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There Is No "I" In Team: An Investigation Of Team Dynamics In The Buyer-Seller Interaction

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THERE IS NO "I" IN TEAM: AN INVESTIGATION OF TEAM DYNAMICS IN THE BUYER-SELLER INTERACTION

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ABSTRACT

The importance of sales team composition and the necessary team competencies is examined in this research. This research uses team intelligence, role expectancy, team cohesion, and improvisation to build an Input-Process-Output model for sales team composition. A strategic plan is devised for the sales team presentation process through three important phases, (1) team composition (2) presentation preparation, and (3) presentation execution. The team composition process, or the formation of the team, will illuminate the competencies necessary for the salespeople who will be responsible for the presentation to the buyer in the buyer-seller interaction (i.e. the initial sales pitch). Through the understanding of team intelligence and how intelligences work together, the composition method will offer insight into which intelligences prove more effective for these particular sales teams. The preparation process will examine the factors that affect the sales team as it prepares for the presentation and the competencies the team should master in order to best prepare for the final phase, the buyer-seller interaction. The final process, the presentation execution process, will identify factors that should be of interest during the buyer-seller interaction as well as the team competencies necessary for success.

Using multi-method data analysis, qualitative data collection and structural equation modeling, new constructs are identified, conceptualized, and operationalized. In addition, using multivariate probit analysis, the intelligences that have a significant impact on the probability of being chosen for a project will be defined. The outcomes analyzed were role satisfaction, presentation satisfaction, team trust, and buyer decision.

This research examines which sales team intelligence factors are crucial, particularly in the buyer-seller interaction. Managers will benefit from understanding that team intelligence is an important factor in the buyer-seller interaction.

DEDICATION

To the great ones that led me here

To Mom, for never letting me settle for second best

To Dad, for always making me strive for the next tier of greatness

To Adam, for never letting me take myself too seriously

To MD, for being an unexpected road on this long and rigorous journey

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There is no “I” in the team that has been instrumental in the completion of this dissertation. I have been so lucky to be surrounded by truly inspirational and brilliant people, without whom this dissertation would not be possible. To these people I owe a debt of gratitude.

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CHAPTER I

INTRODUCTION

Proposal Overview

As professional sales organizations increasingly rely on teams rather than individuals to accomplish sales goals, managers and team leaders wonder: What are the secrets to a winning team? Research from a variety of settings, from sports and theatre casting to hospital operating rooms and Wall Street, suggests that the way people work together is important for an endeavor's success -- even in fields like sales, traditionally thought to be dominated by individual "stars" (The Wall Street Journal, 2005). Research has shown, for example, that team composition, compatibility, and cohesion are essential for successful sports teams (Berman, Down, and Hill 2000). If the sales profession is typically dominated by individual stars, how do these factors translate into the team selling context? What factors influence how sales teams work together? Further, how do managers choose successful sales teams? These are the questions this research aims to answer.

Recent calls for research have emphasized the need for a better understanding of what makes a sales team effective and what variables should be considered at the sales team level (Evans, McFarland, Dietz, and Jaramillo 2012). Researchers discussing individual-level determinant–sales performance relationships have recently stated that "we do not know which insights can be generalized to the sales team level" (Ahearne et al. 2010, p. 458). Indeed,

scholarly knowledge about individual salespeople cannot and should not simply be applied to sales teams. For instance, the creativity or adaptiveness of salespeople may help them become more effective as individuals, whereas the creativity or adaptability of a sales team may lead to team conflict that could prove dysfunctional in the team's alignment, ultimately affecting performance.

Composing the proper team is important because teams are often unable to capitalize on their own cognitive resources (Hackman and Katz 2010), failing to achieve their potential outcomes because of process losses. Reduced cohesion, coordination, and compatibility are a few of the primary process losses that teams suffer and are the reasons why teams fail (Steiner 1972). Although variation in knowledge bases and skills is sought when developing a team, process losses may still arise because the team members are unable to understand one another or develop knowledge integration (Cronin and Weingart 2007; Gardner, Gino, and Staats 2012). Hence the very reason why selling teams are created, variation in resources and knowledge bases, can also become one of the primary reasons why selling teams fail, if team members do not coordinate effectively. How can a selling team composed of members with a wide variation in skills execute its task without incurring process losses that might cause negative performance outcomes?

Purpose of this Study

The sales presentation has been described as the "main body" of the sales call (Moncrief and Marshall 2005), as well as the most challenging, rewarding, and enjoyable aspect of the buyer-seller interaction (Futrell 2006). Moncreif and Marshall (2005, p.15) state:

The presentation is the main body of the sales call and should occur after the salesperson has predetermined the needs of the customer. This step can be one presentation or multiple presentations over a period of time. Goals for the sales presentation will vary. First-time buyers must get sufficient information to adequately understand the product's benefits, which may be

facilitated by building the presentation around a product demonstration. Selling points and attributes are visualized and built around a call agenda or sales proposal. This step can be complex, and preparation is essential.

Although much research has been conducted on the antecedents of effective personal selling (Weitz et al.1986; Verbeke 2008; 2011), scant research has examined the sales team presentation process and the antecedents necessary for a successful sales team dynamic. Given the gap in identifying team-level sales performance-determinate variables (Evans, McFarland, Dietz, and Jaramillo 2012) and the importance of the presentation phase of the sales call (Moncrief and Marshall 2005), this research aims to delve deeper into the selling team presentation process and the dynamics of the buying team-selling team interaction.

The purpose of this research is three-fold. First, this study seeks to determine how to form more effective and productive selling teams. This research explores the selling team composition and the dynamics of the presentation process using the input-process-output (IPO) model. Intelligence, role expectancy, cohesion, and improvisation are the key factors associated with the purposed IPO model.

Second, this research aims to devise a strategic plan for executing the selling team presentation process through three important phases, (1) team composition (2) presentation preparation, and (3) presentation execution. The team composition process, or the formation of the team, will illuminate the competencies necessary for the specific team of salespeople who will be responsible for the presentation to the buyer (i.e. the initial sales pitch). Through the understanding of team intelligence and how intelligences work together, the composition method will offer insight into which intelligences prove more effective for these particular sales teams. The preparation process will demonstrate the factors that affect the sales team as it prepares for the presentation and the competencies the team should master to best prepare for the final phase,

the buyer-seller interaction. The final process, the presentation execution process, defines the factors that should be of interest during the buyer-seller interaction as well as the team competencies necessary for success.

Third, this study answers the call for additional research on the drivers of effective team selling performance. Given that many sales presentations are now composed of teams (Cummings 2007) and the importance of the buyer-seller exchange, critical issues surrounding effective sales presentations should be explored. Organizations must make certain their salespeople not only have complete information on their products and their respective industries, but also that they know how to present themselves and their knowledge in the most effective way (Cicala, Smith and Bush 2012). In addition, sales managers must ensure that the best possible sales team is placed in front of the buyer.

Four theories lay the foundation for this research: (1) team intelligence, (2) role expectancy, (3) cohesion, and (4) improvisation. Team intelligence theory is used to determine the intellectual resources that are most important for effective sales team presentation and interaction with a buying team. Role expectancy theory and task cohesion theory are used to determine how to best form the sales teams to present to the buyer and how the team must prepare for the presentation. Lastly, improvisation theory and social cohesion theory are used to determine how to best execute the team sales presentation and how to interact with the buyer during the presentation.

Table I-1: Key Research Questions

Key Questions
1. How can managers/team leaders successfully compose the sales team responsible for the initial sales presentation (pitch) to the buyer?
2. What team dynamics must be considered most important when forming the team that will present to the buyer?
3. What team presentation factors contribute to the buyer's decision to choose one team over another?
4. What are the outcomes (measures of success/performance measures) of an effective sales team presentation?

Contribution

The current research contributes to the literature and existing research in sales by filling the gap on selling team composition strategies. Through this research, a selling team composition framework is defined and developed. This research examines the team-level selling steps necessary for a successful buyer-seller interaction and an effective selling team presentation; and the specific individual-level and team-level determinants that influence the effectiveness of each step.

Many capabilities (knowledge, adaptability, trust) have been investigated in the sales literature as they relate to salesperson performance. However, little research has been done on how these capabilities impact the buyer-seller interaction, specifically in the sales team context. In addition, limited research examines the buyers' perspective on the sales presentation or the presentation process and interaction. Finally, researchers have called for additional investigation on how specific (task oriented) sales teams are formed and how team member capabilities interact with each other within the sales team (Moon and Armstrong 1994). This research focuses specifically on the sales team that is formed to undertake the initial buyer-seller interaction (sales pitch for new business).

Although advocates of teamwork suggest that teams enhance performance, empirical evidence does not consistently support those claims (Allen and Hecht 2004). Locke et al. (2001) argue that 'the emphasis on groups and teams has gone far beyond any rational assessment of their practical usefulness' (p. 503), and Glassop points out that 'while many benefits of self-managed work groups have been cited for organizations and employees alike, the literature lacks consistent empirical evidence to support their widespread adoption (Glassop, 2002, p. 233). Teams are often ineffective due to lack of compatibility, coordination, and communication (Hackman and Katz 2010). It stands to reason that there is still a gap in the sales literature when it comes to the effectiveness of teams and it is an important area to research. In particular, examining the dynamics of the team sales presentation and its effectiveness are important research contributions.

Finally, this research presents important managerial contributions. Cummings (2007) argues that about 75% of modern organizations use sales teams. Thus, it is important to understand how to compose effective teams and how to ensure that team members work well together during the buyer-seller interaction. Managers need to understand the team dynamics during the buyer-seller interaction in order to achieve a successful presentation outcome.

Model Overview and Theoretical Framework

The input-process-output (IPO) model, as depicted in Figure I-1, is the overarching theoretical framework that guides this research by determining the capabilities of the optimal sales teams. In an authoritative review of group performance and intragroup relations, Guzzo and Shea (1992) conclude that the IPO model is the dominant theoretical model for measuring group performance. Although various models exist (Gladstein 1984; Hackman 1987), they all suggest

that input and process variables have a major impact on outcomes such as team performance, thus making the IPO model a justifiable theoretical framework for this research. Although discussed in more depth in Chapter II, the constructs of the model are briefly discussed here. All constructs and corresponding definitions are provided in Table I-2.

Figure I-1: Conceptual Model

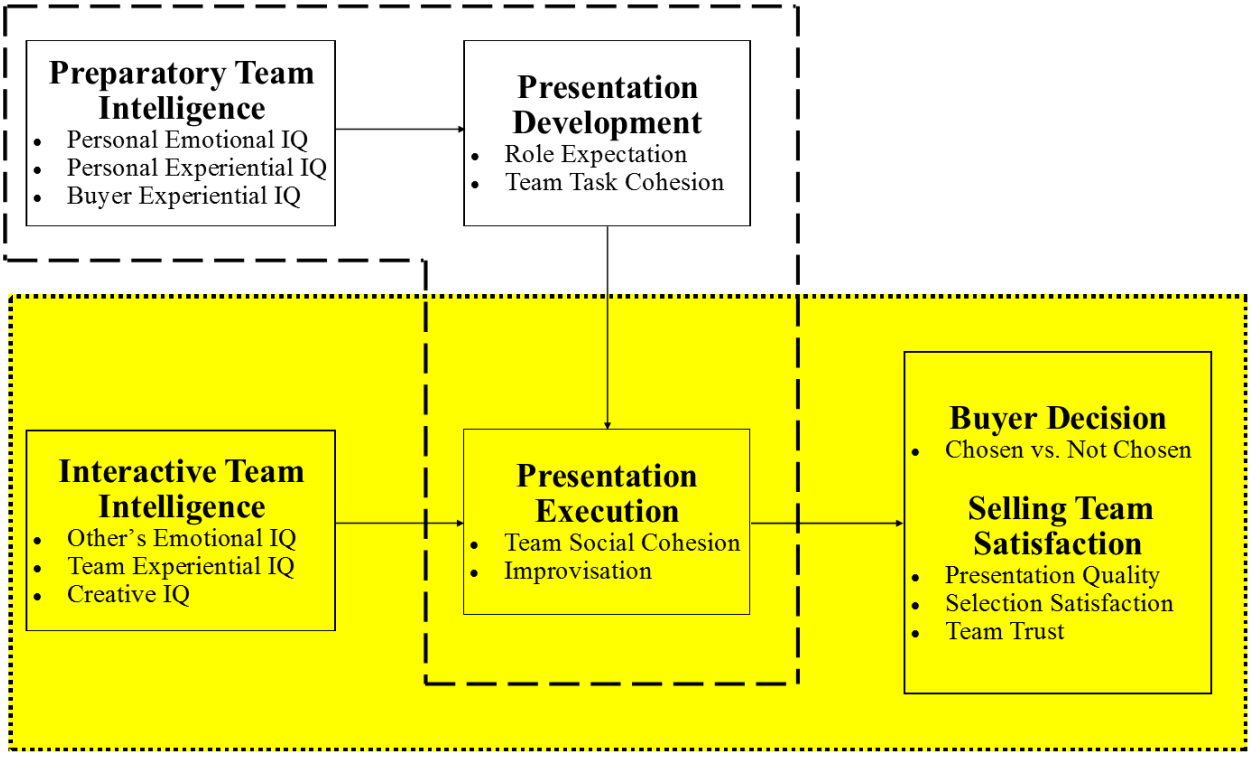


Table I-2: Key Constructs

Construct	***Definition***
Inputs	…are the selection and preparation of the sales team. They are the knowledge, skills, and abilities of sales team members; the composition of the sales team; and aspects of organizational context such as the task and associated objectives, reward systems, information systems, and training resources (Hackman 1987).
Preparatory Team Intelligence	Refers to the set of intelligences that enhance the collaboration among team members and efforts to coordinate the development of presentation.
Interactive Team Intelligence	Refers to the set of intelligences that enhance the communication among team members and the adaptiveness and integration of information in the changing environment during the buyer-seller interaction.
Emotional Team Intelligence	…is composed of four emotional competencies: (a) accurately perceiving emotions in one's self and others (emotional perception), (b) using emotions to facilitate thinking (emotional facilitation), (c) understanding emotions, emotional language, and the signals conveyed by emotions (emotional understanding), and (d) managing emotions so as to attain specific goals (emotional regulation) (Mayer and Salovey 1990).
Experiential Team Intelligence	The ability to draw upon the past learning that occurred during the development and execution of presentations, and employ it toward current opportunities presented during the preparation and execution of presentations, and the level of comfort team members have with one another that is created through repeated interactions (March 1999).
Creative Team Intelligence	The ability to address problems and issues through divergent ideas and innovative thinking (Wang and Netemeyer 2004).
Process	…is the sales team's execution of the presentation and the interactions among sales team members and buying team members, information exchange, patterns of participation in decision making, social support, and sanctions for group-related behavior (Dubinsky 1980).
Role Expectations	A cluster of social cues that guide and direct an individual's behavior in a given setting (Katz and Kahn 1978).
Team Task Cohesion	The extent of motivation towards achieving the organization's goals and objectives (Widmeyer 1985).

Team Social Cohesion	The motivation to develop and maintain social relationships within the group and the extent to which the salesperson is embedded or socialized into the society of an organization of network (Bernthal and Insko 1993; Hackman 1992).
Improvisation	The conception of action as it unfolds, drawing on available resources (Weick 1993).
Outputs	…are the products of the sales team's presentation, but may also include group viability and the well-being, growth, and satisfaction of team members. These outputs include buyer satisfaction and sales team satisfaction (Hackman 1987).
Sales Team Satisfaction	The sales team outcome of the presentation. This construct includes team trust, satisfaction with the presentation, and satisfaction with the selection of the team members (Churchill et al. 1985).
Presentation Satisfaction	The selling team's perception of the presentation development and execution. This presentation satisfaction is based on whether they were succinct in the presentation and whether they were all able to present effectively as practiced.
Role Satisfaction	The satisfaction with the team members selected for the presentation and the level of compatibility among team members (Larson and LaFasto 1989).
Team Trust	The confidence one places in a team member based on one's feelings of caring and concern, illustrated by that co-worker and one's willingness to rely on a team member's expertise and reliability (McAllister 1995).
Buyer Decision	The actual outcome of the presentation defined by whether or not the team was chosen for the project.

Inputs include knowledge, skills, and abilities necessary for the team members. The cognitive resources the individual salesperson has to offer the selling team are an important factor when choosing the right team composition for the sales pitch. The composition of the team is dependent not only on the amount of cognitive resources, but also on the right makeup of intelligences necessary to maximize those cognitive resources. The composition phase is dependent on team member personality, area of expertise, and presentation experience. The team members may also be chosen based on who the buyer is or who the individual people are

on the buying team. Thus, the team intelligences that are necessary for a successful team presentation are inputs into the model.

Process refers to the interactions among group members; information exchange; patterns of participation in decision making; social support; and sanctions for group-related behavior. The dynamics of the preparation phase depend on each team member's ability to fill an appropriate role; the composition of the team determines the success of the preparation process. Team compatibility and coordination are achieved through role expectancy -- team members' understanding of the role(s) they must fill for a successful interaction with the buyer. Since lack of coordination is one of the primary factors of process losses, team members' placement in the right team roles and their understanding of those roles are important when preparing for the presentation. Additionally, this research utilizes cohesion theory to explain how the team interacts before and during the presentation process. Thus it is important to understand that the team sale is much different than an individual sale, and needs to be approached with caution.

Outputs include the products of the group's performance but may also include group viability and the well-being, growth, and satisfaction of team members. This research will focus on how these outputs (outcomes) manifest themselves in the initial sales pitch, as well as other outcomes that are particularly relevant in this sales context. The selling team outcomes (what the selling team wants out of the presentation), include presentation quality, satisfaction with team selection, and team trust.

Organization of Dissertation

The dissertation is divided into five chapters. Chapter I includes an introduction and outlines the contributions of the study. Key research questions are presented in Table I-1. These

are discussed throughout the dissertation. Chapter I also outlines the conceptual model and defines the key constructs of interest in this study. Chapter II provides a theoretical framework for the dissertation, examining the significance of all variables of interest. In addition, the relationships among the variables are described and hypotheses are presented in this chapter. Chapter III explains the research methodology used to analyze the hypotheses. Chapter IV will describe the analysis and results of the study. Chapter V discusses the conclusions, implications, and contributions of this research, with considerations of past research. The limitations of this study and future research are also discussed in this chapter.

CHAPTER II

LITERATURE REVIEW, PROPOSED MODEL, AND HYPOTHESES

The literature reviewed in this chapter introduces the selling team presentation process through the use of the input-process-output model. What follows in this chapter is a review of the relevant literature on sales performance and team selling. Next, an operational model, depicted in Figure II-1, is developed, which incorporates relevant inputs, processes, and outputs for team sales presentations. Finally, hypotheses are presented concurrently.

The discussion of the theories in this chapter follows the conceptual model in Chapter I, Figure I-1. First, the input-process-output model is presented as the overarching theory. Second, team intelligence, defined as the driver for team composition, is examined as the model input. Third, role expectancy, team cohesion, and improvisation are introduced as the competencies of interest during the preparation and execution phases. Finally, various selling team outcomes are examined as the outputs of interest in this model.

Drivers of Personal Selling Performance

An understanding of the factors that drive sales performance and how these vary across different contexts is essential for both managers and researchers in marketing and sales. Verbeke et al. (2011) state that as we grow into a knowledge-intensive and science-based economy,

salespeople will function as brokers who transfer knowledge to customers in either industrial or consumer contexts. This will require salespeople with cognitive abilities sufficient to absorb knowledge, work cooperatively with diverse team members, tailor messages to an increasingly complex audience of stakeholders, and shape the minds of their customers. In a recent meta-analytic study, Verbeke and others (2011) analyzed potential drivers of sales performance across 389 existing studies from 1982 to 2008. As a result of this meta-analytic process, cognitive aptitude, work engagement, selling-related knowledge, degree of adaptiveness, and role ambiguity showed significant effects, and thus were identified as important drivers of sales performance. These determinants can be divided into two categories: (1) personal determinants and (2) organizational determinants. The personal determinants are cognitive aptitude, work engagement, selling-related knowledge, and degree of adaptiveness. The organizational determinant is role ambiguity.

Selling-related knowledge reflects the understanding of both products and customers that is required to present and "co-create" solutions for customers (Vargo and Lusch 2004). Concretely, this type of knowledge includes understanding the roles of specific buying-center members and what products or services mean for them (e.g., who is an "influencer" or "decision maker"). Selling-related knowledge also includes an understanding of how products or services diffuse over markets (e.g., who is an "early adopter" or a "late adopter"). More effective salespeople possess richer categorization systems, in terms of whom, as well as when, what and how, to approach (e.g., Sujan et al. 1988).

Adaptiveness refers to the ability of a seller to change his or her behavior and selling strategy according to the demands of the situations (Weitz Sujan and Sujan 1986). Adaptive selling has typically been understood as the capacity to use both declarative and procedural

knowledge to match selling strategy to client needs (e.g., Saxe and Weitz 1982). Adaptive selling requires the ability of a salesperson to "mind read," or discern the customer's intentions and needs.

Role ambiguity is an important negative driver of sales performance. Not surprisingly, when role expectations are clear, the salesperson performs better. It is likely that as we enter a more turbulent and knowledge-intensive economy, role ambiguity is and will be an inherent condition of a salesperson's job (Moncrief and Marshall 2005). Hence, managers will need to recruit, select, develop, and retain salespeople who are qualified to cope with the role ambiguity embedded in the selling job and who have the ability and motivation to sculpt their jobs and the roles that come with them (Wrzesniewski and Dutton 2001).

Work engagement and personal networks, both in and beyond the selling organization (including the buying organization), are important means through which salespeople of the future will gain and transfer knowledge. Yet colleagues and customers will always be careful of whom they choose to work with; they will want to know what a salesperson and his or her organization can do for them. Salespeople who are leaders, engaged, proactive, and willing to work with and for others will most likely find support from both colleagues and customers (e.g., Homburg et al. 2002). Dedicated salespeople should be motivated to take responsibility for their jobs, and maintain a proactive attitude.

Cognitive aptitude is also important in a knowledge-intense economy. Salespeople who sell knowledge-based solutions are called upon to transfer knowledge from their own organization to the organizations of their customers (Verbeke et al. 2008). Indeed, following Schmidt and Hunter's (2004) theorizing on the IQ-job performance relationship, intelligent salespeople are more likely to "acquire more job knowledge and acquire it faster" and

consequently perform better (p. 170). In short, salespeople with sufficient cognitive abilities will excel.

Although there is substantial research on the factors influencing the performance and effectiveness of individual salespeople (Churchill et al. 1985; Verbeke et al. 2011), research about the factors that influence the performance and effectiveness of selling teams is scarce. Some individual performance indicators may hold true at the team level; however, these factors should not simply be generalized to the sales team level.

Over the past two decades, the nature and function of professional selling within a firm and within the business milieu have changed dramatically (Moncreif, Marshall, Lassk 2006). A number of these changes are driven by the complexity of the external business environment, and include advancing technology, heightened attention to customer relationship development and maintenance, and pressure on firms to capitalize on the sales force for competitive advantage (Bauer et al. 1998; Leigh and Marshall 2001). As business environments, organizations, and end-user needs have increased in complexity, so has the selling process.

To hedge this emerging complexity, industry has embraced and implemented the team-based approach to sales, but the research community lacks proof of the usefulness of these developments. Indeed, as Perry, Pearce, and Sims (1999, p. 35) note, "The increased use of selling teams has not been matched by an increased understanding of how to foster enhanced selling team effectiveness." This concern has been reiterated more recently as an under-researched topic by Evans and colleagues (2013). Thus, it is necessary to examine the factors and subsequent inputs that make some selling teams more effective or more viable than others.

Team Selling

During the past 15 years, many companies have shifted from a traditional sales model featuring individual sales representatives to a team-based selling approach (Moon and Armstrong 1994). Team-based selling models help organizations achieve coordinated strategy, greater cross-selling and better solutions for customers (Moorman and Albrecht 2008). However, the sales literature has not considered the unique aspects of teams.

This is an important issue because sales teams are more than just a collection of individuals. It is likely that the individual factors and motivations of team members cannot simply be aggregated at the team level, but rather should be examined at a multilevel unit of analysis, considering simultaneously individual and team factors (i.e., a salesperson may have different individual-level and team-level goals). This may be particularly salient when rewards are team dependent and if performance is determined at the team level.

The research on team composition, effectiveness and viability within the general organizational domain provides a base of knowledge that can be used to examine selling teams (Ilgen et al. 2005; Levine and Moreland 1990). According to Guzzo and Dickson (1996), an organizational team is made up of individuals who view themselves and are viewed by others as a social entity; are interdependent because of the tasks they perform as members of a the team, are embedded in a larger organization; develop a sense of shared commitment and strive for synergy among team members; and perform tasks that affect others, such as customers or coworkers.

The use of teams, rather than a simple collection of individuals, can lead to better organizational performance because the team's cognitive resources provide diverse knowledge and expertise and their interdependent nature fosters workload balancing and information

sharing. However, teams unable to capitalize on their resources (Hackman and Katz 2010; Ilgen et al. 2005) can fail to achieve organizational goals due to process losses (Steiner 1972) such as coordination and communication difficulties (Cronin and Weingart 2007; Gardner et al. 2012).

Thus, it can be concluded that sometimes team performance outcomes are better than what is achieved by the individuals alone, and sometimes they are worse. It follows then that scholarly knowledge about individual salespeople should not simply be applied to sales teams. For instance, the creativity or adaptiveness of salespeople may help them become more effective as individuals, whereas the creativity or adaptability of an individual in a sales team could be dysfunctional for the team's performance. Consequently, researchers need a better understanding of the factors influencing sales team performance.

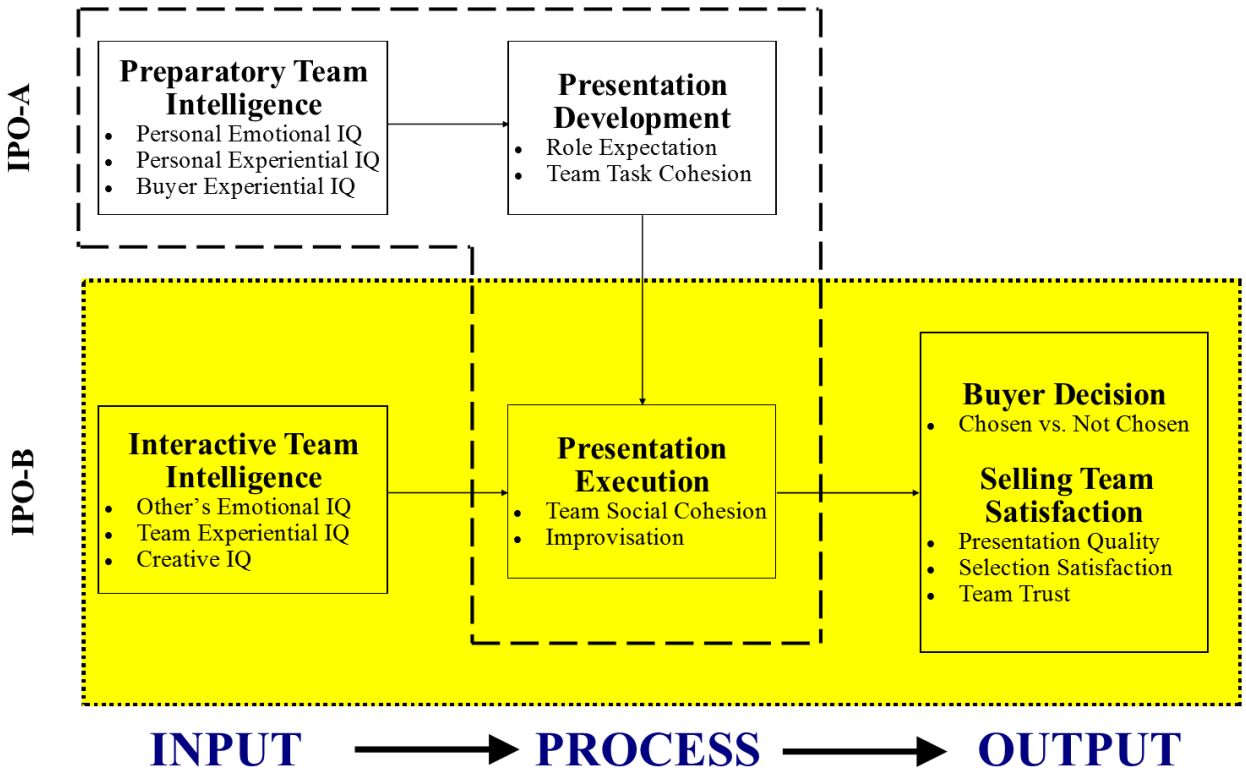
Based on their qualitative research, Moon and Armstrong (1994) provide a descriptive framework embracing two types of selling teams— selling centers and core teams. Selling centers consist of members with complementary skills, but, rather than forming a permanent team, individuals join the selling center until the completion of a specific transaction or project; then the team dissolves. Core teams, on the other hand, are small, permanent teams comprised of salespeople from multiple organizational units who possess complementary skills, and who are committed to and hold themselves mutually accountable for a common purpose, performance goal, and selling approach (Deeter-Schmelz and Ramsey 1995, p. 49). A core team is assigned to a particular customer and is responsible for building the customer relationship, developing and implementing sales strategy, and executing sales transactions (Moon and Armstrong 1994).

This research defines an additional type of selling team and adds to the framework provided by Moon and Armstrong (1994). The selling team of interest in this research, the pitch team, is the team presented to the buyer during the initial sales encounter (the primary buyer-

seller interaction). The pitch team is a temporary team comprised of professionals from multiple professional service units, sometimes even multiple organizations, who possess diverse cognitive abilities and skills, and are directly involved with and committed to the sales proposal made to the buyer. In order to determine the necessary factors of influence and their respective effects on the performance of the pitch team, an input-process-output model framework is used in this research.

This research employs a two-part input-process-output model as the framework for the selection, preparation, execution, and performance of the selling team presentation. The inputs represent the team competencies. The process is the preparation and execution of the presentation, including the buyer-seller interaction. Lastly, the outputs include the buyer-seller interaction, the selling team outcomes, and outcome of the presentation. This entire two-part model is illustrated in Figure II-1 and further explained in detail in the sections below.

Figure II-1: Conceptual Input-Process-Output Model



The Input-Process-Output Model

Prevailing thought about teams and the nature of team performance includes the use of the input-process-output (I-P-O) model (Gladstein 1984; Guzzo and Shea 1992; Hackman 1987; McGrath 1964), which posits that a variety of inputs combine to influence intragroup processes, which in turn affect the team outputs (outcomes). Inputs are the resources that influence a process and can be individual-level, team member attributes in the form of individual knowledge, skills, abilities, experience, or other forms of human capital (Day Gronn and Salas 2004); group-level (structure and size), or environmental-level (task characteristics) (Hackman 1987). Processes are the intergroup and intragroup actions that transform the resources (inputs)

into a product (outcomes), and refer to the interactions that take place among team members, including communication patterns, personal disclosure and conflict, and efforts toward leadership and other forms of influence (McGrath 1964). Process behaviors are either maintenance behaviors, that build, strengthen, and regulate team climate (Bales 1958), or task behaviors that enable a team to execute the team's objective (Philip and Dunphy 1959). Team output refers to team outcomes associated with productivity, as well as to the cooperation of team members (team viability).

This research focuses on a variety of individual-level resources as the inputs combined to influence the intragroup preparation and execution processes that in turn lead to team presentation outcomes. In the following sections, an overview of the Pitch Team IPO model is discussed, followed by an in-depth examination of each piece of the model, including the intragroup processes of interest, the necessary inputs needed for the processes to be successful, along with respective hypotheses, concluding with the team outputs of interest, along with respective hypotheses.

Pitch Team IPO

As stated in the previous section, this research utilizes an adapted two-part process IPO model to explain how selling team presentations are developed and executed. Figure II-1 illustrates the proposed pitch team presentation cycle using this adapted IPO model. In this model, individual team member intelligences (preparatory and interactive) contribute to the development of the team pitch through two sequential phases, presentation development and presentation execution. In turn, presentation development and presentation execution contribute

to selling team satisfaction (team trust, role satisfaction, and presentation satisfaction) and buyer decision.

Because the two phases that make up the processes of this model are different in their task and competency requirements, the intelligence resources that contribute to each phase are different. The development of the presentation preparation phase in the form of key processes, role expectation and task cohesion is influenced by preparatory team intelligences, while the development of the presentation execution phase in the form of key processes, social cohesion and improvisation, is influenced by interaction team intelligences.

In addition, the very nature of the sequential phases suggests that the presentation execution phase is influenced not only by the interactive intelligence resources, but is also by the presentation preparation phase, and thus by the preparatory intelligence resources as well. Thus, this integrated relationship between the phases provides the two-part IPO as illustrated in Figure II-1. Next, a description and examination of the two phases and their key processes leads to a review of the intelligence resources that influence the processes, and explains, through theory, why each of the two phases is influenced by a different set of intelligences.

Inputs

The context of the environment that surrounds a selling team requires episodic task demands. Team processes are conceived as the means by which selling team members combine their individual resources – cognitive, etc., to resolve task demands such as sales preparation and presentation, thereby yielding some level of selling team performance. When team processes are appropriately coordinated and aligned with task demands, the team is effective; when they are not, it is not effective (Kozlowski and Chao 2012). However, lack of coordination remains a

major source of teams' process loss (Georgopoulos 1972), so achieving this alignment may be difficult for teams that do not have proper fit. When fitting team members together, the resources of individual members, including each team member's strengths and weaknesses, must be considered. In order to achieve the appropriate alignment between team processes and task demands within the team pitch, this research examines preparatory team intelligence and interactive team intelligence as process-specific influential factors.

Intelligence. Mohammed and Dumville (2001) argue that when team members have a shared mental model of how to perform their task based on a common organization and understanding of task-relevant information, team performance is greater because communication and coordination is greater. This means that if the teams have the right makeup of intelligence, they will be able to communicate, collaborate, and coordinate with each other and their customers more effectively. Finally, it is difficult for sales teams to adapt to rapidly changing environments when the members of the team do not agree on how to respond to the changes (Ahearne et al. 2010), thus making multiple individual intelligences important for team performance.

This research proposes that there are two process-specific intelligences that influence the effectiveness of the team pitch process: preparatory team intelligence and interactive team intelligence. As defined in the previous section, the team pitch is made up of two distinct, yet sequential phases: presentation preparation and presentation execution.

Preparatory team intelligence is a set of capabilities that enhance collaboration and coordination among team members in the presentation development stage. The set of features that make up preparatory team intelligence (awareness of own emotions, management of own

emotions, personal experiential intelligence, and buyer experimental intelligence) influences the effectiveness of the sales presentation preparation.

Interactive team intelligence is a set of skills that enhance communication among team members and the adaptiveness and integration of information in the changing environment during the buyer-seller presentation. The set of skills that make up interactive team intelligence (awareness of other's emotions, management of other's emotions, team experiential intelligence, and creative intelligence) influences the effectiveness of the sales presentation preparation.

Past sales research has explored three intelligences to date: cognitive intelligence, social intelligence, and emotional intelligence. Verbeke et al. (2008) found that there is an interaction between general mental ability (GMA) and social competence (SC). When combined with high SC, high GMA leads to highest sales performance; when combined with low SC, high GMA leads to the lowest sales performance. Salespeople with high GMA have the most potential for attaining high levels of performance when combined with specific skills. When salespeople with high GMA lack these skills, they may become the organization's worst performers. Kidwell, McFarland, and Avila (2007) examined the effects of emotional intelligence (EI) in sales and found that the ability to accurately appraise the emotions of others facilitates adaptive selling and customer-oriented selling. While perceptive ability has beneficial effects on selling, low perception limits the success of customer-oriented selling and has a negative impact on sales performance.

Researchers also examined the role of emotional intelligence in the service sector and found that there is no significant interaction between service provider emotional intelligence and customer emotional intelligence (EI). Higher EI of service providers leads to greater customer satisfaction (Kernbach and Schutte 2005). Lastly, in a study published in the Journal of Personal

Selling and Sales Management, researchers investigated the effect that emotional intelligence has on creativity and work outcomes. They found that emotional intelligence positively relates to creativity and job performance, and creativity also relates to job satisfaction and job performance (Lassk and Shepherd 2013).

While the sales literature has primarily focused on cognitive intelligence, social intelligence, and most recently, emotional intelligence, this research aims to understand the importance of these as well as other intelligences, specifically in the preparation and execution phases of the presentation. This examination will expand the boundary conditions of these intelligences by examining which are most salient at the team level in the preparation, execution, and interaction phases of the sales process (see Figure II-1). Not every team member needs to have the same level of intelligence, but together, the team should have the optimal team intelligence for successful buyer-seller interactions, selling team outcomes, and presentation outcomes.

Team Intelligence. Although intelligence has been associated primarily with individuals, some authors have begun to consider and measure it at a collective level (Glynn 1996; Drazin et al. 2000). Team intelligence is a multi-dimensional construct involving a variety of capabilities useful for information processing and responsiveness in sales presentation development. .

Sales team intelligence is imperative for the effective operation and performance of the team. In this research, the sales team intelligence has the greatest impact on the sales presentation preparation and the sales presentation execution. Preparatory intelligence and interactive intelligence, including emotional, experiential, and creative intelligence, are identified as the determinants of selling team presentation development and execution. Although these

antecedents have been examined in knowledge management and organizational intelligence literature, there has been little empirical evidence to show their influence on sales presentation team composition, preparation, and execution.

Emotional Intelligence. Emotional intelligence (EI) is an emerging topic for psychological, educational, and management researchers and consultants (Kirkman and Shapiro 1997; Weisinger 1998). Many organizations have sent their employees to various EI training courses offered by management consultants. Proponents of the EI concept argue that EI affects one's physical and mental health as well as one's career achievements (e.g., Goleman 1995). Some emerging leadership theories also imply that emotional and social intelligence – and the resulting cognitive and behavioral complexity and flexibility offered therein -- are even more important for leaders and managers (Boal and Whitehead 1992). However, there is little empirical evidence in the literature about the relationship between the EI of both leaders and followers and their job outcomes.

EI has its roots in the concept of "social intelligence," first identified by Thorndike in 1921. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls — to act wisely in human relations." Following Thorndike, Gardner (1983) included social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Gardner, social intelligence is comprised of a person's interpersonal and intrapersonal intelligences. Intrapersonal intelligence is one's intelligence in dealing with oneself, and is the ability to "symbolize complex and highly differentiated sets of feelings." In contrast, interpersonal intelligence is one's intelligence in dealing with others, and

is the ability to "notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions" (p. 239).

Salovey and Mayer (1990) were among the earliest to use the term "emotional intelligence" to represent people's ability to deal with their own emotions. They argued that emotional intelligence differs from other intelligence because it deals specifically with the management of emotions. They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189).

