

# Team Emotional Intelligence Workbook



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PMINJ

Sunday Seminar

May 3, 2015

## Definitions

### Emotional Intelligence:

- *A personal and social intelligence that enables us to monitor our own emotions and the emotions of others, to discriminate among emotions, and to use that information to guide our thinking, decision-making, and actions.*

### Team Emotional Intelligence (Team EQ)

- *A team culture created by a set of norms and expectations that build a productive social and emotional environment (e.g., trust, team identity) that leads to constructive interactions, collaborative work processes, and team effectiveness.*

### Team Norms

- *Informal rules or expectations that regulate behavior and make it predictable. Norms are the most effective and efficient way to manage behavior in teams.*

### Team Effectiveness

- *Each member brings his or her best ideas, information, effort, and listening skills to the process so that inputs from all can be integrated to produce a product that is superior to what members could have produced individually. The team is reflective and self-aware, so it can learn and continuously improve. This allows the team to quickly overcome obstacles and remain resilient.*

## Team Norms – Overview

Level	Norm	Key Question	Definition
<b>Individual</b>	1. Interpersonal Understanding	Do members understand what they need to know about each other to work together effectively?	The degree to which a team attempts to understand the needs, perspectives, skills, and emotions of its members.
	2. Addressing Counterproductive Behavior	Do members address unproductive behaviors that hurt team performance?	The degree to which a team addresses member behavior that goes against agreed upon norms or is harmful to team effectiveness. This norm requires skills of empathy, self-control, and persuasion to carry it out effectively.
	3. Caring Behavior	Do members value, respect, and support each other?	The degree to which a team validates its team members by treating them with respect and kindness and by supporting their needs and efforts. It does not imply that team members must like each other or socialise with each other.
<b>Team</b>	4. Team Self-Evaluation	Does the team evaluate how it is doing?	The degree to which a team takes actions to determine the effectiveness of its processes and performance. It has emotional consequences in that it can create emotional threat.
	5. Creating Emotion Resources	Does the team create the time and language needed to discuss difficult issues and feelings?	The degree to which a team creates resources that enable emotions to surface and get discussed (e.g., time, common language, tools). This facilitates effective problem solving and decision-making by enhancing the quality of thought and by enabling emotions to be effectively managed.

	6. Creating an Affirmative Environment	Does the team maintain a “can do” attitude?	The degree to which a team stays hopeful, optimistic, and constructive in the face of day-to-day and larger challenges. The norm has emotional consequences because the degree to which members of the team remain optimistic will affect their sense of efficacy and will minimise the sense of threat caused by the challenge.
	7. Proactive Problem-Solving	Is the team proactive about solving and preventing problems and avoiding a “victim” mentality?	The degree to which a team anticipates challenges or problems and works purposefully to prevent or address them. This norm has emotional consequences similar to that of Creating an Affirmative Environment.
<b>External</b>	8. Organizational Understanding	Does the team understand the organization and those who can affect its performance?	The degree to which a team takes actions to understand the needs and concerns of relevant stakeholders outside the team, as well as the impact of its work and how it contributes to the organization’s goals. This norm has emotional consequences related to the relationship of the team to decision makers and other relevant stakeholders.
	9. Building External Relations	Does the team build relationships that help its performance?	The degree to which a team actively and strategically builds relationships with people and teams who can provide resources and affect team performance. The norm has emotional consequences in that it builds bonds with people outside the team who will support its efforts and attract resources to help the team accomplish its goals.

**Team Fundamental Norms** - are processes essential to the team's work. They include clarifying the team's goals and objectives, using effective meeting procedures, and defining the responsibilities of each team member. The Team Emotional Intelligence Survey assesses the existence of these three processes.

Once these fundamental processes are in place, they create a platform from which Team EQ norms facilitate higher performance.

**Team Social Capital** - represents the value added by the structure and quality of social relationships. As stated by Coleman<sup>1</sup> (p. 98), "Like other forms of capital, social capital is productive, making possible the achievement of certain ends that in its absence would not be possible."

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<sup>1</sup> Coleman, J. S. 1988. Social capital in the creation of human capital. *American Journal of Sociology*, 94: 95-120.

