The Cascading Impact of Culture:

Group Emotional Competence (GEC) as a Cultural Resource

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Introduction

Group Emotional Competence (GEC) concerns the ability of a group to create a culture that effectively shapes the group's experience of, and response to, emotion in the group (Druskat & Wolff, 2001a, 2001b). While over a decade of emotional intelligence (EI) research has generated knowledge on how people in organizational settings manage their emotions (Matthews, Zeidner & Roberts, 2002), less attention has been given to research on how group culture influences the emotional experience in a group and ultimately its performance.

Although there is a breadth of literature on individual emotion and on emotional intelligence, there is a gap in the literature on the effects of emotion and emotional intelligence in work groups and teams (Kelly & Barsade, 2001). Similarly, there is limited research evidence concerning the impact of culture on emotional processing in work groups and teams (Lewis, 1998). Nevertheless, many human emotions grow from social interactions (Kemper, 1978) making emotion a potent force in the life of work groups (Barsade & Gibson, 1998). Thus, emotions are an important component of work groups and teams (Barsade & Gibson, 1998) and have been identified as having an influence on a group's success (Hirokawa, DeGooyer & Valde, 2000). However, emotionally-based behaviors have not historically been incorporated into theories about work groups and teams. Salovey and his colleagues (Salovey, Bedell, Detweiler, & Mayer, 2000) hold that social scientists have relied on "glorified analytic intelligence throughout much of Western history" (p.505) and have not sufficiently considered the role of emotion in the workplace. Despite the lack of research on emotion in teams and work groups, this is an important line of research because teams have become prominent work units, and because emotions

are present in both the process and task aspects of work groups (Barsade & Gibson, 1998).

In this chapter, we focus primarily on work groups and work teams in management contexts. While a number of scholars have offered varying conceptualizations of groups, teams, and work teams, we use the terms interchangeably throughout this chapter (Fisher, Hunter & Macrosson, 1997; Cohen & Bailey, 1997; Morgan, Glickman, Woodard, Blaiwes & Salas, 1986). We begin the chapter by discussing the cascading effects of culture from the societal and organizational levels down to the team level. We discuss how each of these levels impacts the level below. We discuss how group norms in the workplace, like cultural norms in communities and societies, influence the generation and expression of group emotion. Building on the work of Druskat and Wolff, we connect this perspective to supporting research on the role of team leaders and team members in fostering Group Emotional Competence (GEC). We describe the ways in which group-level emotional processes enable groups to build emotional awareness, regulate emotions and enhance group performance — and the route through which group norms influence these processes. Finally, we review two research studies on the role of GEC in Fortune 1000 firms and US Military teams, and close with a discussion on workplace applications of group emotional competence as a cultural resource.

The Interplay Between Culture and Group Emotion

Culture operates at multiple levels of society

Culture has been defined as "an internalized system of control for producing integrated, adaptive, sane behavior" (Levy 1984, p. 232). Erez & Gati (2004) offer a

multi-level model of culture that describes how culture influences human belief and emotion at multiple levels of society. In this chapter we employ their ecological view of culture as a nested structure of shared beliefs and behavior patterns that funnel from the "most macro level of a global culture through national, organizational and team cultures, and down to the representation of culture at the individual level (Erez & Gati, 2004, p. 583)."

Macro level culture transmits higher-order beliefs, values and symbols that shape social reality at the global and national levels. Macro level culture also influences emotional expression and the indigenous emotional responses displayed by members of different nations and ethnic groups (Caruso & Salovey, 2004). Thus, macro level cultural beliefs, values, symbols and emotional patterns are shared meaning systems transferred through top-down processes of socialization (Erez & Gati, 2004). In its function as collective sense making, societal culture stores what human groups have learned through shared historical experience and problem solving. As a dynamic aspect of human adaptation (Erez & Gati, 2004), macro-level culture also provides a template for continual reconstruction and refinement of collective reality and behavior.

At the next level down, the organizational level, culture provides shared organizational symbols, language, norms and ceremonies that frame the values, behavior and feelings of organizational members. An organization's culture creates a common framework for organizational practice and interpersonal relations, and for interpreting and responding to emotional issues and experience. Thus, organizational level culture exerts an important influence on organizational leaders, subgroups and teams — and on the individuals who populate the organization (Lewis, 1998; Erez & Gati, 2004).

