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Developing an Empirical Basis for Selecting a Strategic-Planning Team from Among Likely Candidates Based on Desired Emotional Intelligence Competencies

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DEVELOPING AN EMPIRICAL BASIS FOR SELECTING A STRATEGIC-PLANNING TEAM FROM AMONG LIKELY CANDIDATES BASED ON DESIRED EMOTIONAL INTELLIGENCE COMPETENCIES

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Robert Allen Reindel

March 2006

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ABSTRACT

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ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

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Title: DEVELOPING AN EMPIRICAL BASIS FOR SELECTING A STRATEGIC-PLANNING TEAM FROM AMONG LIKELY CANDIDATES BASED ON DESIRED EMOTIONAL INTELLIGENCE COMPETENCIES

Name of researcher: Robert Allen Reindel

Name and degree of faculty chair: James Tucker, Ph.D.

Date completed: March 2006

Problem

Corporate teams are often established to complete assigned tasks as they would relate to planning, product development, process improvements, etc. There seems to be a lack of effective means for selecting team members based on objective criteria. Team-member selection is typically a process based only on the selector's judgment. While testing is a typical way to make hiring decisions, the same process is not used for creating teams.

Purpose of the Study

The purpose of this study was to explore a way of using identified competencies of emotional intelligence to

objectively select team members for a strategic-planning initiative.

Method

For this study, I used two testing mechanisms that measure emotional-intelligence competencies and personal traits: (a) EQ Map, a self-assessment tool, and (b) Selectform, a performance evaluation completed by the subjects' supervisors. I used a sample of 30 supervisors for this study.

The scores for two EQ Map emotional-intelligence competencies, creativity and intuition, were correlated with two Selectform-based personal traits: innovation and judgment. I used two dissimilar tests and conducted analyses using Spearman's rho test and Pearson's test to establish correlations between the variables.

With the correlation testing suggesting that the relationships did exist, I was then in a position to pair the EQ Map and Selectform results back to the individual respondents. Finally, I employed an objective selection process, based on the individual scores, to achieve the desired outcome of the composition of a strategic-planning team.

Prior to having the final objective scores, I created a subjective list of candidates for the team based on the person's role within the company, previous demonstrations of creativity and intuition as I saw them, and their

personalities. I then compared the objective to the subjective to reach the study results.

Results

There were statistically significant correlations between creativity and innovation, and between intuition and judgment. The study supported the idea that differing testing mechanisms can be used to derive meaningful data for team-member selection decisions. With the results the tests generated, I was able to select the members of the team in a seemingly objective manner without personality bias.

I also discovered that while certain individuals had high scores on the objective portion, the subjective selections included individuals with low scores, resulting in the suggestion that the objective testing is a better determinant of possible team member inclusion.

The methodology I employed created a means to select team members other than by conventional subjective processes for corporate-team composition charged with accomplishing established objectives including strategic planning, product development, and process improvements.

Conclusions

Objective means can be employed to create teams based on pre-determined criteria and then matched to individual testing results. In the case of this study, individuals exhibiting high correlations from the emotional intelligence self-assessment and the performance evaluation are deemed to

possess the desired competencies for a successful strategic-planning initiative.

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ACKNOWLEDGMENTS

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To my mother Millie, who always encouraged her sons to pursue excellence and seek the keys to higher learning. She always stressed the value of a good education, and, to that end, not only have I completed a stage of my quest for lifelong learning, but I have finally succeeded in catching up to my three brothers.

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CHAPTER ONE

INTRODUCTION

Background of the Problem

In my role as the leader of a large group of business professionals spanning a broad range of company core competencies, I am faced with operational concerns regarding the long-range success of the marketing services and interactive-services groups. In this leadership capacity, it is increasingly important to be able to draw upon the competencies of the various supervisory and management individuals within the group as a means to leverage strengths that can assist me in bringing about desired corporate outcomes.

Maximizing resources in a small business is a critical necessity for business leaders charged with the overall success of the endeavor. My ability to identify key individuals who can assist me in leading the group in whatever capacities are required is becoming increasingly important as growth and profitability are identified as both desirable and necessary for the viability of the enterprise. Business success depends on leadership that creates the opportunities in an ever-changing world of increased

competition, outsourcing considerations, rising costs, and the requirements to lower prices, increase quality, and improve customer-satisfaction levels. There is also the recognition in the corporate world that teams of dedicated and competent professionals can ensure that business leaders, faced with many choices, are assisted in their endeavors to effectively lead their businesses.

In the winter of 2003, my company's executives outlined a vision for a new strategic-planning initiative. This initiative was formulated to foster a long-term, team-based undertaking for the company's marketing and interactive services groups. This initiative was introduced as StraTEAMic Planning, the major focus of which was multi-faceted and centered around five functions that the group was to be charged with addressing:

1. New product and service development
2. Cross-selling opportunities
3. New or enhanced revenue stream generation
4. Waste elimination
5. Operational system streamlining.

The goal was to create a single, strong leadership team of six to eight individuals for this strategic-planning initiative, based on a vision for the team and the desirable personal traits associated with accomplishing desired outcomes (Boyd, 2000; Wellins, Byham, & Wilson, 1991). With a larger number of available resources, individual teams

could be created that would individually treat each of the functions listed above. For my purposes, however, I have limited this analysis to creating one team that will be charged with addressing all five functions in some capacity. None of the functions are necessarily viewed as more important than another for this particular team initiative.

I have identified the need for a team-based approach to orchestrating a corporate vision in a strategic-planning environment. Being faced with the problem of deciding who should comprise this planning team, this study explores a potential set of criteria that will enable senior management to ensure that the individuals chosen to serve on a team will be the best choices from the universe of individuals available. The basic objective is to maximize the organization's intellectual capital in a team-based situation (Collins, 2001; Goleman, 1998).

The value of the proposed selection mechanism presented is that, in the general marketplace, such a team-recruitment process could be applied within any organization and in any application that requires the evaluation of a number of people for a desired outcome.

As has been suggested by LaFasto and Larson (2001):

> There is a continuum of collaborative attitudes and competence along which people tend to fall. Chrislip and Larson studied 52 successful cases, and in every single one of them there were individuals whom others identified, usually by name, as having been essential to the success of the effort. More often these high impact individuals emerged from the group to exercise a strong leadership role over the process itself. In short, they

> did all of the things that leadership theorists mean when they talk about "encouraging the heart." (pp. 25-6)

This concept of "encouraging the heart" becomes important in the rationale for this study.

Any number of the individuals who compose the management team could make a meaningful contribution to the endeavor's success. However, some people are more efficient and effective than others, and they are typically singled out and recognized as the primary contributors to a given situation. Gladwell, author of *The Tipping Point* (2000), referred to this fundamental concept within the context of building appropriately sized teams in a world of rapid change. Gladwell noted that in a given process or system, some people matter more than others; they are considered fundamental to what he described as the Law of the Few (Gladwell, 2000).

Collins (2001) states a fundamental premise in his book *Good to Great* that underscores the entire basis for this dissertation. For a good company to become a great company

> the key point is that "who" questions come before "what" decisions--before vision, before strategy, before organization structure, before tactics. First who, then what--as a rigorous discipline, consistently applied. The good-to-great leaders began the transformation by first getting the right people on the bus and then figured out where to drive it. (p. 63)

My objective was to explore a quantifiable means to determine who are the most effective team members, thereby maximizing the organization's intellectual capital and in effect creating the means whereby the right people are on

the strategic-planning team bus before any strategic planning is begun.

This study sought to ascertain whether an objective model for choosing membership of workplace teams can be developed using specific variables germane to the task. When the team's overall objectives have been defined in a conceptual framework, and when there is a large group of prospective team members with what are perceived (at least on the surface) to have the general desired personal traits or competencies, can a model for team recruitment be discovered?

My objective was to use such a model to incorporate the right mix of individuals from the marketing and interactive services staff into the broad-based, strategic-planning initiative that uses the company's corporate vision and creates strategic plans, processes, and new core-service and/or core-product offerings. This undertaking is instrumental to the company's future success. The implementation of this vision, and identifying and empowering the individuals who will ultimately make it happen, is a critical need at my company, but it may also be useful to other organizations.

> As more and more organizations reengineer themselves into what are, in effect, collections of projects and task forces, more opportunities exist for leaders to emerge in the middle of the organization instead of just at the top. A career is now not so much a ladder of roles, but a growing reputation for making things happen. (Handy, 1996, p. 6)

Statement of the Problem

There is a need for an effective means for recruiting or selecting members of a corporate work team. While personality testing is used to recruit individuals into a firm and to examine potential for advancement, it has not been typically used for determining individuals to comprise a work team (Cline, 2004; "Hand-On Testing," 2004; Hoffman, 2000). The lack of such testing can lead to ineffectiveness in a team-based environment. Personal effectiveness is often subordinated to competing factions and individual personality styles that are disparate, because no means of objective selection determines the desired group dynamics (LaFasto & Larson, 2001; Pinchot, 1996; Ryback, 1998; Weisinger, 1998; Wellins et al., 1991).

Teams are established in organizations to carry out various assigned responsibilities. Typically, individuals forming teams create the group membership of the teams by using their best judgment about who should make up the membership (Boyd, 2000; Goldberg, 2004; LaFasto & Larson, 2001). Recruitment is generally a subjective process that could benefit from introducing an objective means to determine the best candidates for selection by a skills assessment or from a competency perspective (Goldberg, 2004).

Purpose of the Study

The purpose of this study was to determine if an objective means of a strategic-planning, team-member selection can be created using two tools:

1. EQ Map, an emotional intelligence self-assessment
2. Selectform, a performance evaluation completed by an individual's employer.

EQ Map, developed in 1997 by AIT & Essi Systems, Inc., is an emotional intelligence self-assessment device that measures various competencies, of which I have selected two: intuition and creativity. The Selectform (1999) is a performance evaluation that measures personal traits and is completed by an individual employee's supervisor. Two of these traits, innovation and judgment, complement the two named desired emotional-intelligence competencies noted above. Such a process could contribute to meeting the needs of the organization in a more rational manner by at least reducing, if not eliminating, the subjective role that typically is used for team composition (Gryskiewicz, 1999; Kotter, 2002).

This study analyzes specific, defined personal traits selected from an organizational perspective in order to maximize the effectiveness of a strategic-planning team.

If one were able to measure an individual's competencies from multiple perspectives as correlated to personal traits identified as desirable for the team

stakeholders, it would stand to reason that this selection process could create a better opportunity for successful team-member recruitment (Boyd, 2000; Patler, 2003; Waldman & Atwater, 1998).

Conceptual Framework

LaFasto and Larson (2001) refer to "encouraging the heart" in discussing high-impact individuals, those individuals who contribute so significantly to the success of the team that this success would have eluded the rest of the team were it not for their efforts. In this study, this concept is developed within the relatively new body of intelligence referred to as "emotional intelligence." Emotional intelligence (EI) refers to a body of knowledge that has emerged and evolved over the past 20 years as a psychological aspect of our state of being, aligned with our emotions, feelings, or the non-rational side of the psyche as opposed to intellect, logical thinking, or the rational side of the psyche (Cooper & Sawaf, 1996; Goleman, Boyatzis, & McKee, 2002; Mayer et al., 2000).

This emotional side of one's personality is often described as those human traits that stem from the heart and not from the brain.

> The more competition in the workplace the greater the risk of leaving out the heart—emotional intelligence. Imagine you're the coach of a football team, and underdog playing against a superior team, down by six points at half-time, and it's do or die for a play-off berth. You've got less than 10 minutes at half time to turn things around. You know your team has the raw material—

> you've just got to push them to release their potential. Consider two scenarios—one in which you use logic and reason alone, the other in which you use mind and heart. Of course, heart will win out virtually every time! Does this metaphor speak to the workplace? I think so. (Ryback, 1998, p. 25)

This study analyzes one use of the construct of emotional intelligence and two of its identified predefined competencies: intuition and creativity. This study will explore the degree to which these competency areas are important in orchestrating the objectives set for my company's StraTEAMic-planning process.

The emotional-intelligence construct is a relatively new phenomenon. "Emotional Intelligence and EQ were selected as the most useful new words or phrases of 1995 by the American Dialect Society" (Mayer et al., 2000, p. 92). Owing to the relative newness of emotional intelligence in contemporary literature, it has been suggested that while vague connectivity can be associated with some of the writings of Carl Jung, the actual emergence of the term and the associated modern theory of EQ began with the writings of Howard Gardner on multiple intelligences (MI), which first appeared in his book *Frames of Mind* published as recently as 1993. While Gardner (1999) argues that individuals have upward of 20 intelligences, he echoes Goleman's belief that emotional intelligence theory supports MI theory, specifically within the MI applications of intrapersonal and interpersonal intelligences (p. 69).

Because the concept of emotional intelligence is so new, contemporary thought is unclear about its nature, the way in which it should be measured, and its impact on individual performance and organizational effectiveness. This confusion has led to considerable controversy among researchers (Hedlund & Sternberg, 2000; Mayer et al., 2000). All modern authorities on the subject do agree in principle that emotional intelligence is composed of various competencies or personal traits, that these competencies or traits help individuals cope with the demands of daily life, and that emotional intelligence has much to do with the way in which an individual processes information about emotions and emotional responses (Cherniss & Goleman, 2001).

Mayer et al. (2000) point out that "emotional intelligence has been defined and redefined so many times that it would be impossible or at least quite a lengthy job to outline all the ways the phrase has been employed" (as cited in Bar-On & Parker, 2000, p. 92). The authors go on to suggest that emotional intelligence is "a group of personality traits that are believed important to success in life; a cultural or intellectual trend; or, a set of abilities having to do with processing emotional information" (pp. 92-93).

If individuals exhibit specific personal traits that are viewed by the leader appointed to create a team as necessary elements for team membership, then it is possible

that this information can assist in improving the performance of a team in accomplishing the desired objectives because the team leader can accommodate what is known with how he or she moves the team forward. It is better to deal with known parameters than unknowns.

There are any number of competencies or personal traits associated with emotional intelligence (Cooper, 1996; Feldman, 1999; Goleman, 1995, 1998; Goleman, Boyatzis, & McKee, 2002; Rosenthal, 2002; Simmons & Simmons, 1997). However, in order to create a workable scope for this study, I decided to concentrate on two competencies that are important to the success of my company's marketing and interactive services endeavor: intuition and creativity. Since StraTEAMic Planning is a future-based initiative, these two competencies appeared to be significant in the EQ Map model where seven competencies were grouped in a strategic "Creating the Future" factor analysis that was conducted by Q-Metrics. The seven were intentionality, creativity, constructive discontent, outlook, intuition, personal power, and quality of life (Orioli, Jones, & Trocki, 2000). I chose two competencies, creativity and intuition, as most closely aligned with both Selectform traits. This allowed me to conduct testing, to provide limits to the overall scope of the study, and to determine that these two elements by definition were closely tied to the desired results that I sought for the study. In

paralleling a strategic-planning initiative, the creation of the future direction of the company seems to mirror the context of the future according to the developers of the EQ Map:

> Creating the future comprises seven scales, those most indicative of one's ability to think beyond the conventional, serving others in one's life with truly creative results. This section capitalizes on one's unique potential, core talents and strengths, and ability to recognize and help activate the unique potential of others. (Orioli et al., 2000, p. 16)

In a corporate environment, it becomes imperative to discover which individuals have the potential to bring the vision and the given goals and objectives to fruition in the least amount of time and with the least amount of what are commonly viewed as scarce resources that can be devoted to the endeavor (Cline, 2004). Therefore, I have chosen to limit the discussion to intuition and creativity and two related concepts, innovation and judgment. Creativity and innovation are often aligned, while intuition is often paired with judgment or decision-making (Bennis, 1989; Csikszentmihalyi, 1996; Day, 1996; Frankl, 2000; Hargadon & Sutton, 2003; Klein, 2003; Wohl & Hunt, 1991; Yaverbaum, 2004). It is important to note that these comparisons are not intended to imply an exact correspondence so much as that they are similar and related concepts. Further, because of corporate limitations, I am precluded from using identical appraisal mechanisms that would allow exact word comparisons. My company uses a performance appraisal form

developed by Selectform. Since this is a corporate-wide application, my company was unwilling to change the system for this particular application. In view of the research that would have been required to discover an alternative form of performance evaluation that would provide the 240° or even a 360° appraisal process, and involving the Department of Human Resources, accounting, and executive management to engage in this discovery process, I chose to use the tools that were at hand and to simply incorporate a self-appraisal tool for measuring competencies on a personal level with those that are closely aligned with the supervisory-performance appraisal.

I have chosen emotional-intelligence competencies as key to the success of this group as it has been envisioned, owing in no small part to the fact that this process quite literally takes on the role of a *skunk works* or think tank for generating out-of-the-box ideas. Having a small group that exhibits these traits will positively leverage team dynamics for driving desired performance-based outcomes (Etzioni, 2001; Goldberg, 2004).

In a broader context within a contemporary framework of transformational leadership and learning, the concept of emotional intelligence can be critical in addressing the needs in today's contemporary workplace given the radical change that is taking place within the information age. A culture that embraces this change has a better chance for

success (Duckett & Macfarlane, 2003; Mandell & Pherwani, 2003).

With any team-based initiative, there needs to be a focus that is developed by the creator of the team as to what competencies will be shared by the team members so as to accomplish its objectives (Ryback, 1998; Weisinger, 1998). In the case of the StraTEAMic Planning team, I have identified certain emotional-intelligence competencies that appear to be important to the success of the endeavor based on the vision of what needs to be accomplished. The five objectives listed at the outset of this document--(a) developing new products and services, (b) establishing opportunities for cross-selling, (c) generating new or enhanced revenue streams, (d) eliminating waste, and (e) creating better operational systems--require individuals who have creative minds to generate innovative ideas, improvements, processes, and solutions. Also, in a small company such as mine, a lack of established data typically considered important in strategic planning and resource allocations prevents management from making data-driven decisions. Also, the ability to make intuitive decisions and judgments is a critical contributor to the opportunity to make rational or logical decisions possible.

Another individual charged with creating a team with a different set of desired outcomes could use an entirely different set of competencies that he or she would deem more

appropriate to his or her vision or desired outcomes. The beauty of having a supportable hypothesis which employs an objective selection-criteria methodology is that it is dynamic and can be changed "on the fly" insofar as desirable competencies may be different based on the individual circumstances.

Research Questions

The following research questions are addressed in this study:

1. Can selected competencies from the EQ Map and personal traits from the Selectform assessments serve as an objective means for determining an optimum potential team membership for strategic-planning teams in a corporate setting?

According to Drucker (1999), "The scarcest resources in any organization are performing people. . . . Knowledge-worker productivity is the biggest of the 21st century management challenges" (pp. 121, 157).

2. Is there a significant correlation among the EQ competencies of intuition and creativity and how individuals feel about themselves and their predisposition to succeed in a team-based environment as measured by a self-appraisal and a supervisor-generated performance evaluation?

A literature review will maintain that this relationship does exist and that it can be pivotal to the leadership required in the workplace, and specifically as it

relates to the premises supporting this study. Contemporary authors suggest that relationships exist between creativity and innovation and between intuition and judgment (Goleman, 1998; Jung, 1957; Martin, 2002).

3. Is there a meaningful correlation between the identified personal traits of judgment and innovation as measured by Selectform and the competencies of intuition and creativity as measured by EQ Map (Dawson, 1993; Goleman, 1995, 1998; Martin, 2002; Myers, 2002a; Schultz, 1998; Simpson, 2003)?

Significance/Importance of the Study

The methodology that I employ in this study can potentially become an objective means for determining a suitable team of individuals for a particular need in the workplace.

Regardless of the type of application, using emotional-intelligence competencies to determine criteria for team membership can be an objective way of allocating limited resources while at the same time creating a situation that would maximize available talent to meet the organization's needs.

While technical knowledge may or may not be important for the group's goals and objectives, the ability of the individual team members to exercise certain soft skills creates an environment where certain types of behavior are both sought and encouraged. In the case of StraTEAMic

Planning, intuition and creativity are sought after for the potential end results that they can bring to the endeavor (Orioli et al., 2000, p. 16).

Matching an individual's suitability to a team's goal will ultimately ensure that an organized and methodical process was used to achieve the desired outcomes without introducing bias. Although authors including Hoffman (2002); Jones, George, and Hill (1998); Riggio (2003); Schermerhorn et al. (2003); and Waldman and Atwater (1998), to name a few, have written extensively regarding the implementation of psychological testing for new employment recruitment, my review of the literature suggests that much less has been devoted to team-member recruitment and the selection of individuals to serve on a team.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Competency: For the purposes of this dissertation, I have deferred to *Webster's New Universal Unabridged Dictionary* (1996), definition with its references to competency as the "the possession of skills and qualifications in a sufficient quantity" (p. 416).

Extending the context of merely possessing to that of performing in a behavioral manner, Reber & Reber's (2001) *Penguin's Dictionary of Psychology* refers to competency as "the ability to perform some task or accomplish something"

(p. 136), while the Cooper and Orioli (1996) *EQ Map Interpretation Guide* extends the possession and performance concept to the emotional intelligence aspect of "the emotional capacities and skills you use to respond to your world" (p. 3).

In a broader sense, the EQ Map also states that these skills are acquired traits based on what people learn from growing up, their life experiences, and their abilities to practice and select certain behaviors (p. 3).

Goleman (1998) defines competency as an "emotional competence which is a learned capability based on emotional intelligence that results in outstanding performance at work" (p. 24), "with distinguishing competencies being the capabilities that set star performers apart from average ones" (p. 319).

Personal trait: I have interchanged the terms personal trait and competency. In Reber and Reber's (2001) *The Penguin Dictionary of Psychology*, personal trait is defined as a simple description of an individual's characteristic modes of behaving, perceiving, thinking, etc. (p. 528). Napoli, Kilbride, and Tebbs (1996) define personal traits as a personality characteristic consistently expressed by an individual. They go on to suggest that it represents the uniqueness of the individual (p. 26). Hitt, Middlemist, and Mathis (1983) describe personal traits in the context of

dominant natural characteristics that are major determinants of a person's behavior and success in life (p. 301).

In an application sense, then, both competency and personal trait encompass having certain skills and qualifications and the behavior associated with applying those skills and qualifications in given situations.

Emotional Intelligence: Emotional intelligence, the intelligent use of emotions in the workplace, helps people see what logic may overlook and helps to steer the best, safest course to business success. Emotional intelligence can be defined as the ability to use awareness, emotions, and sensitivity to discern the feelings underlying interpersonal communication and to act with receptivity, authenticity, and candor. Emotional intelligence integrates awareness of emotions with intellectual knowledge of the world and uses this awareness as a source of energy, information, connection, and influence (Cooper & Sawaf, 1997; Ryback, 1998; Weisinger, 1998).

Intuition: According to the Cooper and Orioli (1996) *EQ Map Interpretation Guide*,

> Intuition is the degree to which you notice, trust, and actively use your hunches, gut-level reactions, senses and other non-cognitive response produced by the sense, emotion, mind and body. There are entire arrays of responses available to help one in decision-making and problem-solving, not all of which come from analytic or cognitive processes. (p. 15)

Bass and Stogdill's *Handbook of Leadership* defines intuition as "the ability to know directly without reasoning. It is an insight or a hunch" (Bass, 1990, p. 102).

