

Individual Emotive Outlook Profiles: Successful and Unsuccessful Innovative Namibian Teams

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Innovation, a differentiator for global competitiveness, is not necessarily implemented effectively due to several factors, of which effective team composition (and its individual dynamics) is only one. For the purposes of this study, we defined 'successful innovation' as acceptability of the outcome to the end-user. This study's main research was whether there was a difference in the team member emotive outlook profiles for successful and unsuccessful innovation teams. An initial study was undertaken, and certain observations were made in order to conduct further research. The study comprised a mixed methods methodology, and the study involved 22 participants in total to test the methodology and to find support for the general research question. The brain basis of emotion was also explored, which could lead to further debate as to appropriate organizational training approaches and its link to innovation. Initial findings indicate a trend that there are certain differences, which could be explored in further research.

Introduction

Innovation is a "business imperative" (Crainer and Dearlove, 2013, p. 1) to ensure continuing

success and, ultimately, business survival (Snyder and Duarte, 2003; Gumusluoglu and Ilsev, 2007; Fisk, 2008; Goffin and Mitchell, 2010; Walter

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et al., 2011; Dawar, 2013; and McGrath, 2013). Although innovation is considered as one of the pressures on organizations today (Leather, 2013), it is mentioned in the literature reviewed that organizations have a poor track record in innovation. Scholars such as Addison *et al.* (2005), Dodgson *et al.* (2008), Govindarajan and Trimble (2010), Owens (2012), Radjou *et al.* (2012), Dawar (2013), Leather (2013), Schilling (2013), as well as Crainer and Dearlove (2013) attribute this poor track record to factors such as insufficient strategic provision, exponential growth in digitization and technology, competition and globalization underscored by continuous, exponential change. Crainer and Dearlove (2013) propose that a solution to innovation challenges does not necessarily imply an increase or strengthening of R&D departments. Adair (2009) and Parker (2008) suggest a focus on the individual, the team and the organization as a holistic whole, with specific emphasis on the team (Kelley and Littman, 2004; Perretti and Negro 2007; and Govindarajan and Trimble, 2010).

It is evident from research conducted that because of the emphasis on teams, generally more attention should be paid to the individual (Walter *et al.*, 2011) and more specifically "... understanding of the forces that act upon the individuals involved in building business[es]" (Christensen and Raynor, 2003, p. 8). The basis of these forces could therefore be individuals' emotional lives impacting all of their interactions (Gazziniga *et al.*, 2009; and Davidson and Begley, 2012). People's emotional/emotive outlook (Davidson and Begley, 2012) has been linked in the literature to innovative behavior (Phan and Sripada, 2013), and specifically responses to perceived opportunities and idea generation (Rozin, 2003; Wood *et al.*, 2012; Davidson and Begley, 2012; and Waytz and Mason, 2013).

This study therefore investigates the profiles of individual team members from an affective neuro-scientific point of view, specifically emotive outlook patterns in, and of, teams. The purpose of this paper is to provide an overview of the literature research to demonstrate the link between emotive outlook and innovation, and to report on the results of the study conducted. Certain assumptions guide this study. Firstly, innovation project teams are being put together haphazardly (La Fasto and Larson, 2001) compromising composition (Snyder and Duarte, 2003; Barth, 2004; and Perretti and Negro, 2007), falling back on familiar variables such as specialized knowledge (Kelley and Littman, 2004; and Govindarajan and Trimble, 2010) or experience (Barth, 2004; Parker, 2008; and Adair, 2009) or availability at the time (Goffin and Mitchell, 2010). Secondly, 'team composition' is often based on traditional trait approaches (Kelley and Littman, 2004; and Goffin and Mitchell, 2010), not necessarily taking cognizance of the multicultural nature of teams (Brett *et al.* 2006). Thirdly, variables impacting innovation are multi-dimensional (examples of such variables are provided by Martins and Terblanche, 2003; De Jong and Den Hartog, 2007; Chen *et al.*, 2013; Leather, 2013; Schilling, 2013; Goffin and Mitchell, 2010; Goleman, 2014; Goleman *et al.*, 2004; and Hill *et al.*, 2014), whilst the most important impact on innovation teams remains the composition of the team (Adair, 2009; and Im *et al.*, 2013).

Literature Review

The literature research has been approached from affective neuroscience and innovation points of view to provide a novel and interesting perspective.

Affective Neuroscience

Management science has not paid much attention to emotions in the past, but this is changing

(Ashkanasy, 2003), especially due to the growth of affective neuroscience (Davidson *et al.*, 2003; and Armony and Vuilleumier, 2013). Waytz and Mason (2013) mention that these insights increase the understanding of creativity and impact of emotions on management activities, a notion which is also supported by Sekerka and Fredrickson (2008), as well as Ashkanasy (2003). Emotions determine and play a key role in forming the basis of thoughts, cognition, decision making, motivation, performance, awareness, attentiveness, as well as the psychological behaviors such as attitude, perception and thoughts (Davidson *et al.*, 2000; Davidson, 2003; Fineman, 2006; Algoe and Fredrickson, 2011; Davidson and Begley, 2012; Dominguez-Borrás and Vuilleumier, 2013; Gardhouse and Anderson, 2013; and Phan and Sripada, 2013), and behaviors of people in organizations (Ashkanasy and Ashton-James, 2005). It can therefore be postulated that affective neuroscience will play a key role in future management science (Waytz and Mason, 2013). A breakthrough study on the significance of emotions and the subsequent organizational impact is the 'Weiss and Gropanzano of Affective Events Theory (AET)' (Ashkanasy and Ashton-James, 2005; and Wegge *et al.*, 2006).

The construct of emotive/affective outlook is core to this study. Emotive style refers to many different processes that "... modulate an individual's response to emotional challenges, dispositional mood and affect-relevant cognitive processes" (Davidson, 2004, p. 1395). Emotive style, or outlook, has an influence on what the individual perceives and pays attention to, as well as the aspects of the events that will be remembered (Fox, 2012). The behavioral and perceptual biases of emotive style are also emphasized by Davidson *et al.* (2003). In this regard, Holt *et al.* (2012, p. 442) refer to the "underlying emotional temperament" that can

be considered to be the emotive style. Emotive style, or outlook, also enables an individual to take decisions when the individual has to deal with incomplete facts (Snyder *et al.*, 2012).

In this regard, the definition of Davidson (2003, pp. 655-656) is crucial where emotive/affective style is defined as "... individual differences in valence-specific features of emotional reactivity and regulation". Specific work has been delivered by Davidson and Begley (2012) on emotional style and they identified six dimensions, each having two polarities. The first dimension is **resilience**, where definitions by Algoe and Fredrickson (2011), Warner and April (2012) and Davidson (2004), emphasize the ability of a person to recover quickly from distress. Characteristics highlighted by other scholars are flexibility (Waugh *et al.*, 2008) and an ability to 'let go' (Warner and April, 2012), a positive mindset (Ong *et al.*, 2006; Fredrickson, 2003; and Davidson, 2004) and increased confidence to take actions to resolve challenging situations (emotional or physical) (Davidson and Begley, 2012).

Secondly, **outlook**, which is related to positivity and could be a deliberate experience (Davidson and Begley, 2012). The polarities are proposed as being optimistic or being pessimistic/despondent (Davidson and Begley, 2012; and Fox, 2012), but with a certain realism attached to it (Fox, 2012; and Metz, 2012). Emotional regulation also plays an important role in this regard (Davidson, 2003).

A third dimension is **social intuition**, which relates to social acumen and especially non-verbal communication signals from people in social interactions (Davidson and Begley, 2012). Individuals who are higher on the social intuition continuum show more emphatic and compassionate behaviors (Davidson and Begley, 2012).

The fourth dimension is proposed to be that of **self-awareness**, where the individual is aware of how bodily feelings relate to specific emotions. Unawareness leads to a lack of self-knowledge and subsequent insensitivity to the individual's own feelings. When people have a greater sense of self-awareness, they become more in touch with their bodily feelings and emotions. Higher self-awareness leads to an increased ability of being empathetic and subsequently more other-awareness (April *et al.*, 2013). Positivity could lead to increased social connectedness amongst people (Fredrickson, 2003). However, effective self-awareness can increase sensitivity to the point of distress for the individual (Davidson and Begley, 2012).

