

REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY

MQ: MARKETING INTELLIGENCE QUOTIENT
AND
A SCALE TO MEASURE IT

Master's Thesis

DUYGU GÜNER GÜLTEKİN

İSTANBUL, 2016

REPUBLIC OF TURKEY
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GRADUATE SCHOOL OF SOCIAL SCIENCES
MARKETING PROGRAM

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Thesis Supervisor: Dr. Selçuk TUZCUOĞLU

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ABSTRACT

MQ: MARKETING INTELLIGENCE QUOTIENT AND A SCALE TO MEASURE IT

Güner Gültekin, Duygu

Marketing Program

Thesis Supervisor: Dr, Selçuk TUZCUOĞLU

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It is a universally acknowledged fact that people may buy things (regardless of the existence of a real need for it) when they are masterfully manipulated to do so. The critical question is that why some people can persuade consumers to become customers better than others? The idea of an individually-unique “Marketing Intelligence (MQ)” concept has emerged as to find answers to these presumptive questions. So this thesis aims to propose a brand new intelligence type, to provide its framework and to develop an appropriate scale to measure it. With the notions gathered through online surveys with marketing professionals and previous studies on intelligence MQ is conceptualized as a combination of interrelated personal competencies that determine how effectively an individual sets the course in terms of marketing strategies. MQ consists of four main components; Emotional and Analytical Competence, Creativeness and Leadership Skills which provide a theoretical framework for efficiency and success in the field along with an in-depth know-how. These four elements are organized to complement and to interact with each other. MQ is formed as a coherent combination of these interrelated competencies. With the newly defined concept of “Marketing Intelligence” a testing tool has been generated. The novel scale is named as Marketing Intelligence Quotient (MQ) Scale. The scale is designed to involve four different sections which are all dedicated to measure a different competency of the regarding component of MQ. Each section is scored separately and MQ scores are reached through summing the section scores.

Keywords: Marketing Intelligence Quotient, Intelligence, Emotional Competence, Leadership, Creativeness, Analytical Competence.

ÖZET

MQ: PAZARLAMA ZEKASI VE ÖLÇÜMÜ

Güner Gültekin, Duygu

Pazarlama Programı

Tez Danışmanı: Dr, Selçuk TUZCUOĞLU

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İnsanların (gerçek bir ihtiyacın varlığı söz konusu olmasa bile) ustaca yönlendirilmeleri halinde alışveriş yapabilecekleri evrensel bir gerçektir. Buradaki önemli soru neden bazı pazarlamacıların tüketicileri müşterileri yapmak konusunda diğerlerinden daha başarılı olduğudur. Bu soruya bir cevap bulma çalışmaları sonucunda “kişiyeye özel” Pazarlama Zekâsı kavramı ortaya çıkmıştır. Özetle bu tez çalışması yeni bir zekâ tipi ortaya çıkarmayı, bu kavram için bir çerçeve hazırlamayı ve bu yeni zekâ tipi için uygun bir ölçüm aracı oluşturmayı hedeflemektedir. Pazarlama Zekâsı (MQ) birbiriyle ilişkili şekilde biraraya gelen, kişilerin ne derece etkili pazarlama stratejisi üretebildiğini belirleyen kişisel yetkinliklerin bileşimi olarak tanımlanmıştır. Pazarlama Zekâsı “Duygusal Yetkinlik, Analitik Yetkinlik, Yaratıcılık ve Liderlik Becerileri” olarak tanımlanan ve pazarlama alanında başarı ve etkinliğe dair kuramsal bir çerçeve sunan dört ana bileşenden oluşmaktadır. Bu dört ana yetkinlik birbirini tamamlayacak ve karşılıklı etkileşim içinde olacak şekilde düzenlenmiştir. MQ karşılıklı etkileşim içinde olan bu yetkinliklerin tutarlı ve uyumlu bir bileşimidir. Pazarlama Zekâsı ölçümü için oluşturulan yeni bir zekâ testi Pazarlama Zekâsı (MQ) Testi olarak adlandırılmıştır. MQ testi “Duygusal Yetkinlik Testi”, “Yaratıcılık”, “Liderlik Becerileri” ve “Analitik Yetkinlik Testi” olarak ayrılan dört ana bölümden oluşturulmuştur. Bu dört test bölümünün her biri MQ’yu oluşturan, ilgili olduğu yetkinliğe dair kişinin seviyesini belirlemeyi amaçlamaktadır. Her bir yetkinlik bölümü ayrı ayrı skorlanmakta ve bu dört farklı alt-bölüm skorlarının toplanması sonucunda genel MQ skoruna ulaşılmaktadır.

Anahtar Kelimeler: Pazarlama Zekâsı, Duygusal Yetkinlik, Yaratıcılık, Liderlik Yeteneği, Analitik Yetkinlik.

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LIST OF ABBREVIATIONS

APA	:	American Psychological Association
BC	:	Before Christ
EAO	:	Entrepreneurial Attitude Orientation
EI	:	Emotional Intelligence
EPQ	:	Entrepreneurial Quotient
EQ	:	Emotional Intelligence Quotient
EQ-I	:	Emotional Quotient Inventory
GMAT	:	Graduate Management Admission Test
HBDI	:	Herrmann Brain Dominance Instrument
IQ	:	Intelligence Quotient
LQ	:	Leadership Quotient
MBTI	:	Myers-Briggs Type Indicator
MQ	:	Marketing Intelligence Quotient
PQ	:	Professional Intelligence
SAT	:	Scholastic Aptitude Test
STAT	:	Sternberg Triarchic Abilities Test
TED	:	Technology, Entertainment and Design
US	:	United States of America
WAIS	:	Wechsler Adult Intelligence Scale
XC	:	Execution Quotient

1. INTRODUCTION

Each day a new product is launched or a new item takes its place on the shelves, and most of them find their ways to the consumers' hands. Well then, what sells these entire products nowadays? Is it the essential need of the buyer or the features and ultimate benefits of the products? What triggers the need of a consumer to buy? The malls, shops and even streets are full of items on sale so what makes a buyer choose to buy his/her 23th shirt and more importantly what makes one to choose one of the several products with similar features over others? The general answer of the market to these questions is the "marketer." The marketers influence the choices of the buyers and make them wish to possess the object. The success of the marketers influence shows itself in the decision of the consumer, if the marketer is good enough to persuade the consumer the result would be "purchase."

Here comes another critical question: What do the marketers do to manipulate the decision of the consumers? In order to answer this question the real identity of the marketer must be revealed first. Marketer is a "promise maker", a "dream catcher" and a "story teller". He/she tells stories, makes promises and offers dreams. From here onwards it becomes relatively easy to answer the questions above. Since people are prone to buy the ideas behind a specific product, the desirability of story or the promise made up by the marketer determines the outcome of the buyers' choices. The possibility of a marketer to accomplish his/her goals is directly proportional to his/her ability to catch up with the buyers' dreams. And naturally there are some good story tellers; some excellent dream catchers and some unavailing. Hence this study aims to propose an explanation concerning the reasons of the diversity in the marketers' accuracy in terms of catching the dreams and making the right promises. The main purpose of this research is to identify why some people are better story tellers.

The leading idea in the process of the identifying the reasons of the diversity in the accuracy of catching the dreams and making the right promises is to look at the personal traits of the marketers' itself. This very intuition has led the research to

answer the questions whether there can be a notion such as “Marketing Intelligence (MQ)” and if yes how to measure it. Hence the objective of this research is to define the concept and design an applicable intelligence test in terms of marketing capabilities of the person and to formulate an accurate scoring system for it. In order to achieve the main purpose of this study, the research has designed so that it would characterize the concept of MQ and create an appropriate scale to measure it. Hence this research proposes a brand new type of intelligence quotient which is specifically designed to measure and to explain the varied marketing compatibility of different individuals. This proposal is separated into four main stages which has enlightened the way through the other:

- i. Characterizing the concept of Marketing Intelligence (MQ),
- ii. Conceptualizing the main components of MQ,
- iii. Invention of an intelligence test to measure MQ and finally
- iv. Demonstrating the results of the test via the marketers who will take the test.

For this purpose, firstly intelligence has examined as a scholarly phenomenon through a review of theories and the typologies of it. Next, the basic traits of a successful marketer has identified through a simple questionnaire and this understanding has embed in the context of the characterizing the concept. These two chapters will provide the preliminary answers to the first two research stages, forming an interpretative framework for the proposal. The third objective is addressed through the analysis of the selected intelligence tests and formation of a new scale to measure MQ. Before finalizing, the proposal concludes with the demonstrated results of a selected group of marketers MQ tests scores and their interpretation. The study on the other hand closes up with conclusions of the proposal and future recommendations.

2. DEFINITION OF INTELLIGENCE AND DIFFERENT TYPES OF IT

Each human being tends to specify goals to achieve in terms of both academic success and professional career and even personal happiness. There are always plans to be realized, objectives to be accomplished, steps to be taken and dreams to be followed. And generally the outcome of these exertions leads to the happiness or frustration of the person. And it is a universally acknowledged fact that the chance of “reaching successful results” vary from person to person. Hence introducing possible tools for predicting the potential capabilities of an individual beforehand or drawing a pattern for forecasting the prospective successful areas for a person attracted great attention from philosophers, psychologists, scientists, educationists and even recruitment specialists. Hence intelligence, being the general mental capacity, has become an expanding area of research.

During this section of the study; intelligence is defined as a psychological term and the theories regarding to the concept is to be examined. Following the famous arguments of intelligence theories the well-known “intelligence quotient” concept has been analysed thoroughly. Finally the different types of intelligences proposed to the scientific world throughout the history have been addressed.

2.1. THE EARLY STUDIES

Interest in intelligence dates back thousands of years but the elusiveness of the matter prevent the researchers to agree on a specific definition. For centuries scientists from a wide range of different fields have been trying to reach a comprehensive definition of the term which can deal with the problem from various aspects.

Therefore many different intelligence concepts have emerged through the years. It is known that Plato and İbn-i Sina conducted studies on the subject. However the first definition which is considered to be a milestone on this matter was proposed by the French psychologist Alfred Binet. Alfred Binet and Théodore Simon, inventors of the first intelligence test, defined intelligence as “ ‘a judgmental faculty’ - judgment,

practical sense, initiative, and adapting to circumstances” (Weinberg, 1989, p. 98). On the other hand, in 1958, David Wechsler was defining intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment” (Sternberg & Kaufman, 2011, p. 25).

Most of these definitions seemed to focus on explaining the linguistic and mathematical learning capacity of humans. More recent theories further recognized the diversity of intelligent performance. When Psychologist and Professor Howard Gardner (1943-) defined intelligence as “solving problems or fashioning products that are valued in one or more cultural setting” and submitted seven relatively autonomous intelligences; theory of multiple intelligences (MI) came into our lives” (Ağiryürüyen, 2014, p. 77). According to MI those autonomous intelligences are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Another well-known theory of intelligence was introduced by Robert Sternberg; a psychologist and a psychometrician. His theory is known as the triarchic theory of “successful” intelligence. He defined successful intelligence as “the ability to balance the needs to adapt to, shape and select environments in order to attain success, however one defines it, within one’s socio-cultural context” (Sternberg, 1999, p. 438).

On the other hand the best fitting statement seems to be the one that indicated by Alfred North Whitehead who is a mathematician and philosopher. He summarized intelligence as “the quickness to apprehend as distinct from ability, which is capacity to act wisely on the thing apprehended” (Ağiryürüyen, 2014, p. 71). Since this definition formed as an open-ended statement it enables us to explain the differentiated success stories of various people in a diversified area of expertise. The varied level of the quickness of apprehending a particular subject can strongly indicate a significant probability of failure or achievement. Due to this, Whitehead’s

argument will be acknowledged as the basis of identifying different types/forms of intelligence.

2.2. POPULAR ARGUMENTS ON INTELLIGENCE

Although scientists had not reached a consensus about the general definition and the boundaries of intelligence, a wide range of theories have been introduced. The multi-dimensional approach which occurred with the expanding numbers of theories have given a novice insight to the intelligence concept and expanded the horizons of the notion. However some of these theories earned more interest than the others and inspired people to develop new models. Herewith those leading ideas will be summarized.

2.2.1. Psychometric Approach

Psychologist Charles Spearman argued that intelligence can be measured via the cognitive factors. His two factors theory as explained by Ciancolo and Sternberg (2004, p.3) proposed that

... intelligent performance is determined by the combination of two different kind of factors, general ability (which he called "g"), and specific abilities (which he called "s" According to him general factor (g) stands for a person's general intelligence and specific factor (s) represents a unique ability related to a particular issue. He underlined that although both factors are present within each intellectual activity; their relative weight varies from activity to activity (Embretson, S.E. & McCollam, K.S., 2000, p. 424).

Two factors theory caused theorists to get grouped in two different camps. As Weinberg stated in 1989; "One camp defined intelligence as a general, unified capacity for acquiring knowledge, reasoning, and solving problems that is demonstrated in different ways. Whereas the others claimed that intelligence is composed of many separate mental abilities that operate more or less independently (pp. 98-99)." While the first camp were calling attention for the similar results people get when they were subjected to a serious of differentiates test (which supports the idea of a general intelligence); second camp adduced the gifted people who can produce splendid works on a specific area whereas they are incapable of other things (demonstrates a more specialised intelligence).

2.2.2. Theory of Multiple Intelligence

The gaps between the indications of IQ tests and academic or professional success prompt scientists to rethink the basic theories of intelligence. In 1983 Howard Gardner has rejected the view of intelligence as a single factor as well as the exclusive use of IQ tests to measure intellectual skills (Weinberg, 1989, p. 99). Gardner has defined intelligence as “an ability or set of abilities that permit an individual to solve problems or fashion products that are of consequence in a particular cultural setting” (Ağiryürüyen, 2014, p. 78).