## Basic Emotions and their Opposites<sup>2</sup>



Emotions toward the centre are more intense. Emotions nearer to each other are more similar. Those 180-degrees away are opposites.

<sup>2</sup> Plutchik, R. 2001. The Nature of Emotions. American Scientist, Vol. 89, No. 4

### **Individual-Level Norms - Interpersonal Understanding**

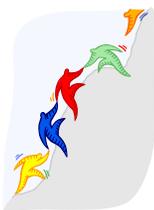
This norm represents the degree to which a team attempts to understand the needs, perspectives, skills, and emotions of its members. The strength of this norm affects the team's ability to build a climate of safety and trust and a inclusive team identity.



Personal Reflections/experiences:



Examples from Teams we know:



## **Individual-Level Norms – Addressing Counterproductive Behavior**

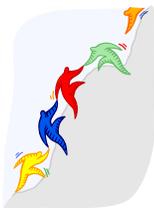
This norm represents the degree to which a team addresses member behavior that goes against agreed upon norms or is harmful to team effectiveness. This norm requires skills of empathy, self-control, and persuasion to carry it out effectively. It must also be coupled with the norms of Interpersonal Understanding and Caring Behavior. The strength of Addressing Counterproductive Behavior builds team member confidence in the team and aids in building a climate of safety and trust.



Personal Reflections/experiences:



Examples from Teams we know:



## **Individual-Level Norms - Caring Behavior**

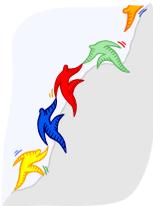
This norm represents the degree to which a team validates its team members by treating them with respect and kindness and by supporting their needs and efforts. It does not imply that team members must like each other or socialise with each other. The strength of this norm affects the degree to which members build a climate of safety and trust and an inclusive team identity.



Personal Reflections/experiences:



Examples from Teams we know:



## **Team-Level Norms - Team Self-Evaluation**

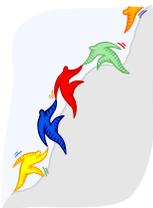
This norm represents the degree to which a team takes actions to determine the effectiveness of its processes and performance. It has emotional consequences in that it can create emotional threat. The next three norms help determine how well the team addresses those threats. High performing teams tend to work towards achieving a clear view of “reality” and try not to shy away from difficult conversations or emotional threats. The strength of this norm affects the degree to which team members build a sense of team efficacy, which suggests that they feel stronger and more effective when working together than when working individually.



Personal Reflections/experiences:



Examples from Teams we know:



## Team-Level Norms - Creating Emotion Resources

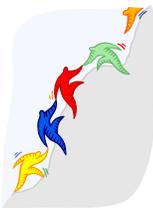
This norm represents the degree to which a team creates resources that allow emotions to surface and get discussed (e.g., time, common language, tools). This facilitates effective problem solving and decision-making by enhancing the quality of thought and by enabling emotions to be effectively managed. The strength of this norm affects the degree to which team members build a sense of team efficacy, which suggests that they feel stronger and more effective when working together than when working individually.



Personal Reflections/experiences:



Examples from Teams we know:



## Team-Level Norms - Creating an Affirmative Environment

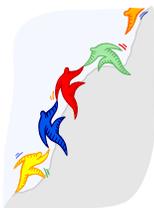
This norm represents the degree to which a team stays hopeful, optimistic, and constructive in the face of day-to-day and larger challenges. The norm has emotional consequences because the degree to which members of the team remain optimistic will affect their sense of efficacy and will minimise the sense of threat caused by the challenge. The strength of this norm affects the degree to which team members build a sense of team efficacy, which suggests that they feel stronger and more effective when working together than when working individually.



Personal Reflections/experiences:



Examples from Teams we know:



## Team-Level Norms - Proactive Problem Solving

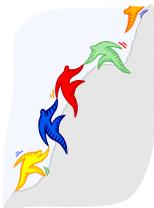
This norm represents the degree to which a team anticipates challenges or problems and works purposefully to prevent or address them. This norm has emotional consequences similar to that of Creating an Affirmative Environment. The greater the degree to which a team becomes proactive about anticipating and solving problems, the more control a team will feel it has over its destiny. The strength of this norm affects the degree to which team members build a sense of team efficacy.



