TEAM EMOTIONAL INTELLIGENCE SURVEY REPORT

SAMPLE TEAM
April 15, 2013

For further information about Team Emotional Intelligence:
www.geipartners.com

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Introduction

This report provides you with the results of the Team Emotional Intelligence Survey that you and your team completed. The Team Emotional Intelligence Survey is a tool designed to assess the frequency with which a team exhibits emotionally intelligent team norms.

Steven B. Wolff, D.B.A. and Vanessa Urch Druskat, Ph.D. developed the survey in 1999. It is based on over 20 years of research on team effectiveness and emotional intelligence. Since its development, it has been used in numerous studies that have demonstrated a strong positive link between Team EI norms and team performance.

Norms, Processes, and States Assessed in the Team EI Survey

The team EI survey examined the frequency with which your team engages in actions that fall into three categories: 1) Team EI Norms, 2) Team Fundamental Processes, and 3) Team Social Capital. The specific concepts examined in each of these categories are shown in the tables below.

Table 1: Team Emotional Intelligence Norms

3 Levels	6 Dimensions	9 Norms
Individual	Understanding members	1. Interpersonal Understanding
	Managing members	2. Addressing Counterproductive Behavior
		3. Caring Behavior
Team	Team self-understanding	4. Team Self-Evaluation
		5. Creating Emotion Resources
	Team self-management	6. Creating an Affirmative Environment
		7. Proactive Problem-Solving
External	Understanding the larger organization	8. Organizational Understanding
	Managing the larger organization	9. Building External Relations

Team Fundamentals   *Team Social Capital*

	3 Fundamental Team Processes		4 Elements of Team Social Capital
Team Fundamentals	**Goals & Objectives**	**Social Capital**	**Safety, Trust & Risk Taking**
	Meeting Procedures		**Team Identity**
	Roles & Responsibilities		**Innovation**
			Creating Debate

Team Emotional Intelligence Theory

Team Emotional Intelligence (TEI) is based on Daniel Goleman's[1] framework of emotionally intelligent behavior. Goleman's model outlines emotionally intelligent behaviors that fall into two categories: 1) Those that create an awareness and understanding of emotion, and 2) those used to manage emotion. Unlike individual-level emotional intelligence, team emotional intelligence manifests in the norms or patterns of behavior a team establishes for its members. Team norms define, "How we operate in this team".

What is Team Emotional Intelligence?

Team Emotional Intelligence is defined as a team culture created by a set of nine norms and expectations that build a productive social and emotional environment (e.g. trust, team identity, team efficacy) that leads to constructive interactions, collaborative work processes and team effectiveness. Norms are socially enforced rules for team member behavior. The Team EI norms are focused at three levels of behavior in the team: Individual member behavior, the behavior of the team as a whole, and externally focused behavior (aimed at stakeholders outside the team). At each of these levels, TEI norms: (1) create awareness and understanding, and (2) assist with the management of behavior and emotion in the team. Team EI builds emotionally intelligent behavior in a team.

What are Team Fundamentals?

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

What is Team Social Capital?

Team Social capital represents the value added by the structure and quality of social relationships. As stated by Goleman[2] (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." This survey assesses four elements of Team Social Capital: (1) trust, safety & risk-taking, (2) team identity, (3) innovation, and (4) creating debate. Each of these is considered an emergent state in the team, which means that it cannot be forced to occur, rather it emerges from a productive social and emotional environment (i.e. team EI norms). Team social capital increases cooperation, collaboration, and team effectiveness.

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[1]Goleman, D. 1995. *Emotional intelligence: Why it can matter more than IQ.* New York: Bantam Books.

[2]Coleman, J. S. 1988. Social capital in the creation of human capital. *American Journal of Sociology,94*: 95-120.

Interpreting and Using the Feedback

Differences in Perspectives

This Team Emotional Intelligence Survey Feedback Report provides team scores for each of the nine Team EI Norms, the three Team Fundamentals, and the four elements of Team Social Capital. The scores represent the average of all of the responses provided by the members of a specific team.

The report also includes information about the *distribution or range of member responses*, which allows the team to see how differently members responded to the items within each scale. Large differences among responses (i.e. as seen in a long range bar) usually mean that members are having different experiences in the team. This can be as important to a team's success as the average score for a scale. For example, if there is a wide range of responses to questions about the norm Caring Behavior, this means that some team members feel people are respected in the team and some do not feel people are respected. This suggests that not all team members feel they are being treated the same. Wide range bars can be as important to understanding a team's strengths and weaknesses as the overall average of a scale. Avoid the trap of attempting to identify which team member provided particular responses. Guesses are often inaccurate. If this information is shared, it should emerge voluntarily.

Purpose of the survey

This is *not* about:
- Focusing on individual team members' mistakes or attitudes
- Pointing out faults in or outside of the team

It *is* about:
- Surfacing trends that show strengths and weaknesses that affect team performance
- Generating an honest dialogue that focuses on enhancing teamwork
- Identifying and planning actions that will help the team become more effective

When reviewing the feedback, think about the following:
- What surprises you?
- What are your team's strengths and opportunities for improvement?

Scoring Key

1 – Strongly Disagree
2 – Disagree
3 – Neutral
4 – Agree
5 – Strongly Agree

Your Team's Survey Feedback

Summary: Team Scores for All Survey Scales

Number of respondents: 10

Summary: Scores for Team Fundamentals

Scale	Score
Goals and Objectives	4.00
Meeting Procedures	4.13
Roles and Responsibilities	4.20

SAMPLE TEAM
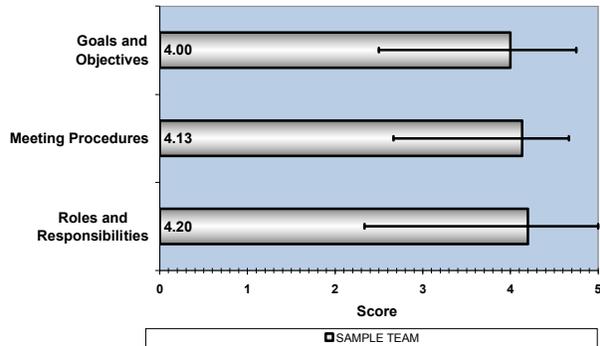
Summary: Scores for Social Capital
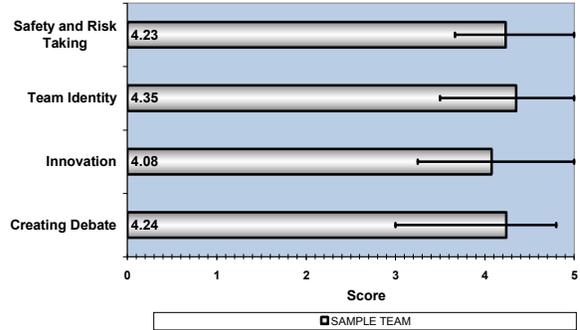
Scale	Score
Safety and Risk Taking	4.23
Team Identity	4.35
Innovation	4.08
Creating Debate	4.24

SAMPLE TEAM

Summary: Scores for Team Emotional Intelligence Norms

Norm	Score
1. Interpersonal Understanding	4.12
2. Addressing Counterproductive Beh.	2.93
3. Caring Behavior	4.36
4. Team Self-Evaluation	4.06
5. Creating Emotion Resources	3.52
6. Creating an Affirmative Env.	4.08
7. Proactive Problem Solving	3.76
8. Organizational Understanding	3.86
9. Building External Relations	4.36