The differentiated outcome of the daily tasks such as the street smarts of Brazil has required a new perspective on the issue. In her study, in 1994, Nunes (as cited in Sternberg, 2004) discovered that many of the street children had no problem doing math enough to run their businesses. Nunes then gave them tests which required them to solve math problems comparable to those they had solved on the street. Nunes findings showed that the same children who were able to do the math they needed on the street were unable to do comparable math when it was presented in paper-and-pencil format in a classroom (Sternberg, 2004, p. 191).

Gardner argued that intelligence is beyond the verbal or mathematical abilities. He developed theory of multiple intelligences (MI), in early 1980s and submitted that “individuals possess eight or more relatively autonomous intelligences (Garik, & Hunt, 2012, p. 1). MI theory suggests that each of these autonomous intelligences have equal importance but the prepotency of one to another explains the specific aptitudes of some people toward particular areas. These intelligences were summarized in Table 2.1 as follows:

Table 2.1: Gardner's Eight Intelligences

Intelligences	Description
Linguistic	An ability to analyse information and create products involving oral and written language such as speeches, books, and memos.
Logical-Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Spatial	An ability to recognize and manipulate large-scale and fine-grained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions

Source: Davis, Christodoulou, Seider, & Gardner, 2012, p 488.

Gardner criticized the scope of psychometric tests by including only linguistic, logical, and some other aspects of spatial intelligence. He claimed that the available intelligence theories, and tests based on them, totally ignored the other forms of it. Accordingly, in developing his theory Gardner did not focus on the creation and interpretation of psychometric instruments.

2.2.3. Triarchic Theory of Intelligence

As the name "triarchic theory" suggests, "three aspects of intelligence are involved: analytical, creative and practical" (Sternberg, 1999, p. 438). Sternberg argued that all people have all of these intelligences up to some degree; some people are stronger in one of them while the others are more powerful in the other types. Practical intelligence represents all the skills that one use to cope with the tasks of everyday life, to adapt the environment lived in. This type of intelligence also called street smarts. Previous findings supports this assumption; "Brazilian street children, for example, are quite capable of doing the math required for survival in their street

business even though they have failed mathematics in school” (Neisser et al. 1996, p. 79). On the other hand analytical intelligence stands for the problem solving abilities which involves evaluating, comparing, analysing etc. Practical and analytical intelligences tend to confuse with each other. Practical intelligence mostly focuses on the abilities that abstracted from everyday life experiences and mostly instinctive behaviours while the analytical intelligence deals with the formulated and previously learned implications.

Finally, creative component indicates the ability to deal with new situations using past experiences and current skills. In 1999, Sternberg (p.439) identified the creative intelligence abilities in his study named “successful intelligence: finding a balance” as follows:

...by getting people to: (a) write short stories with unusual titles (such as ‘The Octopus’s Sneakers’), (b) draw artwork based on novel topics (such as ‘Earth from an Insect’s Point of View’), (c) create advertisements for dull products (such as a new brand of door knob), and (d) solve quasi-scientific problems (such as how one could tell whether someone had been on the Moon in the last two months). Performance on these tasks is evaluated for novelty, quality and task-appropriateness. Investigations of responses to these kinds of tasks found them to be relatively domain-specific and to show only modest correlations with analytical measures.

Sternberg’s findings indicate that people are frequently creative in some domains, but not in others. And the modest correlations with analytical measures demonstrate that the skills tested with these experiments are dramatically different from those measured by standard intelligence tests.

2.3. INTELLIGENCE QUOTIENT (IQ)

During the early 1900s, the French government assigned Alfred Binet to identify the students which were mostly likely to experience difficulty in schools. According to the examination the children are believed to have learning disabilities were to be placed in special-education programs. So Binet decided to verify the average performance levels for different school-age groups. In their book “intelligence a brief history” Cianciolo and Sternberg (2004, p.34) explained how Binet and Simon had chosen their set of questions to ask:

Binet and Simon believed that the foundation of intelligence rested on a set of well-developed judgment skills which included being able to direct one’s thought

to the steps that must be taken to complete a task, to adapt one's strategy during the course of task performance, and to accurately monitor one's performance.

Hence Binet and Simon decided to test higher judgmental skills such as picture naming, rhyme production, weight ordering, word definition, etc. This is how the first intelligence test which will be referred as Binet - Simon intelligence scale was born and became the basis for the tests we use today.

The test was to be administered by children individually and designed as to consist of tasks which track an increasing difficulty and related to the problems of everyday life. The difficulty of the tasks was arranged according to the chronological age of the children who were subject to the test; all tests at a given level were capable of being solved by any normal child in that specific age-group. The children whose ages are between 3 and 13 were to be tested.

As a result of his observations Binet came to an important conclusion: He detected that some kids were able to answer the questions which were above their level of tasks and vice versa. Based on this critical observation, Binet developed the notion of “mental age”; the highest level of tasks that a child could complete with success. In Simon – Binet scale a 9 years old child who is capable of completing the tasks assigned for age group of 12 would be considered to have a mental age of 12.

In 1916, Lewis Terman; an American psychologist at the Stanford Graduate School of Education; decided to implement it and renamed as the Stanford - Binet intelligence scale. This implemented and soon revised test produced results in single number scores, which is called “intelligence quotient” (IQ). The quotient is to be represent the person's score on the test which is calculated through dividing the test taker's mental age by his/her chronological age and then multiplying the result with 100. According to this formula a 10 year's old (chronological age) individual who is able to answer the 13th level of tasks (means his/her mental age is 12) would have an IQ of 130. ($IQ = 13/10 * 100 = 130$).

The results of these intelligence tests were influential in shaping United States (US) immigration policy and army conscription during World War I. During World War I, the US Army had to screen, an outrageous number of recruits in order to classify and assign them to suitable tasks. So, in 1917 a committee was appointed by American Psychological Association (APA) to create a new intelligence test to be easily and quickly administered to large groups of people. Psychologist Robert Yerkes from Harvard was appointed as the head of the committee and developed on a two-versioned test. The tests were named as the Army Alpha and Army Beta. Army Alpha was a written test whereas Army Beta was an oral exam for the recruits who were illiterate or non-English speakers. By the end of the war the tests were administered to almost two million soldiers. Based on their scores, soldiers were promoted or assigned a lower-level duty; some men even received discharges as a result of their poor performance. The impact of the army testing program reached far beyond the military service; after the war, industry, business and education saw potential value of intelligence testing.

Immigration Act of 1924 is believed to be influenced by the results of the studies executed on the current immigrants of US. Some studies on the emigrant communities had shown that they have relatively lower IQ scores than natives. Although the correlation between these results and restriction on the Act has never been proved it is known that the immigration committees had applies IQ tests to the immigration candidates.

On the other hand the success of the army testing has boosted the massive intelligence because of the practicality of wide-scale standardized testing. In the years following the war, schoolchildren in US began taking its numerous revisions. Over the years the industry continued to expand; Graduate Management Admission Test (GMAT), Scholastic Aptitude Test (SAT), and all the general aptitude tests designed as the part of almost all every recruitment exam.

2.3.1. Scoring of IQ Tests

The assumption of Sir Francis Galton which states that intelligence is normally distributed has made scientist to set the mean value for the scoring scales to be 100 and the standard deviation is 15. It is useful to note that the standard deviation is a measure of the variability of the distribution of scores. So the statistical scale is occurred in a range where the scores below 70 are considered to represent mentally retarded people and the ones above 130 to refer a genius. And the score between 85 and 115 are opined to belong to the average people who were labelled as “normal” (Cianciolo & Sternberg, 2004, pp. 34-35). However the different components of the IQ tests caused the scores to be resulted in an assorted manner. The tests that consist of independently shaped sub-tests the performance of the test takers can yield several sub-scores as well as an overall score. And the previous researches revealed the cases that an individual perform noticeably well on all sub-tests had occurred rarely. Generally each person shows a varied performance depending on the sub-test. Researches also detected that sub-tests concerning different abilities tend to correlate; which indicates that the probability of people who score high on one of the sub-tests to get scores over the average from the rest of the sub-tests are relatively high.

2.3.2. Design of Specific IQ Tests

The Stanford - Binet intelligence scale which was published in 1916 for the first time has been revised in 2003 and published as the fifth edition. In his bulletin, in 2003, Becker (2003, p. 2) underlined the fact that Stanford-Binet is one of the first examples of an adaptive test which means that each individual responds to only that part of the test that is appropriate for his or her developmental level. In the fifth edition the scale gained the ability to measure the aptitudes such as general intelligence, fluid reasoning, quantitative reasoning, visual-spatial processing, working memory, nonverbal IQ, verbal IQ (Becker, 2003, p. 12). This edition contains 10 subtests which starts with very easy items and progresses to items that are more difficult; and has 36 items such as coloured plastic shapes, toys, blocks and matrices. The test begins with the “object series/matrices” subtest, which is also used as a “routing” test; the score on this test determines where the examiner begins

testing on the remaining non-verbal subtests. The test can be administered to the people aged between 2 and 90. Examiners begin at “the estimated ability level of the examinee which is usually the chronological age of the person”. Test takers starts at appropriate start point, and if examinee answers items correctly, this is assumed to be the “basal level” of ability. Test continues until examinee answers incorrectly for a certain number of items which will be noted as the examinee’s “ceiling level” for that subtest later on. The tasks on the test include the questions with matrices, analogies, absurdities, block pattern memory, sentence memory, vocabulary, form boards, positions and directions etc.

The Wechsler Adult Intelligence Scale (WAIS) is a test designed to measure intelligence in adults and older adolescents. It is currently in its fourth edition (WAIS-IV) which has been introduced in 2008. The original WAIS (Form I) was published in February 1955 by David Wechsler. Wechsler designed the test as to be applied to the people aged from 16 to 89. The fourth edition consists of 4 different sub-scales which are to be determined through 15 different subtests. For measuring the verbal comprehension the tests of similarities, vocabulary, and information are used; block design, matrix reasoning and visual puzzles are for testing the perceptual reasoning skills. Working memory scale is to be determined via the arithmetic and digit span questions. Symbol search and coding tasks are designed to measure the processing speed (Cianciolo & Sternberg, 2004, pp. 37-39).

As Sternberg (2003), himself, has mentioned, validation of the triarchic theory is an ongoing enterprise, not a completed one in which the Sternberg triarchic abilities test (STAT) has been born and kept developing. With STAT, Sternberg and his colleagues adapted new ways to measure creative abilities and practical intelligence. Through captioning cartoons, writing creative short stories, telling creative short stories orally, and designing objects such as greeting cards and company logos using computer software they tried to measure the level of creative abilities of the examinees. Secondly they aimed to determine the level of practical intelligence via movies in which a test-taker must say what a student confronting a problem in the

movie should do, and measures of tacit knowledge for school and generalized job success (Sternberg, 2003, p. 336).

2.4. EMOTIONAL INTELLIGENCE (EQ)

EQ mainly concerns about how people understand and regulate their emotions. The scientific discussions on the concept of EQ have begun around 1930s and emotions became another controversial case among psychologist and behavioural scientists. Some view emotions as a disruptive force on human motivation whereas the others take them as an inner motivation factor which evokes and leads the responses of humans to the perceived world.

Salovey and Mayer (1990) defined EQ as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). On the other hand Goleman argued that emotional intelligence is the ability to manage ourselves and our relationships effectively. He stated that EQ has four fundamental capabilities such as self-awareness, self-management, social awareness and social skill (Goleman, 2000, p. 80). Later on Romanelli, Cain and Smith summarized EQ as the set of skills people use to read, understand, and react effectively to emotional signals sent by others and oneself (2006, p. 2). They also illustrated those skills such as empathy, problem-solving, optimism, and self-awareness.

The intra and inter- personal intelligences in Gardner’s multiple intelligence theory also bear the traces of EQ. When investigating the conceptualization of EQ; the fact that the researches commonly focused on how people use the emotions in solving problems and coping everyday life call for attention. In their study Salovey and Mayer (1990) stated that the emotional intelligence has three main mental processes in which the emotions have been catalysed. Those mental processes include i) appraising and expressing emotions in the self and others; ii) regulating emotions in the self and others; iii) using emotions in adaptive ways (Salovey & Mayer, 1990, pp. 190-191).

2.4.1. Appraising and Expressing Emotions in Self and Others

This process was classified as an important component by Salovey and Mayer for they believe that such emotionally intelligent people can respond more appropriately to their own feelings because of the accuracy with which they perceive them (Salovey & Mayer, 1990, p. 193). They also highlighted that recognizing other's feelings and empathic abilities are also indicators of EQ. For they claimed those abilities enable people to gauge accurately the affective responses for others and to choose socially adaptive behaviours in return.

2.4.2. Regulating Emotions in Self and Others

Salovey and Mayer (1990) explained why adapting emotions should be a sign of emotional intelligence by the ability which some individuals possess to manipulate their self-mood or others emotional states.

2.4.3. Using Emotions in Adaptive Ways

According to Salovey and Mayer emotionally intelligent people can easily redirect their own moods and emotions in the way they wish. Additionally those people are also able to manipulate other people around them through adapting their emotional states and empathy.

2.4.4. Instruments to Measure Emotional Intelligence

Palmer and his colleagues placed the models of EQ into two general categories, 'ability' and 'mixed' (or personality) models. They identified the ability models as those that define EQ as 'intelligence' in the traditional sense. On the other hand mixed models have been defined EQ as a mixture of emotion-related competencies, personality traits and dispositions (Palmer, Manocha, Gignac & Stough, 2003, p. 1192).