Salovey and Mayer's (1990) model of EI is composed of four emotional competencies: (a) accurately perceiving emotions in one's self and others (emotional perception), (b) using emotions to facilitate thinking (emotional facilitation), (c) understanding emotions, emotional language, and the signals conveyed by emotions (emotional understanding), and (d) managing emotions so as to attain specific goals (emotional regulation). The model further conceptualized the four EI competencies into four distinct dimensions:

1. *Appraisal and expression of emotion in the self (self-emotional appraisal [SEA]).* This relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people.
2. *Appraisal and recognition of emotion in others (others' emotional appraisal [OEA]).* This relates to people's ability to perceive and understand the emotions of those people around them. People who are skilled in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds.
3. *Regulation of emotion in the self (regulation of emotion [ROE]).* This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress.
4. *Use of emotion to facilitate performance (use of emotion [UOE]).* This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance.

Wong and Law (2002) started the theoretical discussion about the role of emotional intelligence and how it affects work outcomes. Organizations are settings that require interpersonal interaction, and most of these interactions are related to the performance of job duties, such as serving customers, receiving instructions, reporting to superiors, and cooperating and coordinating with colleagues. Employees with high levels of EI are those who can make use of the antecedent- and response-focused emotional regulation effectively, and master their interactions with others in a more effective manner. Ashkanasy and Hooper (1999) proposed that affective commitment towards other people is a necessary component of social interaction and argued that the showing of positive emotions is associated with success at work. Based on her observation that optimistic insurance salesmen would perform better than pessimistic salesmen, Abraham (1999) proposed that EI is directly related to performance.

Emotional intelligence has also been examined in the sales literature. Kidwell, McFarland, and Avila (2007) found that a salesperson who accurately perceives emotions is able to pick up on the customer's emotional response to his or her appeal, gain information concerning a customer's psychological state (i.e., comprehension or confusion related to a complex product), and empathize with a customer. Researchers performed critical incident studies of frontline employees (FLEs) to understand their perceptions of what it means to delight customers, and how in turn these perceptions affect the psychological and behavioral states of employees. Their analysis revealed that employees who delighted customers experienced improved customer orientation and increased job skills. In addition, many FLEs experienced an emotional contagion of positive emotions from a customer during a delightful experience (Barnes et al. 2013). Erevelles and Fukawa (2013) reviewed the theoretical frameworks used in the study of affect in the sales literature, the managerial issues related with affect in sales

contexts, and the critical gaps that exist in the sales literature as it pertains to affect. They suggest that more research is necessary on the role of affect and emotion in the personal selling and sales management context. Lassk and Shepard (2013) sampled salespeople to examine the relationship between emotional intelligence and creativity and found that salespeople with higher emotional intelligence were more creative and thus had better job performance.

Rafaeli and Sutton's emotional labor research (Rafaeli and Sutton 1987, 1990; Sutton and Rafaeli 1988) reported that customer and organizational outcomes were affected by how salespeople expressed their emotions. Therefore, emotional intelligence is an important construct to further explore in the sales context, specifically in team selling. All four factors on emotional intelligence have implications within the sales process and the buyer-seller interaction. The ability to perceive emotions describes the ability to accurately identify one's own emotions and emotions in others. A salesperson who perceives emotions is able to accurately pick up on the customer's emotional response to his or her message, gain information concerning a customer's psychological state, and empathize with a customer.

The ability to use emotion means that one can generate and access emotions to aid judgment and thought. A salesperson can use emotion to get his or her client excited about a product or service or to respond appropriately when a client exhibits confusion about a complex product. A salesperson can also access his or her knowledge of emotions to consider how the client's feelings would impact decision making. In other words, the salesperson can utilize "what-if" conditions to decide on the appropriate client communication. The ability to regulate emotions means that one can be open to feelings and manage one's own and others' emotions in making decisions. In fact, Damasio (1994) posited that intelligent decision making must include emotion. For example, a salesperson who can regulate his or her emotions is also able to pay

attention to what those feelings communicate. By using emotional and rational data, the salesperson can make the most favorable decisions regarding the client and for his or her organization.

High EI employees are thought to succeed by treating their own and other's emotions as valuable data (Barsade and Gibson 2007), thus helping them to maintain favorable interpersonal relationships at work and enhance their job performance. It has been suggested that emotional intelligence promotes the feelings of enthusiasm, zeal, and confidence in overall achievement (Goleman 2006). Additionally, it may protect against apathy, hopelessness, and depression when a client needs a salesperson's optimism to sell a contract, build a relationship or transmit effective communication (Goleman 2006).

Team Emotional Intelligence. Recently there has been research that focuses specifically on the impact of emotional intelligence on team performance (Druskat and Wolff 2001; Jordan et al. 2002; Jordan and Troth 2004). High emotional intelligence enables team members to manage and be aware of their own emotions and the emotions of other team members (Jordan and Troth 2004), improving performance. Emotional awareness and emotional management abilities have important consequences on team performance, as these abilities help maintain effective and appropriate relationships with colleagues. In turn, the enhanced relationships that emerge contribute to better information exchange and decision making in teams (Pelled, Eisenhardt, and Xin 1999; Jordan and Troth 2004). The ability to be aware of and manage emotions facilitates constructive and collaborative group interactions through the development of team trust, thus positively affecting team performance (Prati et al. 2003). In addition, this research proposes that the ability to be aware of and manage emotions facilitates functional communication, efficient

coordination, effective strategizing, and meaningful interactions that contribute to better team performance.

Some of the emotional intelligence abilities described have been shown capable of influencing workplace behaviors. Sosik and Megerian (1999) found that self-awareness contributes to a leader's performance, whereas Martin and colleagues (1998) found that emotional regulation is considered a prerequisite for maintaining relationships in the workplace. Each of the aforementioned emotional abilities has implications for how individuals perform in teams. In contributing to and expanding the existing research on EI in the workplace, this research will examine how these various abilities within EI influence a professional's ability to perform on a team. Specifically, this research will examine individual team members' emotional abilities to determine the impact these have on team performance during the preparation and execution of a team sales presentation. This team emotional intelligence is proposed to have a positive impact on the preparation of the sales team presentation, the execution of the sales team presentation, and the buyer-seller interaction.

Personal Experiential Intelligence. Experience is one of the factors that keeps salespeople successful. It is also what makes them attractive to others. Experiential intelligence can be defined as the ability to draw upon past learning and employ it toward current problems. Experiential intelligence is developed as salespeople endure events that assist them in developing both tacit and transferable competencies (March 1999). Much of this intelligence base is learned through making mistakes (Pfeffer and Sutton 1999). In addition, this intelligence base can be gained by addressing complex issues and opportunities encountered during the sales process. Experience can assist in crafting succinct contracts and developing sales initiatives that enhance

trust and commitment. The experienced salesperson should be a superior communicator and should be successful in many different and changing situations. Experience can be a double-edged sword for some sales teams. On the one hand it may make it easier to improvise during the presentation, but on the other hand, it may make team cohesion more difficult, especially if the team members are used to working alone.

Buyer Experiential Intelligence. Salespeople play a critical role in the development and sustainability of customer relationships (Cannon and Perreault 1999). Buyer and seller relationships have become an integral part of business-to-business operating strategies over the past twenty years. Academics have developed reasonably well-supported models that define many of the relevant variables that influence success or failure in a relationship (Anderson and Weitz 1990; Hallen, Johanson and Mohamed 1991; Morgan and Hunt 1994). These relationships are formed over time as the buyers and sellers develop trust, respect, and friendships supported by quality products and services. Today these relationships have become "strategic" and the process of relationship development is accelerated as organizations strive to create and cultivate relationships to achieve their goals. Thus, the buyer-seller relationship, the antecedent of buyer experiential intelligence, should be considered when selecting the team members for the presentation.

As buyers become busier and many transactions are done remotely instead of face-to-face, it is exponentially more important that the sales pitch presented to the buyer be as effective as possible. It may not be possible to see a potential buyer several times before making a pitch. The relationship development may only happen during the sales presentation. Thus the salesperson has to make the most of the time that is spent in front of the buyer. Members with

buyer experiential intelligence are able to draw upon experiences with the buyer and provide information to the team that may aid in the preparation of the presentation, and thus is deemed as an intelligence of interest when composing the team.

Team Experiential Intelligence. A team's shared experience is a component of experiential intelligence and constitutes a valuable strategic asset for a team since it is based on knowledge that is unique and nontransferable. Team experiential intelligence is dependent upon the amount of time a team has worked together and is determined by the amount of experience the team members have presenting together and the level of knowledge team members have about one another. Team experiential intelligence is defined in terms of team tenure, process, and outcomes, and is seen as changes in the team – in coordination, collaboration, and cohesion – that occur as a function of team experience.

Team Creative Intelligence. In recent years, scholars (Zhou and George 2003) and practitioners (Florida 2002) have suggested that creativity is also a critical success factor in business and other fields that have not traditionally been considered "creative" (Zhou and George 2003). In today's competitive marketplace, creativity is critical for competitive advantage, even in the short term (Erevelles, Horton, and Fukawa 2007). Researchers have suggested that in today's highly competitive and rapidly changing business environment, organizations must take full advantage of their workforces' creative potential to prosper or to simply survive (McAdam and Keogh 2004; Rego et al. 2007; Wang and Netemeyer 2004). It is broadly accepted that more creative individuals and organizations have distinct advantages in the marketplace (Amabile et al. 1996; Devanna and Tichy 1990; Oldham and Cummings 1996).

The above is especially true in the sales profession, in which individual and organizational success depends on supplying innovative and useful solutions for customers in a turbulent environment (Jones, Dixon and Chonko 2005). Authors often list creativity as an essential characteristic of successful salespeople and sales managers (see, e.g., Dubinsky and Ingram 1983; Weitz, Castleberry, and Tanner 2009). In addition, empirical research has established the positive link between a salesperson's creativity and his or her (1) practice of adaptive selling behaviors, (2) job satisfaction, (3) sales performance, and (4) likelihood for promotion to sales management (Dubinsky and Ingram 1983; Wang and Netemeyer 2004). Wang and Netemeyer (2004) developed measures for the creative performance of salespeople that quantify a salesperson's new idea generation during sales-related activities. Creativity has been linked to stimulation of effective design, imagination, and supposition (Sternberg 1998).

While some research indicates that biology has little to do with creativity, research into cognitive styles and characteristics has consistently found that intuition, aesthetic sensitivity, toleration of ambiguity, and self-confidence relate positively to creative performance. In particular, research has focused on job design and supervisory style as contextual factors enhancing or inhibiting workplace creativity. Jobs that are complex and challenging, with high levels of autonomy, variety, significance, and feedback, have been seen to encourage higher levels of creativity (Deci, Connell, and Ryan 1989; Hackman and Oldham 1980; Oldham and Cummings 1996). In like manner, supportive supervision has been shown to enhance creative achievement (Deci and Ryan 1985, 1987; Deci, Connell, and Ryan 1989). In sum, it appears that certain cognitive styles and abilities and certain situational contexts have the potential to encourage or inhibit creative performance. Thus creative intelligence is defined as the ability to address problems and issues through divergent ideas and innovative thinking. Visual-spatial

reasoning comes into play as salespeople develop a "mind picture" for solving the problem (Hunt 1995). Salespeople must be creative in developing elegant plans and understanding difficult concepts before taking action (Pfeffer and Sutton 1999). Salespeople must be creative in both safeguarding knowledge and eliciting it from customers (Davenport and Prusak 1998). Salespeople must be able to develop creative contracts, long term sales initiatives, communications, and network relationships. In addition, the pitch team must be creative when preparing and rehearsing the presentation in order to best captivate the buyer during the presentation.

Process

Initial Phases of the Sales Process. A salesperson must undergo many different tasks -- from acquiring leads, to presenting, to negotiating and closing, to maintaining relationships. Throughout modern selling history, one of the oldest and most widely accepted paradigms in the sales discipline is commonly referred to as the "seven steps of selling" (Dubinsky 1980). These seven steps present the typical sales scenario as the following: (1) prospecting, (2) pre-approach, (3) approach, (4) presentation, (5) overcoming objections, (6) close, and (7) follow-up. Ever since selling began to be recognized as a professional discipline, these seven steps have served as a foundation of personal selling (Hawes et al. 2004), but little research has examined whether these are the necessary steps of team selling.

The pitch team, much like an individual salesperson, must also undergo different tasks during the team pitch process. The team pitch is made up of two separate, distinct and sequential phases, both of which have distinct tasks and objectives and thus require specific inputs. During the first phase of the process, the Sales Presentation Preparation (SPP), team members are

selected, roles for each team member are established, the strategy for the presentation is set, the team members prepare for their respective roles, and the team rehearses the planned presentation. During the second phase of the process, the Sales Presentation Execution (SPE), the team members interact with the buyer and also with each other, present the sales pitch, and execute their respective roles. The team that is selected is the team that is going to be building the relationship with the buyer during the buyer-seller interaction. Thus the selection, preparation, and execution of the team pitch are essential for a successful interaction with the buyer.

Sales Presentation Preparation. The Sales Presentation Preparation (SPP) phase of the team pitch involves selecting the members for team, developing the sales strategy and presentation, and rehearsing the presentation that will be presented to the buyer. This phase of the team pitch is driven by the activities in the pre-approach step of the salesperson's "seven steps of selling" (Dubinsky 1980). The team must do their research on the prospect or buyer, familiarize themselves with the customer's needs, review any previous correspondence, pull together any relevant material that might be appropriate to bring to the presentation itself, and rehearse for the team presentation (Moncreif, Marshal, Lassk 2006). Role expectation and team task cohesion are the two key processes that make up the SPP. The effectiveness of the corresponding and collaborative activities required in each SPP process is influenced by preparatory team intelligence and is the foundation for hypothesis 1:

> *H1: There is a positive relationship between Preparatory Team Intelligence and Presentation Development.*

Role Expectation. Due to the diversity in team member resources and the complex nature of the team pitch, the team member selection process is vital. Not only the best individual

members, but also the optimal combination of team members, who will execute their intended roles and consequently the presentation, must be selected. Through the use of role theory, this research emphasizes the importance of pitch team selection and the factors that influence it.

Role theory emphasizes the nature of people as social role actors who learn behaviors appropriate to their positions in society (Solomon et al. 1985). Although the "actors" in a sales team presentation may be very different individuals in their leisure time, they must adopt a relatively standardized set of behaviors as they prepare and present a sales pitch.

Empirical evidence suggests that meaningful interaction is more likely to occur among similar people than among dissimilar people. Considerable socio-psychological literature states that tendency toward meaningful interaction among people increases when the persons have similar backgrounds, tastes, etc. (Homans 1961). Salespeople's descriptions of customer categories contain information about the nature of customers and sales styles. Personal similarities are explored in the current research as they pertain to role expectation and choosing the right team members for the selling team.

Role theory has been used effectively by researchers in psychology, social psychology, sociology, organization behavior, and human resource management since the early 1930s. Multiple researchers from these various fields have concluded that roles play an important part in social structure (Mead 1934; Turner 1978), and roles have been recognized as central to understanding employee behavior in organizations (Katz and Kahn 1978). In the strictest sense, roles are positions within a social framework; however they also are defined by the individuals who occupy them (Callero, Howard, and Piliavin 1987). According to role theory, individuals' role expectations are influenced by both their personal attributes and the contexts in which they exist. Thus, role theory suggests that employee performance will be a function of both the

individual and the organization. Role theory has been examined in the sales literature in several contexts. One such context is a basic service scenario in which both the provider and consumer must be in successful role enactment. The provider learning process in this case is often explicit and can be learned through training or an apprenticeship (Solomon et al. 1985). Role theory is also used in the literature to describe the responsibilities of employees and as a tool for employees to understand their roles within the organization. Researchers have suggested using roles as the basis for job descriptions as well as for specifying organizational expectations and performance requirements (Hollenbeck et al. 1995; Van Dyne, Cummings, and Parks 1995).

This research focuses on role theory as a dramaturgical metaphor (Solomon et al. 1985). The study of a role is the study of a cluster of social cues that guide and direct an individual's behavior in a given setting (Solomon et al. 1985). It is the study of the conduct associated with certain socially defined positions rather than of the particular individuals who occupy these positions (Solomon et al. 1985). Role players assume a position or an associated position in any given relationship, such as seller–buyer, supervisor–employee, or costumer–designer–actor. Role theory examines a wide array of role-related behaviors, such as expectations, norms, performance, evaluation, and sanctions. Roles are described in terms of relative positions that occur in a given relationship: one person takes a focal position, and the other person assumes a counter position (Shaw and Costanzo, 1982). Thus, counter role partners (e.g., buyer and seller) are formed. Role playing is particularly valuable during the presentation rehearsal process – notably during the rehearsal of the Q&A stage of the presentation.

Role expectations are comprised of the privileges, duties and obligations of any occupant of a social position (Sarbin and Allen 1968). These expected behaviors must always be defined in relation to those occupying the other positions in the social structure (Solomon et al.1985).

This research examines the expected behaviors of the team members in relation to the other members on the team and in relation to the buying team as well. It is important to remember that the role player's behavior is interdependent with the behavior of those in complementary positions. A salesperson must take into account the role behavior of others when fulfilling his or her role.

Further, it is the study of the degree to which a particular role is acted appropriately (role enactment) as determined by the reactions of fellow actors (team members) and observers (buyers). One's role-specific self-concept is formed by the reactions of others to the quality of one's role enactment. For the selling team, the successful enactment of even the most basic sales presentation involves the mastery of a wide range of behaviors. Each role that the team member plays is learned. The learning process is often explicit and may happen through training (Solomon et al. 1985) or preparation, but nonetheless it is explicit, and thus confirms that preparatory team intelligence is an important factor in role expectation.

One important result of the proper role expectations is the acquired ability to predict the behavior of other role players (Solomon et al. 1985). In role theory terms, this is known as "taking the role of others" (Mead 1935). This process, in which the actor anticipates the other's role behavior, allows the actor to gauge his or her own behavior to the predicted behavior of others (Rose 1962). Research in personal selling has demonstrated that the salesperson whose behavior is contingent upon the behavior of the customer is more effective than one who does not adjust behavior to meet the customer's specific needs (Weitz 1981). This can be applied to the current research; the team member must be able to anticipate the behavior of the other team members during the presentation and the team must be able to predict and adjust to the buyer's behavior as well in order to achieve optimal results during the team sales presentation.

Role theory is used in this research to show that each person on the sales team should play the appropriate role in order to be successful. Each team member has a part to play, and there must be an exchange between team members in order for this to happen. In addition, team members must practice for each role. Lastly, depending on the buyer, the role of the individual team member may have to change for optimum success of the entire team.

Preparatory team intelligence influences the effectiveness of role expectation. Using preparatory team intelligence, team members can be chosen for the roles to be executed during the sales presentation. Experiential team intelligence includes knowledge of the team members, of the product or service, and of the buyer, and is essential to putting together a team that can play the appropriate interdependent roles during the sales team presentation.

Members on selling teams are increasingly knowledgeable and demanding during the presentation preparation process. The cooperation of those team members is described as a high emotional affordance situation (Schutte et al. 2008). Team members with higher awareness and management of their own emotions should be more successful during the presentation preparation process. This research proposes that versatile team members will play an important role in facilitating the presentation preparation process. The more experience a team member has, the more accurate he or she is about his or her role and the role other others. Also, the more experience one has in presenting on a team and with the material being presented, the better one will be at role expectations and task cohesion. Thus, hypothesis 1 and its first subset of hypotheses is presented:

> *H1: There is a positive relationship between Preparatory Team Intelligence and Presentation Development such that:*
>
> H1A: The greater the awareness of one's own emotions, the greater the role expectation.
> H1B: The greater the management of one's own emotions, the greater the role expectation.
> H1C: The greater the personal experiential intelligence, the greater the role expectation.

Team Task Cohesion. The early identification and assessment of the presentation environment is key to an effective team pitch, as it drives the design of the presentation media and materials. Thus the team member roles, tasks, and objectives of the project need to be developed cohesively and well understood and practiced by the entire team. This leads to the second key process involved in SPP, team task cohesion.

An important determinant of effective teams is cohesion, or the level at which team members identify with each other and see themselves as a team (Campion, Papper, and Medsker 1996). Cohesion has historically been considered one of the most important variables in the study of small group dynamics (Carron and Brawley 2000; Golembiewski 1962; Lott and Lott 1965) and has been one of the most frequently studied group-level constructs (Mudrack 1989). A recent (June 2012) *Social Sciences Citation Index* search on the term *cohesion* over the past 5 years yielded more than 2,000 hits. Interestingly, most of these studies were focused on cohesion within sport teams.

First proposed by Festinger (1950), cohesion was defined as "the resultant of all the forces acting on the members to remain in the group" (p. 274), and was composed of three facets: mutual social attraction, commitment to the team task, and group pride. Subsequent research has primarily focused on social and task cohesion. At the group level, cohesion is associated with team performance (Mullen et al. 1994).

Research shows that the effect cohesion can have within a team is a function of that team's task and its work context (specifically, the work system of the team). In the case of the presentation, the team tasks require complex interdependence that calls for a certain amount of group cohesion to be able to coordinate and communicate effectively. Team bonding takes time; .especially when the team's task requires a high level of collaboration among teammates, it is

important to keep team composition stable long enough that teammates can learn how to combine their efforts into a coherent whole (Katz and Erez 2005).

Task cohesiveness is the extent of "motivation towards achieving the organization's goals and objectives" (Widmeyer et al., 1985, p. 17). Task cohesion has been defined as "a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs" (Carron, Brawley, and Widmeyer 1998, p. 213). From a theoretical perspective, task cohesion has been considered by some social scientists to be the most important small group variable (Goliembieski 1962; Lott and Lott 1965). Without task cohesion, there will be no group development and/or maintenance. As Mullen and Copper (1994) reported, task cohesion is positively associated with performance success in all groups, but the cohesion-performance relationship is strongest in sport teams.

The sales team must develop a presentation that is aligned with the buyer's needs and expectations, thus the tasks, as they relate to strategy development and presentation approach, must be clear and must be followed by all of the team members. The tasks must be understood and the information that is provided by each team member must relate to the task; thus, the higher the declarative team intelligence, the higher the team task cohesion.

Preparatory team intelligence influences the team task cohesion process. Members on selling teams deal with ever-increasingly knowledgeable and demanding team members during the presentation preparation process. This process is described as a high emotional affordance situation (Schutte et al. 2008). Team members with higher awareness and management of their own emotions should be more successful during the presentation preparation process. This research proposes that teams with members who have high EI (own) are more skilled at

appraising their own emotions and at using and regulating their own emotions for decision-making than those with low EI (own), and thus are more compatible with one another. A team with high EI (own) is able to recognize when it encounters stress or dissatisfaction with a task and is able to regulate its emotions to deal with the stress or problems experienced. A team with low levels of EI is less adept at recognizing its emotions and has fewer skills to manage the experience of negative emotions, which leads to decreased satisfaction with the task and less effective presentation development. In addition, the more experience team members have with presenting on a team and with the material being presented, the better prepared they are to make sense of information, to integrate information from different domains (Bunderson and Sutcliffe 2002) and to merge existing knowledge and abilities into novel combinations (Burke and Steensma 1998). Selling teams composed of versatile members will be better able to integrate the inputs of different members and translate them into an action plan that all can understand and follow (Okhuysen and Bechky 2009). Thus, the following sub-hypotheses are presented:

H1D: The greater the awareness of one's own emotions, the greater the task cohesion.
H1E: The greater the management of one's own emotions, the greater the task cohesion.
H1F: The greater the personal experiential intelligence, the greater the task cohesion.
H1G: The greater the buyer experiential intelligence, the greater the task cohesion.

Team task cohesion is not only influenced by preparatory team intelligence but also by the role expectation process. The better fit the team members, and the more closely aligned each team member is with his respective role, the better the team communication, coordination, and presentation development, thus resulting in team task cohesion. When team members are assigned to their appropriate roles on the right teams, collaborating on team strategy and presentation methods will be more efficient resulting in task cohesion. However, if the right members are not executing the right roles, intergroup conflict could lead to process losses reducing task cohesion. Thus hypothesis 2 is presented:

H2: The greater the role expectation, the greater the task cohesion.

Sales Presentation Execution. The Sales Presentation Execution (SPE) is the second phase of the team pitch process and includes the activities involved in the buyer-seller interaction and the actual sales presentation. The activities required in this phase are driven by the "approach" and "presentation" steps of the "seven steps of selling" (Duninsky 1980). These steps include the presentation of the sales proposal and the provision of sufficient information to the buyer. The presentation must meet necessary objectives and goals as determined by buyer needs and team member research. The team must perform the sales presentation that was developed and prepared for in the previous phase (SPP) for the buyer. Team members must 'gel' and must be able to work together seamlessly while also interacting with the buyer. During this phase, team members interact with the buyer in addition to the team members, making this phase complex, interdependent, and unpredictable. There is mounting evidence that teams not only need to coordinate effectively to perform well, but they also need to learn from and adapt to shifting performance contingencies over time (McGrath, Arrow, and Berdahl 2000). In this case, "over time" represents the window of time spent preparing and executing the presentation. Thus, the key SPE processes are team social cohesion and improvisation and are influenced by interactive team intelligence. The influence of interactive team intelligence on sales presentation is the foundation for hypothesis 3:

H3: There is a positive relationship between Interactive Team Intelligence and Presentation Execution.

Team Social Cohesion. Team **s**ocial cohesion is important when the team must synchronize a response in a sales presentation. Similar to task cohesiveness, social cohesiveness

refers to the motivation to develop and maintain social relationships within the group. Understanding team members' skill sets, preferences, moods, and habits are important for a synchronous response. Cohesion in this context represents a shared social field in which the aim is to learn about each other to enhance collective performance. Social cohesiveness refers to the motivation to develop and maintain social relationships within the group.

Social cohesion concerns the quality of interpersonal relations and is distinct from task-based cohesion, which involves commitment to the group task (Bernthal and Insko 1993; Hackman 1992). It is anticipated that task cohesion and social cohesion will correlate with team performance in different ways (Messick 1989). This could indicate that cohesion can be differentiated between the preparing phase of the interaction and the interaction phase itself. During the preparation phase, task cohesion is most important; during the presentation phase, social cohesion is most important.

During the presentation execution, the team members must interact as well. In order for the presentation to flow smoothly, the social cohesion must be high. It can be difficult to execute an efficient presentation without support from the other team members. The more the team knows about one other and how each person presents, the better off they will be during the presentation. The more experience a team member has with the people that he or she is presenting with, the better the results. Thus the first sub-hypothesis 3 states:

H3A: The greater the team experiential intelligence the greater social cohesion.

Improvisation. In an effort to understand how individuals work together in teams to innovate and adapt in real time, academics have turned to improvisational jazz and theater (e.g., Crossan 1998, Hatch 1999) and asked: If musicians and actors can learn to improvise and be innovative in real time, can these skills also be learned by work teams in organizations?

Improvisation has been presented as a useful framework to explain how employees make decisions when immediate action is necessary and there is no time to collect, assimilate and process information. It requires high levels of knowledge and expertise. Encouraging employees to improvise in these circumstances is commonly seen as having the potential to provide benefits to the organization. Many arguments espousing the benefits of improvisation are founded on the idea that action is better than inaction. By way of example, in a service recovery situation, an immediate response to an irate customer may be required (Cunha, Rego and Kamoche 2009). Allowing employees to improvise decisions/actions facilitates this process, as well as empowering and hence motivating employees to deliver heightened levels of customer service.

Both Chelariu et al. (2002), and Crossan and Sorrenti (2002) highlight the impromptu nature of improvised decisions. Moorman and Miner (1998) discuss the enactment of the improvised decision Weick (1993) asserts that improvised decisions are made under conditions of resource constraints, i.e. limited resources (usually time and/or information). In a situation of resource constraints, decision makers are encouraged to use "fast and frugal" heuristics to make decisions. These elements of improvisation are summarized by Cunha et al. (2009), who define it as, "the conception of action as it unfolds, drawing on available resources" and suggest that there are four elements to improvisation: (1) it is deliberate (the result of intentional efforts on behalf of the organization), (2) it is extemporaneous (it cannot be planned for), (3) it occurs during action (improvising staff do not stop to think about what the best response to a problem would be and can only judge its correctness in hindsight), and (4) improvised actions draw on available, not necessarily optimal, resources.

Some researchers suggest that improvisation is "unplanned behavior" (Chelariu et al. 2002), "intuition guiding action in a spontaneous way" (Crossan and Sorrenti 1997, p.155), and

"simultaneous creation and execution of plans" (Moorman and Miner 1998). Other researchers state that the spontaneity of improvisation tends to be overemphasized in the extant literature. When improvisation is restricted to the ability to "think on your feet," managers risk confusing improvisation with random moments of brilliance, and might conclude that either you have this ability or you do not. There is, however, much preparation and study behind effective improvisation (Weick 1998). Improvisation relies on rules and routines that are pre-established and rehearsed. In improvisation, it is possible to "prepare to be spontaneous" (Barrett 1998, p. 606) and to "rehearse spontaneity" (Mirvis 1998, p. 587). Sales team leaders note that they often program in "planned spontaneity" into the presentation – it is rehearsed, but appears to be spontaneous to the buyer.

There is a general assumption in much of the literature that improvisation always leads to positive outcomes and better performance. Improvisation is not inherently good or bad (Vera and Crossan 2004). Depending on the skill of the improvisers, improvisation may be highly innovative or chaotic; improvisation may solve a problem or worsen it.

Improvisation is what allows salespeople to "shoot from the hip," and is very important during the presentation. However, it is important to mention that this can also be detrimental during a presentation and needs to be approached with caution. It allows for fluid problem solving and conflict resolution (Hunt, 1995). Improvisation is the ability to have quick insights leading to succinct resolution of problems without the help of previous experience. Successful improvisation is the employing of intuition and common sense to problem solving (Davenport and Prusak 1998). Cooper and Sawaf (1996) describe intuition as perception beyond one's physical senses. Salespeople often have to leave cognitive reasoning behind and develop on-the-spot implicit contracts or relationship-marketing preservation arrangements. They must suppress

emotional responses and say what needs to be communicated. They must develop a second source of supply of information despite ambiguity about the new customer's future. Because people with good intuition are more fluid problem solvers, they are more likely to improvise and think fast on their feet.

In this research improvisation has to be utilized by the selling team in order for it to be effective during the presentation and the interaction with the buyer. It is relevant for utilization for overcoming buyer objections during the presentation. As the sales team prepares to present to the buyer, they often have to also prepare for objections that the buying team may have. Here they have the opportunity to prepare for some objections, but certainly not all. Improvisation is what allows the team to think quickly on their feet when they are asked a question for which they have not adequately prepared. The buyer in this case is not looking for a response of "I do not know, but I will get back to you." Since the buying team is dealing with a team of salespeople, they fully expect that all of their questions will be answered. If the team has been properly selected then there should be no reason why all questions cannot be answered (or at least this is what the buyer thinks).

Selling team members with high EI (others) can use their abilities to appraise and use emotions in others. These EI skills are critical to a salesperson who is a boundary spanner and therefore must interact with his or her customers and his or her organization's management and coworkers. Using one's EI (others) skills can promote positive social exchanges, and increase one's job satisfaction (Kafetsios and Zampetakis 2008; Sy, Tram, and O'Hara 2006). The awareness and management of others' emotions influence adaptive functioning within the team and the interaction. Members with higher awareness of and management of others' emotions should be more successful in such situations and should be able to adapt to accomplish the goal

for the presentation (Schutte et al. 2008). By allowing members to recognize the emotional state of respective team members and the buying team members simultaneously, and to regulate those emotions to form a response that meets the situation, team members are better able to improvise during presentation execution process. Thus the following-sub hypotheses are presented:

H3B: The greater the awareness of other's emotions, the greater the improvisation.
H3C: The greater the management of other's emotions, the greater the improvisation.

Creative intelligence leads to greater focus on the execution of a task, longer work on the problem, and higher risk-taking, influencing team improvisation during the execution process. Thus the following sub hypotheses are presented:

H3D: The greater the creative intelligence, the greater the improvisation.

The more interactive experience and exercise the team members have with each other, the higher the team social cohesion. Also, the more experience one has in presenting to a particular group of buyers, the better one can get at improvisation. As mentioned, interactive team experiential intelligence is an important factor in understanding how to present. Teams that have taken the time to work together prior to the task execution, especially when the task requires a high level of collaboration among teammates, are significantly more effective than teams with shorter group longevity (Katz 1982). For a team to be effective teammates should develop knowledge of one another and establish comfortable routines and practices that translate into enhanced team performance. Researchers explained that team membership and experience with respective teammates is important for team members because it gives them a chance to learn how to read one another and predict one another's moves (Berman, Down, and Hill 2000).

Team experiential intelligence, defined by the opportunity team members have to learn the unique way a particular combination of member's functions, influences social cohesion and improvisation. The more time teammates spend together, the more able they are to anticipate one

another's moves and the clearer they are about one another's roles; this results in enhanced team performance. Thus the following sub-hypotheses are presented:

H3E: The greater the team experiential intelligence, the greater the improvisation.

Social cohesiveness helps to develop and maintain social relationships within the group leading to a better understanding of team members' skill sets, preferences, moods, and habits. This type of cohesion and understanding are important for a synchronous response and thus influence the improvisation among team members during the execution of the presentation. Thus hypothesis 4 is presented:

H4: The greater the team social cohesion, the greater the improvisation.

Emotional intelligence is not being hypothesized as factor impacting social cohesion. Social cohesion is attained through team members spending time together and getting to know each other. Even if a team member has high emotional intelligence, social cohesion will not be impacted without time invested in those relationships. Emotional intelligence is innate and does not reflect commitment to a group.

The success of the presentation preparation process determines the success of the presentation execution process. For high social cohesion, the role expectations must be high as well. As previously mentioned, task cohesion and social cohesion are very important during the development and execution process of the team presentation. The more comfortable the team members are with the task at hand and the more comfortable they are with each other, the better they will be during the presentation at interacting with the buyer and improvising during the presentation. Thus the following hypotheses are presented:

H5: There is a positive relationship between Sales Presentation Development and Sales Presentation Execution such that:

A: The greater the role expectation, the greater the social cohesion.

B: The greater the role expectation, the greater the improvisation.
C: The greater the task cohesion, the greater the social cohesion.
D: The greater the task cohesion, the greater the improvisation.

Outputs

The outputs of the model include the outcomes that are important to the selling team as well as decisions made by the buying team. The outputs are divided into two sections, (1) selling team outcomes, which include selling team satisfaction, presentation satisfaction, team trust, and buyer decision, and (2) buyer decision, which includes whether or not the team was chosen by the buying team.

Selling Team Satisfaction. Sales managers have always tried to understand the determinants of good sales performance. In response to this interest, researchers have examined many possible determinants of sales performance over the past 100 years (Churchill et al. 1985). The studies have produced inconsistent results with respect to what factors affect sales performance and the strength of the relationships. This research looks at team performance as an outcome that is a direct result of the team presentation. In this research, presentation performance and relationship development are examined as the selling team outcomes.

Role Satisfaction. Role satisfaction is the satisfaction the team has with the individual team members. This relates back to role expectations. If the correct role expectations were established and executed, then the satisfaction of the team selection will be high. If the correct team was not selected for the presentation, then the buyer may not connect with the team and chemistry will be low.

Presentation Satisfaction. Presentation satisfaction applies to the selling team's perception of the effectiveness of the presentation development and execution. This quality is based on whether the team was succinct in the development and execution of the presentation and whether they were all able to present as effectively as practiced. In addition it includes whether the selling team thinks the right members were chosen for the team and whether they believe the right strategy was used to present the information to the buyer. Relationship development is an outcome of the selling team. When a selling team goes in to pitch to a buyer, there is no guarantee that they will get the deal; however, they are able to build the relationship, build future capital and build their reputation.

Team Trust. Consistent with other research, Rousseau et al. (1998) propose that trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another. In other words, trust is an expectation that others will behave as expected and not be opportunistic (Jarvenpaa, Knoll, and Leidner 1998). Researchers generally have adopted McAllister's (1995) definition of interpersonal trust to define trust among team members. For example, in their study of trust in virtual teams, Kanawattanachai and Yoo (2002) define trust among team members as "the extent to which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of another" (p. 43). In line with this, this research explores team trust as an important outcome in team dynamics. Team trust is the confidence one places in a team member based on one's feelings of caring and concern illustrated by that co-worker (McAllister 1995) and one's willingness to rely on a team member's expertise and support (McAllister 1995; Johnson and Grayson 2005). In social units such as work teams, team trust increases the ability of team

members to work together. Working together implies greater cooperation and information sharing, which are expected, in turn, to lead to higher team performance (Larson and LaFasto 1989). According to Whitener et al. (1998), teams require more trust (than individuals) because of the high degree of interdependence required to complete their tasks.

H6: There is a positive relationship between Sales Presentation Development and Selling Team Satisfaction such that:

A: The greater the role expectation, the greater the role satisfaction.
B: The greater the role expectation, the greater the presentation satisfaction.
C: The greater the role expectation, the greater the team trust.
D: The greater the task cohesion, the greater the role satisfaction.
E: The greater the task cohesion, the greater the presentation satisfaction.
F: The greater the task cohesion, the greater the team trust.

H7: There is a positive relationship between Sales Presentation Execution and Selling Team Satisfaction such that:

A: The greater the social cohesion, the greater the team role satisfaction.
B: The greater the social cohesion, the greater the presentation satisfaction.
C: The greater the social cohesion, the greater the team trust.
D: The greater the improvisation, the greater the role satisfaction.
E: The greater the improvisation, the greater the presentation satisfaction.
F: The greater the improvisation, the greater the team trust.

Buyer Decision. The buyer decision is the actual decision made by the buyer after the sales presentation. This outcome examines whether or not the particular selling team was chosen for the project. One of the objectives of this research is to determine which team intelligences lead to the more cohesive and compatible teams, and in turn increase the probability for being chosen for the project.

Thus the following hypotheses are presented:

H8: There is a positive relationship between Team Intelligence and Buyer Decision such that:

A: The greater the awareness of one's own emotions, the greater the likelihood of being chosen.
B: The greater the management of one's own emotions, the greater the likelihood of being chosen.
C: The greater the personal experiential intelligence, the greater the likelihood of being chosen.
D: The greater the buyer experiential intelligence, the greater the likelihood of being chosen.
E: The greater the awareness of others' emotions, the greater the likelihood of being chosen.
F: The greater the management of others' emotions, the greater the likelihood of being chosen.
G: The greater the creative intelligence, the greater the likelihood of being chosen.
H: The greater the team experiential intelligence, the greater the likelihood of being chosen.

