

PMINJ Chapter
May 3rd Symposium 2015



Superior Project Management through
Team Emotional Intelligence

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PMINJ
Sunday Seminar,
May 3, 2015

Welcome & Context Setting



Dr. Vanessa Druskat

- Co-creator of Team Ei model and survey
- Associate Professor of Organizational Behavior, University of New Hampshire,
- Award-winning researcher and teacher
- Research has appeared in the most prestigious journals in the field of management
- Consults on the topics of team effectiveness & team leadership around the world
- Ei Consortium Executive Board Member

Seminar Learning Objectives

- Introduction to the Team EQ Framework and strategies for building emotionally intelligent project teams.
- Master application of the Team EQ Framework through case studies and small group discussion.
- Assess the current level of Team EQ in one of your own project teams and develop an action plan for its improvement.

Learning Norms

Turn off all electronic devices

One conversation happening at any one time

Confidentiality – any stories of organizations/people stay here

Share experiences

Speak up if you need something

Tool--Insight timer to stay on track

Acknowledgments:

GEI Partners

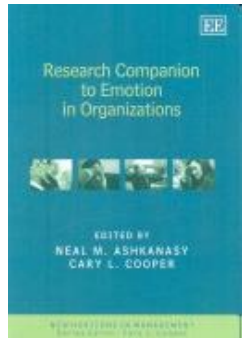
- Developers of Team Emotional Intelligence
- Combination of academic and practitioner
- World-wide focus
- Boston-based



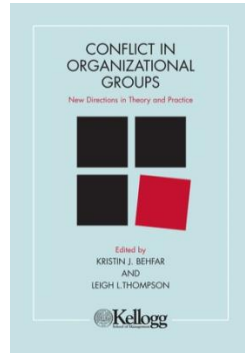
History of GEI Partners & Team EQ

- Interdisciplinary theory: team effectiveness, emotion, cultural anthropology
- Major research projects
- Building an actionable theory
- More research
- Iterations of survey
- Research
- Revised survey, etc.
- Ongoing...

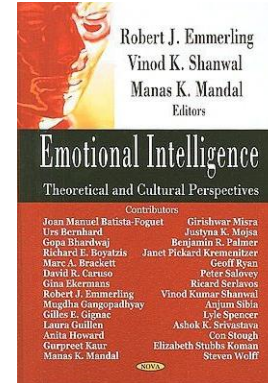
Publications



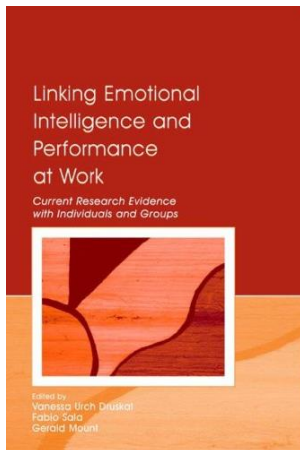
Druskat, V. U., & Wolff, S. B. (2008). Group-level emotional intelligence. In N.M. Ashkanasy & C.L. Cooper (Eds.), *Research companion to emotion in organizations* (pp. 441-454). London: Edward Elgar.



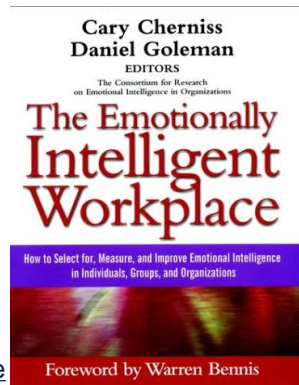
Druskat, V. U. & Wolff, S. B. (2006). The effect of confronting members who break norms on team effectiveness. In L. Thompson, and K. Behfar (Eds.) *Conflict in organizational teams*. Evanston, IL: Northwestern University Press.



Koman, E. S., Wolff, S. B., Howard, Anita (2007). The Cascading Impact of Culture: Group Emotional Competence (GEC) as a Cultural Resource. In Robert Emmerling, Vinod Shanwal, and Manas Mandal (eds.) *Emotional Intelligence: Theoretical and Cultural Perspectives*. San Francisco: Nova Science Publishers.



Wolff, S. B., Druskat, V. U., Koman, E. S. & Messer, T. E., (2006). The link between group emotional competence and group effectiveness. In V. U. Druskat, F. Sala, and G. Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Mahway, NJ: LEA.



Druskat, V. U., & Wolff, S. B. (2001). Group emotional competence and its influence on group effectiveness. In Cary Cherniss and Daniel Goleman (Eds.), *The emotionally intelligent workplace* (pp. 132-155). San Francisco: Jossey-Bass.



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organizational Contexts where concept of Team EI is being applied



Team Experience Exercise

- Share with a partner
 - Your work context, something about the teams around you and with which you work (No need to share names of teams)
 - How do you know when a team is less than effective?
 - What kind of *counterproductive* behaviors do you see?
 - How do you know when a team is effective?
 - What kinds of productive behavior do you see in teams?
 - Be prepared to report out themes...

21st Century Businesses Rely on Teams

"The pace of change is pretty amazing...
[Thus] there's a need to be less
hierarchical and to rely more on teams.
This has all increased dramatically in the
last couple of years."

