BRINGING THE TEAM EI SURVEY IN-HOUSE ACCREDITATION PROGRAM

Based on the research and concept of Team Emotional Intelligence

ACCREDITATION PROGRAM TECHNICAL MANUAL

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Background of Team Emotional Intelligence Theory

The theory of Team Emotional Intelligence (TEI, previously called Team Emotional Intelligence (GEI)) was developed by Vanessa Urch Druskat and Steven B. Wolff. The following references provide an in-depth discussion of the theory (Druskat & Wolff, 2001a, 2001b; Wolff, Druskat, Koman, & Messer, 2006).

Summary of the theory

Team Emotional Intelligence is based Daniel Goleman's (1995) framework of awareness and regulation of emotion at multiple levels but it should not be confused with individual emotional intelligence. The "intelligence" in a team comes from the patterns of behavior, or norms, that develop as the team goes about its task. Team Emotional Intelligence is a team-level construct and is very different from the individual-level emotional intelligence of team members.

Team Emotional Intelligence represents the ability of a team to generate a set of norms that guide the emotional experience in a team in an effective way. There are norms that guide the team's interaction with: its members (individual-level), the team as a whole (team-level), and others outside the team (cross-boundary level). At each of these levels there are norms that create awareness of emotion in the team and norms that regulate team behavior. The nine norms that make up a team's emotional intelligence are shown in Table 1. Note the norm names were changed in 2017; the table shows the old and new names.

Table 1: Team Emotional Intelligence Norms

3 Levels	6 Dimensions	9 Norms (old)	9 Norms (new)
Individual	,Team awareness of members	Interpersonal understanding	Understand Team Members
	Team management of members	Confronting members who break norms	Address Unacceptable Behavior
		Caring Behavior	Demonstrate Caring
Team	Team self-awareness	Team self-evaluation	Review the Team
	Team self-management	Creating resources for working with emotion	Support Expression
		Creating an affirmative environment	Build Optimism
		Proactive problem solving	Solve Problems Proactively
Cross-boundary (External)	Team social awareness	Organizational understanding	Understand Team Context
	Team management of external relationships	Building external relationships	Build External Relationships

It is important to note that each norm by itself is not necessarily focused on emotion. Each norm, however, does guide behavior in the team that has emotional outcomes. For example, the degree to which members in the team make an effort to understand one another (Understand Team Members) affects the emotional ties that develop among members and among each member and his or her identification with the team.

Individual-Level Norms

At the individual level, the norm of Understand Team Members helps the team become aware of its members' needs, perspectives, and emotions. The norms of Address Unhelpful Behavior and Demonstrate Caring help guide the team's behavior toward its members.

- *Understand Team Members*—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 relates to the degree to which members build bonds among themselves and the degree to which members identify with the team.
- *Address Unacceptable 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 norm of Demonstrate Caring. This norm contributes to a sense of efficacy in the team. When team members know that disruptive behavior will be confronted, they feel more confident in the team to accomplish its task.
- *Demonstrate Caring*—this norm represents the degree to which a team treats its members with respect, supports them, seeks their perspective, and validates their 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 bonds and identify with the team. It also contributes to a sense of safety in the team.

Team-Level Norms

At the team level, the norm of Review the Team helps the team become aware of how well it is working and the general mood in the team. The norms of Support Expression, Build Optimism, and Solve Problems Proactively guide the team's behavior in a way that helps them address challenges in a way that creates positive energy yet avoids distorting the reality of the situation.

- *Review the Team*—this norm represents the degree to which a team is aware of how it is performing, its collective moods, and seeks information to help it evaluate how well it is working. This norm has emotional consequences in that it can create emotional threats. The next three norms help determine how well the team deals with the emotional threats. One key to an effective team

is to have a good sense of reality and not shy away from it when it gets emotionally threatening.

- *Support Expression*—this norm represents the degree to which a team provides resources for the team to address emotions, e.g., time and a language for talking about emotions.
- *Build Optimism*—this norm represents the degree to which a team stays positive and optimistic in the face of challenges. This 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.
- *Solve Problems Proactively*—this norm represents the degree to which a team anticipates problems and takes action to prevent them as well as taking responsibility and working hard to address challenges. This norm has emotional consequences similar to that of Build Optimism. The greater the degree to which a team takes control of solving its problems the greater will be its sense of efficacy and the less threatening challenges will feel to team members.