Intuition has been called a lot of things in history and in the scholarly writings. Intuition is described as our natural instinct, a hunch, our natural abilities, trusting our gut, gut feelings, our sixth sense, non-linear thinking, common sense, and our capacity for direct knowledge, and for immediate insight, without observation or reason (Kolbe, 2004; Martin, 2002; Myers, 2002a; Senge, 1990).

Judgment: According to *Webster's New Universal Unabridged Dictionary* (1996), judgment is defined as

> the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely especially in matters affecting action; good sense; and, discretion; the forming of an opinion, estimate, notion, or conclusion, as from circumstances presented to the mind. (p. 1036)

The key contexts here are decision-making and forming an opinion as they relate to the subject matter. In Selectform (1999), the device used to measure personal traits in this study, judgment is defined as "the capacity to make reasonable decisions, seldom erring in judgment, with decisions best under the circumstances" (p. 2).

Creativity: According to *Webster's New Universal Unabridged Dictionary* (1996), creativity is defined as "the ability to transcend traditional ideas, and to create new ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, and

interpretations" (p. 472). According to the testing device, the EQ Map that was employed in this study:

> Creativity is your ability to tap multiple non-cognitive resources that allow you to envision powerful new ideas, frame alternative solutions, and find effective new ways of doing things. Albert Einstein stated that some of his best creative ideas happened when he was not actively thinking about a problem. He also claimed to think primarily in terms of visual images, feelings, and combinatory play--the combination of discordant or contradictory ideas. (Cooper & Orioli, 1996, p. 9)

Creativity, within the context of this dissertation, does not refer to one's ability to create within the confines of the fine arts, such as an artist or musician. For my purposes, creativity is centered in the workplace and revolves around the ability to apply new ideas to achieve results. People who are creative can identify key issues and simplify seemingly complex problems. It involves idea generation, idea evaluation and modification, and idea implementation (Zhou & George, 2003).

Innovation: Innovation is defined in Selectform (1999) as "imagination and creativity used to lower costs and improve profits, including the suggestion of beneficial changes and profit/cost improvements, and constantly offering imaginative suggestions for improving operations" (p. 2). According to *Webster's New Universal Unabridged Dictionary* (1996), innovation is defined as "something new or different introduced, as in new things or methods" (p. 984).

In the course of my research, an innovator is viewed as a subjective applier of thoughts to situations. For this dissertation, innovation is demonstrated by the person who is able to create original solutions to problems, who can come up with new or big ideas, and who has the capacity to take fresh perspectives, including the possibilities of controlled risk-taking. An individual who becomes grounded in minutiae is not someone who would reside in the innovative category (Goleman, 1998).

StraTEAMic Planning: My definition for this term is a modification of the contemporary business term known as strategic planning. Bass (1990) defines strategic planning as "the formulation of strategies based on the contingencies of the threats and opportunities of the organization, its resources and the interests of its constituencies" (p. 214).

The term StraTEAMic Planning, which I coined, extends that definition by referring to a business process of planning for the future sustainability of an organization with a reliance on a team of people who are dedicated to crafting the future direction of a company. The emphasis here is on the team, since organizations can utilize the owners or senior executives only in the planning process and most specifically the strategic process.

In my concept of strategic planning, I am relying on a broad mix of people to engage in this process including individuals in a lower management capacity, such as team

leaders and program coordinators and supervisors. It is my desire to include all strata of the leadership population at this company in order to encourage a buy-in on their parts as the plan is created and then implemented.

General Methodology

This dissertation is a quantitative study that uses two forms of analysis on a pilot population to ascertain if there is a statistically significant correlation between intuition and judgment, and between creativity and innovation. Secondarily, intuition and creativity will be compared to all other personal traits measured on the Selectform performance evaluation. I used two forms of evaluations because there is not a uniform process for evaluating individuals in a 240° or 360° fashion in the company studied. By employing two evaluation devices and establishing with a high degree of probability that correlations exist between the desired competencies, I achieved a 240° assessment of the population. I used a 240° view insofar as I employed the quantifiable emotional intelligence self-appraisal and the Selectform performance appraisal on the part of the individual's supervisor. For a true 360° appraisal, a peer review element would need to be added. Because of the constraints imposed by the limitations of the study (see "Limitations"), a full-circle evaluation of the participants was not possible.

Even though a 360° perspective would be construed as being desirable, there is a published sentiment that the peer review may not necessarily improve the review process. "Interviews and ratings by peers and subordinates are often full of biases. Many of today's 360° (multi-rater) measures are heavily influenced by a desire to please one's boss, or alternatively a wish to replace him or her" (Stein & Book, 2000, p. 239). Also with regard to my company, there are instances where the individual being considered does not even have a peer because of his or her unique skill set.

In this study, I attempted to meld a self-appraisal with an established performance evaluation to achieve a desired outcome. Both of these devices currently stand by themselves as applications to accomplish certain desired objectives within an organization. For my purposes, because of the inherent shortcomings in an individual's self-appraisal, or a third party attempting to appraise an individual based on observation without really knowing an individual's emotional intelligence, I proposed blending the two.

The Pearson rho *t*-test analysis was employed to determine the levels of significance for the correlation coefficients by using a probability factor of less than or equal to .10 or 90% probability.

The EQ Map (AIT & Essi Systems, 1997) was administered to the company's marketing and interactive services

management staff. I employed a self-assessment as a means to determine suitable candidates for team membership. Suitability was based on the competencies that I had predetermined to be of value in the StraTEAMic Planning process. Another executive with a different team requirement could just have easily picked a different set of competencies that he/she feels is more important. From a methodological standpoint, I chose to measure the competencies that I believed were most important to my planning needs.

It is important to note that I chose the EQ Map because of its incorporation of the two emotional-intelligence competencies that I viewed as essential to the StraTEAMic Planning process. There are a number of EQ tests on the market, including ones developed by Bar-On (2000); Feldman (1999); Goleman (1995, 1998); Goelman et al. (2002); and Simmons and Simmons (1997), just to name a few. These named researchers and others could be equally as appropriate for a different application given other desired emotional-intelligence competencies.

The Selectform employee performance evaluation was used to measure the personal traits of judgment and innovation, considered key measures of performance as defined within the context of creativity and intuition as defined in this study. Again, there are many types of performance evaluation

forms on the market, and I simply used the one that my company currently uses.

I was able to utilize the responses of 30 individuals (out of 35) who agreed to participate in the study. Although this study represents a small, but statistically valid sample, the group is genetically, ethnically, and educationally diverse from a population standpoint.

The participants completed the EQ Map self-appraisal and submitted their scores for creativity and intuition to the Department of Human Resources using a pre-determined, confidential numbering process. The scores for the Selectform evaluation were obtained from individual evaluations maintained by the Department of Human Resources.

The data were compiled and submitted for analysis. The Pearson test and the Spearman rho test were used to conduct the correlation analysis. Two tests were used to ensure that the validity of the hypothesis stood up to multiple tests and not simply one test or the other test.

In the interest of maintaining associate confidentiality, the Department of Human Resources employed a numbering process instead of collecting names of all participants. The Department of Human Resources then matched up the scores for Selectform with the scores for the EQ Map and paired them to the assigned numbers.

I provided a list of desired candidates for the StraTEAMic Planning team that was then matched to the list

of participants prior to the release of all scores that were obtained. These scores were reported to me as a means of comparing how a subjectively determined list compared to the results obtained using the objective process of comparing the test results.

My intent in creating this approach was supported in a theory by Louis Patler (2003), a futurist and trend analyst, who speaks to the importance of what he refers to as *complementary competence* concerning workplace teams.

> Leaders strike a balance between knowing the competencies and the incompetencies of the work team. They are then in the enviable position of being able to match staff members with others whose strongest and weakest points are known and can be factored into the dynamics of a productive environment. Some companies go so far as to handpick rising stars with a range of strengths and team them up to leverage strengths and minimize weaknesses via the partnership. (p. 240)

My purpose was to create an objective process for this handpicking, thereby eliminating the guesswork in such a process, or at least leveraging the strengths as a means to minimize the weaknesses.

Chapter 1 Summary

As noted earlier, there is no definitive agreement on the part of any emotional intelligence researchers including Bar-On, Cherniss, Cooper, Goleman, Orioli, Ryback, Salomon, Salovey, etc., as to a clearly defined number or identification as to what the emotional-intelligence competencies should be. Every researcher has a different set of emotional-intelligence competencies.

What was important to me was not that there was consistency among all of these individuals but that there were tests that purport to measure the different emotional-intelligence competencies. One had the ability to pick and choose based on what he or she as the team builder viewed as important for his or her needs.

From an operational context, my company did not allow for peer review in a performance context. With regard to the intent of the study, other organizations may allow peer reviews, but I believe that the reliability aspect is still cause for suspecting the complete validity of a 360° view in this case.

At the company being studied, there was a potential base of 35 management individuals who comprised team leader, supervisor, manager, senior manager, and director-level positions. It was my desire to pick the best individuals from this group for a long-range team based on a statistical scoring of two emotional-intelligence competencies: intuition and creativity.

Based on the results of this study with the above-mentioned selection process, I intended to create a team of six to eight associates who exhibited a strong correlation of these leadership competencies. These leadership competencies were essential for carrying out both the vision for marketing and interactive services, and establishing key deliverables associated with that vision.

Overall, if the results of this study supported the hypothesis, then the team builder would be in a position to use objective means to create the team that best represented the desired characteristics sought by an individual charged with such a task.

Further, a compilation of available resources could be assembled to provide the team builder with a variety of measurement devices, in both a self-appraisal and also a third-party context, for conducting these evaluations for selecting team members. Such a resource guide could provide a method with which to accurately measure desired emotional-intelligence competencies that were developed.

Outline of the Study

Chapter 1 includes an overview of the study including an explanation of the problem, the significance of the study, and a study outline.

Chapter 2 includes a review of the literature as it relates to the following variables: intuition, creativity, judgment, innovation, team recruitment, and psychological testing. These subjects will be reviewed as they relate to the business workplace and how they are interrelated within the study's parameters.

Chapter 3 covers the study's methodological aspects.

Chapter 4 compiles the data gathered as well as the results of the various statistical tests to measure the relationships that exist between the competencies.

In chapter 5, each research question and its supporting hypothesis is addressed. I discuss the conclusions, offer recommendations, and suggest future research possibilities.

The appendices contain examples of the measuring devices.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

While scientific and educational references and studies can be found in the various subject areas, the application of many of these studies exists in a purely scientific or theoretical realm without consideration for real-world applications. Khatri and Ng (2000) commented specifically to this situation when they noted the following:

> Although intuitive processes are critical for effective strategic decision-making, there is little in the way of applied research on the topic. Apart from many popularized treatments of intuition in the literature today, there are only a handful of serious scholarly works on the subject. The majority of them are essentially theoretical in nature; field research in management settings is virtually nonexistent. (p. 57)

In this literature review I am seeking to address the concerns raised by Khatri and Ng by applying the real world in a theoretical wrapper.

I have attempted to balance my research with both a fair representation of what has preceded the current state of affairs while being sensitive to the importance of my study as it relates to its potential for real-world applications. I believe that this study, if my hypothesis is supported, can form the basis of a means whereby

corporations that are faced with intense competitive pressures can devote the most appropriate human resources to addressing their given challenges, just as we have the opportunity to do at my company.

This review examines several key areas: emotional-intelligence-specific competencies and personal traits, and team building based on these elements. With emotional intelligence as the basis for the study, the breadth and depth of theoretical thought on this subject is limited. While there are several individuals who are considered contributors to early thought on the subject of emotional intelligence, including Jung and Gardner, the bulk of the literature on this subject stems from 1995 and later.

First, the works of contemporary emotional intelligence thought leaders such as Bar-On, Boyatzis, Cherniss, Cooper, Feldman, Goleman, Orioli, Ryback, Salovey, and Simmons are included. Writings of these authors are examined to establish the role of emotional intelligence in the team environment, the role that creativity and intuition play in emotional intelligence, and how innovation and judgment relate to these competencies.

Then, the literature will be reviewed to ascertain how the individual competencies of intuition and judgment are related and how creativity and innovation are related: whether they are similar in nature, and if so, if any inferences can be made. Here, the works of thought leaders

including Hayashi, Jacobs and Rowe, Myers, Senge, Zhou, among others, will be examined. Like emotional intelligence, intuition and creativity are also relatively new topics of interest to the academic world.

Finally, the literature review will examine issues relative to building teams and the role of self-appraisals/performance appraisals in the workplace. Individuals such as Atwater, Hoffman, Katzenbach LaFasto, Larson, Smith, and Waldman will be reviewed in relation to their subject matter on psychological testing and building teams.

The review of the pertinent literature for this study will focus on five areas:

1. Building teams and team member recruitment
2. Testing mechanisms
3. Emotional intelligence
4. Creativity, primarily its relationship to innovation
5. Intuition, primarily its relationship to judgment and decision-making.

As indicated earlier, emotional intelligence and creativity--and their link to innovation--and intuition and its link to judgment are all relatively new in the business environment in terms of being examined in theoretical or philosophical contexts.

Within the literature it is easy to find voluminous information along with historical references that support

the development of the individual competencies of intuition, creativity, innovation, and judgment. For the purposes of this study, the links that exist in the literature between intuition and judgment, and between creativity and innovation, while having been established, have proven to be difficult to find. The undertaking in this dissertation has been to establish that these relationships do exist and to support the methodology of tying together the competencies found in the EQ Map with those found in Selectform. Extracting references to these relationships has been difficult.

For my purposes, the treatment of these perceived relationships will be to present the literature that I believe establishes the validity of the intended objective selection or recruitment methodology and the respective choice criteria for applying said methodology in my specific job-embedded StraTEAMic-Planning application.

Teams and Team Member Recruitment

I have endeavored to provide a broad conceptual framework in treating each of the identified subjects as they relate to my desire to determine if a model can be created for recruiting team members for work groups based on both self-assessed and demonstrated competencies that have been identified as critical to accomplish the desired objectives previously outlined as the five functional areas.

A team concept that has enjoyed considerable press is that of the "hot group," which has been described as a team, committee, or even a task force for accomplishing desired corporate objectives. Harold Leavitt, at Stanford's Graduate School of Business, and Jean Limpman-Blumen, professor of organizational behavior at the Peter Drucker Management Center at Claremont, describe the human resource challenges associated with recruiting members of a hot group because of the difficulty in finding people who share interests, values, and thinking styles. One recommendation they make is to select talented people, a concept that reflects the nature of this dissertation, by having an objective means of identifying those talented people (Leavitt & Lipman-Blumen, 1995). These thoughts were echoed by Binder (1999) when he noted in his article in the *Harvard Business Review* that the most important part of putting together and managing a great, diverse team is picking the right people at the start. The talents of such a select group are a key criteria. Collins (2001) also supports this view (p. 46).

Teams have become an increasingly important business resource for accomplishing desired objectives within the workplace. More than 50% of U.S. workers participate in various forms of workplace teams compared to just 5% reported in the 1980s (Druskat & Wolff, 2001; Savoie, 1998).

Generally speaking, teams are employed for addressing business needs that are more complex and can benefit from

the collective input of a broad range of opinions and recommendations than would necessarily not be available from a single point of contact. Individual decision-making becomes subordinated to an increased desire to reach all sources of beneficial input (Bradley & Hebert, 1997; Brown, Crainer, Dearlove, & Rodrigues, 2002; Luecke, 2004).

The study of group performance as compared to individual performance emerged in the 1920s when Western Electric conducted productivity studies, now referred to as the Hawthorne Studies. These studies analyzed how to increase productivity in a plant setting. Unlike the traditional modes of production that focused on individual performance, the Hawthorne Studies contributed to the concept of improving productivity within the group setting (Feldman & Arnold, 1983).

In classical management theory, the theorists who evolved the concept of the individual subordinating to the advantages of group behavior saw credence in the work of Henry Fayol. Fayol, a French industrialist, postulated that the interests of the organization should take priority over the interests of any one individual employee and workers should be encouraged to develop and carry out their plans for improvements (Hitt et al., 1983). The group benefiting from the power of the individuals was further espoused by noted social psychologist Kurt Lewin, who in the late 1930s and early 1940s set forth the concept of the Pelagian ideal:

that people are of value to the world by how they operate in groups. With one of his graduate students, Ron Lippitt, who would become a noted social psychologist in his own right, Lewin examined how to organize corporate teams by a study of boys' clubs in Iowa City in the 1940s (Kleiner, 1996).

By the late 1960s, Maier (1967) noted that teams would make more accurate judgments than individuals, based on their greater sum of knowledge and information capabilities and their greater number of approaches to a problem. Groups are up to six times more likely to solve decision-making problems than problems individuals face (Shaw, 1981).

The subordination of individual performance to team performance is evident as businesses focus on leveraging the knowledge, experience, aptitudes, abilities, talents, personal traits, experience, and unique skill sets attributed to a worker population (Harrington, 2004; LePine, Hanson, Borman, & Motowidlo, 2000; Stevens & Campion, 1994).

Subjective Team-Member Recruitment

In this study, I examine emotional-intelligence competencies as a means of choosing characteristics that can be leveraged in team-member selection. Research has demonstrated that a higher general intelligence among team members is related to team viability, and hence better performance (Annunzio & McGowan, 2004; Barrick, Mount, Neubert, & Stewart, 1998).

With the growth of teams comes the importance of team-member recruitment as a component of work-team dynamics. In a 2003 study conducted by *Training* magazine and the Center for Creative Leadership, 59% of the training managers and executive respondents indicated that developing team capabilities was a primary goal of leadership, surpassing a 39% response rate for enhancing connections between individuals (Schettler, 2003, p. 73).

Team-member recruitment has evolved as a subjective process of selecting the members of a work group or team based on the opinions of or judgment by key stakeholders of their suitability for the application at hand (Katzenbach & Smith, 1993; Luecke, 2004). In evaluating teams that have been judged to be ineffective, the composition of the team members can be a significant factor in the assessment. If we can objectively identify various key competencies and/or personal traits in prospective team members along with the requisite technical expertise desired for the objectives of the team, then we can contribute to a higher likelihood of success for the group undertaking than we can by simply using opinions or subjective judgment (Bradley & Hebert, 1997; Kotter, 2002; Luecke, 2004; Patler, 2003).

Selecting the right members for a team is not only a leadership imperative but it also has direct results in terms of overall team success. According to Susan L. Annunzio (Annunzio & McGowan, 2004), CEO of the Hudson

Highland Center for High Performance, "to maximize performance, the leader needs to leverage the skills of group members by playing to their strengths--not only their functional skills but also their natural abilities" (p. 183). By creating a model for addressing team-member selection at the onset of creating the team, problems that arise after the fact by using the subjective mechanism, while not being eliminated, would be lessened. By using weak performers in a strong performing environment there is a potential for creating problems that could have been avoided or lessened (Barrick et al., 1998).

Katzenbach and Smith (1993), authors of a definitive work on teams, *The Wisdom of Teams*, and Richard Luecke (2004) identified three complementary skills necessary for creating the right mix for accomplishing team-performance metrics. One of those, technical or functional expertise, is a simple proposition of knowing whether or not the prospective team member has the specific expertise to function as a member of the team. This aspect is fairly easy to ascertain--either one has the technical knowledge to contribute or one does not. The other two areas--process-oriented skills and relationship skills--are more abstract in nature, more difficult to assess, and are addressed in this study.

Having established the viability of teams in the workplace and recognizing the challenges leadership faces

within an organization to choose the right players to serve on the team, the next step is to propose a mechanism that can more objectively propose team members based on pre-established selection criteria.

Thus far it has been suggested that a team-based approach has merit over an individual-based means in the formation of a strategic-planning initiative. While this premise is based on the variety and number of potential solutions that can be derived by relying on a number of individuals as a team--the whole is greater than the sum of its parts--it is also necessary to at least consider the thoughts expressed by Kurt Lewin that while everything depends on something else, when studying collective efforts, one needs to consider the intertwining of the various individual efforts that comprise the whole so as to recognize the contributions of the individuals toward the group undertaking (as cited in Perls, Hefferline, & Goodman, 1951). In the case of the StraTEAMic Planning process, the desire is to create a cross-functional team that spans my company's marketing services and interactive services management groups.

Testing Mechanisms

Having established that teams are an important part of an organization's success, and that it is an important part of the team decision-making process, it is essential that

the composition and selection of team members become an important first step in creating the desired team.

Characteristic of findings regarding team-member selection is a report by the Massachusetts Institute of Technology (MIT, 2000), regarding the forming of a project team. Recognizing that a team can be important to any project, the MIT study suggests that the composition and selection of team members can have a significant effect on the ultimate success of any project, and that team staffing should be approached with as much care as the selection of a new employee. But then as is the case with other sources, the report goes on to use typical means of assessing team member appropriateness, including: (a) making sure prospective team members have time to participate, (b) selecting those who are willing to work on a team, (c) building in redundancy for those who have other large work assignments, (d) picking individuals who are motivated, and (e) refraining from selecting only technical subject matter experts but include others who are potential stakeholders. Steve Barth (2001), former editor of *Knowledge Management* magazine, echoes the sentiments of the MIT study in his discussion of establishing norms for teams including trust, a group identity, group efficacy, and further noting that in order for the team to work effectively there are three dimensions that are required: (a) the individual level, (b) the group level, and (c) interactions on a cross-boundary

level where the team is aware of its own emotional dynamics and becomes oblivious to outside influences.

In a report on creating teams published by the Harvard Business School, choosing good team members is considered the trickiest part of creating a team, and Luecke (2004) suggests that there are three ways to accomplish the task:

> Assignment where the team creator selects the people; voluntary where those that are stakeholders step forward; and, nomination by people who have an interest in the project and who have the right skills are chosen. Yet, the text also suggests that each method is capable of selecting the right members but is equally capable of putting the wrong people on a team. (p. 32)

In summary, team-member selection is extremely important, and yet in current literature there is typically no standard, objective means of selecting team members. The synthesis of these and other texts conveys that the decision for team-member selection is still a subjective process by the team sponsor, important stakeholders, or interested parties.

Tests used to select prospective employees take a variety of forms and include intelligence tests, personality tests, and job-specific or experiential tests that relate specifically to the position description. This dissertation focuses on personality testing.

Personal traits are viewed as enduring tendencies to feel, think, and act in certain ways that are deemed to be appropriate in given situations--literally traits that are dominant natural characteristics and major determinants of a

person's behavior and success in life (Hitt et al., 1983; Jones et al., 1998; Reber & Reber, 2001).

History of Testing

Testing becomes a tool for the team builder to incorporate into the process of recruiting and selecting team members. For my purposes, the type of information I was looking for and my company's limitations governed the specific tests employed.

Segmenting individuals into various personality types has been traced back to ancient Greece, India, and China, but its contemporary history is generally associated with Jung's 1921 book, *Psychological Types*. He divided people into grids involving attitudes (introversion and extraversion), and functions (sensation/intuition and thinking/feeling). His work grew out of his observations of two of his contemporaries: Sigmund Freud, who he viewed as an extreme extrovert, and Freud's student, Alfred Adler, who he viewed as an extreme introvert (Spayde, 2004, pp. 48-50). Freud, Adler, and Jung all argued that personality is formed by the age of 6, greatly resists change thereafter, and is almost wholly caused by parenting, particularly maternal. This perspective became known as psychodynamics, referring to dynamic or changeable qualities within us emotionally (Hoffman, 2002).

The emotionally driven, changeable characteristic of psychodynamics will be examined at a later point in this

chapter as it relates specifically to the subject of emotional intelligence and its ability to be improved upon by training and development.