Susan Peters, Oversees GE's executive development, 2012

High Team Performance in the 21st Century

- Each person brings his/her best ideas, information, effort, and listening skills --- these are integrated to produce a product/service superior to what could have produced individually.



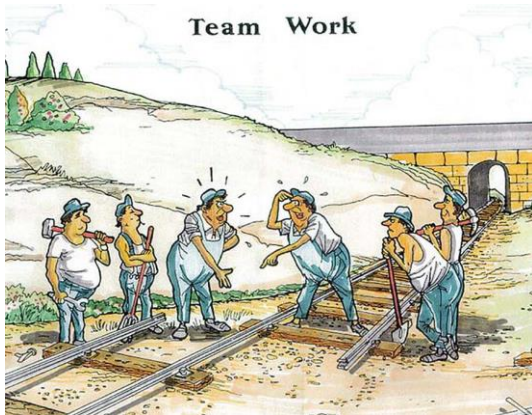
- Reflection and self-awareness allow continuous learning, improvement and resilience.

Symptoms of teamwork being less than effective

Not connecting;
talking past one another



Pushing one's point
Not listening



Counterproductive
Behavior



Disengaged
Members



Lack of
Collaboration



Typical Team Interventions

Most interventions focus on the person, without considering the impact of the team environment on the person's behavior.



$$B = f(p, e)$$

(Lewin, 1958)



Team Norms, Rules, Expectations

The most powerful way to build an effective team is to implement team norms (clear expectations) that build constructive interactions and collaborative work processes.

(Hackman, 2011)

Team Emotional Intelligence

Defined:



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

(Druskat & Wolff, 2012)

How Team EI Differs from EI

EI

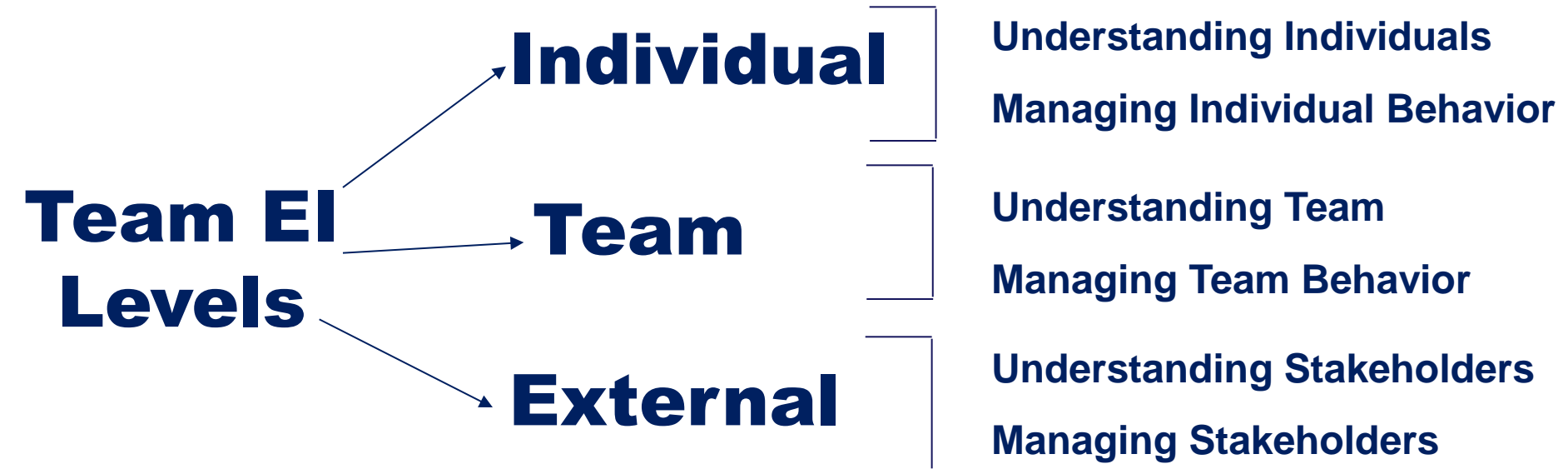
- focuses on individual competencies
- reflects individual functioning

TEI

- represents a culture (norms) that influences behavior and meets human emotional needs
- reflects team functioning as a system
- ***not*** the sum of individual EI



Team EI Framework



Norms Defined

- Informal rules or expectations that regulate behavior and make it predictable in a group environment
- Regulate behavior subconsciously.
- Labeled the most invisible, but most powerful way of influencing behavior.

Teams are Systems

Two Perspectives

Mechanical



VS.

Complex Adaptive



How we Identified the Norms in the Team EI Model

Why Emotion?

Research reveals....

Teams are “Hotbeds” of Emotion

With interaction comes emotion



For many, this is uncomfortable.

The Human Brain and Emotional Intelligence





THE BRAIN'S PROCESSING POWER: 85 Billion **Neurons**; 100 Trillion Connections

Your brain takes in 11,000,000
pieces of information per
second. **10,000,000** from your
eyes.

Fight or Flight

We are wired for emotion in teams..