Cross-Boundary-Level Norms

At the cross-boundary level the norm of Understand Team Context helps the team become aware of the needs and concerns of those outside the team and understand how its work fits into the organization. The norm of Building External Relations guides the team's behavior based on their understanding of the organization.

- *Understand Team Context*—this norm represents the degree to which a team seeks to understand the needs and concerns of those 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 teams. To build ties with others outside the team it is first necessary to understand them.
- *Building External Relations*—this norm represents the degree to which a team actively and strategically builds relationships with other people and teams who can affect their performance and provide resources. This norm has emotional consequences in that it builds bonds with others outside the team as well as evokes cooperation and attracts resources that help the team accomplish its goals. This leads to a sense of efficacy.

Development of the survey

Our initial work identified 13 norms (see Druskat et al., 2001a) that represented the set of behaviors observed in emotionally competent teams. The items in the current version of the survey represent a process of continual refinement based on previous research. Based on Christina Hamme's (2003) work as well as early work of Druskat and Wolff, the number of norms was cut from 13 to 9. Also based on this work and feedback from participants, items were reworded to improve clarity and relevance of the items. Finally, some items were deleted based on a factor analysis if they did not load on the appropriate factor.

Using the TEI Survey

The TEI survey has two primary uses: team development and research. This section is intended to help you use the survey appropriately.

Number of Team Members

The TEI survey is a team-level measure. This means that most of the members need to fill out the survey for the information to be considered a valid measure of Team Emotional Intelligence. We generally insist on a minimum of 75%-80% of the team members before we consider the survey valid.

How Norms Develop

Team Emotional Intelligence is a set of norms that develop as team members interact with each other. When working with a team it is important to recognize that developing Team Emotional Intelligence is most effectively done as the team engages in its task. Team norms develop as a result of the actions or inactions of team members. Thus, the results of the survey can be used to help team members focus their behavior as they go about their work. You should not attempt to develop Team Emotional Intelligence in an atmosphere that is divorced from the actual work. Such norms will be less likely to guide team member behavior when they go back to their normal work situation.

Differences in perspectives

The Team Emotional Intelligence survey will provide an average score representing a composite of the member's perceptions of their team. When working with a team it is important to recognize that the differences in perception can be as important as the overall average scores. The results of the survey include information about the range of responses. Although this information is critical to help understand its members and become aware of differences in perception, you should be careful to avoid the trap of allowing the team to attempt to identify who provided any particular response. If this information is divulged it should come voluntarily and spontaneously from the members without them being coaxed.

Reliability

Chronbach's alpha reliability for each of the Team Emotional Intelligence Norms is shown in Table 2. The sample is based on a database of 1775 Team Members comprising 250 teams. The reliabilities range from a high of .84 for the norms of Understand Team Members and Demonstrate Caring to a low of .72 for the norm of Understand Team Context. The average reliability for all eight norms is .793.

Table 2: Reliability of TEI Norms

TEI Norm	Cronbach's Alpha
Understand Team Members	.84
Address Unacceptable Behavior	.82
Demonstrate Caring	.84
Review the Team	.77
Support Expression	.76
Build Optimism	.79
Solve Problems Proactively	.79
Understand Team Context	.72
Building External Relations	.81

Validity

Validity of an instrument refers to the degree to which the instrument actually measures what it is intended to measure. Criterion validity is the degree to which the measure predicts expected outcomes. Construct validity is the degree to which the measure is associated with constructs that are theoretically related. A number of studies have been conducted to assess the validity of the overall theory. Although some of the research presented used earlier variations of the final TEI survey, the current version of the survey has been refined and upgraded based on experience gained from initial research. As such, the measurement of the various TEI Norms has become more precise, thus, the instrument has become even better at measuring the TEI Norms when compared to the versions used in early research.

TEI and team performance in MBA students

Druskat and Wolff conducted a study consisting of 382 full-time MBA students comprising 48 teams. Students remained together for an entire year. The purpose of the study was to examine the hypothesis that Team Emotional Intelligence is related to team performance. One TEI norm from each of the six categories was measured in this study using an early version of the TEI survey. The norms studied were Understand Team Members, Address Unacceptable Behavior, Review the Team, Solve Problems Proactively, Understand Team Context, and Building External Relations.

Team performance was measured via a questionnaire given to the instructor. Performance was measured once at the end of the first semester and again at the end of the second semester. The first measurement was approximately one month after the measurement of TEI.