A group's culture influences the cognitive, emotional and behavioral processes of its members

At the group level, a group's culture influences the cognitive processes of its members, i.e., the way they interpret events and define appropriate responses (Levy 1984; Solomon 1984), both of which affect the emotional processes of a group and ultimately its performance. To understand how groups recognize emotional issues, address those issues, and build high-functioning group cultures, we must first understand the group-level emotional process. For this explanation we adopt a cognitive appraisal theory of culture and emotion derived from cognitive social psychology and anthropology (Druskat & Wolff, 1999; Howard, 2006). Our perspective rests heavily on theories by anthropologists Levy (1984) and Solomon (1984) and the work of Druskat and Wolff (1999; 2001a; 2001b) because their ideas incorporate the influence of culture on the emotional process.

The emotional process

Cognitive appraisal theories of emotion (e.g., Levy 1984; Solomon 1984; Lazarus 1991) propose that the emotional process proceeds in two broad phases. The first phase involves awareness of an eliciting event that generates emotional arousal. The second phase involves a behavioral response to the emotional arousal. These two phases together, from awareness of the event to the behavioral response, are referred to as the emotional process. Each phase is moderated by cognition. In the first phase, the state of emotional arousal and its intensity are moderated by how one interprets the situation surrounding the eliciting event (Solomon 1984). An example occurs when an individual receives unsolicited critical feedback. If the feedback is interpreted as an attempt to be

helpful, the individual is more likely to feel appreciative. If it is interpreted as an attack, the individual will likely feel threatened and become defensive (Cusella 1987).

Understanding the role of interpretation in the emotional process has proven useful in applied settings. For example, "rational emotive therapy" is used to alter behavior by modifying the way an individual interprets emotionally stressful situations. Such therapy is used to encourage a constructive interpretation of a situation to reduce associated emotional trauma (Klarreich 1993; Miller & Yeager 1993). Klarreich (1993) shows that using a form of rational emotive therapy to help an employee interpret a job layoff as an opportunity for making a career transition reduces the emotional trauma of the situation and facilitates a constructive response. Also, altering the way employees interpret the impact of organizational change can reduce resistance to the change by decreasing the intensity of emotions such as fear and anxiety (Miller & Yeager 1993). Similarly, executive coaching on how to build emotional intelligence competencies in self and others is used to enhance performance by increasing the coached person's awareness on how self and others interpret and respond to emotional information (Boyatzis & Howard, Winter 2002; Howard, 2006). As we show in the next section, this process is important for understanding group effectiveness because group culture, embodied in a group's norms, shapes group member interpretation of emotion eliciting events and group member response to that interpretation.

Cognition moderates the second phase of the emotional process through beliefs about the appropriate behavioral response to emotion in a particular situation (Levy 1984). These beliefs moderate the connection between emotion and behavior. In her book "The Managed Heart," Hochschild (1983) discusses how people control their display of emotion so as to exhibit emotion considered acceptable to their employers. Rafaeli and

Sutton (1989) discuss how workers as diverse as waiters, pediatricians, and bus drivers use "transaction defining cues" (i.e., features of the person with whom one is interacting and features of the setting) to determine the appropriate emotion to display in an interpersonal interaction at work. Similarly, James (1993) describes how individuals working with recently diagnosed cancer patients use beliefs about what is best for the patient to regulate their display of emotion. Once again, the implication for group effectiveness lies in the interplay of the group's culture and the emotional processes that affect group life (Kelley & Barsade, 2001).

How culture influences the emotional process

Culture has long been recognized by anthropologists to have specific "display rules" or norms that influence the management of emotion and create commonality and predictability among individuals in their response to emotional stimuli (see Ekman 1980; Lutz 1988). These cultural norms influence the interpretation of events and the behavioral response to those events. Leavitt and Lipman-Blumen (1995) found that group culture varies with respect to the way challenges are interpreted. The most effective groups reduced anxiety by approaching challenges with a "can do" attitude, while less-effective groups interpreted challenge in a defeatist way and became frustrated. When events are interpreted positively, negative emotion is reduced, and the capacity to cope with the event is increased. The emotion-behavior cycle is also important because positive interpretation can lead to a more effective behavioral response (Isen & Baron 1991).