With the outbreak of World War I, Robert Yerkes developed intelligence testing for Army recruits, but it wasn't until the beginning of World War II that personality testing emerged in the marketplace. Used in a number of creative ways to determine suitability for combat, working on civilian production lines, assessing people predisposed to psychological ailments associated with war, and a variety of other applications, a number of tests were created that have stood the test of time (Riggio, 2003).

In 1942, Hathaway and McKinley developed the first true means of analyzing one's personal predispositions to certain types of behavior based on personality. This personality inventory profile dubbed the Minnesota Multiphasic Personality Inventory, or MMPI, as it is commonly known, has become the most popular form of personality testing employed with estimates of some 15 million individuals tested each year (Paul, 2004, pp. 48-63).

Just 1 year later in 1943, Harvard University Press printed the first commercial version of a second personality-testing device developed by Murray and Morgan. Influenced by Jung, Murray created a test to understand man and human nature in all its phases. Termed the Thematic Apperception Test or TAT, it has become one of the best-

known psychological tests employed today (Paul, 2004, p. 97).

A popular personality testing mechanism employed in the business world today is the Myers-Briggs Type Indicator or MBTI. Myers and Briggs created and launched this test, also in 1943. Myers was also strongly influenced by the teachings of Jung, having adapted many of his ideas in the formation of her personality type indicator. While Jung classified personality types into three pairs of opposites--introverted-extroverted, sensing-intuiting, and thinking-feeling--Myers-Briggs added a fourth: judging-perceiving. Interestingly, I have used two of these types in this study: intuiting and judging.

Another forerunner of today's personality testing is Maslow, best known for his hierarchy of inborn needs and as the father of the humanistic movement. In 1954, with his book *Motivation and Personality*, his humanistic view called self-actualization was focused on human motivation and goal setting (Hoffman, 2002). Self-actualization is one of Goleman's linchpins for his concept of emotional intelligence, while the entire aspect of peak performance as determined with worker assessments is recognized to a large degree as a determinant of organizational success (Hoffman, 2002, p. 121).

While hundreds of personality tests exist today, including some of the more well known like the DISC,

Herrmann Brain Dominance Instrument (HBDI), Hoffman Inventory of Self-Discovery (HISD), Manchester Personality Questionnaire, Measure of Actualization Potential (MAP), Personal Orientation Inventory (POI), Predictive Index System (PI), Watson Glaser Critical Thinking Appraisal, Wonderlic Personnel Test, Work Personality Index Select (WPI), and the Work Profile Questionnaire (WPQ), all are for the purposes of "people sorting" (Cline, 2004; Hoffman, 2002).

The term *people sorting* was spawned during World War II to describe the purpose of the many personality tests created by the needs of war. The ultimate intent for which these tests were created has stayed fundamentally the same even today: to employ a device that could be used to differentiate people by personal traits with the desire that such information can be used to select and manage employees, facilitate team-building, and promote teamwork within an organization.

As noted in chapter 1, the use of a 240° degree test is essentially a full 360° testing process without employing a peer review. Three-hundred-sixty-degree tests were introduced in the 1990s, and millions of people have been subjected to their use over the years. These tests form the basis for thousands of companies to assess their staff with self-assessments, peer reviews, and supervisory reviews. Some tests will even include suppliers or clients where the

individual being reviewed has relationships with these stakeholders. According to Waldman and Atwater (1998), upward of 20-25% of organizations currently use a 360° testing process in measuring employee performance (p. 1). While no one organization is credited with starting the 360° process, Waldman and Atwater point out that the concept is an offshoot of the organizational development program known as survey/feedback, which has existed in organizations since the 1970s.

Matching Testing With Utilization

Regardless of the test or tests that are employed, it is important to match the desired characteristics with the intended use. John D. Mayer, professor of psychology at the University of New Hampshire, says:

> Typically individuals' assessments of their own EI are not highly correlated with their actual emotional intelligence, which is why testing an individual's ability or performance can be an important part of developing your team's capabilities. But when you're looking for a test to use, scrutinize the options carefully. (as cited in Barth, 2001, p. 4)

Given the nature of peer reviews being effective or not effective because of various innate issues regarding relationships between peers, the lack of this process in my validation of employees' suitability for team participation is not a critical concern (DeNisi, Randolph, & Blencoe, 1983; Jones et al., 1998; McEvoy & Buller, 1987; Waldman & Atwater, 1998).

> In more than one team I studied, participants in peer appraisal routinely gave all their colleagues the highest rating on all dimensions. When I questioned this practice, the responses revealed just how perplexing and risky, both personally and professionally, evaluating peers can be. (Peirperl, 2001, pp. 143)

Adding an additional dimension to the self-appraisal with a performance appraisal can denigrate the impact felt where people rate themselves much lower than others see them, giving them the opportunity to leverage their strengths if they realize they are competent in these areas (Lynn, 2005, pp. 173-74; Waldman & Atwater, 1998). By including items that can be independently verified, validity is enhanced over one-sided, self-generated responses (Morrel-Samuels, 2002).

Organizations that desire to develop effective teams need to analyze the personality-type compositions of these groups and help team members understand their own personal attributes as well as appreciate the contribution of the other team members (Bradley & Hebert, 1997).

To measure the psychological characteristics of workers, personality tests are often employed. These tests can be quite successful when matching existing employee personal traits with prospective employees. Certain work-related personality characteristics can be quite good predictors of job performance, particularly when the personality dimensions assessed are derived from a thorough analysis of the requirements for the job (Robertson & Kinder, 1993; Tett, Jackson, & Rothstein, 1991).

While selecting team members by employing personality testing, it is important to understand that today's personality tests are less about comparing one's expected performance to others', and more about discovering the things about work that motivate oneself. Simply put, the idea is to assist employees and their supervisors to understand and appreciate each other's individual styles and greatest strengths, so working together becomes smoother and more productive (Goldsmith, 2003, p. 33-4; Overholt, 2004, p. 116). When people begin to understand their own personal traits, they have the ability to extend their knowledge into other realms that will provide them with the opportunities to leverage those characteristics.

Assessments become tools for helping people understand their own and others' personal traits and how those relate to successful job performance, interpersonal effectiveness, and personal satisfaction. Participants first get genuine insights into themselves--the "aha!" effect-- sharing things that one would like to know and things one would not. Then they learn how they can work in selecting managers and building teams (Cline, 2004; Hudy, Warren, & Guest, 1991; Sandberg, 2004; *Training*, 2004).

Coupled with the personality testing employed in this dissertation is a means of validating one's self-assessment, that of a performance appraisal that measures personal traits. The Selectform (1999) appraisal used in this study

serves as a means to validate via a third party what is reported by the individuals being assessed. This particular device measures both performance and personal traits in individuals by examining 19 traits on a 4-point scale. As with various forms of 360° assessments, this mechanism provides an additional degree of validity in measuring the personal traits of an employee as determined by a supervisor or manager (Jones et al., 1998).

For the purposes of this study, I am using a unique selection process for the creation of a team. I am employing two objective means of examining the suitability of potential team participants: the EQ Map for a self-assessment and Selectform for a managerial assessment and validation measure.

Managers typically use performance appraisals to assess subordinates on a variety of performance issues, including personal traits that relate to positive or negative behavior associated with that performance (Feldman & Arnold, 1983; Jones et al., 1998; Riggio, 2003; Schermerhorn et al., 2003).

Schermerhorn et al. (2003) note that performance appraisal information is also useful for making selection and placement decisions where performance results are matched against individual characteristics to determine which of the characteristics are most closely related to performance. They cite examples of mathematical ability,

verbal ability, and mechanical ability as means to assess individuals for job placements (p. 136).

Hitt et al. (1983) extend this selection and placement aspect of performance appraisals as a means to promote, transfer, or terminate employees (p. 250). I found it interesting that both Schermerhorn et al., and Hitt et al., failed to extend thinking in their texts regarding selection and placement of new employees to the concept of teams. They saw these issues as solely individual operational considerations relating to job placement or termination.

Meyer (1977) suggests that performance appraisals are a means of providing an inventory of human-resources talent in the organization. While Meyer did not extend his perspective any further than defining the purpose of appraisals, the aspect of a talent inventory has positive connotations for this study since an employee inventory and peoples' talents can become defining criteria in team-member selection.

Since inventory is typically associated with the assets of an organization, the aspect of talents as an asset within the organization parallel my thinking as a means of employee placement in a team setting. Buckingham and Coffman (1999) argue that while it is important to use a person's skills and knowledge in team-based settings, the most important determinant is an individual's talents and knowing what talents you, as the person responsible for creating the team, are looking for in the members.

While skills and knowledge cannot be replaced, it is important that "leaders should pick the most talented individuals for their team and then let their skills act in synergy. . . . When team members have complementary personality styles, cross-fertilization is automatic" (Gryskiewicz, 1999, pp. 43, 62).

The importance of personal traits in an emotional-intelligence context is underscored in the 2002-2003 *Recruiting Trends* report issued by Michigan State University. The report discusses the benefits of graduates having competency in emotional intelligence when it suggests,

> Little has changed in our discussion of necessary skill/competency sets required to be successful. In fact, employers now expect more than a basic knowledge in a discipline; they expect new graduates to have the necessary emotional people skills developed to contribute immediately to the organization. These include the ability to work in a team environment . . . and to be a team player. (Michigan State University, 2002, p. 21)

Emotional Intelligence

To best examine the role that emotional people-skills play in the workplace, especially with regard to building teams, a review of how emotional intelligence has evolved is required.

While the concept of emotional intelligence has only emerged since the mid-1990s as a means of assessing personal traits within individuals, its roots can be traced to the 1920s when Thorndike created his concept of social

intelligence to describe individual behavior in a variety of outcomes, and Spearman described his concept of "g" for general intelligence as a descriptor. By the 1930s researchers such as Louis Thurstone were arguing for a broadened definition that characterized intelligence as being multifaceted (Hoffman, 2000).

In 1940, David Wechsler, made famous by his Wechsler I.Q. tests, discussed the concepts of both emotional and social intelligences, but chose not to include them in his testing. He was followed in 1948 by another researcher, Leeper, who promoted the concept of emotional thought and how it contributed to logical thought, and by Ellis, who in 1955 explored rational emotive theory (Stein & Book, 2000). In the mid-1960s, J. P. Guilford's structure-of-intellect model of intellectual functioning identified three classifications of human intellectual traits including a set of operations, a set of contents, and a set of products. The model predicts a total of 120 theoretically identifiable factors underlying intelligence (Reber & Reber, 2001, p. 718). But it was not until the early 1980s when Harvard professor Howard Gardner created his theory of multiple intelligences that researchers began to explore the various intelligences in any detail (Gardner, 1999; Willingham, 2004).

As early as 1983, Gardner offered his definition of intelligence as one's ability to be both a problem solver

and an innovator; but in 1999, he refined his definition in his book *Intelligence Reframed* as "a biophysical potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner, 1999, pp. 33-4).

What is significant in this later definition is that Gardner (1999) suggested that intelligence is a biophysical-initiated action that is triggered by a value proposition (pp. 33-4). His aspects of problem solving and innovation relate specifically to my focus on the two performance indicators found on Selectform--judgment and innovation--and tied to their respective emotional-intelligence competencies of intuition and creativity.

In describing his theory of multiple intelligences, Gardner created two intelligences that have become particularly important within the context of emotional intelligence: intrapersonal intelligence and interpersonal intelligence. Both of these intelligences have also been embraced in Goleman's theory of emotional intelligence (1995, 1998).

Gardner (1999) describes how Goleman's views mirrored his own when he reflected on Goleman's 1995 seminal work, *Emotional Intelligence*. "Goleman describes a collection of capacities having to do with knowledge of emotions, control of emotions, and sensitivity to one's own or others' emotional states. This characterization fits comfortably

with my own sense of interpersonal and intrapersonal intelligences" (p. 69).

Salovey and Mayer's concept of emotional intelligence focused on the ability to perceive, access and generate, understand, and reflectively regulate emotions in an effort to promote both emotional and intellectual growth (Duckett & Macfarlane, 2003; Orioli, 2002-03).

In everyday language, emotional intelligence is described as *street smarts*, or that uncommon ability we label *common sense* as described earlier as a trait claimed by President Bush (Stein & Book, 2000).

As prevalent as the concept of emotional intelligence is today, there is no single, agreed-upon definition of what exactly it is. Every scholar, researcher, social psychologist, and educator treats the subject in a different manner. What is significant is that most agree that intelligence quotient (IQ) is an accepted intelligence model, held in no less importance than the concept of one's native intelligence or IQ when describing the faculties of the human mind.

With Goleman's various books on the subject--including *Emotional Intelligence* (1995), *Working With Emotional Intelligence* (1998), and *Primal Leadership* (Goleman et al., 2002) coauthored with Boyatzis and McKee, and numerous articles throughout the mid-1990s to early 2000s--his EQ concept has become a part of mainstream popular culture.

Bar-On (2000); Cherniss and Goleman (2001); Cooper & Swaf (1996); Orioli et al. (2000); Simmons & Simmons (1997); and others are better known in the educational and psychological circles where extensive research on emotional intelligence has been carried out to this day. Each of these individuals has their own testing devices for ascertaining emotional-intelligence competencies in quantitative manners.

What is important regardless of the testing device is the end result characterized by performance metrics. According to Bass (2003),

> a person with high emotional intelligence has the ability to understand themselves and others and to adapt behaviors to a given context. Individuals with a high EQ and thus demonstrable personal and social competence may be oriented towards a transformational leadership style with an emphasis on motivating and influencing others. Some research suggests that an organization that is characterized by EQ has increased employee cooperation, motivation and productivity and increased profits. (as cited in Duckett & Macfarlane, 2003, p. 312)

Important here is the link between emotional intelligence and transformational leadership. As Gardner (1999) expressed in *Intelligence Reframed*,

> As we move from intelligence to creativity to leadership, we steadily increase the scope of power: from people with their own expertise, to those who change a domain, to those whose decisions and actions affect the lives of thousands, or even millions, of people. (p. 132)

This means of explaining the link between emotional intelligence and leadership displays a quantum stretch between the individual and his or her effect on millions of people. We are again reminded of President Bush and his comments earlier in this document regarding the value he

places on common sense and its influence on his decision making that affects millions of people, the impact on the leadership of a small, business-focused group, and the fact that it leads to desired objectives that can be equally important for the end results being sought.

Matthew Juechter, as cited in *Working With Emotional Intelligence*, is chairman of the American Society for Training and Development. He placed emotional intelligence purely in the realm of leadership when he stated that "leadership is almost all emotional intelligence, especially in distinguishing between what managers do and what leaders do--things like taking a stand, knowing what's important to you, and pursuing your goals in partnership with others" (Goleman, 1998, p. 187). Juechter postulates that when emotional-intelligence competencies that are desired are present as in the case of creativity and intuition, then leadership within a team environment can contribute significantly to the success of the endeavor. Conversely, if desired competencies are not present, the leadership of the team may not be evident, and the goals of the team may be unattainable.

A special issue of the *Harvard Business Review* (*HBR*) in January 2004 evidenced the importance of emotional intelligence on leadership. *HBR* solicited leaders' opinions regarding how emotional intelligence affects them in their respective fields. Goldberg (2004), a clinical professor of

neurology at New York University's School of Medicine, appears to echo the reasoning behind my dissertation, and extends it to an effective analogy to explain its value.

> I believe the best way to get emotionally intelligent leaders is to select for people who already show the basic qualities you want. Think about it: That's how athletic coaches operate. They don't just work with anyone who wants to play a sport; they train the naturally gifted. Business managers should do the same. (p. 31)

Manfred F. R. Kets deVries (2004), a chaired professor of leadership development at Insead in Fontainebleau, France, and the director of Insead's Global Leadership Center, seems to echo Goldberg's sentiments, and supports the focus of my dissertation. "The first thing I look for is emotional intelligence--basically how self-reflective is the person? In general, emotionally intelligent leaders tend to make better team players, and they are more effective at motivating themselves and others" (p. 66). Rosabeth Moss Kanter (2005), a professor at the Harvard Business School, not only echoes these sentiments in a recent article in *Sales Force XP* magazine, but characterizes just how important these emotionally intelligent leaders are to the success of the team endeavor:

> Leaders find the best people they can, put them in the right positions, and give them a game plan. After that, winning is up to the players on the field. The actions of many leaders seizing the moment create the margin of victory. Although the charisma of leadership tends to be associated with larger-than-life individuals who weave inspirational spells, charisma can become a property of a whole group of people who believe in one another and the power of their teamwork. (p. 7)

And Palmer, Walls, Burgess, and Stough (2001) in *Leadership & Organization Development Journal* note that evidence for the relationship between emotional intelligence and effective leadership may have implications for human resource practitioners and leadership search-firms, particularly in the area of selection and leadership development, especially as emotional-intelligence attributes of effective leaders may provide selection criteria for identifying potentially effective leaders (p. 9).

For decades, some of the foremost leadership thinkers have been telling us not to lose track of our emotions in organizational life, and to learn how to value and manage them effectively in others. Such business scholars include Argyris, Hamel, Hammer, Mintzberg, and Zaleznik, among many others (Cooper, 1997, p. 33).

Simply using emotional intelligence as a criterion for selecting team members does not become a composite of everyone's emotional intelligence scores, for it is suggested that the whole does become more than the sum of its parts, as the team manifests with a strength of purpose beyond what individuals themselves will demonstrate (Barth, 2001, p. 5). Echoing this sentiment is another noted emotional-intelligence researcher, Cary Cherniss (Cherniss & Goleman, 2001): "There is now a considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the

kinds of social and emotional competencies that are important for success in almost any job" (p. 5).

Furthermore, as the pace of change increases and the world of work makes ever greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important (Cherniss, 2000, p. 7; James & LaMotta, 2002, p. 52; Mayer, 1999, p. 3; Orioli, 2002-2003, p. 22).

Intuition and Judgment

Having examined the concepts of teams, personality testing, and emotional intelligence, it is now important to discuss two of the competencies, intuition and judgment, that I have deemed desirable within the team member recruiting process for the StraTEAMic Planning initiative. These two emotional-intelligence competencies are identified as personal and social skills that are important in the workplace (James & LaMotta, 2002, p. 52).

Intuition is how one employs one's hunches and gut-level reactions to various stimuli. It has many contexts, all of which center on making judgments that do not require substantial forethought or rational thinking before producing an outcome (Myers, 2002a; Schultz, 1998). This dissertation examines the relationship between intuition and judgment.

Leaders from Einstein to Edison have attributed their successes to the application of intuition in their decision-

making (Martin, 2002; Senge, 1990). President George W. Bush, when commenting on his competent handling of a crisis, remarked, "I've got good common sense and good instincts" (Thompson & Ware, 2003, p. 3).

Intuition may play its biggest role in work life when it comes to people. People can sense intuitively in the first 30 seconds of an encounter what basic impression they will have of the other person after 15 minutes--or half a year. Intuition is closely tied to decision-making and the ability of an individual to make decisions based on feelings and emotions, not necessarily on hard data (Goleman, 1998).

Intuitive Judgment

In an intuitive state, one has a feeling that something is right, literally knowing that this is the case by no other criteria than one's judgment, gut, or heart tells one so. While judgment can be based on scientific fact or voluminous amounts of data that support the premise or the decision, it can also be about deciding on a course of action with no other rational or logical means of documenting its truths than something in our state of being that suggests that this is a good decision (Napolitano & Henderson, 1998, p. 48).

Intuition and judgment have been paired to the degree that the term *intuitive judgment* has arisen in the literature. Feldman and Arnold (1983) refer to intuitive judgment as the clinical approach to decision making (p.

53), where individuals are charged with the task of performing certain functions that will result in those moments referred to as the so-called "aha!" or "eureka!" experiences. Intuition and judgment are also paired as the means through which the experiences are derived (Brilhart & Galanes, 1989, p. 280).

This is not to imply that rational judgment is undesirable, rather that intuitive judgment and rational judgment can complement each other (Robbins, 2005, p. 93). For the purpose of my company's StraTEAMic Planning process, both processes coexist; however, intuitive judgment is being sought as a means to make intelligent decisions where rational and logical data do not currently exist. Emphasis is being placed on individuals having the ability to make decisions without substantial information being available or provided.

With today's frenetic pace, there has been a paradigm shift as value is associated with being able to make judgments without the opportunity to inundate oneself with data or information that could prove to be of benefit to the process but is not readily available in time for the decision's requirements (Agor, 1989; Andersen, 2000; Khatri & Ng, 2000; Robbins, 2005; Schermerhorn et al., 2003; Simpson, 2003). Examples of professional chess players who can play dozens of games at the same time, each one requiring a level of intuitive judgment, are held up as

examples of being able to make intelligent decisions in minutes, and even seconds, with impressive finesse (Robbins, 2005).

Robbins (2005) maintains that intuitive decision-making --while having a degree of legitimacy in the traditional Western cultures that promote rational or logical decision making--has a long way to go before it will be the mainstream means of making judgments in society given the emphasis that is placed on having considerable data to support one's position (p. 93). Hitt et al. (1983) support this reasoning when they describe intuitive judgment as non-programmed decision-making, and as decisions become more complex and uncertainty increases, a higher level of insight is required, along with creativity (p. 75).

Controversy exists in the world of decision making and classical decision-theory as is evidenced by Chris Argyris, a noted contemporary management thinker who remarked as far back as 1966:

> Risk taking, often associated with management decisions made without the benefit of data to support the course of action is viewed as undesirable. [Argyris] states that a basic value of the top people within organizations is that cognitive rationality should be emphasized while feelings and emotions should be subordinated. (Argyris, 1966, cited in Hackman, Lawler, & Porter, 1983, pp. 337-339)

With the introduction of the concept of emotional intelligence, this thinking has evolved over the past 20 years.

Since organizations are fraught with risk and uncertainty as evidenced by competitive business pressures, intuitive judgment could have an increased importance in decision-making. The role of the personality and the level of spontaneity can be dependent on a leader's ability to respond to issues that arise in an ever-increasing fashion. Individuals simply do not have the time to make calculated decisions once substantial levels of time are incurred to gather the relevant data that can influence the ultimate decision-making (Schermerhorn et al., 2003, p. 363).

As an executive within a mid-sized corporation, my ability to first gather all the data are generally construed as taking up too much time when decisions need to be made. We are being forced to work too fast on too many different things in too short of a time period to give each decision we make proper consideration. The opportunity to derive decisions based on all the available facts is subordinated to making a decision based on what information is available at the time and what one's gut level instincts tell one is probably the best course of action given the circumstances. To live with a decision and make on-the-fly corrections is viewed as a better use of one's time than is the over-analysis of a situation or over-engineering of a solution. The key is to make the correct decision, at the correct time, and in the correct way (Migotsky et al., 1997; Neff & Citrin, 2005, p. 89; Schermerhorn et al., 2003, p. 365;

Simmons & Simmons, 1997, p. 167; "Tough at the Top," 2003, p. 21).

One should use the information at hand and commit to making a judgment using intuition instead of sitting back and waiting for all the pieces of information that could impact the judgment (Etzioni, 2001, p. 51; Lowney, 2003, p. 106; Tichy & Cardwell, 2002).