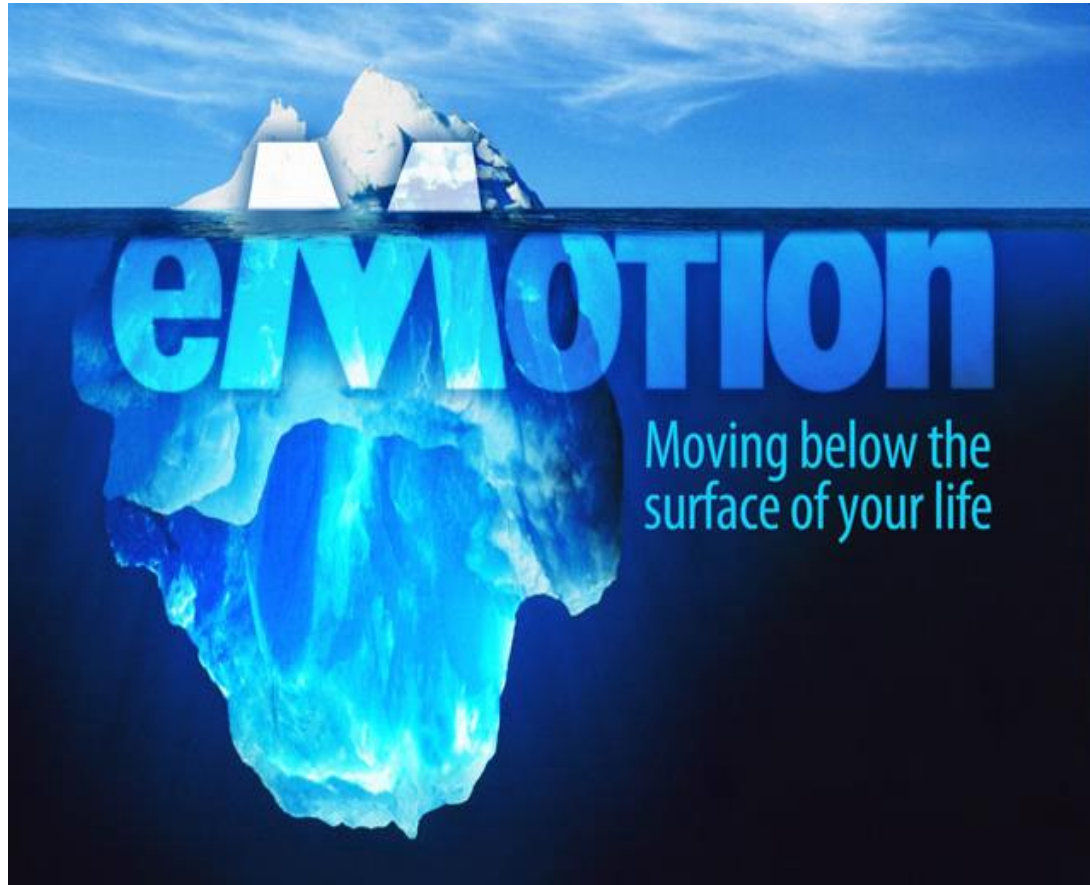
they promote cooperation and
collaboration & are predictable

Predictable Socio-Emotional Needs in Teams

- *Belongingness*
- Understanding
- Control
- Trust
- Enhancement of self-image
(perceived competence)

(Fiske, 2003 and others)