The next dimension deals with **sensitivity to context** where Davidson and Begley (2012, p. 57) refer to the polarities as being 'tuned in' or 'tuned out' in terms of social behavior. It also refers to whether the social behavior the person

is displaying is suitable in terms of the emotions displayed.

Lastly, **attention** is proposed as a dimension related to focus. Although attention is also cognitive in nature, it is influenced by a person's emotive outlook. Strong emotions could deter a person from goal achievement behaviors, leading to losing focus easily. The focused person can pay attention without being distracted by either emotions or other sensory information. Emotions have a strong impact on attention and focus (Davidson and Begley, 2012). It is interesting to note that a negative outlook could imply a certain caution that could impact positively in task achievement requiring vigilance and close attention to detail (Ashkanasy and Ashton-James, 2005).

There are certain affective factors which could impact innovation, identified in the literature (see Box 1).

The brain basis of emotion is an interesting area for discussion and various viewpoints are

Box 1: Innovation Variable Affected		
1.	Emotions in General	Conflict resolution, task quality and teamwork (Lehmann-Willenbrock <i>et al.</i> , 2013).
2.	Positivity	Risk-taking behavior and generation of novel ideas (Ashkanasy and Aston-James, 2005; and Sekerka and Fredrickson, 2008); alertness to opportunities; action-orientation; goal-achievement behaviors (Algoe and Fredrickson, 2011; and Fox, 2012); attention span (Fredrickson, 2003 and Fox, 2012); impact on other team members (Ashkanasy and Ashton-James, 2005; Sekerka and Fredrickson, 2008; and Lehmann-Willenbrock <i>et al.</i> , 2013).
3.	Interpersonal Disposition: Emotional Maturity Dimension	Negotiation behavior (Ashkanasy and Ashton-James, 2005; and April <i>et al.</i> , 2013).
4.	Negativity	Risk-taking behavior (Adair, 2009; and Wood <i>et al.</i> , 2012).
5.	Resilience	Recovery from negative situations/experiences (Ong <i>et al.</i> , 2006; Warner and April, 2012; Fredrickson, 2003; and Davidson, 2004).
6.	Attention	Goal-achievement behaviors; task-achievement; attention to detail (Ashkanasy and Ashton-James, 2005; and Davidson and Begley, 2012).

suggested by scholars. Davidson *et al.* (2000, p. 900) conclude that individual differences will be noted on any discussion on the circuitry of emotions, but "... there is also pronounced plasticity in this circuitry." This study focused on those areas which could be linked to innovation behaviors. The central amygdala plays an important role in functions related to attention (Davidson and Begley, 2012; and Pessoa, 2013), as well as emotional (especially primary) experiences (Davidson *et al.*, 2000; Zillmer *et al.*, 2008; Banich and Compton, 2011; and Pessoa, 2013). Positive and negative information is processed by the amygdala in different ways (Ashkanasy and Ashton-James, 2005). The amygdala could play a role in innovative behavior, as it "... mediates responses to things that are unexpected, novel, unfamiliar or exciting" (Pessoa, 2013; and Satel and Lilienfeld, 2013, p. 12).

There is a link between social intuitive behavior and amygdala activities, which is also related to the release of oxytocin (Davidson and Begley, 2012). The Prefrontal Cortex (PFC) generates secondary emotions (Davidson *et al.*, 2000; and Zillmer *et al.*, 2008). Davidson and Begley (2012) link the role of the PFC to certain emotive outlook patterns. Their study indicates different patterns of activity for resilience as an emotive outlook. Higher resilience in emotive outlook is linked to more, and higher, right PFC activity patterns. The left PFC is associated with a slower discovery of situations that are perceived as upsetting for an individual. Resilient people's PFC seems to be more densely populated with axons where it connects to the amygdala. An increase in dopamine activity has also been indicated by Davidson and Begley (2012).

The secretion of hormones by the hypothalamus impacts emotional expressions (Bear *et al.*, 2007; and Carter *et al.*, 2009). Shorter strains of serotonin could lead to a more negative

outlook (Metz, 2012), whilst there is a link between positive outlook and high levels of dopamine and opioids (Fox, 2012).

The hippocampus plays either a direct or indirect role in emotional experiences or emotive outlook, especially associating a certain repertoire of feelings with certain situations and memories of those (Davidson, 2004; Zillmer *et al.*, 2008; Rock, 2009; and Cohen, 2014). It has been stated by Davidson (2004, p. 1400) that "the hippocampus plays a key role in the context-modulation of emotional behavior."

The emotive outlook of sensitivity-to-context has been linked to "the strength of the connections between the hippocampus and other brain regions, particularly the PFC" (Davidson and Begley, 2012, p. 77).

The thalamus influences emotions and emotive outlook indirectly by acting as the carrier of information from the senses (although smell is excluded) to the cortical areas and the amygdala (Carter *et al.*, 2009; Ward, 2010; and Holt *et al.*, 2012). The olfactory complex can directly or indirectly influence emotions and emotive outlook, as smell can be associated with certain emotional responses (Mohanty and Gottfried, 2013). The actual smell and often the memory thereof (which, once relayed to the limbic system) can lead to an individual behaving with strong emotions to the specific smell and specifically the evaluations of emotions (Carter *et al.*, 2009; Ward, 2010; and Mohanty and Gottfried, 2013).

The insula can be related directly or indirectly to emotion, specifically the emotive outlook of being self-aware and the emotion of disgust (Banich and Compton, 2011; Davidson and Begley, 2012; and Mohanty and Gottfried, 2013).

The corpus callosum has an indirect role in emotions and emotive outlook, specifically as a carrier of emotional information from one brain

hemisphere to another (Bear *et al.*, 2007; Zillmer *et al.*, 2008; and Carter *et al.*, 2009).

Any reference to the affective sciences must also take culture into consideration as an important variable (Mesquita, 2003; and Rozin, 2003).

Innovation

Innovation is portrayed in the literature as complicated, multidimensional and unsystematic (Kahney, 2009; Govindarajan and Trimble, 2010; and Leather, 2013). The concept of innovation is reflective of the relevant dynamics and concerns of the business environment at the time (Dodgson *et al.*, 2008). The challenge also involves the fact that innovation as a process is ongoing: “The perennial challenge, then, is to build an organization capable of innovating again and again” (Hill *et al.*, 2014, p. 97).

Many scholars proposed definitions on what constitutes innovation. The following scholars’ definitions were integrated: Tuomi (2002), Snyder and Duarte (2003), Dodgson *et al.* (2008), Fisk (2008), Gumusluoglu and Ilsev (2007), Govindarajan and Trimble (2010), Dawar (2013), De Brabandere and Iny (2013), Schilling (2013), as well as Crainer and Dearlove (2013). The following aspects were mentioned or implied by these scholars: novelty or new ways of seeing/doing/imagining; change; creation of new (shared) value; practical implementation; staying ahead of the competition; thinking differently; improvement of existing products/services; commercialization of ideas; change of social practices; openness to uncertain outcomes.

A workable definition, based on this information for innovation, is therefore proposed as *the process of the practical implementation of a new product/service, creating (shared) value for all stakeholders*.

Creativity and innovation are often used as overlapping constructs in the creative process (Martins and Terblanche, 2003). Several scholars (Martins and Terblanche, 2003; Goffin and Mitchell,

2010; Holt *et al.*, 2012; Schilling, 2013; and Chrysikou, 2014) propose definitions for creativity. The common denominators are: production of novelty; useful and valuable ideas; and the fact that creativity and the commercialization of ideas are not synonymous. Creativity seems therefore to be supportive of the innovation process. An interesting discussion in the literature is conducted around the different forms of innovation that will not be discussed in this paper (Christensen, 2000; Christensen and Raynor, 2003; Wang and Ahmed, 2004; Dougherty, 2006; Dodgson *et al.*, 2008; Fisk, 2008; Goffin and Mitchell, 2010; Boudreau and Lakhani, 2013; Christensen and van Bever, 2014; and Crainer and Dearlove, 2013).