Figure II-2: Operational Model

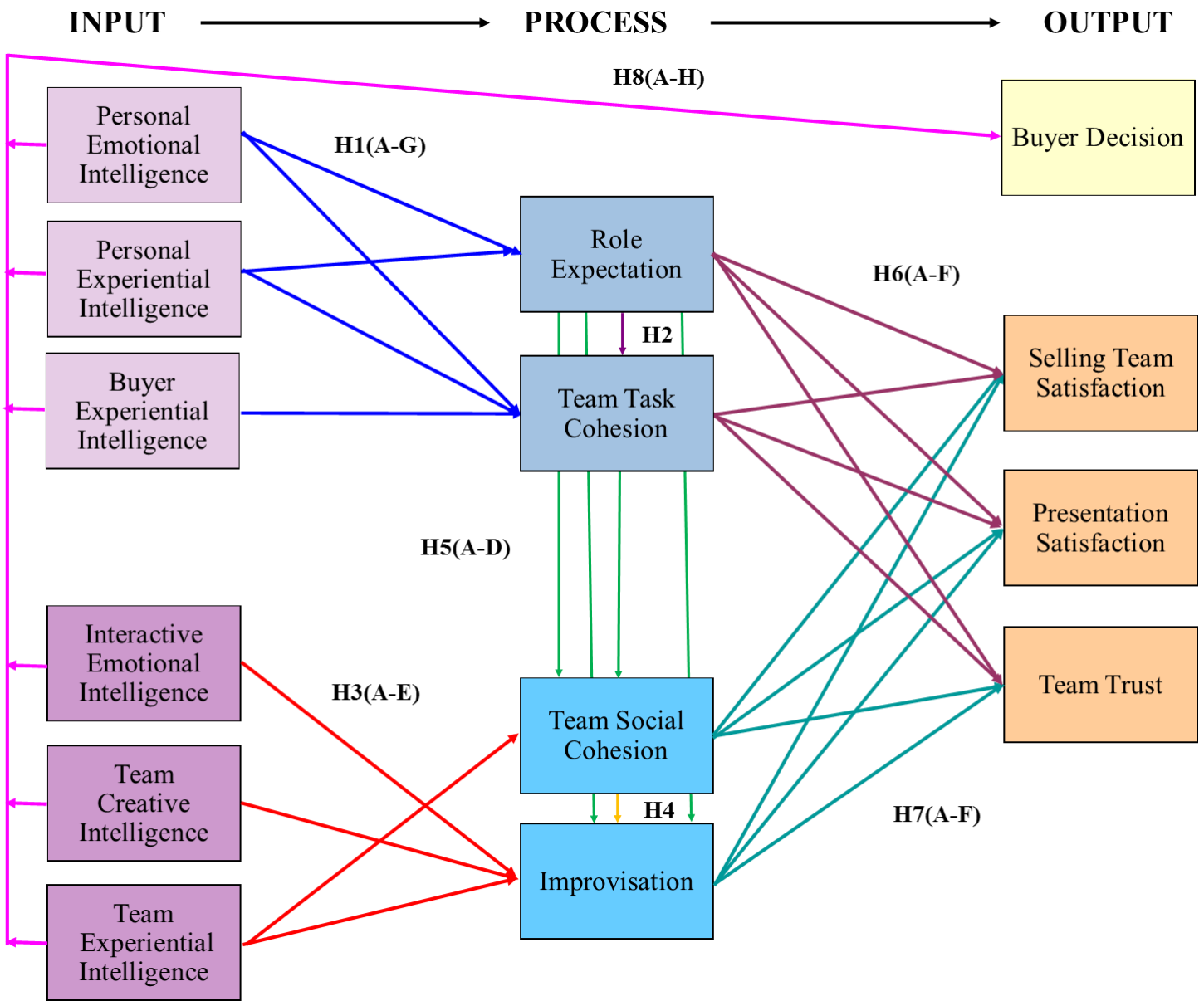


Table II-1: Hypotheses

Hypotheses	
H1:	*There is a positive relationship between Preparatory Team Intelligence and Presentation Development such that:* A: The greater the awareness of one's own emotions, the greater the role expectation. B: The greater the management of one's own emotions, the greater the role expectation. C: The greater the personal experiential intelligence, the greater the role expectation. D: The greater the awareness of one's own emotions, the greater the task cohesion. E: The greater the management of one's own emotions, the greater the task cohesion. F: The greater the personal experiential intelligence, the greater the task cohesion. G: The greater the buyer experiential intelligence, the greater the task cohesion.
H2:	The greater the role expectation, the greater the task cohesion.
H3:	*There is a positive relationship between Interactive Team Intelligence and Presentation Execution such that:* A: The greater the team experiential intelligence, the greater social cohesion. B: The greater the awareness of others' emotions, the greater the improvisation C: The greater the management of others' emotions, the greater the improvisation. D: The greater the creative intelligence, the greater the improvisation. E: The greater the team experiential intelligence, the greater improvisation.
H4:	The greater the social cohesion, the greater the improvisation.
H5:	*There is a positive relationship between Sales Presentation Development and Sales Presentation Execution such that:* A: The greater the role expectation, the greater the social cohesion. B: The greater the role expectation, the greater the improvisation. C: The greater the task cohesion, the greater the social cohesion. D: The greater the task cohesion, the greater the improvisation.
H6:	*There is a positive relationship between Sales Presentation Development and Selling Team Satisfaction such that:* A: The greater the role expectation, the greater the role satisfaction. B: The greater the role expectation, the greater the presentation satisfaction. C: The greater the role expectation, the greater the team trust. D: The greater the task cohesion, the greater the role satisfaction. E: The greater the task cohesion, the greater the presentation satisfaction. F: The greater the task cohesion, the greater the team trust.
H7:	*There is a positive relationship between Sales Presentation Execution and Selling Team Satisfaction such that:* A: The greater the social cohesion, the greater the role satisfaction. B: The greater the social cohesion, the greater the presentation satisfaction. C: The greater the social cohesion, the greater the team trust. D: The greater the improvisation, the greater the role satisfaction. E: The greater the improvisation, the greater the presentation satisfaction. F: The greater the improvisation, the greater the team trust.
H8:	*There is a positive relationship between Team Intelligence and Buyer Decision such that:* A: The greater the awareness of one's own emotions, the greater the likelihood of being chosen. B: The greater the management of one's own emotions, the greater the likelihood of being chosen. C: The greater the personal experiential intelligence, the greater the likelihood of being chosen. D: The greater the buyer experiential intelligence, the greater the likelihood of being chosen.

	E: The greater the awareness of others' emotions, the greater the likelihood of being chosen. F: The greater the management of others' emotions, the greater the likelihood of being chosen. G: The greater the creative intelligence, the greater likelihood of being chosen. H: The greater the team experiential intelligence, the greater the likelihood of being chosen.

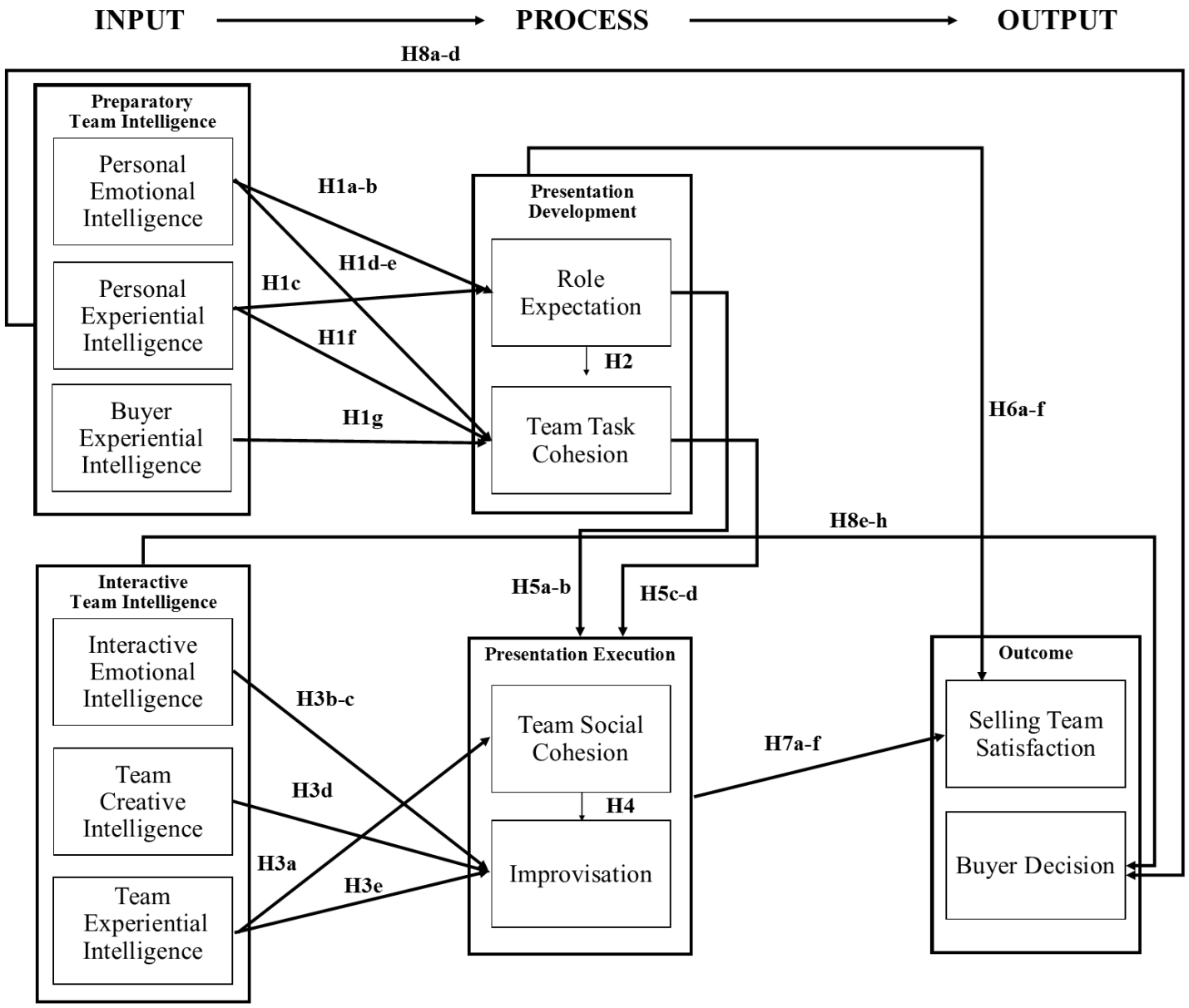
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodological issues associated with testing the model and hypotheses presented in Chapter II. In order to examine the inputs, process, and outputs of the team sales presentation, a three-part study was conducted. Although scales and methods have been adapted to reflect the research questions specific to this study, the study design and instruments are consistent with other researchers who have examined similar constructs. Since some concepts are relatively new to the literature, a series of qualitative interviews has been conducted to validate the constructs and the adapted measures (Churchill 1979).

Chapter III also discusses the methodology and results from these qualitative and pretest studies. The scales, which are presented in this chapter, are those which are modified and will be used in the pre-test phase. Subsequently, Chapter IV discusses the results for the full-scale study. To aid the discussion of the numerous studies and research questions being examined, the operational model and the hypotheses are presented below. For models that are more specific and the discussion of individual hypotheses, please refer to Chapter II.

Figure III-1: Hypothesized Operational Model



Research Design

In order to analyze the hypothesized relationships, this research uses a three-phase study. Qualitative interviews were conducted first with executives involved in sales team presentations as well as executives involved in team buying decisions. In other words, interviews were conducted from both the seller and buyer perspective. These interviews aid in the assessment of the content and the appropriateness of the selected constructs and their interrelationships. Next, a pre-test was conducted to assess the reliability and validity of the constructs. Subsequently, primary data concerning the selling organization's selling presentation preparation, selling presentation execution, and selling presentation outcomes were collected using a mail survey as well as an online survey.

Surveys and qualitative research are the best methodologies for operationalizing new constructs (Sims 1979). In addition, it would be inefficient to create and implement laboratory-tested scenarios and strategies strong enough for results to be measurable for the variables in this study (Festinger 1953). Also, because some of the constructs of interest are new, secondary data was not available for this study.

The qualitative interviews were conducted to ensure that the constructs have face validity and that errors of omission are detected. Also, the qualitative interviews were implemented in order to gain a more general perspective on the study and the conceptual model and to gain real world insight into whether salespeople and buyers felt that the model was valid and applicable. The goal of the interviews was to determine whether the salespeople and buyers agreed with the flow and variable relationships proposed by the conceptual model. And finally, the purpose of the interviews was to analyze the study's contribution, directly from the salespeople's and buyer's perspectives.

Qualitative Interviews

Pre-tests are conducted to avoid errors of omission and to obtain reliability and validity information on constructs prior to a full-scale maligning. Qualitative in-depth interviews were conducted with two groups: (1) business professionals involved in and in charge of selling teams and (2) business professionals involved in the buyer process. This interview process aims to illustrate the dynamics of the buyer-seller interaction as it pertains to the specific sales presentation; thus, qualitative inquiry is most appropriate (Mello and Flint 2009; Suddaby 2006). Furthermore, in a recent research study in the sales context (Barnes et al. 2013), authors used the critical incident technique (CIT) that relies on a set of procedures to collect, analyze, and classify observations of human behavior. The CIT methodology offers a significant benefit, because it collects data from the respondent's perspective and in his or her own words (Gremler 2004).

This qualitative research study was conducted using in-depth open-ended interviews. The results from this procedure help avoid errors of omission and to obtain reliability and validity information on constructs prior to a full-scale maligning. Such methodology has been shown to be appropriate, valuable, and necessary when the phenomena being investigated are not clearly understood and the relationships blurred (Chaisrakeo and Speece 2004; Eisenhardt 1989, 1991; Strauss and Corbin 1998; Yin, 1994). This methodological approach has been successfully used in prior studies of sales and marketing phenomena (Noble and Phillips 2004; Bush et al. 2007), and in gathering relevant knowledge about business to business (B2B) interactions (Geiger and Turley 2003; Haytko 2004; Gupta et al. 2010). Finally, like other exploratory research, this study will provide essential groundwork for future theory-building in sales research. Lastly, Taylor and Bogdan (1998) note that in-depth interviewing is appropriate when research interests are clear and well-defined.

The interview sample questions, which were used and are presented later in this chapter, had an open-ended, semi-structured format. This format is preferable when the objective of the interviews is to determine whether any errors of omission exist. In addition, the semi-structured format makes it possible for the interviewees to add real world insight and to this study. This structure was also chosen for its tendency to test for face validity, which is necessary to enhance the contribution of this study (Bryman 1989).

Thirty-four interviews were conducted. Of the 34 interviews conducted, 16 were conducted with selling team members, 11 were conducted with buying team members, and seven were conducted with professionals who were involved with buying teams and selling teams. Saturation was reached after 25 interviews, thus 34 interviews were deemed sufficient to uncover the dynamics within the sales presentation development and execution and the buyer-seller interaction (Glaser, 1998).

Qualitative Interview Procedures

The qualitative interview procedure was comprised of three main data collection stages. The first stage of the procedure was pre-notification, in the form of emails and/or phone calls. This pre-notification process identified the individuals best suited for the survey, built rapport, solicited cooperation, and verified mailing and email addresses (Schmidt et al. 2004). Both selling team leaders and buying team leaders were recruited. They were told that as an incentive for completing the survey packet, they would receive a full report of the results upon the completion of the research analysis. Once a list of qualified and interested participants was collected, individual interviews were set up either in person or over the phone.

In the second stage of the data collection process, the qualitative interviews (face-to-face or telephone) were conducted with selling team members and buying team members from companies across various industries. These interviews determined the relevance of each construct to the selling team members and the buying team members and attempted to determine if any key facets had been excluded. Grounded theory principles drove the development of the interview guide/instrument, in that the interview guide focused the study on the phenomena of interest, but remained flexible to generate data that allowed theory to emerge.

Open-ended, descriptive questions were asked in order to provide some structure to the interviews (Taylor and Bogdan 1998; Glaser 1998). In the third and final stage of the data collection process, each participant received a thank you email and a follow-up email or phone call. All participants were made aware that their answers were confidential.

Qualitative Interview Questions

The sample questions for the selling team members, which were asked in the qualitative interviews, are contained in Table III-1. While questions explored all constructs of the model, most questions are designed to delve deeper into the less understood team intelligence and presentation execution constructs. The purpose of these interviews was to determine how sales teams are formed, how they practice their roles for the presentation, how they build cohesion during the presentation, how they interact with each other and with the buyer during the presentation, what impact improvisation has on the presentation, how they build buyer-seller chemistry, and what role team intelligence plays.

Questions addressed how the selling team is composed and to asked the salesperson to describe situations in which they had conducted successful and unsuccessful presentations.

Follow-up questions were also asked, such as how the team worked together, what type of relationship the team had with one another, and how long they prepared for the presentations. While all the key components of the model were discussed in these interviews, an open-ended and semi-structured format was used to enable the selling team member to provide a better view of the presentation development and execution process for their team. Thus questions changed slightly as the interviews progressed. The results of the qualitative interviews with the selling team members are discussed after the sample is described.

The sample questions for the buying team members, which were asked in the qualitative interviews, are contained in Table III-2. While questions explored all constructs of the model, most questions are designed to delve deeper into the less understood presentation execution constructs and buyer satisfaction constructs. The purpose of the buyer interviews was to determine how buyers view the initial sales presentation, what factors they consider, and how they react to the interaction with the selling team. Questions addressed what made sales teams most/least effective and how the sales team built rapport with the buying team. Just as with the selling team members, buying team members were asked follow-up questions to provide a better view of the decision-making process and the factors that impact this process.

Not all of the key components of the model were discussed in these interviews. Because the buying team members are only present during the presentation execution process, the questions focused on this specific interaction with the selling team and the outcomes of the interaction. An open-ended and semi-structured format was used to enable the buying team member to provide a better view of the dimensions of the interaction during the presentation execution phase, the decision-making process, and influencing factors when it comes to selecting

selling teams. Thus questions changed slightly as the interviews progressed. The results of the qualitative interviews with the buying team members are discussed after the sample is described.

Table III-1: Qualitative Interview Questions (Selling Team Members):

Sample Questions
1. Recall the last sales presentations (new pitch) and describe it in detail.
2. How was the team formed? And how did it dissolve? Is it the same team for every presentation?
3. Are there any problems getting people to be part of the team or sharing information?
4. Do all selling team members have something to gain from participating on the team?
5. Did you go through any rehearsals prior to the sales pitch?
6. What is most important during the team presentation preparation process?
7. Describe in detail how the presentation was executed.
a. How was the presentation conducted?
b. What type of presentation format was used?
c. What was focused on most in their presentation? (Product, price, people, or process?)
d. How did the team interact with one another during the presentation execution?
e. How did the team interact with the buyer during the presentation execution?
f. What impact did improvisation have on the presentation?
g. How did the team attempt to connect with the buyer?
h. How did the team attempt to build with the buyer?
i. What were the most positive/negative aspects of the sales presentation?
8. What made the team effective/ineffective?
9. How do you know if the presentation was effective?
10. How do you measure the outcome of the presentation?

Table III-2: Qualitative Interview Questions (Buying Team Members):

Sample Questions
1. Recall the project during which you had to interview selling teams and describe it in detail.
2. Recall the team you did choose/did not choose for the project.
a. How was the presentation conducted?
b. What type of presentation format was used?
c. What was focused on most in the presentation? (Product, price, people, or process?)
d. What made the selling team effective? (The team that you did choose)
e. What made the selling team ineffective? (The team that you did not choose)
f. What were the most positive/negative aspects of the sales presentation?
g. How did the selling team interact with one another?
h. How did the selling team interact with you as the buyer?
3. What drives trust when dealing with a selling team?
4. What impact does improvisation have on the presentation?

5. How do you judge if the presentation was effective?
6. How do you measure the outcome of the presentation?
7. What type of connection did you make with the selling team?
8. What type of connection did the selling team try to make with you?
9. How and why did you ultimately choose the team for the project?
10. Are you happy with the team you chose for the project?

Qualitative Interview Sample Characteristics

In order to uncover the particular factors that influence this type of selling team specifically, a sample of professionals involved in team selling and team purchasing from a diverse base was desirable for the study. This diverse base consisted of selling teams involved in both corporate product and services sales. Product selling teams were chosen to examine whether the same rules apply to product and services selling teams. For the qualitative interviews, professionals across the following five industries were interviewed: (1) commercial real-estate, (2) advertising, (3) financial, (4) pharmaceutical, and (5) medical equipment. Professionals involved in buying team decisions were also interviewed within these same industries. Interviewing selling teams and buyers from a variety of industries lends to the generalizability of the qualitative data results.

Because this research focuses on the interaction between selling team members and buying team members, two groups were interviewed in this study: selling team members and buying team members. By conducting interviews of both groups, the research answers the call for information from both buyers and sellers (Zinkhan 2006). Respondents were recruited from professional associations and organizations, and from personal contacts. A sample of the recruitment letter sent to qualified prospects is depicted in Appendix A. Respondents were informed of the research purpose, that their participation would be voluntary, and that they could withdraw from participation at any time during the interview. Upon agreeing to be interviewed, each participant was emailed a confidentiality statement and recording release to ensure that they

were comfortable revealing sensitive information during the interview process. A copy of this statement and release can be found in Appendix B. Participants were not given any form of incentive to participate. The interviews were held at a place convenient and acceptable to each participant and ranged from one to two hours. As mentioned, if preferred by the participant, some interviews were conducted over the telephone.

Thirty four business professionals involved on teams from 29 companies (only one team is represented per company) were interviewed. Multiple team members were interviewed at some companies to provide greater reliability. Table III-3 lists the qualitative interview sample characteristics. Some of the participants are from companies that are involved in team selling processes as well as team buying processes, and therefore represent more than one category in the table. Additionally, Table III-4 presents a detailed report of the selling team members (STM) and buying team members (BTM) interviewed, including the individual titles and experience levels of the professionals.

Table III-3: Qualitative Sample – Industries and Roles

	Industry	**Number of teams in category**
Selling Teams	Advertising	3
	Architecture	4
	Engineering	3
	Corporate Real Estate	10
	Finance	1
	Insurance	1
	Medical Equipment	1
Buying Teams	Architecture	1
	Corporate Real Estate	13
	Finance	4

Table III-4: Titles and Experience Levels of Professionals

Member Code *	Professional Title	Experience (years)
1	Director of Communications and Marketing	12
1	Senior Principal Engineer	29
1	Owner and CEO	42
1	Owner and Principal	32
1	Senior Business Development Associate	43
1	Managing Director	31
1	CEO	36
1	Commercial Real Estate Developer	30
1	President	35
1	Owner and CEO	30
1	Vice President	30
1	Owner and CEO	25
1	Regional Director	29
1	Principal Architect	35
1	Senior Principal Engineer	34
1	President	24
2	Vice President of Facilities and Operations	21
2	Vice President of Facilities and Operations	35
2	Executive Vice President	36
2	CEO	35
2	Vice President	32
2	President	33
2	Junior Associate	10
2	Junior Associate	11
2	Senior Vice President and Facilities Manager	25
2	Owner and CEO	44
2	President and CEO	34
3	Vice President of Operations	38
3	Consultant	24
3	President	36
3	President	48
3	CEO	35
3	President and Owner	24
3	President	20

1 = Selling Team Member
2 = Buying Team Member
3 = Selling Team and Buying Team Member

Qualitative Interview Results

The professionals were initially given a brief description of the study and advised that the purpose of the study was to investigate their opinions and that there are no right or wrong answers to the subsequent questions. The interviewees were asked open-ended questions relating to the constructs and as the interview progressed they were asked more specific questions relating to the scale items for the new constructs. Finally, the interviewees were asked their opinions of the study's contributions. These interviews lasted between one and two hours.

The interviews were recorded for their whole duration and fully transcribed for constant comparison analysis and coded for analysis purposes. Examination of the interviews began after the first interview was conducted, in line with grounded theory analysis, which was followed for the interviews (Glaser, 1998). After all interviews were completed and transcribed (over 40 hours), the transcripts were thoroughly reviewed to corroborate the findings. Any questions or inconsistencies were clarified with the interviewee(s) by telephone callbacks to the key informant (s). This process was intended to enhance the validity of the study (Yin 1994).

The analysis of the transcripts involved an iterative reading strategy. Following the procedure used by Strauss and Corbin (1990), three stages of coding were used. In the first stage of coding, the data was categorized by differences and similarities within and across transcripts. This open coding sought to break down data into discrete parts. Data that appeared to be related to similar phenomena were then clustered into a category. Next, axial coding was performed to make connections between categories. Finally, selective coding was used to select core categories, relate them to other categories, and validate those relationships. Throughout the coding process, quotes and ideas that did not fit into the emerging conclusions were identified to ensure that the data was not being forced into this framework.

The final themes that emerged from the qualitative interviews and the subsequent coding procedure are discussed below. The analysis of the salespeople's' interviews focused on the role play, group cohesion, improvisation and intelligence that were expected to result in effective presentations and buyer-seller chemistry.

The professionals were enthusiastic about the interviews. They all made positive comments about the relevance this study has on their current work, and they all felt that the study would have beneficial contributions. Several professionals mentioned that they were preparing for selling team presentations and added that the interview would be tremendously helpful because it would make the salient features of the presentation preparation and execution more apparent.

Team Intelligence

As proposed in the conceptual model, the team intelligences were shown to be an important input into the sales presentation development and execution. An example of how these intelligences manifested themselves in the interviews is described in detail below. Overall, respondents stated that it is essential for the team members to have different types of strengths as it pertains to intelligence.

Team Emotional Intelligence

Overall, respondents described emotional team intelligence as the type of intelligence that allows team members to regulate their emotions and to respond to the buyer without being overly emotional. The quote below demonstrates this type of team intelligence:

> *"The more people can remove themselves from that emotional response, the better off the team is. If people can take the personal connection out of the topic at hand it will make things easier to solve. We have technicians, for example, that will have a lot of conflict with project managers, etc., and typically what happens is that they are so dedicated to*

their job and have so much invested in the services they provide, that when something does not go their way, they take it personally and get wound up versus keeping it neutral will make it much easier to solve. That is what I look for. People who are more successful who will be picked for more teams are those that can deal with things much more objectively and the emotion starts to get pulled out of things. You have to have some level of emotion, otherwise people think you are a robot and people think you don't care about them." [Kristin]

Team Experiential Intelligence

Experiential team intelligence was primarily described as the amount of experience the team members have with presenting with each other and also the amount of experience team members have at the company in general or in the business in general. The following quote demonstrates this type of intelligence:

"If you take me and three other people that I don't know, it is clearly very rigid when we do a presentation versus someone that you have been with for 34 years or that you have been friends with for 18 or 20 years and worked with that long." [Josh]

Team Creative Intelligence

Overall, respondents stated that creativity is important during the team presentation process. It is important not only to be creative in how the information is presented, but also to be creative in who is selected to be on the team. The following quote demonstrates this type of intelligence:

"Theatrics played a huge part in the business. Just like theater, you have to put on a show as they expect it. I know someone pitching a lawnmower company and went into a conference room and they sodded grass in the conference room and brought in trees, making the whole conference room to look like a yard." [Matt]

Role Expectations

Overall, the respondents stated that it is important for members of the sales team to be selected based on who is on the buying team (if it is known) so they can match the members. In addition, respondents stated that it is important for the members to be selected based on their personalities and their expertise in the area they know the buyer is focused in. Once these roles are chosen, the team has to go through extensive practice and rehearsal to make sure they play the correct role and that they interact correctly and seamlessly. The following quote from the interviews demonstrates the importance of role play in the preparation phase of the team presentation:

> *"If I have eight people on the [buyer side] of the table and I know that out of those eight people, six of them are introverts and the other two are extroverts, and I have extroverts on [the selling team side], there is no way we are going to make the deal happen. For instance, extroverts speak, think, and then speak again. Introverts think, speak, and then think again, and that causes a mismatch. You have to understand the backgrounds of the people you are dealing with, understand the linkages between the people you have on your team and how they match up with the people on the other team, whether it is commonalities of experience, whether there is commonality that they have worked together before, their kids go to school together, or whatever it is, you have to find those linkages in order to make it happen… The better you can match up your team with their team, the better off you will be."* [Justin].

> *"Theatrics played a huge part in the business. You are not becoming another character. You are being yourself. You don't want to be somebody else because you will fail. You did not go to acting school. You cannot actuate. You have to be yourself, but you have to emote. You want to be yourself, but you have to connect. You don't want to be looking at the screen the whole time. You want to be in the right position in the room, not talking into someone's back. All these things come into play."* [Matt]

Team Task Cohesion

Overall, respondents stated that it is essential for the team to agree on what tasks are important during the presentation. They must be well acquainted with the task at hand and they must all agree on how the presentation is to be handled.

> *"They brought in work that they had done on [the company], what they understood about our brand, what they understood about our website, and our position in the marketplace."* [Billy].

> *"They clearly had not talked a lot of detail before, as they did not go to the level of detail that needed to. They actually had to self-correct each other during the presentation and that is when I say we did not want them. The one guy said we would have approached it like this and the architect came in and said no we probably wouldn't."* [Kristin]

Team Social Cohesion

Overall, respondents stated that it is essential for the team to be able to work seamlessly together. They must be well acquainted and the more cohesion there is, the better and smoother the presentation.

> *"Sometimes you will have a team that you look at and can see that they are not in sync with each other. If they are not in sync with each other, do I really want to hire that firm? They are going to be spending millions of my dollars. They are probably not going to give me a good product and get a good project out of them."* [Randy]

Improvisation

Overall, respondents stated that improvisation is one of the most difficult things to accomplish during the presentation, and it can be very stressful, especially for less experienced team members. Improvisation normally occurs when the team has to answer questions on the spot. Although the team prepares for this during the role play, they cannot always prepare for everything. They even try to prepare for things that are way out of character, just to see how the team will react in odd, unforeseen situations. Respondents also stated that they think that buying teams will often try to trip them up on purpose just to see how they will react.

"The third rehearsal session we do is heavily weighted towards Q&A, and in those Q&A, we are using people who are not in the presentation prep to ask the questions we believe the client could ask. We not only ask the questions, but we target the people we think could be the weakest link. You do that so that you know how to deflect that question and steer it to someone else, or prep the person who could be the weak link on how to address the question." [Billy]

"No, we do not rehearse that, it is just when it happens, it is pretty natural. It fires our team up when they stop and ask. Everybody takes a deep breath on our team and loves answering the question in the middle of the presentation. I have never seen a person that got flustered. Good presenters welcome it, they really do." [Matt]

Sales Team Satisfaction: Presentation Quality

During the interviews, the sales team members identified various ways to determine the quality of the presentation. The amount of questions the buying team asks, team body language, and success in cohesion between the team members were a few ways described. Below is a quote from the interviews that describes how the selling team assesses presentation quality:

"I feel that if we are getting asked a lot of questions and we run over our time slot because we are getting asked a lot of questions, good questions making people think, I say that is good. I think the presentations where you finish and no one has a question and they say 'Thank you for your time,' those are usually a good indication that we did not address what they were looking for."[Barry]

Sales Team Satisfaction: Team Trust

Overall, respondents agreed that team trust is an important element in the sales presentation. The more times a team presents successfully together, the better the team trust will be. This would indicate that team trust is not only an outcome for the selling team, but it is also an antecedent to successful presentation cohesion in the future. The quote below from one of the respondents addresses the issue of team trust:

"What it comes down to in the interview is chemistry between the interviewee, the interviewer, and how people feel trusted to work together; that you will not let them down, not going to throw a fuss and not miss deadlines."[Pam]

Sales Team Satisfaction: Team Selection Satisfaction

Overall respondents agreed that one of the outcomes for the success of a presentation is the team selection. In other words, determining if the people selected to be on the presentation team were in fact the right choice is an important factor for the successful selling team. The quotes below demonstrates this:

"[The buying team] said that we were picking four engineers and the project manager for that project did not speak technical enough to give the four engineers that were ranking the project the confidence that we were technically proficient."[Pam]

On a poor team member selection that was made:

"I brought with me a very introverted partner and I did not bring anyone else. The introverted partner, even though he can be extroverted, if you say "Look I need for you to rise to the occasion and get out of your role," he will be able to do it well, but he did not bring it to the table that day. I was giving a lot of chemistry and the second person did not contribute to the conversation. There was not much I could do about it at the time. I knew it was not good. So in that case, I made the mistake of bringing the person who would have been the right person for the job. Instead, I should have brought the best salespeople to the table. Instead, I brought the right person who was going to be the right designer to work with the architect, but he did not sell himself. That is the really big difference and my competitor brought three people that all acted in the seller mode whereas I was the only seller in my interview." [Susan]

Buyer Satisfaction: Initial Trust

Initial trust was examined using the buying team member interviews. The buyer's coding procedure yields the results for this construct. Overall, the buyers stated that in order for them to feel connected to the sales team and feel chemistry, the sales team must show that they are

reliable and trustworthy. The buying team wants to know that the sales team has done their homework, that they are knowledgeable about the buyer, and that they have new and innovative solutions to their problems. It is not enough for the selling team to simply tell the buying team all the things they do well; any organization can do that. They must be able to tell the buying team where they have had problems in the past and what was done to fix the problem. Buyers don't expect perfection, but they need to know that when a problem occurs, the sales team's organization will do whatever it takes to fix it.

> *"That … is your number one goal: to build a relationship to the point that they trust you with their business."* [David]

> *"It is about trust, and if I am going to trust them to deliver. One of the things in branding and marketing is that you have to know if the people on the team are going to be received by the public. Some people get on the wrong side. Then they could be good people, but they screwed up a job two years ago and nobody wants to work with them on this project."* [Pam]

Buyer Satisfaction: Initial Commitment

Initial commitment was examined using the buying team member interviews. The results for this construct come from the buyers' coding procedure. Overall, the buyers stated that the sales team must show that they have the resources to handle the business the buyer needs. The sales team should not be spread too thin. Buyers often feel more committed to smaller companies with fewer clients because they feel they will get the exclusive treatment that they desire.

> *"One thing that I would say where people would get a higher mark in their presentation is if they did research to learn about us as an owner and what they are getting into if they were to provide services for us. What information do they know about us? Everyone can get information on the web… so that shows another extra step that I look for. Is it just going to be a standard pitch … or do they show you the pretty pictures of all the buildings they design and talk about the process of design? Are they going to be able to*

do what we expect, or beyond what we expect? Do they do research on what we do and what is our organization?" [Randy]

Buyer Satisfaction: Chemistry

The consideration of chemistry was a new area of interest generated by the interviews. Chemistry was examined using the buying team member interviews. The results for this construct come from the buyers' coding procedure. The following quote is how one of the buyers described the achievement of chemistry during a presentation:

> *"From the minute they walked in the room, they had engaged people on the team with humor, eye contact, casual, confident attitude about their presentation. They made us very comfortable very quickly. Everything that they talked about related to the language of the building environment and even though they were giving us illustrations of other kind of client work they had done, they kept bringing us back to the essence and core of our business. Engaging stories, made eye contact, multiple people were talking and playing off of each other, clear creativity, and taking the questions and adding some humor."* [Billy]

A salesperson on a selling team stated the following about the importance of building chemistry during the team presentation:

> *"I have read surveys from clients that say when it comes right down to it, let's go to the finals pitch. They have narrowed it down from eight or 12, whatever. Well, those three or four all qualify. They are all capable of doing the job. Then it becomes chemistry…who are we most comfortable working with. So the last phase you have to build that rapport and chemistry. It is very hard to do with people you do not know. Basically you are going for trust."* [Matt]

Discussion

It is clear through the qualitative interview process that sales teams and buying teams both want the same thing to occur during the sales presentation. They want to make sure they build buyer-seller chemistry, trust, and commitment. However, the difference is how they each

get to that point. The selling team needs to have the right players (roles) that have high cohesion and are able to improvise. The buying team wants the sales team to show they are reliable and trustworthy, and they want to feel connected to the selling team. Because each side is getting to the same result in a different way, it is important that the pitch team understands what the buying team is looking for.

The qualitative interviews were conducted not only to add face validity and reliability to the theoretical model, but also to help understand more specifically the new constructs that are being presented in this study. The insights and results from the qualitative interviews helped to build/add to the scale for these new constructs: experiential intelligence, role expectations, selling team satisfaction, and buyer satisfaction. Insight that emerged from the interviews for these constructs and their respective scale items follows.

The qualitative interview process helped to build the experiential intelligence scales. Participants emphasized the importance of having previous experience with respective team members and included the following determinants when evaluating team experience: the length of the relationship, the number of times team members have presented together in the past, and the social relationship.

The qualitative interview process also helped build the role expectations scales. Participants emphasized that in order to be effective, the members for the team have to be chosen carefully. Personality, experience with presentations, experience with other team members, experience with the buyer, and expert knowledge emerged as influences of role expectancy and thus were included in the role expectancy scale.

The qualitative interview process revealed how selling team members assess team satisfaction and helped to develop the selling team satisfaction scales. Participants revealed that

the factors that influence the satisfaction of the selling team are team composition, presentation execution, team trust, and the overall presentation outcome. Team composition is determined by how satisfied the team is with the members chosen and the level of satisfaction the team members have with their own and others' execution of the role expectancy. The satisfaction with the execution is determined by the level of variability between the preparation process and execution process. If the execution process went according to plan, the variability should be low and the presentation execution satisfaction is high.

The qualitative interview process provided insight to buyer satisfaction scales. Buyer participants revealed the factors that contribute to buyer satisfaction. Buyers revealed that connection, transparency, honesty, and experience are the influencers of buyer satisfaction. Based on those factors, the buyer satisfaction scale includes initial trust, initial commitment, and chemistry.

As mentioned, specific constructs were analyzed in terms of both construct and item face validity. Based on the results and findings of the qualitative interviews, in terms of the constructs, the hypothesized model included all relevant constructs in terms of the presentation development and presentation execution. However, based on the results, changes were made to some of the individual construct items. It became evident during this interview stage that for the most straightforward, understandable data, scale wording on some items would need to be altered. This was not unexpected, as many of the scales had not been used in a sales context or a team context. In addition, the majority of the professionals interviewed dealt in intangibles (services) as opposed to tangibles (products), thus lending more justification for altering some of the individual construct items.

Measures

The survey was designed through an extensive literature review and from insights provided by the qualitative interviews. The measures for the constructs that have already been examined in the literature were modified for this study. Utilizing previously validated scales provides a higher level of confidence in the reliability and validity of the measures employed (Vorhies and Morgan 2000). Based on the qualitative study results, new measures were created for the new constructs in this study. For each of the following constructs, the scale is presented. Additional adaptations to the scale are discussed in the section following the pre-test results.

Preparatory Team Intelligence: Personal Emotional Intelligence

As described in Chapter II, Preparatory Team Intelligence (PTI) is made up of the intelligence competencies team members must possess in order to effectively and efficiently tackle the presentation development process of the project. It encompasses the following interdependent intelligences: Creative Intelligence, Experiential Intelligence and two competencies of Emotional Intelligence: (1) emotional perception and (2) emotional facilitation. PTI is the team intelligence that is required for optimal performance during the presentation development phase of the team interview process. It is important to note here that although team members possess other intelligences, the three here need to be most salient during the presentation development phase. The scales that will be used in this study are adapted from Wong and Law (2002), Rego et al. (2007), Zhou and George (2001), Carless and Paola (2000), Vera and Crossan (2005), and McAllister (1995). Some scales used to measure the new constructs in this study were created through a through literature review and the extensive qualitative interview process.