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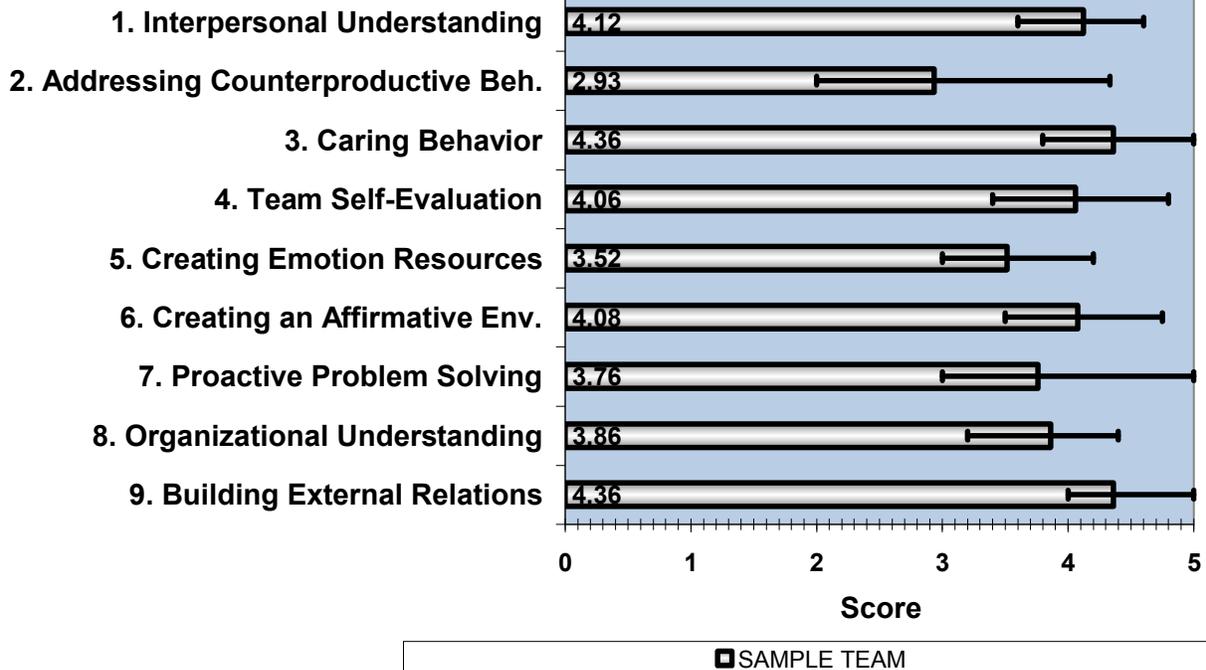
Summary: Scores for Team Fundamentals

Number of respondents: 10

Horizontal bar chart titled by category with Score axis (0 to 5):
- Goals and Objectives: 4.00
- Meeting Procedures: 4.13
- Roles and Responsibilities: 4.20

X-axis label: **Score**

Legend: ☐ SAMPLE TEAM
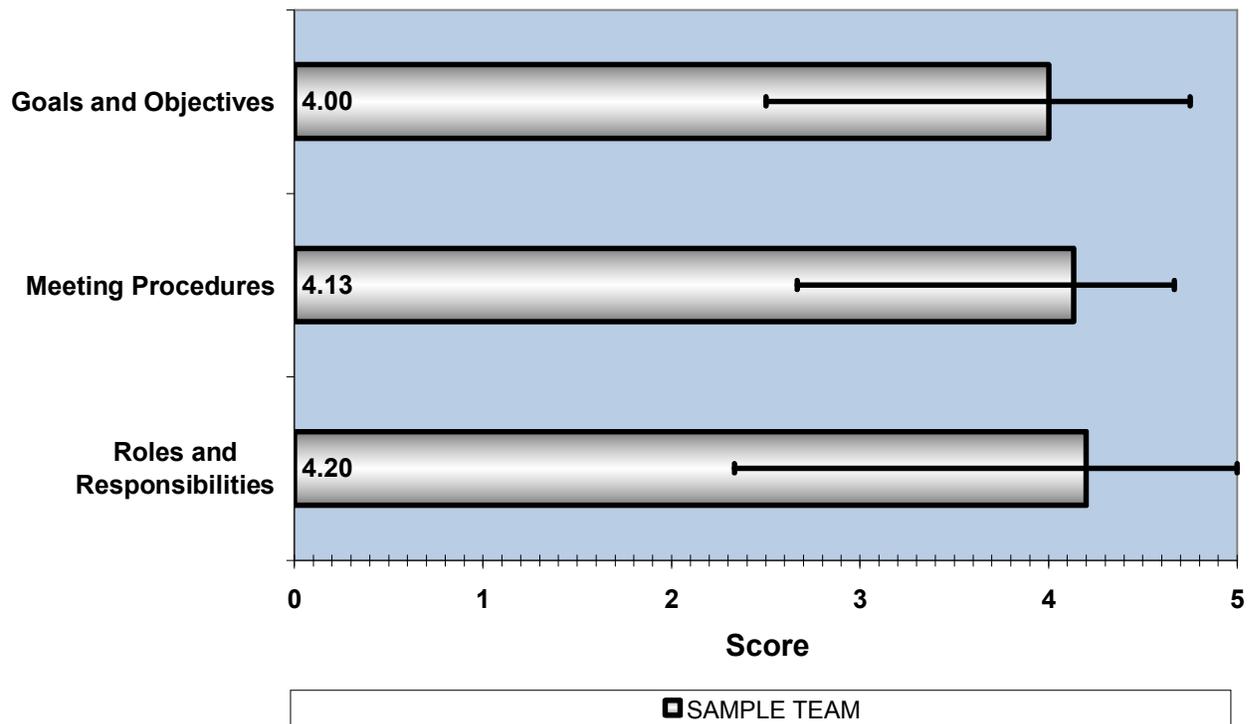
Goals & Objectives

Definition: The degree to which a team has shared goals and up-to-date action plans and timelines.

58. This team regularly reviews and updates its action plan — 3.80

11. We have a clear and specific action plan for achieving team goals — 3.60

46. We clearly define team goals — 4.60

32. All members support the team's goals — 4.00

Score

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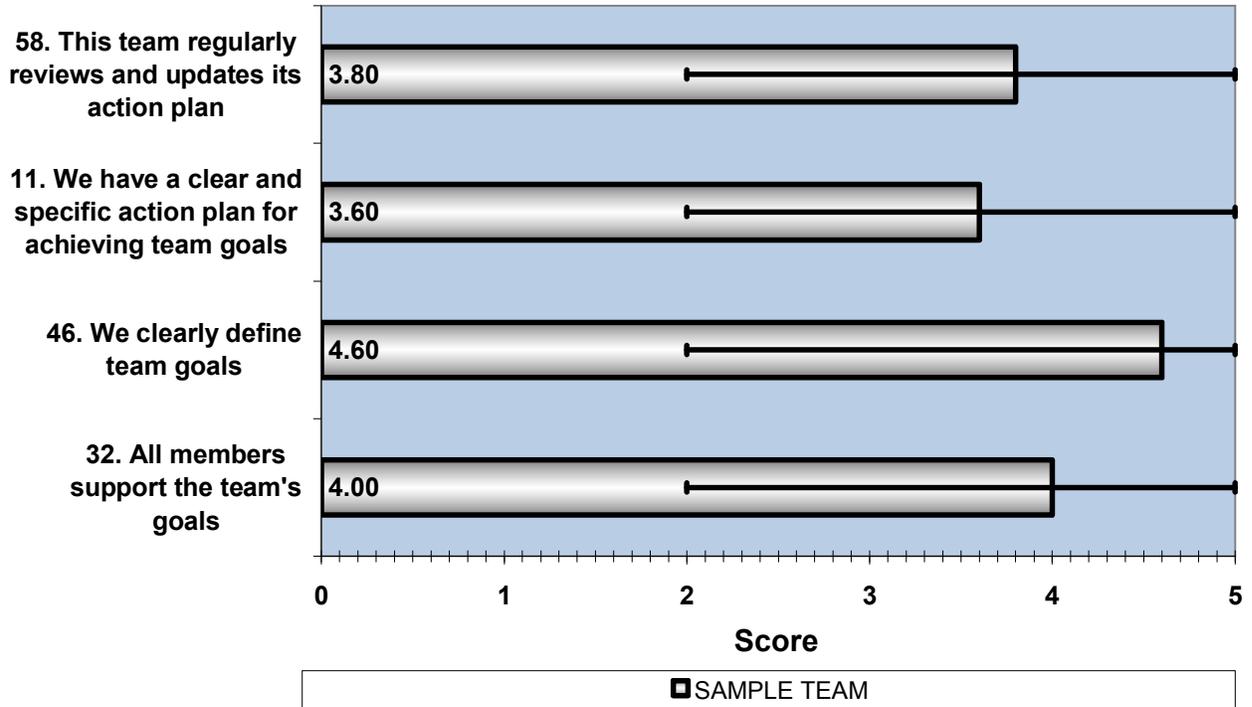
Meeting Procedures

Definition: The degree to which a team organizes its meetings in a productive way.