One of the most famous and widely used models is Bar-On's model of emotional intelligence. This is an example of mixed models where personal, emotional, and social abilities are to be measured. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies,

skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 2006, p. 14). Bar-On defined being emotionally intelligent as effectively understanding and expressing oneself, understanding and relating well with others, and successfully coping with daily demands, challenges and pressures (Bar-On, 2006, p. 14). Bar-On used emotional quotient inventory (the EQ-i) a scale he developed in early 1980s as the key instrument in developing his model. He explained EQ-i as a self-report measure that provides an estimate of emotional-social intelligence. EQ-i contains 133 items in the form of short sentences and employs a 5-point response scale with a textual response format. EQ-i provides multiple scores which are one general and 5 different scores which settle 15 subscale scores. Bar-On (2006, p. 15) classified those subscales as;

- i) intrapersonal (comprising self-regard, emotional self-awareness, assertiveness, independence, and self-actualization);*
- ii) interpersonal (comprising empathy, social responsibility, and interpersonal relationship);*
- iii) stress management (comprising stress tolerance and impulse control);*
- iv) adaptability (comprising reality-testing, flexibility, and problem-solving);*
- v) general mood (comprising optimism and happiness).*

Just like IQ scoring raw scores of EQ are automatically tabulated and converted into standard scores based on a mean of 100 and standard deviation of 15. Bar-On claims that this resemblance and also the reason of his naming the concept as EQ during his doctoral studies was intentional (2006, p. 15). Bar-On estimated that if EQ-i was to be applied on large and varied populations the results would reveal more about emotionally and socially intelligent behaviour. With this notion he studied on the concept for more than 17 years and improved the model. The EQ-i has been translated into more than 30 languages, and data have been collected in numerous settings around the world. The first translation of the EQ-I was from English to Spanish to allow for extensive data collection in Argentina, which was followed by data collection in a number of other countries (Bar-On, 2006, p. 15).

2.5. PROFESSIONAL INTELLIGENCE (PQ)

“Professional Quotient” (PQ) is a new psycho-medical approach firstly introduced by Hakan Yöney, a Turkish psychiatrist in the year 2007. Yöney accepts in advance that it is necessary to have a certain level of IQ and EQ in order to get an effective

professional performance. And his starting point is the need for having mental competences beyond just IQ and EQ to comprehend and improve this professional performance (Yöneş, 2014, p. 16-17). Hence his PQ happens to be about mental abilities that are necessary for individuals, groups, or organizations to be successful in professional life (Yöneş, 2014, p. 15). PQ model has a structure that consists of five different elements and three dimensions (Yöneş, 2014, p. 21). The three dimensions (individual, group and corporate dimensions) of the model were developed to make investigating the matter in an individual, group and corporate manner possible. Since the model's dimensional context is not in the scope of this study the explanations will focus on the elemental structure and address the issue from the perspective of individual PQ.

Although Yöneş has discussed the issue with a multi-dimensional approach he did not provide the audience any scale to measure the level of PQ. He introduced the factors that build and improve the PQ which he called elements yet did not establish any methodological measure to test it.

The elemental structure of the model provides a theoretical framework for productivity and success in professional life, from the individual and organizational perspectives. Yöneş named five different elements which complement each other and interacting carry out their functions by interacting with each other (Yöneş, 2014, p. 21).

2.5.1. Mentalizing

Mentalizing is the ability to understand the mental processes of oneself and other people. It enables us to be aware of and manage the emotions, thoughts, and intentions of one's own and others' (Yöneş, 2014, p. 22). According to Yöneş mentalizing is important because it is the basis of long-term and meaningful relationships and has a critical role in forming the desired interactions. In his book Yöneş remarks the similarity between empathy and mentalizing. Although he admits that these two notions has similarities he claims that mentalizing is a broader term which contains empathy in it. He defines empathy as the first step of mentalizing with which a person can feel the same as the other but it cannot help an individual to

understand the reasons of this emotion the other person feels. He claims that having an idea about the cause or source of the feeling of other is important for it can enable a person to manage others emotional states, to stir up the same emotion (Yöney, 2014, pp. 44-45). The benefits of the success in performing this element can be summarized as the ability to persuade, communicate and to effectively manage the conflicts as well as the problem solving skills.

2.5.2. Executive Functions

Executive functions are related to the control and management of the brain itself. These functions also include planning and organizing the activities going on in the other parts of the brain. High level complicated information processing and initiation of action are also related to this element (Yöney, 2014, pp. 22-23). He includes the ability to foresee future treatments and getting prepared; in cases of uncertainty reasoning accordingly and developing hypotheses (Yöney, 2014, p. 67).

2.5.3. Mental Activity

The brain does not always respond in the same way to a specific stimulus. Mental functions are affected by many factors like sleepiness, hunger, stress, various medical conditions, etc. Therefore, professional performance and behaviour show variations according to these factors. All these factors that lead to performance fluctuations are in the scope of this element (Yöney, 2014, p. 91).

2.5.4. Neuroplasticity

This element covers the concept of learning and mental flexibility. Neuroplasticity is the process where the structure and connections of neurons change and develop as a result of experiences (Yöney, 2014, p. 123). Yöney utilizes the principle of “use it or lose it” for explaining this element. The scientific studies have proven that neurons which carry the unused functions are taken from that function and are employed in other functions (Yöney, 2014, p. 127). He ties the mental flexibility with open mindedness which he again correlates with the ability to learn and the capacity to adapt different behavioural patterns (Yöney, 2014, p. 130).

2.5.5. Professional Self

Every professional develops a character specific to his/her job and acts accordingly. This repertoire of attitude and behaviour forms the basis of that person's professional self and his/her success in professional life (Yöney, 2014, pp. 140-141). Yöney argues that a professional must surpass his/her personal characteristics and adapt the attitudes his/her profession requires; create a professional self (Yöney, 2014, p. 145).

2.6. LEADERSHIP INTELLIGENCE (LQ)

Over the decades of study and research on the subject, the boundaries of intelligence concept have faced a great expansion. The thought leaders, mentors, executors joined the psychologists in this pursuit. Hence new notions and patterns of intelligence have emerged. Since the issue of leadership is another fuzzy concept which has been discussed deeply but explained poorly, it is inevitable for people to struggle to conceptualize the matter in terms of intelligence. It is a universally acknowledged fact that a manager and a leader is not the same thing. Within the intelligence point of view the term is described as the people who are naturally inspire people to follow them. The fuzziness of the of illustration prompts people to think that the effectiveness of a leadership cannot be measured. On the contrary the instinctive factors which the description is originated had lead people to a more scientific conclusion.

Hence leadership was associated with intelligence with a broader sense. Joel Garcia called them "The 4 Intelligences of a Leader"; which he states as wisdom, character, social and spiritual intelligence (Garcia, 2012, p.1).

Suri Surinder who is an executive, consultant, board member, author, entrepreneur and professor at the same time has brought insightful assertions on the matter. In a speech he has given in TED Talks he explained his theory of leadership quotient. He claims that leadership quotient is a measure to evaluate the leadership intelligence and helps to understand why some leaders are able to succeed while the others cannot. He simply formulated the leadership intelligence (LQ) as a mixture of IQ, EQ and XC which he describes as the execution quotient (Surinder, 2013).

In consequence of his research Surinder concluded that the leaders do not force people to follow them, but people end up picking their own leaders following them. And this choosing of leaders happened subconsciously. His studies gave him the notion that the leaders have to earn 3 main currencies from their followers. The currencies need to be earned are “credibility” by delivering distinctive, consistent results; “trust” by building dependable, caring relationships; and “respect” by acquiring superior, relevant resources. In return the leaders have to get built 3 assets; “results”, “relationships” and “resources”. Resources are acquired by investing in competence, by becoming smart about the things that matter. He associates this with IQ. Relationships are built by investing in character, by becoming a better person on the qualities that count which correlates to EQ. Results are delivered by investing in capabilities, by becoming an effective person on the actions that accomplish which he calls the execution quotient, or XQ (Surinder, 2013).

2.7. ENTREPRENEURIAL INTELLIGENCE (EPQ)

Although there is no generic definition of the entrepreneur; the general consensus is on the statement that an entrepreneur is a person who creates organizations. Despite the lack of a distinctive definition of the term there have been numerous scales to predict or understand the entrepreneurship. It may be suggested that the broadness of the definition have led researchers to develop various kinds of scales which measure different traits. Huefner, Hunt and Robinson (1996) conducted a study to address the accuracy of several scales to measure entrepreneurial intelligence in 1996. They picked four different scales; the Entrepreneurial Quotient (EPQ) and the Entrepreneurial Attitude Orientation (EAO) which were designed and validated to discriminate between entrepreneurs and non-entrepreneurs. The last two were the Myers-Briggs Type Indicator (MBTI) and the Herrmann Brain Dominance Instrument (HBDI) which were designed and validated as general indicators of a person's preferred ways of thinking and behaving (Huefner, Hunt, Robinson, 1996, pp. 56-57). Since each of these four scales have a different purpose and structure it is natural get diversified results. According to their study results the most accurate results have been gained from EPQ and EAO since raison d'être of those scales are to score the entrepreneurial competences.

2.7.1. Entrepreneurial Quotient (EPQ)

EPQ is a paper and pencil instrument created by John Caspari, an insurance company employee. Through a literature search Caspari found 60-66 supposed characteristics of entrepreneurs. A university professor was hired to develop the scale using experimental and control groups, resulting in a final instrument of 22 questions with varying weightings. Scores on the EQ range from -42 to +47 with entrepreneurs having positive scores. The more positive the score the more entrepreneurial the person is predicted to be (Huefner, Hunt, Robinson, 1996, pp. 57-58). However structure of the test and the questions types that are used in test causes the results to be dubious. The design of the questions reveals how an entrepreneur would answer, hence for the people who were able to see this, the answers more likely to be biased. The questions were designed that the respondent can interpret the answer. Also the presumptions such as “Significantly high numbers of entrepreneurs are children of first generation Americans. If your parents were immigrants, score plus 1. If not score minus 1.” “Entrepreneurial personalities seem to be easily bored. If you are easily bored, add 2. If not, subtract 2” (Northwestern Mutual Life Insurance Company, 1985) (as conveyed in Huefner, Hunt and Robinson’s work).

2.7.2. Entrepreneurial Attitude Orientation (EAO)

EAO was created specifically to measure entrepreneurship and again a paper and pencil instrument. It has 4 subscales which are to test the attitude and there is a single score for each subscale. The range of the four EAO subscale scores is 10 to 100. On each subscale the higher the value the more entrepreneurial the individual is predicted to be. The four EAO subscales are: i) achievement in business; ii) innovation in business; iii) perceived personal control of business outcomes and finally iv) perceived self-esteem in business (Huefner, Hunt, Robinson, 1996, p. 58).

3. CONCEPT OF MARKETING INTELLIGENCE

The previous sections of this study reviewed the theories of intelligence that have been influential and somewhat revolutionary. In the following chapters the discussion will be devoted to developing and presenting a brand new cluster in the field.

There have been a number of intelligence theories and differently defined intelligence types, each with their own determinants, indicators and measurement tools. The history of the researches in the field indicates that each time a theory lacks in explaining the scientific background of a specific human ability or competency, the need to produce reasonable and scientific explanations for the situation caused a new theory of intelligence to emerge. Gardner's argument on theory multiple intelligences has led other scientist to think with a pluralistic way which has allowed all the different types of intelligences, such as emotional intelligence, professional intelligence to arise. The newly introduces concepts of intelligence encouraged scholars to address the differentiated capabilities that humans possess and the gains of such abilities. Hence this study and the following research of it is devoted to understand and explain the specific set of capabilities which is deemed to be necessary to succeed in marketing area.

3.1. METHODOLOGY

The research focused on gathering insights from the field and combining these results with the academic views and suggestions. The personal opinions of marketers on the subject of the determinants of a successful marketer gathered through a simple questionnaire. The classified responses underpinned the main elements of marketing intelligence. Firstly, a small-scale survey (Appendix A) of across a variety of companies has addressed marketer perceptions as to the key traits of successful practitioners. The survey consists of seven unstructured questions, as well as well personal data, such as age, total work experience etc. The survey was sent to a variety of marketers in companies such as Anadolu Jet, Reckitt Benckiser, Türkiye İş Bankası, Anadolu Hayat Emeklilik A.Ş., BİM A.Ş., Philip Morris International,

Turkish Airlines, Ariston Thermo, Hayat Kimya through e-mail and personal interviews across a 1 month period, June-July, 2015. The survey (Appendix A) was designed in an open question format so as to facilitate a qualitative analysis. This gave the opportunity for respondents not to be manipulated by the suggestions of the researcher and to provide insightful information on the subject. The design of the questionnaire enabled the research to obtain the in-depth interpretations from the individuals' personal success stories.

The marketers were chosen by the personal communications and the questionnaire was sent to each of these marketers via e-mail. The email contained a short explanation as to the purpose of the study. Respondents were asked to give their perceptions on the issue in terms of key traits which lead their own success or the individuals' they deem to be successful. The questionnaire was sent to an initial six different groups who has the contacts of different marketing managers in different companies. The interviewees were asked about the five most critical traits that a marketer shall possess in order to succeed. Their opinions about best marketing practices and the reasons behind these accomplishments were also sought. The marketers with a variety of professional title have answered the questions in their convenience and sent the survey back to their connections. Responses from the questionnaire were recorded into excel spreadsheets and their consistency has crosschecked via the answers of similar questions from the survey.

3.2. MARKETING INTELLIGENCE AS A CONCEPT

Many scientists, such as Gardner and Goleman, argue that our view of human intelligence is far too narrow. Their perspective opened a revolutionary road to expand the view of definition and constitution of intelligence. Gardner's arguments lead the scientist to think beyond the verbal or mathematical abilities and open a door for specialized intelligences. On the other hand with his emotional intelligence theory Goleman added a new dimension to concept. Emotional intelligence has gained a rapid popularity especially among the business world, because of its strong connection to achievements in life. However just like IQ, EQ has its own inadequacies. Hence the idea of combining the several skills and capabilities which

are deemed to be key elements of a marketers' success story by both academicians and practitioners of the market and naming a new independent intelligence has emerged.