Of note in the literature is the discussion on the characteristics of innovators, but there is also a gap in the literature regarding the characteristics of innovators (Daniel and Davis, 2009). A controversial point is whether everyone could be innovative and if innovators can be trained, or whether it is a matter of genetics (Govindarajan and Trimble, 2010; Owens, 2012; and Dyer *et al.*, 2011). As most employees usually focus on production and effectiveness/efficiency, only a small number of employees are engaged in innovation activities or projects (Govindarajan and Trimble, 2010; and Dyer *et al.*, 2011).

Based on several studies (Katzenbach and Smith, 1993; Von Krogh *et al.*, 2000; Taggar, 2002; Barth, 2004; Bouncken, 2004; Brolos, 2004; Kelley and Littman, 2004; Bakx, 2007; De Jong and Den Hartog, 2007; Sekerka and Fredrickson, 2008; Drucker, 2008; Fisk, 2008; Adair, 2009; Govindarajan and Trimble, 2010; Dyer *et al.*, 2011; Walter *et al.*, 2011; Hamel, 2012; Wellington, 2012; De Brabandere and Iny, 2013; Sandberg *et al.*, 2013; Schilling, 2013; and Goffin and Mitchell, 2010), the characteristics of innovative individuals can be summarized as shown in Box 2.

Box 2: Characteristics of Innovative Individuals

	Main Themes	Characteristics
1.	Personality	1.1 Emotional maturity 1.2 Humility 1.3 Courage 1.4 Self-efficacy 1.5 Persistence 1.6 High tolerance for ambiguity 1.7 Risk-taking propensity
2.	Interpersonal Skills	2.1 Cross-cultural communication abilities 2.2 Respectfulness 2.3 Constructive, challenging and questioning behavior 2.4 Assertiveness 2.5 Conflict management skills 2.6 Networking 2.7 Influencing skills
3.	Technical Skills	3.1 Experience in a specific discipline 3.2 Technical knowledge 3.3 Unconventional problem-solving skills 3.4 Cognitive abilities (inductive and deductive reasoning abilities) 3.5 Ability to draw conclusions 3.6 Evaluation skills 3.7 Memory (short- and long-term) 3.8 Detail-oriented 3.9 Creativity
4.	Emotive Outlook	4.1 Emotional perceptual habits
5.	Intra-Psychological Resources	5.1 Willingness to take initiative 5.2 Inner-motivation and direction 5.3 Challenging the status quo 5.4 Self-knowledge (especially own biases)

The appropriate team composition therefore impacts innovation success (Goffin and Mitchell, 2010), but it "... is a significant and difficult undertaking" (Govindarajan and Trimble, 2010, p. 16). The individual is the cornerstone of any team's 'innovation potential'. It remains

challenging as to who should be included in such an innovation team, as La Fasto and Larson (2001) indicate that there is a lack of sufficient clarity and guidelines on relevant criteria for inclusion. It is, however, indicated by Adair (2009, p. 139) that "the first step in

any form or team-building is to choose the right people. That is a vital principle to bear in mind if you want to encourage innovation and sustain it.”

With regard to team composition, the criteria provided by scholars are: sourcing internally (Govindarajan and Trimble, 2010) or bringing in outsiders (Govindarajan and Trimble, 2010). Furthermore, experienced members must be balanced with new members (Kelley and Littman, 2004; Perretti and Negro, 2007; Ibarra and Hansen, 2011; and Goffin and Mitchell, 2010). Thirdly, emotional outlook, as emotions provide a certain energy for actions (Owens, 2012), especially positivity (La Fasto and Larson, 2001; Kelley and Littman, 2004; Adair, 2009; and Lehmann-Willenbrock *et al.*, 2013). Diversity in teams (especially cultural diversity) could also enhance creativity and innovative behaviors (Bouncken, 2004; Kelley and Littman, 2004; April and Shockley, 2007; and Perretti and Negro, 2007), but it has specific dynamics of its own (Parker, 2008; Brett *et al.*, 2006). Dyer *et al.* (2011) emphasize team composition from a balancing of skills point of view, whilst Schilling (2013) cautions against the size of teams. Katzenback and Smith (1993) recommend that teams should consist of a limited number, where the members complement one another. It is stated succinctly by Dyer *et al.* (2011, p. 185): “The trick is first knowing who has what skills and then figuring out how to combine complementary strengths within a team to generate ideas with impact.”

Methodology

Mixed methods research usage is increasing and “recognized as a third major approach or research paradigm” (Johnson *et al.*, 2007, p. 112). Denscombe (2008) and Feilzer (2009) hold similar views on the growth of mixed methods research. Jick (1979) and Bryman (2006) indicate that mixed

methods are supported in academic textbooks. It is proposed by Amaratunga *et al.* (2002) as well as Johnson *et al.* (2007) that quantitative and qualitative approaches can be mixed in research as they complement one another, whilst Maudsley (2011) considers quantitative and qualitative research as neither an either or, nor a dichotomy. Feilzer (2009) and Denscombe (2008) hold similar views on the growth of mixed methods research. It also seems that it becomes more relevant and appropriate for research on issues of a business and social nature (Bryman and Bell, 2011).

Creswell and Clark (2011, p. 8) provide a clear motivation for the choice of mixed methods: “Research problems suited for mixed methods are those in which one data source may be insufficient, results need to be explained, exploratory findings need to be generalized, a second method, a theoretical stance needs to be employed, and an overall research objective can be best addressed with multiple phases, or projects.” The results are therefore improved because of increased understanding of the phenomenon, which is also supported by Axinn and Pearce (2006).

Another reason for mixing methods is triangulation (combining results of quantitative and qualitative research on the same phenomenon) and the complementary nature of the published literature. This implies the enhancement of results and subsequent quality of the research (Creswell and Clark, 2011; and Amaratunga *et al.*, 2002).

Further benefits and challenges of following the mixed methods convergent parallel design, based on opinions of scholars (Jick, 1979; Johnson and Onwuegbuzie, 2004; Bryman, 2006; Johnson *et al.*, 2007; Creswell and Clark, 2011; and Leedy and Ormrod, 2014), could be summarized as shown in Box 3.

This research study is based on the mixed methods approach as the combination of both

Box 3: Benefits and Challenges of Following Mixed Methods

Benefits	Challenges
<ul style="list-style-type: none"> • Capitalize on qualitative and quantitative design strengths, whilst attaching equal value to both • Comprehensiveness • Increased understanding • Collaboration between two paradigms is improved 	<ul style="list-style-type: none"> • Not necessarily suitable for all research • Combination of two paradigms could be challenging • Time, skill, energy demands • Challenging to convince purists of merits of approach • Proactively decide what approach will be followed if the two datasets differ

qualitative and quantitative methods could enhance the quality of the research (Creswell and Clark, 2011; De Vos *et al.*, 2011; Adams *et al.*, 2014; and Leedy and Ormrod, 2014). This approach had the potential to increase the confidence of the research study’s conclusions as the “... use of a single method will make it impossible to ascertain the nature of that effect” (Saunders *et al.*, 2012, p. 169). Ivankova *et al.* (2006) also support the fact that a single method often cannot explain a phenomena sufficiently.

This study therefore attaches an equal value to the quantitative and qualitative portions, hence the convergent parallel design (Creswell and Clark, 2011; and Leedy and Ormrod, 2014). This design is described by Leedy and Ormrod (2014, p. 270) when “... a researcher collects both qualitative and quantitative data in parallel, usually at the same time and with respect to the same research question(s).” The “... strive for triangulation” should support “... similar conclusions about the phenomenon under investigation” (Leedy and Ormrod, 2014, p. 270). This is also supported by Bloomberg and Volpe (2008, p. 15) who indicate that “... statistical as well as textual analysis of the information, and the reflections as both when results are presented.”