The business world is full of leaders who use intuition as a means of making decisions that on the surface would suggest that gathering data or further information might cause one to make another decision. Conrad Hilton claimed he built his hotel empire on hunches, including the fact that he bought his first hotel when he really set out to buy a bank! Nelson Bunker Hunt played a hunch that he would find oil in Libya, going against the advice of his father and all the experts, and his hunch made him $16 billion dollars. Ray Kroc claims he used his funny-bone instinct to make the decision to buy the McDonald brothers' share of their company. Gustave Leven, a Paris stockbroker, tried to find a buyer for an almost bankrupt company that bottled spring water. On a hunch, be bought Perrier and turned it into a multi-billion dollar enterprise. And the stories go on (Dawson, 1993).

If today's business environment is even more frenetic than the days of Kroc, Leven, Hunt and others, then the business leaders need to be even more introspective and

willing to trust their intuition and make judgments that they will live with given the negatives associated with not making lightning-quick decisions.

> The pace of corporate change is accelerating and individuals are forced to make more decisions and make them faster--with less guidance, incomplete information, and few relevant precedents. Successfully navigating such changed and changing landscapes tests one's self-confidence, good judgment, and comfort in making decisions. (Lowney, 2003, p. 107)

Lowney frames this reference within the context of Goleman and his writings on emotional intelligence.

Dominant Brain Theory

I am seeking individuals who have a right-brain-dominant focus (Springer & Deutsch, 1989). For my purposes, I am focusing on the right-brain traits of creativity and innovation. Stephen Covey (1989) emphasizes the value associated with right-brain thinking in the development of the whole individual and one who is recognized for one's contributions to society.

> The more creative, intuitive, sensing, artistic aspect of our nature is often subordinated. . . . The more we are able to draw upon our right brain capacity, the more fully we will be able to visualize, to synthesize, to transcend time and present circumstances, to project a holistic picture of what we want to do and to be in life. (pp. 130-31)

Samuel H. Shaheen, a contemporary, local businessperson and developer who reflects this state of right-brained thinking even though his medical training focused him on left-brained thinking, is credited with rebuilding and re-energizing the city of Saginaw and its surrounding suburbs.

Shaheen has spent millions of dollars in the local community, refurbishing and remodeling buildings that had been condemned or fallen into disrepair. His eye for what can be, not what is, is characteristic of right-brained thinking and Covey's concept of "beginning with the end in mind" (Covey, 1989). Shaheen's comments reflect an intuitive and judgmental approach to his business dealings in an interview in *The Saginaw News* where he stated,

> Common sense, good judgment, persistence and patience are skills necessary to run a business. The hidden tendency among many is to believe success can be found somewhere outside of ourselves. Your own talent and intuition are your greatest resource and your guiding force. (Barber, 2003, p. B2)

Shaheen's recognition of both common sense and good judgment characterizes the focus of identifying in individuals, in this study, those competencies that will greatly impact the ability to orchestrate my vision within the context of seeing things not as they are, but as they can be.

Attributes of Intuition and Judgment

As a business professional, I have come to understand the role that intuition and judgment can play within the organizational dynamics associated with today's competitive marketplace. In the fall 2004 issue of *Strategy + Business*, an article focused on a survey of 100-plus executives in more than 20 countries who identified the knowledge, skills, and attributes young managers need to succeed. The authors, Laura D'Andrea Tyson, dean of the London Business School,

and an associate, Nigel Andrews, defined "attributes as individual qualities, characteristics and behaviors that focused on leadership. Business leadership demands attributes of personality and character . . . and is where we place judgment and intuition" (Andrews & Tyson, 2004, p. 67).

Andrews and Tyson (2004) extend their argument for emphasizing the importance of attributes and skills in graduate education over the current emphasis on knowledge. While their emphasis is on education as opposed to the business world, I believe their thinking is appropriate in applying it to business. Andrews and Tyson argue that

> greater emphasis on skills and attributes by business requires business schools to become more selective, choosing students not simply on the basis of standardized test scores and grades, but through sophisticated and, in many ways subjective methods for identifying the attributes most sought by businesses in their executives and leaders: their learning potential . . . and creativity; judgment and intuition. (p. 68)

The parallels are obvious. It is my argument that selection for team membership within an organization needs to be objective, not subjective, insofar as the terminology is defined within the broad sense of the word as being more than a choice based solely on the obvious individuals. The ability to assess intuition and judgment in people is to understand the attributes that these individuals possess.

One mark of a leader is to be able to ascertain whether the intended members of the team meet the threshold requirements of the team. This will assist in determining

how these individuals will function on the team in terms of the desired results (Watkins, 2003).

In examining the competencies of intuition and judgment within the business environment, the parallels associated with graduate schools and what is taught and what is expected to be known or learned focus more heavily on the elements of logic, rational thinking, and not on making decisions without the facts. Yet, Napolitano and Henderson (1998) stress the concepts of emotional intelligence and a previously referenced context of the heart, and not the mind, as the basis for greater value within the world of organizational decision-making as a competitive edge.

> We all know the experience of feeling, at a very intuitive level, that something is right. We may not be able to prove it with data; sometimes we know it is right in spite of what the data might suggest because we know it not in our heads but in our guts and in our hearts. . . . Yet we live in a culture that has placed far greater value on what can be proved than on leaps of faith. This is especially true of organizations, which are famous for amassing and analyzing facts, crunching numbers, quantifying data . . . being able to bring science to bear on our decisions gives us confidence, whereas going on a hunch is viewed as risky business. . . . So we have taught our MBA students mathematical formulas for determining probabilities as a means of making the right decisions. (p. 48)

Senge (1990) in *The Fifth Discipline* discusses how systems thinking (the fifth discipline) is extremely intuitive. While he maintains that intuition as a personal-mastery competency is both contradictory and complementary, as a stand-alone discipline, its ability to assist leaders to make decisions beyond the boundaries of rational thought

are crucial to the future of organizations. It is viewed as a tool for decision-making that is critical to complex thought. Senge points out that intuitions cannot be explained in terms of linear logic. Managers often sidestep how they came to make a certain judgment, with the comment that they do not know why something will work, only that it will (pp. 7, 12, 168). Jung (1933), in his classic work *Modern Man in Search of a Soul*, extended this argument almost 60 years prior to Senge when he also examined how people make decisions in a non-rational context based upon sensation or intuition (p. 92).

Intuition and judgment are closely associated, as has already been stated. This pairing assists in my approach by legitimizing that pairs of competencies can be employed as like concepts. Basically, if one's intuition tells him/her that a certain act is the right course of action, and a person's judgments confirm that it appears to be a good decision, then he/she can be more assured of a positive outcome, whether that decision-maker is a business person, a politician, a clergyman, or a teacher (Day, 1996; Greenleaf, 1996, p. 32; Schultz, 1998).

In the fifth century B.C., Hippocrates talked about the value of intuition and the importance of being sensitive to one's subconscious. He warned that reason can obscure one's inner vision, which must never happen, and that the remedies for such obscuring involved instinct (Martin, 2002, p. 13).

Enrico Fermi, the Nobel Prize-winning physicist, became known as a great intuitive experimental physicist because he continuously "trusted his gut" when applying instinctual thought to controlled atomic-fission research problems that plagued him during the 1930s (Wind & Crook, 2005, p. 178). Einstein also credited intuition for assisting him in deriving solutions in his scientific endeavors and attributing his success in terms of solutions coming to him without knowing how or why (Hightower, 1996, p. 255).

A particularly intriguing book, *The Ancestral Mind* by Gregg Jacobs (2003), analyzes intuition in the context of where it stands in history as compared to the *thinking mind*. The author points out that over the past 400 years, the ancestral mind has been subordinated to the thinking mind as a result of the formative years associated with the age of reason, the rise of the industrial revolution, and the technology age, all associated with logic, data, information, and the eventual advent of the personal computer and the world that it has wrought with the creation of such analytical tools as the spreadsheet. Ackerman (2004), author of the book *An Alchemy of the Mind*, suggests that Goleman makes a persuasive argument for the powerful concept of emotional intelligence and how it affects all of our decision-making and it is greatly influenced by intuition.

Gladwell (2005) in his recent bestseller, *Blink*, discusses intuition in decision-making by describing a phenomenon he refers to as *thin-slicing*. He argues that the means by which the subconscious is capable of making sophisticated judgments in short periods of time as in intuitive judgments is by thin-slicing. Thin-slicing is the ability of the mind to find patterns in situations and behavior based on narrow slices of human experience. Literally, a person knows without knowing why they know, and simply accepts that they are capable of making snap judgments (Gladwell, 2005).

Harvard psychology professors Nalini Ambady and Robert Rosenthal used thin-slicing of human behavior more than 2 years before Gladwell's book appeared to explain how people can judge other people's expressions of anger, sadness, fear, or pleasure simply by being exposed to several thin slices of the person's behavior (Myers, 2002b, pp. 44, 46). Goleman (1998) cites several examples of personality judgment in his book, *Working With Emotional Intelligence*, in which individuals form accurate opinions of other people after being exposed to them for no more than 30 seconds, and these assessments will not change regardless of how much more exposure takes place. Goleman (1998) believes heavily in the role that intuition plays in forming judgments about people. He further holds that intuition has its most

prominent effect when one is dealing with people in the workplace.

Business judgment is viewed as a positive, emotionally charged matter relying on intuition to proceed beyond the case for making decisions on the basis of reams of quantitative data. Oftentimes business judgment relies purely on common sense. Hayashi (2001) states that the higher up the executive ladder one goes, the more prominence is placed on well-honed business instincts (pp. 59-65).

While Jung discussed intuition as one of the four basic functions of the human mind, its role as a means of making sound judgments in the decision-making process is quite a new phenomenon in the business-world lexicon (Harman, 1996, p. xi). Two experts on intuition and decision-making, cited in *Training* magazine (Simpson, 2003), describe the challenges with intuition as a contemporary business topic: Marcia Emery, an author of several books on the subject, noted that when she first started teaching intuition to Amway and Hewlett-Packard it was initially met with skepticism and was described as that touchy-feely, New Age stuff. Gary Salton of Ann Arbor, Michigan, the creator of organizational engineering (OE) theory, notes that people tend to be uncomfortable with intuition as a decision strategy; and, that information processing without all the facts is foreign to them (p. 59).

David Myers (2002b) points out that intuition is a big part of human decision-making, and gut-level feelings can better predict the judgments of experts. He describes it as a social intelligence that unlike academic intelligence can assist individuals in comprehending social situations in an immediate context without having to deliberate on the matter.

In the business world, intuitive judgments are essential, given the "need for speed" when decision-making requirements are continuously placed before individuals charged with leading organizations. In 1984, Isenberg studied managers and executives to see how they addressed problems and arrived at judgments. His research indicated that these individuals rely on intuitive decision-making (as cited in Klein, 2003). Licauco (1996) reiterates that CEO's are not supposed to refer to their decision-making prowess in the context of feeling something because the expectation on the part of their various stakeholders is that they already know. As a result, these CEO's refer to their feelings as judgments with a heavy reliance on their intuition (p. 267).

Creativity and Innovation

Books and articles permeate contemporary business thought regarding the importance of creativity and innovation in today's organizations. Nevertheless, the associations that are made between the two concepts

typically are viewed in separate contexts (i.e., innovation is spawned in a firm based on the staff's creativity). This context implies that they are separate terms that can be mutually exclusive, insofar as one can be creative but not innovative, or vice versa. By virtue of my definitions of the terms and the following discussion, I believe that they are all but synonymous in their applications.

The second set of competencies I examined is creativity and its corollary innovation. Competitive pressures are now so great that creativity is not a luxury but a necessity (Rowe, 2004). CEO Boyd Clarke and Vice Chairman Ron Crossland of Tom Peters Company, one of the most creative companies in the United States, describe this relationship in gritty detail: "Innovation is creativity in its working clothes. It has experimentation as a coworker and failure as a strategic partner" (Clarke & Crossland, 2002, p. 156). And "creativity is a necessary first step in the process of innovation, which culminates in the implementation of ideas" (Patler, 2003, p. 85).

Often paired together in the literature, the emotional intelligence competency of creativity as measured by the EQ Map is linked to the Selectform personal trait of innovation (Kouzes & Posner, 2002). Like intuition, creativity is a key competency for the StraTEAMic Planning process.

My definition of creativity mirrors Covey's (1989) description where in its broadest context he describes it as

a state where one can live out of one's imagination instead of one's memory. One can tie oneself to one's limitless potential instead of a limiting past, and in essence become one's own first creator. Covey argues that as a society we live in the left-brain-dominant world where words, measurement, and logic are held in high esteem and the creative, intuitive, sensing, and artistic aspects of our nature are subordinated (p. 130).

Calculated risks and the ability to think in untraditional ways play roles in creativity. In contemporary business literature, this concept is known as *thinking outside of the box* or *divergent thinking* and has a significant amount of literature dedicated to its explanation and means of achieving it (Luecke, 2003).

Creativity is a right-brained means of initiating the innovation necessary to move the organization ahead in the coming years. While it is evident to me that creativity plays a vital role in the strategic-planning process, it can also be argued that its relevance could be construed as questionable based on what it can deliver and its measurability. "The creative process that underlies strategic thinking is infinitely complex, and as unexplainable finally as its inner mechanism" (Bennis, 1989, p. 134).

As creativity is linked to innovation, it is also linked to intuition as a sidebar. In fact, all three terms

are often linked together in the literature. In 1952, the first conference on creativity was held at Ohio State University. Noted psychotherapist Carl Rogers was the principal organizer. The reason for the conference was Rogers's belief in the desperate need for creative behavior on the part of creative individuals. Faced with the dawn of the atomic age and the Cold War, Rogers (1961) felt that creative adaptation was the only way for the United States to be able to keep abreast of the kaleidoscopic change facing the nation.

We see in the following references that the two emotional-intelligence competencies of creativity and intuition are inextricably linked in a historical perspective.

In 1948, Frankl pointed out the relevance of intuition to the artist's creativity: "The non-rational intuition of conscience is paralleled by the inspiration of the artist. Artistic creation emerges out of recesses in a realm that can never be fully illuminated" (Frankl, 2000 [updated text from 1948], p. 43).

Rogers (1961) also referenced the creativity and intuition relationship and described it in a highly action-oriented and creative way as

> the ability to play spontaneously with ideas, colors, shapes, relationships--to juggle elements into impossible juxtapositions, to shape wild hypotheses, to make the given problematic, to express the ridiculous, to translate from one form to another, to transform in improbable equivalents. It is from this spontaneous

> toying and exploration that there arises the hunch, the creative seeing of life in a new and significant way. (p. 355)

According to Anderson (1959), "Creativity is rarely a single flash of intuition; it usually requires sustained analysis to separate out the significant factors from the adventious" (p. 3).

In 1965, George F. Keller of UCLA described what he termed a modern philosophic theory.

> Creativity is a wholesome, highly developed form of intuition. The creator, although no longer abnormal or unhealthy, is still a rare and different breed of person. In the act of creation he intuits directly and immediately what other people can ascertain only discursively and at length. (p. 21)

In examining the business literature relative to the pairing of both creativity and innovation, I found that while the two terms are often paired, the presence of both in the real world is challenged by our understanding of how they fit into the behavior of the organization. These right-brained competencies are oftentimes viewed as undesirable within the context of the ordered or logical world.

This paradox is indicative of what takes place early on in the education process.

> Consider that most children abound in innovative energy: a table and an old blanket transform into a medieval fortress, while the vacuum cleaner becomes the knight's horse and a yardstick a sword. Research suggests that we start our young lives as creativity engines but that our talent is gradually repressed. Schools place overwhelming emphasis on teaching children to solve problems correctly, not creatively. This skewed system dominates our first 20 years of life. (Kraft, 2005, pp. 20-21)

As was illustrated earlier under the intuition portion of this review, reliance is typically focused on the left-brain hemisphere where logical thought resides, and as with education and the emphasis on tests, grades, college admission, degrees, and job placements, factual competence is viewed as preferential to the emotional-intelligence competencies of intuition and creativity (Kraft, 2005, p. 21).

Contrarian author Daniel Pink goes so far as to premise that the Information Age is dying and the Conceptual Age is upon us. Pink believes that the MBA is no longer viable in corporate America and the MFA holds new meaning. He postulates that the focus on left-brain thinking and its focus on number-crunching and analytical thought is being replaced by right-brained thinking and its focus on the big picture: creativity, originality, and intuitiveness are the means to the end for tomorrow. "Our competitive edge going into the next few decades is all about what we do, feel, and create with our whole new mind--our right brain, intuitive, inspirational, creative, wise, innovative gray matter" (Pink, 2005, p. 82).

A commonly cited historical example of the connectivity between creativity and innovation is the oft-repeated, Eureka-moment story of when Archimedes jumped out of his bathtub and exclaimed that he had figured out the

calculation of how to determine the volume of an irregularly shaped object (Begley, 2004, p. B1).

> If Archimedes had had his mind set only on taking a bath, he probably would not have discovered the displacement of water. By keeping free of mindsets, even for a moment, we may be open to see clearly and deeply. (Langer, 1989, p. 118)

Manfred F. R. Kets deVries, professor of leadership development at INSEAD in France and Singapore, describes the creativity and innovation characteristics of Alexander the Great of Macedonia, considered one of the greatest leaders of all time. Alexander encouraged innovation and relied heavily on the creativity of his corps of engineers in developing his war machines and strategies for battle. But his creativity and innovation were not simply limited to the battlefield as his curiosity about biology, zoology, and medicine, and his support for the scientists on his expeditions led to many research developments (Kets deVries, 2003, p. 16).

The traditional pairing of creativity and innovation moves forward to the Renaissance with Leonardo da Vinci and the myriad creative ideas found in his diaries that eventually became innovations today. Countless references have been made to his creative genius with contemporary author Michael Gelb (1999) and his book *Lessons From Leonardo* at the head of the list.

Throughout the balance of this study, creativity is most often paired with the innovation process described

within a corporate setting, where it is not so often the *big idea* as Archimedes demonstrated, but a process where competing thoughts, ideas, and opinions are weighed in an effort to drive innovation (Zhou & George, 2003).

It is recognized that today's intelligent executives are continuously challenged to identify how they can unleash creativity and innovation in the workplace (Barrett, 2001; Csikszentmihalyi, 1996; McNiff, 2003). Companies that can manage the creative process within their organizations will undoubtedly establish the opportunity for innovation to occur if that is a desired objective.

A creative person trusts in him- or herself to be able to face a new problem and create a solution (Maslow, 1998). Innovative solutions can take a variety of forms with both product innovation and process innovation stemming from creative ideas that find their way into everyday practices (Carr, 2004, pp. 16-19; Schermerhorn et al., 2003, p. 406). Highly innovative organizations have structures that support innovation with a primary emphasis of creativity through the establishment of teams (Schermerhorn et al., 2003, p. 409).

An organization's leaders will attempt to improve the desire and abilities of the staff to improve their organizations by exercising decisions that increase the firm's effectiveness in the business community. It is the importance of creativity and assisting the decision maker in

discovering original and novel ideas that lead to new courses of action (Jones et al., 1998, p. 184).

In today's modern organization, the role that knowledge workers play in organization is exceedingly stressed within the contexts of creativity and innovation, which ultimately leads to increased productivity, improved profitability, and sustained profitability (Annunzio & McGowan, 2004, p. 181).

Kanter (1997) of the Harvard Business School describes the interaction between creativity and innovation as the mechanism for having new possibilities emerge in an organization, likened to the twisting of a kaleidoscope to see the endless patterns that can be created from the same set of fragments, where problems and opportunities integratively coexist (p. 117).

Innovation is often characterized as coming up with the big ideas like those attributed to Bell, Edison, Einstein, and others. In corporate America, however, innovation is seen as the collaborative efforts of many as is typified in a team setting. Hamel (2004), in an interview in *Fortune* magazine, indicated that corporate innovation is not about big ideas but more about creating a lot of low-cost experimentation, and that many companies are reaching the point where they will not be able to raise prices, grow the top line, or even significantly reduce costs without innovation (pp. 238-39). Drucker (1998) agrees that

effective innovations begin small and are not grandiose in nature (p. 156).

The potential for obsolescence or stagnation is significant in today's climate of organizational change. Businesses that have filed for bankruptcy, reorganization, or are simply in severe financial straits are challenged to succeed in a world of intense competitiveness from both domestic and international sources. If a company is not constantly renewing itself through innovation, then it is at risk for becoming irrelevant or obsolete (Hargadon & Sutton, 2000, p. 157; Leonard & Strauss, 1997, p. 111; Robinson & Schroeder, 2004; Schmitt, 2003).

Even internal politics can serve to challenge the long-term viability of an organization, when executive management is not rewarded for initiating change but simply exists to provide stability in an organization. Creativity and innovation can actually be squelched for fear of upsetting the status quo (Hargadon & Sutton, 2000, p. 166; Pinault, 2004; Wohl & Hunt, 1991, p. 225).

If one of the most profound management thinkers of our time, Peter Drucker (1999), postulates that every organization (not just business) needs the single core competency of innovation, then the StraTEAMic Planning process is focused on business ideals that need to be continuously supported in my company's operating environment (p. 119). Warren Bennis, another contemporary thought leader

in business, echoes Drucker's sentiments and parallels the concept of innovation to the role of leadership within the organization. Bennis suggests that leadership is about innovating and is a creative process. He sees a leader as one who innovates within the organization, as opposed to a manager who simply serves as an administrator of the innovations (Bennis & Goldsmith, 1997, pp. 4, 9).

It is important to note that for my purposes, innovation stems from creativity that begins with creative people suggesting ideas that will blossom into larger, more comprehensive solutions--basically starting small and working up until the final result or application is realized. Effective innovations start small, oftentimes an individual act that mushrooms in a team environment and becomes the convergence of a number of different kinds of knowledge; hence the value of a number of people with different backgrounds coming together, united in a common purpose (Bernstein & Root-Bernstein, 1999; Drucker, 1985; Kanter, 2004; Luecke, 2003, 2004).

IDEO, an innovation "factory" created by Tom Kelley (2001), recognized that innovation is the biggest single trend that they have observed in the business world today. Why, according to Kelley, should business care about creativity? Because it sells, and that after all is what business is all about. In a dire prediction, Hamel (as cited in Kelly, 2001) makes the point that "out there in some

garage is an entrepreneur who's forging a bullet with your company's name on it. You've got one option now--to shoot first. You've got to out-innovate the innovators" (p. 2).

Innovation requires thinking, oftentimes in a radical fashion. It can be referred to as *thinking outside of the box* when it is likened to original, creative thought. Creativity can generate anything from a small idea that improves a process or product, up to a broad, collective undertaking (Schmitt, 2003).

John Byrne (2004), editor of *Fast Company*, sums it up when he says, "Creativity is the corporate driver for growth and creative people are needed in today's contemporary organizations. A company's sustainable advantage is linked to the company's ability to consistently generate, develop, and sell valuable new ideas" (p. 16). If businesses are going to flourish in today's competitive marketplace, it is imperative, based on the preceding literature review, that they develop teams of creative and intuitive employees charged with innovation of their products and processes as a means to stay ahead of the curve.

Teams comprised of individuals who have been selected because of their emotional-intelligence competencies that have been identified as desirable drivers within the context of the ultimate deliverables are considered to be ideal when it comes to accomplishing the desired objectives. As Art Kleiner (2004) states,

> If you are a corporate leader seeking to foster speedy innovation of new and better products, put talented and imaginative people in work environments where there is open-minded give and take and a feeling of freedom to introduce the kinds of disruptive ideas that shake up the marketplace and the competition. (p. 31)

Conclusion

This review has presented a logical progression from the establishment of the importance of teams in the workplace, to the means for determining the competencies associated with the individual team members. Ultimately, the process goes full circle as a number of personal traits, talents, and emotional competencies have been recognized as vitally important to the job-embedded objectives outlined at the onset of this dissertation as critical to my company's StraTEAMic Planning process.