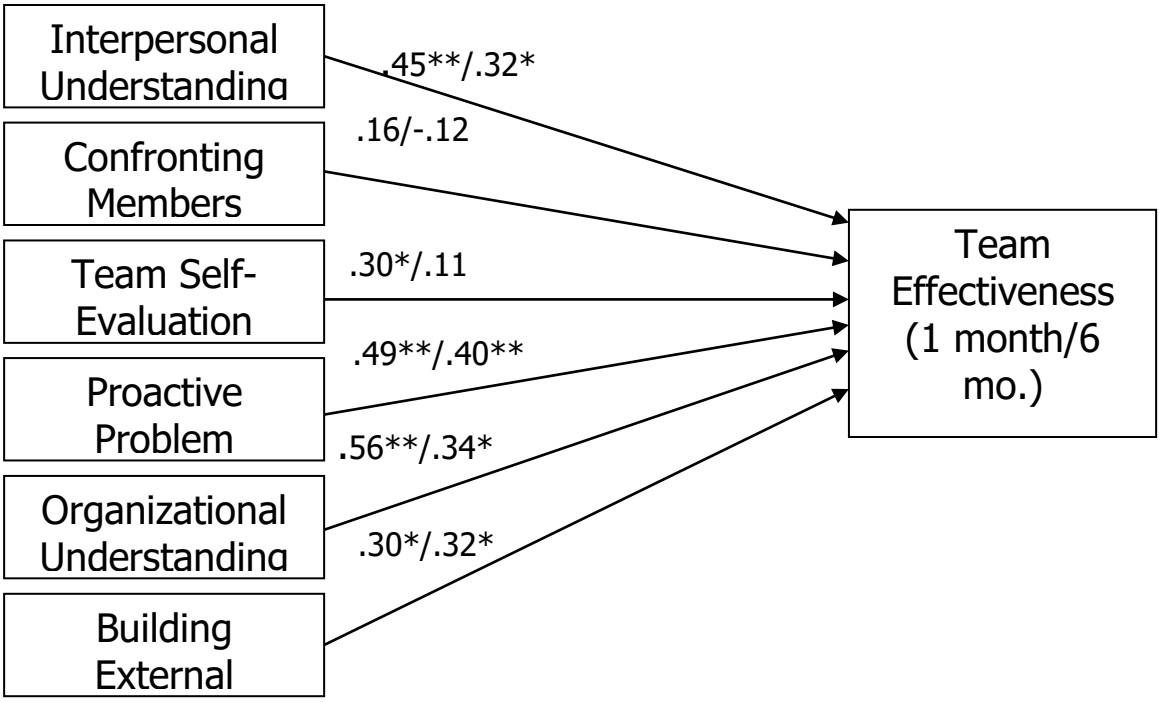
Although Review the Team was significantly connected to performance at Time 1, by Time 2 this was no longer the case. Since each team conducted a formal peer feedback exercise after the Time 1 performance measurement, all teams essentially engaged in Review the Team before Time 2, thus, it no longer distinguished performance of the teams.

Figure 1 shows the results of this study. At Time 1 all TEI norms studied show a relation to Team effectiveness except Address Unacceptable Behavior. At Time 2 all TEI norms studied show a relation to Team effectiveness except Address Unacceptable Behavior and Review the Team.

Druskat and Wolff have subsequently studied Address Unacceptable Behavior in more depth. Their findings show that the relationship is a quadratic one, which is why a linear test does not show significance. Furthermore, they also found that the ability of a team to effectively use the norm of Address Unacceptable Behavior requires a degree of skill, thus, those teams with high levels of skills such as empathy, self control, and persuasion are able to effectively use the norm whereas teams low in these skills are not.

Although Review the Team was significantly connected to performance at Time 1, by Time 2 this was no longer the case. Since each team conducted a formal peer feedback exercise after the Time 1 performance measurement, all teams essentially engaged in Review the Team before Time 2, thus, it no longer distinguished performance of the teams.