Eventually Marketing Intelligence is conceptualized as a combination of “emotional and analytical competencies” interrelated with “creativity and leadership skills” along with a vast knowledge on the market that determine how effectively an individual sets the course in terms of marketing strategies. In conclusion marketing intelligence has ensued as a set of competencies which are essential for success in the marketing world. Being a marketing genius does not mean that one person should be perfect in all these competencies, likewise being highly competent in one area and barely possessing other abilities cannot indicate a successful intelligence in terms of marketing. As you will see in further explanations Marketing Intelligence will be formed as a coherent combination of these interrelated competencies.

3.3. COMPONENTS OF MARKETING INTELLIGENCE

Marketing Intelligence is designed to consist of four main components; Emotional and Analytical Competence, Creativity and Leadership Skills which provide a theoretical framework for efficiency and success in the field of marketing along with an in-depth know-how. The four elements of the concept are organized to complement and to interact with each other. Know-how on the market is not assessed as an indicator of the personal marketing ability but an exogenous variable in the equation of success. It is obvious that without in-depth information on the line of business, or without the critical knowledge about the sector the possibility of any marketing campaign to achieve its goals die in vain. Thinking about the marketers with matching levels of information and experience in the field, it is likely for each of the individuals to reach a different level of success or even fail significantly. That is why the Marketing Intelligence theory states the vast knowledge as a given variable on the model. Hence know-how will not be subject to any testing or scoring in terms of intelligence measuring. The combination of the selected traits of MQ is represented in Figure 3.1.



Figure 3.1: The four main components of Marketing Intelligence (MQ).

3.3.1. Emotional Competence

Analysing the emotional competence requires a decent categorization of the skills which will be included in the set and an appropriate scoring tool to measure the level. The most efficient indicator for emotional competence is Emotional Intelligence (EI). The emotional intelligence (EI) concept has found remarkably receptive audiences throughout the world since its emergence. Despite the popularity and the researches on the subject there is still not a consensus about the general components, competencies, capabilities and factors of it (Ağiryürüyen, 2014, p. 56). Mayer, Salovey, Caruso, & Cherkasskiy explained that emotional intelligence draws together emotional abilities from four classes or branches (2012, p. 532). Many others have followed Goleman and introduced mixed models of emotional intelligence into the field. The summary that Mayer, Salovey, Caruso, & Cherkasskiy have drawn about the three definitive theories of EI is presented in Table 3.1:

Table 3.1: Evolution of the Journalistic Account of “Emotional Intelligence”

Goleman (1995) Overall Definition(s)	Bar-On (1997) Overall Definition	Petrides and Furnham (2003) Overall Definition
<p>“the abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself” (Goleman, 1995, p. xii). [...and...] “There is an old-fashioned word for the body of skills that emotional intelligence represents: character” (Goleman, 1995, p.28).</p>	<p>“Emotional intelligence is...an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997, p.14).</p>	<p>“a constellation of emotion-related self-perceptions and dispositions, assessed through self-report. The precise composition of these self-perceptions and dispositions varies across different conceptualizations, with some...being broader than others” (Petrides & Furnham, 2003, p.40).</p>
<p>Major Areas of Skills and Specific Examples</p>	<p>Major Areas of Skills and Specific Skills</p>	<p>Major Areas of Skills and Specific Skills</p>
<p><i>Knowing One’s Emotions</i> *recognizing a feeling as it happens *monitoring feelings from moment to moment</p>	<p><i>Intrapersonal Skills</i> *Emotional self-awareness *Assertiveness *Self-Regard *Self-Actualization *Independence</p>	<p>*Adaptability *Assertiveness *Emotional appraisal (self and others) *Emotion expression *Emotion management (others) *Emotion regulation *Impulsiveness *Relationship skills *Self-esteem *Self-motivation *Social competence *Stress management *Trait empathy *Trait happiness *Trait optimism</p>
<p><i>Managing Emotions</i> *handling feelings so they are appropriate *being able to soothe oneself *being able to shake off rampant anxiety, gloom, or irritability</p>	<p><i>Interpersonal Skills</i> *Interpersonal relationships *Social responsibility *Empathy</p>	<p>(Petrides & Furnham, 2001, p. 428)</p>
<p><i>Motivating Oneself</i> *marshalling emotions in the service of a goal *delaying gratification and stifling impulsiveness *being able to get into the “flow” state</p>	<p><i>Adaptability Scales</i> *Problem solving *Reality testing *Flexibility</p>	
<p><i>Recognizing Emotions in Others</i> *having empathic awareness *being attuned to what others need or want</p>	<p><i>Stress-Management Scales</i> *Stress tolerance *Impulse control</p>	
<p><i>Handling Relationships</i> *having skill in managing emotions in others *interacting smoothly with others</p>	<p><i>General Mood</i> *Happiness *Optimism</p>	

Source: Mayer, Salovey, Caruso, & Cherkasskiy, (2012), p. 535.

EI studies and the results of the survey (Appendix A) have been combined together in order to set the content of the component. Here are the selected examples of the answers of participants:

Murat Atalay has pointed that open mindedness is a critical trait for a marketing manager (29.06.2015, interview, response to question 2).

Özcan Arslan depicted understanding all the members of one's team and expressing own-self adequately is a critically important aspect in success as a marketer (30.06.2015, interview, response to question 2).

Yiğit Osman Yalman said empathy is a vital competence for a marketing professional (01.07.2015, interview, response to question 2).

Bora Doğan suggested that being open to all ideas, actively listening to one's colleagues and motivating them is essential (30.06.2015, interview, response to question 2).

Afife Çelik said, adapting to change, self-motivation and persuasiveness are critical traits for marketers (06.07.2015, interview, response to question 2).

The survey results suggest that the traits such as open mindedness, empathy, proactivity, adaptability, flexibility, persuasiveness and ambition are essential for successful marketers. The major areas of skills and the corresponding specific skills which are determined by Petrides and Furnham (2007) are detailed in Table 3.2. As it can be seen from the table, the results of the survey support the previous findings of Petrides and Furnham.

Table 3.2: The Adult Sampling Domain of Trait Emotional Intelligence

Facets	High scorers perceive themselves as . . .
Adaptability	Flexible and willing to adapt to new conditions.
Assertiveness	Forthright, frank, and willing to stand up for their rights.
Emotion expression	Capable of communicating their feelings to others.
Emotion management (others)	Capable of influencing other people’s feelings.
Emotion perception (self and others)	Clear about their own and other people’s feelings.
Emotion regulation	Capable of controlling their emotions.
Impulsiveness (low)	Reflective and less likely to give in to their urges.
Relationship skills	Capable of maintaining fulfilling personal relationships.
Self-esteem	Successful and self-confident.
Self-motivation	Driven and unlikely to give up in the face of adversity.
Social competence	Accomplished networkers with superior social skills.
Stress management	Capable of withstanding pressure and regulating stress.
Trait empathy	Capable of taking someone else’s perspective.
Trait happiness	Cheerful and satisfied with their lives.
Trait optimism	Confident and likely to “look on the bright side” of life.

Source: Petrides, K. V., Furnham, A., & Mavroveli, S., (2007), p. 155.

The major skills and abilities which were elucidated by Petrides and colleagues are cross-checked with the survey results of this research. The traits which are mutual for both studies are selected to be the indicators of emotional competence regarding to marketing capabilities. From these traits the ones matching with the survey outcomes are listed in Table 3.3:

Table 3.3: The Matching EI Traits for Emotional Competence

Major Skill	Corresponding Ability
Adaptability	Flexibility, change management
Assertiveness	Initiating, being courageous,
Self-motivation	Ambition, striving for success, curiosity
Self- esteem	Responsibility, self confidence
Relationship skills	Open mindedness, empathy, listening to others
Emotion management (others)	Persuasiveness
Emotion expression	Communications skills, expressing own self
Social competence	Team work, coordination, collaboration

The full questionnaire which is designed to evaluate the participants' emotional competence placed in Appendix B.3.

3.3.2. Creativeness

Most of the participants noted the importance of innovation, inventiveness and being open to constant change, however Işıl Aksoy named the trait as having “creative intelligence” (23.07.2015, interview, answer of question 2). On the other hand one of the respondents of survey highlights another remarkable point: He claims that “creativity is a necessary trait for a junior marketer to accomplish great things, but for a marketing manager it is even more important to be able to manage creative people than being creative himself/herself (Murat Atalay, 29.06.2015, interview).

Creativity is a popular term of all parts of the business world. In each step of a professional career it is always advisable to think creatively, to find a new way of doing something etc. It is used to explain almost every topic related to inventing, innovating or changing things. But what is creativity, how do we define it? Sternberg defines creative people are those who are willing and able to “buy low and sell high” in the realm of ideas (2006, p. 87). He points out the fact that the creative ideas met with resistance when they are first presented. So he describes the creative people who are willing to present these non-popular ideas (buying low), and pursues them no matter how hard the resistance is and winning in the end (selling high). Sternberg also explained what creativity is, he included creativity as a component in his triarchic theory of intelligence. He described the creativity as a set of abilities that are involved in creating, exploring, discovering, inventing, imagining and supposing (Sternberg, 1999, p.438).

In his book “Creating minds” Howard Gardner reflects the fact that the studies on human creativity paralleled with the studies on human intelligence (2011, p. 19). Kaufman and Plucker’s (2012) view which states that creativity is as important as intelligence may help us to understand this not so coincidental synchronization in the attempted investigation. They claim that creativity is important because it involves adapting to the novel situations that can lead people either to great success or great failure (Kaufman & Plucker, 2012, p. 771). It is universally accepted that creativity and intelligence are inter related concepts. However the relation between these two notions is still unclear. In their study Kaufman and Plucker (2012, p. 778) referred to Runco’s research and reworded his findings:

Runco offers an interesting, alternative view of the threshold concept. Acknowledging that a minimal level of intelligence is probably necessary for optimal creative contributions, Runco notes research (e.g., Hollingworth, 1942) suggesting that people with extremely high IQs often exhibit low levels of creativity.

Gardner’s opinions concerning the correlation between intelligence and creativity support Runco’s findings. He also admits that these two traits are correlated. On the other hand it is possible for an individual may possess more creativity than intelligence or vice versa (Gardner, 2011, p. 20). In supporting this relationship, Sternberg declares that creativity is mostly a decision that anyone can make. And referring to his theory of “buying low” he states that few people actually choose to be creative because they find the costs to be too high (2006, p. 897). Hence it is acceptable to claim that regardless of the intelligence level of any individual he/she can perform a creative thinking.

3.3.3. Leadership Skills

Leading people that one works with is categorized as a key aspect of a successful marketing professional by the survey participants. So by leading people what shall we expect to accomplish? What is the role of a leader and why is this important?

Leadership is a phenomenon that kept changing over the decades. With the new implementations and expansions overall the business world the boundaries and the content of leadership has evolved. As Palmer, Walls, Burgess, & Stough has

mentioned “in today’s more service-oriented industries, leadership roles are also to motivate and inspire others, to foster positive attitudes at work, and to create a sense of contribution and importance with and among employees” (2001, p. 5). It is apparent that an individual shall possess some specific capabilities in order to perform as an effective leader. But then it is equally difficult to find the right combination of qualities and strategies which will work well at all times, despite the differing situations and followers (Marques, 2007, p. 644).

Marques knowing the pitfalls in the process tried to identify the basic components of leadership. She conducted a survey with her students and then with leadership thinkers and practitioners. Afterwards she formed two sets of qualities according to the results of the survey. She discovered that the participants interconnected leadership to emotional intelligence and passion. She explains this outcome by the intuition of without being passionate about what one does; there might not be a reason for that person to be leading (Marques, 2007, p. 645).

Marques clustered the qualities which she gathered from her survey under to distinctive sets (theme sets as she called them) and classified the specific qualities under these themes. Table 3.4 represents her finalized findings.

Table 3.4: The Elements That Comprise Awakened Leadership

Passion	Emotional Intelligence
Perseverance	Compliance
Innovation	Open-mindedness
Educational intelligence	Ethical conduct
Vision	Morals and values
Commitment	Integrity
Courage	Honesty and trust
Creativity	Respect
Multidimensional thinking	Compassion
Decisiveness	Justice
Clarity	Kindness
Flexibility	Forgiveness
Love (for work and progress)	Listening
	Authenticity
	Connection
	Sensitivity
	Love (for people and environment)

Source: Marques (2007), p. 648.

Marques suggests that a leader shall be complaint so that he/she can accommodate to the needs of those whom he or she guides in order to gain their trust, comprehension and appreciation (2007, p. 646). Among other traits ethical conduct stands out as interesting quality to assert. Marques's findings suggested that the decisions of any leader may be questioned from time to time and leaders shall be open to this. Her students referred to technical knowledge by educational intelligence so that followers shall not doubt the correctness of a leader's decisions (Marques, 2007, pp. 645 - 646).

The relationship between EI and leadership is also studied by Palmer and colleagues. They found out that the leaders who wish to motivate and inspire subordinates to work towards common goals, monitored and managed emotions both within themselves and others (Palmer, Walls, Burgess, & Stough, 2001, p. 8).

Hence leadership skills become an essential trait for an exceptional marketing professional since it enables operations to work timely and correctly. It inspires team members to devote themselves to the tasks they are assigned to.

3.3.4. Analytical Competence

Another common notion in the participants' view for a successful marketer is being able to analyse and interpret the mathematical data. Being able to understand the trend and feedback which is inquired through the customer data and act accordingly seems to be a vital skill for a marketing professional to keep on succeeding.

The starting points of intelligence theories and scales all related to the mathematical and analytical abilities. Since Binet and Simon introduced the intelligence test, IQ, the concept and psychometric testing tools proceeded over time. And almost all the renewed theories added new facets to the first concept most of them kept analytical ability as a basic component.