	Score
20. We circulate agendas prior to meetings	4.60
31. We document and distribute minutes of meetings	4.00
42. We are able to track the history of the team's decisions	3.80

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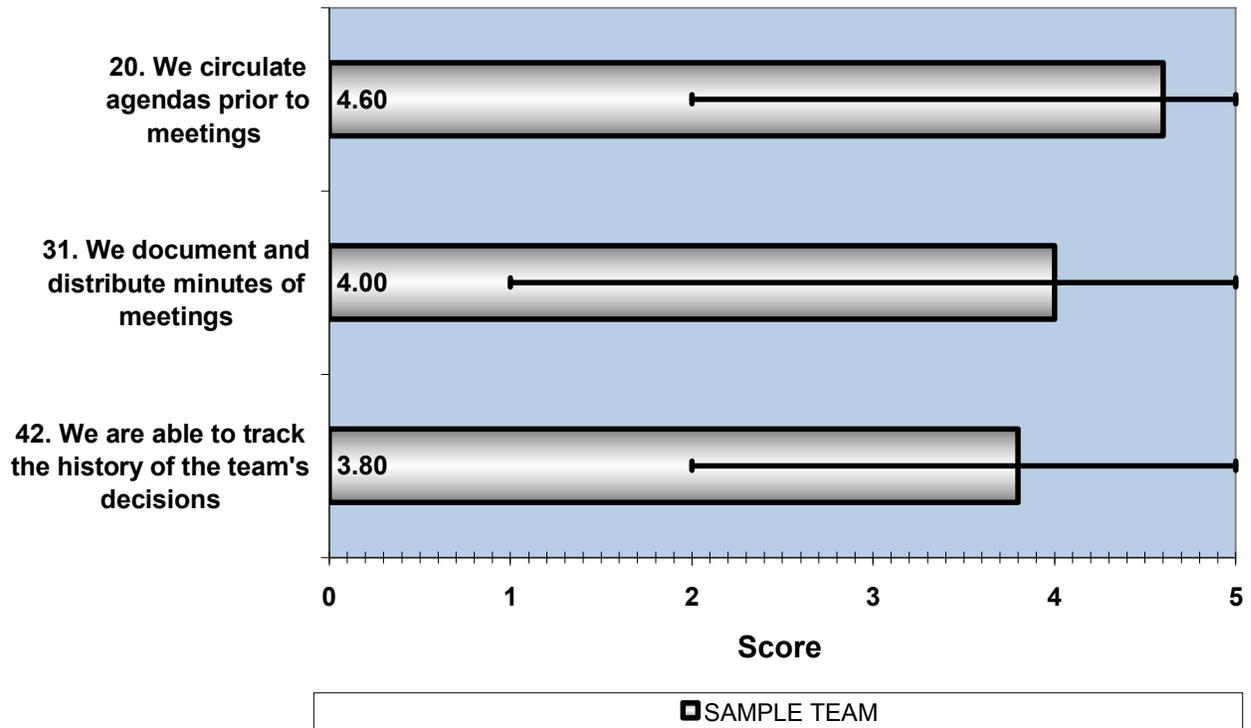
Roles and Responsibilities

Definition: The degree to which a team defines clear role expectations for each of its members.

56. Members know their individual responsibilities in this team — 4.20

16. Members understand what is expected of them in this team — 4.40

09. Every member understands their role in this team — 4.00

Score

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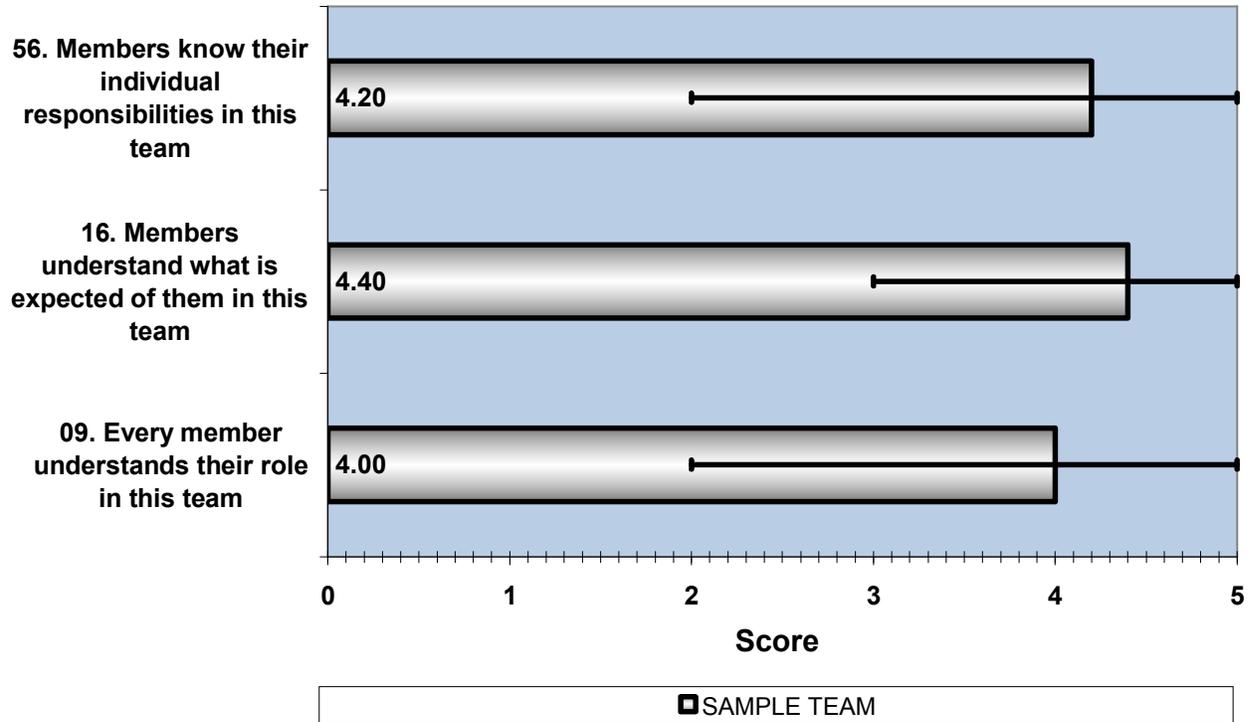
Summary: Scores for Team Emotional Intelligence Norms

Number of respondents: 10

Norm	Score
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8. Organizational Understanding	3.86
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Score

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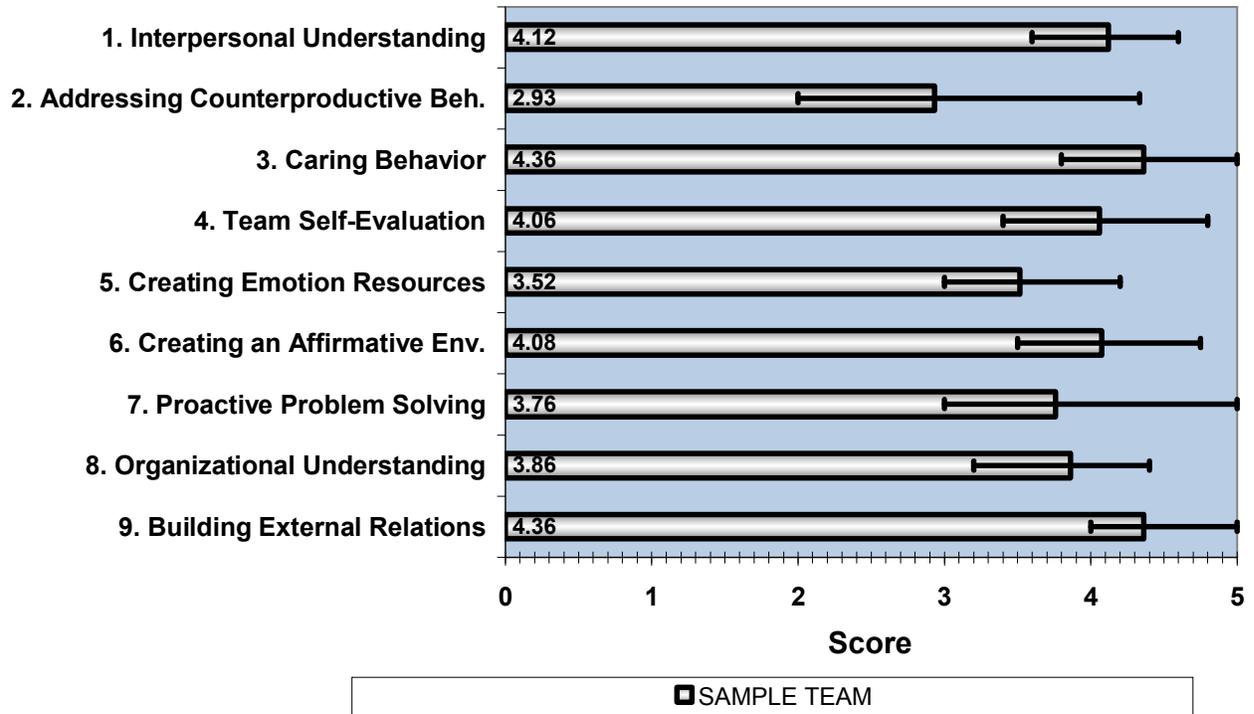
1. Interpersonal Understanding

Definition: 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 an inclusive team identity.