As described in Chapter II, Mayer and Salovey's model of Emotional Intelligence (EI) is composed of four emotional competencies: (1) accurately perceiving emotions in one's self and others (emotional perception), (2) using emotions to facilitate thinking (emotional facilitation), (3) understanding emotions, emotional language, and the signals conveyed by emotions (emotional understanding), and (4) managing emotions so as to attain specific goals (emotional regulation). There are some existing measures of EI, but they are not suitable for research selling teams. For example, Carson, Carson, and Philips (1997) developed a 14-item measure of EI, and Carson and Carson (1998) used this measure to examine the relationship between EI and career commitment in a sample of 75 nurses. However, the authors only reported the coefficient alpha of all 14 items as .79, without mentioning any other psychometric properties of the measure. Mayer, Salovey, and Caruso (1997) developed the Multifacet Emotional Intelligence Scale (MEIS), which requires responses to more than 400 items and takes 1 to 2 hours to complete. Wong and Law (2002) measured emotional intelligence using the WLEIS scale. This scale measures four dimensions of EI related to the four-branch model: self-emotional assessment (SEA), other-emotional assessment (OEA), understanding of others' emotions (UOE), and regulation of others' emotions (ROE). SEA and OEA embody accurately perceiving emotion. UOE taps the use and understanding of emotion, while ROE focuses on managing emotion. Libbrecht, Lievens, and Schollaert (2010) report that the WLEIS "is consistent with the theoretical rationale that underlies it and has received the most empirical support in prior research" (2010, p. 1011; see also Law, Wong, and Song 2004; Wong and Law 2002). This self-report scale has been shown to support its four-factor structure; to have high reliability, convergent validity, and discriminant validity (Joseph and Newman 2010; Law et al. 2008; Wong and Law 2002); and to have the validity to predict job satisfaction and job performance

(Law et al. 2008; Song et al. 2010; Wong and Law 2002). This measure was also used in the sales research by Lassk and Shepherd (2013), thus justifying the use of the scale in the current research. In addition, previous research has measured team emotional intelligence by calculating the average scores of the items for all team members (Jordan and Troth 2004). This method for calculating team emotional intelligence is based on research that shows that the weaknesses of individuals in a team are generally moderated by the strengths of other team members (Stout, Salas, and Fowlkes 1997), and thus provides further justification to calculating team emotional intelligence in this study. The Workgroup Emotional Intelligence Profile (WEIP) (Jordan 2002) provides a situational measure of group emotional intelligence. More specifically, this measure seeks to examine emotional intelligence displayed in groups rather than as a general measure, and thus is appropriate for this study. The WEIP is a 30-item scale composed of five subscales that capture: (1) Ability to Recognize Own Emotions – 5 items, (2) Ability to Discuss Own Emotions – 5 items, (3) Ability to Manage Own Emotions – 8 items, (4) Ability to Recognize Others' Emotions – 7 items, and (5) Ability to Manage Others' Emotions – 5 items.

A combined adapted version of the WLEIS scale and the WEIP scale will be used in this study to examine the first two emotional competencies within emotional intelligence: (1) accurately perceiving emotions in one's self (own perception), and (2) accurately managing one's own emotions (own regulation). All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-5.

Table III-5: Personal Emotional Intelligence (Awareness and Management of One's Own)

When *preparing* and *executing* the sales presentation, as the team leader/team member:
1. I could explain the emotions I felt to my team members.
2. I could discuss the emotions I felt with my team members.
3. I could tell team members what will make me feel better.
4. I could respect the opinions of my team members, even if I disagreed with them.
5. I can overcome my frustration with team members.
6. I could decide and see all sides of an issue before I come to a conclusion.
7. I could listen fairly to my fellow team members' idea.

Personal Experiential Intelligence

Personal experiential intelligence is defined in this study as the competency to draw upon past learning and employ it toward current problems and the length of time team members have spent with one another. Experiential intelligence is developed as salespeople endure events that assist them in developing both tacit and transferable competencies (March 1999) and as sales team members work together on projects and get to know each other. Because experiential intelligence is a new construct proposed in this research, a new scale will have to be created. The scale for personal experiential intelligence will be created using the data obtained from the qualitative interviews with team leaders, team members, and buyers. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-6.

Table III-6: Personal Experiential Intelligence

Please take a moment to reflect on your <u>overall</u> experiences with team presentations.
1. I have been involved in many team presentations prior to this project assignment.
2. I am comfortable presenting information to an audience.
3. I am comfortable working with other team members to prepare a presentation.
4. I am comfortable working with other team members during a team presentation.
5. I am seldom involved in team projects.
6. I am not comfortable presenting with a team.
7. I would rather present to a buyer myself than with a team.

Creative Intelligence

Creative intelligence is defined in this study as the competency to address problems and issues through divergent ideas and innovative thinking (Hunt 1995). Creative intelligence will be measured using the 9-item scale developed by Zhou and George (2001) and used in the Rego et al. (2007) study of EI and creativity in top and middle management. Consistent with the Amabile (1988) view of creative intelligence, the Zhou and George (2001) scale measures creative intelligence as a two-dimensional construct consisting of new (or novel) and useful ideas. Rego et al. (2007) described "useful ideas" as ones in which workers are the source of "suggesting" or "coming up with" creative ideas to improve quality and performance, and to meet goals. An example of a useful idea item is "the team comes up with new and practical ideas to improve the sales presentation." Conversely, new or novel ideas do not necessarily need to be useful in meeting a specific goal. An example of a creative idea item is "the team exhibits creativity on the job when given the opportunity to do so." Thus, in keeping with the Amabile (1988) view of creative intelligence, highly creative ideas are high in both novelty and usefulness. This measure was also used in the sales research by Lassk and Shepherd (2013), thus justifying the use of the scale in the current research. Sales team members will be asked to report how often the team adopts eight creativity behaviors. All items will be measured on a 7-point Likert scale, ranging from "never" to "frequently." Adapted items are contained in Table III-7.

Table III-7: Creative Intelligence

How often did you adopt the following behaviors:
1. The team members suggest new ways to achieve goals or objectives.
2. The team members come up with new and practical ideas to improve performance.
3. The team members suggest new ways to increase presentation quality.
4. The team members promote and champion ideas to others.
5. The team members exhibit creativity on the job when given the opportunity to.
6. The team members develop adequate plans and schedules for the implementation of new ideas.
7. The team members have new and innovative ideas.
8. The team members come up with creative solutions to problems.

Interactive Team Intelligence: Emotional Intelligence of Others

As described in Chapter II, Interactive Team Intelligence (ITT) is made up of the intelligence competencies team members must possess in order to effectively and efficiently tackle the presentation execution phase of the interview project. It encompasses the following interdependent intelligences: emotional intelligence of others and interactive experiential intelligence.

Emotional intelligence of others refers to two competencies included in emotional intelligence: the awareness of others' emotions and the management of others' emotions. This construct is defined in detail in the earlier section of this chapter. A combined adapted version of the WLEIS scale and the WEIP scale will be used in this study to examine the other two emotional competencies within emotional intelligence: (1) accurately perceiving emotions in others (others' perception), and (2) accurately managing the emotions in others (others' regulation). All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-8.

Table III-8: Emotional Intelligence (Perception and Management of Others')

When *preparing* and *executing* the sales presentation, as the team leader/team member:
1. My enthusiasm can be contagious for the member(s) of my team.
2. I am able to cheer team member(s) up when they are feeling down.
3. I can get fellow team member(s) to share my enthusiasm for a project.
4. I could read team members' true feelings even if they were not apparent.
5. I could accurately describe the way other team member(s) were feeling.
6. I could gauge team members' true feelings from their body language.
7. I could tell when team member(s) were being insincere in what they were saying.

Team Experiential Intelligence

Team experiential intelligence is defined as the depth of knowledge and experience sales team members have with each other (fellow team members on the same project) and the depth of knowledge and experience sales team members have with a particular buyer. Because team experiential intelligence is a new construct proposed in this research, a new scale will have to be created. The scale for team experiential intelligence was created using the data obtained from the qualitative interviews with team leaders, team members, and buyers. The scale is divided into two parts: (1) assessing experience with the selling team member(s) and (2) assessing experience with the buying team. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-9 and Table III-10.

Table III-9: Team Member Experiential Intelligence

Please take a moment to reflect on your experiences with the team members involved in this presentation.
1. I have worked with the team members prior to this presentation.
2. I can anticipate my team members' actions.
3. I am familiar with my team members' personalities.
4. I am comfortable working with these team members.
5. I seldom work with these team members.
6. I get along well with the team members.
7. My personality sometimes clashed with my team members.

Table III-10: Buyer Experiential Intelligence

In terms of my relationship with the company that the buyer/buying team represents:
1. I have worked with this buyer in the past.
2. I have an existing relationship with this buyer.
3. I have never worked with this buyer.
4. I know most of the members on the buying team.
5. I knew who was going to be on the buying team prior to the presentation.

Presentation Development: Role Expectation

As described in Chapter II, Presentation Development is the first phase of the process phase of the model and is defined as the selection and implementation of the team members and strategies. The two team competencies involved in the presentation development process are role expectations and task cohesion.

Role expectations are defined in detail in Chapter II. They are comprised of the privileges, duties and obligations of any occupant of a social position (Sarbin and Allen 1968). These expected behaviors must always be defined in relation to those occupying the other positions in the social structure (Solomon et al.1985). This research examines the expected behaviors of the sales team members in relation to the other members on the team and in relation to the buying team as well. It is important to remember that the role player's behavior is interdependent with the behavior of those in complementary positions. A salesperson must take into account the role behavior of others when conducting his or her role. The role expectations construct is new to the marketing literature and thus the scale for role expectations is a new scale created through an extensive literature review and through the use of qualitative interviews. The role expectations scale was administered to the selling team in two ways. The team leaders were asked how they chose the members for the team and the team members were asked why they were chosen for the particular team. All items will be measured on a 7-point Likert scale, ranging

from “strongly agree” to “strongly disagree.” Adapted items for the team leaders are contained in Table III-11 and the adapted items for the team members are contained in Table III-12.

Table III-11: Role Expectation (Team Leaders)

Consider how you selected the team member(s) for this presentation. Team member(s) were selected based on:
1. Team members are selected based on their expertise of the product/service the buyer needs.
2. Team members are selected based on their presentation skills.
3. Team members are selected based on their personalities.
4. Team members understand the part they have to play for the presentation.
5. Team members must learn their part before the presentation.

Table III-12: Role Expectation (Team Members)

Consider why you were selected to be on this team for the presentation. I was selected based on:
1. My expertise.
2. My knowledge of the buyer needs.
3. My relationship with a member(s) on the buying team.
4. My presentation skills.
5. My personality.
6. How well I understand the part I have to play in the presentation.
7. How well I learn and complete my part for the presentation.

Presentation Development: Task Cohesion

Task cohesion is defined as a dynamic process that is reflected in the tendency for a team to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs (Carron, Brawley, and Widmeyer 1998). Carless and Paola (2000) adapted the Widmeyer (1985) team cohesion scale for their research on cohesion in organization work teams. Using their research as a justification, the 9-item measuring task cohesion, in the 18-item GEQ (Widmeyer et al. 1985) measuring overall team cohesion, was adapted for measuring the task cohesion in selling teams. This involved changing the wording on six items to reflect a sales environment instead of a sport context. For example, “I’m unhappy

with my team's desire to win" was changed to, "I'm unhappy with my team's level of commitment to the task." The task cohesion scale used in this study includes both individual task cohesion and team task cohesion measures. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items for both individual task cohesion (I) and team task cohesion (T) are contained in Table III-13.

Table III-13: Task Cohesion

Consider your role in the team and how the team progressed through the preparation and execution of the presentation.
1. I am not happy with the task I have to perform on this team. (I)
2. We all take responsibility if one of our project tasks goes poorly. (T)
3. I do not like the approach this team has to the project. (I)
4. If members of the team have problems during the project, everyone wants to help them so we can work together again. (T)
5. Members of this team do not communicate freely about the correct method for developing the project. (T)
6. Our team is united in trying to reach its goals for performance. (T)
7. I'm unhappy with my team's level of commitment to the task. (I)
8. Our team members have conflicting aspirations for the team's performance. (T)
9. This team does not give me enough opportunities to improve my personal performance. (I)

Presentation Execution: Improvisation

As described in Chapter II, Presentation Execution is the second phase of the process portion of the model. It is defined as the sales presentation involving the buyer-seller interaction, during which the team must be able to work together seamlessly, all the while interacting with the buyer. The two team competencies involved in the presentation execution process are improvisation and social cohesion.

Improvisation is defined as the conception of action as it unfolds, drawing on available, not necessarily optimal, resources during unplanned action situations (Cunha et al. 2009). A seven-item scale is adapted (Vera and Crossan 2005) to measure improvisation. The scale

captures the spontaneity facet as well as the innovative facet of the variable. Four of the seven items were adapted from an employee-innovation scale (Tierney et al. 1999) and three of the items were created building on Moorman and Miner's (1998) measure of improvisation. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-14.

Table III-14: Improvisation

In terms of executing the presentation, the team:
1. The team deals with unanticipated events on the spot.
2. Team members think on their feet when carrying out actions during the presentation.
3. The team responds in the moment to unexpected problems during the presentation.
4. The team identifies opportunities for new presentation processes.
5. The team tries new approaches to problems during the presentation.
6. The team takes risks in terms of producing new ideas during the presentation.
7. The team demonstrates originality in its presentation.

Presentation Execution: Social Cohesion

Social cohesion is defined as the development and maintenance of social relationships within the group by understanding team members' skill sets, preferences, moods, and habits in order to manifest a synchronous team response (Bernthal and Insko 1993). Carless and Paola (2000) adapted the Widmeyer (1985) team cohesion scale for their research on cohesion in organization work teams. Using their research as a justification, the 9-item measuring social cohesion, in the 18-item GEQ (Widmeyer et al., 1985) measuring overall team cohesion, was adapted for measuring the social cohesion in selling teams. This involved changing the wording on six items, to reflect a sales environment, utilizing the same method used for adapting the task cohesion portion of the existing scale. The social cohesion scale used in this study includes both individual social cohesion and team social cohesion measures. All items will be measured on a 7-

point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items for both individual social cohesion (I) and team social cohesion (T) are contained in Table III-15.

Table III-15: Social Cohesion

Think about what it was like to work as a team during the preparation and execution of this presentation.
1. I do not enjoy the social interaction occurring in this team. (I)
2. I am not going to miss the members of this team when the project ends. (I)
3. I enjoy other social events more than the social activities associated with this team. (I)
4. Our team would like to spend time together outside of work hours. (T)
5. Members of our team do not stick together outside of work time. (T)
6. Our team members rarely socialize together. (T)
7. Members of our team would rather go out on their own than get together as a team. (T)
8. For me this team is one of the most important teams to which I belong. (I)
9. Some of my best friends are on this team. (I)

Selling Team Satisfaction: Team Trust

Selling team satisfaction is composed of team trust, team selection, and presentation effectiveness. Team trust is defined as the confidence one places in a team member based on one's feelings of caring and concern illustrated by that co-worker (McAllister 1995) and one's willingness to rely on a team member's expertise and reliability (McAllister 1995; Johnson and Grayson, 2005). The scale for team trust will be adapted from McAllister (1995). This 6-item scale measures affective as well as cognitive dimension of trust. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-16.

Table III-16: Team Trust

Think of the team member(s) you worked with during the preparation/execution of the presentation:
1. We have a sharing relationship. We can all freely share our ideas, feelings, and hopes.
2. I can talk freely to my team members about difficulties I am having at school and know that they will want to listen.

3. If I shared my problems with my team members, I know they would respond constructively and caringly.
4. Team members approach this project with professionalism and dedication.
5. Given my team members' track records, I see no reason to doubt their competence and preparation for the project.
6. I can rely on team members not to make our project more difficult by careless work.

Selling Team Satisfaction: Team Selection Satisfaction

Team selection satisfaction is defined as the satisfaction the team has with the members that have chosen to be on the team. The team selection satisfaction construct is new to the marketing literature and thus the scale for team selection satisfaction is a new scale created through an extensive literature review and through using the qualitative interviews. All items will be measured on a 7-point Likert scale, ranging from "strongly agree" to "strongly disagree." Adapted items are contained in Table III-17.

Table III-17: Team Selection Satisfaction

Think of the team member(s) you worked with during the preparation/execution of the presentation.
1. I am very satisfied with the choice of members on this team.
2. The right members were chosen to be on this team.
3. The presentation could have been better if there were other members on the team.

Selling Team Satisfaction: Presentation Satisfaction

Presentation satisfaction applies to the selling team's perception of the effectiveness of the presentation quality, development, and execution. This quality is based on whether the team was succinct in the development and execution of the presentation and whether they were all able to present as effectively as practiced. The presentation quality construct is new to the marketing literature and thus the scale for presentation effectiveness is a new scale created

through an extensive literature review and through using the qualitative interviews. All items will be measured on a 7-point Likert scale, ranging from “strongly agree” to “strongly disagree.” Adapted items are contained in Table III-18.

Table III-18: Presentation Quality

Think about what you expected the outcome of the presentation to be.
1. I am very satisfied with the overall presentation.
2. The presentation went according to plan.
3. The team members performed their parts of the presentation very well.
4. I performed the arts of my presentation very well.

A pre-test was conducted after the qualitative interviews were complete. This pre-test consisted of all the constructs important to the main study (emotional intelligence, experiential intelligence, creative intelligence, role expectation, task cohesion, social cohesion, improvisation, trust, satisfaction, performance, and chemistry). Based on the feedback from the qualitative study and the analysis of the reliability and validity, and the construct reliability testing from the pre-test, corrections were made to the scales prior to their use for the main study.

Pre-Test Analysis

In addition to qualitative interviews, a pilot study was conducted in order to further assess the validity and reliability of the constructs and their corresponding items. The pre-test consisted of all of the constructs in the main study and was arranged in a similar fashion to the main study. The details of the research design, including the sampling characteristics, were described previously. The response rate and pre-test results are described in the following sections.

Sampling Procedures for the Pretest

For the pre-test study, the sample consisted of undergraduate students who were participating in a professional selling class at a southeastern university. These particular students were involved in team selling projects and presentations at the time they filled out the pre-test questionnaires and thus were a suitable sample for a pre-test study used to determine the reliability and validity of the measures.

Sample Characteristics

As mentioned, the qualitative study was aimed at providing face validity and reliability to the theoretical model and thus professionals were interviewed. The pre-test was conducted to provide validity and reliability to the scale items and also to provide some insight into aggregated team data. A survey was administered to 155 undergraduate students making up 56 teams from a southeastern university. These particular students were involved in team selling projects and presentations at the time they filled out the pre-test questionnaires and thus were a suitable sample for a pre-test study used to determine the reliability and validity of the measures.

These participants were chosen as an appropriate representation of the main study sample because they all participated in a team project where they had to prepare and execute a presentation to their peers. Thus they were able to respond about the constructs put forth in the survey. The surveys were distributed in two advertising classes and one professional selling class during the fall academic semester. The surveys were distributed during class time and students were awarded extra credit in their respective classes for completing the survey. A sample of the survey can be found in Appendix C.

Of the 155 surveys administered to 56 teams, 145 surveys from 52 teams were returned, resulting in an individual response rate of 94% and a team response rate of 93%. Out of the 145 returned surveys, nine had to be removed because the team they represented only had one respondent and thus did not allow itself to be aggregated. Each team represented in the sample had to have at least two members in it. This was deemed an appropriate number of minimum members because the results from the qualitative interviews indicated that selling teams consisted of as few as two members and as many as 15 members depending on the size of the company and project. After the unusable surveys were removed from the sample, 136 usable surveys from 43 teams remained. A table illustrating the pretest responses rate is presented below in Table III-19.

Table III-19: Pre-Test Sample Size and Response Rate

Pre-test List	
Total Teams	56
Total Students	155
Total Teams responded at pre-test time	52
Total Students responded at pre-test time	145
Only one member from team response	9
Team too small due to one member response	9
Total Usable Teams	43
Total Usable Students	136
Per Team Response Rate	76.79%
Per Student Response Rate	87.74%

The students from the professional selling class were on two-member teams and the students from the advertising class were on teams of three to six members. Out of the 43 usable team surveys, a total of 136 team members responded; there were 78 total female respondents and 58 total male respondents. Table III-20 represents the pre-test study sample characteristics. As seen in Table III-20, out of the 43 usable teams that responded to the survey, 13 teams were two-member teams, three teams were three-member teams, 25 teams were four-member teams, two teams were five-member teams, and one team was a six-member team.

Table III-20: Pre-Test Sample Characteristics

	2-Member	3-Member	4-Member	5-Member	6-Member	Total
Teams	13	3	24	2	1	43
Members	26	9	85	10	6	136

Pretest Study Results

The measurement properties of the constructs were assessed. Construct reliability was examined for each individual construct. The Cronbach's alpha, along with the mean and standard deviation, for each construct are listed in table III-21.

TABLE III-21: Descriptive Statistics and Reliabilities

	Mean	Standard Deviation	Cronbach's Alpha
Emotional Intelligence	**5.534**	**.688**	**.889**
Experiential Intelligence	**4.644**	**.891**	**.296**
Creative Intelligence	**3.811**	**.803**	**.922**
Role Expectation	**4.220**	**1.542**	**.916**
Task Cohesion	**5.311**	**1.194**	**.899**
Social Cohesion	**4.510**	**1.138**	**.833**
Improvisation	**5.241**	**1.010**	**.890**
Team Trust	**5.502**	**1.458**	**.918**
Role Satisfaction	**5.227**	**1.670**	**.932**
Overall Satisfaction	**5.701**	**1.001**	**.843**

Full Scale Study

Sampling Procedures

A sample of professionals from the AEC industry (architecture/engineering/construction) was desirable for the study. The AEC industry provides complex professional services and is made up of separate players, trained professionals and expert consultants in architecture, engineering, and construction, who work together to bring a project to fruition. The very nature of this integration makes this industry a prime candidate for this team selling research. Because the three main players within this industry must work together to sell the final product to the client (end-user), high level of teamwork is warranted during the sales process.

The selling teams, responsible for presenting the services and the subsequent final product to the client, have a need for a high level of reciprocal interdependence among members. The team member knowledge distribution is dense, thus coordination should be achieved through constant mutual adjustment among members. Usually all members are involved in every aspect of the buyer-seller interaction, and there is continuous movement by all, not just the member speaking at a particular moment. Each team member is involved in every aspect of the presentation execution (interaction phase), resulting in continuous movement by all members, not just the member speaking at a particular moment. This continuous movement makes fluid presentations more challenging, thus requiring strategic team composition and preparation. Because selling team performance and ultimate rewards (winning the deal) are based on a team evaluation and not just a sum of the individual members, successful performance is contingent upon both team collaboration and cohesion, in addition to the inherent talent of each individual member.

For the full-scale study, cooperation provided by a corporate commercial real-estate industry in a large metropolitan area in the southern United States was greatly beneficial for data collection. The corporate real-estate industry was chosen for this study because it involves highly involved service selling and requires selling teams to make presentations to potential buyers. The metropolitan area chosen was beneficial for this study because it is one of the most productive and lucrative commercial real-estate markets, thus providing access to both buyers and sellers.

Two separate groups were surveyed. The first group consisted of executives involved in team selling presentations. These executives (within the commercial real-estate industry) were architects, designers, commercial builders, developers, brokers, engineers, and consultants. The second group consisted of executives involved in the buying decisions. More specifically, these executives were involved in the team selling presentation on the buyer side of the relationship.

Due to the process and type of information, the questionnaire was distributed in two phases. The first phase included the hand-distribution and in-person explanation of hard copies of the questionnaire to team leaders. In the second phase, the questionnaires were distributed via email and the participants completed the survey on-line. The collection procedures were explained either over the phone or through an email. More detailed information on the specific procedures of these two phases is discussed later in the chapter.

While there is no single criterion that dictates sample size in structural equations modeling, a sample size of 100-150 is considered a minimum sample size when using maximum likelihood estimation (Hair et al. 1998). Thus, a sample of over 100 respondents was sought. These methods are discussed later in this chapter.

Data Collection Procedures

Data was collected using the multiple informant method suggested by Morgan and Piercy (1998). The executives involved in Phase 1 were recruited via a third party expert consultant in the corporate real-estate industry. The recruitment letter sent to these participants via email can be found in Appendix D. The executives in Phase 2 were recruited via referrals from other executives (both buyers and sellers). In addition, some buyers (Phase 1) were interviewing selling teams for various projects at the time data was being collected, and they provided access to those selling teams that were interviewing. Those respective selling teams were contacted and recruited during Phase 2. The recruitment letter sent to these participants via email can be found in Appendix G, and the letter detailing the instructions for distributing the survey to the respective team members can be found in Appendix H.

Selling team leaders were asked to participate in a study on team sales presentations by completing a leader questionnaire themselves and by distributing questionnaires to their respective team members who had been involved in a team sales presentations (Zacher Rooney McKenna 2013). Leaders were asked to recall a specific project for which the team recently interviewed, and write the name of the presentation on the front of the questionnaire in the space that was provided. This ensured that all team members would recall and report on the same presentation and allowed for anonymous matching of the responses. Questionnaires (for both the "team leader" and the "team member") were hand delivered in Phase 1) and later emailed (Phase 2) to executives (team leaders) across different firms. The only difference between the hand-delivered and online questionnaires was the format in which questions were presented. In the hand-delivered questionnaire a couple of question blocks were presented on one page, whereas in the online questionnaire, one block of questions was presented on screen at one time.

All questionnaires were returned anonymously and separately to the authors. A sample of the questionnaires that were hand delivered to the team leaders in phase one can be found in Appendix E (Team Leader version) and Appendix F (Team Member version). Likewise, a sample of the questionnaires that were emailed to team leaders in phase two are the same questionnaire, with the question blocks appearing at one time on the screen.

Prior to the delivery of the team member questionnaires, the team leader was asked to recall a relatively recent team presentation that he or she was involved in. The only two criteria that had to be met when recalling the team presentation were, (1) a significant amount of team preparation was necessary and (2) a significant amount of competition existed. A positive presentation outcome (winning the deal) was not a criterion as this research is interested in both positive and negative team selling outcomes. Once the team leader recalled an appropriate team presentation on which to report, he or she delivered the questionnaire to the team members and assigned the exact team presentation that was to be recalled and reported on in the questionnaire. The team leader and the respective team members all recalled the same team presentation and answered the survey questions based on their experience. As mentioned earlier in this chapter, the executives (team leaders) in Phase 1 were addressed in person and the executives (team leaders) in Phase 2 were addressed by a personal email and phone call. Both waves were later addressed with a thank you email and follow-up emails or phone calls. All respondents were made aware that their answers would be treated confidentially. They were made aware that as an incentive for completing the survey packet, they would receive a full report of the results upon the completion of the research analysis.

The method used to collect the data ensures a balanced view of the constructs of interest in this study. For each construct, the validity of each respondent's answers will be assessed by

examining mean scores, correlations, and paired t-tests for each manager's responses (Hughes and Garrett 1990).

The Total Design Method (TDM), developed by Dillman (1978), was utilized in order to increase response rates. Some modifications to the original TDM procedures were made per Schmidt et al. (2003). The first stage of this procedure is pre-notification, via emails and/or phone calls. This pre-notification process identifies the individuals best suited for the survey, builds rapport, solicits cooperation, and verifies mailing and email addresses (Schmidt et al. 2003). The questionnaires were then hand-delivered to the appropriate executives within the geographical region and industry of interest. The appropriate TDM length and appearance guidelines were followed with the questionnaires that were hand-delivered and the questionnaires that were sent electronically. These guidelines include a more visually appealing brochure version of the questionnaire, which is presented in Appendix E and F.

Next, an email was sent to the executives who received the hand-delivered questionnaire, thanking them for meeting to discuss the questionnaire, for their willingness to participate, and also to remind them to please fill out the survey if they had not already done so. Two weeks later, a second wave of emails was sent to non-respondents. Four weeks later, a third wave of emails was sent to non-respondents. A sample of the reminder email(s) for Phase 1 participants is depicted in Appendix I. The online questionnaires used the same three-wave method. The only difference was that all of the emails (following the recruitment email) included a link to the online questionnaire. A sample of the reminder email(s) for Phase 2 participants is depicted in Appendix J.

Non-response bias was assessed through an extrapolation approach, which examines the significant differences between early and late responders by comparing the construct means

(Armstrong and Overton 1977). The mean differences between hard copy survey responders and electronic survey responders was examined as well. The results of these tests are presented and discussed in Chapter IV.

Summary

This chapter has provided an overview of the measurement development and sample frame that will be utilized to examine the impact of team intelligence on the preparation and execution of team sales presentations. An operational model was presented and the study details were outlined. Further, this chapter included qualitative interviews and a pre-test study. Pre-existing measures and new measures for the constructs in this study have been presented, along with reasons for their inclusion in the study. The revised list of the items and their corresponding constructs, driven by the results of the qualitative interviews and the pre-test study, are presented in Table III-22. This chapter has also presented the complete methodology, including research design, sampling procedures, data collection procedures, and the results, for the qualitative study and the pre-test study. In addition, this chapter described the research design, sampling procedures, and data collection procedures for the full-scale study.

Table III-22: Constructs and Items after Qualitative Interviews and Pre-Test Study

Construct	Source	Items
Team Emotional Intelligence	Adapted from Wong and Law (2002) and Jordan and Lawrence (2009). (1 = strongly disagree and 7 = strongly agree)	*Awareness of Own Emotions (AWR)* 1. I can explain the emotions I feel to team members. 2. I can discuss the emotions I feel with team members. 3. If I feel down, I can tell team members what will make me feel better. 4. I can talk to other members of the team about the emotions I experience. *Management of Own Emotions (MGT)* 5. I respect the opinion of team members, even if I think they are wrong. 6. When I am frustrated with fellow team members, I can overcome my frustration. 7. When deciding on a dispute, I try to see all sides of a disagreement before I come to a conclusion. 8. I give a fair hearing to fellow team members' idea. *Awareness of Others' Emotions (AWRO)* 9. I can read fellow team members' 'true' feelings, even if they try to hide them. 10. I am able to describe accurately the way others in the team are feeling. 11. When I talk to a team member I can gauge their true feelings from their body language. 12. I can tell when team members don't mean what they say. *Management of Others' Emotions (MGTO)* 13. My enthusiasm can be contagious for members of a team. 14. I am able to cheer team members up when they are feeling down. 15. I can get fellow team members to share my keenness for a project. 16. I can provide the 'spark' to get fellow team members enthusiastic.
Personal Experiential Intelligence	Created new scale based on qualitative interviews. (1 = strongly disagree and 7 = strongly agree)	1. I have been involved in many team presentations prior to this project assignment. 2. I am comfortable presenting information to an audience. 3. I am comfortable working with other team members to prepare a presentation. 4. I am comfortable working with other team members during a team presentation. 5. I am seldom involved in team projects. 6. I am not comfortable presenting with a team. 7. I would rather present to a buyer myself than with a team.
Team Experiential Intelligence	Created new scale based on qualitative interviews. (1 = strongly disagree and 7 = strongly agree)	1. I have worked with these members prior to the project assignment. 2. I have been involved in many sales team presentations prior to this project assignment. 3. I have a lot of knowledge about my companies' products/services prior to being assigned to this project. 4. I am seldom involved in sales team presentations (R).
Buyer Experiential Intelligence	Created new scale based on qualitative interviews. (1 = strongly disagree and 7 = strongly agree)	1. I have worked with this buyer in the past. 2. I have an existing relationship with this buyer. 3. I have never worked with this buyer. 4. I know most of the members on the buying team. 5. I knew who was going to be on the buying team prior to the presentation.

Team Creative Intelligence	Adapted from Rego et al. (2007) Zhou and George (2001) and Scott and Bruce (1994). Team members will be asked how often they adopt the eight creativity behaviors: (1 = never 5 = frequently)	1. The team members suggest new ways to achieve goals or objectives. 2. The team members come up with new and practical ideas to improve performance. 3. The team members suggest new ways to increase presentation quality. 4. The team members promote and champion ideas to others. 5. The team members exhibit creativity on the job when given the opportunity to. 6. The team members develop adequate plans and schedules for the implementation of new ideas. 7. The team members have new and innovative ideas. 8. The team members come up with creative solutions to problems.
Role Expectation	Created new scale based on qualitative interviews. (1 = strongly disagree and 7 = strongly agree)	1. Team members are selected based on their expertise of the product/service the buyer needs. 2. Team members are selected based on their presentation skills. 3. Team members are selected based on their personalities. 4. Team members understand the part they have to play for the presentation. 5. Team members must learn their part before the presentation.
Team Task Cohesion	Adapted from Carless and Paola (2000) and Widmeyer (1985). #1, 3, 7, 9 added after qualitative interviews (1 = strongly disagree and 7 = strongly agree)	1. I am not happy with the task I have to perform on this team. (I) 2. We all take responsibility if one of our project tasks goes poorly. (T) 3. I do not like the approach this team has to the project. (I) 4. If members of the team have problems during the project, everyone wants to help them so we can work together again. (T) 5. Members of this team do not communicate freely about the correct method for developing the project. (T) 6. Our team is united in trying to reach its goals for performance. (T) 7. I'm unhappy with my team's level of commitment to the task. (I) 8. Our team members have conflicting aspirations for the team's performance. (T) 9. This team does not give me enough opportunities to improve my personal performance. (I)
Team Social Cohesion	Adapted from Carless and Paola (2000) and Widmeyer (1985). #1, 2, 3, 8, 9 added after qualitative interviews. (1 = strongly disagree and 7 = strongly agree)	1. I do not enjoy the social interaction occurring in this team. (I) 2. I am not going to miss the members of this team when the project ends. (I) 3. I enjoy other social events more than the social activities associated with this team. (I) 4. Our team would like to spend time together outside of work hours. (T) 5. Members of our team do not stick together outside of work time. (T) 6. Our team members rarely socialize together. (T) 7. Members of our team would rather go out on their own than get together as a team. (T) 8. For me this team is one of the most important teams to which I belong. (I) 9. Some of my best friends are on this team. (I)
Improvisation	Adapted from Vera and Crossan (2005) Tierney et al. (1999) and Moorman and Miner (1998).	1. The team deals with unanticipated events on the spot. 2. Team members think on their feet when carrying out actions during the presentation. 3. The team responds in the moment to unexpected problems during the presentation. 4. The team identifies opportunities for new presentation processes. 5. The team tries new approaches to problems during the presentation. 6. The team takes risks in terms of producing new ideas during the presentation.

	(1 = strongly disagree and 7 = strongly agree)	7. The team demonstrates originality in its presentation.
Selling Team Satisfaction	Team trust adapted from McAllister (1995) Created new scale based on qualitative interviews Created new scale based on qualitative interviews (1 = strongly disagree and 7 = strongly agree)	*Team Trust* 1. We have a sharing relationship. We can all freely share our ideas, feelings, and hopes. 2. I can talk freely to my team members about difficulties I am having at work and know that they will want to listen. 3. If I shared my problems with my team members, I know they would respond constructively and caringly. 4. Team members approach this project with professionalism and dedication. 5. Given my team members' track records, I see no reason to doubt their competence and preparation for the project. 6. I can rely on team members not to make our project more difficult by careless work. *Team Selection Satisfaction* 1. I am very satisfied with the choice of members on this team. 2. The right members were chosen to be on this team. 3. The presentation could have been better if there were other members on the team. *Presentation Quality* 1. I am very satisfied with the overall presentation. 2. The presentation went according to plan. 3. The team members performed their parts of the presentation very well. 4. I performed the arts of my presentation very well.

CHAPTER IV

DATA ANALYSIS AND RESULTS

Chapter IV describes the complete results for the full-scale study. To assess the measurement properties of the constructs, each construct was evaluated by examining the indicator loadings for statistical significance and by assessing the construct's reliability and variance extracted. Subsequently, the research hypotheses one through seven and the subset hypotheses were examined via structural equations modeling. To assess the fit of the path model, the chi-squared/df ratio, the comparative fit index (CFI), and the Root Mean Square Error of Approximation (RMSEA) were analyzed. Numerous alternative models were also examined in order to achieve the best fit. Lastly, research hypothesis eight and the respective subset hypotheses were examined via a probit model. Further details of the analyses are provided in Chapter IV along with the discussion of the data analyses and results.

Full Scale Study Sample Characteristics

The next section details the results of the sample characteristics. The sample characteristics section includes a description of the sample, response rate, non-response bias, and sample differences. The following section details a multi-stage Confirmatory Factor Analysis (CFA). The CFA includes the four subset models and a full factor model. Following the CFA, the Structural Equation Modeling procedures that were utilized in the study are described along

with a discussion of the tests of the hypotheses. In addition, methods and results from the probit models are explained, and the corresponding hypotheses are discussed. Finally, the last part of this section summarizes the results.

Sample Characteristics and Response Rate

The sample of 107 participants was 81.3% male (18.7% female) and included 31.8% team leaders and 68.2% team members. Roughly 53.2% of the participants were older than 40 and 65.4% has at least 20 years of experience. Table IV-1 displays the recruitment method and recruitment rate for team leaders in both phases of the study (P1 and P2). In the first phase of the study, 52 team leaders were invited to meet with the researcher in person to talk about the study. Of those 52 team leaders, 30 responded that they would indeed meet with the researcher; only those 30 were given the hard copy survey. In phase two, 40 team leaders were recruited via email and asked if they would be interested in participating in the study. Only the 34 that responded that they would be interested were then sent the survey. The recruitment rate in phase one was 58% and in phase two was 79%. The total recruitment rate across both phases was 71%.

Table IV-1: Participant Recruitment Method

	In-Person (P1)	Online (P2)	3rd Party (P2)	**Totals**
Total Team Leaders on List	52	28	12	92
Total Team Leaders Recruited	30	24	10	64
Refusal/Not Appropriate	0	1	1	2
Per Team Leader Recruit Rate	58%	89%	91%	71%

Table IV-2 displays the sample frame, sample size, and response rate. As can be seen in the table, the survey was sent to 64 team leaders on 64 different selling teams. Out of the surveys sent, 34 team leaders, and 73 team members responded from 41 different teams, representing a

response rate of 54% of team leaders, and 58% of team members. The response rate was calculated as the ratio of returned usable surveys to total sent-refusals. Additionally, data in this study was only used from the first two waves of responses. The first phase of responses was received through mail response (survey was hand delivered to the team leaders and were filled out by hand). The second phase of responses was received through online response.

It is important to note that there were no team members on the recruitment list. Only team leaders were recruited. The team leaders then sent the surveys to the team members so there is no account of how many surveys were actually sent by the team leaders.

Table IV-2: Sample Size and Response Rate

	Online Responses	Mail Responses	**Totals**
Total Team Leaders on List	34	30**	64
Total Team Leaders Responses	19	15	34
Refusal/Not Appropriate	3		7
Per Team Leader Response Rate	58%	50%	56%

**This number is different from the one in Table IV-1 (52) because a survey was not given to all 52 leaders. Of the 52 leaders that were attempted to be recruited, 30 responded and thus only 30 surveys were actually administered to the team leaders in the first phase.