By leveraging the individual competencies of the various team members, the organizational objectives are realized. Daniel Goleman (1998) describes the benefits to the organization of this methodology in terms of the value of achieving synergy associated with the concept of collective intelligence or intellectual capital. "An organization's collective level of emotional intelligence determines the degree to which the organization's intellectual capital is realized--and so its overall performance" (Goleman, 1998, p. 299). Robert Cooper (Cooper & Sawaf, 1996), co-developer of the EQ Map and a professor at the University of Michigan, extends the argument on an

organization's intellectual capital within the context that an individual's intuition, goals, aspirations, enthusiasm, etc., serve as catalysts for change and growth, and by virtue of these measures we begin to experience a key outcome of emotional alchemy--confluence-- which draws people together into a unified whole.

The implications of this confluence of the emotional alchemy, or intellectual capital of an organization, can be taken to a logical conclusion with immense implications: to create a collective intelligence within the team environment that forms a significant continuum. Howard Gardner (1999) describes this continuum as

> a place where intelligence flows to creativity, which flows to leadership; and as the scope of one's power increases from people with their own expertise to those who change a domain, their judgments can affect the lives of thousands or even millions of people. (p. 132)

This description points to the importance for business to develop its intellectual capital to the degree that creativity flows from it, and in turn leadership results from this dynamic process. It becomes important for the business to not simply make subjective decisions in establishing the makeup of business teams, but to employ objective criteria that when properly applied will enhance the ability of the team to function effectively in its efforts to ultimately accomplish its objectives.

Summary

This literature review has outlined the historical frameworks for the five areas of discussion studied in this dissertation: (a) the building of teams and team member recruitment, (b) various testing mechanisms that have been created and implemented over time, (c) the emerging discipline of emotional intelligence, (d) the relationships that seemingly exist between the competencies of creativity and innovation, and (e) the competencies of intuition and judgment.

It has been my intent to explore available resources to provide an in-depth look at what those who have gone before us have said about the various topics, and yet also to ensure that contemporary writings on the subjects have been treated in a fair and equitable manner.

The opportunity that was placed before me was to attempt to breach the chasm between the purely theoretical or hypothetical, and that which exists in the business world today. This opportunity is the result of realizing that how we do business today is very different from what it once was. It is imperative that we, as professional businesspeople, recognize that there is a fiduciary responsibility to maximize resources and minimize costs by learning from our mistakes and applying the best solutions we can to alleviate the pressures associated with using team-centered solutions for strategic planning.

The disparate elements outlined in this literature review have been woven into a discussion that has examined the roles that each element plays in the study's overall goal: to ascertain if an objective means of selecting the members of a team, based on tools that exist in the marketplace, could be created. In the case of the review, the goal was to identify if there was historical foundation upon which to establish the validity of such an undertaking.

Specifically referencing the paired variables, the goal was to study how the literature has examined these complementary thoughts as they relate to desired outcomes in the corporate world as opposed to academia. Regardless of the terminology, the study sought to determine if there were fundamental concepts, or in this case, competencies, held in like manner as to be synonymous. Based on what has been published in both the educational realm and also business thought, I believe there are synonymous competencies.

CHAPTER THREE

METHODOLOGY

Introduction

I formulated this study to determine if I could address the need for having an objective means for selecting members of a strategic-planning team at my company. By determining if I could address this need, it was important for me to establish if objectivity could be introduced into the process so as to not have to rely on subjective criteria for selection.

After ascertaining that self-appraisal and the existing performance evaluation were credible resources for examining the two emotional-intelligence competencies and their related personal traits, I was in a position where I could test whether significant correlations existed between the various related terms.

The data compiled and analyzed for the purpose of this dissertation were generated by my company's associates and limited to their particular skill sets. I was constrained by the limited number of participants, which resulted in a small convenience sample and hence the employment of a pilot study as opposed to a corporate-wide data application. This limitation not only made it impossible, in this particular

situation, to expand, but also the level of significance was of necessity expanded to accommodate the low number of participants.

This chapter is divided into three sections: (a) discussions on the participants in the study, (b) the instrumentation that I employed for the development of my hypothesis, and (c) the procedures that I followed. Select variables from the EQ Map and the Selectform assessments served as objective means for determining the best potential team membership for strategic-planning teams in a corporate setting.

In testing my assumptions and creating a methodology for this dissertation, I treated the study questions that I raised in chapter 1 by restating them:

1. There is no significant correlation among the EQ variables of intuition and creativity as measured by a self-appraisal and a supervisor-generated performance evaluation.

2. There is no significant correlation between the identified dependent variables of judgment and innovation to the elements of intuition and creativity.

Since I am an associate at the firm on which this study centers, the methodology that I employed conformed to my ability to use the available data from my company's existing resources. I used these resources as much as possible without violating participants' confidentiality and the availability of internal resources to assist in the

undertaking. The confidentiality measures taken, in addition to the fact that total scores were submitted (instead of responses to individual questions), assured participants that they could answer the questions honestly.

This study looked at the degree of correlation that existed in the selected sample of participants between the EQ Map competencies of creativity and intuition with the corresponding personal traits of judgment and innovation found on Selectform. As part of the study, a correlation analysis was performed between all of the personal traits on Selectform with the EQ Map competencies to establish correlation coefficients for the other variables as well.

Correlational analysis was employed since it provided a statistical technique to measure the degree of association between intuition and judgment and between creativity and innovation. I followed the "Steps in Conducting a Correlational Study" outlined by Creswell (2002).

Instrumentation

The two devices I selected to use in this dissertation were the EQ Map and Selectform.

I used a performance indicator to add additional validity and reliability to the analysis by creating a 240° view of the assessment process. In this case, a 240° view is defined as both a self-assessment and a supervisor assessment, with only a peer assessment (the final 120°) missing to form what is commonly referred to as a 360°

assessment, as in a complete view of the situation (Waldman & Atwater, 1998). I chose to employ the two measures of assessment so as to not simply rely on a personal self-assessment, and also as a means to factor in additional input from a third party. Because of corporate policy relative to confidentiality, a full 360° via a peer review process was not available as a measurement device.

EQ Map (AIT & Essi Systems, 1997) is an integrated EQ assessment and individual profile that measures a number of emotional-intelligence competencies. The device consists of 20 different emotional intelligence scales or competencies, all of which are referred to in their literature. I chose two scales, creativity and intuition, for further analysis. The EQ Map is designed as a self-assessment device for participants to determine their own EQ levels for the various scales.

According to the EQ Map Technical Manual, the internal reliability of the EQ Map for creativity is .86 and intuition is .78 with $p < .05$, and the test-retest reliability of creativity is .90 and intuition is .43 again with $p < .05$. With regard to the validity of the constructs, there were strong correlations between the self-reported abilities of the subjects and their scores on the scales of the EQ Map with the validity as measured between creativity and intuition at .60, with the correlation being significant at the .01 level (Orioli et al., 2000).

Selectform (1999) is an employee performance evaluation that measures 20 personal traits identified with job success or failure. This device is administered annually within my company to all full-time employees. Each individual's immediate supervisor conducts the scoring and shares the results with the employee. Each trait has five possible scores ranging from unsatisfactory to clearly outstanding. The individual traits are scored on a 4-point scale with the results being compiled and a numerical score being placed on a continuous scale of 0-60 points.

It can be established by correlations testing that the two devices are of a convergent validity given the similarity of the scales in both cases as determined by the pairing of creativity and innovation and intuition and judgment.

I requested permission of the company's owners to conduct a study within the company's marketing and interactive services groups. I submitted a proposal to the owners, which was in turn reviewed by the Department of Human Resources and subsequently approved.

The Population

As previously stated, the participants chosen to take part in this process were all members of the management team within my company's marketing and interactive services groups. The subjects for this study consisted of 30 individuals (N=30) out of an available population of 35

employees, who consented to participate in the EQ Map exercise and were willing to provide their individual EQ Map scores for the comparison with their respective Selectform performance evaluation scores.

At the time the data were gathered (January and February 2005), all of the participants were full-time employees of my company and members of the marketing services and interactive services groups. I manage these two groups as part of my full-time responsibilities. Because of company policies, no other employees were allowed to participate in this study.

I examined the responses of 30 individuals (N = 30) that comprise the management team of the marketing and interactive services group. This group consisted of team leaders, program supervisors, program managers, department managers, and group directors.

As previously stated, the EQ Map was employed for this study because of the emotional-intelligence competencies that it measures. Had I chosen other competencies for these particular needs, the appropriate measuring device could have been substituted for the EQ Map.

The Research Process

The process began with a group meeting, during which I shared with the management group my desire to conduct a study in conjunction with my dissertation. This meeting took place in January 2005 with the senior Department of Human

Resources manager in attendance. I designated a coordinator at that meeting who was charged with the administrative tasks of conducting the four individual sessions that were required to administer the EQ Map to all participants.

I developed an informed consent and ethical release form in conjunction with the Department of Human Resources and said statement was provided to all participants. They were provided with the form and a blank EQ Map before they participated. A copy of this document is included in Appendix A.

I left the room to ensure participant confidentiality, and the project coordinator administered the EQ Map. The coordinator was charged with disbursing and collecting study materials, and answering any questions that participants had during the actual administration of the EQ Map.

Participants who elected not to participate in the study were instructed to simply return the unsigned form along with a blank compilation form in the supplied envelope prior to the end of the administering session. Those individuals who elected to participate entered their scores for the competencies on a supplied document that was then submitted along with their informed consent and ethical release forms in sealed envelopes to the Department of Human Resources for compilation.

The Department of Human Resources kept track of all the compiled scores by using an assigned number to the EQ Map

scores and the Selectform scores. Only the Department of Human Resources knew the pairing of the scores with a particular participant as a further means to ensure participant confidentiality and to provide complete objectivity in the study findings.

The Selectform scores were collected from the most recent performance evaluation period my company conducted. This period ran from February 1-28, 2005. The participants in the study were all members of the marketing services and interactive services groups, and had performance reviews conducted with themselves during the designated time frame. The Selectform performance reviews were administered to all management individuals within the two departments by their respective, immediate supervisors. Six individual directors, managers, or supervisors accomplished this undertaking.

The process of establishing a correlated link between the two competencies, intuition and creativity, was also applied against all other personal traits measured on the Selectform. This process established whether the two dependent variables, judgment and innovation, were truly the best predictors as revealed in the secondary research conducted as the literature review. If significant correlations existed among other personal traits identified on the Selectform, then traits could be explored in the selection process of other team members, albeit not in this particular study.

While personality testing is important in the training and development of management and leadership personnel and in pre-employment evaluations, the demands that corporations are now making for more accurate, more appropriate, and more resources-driven staffing will increase the need for this type of testing in a variety of new or refined applications. Such applications include employee retention, team-building and selection, and executive development (Cline, 2004; Hoffman, 2002, p. 5).

The Department of Human Resources provided a numerically sequenced spreadsheet containing the scores of the EQ Map competencies and the Selectform personal traits to a research consultant at my company, who used SPSS to conduct median and standard deviation scoring, and two-tailed correlational analyses of both the independent variables from the EQ Map and the dependent variables from Selectform.

I employed two types of correlation testing as a means to test the hypothesis. Two tests were used to negate the possibility that one test only would generate correlations that were either statistically significant or were not statistically significant. The two tests that were used were the Pearson Correlation Test and the Spearman Rho Correlation Test. These tests established that the correlations I suggested were either significant and

supported the hypothesis or were not significant and supported the null hypothesis.

The correlation analyses were performed at both a .05 and a .10 level of significance. According to David Dooley (2001) in *Social Research Methods*, while a significance level of .05 is most appropriate in small samples, scholars can set the level as they please, and it is considered appropriate under certain circumstances to use up to a .10 probability in research (p. 148).

While the .10 level was not the ideal situation, because this was a pilot study confined to a small group of 30 management individuals within my company's marketing and interactive services groups, I believe the scores associated with the level of significance being less than or equal to .10 hold up in this approach, especially given that two correlation tests were used. Had only one test been incorporated into this study, the higher level of significance might have resulted in a much different set of conclusions. While this was a higher level than typically used in determining significance, it was my premise that the small number of participants in the study limits going to a .05 level of significance typically found in studies with much larger samples.

The two competencies of creativity and intuition and the two personal traits of innovation and judgment were examined, as well as other competencies that were revealed

during the initial correlation process. The personal traits were also examined within the broad context of intuition and creativity by virtue of accepted definitions of the terms as used in this study. For example, the definitions of judgment and innovation as found within the performance evaluation suggest that they can be construed as operational considerations within the context of their application in the workplace. They are not simply static definitions but are focused on real-world applications, issues, and problems that managers and administrators face every day.

For the purposes of this study, intuition and creativity were incorporated as emotional-intelligence variables, and were included as emotional-intelligence competencies by Essi Systems and AIT, the developers of the EQ Map (AIT & Essi Systems, 1997), used in the quantitative portion of this study.

Assumptions

1. While comparisons of intuition to judgment and creativity to innovation were not considered exact-word substitutions, the similarities that existed between the two were of such a nature as to be considered similar on the basis of both their definitions and my literature review of the subjects.

2. Personal traits can be reliably measured.

3. A valid and reliable assessment process can be employed as a means of selecting individuals to serve on a particular team.

Limitations

The job-embedded nature of the study confined the overall sample and the department population, and there was only one, somewhat limiting personnel evaluation study available for use.

1. The study was limited to an examination of the management staff only at my company. This was purely an internally driven initiative.

2. For the quantitative portion of the study relating specifically to the team composition choices in the StraTEAMic Planning initiative, I was limited to the individuals directly associated with this endeavor, the managers in the marketing and interactive services group.

3. This study was limited to the marketing and interactive services management staff at my company, a family-owned, sub-chapter S Corporation located in the Midwestern United States.

4. The Selectform Personnel Evaluation form was the only evaluation process used within my company. I have found this device somewhat limiting in the scope of its evaluative capabilities.

Delimitations

Limitations that I have deliberately imposed on the study are as follows:

1. The choice of measuring device for emotional intelligence, the size of the sample, the number of competencies being measured, and the fact that I alone predetermined the most important competencies, and content dictated the number of statistical tests that could be used in this study.

2. I chose to use the EQ Map from Q-Metrics as the self-appraisal evaluation endeavor. There were any number of other self-appraisal, emotional-intelligence measuring vehicles in the marketplace.

3. Given the potential for a study of much larger proportions involving considerably more time and resources, I limited the study to only two emotional-intelligence competencies, intuition and creativity, because these were the most important competencies that I deemed important for my team. Depending on the study device employed, there were many other emotional-intelligence competencies that could be measured and evaluated, making for literally thousands of different relationships that could be analyzed. I also chose only two personal traits within the Selectform evaluation, which also could be paired in hundreds of combinations.

4. Given the limitations imposed on the size of the

study, I limited myself to what I believed were the most important statistical tests for my job-embedded evaluation purposes.

Summary

I attempted to establish a clearly documented protocol for conducting the methodology herein described. This protocol utilized two devices--a self-assessment and an employer-administered performance evaluation--to discover if there was a correlation between the personal traits or competencies that the individual devices measure.

This endeavor was set forth as an attempt to establish an objective means for selecting or recruiting individuals within an organization who exhibit like characteristics deemed beneficial to a team's desired objectives. The methodology employed for this dissertation examined how people evaluate themselves, and how that assessment mirrors their immediate supervisors' examinations of their performance.

CHAPTER FOUR

STUDY FINDINGS

Introduction

In this chapter, I have documented my study findings in table form. I have examined the population of this exploratory study sample and the correlation tests that were used to test the null hypotheses.

There are three sections to this chapter: (a) a demographic description of the sample in terms of gender, age range, ethnicity, education, means, and standard deviations; (b) an examination of the research questions and a testing of the hypotheses; and (c) an examination of additional questions that arose from the testing.

The testing consisted of a determination of the means and standard deviations of the personal traits found within the Selectform Performance Evaluation; a Pearson Correlation Coefficient test; and a Spearman Rho Correlation Coefficient test. The two correlation tests are used to establish the validity of the findings in testing the hypotheses.

The sample size for conducting the EQ Map and Selectform correlation was 30 individuals composing my company's marketing and interactive services management staff.

Tables

I have provided tables that identify the various demographics of the population used in the study. The 30 individuals who compose the sample represent 85% of the available population that could have responded to the study and were members of the marketing and interactive services management team. Based on the tables featured in this chapter, the associated demographics of the 15% of the population that did not respond would have resulted in a higher percentage of women and non-Caucasians participating.

Tables 1 through 4 show the participants' demographics. Table 1 shows the sample's gender composition. Table 2 shows the sample's age composition. Table 3 shows the sample's ethnic composition. Table 4 shows the sample's educational background.

In creating a team for a tactical or strategic objective, these tables demonstrate that there is a fairly even split between males and females, a considerably wide age spread ranging from associates in their 20s to mid-60s, and the group is both ethnically and educationally diverse.

An empirical means can be employed to select the membership of a strategic-planning team, or any team for that matter, from among likely candidates based on certain

Table 1

Gender of Participants

Gender	*N*	%
Male	17	57
Female	13	43
Total	30	100

Table 2

Age of Participants

Age	*N*	%
26-30	6	20
31-35	3	10
36-40	1	3
41-45	8	27
46-50	4	13
51-55	4	13
56-60	3	10
61-65	0	0
66-70	1	3
Total	30	100

Note. The mean age is 43.

Table 3

Ethnicity of Participants

Ethnicity	*N*	%
Caucasian	24	80
Hispanic	4	13
African-American	2	7
Total	30	100

Table 4

Educational Background of Participants

Education	*N*	%
High School Graduate	5	17
Associate's Degree	5	17
Bachelor's Degree	15	50
Master's Degree	5	17
Total	30	100

desired emotional-intelligence competencies. And also importantly, the data compilation that was shared provided a means to analyze the competencies related to each other and by participant, even if only by virtue of a common ID number.

In this particular application, participant confidentiality considerations did eliminate the ability to

actually tie the specific names of respondents to the desired characteristics measured and the final intention to specifically identify the potential team members for my company's StraTEAMic Planning Team.

Table 5 illustrates the average or mean values and standard deviations for the Selectform scores of the group.

The table shows an ordinal ranking of means conducted for the Selectform with a mean value for innovation of 2.90 out of a total of 4.00 possible points, and a mean value for judgment of 2.57 out of a total of 4.00 possible points. In the case of innovation, the respondents' average scores show reasonably high individual scores comprising the aggregate as opposed to the scores that were achieved for judgment.

With innovation and judgment having mean values of 2.90 and 2.57 respectively, it would suggest that these personal traits appear to be more challenging to achieve than appearance, reliability, courtesy, or alertness. For example, innovation and judgment are individual performance-based traits instead of how a person dresses, if they show up for work, if they are courteous to staff, and if they appear to be alert. While these are all desirable traits, innovation and judgment would be harder for an individual's supervisor to assess than traits based on simple observations.

In my company's example, it makes sense that appearance has a high score since the firm has a specific business-

Table 5

Mean and Standard Deviation Selectform Scores

Number	Personal Trait	Average Score	Standard Deviation
1	Appearance	3.30	.70
2	Reliability	3.17	.70
3	Orderliness	3.10	.71
4	Cooperation	3.10	.76
5	Courtesy	3.03	.81
6	Initiative	3.03	.76
7	Perseverance	3.03	.81
8	Thoroughness	2.93	.87
9	Alertness	2.93	.83
10	Innovation	2.90	.84
11	Attendance	2.90	.99
12	Stability	2.87	.90
13	Analysis	2.80	.89
14	Knowledge	2.77	.68
15	Quantity	2.77	.73
16	Planning	2.73	.83
17	Accuracy	2.60	.77
18	Communication	2.57	.82
19	Judgment	2.57	.82

Note: Characteristics are rated on a scale of 0 to 4 where 0 is unsatisfactory and 4 is clearly outstanding.

attire dress code for management staff.

Traits relating to attendance, an orderly workspace, and the ability to cooperate with others are also typically scores that are high within my company because they reflect simple observations versus assessing one's performance in given situations.

The standard deviation scores for judgment and innovation were .82 and .84, respectively, compared to the other scores. These two scores being almost equidistant from the high and the low scores suggests that both judgment and innovation are only 16-18% of a standard deviation from the average scores measured.

Table 6 shows the mean value relating to the 20 scales found in the EQ Map. In this table, the mean value for each participant for intuition is 22.30, and for creativity is 20.77.

In this particular table, the scores achieved by intuition at slightly below the mean and creativity at 2 points below the mean would suggest that the respondents do not view these competencies as characteristics that they are particularly endowed with. This would suggest that I should have erred to the positive side on these important resources when picking my team members.

Table 6

EQ Map Means

Number	Competency	Mean
1	Life Satisfaction	39.20
2	Resilience	31.10
3	Intentionality	27.90
4	Compassion	27.13
5	Trust Radius	26.30
6	Awareness of Others	25.07
7	Personal Power	24.20
8	Interpersonal Connections	23.20
9	Life Pressures	22.43
10	Intuition	22.30
11	Quality of Life	21.50
12	Creativity	20.77
13	Constructive Discontent	20.67
14	Integrated Self	19.87
15	Outlook	19.33
16	General Health	17.93
17	Self-Awareness	17.67
18	Optimal Performance	17.53
19	Relationship Quotient	17.20
20	Emotional Expression	16.17

Hypothesis Testing

The Pearson Correlation Coefficients testing has many applied uses in educational research insofar as it is used to determine the magnitude of association between two variables (Creswell, 2002, pp. 370-71). Table 7 shows the Pearson Correlation scores for creativity as compared to the Selectform performance characteristics.

The null hypotheses tested were that the correlations between creativity and innovation and between intuition and judgment were both zero at a probability of less than or equal to .10. The data indicate that both hypotheses were rejected for both the Pearson correlation testing and the Spearman rho correlation testing. There was a significant correlation (r = .35, p = .06) between innovation and creativity and between intuition and judgment (r = .40, p = .03) for the Pearson testing (Tables 7 and 9). The corresponding values for the Spearman rho testing were r = .42 at p = .02 between innovation and creativity and r = .44 at p = .02 between intuition and judgment (Tables 8 and 10).

The results of testing these null hypotheses indicate that these four attributes could prove to be useful for the development of an objective means of assembling a strategic team in my company. This was borne out as later results of the study have pointed out.

Table 8 shows the Pearson correlation scores for intuition as compared to the Selectform performance

Table 7

Pearson Correlation Scores for Creativity

Number	Personal Trait	Pearson Correlation	Sig (2-tailed)
1	Initiative	0.39	0.03
2	Stability	0.35	0.06
3	Innovation	0.35	0.06
4	Judgment	0.33	0.08
5	Perseverance	0.31	0.09
6	Analysis	0.29	0.11
7	Orderliness	0.26	0.16
8	Quantity	0.25	0.18
9	Reliability	0.25	0.18
10	Knowledge	0.22	0.25
11	Planning	0.21	0.28
12	Alertness	0.21	0.27
13	Courtesy	0.20	0.28
14	Cooperation	0.20	0.28
15	Thoroughness	0.19	0.31
16	Communication	0.15	0.42
17	Appearance	0.13	0.51
18	Accuracy	0.12	0.51
19	Attendance	0.12	0.52

Table 8

Pearson Correlation Scores for Intuition

Number	Personal Trait	Pearson Correlation	Sig (2-tailed)
1	Initiative	0.47	0.01
2	Judgment	0.40	0.03
3	Perseverance	0.36	0.05
4	Knowledge	0.34	0.07
5	Stability	0.33	0.08
6	Alertness	0.33	0.08
7	Cooperation	0.30	0.10
8	Innovation	0.29	0.12
9	Quantity	0.29	0.11
10	Appearance	0.28	0.14
11	Planning	0.27	0.15
12	Reliability	0.27	0.15
13	Attendance	0.27	0.14
14	Thoroughness	0.26	0.17
15	Orderliness	0.23	0.22
16	Analysis	0.22	0.24
17	Accuracy	0.21	0.27
18	Courtesy	0.15	0.42
19	Communication	0.08	0.67

characteristics. For judgment the testing shows a correlation r = .40 and p = .03. Initiative also ranked higher in this testing: r = .47 and p = .01.