Group cultural norms also influence behavioral responses to emotion. Fineman (1993) and Van Maanen and Kunda (1989) argue that organizational norms regulate emotional displays by defining the emotions considered acceptable to reveal in specific

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contexts. Theorists have long discussed the need for newcomers to an organization or group to observe behavior to determine norms about socially acceptable responses to emotion (e.g., Louis 1980; Weick 1995). In their discussion of emotional display in organizations, Martin and her colleagues (1998) specified three types of organizational cultures (traditional bureaucratic, normative, and feminist) that vary on the degree to which they consider the exhibition of emotion acceptable. In bureaucratic organizations, which tend to have a low tolerance for emotional displays, the expected response to sadness would likely be suppress the feeling and get on with the work. In feminist organizations, which have a high tolerance for emotional displays, the response is more likely to be an open expression of the feeling.

Another way group cultural norms influence emotion and affect a group's ability to manage emotion is through their influence on a group's emotional capacity, or level of tolerance for approaching, attending to, or discussing emotion (Holmer, 1994). Duck (1993) provides the specific example of an information systems department going through a large-scale change that scheduled 15 minutes at its meetings to "visit Pity City" (p. 114). This represents and reinforces a norm permitting the open expression of emotion. By making emotion discussable and providing a safe environment for its consideration, group culture increases emotional capacity. In this way groups are able to engage in potentially emotional activities such as seeking feedback or discussing group process or mistakes (Edmondson 1999).

Druskat and Wolff (1999; 2001a; 2001b) argue that groups vary in their ability to develop cultural norms that have a positive influence on the emotional process (i.e., how members interpret and respond to emotion), and on building the group's emotional capacity. As Stubbs and Messer (2003) have shown, groups vary in their ability to work

with emotion and develop group capacity to address emotional issues. Thus, in this chapter we use Druskat and Wolff's term Group Emotional Competence (GEC) to represent the degree to which a group is able to develop a set of norms that support effective emotional processes, and develop the capacity for the group to deal with emotion. The group's emotional competence is measured through a set of norms called emotionally competent group norms (ECGN) (Druskat & Wolff, 2001a, 2001b).

Group Norms as the Foundation for Group Culture

Emotionally Competent Group Norms

Druskat and Wolff (1999) have identified the existence of group-level competencies, which reflect the group's ability to "generate group norms that influence and manage the emotional process in a way that builds emotional capacity and develops social capital and leads to effectiveness" (p. 9). These group norms help to determine if a group of individuals functions as a high-performing team (Goleman, Boyatzis, & McKee, 2002). Druskat and Wolff state that each of the ECG norms is related to either the individual level of group emotion where it governs the behavior of group members toward other members, the group level of group emotion where it governs behavior of team members toward the team as a whole, or the cross-boundary (external) level of group emotion where it governs behavior of team members toward those outside of the team; these levels are consistent with those proposed by Arrow, McGrath, and Berdahl (2000) and are discussed in more detail below. Within each of the three levels, there is at least one norm that is an awareness norm and one that is a regulation norm, which is consistent

with the cognitive appraisal theory of emotion (see table 1 for a list of the ECG norms). The cognitive appraisal theory of emotion (Lazarus, 1991; Levy, 1984) posits that there are two important stages of emotion: awareness and regulation of the behavior that results from the emotion. Both of these stages are captured at each level, the individual, group, and cross-boundary, in the emotionally competent group norms (Druskat, Wolff, Messer, & Stubbs, 2003; Hamme, 2003).

Insert Table 1 about here

Individual Level Norms

At the individual level, ECG norms represent "awareness and regulation of the emotion of individual members" (Druskat & Wolff, 1999, p. 15). The norms must support the individual team member's needs while also "influencing or regulating them so as to induce desirable behaviors" (Druskat & Wolff, 1999, p.13). The importance of norms focused on individual member behavior is suggested by research, revealing that the presence of one group member with strong emotion could influence the emotion of the entire group (George, 1995). The norms associated with the individual level are: interpersonal understanding, caring behavior, and confronting members who break norms (Druskat & Wolff, 1999, 2001a, 2001b; Hamme, 2003; Druskat, Wolff, Messer, & Stubbs, 2003).

Group Level Norms

Moving from the individual to the group level, ECG norms are evidenced by the "awareness and regulation of group level emotion" (Druskat & Wolff, 1999, p.15). The awareness norm at the group level is Team Self-Evaluation. A group's ability to be self-aware requires the group to look both within and outside itself. The group looks within itself to understand its needs, processes, and preferences while also looking outside itself to understand its current state. For example, they may benchmark themselves against other groups or ask for feedback from groups or individuals who receive their work. These activities allow the group to understand how well they are functioning and identify opportunities for improvement.