Personal Reflections/experiences:



Examples from Teams we know:



## **External Norms - Organizational Understanding**

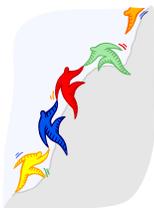
This norm represents the degree to which a team takes actions to understand the needs and concerns of relevant stakeholders outside the team, as well as the impact of its work and how it contributes to the organization's goals. This norm has emotional consequences related to the relationship of the team to decision makers and other relevant stakeholders. To build ties with others outside the team it is first necessary to understand them. The strength of this norm affects the degree to which a team builds networks that can help its future performance.



Personal Reflections/experiences:



Examples from Teams we know:



## **External Norms - Building External Relations**

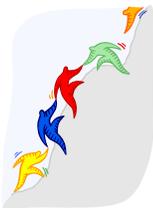
This norm represents the degree to which a team actively and strategically builds relationships with people and teams who can provide resources and affect team performance. The norm has emotional consequences in that it builds bonds with people outside the team who will support its efforts and attract resources to help the team accomplish its goals. This leads to a sense of efficacy.



Personal Reflections/experiences:



Examples from Teams we know:



## How to Interpret a Team EQ Report

	Source of Data		
	Scores	Range Bars	Verbatim Comments
What it tells you	<ul style="list-style-type: none"> <li>Provides raw data</li> <li>Helps determine relative strengths</li> <li>Can compare against desired levels</li> </ul>	<ul style="list-style-type: none"> <li>Determine where members' experience differs</li> <li>Determine if subgroups are forming</li> </ul>	<ul style="list-style-type: none"> <li>Provides insight into the data</li> <li>Identify issues not obvious in data</li> <li>Corroborate hypotheses about data</li> </ul>
What it doesn't tell you	<ul style="list-style-type: none"> <li>Whether the norm is something that needs to be worked on</li> </ul>	<ul style="list-style-type: none"> <li>The number of people who answered high or low</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't tell you whether there is an issue with the team or whether a comment is one person's perspective</li> </ul>
How to use it	<ul style="list-style-type: none"> <li>First identify what are the most important and least important norms for this team</li> <li>Then see how the norms rank compared to the list</li> <li>Look for patterns in the highest and lowest scores</li> </ul>	<ul style="list-style-type: none"> <li>Determine if many different areas show wide disagreement or whether it is confined to specific areas</li> <li>Look for items where the range is bigger comparatively</li> </ul>	<ul style="list-style-type: none"> <li>Look for a good balance of comments. Does the team recognize strengths as well as weaknesses</li> <li>Are comments overly task focused</li> <li>Are there hints that something may lie beneath the surface, e.g., "We are great but some people..."</li> </ul>
Keep in mind	<ul style="list-style-type: none"> <li>Not all teams will have the same needs</li> <li>Whether a particular score is a strength or weakness depends more on its needs than absolute scores</li> <li>Absolute scores are affected by many things including context</li> <li>If there are obvious low scores in the fundamental norms, address these first but don't ignore TEI norms</li> <li>Remember social capital is an outcome of TEI. It is best to address them by working on TEI</li> </ul>	<ul style="list-style-type: none"> <li>Large range bars indicate some team members are likely having a negative experience that is not being expressed</li> <li>This is an important indicator of how well the team is functioning</li> <li>Remember that large groups will naturally have a wider range of responses.</li> </ul>	<ul style="list-style-type: none"> <li>These comments are those thoughts people were willing to share.</li> <li>Although the team may not have openly discussed the issues, the issues are known at some level</li> <li>Often, what one person senses is sensed by others although they may not express the issue</li> </ul>

## Identifying Common Patterns

There are some common tell-tale signs in the data that you will want to look for. The following are typical patterns you may find. Some of these may appear together; for example, it may be that a team avoids conflict and is overly cohesive at the same time.