Figure 1: Results showing relation of TEI norms to Team effectiveness in MBA students



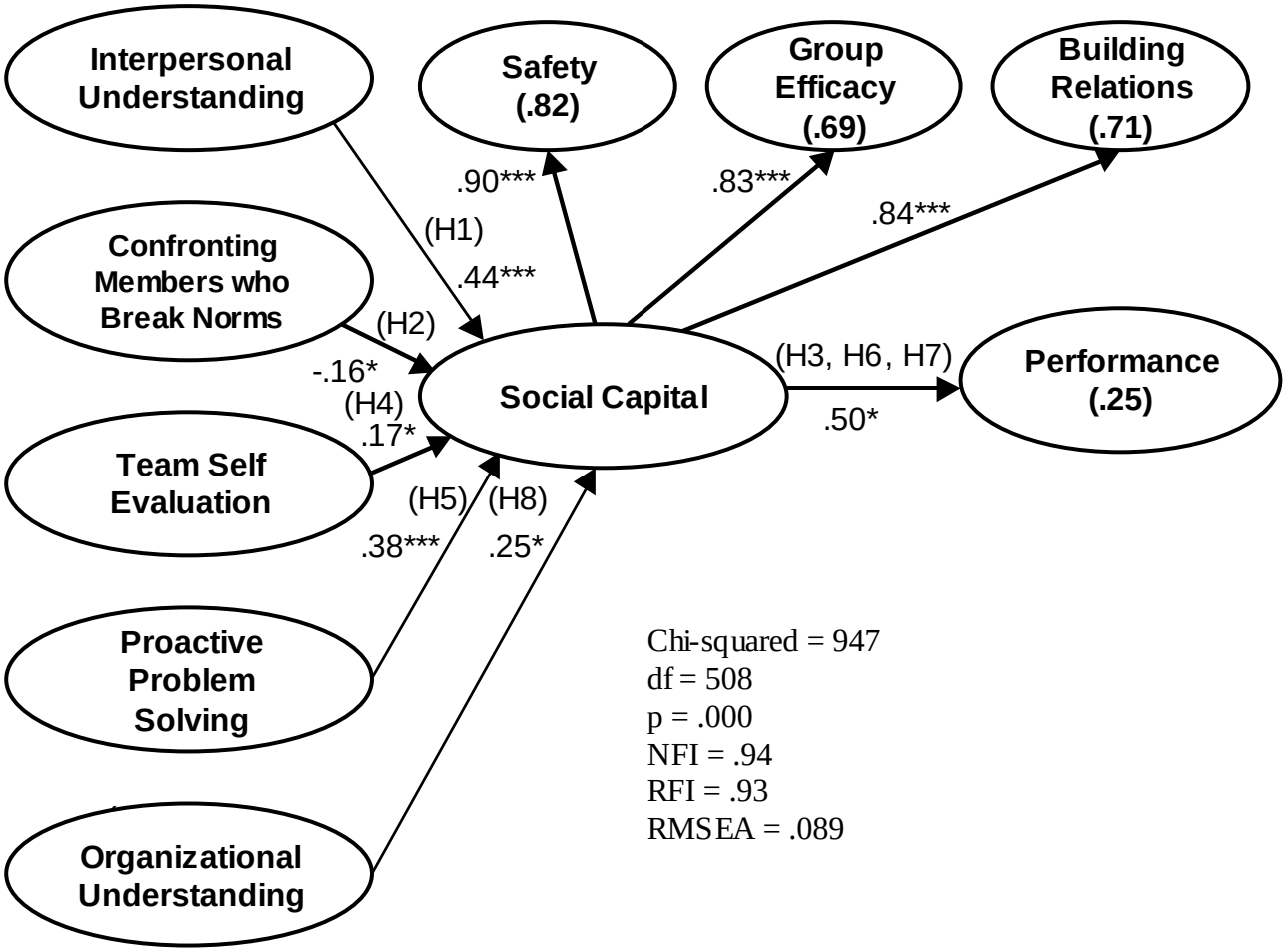
TEI, social capital, and team performance in Fortune 500 companies

Wolff, Druskat, Koman, and Messer (2006) conducted a study of 109 teams in 6 companies (4 Fortune 500). The purpose of the study was to examine social capital as a mediating variable between Team Emotional Intelligence and performance as predicted by the theory. Team Emotional Intelligence was measured by an early version of the current TEI survey. Performance was measured via the manager's assessment using a survey administered an average of 2.25 months after Team Emotional Intelligence was assessed.

Figure 2 shows the results of the study. The Team Emotional Intelligence norms studied predicted social capital as indicated by safety, efficacy, and building relations. Social capital then predicted performance. The model explained 25% of the variance in performance and was a good fit to the data. Note, Building External Relations was included as social capital because a review of the items in the scale showed they were

more indicative of networking, which is a social capital element. The survey has been subsequently modified as a result of these observations.