The data was coded as surveys were returned from Phase 1 and Phase 2 respondents. Of the surveys that were distributed, 53 were returned from Phase 1, while 54 surveys were returned from Phase 2.

Tests were conducted to ensure that there were no significant differences between the first wave of responses and the second phase of responses, as well as the response based on delivery method. The tests showed no significant differences ($p<.05$) between the two waves and the two delivery methods. The results of the tests indicate that nonresponse bias is unlikely to be present (Armstrong and Overton 1977). Correlations and their associated significance values are presented in Table IV-3.

To further assess non-response bias, the data was examined in order to determine whether there were any significant differences between the first and second wave responders. In order to

determine if there are any significant differences, the differences in means were compared for each variable between the two groups (first wave versus second wave responders). As Table-IV-3 shows, there are no significant differences ($p<.05$) in the means between these two groups. In addition, the correlations between the two groups were also examined and the results are depicted in Table IV-4. Further evidencing that there is no significant non-response bias, none of the correlations were significant.

Table IV-3: Mean Differences between Early Responders and Late Responders

	Means for Early Responders	Means for Late Responders	Mean Difference
Awareness of Own Emotions	4.840	5.076	-.236
Management of Own Emotions	5.866	6.136	-.270
Personal Experiential Intelligence	6.284	6.360	-.076
Buyer Experiential Intelligence	3.906	3.836	.071
Awareness of Others' Emotions	5.201	5.350	-.149
Management of Others' Emotions	5.634	5.815	-.181
Creative Intelligence	3.931	3.821	.109
Team Experiential Intelligence	5.771	5.690	.080
Role Expectancy	5.625	5.790	-.165
Task Cohesion	5.879	6.086	-.206
Social Cohesion	4.982	5.429	-.447
Improvisation	5.274	5.564	-.289
Team Trust	6.229	6.410	-.180
Role Satisfaction	5.824	5.867	-.043
Presentation Satisfaction	5.968	6.200	-.232

***Mean Difference is significant at the 0.01 level (2-tailed)*

**Mean Difference is significant at the 0.05 level (2-tailed)*

Table IV-4: Test for Nonresponse Bias

	Correlation between 1st and 2nd phase
Awareness of Own Emotions	.165
Management of Own Emotions	.164
Awareness of Others' Emotions	.122
Management of Others' Emotions	.175
Creative Intelligence	-.020
Personal Experiential Intelligence	.074
Buyer Experiential Intelligence	.150
Team Experiential Intelligence	-.022
Role Expectations	.049
Task Cohesion	.006
Social Cohesion	.178
Improvisation	.138
Selling Team Presentation Satisfaction	.177
Selling Team Role Selection Satisfaction	-.069
Selling Team Trust	.145

Correlations tested for significance at .05 and .01 level (2-tailed)

Next, the data sample was examined to determine whether there were any significant differences based on the delivery method of the survey instrument. In order to examine any significant differences between delivery methods (in person versus online), the differences between group means and correlations were examined and compared for each variable between the two groups (in person versus online). Table IV-5 presents the mean differences and Table IV-6 presents the correlations differences. As can be seen from the results, there is a significant difference in awareness of own emotions (AWR) such that participants that were delivered the survey in person reported a significantly higher AWR than those participants that received the survey via the online method. This difference could be attributed to the tenure and executive level of those participants who received the survey in person. These participants were senior executives, CEOs, owners, and senior vice presidents. However, given the response rate results and the non-response bias results, this result is not of serious concern.

Table IV-5: Mean Differences between Delivery Method Groups

	Means for In-person Group	Means for On-Line Group	Mean Difference
Awareness of Own Emotions	4.609	5.216	-.607*
Management of Own Emotions	5.933	5.977	-.044
Personal Experiential Intelligence	6.108	6.456	-.348
Buyer Experiential Intelligence	3.971	3.796	.175
Awareness of Others' Emotions	5.139	5.357	-.217
Management of Others' Emotions	5.522	5.823	-.302
Creative Intelligence	3.920	3.870	.049
Team Experiential Intelligence	5.689	5.791	-.102
Role Expectancy	5.565	5.761	-.196
Task Cohesion	5.849	6.043	-.194
Social Cohesion	5.182	5.074	.108
Improvisation	5.396	5.343	.054
Team Trust	6.264	6.296	-.032
Role Satisfaction	5.767	5.907	-.140
Presentation Satisfaction	6.013	6.074	-.062

**Mean Difference examined at the.01 and .05 level (2-tailed)*

Table IV-6: Correlation Differences based on Delivery Method

	Delivery Method (In Person or Online)
Awareness of Own Emotions	.225*
Management of Own Emotions	.028
Awareness of Others' Emotions	.102
Management of Others' Emotions	.129
Creative Intelligence	-.041
Personal Experiential Intelligence	.210
Buyer Experiential Intelligence	-.041
Team Experiential Intelligence	.049
Role Expectations	.090
Task Cohesion	.099
Social Cohesion	-.043
Improvisation	-.026
Selling Team Presentation Satisfaction	.037
Selling Team Role Selection Satisfaction	.066
Selling Team Trust	.023

**Correlation is significant at the 0.05 level (2-tailed)*

Finally, the data was examined in order to determine whether there were any significant differences between the team leader responses and the team member responses. To test for significant differences between team leaders and team members, the differences in means were compared for each variable between the two groups (leaders versus members) and the correlations between the two groups were also compared. As Table-IV-7 and Table IV-8 show, there is a significant difference in the management of others' emotions, personal experiential intelligence, and team experiential intelligence means between team leaders and team members.

These significant differences make sense due to the fact that the team leaders have more experience with team selling and thus would have significantly higher scores in these areas. In addition, these three areas are reflective of the individual and are not assessed at the team level, so the differences here do not impact the reliability or validity of the data. Since team leaders have been in the profession longer and have a greater level of experience, team leaders should be expected to have higher awareness of their own emotions, personal experiential intelligence, and team experiential intelligence than team members.

The intelligence difference between team leaders and team members is interesting but is not hypothesized in this research. This research explores the combined intelligences necessary for successful presentation preparation, execution, and outcome. Furthermore, this research does not focus on nor aim to predict the levels of intelligence among different types of members and is therefore the reason why the intelligence difference between team leaders and members is not hypothesized. However, the intelligence difference between different types of selling team members is of interest and should be investigated further.

To further show that the mean differences in these areas are due to the tenure and experience of the team leaders versus the team members, a mean difference test was calculated to

show whether there were any significant differences between the team leaders and team members in regards to experience in the profession in years, and in team presentations within the last five years. The results showed a significant difference in means between the team leaders and team members with regard to years of experience (.526) and with regard to experience with team presentations within the last five years (.943). Team leaders have significantly more experience ($p<0.02$) than team members and team leaders have participated in significantly more team presentations over the last five years ($p<.002$) than team members.

Table IV-7: Mean Differences between Leaders and Members

	Means of Leaders	Means of Members	Mean Difference
Awareness of Own Emotions	5.000	4.881	.1187
Management of Own Emotions	6.007	5.932	.0761
Personal Experiential Intelligence	6.529	6.160	.3692*
Buyer Experiential Intelligence	4.140	3.764	.3760
Awareness of Others' Emotions	5.394	5.185	.2090
Management of Others' Emotions	6.010	5.513	.4969*
Creative Intelligence	3.897	3.894	.0032
Team Experiential Intelligence	6.103	5.514	.5885**
Role Expectancy	5.667	5.672	-.0051
Task Cohesion	6.186	5.836	.3507
Social Cohesion	5.079	5.151	-.0723
Improvisation	5.375	5.366	.0086
Team Trust	6.272	6.289	-.0164
Role Satisfaction	5.902	5.808	.0937
Presentation Satisfaction	6.108	6.0141	.0941

***Mean Difference is significant at the 0.01 level (2-tailed)*

**Mean Difference is significant at the 0.05 level (2-tailed)*

Table IV-8: Correlation Differences between Leaders and Members

	Leader versus Member
Awareness of One's Own Emotions	-.041
Management of One's Own Emotions	-.045
Awareness of Others' Emotions	-.091
Management of Others' Emotions	-.202*
Creative Intelligence	-.003
Personal Experiential Intelligence	-.211*
Buyer Experiential Intelligence	-.082
Team Experiential Intelligence	-.283**
Role Expectations	.002
Task Cohesion	-.166
Social Cohesion	.027
Improvisation	-.004
Presentation Satisfaction	-.053
Role Selection Satisfaction	-.041
Team Trust	.011

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Confirmatory Factor Analysis (CFAs)

CFAs were used to examine the measurement properties of the constructs. To achieve more parsimony in the models and generate a valid first analysis (Bentler and Chou 1987), the measures were divided into four subsets of theoretically related variables. Each subset model and the corresponding items was carefully examined and finally, a more parsimonious model was constructed. Multiple indices were used to assess the fit and quality of the CFAs. In addition to the chi-square statistic ($\chi 2$), several other indices were used, including the root mean square error of approximation (RMSEA), which is the goodness of fit measure developed by Browne and Cudeck (1993) that accounts for model complexity; the comparative fit index (CFI); and the standardized root mean square residual (SRMR). Higher CFI values indicate better fit (Hair et al. 1998). Values greater than .90 for CFI and less than .08 for RMSEA indicate acceptable and good fit, respectively. Historically, SRMR values less than .10 have been acceptable, while

authors have recently suggested .08 as a more stringent value for good fit (Hu and Bentler, 1998, 1999). The analysis of these four models is discussed in the following sections.

Subset Model #1: Preparatory Team Intelligence (Preparatory Team Intelligence)

Subset model 1 was comprised of the constructs that made up Preparatory Team Intelligence. Awareness of one's own emotional intelligence, management of one's own emotional intelligence, personal experiential intelligence, and buyer experiential intelligence were examined in the first subset model. The initial model contained 19 items and had a chi-square value of 294.768 with 146 degrees of freedom (df) ($p<0.0001$) and a chi-squared/df ratio of 2.0159. Chi-squared/df ratios below three are considered acceptable levels of fit (Carmines and McIver 1981). The RMSEA of .098 and CFI of 0.867 do not indicate acceptable fit. The value for the SRMR was 0.117, again above the acceptable range of 0.08-0.1. The fit indices were not within the acceptable range, warranting a more parsimonious model.

To achieve a more parsimonious model, four items with poor loadings were removed from the original model, resulting in the new 15 item model. This model produced fit indices within an acceptable range, a chi-square/df ratio of 1.625 ($\chi^2 = 115.382$ with 71 df), a RMSEA of 0.076, a CFI of 0.954, and an SRMR of .069. Construct reliabilities for the parsimonious model also demonstrated good model fit. The coefficient alphas were 0.899 for awareness of one's own emotional intelligence, 0.829 for management of one's own emotional intelligence, 0.732 for personal experiential intelligence, and 0.941 for buyer experiential intelligence. The final set of items along with the dimension labels and factor loadings is presented in Table IV-9.

Table IV-9: CFA Results of Subset Model 1: Preparatory Team Intelligence

Construct	CFA α	CFA variance extracted	Item label	Item	CFA factor loading
Awareness of Own Emotions Emotional Intelligence	.91	77%	AWR1	When preparing and rehearsing for the sales presentation, I could explain the emotions I felt to my team member(s).	.861
			AWR2	When preparing and rehearsing for the sales presentation, I could discuss the emotions I felt with my team member(s).	.981
			AWR3	When preparing and rehearsing for the sales presentation, I could tell team member(s) what will make me feel better.	.774
Management of Own Emotions Emotional Intelligence	.85	60%	MGT1	When preparing and rehearsing for the sales presentation, I could respect the opinions of my team member(s), even if I disagreed with them.	.815
			MGT2	When preparing and rehearsing for the sales presentation, I could overcome my frustration with team member(s).	.632
			MGT3	When preparing and rehearsing for the sales presentation, I could decide and see all sides of an issue before I came to a conclusion.	.793
			MGT4	When preparing and rehearsing for the sales presentation, I could listen fairly to my fellow team members' ideas.	.830
Personal Experiential Intelligence	.77	55%	INDV_EXP2	I am comfortable presenting information to an audience.	.476
			INDV_EXP3	I am comfortable working with other team members to prepare a presentation.	.950
			INDV_EXP4	I am comfortable working with other team members during a team presentation.	.727
Buyer Experiential Intelligence	.94	80%	BUY_REL1	I have worked with this buyer in the past.	.950
			BUY_REL2	I have an existing relationship with this buyer.	.908
			BUY_REL3	I have never worked with this buyer. (R)	.947
			BUY_REL4	I know most of the members on the buying team.	.766

(R): Reverse coded items

Subset Model #2: Interactive Team Intelligence (Interactive Team Intelligence)

Subset model 2 was comprised of the constructs that made up interactive team intelligence. Interactive team intelligence (awareness of others emotional intelligence, management of others emotional intelligence, creative intelligence, and experiential intelligence) was examined in the second subset model. The initial model contained 20 items and had a chi-square value of 379.705 with 164 degrees of freedom, a chi-squared/df ratio of 2.315. The RMSEA of 0.111, CFI of 0.807 and the SRMR of 0.109 indicated poor model fit and warranted a more parsimonious model.

For a more parsimonious model, five items with poor loadings were removed from the original model, resulting in the new 15 item model. This model produced fit indices within an acceptable range, a chi-squared/df ratio of 1.877 (χ^2 = 157.698 with 84 df), a RMSEA of 0.091, a CFI of 0.917, and a SRMR of 0.083. Construct reliabilities also demonstrated that the new model had good fit. The coefficient alphas were 0.870 for awareness of others' emotional intelligence, 0.937 for management of others' emotional intelligence, 0.831 for creative intelligence, and 0.808 for team experiential intelligence. The final set of items along with the dimension labels and factor loadings is presented in Table IV-10.

Table IV-10: CFA Results of Subset Model 2: Interactive Team Intelligence

Construct	CFA α	CFA variance extracted	Item label	Item	CFA factor loading
Awareness of Others' Emotions Emotional Intelligence (AWOQ)	.87	64%	AWRO1	Read my fellow team members' true feelings even if they were not apparent.	.830
			AWRO2	Accurately describe the way other team member(s) were feeling.	.890
			AWRO3	Gauge my team members' true feelings from their body language.	.829
			AWRO4	Tell when team member(s) were being insincere in what they were saying.	.615
Management of Others' Emotions Emotional Intelligence (MGTOQ)	.94	83%	MGTO1	My enthusiasm can be contagious for the member(s) of my team.	.867
			MGTO2	I am able to cheer team member(s) up when they are feeling down.	.928
			MGTO3	I can get fellow team member(s) to share my enthusiasm for a project.	.939
Creative Intelligence	.84	57%	CRTV1	My fellow team member(s) and I suggested new ways to achieve goals or objectives.	.834
			CRTV2	My fellow team member(s) and I came up with new and practical ideas to improve performance.	.841
			CRTV3	My fellow team member(s) and I suggested new ways to increase presentation quality.	.638
			CRTV4	My fellow team member(s) and I promoted and championed ideas to others.	.679
Team Experiential Intelligence	.83	55%	TEAMEXP1	I have worked with the team members prior to this presentation.	.809
			TEAMEXP2	I can anticipate my team members' actions.	.614
			TEAMEXP3	I am familiar with my team members' personalities.	.904
			TEAMEXP5	I seldom work with these team members. (R)	.608

(R): Reverse coded items

Subset Model #3: Presentation Preparatory and Execution Capabilities

Subset model 3 was comprised of the constructs of interest during the team presentation process. The four constructs, role expectation (ROLE), task cohesion (TASK), social cohesion (SOC) and improvisation (IMPROV), were examined in the third subset model. The initial model contained 26 items and had a chi-square value of 464.330 with 293 degrees of freedom and a chi-squared/df ratio of 1.585. The RMSEA of 0.074, CFI of 0.781, and the SRMR of 0.105 indicated poor model fit, warranting a more parsimonious model.

For a more parsimonious model, 13 items with poor factor loadings were removed from the original model, resulting in the new 13 item model. This model produced fit indices within an acceptable range, a chi-squared/df ratio of 1.349 ($\chi^2 = 79.609$ with 59 df), a RMSEA of 0.057, a CFI of 0.957, and an SRMR of 0.063. Construct reliabilities also demonstrated that the new model had good fit. The coefficient alphas were 0.771 for task cohesion, and 0.777 for role expectation, 0.783 for social cohesion and 0.812 for improvisation. The final set of items along with the dimension labels and factor loadings is presented in Table IV-11.

Table IV-11: CFA Results of Subset Model 3: Presentation Preparatory and Execution Capabilities

Construct	CFA α	CFA variance extracted	Item label	Item	CFA factor loading
Task Cohesion	.78	54%	INDTSK3	I did not like the way we approached this presentation. (R)	.790
			INDTSK4	This team did not offer enough time to discuss the goals and strategies for the presentation. (R)	.711
			TM_TSK5	Team member(s) did not communicate freely about the tasks at hand. (R)	.699
Role Expectation	.80	58%	ROLE5	I was selected based on my personality.	.518
			ROLE6	I was selected based on how well I understand the part I have to play in the presentation.	.728
			ROLE7	I was selected based on how well I learn and complete my part for the presentation.	.977
Social Cohesion	.79	55%	TM_SOC1	My team member(s) would rather socialize alone than get together as a group. (R)	.684
			TM_SOC2	My team member(s) rarely socialize together. (R)	.854
			TM_SOC3	My team member(s) would like to spend time together after the presentation is over.	.683
Improvisation	.82	53%	IMPROV2	In terms of executing the presentation in front of the buyer, the team member(s) thought on their feet effectively when carrying out the presentation.	.647
			IMPROV3	In terms of executing the presentation in front of the buyer, the team identified opportunities for new presentation processes.	.753
			IMPROV4	In terms of executing the presentation in front of the buyer, the team tried new approaches to address issues/opportunities that arose during the presentation.	.794
			IMPROV6	In terms of executing the presentation in front of the buyer, the team demonstrated originality during the presentation.	.717

(R): Reverse coded items

Subset Model #4: Selling Team Satisfaction

Subset model 4 was comprised of the constructs that made up the outcomes of interest in this research. The three constructs, role satisfaction (ROLESAT), presentation satisfaction (PRESSAT), and team trust (TRUST), were included in this last subset model. This original model contained 12 items and had a chi-square value of 79.932 with 51 degrees of freedom and a chi-squared/df ratio of 1.567. The RMSEA of 0.073, the CFI of 0.954 and, the SRMR was 0.065, all within range and indicating good model fit. Even though the original model's fit indices were within range, a more parsimonious model was sought because a couple of the items within the model had poor loadings.

For a more parsimonious model, two items with poor factor loadings were removed from the original model, resulting in the new 10 item model. This model produced fit indices within acceptable range, a chi-squared/df ratio of 1.401 ($\chi^2 = 44.823$ with 32 df), a RMSEA of 0.06, a CFI of 0.977, and a SRMR of 0.05, and resulted in good model fit. Construct reliabilities also demonstrated that the new model had good fit. The coefficient alphas were 0.822 for role satisfaction, 0.829 for presentation satisfaction, and 0.815 for team trust. The final set of items along with the dimension labels and factor loadings is presented in Table IV-12.

Table IV-12: CFA Results of Subset Model 4: Presentation Preparatory Capabilities

Construct	CFA α	CFA variance extracted	Item label	Item	CFA factor loading
Role Satisfaction	.90	76%	ROL_SAT1	I am satisfied with the choice of team member(s) for the presentation.	.945
			ROL_SAT2	The right team members were chosen for the presentation.	.975
			ROL_SAT3	The presentation could have been better if there were different member(s) on the team. (R)	.660
Team Trust	.83	55%	TM_TRST1	We have a sharing relationship and can freely share our ideas and feelings.	.652
			TM_TRST2	Team member(s) approached this presentation with professionalism and dedication.	.755
			TM_TRST3	Given my team members' track records, I see no reason to doubt their competence and preparation for the next presentation.	.801
			TM_TRST4	I can count on my team member(s) to exercise the maximum diligence in preparing for and executing presentations.	.743
Presentation Satisfaction	.83	63%	PRS_SAT1	I am very satisfied with the overall presentation process.	.723
			PRS_SAT2	The presentation process went according to plan.	.832
			PRS_SAT3	The team member(s) performed their parts of the presentation well.	.816

(R): Reverse coded items

Full CFA Model

After the four original subset models were analyzed and reduced to more parsimonious models, all of the constructs, with their respective items, were placed into a CFA model to ensure that the same measurement properties applied when all variables were together. However, once all constructs were added into the CFA, there was potential for untrustworthy results due to the number of parameters that needed to be estimated relative to the sample size. The original model of 15 constructs consisted of 77 items, had a chi-squared/df ratio of 2.329 (χ^2 = 6391.375 with 2744 df), a RMSEA of 0.111, and a CFI value of 0.478, and resulted in poor model fit, thus warranting a more parsimonious model.

For a more parsimonious model, 25 items with poor factor loadings were removed (the same items that were removed from each respective subset model) from the original full model, and resulted in the new full model that consisted of 15 constructs and the 52 items that remained from the four new subset model analyses. The new full model produced fit indices within marginal range, a chi-squared of 2149.280 with 1169 degrees of freedom, a chi-squared/df ratio of 1.839, a RMSEA of 0.089, a CFI of 0.751 and a SRMR of 0.085. All factor loadings ranged between 0.523 and 0.965, construct reliabilities were all between 0.78 and 0.94, and the variance extracted calculations varied from 51% to 83%. The fit indices indicate that the final full CFA model demonstrates marginally good fit; however, as previously mentioned, these results are not trustworthy due to the sample size and the size of the model. Thus precautions and remedies to deal with this issue have been introduced in the following section. The final set of items, along with the dimension labels, factor loadings, construct reliabilities, and variance extracted values, is presented in Table IV-13.

Table IV-13: Final Full CFA Model

Construct	CFA A	CFA variance extracted	Item label	CFA factor loading
Awareness of Own Emotions Emotional Intelligence	.91	77%	AWR1	.875
			AWR2	.965
			AWR3	.782
Management of Own Emotions Emotional Intelligence	.85	59%	MGT1	.802
			MGT2	.614
			MGT3	.785
			MGT4	.856
Personal Experiential Intelligence	.78	55%	INDV_EXP2	.523
			INDV_EXP3	.814
			INDV_EXP4	.838
Buyer Experiential Intelligence	.94	80%	BUY_REL1	.952
			BUY_REL2	.906
			BUY_REL3	.947
			BUY_REL4	.765
Awareness of Others' Emotions Emotional Intelligence	.87	63%	AWRO1	.819
			AWRO2	.876
			AWRO3	.829
			AWRO4	.633
Management of Others' Emotions Emotional Intelligence	.94	83%	MGTO1	.864
			MGTO2	.931
			MGTO3	.939
Creative Intelligence	.84	57%	CRTV1	.821
			CRTV2	.855
			CRTV3	.653
			CRTV4	.663
Team Experiential Intelligence	.83	56%	TEAMEXP1	.819
			TEAMEXP2	.614
			TEAMEXP3	.902
			TEAMEXP5	.609
Task Cohesion	.78	54%	INDTSK3	.745
			INDTSK4	.714
			TM_TASK5	.738
Role Expectation	.80	57%	ROLE5	.585
			ROLE6	.802
			ROLE7	.852
Social Cohesion	.79	56%	TM_SOC1	.695
			TM_SOC2	.851
			TM_SOC3	.677
Improvisation	.81	51%	IMPROV2	.772
			IMPROV3	.660
			IMPROV4	.699
			IMPROV6	.734
Role Satisfaction	.90	76%	ROL_SAT1	.954
			ROL_SAT2	.965
			ROL_SAT3	.660
Presentation Satisfaction	.83	62%	PRS_SAT1	.729
			PRS_SAT2	.810
			PRS_SAT3	.829
Team Trust	.82	53%	TM_TRST1	.693
			TM_TRST2	.718
			TM_TRST3	.770
			TM_TRST4	.733

Parceling Procedure and Analysis

Parceling is used to test the large model with the sample size in this research. Item parceling is recommended when using SEM due to several computational benefits. These benefits include reducing sample size requirements by reducing the number of estimated parameters in the model, increasing reliability and communality among factor indicators, producing items that are less likely to violate the assumption of normality, and generating better model fit (Bandalos, 2002; Williams and O'Boyle, 2008). Prior to performing the parceling procedure a detailed analysis of the item-level diagnostic data from each scale was performed as described in the previous section. Consistent with advocated model trimming practices (Anderson and Gerbing, 1988; Landis, Beal, and Tesluk 2000), the CFA was used to identify and remove any items that were not adequately related to their intended scale. All other items were retained for subsequent analyses. The detailed item-level analysis and CFAs are provided in the CFA section above.

After the necessary items were removed (based upon the extensive CFA results described in detail in the previous section) item parceling was conducted (see Landis, Beale, and Tesluk 2000; Williams and O'Boyle 2008) using the single factor approach (SFA). This approach, which is also called the item-to-construct balance approach, reduces the scale to a smaller number of indicators that are empirically balanced measures.

SEM Analyses, Results and Tests of the Hypotheses

SEM was used to analyze the data. The goal of this SEM analysis is twofold. First, SEM is used to show that the team intelligences (preparatory and interactive) are antecedents to the team selection, preparation, and execution of the sales team presentation. Second, SEM is used to

model the relationship between the presentation preparation and presentation execution phases and the effects these two phases have on selling team satisfaction.

After the scales were reduced and validated, the parcels were created as described in detail above. All subsequent analyses were performed using SEM. Specifically, Mplus version 7.11 (Muthen and Muthen 2013) was used to conduct the analysis using Maximum Likelihood Estimation (MLE) based upon the covariance matrix. Latent variables were formed using their designated parcels, with the factor loading of each parcel set to its respective lambda scaling purposes.

A full-factor structural equation model, which estimates the loading from each indicant to the latent construct, was utilized to examine the hypotheses: ($H1_{A-G}$) There is a positive relationship between Preparatory Team Intelligence and Presentation Development; (H2) The greater the role expectation, the greater the task cohesion; ($H3_{A-E}$) There is a positive relationship between Interactive Team Intelligence and Presentation Execution; (H4) The greater the social cohesion, the greater the improvisation; ($H5_{A-D}$) There is a positive relationship between Sales Presentation Development and Sales Presentation Execution; ($H6_{A-F}$) There is a positive relationship between Sales Presentation Development and Selling Team Satisfaction; ($H7_{A-F}$) There is a positive relationship between Sales Presentation Execution and Selling Team Satisfaction and, ($H8_{A-H}$) There is a positive relationship between Team Intelligence and Presentation Outcome. The relationships and hypotheses are depicted in Figure IV-1, which is a simplified version of the SEM model (missing all of the error terms). The items that were used to make up the 15 parcels in the SEM model are also depicted in Figure IV-1.

The results of this analysis are presented in the following figures and tables. Table IV-14 illustrates the means, standard deviations, and correlations of all the latent constructs in the

model. The correlations of the predictor variables were carefully examined to rule out multicollinearity (Kaplan 1994). There was no evidence of multicollinearity problems as none of the correlations among the predictor variables exceeded 0.90 (Mason and Perrealt 1991); in fact the highest correlation of 0.53 was between awareness of own emotions and awareness of others' emotions. The low correlations among the predictor variables, coupled with the composite reliabilities for each construct ($\alpha > .7$) indicate that multicollinearity should not be a concern and the Type II error rates are quite small (Grewal et al. 2004).

Following the table of correlations, Figure IV-2 shows the SEM results and indicates the significant (and non-significant) paths. Multiple fit indices were used to assess the quality of the structural model. In addition to the chi-square statistic (χ^2), the root mean square error of approximation (RMSEA), comparative fit index (CFI), and standardized root mean square residual (SRMR) were assessed. Values greater than .90 and .95 for CFI and less than .08 and .06 for RMSEA indicate acceptable and good fit, respectively. Historically, SRMR values less than .10 have been acceptable, while authors recently have suggested .08 as a more stringent value for good fit (Hu and Bentler 1998; 1999). The numerical results of the analysis are presented in Table IV-15.

The fit indices for the overall model are within acceptable range ($\chi^2 = 69.42$, 44 df, CFI= .933, RMSEA = .073), thus indicating that the overall model is good. Of the seven hypotheses and each of their corresponding sub-hypotheses (30 total), six paths are significant at the $p < .001$, nine paths are significant at the $p < .05$, four paths are significant at the $p < .10$, and 11 paths are not significant. Thus, all hypotheses are accepted except H1C (EI_AWR and TASK), H2 (ROLE and TASK), H3E (TEXPQ and IMPROV), H6A (ROLE and ROLESAT), H6B (ROLE and PRESSAT), H6C (ROLE and TRUST), H6D (TASK and ROLESAT), H6E (TASK

and PRESSAT), H7A (SOCIAL and ROLESAT), H7B (SOCIAL and PRESSAT), and H7F (IMPROV and TRUST). All discussion of the SEM results, including further conclusions about each of the hypothesized relationships and the limitations of these findings, is discussed in Chapter V.

Figure IV-1: SEM and Hypotheses

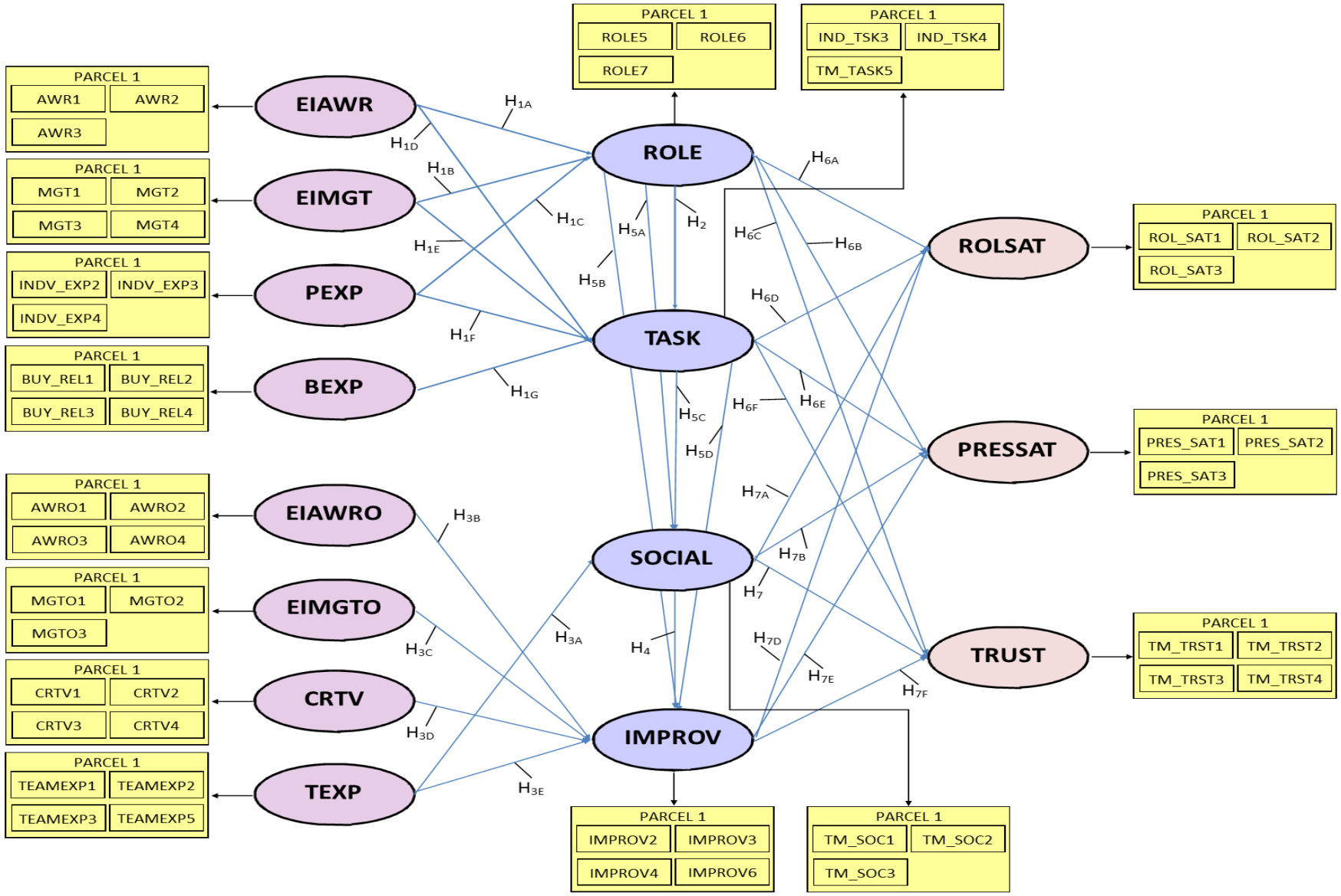


Table IV-14: Means, Standard Deviations and Correlations

	Mean (STD)	EI_ AWR	EI_ MGT	EI_ AWRO	EI_ MGTO	CRTVQ	PERS EXPQ	BUY EXPQ	TEAM EXPQ	ROLE	TASK	SOCIAL	IMPROV	ROLE SAT	TRUST
EI_AWR	4.92 (1.35)														
EI_MGT	5.96 (0.79)	0.26**													
EI_AWRO	5.25 (1.07)	0.53**	0.31**												
EI_MGTO	5.68 (1.17)	0.30**	0.07	0.47**											
CRTVQ	3.90 (0.60)	0.23**	0.25**	0.33**	0.23*										
PERS EXPQ	6.31 (0.82)	0.09	0.29**	0.19+	0.42**	0.00									
BUY EXPQ	3.88 (2.14)	-0.09	-0.06	-0.03	0.14	-0.12	-0.03								
TEAM EXPQ	5.75 (1.02)	0.04	0.02	0.22*	0.16	-.23*	0.27*	-0.08							
ROLE	5.67 (1.09)	0.27**	-0.03	0.39**	0.50**	-0.04	0.30**	0.04	0.28**						
TASK	5.95 (0.99)	0.22*	0.34**	0.13	0.09	0.05	0.32**	-0.20*	0.08	-0.03					
SOCIAL	5.13 (1.26)	0.16	0.07	0.06	.22*	-0.05	0.23*	-0.10	0.23*	0.25*	0.17+				
IMPROV	5.37 (1.03)	0.19**	0.34**	0.36**	0.16	.23*	0.19+	-0.29**	0.14	0.22*	0.45**	.32**			
ROLE SAT	5.84 (1.07)	-0.14	0.14	-0.09	-0.01	0.07	0.20+	-0.23*	0.16	0.06	0.26**	0.18+	0.33**		
TRUST	6.28 (0.72)	0.16	0.55**	0.09	.27*	0.03	0.29**	-0.12	0.17	0.06	0.60**	0.48**	0.45**	0.41**	
PRES SAT	6.04 (0.84)	0.14	0.27**	0.19	0.04	0.08	0.12	-0.16+	0.17	0.07	0.39**	0.16+	0.56**	0.46**	0.50**

+ p < .10
* p < .05
** p < .01

Correlation matrix of the predictor variables is highlighted in green
Correlation matrix of the dependent variables is highlighted in blue

Figure IV-2: SEM and Results for Hypothesized Model

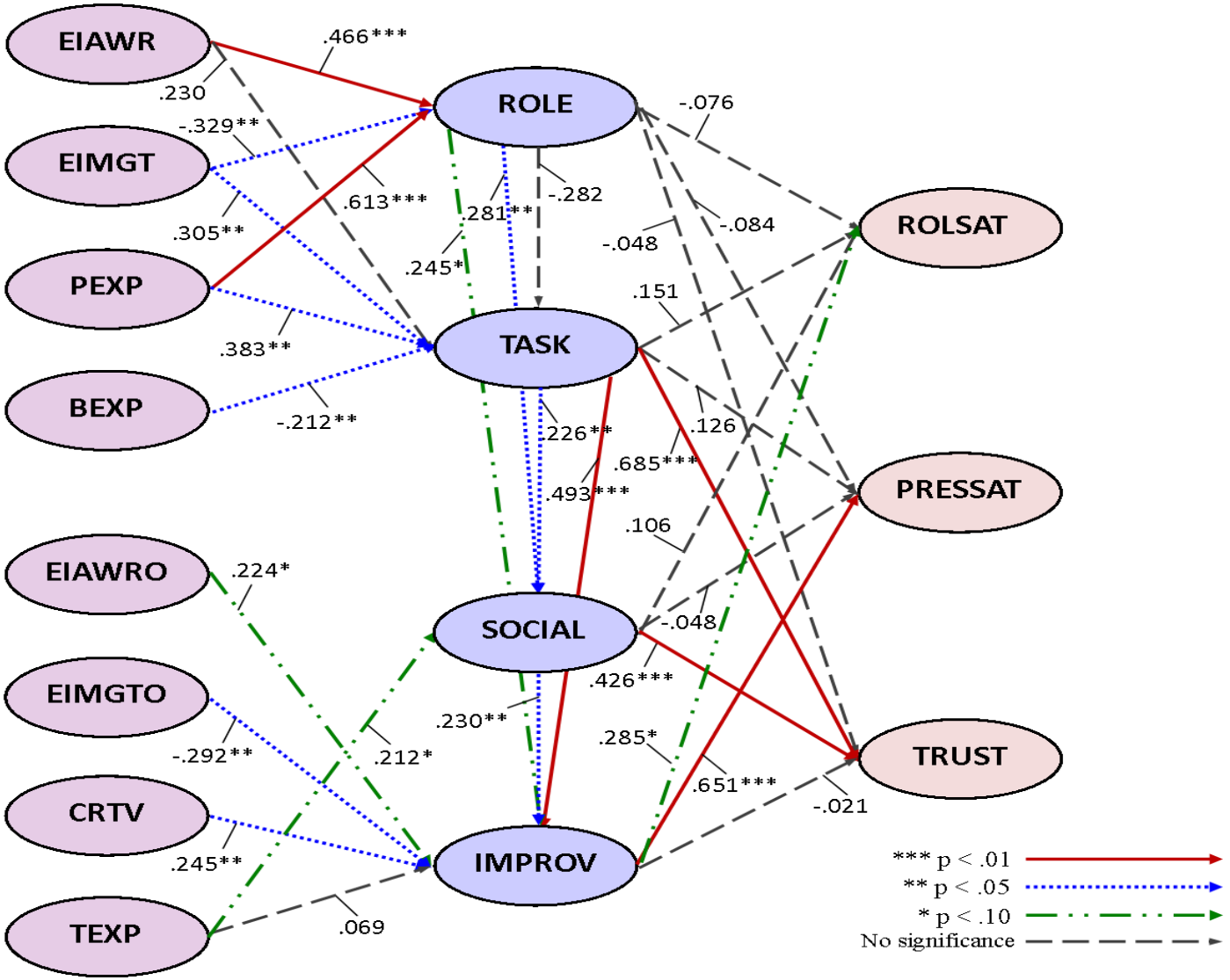


Table IV-15: SEM Results for Hypothesized Model

Hypothesis	*Path Modeled*			*Parameter Coefficient*	*t-value*	*P*
H1A	Awareness of one's own emotions	→	Role Expectation	.466	4.021	***
H1B	Management of one's own emotions	→	Role Expectation	-.329	-2.464	**
H1C	Personal experiential intelligence	→	Role Expectation	.613	5.578	***
H1D	Awareness of one's own emotions	→	Task Cohesion	.230	1.567	0.117
H1E	Management of one's own emotions	→	Task Cohesion	.305	2.189	**
H1F	Personal experiential intelligence	→	Task Cohesion	.383	2.185	**
H1G	Buyer Experiential intelligence	→	Task Cohesion	-.212	-2.186	**
H2	Role Expectation	→	Task Cohesion	-0.282	-1.511	.131
H3A	Team Experiential Intelligence	→	Social Cohesion	.212	1.628	*
H3B	Awareness of Others' Emotions	→	Improvisation	.224	1.753	*
H3C	Management of Others' Emotions	→	Improvisation	-.292	-2.37	**
H3D	Creative Intelligence	→	Improvisation	.245	2.006	**
H3E	Team Experiential Intelligence	→	Improvisation	.069	.553	.580
H4	Social Cohesion	→	Improvisation	.230	2.045	**
H5A	Role Expectation	→	Social Cohesion	.281	2.237	**
H5B	Role Expectation	→	Improvisation	.245	1.704	*
H5C	Task Cohesion	→	Social Cohesion	.226	1.996	**
H5D	Task Cohesion	→	Improvisation	.493	5.109	***
H6A	Role Expectation	→	Role Satisfaction	-.076	-.572	.567
H6B	Role Expectation	→	Presentation Satisfaction	-.084	-.737	.461
H6C	Role Expectation	→	Team Trust	-.048	-.429	.668
H6D	Task Cohesion	→	Role Satisfaction	.151	.949	.343
H6E	Task Cohesion	→	Presentation Satisfaction	.126	.922	.356
H6F	Task Cohesion	→	Team Trust	.685	5.397	***
H7A	Social Cohesion	→	Role Satisfaction	.106	.796	.426
H7B	Social Cohesion	→	Presentation Satisfaction	-.048	-.411	.681
H7C	Social Cohesion	→	Team Trust	.426	3.695	***
H7D	Improvisation	→	Role Satisfaction	.285	1.682	*
H7E	Improvisation	→	Presentation Satisfaction	.651	4.852	***
H7F	Improvisation	→	Team Trust	-.021	-.137	.891

Overall Fit:
χ^2 = 69.42,44 df
CFI = .933 RMSEA = .072

*** p < .01
** p < .05
* p < .10

Alternative SEM Models

In addition to the hypothesized model (Model 1), indirect and direct effect models were analyzed. The analysis results of the five alternative models are presented in Table IV-16. First, a model was assessed to provide further evidence of hypotheses 1 and 3. The model resembles the hypothesized model, except the direct paths from Interactive Team Intelligence to Presentation Execution have been removed and replaced by the indirect paths through Presentation Development. This model implies that all of the team intelligences are needed during the presentation preparation phase and that no different intelligences are needed for the presentation development. The parameters of Model 2 are presented in Table IV-16. The overall fit of Model 2 is acceptable ($\chi^2 = 71.575$, 40 df, CFI = .917, RMSEA = .086). The $\chi^2{}_{\Delta}$/df ratio (.538) from the hypothesized model is significant at $p < .01$. This illustrates that the hypothesized model (Model 1) provides a better fit than Model 2 and provides support for hypotheses 1 and 3.