For this study, the quantitative portion is based on psychometric instruments, as these

“... are powerful for providing evidence of associations” (Moflitt, 2000 cited in Axinn and Pearce, 2006, p. 18). A similar goal for the use of instruments for the quantitative portion of research to collect data is provided by Ivankova *et al.* (2006). The qualitative portion of this study utilized semi-structured interviews and focus group discussions “... for discovering the mechanisms responsible for these associations” (Moflitt, 2000 cited in Axinn and Pearce, 2006, p. 18).

The pragmatist worldview formed the basis for this mixed method research study (Bloomberg and Volpe, 2008; Denscombe, 2008; Feilzer, 2009; Johnson and Onwuegbuzie, 2004; Creswell and Clark, 2011 and De Vos *et al.*, 2011), which could be considered as contributory to finding appropriate solutions, but also stimulate additional research (Davis, 2014).

The instruments used in the present study to obtain quantitative and qualitative results are given in Appendices 1 and 2.

Results and Discussion

The Quantitative Part of the Study

Currently, only two groups (successful and unsuccessful) have been tested. Therefore the independent samples *t*-tests were done.

The two groups were compared and no statistically significant differences were found.

The sample size was too small. However the mean differences between the groups give an indication of how the two groups differ. This information could support the literature review in terms of the direction the study is moving in.

The instruments which were compared in terms of the mean differences were the 16PF; EQ-I; Emotional Style Diagram and the TESI. The Strength Scope could not be correlated, as all the scores were not available. The results could therefore be just portrayed by means of graphs comparing the two groups, with the vertical axis giving values of 0; 0.5; 1; 1.5; 2; 2.5; 3; 3.5; 4 and 4.5 and the horizontal axis describing the characteristics of the overall theme measured. In the following paragraphs the results are reported per instrument, based on the mean differences and the values for the Strength Scope. Certain inferences have therefore been made.

Assessment: 16PF

Unsuccessful Group

The mean difference for the unsuccessful group was relatively high for anxiety (1.60); coupled with being more apprehensive (1.40). Vigilance (as opposed to be trusting) was also relatively high (1.80), coupled with scores higher than the successful group in being more perfectionistic (0.80), private (0.20), being more rule conscious (0.80) and more abstracted (1.20). Liveliness (1.60) was supported by extraversion (0.40), social boldness (0.40) and being dominant (1.00).

Successful Group

Although the mean differences were not particularly high, it could be indicative of certain tendencies. These members were more tough-minded (-0.60); exercised more self-control (-0.20); were more emotionally stable (-0.80), more warmth in relationships was displayed (-0.80); and sensitivity (-0.20) and they were more self-reliant (-1.00).

These results could be linked to the emotive outlook constructs in several ways. Firstly, the emotive outlook construct of outlook. Emotional stability (-0.80) and self-reliance (-1.00) could support this construct. Secondly, the emotive outlook construct of attention or being focused. Tough-mindedness (-0.60) could strengthen this as a construct. Thirdly, sensitivity to context could be tied to more warmth in relationships (-0.80) and more sensitivity (-0.20). Self-awareness as the fourth emotive outlook construct could be supported by self-control (-0.20). Resilience (as the next emotive outlook construct) could be strengthened by self-reliance (-1.00); tough-mindedness (-0.60); self-control (-0.20) and emotional stability (-0.80). Lastly, the emotive outlook construct of social intuition could be coupled by warmth (-0.80) and sensitivity (-0.20).

Assessment: EQ-I

Unsuccessful Group

The unsuccessful group is only slightly higher in emotional self-awareness (mean difference: 1.00) and interpersonal relationships (0.40).

Successful Group

The successful group is higher in mean differences for the following aspects measured: self-perception (-7.00), self-regard (-11.40), self-actualization (-6.80), decision making (-20.20), problem-solving (-20.40), reality testing (-9.00); impulse control (-18.80), interpersonal (-3.20), empathy (-4.40); social responsibility (-4.80); stress management (-18.60); flexibility (-19.60); stress tolerance (-18.60); optimism (-12.80); self-expression (-14.20); emotional expression (-5.00); assertiveness (-28.00) and independence (-18.00).

The successful group members tend towards higher levels of emotional intelligence. In terms of the emotive outlook constructs, of interest are the ones which could be strengthened by

these tendencies. The emotive outlook construct of outlook is supported by reality testing (-9.00); flexibility (-19.60); stress tolerance (-11.80); optimism (-12.80) and self-perception (-7.00). This implies that these emotional responses/traits tend to be higher amongst successful groups.

Secondly, the emotive outlook construct of attention or being focused could be reflected in the results of decision making (-20.20) and problem-solving (-20.40). The third emotive outlook construct of sensitivity to context is supported by results achieved in impulse control (-18.80) and stress management (-18.60). Self-awareness, as a fourth emotive outlook construct, is supported by stress management (-18.60); self-perception (-7.00); impulse control (-18.80) and stress tolerance (-11.80).

Resilience as the next emotive outlook construct, tied to the scores of stress management (-18.60); flexibility (-19.60); stress tolerance (-11.80); assertiveness (28.00) and independence (-18.00). Lastly, the emotive outlook construct of social intuition is supported in the results by interpersonal skills (-3.20); empathy (-4.40) and social responsibility (-4.80).

Assessment: Emotional Style Group Differences

In this questionnaire, the highest mean differences were achieved as follows in the two different groups.

Unsuccessful Group

This group was slightly slower to recover/'bounce back' from adverse situations (resilience).

Successful Group

This group had higher mean differences for the following emotive outlook constructs: outlook: more positive (-1.60); attention: more focused (-0.20); more self-aware (-0.80); and being more sensitive to context (-1.20).

Assessment: TESI Group Differences

Unsuccessful group

Nothing to report.

Successful Group

The successful group had higher mean differences with regard to all the factors tested: team identity (-8.40); motivation (-6.00); emotional awareness (-9.60); communication (-21.60); stress tolerance (-11.40); conflict resolution (-15.60) and positive mood (-4.80).

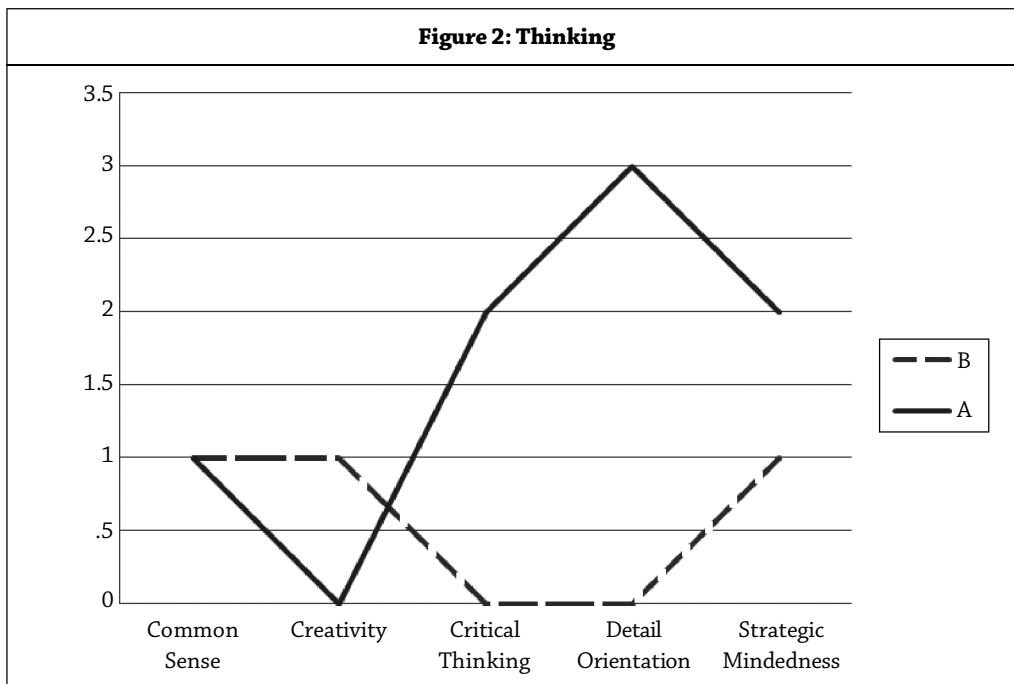
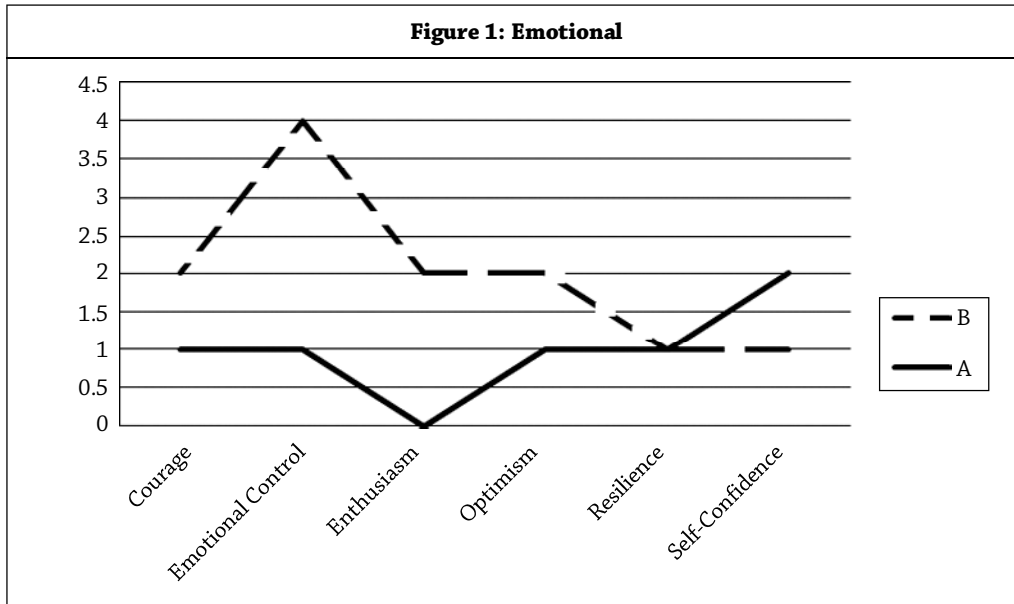
In terms of the emotive outlook constructs, the different constructs are supported in different ways. The emotive outlook construct of outlook is: outlook supported by positive mood (-4.80); team identity (-8.40) and motivation (-8.40).