Socio-Emotional Needs are Unconscious



Unmet socio-
emotional needs
sit *under*
the iceberg

Many Team Challenges Emerge from Unmet Socio-Emotional Needs

Poor Relationships



Not listening



Selfishness

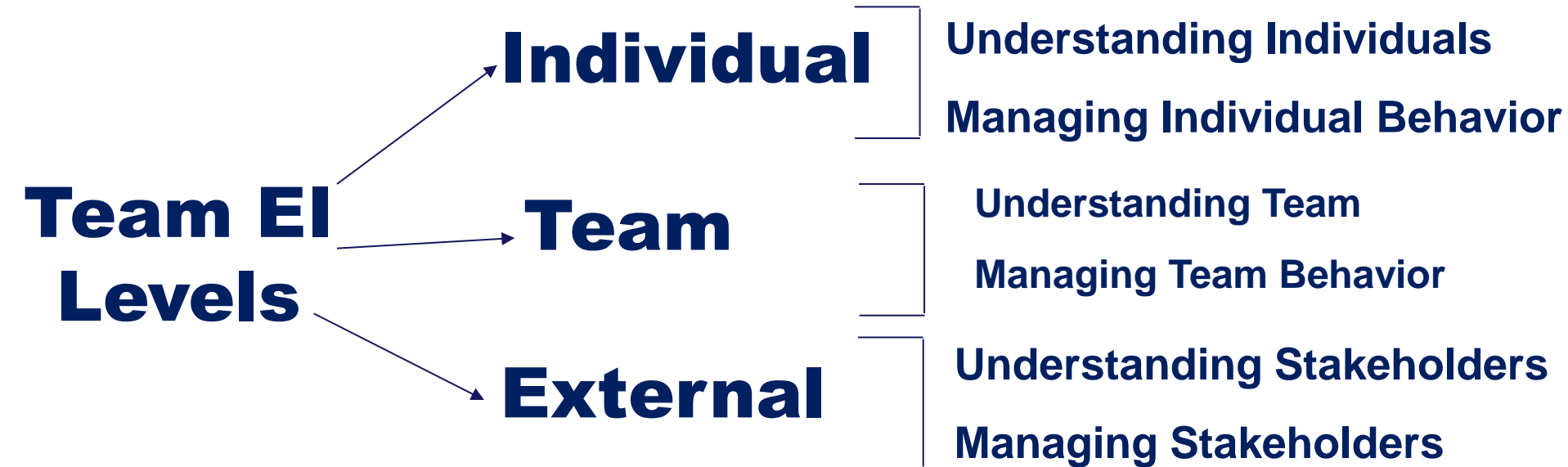


Disengagement



The Team EQ Model and How It Leads to Higher Team Performance

Categories of Team EI Norms



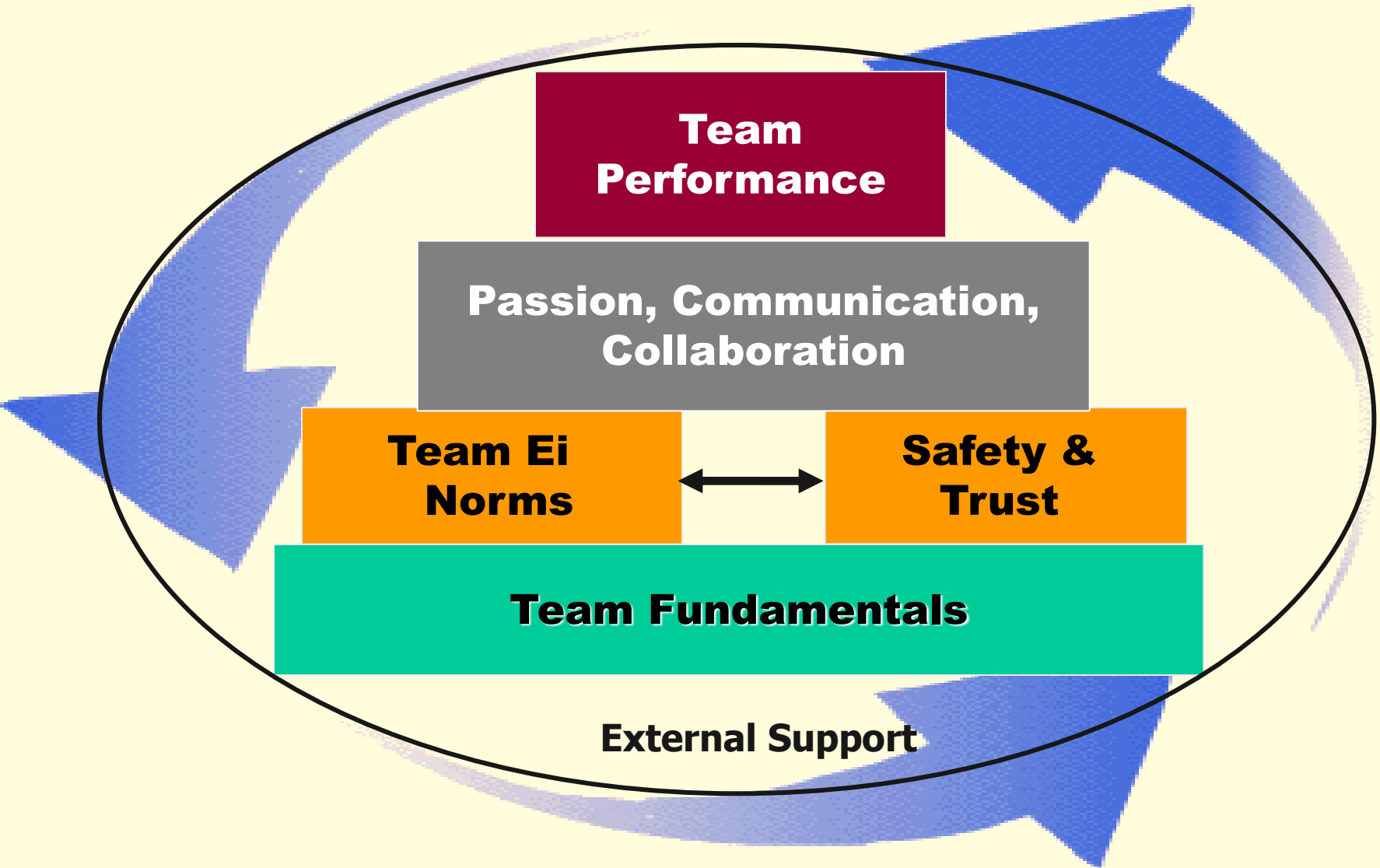
Team EI Model

3 Levels	behavioral Norms	Evidence
Individual	<ul style="list-style-type: none"> • Interpersonal Understanding • Addressing Counterproductive Behavior • Caring Behavior 	<ul style="list-style-type: none"> • Do members understand what they need to know about each other to work together effectively? • Do members address counterproductive behaviors that hurt team performance? • Do members value, respect, and support each other?
Team	<ul style="list-style-type: none"> • Team Self-Evaluation • Creating Emotion Resources • Creating an Affirmative Environment • Proactive Problem Solving 	<ul style="list-style-type: none"> • Does the team evaluate how well it is doing? • Does the team create the time and language needed to discuss difficult issues and feelings? • Does the team maintain a “can do” attitude? • Is the team proactive about solving and preventing problems and avoiding a “victim” mentality?
External	<ul style="list-style-type: none"> • Organizational Understanding • Building External Relations 	<ul style="list-style-type: none"> • Does the team understand the organization and those who can affect its performance? • Does the team build relationships that help its performance?

Team EQ Model

Levels	Norms	
Individual	<ul style="list-style-type: none">• Interpersonal Understanding• Addressing Counterproductive Behavior• Caring Behavior	