### **Team Avoids Conflict**

Teams that avoid addressing unproductive behavior are afraid to address behavior issues that may exist in the team. They may also be unable to acknowledge or discuss moods that exist in the team or have discussions concerning the team's effectiveness. This usually results in members being disgruntled, which will appear in their comments; they don't have more productive vehicles for addressing their concerns. These teams will often not only show low scores in the above areas but the range bars will be wide in some of the questions in these areas. Typically, there is a subset of people who are breaking norms but because the group avoids addressing their behavior they are unaware of the problem. This leads to a portion of the team feeling that there is a problem addressing problem behavior or being self evaluating and another portion of the team not realizing there is an issue; thus, you get wide range bars in the area of addressing unproductive behavior and team self-evaluation. Because issues are not addressed openly and productively people talk behind one another's back or act out in meetings leading to a general feeling that it is not safe to express ideas and true feelings.

### **Team is Overly Cohesive**

An overly cohesive team often also avoids addressing unproductive behavior but not necessarily. The main difference is that the overly cohesive team typically looks at their team through rose-colored glasses and does not recognize issues that may be problematic. The range bars tend to be narrow and scores on Individual Understanding and Caring tend to be high and often show up on the list of highest scoring items. A team that avoids addressing unproductive behavior but is not overly cohesive shows cracks below the surface. The overly cohesive team simply tends not to see the cracks. Being cohesive is not a problem; it only becomes an issue when it blinds the team. Thus, low scores and/or wide range bars in Team Self-Evaluation or Discussing Emotion might indicate a failure to be aware of potential issues that hurt team performance. The verbatim comments tend to focus on how great the team is and downplay issues that are mentioned. There are often few areas for improvement mentioned. The Team Identity score is typically high and the range bars for this norm are narrow.

## **Subgroups Have Formed**

The formation of subgroups may happen in tandem with avoiding addressing unproductive behavior although it can also happen in groups that are able to discuss individual performance issues. The main sign of subgroups forming is that range bars tend to be wide throughout the areas measured but especially on the Individual-Level norms and the Team Identity and Safety social capital areas. Each subgroup is feeling tension related to the other groups; thus, they are not feeling understood or cared for. It is also likely that scores on Addressing Unproductive Behavior, Team Self-Evaluation, and Discussing Emotion are not strengths. Because the subgroups are experiencing the team differently, the scores across the assessment tend to be in the middle; they aren't extremely high or low. The verbatim comments show disagreement and often focus on relationship and communication issues. Comments may say something like "Some members..." It is also possible that you will also see some very positive comments from members of one of the subgroups.

## **Task-Focused Team**

A task-focused team is not necessarily problematic but the team must balance the task focus with a relationship focus as well. The tell-tale signs of an unbalanced task-focused team are that although it may be doing well and members are feeling good about the team, it scores itself low in the norms that require it to gain some self-perspective, e.g., Team Self-Evaluation and Discussing Emotion. The strongest items tend to be from the Fundamental Norms rather than the Team Emotional Intelligence norms. Team Identity tends to be high. When examining the verbatim comments they are weighted on the task. The team has a handle on how to perform its task better but there is little focus on improving relationships and the team process.

## Examining the Data

- 1. First look for scores and range bars that are obviously different when compared to the others**
  - a. What are the norms and items with obviously wider/narrower range bars?
  - b. What are the norms and items with obviously lower/higher scores?
  - c. Are the low end of the range bars obviously lower for some norms and items?
  
- 2. Do the items identified in #1 cluster in certain areas or are they distributed throughout?**
  - a. If they cluster, what are the areas that stand out?
  - b. What do the combinations of these areas imply? For example, Addressing Unproductive Behavior may be low but Team Identity could be high or low. If it is high, it might indicate that the team is being overly cohesive. If it is low, it might indicate that the team is avoiding addressing unproductive behaviors.
  
- 3. Examine the highest and lowest scoring items**
  - a. Do the items tend to come from the same or similar areas?
  - b. What does the combination of strengths and weaknesses imply? For example, if the Fundamental norms are consistently strong but the Team Self-Evaluation and Discussing Emotion norms are weak, it might imply that the team is being overly task focused.
  
- 4. Examine the verbatim comments**
  - a. Do they appear to be balanced?
  - b. Do they hint at conflicts beneath the surface that are not surfaced in the group?
  - c. Are they consistent and corroborate the numerical data?
  - d. Are they consistent among members or are there polar perspectives?

## **3 to 5 Key Insights on Sample Team Report**

Using the Sample Team Report, answer these questions:

- 1) What stood out for you?
  
