



# SAMPLE Ei TEAM REPORT

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# Introduction

This report will provide you with the results of the Team Emotional Competence Assessment that you and your team members recently completed.

## What Is Group Emotional Intelligence?

*Group Emotional Intelligence (GEI)* comprises the bulk of the assessment and represents the ability of a team to generate and operate under a set of team norms – socially enforced rules for team member behaviour – that enable a productive social and emotional team environment (including: trust; the sense that members are more effective when working together than when working separately; and a positive connection between the team and the larger organisation). This environment sets in motion cooperation, collaboration and the highest levels of team performance.

## Team Fundamental Norms

*Team Fundamental Norms* are three norms that are essential for the team's work; however, they are not related to group emotional intelligence. They clarify the team's goals and expectations and specify team member responsibilities. Once these norms are in place, they create a platform from which GEI norms can facilitate higher performance.

## Group Emotional Intelligence Norms

*Group Emotional Intelligence Norms (GEI Norms)* are nine team norms that focus on three levels of team interaction: interactions with individual members, interactions within the team as a whole, and interactions between the team and relevant individuals in the larger organisation. Research shows that these norms are linked to the highest levels of team performance.

**How This Report Is Organised** This report is organised into the following sections:

- ❖ GEI Theory and Team Effectiveness —definitions for each of the norms measured
- ❖ Interpreting and Using the Assessment Feedback
- ❖ Your Team's Assessment Feedback
  - Team Fundamental Norms
    - Averages for each fundamental norm
  - Group Emotional Intelligence Norms
    - Averages for each GEI norm
  - Outcomes of Group Emotional Intelligence (Social Capital)
    - Averages for the Outcomes scales
  - Highest scored items (areas in which your team does well)
  - Lowest scored items (areas for improvement)
  - Verbatim comments from team members
- ❖ What's Next?
- ❖ Recommendations for developing GEI Norms

# Group Emotional Intelligence Theory & Team Effectiveness

Group Emotional Intelligence (GEI) is based on Daniel Goleman’s (1995) framework of emotionally intelligent behaviour. Goleman’s model outlines emotionally intelligent behaviours that fall into two categories: those that create awareness of emotion and those that manage emotion. Unlike individual-level emotional intelligence, group emotional intelligence comes from the patterns of behaviours or norms a team develops for its members. GEI defines “how we operate in this team.”

Group Emotional Intelligence represents the ability of a team to generate a set of norms that guide the team’s interpersonal behaviour in constructive ways. These norms influence interactions among individual members (individual-level), interactions focused at the team as a whole (team-level), and interactions with others outside the team (cross-boundary level). At each of these levels, GEI norms: (1) create awareness of emotion and (2) assist with the management of behaviour and emotion in the team. The nine norms that make up a team’s emotional intelligence are shown in Table 1.

**Table 1: Group Emotional Intelligence Norms**

3 Levels	6 Dimensions	9 Norms
<b>Individual</b>	Team awareness of members	1. Interpersonal Understanding
	Team management of members	2. Confronting Members Who Break Norms 3. Caring Behaviour
<b>Team</b>	Team self-awareness	4. Team Self-Evaluation
	Team self-management	5. Creating Resources for Working with Emotion
		6. Creating an Affirmative Environment 7. Proactive Problem-Solving
<b>Cross-Boundary (External)</b>	Team social awareness	8. Organisational Understanding
	Team management of external relationships	9. Building External Relationships

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

Each norm guides behaviour that has emotional consequences. For example, the degree to which team members make an effort to understand one another (Interpersonal Understanding) affects the emotional ties that develop among members.

### Individual-Level Norms

1. Interpersonal Understanding—this norm represents the degree to which a team attempts to understand the needs, perspectives, skills, and emotions of its members. The strength of this norm affects the degree to which members build bonds among themselves and the degree to which members identify with the team.
2. Confronting Members Who Break Norms—this norm represents the degree to which a team addresses member behaviour 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 Caring Behaviour. This norm contributes to a sense of efficacy in the team. When team members know that disruptive behaviour will be confronted, they feel more confident and able to trust that the team will be effective.
3. Caring Behaviour—this norm represents the degree to which a team treats its members with respect, supports them, seeks their perspectives, and validates their efforts. It does not imply that team members must like each other or socialise with each other. The strength of this norm affects the degree to which members build bonds and identify with the team. It also contributes to a sense of safety in the team.