For instance the Stanford-Binet Intelligence Scale contains and test several factors such as verbal reasoning, visual reasoning, quantitative reasoning, and short-term memory (Becker, 2003, p. 2). Sternberg, on the other hand, included analytical intelligence one of the three fundamental aspects of intelligence in his triachic theory. He stated that analytical abilities are involved in analysing, evaluating, critiquing, and comparing and contrasting things (Sternberg, 1999, p. 438). Gardner criticised the previous theories for relying solely on the linguistic and logical-mathematical capacities and accused them of being too narrow to capture the wide range of human intellectual functioning (Davis, Christodoulou, Seider, & Gardner, 2012, p. 493). Regardless of his critics for previous theories, in his multiple intelligences theory, one of Gardner's eight intelligences is categorized as "logical-mathematical intelligence"; which refers to the ability to develop equations and

proofs, make calculations, and solve abstract problems (Davis, Christodoulou, Seider, & Gardner, 2012, p. 488).

All of the universities and many of the companies recruit their students or employees through testing. Neisser et al. pointed that individual scores on admission related tests are certainly correlated with scores on tests of intelligence (1996, p. 82). Hence accomplishing a successful level of analytical competence requires basic mathematical skills, understanding of elementary mathematical concepts and ability to reason quantitatively and to model and solve problems with quantitative methods.



4. MARKETING INTELLIGENCE QUOTIENT (MQ)

IQ does not predict everything equally well, and no prediction is perfect but that does not negate the scientific and practical utility of understanding individual differences in cognitive ability (Kaufman, Kaufman & Plucker, 2013, pp. 808-809). Since the concept of Marketing Intelligence has just been proposed the domain of the study requires a tool to test and measure the scales of it. With this purpose in mind a scale which is to be called “Marketing Intelligence Scale” originated and then tested with the volunteered applicants. The scoring phenomenon is also developed along with the testing tool and the participants have been scored according to the suggested scoring model. The details of the work have been explained fully in the following facets.

4.1. DEVELOPING A SCALE TO MEASURE MARKETING INTELLIGENCE QUOTIENT: MQ

There are almost as many measures of intelligence as there are definitions. With the newly defined concept of “Marketing Intelligence” a testing tool has been generated. The novel scale is named as Marketing Intelligence Quotient (MQ) Scale. The scale is designed to involve four (4) different sections as shown in Figure 4.1. Each section is dedicated to measure a different competency of the regarding component of Marketing Intelligence.

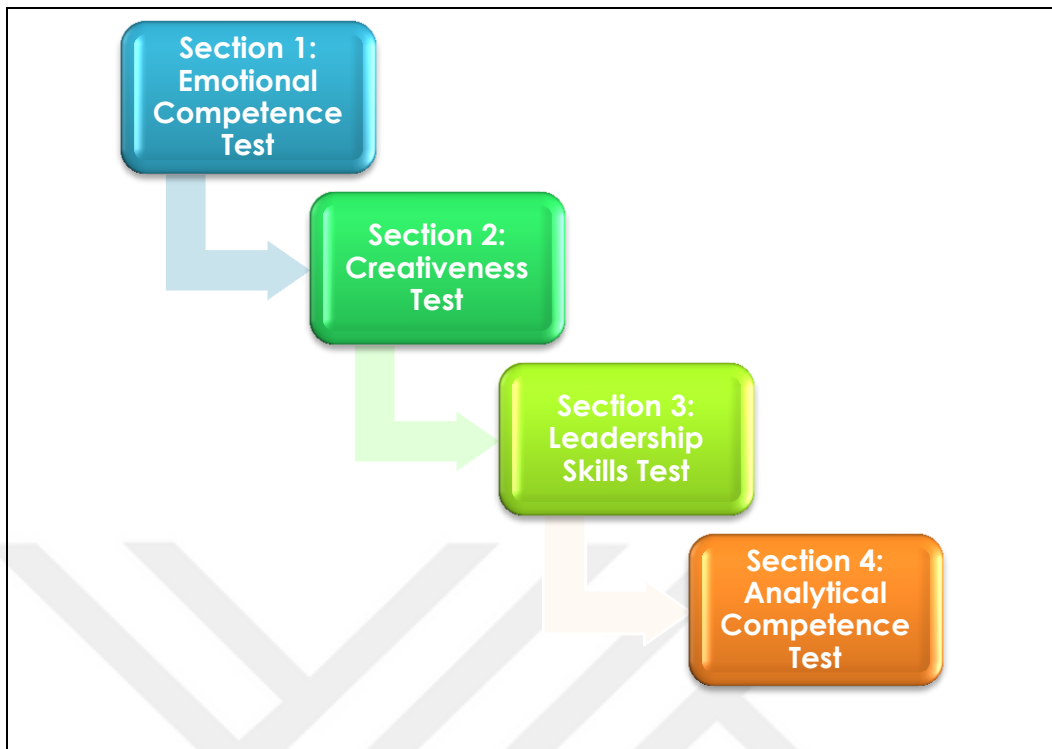


Figure 4.1: All sections of MQ questionnaire.

An admission section is placed first with the aim of gathering demographical information about the participants, such as age, gender, the company they work, the city they live in, total years of professional experience and educational background.

The first three sections are to test the level of emotional competence, creativeness and the leadership skills. The questionnaire is designed as a Likert-type scale for the first three sections. The participants are given a statement and need to choose a number from 1 to 5 which shows how strongly the statement applies to them. The last section of the test is designed to score the analytical ability of the participant. Emotional competence section contains 25, creativeness section contains 25, and leadership section contains 25 statements to evaluate.

In the final section which is dedicated to test the analytical ability of the participant the items were presented in a multiple-choice format consisting of a problem stem and four answer options. There are 25 questions in total. Only one option was correct in these types of problems. This is a mathematical reasoning test similar to those used by many employers when recruiting graduates. It aims to show how to work out the answers.

The full text of MQ test is presented in Appendices B.1, B.2, B.3, B.4, B.5, B.6.

4.2. SCORING AND INTERPRETATION OF MQ

In the first three sections each participant were not allowed to leave any statement without a choice. Participant should pick a number in a range from 1 to 5; which represents their choice on the statement. The results are recorded according to the chosen values of the participants (from 1 point to 5 points). For example in case a participant should choose 2 to state the applicability of the statement for her/his own person, then this statements value in the total section score is to be 2 points. First part of the scoring is done through the sum of the points each participant gets from her/his own answers. Each section was scored separately and then added to the overall MQ score which can range from 15 to 100. The overall MQ score represents a combination of the 4 section scores, which are individually scored on a scale of 0-25.

For the first three sections the participants were expected to evaluate 25 different statements in terms of their applicability to them. For scoring the participants abilities for this section the respondents own choices were evaluated by the number they represented. The applicability of the statement indicates to the competence level of the respondent. The more applicable the statement the contribution of the statement on the score is greater.

The individual total values of the sections were calculated through adding up all the statement values. In case the participant votes “1” to all statements for him/her-self the total value of the can be “25” at most. Since it is not possible leave any statement without comment the minimum value of this section is to be 25. Likewise in case the participant strongly agrees with the statement which is a “5” in value terms, the total value of the section is “125”. Since each section was decided to have a maximum score of 25, the total values of each participant’s responses proportioned to 25. Hence the minimum score of the first section is to be 5 ($25 \cdot 25 / 125 = 5$). For example a participant who reached a total value of 105 in first section gets a score of 21 ($25 \cdot 105 / 125 = 21$). This method was used for all first three sections’ scorings.

In the fourth and last section, analytical competence, one point was given for each correct answer in those multiple choice problems. No point reduction was taken for

wrong or empty answers. The section is designed to consist of 25 analytical questions with a time constraint. The participants are kindly asked to answer as much as questions within the given time. For each correct answer the participant is given 1 point, while there are no point gains for empty or wrong answers. In case there is no correct answers the total point of section four for the participant is “0” and in case that all the answers are correct the score shall be “25”.

The interpretations for MQ scores both in overall terms and by section are explained fully in the upcoming sub- sections.

4.2.1. Scoring and Interpretation of Emotional Competence Section

Interpretations of the scores for the first section; emotional competence is depicted in Table 4.1.

Table 4.1: Interpretations of Emotional Competence Section Scores

Total Value	Score	Interpretation
25 - 50	5 - 10	The participant is emotionally incompetent. The participant has difficulty with handling situations and relationships, lacks in relating with people.
51 - 75	11 - 15	The participant is has a moderate level of competence in terms of emotional intelligence.
76 - 100	16 - 20	The participant reaches a competence level above the average. He/she has a general control over the situations and people but still has his/her deficiencies.
101 - 125	21- 25	Exceptionally competent. He/she is almost always in control, able to manipulate situations and people in accordance with his/her own goals.

4.2.2. Scoring and Interpretation of Creativeness Section

Interpretations of the scores for the second section; creativeness is depicted in Table 4.2.

Table 4.2: Interpretations of Creativeness Section Scores

Total Value	Score	Interpretation
25 -50	5 - 10	Not blished with recognizable creativity
51 - 75	11 - 15	Barely creative
76 - 100	16 - 20	Moderately creative
101 - 125	21- 25	Exceptionally creative

4.2.3. Scoring and Interpretation of Leadership Skills Section

Interpretations of the scores for the third section; leadership skills is depicted in Table 4.3.

Table 4.3: Interpretations of Leadership Skills Section Scores

Total Value	Score	Interpretation
25 -50	5 - 10	Meek
51 - 75	11 - 15	Follower
76 - 100	16 - 20	Improvable Leadership
101 - 125	21- 25	Born Leader

4.2.4. Scoring and Interpretation of Analytical Competency Section

Interpretations of the scores for the fourth section; analytical competence is depicted in Table 4.4.

Table 4.4: Interpretations of Analytical Competence Section Scores

Total Correct Answer	Total Score	Interpretation
0 - 6	0 - 6	Insufficient analytical ability
7 - 12	7 - 12	Moderate analytical ability
13 - 19	13 - 19	Sufficient analytical ability
20- 25	20- 25	Successful analytical ability

4.2.5. Interpretation for Overall MQ Scores

Overall MQ score is obtained via the summing of all the separate scores which are gained from each section during the test. Hence the minimum score any participant can get will be 15 and the maximum score can only be 100.

It is important to note that the intelligence which is referred with overall MQ scores is representing the capabilities related to marketing success. These scores are not meant to evaluate the general intelligence level or abilities of any individual.

Interpretations of the scores for an overall MQ score is summarized in Table 4.5.

Table 4.5: Interpretations of combined MQ Scores

Total Score	Interpretation of MQ
15 – 36	Incompetent skills in terms of marketing
37 – 57	Barely intelligent
58 – 79	Moderately intelligent
80 – 100	Exceptionally intelligent



5. FINDINGS OF THE RESEARCH

This section is dedicated to summarize and analyse the limited amount of data which is gathered through the online testing tool designed solely for MQ scoring. In the following parts methodology of testing, the demographic structure of the participants and the outcome of the scoring will presented in detail.

5.1. TESTING METHODOLOGY

The test which is presented in Appendix B was turned into an online submission form by using google forms. The test was sent to the participants via e-mails and the responses were obtained through the response tool provided by goggle forms. The participants were picked from professional connections of the researcher and the advisor. The online link of online test which was send to the potential participants was set to stay accessible between 14 December 2015 and 03 January 2016, hence the responses which were submitted during this 29 days period were scored.

The data from the participants' responses gathered via the response tool of google forms. The answers for the first three sections are scored according to the explanations in Scoring and Interpretation of MQ unit of the study. However for scoring the answers of section four, analytical competence test, the adds-on named "flubaroo" which is a free service of google forms is used.

5.2. ANALYZING THE PARTICIPANTS

The test was sent to a number of individuals with the request of forwarding the test to their own professional connections in marketing field. With this method in total 15 number of people ($N = 15$) was reached from 6 different companies all operates in Turkey. All companies were located in one city, İstanbul, while there is one participants who resides in Ankara. The educational background based distribution of participants was as follows: Bachelor's degree (40 percent, Master's degree 53 percent and PhD 7 percent. Figure 5.1 shows the gender distribution of the participants.

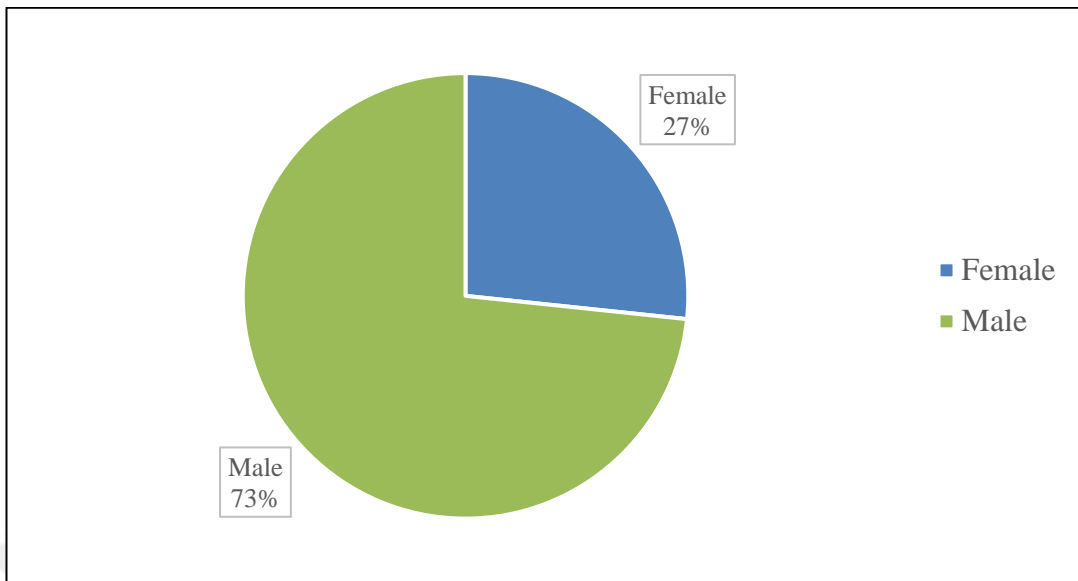


Figure 5.1: Participants by gender.