Figure 2: Results showing relation among TEI, Social Capital, and Performance



Note: Numbers in parentheses represent squared multiple correlations. This is similar to r-squared and represents a measure of the variance explained by the model for the particular construct. Not shown but included in the model are covariances among the GEC norms and the measurement model. Social Capital is a combination of Safety, Group Efficacy, and Building External Relations (which we considered a proxy for network ties).

*p<.05 **p<.01 ***p<.001

Emotional intelligence, Team Emotional Intelligence, and the performance of military air crews

Stubbs (2005) examined the relationship between a team leader's emotional intelligence and the development of emotionally competent group norms (ECGN). She also examined the relation between ECGN and team performance. Stubbs hypothesized that the individual emotional intelligence of the team leader would influence the development of Team Emotional Intelligence at the team level.

Stubbs (2005) studied 422 people in 81 teams in a military organization. The results, using structural equation modeling, show that team leader emotional intelligence is significantly related to the presence of emotionally competent team norms in the teams they lead, and that emotionally competent team norms are related to team performance. Team leader emotional intelligence was also found to have a direct effect on team performance.

A study of team performance in cross-functional drug development teams

Druskat and Wolff (unpublished) conducted a study of 33 drug development teams at Johnson & Johnson. The study consisted of 19 high-performing teams and 14 average teams. The teams were selected by triangulating data from three sources: 1) subjective performance data, 2) nominations from management, and 3) objective performance data. Teams were categorized only if all three assessments agreed. The research question was to determine what distinguished the high-performing teams from the average teams. The teams were measured using a survey on over 30 possible factors derived from research and questioning internal team members, leaders, and consultants. The table below summarizes the factors examined. The items in blue are the only ones that came out significant in a stepwise regression.

Inputs/External Support/Resources
- Team leader
- Team member skills
- Training
- Clear deliverables
- Reward/Recognition (external)
- External management support
- Culture
- Team structure (# people, is membership right, etc.)
- Shared services support
- Belief in product (external)

Group Processes
- Decision making
- Problem solving
- Conflict management
- Meeting management
- Task processes
- Use of technology

Ground Rules
- Task definition
- Measurements
- Scope and boundaries (what's in and what's out)

Interpersonal Interaction
- Communication (internal and external)
- Managing boundaries
- Reward/recognition (internal)
- Comfort with ambiguity
- Team Emotional Intelligence

Relationships (Social Cap.)
- Group efficacy
- Open and honest communication
- Trust and safety
- Cooperation

Group Foundation
- Role clarity
- Goals/Expectations Alignment

The results of the stepwise regression are shown here.

- Team Emotional Intelligence (.403, p=.006).
- Social Capital (.329, p=.025).
- External Support (.374, p=.011).
- Team Fundamentals (.369, p=.012).

The numbers in parentheses are the correlations with performance and the p-value, which indicates the probability the finding is a result of chance; the lower the number the more significant the finding. Team Emotional Intelligence was the most highly correlated factor to performance.

In a qualitative portion of the study it was found that the high-performing teams that had external support were proactive in getting that support as indicated by numerous quotes. None of the average-performing teams had anyone mention proactivity in gaining external support. Thus, 3 of the 4 categories significantly correlated to performance are related to Team Emotional Intelligence. Social Capital is an outcome of TEI and External Support is the result of being proactive, which is a TEI norm. Team Fundamentals is the only category not related to TEI that was found to be significantly related to performance.

One thing to keep in mind when interpreting these results, all variables were entered in a stepwise regression, which looks for a minimal set of variables that explain the maximum variance in performance. The results mean that the other categories do not add a significant amount of explanation of performance over and above the four selected. That does not mean that if one looks at the correlation of any single category with performance that the category would not show a significant correlation. The results simply indicate that TEI and Fundamentals are the most parsimonious way to predict the most performance.

Exploring the influence of team emotional intelligence on how virtual teams handle differences

Karen Bicking (2017) studied 31 virtual teams with a total of 234 participants. The teams were in two organizations, one in the healthcare industry, the other in the insurance industry. She was interested in how virtual teams deal with differences and how the team's level of Team Emotional Intelligence would affect the strategies used by the teams. The study used a combination of quantitative and qualitative methods. Teams took the TEI survey and were ranked from high to low. The top and bottom 5 teams were interviewed to discover the strategies they used to address differences. The researcher was blind to the status of the teams throughout the interview and coding process.