To provide further evidence concerning hypotheses 1 and 3, the Model 3 direct effects of Preparatory Team Intelligence on Presentation Development were replaced with the direct effects added to the Presentation Execution Phase. Also, the direct effects of Interactive Intelligence on Presentation Execution were removed and replaced with direct effects on the presentation Development Phase. The parameters of Model 3 are presented in Table IV-16. The overall fit of Model 3 is not acceptable ($\chi^2 = 82.285$, 40 df, CFI = .889, RMSEA = .099). The $\chi^2{}_{\Delta}$/df ratio (3.351) from the hypothesized model is significant at $p < .05$. This illustrates that the hypothesized model (Model 1) provides a better fit than Model 3, thus providing further support for hypotheses 1 and 3. These two alternative models and their respective results will be examined and discussed in detail in Chapter V.

Alternative Model 4 was assessed, in which the direct paths between Role Expectation and Selling Team Satisfaction (team trust, role satisfaction and presentation satisfaction) were removed. Thus, Model 4 only examines the indirect effects of Role Expectation on Selling team Satisfaction through the presentation preparation and execution process (task cohesion, social cohesion, and improvisation), but does not include Role Expectations' direct effect on selling team satisfaction.

This alternative model was tested primarily because when the hypothesized model was executed, Role Expectation did not significantly affect any of the selling team satisfaction outcomes. This may be an indication that Role Expectation was not measured properly or that although Role Expectation is important, it does not directly impact Selling Team Satisfaction. The overall fit of Model 4 exceeds that of the hypothesized model (Model 1). The parameters of Model 4 are also depicted in Table IV-17 ($\chi^2 = 70.108$, 47 df, CFI = .939, RMSEA = .068). The χ^2_{Δ}/df ratio from the hypothesized model is not significant. This illustrates that the hypothesized model (Model 1) does not provide a better fit than Model 4.

Alternative Model 5 resembles the hypothesized model, except the indirect paths from the Presentation Preparation Phase to the Presentation Execution Phase and to the Selling Team Satisfaction constructs to have been removed, and only the direct paths from the Presentation Preparation and Execution Phase to the outcomes remain. Thus, Model 5 only examines the effect of the Role Expectation, Task Cohesion, Social Cohesion and Improvisation on the outcomes and removes the effects of Role Expectation on Task Cohesion, Social Cohesion and Improvisation, and the effect of Task Cohesion on Social Cohesion and Improvisation, and the effect of Social Cohesion on Improvisation. The parameters of Model 5 are also presented in Table IV-17. The overall fit of Model 3 is not acceptable ($\chi^2 = 112.437$, 50 df, CFI = .836,

RMSEA = .108). The χ^2_{Δ}/df ratio from the hypothesized model is significant at $p < .01$. This illustrates that the hypothesized model (Model 1) provides a better fit than Model 3.

Thus, while Model 4 (no direct path from ROLE to outcome variables) provides the best fit, Model 1 (hypothesized model) provides the second best fit, Model 4 (direct paths from preparatory intelligence to selling team satisfaction) provides the third best fit, Model 5 (direct paths from interactive intelligence to selling team satisfaction) provides the fourth best fit, and finally, Model 3 provides the worst fit (indirect paths from presentation preparation phase to presentation execution phase removed). The results and the assumptions that can be drawn are discussed in detail in Chapter V.

Table IV-16: Results of Alternative Models (Testing Hypotheses 1 and 3)

		Hypothesized Model		*Model 2*		*Model 3*	
Paths Modeled		*Parameter Coefficient*	*t-value*	*Parameter Coefficient*	*t-value*	*Parameter Coefficient*	*t-value*
Awareness of own emotions	→ ROLE	.466	4.021***	.118	.826		
Management of own emotions	→ ROLE	-.329	2.464**	-.179	-1.277		
Personal experiential intelligence	→ ROLE	.613	5.578***	.162	.842		
Buyer Experiential intelligence	→ ROLE			-.050	-.478		
Awareness of own emotions	→ TASK	.230	1.567	.179	1.224		
Management of own emotions	→ TASK	.305	2.189**	.421	2.901***		
Personal experiential intelligence	→ TASK	.383	2.185**	.217	1.077		
Buyer Experiential intelligence	→ TASK	-.212	2.186**	-.247	-2.390**		
Awareness of Others' Emotions	→ ROLE			.302	1.705*	.290	2.218**
Management of Others' Emotions	→ ROLE			.354	1.995**	.479	4.426***
Creative Intelligence	→ ROLE			-.193	-1.365	-.227	-1.752***
Team Experiential Intelligence	→ ROLE			.130	.860	.168	1.266
Awareness of Others' Emotions	→ TASK			-.017	-.086	.261	1.532
Management of Others' Emotions	→ TASK			.120	.633	.159	.963
Creative Intelligence	→ TASK			.109	-.735	-.008	-.048
Team Experiential Intelligence	→ TASK			.024	-1.355	.119	.741
Role Expectation	→ TASK	-0.282	1.511	-.245	-1.355	-.313	-1.596
Awareness of own emotions	→ IMPROV					-.168	-1.403
Management of own emotions	→ IMPROV					.341	2.746***
Personal experiential intelligence	→ IMPROV					-.324	-2.457**
Buyer experiential intelligence	→ IMPROV					-.231	-2.457**
Awareness of own emotions	→ SOCIAL					.070	.507
Management of own emotions	→ SOCIAL					-.027	-.187
Personal experiential intelligence	→ SOCIAL					.246	1.509
Buyer Experiential intelligence	→ SOCIAL					-.110	-1.008
Awareness of Others' Emotions	→ IMPROV	.224	1.753*				
Management of Others' Emotions	→ IMPROV	-.292	-2.37**				
Creative Intelligence	→ IMPROV	.245	2.006**				
Team Experiential Intelligence	→ SOCIAL	.212	1.628*				
Team Experiential Intelligence	→ IMPROV	.069	.553				
Social Cohesion	→ IMPROV	.230	2.045**	.189	1.612	.239	2.024**
Role Expectation	→ SOCIAL	.281	2.237**	.357	3.189***	.222	1.421
Role Expectation	→ IMPROV	.245	1.704*	.223	1.909*	.427	3.270***
Task Cohesion	→ SOCIAL	.226	1.996**	.248	2.161**	.141	1.020
Task Cohesion	→ IMPROV	.493	5.109***	.559	5.87***	.481	4.272***
Role Expectation	→ ROLESAT	-.076	-.572	-.107	-.791	-.133	-.981
Role Expectation	→ PRESSAT	-.084	-.737	-.086	-.735	-.077	-.657
Role Expectation	→ TRUST	-.048	-.429	-.034	-.303	-.075	-.660
Task Cohesion	→ ROLESAT	.151	.949	.114	.693	.066	.414
Task Cohesion	→ PRESSAT	.126	.922	.115	.797	.136	.991
Task Cohesion	→ TRUST	.685	5.397***	.703	5.376***	.573	4.464***
Social Cohesion	→ ROLESAT	.106	.796	.097	.725	.102	.769
Social Cohesion	→ PRESSAT	-.048	-.411	-.062	-.524	-.058	-.494
Social Cohesion	→ TRUST	.426	3.69***	.411	3.579***	.423	3.525***
Improvisation	→ ROLESAT	.285	1.682*	.333	1.939*	.377	2.331**
Improvisation	→ PRESSAT	.651	4.852***	.669	4.753***	.646	4.952***
Improvisation	→ TRUST	-.021	-.137	-.026	-.172	.117	.779
Overall Fit: χ^2, df		69.42	44	71.575	40	82.825	40
χ^2/df		1.578		1.789		2.071	
CFI/RMSEA		.933/.072		.917/.086		.889/.099	
χ^2_Δ/df ratio (from hypothesized model,				.538		3.351**	
*** p<.05)							

Table IV-17: Results of Alternative Models (Direct and Indirect)

		Hypothesized Model		*Model 4*		*Model 5*	
Paths Modeled		*Parameter Coefficient*	*t-value*	*Parameter Coefficient*	*t-vale*	*Parameter Coefficient*	*t-value*
Awareness of own emotions	→ ROLE	.466	4.021***	.462	4.001***	.484	4.183***
Management of own emotions	→ ROLE	-.329	2.464**	-.327	-2.459**	-.368	-2.751***
Personal experiential intelligence	→ ROLE	.613	5.578***	.612	5.567***	.611	5.433***
Awareness of own emotions	→ TASK	.230	1.567	.225	1.549	.112	1.004
Management of own emotions	→ TASK	.305	2.189**	.308	2.220**	.397	3.47***
Personal experiential intelligence	→ TASK	.383	2.185**	.381	2.186**	.186	1.565
Buyer Experiential intelligence	→ TASK	-.212	2.186**	-.214	-2.203**	-.191	-1.919*
Role Expectation	→ TASK	-0.282	1.511	-.287	-1.568		
Awareness of Others' Emotions	→ IMPROV	.224	1.753*	.229	1.804*	.325	2.302**
Management of Others' Emotions	→ IMPROV	-.292	-2.37**	-.295	-2.389**	-.124	-.980
Creative Intelligence	→ IMPROV	.245	2.006**	.244	1.999**	.272	1.964**
Team Experiential Intelligence	→ SOCIAL	.212	1.628*	.212	1.615	.379	3.29***
Team Experiential Intelligence	→ IMPROV	.069	.553	.065	.524	.262	1.952**
Social Cohesion	→ IMPROV	.230	2.045**	.234	2.101**		
Role Expectation	→ SOCIAL	.281	2.237**	.277	2.204**		
Role Expectation	→ IMPROV	.245	1.704*	.239	1.700*		
Task Cohesion	→ SOCIAL	.226	1.996**	.229	2.024**		
Task Cohesion	→ IMPROV	.493	5.109***	.493	5.134***		
Role Expectation	→ ROLESAT	-.076	-.572			-.063	-.499
Role Expectation	→ PRESSAT	-.084	-.737			-.076	-.698
Role Expectation	→ TRUST	-.048	-.429			-.097	-.911
Task Cohesion	→ ROLESAT	.151	.949	.179	1.177	.188	1.409
Task Cohesion	→ PRESSAT	.126	.922	.155	1.188	.219	1.865*
Task Cohesion	→ TRUST	.685	5.397***	.702	5.805***	.689	7.166***
Social Cohesion	→ ROLESAT	.106	.796	.081	.643	.118	.939
Social Cohesion	→ PRESSAT	-.048	-.411	-.076	4.809	-.008	-.077
Social Cohesion	→ TRUST	.426	3.69***	.412	3.659***	.444	4.14***
Improvisation	→ ROLESAT	.285	1.682*	.257	1.582	.287	2.144**
Improvisation	→ PRESSAT	.651	4.852***	.621	4.809***	.618	6.21***
Improvisation	→ TRUST	-.021	-.137	-.040	-.280	.126	1.025
Overall Fit:							
χ^2, df		69.42	44	70.108	47	112.437	50
χ^2/df		1.578		1.492		2.249	
CFI		.933		.939		.836	
RMSEA		.072		.068		.108	
χ^2_Δ				.688		43.017	
χ^2_Δ/df ratio (from hypothesized model, *** p<.01)				.229		7.169	

Control Variables

As mentioned in Chapter III, numerous organizational-level and individual-level control variables were included in this study. The organizational-level control variables, life cycle stage of the organization, market sector, procurement process, hard costs associated with the presentation process, and team size are examined and discussed in the sections below, and are then followed by an examination and discussion of the individual-level control variables.

In order to examine the team size effects, self-reported data from the team leaders and members was used to determine the size of each team. The firm life-cycle was also included as a control to determine whether the length of time a firm has been in existence or the reputational capital of the firm affects any of the variables of interest. The market sector for the project, along with the procurement of the project (public versus private), was used as a control variable. Finally, hard cost (dollar amount spent on the preparation and execution of the project) was used as a control variable and was collected from the team leaders. The sample data was sorted by the various control variables and the frequency of the control variables was examined. The percentages for the organizational-level control variables are presented in Table IV-18.

Table IV-18: Frequency Statistics for Organizational-Level Control Variables

Life-Cycle	Sector*	Procurement	Hard Cost*	Team Size
Start-up 6%	Healthcare 14.9%	Public 46.8%	16.5%	3 Members 13.1%
Growth 4.8%	Education 26.6%	Private 53.2%	22.7%	4 Members 21.2%
Established 39.3%	Mixed Use 7.4%		14.4%	5 Members 30.3%
Mature 46.4%	Office 21.3%		15.5%	6 Members 18.2%
Past Mature 3.6%			17.5%	7 Members 6.1%
				8 Members 11.1%

**Reporting only the percentages > 5%*

Next, the correlations between the constructs and the organizational-level control variables was calculated and examined. As shown in Table IV-19, 65 of the 75 correlations are insignificant. An explanation and discussion of the significant correlations is provided below.

Table IV-19: Correlations with Organization-Level Control Variables

	Team Size	Life Cycle	Sector	Procurement	Hard Cost
Awareness of Own Emotions	.156	.078	.016	-.226*	.138
Management of Own Emotions	.089	-.011	-.012	-.093	.005
Personal Experiential Intelligence	-.208	-.055	-.086	-.051	.137
Buyer Experiential Intelligence	.183	-.013	-.056	-.300**	.226*
Awareness of Others' Emotions	.167	-.035	.050	-.091	.171
Management of Others' Emotions	.043	.035	-.103	-.366**	.395**
Creative Intelligence	.058	.034	.351**	.016	.216*
Team Experiential Intelligence	-.173	-.029	-.310**	.070	-.128
Role Expectancy	-.187	.041	-.037	-.219*	.143
Task Cohesion	-.019	.044	-.101	-.001	-.065
Social Cohesion	-.014	-.168	-.047	-.173	.135
Improvisation	-.087	-.07	.105	-.089	.114
Team Trust	.131	-.202	-.157	-.068	.143
Role Satisfaction	-.077	-.110	-.044	.071	-.160
Presentation Satisfaction	-.031	-.235*	-.074	-.187	.073

***Correlation is significant at the 0.01 level (2-tailed)*
**Correlation is significant at the 0.05 level (2-tailed)*

Buyer experiential intelligence, management of others' emotions, and creative intelligence are significantly correlated with the hard cost variable. A possible explanation for this is that the more experience a team has with a buyer, the more they understand how to approach the presentation and thus may spend more dollars preparing and executing the presentation. Likewise, team members with higher creative intelligence may have better ideas of how to approach a project and may also work for firms that have more money to spend on presentation development, thus leading to increased hard costs. Creative intelligence is also significantly correlated with market sector. This makes intuitive sense given the corporate industry sample, as some sectors lend themselves naturally to creativity. For example, the

residential, retail, and higher education sectors may lend themselves to more creativity than the warehouse and distribution, parking, and industrial and manufacturing sectors.

Team experiential intelligence is also significantly correlated with sector. This can also be explained given the corporate real estate. There are some sectors that are more technical and specialized, such as healthcare and higher education (which accounted for a cumulative 39.4% of the sample), and that require specialized consultants (e.g., engineers) and experts to work together on reoccurring projects. Sectors such as office space and mixed use (which accounted for a cumulative 28.7% of the sample) do not require specialized consultants. In those cases team membership is more flexible between projects and thus team members may not work together as often.

Lastly, awareness of one's own emotions, management of others' emotions, buyer experiential intelligence, and role expectation are significantly correlated with the control variable procurement. Procurement is a binary variable set equal to 1 if procured publically and 2 if procured privately. Thus the negative significant correlations indicate that team members involved in projects that are procured publically (versus privately) have higher awareness of their own emotions, higher buyer experiential intelligence, higher management of others' emotions, and greater role expectation. These results provide some interesting implications.

In public procurement, there are laws, rules, guidelines, and procedures that drive purchasing decisions, so decisions makers can only do what is allowed and governed by those said laws. It is inflexible and mechanically driven to meet procedures and regulations and is often interfered with politically (Herbert 2013; Spendmatters.com). In private procurement, there is more openness to innovation and flexibility. Instead of being driven by laws and regulations, the private procurement sector is driven by profit and people (Herbert, 2013; Spendmatters.com).

Public sector procurement may have to juggle many more objectives, outcomes, and stakeholders than the private sector. Understanding the buyer well enough to propose solutions and services that coincide with the laws and regulations that drive the decision-making process in the public procurement sector through the awareness of one's own emotions and the management of others' emotions may be more important. That in order to be chosen for a project the team has to present in a specific way and know all of the laws and regulations that pertain to the said buyers' public sector implies that a higher level of buyer experiential intelligence may be required.

Numerous individual-level control variables were also added to the study. The individual-level control variables, presentation importance, effort level, gender, age, and ethnicity are examined and discussed in the sections below.

In order to examine the presentation importance, self-reported data was collected from the participants reflecting how important the presentation they were reporting on was to them. Effort level was also included as a control to determine whether the level of effort impacts any of the intelligences. Finally, demographic variables, age, gender, and ethnicity were used as control variables and were collected from the participants at the end of the questionnaire. The sample data was sorted by the control variables and the frequency of the control variables was examined. The frequencies and percentages for the individual-level control variables are presented in Table IV-20.

Table IV-20: Frequency Statistics for Individual-Level Control Variables

Importance	Effort	Age	Gender	Ethnicity
Unimportant N=6/5.6%	Average N= 37.6%	20-30 N=2/1.9%	Male N=87/81.3%	White N=94/87.9%
Somewhat Important N=5/4.7%	Above Average N=42/39.3%	31-40 N=18/16.8%	Female N=20/18.7%	Hispanic N=7/6.5%
Very Important N=32/29.9%	Well Above Average N=10/9.3%	41-50 N=30/28%		Asian N=5/4.7%
Extremely Important N=54/50.5%		51-60 N=33/30.8%		Other N=1/0.9%
		60+ N=24/22.4%		

Next, the correlations between the constructs and the individual-level control variables, age, gender, ethnicity, effort level, and perception of presentation importance, were examined. As shown in Table IV-21, 65 of the 75 correlations are insignificant. Given the nature of the sample (Caucasian males over 40) and the few number of correlations, no substantiated claims should be suggested regarding the relationships between the correlated variables and the constructs and should not be a cause for concern.

Table IV-21: Correlations with Individual-Level Control Variables

	Importance	Effort Level	Age	Gender	Ethnicity
Awareness of Own Emotions	.156	.078	.016	-.226*	.138
Management of Own Emotions	.089	-.011	-.012	-.093	.005
Personal Experiential Intelligence	-.208	-.055	-.086	-.051	.137
Buyer Experiential Intelligence	.183	-.013	-.056	-.300**	.226*
Awareness of Other's Emotions	.167	-.035	.050	-.091	.171
Management of Other's Emotions	.043	.035	-.103	-.366**	.395**
Creative Intelligence	.058	.034	.351**	.016	.216*
Team Experiential Intelligence	-.173	-.029	-.310**	.070	-.128
Role Expectancy	-.187	.041	-.037	-.219*	.143
Task Cohesion	-.019	.044	-.101	-.001	-.065
Social Cohesion	-.014	-.168	-.047	-.173	.135
Improvisation	-.087	-.07	.105	-.089	.114
Team Trust	.131	-.202	-.157	-.068	.143
Role Satisfaction	-.077	-.110	-.044	.071	-.160
Presentation Satisfaction	-.031	-.235*	-.074	-.187	.073

***Correlation is significant at the 0.01 level (2-tailed)*

**Correlation is significant at the 0.05 level (2-tailed)*

Team Experiential intelligence and creative intelligence are significantly correlated with age. Team experiential intelligence is negatively correlated with age, suggesting older team members have a higher team experiential intelligence because they have been in the profession longer.

Common Method Variance

It was necessary to examine common method variance (CMV) due to the single-source, self-report nature of the data collected (Podsakoff, MacKenzie, Lee, and Podsakoff, 2003; Williams, Cote and Buckley 1989). First, CMV was examined through the use of Harman's single-factor test, which tests for the emergence of a single factor, or one factor that explains a majority of the variance, when a co-variance matrix including all the survey items is subjected to an unrotated exploratory factor analysis (EFA). The data passed Harman's test, extracting 14 factors with eigenvalues greater than 1, of which the first factor accounted for 19% of the variance. The second test involved a confirmatory factor analysis (CFA), in which all items load on a single factor. Acquiring good fit for such a model is considered evidence of CMV. As further evidence that CMV levels were not problematic in this data, the single-factor CFA generated poor fit (χ^2= 4431.77 (df = 1274), $p < .001$; CFI = .199; RMSEA = .15; SRMR = .16).

Multivariate Probit Model Analysis, Results, and Test of Hypotheses

Selling teams strive to understand the factors that impact the buyer's decision to choose one team for a project over another. Building a framework of factors and competencies that impact the probability of a successful selling team presentation is one of the contributions of this research. A better understanding of the various intellectual factors that influence the buyer decision can assist team leaders in composing teams and in developing training programs geared around specific factors and competencies. In order to determine how types of team intelligence can determine the probability of being chosen for a project, a multivariate probit model is utilized. The probit model is a widely used approach for identifying the factors that best predict a binary outcome. Thus, this study is a natural fit for probit analysis. This research estimates a multivariate probit model to explain a selling team's being chosen for a project.

Multivariate Probit Model

The multivariate probit model was utilized to test the hypothesized team intelligence effects in hypothesis 8 and its sub-hypotheses, presented in Table IV-22. The main goal of this model was to estimate the relation between team intelligences (preparatory and interactive) and being chosen for a project.

Table IV-22: Hypothesis 8 and Respective Sub-Hypotheses Tested Using Probit

H8: There is a positive relationship between Team Intelligence and Presentation Outcome such that:
A: The greater the awareness of one's own emotions, the greater the likelihood of being chosen.
B: The greater the management of one's own emotions, the greater the likelihood of being chosen.
C: The greater the personal experiential intelligence, the greater the likelihood of being chosen.
D: The greater the buyer experiential intelligence, the greater the likelihood of being chosen.
E: The greater the awareness of others' emotions, the greater the likelihood of being chosen.
F: The greater management of others' emotions, the greater the likelihood of being chosen.
G: The greater the creative intelligence, the greater the likelihood of being chosen.
H: The greater the team experiential intelligence, the greater the likelihood of being chosen.

Description and Measurement of Variables

The variables of this study were measured on binary, Likert, and continuous scales. The dependent variable, CHOSEN is an indicator variable set equal to 1 if the selling team is chosen by the buyer, and 0 otherwise. The independent variables involved a mixture of latent variables, including emotional intelligence, creative intelligence and experiential intelligence; continuous variables including, age, team size, team preparation time, and individual preparation time; and a binary variable, male or female. The description and measurement of variables is described in Table IV-23.

Table IV-23: Description and Measurement of Variables

Variable Description	Measurement
CHOSEN	Chosen = 1; Not Chosen = 0
Emotional Intelligence	Continuous and Likert Scale
Creative Intelligence	Continuous and Likert Scale
Experiential Intelligence	Continuous and Likert Scale
Team Size	Number of members on the team
Individual Preparation Time (in hours)	1 = less than 5; 2 = 5-10; 3 = 11-15; 4 = 16-20; 5 = more than 20
Team Preparation Time (in hours)	1 = less than 2; 2 = 3-5; 3 = 6-10; 4 = 11-15; 5 = more than 15
Age	1 = 20-30; 2 = 31-40; 3 = 41-50; 4 = 51-60; 5 = 60+
Gender	If respondent is male = 1; otherwise = 2

Results and Discussion

Table IV-24 provides the differences in team member characteristics between the chosen team members and the not chosen team members. Of the 107 team members sampled, 72 members reported on team presentations that resulted in a positive outcome (team members were chosen by the buyer) and 35 reported on team presentations that did not result in a positive outcome (team members were not chosen by the buyer). Thus the sample contains 67.29% chosen team members. Of the team members chosen, 90.3% were males and of those not chosen only 62.9 % were males. This result is skewed because the sample contained 81.3% males (87 males and 20 females).

Table IV-24: Differences in Team Member Characteristics (Chosen and Not Chosen Members)

Variables	Chosen (1)		Not Chosen (0)		Difference in Means (1) – (0)	
	N	Mean	N	Mean	Difference	T-Stat
Awareness of own emotions	71	4.68	35	5.4	-.719***	-2.643
Management of own emotions	71	5.81	35	6.25	-.440***	-2.787
Awareness of others' emotions	71	5.15	35	5.44	-.287	-1.313
Management of others' emotions	71	5.66	35	5.72	-.062	-.252
Creative intelligence	72	3.83	35	4.01	-.177	-1.446
Personal experiential intelligence	52	6.21	35	6.44	-.238	-1.326
Team experiential intelligence	51	5.99	35	5.39	.597***	2.762
Buyer experiential intelligence	72	4.07	35	3.49	.580	1.318
Team Size	64	4.92	35	5.54	-.62**	-1.992
Individual Preparation time (hrs.)	64	6.29	35	6.58	-.29	-.131
Team preparation time (hrs.)	64	8.26	35	13.60	-5.34***	-2.692
Age	72	46.98	35	47.21	-.23	.439
Gender (1= male) (2=female)	90.3% males		62.9% males		***	-3.582

Table IV-25 presents results for the probit model used to estimate factors associated with being chosen for a project. One dependent variable specification is used: CHOSEN (a binary variable set equal to 1 if the selling team is chosen for the project, 0 otherwise). The results indicate that the probability of being chosen increases significantly for team members who have higher management of others' emotions, team experiential intelligence, and buyer experiential intelligence, proving support for hypotheses 8_D, 8_F, and 8_H. In addition, the findings indicate that the probability of being chosen is negatively related to personal experiential intelligence, team preparation time, and gender. A further examination and explanation of these results and their implications is provided in Chapter V.

Table IV-25 presents diagnostic tests for the probit model, including Pseudo R2, Likelihood Ratio, and Chi-Square. The explanatory variables accounted for about 42% of the variations in the probability that a team would be chosen for the project. The overall model fit

expressed by the likelihood test is high and significant. This demonstrates that the variables in this model are influences of being chosen for a project.

Table IV-25: Estimated Probit Model of Factors Influencing the CHOSEN decision

Variables	Coefficient	Standard Error	t-Stat	P Value
Awareness of own emotions	-0.328	0.209	-1.57	.116
Management of own emotions	-0.336	0.285	-1.18	.238
Awareness of others' emotions	0.013	0.255	0.05	.961
Management of others' emotions	0.768	0.339	2.27	** (+)
Creative intelligence	0.555	0.388	1.43	.152
Personal experiential intelligence	-1.051	0.396	-2.66	*** (-)
Team experiential intelligence	1.108	0.285	3.88	*** (+)
Buyer experiential intelligence	0.234	0.098	2.38	** (+)
Team Size	-0.132	0.129	-1.03	.305
Individual Preparation time	0.102	0.135	0.76	.450
Team preparation time	-0.481	0.179	-2.7	*** (-)
Gender	-2.099	0.645	-3.25	*** (-)
Age	-0.395	0.207	-1.91	.056
LR chi2(13)	*46.72*			
Prob > chi2	*0.0000*			
Log Likelihood	*-32.4173*			
R2	*0.4188*			
Number of Observations	*83*			

*** p < .01
** p < .05

Summary of Results

To summarize, this study examined the effects of team intelligences on the preparation of team selling presentations, the execution of team selling presentations, and on selling team satisfaction. A multiple phase study was conducted in order to analyze these relationships. A qualitative study and a pre-test study was initially conducted in order to examine the conceptual model and to maximize errors of omission. These studies were conducted in order to create and refine the constructs along with their respective survey items. In the main study, the CFAs were

conducted to further refine the constructs, which was followed by a SEM analysis to test hypotheses 1-7 and their corresponding sub-hypotheses. Of the 30 hypotheses tested using SEM, 19 were supported. In addition, a probit model was conducted to test hypothesis 8 and its corresponding sub-hypotheses. The probit model approach was executed to determine the effects team intelligence has on the probability of being chosen for a project. A summary of all the hypotheses and their corresponding results and significance levels is presented in Table IV-26. Finally, several other tests of reliability and validity were conducted. A complete, detailed discussion of all the findings from these analyses follows in Chapter V.

Table IV-26: Summary of Hypothesis Results

Hypothesis		P value	Supported?
H1	*There is a positive relationship between Preparatory Team Intelligence and Presentation Development such that:*		
	A: The greater the awareness of one's own emotions, the greater the role expectation.	***	Yes
	B: The greater the management of one's own emotions, the greater the role expectation.	**	Yes
	C: The greater the personal experiential intelligence, the greater the role expectation.	***	Yes
	D: The greater the awareness of one's own emotions, the greater the task cohesion.	0.117	No
	E: The greater the management of one's own emotions, the greater the task cohesion.	**	Yes
	F: The greater the personal experiential intelligence, the greater the task cohesion.	**	Yes
	G: The greater the buyer experiential intelligence, the greater the task cohesion.	**	Yes
H2	The greater the role expectation, the greater the task cohesion.	.131	No
H3	*There is a positive relationship between Interactive Team Intelligence and Presentation Execution such that:*		
	A: The greater the team experiential intelligence the greater social cohesion.	*	Yes
	B: The greater the awareness of others' emotions, the greater the improvisation	*	Yes
	C: The greater the management of others' emotions, the greater the improvisation.	**	Yes
	D: The greater the creative intelligence, the greater the improvisation.	**	Yes
	E: The greater the team experiential intelligence, the greater improvisation.	.580	No
H4	The greater the social cohesion, the greater the improvisation.	**	Yes
H5	*There is a positive relationship between Sales Presentation Development and Sales Presentation Execution such that:*		
	A: The greater the role expectation, the greater the social cohesion.	**	Yes
	B: The greater the role expectation, the greater the improvisation.	*	Yes
	C: The greater the task cohesion, the greater the social cohesion.	**	Yes
	D: The greater the task cohesion, the greater the improvisation.	***	Yes
H6	*There is a positive relationship between Sales Presentation Development and Selling Team Satisfaction such that:*		
	A: The greater the role expectation, the greater the role satisfaction.	.567	No
	B: The greater the role expectation, the greater the presentation satisfaction.	.461	No
	C: The greater the role expectation, the greater the team trust.	.668	No
	D: The greater the task cohesion, the greater the role satisfaction.	.343	No
	E: The greater the task cohesion, the greater the presentation satisfaction.	.356	No
	F: The greater the task cohesion, the greater the team trust.	***	Yes

H7	*There is a positive relationship between Sales Presentation Execution and Selling Team Satisfaction such that:*		
	A: The greater the social cohesion, the greater the role satisfaction.	.426	No
	B: The greater the social cohesion, the greater the presentation satisfaction.	.681	No
	C: The greater the social cohesion, the greater the team trust.	***	Yes
	D: The greater the improvisation, the greater the role satisfaction.	*	Yes
	E: The greater the improvisation, the greater the presentation satisfaction.	***	Yes
	F: The greater the improvisation, the greater the team trust.	.891	No
H8	*There is a positive relationship between Team Intelligence and Presentation Outcome such that:*		
	A: The greater the awareness of own emotions, the greater the likelihood of being chosen.	.116	No
	B: The greater the management of own emotions, the greater the likelihood of being chosen.	.961	No
	C: The greater the personal experiential intelligence, the greater the likelihood of being chosen.	***	Yes
	D: The greater the buyer experiential intelligence, the greater the likelihood of being chosen.	**	Yes
	E: The greater the awareness of others' emotions, the greater the likelihood of being chosen.	.961	No
	F: The greater management of others' emotions, the greater the likelihood of being chosen.	**	Yes
	G: The greater the creative intelligence, the greater the likelihood of being chosen.	.152	No
	H: The greater the team experiential intelligence, the greater the likelihood of being chosen.	***	Yes

*** $p < .01$
** $p < .05$
* $p < .10$

CHAPTER V

DISCUSSION AND IMPLICATIONS

This study examined the effect of preparatory and interactive intelligence (emotional intelligence, creative intelligence, and experiential intelligence), role expectation, team cohesion, and improvisation on selling team outcomes. A four-phase study was conducted to test the hypotheses. Chapter V discusses the results and subsequently, the theoretical and managerial implications and limitations of the study. Finally, directions for future research are discussed, followed by concluding remarks.

Discussion of Results

Overall, the findings indicate that preparatory intelligence and interactive intelligence are strong predictors of role expectations, team cohesion (both task and social), and improvisation, and, in turn, are predictors of selling team satisfaction. Likewise, both sets of intelligences together are stronger predictors of satisfaction than either one alone. The findings further indicate that preparatory intelligence and interactive intelligence are predictors of selling team outcomes, such that the management of others' emotions, team experiential intelligence, and buyer experiential intelligence, significantly impact the probability of being chosen for a project. These findings are discussed in more detail below.

Preparatory Team Intelligence

Numerous studies have explored the impact of a few intelligences on sales performance and various sales outcomes (Verbeke et al. 2008; Kidwell, McFarland, and Avila 2007; Kernbach and Schutte 2005; Lassk and Shepherd 2013). To date, the intelligences that have been explored are cognitive, social and emotional intelligence. However, none of these studies have examined the impact of multiple intelligences and, furthermore, none have explored the impact those intelligences have on selling teams during the preparation and execution phases of the sales project. Past research has examined the intelligences and outcomes of individual salespeople, but has not examined team intelligence and team outcomes. In addition, past research examining emotional intelligence has focused on one or two of the components of emotional intelligence or all four components as a whole. In this research, emotional intelligence is examined at all four levels to gain a better understanding of what components of emotional intelligence are the most important. Mayer and Salovey (1990) state that people can be good at one part of the emotional intelligence but poor at another (i.e. a salesperson can be good at managing his own emotions but may be poor at managing other people's emotions). Thus, it is important to examine emotional intelligence in its four parts, not just as a whole.

The operationalization of preparatory intelligence was very important because it is still relatively new in the sales and marketing literature. All four preparatory intelligence constructs had good CFA results (construct α's ranged from 0.77 to 0.94 and item loadings ranged from 0.48 to 0.98 with 77, 60, 55 and 80% of the variance explained). Thus, this study has demonstrated that the preparatory intelligence scales used presently are statistically sound.

Within the effect of preparatory intelligence (EI_AWR, EI_MGT, PERSEXP, and BUY_EXP) on the presentation preparation phase (ROLE and TASK), the two Management of Own Emotions hypotheses (H_{1B} and H_{1E}) were strongly supported ($p<.05$), the two Personal Experiential Intelligence hypotheses (H_{1C} and H_{1F}) were supported ($p<.05$), and the Buyer Experiential Intelligence hypothesis (H_{1G}) was supported ($p<.05$). The two Awareness of Own Emotions hypotheses (H_{1A} and H_{1D}) provided mixed results (EI_AWR→ROLE supported at $p<.01$ and EI_AWR→TASK only marginally supported at $p<.12$).

At this point, it is critical to mention that although the relationships between the Management of Own Emotions and Role Expectation (H_{1B}) and between Buyer Experiential Intelligence and Task Cohesion (H_{1G}) were significant, neither of them was in the hypothesized direction.

One explanation for the negative relationship between EI_MGT and ROLE is that if a salesperson is in the role that he or she is best suited for, the management of his/her own emotions may not be necessary. The management of own emotions is critical in situations that are uncomfortable and/or not in line with the respective person's expectations. Salovey and Mayer (1990) stated that people who are able to manage and regulate their own emotions are able to recover more rapidly from psychological distress. So, it would make sense that high EI_MGT has a negative impact on ROLE because an increased management of one's emotions could mean that the role one is playing in the presentation is the most compatible, and thus the salesperson needs to have a higher EI_MGT to be successful in the assigned role.