Spearman rho coefficient testing was undertaken as a reinforcement for the Pearson testing. Both tests established solidly the relationships between the attributes of interest. The correlation coefficients of the other attributes in the scales were reported in order to lend some perspective to the study. For example, it was noted that initiative consistently ranked the highest in most of these relationships. It is interesting to note in Tables 7, 8, 9 and 10 where other important attributes placed in the scheme of things in order to appreciate the wisdom in choosing the four that I focused on for this study. This testing was considered appropriate since it was measuring the association between variables when both variables were measured on an ordinal basis (Creswell, 2002, p. 373).

Table 9 shows the Spearman rho correlation scores for creativity as compared to the Selectform performance characteristics. The correlation coefficient of creativity with innovation was r = .42 and a probability of p = .02.

Table 10 shows the Spearman rho correlation scores for intuition as compared to the Selectform performance

Table 9

Spearman Rho Correlation Scores for Creativity

Number	Personal Trait	Spearman Rho Correlation	Sig (2-tailed)
1	Innovation	0.42	0.02
2	Initiative	0.41	0.03
3	Judgment	0.34	0.07
4	Stability	0.33	0.07
5	Analysis	0.31	0.10
6	Perseverance	0.31	0.09
7	Orderliness	0.29	0.13
8	Quantity	0.25	0.19
9	Reliability	0.24	0.20
10	Cooperation	0.21	0.27
11	Knowledge	0.20	0.29
12	Thoroughness	0.20	0.30
13	Alertness	0.20	0.30
14	Planning	0.18	0.34
15	Communication	0.16	0.40
16	Courtesy	0.15	0.44
17	Attendance	0.14	0.48
18	Appearance	0.13	0.49
19	Accuracy	0.11	0.55

Table 10

Spearman Rho Correlation Scores for Intuition

Number	Personal Trait	Spearman Rho Correlation	Sig (2-tailed)
1	Initiative	0.48	0.01
2	Judgment	0.44	0.02
3	Stability	0.39	0.03
4	Alertness	0.39	0.03
5	Innovation	0.38	0.04
6	Perseverance	0.37	0.05
7	Cooperation	0.34	0.07
8	Knowledge	0.33	0.08
9	Analysis	0.33	0.07
10	Thoroughness	0.31	0.10
11	Appearance	0.30	0.11
12	Attendance	0.28	0.13
13	Quantity	0.28	0.13
14	Planning	0.27	0.15
15	Reliability	0.27	0.15
16	Accuracy	0.26	0.17
17	Orderliness	0.26	0.17
18	Courtesy	0.17	0.38
19	Communication	0.16	0.41

characteristics. In this case, the correlation coefficient for intuition with judgment was r = .44 and p = .02. Again, initiative showed a higher correlation of r = .48 and a probability of p = .01.

Table 11 is a composite of Tables 7, 8, 9, and 10, and illustrates the occurrences of the personal traits of innovation and judgment in an ordinal ranking based on the correlation coefficients and levels of significance as compared to both creativity and intuition. Table 11 ranks in descending order the top eight scores.

Table 11

Composite Table With Innovation and Judgment Locations

Table 7 Pearson (Creativity)	Table 8 Pearson (Intuition)	Table 9 Spearman (Creativity)	Table 10 Spearman (Intuition)
Initiative	Initiative	**Innovation**	Initiative
Stability	**Judgment**	Initiative	**Judgment**
Innovation	Perseverance	**Judgment**	Stability
Judgment	Knowledge	Stability	Alertness
Perseverance	Stability	Analysis	**Innovation**
Analysis	Alertness	Perseverance	Perseverance
Orderliness	Cooperation	Orderliness	Cooperation
Quantity	**Innovation**	Quantity	Knowledge

Table 12 segregates the compiled data even further by reducing the comparisons to the top five responses and including the correlation coefficients and the levels of significance. In this table, the EQ Map competency, paired with its corresponding Selectform personal trait, is in the top three traits that were scored.

Table 12

Composite Table of Top Five Scores

Table 7 Pearson (Creativity)	Table 8 Pearson (Intuition)	Table 9 Spearman (Creativity)	Table 10 Spearman (Intuition)
Initiative	Initiative	**Innovation**	Initiative
$r = 0.39$	$r = 0.47$	$\mathbf{r = 0.42}$	$r = 0.48$
$p = 0.03$	$p = 0.01$	$\mathbf{p = 0.02}$	$p = 0.01$
Stability	**Judgment**	Initiative	**Judgment**
$r = 0.35$	$\mathbf{r = 0.40}$	$r = 0.41$	$\mathbf{r = 0.44}$
$p = 0.06$	$\mathbf{p = 0.03}$	$p = 0.03$	$\mathbf{p = 0.02}$
Innovation	Perseverance	**Judgment**	Stability
$\mathbf{r = 0.35}$	$r = 0.36$	$\mathbf{r = 0.34}$	$r = 0.39$
$\mathbf{p = 0.06}$	$p = 0.05$	$\mathbf{p = 0.07}$	$p = 0.03$
Judgment	Knowledge	Stability	Alertness
$\mathbf{r = 0.33}$	$r = 0.34$	$r = 0.33$	$r = 0.39$
$\mathbf{p = 0.08}$	$p = 0.07$	$p = 0.07$	$p = 0.03$
Perseverance	Stability	Analysis	**Innovation**
$r = 0.31$	$r = 0.33$	$r = 0.31$	$\mathbf{r = 0.38}$
$p = 0.09$	$p = 0.08$	$p = 0.10$	$\mathbf{p = 0.04}$

Table 13 shows the individual scores that each participant received for creativity on the EQ Map self-appraisal and innovation on the Selectform performance evaluation. In this table, the mean scores of 20.77 for creativity and 2.90 for innovation have been calculated. The ID number is the number that was assigned to each participant to maintain participant confidentiality.

Table 14 shows the individual scores that each participant received for intuition on the EQ Map self-appraisal and judgment on the Selectform performance evaluation. In this table, the mean scores of 22.30 for intuition and 2.57 for judgment have been calculated. The ID number is the number that was assigned to each participant to maintain participant confidentiality.

With Table 15, I have attempted to create a group of possible individuals who could comprise the StraTEAMic Planning Team based on the scores that the sample achieved on both creativity and innovation (Table 13), and intuition and judgment (Table 14). For my selection criteria, I have established minimum scores of 23 for creativity, 3 for innovation, 23 for intuition, and 3 for judgment. This process has established a list of nine candidates.

Table 16 illustrates the scores achieved by seven people I chose, in a subjective manner, prior to obtaining the data in Tables 13 and 14. I considered these individuals as potentially the most appropriate people to serve on the

Table 13

EQ Map Score for Creativity and Selectform Score for Innovation Tied to Individual Participants

Participant ID	Creativity Score	Innovation Score
894	30	3
787	29	1
897	28	4
680	28	3
469	27	4
784	26	3
893	25	4
468	25	4
570	25	3
789	24	4
464	24	4
463	24	3
788	23	4
785	22	3
682	22	2
681	20	3
466	20	1
677	19	3
683	19	2
895	18	3
786	18	3
576	17	3

Table 13--*Continued.*

Participant ID	Creativity Score	Innovation Score
896	16	3
465	16	2
573	15	3
574	14	3
467	14	2
571	13	3
790	12	2
892	10	2

Note. The mean score for creativity is 20.77 and the mean score for innovation is 2.90.

StraTEAMic Planning team based on their role in the organization, their previous behavior relating to creativity and judgment, their personalities, my perceptions of how they would work with others, and their titles.

In an effort to ensure participant confidentiality, I was not privy to the ID numbers that corresponded to the individual participants' names. Therefore, I was unable to determine how the individuals scored between the two tools since the Selectform scores in both cases are based on whole numbers scoring in the performance review process conducted independently from this study. This preclusion did not, however, affect the validity of the testing and in effect

Table 14

EQ Map Score for Intuition and Selectform Score for Judgment Tied to Individual Participants

Participant ID	Intuition Score	Judgment Score
894	31	3
787	31	2
464	30	3
680	29	4
897	28	3
892	27	3
788	27	3
468	26	4
570	24	2
681	24	1
469	23	4
893	23	3
463	23	3
785	23	2
789	22	3
573	21	4
895	21	3
683	21	2
465	20	2
682	19	3
896	19	2

Table 14--*Continued.*

Participant ID	Intuition Score	Judgment Score
786	19	2
677	19	2
576	19	2
574	19	2
784	18	2
466	18	2
571	17	2
467	15	1
790	13	3

Note. The mean score for intuition is 22.30 and the mean score for judgment is 2.57.

removed any possibility of bias entering into the study findings or analysis.

Participants with ID numbers 464, 468, 469, 680, and 788 appeared on the list of nine prospective candidates (Table 15). Based on the scores displayed in Table 15, a minimum of two additional candidates out of four potential individuals could have been chosen with higher correlation scores in the objective manner than what was obtained from my subjective selection method.

Table 15

Composite Selection Criteria EQ Map and Selectform Scores

Participant ID	Creativity Score	Innovation Score	Intuition Score	Judgment Score
894	30	3	31	3
680	28	3	29	4
897	28	4	28	3
469	27	4	23	4
468	25	4	26	4
893	25	4	23	3
464	24	4	30	3
463	24	3	23	3
788	23	4	27	3

Table 16

Team Member Selection Via Subjective Measures Compared to Actual Objective Scores

Participant ID	EQ Map Creativity Score	Selectform Innovation Score	EQ Map Intuition Score	Selectform Judgment Score
680	28	3	29	4
469	27	4	23	4
468	25	4	26	4
464	24	4	30	3
788	23	4	27	3
681	20	3	24	1
677	19	3	19	2

Summary

For this study, I used a population of 30 age-, gender-, ethnic-, and educationally diverse individuals. I used the correlation coefficient to study the potential relationship between two emotional-intelligence competencies and to pair them with two corresponding personal traits. Statistically significant correlations were found between creativity and intuition and between innovation and judgment. The results fell within the probabilities that were established as less than or equal to .10.

In addition to the objective testing that was employed, a subjective process of choice was used and compared to the research methodology. The objective methodology provided higher correlations than the subjective process, demonstrating the validity of using objective means for creating a potential team based on, in this case, high scores for creativity, intuition, judgment, and innovation.

CHAPTER FIVE

SUMMARY, FINDINGS AND DISCUSSION, RECOMMENDATIONS, AND EPILOGUE

Summary

I have attempted to create a methodology that can serve as a model in corporate settings for the purpose of creating teams. My intent was to establish whether I could use existing tools in the marketplace for applications other than those for which they were originally intended. My reasoning in this approach was grounded in my research to discover if there are objective means to establish teams by employing an emotional-intelligence device to identify competencies deemed desirable for team composition.

This study has suggested that there is a means to objectively determine team composition within an organization by using existing testing mechanisms that are currently available for other purposes, including performance evaluations, employee recruitment, and promotions/merit increases for current staff.

The methodology that I employed can be duplicated in other settings where there is a desire to match specific individual competencies to those that are desired by the person charged with creating the team. In so doing, a

company that is seeking a creative deliverable can successfully orchestrate team membership to accomplish the desired results. Such an approach can maximize long-term resources by not creating teams with individuals who, because of inherent shortcomings, may not be able to work together.

I selected the EQ Map self-appraisal as a tool to measure two desirable competencies (creativity and intuition) that I had previously identified as important for individuals participating in a strategic-planning process. Because this tool is a self-evaluation, I wanted the benefits associated with another review process to determine if the individuals selected actually exhibited the desirable competencies other than by their own self-appraisal.

I then employed the Selectform performance evaluation tool as an additional testing device, since I learned that a 240° evaluation process better served my needs for a more complete assessment of the individuals' competencies. Because of corporate dictates, I was precluded from conducting a full 360° appraisal by also using a peer review.

By using two correlation tests, I was able to establish that a correlation exists with a sufficiently high level of probability that the competencies measured by the EQ Map were closely aligned with two Selectform personal traits, which by my definitions were similar. The results would

suggest the soundness of the methodology that I employed to determine if an objective way could be discovered that would serve as a process to recruit individual team members.

I reviewed the literature on teams and team-member selection, personality testing, emotional intelligence, and the links between creativity and innovation, and intuition and judgment to determine three things: (a) if there were existing objective means to select team members, (b) if personality testing and emotional intelligence were a suitable means to create selections, and (c) if the paired competencies were considered to be sufficiently correlated by historical and contemporary thought. The review of existing research appeared to validate the need for my proposed study.

Findings and Discussion

The study suggests that selected variables from the EQ Map that I deemed important in selecting team members for a strategic-planning process correlate significantly with performance-evaluation personal traits found in the Selectform device used to assess individual associates' performance in a corporate environment.

Tables

Table 12 illustrates the relationships between the primary competencies found in the EQ Map and their corresponding competencies found in the Selectform

evaluation in terms of the correlation coefficient that was realized and the level of significance. In each case, the EQ Map competency that was paired to its respective Selectform competency showed a high level of correlation. Its level of significance was .12, thereby locating it outside the .10 parameter for the probability. While all competencies scored within the top five, with the exception of innovation, on the Pearson test for intuition, it is important to note that the primary competencies (creativity and innovation, and intuition and judgment) demonstrated significant correlations and levels of significance when compared to the secondary pairings (creativity and judgment, and intuition and innovation).

The implementation of two testing mechanisms also established that the level of significance was better than it would have been with only one test employed. A higher number of participants would have given the testing process a better means of determining whether or not the hypothesis was valid. With only 30 participants, the testing suggests that it was a viable means of examining the competencies that existed and the degree of competence for each variable in selecting a strategic planning team member composition profile.

On both tests and all four applications (see Tables 7, 8, 9, and 10) the competency of initiative scored higher on both counts. While this was the case, I would suggest that

it makes sense that initiative is a strong competency for leaders. I am supported in this belief by authors Goleman, Boyatzis and McKee (2002) in their leadership tome *Primal Leadership* who point to the significance of initiative in the leadership realm. They point out that initiative is beyond the typical focus of the leader as it focuses on the ability of the individual to seize opportunities by stressing the leader's ability to immediately issue orders without having to ponder a specific course of action, creating almost a forceful means of making decisions (p. 79).

I believe it is important to note that the previous findings suggest that a meaningful correlation does exist between the desired competencies of creativity and intuition. The fact that other competencies have higher or similar correlations and levels of significance--while important--does not diminish the hypothesis that was originally postulated.

This testing simply conveys that other competencies can also have significant correlations and probabilities. As was suggested by Goleman et al. (2002), initiative is an important competency in leadership and relates to intuition (immediate issuance of orders without having to think about them) and judgment (a forceful means of making decisions).

I suggest that the research findings support the hypothesis and further study could take place on the

additional relationships that could be construed by another researcher as even stronger than I was attempting to validate. For my purposes, the fact that initiative has a higher correlation is a positive for the ultimate application of a strategic planning team, simply not one that I identified as my most important one.

The number of competencies that could be examined could be limitless based on the desires of the individual seeking to create a team. Initiative might not necessarily be an important competency to an individual assigned to create a team that is charged with orchestrating a bankruptcy where the team is governed by matters that relate to following legal mandates and prescribed policies for managing the process. In a case like this, initiative may be subordinated to such competencies as stability, perseverance, etc. Essentially, the given situation will dictate the competencies that are sought.

In Tables 13 and 14, I was able to illustrate the relationships that existed between the competencies with the actual participants. In a real-world situation, I could submit the numbers of the respective individuals to the Department of Human Resources whom I would like to have serve on the strategic-planning team, and would be furnished with a list of those individuals' names. I could then form my team to participate in the endeavor.

The data shown in Table 15 are exceptionally important to this study in that they use a selection criteria based on higher-than-average scores across all four measurements to create a list of nine potential candidates for a team. In this table, all the candidates met the selection criteria that were established as an optimal consideration for inclusion on a strategic-planning team at the company.

When examined in conjunction with Table 16, one can conclude that the objective testing can create a better means of selecting team members than employing a subjective process. While the data shown in Table 16 did provide five out of the nine identical individuals, the objective means found in Table 15 would have given a better selection of candidates, with four additional names, than the two subjectively chosen individuals whose scores were less than the ideal selection criteria.

The data in Table 16 are important, however, because they formed the basis for my selecting team members without the benefit of having their respective scores on the EQ Map and Selectform. I compiled a list of seven primary individuals and five secondary individuals whom I subjectively decided would make good members of the strategic planning team. I was forced to make a list of both primary and secondary choices because I was precluded from knowing, because of the confidentiality issues, who had actually submitted their EQ Map scores for the study. The

names were converted to their respective, previously assigned numbers and were returned back to me with their respective scores.

The correlations were meaningful in that they demonstrated significant relationships in relation to other competencies, especially in view of the high probability of the scores relating to the level of significance set at .10.

The study sample, while being small from the number of participants standpoint, was sufficient from a statistical sampling perspective and exhibited a level of representitiveness in terms of participants' gender, ethnicity, educational level, and age.

Team-Member Selection Process

In an ideal team-building world, the team builder could approach the team-member selection process in two ways: (a) the builder could attempt to identify a limited number of desired competencies pre-established by the team builder and then create the team with individuals who share these competencies, or (b) the builder could create a team based on a much larger number of desired competencies and then build the team with representative members that exhibit a variety of different competencies.

While I was seeking individuals on two dimensions only, it would be possible to employ the opposite approach: that of creating a balance of the various competencies in an

effort to provide a more broad-ranging strata of talents that exist with the possible candidates. Perhaps the team builder is seeking a broader range of abilities than what would commonly be found. For example, a group of engineers or computer programmers may have like technical skills, but varied intra- and interpersonal skills, such as communications, creativity, empathy, and resilience.

I used two forms of testing to establish that correlations between the competencies were significant. Also, from an importance perspective, the variables have a strong relationship that exists both from a historical standpoint and also in contemporary business literature. Emotional-intelligence competencies can be employed as a means to identify desired personality characteristics sought by the team builder. Once the competencies are identified, a tool is required to measure the prospective team candidates to ascertain whether they exhibit these competencies.

In the absence of being able to employ identical testing mechanisms due to corporate policies and the inappropriateness of using a self-assessment in a manner other than the use for which it was intended, the process that I developed and executed in this study suggests that it is possible to use dissimilar devices. In this context, I maintain that like concepts--in this case, creativity and innovation, and intuition and judgment--are of such a nature that within the current body of knowledge on these various

concepts, there is recognition that these competencies are similar in nature by virtue of their definitions and applications. The literature review I conducted on these competencies and how they have been paired seems to support this statement.

I believe that a resource that includes these and various other measurement tools could be compiled into a master volume or data file, and then the researcher could simply pick the measurement device that most closely measured the desired characteristics. A person charged with building a team could use a particular measure for one application, and an entirely different one for another application.

A compiled volume of resources could be developed that gives me access to another set of measurement devices geared to a third-party evaluator. In this case, one could even more accurately mirror the two forms by attempting to ascertain exact-word comparisons without having to make inferences between two entirely different terms, such as intuition and judgment.

Had participants been able to be identified for the StraTEAMic Planning team, additional research could have been conducted to ascertain how their particular scores related to the top five criteria identified in Table 12. This analysis would have proven useful for the purpose of identifying how each team member scored on each personal

trait as analyzed against the emotional intelligence competencies. Likewise, the individuals selected would have been able to be sorted by their responses to the other emotional-intelligence competencies. These two forms of additional analyses would have been useful insofar as the focus of the strategic-planning process could have been even further enhanced by matching the "players to the program" from a desired outcomes perspective.

In effect, the aggregate solutions derived from the analysis of the entire sample of 30 participants could have been paired to a new aggregated solution gathered from the actual selected team members to ascertain whether the outcomes achieved in the original study findings were better or worse than the results achieved by the actual team members.

In any real-world application of the preceding methodology, it is important to recruit the Department of Human Resources in the initial endeavor so as to provide the best possible mechanisms and consensual considerations for optimizing the results. It is important for the team builder to have a variety of tools at his or her disposal to decide what competencies are important, and then to have the various resources to discover if the competencies exist in the target audience.

I can foresee that information gathered in this fashion would be entered into a master database that could be

employed for the purpose of both the current team-building endeavor and also future initiatives. It would be possible to build a database in a larger organization that would extend the use of various tools used for hiring staff into a larger database that would be used for building teams from the initially captured data. Such a process would save considerable time and resources from an applications standpoint. At any time, appropriately designated individuals could access the database for a list of potential candidates that, by prior testing, have demonstrated that they have the desired competencies.

Team development and team-member selection will continue to be a subjective process, given the limitations of time and resources, to employ the model I have developed. However, in an optimal situation, the research findings suggest that employing an objective process for making team-member selections creates an opportunity to achieve the optimum team, which is made up of members who exhibit competencies that are considered positive contributions to the overall objectives sought by the person who created the team in the first place.

Recommendations

Until now, I have shared what I have done in this study and what I have found. In this section, I intend to suggest what I believe might be additional areas of study and research.

Data warehousing and data mining are contemporary business concepts associated with marketing initiatives in both business-to-business and business-to-consumer markets, but what about their potential application within the organization itself? Applying these concepts to human resources and personality testing provides an opportunity that has significant reward applications.

Creating a data warehouse of both tools for competency testing and actual data captured from the administration of these tools could be utilized for team-building applications years prior to the initial application. Mining the data based on the identification of the desired competencies would serve to maximize resources in real-world situations. As a team builder, an individual could identify the desired competencies, and by using a data-mining program, the individuals who match those desires could be immediately identified in the corporate setting.

While they exhibit a significant correlation between the paired concepts, this study's results deserve further research into the use of different testing mechanisms to determine if like results are generated. This research can take a variety of forms, from using like tests and subjecting them to both self-assessment and third-party assessments, to using dissimilar mechanisms as I did to test for similar results. Multiple testing time periods and different model attributes could be entered into the master

database for a more dynamic tool that exhibits certain real-time performance characteristics. Test results could be captured and then matched to future applications with various testing tools used to disaggregate the data.

The fact that the initiative competency exhibited the highest correlation with both creativity and intuition suggests a possibility of future study to determine why this correlation was the highest across both competencies and both tests. Goleman, Boyatzis, and McKee (2002) in *Primal Leadership* identify initiative as an emotional-intelligence competency within their framework of the command and control style of a leader. It is considered particularly helpful in stressful or crisis situations (pp. 78-79).

Future research could compare the results of measuring initiative in other testing mechanisms and comparing it to the results found in this study. For example, both Goleman and Boyatzis test for initiative in their emotional-intelligence competency models (as cited in Bar-On & Parker, 2000, p. 351).