01. We make an effort to understand each others' perspectives — 3.90

10. We know which tasks are best suited to the skills of each member — 3.50

19. We try to understand each other's concerns — 4.20

28. We try to understand each other's strengths and weaknesses — 4.60

37. Members in this team try very hard to understand one another — 4.40

Score

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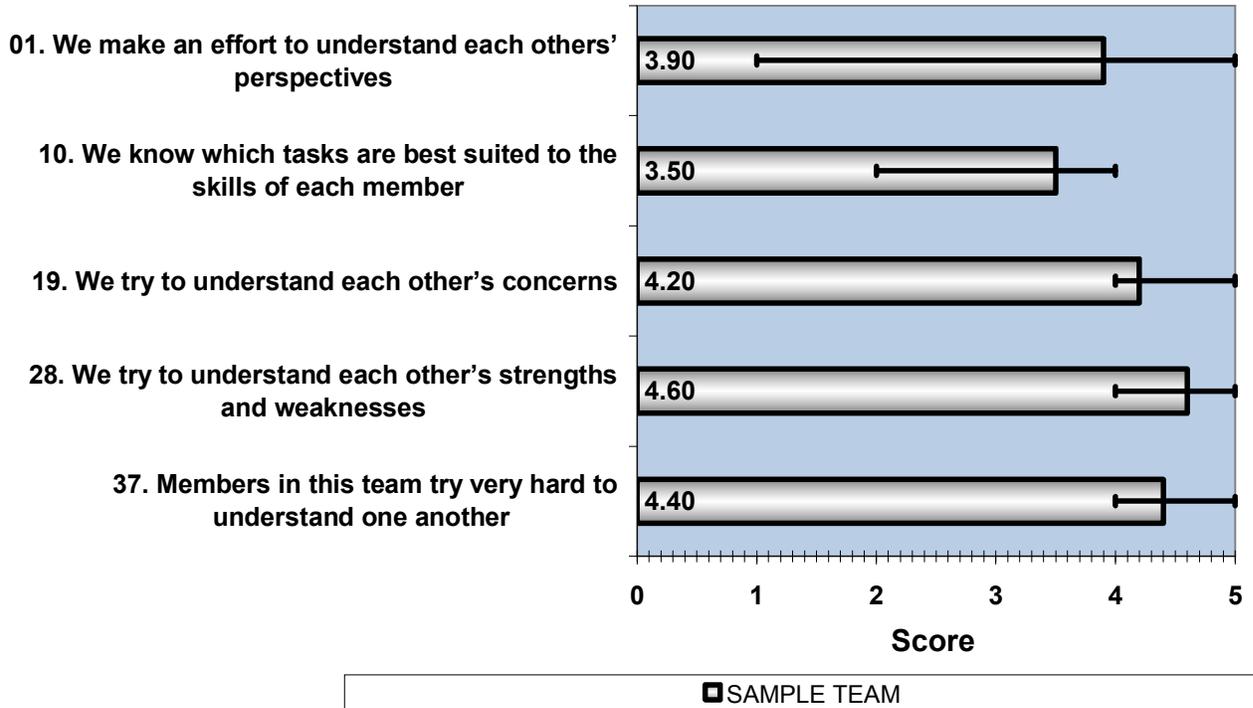
2. Addressing Counterproductive Behaviour

Definition: 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.

02. If a member behaves in a way that feels unfair to the rest of us, we let him or her know — 3.40

29. We tell members who aren't doing their fair share of the work to work harder — 2.00

38. We provide constructive feedback to members whose behavior is unacceptable — 3.20

47. We let members know if they are not meeting the needs of the team — 2.90

Score

☐ SAMPLE TEAM
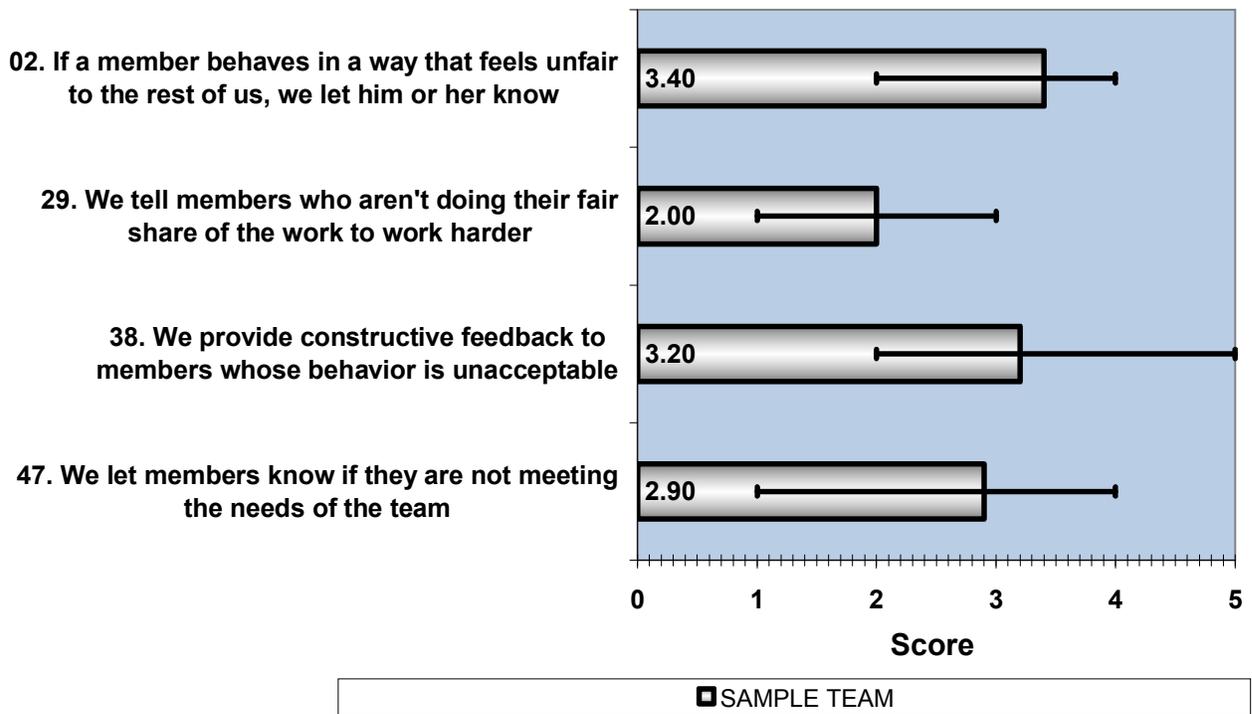
3. Caring Behaviour

Definition: 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 socialize 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.