A possible explanation of the negative relationship between Buyer Experiential Intelligence and Task Cohesion may be found in the measurement of buyer experience intelligence at the individual salesperson level. As individual team members have more

experience with a certain buyer, they may not agree with the way the presentation tasks are being handled by the other team members. Thus, further examination of this relationship is necessary; future research should examine the buyer experiential intelligence in aggregate to assess whether teams with higher buyer experiential intelligence have better task cohesion.

In terms of control variables, a strong correlation was found between Awareness of Personal Emotions and Buyer Experiential Intelligence and procurement. There was also a marginal correlation with hard cost. In this study, the sample size was not large enough to split based on either of these control variables to examine the effect of Awareness of One's Own Emotions and Buyer Experiential Intelligence on procurement, and Buyer Experiential Intelligence on hard costs. Possible explanations of these findings are discussed in Chapter IV. These findings could lead to important implications that need to be further examined.

Interactive Intelligence

The investigation and operationalization of interactive intelligence is still relatively new in the sales and marketing literature. All four interactive intelligence constructs had good CFA results (construct α's ranged from 0.83 to 0.94 and item loadings ranged from 0.61 to 0.94 with 64, 83, 57, and 55% of the variance explained). Thus, this study has demonstrated that the interactive intelligence scales used presently are statistically sound.

Likewise, all hypothesized relationships between interactive intelligence (EI_AWRO, EI_MGTO, CRTV, TEAMEXP) and presentation execution (SOCIAL and IMPROV) were significant except for Team Experiential Intelligence to Improvisation (H3E). Although Awareness of Others' Emotions, Management of Others' Emotions, and Creative Intelligence were significant predictors of Improvisation (H_{3A-C}), there were some notable differences in the

significance levels ($_{H3A}$ EI_AWRO→IMPROV supported at $p<0.1$; $_{H3B}$ EI_MGTO→IMPROV supported at $p<.05$; $_{H3C}$ CRTV→IMPROV supported at $p<.05$).

The notable difference in the significance levels may be explained by past studies (e.g. Cunha, Rego, and Kamoche 2009). Cunha and colleagues found that immediate action and response to angry customers is better than inaction. Thus, being creative and managing the emotions of others immediately in certain situations (especially those that have a time constraint like a sales presentation) appears to be more important than assessing the situation and being aware of another's emotions. Here, improvising selling teams do not stop to think about what the best response to a problem would be and can only judge its correctness in hindsight. Furthermore, improvisation is by nature an unplanned reaction to an unplanned event (Chelariu et al. 2002); therefore, reacting to someone else's emotions and managing them during this phase would be more important than being aware of others' emotions.

The hypothesized relationship between team experiential intelligence and improvisation (H_{3E}) was not supported. This may be explained by the notion that improvisation only happens in situations that are unexpected and unplanned. If teams have high team experiential intelligence then by definition they are very comfortable with one another and can predict each other's behavior; thus there are far fewer unexpected occurrences. Further research should continue to assess a possible inverse relationship that may exist between team experiential intelligence and improvisation.

Additionally, in terms of control variables, a correlation was found between Management of Others' Emotions and procurement and hard cost, and a marginal correlation between Creative Intelligence and hard cost. As previously mentioned, the sample size was not large enough to split the sample based on either of these control variables in order to examine the effect of

Management of Others' Emotions on procurement and hard cost and Creative Intelligence on hard cost.

Presentation Preparation and Execution Phases

This research not only examined the intelligences necessary for effective presentation preparation and execution, but also examined the integrated relationship between the presentation's preparation and execution phase. This research is among the first to examine such constructs. Role theory, in the context of role expectation, thus far has primarily been examined in the theatre literature. Although role theory has been examined in the sales literature, it has primarily focused on explaining the job descriptions of salespeople and using it as a tool for salespeople to understand their roles within the selling organization. Further, role theory has been used as the basis for expectations and performance requirements (Hollenbeck et al. 1995; Van Dyne, Cummings, and Parks 1995).

This research focuses on the role expectations that drive the composition of the selling team. Based on a dramaturgical metaphor (Solomon et al. 1985), role expectation is driven by a cluster of social cues that guide and direct team members' behavior in the presentation development and execution phase (Solomon et al. 1985). The role expectation is determined by the needs of that particular role, and not the individual team member who occupies that role (Solomon et al. 1985). Thus team members assume a particular role, as determined by the objectives of the interaction, during the presentation development and execution phase relationship, such as seller–buyer. Role expectation success is dependent on the thoughtful composition of the selling team. Thus, assigning team members to roles in which they will excel, and taking into account the compatibility of team members in the respective roles is imperative

to selling team success. Results from the qualitative interviews lend further support for the importance of role expectation. One participant stated:

> *"[The buying team] said that we were picking four engineers and the project manager for that project did not speak technical enough to give the four engineers that were ranking the project the confidence that we were technically proficient."[Pam]*

This example shows that the team members were not playing the appropriate roles during the presentation. The composition of the team might have been the right one, but the roles assigned and executed fell short, resulting in a negative presentation outcome.

Task cohesion and social cohesion have mostly been studied with respect to small groups and sports teams; improvisation has been mostly studied in relation to conflict resolution in one-on-one interactions. Due to the new application of these constructs to team selling, the CFA results show promise in this domain. Both presentation preparation development constructs (Role and Task) had good CFA results (construct α's ranged from 0.78 to 0.80 and item loadings ranged from 0.52 to 0.98 with between 54 and 58% of the variance explained). Likewise, both presentation execution constructs (Social and Improvisation) had good CFA results (construct α's ranged from 0.79 to 0.82 and item loadings ranged from 0.65 to 0.85 with 55 and 53% of the variance explained). Thus, this study has demonstrated that the presentation preparation phase and presentation execution phase scales used presently are statistically sound.

In terms of the hypothesized model, the three ROLE hypotheses provided mixed results ($_{H2}$ ROLE→TASK, not supported; $_{H5A}$ ROLE→SOCIAL, supported at $p<.05$;

$_{H5B}$ ROLE→IMPROV, supported at $p<.1$). One explanation for why the hypothesized relationship between ROLE and TASK was not supported (p-value < .13) could be that being assigned to the right role in a sales presentation is not what impacts task cohesion. Task cohesion is based on commitment to the team task and group pride (Festinger 1950).

Additionally, Widmeyer and colleagues (1985) suggest that task cohesion is the extent of motivation towards achieving the organization's goals and objective. Thus, even if a team does not have the right members in the right roles (Role Expectation), task cohesion will not be impacted because it is not the role of the team members that creates the motivation to achieve the same goal, but rather the communication and coordination of team members (Mullen and Copper 1994).

The two TASK hypotheses ($_{H5C}$ TASK→SOCIAL, supported $p<.05$; $_{H5D}$ TASK→IMPROV, supported $p<.01$) were both well supported. The SOCIAL hypothesis (SOCIAL→IMPROV, supported $p<.05$) was also supported. Teams that have higher task cohesion will in turn have higher social cohesion as well because if they are committed to the task, they will have commitment to one another as well in order to achieve the task at hand and the shared goal of the team. Teams that are more committed to the group task and the team goals and those that have a higher commitment to the interpersonal relationships within the team are more likely to have better improvisation skills. Effective improvisation requires high levels of knowledge and expertise and draws on available, not necessarily optimal, resources (Cunha, Rego, and Kamoche 2009). Thus, when an unexpected and unplanned situation is encountered during the presentation execution phase, sales team members will draw on the resources that are available and if the task and social cohesion are not high (thus there is not enough knowledge about the team task, members and the project) then the member will draw from sub-optimal resources, leading to ineffective and even detrimental improvisation.

On a side note, in Chapter II during the discussion of the hypotheses, an explanation was given as to why the relationship between emotional intelligence and social cohesion was not being hypothesized. As mentioned, social cohesion is attained through team members spending

time together and getting to know each other. So even if a team member has high emotional intelligence, social cohesion will not be impacted, because emotional intelligence is innate and does not reflect commitment to a group. A post hoc analysis of the relationship between EI_AWRO and EI_MGTO (the two emotional intelligence constructs that make up half of the interactive intelligence) and SOCIAL COHESION was conducted. Neither the relationship between EI_AWRO and SOCIAL nor EI_MGTO and SOCIAL was significant.

Finally, in terms of control variables, a marginal correlation was found between Role Expectation and procurement. As previously mentioned, the sample size was not large enough to split the sample based on procurement.

Selling Team Satisfaction

The relationship between presentation preparation and selling team satisfaction, as well as the relationship between presentation execution and selling team satisfaction, demonstrated mixed results. Because 12 hypotheses are discussed in this section, the following table is provided for review:

Table V-1: SEM and Results for
Presentation Preparation and Execution Impact on Selling Team Satisfaction

Hypothesis	*Path Modeled*			*Parameter Coefficient*	*t-value*	*p-value*	*Supported*
H6A	Role Expectation	→	Role Satisfaction	-.076	-.572	.567	No
H6B	Role Expectation	→	Presentation Satisfaction	-.084	-.737	.461	No
H6C	Role Expectation	→	Team Trust	-.048	-.429	.668	No
H6D	Task Cohesion	→	Role Satisfaction	.151	.949	.343	No
H6E	Task Cohesion	→	Presentation Satisfaction	.126	.922	.356	No
H6F	Task Cohesion	→	Team Trust	.685	5.397	***	Yes
H7A	Social Cohesion	→	Role Satisfaction	.106	.796	.426	No
H7B	Social Cohesion	→	Presentation Satisfaction	-.048	-.411	.681	No
H7C	Social Cohesion	→	Team Trust	.426	3.695	***	Yes
H7D	Improvisation	→	Role Satisfaction	.285	1.682	*	Yes
H7E	Improvisation	→	Presentation Satisfaction	.651	4.852	***	Yes
H7F	Improvisation	→	Team Trust	-.021	-.137	.891	No

*** $p < .01$
** $p < .05$
* $p < .10$

Of the four constructs (ROLE, TASK, SOCIAL, and IMPROV) hypothesized to affect Role Satisfaction (ROLESAT), only IMPROV to ROLESAT was supported ($p < .1$). Of the four constructs (ROLE, TASK, SOCIAL, and IMPROV) hypothesized to affect Presentation Satisfaction (PRESSAT), only IMPROV to PRESSAT was supported ($p < .001$). Of the four constructs (ROLE, TASK, SOCIAL, and IMPROV) hypothesized to affect Team Trust (TRUST), both TASK to TRUST and SOCIAL to TRUST were supported ($p < .001$). Although not all hypothesized relationships were supported, each construct within presentation preparation and presentation execution had a significant impact on at least one of the constructs making up selling team satisfaction.

The goal of this research was to determine what factors within the sales team presentation process have a significant impact on selling team satisfaction. Although there are not as many significant factors affecting selling team satisfaction as hypothesized, there are influential factors from each process that significantly impact selling team satisfaction. During the development

phase, the factor that most influences selling team satisfaction is task cohesion, as it has a positive significant impact on team trust. During the execution phase, social cohesion significantly impacts team trust and improvisation significantly impacts role satisfaction and presentation satisfaction.

Thus when further examined, the results do support the hypothesis that presentation development and presentation execution are influential factors of selling team satisfaction. Understanding the differences in factor influence on selling team satisfaction provide insight for team members and team leaders on how to compose selling teams and on what factors to focus on during each phase in order to attain high selling team satisfaction. After all, selling team satisfaction is necessary for the effectiveness of the team. Future research should examine selling team satisfaction as a feedback loop to the inputs and processes on the model.

Selling Team Outcome

The selling team outcome of concern in this study was "winning the pitch." The selling team's outcome was based on whether the team was chosen for a project or not. A multivariate probit model was used to indicate the factors, in this case preparatory and interactive intelligence, that have a significant impact on the probability of being chosen for the project. Hypothesis 8 and the supplemental hypotheses (A-H) were tested using the probit model.

The study of the effect of preparatory intelligence and interactive intelligence on buyer decision provided mixed results. The results of the probit model indicate that the probability of being chosen increases significantly with the presence of three of the eight intelligences. Buyer experiential intelligence ($H_{8D;}$ supported $p<.01$) and team experiential intelligence ($H_{8H;}$ supported $p<.01$), along with the management of others' emotions ($H_{8F;}$ supported $p<.05$), were found to significantly increase the probability of being chosen the deal.

Post Hoc Analysis

The relationship between intelligence and the selling team satisfaction was examined to determine whether buyer decision and selling team satisfaction are driven by the same intelligence factors. Post hoc analysis results indicated that of the four preparatory intelligence variables, management of one's own emotions had a significant direct impact on team trust ($p < .01$), and presentation satisfaction ($p < .05$), while buyer experiential intelligence had a significant direct impact on role satisfaction ($p < .05$). Further, of the four interactive intelligence variables, one's awareness and management of others' emotions had a significant direct impact ($p < .05$) on team trust.

This post hoc analysis reveals evidence that some factors of influence on selling team satisfaction are different from the factors of influence on buyer decision, suggesting that the drivers of selling team satisfaction and buyer decision may not be aligned. Thus, because the factors that impact the satisfaction of the selling team are not the same as the factors that impact buyer decision, selling team leaders and members should attempt to align their competencies to better fit the buyer decision, not just to satisfy the selling team dynamics.

Theoretical and Managerial Implications

To explore the relationships between the input (team intelligence), the process (presentation preparation and presentation execution), and the output (selling team satisfaction and presentation outcome) of the buying team-selling team interaction, the research questions represented by the hypotheses tested in Chapter IV are investigated. The major research questions of interest are: (1) How can managers/team leaders successfully compose the selling team responsible for the sales presentation (pitch) to the buying team? (2) What team

competencies and dynamics must be considered most important when forming this team? (3) What does a buying team expect from the selling team during the presentation execution process? (4) What are the outcomes of an effective selling team presentation?

This research has several theoretical and managerial implications. There is no doubt that team selling is an important area of research (McFarland and Avella 2012). However, there has not been much research in uncovering the optimal way to compose a selling team. This study examined the determinants of effective team sales presentations and uncovered the importance of team intelligence, proper role assignment, task cohesion, social cohesion and improvisation as determinants of selling team presentation outcomes. The contributions are summarized below in Table V-2.

Table V-2: Key Research Questions

Key Questions	***Proposed Solution***	***Practitioner Contribution***	***Academic Contribution***
How can managers/team leaders successfully compose the sales team responsible for the initial sales presentation (pitch) to the buyer?	Putting together teams that are composed of the right members for the respective roles needed to fill and have a combined variety of intelligences.	Assigning team members to roles in which they will excel, and taking into account the compatibility of team members in their respective roles is imperative to selling team success.	Utilizing the IPO model as a framework for selling team composition, presentation preparation, and presentation execution extends the boundary conditions for the IPO model and provides a conceptual model for the factors affecting selling team composition, preparation, and execution.
What team dynamics must be considered most important when forming the team that will present to the buyer?	Team intelligences, proper role assignment, team task and social cohesion, and ability to improvise.	Understanding necessary processes a selling team must attain allows for managers to choose team members with intellectual capabilities to most effectively execute the processes required	Examining a new type of selling team adds depth to the thus far scant sales team research.
What team presentation factors contribute to the buyer's choice of one team over another?	The management of others' emotions, buyer experiential intelligence and team experiential intelligence are the three intelligences that significantly impact the probability of being chosen for a project.	Uncover the selling team intellectual abilities that significantly increase the probability of being chosen by the buyer for the project provide new avenues for strategic team composition and relevant specific team training.	Providing further evidence that the factors that contribute to effective selling team performance are not necessarily the ones that contribute to individual seller performance and thus must be researched separately.
What are the outcomes (measures of success and performance) of an effective sales team presentation?	Role satisfaction, team trust, and presentation satisfaction and being chosen for the project.	Understanding the differences in factor influence on selling team satisfaction provide insight for team members and team leaders on how to compose selling teams and on what factors to focus on during each phase in order to increase team effectiveness through increasing selling team satisfaction.	By examining the different factors that impact buyer outcomes and selling team outcomes, this study provides further empirical evidence of a discrepancy between buyer needs and seller offerings, and thus needs to be further examined to better align selling team offerings to buyer requirements.

This research uses the IPO model of group processes to explain the composition of selling teams, the necessary processes before and during the buyer-seller interaction, and the desired outcomes.

Second, this research is important to managers because it expands the team intelligences that are necessary for sales teams to possess, particularly as it relates to the buyer-seller interaction process. Managers will benefit from understanding that team intelligence is an important facet in the buyer-seller interaction. It is not enough for the sales team to be knowledgeable and adaptable; they must also possess specific team intelligences and be able to stay in control of the sales situation with the buyer as well and with team members.

More importantly, this study adds to the team selling research by examining the intelligences and team competencies necessary for selling teams to effectively prepare for and execute a team presentation. The conceptualization and operationalization *of team preparatory intelligence* and *team interactive intelligence* can help managers understand which intelligences are the most important in each phase of the presentation and will allow for better and more effective team member selection. In addition, understanding how team members rate in certain intelligences will allow managers to provide proper training to team members lacking in certain areas or to substitute a different team member into the group if this option is available.

This study adds to the team selling literature by examining the team dynamics necessary to effectively prepare for and execute a team presentation. The conceptualization and operationalization of *team presentation preparation competencies* and *team presentation execution competencies* can help managers understand what team members need to work on during each phase of the presentation process. By understanding that social cohesion is an important determinant of the success of the presentation execution, managers can focus on team

building activities for team members as well as on social gatherings with team members prior to a presentation.

The complexity of the model allowed for the understanding of how team intelligence can directly affect team presentation preparation and execution. The multiple-phase study design and various data analyses procedures utilized contributed to the understanding of the effect the preparation and execution competencies have on selling team outcomes and on the probability of being chosen for a project. Thus managers can better understand the value of having the right members on a team as well as what team competencies need to be honed in each phase of the presentation process to increase the probability of being chosen for a project.

In addition, this research developed a framework for determining selling team effectiveness probability and uncovered the selling team intellectual abilities that significantly increase the likelihood of being chosen by the buyer for the project. As selling teams strive to understand the factors that impact the buyer's decision to choose one team for a project over another. Building a framework of factors and competencies that impact the probability of having a successful selling team presentation is one of the contributions of this research. Examining the significance of the influence that various intellectual factors have on the buyer decision can assist team leaders in composing teams more effectively and can drive selling team training programs geared around specific factors and competencies. Through the use of the probit model, the probability of being chosen for a project was significantly increased for teams with higher Management of Others' Emotional Intelligence, higher Team Experiential Intelligence, and higher Buyer Experiential Intelligence.

Limitations

While the results of this study provide a contribution to sales and team research by examining the determinants of effective team selling presentations through an understanding preparatory and interactive team intelligences and their effect on sales presentation preparation and execution, there are limitations to the study. These limitations are discussed below, followed in the next section by directions for future research.

First, a larger sample size with additional industries could strengthen the study and add to the generalizability of the study. A larger sample size would allow for the effects of the control variables to be analyzed by using split samples. Likewise, this study is limited by its use of mainly corporate real estate companies within a specific geographic area. While the breadth of companies was considerable in terms of size, type of customer, and market sector, additional industries could add more insight. For example, firms focused on selling products may alter the determinants for effective team selling presentations. However, there are some advantages of focusing on one industry.

As mentioned above, sample size is a limitation of the full-scale study. The sample size in the full-scale study was not large enough to fully estimate the common method factor. There were too many parameters to be estimated and the sample size was too small to allow for the data to successfully converge. Thus future research should aim to increase the sample size so that the common method factor can be estimated.

Although there have been studies focused on the impact of intelligences, role, cohesion, and improvisation on different outcomes, few have focused on the impact of these constructs within sales and even fewer have focused on their impact within teams. Because of the relative newness of this research within sales, further scale refinement is necessary.

In addition, researchers have only recently introduced the emotional intelligence construct and its implications within the sales research. Emotional intelligence scales used in marketing research continue to be revised and their stability continues to be questioned. Thus there does not appear to be a set EI scale of preference within marketing and sales. Thus further refinement and development of a thorough emotional intelligence scale, role scale, cohesion scale, and improvisation scale, with specific regard to selling teams, would make a beneficial contribution to the field. Further, given the questionable results between role expectation and selling team satisfaction, future studies are needed to examine these results. Since proper role placement is integral to team performance success, further examination and development of the role scale is needed.

The data collection method has a few limitations as well. More specifically, the time lag between the selling presentation execution and the participation in the survey is a limitation of this study. Participants of respective teams were asked to recall the same team presentation (as chosen by the team leaders) they were recently involved in. This recollection of past events may have created biases in the responses since the participants were aware of the outcome of the presentation at the time of the survey. Efforts should be made to create a new survey design to collect this data in three stages in order to account for the time lag between presentation preparation, execution, and final decision. Further information on this design and its respective stages is discussed in the future research section below.

The qualitative data analysis method is a limitation in this research. The qualitative data was collected by one researcher. In addition, it was also analyzed and coded by a single researcher and thus has no rater reliability indices. Although the qualitative data was mainly used for construct and measure development as well as for providing evidence that the

theoretical model had the correct paths and relationships specified, the coding and analysis could have been biased since one researcher coded and analyzed the results. Future research efforts need to be made to fully analyze and code the data with multiple researchers.

Finally, given the intricate design of the model and the length of the survey needed in order to uncover the new constructs and relationships of interest, no social desirability scale was used in this study. The survey for the study was already long because many of the constructs were new and no part of the model had been tested in previous research, so the social desirability scale was omitted to avoid participants' opting out of the study due to survey length. However, common method variance was examined through the use of Harman's single-factor test and the use of a confirmatory factor analysis (CFA) in which all items load on a single factor. The data passed both tests, providing evidence that CMV levels were not problematic. Future research should aim at adding a social desirability scale into the study to account for any social biases in the responses.

Directions for Future Research

In addition to the studies suggested above, future research in other areas could also add to the findings. Future research should explore selling teams in real time and longitudinal data should be collected. Selling teams should be surveyed before preparation for a presentation begins and then also immediately after. Next, they should be surveyed immediately following the execution of the presentation with the buyer (but before the decision is made). Lastly, they should be surveyed (along with the buying team) after the buying team has made its decision. This type of data collection process would account for the time lag impact between preparation

and execution of the presentation and would also account for any biases in responses caused by knowing the outcome of the presentation prior to taking the survey.

Future research should explore selling teams in other industries and examine how other types of sales teams are put together. For example, how does a sales manager choose the optimal virtual team (Skype etc.), or the most effective team for renegotiating an account and gaining lost business? Different types of sales situations call for different types of resources and capabilities, and thus call for different team intelligences and different role expectations. It is important for researchers and managers to understand how to put together the best team given the situation, and ultimately how to put their "best foot forward."

The differences between the emotional intelligence levels of team leaders and team members could be considered for future research. The results suggest that there is a significant difference between the team members' and team leader's ability to manage others' emotions. Further exploration should be considered to explain this relationship. Understanding why team leaders have higher emotional intelligence when it comes to managing others' emotions could provide insight into the development of training for team members.

Future research should also consider other outcomes. This research focused on the selling team outcomes, presentation satisfaction, role satisfaction, and team trust, along with whether or not the team was chosen for the project. In order to enhance the understanding of buyer requirements, future research should consider buyer outcomes such as commitment, trust, chemistry, and buyer engagement. Thus future research should survey the buyers on the teams that were chosen for the project and the teams that were not chosen for the project so that comparisons between the two can be made with more confidence.

The qualitative interviews revealed that chemistry seems to be a buyer-perceived driver of presentation effectiveness. Buyers want to feel as comfortable with a team as a whole as they might about the individuals who comprise the team (Baron 2013). Chemistry is about connecting with people and feeling comfortable and compatible with one another. Chemistry is innate and happens naturally and therefore cannot be forced. Future research should explore buyer-seller chemistry as a predictor of team success and what factors can be influential to creating chemistry. It might also be worthwhile to consider neurolinguistic processing, as it plays a role in matching buyer and seller personalities and thus could be an influential driver of chemistry.

The qualitative data gathered in this study should be further analyzed using content analysis software to uncover additional factors that affect the team selling preparation and execution process. Additional qualitative data can be collected in the future to add to the robustness of the findings. Videography research would be very beneficial for this study. Videotaping the team preparation process and execution process and coding those processes as they occur in real time would uncover the nuances that occur during the buyer-seller interaction.

Conclusions

The importance of selling team composition and the implications of the necessary team competencies is examined in this research. In addition to the conceptualization and operationalization of selling team intelligences and the selling team presentation preparation and execution competencies, the intelligences that have a significant impact on the probability of being chosen for a project were discovered. The outcomes analyzed were role satisfaction, presentation satisfaction, team trust, and buyer decision.

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APPENDICES

APPENDIX A: QUALITATIVE STUDY TEAM LEADER RECRUITMENT LETTER

Sent via email

[Name]…I am assisting Ms. Katerina (Katie) Hybernova, a doctoral student at the University of Mississippi School of Business, in the research for her dissertation. It is on the effectiveness of team selling. Katie has decided to use the Houston market as a baseline and focus on the built environment as the primary market sector. I am assisting her in identifying experienced buyers and sellers in this market space. Would you be willing to meet with Katie and take part in a 45 minute interview? She is scheduled to be in Houston Monday through Wednesday of next week (June 3-5) to conduct the initial interviews. She will do additional interviews via telephone and on a future trip to Houston.

I realize how busy you are and appreciate anything you can do to assist in this body of research. Your responses will be kept strictly confidential. My Executive Assistant, Maria Sganga, will work out the logistics and scheduling. Katie will come to a location that is convenient for you. If an "in person" interview is not convenient, she would be pleased to conduct the interview by telephone. I know that you will offer her valuable insight given your depth of market knowledge and experience in delivering sales presentations. Thank you for considering this request. Your response to this email will be sufficient for me to initiate the scheduling process. Just let me know some times that are convenient for you and if you can do the session in person or via telephone.

TELLEPSEN

William L. Peel, Jr.
Executive Vice President & Chief Development Officer
777 Benmar Dr, Ste 400
Houston, Texas 77060
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APPENDIX B: QUALITATIVE STUDY TEAM LEADER RECORDING RELEASE CONFIDENTIALITY DISCLOSURE

Sent as an attachment to the recruitment letter via email

Confidentiality Disclosure and Recording Release Form

I grant permission to Ms. Katerina Hybnerova, on behalf of The University of Mississippi, the School of Business and its agents or employees, to use audio recorded of me on the date and at the location listed below for use in dissertation and marketing publications, in hard copy form.

I hereby waive any right to inspect or approve the finished product or any written copy that may be used in connection therewith.

I hereby agree to release, defend, and hold harmless Ms. Katerina Hybnerova, on behalf of The University of Mississippi and its agents or employees, including any firm publishing and/or distributing the finished product in whole or in part, on paper from and against any claims, damages or liability arising from or elated to the use of the audio, including but not limited to any misuse, distortion, alteration, optical illusion or use in composite form, either intentionally or otherwise, that may occur or be produced in taking, processing, reduction or production of the finished product, its publication or distribution.

I understand that my name will not be used in any way with association to this recording and my name and identity will remain anonymous in all production and publication of this audio product. I further understand that any other company, firm, and/or other named parties mentioned in this audio recording will remain anonymous and their identities will not be released in any production and/or publication of this work. It is the discretion of Katerina Hybnerova to decide whether to use the product.

I am 18 years of age or older and I am competent to contract in my own name. I have read this release before signing below, and I fully understand the contents, meaning and impact of this release. I understand that I am free to address any specific questions regarding this release by submitting those questions in writing prior to signing, and I agree that my failure to do so will be interpreted as a free and knowledgeable acceptance of the terms of this release.

Location:

_____

Date:

_____

Name (please print):

_____

Signature:

_____

APPENDIX C: PRETEST SURVEY/HARD COPY

Hand Delivered to Participants
Opening Page: (size reduced)

Team Dynamics Survey

Team Dynamics in Group Projects

We are conducting a study that investigates the dynamics of teams as they prepare and execute a project for this class. Your answers are important to us, will be kept confidential, and will be reported only in aggregate form.

The survey will only take about 20 minutes of your time. Your responses will be held confidential.

Please write your team member(s) names here _____

_____

_____

_____

_____

This is only used for matching and coding purposes and is kept strictly confidential.

Survey Created and Maintained by
Katie Hybnerova
Doctoral Candidate in Marketing
University of Mississippi

Please take a moment to think about the team project that you were recently involved in for this class. Use this particular experience to answer the following questions.

	Not at all important	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
How important was this project to your overall grade?	❍	❍	❍	❍	❍	❍	❍

How much time did you **personally** spend preparing for the project?

- ❍ Less than 2 hours
- ❍ 2-4 hours
- ❍ 5-7 hours
- ❍ 8-10 hours
- ❍ More than 10 hours

How much time did you spend as a group together preparing for the project?

- ❍ Less than 2 hours
- ❍ 2-4 hours
- ❍ 5-7 hours
- ❍ 8-10 hours
- ❍ More than 10 hours

How much money was spent preparing for the project?

- ❍ None
- ❍ $1-$5
- ❍ $6-$10
- ❍ $11-$15
- ❍ More than $15

Please take a moment to think about your project and how you communicated with your team members.

When preparing the project, I could:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
explain the emotions I felt to my team member(s).	❍	❍	❍	❍	❍	❍	❍
discuss the emotions I felt with my team member(s).	❍	❍	❍	❍	❍	❍	❍
tell team member(s) what will make me feel better.	❍	❍	❍	❍	❍	❍	❍
respect the opinions of my team member(s), even If I disagreed with them.	❍	❍	❍	❍	❍	❍	❍
overcome my frustration with team member(s)	❍	❍	❍	❍	❍	❍	❍
decide and see all sides of an issue before I came to a conclusion.	❍	❍	❍	❍	❍	❍	❍
listen fairly to my fellow team members' ideas.	❍	❍	❍	❍	❍	❍	❍
read my fellow team members' true feelings even if they were not apparent.	❍	❍	❍	❍	❍	❍	❍
accurately describe the way other team member(s) were feeling.	❍	❍	❍	❍	❍	❍	❍
gauge my team members' true feelings from their body language.	❍	❍	❍	❍	❍	❍	❍
tell when team member(s) were being insincere in what they were saying.	❍	❍	❍	❍	❍	❍	❍

When preparing for this project:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
My enthusiasm can be contagious for the member(s) of my team.	❍	❍	❍	❍	❍	❍	❍
I am able to cheer team member(s) up when they are feeling down.	❍	❍	❍	❍	❍	❍	❍
I can get fellow team member(s) to share my enthusiasm for a project.	❍	❍	❍	❍	❍	❍	❍

Please take a moment to reflect on your experience with team projects.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have been involved in many team projects prior to this project assignment.	❍	❍	❍	❍	❍	❍	❍
I have worked with the same team member(s) prior to this team project.	❍	❍	❍	❍	❍	❍	❍
I have a lot of knowledge about the topic(s) prior to being assigned to this team.	❍	❍	❍	❍	❍	❍	❍
I am seldom involved in team projects.	❍	❍	❍	❍	❍	❍	❍

In regard to your project, please consider the team as a whole when answering the following questions.

My fellow team member(s) and I:

	Never	Rarely	Sometimes	Often	All of the Time
suggested new ways to achieve goals or objectives.	❍	❍	❍	❍	❍
came up with new and practical ideas to improve performance.	❍	❍	❍	❍	❍
suggested new ways to increase presentation quality.	❍	❍	❍	❍	❍
promoted and championed ideas to others.	❍	❍	❍	❍	❍
exhibited creativity on the job when given the opportunity to do so.	❍	❍	❍	❍	❍
developed adequate plans and schedules for the implementation of new ideas.	❍	❍	❍	❍	❍

Consider how you selected team member(s) for this project.

Team member(s) were selected based on:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
their expertise of the product/service the buyer needs.	❍	❍	❍	❍	❍	❍	❍
their presentation skills.	❍	❍	❍	❍	❍	❍	❍
their personalities.	❍	❍	❍	❍	❍	❍	❍
how well they understand the part they have to play in the project and presentation.	❍	❍	❍	❍	❍	❍	❍
how well they learn or complete their part before turning in the project.	❍	❍	❍	❍	❍	❍	❍

Consider your role in the team and how you feel the team performed:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was happy with the task I had to do for the project.	❍	❍	❍	❍	❍	❍	❍
I was unhappy with the team's level of commitment to the tasks for the project.	❍	❍	❍	❍	❍	❍	❍
I did not like the way we approached this project.	❍	❍	❍	❍	❍	❍	❍
This team did not offer enough room to discuss the goals for the project.	❍	❍	❍	❍	❍	❍	❍

Consider your role in the team and how the team progressed thru the project:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The team member(s) took responsibility if one of the tasks did not go as planned.	❍	❍	❍	❍	❍	❍	❍
Team member(s) had conflicting aspirations regarding the team's progress.	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **preparation** everyone wanted to help them.	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **project** everyone wants to help them.	❍	❍	❍	❍	❍	❍	❍
Team member(s) did not communicate freely about the task at hand.	❍	❍	❍	❍	❍	❍	❍

Think about what it was like to work together as a team for this project:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I did not enjoy the social interaction occurring in this team.	❍	❍	❍	❍	❍	❍	❍
I am not going to miss working with the team member(s) after this project is over.	❍	❍	❍	❍	❍	❍	❍
Some of my best friends are on this team.	❍	❍	❍	❍	❍	❍	❍
I enjoy other social events more than the social activities associated with this team.	❍	❍	❍	❍	❍	❍	❍

My team member(s):

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
would rather socialize alone than get together as a group.	❍	❍	❍	❍	❍	❍	❍
rarely socialize together.	❍	❍	❍	❍	❍	❍	❍
would like to spend time together after the project is over.	❍	❍	❍	❍	❍	❍	❍
do not stick together outside of the project.	❍	❍	❍	❍	❍	❍	❍

In terms of putting the final touches on the project our team:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
dealt with unanticipated events on the spot.	❍	❍	❍	❍	❍	❍	❍
member(s) thought on their feet effectively when carrying out actions during the project.	❍	❍	❍	❍	❍	❍	❍
identified opportunities for new project processes.	❍	❍	❍	❍	❍	❍	❍
tried new approaches to address issues/opportunities that arose during the project.	❍	❍	❍	❍	❍	❍	❍
took risks in terms of communicating new ideas during the project execution.	❍	❍	❍	❍	❍	❍	❍
demonstrated originality in the project.	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with for this project:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
We have a sharing relationship. We can freely share our ideas and feelings.	❍	❍	❍	❍	❍	❍	❍
Team member(s) approach this project with professionalism and dedication.	❍	❍	❍	❍	❍	❍	❍
Given my team members' track records, I see no reason to doubt their competence and preparation for the next phase of the project	❍	❍	❍	❍	❍	❍	❍
I can count on my team member(s) to exercise the maximum diligence in preparing for and executing this project	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with for this project:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am satisfied with the choice of team member(s) for this project.	❍	❍	❍	❍	❍	❍	❍
The right team members were chosen for this project.	❍	❍	❍	❍	❍	❍	❍
The project could have been better if there were different member(s) on the team.	❍	❍	❍	❍	❍	❍	❍

Think about what you expect the outcome of your project to be.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am very satisfied with the overall project process.	❍	❍	❍	❍	❍	❍	❍
The project process went according to plan.	❍	❍	❍	❍	❍	❍	❍
The team member(s) performed their parts of the project well.	❍	❍	❍	❍	❍	❍	❍
I performed my designated parts of the project well.	❍	❍	❍	❍	❍	❍	❍
The team will achieve the desired outcome with the project.	❍	❍	❍	❍	❍	❍	❍

Given the effort and contributions of your team members, what grade to you expect to get on this project?

- ❍ 100-90
- ❍ 80-89
- ❍ 70-79
- ❍ 60-69
- ❍ 59 or less

How much each team member contribute? Rate each team member below by filing in the appropriate number using the scale from 1-5 where 1=well below average and 5=well above average

Please Evaluate Yourself below

How well would you rate your effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Attendance	❍	❍	❍	❍	❍
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

How well would you rate your contributions to the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Ideas/Suggestions	❍	❍	❍	❍	❍
Written project communications	❍	❍	❍	❍	❍

How would you rate your *attitude* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Energetic	❍	❍	❍	❍	❍
Positive	❍	❍	❍	❍	❍
Negative	❍	❍	❍	❍	❍
Apathetic	❍	❍	❍	❍	❍

How would you rate your *motivation* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Very Concerned	❍	❍	❍	❍	❍
Studious	❍	❍	❍	❍	❍
Attentive	❍	❍	❍	❍	❍

Please Evaluate Team Member 2

How well would you rate _____ member's effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Attendance	❍	❍	❍	❍	❍
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

How well would you rate _____members' contributions to the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Ideas/Suggestions	❍	❍	❍	❍	❍
Written project communications	❍	❍	❍	❍	❍

How would you rate _____ team member's *attitude* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Energetic	❍	❍	❍	❍	❍
Positive	❍	❍	❍	❍	❍
Negative	❍	❍	❍	❍	❍
Apathetic	❍	❍	❍	❍	❍

How would you rate _____ team member's *motivation* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Very Concerned	❍	❍	❍	❍	❍
Studious	❍	❍	❍	❍	❍
Attentive	❍	❍	❍	❍	❍

Please Evaluate Team Member 3

How well would you rate _____ member's effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Attendance	❍	❍	❍	❍	❍
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

How well would you rate _____members' contributions to the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Ideas/Suggestions	❍	❍	❍	❍	❍
Written project communications	❍	❍	❍	❍	❍

How would you rate _____ team member's *attitude* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Energetic	❍	❍	❍	❍	❍
Positive	❍	❍	❍	❍	❍
Negative	❍	❍	❍	❍	❍
Apathetic	❍	❍	❍	❍	❍

How would you rate _____ team member's *motivation* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Very Concerned	❍	❍	❍	❍	❍
Studious	❍	❍	❍	❍	❍
Attentive	❍	❍	❍	❍	❍

Please Evaluate Team Member 4

How well would you rate _____ member's effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Attendance	❍	❍	❍	❍	❍
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

How well would you rate _____members' contributions to the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Ideas/Suggestions	❍	❍	❍	❍	❍
Written project communications	❍	❍	❍	❍	❍

How would you rate _____ team member's *attitude* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Energetic	❍	❍	❍	❍	❍
Positive	❍	❍	❍	❍	❍
Negative	❍	❍	❍	❍	❍
Apathetic	❍	❍	❍	❍	❍

How would you rate _____ team member's *motivation* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Very Concerned	❍	❍	❍	❍	❍
Studious	❍	❍	❍	❍	❍
Attentive	❍	❍	❍	❍	❍

Please Evaluate Team Member 5

How well would you rate _____ member's effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Attendance	❍	❍	❍	❍	❍
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

How well would you rate _____members' contributions to the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Ideas/Suggestions	❍	❍	❍	❍	❍
Written project communications	❍	❍	❍	❍	❍

How would you rate _____ team member's *attitude* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Energetic	❍	❍	❍	❍	❍
Positive	❍	❍	❍	❍	❍
Negative	❍	❍	❍	❍	❍
Apathetic	❍	❍	❍	❍	❍

How would you rate _____ team member's *motivation* toward the project?