The education level distribution of participants is depicted in Figures 5.2.

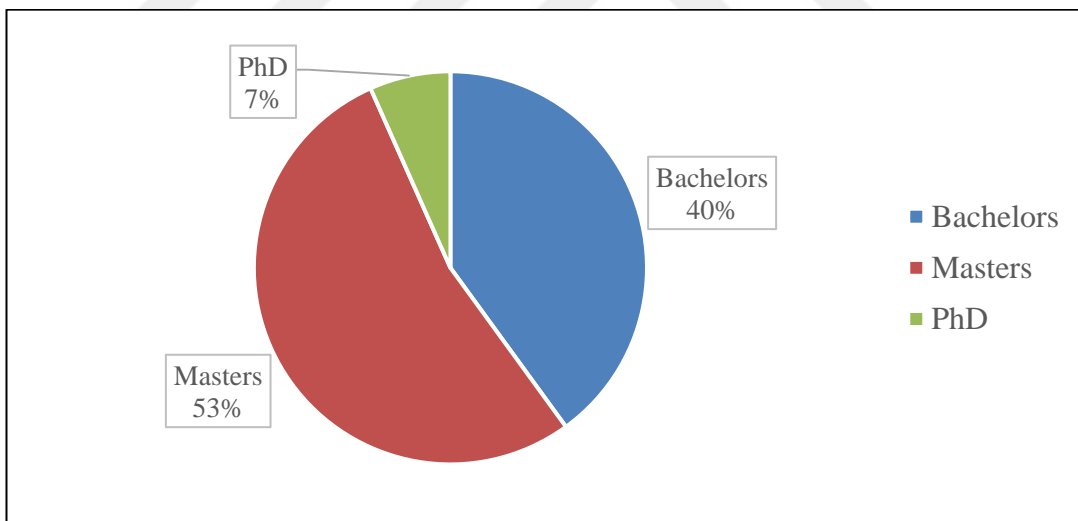


Figure 5.2: Participants by their education level.

Participants distributed by their total work experience in years are shown in Figure 5.3.

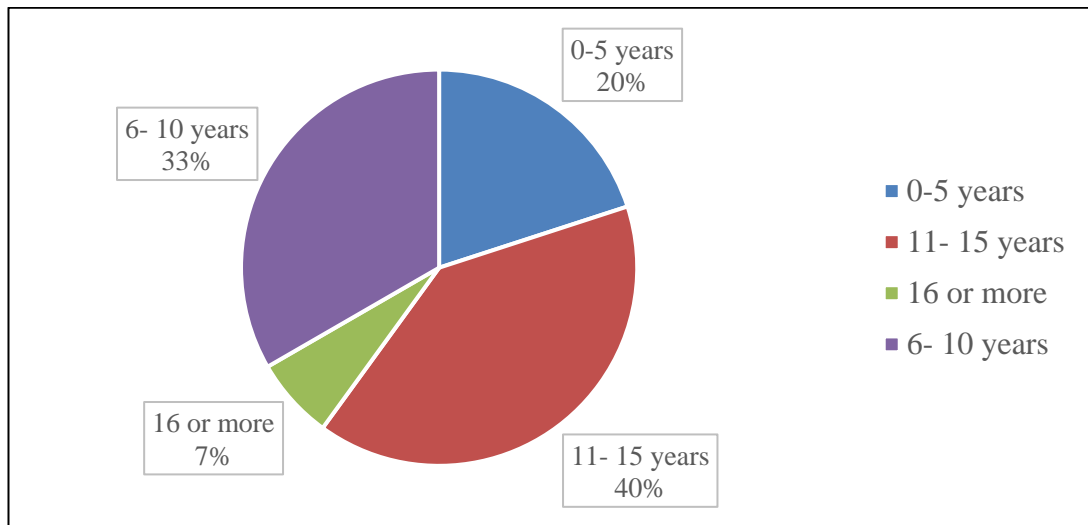


Figure 5.3: Participants by total work experience.

5.3. MQ SCORES NAND INTERPRETATIONS

The generic results of the participants' scores are summarized in Table 5.1 below. In Table 5.1 identification codes of the participants are chosen according to each participant's self-declared occupation and work title. The code NM represents the "non-marketing professionals" whereas the code M represents the marketing professionals. Non- marketer participants mainly described themselves as economist, product specialists and such.

Table 5.1: Section based and overall MQ scores of participants.

Participant ID	Emotional Competence Score	Creativeness Score	Leadership Skills Score	Analytical Competence Score	Overall MQ Score
NM- ID 1	17,8	20,6	13,2	21	72,6
NM- ID 2	17,8	18,4	12,4	5	53,6
M- ID 1	21,8	23,8	16,2	6	67,8
NM- ID 3	20	25	15,8	5	65,8
M- ID 2	20	24	16	13	73
M- ID 3	22,2	23,8	16,6	19	81,6
M- ID 4	21,8	22	17,2	22	83
M- ID 5	23	23,6	17,6	12	76,2
M- ID 6	19,4	21,6	15,2	1	57,2
M- ID 7	21,8	25,4	17,8	10	75
NM- ID 4	17,2	22,4	12,8	2	54,4
M- ID 8	18,8	20,8	14,4	14	68
M- ID 9	22,2	23,4	18	23	86,6
NM- ID 5	21	23,6	15,8	20	80,4
M- ID 10	19,2	23,2	15,4	24	81,8

For the sake of accurate comparison marketer and non-marketer participants are grouped together and their average scores are examined separately. The average scores of each group are shown in Figure 5.4. In the regarding table Section 1 represents “Emotional Competence Test”, Section 2 represents “Creativeness Test”, Section 3 represents “Leadership Skills Test” and lastly finally Section 4 represents “Analytical Competence Test”.

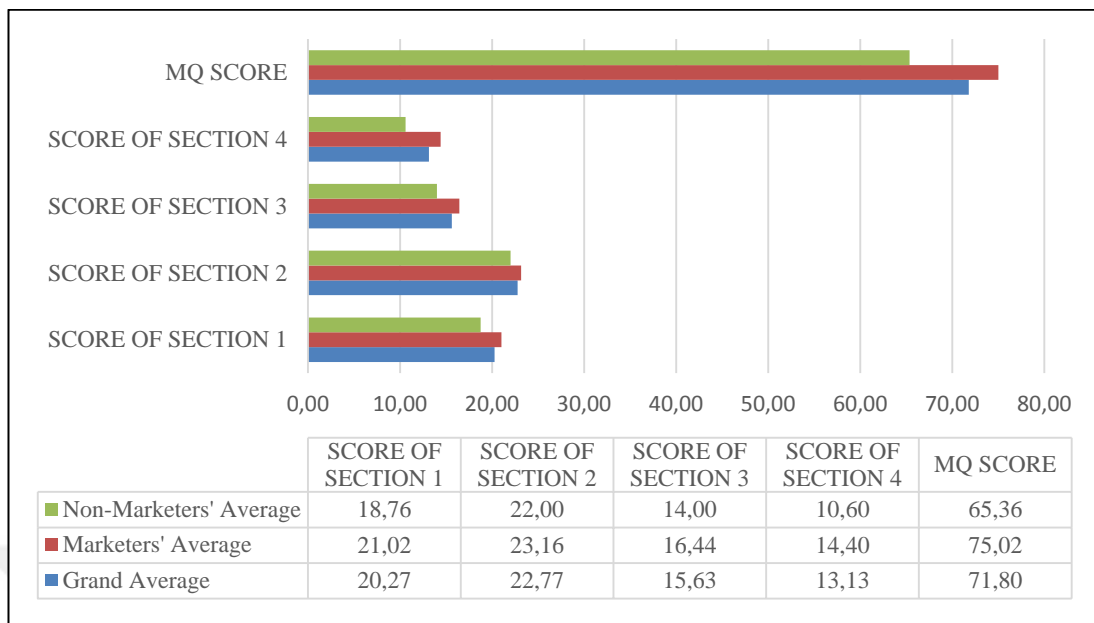


Figure 5.4: Average MQ scores by group.

As the data on the Figure 5.4 proves the average MQ scores of non- marketers (65,36) are occurred to be below the marketers' average (75,02) as well as overall average (1,80).

Average scores of marketers (21,02) for Section 1, Emotional Competence Test, indicates an exceptional competency. Participants tend to be almost always in control, able to manipulate situations and people in accordance with their own goals. On the other hand average scores of non- marketers (18,76) for the same test represents a barely above average capability. These participants may have a general control over the situations and people but still have some deficiencies on their ways.

Another average score has a significant difference for each group of participants. While the average score of Section 3, Leadership Skills Test, for non-marketers determines these people as followers the score for marketers depicts an improvable leadership skills situation.

It is noted that the average score for Section 4, Analytical Competence Test, depicts a mediocre level of capacity. Still, the average score of marketers are slightly higher than others.

Supportive to the previous assumptions on average marketing professionals' performance is superior in comparison to non-marketing participants in each test section. The section based scores are depicted in Figure 5.5.

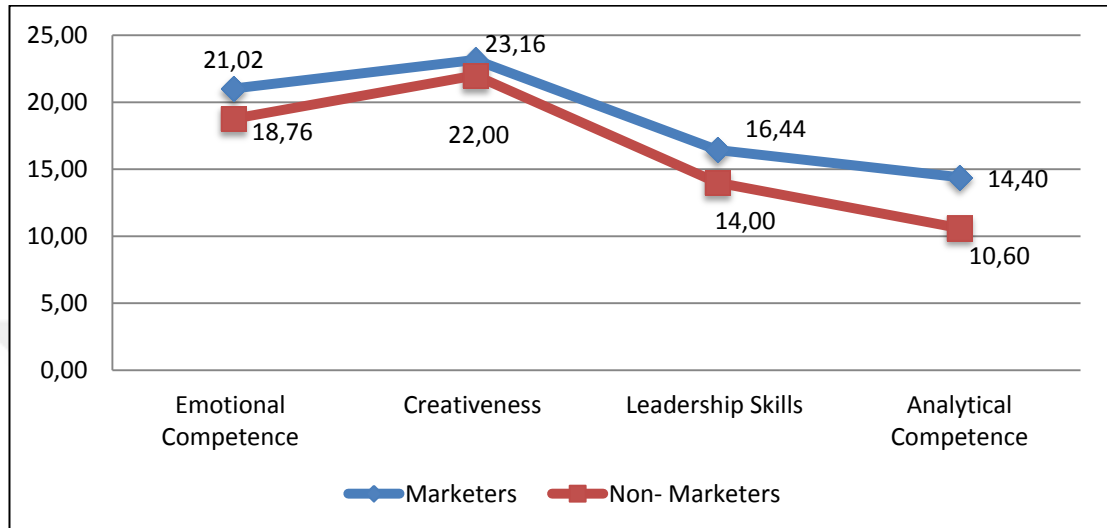


Figure 5.5: Section based test scores by participant groups.

The median scores presented in Figure 5.6 can also be used as proving data in terms of verifying the pre-accepted case of marketing professionals performing better than non-marketing participants.

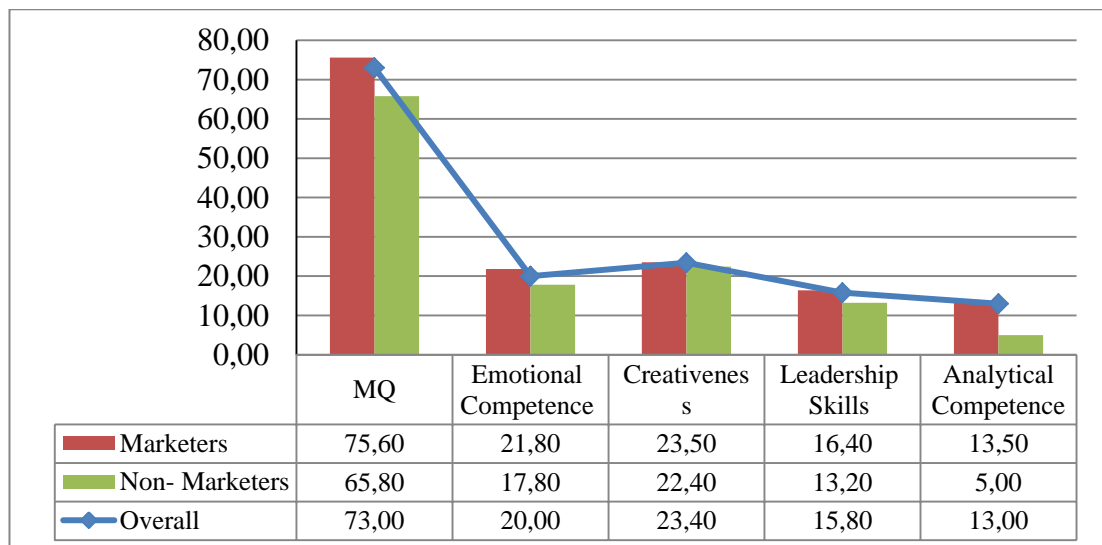


Figure 5.6: Score medians by participant group.

6. SUMMARY AND CONCLUSIONS

The inspiring idea came from the diversity of the successful marketing policies in accordance with the performers/founders of these policies. This study explains this variety with the individual capabilities of the performer by determining the specific competencies which can change the outcome of any strategy and act. The combined set of the chosen capabilities are conceptualized as Marketing Intelligence. To be able to identify any individual as “Marketingly Intelligent” an intelligence test, MQ Questionnaire” is developed and submitted for potential participants. The driving idea of the study, the proposed concept based on this intuition and MQ test with its resulting scores will be summarized in this final chapter of the research.

6.1. SUMMARY

It is a universally acknowledged fact that people may buy things (regardless of the existence of a real need for it) when they are masterfully manipulated to do so. The critical question is that why some people can persuade consumers to become customers better than others? Why their stories are more convincing than others? Hence the idea of an individually-unique «Marketing Intelligence» concept has emerged as to find answers to these presumptive questions.