03. Members of this team act in ways that show they care about each other — 4.40

21. Every member on this team is treated with respect — 4.90

30. We express appreciation for team member effort — 4.40

53. We let members know that we value their contributions — 4.30

48. We accommodate one another's needs — 3.80

Score

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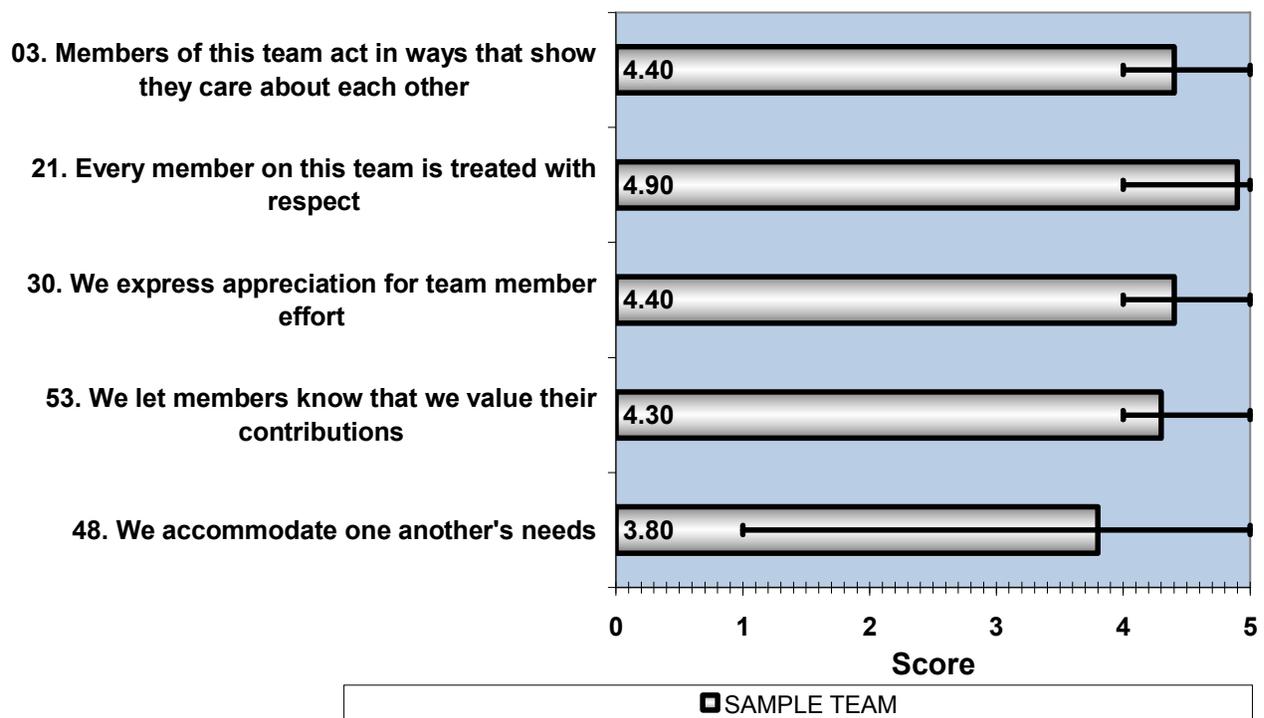
4. Team Self-Evaluation

Definition: 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.

04. This team takes time to discuss what is going well and what is not going well — **4.60**

13. We talk about how the team's mood is affecting our work — **3.00**

22. We evaluate this team's performance — **4.60**

41. We spend time assessing how well we're working together — **4.60**

54. We seek feedback from outside of the team to help us evaluate how we are performing. — **3.50**

Score

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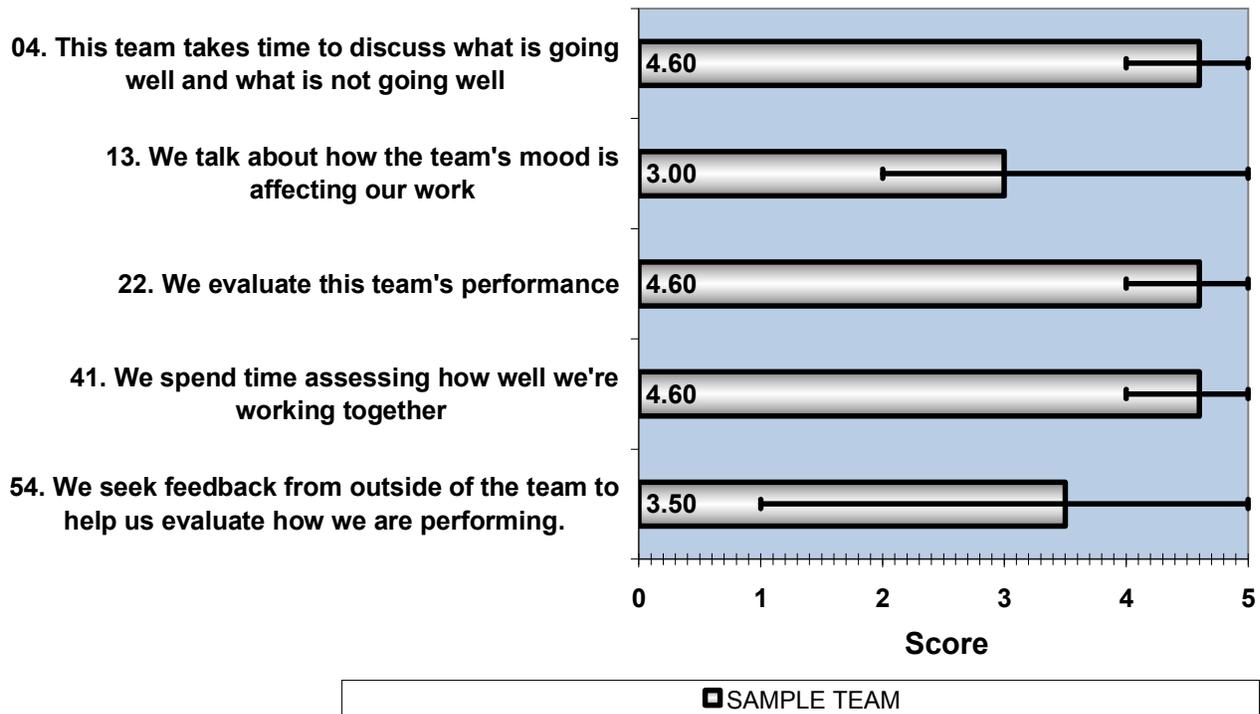
5. Creating Emotion Resources

Definition: 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. 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.

Question	Score
05. We take time to talk about frustrations and other feelings in the team	4.20
14. We have developed methods to help us tackle emotionally charged issues	3.30
23. We have expressions we use to make it easier to discuss moods and feelings in the team	2.67
40. We use humor to help us ease tension in the team	4.40
50. We make time to discuss tensions in the team	2.90

Score

☐ SAMPLE TEAM
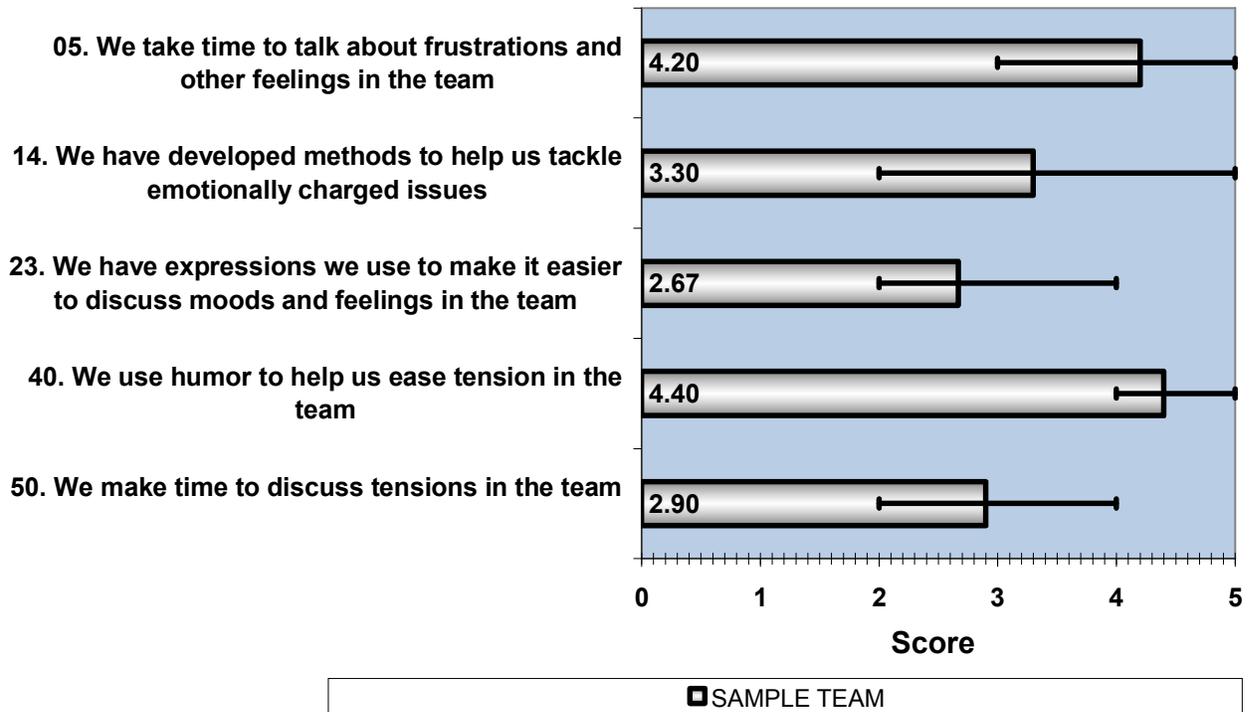
6. Creating an Affirmative Environment