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Very Concerned	❍	❍	❍	❍	❍
Studious	❍	❍	❍	❍	❍
Attentive	❍	❍	❍	❍	❍

These final questions ask you for information about yourself. This information will be kept strictly confidential.

What is your major?

What is your classification?

- ❍ Freshman
- ❍ Sophomore
- ❍ Junior
- ❍ Senior

How many written team projects have you been involved with in the past 3 years?

- ❍ 1-5
- ❍ 6-10
- ❍ 11-15
- ❍ 16-25
- ❍ 26 or more

How many team presentations have you been a part of over the last 3 years?

- ❍ 1-5
- ❍ 6-10
- ❍ 11-15
- ❍ 16-25
- ❍ 26 or more

Gender

- ❍ Male
- ❍ Female

Is English your native language?

- ❍ Yes, English is my native language.
- ❍ No, English is not my native language.

Age

- ❍ 18-25
- ❍ 26-30
- ❍ 31-35
- ❍ 36-40
- ❍ 41and over

- ❍ White/Caucasian
- ❍ African American
- ❍ Hispanic
- ❍ Asian
- ❍ Native American
- ❍ Pacific Islander
- ❍ Other

YOUR SURVEY IS COMPLETE! THANK YOU!

APPENDIX D: FULL SCALE TEAM LEADER RECRUITMENT LETTER PHASE 1

Sent via email

[Name]…I am mentoring Ms. Katerina (Katie) Hybnerova, a doctoral student at the University of Mississippi School of Business, in the research for her dissertation. It is on the effectiveness of team selling. Katie has decided to use the Houston market as a baseline and focus on the built environment as the primary market sector. I am assisting her in identifying experienced buyers and sellers in this market space. Would you be willing to meet with Katie and take part in a 20 minute questionnaire? She is scheduled to be in Houston Monday November 4th through Friday November 15th. She will only need to drop off the questionnaire and explain the focus of the research. She would like for you to pass the questionnaire along to the team members involved in a specific team selling/buying presentation. You will not need to fill out the questionnaire with her. You and your fellow team members will fill it out on your own time and mail it back to her in the stamped envelopes she will leave with you.

I know your time is valuable. Following is a breakdown of the request. It will take approximately twenty minutes of your time.

- Katie will meet with you (or give you a call) to drop off the questionnaire (or email it) and explain the context of the research (15 minutes)
- She will ask you to identify one opportunity where there was a sales team and 2-3 team members involved in the selling/buying presentation who can complete the questionnaire
- She will leave addressed and stamped envelopes with you so you and your team members can mail the completed questionnaire to her at your convenience
- The questionnaire will take no more than 20 minutes for your team members to complete

I realize how busy you are and appreciate anything you can do to assist in this body of research. Your responses will be kept strictly confidential. Katie will work out the logistics and scheduling directly with you. She will come to a location that is convenient for you. If an "in person" meeting is not convenient, she will be pleased to speak with you over the phone and email the questionnaire to you. I know that you will offer her valuable insight given your depth of market knowledge and experience in team presentations. Thank you for considering this request. Your response to this email will be sufficient for me to initiate the scheduling process. Just let me know some dates/times that are convenient for you during the target time period (November 4th-15th) and if you prefer to do the session in person or via telephone. You'll find Katie to be a very energetic and engaged young professional. And, she will be pleased to share the results of her research with you once her dissertation is complete.

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APPENDIX E: FULL SCALE TEAM LEADER SURVEY/MAIL VERSION

Hand delivered to participants
Cover Page: (size reduced)

Team Dynamics Survey (Team Leaders)

Team Dynamics in Selling Presentations

We are conducting a study that investigates the dynamics of selling teams as they prepare and execute a sales presentation to a buyer/buying team. Your answers are important to us, will be kept confidential, and will be reported only in aggregate form.

The survey will only take about 20-30 minutes of your time.
Upon your completion, we will provide you with a summary of our findings, if you choose.

NAME: _____

COMPANY NAME: _____

POSITION/TITLE: _____

Please take a moment to recall a _____team sales presentation that you were involved in. In addition, please recall the team members that were involved in this presentation. You will need to reflect on how you prepared and also how you executed the actual sales presentation. You will then use that particular presentation experience to answer the following questions.

Please write your team member(s) names here _____

_____

_____

_____

_____

This is only used for matching and coding purposes and will be kept strictly confidential.

Survey Created and Maintained by
Katie Hybnerova
Doctoral Candidate in Marketing
University of Mississippi

University of Mississippi

Please take a moment to think about the team sales presentation you identified. Use this particular experience to answer the following questions.

	Not at all important	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
How important was this presentation to the *company?*	❍	❍	❍	❍	❍	❍	❍
How important was this presentation to *you personally?*	❍	❍	❍	❍	❍	❍	❍

What is the market sector for this project?

- ❍ Civic/Community
- ❍ Healthcare
- ❍ K-12 Education (Public & Private)
- ❍ Higher Education
- ❍ Industrial/Manufacturing
- ❍ Infrastructure/Power/Utilities
- ❍ Liturgical/Church
- ❍ Mixed Use
- ❍ Office (Corporate & Commercial)
- ❍ Parking
- ❍ Research & Technology
- ❍ Residential (Single & Multi-Family)
- ❍ Retail
- ❍ Warehouse/Distribution
- ❍ Other (please describe)_____

Was the project procured using a public (institutional) or private procurement process?

- ❍ Public
- ❍ Private

Do you measure return on investment (ROI) on your capture program? If so, how do you measure it?

- ❍ Yes. We measure it by_____
- ❍ No. We do not measure ROI

How do you track your cost of capture? (Check all that apply)

- ❍ Hard costs
- ❍ Soft costs
- ❍ Time expended
- ❍ We do not track our cost of capture

What percent of the value of the contract do you spend preparing and executing the sales presentation?

- ❍ None
- ❍ Do Not Know
- ❍ 0.5-0.9%
- ❍ 1%-2%
- ❍ 2.1%-3%
- ❍ More than 3%

Using the traditional Market Life Cycle Curve as a basis for comparison, in what stage of development is your company with respect to the market sector for the project you are profiling?

- ❍ Start-up
- ❍ Growth
- ❍ Established
- ❍ Mature
- ❍ Past Mature

How much time did you personally spend preparing and rehearsing for the presentation?

- ❍ Less than 5 hours
- ❍ 5-10 hours
- ❍ 11-15 hours
- ❍ 16-20 hours

❍ More than 20 hours

How much time did you spend <u>as a team together</u> (in addition to your personal time) preparing and rehearsing for the presentation?

❍ Less than 2 hours
❍ 3-5 hours
❍ 6-10 hours
❍ 11-15 hours
❍ More than 20 hours

Approximately much money (hard cost) was spent preparing for and executing this presentation? *Please take a moment to explain this in detail.*

Consider how you selected the team member(s) for this presentation.

Team member(s) were selected based on:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Their expertise of the product/service	❍	❍	❍	❍	❍	❍	❍
The buyer's needs	❍	❍	❍	❍	❍	❍	❍
Who was on the buying team	❍	❍	❍	❍	❍	❍	❍
Their presentation skills and past experience	❍	❍	❍	❍	❍	❍	❍
Their individual personalities	❍	❍	❍	❍	❍	❍	❍
How well they understand the role they have to play in the project and presentation	❍	❍	❍	❍	❍	❍	❍
How well they typically learn or complete their part before the presentation	❍	❍	❍	❍	❍	❍	❍

When *preparing* and *rehearsing* for the sales presentation, as the team leader:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
My enthusiasm can be contagious for the member(s) of my team	❍	❍	❍	❍	❍	❍	❍
I am able to cheer team member(s) up when they are feeling down	❍	❍	❍	❍	❍	❍	❍
I can get fellow team member(s) to share my enthusiasm for a project	❍	❍	❍	❍	❍	❍	❍

When *preparing* and *rehearsing* for the sales presentation, as the team leader I could:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Explain the emotions I felt to my team member(s).	❍	❍	❍	❍	❍	❍	❍
Discuss the emotions I felt with my team member(s).	❍	❍	❍	❍	❍	❍	❍
Tell team member(s) what will make me feel better.	❍	❍	❍	❍	❍	❍	❍
Respect the opinions of my team member(s), even if I disagreed with them.	❍	❍	❍	❍	❍	❍	❍
Overcome my frustration with team member(s)	❍	❍	❍	❍	❍	❍	❍
Decide and see all sides of an issue before I came to a conclusion	❍	❍	❍	❍	❍	❍	❍
Listen fairly to my fellow team members' ideas	❍	❍	❍	❍	❍	❍	❍
Read my fellow team members' true feelings even if they were not apparent	❍	❍	❍	❍	❍	❍	❍
Accurately describe the way other team member(s) were feeling	❍	❍	❍	❍	❍	❍	❍
Gauge my team members' true feelings from their body language	❍	❍	❍	❍	❍	❍	❍
Tell when team member(s) were being insincere in what they were saying	❍	❍	❍	❍	❍	❍	❍

Please take a moment to reflect on your <u>overall</u> experiences with team presentations.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have been involved in many team presentations prior to this project assignment	❍	❍	❍	❍	❍	❍	❍
I am comfortable presenting information to an audience	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with other team members to prepare a presentation	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with other team members during a team presentation	❍	❍	❍	❍	❍	❍	❍
I am seldom involved in team projects	❍	❍	❍	❍	❍	❍	❍
I am not comfortable presenting with a team	❍	❍	❍	❍	❍	❍	❍
I would rather present to a buyer myself than with a team	❍	❍	❍	❍	❍	❍	❍

Please take a moment to reflect on your experiences with the team members involved in this presentation.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have worked with the team members prior to this presentation	❍	❍	❍	❍	❍	❍	❍
I can anticipate my team members' actions	❍	❍	❍	❍	❍	❍	❍
I am familiar with my team members' personalities	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with these team members	❍	❍	❍	❍	❍	❍	❍
I seldom work with these team members.	❍	❍	❍	❍	❍	❍	❍
I get along well with the team members	❍	❍	❍	❍	❍	❍	❍
My personality sometimes clashed with my team members	❍	❍	❍	❍	❍	❍	❍

In regard to the presentation, please consider the team as a whole when answering the following questions.

My fellow team member(s) and I:

	Never	Rarely	Sometimes	Often	All of the Time
Suggested new ways to achieve goals or objectives	❍	❍	❍	❍	❍
Came up with new and practical ideas to improve performance.	❍	❍	❍	❍	❍
Suggested new ways to increase presentation quality	❍	❍	❍	❍	❍
Promoted and championed ideas to others	❍	❍	❍	❍	❍
Exhibited creativity when given the opportunity to do so	❍	❍	❍	❍	❍
Developed adequate plans and schedules for the implementation of new ideas	❍	❍	❍	❍	❍

Consider your role in the team and how you feel the team performed:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was happy with the task I had to do for the presentation	❍	❍	❍	❍	❍	❍	❍
I was unhappy with the team's level of commitment to the tasks for the presentation	❍	❍	❍	❍	❍	❍	❍
I did not like the way we approached this presentation	❍	❍	❍	❍	❍	❍	❍
This team did not offer enough time to discuss the goals and strategies for the presentation	❍	❍	❍	❍	❍	❍	❍

Consider your role in the team and how the team progressed through the preparation and execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The team member(s) took responsibility if one of the tasks did not go as planned	❍	❍	❍	❍	❍	❍	❍
Team member(s) had conflicting aspirations regarding the team's progress	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **preparation** everyone wanted to help them	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **presentation** everyone wanted to help them	❍	❍	❍	❍	❍	❍	❍
Team member(s) did not communicate freely about the tasks at hand	❍	❍	❍	❍	❍	❍	❍

Think about what it was like to work as a team during the preparation and execution of this presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I did not enjoy the social interaction occurring in this team	❍	❍	❍	❍	❍	❍	❍
I did not miss working with the team member(s) after the presentation was over	❍	❍	❍	❍	❍	❍	❍
Some of my best friends were on this team	❍	❍	❍	❍	❍	❍	❍
I enjoy other social events more than the social activities associated with this team presentation	❍	❍	❍	❍	❍	❍	❍

My team member(s):

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Would rather socialize alone than get together as a group	❍	❍	❍	❍	❍	❍	❍
Rarely socialize together	❍	❍	❍	❍	❍	❍	❍
Would like to spend time together after the presentation is over	❍	❍	❍	❍	❍	❍	❍
Do not stick together outside of work	❍	❍	❍	❍	❍	❍	❍

In terms of my relationship with the company that the buyer/buying team represents:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have worked with this buyer in the past	❍	❍	❍	❍	❍	❍	❍
I have an existing relationship with this buyer	❍	❍	❍	❍	❍	❍	❍
I have never worked with this buyer	❍	❍	❍	❍	❍	❍	❍
I know most of the members on the buying team	❍	❍	❍	❍	❍	❍	❍
I knew who was going to be on the buying team prior to the presentation	❍	❍	❍	❍	❍	❍	❍

In terms of executing the presentation in front of the buyer, the team:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Dealt with unanticipated events on the spot	❍	❍	❍	❍	❍	❍	❍
Member(s) thought on their feet effectively when carrying out the presentation	❍	❍	❍	❍	❍	❍	❍
Identified opportunities for new presentation processes	❍	❍	❍	❍	❍	❍	❍
Tried new approaches to address issues/opportunities that arose during the presentation	❍	❍	❍	❍	❍	❍	❍
Took risks in terms of communicating new ideas during the presentation execution	❍	❍	❍	❍	❍	❍	❍
Demonstrated originality during the presentation	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with during the preparation/execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am satisfied with the choice of team member(s) for the presentation	❍	❍	❍	❍	❍	❍	❍
The right team members were chosen for the presentation	❍	❍	❍	❍	❍	❍	❍
The presentation could have been better if there were different member(s) on the team	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with during the preparation/execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
We have a sharing relationship and can freely share our ideas and feelings	❍	❍	❍	❍	❍	❍	❍
Team member(s) approached this presentation with professionalism and dedication	❍	❍	❍	❍	❍	❍	❍
Given my team members' track records, I see no reason to doubt their competence and preparation for the next presentation	❍	❍	❍	❍	❍	❍	❍
I can count on my team member(s) to exercise the maximum diligence in preparing for and executing presentations	❍	❍	❍	❍	❍	❍	❍

Think about what you expected the outcome of the presentation to be.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am very satisfied with the overall presentation process	❍	❍	❍	❍	❍	❍	❍
The presentation process went according to plan	❍	❍	❍	❍	❍	❍	❍
The team member(s) performed their parts of the presentation well	❍	❍	❍	❍	❍	❍	❍
I performed my designated parts of the presentation well	❍	❍	❍	❍	❍	❍	❍
The team achieved the desired outcome with the presentation	❍	❍	❍	❍	❍	❍	❍

Relative to your team members, please rate your own level of effort in the following areas:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

Was your team/company chosen by the buyer for the project?

❍ Yes
❍ No

If no, why not? _____

_____

Given the amount of time spent preparing and executing this presentation, how satisfied are you with the outcome of the presentation?

❍ Not satisfied
❍ Somewhat unsatisfied
❍ Neither satisfied or unsatisfied
❍ Somewhat satisfied
❍ Very satisfied

How important was the outcome of the team presentation on your personal compensation (bonus/commission/incentive/compensation)?

❍ Not at all important
❍ Somewhat unimportant
❍ Neither important nor unimportant
❍ Somewhat Important
❍ Very Important

Please explain: _____

_____

Approximately how many team projects/presentations have you been involved with in the past 5 years?

❍ Less than 5
❍ 6-10
❍ 11-15
❍ 16-20
❍ More than 20

The following demographic questions are important to the classification and interpretation of the data. *Your responses will be kept confidential.*

What is your primary industry? _____

How many years of experience do you have?

- ❍ 0-5
- ❍ 6-10
- ❍ 11-15
- ❍ 16-20
- ❍ More than 20

What percentage of your annual income is commission or incentive compensation based?

- ❍ None
- ❍ 10-20%
- ❍ 21-30%
- ❍ 31-40%
- ❍ More than 40%

Gender

- ❍ Male
- ❍ Female

Is English your primary language?

- ❍ Yes
- ❍ No
- ❍ If not, what is your primary language? _____

Age

- ❍ 20-30
- ❍ 31-40
- ❍ 41-50
- ❍ 51-60
- ❍ 60+

Ethnicity

- ❍ White/Caucasian
- ❍ African American
- ❍ Hispanic
- ❍ Asian
- ❍ Native American
- ❍ Pacific Islander
- ❍ Other

Please provide your mailing address if you would like a copy of the results mailed to you once the project is completed.	

YOUR SURVEY IS COMPLETE! THANK YOU!

APPENDIX F: FULL SCALE TEAM MEMBER SURVEY/MAIL VERSION

Distributed to team members by respective team leader
Cover Page (size reduced)

Team Dynamics Survey (Team Members)

Team Dynamics in Selling Presentations

We are conducting a study that investigates the dynamics of selling teams as they prepare and execute a sales presentation to a buyer/buying team. Your answers are important to us, will be kept confidential, and will be reported only in aggregate form.

The survey will only take about 20-30 minutes of your time.
Upon your completion, we will provide you with a summary of our findings, if you choose.

NAME: _____

COMPANY NAME: _____

POSITION/TITLE: _____

Please take a moment to recall a _____team sales presentation that you were involved in. In addition, please recall the team members that were involved in this presentation. You will need to reflect on how you prepared and also how you executed the actual sales presentation. You will then use that particular presentation experience to answer the following questions.

Please write your team member(s) names here _____

_____

_____

_____

_____

This is only used for matching and coding purposes and will be kept strictly confidential.

Survey Created and Maintained by
Katie Hybnerova
Doctoral Candidate in Marketing
University of Mississippi

University of Mississippi

Please take a moment to think about the team sales presentation you identified. Use this particular experience to answer the following questions.

	Not at all important	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
How important was this presentation to the *company?*	❍	❍	❍	❍	❍	❍	❍
How important was this presentation to *you personally?*	❍	❍	❍	❍	❍	❍	❍

How much time did you <u>personally</u> spend preparing and rehearsing for the presentation?

❍ Less than 5 hours
❍ 5-10 hours
❍ 11-15 hours
❍ 16-20 hours
❍ More than 20 hours

How much time did you spend <u>as a team together</u> (in addition to your personal time) preparing and rehearsing for the presentation?

❍ Less than 2 hours
❍ 3-5 hours
❍ 6-10 hours
❍ 11-15 hours
❍ More than 20 hours

Approximately much money (hard cost) was spent preparing for and executing this presentation? *Please take a moment to explain this in detail.*

Consider why you were selected to be on this team for the presentation.

I was selected based on:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
My expertise	❍	❍	❍	❍	❍	❍	❍
My knowledge of the buyer needs	❍	❍	❍	❍	❍	❍	❍
My relationship with a member(s) on the buying team	❍	❍	❍	❍	❍	❍	❍
My presentation skills	❍	❍	❍	❍	❍	❍	❍
My personality	❍	❍	❍	❍	❍	❍	❍
How well I understand the part I have to play in the presentation	❍	❍	❍	❍	❍	❍	❍
How well I learn and complete my part for the presentation	❍	❍	❍	❍	❍	❍	❍

When *preparing* and *rehearsing* for the sales presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
My enthusiasm can be contagious for the member(s) of my team	❍	❍	❍	❍	❍	❍	❍
I am able to cheer team member(s) up when they are feeling down	❍	❍	❍	❍	❍	❍	❍
I can get fellow team member(s) to share my enthusiasm for a project	❍	❍	❍	❍	❍	❍	❍

When *preparing* and *rehearsing* for the sales presentation, I could:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Explain the emotions I felt to my team member(s).	❍	❍	❍	❍	❍	❍	❍
Discuss the emotions I felt with my team member(s).	❍	❍	❍	❍	❍	❍	❍
Tell team member(s) what will make me feel better.	❍	❍	❍	❍	❍	❍	❍
Respect the opinions of my team member(s), even if I disagreed with them.	❍	❍	❍	❍	❍	❍	❍
Overcome my frustration with team member(s)	❍	❍	❍	❍	❍	❍	❍
Decide and see all sides of an issue before I came to a conclusion	❍	❍	❍	❍	❍	❍	❍
Listen fairly to my fellow team members' ideas	❍	❍	❍	❍	❍	❍	❍
Read my fellow team members' true feelings even if they were not apparent	❍	❍	❍	❍	❍	❍	❍
Accurately describe the way other team member(s) were feeling	❍	❍	❍	❍	❍	❍	❍
Gauge my team members' true feelings from their body language	❍	❍	❍	❍	❍	❍	❍
Tell when team member(s) were being insincere in what they were saying	❍	❍	❍	❍	❍	❍	❍

Please take a moment to reflect on your <u>overall</u> experiences with team presentations.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have been involved in many team presentations prior to this project assignment	❍	❍	❍	❍	❍	❍	❍
I am comfortable presenting information to an audience	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with other team members to prepare a presentation	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with other team members during a team presentation	❍	❍	❍	❍	❍	❍	❍
I am seldom involved in team projects	❍	❍	❍	❍	❍	❍	❍
I am not comfortable presenting with a team	❍	❍	❍	❍	❍	❍	❍
I would rather present to a buyer myself than with a team	❍	❍	❍	❍	❍	❍	❍

Please take a moment to reflect on your experiences with the team members involved in this presentation.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have worked with the team members prior to this presentation	❍	❍	❍	❍	❍	❍	❍
I can anticipate my team members' actions	❍	❍	❍	❍	❍	❍	❍
I am familiar with my team members' personalities	❍	❍	❍	❍	❍	❍	❍
I am comfortable working with these team members	❍	❍	❍	❍	❍	❍	❍
I seldom work with these team members.	❍	❍	❍	❍	❍	❍	❍
I get along well with the team members	❍	❍	❍	❍	❍	❍	❍
My personality sometimes clashed with my team members	❍	❍	❍	❍	❍	❍	❍

In regard to the presentation, please consider the team as a whole when answering the following questions.

My fellow team member(s) and I:

	Never	Rarely	Sometimes	Often	All of the Time
Suggested new ways to achieve goals or objectives	❍	❍	❍	❍	❍
Came up with new and practical ideas to improve performance.	❍	❍	❍	❍	❍
Suggested new ways to increase presentation quality	❍	❍	❍	❍	❍
Promoted and championed ideas to others	❍	❍	❍	❍	❍
Exhibited creativity when given the opportunity to do so	❍	❍	❍	❍	❍
Developed adequate plans and schedules for the implementation of new ideas	❍	❍	❍	❍	❍

Consider your role in the team and how the team progressed through the preparation and execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The team member(s) took responsibility if one of the tasks did not go as planned	❍	❍	❍	❍	❍	❍	❍
Team member(s) had conflicting aspirations regarding the team's progress	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **preparation** everyone wanted to help them	❍	❍	❍	❍	❍	❍	❍
If team member(s) had problems during the **presentation** everyone wanted to help them	❍	❍	❍	❍	❍	❍	❍
Team member(s) did not communicate freely about the tasks at hand	❍	❍	❍	❍	❍	❍	❍

Consider your role in the team and how you feel the team performed:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was happy with the task I had to do for the presentation	❍	❍	❍	❍	❍	❍	❍
I was unhappy with the team's level of commitment to the tasks for the presentation	❍	❍	❍	❍	❍	❍	❍
I did not like the way we approached this presentation	❍	❍	❍	❍	❍	❍	❍
This team did not offer enough time to discuss the goals and strategies for the presentation	❍	❍	❍	❍	❍	❍	❍

Think about what it was like to work as a team during the preparation and execution of this presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I did not enjoy the social interaction occurring in this team	❍	❍	❍	❍	❍	❍	❍
I did not miss working with the team member(s) after the presentation was over	❍	❍	❍	❍	❍	❍	❍
Some of my best friends were on this team	❍	❍	❍	❍	❍	❍	❍
I enjoy other social events more than the social activities associated with this team presentation	❍	❍	❍	❍	❍	❍	❍

My team member(s):

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Would rather socialize alone than get together as a group	❍	❍	❍	❍	❍	❍	❍
Rarely socialize together	❍	❍	❍	❍	❍	❍	❍
Would like to spend time together after the presentation is over	❍	❍	❍	❍	❍	❍	❍
Do not stick together outside of work	❍	❍	❍	❍	❍	❍	❍

In terms of my relationship with the company that the buyer/buying team represents:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I have worked with this buyer in the past	❍	❍	❍	❍	❍	❍	❍
I have an existing relationship with this buyer	❍	❍	❍	❍	❍	❍	❍
I have never worked with this buyer	❍	❍	❍	❍	❍	❍	❍
I know most of the members on the buying team	❍	❍	❍	❍	❍	❍	❍
I knew who was going to be on the buying team prior to the presentation	❍	❍	❍	❍	❍	❍	❍

In terms of executing the presentation in front of the buyer, the team:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Dealt with unanticipated events on the spot	❍	❍	❍	❍	❍	❍	❍
Member(s) thought on their feet effectively when carrying out the presentation	❍	❍	❍	❍	❍	❍	❍
Identified opportunities for new presentation processes	❍	❍	❍	❍	❍	❍	❍
Tried new approaches to address issues/opportunities that arose during the presentation	❍	❍	❍	❍	❍	❍	❍
Took risks in terms of communicating new ideas during the presentation execution	❍	❍	❍	❍	❍	❍	❍
Demonstrated originality during the presentation	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with during the preparation/execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am satisfied with the choice of team member(s) for the presentation	❍	❍	❍	❍	❍	❍	❍
The right team members were chosen for the presentation	❍	❍	❍	❍	❍	❍	❍
The presentation could have been better if there were different member(s) on the team	❍	❍	❍	❍	❍	❍	❍

Think of the team member(s) you worked with during the preparation/execution of the presentation:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
We have a sharing relationship and can freely share our ideas and feelings	❍	❍	❍	❍	❍	❍	❍
Team member(s) approached this presentation with professionalism and dedication	❍	❍	❍	❍	❍	❍	❍
Given my team members' track records, I see no reason to doubt their competence and preparation for the next presentation	❍	❍	❍	❍	❍	❍	❍
I can count on my team member(s) to exercise the maximum diligence in preparing for and executing presentations	❍	❍	❍	❍	❍	❍	❍

Think about what you expected the outcome of the presentation to be.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I am very satisfied with the overall presentation process	❍	❍	❍	❍	❍	❍	❍
The presentation process went according to plan	❍	❍	❍	❍	❍	❍	❍
The team member(s) performed their parts of the presentation well	❍	❍	❍	❍	❍	❍	❍
I performed my designated parts of the presentation well	❍	❍	❍	❍	❍	❍	❍
The team achieved the desired outcome with the presentation	❍	❍	❍	❍	❍	❍	❍

Relative to the rest of my team members, my level of effort was:

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Preparation for meeting	❍	❍	❍	❍	❍
Accomplishments for assigned duties	❍	❍	❍	❍	❍
Timeliness	❍	❍	❍	❍	❍
Willingness to communicate	❍	❍	❍	❍	❍

Was your team/company chosen by the buyer for the project?

- ❍ Yes
- ❍ No

If no, why not? _____

_____

Given the amount of time spent preparing and executing this presentation, how satisfied are you with the outcome of the presentation?

- ❍ Not satisfied
- ❍ Somewhat unsatisfied
- ❍ Neither satisfied or unsatisfied
- ❍ Somewhat satisfied
- ❍ Very satisfied

How important was the outcome of the team presentation on your personal compensation (bonus/commission/incentive/compensation)?

- ❍ Not at all important
- ❍ Somewhat unimportant
- ❍ Neither important nor unimportant
- ❍ Somewhat Important
- ❍ Very Important

Please explain: _____

_____

Approximately how many team projects/presentations have you been involved with in the past 5 years?

- ❍ Less than 5
- ❍ 6-10
- ❍ 11-15
- ❍ 16-20
- ❍ More than 20

The following demographic questions are important to the classification and interpretation of the data. *Your responses will be kept confidential.*

What is your primary industry? _____

How many years of experience do you have?

- ❍ 0-5
- ❍ 6-10
- ❍ 11-15
- ❍ 16-20
- ❍ More than 20

What percentage of your annual income is commission or incentive compensation based?

- ❍ None
- ❍ 10-20%
- ❍ 21-30%
- ❍ 31-40%
- ❍ More than 40%

Gender

- ❍ Male
- ❍ Female

Is English your primary language?

- ❍ Yes
- ❍ No
- ❍ If not, what is your primary language? _____

Age

- ❍ 20-30
- ❍ 31-40
- ❍ 41-50
- ❍ 51-60
- ❍ 60+

Ethnicity

- ❍ White/Caucasian
- ❍ African American
- ❍ Hispanic
- ❍ Asian
- ❍ Native American
- ❍ Pacific Islander
- ❍ Other

Please provide your mailing address if you would like a copy of the results mailed to you once the project is completed.	

YOUR SURVEY IS COMPLETE! THANK YOU!

APPENDIX G: FULL SCALE TEAM LEADER RECRUITMENT LETTER FOR PHASE 2 (ONLINE)

Sent via email

Dear [Name],

I am Katie Hybnerova, a doctoral student at the University of Mississippi School of Business, working on my dissertation. I received your information from Scott LaTulipe and he suggested I reach out to you and ask for participation in my research. It is on the effectiveness of team selling. I have decided to use the Houston market as a baseline and focus on the built environment as the primary market sector. I would like to pass a questionnaire along to you and the team members involved in a specific team selling/buying presentation. You will not need to fill out the questionnaire with her. You and your fellow team members will fill it out on your own time through an electronic link I will send you.

I know your time is valuable. Following is a breakdown of the request. It will take approximately twenty minutes of your time.

- I will ask you to identify one opportunity where there was a sales team necessary and 2-3 team members were involved in the selling/buying presentation who can complete the questionnaire

- The questionnaire will take no more than 20 minutes for your team members to complete

I realize how busy you are and appreciate anything you can do to assist in this body of research. Your responses will be kept strictly confidential. I know that you will offer me valuable insight given your depth of market knowledge and experience in team presentations. Thank you for considering this request. Your response to this email will be sufficient for me to initiate questionnaire process. I will be pleased to share the results of my research with you once my dissertation is complete.

Thank you for your help,

Katie

Katie Hybnerova
PhD Candidate, Marketing
School of Business Administration
University of Mississippi
Cell 901-515-7040

APPENDIX H: FULL SCALE TEAM LEADER SURVEY DISTRIBUTION INSTRUCTIONS FOR PHASE 2 (ONLINE)

Sent via email

Hi [Name]

Thank you so much for agreeing to participate.

Below you will find two different links for the surveys. One is for the team leader and the other is for the respective team members on the project (only those that were present when executing the presentation to the buying team).

Below is the link to the survey for the TEAM LEADER (the person in charge of putting the team together and leading them through the project and interview process):

http://tinyurl.com/team-leaders2013

Below is the link that needs to be sent to the TEAM MEMBERS (all of the people present for the rehearsal and actual execution of the interview presentation in front of the buyer):

http://tinyurl.com/team-members2013

If you have any questions, do not hesitate to call me at 901-515-7040. I have until January 15th to collect this data. Thank you so much for your help!

Katie Hybnerova
PhD Candidate, Marketing
School of Business Administration
University of Mississippi
Cell 901-515-7040

APPENDIX I: FULL SCALE SURVEY REMINDER PHASE 1

Sent via email

Hi [Name],

Hope you had a great Holiday Season. Just a reminder that if you and/or your team members have not yet completed the questionnaires, please do so prior to January 31st. Thank you again for all of your help!

If you have any questions, do not hesitate to call me at 901-515-7040. Thank you so much for your help!

Katie Hybnerova
PhD Candidate, Marketing
School of Business Administration
University of Mississippi
Cell 901-515-7040

APPENDIX J: FULL SCALE SURVEY REMINDER PHASE 2

Sent via email

Hi [Name],

Hope you had a great Holiday Season. Just a reminder that if you and/or your team have not yet completed the questionnaires, please do so prior to January 31st. Thank you again for all of your help!

Below you will find two different links for the surveys. One is for the team leader and the other is for the respective team members on the project (only those that were present when executing the presentation to the buying team).

Below is the link to the survey for the TEAM LEADER (the person in charge of putting the team together and leading them through the project and interview process):

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Below is the link that needs to be sent to the TEAM MEMBERS (all of the people present for the rehearsal and actual execution of the interview presentation in front of the buyer):

http://tinyurl.com/team-members2013

If you have any questions, do not hesitate to call me at 901-515-7040. I have until January 15th to collect this data. Thank you so much for your help!

Katie Hybnerova
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VITA

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Education

Ph.D. in Business Administration, University of Mississippi
Major: Marketing, (expected graduation) May 2014
Dissertation Proposal Defense, (expected) July 2013

Masters of Business Administration, Millsaps College
Emphasis: Marketing, July 2008

Bachelor of Science, Mississippi University for Women
Major: Business/Marketing, May 2005
Honors: Magna Cum Laude

Honors

AMA – Sheth Foundation Doctoral Consortium Fellow, 2013

Dissertation

Title: "There is No 'I' in Team: An Investigation of Team Dynamics in the Buyer-Seller Interaction"

Chair: Victoria Bush

Committee Members: Douglas Vorhies, Hua Chen, and Christopher Thomas (Management)

Defended Proposal: July 23, 2013

My dissertation uses role theory, group cohesiveness, intelligence theory, and the social relations model as the foundation to explain sales team effectiveness. The overarching theoretical framework that guides this research is the input-process-output model. Essay 1 qualitatively investigates the sales team composition, process, and buyer expectations and reactions in the context of the team sales. It focuses on the outputs portion of the conceptual model and illustrates the importance of understanding and knowing the buyer and what the output (goals) should be prior to choosing the inputs (sales team) and deciding on a process (type of interaction). Using role and group cohesion theory as a guideline, I illustrate the importance of understanding the buying team prior to choosing the members of the sales team. In-depth interviews with buying teams as well as selling teams have been conducted to understand the components necessary for the optimal

sales team depending on who the buying team is. Grounded theory principles drove the development of the interview instrument. The analysis of the transcripts involved an iterative reading strategy. First, the data was categorized by looking for differences and similarities within and across transcripts. Data that appeared to be related to similar phenomena were clustered into a category. Next, axial coding was performed to make connections between categories. Finally, selective coding was used to select core categories, relate them to other categories, and validate those relationships.

Using intelligence theory as the overarching framework, Essay 2 employs structural equation modeling to investigate how the cognitive abilities of the team members interact for effective sales presentations. The purpose of this essay is to determine the best way to compose the selling team that will be responsible for the final pitch presentation to the buyer. This essay focuses on the inputs and process portions of the conceptual model. Specifically, I will collect survey data from both the selling team and the buying team and use structural equation modeling to examine how the capabilities of the individual salesperson(s) interact within the selling team during the presentation. In addition, this research explores the group capabilities that interact with the buying team. In order to test this interaction, I will use the social relations model to empirically test the group dynamics that occur during the interaction phase.

Research Interests

Business to Business Sales, Selling Teams, Buyer-Seller Interactions, Consumer Sales, Sales Capabilities, Marketing Capabilities, Ethics and Deceptive Practices

Manuscripts Accepted

Gillespie, Erin, **Katerina Hybnerova**, Stephanie Noble, and Carol Esmark (2012). "A Tangled Web: Views of Deception from the Customer's Perspective," Accepted January 2013: *Business Ethics: A European Review.*

Manuscripts Under Review

Hybnerova, Katerina, Lifeng Yang, and Victoria Bush, "The Ambivalent Consumer: Can Positive Reinforcement Backfire?" Under Review: *Marketing Letters.*

National Conference Proceedings

Hybnerova, Katerina, Victoria Bush, and Lifeng Yang (accepted 2013). "Reducing Ambivalence Toward Salespeople: An Investigation of Double-Sided Persuasion Tactics," AMA Summer Educator's Conference, Boston, Massachusetts.

Hybnerova, Katerina, and Erin Gillespie (2011). "A Tangled Web: Views of Deception from the Customer's Perspective," AMA Summer Educator's Conference, San Francisco, California.

National Presentations

Hybnerova, Katerina, and Victoria Bush (accepted 2013), "The Intelligent Influence: In Search of Intelligent Salespeople and the Implications for Buyer-Seller interactions," Poster Session, AMA Summer Educator's Conference, Boston, Massachusetts.

Regional Conference Proceedings

Hybnerova, Katerina, and Erin Gillespie (2011), "A Tangled Web: Views of Deception from the Customer's Perspective," Southeastern Marketing Symposium.

Working Papers

Hybnerova, Katerina, Lifeng Yang, and Victoria Bush, "Salespeople: Are They Too Smart for Their Own Good?" targeted to *Journal of Personal Selling and Sales Management.*

Hybnerova, Katerina and Charles Eason, "Does Size Matter? Exploration of Customer Deviance in National and Regional Retailers," targeted *to Journal of Consumer Research.*

Smothers, Jack, Kevin Celuch, and **Katerina Hybnerova,** "The Moderating Impact CSR has on the Relationship between Loyalty Programs and Purchase Behavior," targeted to *Journal of Business Research.*

Academic Experience

Assistant Professor of Marketing
The University of North Alabama, Florence, AL, Beginning August 2014

Assistant Director of Sales Center
The University of North Alabama, Florence, AL, Beginning August 2014

Graduate Teaching and Research Assistant
The University of Mississippi, University, MS, August 2010 – May 2014

Teaching Experience

Personal Selling, Sales Management – Fall and Spring 2013/2014
(Instructor and course rating for Fall 2013: 4.87/5)
Personal Selling – Summer 2011
(Instructor and course rating: 4.81/5)

Research Experience

Consumer Behavior Research Lab Manager for:
Department of Marketing, University of Mississippi

Undergraduate Research Assistant Trainer for:
Department of Marketing, University of Mississippi

Academic Service

Ad Hoc Reviewer for:
American Marketing Association Summer Educators' Conference (2011-2013)

Panelist for:
Southeastern Marketing Symposium Conference (2011)

Professional Affiliations

American Marketing Association
Society for Marketing Advances

Past Employment

Marketing Director, Memphis Metro JVC Inc. (2009-2013)
Marketing and Public Relations Associate, JVA Marketing Group (2008-2009)
Bank Branch Manager, Regions Bank (2007-2008)
Assistant Branch Manager, Trustmark Bank (2006-2007)
Management Development Associate, Trustmark Bank (2005-2006)

Graduate Coursework

Methods

Research Methods I	Walter D. Davis
Research and Experimental Design	Douglas W. Vorhies
General Linear Models I	John P. Bentley
Applied Multivariate Analysis	John P. Bentley
Statistics III: Advanced Statistical Topics (SEM)	Douglas W. Vorhies

Marketing

Marketing Management	Douglas W. Vorhies
Advanced Studies in Consumer Behavior	Nitika J. Garg
Customer Relationship Marketing	Stephanie M. Noble
Theoretical Foundations of Marketing	Scott J. Vitell
Marketing Ethics	Scott J. Vitell

Minor

Social Psychology	Marilyn Mendolia
Advanced Mathematical Statistics I	Xin Dang

Personal

Languages: Fluent in Czech and Slovak

References

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