The regulation group-level norms are norms that guide a group's behaviors to produce a positive emotional consequence for the group (Druskat & Wolff, 1999, 2001a, 2001b). The three regulation group-level norms are: creating resources for working with emotion, creating an affirmative environment, and proactive problem solving (Druskat & Wolff, 2003; Hamme, 2003; Druskat, Wolff, Messer, & Stubbs, 2003). Creating resources for working with emotion involves providing time and words to discuss emotional issues. For example, when tension arises in a group, the group can recognize the importance of addressing it and devote time to address the issue. Likewise, one team we studied developed a shorthand way of identifying it was in a tense mood; they used a two-word code to raise the consciousness of the group about its mood at the time. Creating an affirmative environment is a norm that directs team members to look at challenges and situations that are emotionally challenging from an optimistic point of view. For example, members might remind the group how it got through a similar situation and that they have experience dealing with similar situations. Proactive problem solving

encourages members to take responsibility for their task and be proactive about getting what they need to get the job done. For example, a team who is responsibility for producing quality parts might seek out an engineer to make modifications to their equipment that will improve its precision.

Cross-Boundary Level Norms

Entrenched in the group's ability to work with teams and individuals outside itself are the abilities to have an awareness of other teams and individuals outside of the team and to build relationships with them. To do this strategically, the team must have an understanding of the organization it operates within. The norms associated with the external boundary are organizational understanding and building external relationships. For example, a self-managed team might actively seek to understand management "hot buttons" and tailor its strategies to focus on the issues they know are important to management. This was observed on one team who needed new equipment and focused its request on safety issues because they knew this was a current focus for management. As a result the team got the equipment they needed.

GEC norms influence team performance

Emotions have a strong connection to behavior. Emotions are the source of motivation and action (Izard, 1991; Leeper, 1948). Multiple studies (e.g. Forgas, 1990; Holmer, 1994) have shown that emotion influences how individuals act toward others. The relationship between emotion and behavior leads to changes between the individual and the environment (i.e., the group and its members), (Folkman & Lazarus, 1988). This has been shown to be true across multiple types of teams; teams ranging from blue collar manufacturing, pink collar bank tellers, to white collar executive teams were shown to

perform better when they developed GEC norms on their teams (Stubbs & Messer, 2003).

Similarly, the same has been seen with military aircrews and military maintenance teams

(Stubbs, 2005). Wolff, Druskat, Koman and Messer (2006) examined teams from six

organizations located in the Midwest of the United States. Four of the six companies were

Fortune 1000 firms. They studied five ECG norms and found that, interpersonal

understanding, team self-evaluation, proactive problem solving, and organizational

understanding were related to group effectiveness as assessed both objectively through

measures appropriate to the work of the team, e.g., defective parts, percentage of goals

met, and subjectively by their manager's rating in four areas including overall performance

relative to other teams and ability to continue working together. Confronting Members

Who Break Norms was the only ECG norm studied that was not shown to correlate to

performance. Druskat and Wolff (2006) have subsequently examined in more depth the

relationship between Confronting Members who Break Norms and performance. The

relationship often turns out to be non-linear, which accounts for the lack of findings in

studies looking for linear relationships. In another study Stubbs (2005) studied all nine

ECG norms and found correlations between all nine ECG norms and the same objective

and subjective performance metrics used by Wolff, Druskat, Koman and Messer (2006).

The Individual's Role in Fostering Group Emotional Competence (GEC) and team

Performance: Team Leader EI

There has been a limited amount of research linking team leadership to

performance (Sivasubramaniam, Murry, Avolio, and Jung, 2002). The empirical work that

has been conducted has found that leadership has effects on team motivation, efficacy, and

performance (Sivasubramaniam et al., 2002); through their research on students, they did not find a direct relationship between team leadership and performance, but found that the relationship between a team leader and the team's performance was mediated by the group's potency beliefs (their shared belief that their team could accomplish their goal). Pirola-Merlo, Hartel, Mann, and Hirst (2002) had similar comments regarding the lack of research assessing team leadership, team culture, and team performance, and were able to find only one study that assessed this relationship; Smith-Jentsch, Salas, and Brannick (2001) who found that a leader's effect on the transfer of training in pilots was mediated by a team's culture (Piloa-Merlo et al., 2002). Pirola-Merlo et al. (2002) had similar findings in that they found "most of the effect of leadership on performance was via team climate" (p. 575). Thus, research has both predicted and shown that a team leader affects the team (George, 2000; Schein, 1985; Dickson, et al., 2001; Stubbs, 2005).