Team	<ul style="list-style-type: none">• Team Self-Evaluation• Creating Emotion Resources• Creating an Affirmative Environment• Proactive Problem Solving	
External	<ul style="list-style-type: none">• Organizational Understanding• Building External Relations	

Team EQ Norms Build High Performance



Research

Research Questions

Research Question #1

- What actions and strategies differentiate average performing global, cross-functional teams from those that are top performers?

Research Question #2

- What is the relative impact of Team EQ on the performance of these teams?

Second Study Results



Summary

1. Emotions are inevitable in teams –
Thus, Team EQ is important for enabling a team to become high performing.
2. High performing teams create norms that acknowledge the importance of emotion.

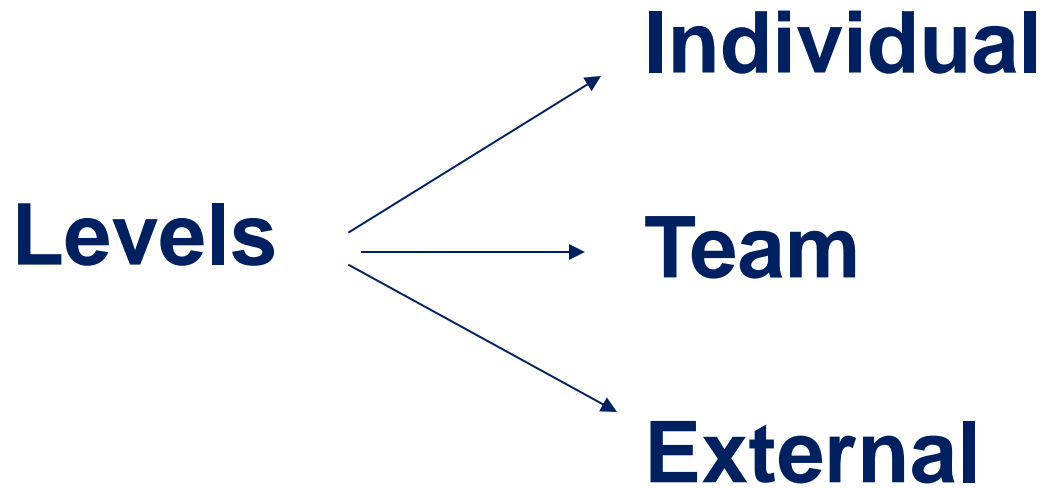
Overview

The 9 Norms of the TEI Model

Purpose:

To give you deeper insight
into the 9 norms

Individual Level in Detail



Interpersonal Understanding

Making the effort to understand and appreciate each other as distinctive individuals. Building an accurate understanding of:

- job responsibilities
- work styles
- strengths & weaknesses
- interests
- backgrounds, etc.



Key Points

- Do not need to like each other.
- Don't need to share personal life details or “dirty laundry”
- Mutual responsibility (sharing & asking)
- Respect differences (see Caring B.).

Addressing Counterproductive behavior



- Speaking up when a member does something considered “out of line.”
- Help vs. criticize.
 - “I am concerned with your needs.”
- Civility requires self-control

Key Points

- Team defines “counterproductive”
- Doing *nothing* ---- influences the norm
- Platinum rule
- Apply interpersonal understanding & caring
- Builds trust and safety

Caring Behavior

Regularly communicating:

- respect
- positive regard
- appreciation.