The results showed that teams with higher Team Emotional Intelligence approach differences by perspective taking, information sharing, and monitoring and adjusting of team behaviors. Virtual teams with lower Team Emotional Intelligence are more likely to view each other as competitors and have a tendency to avoid conflict and vent without resolution.

Health care team effectiveness: the relationship between team task interdependence and group emotional competence

Rachel Gonzales (2010) studied 83 acute healthcare teams in 4 Idaho hospitals consisting of 499 total team members. Her study was interested in the effect of task interdependence and Team Emotional Intelligence on team effectiveness. Task interdependence was measured using Liden, Wayne, and Bradway's (1997) TTI scale. It consists of three items (a) group members work closely with each other in doing their work, (b) group members frequently must coordinate their efforts with each other, and (c) the way individual members perform their jobs has significant impact upon others in the group. Team effectiveness was measured with Amundson's (2003) team effectiveness scale (TES) consisting of seven measures of team effectiveness, and based upon team member perception: (a) satisfaction with the team's performance, (b) satisfaction with the inter-professional relationships on the team, (c) commitment to participate on subsequent projects of the team, (d) perception of the team providing high quality work, (e) perception of the team's ability to provide services in an efficient manner, (f) perception of customer satisfaction with the services provided by the team, and (e) the team's level of clear goals and objectives.

The following table shows the results for the full model including an interaction between task interdependence and Team Emotional Intelligence (labeled Team GEC). The main effects of both task interdependence and Team Emotional Intelligence are both significant with TEI having almost 5 times the effect on performance as task interdependence. There was also a small negative interaction effect. The total variance explained by the model is very high at .759.

Model of Interaction of TTI, GEC and TES

Model 2		Unstandardized Coefficients			
		B	*SE*	*t*	*p*
	(Constant)	-43.34	20.32	-2.13	0.04
	Team TTI Sum	3.01	1.19	2.53	0.01
	Team GEC Mean	15.03	3.92	3.84	0.00
	GEC x TTI	-0.51	0.23	-2.27	0.03

Note. Dependent variable is Team TES Sum

R^2 for the model = .759

An exploratory study of emotional intelligence, group emotional competence, and effectiveness of health care and human service teams

[1]Amundson (2003) studied the impact of individual emotional intelligence (Mayer & Salovey, 1997) and group emotional competence (Druskat & Wolff, 2001a) on the effectiveness of an infrequently studied team -the health care and human service team. Twenty health care and human service teams and their team supervisors from 11 facilities in Alaska and Washington state participated. Eighty-five health care and human service professionals completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Group Emotional Intelligence Questionnaire, and a team effectiveness scale. The team supervisor also rated the respective team's performance.

Results at both the individual level and team level of analyses indicated that emotional intelligence did not correlate with either group emotional competence or team effectiveness. At both levels of analyses, however, group emotional competence was related to and predicted member-rated team effectiveness. At the team-level analyses, predictive norms of team effectiveness included a caring orientation, creating an affirmative environment, and building relationships. Supervisor-rated team effectiveness did not correlate with member-rated team effectiveness, emotional intelligence, or group emotional competence. The results of the correlations between GEC and effectiveness are shown in the following table. Note the team effectiveness scale TES-M (member version) measures the following aspects of effectiveness (a) satisfaction with the team's performance, (b) satisfaction with the inter-professional relationships on the team, (c) commitment to participate on subsequent projects of the team, (d) perception of the team providing high quality work, (e) perception of the team's ability to provide services in an efficient manner, (f) perception of customer satisfaction with the services provided by the team, and (e) the team's level of clear goals and objectives. A measure TES-T (technical version) was also created to lessen the potential overlap with the GEC measure. Two items related to team dynamics were deleted: (b) satisfaction with the inter-professional relationships on the team, (c) commitment to participate on subsequent projects of the team.

[1] This description is copied from the dissertation abstract.

Table 12.