The second emotive outlook construct of attention or being focused could be tied to motivation (-6.00). The third emotive outlook construct of sensitivity to context includes emotional awareness (-9.60). Self-awareness, as a fourth emotive outlook construct, is supported by emotional awareness (-9.60). Resilience, the next emotive outlook construct, is supported by stress tolerance (-11.40); conflict resolution (-15.60); and team identity (-8.40). Lastly, the emotive outlook construct of social intuition is strengthened by communication (-21.60).

Assessment: Strength Scope Group Differences

Unsuccessful Group

The unsuccessful group had a higher value (2) in comparison with successful group of (1) for self-confidence (emotional cluster) (Figure 1). Under the thinking cluster there is a big gap between the unsuccessful and successful groups in terms of critical thinking (2.00 versus 0 for successful group), detail orientation of (3) versus the (0) of the successful group) and being strategically-minded (2) versus the (1) of the successful group (Figure 2). For the rational cluster, the unsuccessful group reflects higher values for collaboration (1) versus (0) for the successful group; compassion (3) versus the (2) of the successful group; a focus on developing others (3) versus



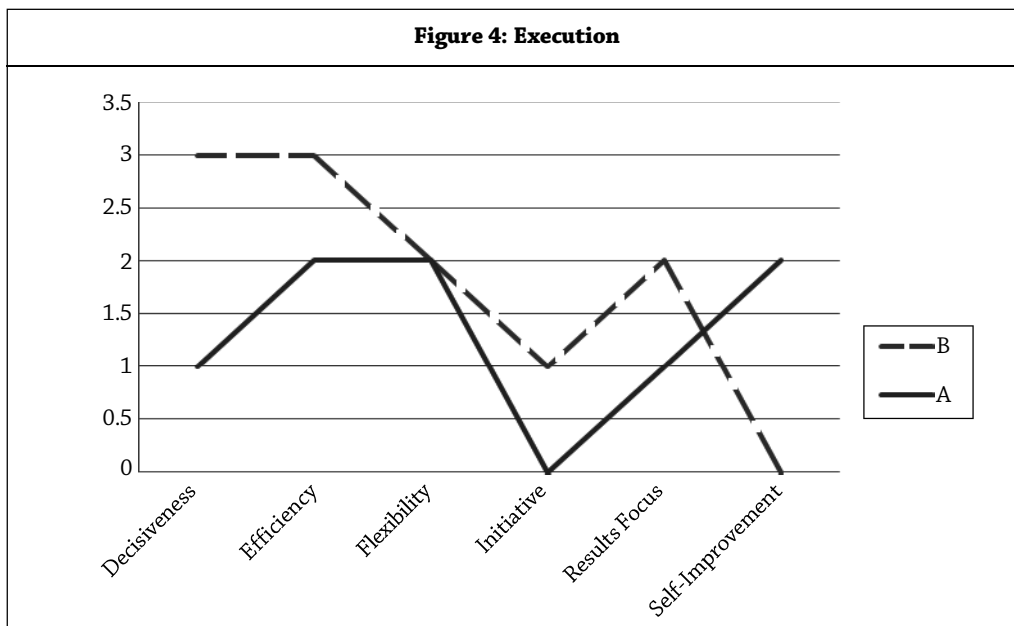
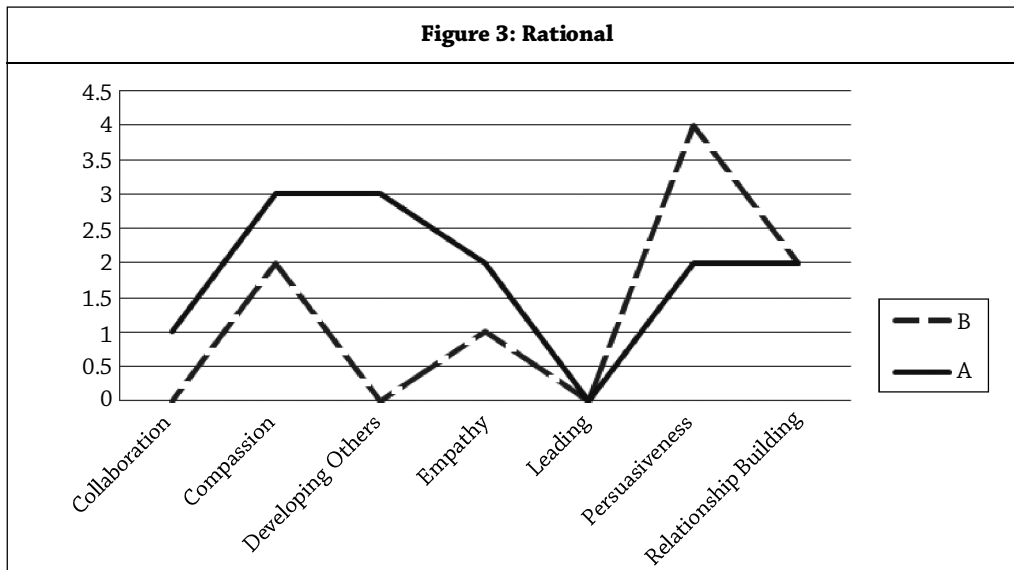
(0) of the successful group and a (2) for empathy, whilst the unsuccessful group reflects a value of (1) (Figure 3).

For the executive cluster, the unsuccessful group has a stronger focus on self-improvement

(2) versus the (0) for the successful group (Figure 4).

Successful Group

For the successful group, higher values were reflected on the vertical axis for the emotional



cluster: courage (2); emotional control (4); enthusiasm (2); and optimism (2). The thinking cluster only showed a higher value (1) for creativity. For the rational construct, the successful group reflected a higher value for persuasiveness (4). On the execution side, the successful group reflected higher values for

decisiveness (3); efficiency (3); initiative (1) and being results focused (2).