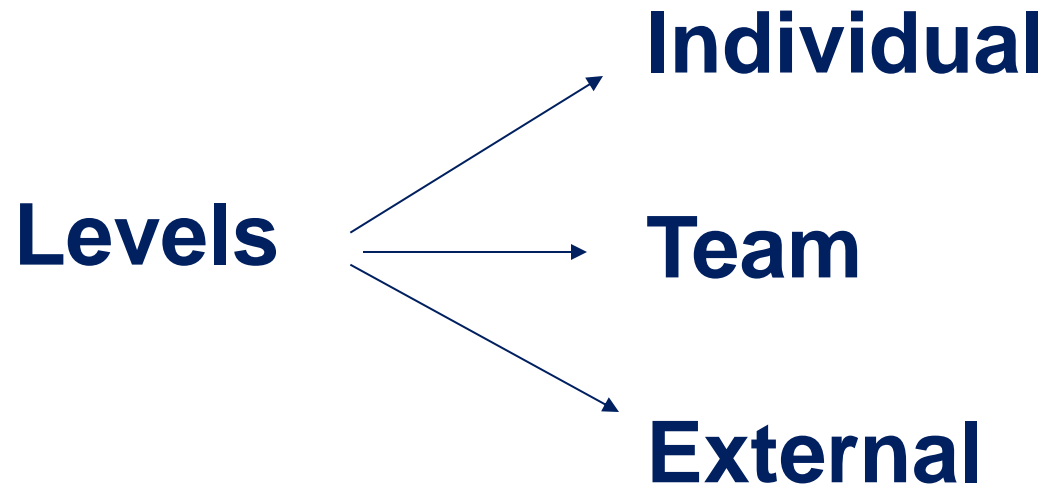
“Relationships need to be built, maintained, or repaired or they are being damaged” (Scheff, 1997).



Key Points

- Do not need to love (or even like) teammates
- You must show respect and appreciation
- Can be simple:
 - ‘thank you’

Team Level in Detail



The Team Dimension as a Category

- Builds emotional capability
- Facilitates continuous learning, improvement and adaptation

Team Self-Evaluation



The team's willingness and ability to continually evaluate its processes and its products through activities such as:

- team review discussions
- seeking outside feedback
- benchmarking

Key Points

- Discussion of team functioning is critical for continuous improvement
- Both *performance* and *process*
- Fear is natural and common -- but the outcome is positive

Creating Emotion Resources

Providing resources that encourage the recognition of emotional stimuli (i.e., events that cause strong emotion) and that help team members discuss how they feel about those stimuli.

This facilitates constructive interpretations and responses to emotional stimuli.



Key Points

- If you can't name it, you can't address it
- Emotion demands attention and provides relevant information
- Without such resources, emotion is more likely to be ignored or suppressed (which can lead to dysfunction—negative feelings fester)

Interventions and Tools



- Proactive
 - Those that help build and reinforce norms.
- Reactive
 - Built out of immediate needs.
 - Used repeatedly to make it easy to address issues.

Taking action sometimes is more difficult than expected.



Tools help lower social barriers.



Example Tools

+	△
Good improvements from last quarter	Process is too long
High interest level	Little accountability
Willingness to get the job done	Unclear expectations

Free Whine Card



Elephant in the room



Creating an Affirmative Environment



Cultivating positive (hopeful) images of a team's past, present, and future.

Key Points

- Positive environment leads to positive outcomes
- It's not about looking through rose-tinted glasses
- It reduces the experience of emotional threat and avoidance behavior

Proactive Problem Solving

Actively anticipating problems that might get in the way of task accomplishment and specifying alternative courses of action.

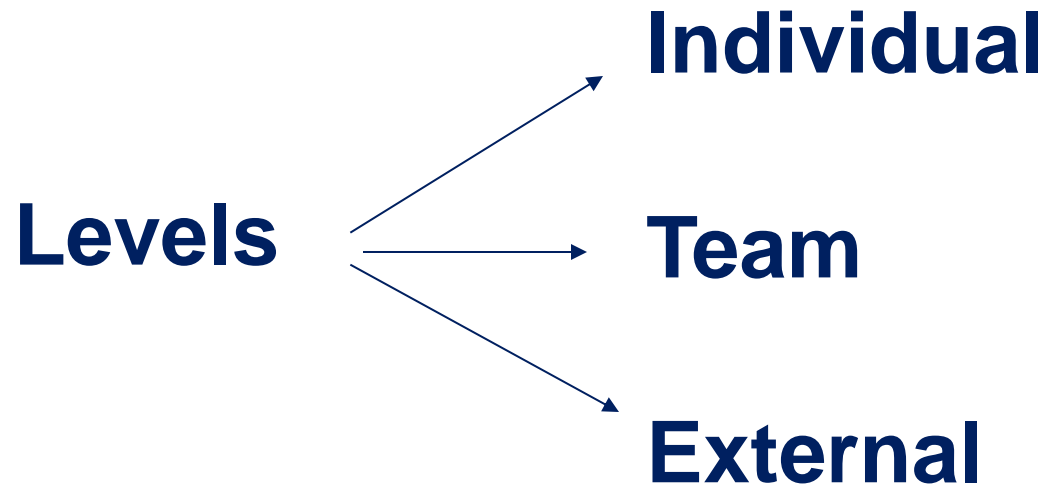
Actively taking initiative to resolve issues that stand in the way of task accomplishment.