Definition: 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 minimize 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.

| Item	Score
06. When something goes wrong, we see it as a challenge rather than an obstacle	3.90
15. We encourage a positive outlook in this team	4.70
24. We encourage each other to be optimistic when facing challenges	4.10
33. When a setback disrupts our progress, we express optimism about overcoming it	3.60

Score

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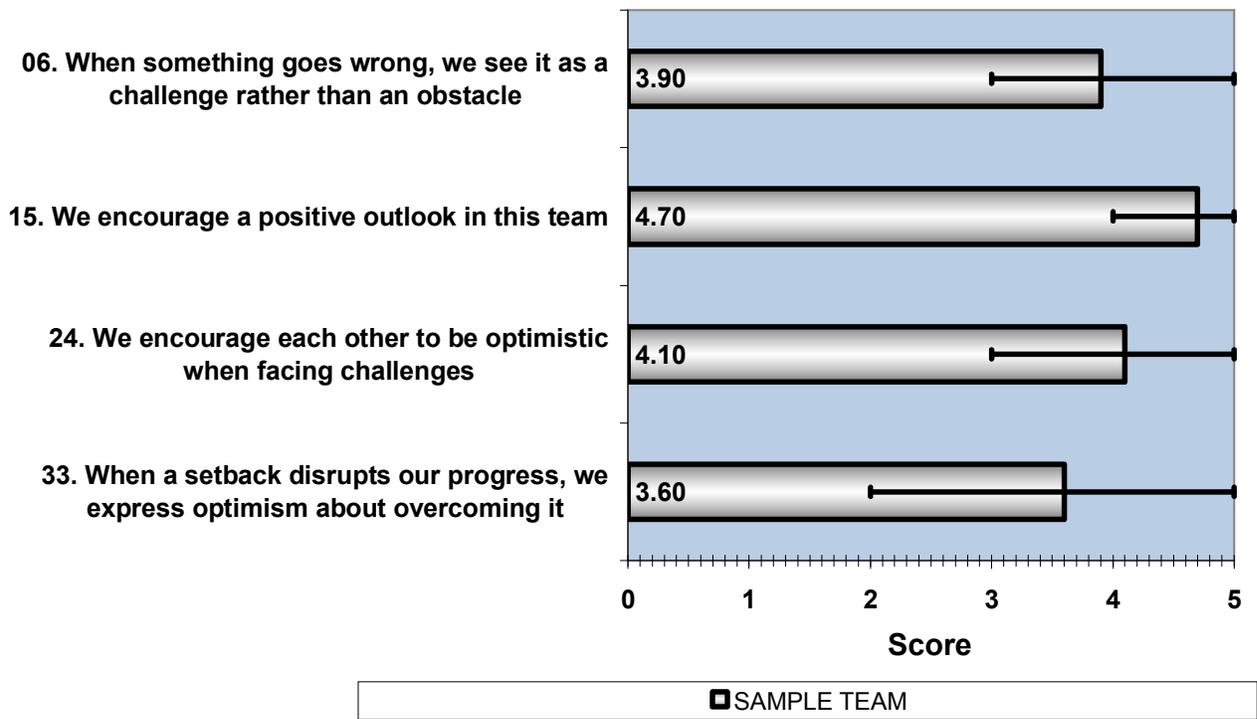
7. Proactive Problem-Solving

Definition: 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.

07. When we see a problem emerging we act on it right away — 3.40

25. We work to anticipate potential difficulties before they occur — 3.80

34. We act proactively to prevent problems from occurring — 3.60

43. We work to solve our own problems rather than wait for help — 4.20

51. We act decisively to address emerging challenges — 3.80

Score: 0 1 2 3 4 5

☐ SAMPLE TEAM
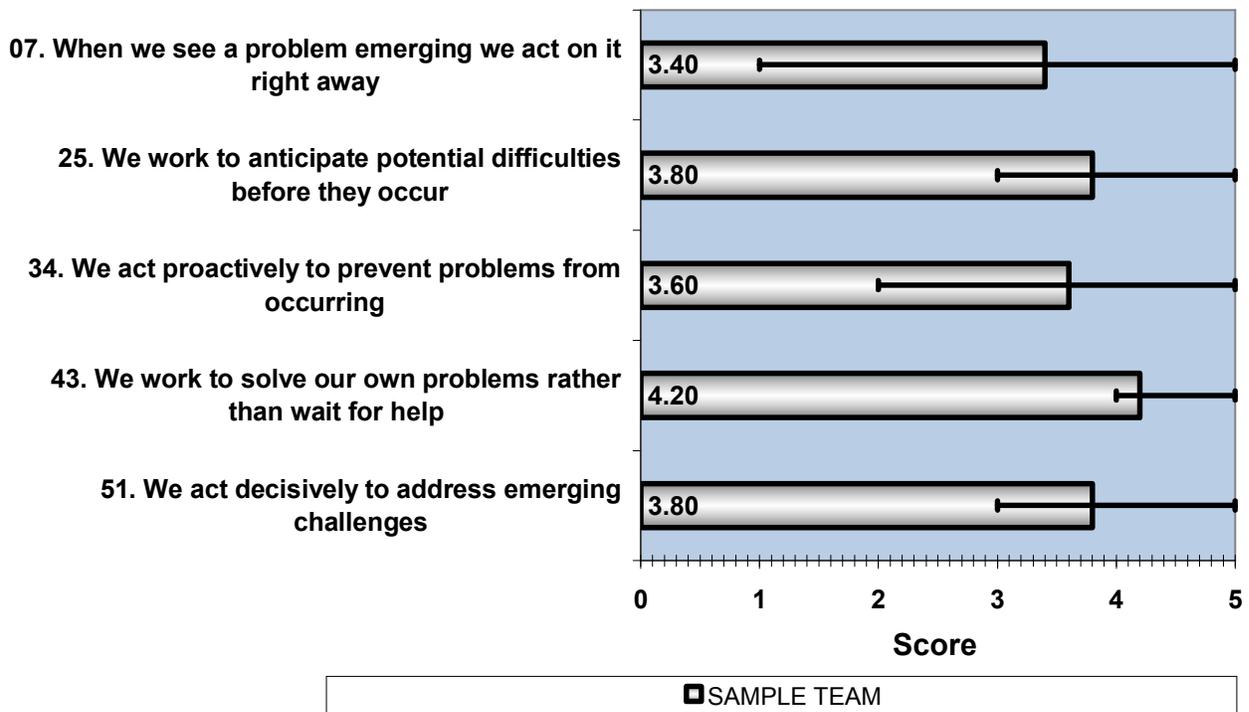
8. Organisational Understanding

Definition: 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.

	Score
08. We figure out why decisions that affect our team get made.	3.80
17. We work to understand the priorities of the leaders in our organization.	3.80
26. We make an effort to understand how this team's work contributes to the organization's goals.	4.30
44. We seek out information about the concerns and needs of decision makers in the organization.	3.60
55. We seek information about the criteria used to evaluate our team's work	3.80

Score

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9. Building External Relationships

Definition: 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 team efficacy.