When linked to the constructs of emotive outlook, the following links could be proposed. The emotive outlook construct of outlook is supported by enthusiasm (2) and optimism (2). The second emotive outlook construct, attention,

could be supported by decisiveness (3); efficiency (3) and being results focused (2). Thirdly, sensitivity to context is supported by emotional control (4). The fourth emotive outlook construct, self-awareness, could be supported by emotional control (4). Resilience, as the next emotive outlook construct, could be supported by persuasiveness (4) being results focused (2); courage (2) and efficiency (3). Lastly, the emotive outlook construct of social intuition is not supported by any of the values.

The Qualitative Part of the Study

The qualitative part of the study consisted of semi-structured interviews with the innovation sponsors, as well as two focus group discussions, one with a successful team and the other with an unsuccessful team. These team members did not form part of the quantitative part of the study.

The purpose of the semi-structured interviews and focus group discussions was to gain some understanding of the teams in terms of their experience of the innovation process, as well as to gain evidence for the presence, or not, of the emotive outlook construct. Two semi-structured interviews were conducted. Two focus group discussions were held, one with successful and the other with a successful group. Each group consisted of five members each.

A process of manual coding was followed due to the small sample size, based on the guidelines provided by Saldaña (2013) and Vogt *et al.* (2014).

Semi-Structured Interviews

Innovation seems to start when an inefficiency has been identified, specifically in processes. The culture of the organization must be supportive of any innovation effort, but could be hampered by staff mentality or clashes in personality. Teams have been identified as a critical mechanism for innovation with a focus on internal and external

sources for composition. The size of the teams also seem to play a role.

The composition of teams seems to be an identified area for innovation improvement. The typical identified criteria as per the literature (experience, skills, and character traits) are followed. Unsuccessful team outputs are attributed to poor leadership of these teams.

A further discussion on the success of teams indicates that it can be attributed to discipline, focus, attitude of 'failure is not an option', mixture of young and older staff, mindset of action, positivity of the members, preparedness to also look outside for ideas, commitment of team members, identification of team members with the challenge, members' own processes, excitement and energy of the members, their interpersonal skills and a pressure to change, as well as constructive conflict management skills.

Unsuccessful team outcomes are specifically ascribed to poor leadership (poor guidance, lack of emotional intelligence skills, lack of interest, unstructured meetings with a low frequency). The results are exhibited in members behaving disrespectfully towards the leader, and having no confidence in his/her abilities.

On the discussion of the different emotive outlook constructs, successful teams were identified as having a more positive outlook, and being more focused in terms of the attention they pay. Resilience is reflected in the results they achieve. Interpersonal skills, as reflected in social intuition and sensitivity to context, also seemed to have surfaced. Self-awareness seemed to have been high.

The unsuccessful team seems to be more negative (reflected in unresponsiveness, non-participation) which could also be ascribed to a lack of guidance (poor leadership). It was felt that there was a lack of attention, which was then

reflected in the lack of results. Simultaneously, resilience also seemed to be lacking as no action was taken and apathy seemed to be prevalent. It seemed that social intuition and sensitivity to context were also low.

It was suggested that in order to improve innovation for the institution, the team composition could be improved upon in terms of diversity, interpersonal sensitivity, and leadership. It must be noted that there is a limited pool of resources. Outsourcing does not seem to be successful and must be improved upon as well, as there is an increased focus on technology in these financial services institutions.

Focus Group Discussions

The first aspect that emerged was sense-making of the innovation. The successful group attached meaning to innovation in terms of efficiencies, improvements, technology, unique solutions, automation, resource optimization and simplifications. The unsuccessful group, in contrast, aired a negative sense-making orientation related to innovation being overridden by a procedural focus, leading to more inefficiencies, lack of freedom to innovate, overreliance on third parties, personal agendas preventing ideas from being accepted, and leadership.

Specific emotions were experienced during the innovation process. The successful group experienced excitement about the change and that it was an improvement. However, negative emotions were mostly experienced, especially frustration, due to lack of participation/feedback/control over the outcome; also lack of enthusiasm, as it was felt that the team's previous experiences were discounted. The unsuccessful group felt mostly that due to the lack of feedback on their ideas, they were passive about innovation, that change was resisted and that management seemed to be unwilling to do something about the innovation ideas.

The groups had certain views on the process of innovation followed by the institution. The successful group felt that the current process was an improvement from the way things were done in the past, especially the consultation with the teams. The outsourcing approach was highlighted as being unsuccessful. Lack of communication and feedback still needed to be improved upon, as well as the current suggestion box. The unsuccessful group felt that the innovation process was objective-driven, but that an overreliance on the leader to drive change and insufficient internal competition amongst the members also inhibited the process.

The motivations for considering innovation as a team phenomenon were supported by both groups. The successful group felt that the combined output of multidisciplinary teams led to better outcomes. The unsuccessful group also indicated that teams were the most important aspect for innovation outputs, but that opportunities seemed to be lacking for the teams to play a role. The culture of the institution, according to the successful group, did not seem to be conducive for innovation—which was also echoed by the unsuccessful group (examples given: resistance, low trust, closed, rule bound, impersonal, lack of sharing, unwillingness of people to participate, staff protecting their territories, EXCO—in charge of everything).

Typical emotions experienced by the successful group were critical thinking and positive outcomes when the team was utilized. The unsuccessful group experienced negative emotions of despondency, frustration and feelings of being mistrusted. Some positivity related to enjoyment was referred to.

The format of the teams, as per the opinion of the successful group, was committee-driven, but where personal involvement led to innovation success. The unsuccessful group also equated it

with committees, but that the leadership was determining all the team issues.

The selection criteria of team membership was unclear to the successful group, but they believed it to be multidisciplinary, and that membership of specific departments played a role. The unsuccessful group believed the criteria to be based on specialization, but the peoples' interests were not taken into consideration. The teams were also autocratically appointed and members were randomly selected.

The successful group indicated that successful team characteristics related to the employees' input, and diversity in team composition—also with a reference to age, and commitment by all with some internal competition amongst the members. The unsuccessful group indicated that successful team characteristics related to personal preferences being congruent with team goals, team members having taken ownership of ideas and concepts, and the fact that managers were prepared to back members' ideas and implementation. Unsuccessful team characteristics were ascribed to intrapersonal factors amongst the members, such as a non-caring attitude, unwillingness to make improvements which could benefit others, overreliance on leaders, mistrust, no interpersonal sensitivity and personality clashes. External factors were the restrictions that the EXCO put on team authority and creativity, which resulted in withdrawal in the presence of the EXCO and lack/unwillingness of subsequent independent thinking.

In terms of emotive outlook the following were identified. The successful team mentioned that, in terms of outlook, positivity led to more 'stamina' and also that it was impacted by precious experience. The negativity of the leader could lead to contingent negativity amongst the team members. The unsuccessful team, in terms of outlook, displayed negativity, which was mostly

influenced by personal issues, overreliance on outsiders, lack of feedback, company politics, leadership style and no recognition of ideas. Positivity, however, was equated with fun. Resilience, for the successful team, was equated with team success and persistence in the face of opposition; that resilience led to greater levels of resilience; it meant being dynamic, positive, picking oneself up after failure; being driven and committed. Leadership support improved resilience, and they also felt that resilience of one member could have a positive effect on the other members. Lack of resilience led to non-participation, but members with a balanced approach (in the sense that they should know when to give up) were mentioned. The unsuccessful team felt that their resilience was hampered by (hampering) policy, and that it could only be sustained if they were convinced about an idea and trusted for execution. Resilience was negatively affected by resistance from higher authorities. Other meanings attached to resilience related to persistence, courage and ownership.

The successful team felt that social intuition played a role and specifically as it related to the leader's ability to tune in, or out, from the team. They mentioned leaders, as well as the other team members, for example, who probed an introverted team member more. The unsuccessful team made the observation that awareness of other team members' behaviors and emotions was of great importance, especially when that was used to adjust communication styles.