Key Points

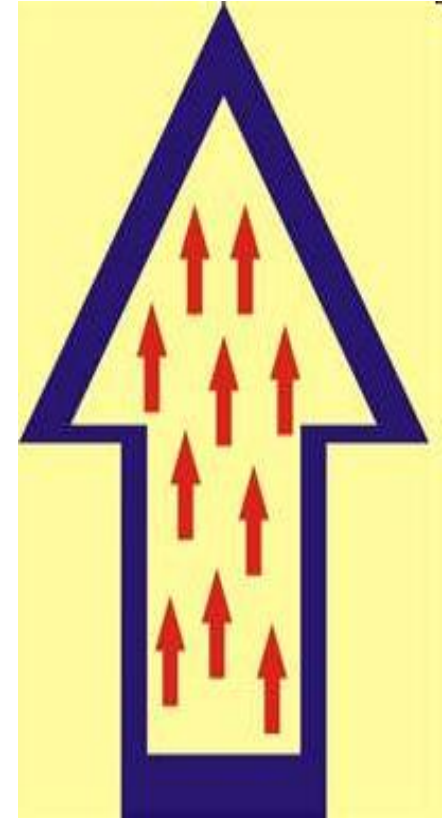
- The last three Team level norms increase emotional capacity which allows a team to deal with threats realistically:
 - Awareness (CER)
 - Interpretation (CAE)
 - Take action/behavior (PPS)
- Stakeholder problems are common and the team can become the 'victim'
- Proactive strategy adjustment

Team Level in Detail



External Objective

- The team is able to align its goals, expectations and actions with those of its stakeholders (including the organization) and is able to secure resources and information necessary for success.



organizational Understanding



Building an understanding of the social and political system of which the team is a part (e.g., how decisions are made and who controls resources), and of the expectations and needs of the team's stakeholders....

- inside the organization:
 - key stakeholders
 - internal customers
 - internal suppliers
- outside the organization:
 - suppliers, customers
 - regulatory bodies
 - competitors.

Key Points

- Team does not operate in isolation
Understanding politics / power /
decision-makers /emotional world of
key stakeholders helps in getting
things done
- Make sure the questions are asked
and knowledge is obtained
- Not every member needs to be
involved

Building External Relationships

Building relationships with relevant individuals and teams outside of the team that can make a difference to the team's effectiveness by securing resources and information.