The questions of why and how a team leader impacts team performance still remains. It has been suggested that it is through charisma or through other emotional leadership qualities (Humphrey, 2002). However, Group Emotional Competence as discussed above offers another explanation. Stubbs (2005) empirically showed that a team leader directly affects their teams' performance through the development of ECG norms. The development and presence of ECG norms on a team are important because ECG norms have also been shown to impact team performance (Stubbs, 2005; Druskat, Wolff, Messer, & Stubbs, 2003; Stubbs & Messer, 2003).

Team norms do not magically appear, they are developed by the team members and reflect the competence of the team leader (Stubbs, 2005). A team leader is not only responsible for their own emotions, but also for the emotions of the team they lead and the clients of the team (Rafaeli & Worline, 2001). Rafaeli and Worline (2001) discuss how

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leaders are responsible for influencing and directing their subordinates, and one of the most powerful ways to accomplish this is through the use of emotional dynamics (also see, Bass, 1990; Bass & Avolio, 1993; Shamir, 1992; Yukl, 1989; Stubbs, 2005). To influence and move people, one must possess the knowledge and skills of emotional competencies (Boyatzis, Stubbs & Taylor, 2002). Boyatzis (1982) defines such competencies as "the underlying characteristics of a person that lead to or cause effective and outstanding performance." The same concept of an individual affecting other individuals through the use of their emotional intelligence competencies can be applied to the group level.

Scholars have argued that team leaders influence the processes, behaviors, norms, and culture of the team they lead (Kimberly 1980; Schein 1992; Dickson, et al., 2001; Druskat & Wheeler, 2003; Stubbs, 2005). This idea was supported in research by Dickson, et al. (2001, p.208), in that they found the most important factor in the ethical culture of an organization is the team leader. Similarly, Schein (1985) states that "the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to work with culture" (p. 2).

Research conducted on military aircrews and maintenance teams found that the team leaders' emotional competence directly affects the ECG norms that are developed on the teams they lead (Stubbs, 2005). Stubbs (2005) examined the effects of eighteen team leader emotional intelligence competencies using the Emotional Competence Inventory (Hay Group, 2002). Her findings indicated that team leaders who are more emotionally intelligent, develop group emotional intelligence norms on the teams they lead. This study was the first empirical examination of the factors that impact the development of ECG norms.

Studies from Fortune 1000 Firms and US Military Teams

Fortune 1000 Firms

Stubbs & Messer (2003) examined the relationship between six ECG norms and team performance, and the moderating effect of task interdependence. They used Campion, Medsker, & Higgs's (1993) definition of Task interdependence; the degree to which team members cooperate and involve themselves in the design of work in the group or the degree to which group members "interact and depend on one another to accomplish work" (p. 827). While there are multiple perspectives on task interdependence, most authors agree that it is a critical factor in understanding and developing team effectiveness (Campion, Papper, & Medsker, 1996; Shea & Guzzo, 1987; Wageman & Baker, 1997).

It would stand to reason that highly interdependent tasks can be completed more effectively by a team than can tasks with low levels of interdependence (Wageman, 1995). This is the assumption Stubbs and Messer (2003) attempted to show with their research. However, they found just the opposite. Their research showed that while the development of ECG norms was significantly related to team effectiveness, task interdependence did not significantly moderate the relationship between any of the ECG norms and team effectiveness. Stubbs and Messer looked at a total 107 teams representing diverse industries including industrial and consumer goods manufacturers, financial services, transportation, and product design and development.

Stubbs and Messer (2003) found that all six ECG norms studied were positively correlated to team effectiveness; which was measured with both subjective (manager

assessment scale) and objective (company identified performance metrics, i.e. percentage of goal met) performance metrics (see Table 2).

Insert Table 2 about here

While team self evaluation was not significantly related to team effectiveness, it was near significant at p=.071. Overall, support for ECG norms influencing team effectiveness was supported, indicating that the majority of the norms studied were related to effectiveness. Interestingly though, task interdependence was not significantly correlated to effectiveness; r = .055, p = .288. This indicated that teams who were more interdependent were not correlated with higher performance.