The emotive outlook construct of self-awareness was considered by the successful team as similar to self-knowledge, which should be used to adjust one's own behaviors. More self-awareness led to increased sensitivity towards others, and hence flexibility. When self-aware, individuals could exercise care not to project their insecurities onto others and to be honest about their own

weaknesses (mature vulnerability). The unsuccessful team also equated self-awareness with being in touch with one's own preferences. Conflict management could be improved as a result because members were aware of their own 'personal blockages'.

The next emotive outlook construct of attention revealed certain observations from both groups. The successful team felt that attention was impacted by emotions and that emotional control improved how members paid attention. Personal issues could affect attention negatively. The leader's reaction also impacted focus and the attention paid by the team. The unsuccessful team only equated attention with being focused.

Conclusion

The results support the general research question that there is a difference in emotive outlook between members of successful and unsuccessful innovation teams. For the purpose of this paper, the study inferences are tied with the different emotive outlook constructs.

Outlook: The findings of both the quantitative and qualitative part of the study indicate a tendency of the successful team towards having a more positive outlook. Members are more emotionally stable, self-reliant and tend to have an internal locus of control. Reality testing is stronger, which could be related to more flexibility and therefore better stress management. Enthusiasm and optimism seem to be apparent. Outlook of the different teams is also reflected in the process of sense-making, which is more constructive for the successful teams. Team utilization led to positive emotions. A sense of personal involvement of the individual members led to the experience of positive emotions. Positive emotions increased stamina, but at the same time previous experiences of success built more positivity. Based on the study, it can be inferred that successful team members have a more positive

outlook. Overall, this could have contributed to a stronger sense of team identity.

In contrast, the unsuccessful group exhibited higher levels of anxiety and was therefore less trusting of others. It also seems that because of various (named) factors, the self was more important than the outcome of the team effort. Their negativity led to unresponsiveness and apathy in the teams. This negative outlook impacted the sense-making of innovation also negatively. Change was resisted. Feelings of mistrust increased this negativity. Various factors contributed towards this negativity, worsened by an external locus of control.

Attention/Being Focused: The findings of both the quantitative and qualitative parts of the study indicate a tendency of the successful team members to be more focused. A certain tough-mindedness could be linked to an increased tendency to focus. This increased focus could lead to improved decision-making and problem-solving behaviors. It could also be linked to higher levels of motivation, and being results-focused. Emotional control impacted team members' abilities to be focused positively, especially when faced with personal issues. The emotional maturity and behavior of the leader plays a role in members' being more focused.

In contrast, the unsuccessful group members seemed to pay less attention and were less focused. The contributing factors could be high levels of anxiety, tendency towards being more perfectionistic and detail focused, and more abstract. They tend to be critical in their thinking and strategic minded. Typical behaviors displayed by these members resulted in poor results or lack thereof. A lack of participation in meetings could also be reflective of this, as well as a lack of interest could lead to lower levels of focus.

Resilience: The quantitative and qualitative results indicate higher tendencies towards

resilient behavior amongst members of the successful groups. Resilient members were more self-reliant, tough-minded and emotionally stable. They were more flexible, and had higher stress tolerances, and were more able to manage their stresses better. A high degree of independence could also have contributed towards higher resistance. Conflict resolution also seemed to be related to resilience as persuasiveness was higher. Resilience led to more results, as these members were more focused and efficient, despite feelings of frustration. Resilience could also be linked to members' taking ownership of the process. Some competition, among members, also made them more resilient. Leadership behavior also supported members being persistent in their motivation. Resilience at all costs was not supported by these members.

In contrast, the unsuccessful group members seemed to be having higher levels of anxiety which could have affected their resilience adversely. These members also had a tendency to recover slower from adverse situations. The lower resilience was reflected in lack of action and apathy. An external locus of control seemed to be coupled with a lack of resilience. The resistance from people in higher positions also caused them to give up more easily.

Self-Awareness: The findings of both the qualitative and quantitative part of the study indicated a tendency amongst the successful team members to be emotional and self-aware. It could be that more self-control of the successful group members could be linked to increased self-awareness. Increased self-awareness was also reflected in more appropriate stress management, increased self-perception and impulse, and therefore emotional control. Successful members, because of their self-awareness, tended to be more in tune with other members' feelings. Self-awareness was also perceived by the members as being in tune with

their own preferences, and honesty with regard to own weaknesses.

In contrast, the unsuccessful group members did not necessarily reflect lower levels of self-awareness. Self-awareness was equated to knowledge about one's own preferences and 'blockages', which could impact conflict management abilities.

Sensitivity to Context: The findings of both the quantitative and qualitative parts of the study indicated certain tendencies amongst the successful group members. They tended to be more warm and sensitive in their relationships. This tendency could have been further enhanced by increased impulse control and ability to manage stress. Emotional awareness could have further contributed to these members displaying more sensitivity to the context in which they found themselves. This also improved their interpersonal relationship skills.

In contrast, the unsuccessful group members were collaborative, and had empathic behavior tendencies. The sentiments towards the leader of the group (disrespectful, lack of confidence) could indicate lower tendencies towards being sensitive to the context. Intrapersonal factors such as a non-caring attitude, mistrust and low team identity could have made members less sensitive to context. They did acknowledge sensitivity to context in terms of being aware of the impact of own behaviors on others. Communication skills could have improved accordingly.

Social Intuition: The findings of both the quantitative and qualitative part of the study indicated certain tendencies amongst the two groups. The successful group members were more warm and sensitive, which could have increased their tendencies towards picking up on social signals around them. Empathy, social responsibility and interpersonal skills could also

have contributed towards this. Communication skills also supported these members to be more adept in this dimension, especially when interacting with all types of (diverse) team members.

The members of the unsuccessful team also displayed social intuitive behaviors. However, being more lively, dominant and extraverted could have impacted on their sensitivity in picking up on such cues. The attitude of these members could also have influenced their ability to pick up on social signals around them.

Contribution and Practical Implications

A tremendous body of knowledge exists on innovation (Arnold *et al.*, 2010). According to Arnold *et al.* (2010, pp. 122-123), research has been conducted where "...links between innovation and intelligence, knowledge, personality or motivation" were established. However, no such research on a link between innovation and emotive outlook could be found in the literature review.

The contribution of this study, although a small sample, is that it is laying the foundation for further research into the possible link between emotive outlook and innovation. This does not negate the fact that many other variables (which are beyond the scope of this paper) also impact innovation outcomes. This possible link between emotive outlook and innovation will be carried forward into the main research that the researchers will conduct amongst a substantial sample in the financial services industry on the African continent. Although the findings presented here are by no means conclusive, the preliminary results of this study are encouraging in providing guidelines for the main research. Further research could also be hopefully stimulated.

This research also raises several questions:

- In which ways are the dynamics of innovation teams different from teams who are of a more permanent nature in organizations?

- How can it be ensured that innovation teams are composed of individuals who can ensure high-impact functioning at the onset?
- What could be the impact on recruiting and selecting for innovation? :☺

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Appendix 1

Questionnaire: Assessing Your Emotional Style				
Name: _____		Surname: _____		
Company: _____		Sex: Male / Female		
Job Title: _____		Date of Birth: _____		
Group: <input type="checkbox"/> A <input type="checkbox"/> B				
Please cross either the True Box or False Box for the following statements. There are no right or wrong answers. Score your first reaction and not how you think you should behave.				
A. Resilience				
1.	If I have a minor disagreement with a close friend or spouse—closer to “No, it’s <i>your</i> turn to do the dishes” than “ <i>You cheated on me!</i> ”—it typically leaves me out of sorts for hours or longer.	True	False	
2.	If another driver uses the shoulder to zoom up to the front of a long line with traffic waiting to merge, I am likely to shake it off easily, rather than fume about it for a long time.	True	False	
3.	When I experienced profound grief, such as the death of someone close to me, it has interfered with my ability to function for many months.	True	False	
4.	If I make a mistake at work and get reprimanded for it, I can shrug it off and take it as a learning experience.	True	False	
5.	If I try a new restaurant and find that the food is awful and the service snooty, it ruins my whole evening.	True	False	
6.	If I am stuck in traffic because of an accident up ahead, when I pass the bottleneck I typically floor it to vent my frustration but still see the inside.	True	False	
7.	If my home’s water-heater breaks, it does not affect my mood very much, since I know I can just call a plumber and get it fixed.	True	False	
8.	If I meet a wonderful man/woman and ask if he/she would like to get together again, being told ‘no’ typically puts me in a bad mood for hours or even days.	True	False	
9.	If I am being considered for an important professional award or promotion and it goes to someone I consider less qualified, I can usually move on quickly.	True	False	
10.	At a party, if I am having a conversation with an interesting stranger and get completely tongue-tied when he/she asks me about myself, I tend to replay the conversation—this time including what I <i>should</i> have said—for hours or even days afterward.	True	False	

Appendix 1 (Cont.)