With the insights acquired through online surveys with marketing professionals and previous studies on intelligence Marketing Intelligence is conceptualized as a combination of interrelated personal competencies along with a vast knowledge on the market that determine how effectively an individual sets the course in terms of marketing strategies. Marketing Intelligence is designed to consist of four main components; Emotional and Analytical Competence, Creativeness and Leadership Skills which provide a theoretical framework for efficiency and success in the field of marketing along with an in-depth know-how. The four elements of the concept are organized to complement and to interact with each other. Being a marketing genius does not necessarily mean that one person should be perfect in all these competencies, likewise being highly competent in one area and barely possessing other abilities cannot indicate a successful intelligence in terms of marketing. Hence

Marketing Intelligence is formed as a coherent combination of these interrelated competencies.

With the newly defined concept of “Marketing Intelligence” a testing tool has been generated. The novel scale is named as Marketing Intelligence Quotient (MQ) Scale. The scale is designed to involve four different sections which are Emotional Competence Test, Creativeness Test, Leadership Skills Test and Analytical Competence Test. Each section is dedicated to measure a different competency of the regarding component of Marketing Intelligence. Each section containing 25 questions the MQ test consists of 100 questions in total. Each section is scored separately and MQ scores are reached through summing the section scores. The test is designed so that any participant may get a score which differs from 5 to 25 for the first three sections. As for the last section any participant can get a score which varies from 0 to 25. Finally the overall score is designed to differ from 15 to 100.

The newly generated test is provided with an online submitting tool via google forms and sent to the potential participants. The answers of the participants were scored according to the scoring model presented within this study. The results of the testing will be discussed in the following section.

6.2. CONCLUSIONS

As it is mentioned above being a marketing genius does not necessarily mean that one person should be perfect in all these competencies. Likewise being highly competent in one area and barely possessing other abilities cannot indicate a successful intelligence in terms of marketing.

The foundation of MQ concept and scoring tools may also help the companies while hiring marketing professionals in terms of identifying the best candidate. The scores presented in the previous chapter prove the leading intuition which assumes that the performance of the marketers would be superior regarding to non-marketers’. The scores show that on average non- marketers demonstrated a poor performance as per marketing professionals. With trusting these results the study can advise companies and human resources agencies to run this MQ test for the candidates who are applying for marketing positions.

Considering the competencies included in MQ theory, the capabilities are proven to be all improvable in time with appropriate effort from the individual, it would be inaccurate to assume that MQ scores are plain truths about the competencies of any candidate. The most correct approach to the concept would be recognizing the simulated MQ scores as indicators of the future potential of an individual. In this sense MQ scores would provide sustainable assistance to marketing professionals in case it is taken periodically. It may aid individuals and human resources professionals to discover the marketing-specific strengths and improvable traits. The sub-scores which deemed as low may be taken as the starting points of management trainee programs in a personal level.

MQ scores may provide assistance also for promotion programs. Companies may make use of the scores and detailed profile reports of MQ tests in order to decide which of the potential marketing managers shall be promoted before others.

At this point it is important to note that this study does not claim that MQ shall be the sole decision making tool for hiring, promoting or firing employees, it rather aims to demonstrate a supportive tool for those eliminating processes.

6.3. LIMITATIONS

The participation for both the initial survey and the MQ questionnaire are very limited due to the possible restrictions listed below.

The initial survey which is provided in Appendix A is designed to contain only unstructured, open ended questions in order not to influence the natural choices of the participants. However the open ended questions chosen for the initial survey are criticized by the participants as requiring too much time to answer and most of the potential participants refused to answer the questions with the excuse of current work load.

Similar critics are received for MQ test as well. Participants complained about the length of the test. MQ test is designed to consist of 100 questions in total. 25 of these 100 questions are analytical competence test questions which require calculations. All of the participants reported back the test as too much time-consuming to submit.

The exceptionally low scores of the analytical competence test suggest that some of the participants may not solve the questions intentionally for saving time.

Another complaint is about the language of the test, which is chosen to be English. This choice seems to limit the participation and also restricted the participants' abilities due to their competency in English.

The time which is need to be separated from participants' daily routine to submit the test has become a critical issue mainly because of the timing of the survey. The survey is sent to the participants during December 2015 which is the fiscal end of the year.

It is also confirmed that some of the participants' devices did not open the online questionnaire due to the security walls of the company web services.

6.4. RECOMMENDATIONS FOR FUTURE RESEARCH

Because of the limitations detailed in the previous sub-chapter the outcome of this study is remained as a narrow-scoped. However because of the novelty and the insights of the research is open to further examination.

For instance conducting the survey more than one language and enabling the participants to choose their native language to answer would increase both the participation ratios and improve the scores of individuals.

Emotional Competence, Leadership Skills and Creativeness Sections may be divided into subsections in order to provide a more detailed MQ score and intelligence profile for the user.

Finally the test shall be supported with more than one survey tool to ensure the technical accessibility of the participants.

It shall be noted with pleasure that Marketing Intelligence concept and MQ has a great potential to find itself a practical usage in the market and prone to further development.

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APPENDICES



Appendix A - Survey for Determining the Basic Traits of Successful Marketers

İsminiz*				
Çalıştığınız Şirket				
Yaşınız	25-30	31-40	41-45	46 ve üstü
Eğitim Durumunuz	Lise	Lisans	Master	Doktora
Güncel Profesyonel Unvanınız	Pazarlama Yöneticisi	Bölüm Müdürü / Başkan / Direktör	Genel Müdür Yardımcısı (CMO)	Diğer (Lütfen belirtiniz)
Toplam İş Tecrübeniz (yıl)	3-5	6-10	11- 15	16 ve üstü

*: Tez dokümanında kullanılmayacaktır.

Aşağıdaki soruları kısaca cevaplayınız lütfen..

1. Yeniden tanımlayacak olsaydınız bir pazarlama yöneticisinin iş tanımını nasıl yapardınız?
2. Sizce iyi bir pazarlama yöneticisinde bulunması gereken en önemli 5 özellik/yetkinlik nelerdir?
3. Sizce iyi bir pazarlama yöneticisini kötü bir pazarlama yöneticisinden ayıran en önemli 5 yetkinlik nedir?
4. Pazarlama alanında başarılı olmuş çalışanlarınızı düşündüğünüzde sahip oldukları ortak bir/birkaç özellik bulabiliyor musunuz?
5. Sizce günümüzde en başarılı/etkili pazarlama yöneticisi kimdir? Ve başarısını neye bağlıyorsunuz?
6. Başarılı olarak tamamladığınız bir proje/program/kampanya vb. iş sürecinde sonucu etkileyen en önemli katkınız ne oldu? Siz veya takımınız neleri doğru yaptı?
7. Şuanda kendinizde geliştirmeye çalıştığınız özellikler var mı?

Appendix B.1 - MQ Questionnaire-Opening

Dear Participant,

This test has been developed in order to provide an insightful idea about the potentials of professional marketers' performances. Please answer the questions with honesty, for the test will not be evaluated for any purpose other than the academic study it has based upon.

You will find the necessary information in the beginning of each section.

Thank you for your cooperation.

Duygu Güner Gültekin

General Information and Instructions:

Although you will not need any calculator or scrap paper for the first three sections, you are strongly recommended to have and use them during section four.

There is not a time limitation for answering the questions in the first three sections. You are welcome to answer in your own time. However you will have 25 minutes to answer the questions in section four.

During for the first three sections there is no right choice or correct answer, all you need to do is being honest with yourself and picking the most suitable statement for yourself. On the other hand for the questions in the final section (analytical competence test) you need to find out the correct answer for there is only one for each question.

Appendix B.2 - MQ Questionnaire - Admission Section: Personal Information

Name-Surname*					
Age					
Gender	Female		Male		
The highest level of formal schooling which have been completed	Bachelors		Masters		PhD
Main current occupational status	Marketing Specialist	Junior Manager	Senior Manager	Director	C Level Manager
Total work experience, in years	Less than 5	Between 5 and 10	Between 10 and 15	10	More than 15
The company you work*					
The city you live in					

**: The information will not be mentioned in the study, it is collected to be able to communicate in case it is necessary and to be discussed during the research.*

Appendix B.3 - MQ Questionnaire -Section 1: Emotional Competence Test

Code of relating capability	No	Read each statement and decide how strongly the statement applies to YOU: Score yourself from 1 to 5 based on the following guide: 1 = Does not apply at all 2 = Does not apply frequently 3 = Applies half the time 4 = Applies sometimes 5 = Always applies	Choose the number that shows how strongly the statement applies				
<i>Adaptability / flexibility</i>	1	I adapt by changing overall strategy, goals or projects to fit the situation	1	2	3	4	5
<i>Adaptability / flexibility</i>	2	I apply standard procedures flexibly (e.g. alters normal procedures to fit a specific situation)	1	2	3	4	5
<i>Initiative</i>	3	I cut through red tape and bend the rules when necessary to get the job done	1	2	3	4	5
<i>Initiative</i>	4	I initiate action to create possibilities for the future	1	2	3	4	5
<i>Initiative</i>	5	I go beyond what is required or expected	1	2	3	4	5
<i>Ambition</i>	6	I set challenging goals for myself or others	1	2	3	4	5
<i>Ambition</i>	7	I persist in seeking goals despite obstacles and setbacks	1	2	3	4	5
<i>Responsibility</i>	8	I do not take setbacks personally	1	2	3	4	5
<i>Responsibility</i>	9	I feel confident to work without the need for direct supervision	1	2	3	4	5
<i>Open mindedness</i>	10	I am not defensive in receiving new information or perspectives about myself.	1	2	3	4	5
<i>Open mindedness</i>	11	I respect, treat with courtesy and relate well to people of diverse backgrounds	1	2	3	4	5
<i>Persuasiveness</i>	12	I present myself in an assured, forceful, impressive and unhesitating manner	1	2	3	4	5
<i>Persuasiveness</i>	13	I have a natural talent to convince people	1	2	3	4	5

<i>Persuasiveness</i>	14	I get people to “buy-in” or take ownership of ideas or plans	1	2	3	4	5
<i>Empathy</i>	15	I pay attention and listen	1	2	3	4	5
<i>Empathy</i>	16	I can tell if someone is not happy with me	1	2	3	4	5
<i>Empathy</i>	17	I accurately read people’s moods, feelings or non-verbal cues	1	2	3	4	5
<i>Communication</i>	18	I ask questions to understand another person	1	2	3	4	5
<i>Communication</i>	19	I maintain clear communication of mutual expectations with customers or client or colleagues	1	2	3	4	5
<i>Communication</i>	20	I act as a trusted advisor to a customer, client or a colleague over time	1	2	3	4	5
<i>Teamwork & Collaboration & Coordination</i>	21	I maintain co-operative working relationships	1	2	3	4	5
<i>Teamwork & Collaboration & Coordination</i>	22	I share information to foster collaboration	1	2	3	4	5
<i>Teamwork & Collaboration & Coordination</i>	23	I value, solicit and use others input	1	2	3	4	5
<i>Curiosity</i>	24	I have the urge to know about anew thing that I come across, even if it is not related to me in any way	1	2	3	4	5
<i>Curiosity</i>	25	In a group, I am the one who tends to ask the maximum questions	1	2	3	4	5

Appendix B.4 - MQ Questionnaire- Section 2: Creativeness Test

Read each statement and decide how strongly the statement applies to YOU: Score yourself from 1 to 5 based on the following guide: 1 = Does not apply at all 2 = Does not apply frequently 3 = Applies half the time 4 = Applies sometimes 5 = Always applies		Choose the number that shows how strongly the statement applies				
1	On occasion I get overly enthusiastic	1	2	3	4	5
2	I do not think that it would be a waste of time for me to ask questions if I had no hope of obtaining answers.	1	2	3	4	5
3	I often get my best ideas when doing nothing in particular	1	2	3	4	5
4	I feel that a logical step-by-step method is not always best for solving problems.	1	2	3	4	5
5	More than other people, I need to have things interesting and exciting	1	2	3	4	5
6	I do not hold back from mentioning ideas for fear of looking silly or being wrong	1	2	3	4	5
7	I sometimes get a kick out of breaking the rules and doing things I am not supposed to	1	2	3	4	5
8	Daydreaming has provided the impetus for many of my more important projects	1	2	3	4	5
9	If I had to choose from two occupations other than the one I now have, I would rather be an explorer than a physician	1	2	3	4	5
10	I believe inspiration has a strong relation with the successful solution of problems	1	2	3	4	5
11	I am much more interested in coming up with new ideas than in trying to sell them to others	1	2	3	4	5
12	I would enjoy spending an entire day alone, to think over again the matters at hand	1	2	3	4	5
13	I cherish things being uncertain and unpredictable	1	2	3	4	5
14	I do not like to find fault with ideas, mine or others	1	2	3	4	5

15	I rarely get attached to how things are done	1	2	3	4	5
16	I am highly self-motivated	1	2	3	4	5
17	I ask a lot of “what if” questions that challenge current accepted norms	1	2	3	4	5
18	Mostly I know the outcome of a TV show or movie, five minutes into it	1	2	3	4	5
19	I usually adapt easily to a new job, home, or school	1	2	3	4	5
20	When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it	1	2	3	4	5
21	I gather information from a wide variety of sources to stay current with what's happening in my field of work	1	2	3	4	5
22	I try not to ignore good ideas because I don't have the resources to implement them.	1	2	3	4	5
23	I look for things in my environment to inspire me to find new interpretations of problems	1	2	3	4	5
24	It is always easy for me to come up with new idea or ways	1	2	3	4	5
25	I see problems, complaints, and bottlenecks as opportunities rather than as issues	1	2	3	4	5