A future study that compares the data gathered in the study with future results using the same participants would be of interest in establishing the long-term viability of the relationships between the paired competencies. This study could take the form of observations in an actual real-world setting to ascertain if the theory and the testing are borne out by the individual participants in actual practice.

If the actual names of the participants are known, can an observer measure the degree to which the actual intended deliverables, which in my case are creativity and intuition, are displayed by the individuals chosen and to what degree? While a certain degree of subjectivity is involved in this observation process, this data-gathering process could be illuminating even if a bit flawed.

Additionally, a study for future research is suggested that examines the use of other tests that measure creativity and intuition in their various forms of interpretations. For example, in a side-by-side comparison of emotional-intelligence competencies, Orioli (2002-2003) identified creativity in the EQ Map as the ability to envision powerful new ideas, form alternative solutions, and find effective new ways of doing things, while Cherniss and Goleman (2001) define innovation as being comfortable with novel ideas, approaches, and new information (p. 120). I suggest that a future study take the Cherniss and Goleman test and measure the results of the innovation competency as compared to the EQ Map competency, and even the Selectform score for innovation. Other pairings of this magnitude would be illuminating in how various scores correlate. In like fashion, other devices could be employed from a performance evaluation standpoint given the needs of the organization and the policies in place by the company, organization, or institution seeking to employ the same methodology. The

triangulation of innovation, teamwork, and emotional intelligence in creating viable solutions is best summed up by Alex Broer, vice chancellor of Cambridge University and former director of research at IBM, when he said:

> The ideas of an individual must fit into a matrix of innovation that spreads across a group of researchers around the world. You have to talk to everybody. So today you need more emotional intelligence than before to know how and from whom to get relevant ideas, let alone to form the coalitions and collaborations that will bring those ideas to fruition. (as cited in Goleman, 1998, p. 101)

From the definitions presented above, one can infer that there are relationships that exist between intuition and judgment, and between creativity and innovation. Bass (1990) cited a study by Bhaskar in 1978 where the decision maker could bring into play without awareness the instantaneous flash of insight, intuitive feeling, or assured judgment.

Finally, a future study could analyze the results of an objectively based team's results with a subjectively based team's results. In this case, one team would be created based on the aforementioned model and another team would be created purely by the luck of the draw or some equally subjectively focused means where the team builder chooses people purely based on his/her own perceptions. Each team would be given a like task, and the results based on creative and/or innovative solutions would be measured. Again, in this case, the process is quite subjective and

only qualifiable data would be obtained subject to individual interpretation.

Epilogue

Oftentimes, a leader is not in a position to be able to make the most advantageous choice because of the needs of the organization, short timeframes, and inability to initiate a comprehensive tool for selecting team members, internal politics, vested interests, and an upper-management reluctance to use a model that compares personal traits of one individual to those of another. It is understandable in the current climate in which I operate that all of these factors can exist simultaneously and have the ability to eliminate the benefits associated with employing such a model.

In situations where there is the opportunity to employ such a process of selection, the leader has been given the chance to create a team with the desired characteristics that will ultimately serve to achieve the results intended in what could be construed as the shortest time possible.

I have found this study to be important from a real-world application perspective: for the creation of teams and team-member selection based on objective selection criteria.

The importance of teams is increasingly evident in the corporate setting, and having an objective means to select team members would appear to be beneficial for anyone charged with such a responsibility.

As a group leader in my organization, and one who is consistently faced with creating teams for various needs regarding proposals, presentations, planning, process improvements, product/services development, and internal applications, the value of making discriminating choices for team members is in my estimation a significantly important event.

The fact that there has not been any definitive research that I could discover on the use of emotional-intelligence competencies as selection criteria for team member choices suggests to me that this field of study has significant implications for the future as suggested by my future studies recommendations. The more that can be done to inject objectivity into various business processes, and the more consistency that can be created, the greater will be the advantage in decision-making.

James Autry (2001) in *The Servant Leader* describes the objectivity that is sought in business processes involving teams as a necessary element of a servant leader: "As for personal preparations, part of the evolution of a servant leader is in working to maintain the same attributes and characteristics in every situation" (p. 235). As an individual charged with creating a team and manifesting that charge as a servant leader, I believe that this study has created a means whereby people can be chosen for inclusion on a team, not by virtue of popularity contests, how they

appear, or what their rank is in the hierarchy, but as measured by their true emotional competencies and personal traits.

As a servant leader, I have been placed in a position to choose teams with objective criteria based on Autry's (2001) servant leader model, which "measures the same attributes and characteristics in any given situation" (p. 235). This objective selection process is important within the context of Autry's view of servant leadership insofar as within leadership situations, it accomplishes tenets of servant leadership, including "treating others as important people, meeting the needs of others, creating a situation that is free of deception, and seeking to provide the greatest good for others" (Hunter, 1998, p. 124).

APPENDIX A

LETTER OF CONSENT

LETTER OF CONSENT

You are invited to participate in a research project that addresses emotional intelligence. This project will be conducted as part of a dissertation for Mr. Robert Reindel, Vice President of Marketing Services at Morley Companies, Inc. as he works towards his doctorate degree. It is understood that while this project may involve Morley resources, this research is an effort of Mr. Reindel and not Morley Companies, Inc.

In addition to a self-assessment test, the research also includes a correlative analysis of that test and the individual's employment performance review score. It is understood that in participating in this research project, you agree to permit Morley Companies, Inc. Human Resources Department to release that score to Mr. Reindel. It is understood that Mr. Reindel has agreed to withhold the names of all participants (regarding both the said emotional intelligence test and the performance review score) from the research facilitator and replace each with a number to permit anonymity. Mr. Reindel will not use the results from this specific project for purposes within Morley Companies, Inc.

Your participation in this project is completely voluntary. You are free to choose not to participate. If you have any questions about this research project, please contact Mr. Reindel in Marketing Services by telephone at (989) 791-0131 or by e-mail at robert.reindel@morleynet.com or Dale Walk in Morley Human Resources at (989) 791-0164 or by email at dale_walk@morleynet.com.

☐ I have read and understand the above information and voluntarily **AGREE** to participate in the research project described above. I hereby release Morley Companies, Inc. and it associates from any liability associated with my participation.

Associate Signature Date

☐ I have read and understand the above information and **I DO NOT AGREE** to participate in the research project described above. I hereby release Morley Companies, Inc. and it associates from any liability associated with my participation.

Associate Signature Date

☐ I have read and agree to the details as described above regarding this research project. I hereby release Morley Companies, Inc. and it associates from any liability associated with my participation.

Mr. Robert Reindel Date

APPENDIX B

SELECTFORM EMPLOYEE PERFORMANCE REVIEW

EMPLOYEE PERFORMANCE EVALUATION

DATE: _____

NAME: _____ JOB LOCATION: _____

JOB TITLE: _____ DATE OF LAST EVALUATION: _____

Please complete this form carefully and thoroughly. Remember its purpose is to:

Provide objective criteria for personnel performance evaluations on a standard basis within your organization.

Compel you to examine *all* of the individual traits affecting employee performance.

Help you to support your conclusion and recommendation for job classification and compensation improvements.

Produce fairer evaluations of empioyees.

PROCEDURE:

Pages 2 and 3 describe Fifteen personal traits identified with job success or failure. Decide for each, the level at which the employee performed for this rating period. Write the corresponding value number in the rating coiumn. Add the numbers to obtain a totai score.

Transfer this total to the rating scale on page 4. This will indicate, and support, your overall opinion of the employee's performance.

Refer back to pages 2 and 3 to comment on the employee's principal strengths and weaknesses. Your comments should be consistent with your rating of individual traits.

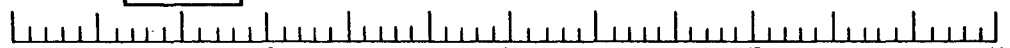
Finally, you should describe the employee's reaction to this evaluation, if you discuss it, and make your recommendation for any changes in the employee's job classification or rate of pay.

Form 27 — Printed in U.S.A.

PERSONAL TRAITS		UNSATISFACTORY	SOME DEFICIENCIES EVIDENT
		0	1
KNOWLEDGE	The blending of job-related education, skills and experience.	Severely lacking in knowledge.	Noticeable deficiencies in job knowledge.
QUANTITY	Level of satisfactory output generated per unit of time.	Usually below acceptable standard.	Barely acceptable level of output. A slow worker.
ACCURACY	Absence of errors.	Constantly commits errors.	Error level too high. Needs improvement.
JUDGMENT	Capacity to make reasonable decisions.	Frequently makes irrational decisions. Poor judgment.	Too often selects wrong alternative.
INNOVATION	Imagination and creativity used to lower costs and improve profits.	Never offers a new procedure or new idea.	Rarely suggests new ideas.
APPEARANCE & HABITS	Personal habits, clothing and grooming (evaluation should consider the nature of the job).	Frequently offensive.	Occasionally sloppy appearance or display of offensive habits.
ORDERLINESS	Organization of the individual's work and work area.	Usually disorderly and chaotic.	Frequently unorganized or work area in disarray.
COURTESY	Respect for feelings of others. Politeness on the job.	Frequently rude. Causes noticeable discomfort to others.	Occasionally impolite to coworkers or others.
COOPERATION	Willingness to help others accomplish their objectives.	Usually uncooperative. A "roadblock" to coworkers, customers or suppliers.	Too often uncooperative when faced with reasonable requests for assistance.
INITIATIVE	Voluntarily starting projects. Attempting non-routine jobs and tasks.	Shows little initiative. Never volunteers. Sticks closely to job routine.	Shows some initiative. Should do more without having to be told.
RELIABILITY	Dependability and trustworthiness.	Not reliable. Often fails to deliver a complete job.	Occasionally leaves routine tasks incomplete.
PERSEVERANCE	Steadfast pursuit of job objectives when faced with unexpected obstacles.	Frequently quits when faced with unexpected obstacles.	Is sometimes deterred by obstacles which should be overcome.
STABILITY	Even temperament. Acceptance of unavoidable tension and pressure.	Volatile, inconsistent personality. Disrupts work environment.	Occasional display of temper or emotion sufficient to disrupt others and hinder own performance.
ATTENDANCE		Frequent unexcused lateness or absence from work. Very poor attendance record.	Absences or lateness below standards.
ALERTNESS	Ability to quickly understand new information and situations.	Very slow to grasp ideas and events.	Usually needs extra instruction.

SATISFACTORY	EXCEPTIONAL	CLEARLY OUTSTANDING	INSERT NUMERICAL RATING (0 THROUGH 4)
2	3	4	
Understands job routine. Some knowledge still to be acquired.	Completely understands all aspects of the job.	Understands why all job functions are performed and inter-relationship with other jobs. An expert.	
Satisfactory. Meets expectations of average output.	Usually exceeds the norm. A fast worker.	Exceptional producer. Generates maximal output.	
Makes average number of mistakes.	Very accurate. Commits few errors.	Extremely accurate. Rarely commits an error.	
Usually exercises sound judgment.	Above average reasoning ability. Seldom errs in judgment.	Sustains high level of sound judgment. Decisions usually best under circumstances.	
Average number of suggestions for improving methods and procedures.	Often suggests beneficial changes and profit/cost improvements.	Very innovative. Constantly offers imaginative suggestions for improving operations.	
Usually properly dressed and groomed. Few poor personal habits.	Rarely exhibits poor appearance or offensive habit.	Always properly dressed for the job. Personal habits are never offensive or in poor taste.	
Work sufficiently organized to efficiently perform the job.	Highly organized and efficient worker. Few instances of poor performance from lack of order.	Exceptionally precise in organization work. Has immediate access to anything needed. Extremely efficient.	
Observes common courtesies, does not offend.	Very conscientious of other's feelings and rights. Always polite.	Extremely courteous, well mannered and polite. Always considers the comfort and ease of others.	
Generally a cooperative person on the job.	Very cooperative. Often offers assistance. Can usually be counted on to help.	Extremely cooperative. Constantly offers aid and always available to help others.	
Does not shirk. Voluntarily attempts to solve non-routine job problems as they occur.	Above average. A self starter. Will generally volunteer.	Places highest priority on getting things done. Constantly accepts difficult or unpleasant jobs to achieve goals.	
Can be relied on to complete all aspects of job.	Completes work with little supervision. Will complete occasional special projects.	Extremely dependable and trustworthy. Accepts all assign-ments. Always performs as expected.	
Is not stopped by most obstacles, works through them.	Displays sufficient drive to overcome unusually difficult obstacles.	Always displays extreme determination. Will rarely quit until objective is reached.	
Even tempered. Absorbs routine pressures of job.	Can tolerate unusual pressure and tension without hindering performance.	Performs consistently and effectively under extreme pressure. Never visibly falters.	
Satisfactory attendance record.	Rarely late or absent.	Almost never late or absent. Always accepts overtime work, if offered.	
Understands most new ideas and developments without excessive explanation.	Fast learner. Grasps new information quickly.	Extremely bright. Analyzes and understands with minimum of instruction.	
		TOTAL TO TOP OF PAGE 4	

Summary Score TOTAL (MARK TOTAL NUMERICAL RATING ON SCALE BELOW)



0 UNSATISFACTORY | 15 SOME DEFICIENCIES EVIDENT | 30 SATISFACTORY | 45 EXCEPTIONAL | 60 CLEARLY OUTSTANDING

Comment on principal strengths: _____

Comment on principal weaknesses and suggestions for improvement: _____

Has this evaluation been discussed with the employee? ☐ **Yes** ☐ **No**

Comments: _____

Your recommendation for present and future job classification: _____

RATED BY (Name and Title): _____

APPROVED BY: _____

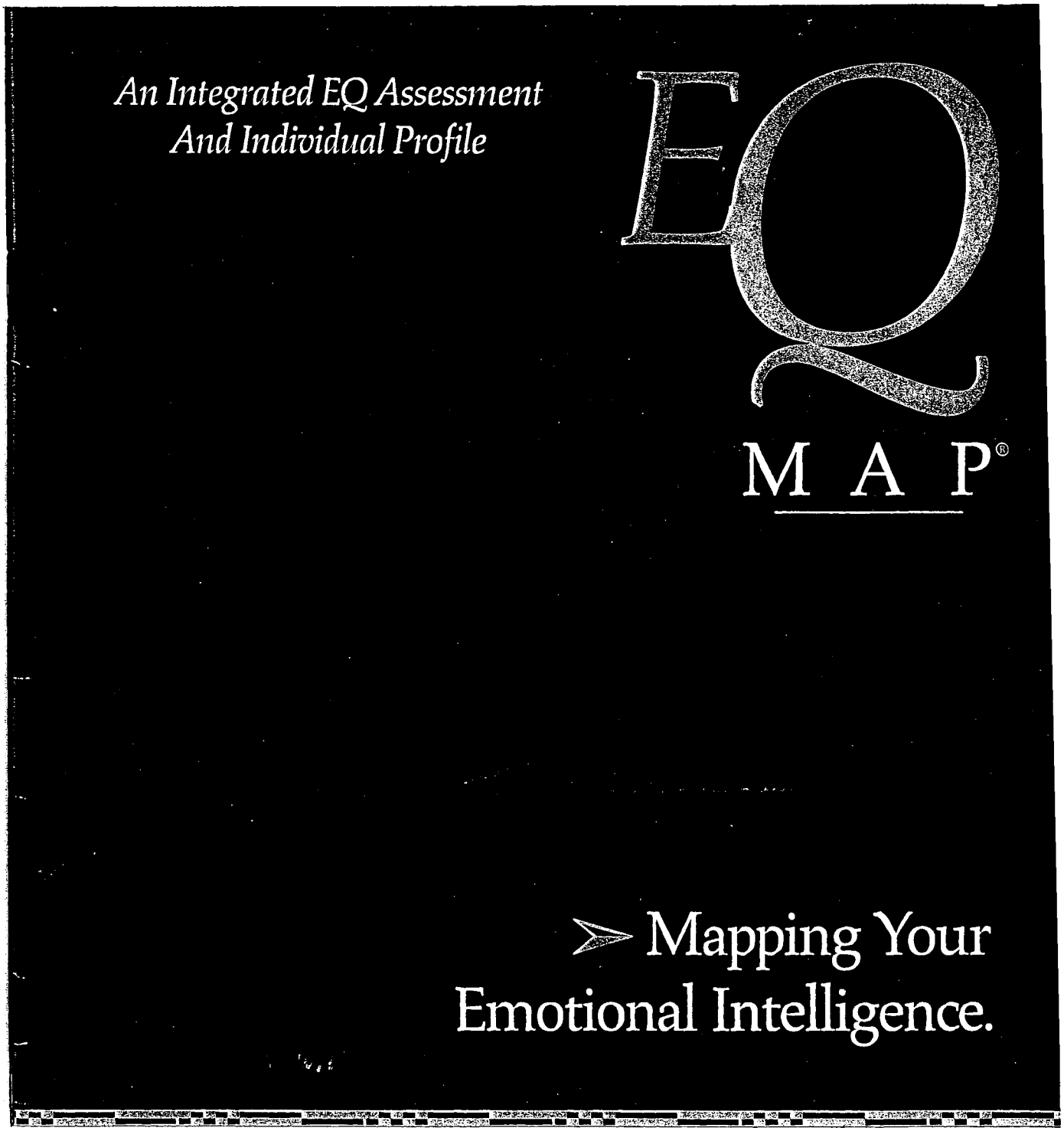
Completion of this section by employee, is optional, and subject to the policy of your organization.

I have reviewed this evaluation and I completely understand its contents.

Date _____ **Employee's signature** _____

APPENDIX C

EQ MAP



EQ MAP

EQ MAP™ QUESTIONNAIRE

Mapping Your Emotional Intelligence

Version 4.5

An Integrated EQ Assessment & Individual Profile

Emotional Intelligence

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Human emotions are the domain of feelings, gut level reactions and emotional sensations. When trusted and respected, emotional intelligence provides a deeper, more fully formed understanding of oneself and those around you.

About the EQ Map™

Unlike testing in which you are graded with a single numeric score, the EQ Mapping process will guide your exploration of emotional intelligence by plotting your personal performance strengths and vulnerabilities to identify individual paths for success.

The EQ Map™ is extensively researched, statistically reliable and norm-tested on an employed workforce in the United States and Canada.

The EQ Map™ is comprised of three distinct sections:

- **The EQ Map™ Questionnaire** will assist you in the assessment of the various components related to EQ and its inherent competencies.
- **The EQ Map™ Scoring Grid** will visually map your personal performance, creating a snapshot of your current EQ strengths and vulnerabilities.
- **The EQ Map™ Interpretation Guide** will provide you with a detailed explanation of the importance of each scale to the qualities of emotional intelligence.

Completing Your EQ Map™ Questionnaire

Plan to spend at least 30 minutes of undisturbed time completing the questionnaire. Complete each scale by circling the number (3,2,1,0) in the column which best describes your response to each statement or question.

Some questions ask how well a statement might describe your current behavior or intention and some ask how often you act or think in a certain way. Answer each question as best you can. Don't leave any questions unanswered. Work quickly and stick to your initial response. Try to be as honest with yourself as possible; remember, only you will see your EQ Map™ answers. If you have trouble answering a question, think of how a friend or co-worker might rate you on that item.

Finding Your Score

After completing each scale, add the value of the numbers you have circled in each vertical (up and down) column. Place that total at the bottom of each column. Add the bottom row of totals together to get your score for that scale. Write that total in the square provided. Directly above the square is a ruler with four levels. Your score will fall within the range on one of these four levels. Fill in the triangle that corresponds to your score. Your EQ Map™ Interpretation Guide will explain your scores.

Example:

e indicate how rrently think	*This describes me:* Very Well	Moderately Well	A Little	Not At All
	3	2	(1)	0
by listening	3	2	(1)	0
of the time	3	(2)	1	0
t	3	2	1	(0)
on(s)	(3)	2	1	0
ns scare me	(0)	1	2	3
ate	(3)	2	1	0
	3	2	1	(0)
	6	+ 2	+ 2	+ 0 = 10

△ 24-23
△ 22-12
▲ 11-5
△ 4-0

Total Scale 3

EQ MAP

Section I. Current Environment: Pressures & Satisfactions

Scale 1: Life Pressures

Think about...the past month. For each of the work and personal pressures listed below, please indicate how much each has been a source of distress for you.

	Great	*Moderate*	*Little*	*None/Didn't Occur*
Work Pressures:				
Job security	3	2	1	0
Relationship with my immediate supervisor	3	2	1	0
Shifting priorities at work	3	2	1	0
Relationship with my co-workers	3	2	1	0
Opportunity for advancement and growth	3	2	1	0
Too much work	3	2	1	0
Control over my workload	3	2	1	0
Lack of job flexibility to deal with family and/or personal emergencies	3	2	1	0
Favoritism or unfair hiring and/or promotion policies at work	3	2	1	0
Constant monitoring of job performance by management	3	2	1	0
Boring or uninteresting work	3	2	1	0
Special recognition or award at my job	3	2	1	0
Pressure from competing deadlines at my job	3	2	1	0
Loss of commitment to work	3	2	1	0
Feeling bogged down in red tape and unable to accomplish anything	3	2	1	0
Flexibility of hours of work	3	2	1	0
Commute to my job	3	2	1	0
Personal Pressures:				
Financial difficulties	3	2	1	0
Increased caretaking responsibilities for an aging or disabled relative	3	2	1	0
Conflict with partner or spouse	3	2	1	0
Raising a child	3	2	1	0
Being separated from my spouse	3	2	1	0
Deteriorating personal health	3	2	1	0
Finding quality day care or problems with current day care situation	3	2	1	0
Not enough time to spend with those closest to me	3	2	1	0
Dangerous or unsafe neighborhood	3	2	1	0
Serious personal illness or injury	3	2	1	0
Relationship with close relative (parent,sibling,in-law)	3	2	1	0
Sexual conflict or frustration	3	2	1	0
Work-family conflict	3	2	1	0
Lonely or lack of intimacy	3	2	1	0
Fertility or reproductive issues	3	2	1	0

△	0-8
△	9-16
△	17-27
△	28-96

Total Scale 1

\+ + + =

EQ MAP

Scale 2: Life Satisfactions

Personal Satisfactions:

Think about...the past month. For each of the statements listed below, please indicate how true each is for you.

	Very True	*True*	*A Little True*	*Not True At All*
The people around me will take time for me when I need it	3	2	1	0
Those closest to me understand when I am upset and respond to me	3	2	1	0
I feel accepted and loved by those closest to me	3	2	1	0
The people close to me support me to do new things and make changes in my life	3	2	1	0
I spend quality time with my friends/family	3	2	1	0
I am able to give what I would like to my friends/family	3	2	1	0
I can ask for help from my family and friends when I need it	3	2	1	0
I know that others are there for me	3	2	1	0

Work Satisfactions:

Think about...the past month. For each of the statements listed below, please indicate how true each is for you.