B. Outlook				
1.	When I am invited to meet new people I look forward to it, thinking they might become my friends, rather than seeing it as a chore, figuring these people will never be worth knowing.	True	False	
2.	When evaluating a co-worker, I focus on details about which areas he needs to improve rather than on his positive overall performance.	True	False	
3.	I believe the next ten years will be better for me than the last ten.	True	False	
4.	Faced with the possibility of moving to a new city, I regard it as a frightening step into the unknown.	True	False	
5.	When something small but unexpected and positive happens to me in the morning—for example, having a great conversation with a stranger—the positive mood fades within minutes.	True	False	
6.	When I go to a party and I am having a good time at the outset, the positive feeling tends to last for the entire evening.	True	False	
7.	I find that beautiful scenes such as a gorgeous sunset quickly wear off and I get bored easily.	True	False	
8.	When I wake up in the morning I can think of a pleasant activity that I have planned, and the thought puts me in a good mood that lasts the entire day.	True	False	
9.	When I go to a museum or attend a concert, the first few minutes are really enjoyable, but it does not last.	True	False	
10.	I often feel that on busy days I can keep going from one event to the next without getting tired.	True	False	
C. Social Intuition				
1.	When I am talking with people, I often notice subtle social cues about their emotions—discomfort, say, or anger—before they acknowledge those feelings in themselves.	True	False	
2.	I often find myself noting facial expressions and body language.	True	False	
3.	I find it does not really matter if I talk with people on the phone or in person, since I rarely get any additional information from seeing whom I am speaking with.	True	False	
4.	I often feel as though I know more about people's true feelings than they do themselves.	True	False	
5.	I am often taken by surprise when someone I am talking with gets angry or upset at something I said for no apparent reason.	True	False	
6.	At a restaurant, I prefer to sit next to someone I am speaking with so I do not have to see his or her full face.	True	False	
7.	I often find myself responding to another person's discomfort or distress on the basis of an intuitive feel rather than an explicit discussion.	True	False	

Appendix 1 (Cont.)

8.	When I am in public places with time to kill, I like to observe people around me.	True	False	
9.	I find it uncomfortable when someone I barely know looks directly into my eyes during a conversation.	True	False	
10.	I can often tell when something is bothering another person just by looking at him or her.	True	False	
D. Self-Awareness				
1.	Often, when someone asks me why I am so angry or sad, I respond (or think to myself), "But I am not!"	True	False	
2.	When those closest to me ask why I treated someone brusquely or meanly, I often disagree that I did any such thing.	True	False	
3.	I frequently—more than a couple of times a month—find that my heart is racing or my pulse is pounding, and I have no idea why.	True	False	
4.	When I observe someone in pain, I feel the pain myself both emotionally and physically.	True	False	
5.	I am usually sure enough about how I am feeling that I can put my emotions into words.	True	False	
6.	I sometimes notice aches and pains and have no idea where they came from.	True	False	
7.	I like to spend time being quiet and relaxed just feeling what is going on inside me.	True	False	
8.	I believe I very much inhabit my body and feel at home and comfortable with my body.	True	False	
9.	I am strongly-oriented to the external world and rarely take note of what is happening in my body.	True	False	
10.	When I exercise, I am very sensitive to the changes it produces in my body.	True	False	
E. Sensitivity to Context				
1.	I have been told by someone close to me that I am unusually sensitive to other people's feelings.	True	False	
2.	I have occasionally been told that I behaved in a socially inappropriate way, which surprised me.	True	False	
3.	I have sometimes suffered a setback at work or had a falling-out with a friend because I was too chummy with a superior or too jovial when a good friend was distraught.	True	False	
4.	When I speak with people, they sometimes move back to increase the distance between us.	True	False	
5.	I often find myself censoring what I was about to say because I have sensed something in the situation that would make it inappropriate (e.g., before I respond to, "Honey, do these jeans make me look fat?").	True	False	

Appendix 1 (Cont.)

6.	When I am in a public setting like a restaurant, I am especially aware of modulating how loudly I speak.	True	False	
7.	I have frequently been reminded when in public to avoid mentioning the names of people who might be around.	True	False	
8.	I am almost always aware of whether I have been some place before, even if it is a highway that I last drove many years ago.	True	False	
9.	I notice when someone is acting in a way that seems out of place, such as behaving too casually at work.	True	False	
10.	I have been told by those close to me that I show good manners with strangers and in new situations.	True	False	
F. Attention				
1.	I can concentrate in a noisy environment.	True	False	
2.	When I am in a situation in which a lot is going on and there is a great deal of sensory stimulation, such as at a party or in a crowd at an airport, I can keep myself from getting lost in a train of thought about any particular thing I see.	True	False	
3.	If I decide to focus my attention on a particular task, I find that I am mostly able to keep it there.	True	False	
4.	If I am at home and trying to work, the noises of a television or other people make me very distracted.	True	False	
5.	I find that if I sit quietly for even a few moments, a flood of thoughts rush into my mind and I find myself following multiple strands of thought, often without knowing how each one began.	True	False	
6.	If I am distracted by some unexpected event, I can refocus my attention on what I had been doing.	True	False	
7.	During periods of relative quiet, such as when I am sitting on a train or a bus or waiting in line at a store, I notice a lot of the things around me.	True	False	
8.	When an important solo project requires my full and focused attention, I try to work in the quietest place I can find.	True	False	
9.	My attention tends to get captured by stimuli and events in the environment, and it is difficult for me to disengage once this happens.	True	False	
10.	It is easy for me to talk with another person in a crowded situation like a cocktail party or a cubicle in an office; I can tune out others in such an environment even when, with concentration, I can make out what they are saying.	True	False	

Appendix 2

Emotional Style Diagram	
Name: _____	Surname: _____
Company: _____	Sex: _____
Job Title and Grade: _____	Date of Birth: _____
Group: <input type="checkbox"/> A <input type="checkbox"/> B	Educational Qualification: _____
Resilience	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Fast to Recover	Slow to Recover
Outlook	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Negative	Positive
Social Intuition	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Puzzled	Socially Intuitive
Self-Awareness	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Self-Opaque	Self-Aware
Sensitivity to Context	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Tuned-Out	Tuned-In
Attention	
1 2 3 4 5 6 7 8 9 10	
•-----•-----•-----•-----•-----•-----•-----•-----•-----•	
Unfocused	Focused

Appendix 2 (Cont.)

Emotive Style Scoring Key	
Resilience Dimension <i>True (1), False (0): 1, 3, 5, 6, 8, 10</i> <i>True (0), False (1): 2, 4, 7, 9</i>	Self-Awareness Dimension <i>True (1), False (0): 4, 5, 7, 8, 10</i> <i>True (0), False (1): 1, 2, 3, 6, 9</i>
Outlook Dimension <i>True (1), False (0): 1, 3, 6, 8, 10</i> <i>True (0), False (1): 2, 4, 5, 7, 9</i>	Sensitivity to Context Dimension <i>True (1), False (0): 1, 5, 6, 8, 9, 10</i> <i>True (0), False (1): 2, 3, 4, 7</i>
Social Intuition Dimension <i>True (1), False (0): 1, 2, 4, 7, 8, 10</i> <i>True (0), False (1): 3, 5, 6, 9</i>	Attention Dimension <i>True (1), False (0): 1, 2, 3, 6, 7, 10</i> <i>True (0), False (1): 4, 5, 8, 9</i>

Reference # 03M-2015-09-04-01