18. We build relationships with those who can make a difference to our performance. — 4.20

27. We work to build relationships with other teams in the organization. — 4.30

36. Other teams know that if they need our help we will give it to them — 4.40

39. We build relationships with people who can help us meet our objectives. — 4.50

45. We build relationships with people who can provide us with resources and support. — 4.40

Score (0 1 2 3 4 5)

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Summary: Scores for Elements of Social Capital

Number of respondents: 10

	Score
Safety and Risk Taking	4.23
Team Identity	4.35
Innovation	4.08
Creating Debate	4.24

□ SAMPLE TEAM
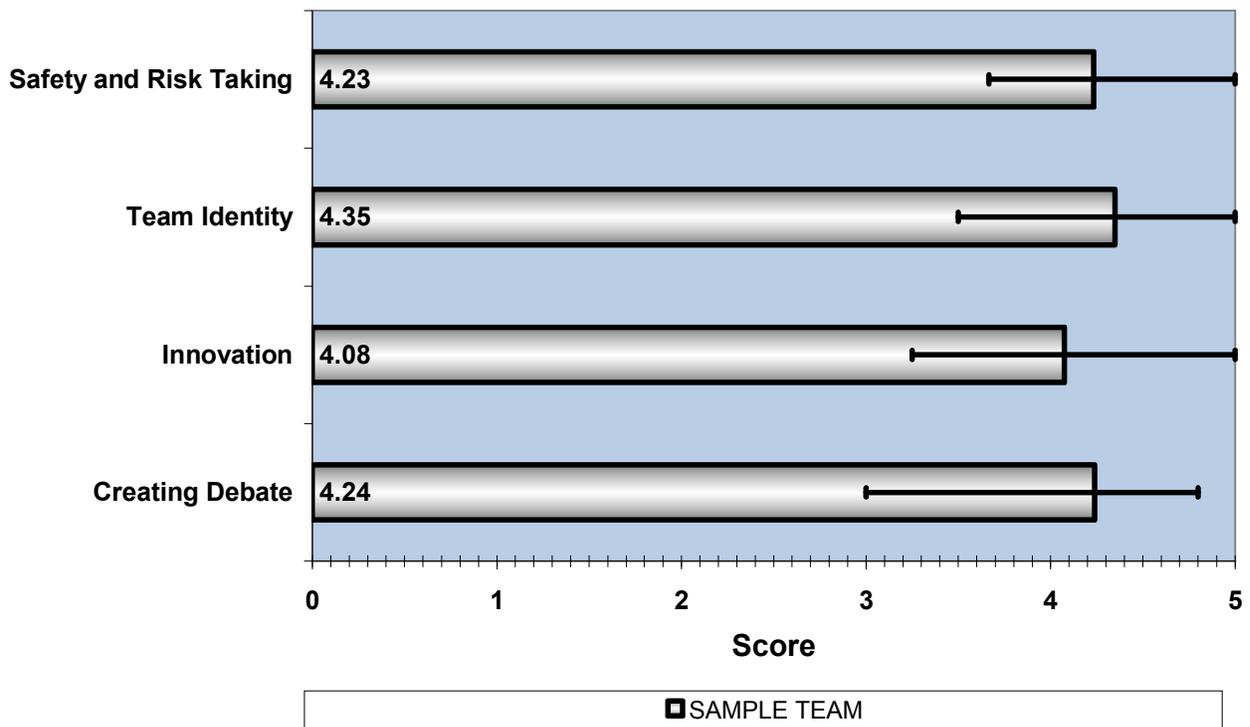
## Safety & Risk-Taking

Definition: The degree to which members feel free to be themselves and to take risks in the team.

| Question	Score
59. On this team, mistakes are not held against you	4.30
62. It is safe to take a risk in this team	4.10
65. It is safe to express my true opinions in this team	4.30

Score

☐ SAMPLE TEAM
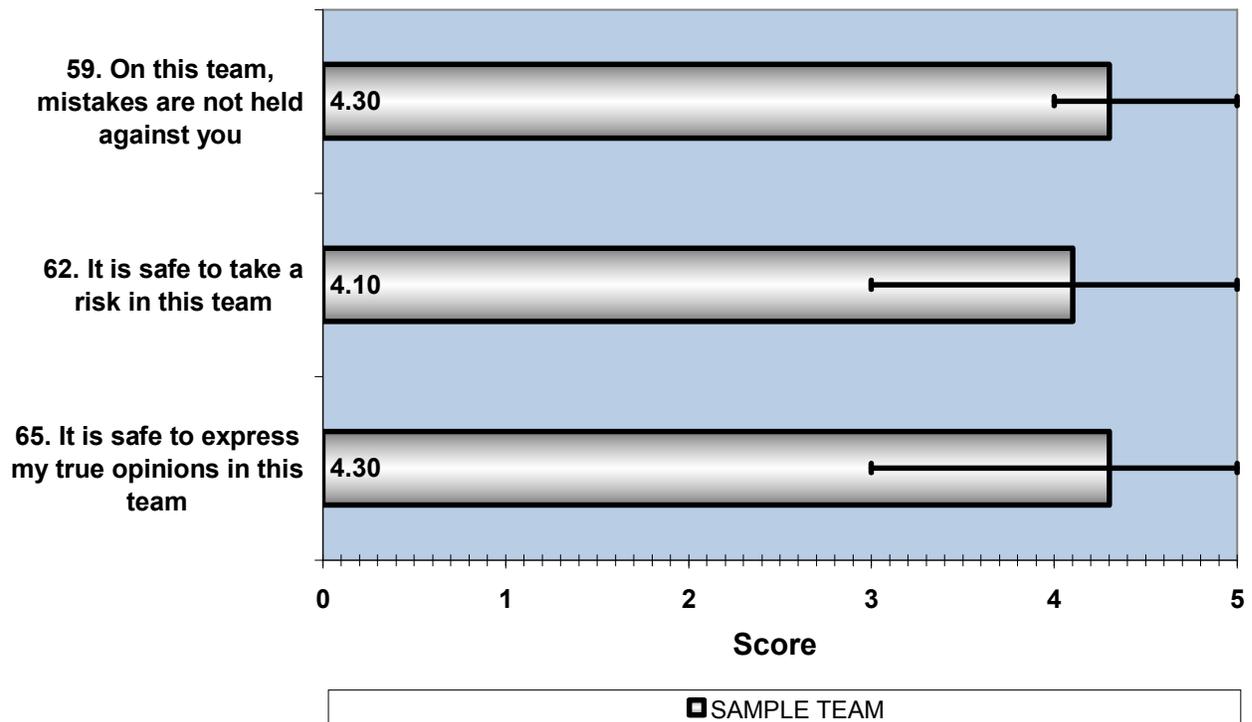
Team Identity

Definition: The degree to which team members feel they have an inclusive identity and feel good about belonging to the team.


Score

SAMPLE TEAM
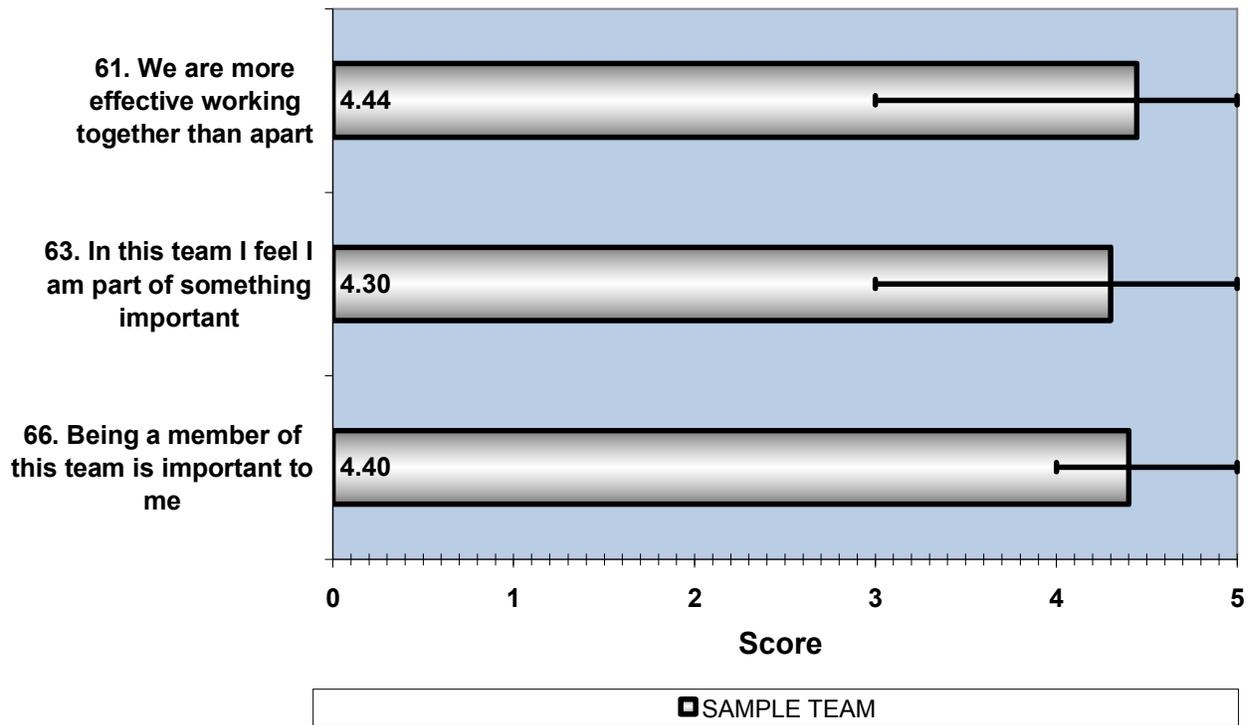
Innovation

Definition: The degree to which team members are able to leverage their strengths and make innovative decisions; find ways to do things better and/or faster and develop creative solutions to problems.