  
  
  
  
  
  
  
  
  
- 2) Did anything puzzle you?
  
  
  
  
  
  
  
  
  
  
- 3) What are the team's strengths?
  
  
  
  
  
  
  
  
  
  
- 4) Did you notice anything in particular that the team should explore in more detail?
  
  
  
  
  
  
  
  
  
  
- 5) Does the data illuminate any opportunities for strengthening the team and its culture? If so, what?
  
  
  
  
  
  
  
  
  
  
- 6) What did the verbatim comments add to your understanding?

7) In summary then, what are the 3 to 5 key insights you would like to share with the team leader/the team?

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## Self-Assessment for Team EQ Norms

Check the box that best represents how well you feel your team is doing.

<b><i>Team EQ Norms</i></b>	<b><i>Want to Do Better</i></b>	<b><i>Doing Okay</i></b>	<b><i>Doing Well</i></b>
<b>INDIVIDUAL - FOCUSED NORMS</b>			
<b>Interpersonal Understanding</b>			
We make an effort to understand each other's perspectives.			
We know which tasks are best suited to the skills of each member.			
We try to understand each other's concerns.			
<b>Addressing Counterproductive Behavior</b>			
If a member behaves in a way that feels unfair to the rest of us, we let him or her know.			
We let members know if they are not meeting the needs of the team.			
<b>Caring Behavior</b>			
Members of this team act in ways that show they care about each other.			
We express appreciation for team member effort.			
<b>TEAM - FOCUSED NORMS</b>			
<b>Team Self-Evaluation</b>			
This team takes time to discuss what is going well and what is not going well.			
We spend time assessing how well we're working together.			
<b>Creating Emotion Resources</b>			
We make time to discuss tensions in the team.			

<b>Team EQ Norms (cont.)</b>	<b>Want to Do Better</b>	<b>Doing Okay</b>	<b>Doing Well</b>
We have developed methods to help us tackle emotionally charged issues.			
<b>Creating An Affirmative Environment</b>			
When something goes wrong, we see it as a challenge rather than an obstacle			
We encourage each other to be optimistic when facing challenges.			
<b>Proactive Problem Solving</b>			
When we see a problem emerging we act on it right away.			
We work to anticipate potential difficulties before they occur.			
We act decisively to address emerging challenges.			
<b>EXTERNAL - FOCUSED NORMS</b>			
<b>Organizational Understanding</b>			
We work to understand the priorities of the leaders in our organization.			
We seek out information about the concerns and needs of decision-makers in the organization.			
We seek information about the criteria used to evaluate our team's work.			
<b>Building External Relations</b>			
We build relationships with people who can provide us with information or resources to help us meet our goals.			
We work to build relationships and share information with the other teams in the E-Elite program to help us all achieve our goals.			

## Self-Assessment for Team Fundamentals

Check the box that best represents how well you feel your team is doing.

<b><i>Team Fundamentals</i></b>	<b><i>Want to Do Better</i></b>	<b><i>Doing Okay</i></b>	<b><i>Doing Well</i></b>
<b>Goals</b>			
We have clearly defined team goals.			
We have a clear and specific action plan for achieving team goals.			
All members support the team's goals.			
<b>Roles and Responsibilities</b>			
Members know their individual responsibilities in this team.			
Members understand what is expected of them in this team.			
<b>Meeting Procedures</b>			
Our team meetings are productive.			
We circulate agendas prior to meetings.			
We are able to track the history of the team's decisions.			
We evaluate the effectiveness of every meeting.			

## Building norms – Notes

Norms	How to build it in a team
1. Interpersonal Understanding	
2. Addressing Counterproductive Behavior	
3. Caring Behavior	
4. Team Self-Evaluation	

Norms	How to build it in a team
5. Creating Emotion Resources	
6. Creating an Affirmative Environment	
7. Proactive Problem-Solving	
8. Organizational Understanding	
9. Building External Relations	

## Goal & Action Planning Worksheet

Goals & Action Steps	Who is responsible?	Timeline
<b>Goal #1:</b>		
1. Action:		
2. Action:		
3. Action:		
<b>Goal #2:</b>		
1. Action:		
2. Action:		
3. Action:		