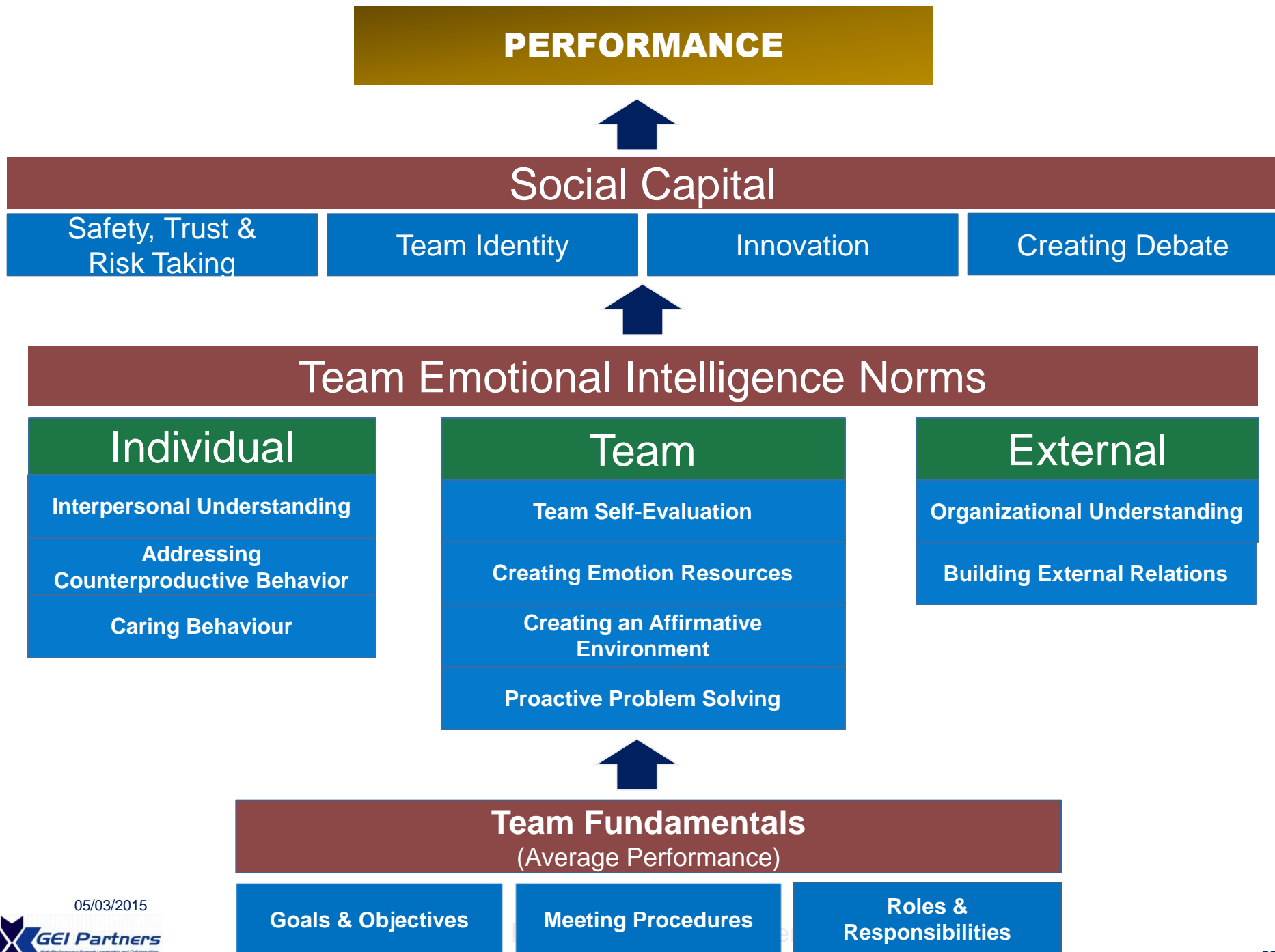
Key Points

- Important to build relationships as part of getting the resources you need / influencing as a team
- Responsibility of team member is to make sure this is happening
- Not every team member needs to be involved in Building Relations



CASE STUDIES

Applying the Team EQ Model



Group Work

Split into Groups.

Skim the sample report –

Dig deeply into the section for which you are responsible.

Feel free to stand up and use the posters

Timing: 20-25 minutes

Case #1 Senior Delivery Team



- **Sports Sector, UK**
- **Multiple Locations**
- **9 team members**

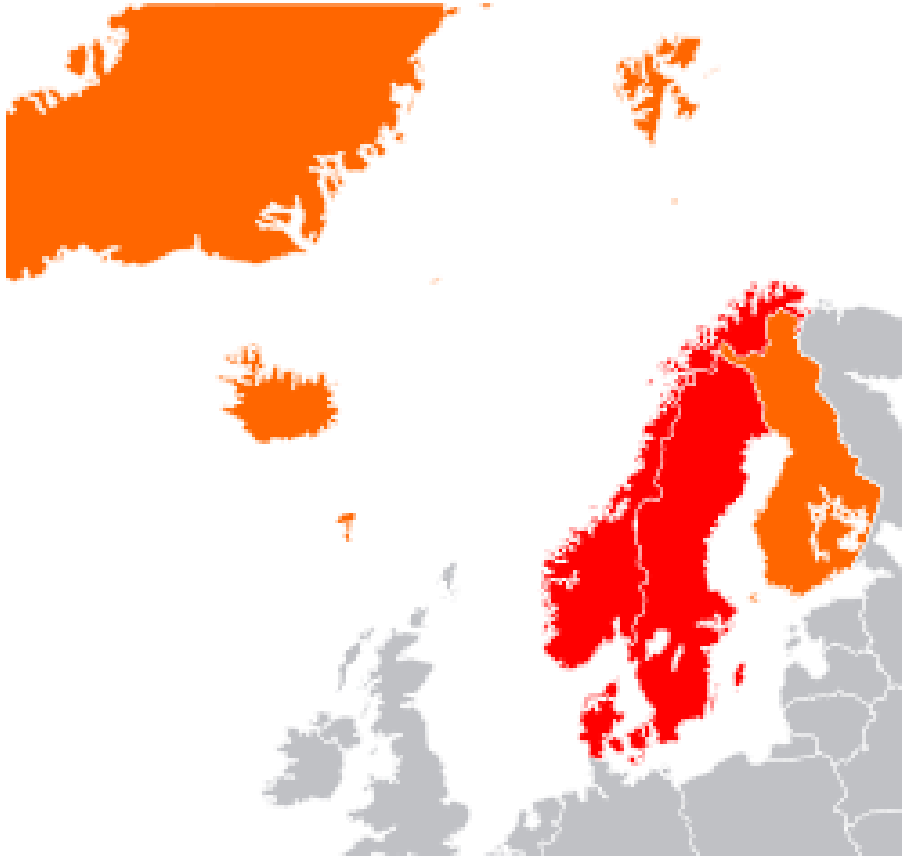


Feedback Process



- Team leader engages in Team EI
- Survey results debriefed with team leader first
- Team dialogue facilitated
- Team defines its team norms and changes desired
- Team actions adopted

Leadership Team



- **Nordic Region**
- **Business Services Multinational**
- **13 team members**

Feedback Process



- Team leader engages in Team EI
- Survey results debriefed with team leader first
- Team dialogue facilitated
- Team defines its team norms and changes desired
- Team actions adopted

Team Self-Assessment Activity

Activity: Team EI Assessment

Purpose:

- To use the Team EI Model to assess one of your teams and identify areas for improvement.
- To develop goals and actions that will facilitate the continuous improvement of your own team.

Process

Individual Reflection

Selection of 3 Team EI Norms to work on improving.

Develop goals and action steps.

Find a partner for sharing and discussion.

Summary and Wrap-Up

Summary of Team EI

1. Recognizes predictable emotions and their relevance
2. Defines clear actions and behaviors
3. Creates continuous learning, improvement, and adaptation
4. Influences core culture... long lasting
5. Research-based

Build Team Ei as you work.

What Will You Take Away?

- Identify something you learned today that you will use next week.
- Boil it down to 1 word.
- Share with your neighbor.



Thank You!!