Appendix B.5 - MQ Questionnaire-Section 3: Leadership Skills Test

Read each statement and decide how strongly the statement applies to YOU: Score yourself 1 to 5 based on the following guide: 1 = Does not apply at all 2 = Does not apply frequently 3 = Applies half the time 4 = Applies sometimes 5 = Always applies		Choose the number that shows how strongly the statement applies				
1	I rarely doubt myself and my ability to succeed.	1	2	3	4	5
2	When assigning tasks, I consider people's skills and interests.	1	2	3	4	5
3	When I assign a task I try to provide step by step instructions to accomplish the task	1	2	3	4	5
4	My actions show people what I want from them	1	2	3	4	5
5	It is generally me who organizes the get togethers	1	2	3	4	5
6	In a work scenario, I stick up for others if I feel they are being treated unfairly	1	2	3	4	5
7	I have an urge to get my own way	1	2	3	4	5
8	I think being bossy is sometimes required to get things done	1	2	3	4	5
9	I enjoy publicly speaking and express my thoughts out loud	1	2	3	4	5
10	My colleagues think that I am firm and fair-minded when dealing with them	1	2	3	4	5
11	People deeply value my opinions	1	2	3	4	5
12	When I delegate a task, I trust my people can do the job and prefer not to interfere.	1	2	3	4	5
13	I prefer encouraging and coaching people to initiate rather than directing them towards the task	1	2	3	4	5
14	I prefer to work with proactive and independent people	1	2	3	4	5
15	When I voice my ideas most of the people are impressed with the ideas I present	1	2	3	4	5

16	People generally come to me when they need help or advice	1	2	3	4	5
17	I live to find new experiences and new ways	1	2	3	4	5
18	I let everyone know what I think	1	2	3	4	5
19	I am a very demanding person in terms of getting others to reach their goals and objectives	1	2	3	4	5
20	People generally make efforts to increase their sense of connection to me	1	2	3	4	5
21	My words and ideas consistently prompt clear action	1	2	3	4	5
22	I can provoke people to think in new ways	1	2	3	4	5
23	I know how to win over people	1	2	3	4	5
24	I value and appreciate all kinds of contributions	1	2	3	4	5
25	I do not hesitate to express my respect or gratitude	1	2	3	4	5

Appendix B.6 - MQ Questionnaire - Section 4: Analytical Competence Test:

You are strongly recommended to use a calculator and scrap paper during this test. Please have a pen and scrap paper to hand before you start. Each question has only one correct answer and there is no penalty for wrong answers. Hence please try to answer all of the questions in time.

Q1: Eowyn is 8 years younger than Eomer who is 16 years older than Theodret. If Eowyn is 21, how old is Theodret?

a- 11	b-12	c- 13	d- 14
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Q2: The gold in Rohan's treasury doubles in value every year. In the end of 20 years, the gold in treasury worth 400 billion liras. In which year was the gold valued at 50 billion liras?

a- 17	b-16	c- 18	d- 15
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Q3: Gimli is walking up stairs. He walks up 7 steps and back down 3 and then up another 10. At this point he sees that he is in half way of the stairs. How many steps are there in staircase?

a- 40	b-28	c- 14	d- 30
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Q4: Samwise is trying to lose some weight and he started a new regime at the beginning of June. In the end of June he has lost %13 of his original weight and he now weighs 84 kg. What was Sam's weight in the beginning of June?

a- 96,5	b- 95,5	c- 94,5	d- 97,5
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Q5: In covering a distance of 30 km, Boromir takes 2 hours more than Aragorn. If Boromir doubles his speed, then he would take 1 hour less than Aragorn. What is Boromir's speed?

a- 11	b- 8	c- 5	d- 3
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Questions between 6 and 9 are to be answered according to the table below:

2010		Rohan	Gondor	Hobbiton	Moria	Mordor
	Population (millions)	22,5	15,7	17,1	9,2	18,3
	Number of horses (millions)	17,0	3,1	5,4	8,7	?
	Horses per person	?	?	?	?	0,5
2015						
	Population (millions)	24,8	16,3	?	11,1	22,9
	Number of horses (millions)	21,4	5,2	5,3	11,3	12,3
	Horses per person	?	?	0,32	?	?

Q6: What was the population of Hobbiton (millions) in 2015?

a-17,56	b- 16,78	c- 16,56	d- 16,24
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Q7: How many million horses were there in Mordor in 2010?

a-8,92	b- 9,15	c- 9,25	d- 10,4
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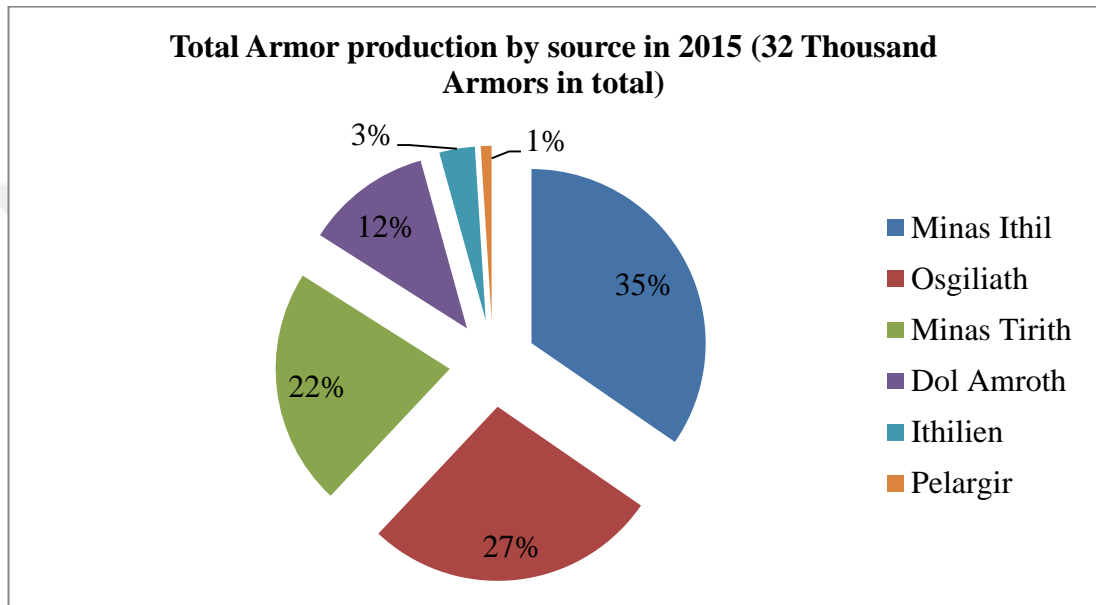
Q8: Which country had the greatest percentage change in the number of horses per person between 2010 and 2015?

a-Rohan	b- Moria	c- Gondor	d- Mordor
---------	----------	-----------	-----------

Q9: If in 2010 the ratio of horses per person in Moria had been the same as that of Rohan, how many horses would there be in Moria?

a- 6,95	b- 6,99	c- 7,29	d- 7,95
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Questions between 10 and 12 are to be answered according to the chart below:



Q10: If Shire buys %20 of all armors Minas Ithil produces, how much armor is bought by Shire?

a- 2,04 thousand	b- 2,14 thousand	c- 2,24 thousands	d- 2,34 thousand
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Q11: The armors produced in Pelargir consist of helmets, shields and armor shirts, with a respective ratio of 6:4:2. What is the total number of helmets produced in Pelargir?

a- 140	b- 160	c- 180	d- 200
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Q12: Armors produced in Osgiliath has grown %8 per year every year since 2011, what was the total number of armors produced in Osgiliath in 2012?

a- 6,85 thousands	b- 6,91 thousands	c- 7,34 thousands	d- 7,41 thousand
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Questions between 13 and 16 are to be answered according to the table below:

Weapons sold per year in Gondor	1995	2000	2005	2010	2015
Swords	23308	18954	16872	14635	12749
Axes	80540	72356	63120	55780	43378
Bows	3705	3118	3016	2987	2681
Daggers	22586	20612	19524	17537	15715
Spears	6180	6438	6856	6214	6322

Q13: If between 1995 and 2015 the trend for axes had been the same as for spears, how many axes would have been sold in 2015?

a- 80298	b- 81290	c- 82390	d- 82398
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Q14: For all types of weapons together, what is the percentage decline between 2010 and 2015?

a- 17,78	b- 16,98	c- 16,88	d- 16,78
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Q15: What is the approximate absolute change in percentage market share for swords between 1995 and 2015?

a- 6,77%	b- 7,77%	c- 7,87%	d- 7,97%
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Q16: If the average retail price for bows in 2010 was 18.50-TL plus Value Added Tax at 8.5% what was the total value of bows sold in 2010?

a-1, 106,685.1-TL	b-1,161,595.5-TL	c-1,109,958.5-TL	d- 1,119,644.05-TL
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Questions between 17 and 19 are to be answered according to the table below:

2015	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Value of TL in Euros	2,7446	2,8198	2,8125	2,9763	2,9199	3,0036	3,0561	3,2775	3,4002	2,8718	2,9298	3,0024
Values of TL in Dollars	2,4219	2,5123	2,6181	2,6607	2,6635	2,6898	2,7889	2,9231	3,0306	3,1895	3,318	3,2576

Q17: How many Dollars was one Euro worth in May?

a- 0,91	b- 1,09	c- 0,99	d- 1,91
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Q18: What was the percentage increase in the value of the TL compared to the Euro over the year?

a- 9,19%	b- 9,29%	c- 9,39%	d- 9,49%
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Q19: If you converted 55 Euros to TL in February, how many Dollars (to the nearest Dollar) would this be worth in November?

a- 48,62	b- 47,60	c- 54,04	d- 46,74
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Questions between 20 and 22 are to be answered according to the table below:

Historical Company Performance per Year	Total Revenue	Total Cost	No. Of Employees
2010	134.826 TL	225.890 TL	22
2011	90.381 TL	154.920 TL	6
2012	54.194 TL	153.652 TL	8
2013	298.670 TL	168.191 TL	10
2014	352.487 TL	203.825 TL	14
2015	469.528 TL	226.812 TL	22

Q20: Which year yielded the highest revenue per employee?

a- 2014	b- 2013	c-2012	d-2011
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Q21: Which year did the company generate the largest profit?

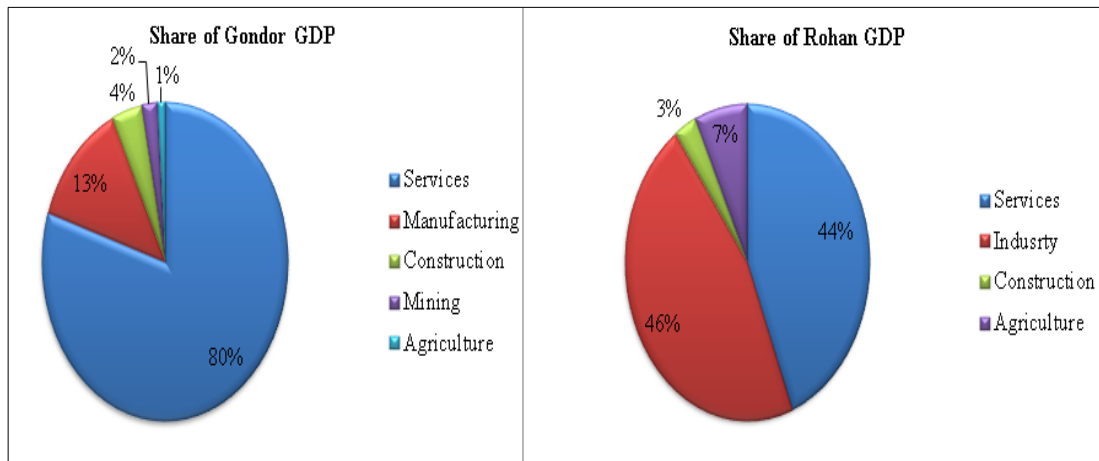
a- 2012	b- 2013	c- 2014	d-2015
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Q22: Employee remuneration makes up 85% of total costs. What was the average salary expense per employee during 2013?

a- 13,060 TL	b- 13,987 TL	c- 14,296 TL	d- 16,819 TL
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Questions between 23 and 25 are to be answered according to the table below:

	Total GDP	Total Population
Gondor	12.650.000,00 TL	245420
Rohan	8.480.000,00 TL	1030764



Q23: How much larger is the Gondor services industry compared to Rohan services industry?

a- 6,288,800 TL	b- 6,348,600 TL	c- 6,388,800 TL	d- 6,368,800 TL
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Q24: 34% of Rohan Industry sector was accounted for by the mining industry. What is the size of Rohan's mining industry?

a- 1,408,116 TL	b- 1,326,272 TL	c- 1,268,608 TL	d- 1,246,384 TL
-----------------	-----------------	-----------------	-----------------

Q25: Rohan plans to increase the country's GDP per capita by 5% the following year. What is Rohan's goal for GDP per capita?

a- 8,631 TL	b- 8,641 TL	c- 8,611 TL	d- 8,613 TL
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The MQ test is completed.

Thank you for your time and patience.

Appendix C – Answer Sheet for Section Four: Analytical Competence Test

Question Number	Correct Answer	Question Number	Correct Answer	Question Number	Correct Answer
1	13	11	160	21	2015
2	17	12	6,85 thousand	22	14,296 TL
3	28	13	81290	23	6,388,800 TL
4	96,5	14	16,78	24	1,326,272 TL
5	5	15	7,77%	25	8,631 TL
6	16,56	16	1,161,595.5-TL		
7	9,15	17	1,09		
8	Gondor	18	9,39%		
9	6,95	19	46,74		
10	2,14 thousand	20	2013		

CURRICULUM VITA

PERSONAL INFORMATION

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EDUCATION

Degree	Institution	Year of Graduation
BS	Hacettepe University	2007
High School	Sivas Fen Lisesi	2003

WORK EXPERIENCE

Year	Place	Enrolment
2008 - 2013	T. İş Bankası A.Ş.	Assistant Specialist
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FOREIGN LANGUAGES

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Movies, Theatres, Literature