship between the four subtests (columns) and a variety of established tests (rows).

Norming

A test results can only be interpreted by relating it to the performance of other people. This comparison is made with the help of a reference norm, which for the Nantys™ EMCO4 was obtained from the results of a working population and a sample of students in Switzerland , France and Germany (N=4001). This data was collected by Nantys AG from 2016 to 2023. 62,5% of the norming sample are male, and 37,5% are female. The age distribution is shown in the figure below (Fig. 3).

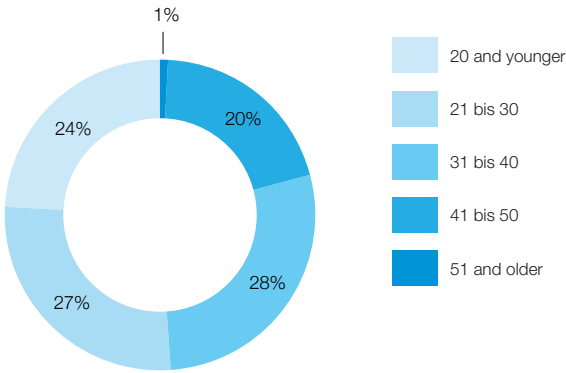


Figure 3. Overview of the age distribution in the norming samplee.

Fairness

Psychometric tests should be fair, i.e., there should not be any advantages in favor of or biases against specific populations (Kubinger, 2003). In the Nantys™ EMCO4, there are small, but not practically meaningful gender differences (see Table 2). However, there are more substantial age differences which should be taken into consideration when interpreting a test-taker’s results. With increasing age emotion recognition ability declines, while performance in all other EI domains appears to increase. Overall, Nantys™ EMCO4 scores tend to increase with age.

	Men	M(SD)	Women	M(SD)	Overall M(SD)
Emotion recognition	↓	.64 (.12)	↑	.65 (.13)	.64 (.12)
Emotion understanding	↑	.63 (.12)	↓	.61 (.11)	.76 (.13)
Emotion regulation	↑	.77 (.14)	↓	.76 (.13)	.62 (.12)
Emotion management	↓	.52 (.14)	↑	.53 (.15)	.52 (.14)

Table 2. Gender differences in the four EI domains measured by the Nantys™ EMCO4. Arrows pointing upward mean that this gender performs better than the other gender on the respective subtest. An arrow pointing downward corresponds to a comparatively lower performance. The means and standard deviations (M and SD) show the mean scores of each gender on the four tests, with 0 meaning “no item was correctly solved” and 1 meaning “all items were correctly solved”.

4. Professional support and training

Support

Our experienced team of work and organizational psychologists is available for a brief consultation over the phone during office hours (Monday to Friday from 8am to 5pm) at 031 335 65 70. We are happy to assist with questions regarding the interpretation of test results and the integration of the Nantys™ EMCO4 in various HRM activities (personnel selection, personnel development, potential and talent identification). Do not hesitate to contact us as an individual to receive a consultation regarding your personal development and a free offer without any obligations.

Training for interpreting Nantys™ EMCO4 results and certification/ accreditation

We recommend a professional Nantys™ EMCO4 training to achieve an in-depth understanding of the test results and their implications. This training can be completed at Nantys Ltd. in Berne or at the Swiss Center for Affective Sciences in Geneva. In addition to the detailed interpretation of test results, this training also covers theoretical and statistical knowledge related to the Nantys™ EMCO4. After the successful completion of the training and an exam you can be certified as a Nantys™ EMCO4 counselor and/ or accredited as a Nantys™ EMCO4 certifier. The latter accreditation allows you to support and consult others regarding the interpretation of Nantys™ EMCO4 results. Please contact us at 031 335 65 70 or at info@nantys.ch if you are interested in attending this training and obtaining a certification/ accreditation.

Training in the four components of emotional intelligence

A big advantage of EQ as compared to IQ is that the emotional intelligence of a person can be trained. Based on the four components of the Nantys™ EMCO4, the Swiss Center for Affective Sciences is offering a three-day training at the University of Geneva. The goal of the training is to learn, apply, and practice various strategies for dealing with one's own and others' emotions in the workplace using concrete work-related situations and a variety of exercises. These strategies can then be easily integrated into your everyday life. This training is offered to individuals, single employees, managers, as well as teams, and will be adapted to the specific professional contexts of the participants and a preceding analysis of individual strengths and weaknesses. Please contact us at 031 335 65 70 or at info@nantys.ch for more information about this training.