Correlations of Group Emotional Competence and Team Effectiveness Measures

Independent Variable or Sub-variable	TES-M	TES-T
GEC Total	.800	.744
GEC Emotional Interaction Levels		
Individual	.745	.683
Group	.770	.715
Cross-boundary	.734	.707
GEC Norms		
Perspective taking	.681	.624
Interpersonal understanding	.589	.553
Confronting members breaking norms	.546	.503
Caring orientation	.723	.662
Team self-awareness	.722	.665
Working with emotions	.551	.493
Creating an affirmative environment	.748	.727
Pro-active problem solving	.690	.653
Organizational awareness	.599	.573
Inter-team awareness	.613	.605
Building relationships	.693	.662

Note. GEC Total = group emotional competence, GEC Emotional Interaction Levels = group emotional competence emotional interaction levels, GEC Norms = group emotional competence norms, TES-M = team effectiveness (member version), TES-T = team effectiveness (technical version).

Note. All correlations are significant at $p < .001$.

Understanding the relationship between emotional intelligence and team effectiveness in global, high-technology engineering teams

Lynne Richer (2015) studied 27 software teams that were using Agile methodology in a high-tech company. She measured both individual EI (using TEIque) and team EI (using TEI). Team effectiveness was measured two ways, with 6 questions in the survey (Factors measured: Efficiency, Quality, Self-Directed, Sustain relationships over time, Achieve goals, and Comparison to other teams) and manager ratings on the same six questions. She found that engineers in the Agile teams scored higher than the database means for both individual and team EI. Individual trait EI was found to be moderately correlated to TEI (r=.398, p=.04), however when the four individual factors of the TEIque were put into a stepwise regression with TEI as the dependent variable, only the Emotionality factor was correlated to TEI (r^2=.205, p=.018).

The following table shows the relation between TEI and both performance measures. TEI, as well as the Fundamentals and Social Capital also measured by the survey, showed highly significant correlations to the team member effectiveness rating but not the manager rating. None of the individual EI ratings was correlated with either performance measure (not shown in table).

Table 7

Correlations for Team Effectiveness Ratings versus Individual and Group-level EI Means

Measure	Manager Effectiveness Rating	Team Member Effectiveness Rating	Global Trait EI Mean	GEI Mean	Group Fundamentals Mean	Social Capital Mean
Manager Effectiveness Rating						
Pearson Correlation	1	-.127	-.045	-.123	-.145	-.097
Significance (2-tailed)		.529	.822	.542	.471	.629
Team Member Effectiveness Rating						
Pearson Correlation	-.127	1	.177	.812	.798	.759
Significance (2-tailed)	.529		.377	.000	.000	.000

Note. N = 27 teams. Correlations were run using z-scores.

Richer also conducted a qualitative portion of this study. One conclusion was "Relationship-based norms were explicitly discussed by both managers and team members as not only beneficial, but as critically important to the effectiveness of the teams."

The role of emotional competence on the effectiveness of natural resource management committees

[2]Tara Schalk (2012) conducted a study that investigated what influence both individual and group emotional competence has on the effective operation of natural resource management committees. This research project was a case study of seven natural resource management committees. Quantitative and qualitative data were collected by surveying committee members of each of the seven natural resource management committees and two observers of each committee. Three sets of survey data were collected to facilitate data triangulation and to provide detailed emotional competence profiles for the seven natural resource management committees. The first and second sets of data collected targeted individual committee members on each of the seven committees, and the third set of data collected targeted two observers from each committee.

The findings of this study, see following table, showed that there was a very strong relationship between group emotional competence and the operating effectiveness of natural resource management committees. Committees with an overall higher rating of group emotional competence ranked higher in achieving their ten natural resource management criteria. Examples of the criteria used are developed systems and processes for the facilitation of open learning, long term project outcomes documented and implementing stakeholder engagement processes. Group emotional competence accounted for over 93% of the variance in committee performance.

Table 84 ANOVA Between Committee Effectiveness and Committee Emotional Competence

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	566.102	1	566.102	81.441	.000[a]
	Residual	34.755	5	6.951		
	Total	600.857	6			

a. Predictors: (Constant), CommitteeEI
b. Dependent Variable: CommitteeEffectiveness

Table 85 Linear Regression Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971[a]	.942	.931	2.63649

a. Predictors: (Constant), CommitteeEI

[2] This description is copied from the dissertation abstract.

There was no statistical relationship between committee emotional competence and the emotional competence of individual committee members, even though there were significant differences among the emotional competence profiles for individual members. The statistical results indicated that the emotional competence of the Chair did not impact on the level of emotional competence within the respective committee, although, the qualitative results did suggest that there were linkages between the behaviours adopted by the Chair and the ability of the committee to develop emotionally competent behavioural norms.

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For further information about High-Performing Teams and Team Emotional Intelligence, please consult:

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