	Very True	*True*	*A Little True*	*Not True At All*
I enjoy my job	3	2	1	0
I have a supervisor whom I like and trust	3	2	1	0
I would rather make more money at a less interesting job	0	1	2	3
I believe in what my employer stands for	3	2	1	0
I have a good physical working environment	3	2	1	0
I receive adequate compensation for my work	3	2	1	0
I feel liked and valued by the people at work	3	2	1	0
I receive feedback about the quality of my work	3	2	1	0
I use my abilities and talents on the job	3	2	1	0
I participate in decisions about things at work which affect me	3	2	1	0
I am respected by people in the community for my job	3	2	1	0
When considering my contributions, I feel shortchanged by my company	0	1	2	3
Resources are limited, I have to fight to get things done	0	1	2	3

△ 63-28

△ 27-21

△ 20-12

△ 11-0

Total Scale 2

\+ + + =

Section II. Emotional Literacy

Scale 3: Emotional Self-Awareness

For each item listed below, please indicate how well it describes the way you currently think or feel about yourself.	*This describes me:* Very Well	Moderately Well	A Little	Not At All
I can name my feelings	3	2	1	0
I have learned a lot about myself by listening to my feelings	3	2	1	0
I am aware of my feelings most of the time	3	2	1	0
I can tell when I am getting upset	3	2	1	0
When I am sad, I know the reason(s)	3	2	1	0
People who show strong emotions scare me	0	1	2	3
I pay attention to my physical state to understand my feelings	3	2	1	0
I accept my feelings as my own	3	2	1	0

△ 24-23
△ 22-18
△ 17-14
△ 13-0

Total Scale 3

\+ + + =

Scale 4: Emotional Expression

For each item listed below, please indicate how well it describes the way you currently think or feel about yourself.	*This describes me:* Very Well	Moderately Well	A Little	Not At All
I let other people know when they are doing a good job	3	2	1	0
I express my emotions even if they are negative	3	2	1	0
I let others know what I want and need	3	2	1	0
My closest friends would say I express my appreciation of them	3	2	1	0
I keep my feelings to myself	0	1	2	3
I let people know when uncomfortable feelings get in the way of our work	3	2	1	0
I have trouble reaching out to others when I need help	0	1	2	3
My co-workers would say I express my appreciation of them	3	2	1	0
I would do anything to avoid looking foolish to my peers	0	1	2	3

△ 27-23
△ 22-18
△ 17-14
△ 13-0

Total Scale 4

\+ + + =

EQ MAP

Scale 5: Emotional Awareness of Others

For each item listed below, please indicate how well it describes the way you currently think or feel about yourself.	*This describes me:* *Very Well*	*Moderately Well*	*A Little*	*Not At All*
I can recognize emotions in others by watching their eyes	3	2	1	0
I find it difficult to talk to people who do not share my views	0	1	2	3
I rarely have the urge to tell someone off	3	2	1	0
No matter with whom I am speaking, I am always a good listener	3	2	1	0
I can sense the mood of a group when I walk into the room	3	2	1	0
I can get new people I meet to talk about themselves	3	2	1	0
I am good at "reading between the lines" when someone is talking	3	2	1	0
I can usually tell how others feel about me	3	2	1	0
I can sense someone's feelings even when unspoken	3	2	1	0
I change my emotional expression depending upon the person I am with	0	1	2	3
I can tell when someone close to me is upset	3	2	1	0
When interacting with others, I can sense how they are feeling	3	2	1	0

△ 36-22

△ 21-19

△ 18-15

△ 14-0

Total Scale 5

\+ + + =

EQ MAP

Section III. EQ Competencies

Scale 6: Intentionality

Think about...the past month. For each item below, please indicate how well the statement describes your behavior.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I can easily shut out distractions when I need to concentrate	3	2	1	0
I finish most things that I start	3	2	1	0
I know how to say "no" when I have to	3	2	1	0
I can put aside short-term rewards for long-term goals	3	2	1	0
I can completely focus myself on a task when I need to	3	2	1	0
I do things I later regret	0	1	2	3
I accept responsibility for managing my emotions	3	2	1	0
When faced with a problem, I like to deal with it as soon as possible	3	2	1	0
I think about what I want before I act	3	2	1	0
I can postpone my personal gratification for a greater goal	3	2	1	0
When I'm in a bad mood I can talk myself out of it	3	2	1	0
I get angry when I am criticized	0	1	2	3
I do not know the source of my anger in situations	0	1	2	3

△ 39-34
△ 33-29
△ 28-23
△ 22-0

Total Scale 6

\+ + + =

Scale 7: Creativity

Think about...the past month. For each item below, please indicate how well the statement describes your behavior.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I've suggested innovative projects for my company	3	2	1	0
I participate in the sharing of information and ideas	3	2	1	0
I fantasize about the future to help me figure out where I am going	3	2	1	0
My best ideas happen when I am not really thinking about them	3	2	1	0
I've had brilliant ideas that came to me in a flash and were fully formed	3	2	1	0
I have a good sense of when ideas will succeed or fail	3	2	1	0
I am fascinated by new and unusual concepts	3	2	1	0
I've implemented innovative projects at my company	3	2	1	0
I get excited by new ideas and solutions	3	2	1	0
I am good at brainstorming on a problem to generate options	3	2	1	0

△ 30-25
△ 24-20
△ 19-14
△ 13-0

Total Scale 7

\+ + + =

EQ MAP

SCALE 8: RESILIENCE

Think about...the past month. For each item below, please indicate how well the statement describes your behavior.

	This describes me: Very Well	Moderately Well	A Little	Not at all
I can bounce back after feeling disappointed	3	2	1	0
I can accomplish what I need to if I put my mind to it	3	2	1	0
Obstacles or problems in my life have resulted in unexpected changes for the better	3	2	1	0
I find it easy to wait patiently when I need to	3	2	1	0
There is always more than one right answer	3	2	1	0
I know how to satisfy all parts of myself	3	2	1	0
I am not one to procrastinate	3	2	1	0
I am afraid to try something again when I have failed at it before	0	1	2	3
I decide certain problems are not worth worrying about	3	2	1	0
I relax myself when tension builds up	3	2	1	0
I can see the humorous side of situations	3	2	1	0
I often put things aside for a while to get a perspective on them	3	2	1	0
When I encounter a problem, I focus on what I can do to solve it	3	2	1	0
When something is not working I try to come up with an alternative plan	3	2	1	0

△ 42-35
△ 34-30
△ 29-25
△ 24-0

TOTAL SCALE 8

\+ + + =

SCALE 9: INTERPERSONAL CONNECTIONS

Think about...the past month. For each item below, please indicate how well the statement describes your behavior.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I am able to grieve when I lose something important to me	3	2	1	0
I feel uncomfortable when someone gets too close to me emotionally	0	1	2	3
I have several friends I can count on in times of trouble	3	2	1	0
I show a lot of love and affection to my friends/family	3	2	1	0
When I have a problem I know who to go to or what to do to help solve it	3	2	1	0
My beliefs and values guide my daily actions	3	2	1	0
My family is always there for me when I need them	3	2	1	0
I doubt if my colleagues really care about me as a person	0	1	2	3
I have a difficult time making friends	0	1	2	3
I hardly cry, not even at funerals	0	1	2	3

△ 30-29
△ 28-25
△ 24-19
△ 18-0

TOTAL SCALE 9

\+ + + =

SCALE 10: CONSTRUCTIVE DISCONTENT

Think about...the past month. For each item below, please indicate how well the statement describes your behavior.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I would not express my feelings if I believed they would cause a disagreement	0	1	2	3
When it comes right down to it, I can only trust myself to get things done	0	1	2	3
I remain calm even in situations when others get angry	3	2	1	0
It is better not to stir up problems if you can avoid doing so	0	1	2	3
I have a hard time getting consensus from my work team	0	1	2	3
I solicit feedback from my peers on my performance	3	2	1	0
I am good at organizing and motivating groups of people	3	2	1	0
I enjoy the challenge of facing and solving problems at work	3	2	1	0
When I make a critical comment I focus on the behavior and not the person	3	2	1	0
I avoid confrontations	0	1	2	3

△ 30-26

△ 25-21

△ 20-16

△ 15-0

TOTAL SCALE 10

\+ + + =

EQ MAP

Section IV. EQ Values and Attitudes

Scale 11: Outlook

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I look on the bright side of things	3	2	1	0
I love my life	3	2	1	0
I know I can find solutions to difficult problems	3	2	1	0
I believe things usually work out for the best	3	2	1	0
I have been continually frustrated in my life because of bad breaks	0	1	2	3
I like who I am	3	2	1	0
I see challenges as opportunities for learning	3	2	1	0
Under pressure, I am confident I will figure out a solution	3	2	1	0

△ 24-21
△ 20-17
△ 16-12
△ 11-0

Total Scale 11

\+ + + = ☐

Scale 12: Compassion

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I can see pain in others even if they don't talk about it	3	2	1	0
I am able to read people's emotions from their body language	3	2	1	0
I act ethically in my dealings with people	3	2	1	0
I would not hesitate to go out of my way to help someone in trouble	3	2	1	0
I take the feelings of others into consideration in my interactions with them	3	2	1	0
I can put myself in someone else's shoes	3	2	1	0
There are some people I have never forgiven	0	1	2	3
I can forgive myself for not being perfect	3	2	1	0
When I succeed at something, I often think I could have done better	0	1	2	3
I help others to save face in a tough situation	3	2	1	0
I constantly worry about my shortcomings	0	1	2	3
I am jealous of people who have more than I do	0	1	2	3

△ 36-30
△ 29-27
△ 26-22
△ 21-0

Total Scale 12

\+ + + = ☐

Scale 13: Intuition

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
Sometimes, I have the right answer without having the reasons	3	2	1	0
My hunches are usually right	3	2	1	0
I visualize my future goals	3	2	1	0
I can see the finished product or picture before it is completed	3	2	1	0
I believe in my dreams even when others cannot see or understand them	3	2	1	0
When faced with a tough choice, I follow my heart	3	2	1	0
I pay attention when things do not feel quite right to me	3	2	1	0
Once I've made up my mind I seldom change it	0	1	2	3
People say I am a visionary	3	2	1	0
When someone presents an opinion different from my own, I have a hard time accepting it	0	1	2	3
I use my "gut reactions" when making decisions	3	2	1	0

△ 33-28
△ 27-23
△ 22-18
△ 17-0

Total Scale 13

\+ + + =

Scale 14: Trust Radius

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
People would take advantage of me if I let them	0	1	2	3
I trust until I have reason not to	3	2	1	0
I am very careful about whom I trust	0	1	2	3
I respect my colleagues	3	2	1	0
People similar to me at my company have gotten better deals (i.e., raises, promotions, opportunities, rewards, etc.) than I have	0	1	2	3
The people I associate with are trustworthy	3	2	1	0
I seem to get the short end of the stick	0	1	2	3
Very little in life is fair or equitable	0	1	2	3
When I meet new people I disclose very little personal information about myself	0	1	2	3
I focus on people's positive qualities	3	2	1	0
I often wish I were someone else	0	1	2	3
I enjoy my emotional life	3	2	1	0

△ 36-31
△ 30-26
△ 25-20
△ 19-0

Total Scale 14

\+ + + =

EQ MAP

Scale 15: Personal Power

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I can make things happen	3	2	1	0
Fate plays a strong role in my life	0	1	2	3
I find it useless to fight the established hierarchy at my company	0	1	2	3
Circumstances are beyond my control	0	1	2	3
I am easy to like	3	2	1	0
I have a hard time accepting compliments	0	1	2	3
I have the ability to get what I want	3	2	1	0
I feel in control of my life	3	2	1	0
If I reflect on my life, I might find I am basically unhappy	0	1	2	3
I enjoy taking charge of things	3	2	1	0
I know what I want and go after it	3	2	1	0

△ 33-32
△ 31-27
△ 26-22
△ 21-0

Total Scale 15

\+ + + =

Scale 16: Integrated Self

Think about...the past month. For each item below, please indicate how well the statement describes your actions or intentions.

	This describes me: Very Well	Moderately Well	A Little	Not At All
I am willing to admit it when I make a mistake	3	2	1	0
I feel like a fraud	0	1	2	3
If I no longer had passion for my work I would change jobs	3	2	1	0
My job is an extension of my personal value system	3	2	1	0
I never tell lies	3	2	1	0
I find myself going along with a situation even if I do not believe in it	0	1	2	3
I exaggerate my abilities in order to get ahead	0	1	2	3
I tell the truth even when it is difficult	3	2	1	0
I have done things on my job that are against my beliefs	0	1	2	3

△ 27-23
△ 22-20
△ 19-16
△ 15-0

Total Scale 16

\+ + + =

EQ MAP

Section V. EQ Outcomes

Scale 17: General Health

Think about...the past month. Please indicate how often (if ever) you have experienced the following symptoms.	*Never*	*Once or Twice a Month*	*Every Week*	*Nearly Every Day*
Physical Symptoms:				
Back pain	0	1	2	3
Problem(s) with weight (either underweight or overweight)	0	1	2	3
Tension headaches	0	1	2	3
Migraines	0	1	2	3
Colds or respiratory problems	0	1	2	3
Stomach problems (frequent gas, irritable bowel syndrome, or ulcers)	0	1	2	3
Chest pain	0	1	2	3
Unexplainable aches and pains	0	1	2	3
Some other kind of chronic pain not listed above	0	1	2	3
Behavioral Symptoms:				
Eating (loss of appetite, overeating, no time to eat)	0	1	2	3
Smoking	0	1	2	3
Drinking alcoholic beverages	0	1	2	3
Taking aspirins or other pain killers	0	1	2	3
Using "recreational drugs"	0	1	2	3
Withdrawing from close relationships	0	1	2	3
Criticizing, blaming or ridiculing others	0	1	2	3
Feeling victimized or taken advantage of	0	1	2	3
Watching T.V. (over 2 hours a day)	0	1	2	3
Playing video/computer games or using the Internet (over 2 hours per day)	0	1	2	3
Resent people I encounter	0	1	2	3
Accidents or injuries	0	1	2	3
Emotional Symptoms:				
Trouble concentrating	0	1	2	3
Overwhelmed by work	0	1	2	3
Being easily distracted	0	1	2	3
Can't get things off my mind/ constant worrying or dwelling	0	1	2	3
Feeling depressed, dejected, or hopeless	0	1	2	3
Feeling lonely	0	1	2	3
Mind goes blank	0	1	2	3
Feeling fatigued or overwhelmed	0	1	2	3
Trouble making up my mind or making decisions	0	1	2	3
Trouble getting myself going or calming myself down	0	1	2	3

△ 0-8

△ 9-16

△ 17-30

△ 31-93

Total Scale 17

\+ + + =

EQ MAP

Scale 18: Quality of Life

Please indicate how well each of the following statements describes the way you currently think or feel about yourself.	*This describes me:* Very Well	Moderately Well	A Little	Not At All
I am deeply satisfied with my life	3	2	1	0
I feel energetic, happy and healthy	3	2	1	0
I have feelings of inner-peace and well-being	3	2	1	0
I would need to make lots of changes in my life to be truly happy	0	1	2	3
My life meets my deepest needs	3	2	1	0
I have gotten less than I hoped for out of life	0	1	2	3
I like myself just the way I am	3	2	1	0
Work for me is fun	3	2	1	0
I have found meaningful work	3	2	1	0
I am on a path that brings me satisfaction	3	2	1	0
I have made the most of my abilities	3	2	1	0

△ 33-27
△ 26-23
△ 22-17
△ 16-0

Total Scale 18

\+ + + =

Scale 19: Relationship Quotient

Please indicate how well each of the following statements describes the way you currently think or feel about yourself.	*This describes me:* Very Well	Moderately Well	A Little	Not At All
There are some people I "connect with" at a deeper level	3	2	1	0
I am honest with people close to me and they are honest with me	3	2	1	0
I have deeply loved another person	3	2	1	0
I can usually find people to socialize with	3	2	1	0
I am able to make a long-term commitment to a relationship	3	2	1	0
I know I am important to the people closest to me	3	2	1	0
I find it easy to tell people I care about them	3	2	1	0

△ 21-19
△ 18-16
△ 15-13
△ 12-0

Total Scale 19

\+ + + =

SCALE 20: OPTIMAL PERFORMANCE

Please indicate how well each of the following statements describes the way you currently think or feel about yourself.	*This describes me:* *Very Well*	*Moderately Well*	*A Little*	*Not At All*
I am satisfied with my work performance	3	2	1	0
My co-workers would say I facilitate good communication among the members of my work group	3	2	1	0
I feel distant and uninvolved at work	0	1	2	3
It is difficult for me to pay attention to work tasks	0	1	2	3
In my work team, I am involved in decision-making	3	2	1	0
I have difficulty meeting commitments or completing tasks	0	1	2	3
My work performance is consistently the best I can do	3	2	1	0

△ 21-20

△ 19-18

△ 17-15

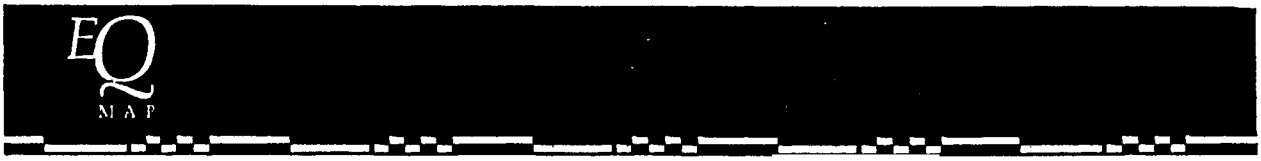
△ 14-0

TOTAL SCALE 20

\+ + + =

You have completed the questionnaire portion of the EQ Map.™

➢ *Complete your Scoring Grid to plot your personal EQ Map™ Profile.*

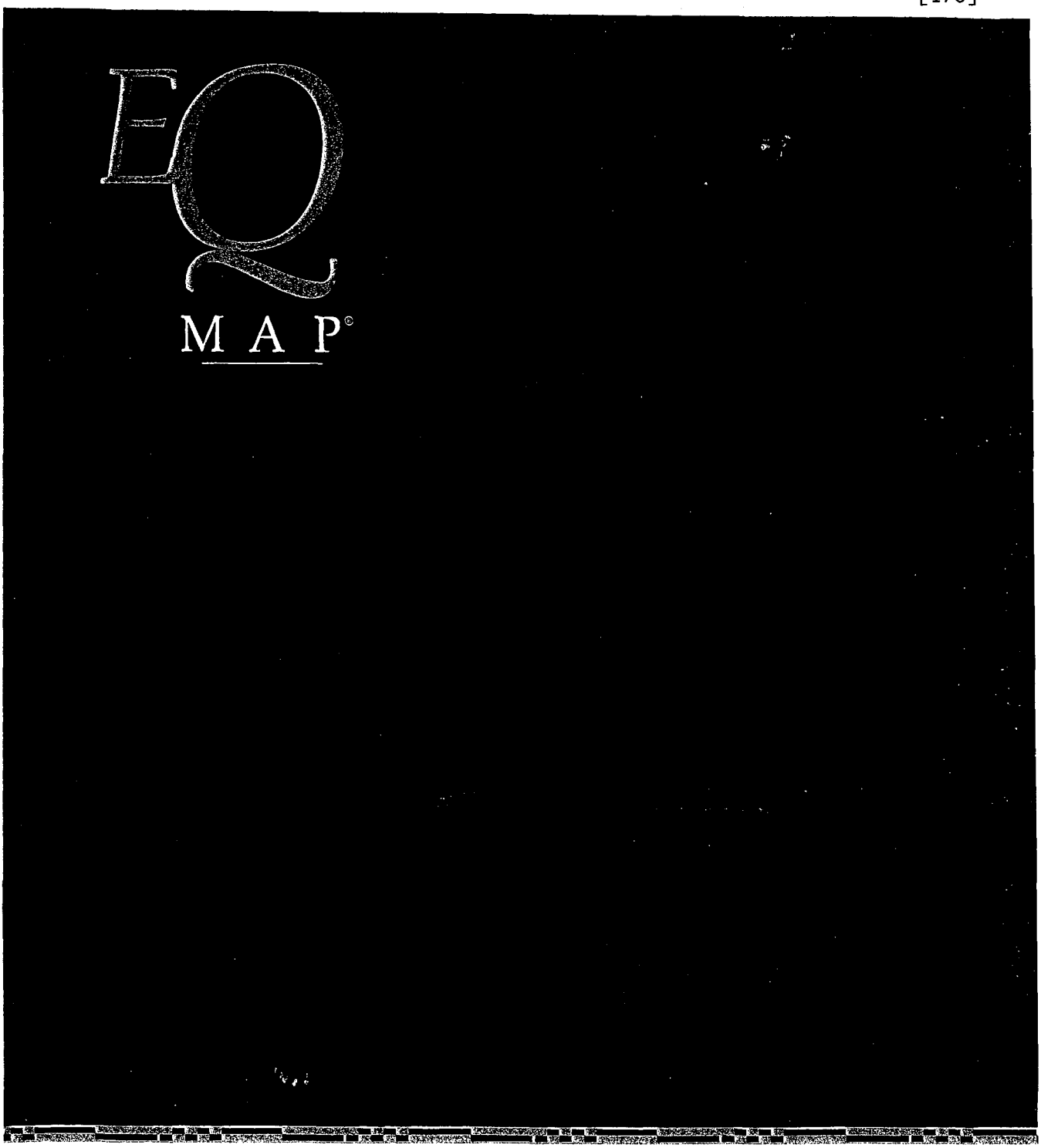


Completing Your EQ Map™ Scoring Grid

Take out the Scoring Grid and lay it flat. You are going to transfer your scores from each scale of the questionnaire onto this grid, to give you an overall picture of your performance levels.

The EQ Map™ Scoring Grid has four levels for each scale, just like the ruler. Transfer your ruler level from each of the scales by filling in the triangle on the grid that matches your level on each scale.

Connect the triangles on the Scoring Grid to show your individual performance pattern.



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Bob Reindel has served in the business sector for over 32 years in a variety of capacities. He has developed a level of expertise that includes executive speechwriting, business operations, strategic planning, sales, marketing, proposal development, and production management. Bob has traveled extensively throughout the United States and internationally.

Reindel prides himself on a leading by example philosophy, empowering people to do their best, engaging in a laissez-faire management style, and being empathetic and understanding of people's needs and desires within the business environment.

Professional Career

1992-Present Vice President, Morley Companies, Inc.

Reindel currently serves as Vice President of the Marketing and Interactive Services groups at Morley Companies, Inc. In this capacity, he manages a staff composed of creative services, market research, shows and exhibits, special events, corporate theater, merchandise operations, and a customer relationship management operations center.

He started with the firm in 1992 in business development and was promoted to his current position in 2000. Reindel also serves as an officer of the corporation. His expertise includes all facets of managing a diverse workforce responsible for both direct and indirect sales to Fortune 500 clients in the automotive, financial services, healthcare, manufacturing and chemical industries.

1974-1992 Vice President of Sales & Marketing

Reindel has served as Vice President of Sales & Marketing in three enterprises including an electronic subcomponents manufacturer, a commercial construction firm, and a graphics communications agency. In these organizations, Reindel managed sales staffs in the execution of sales plans

utilizing both direct salespeople and manufacturing representatives, and marketing staffs responsible for orchestrating marketing plans through trade shows, media advertising, printed and multimedia collateral, direct marketing and customer events.

Educational Background

2001-2005	Ph.D. in Leadership Candidate Andrews University Berrien Springs, MI
1975-1980	Master of Business Administration Central Michigan University Mt. Pleasant, MI
1973-1974	Thomas M. Cooley Law School Lansing, MI
1969-1973	Bachelor of Arts Alma College Alma, MI

Military Background

1972-1973	United States Navy Honorable Discharge

Family Background and Interests

Reindel's family includes his wife of 31 years, Mary; his daughter, Laura (16); and his son, Robert (8).

Interests include family activities, reading, writing, landscaping, interior design, historic automobiles, motorcycling, movies and boating. Reindel earned a black belt in Korean karate in 2000.

He has served in various governing board capacities on both church and community service organizations.