60. We find new ways to do things better — 4.30

64. We develop innovative solutions for the challenges we face — 4.20

67. This is an innovative team — 3.90

68. We come up with innovative ideas. — 3.90

Score

☐ SAMPLE TEAM
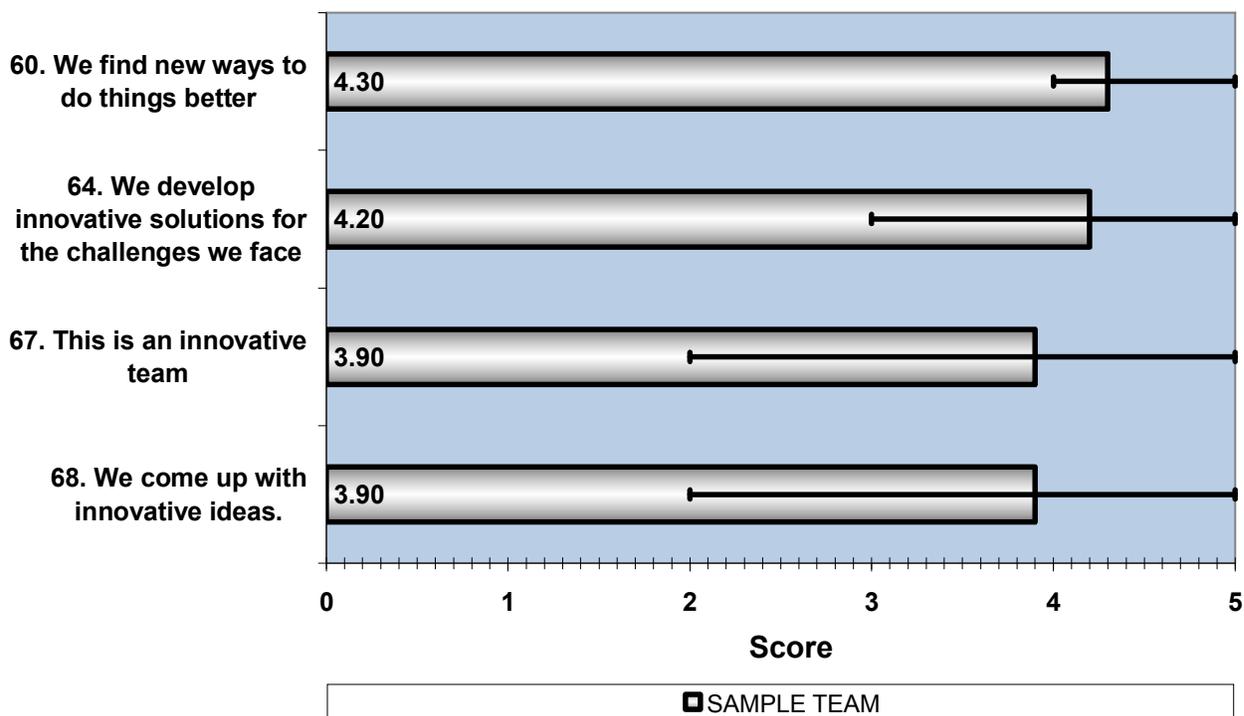
Creating Debate

*Definition:* The degree to which the team is able to generate constructive dialogue that explores and integrates differing perspectives.

Item	Score
12. We encourage members to speak up when they disagree with one another	4.20
35. We manage to confront one another without creating conflict	4.00
49. We encourage members to feel free to disagree during team discussions	4.20
52. We can easily disagree with one another without getting into conflict	4.30
57. We encourage members to share their point of view	4.50

Score

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	Score
Every member on this team is treated with respect.	4.90
We encourage a positive outlook in this team.	4.70
This team takes time to discuss what is going well and what is not going well.	4.60
We circulate agendas prior to meetings.	4.60
We evaluate this team's performance.	4.60

Score

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We tell members who aren't doing their fair share of the work to work harder. — **2.00**

We have expressions we use to make it easier to discuss moods and feelings in the team. — **2.67**

We let members know if they are not meeting the needs of the team. — **2.90**

We make time to discuss tensions in the team. — **2.90**

We talk about how the team's mood is affecting our work. — **3.00**

Score

0 1 2 3 4 5

☐ SAMPLE TEAM

Verbatim responses to the following question:

"What is your team doing well and should be continued?"

We are getting to know each other's strengths and weaknesses better and this should continue.

Its core job within the existing set up - modernizing the business.

Clear purpose, targets and priorities, collective responsibility, support network for each other, share ideas and good practice, enjoy spending time together. Working towards High Performance.

Business As Usual. Team buildingProcess. GroupTask and Finish Groups

Developing a working culture. Understanding the strengths of each. Supporting and developing each other.

When we compare our team to other teams internally, I think it really highlights how far we have come as a team- operating as one unit, which understands each other, our priorities and have effective ways of working. I think we have spent some quality time understanding each others strengths. This now needs to be applied to the work we do. We work in a very challenging environment and each experience the highs and lows that come with the role. The important thing is that we can support each other through the tough times and there's always someone who you can speak to, share concerns, come up with solutions if that's what you need/appreciate.

Everyone in the team is very supportive of each other. All are open to sharing good work and collaborating to provide more effective service to customers. I trust everyone in the team to represent our team in an extremely professional way.

Verbatim responses to the following question:

"What is your team <u>not doing now</u> that it should <u>start</u> doing?"

We now need to use our skills, knowledge and experience more effectively on key aspects of work.

Insisting we are trusted to take on more responsibility.

Challenging the status quo, building wider networks and partnerships within and outside, promoting purpose, achievements and the value we add. Building political alliances. Maximizing individual and team strengths. (good progress but need more clarity).

Identify and address issues before they become issues, ie. data, KPIs. Define accountability across other teams for shared work.

Sharing the responsibilities i.e. leadership opportunities. Saying no to other teams who aren't working with sensible timescales and processes.

Think we could do more sharing/ discussion of delivery of key objectives and differing approaches but time often counts against this. Also great to have a buddy but feel we should maybe do more work with other members of the team - perhaps shadowing on lead work we have an interest in, to not only upskill ourselves, but also gain better relationship with that team member? Reality check our perfectionism - recognize what we can change and influence.

Have a better understanding of Leadership priorities and decision making. -Improve shared learning / good practice -Improve joint working within other teams in the organization.

Verbatim Responses to the following question:

"What is your team <u>doing now</u> that it should <u>stop</u> doing?"

We need to identify which aspects of work are going to have the biggest impact and focus on those areas of work. Prioritization needs to be better.

Accepting the status quo.

Accepting the political environment that we operate in Underselling our achievements and the impact we make.

Taking on too much / Taking responsibility and leading everything.

Verbatim responses to the following question:

"Is there anything else you would like us to know about your team and how it functions?"

The team was created approximately 2 years ago and a significant investment has been made to develop individuals and the team during this period. e.g. EI profiles, Team Development Challenges each year, Technical development, Coaching and Mentoring etc. There is a good atmosphere, culture of personal development.

We haven't really had any occasions where we think team members aren't pulling their weight (or no-one has been brave enough to say anything to me??!!)- but maybe we should look at how we would call each other on this? Tied into agreeing how we challenge - though again not so far a problem? Plus enjoy being with the team - need to keep regular meetings in and also try and ensure social time together as well.

Worksheets: What's Next?

Step 1: Given your organization's and your team's context, identify which norms or behaviors need to be further developed to improve your team's performance?

Step 2: Develop specific action steps for improvement. Assign responsibilities and develop a timeline for agreed-upon actions.

Step 3: Identify developmental resources – tool kit, facilitator support, other.