Stubbs & Messer (2003) postulated that their findings support the universality of emotionally-focused norms. Their research also showed that the norms of interpersonal understanding, proactive problem solving, organizational awareness and building relationships impact the level of effectiveness of every team, regardless of the level of task interdependence. Lastly, their finding suggests that the link between task interdependence and effectiveness is not as firm as research had previously suggested (Cohen & Bailey, 1997; Guzzo & Dickson, 1996).

US Military teams

Research conducted in 2003 by Christina Hamme examined the 13 originally proposed ECG norms and found support for consolidating them into 9 norms. The nine norms comprising the current theory of Group Emotional Competence (Wolff, Druskat,

Koman, and Messer, 2006) were examined in relation to team leader competencies and team effectiveness in 2005 by Stubbs.

Stubbs (2005) examined the effect an individual team leader's emotional intelligence had on the ECG norms of the team they led as well as on team performance. Using the Emotional Competence Inventory (ECI), a 360-degree assessment tool that measures the 18 emotional intelligence competencies identified and defined by Daniel Goleman and Richard Boyatzis, she studied the leaders of 81 teams which had a total of 422 team members. The teams were composed of members from military air crew teams and military maintenance teams. The theory guiding her research was that the team leader would influence the environment of the team, thus influencing the ability/environment for the team to develop ECG norms. Stubbs's research on military teams validated that ECG norms are related to team effectiveness as was found in previous research. Her research also showed that the team leader's emotional intelligence was significantly related to the presence of ECG norms on the teams they lead. These findings indicate that the relationships discussed throughout this chapter are occurring at the individual and team level as well.

Concluding Thoughts: Building High-Functioning Workplace Cultures Through Developing Group Emotional Competence (GEC)

In this chapter, we have suggested that societal culture affects how emotion is experienced and responded to by members of the society. Like societal culture, at the group level, the culture of a work group shapes how its members experience and respond to emotion in the group. In this way, group culture is pivotal; how group members experience

and respond to emotion depends on the group culture that has been established. Druskat, Wolff, Messer, & Stubbs (2003); Stubbs (2005); and Wolff, Druskat, Koman, and Messer (2006) are among the few scholars who have examined the link between work group cultural norms and work group effectiveness. This was accomplished by examining the emotionally competent group norms (ECGNs) of work groups and teams and the relationship of these norms on team performance. The ECGNs proposed by Druskat and Wolff expanded the previous theory and research, by explaining how the social norms and rules of groups, the emotional safety required to be a successful group, and the emotional skills necessary to build relationships all contribute to work group effectiveness (Wolff, Druskat, Koman, Messer, 2006).

Stubbs (2005) further showed that the development of the ECG norms were directly related to the emotional intelligence of the team leader. Although she found that the team leader's emotional intelligence was not directly related to the group's effectiveness, we believe that team leader EI can influence the effectiveness of the group through the development of ECG norms. This and other precursors to the presence of ECGNs on a team is an area that warrants further study.

In conclusion, Emotionally Competent Group Norms greatly influence a team's effectiveness. Thus, it is important to foster a group culture that supports effective emotional processing. Moreover, the team leader's emotional intelligence has been shown to impact the nature and presence of team norms and team culture. How emotions are approached and addressed by team leaders and team members profoundly impacts the team culture and how effective the team will be. It is not only important for team members to foster a group culture with emotionally competent group norms (ECGNs), it is also

important for team leaders to foster the development of emotionally competent group norms

in the teams they lead.

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Table 1: Druskat and Wolff's classification of ECG norms

Levels	Dimensions	Norms
Individual	Group Awareness of members	Interpersonal Understanding
	Group Management of members	Confronting Members who break norms
		Caring Behavior
Group	Group Self-Awareness	Team Self-Evaluation
	Group Self-Management	Creating Resources for working with emotion
		Creating an affirmative environment
		Proactive Problem Solving
Cross-Boundary (External)	Group Social Awareness	Organizational Understanding
	Group Management of External Relationships	Building External Relationships

Table 2: GEI Norm Correlation to Effectiveness

GEI Norm	Correlation	Significance
Interpersonal Understanding	.250	.003*
Proactivity in Problem Solving	.291	.001*
Confronting Members who break norms	.152	.500
Organizational Awareness	.238	.005*
Building Relationships	.162	.039*
Team Self-Evaluation	.135	.071