### Team-Level Norms

4. Team Self-Evaluation—this norm represents the degree to which a team is aware of its moods, how it is performing and whether it seeks feedback to help it perform better. It has emotional consequences in that it can create emotional threat. The next three norms help determine how well the team deals with those threats. High performing teams tend to have a clear view of reality and tend not to shy away from emotional threats.
5. Creating Resources for Working with Emotion—this norm represents the degree to which a team provides resources that allow emotions to surface and therefore allows them to be managed, e.g., time and a common language for talking about conflict or differences of opinion.
6. Creating an Affirmative Environment—this norm represents the degree to which a team stays constructive and optimistic in the face of challenges. The norm has emotional consequences because the degree to which members of the team remain optimistic will affect their sense of efficacy and will minimise the sense of threat caused by the challenge.
7. Proactive Problem Solving—this norm represents the degree to which a team anticipates challenges or problems and works purposefully to prevent or address them. This norm has emotional consequences similar to that of Creating an Affirmative Environment. The greater the degree to which a team becomes proactive about anticipating and solving problems, the greater will be its sense of efficacy and the less threatening challenges will feel to team members.

## Cross-Boundary-Level Norms

8. *Organisational Understanding*—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 organisation’s goals. This norm has emotional consequences related to the relationship of the team to decision makers and other relevant teams. To build ties with others outside the team it is first necessary to understand them.
9. *Building External Relations*—this norm represents the degree to which a team actively and strategically builds relationships with people and teams who can provide resources and affect team performance. The norm has emotional consequences in that it builds bonds with people outside the team who will support its efforts and attract resources to help the team accomplish its goals. This leads to a sense of efficacy.

## Team Fundamental Norms

A minimum level of these norms is necessary for even average levels of team performance.

**Table 2: Team Fundamental Norms**

	3 Fundamental Norms
<b>Team Fundamentals</b>	Goals & Objectives
	Meeting Procedures
	Roles & Responsibilities

- *Goals & Objectives*—this norm represents the degree to which a team has shared goals and up-to-date action plans and timelines.
- *Meeting Procedures*—this norm represents the degree to which a team organises its meetings in a productive way.
- *Roles & Responsibilities*—this norm represents the degree to which a team defines clear role expectations for each of its members.

## Outcomes of Group Emotional Intelligence (Social Capital)

We refer to the outcomes of Group Emotional Intelligence collectively as Social Capital, which is easily understood by contrasting it to other forms of capital. Financial capital represents financial instruments or physical assets; human capital represents individual knowledge, skills, and abilities; and social capital represents the value added by the structure and quality of social relationships. Coleman states (1988, 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."

We assess four elements of Social Capital. These are emergent states that cannot be forced to occur in a team. Their emergence is strengthened by the presence of the nine GEI norms. They serve to advance cooperation, collaboration, and high performance of the team.

**Table 3: Social Capital**

	4 Elements of Social Capital
<b>Social Capital</b>	Safety, Trust & Risk Taking
	Team Identity
	Innovation
	Creating Debate

- Safety, Trust & Risk Taking—this represents the degree to which members feel free to be themselves and to take risks in the team.
- Team Identity—this represents the degree to which team members identify with the team and feel good about belonging to it.
- Innovation—this represents 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.
- Creating Debate – this represents the degree to which the team is able to generate constructive dialogue that explores and integrates differing perspectives.

Coleman, J. S. (1988). "Social capital in the creation of human capital." American Journal of Sociology 94: 95-120.

# Interpreting and Using the Assessment Feedback

## ***Differences in perspectives***

The Group Emotional Competence assessment will provide an average score representing members' perceptions of their team. It also includes information about the distribution (i.e., range) of responses. Differences in perceptions among members can be as important as the overall average. The distribution range allows the team to better understand differences among members. Avoid the trap of attempting to identify who provided particular responses. Guesses are often inaccurate. If shared, this information should come 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?

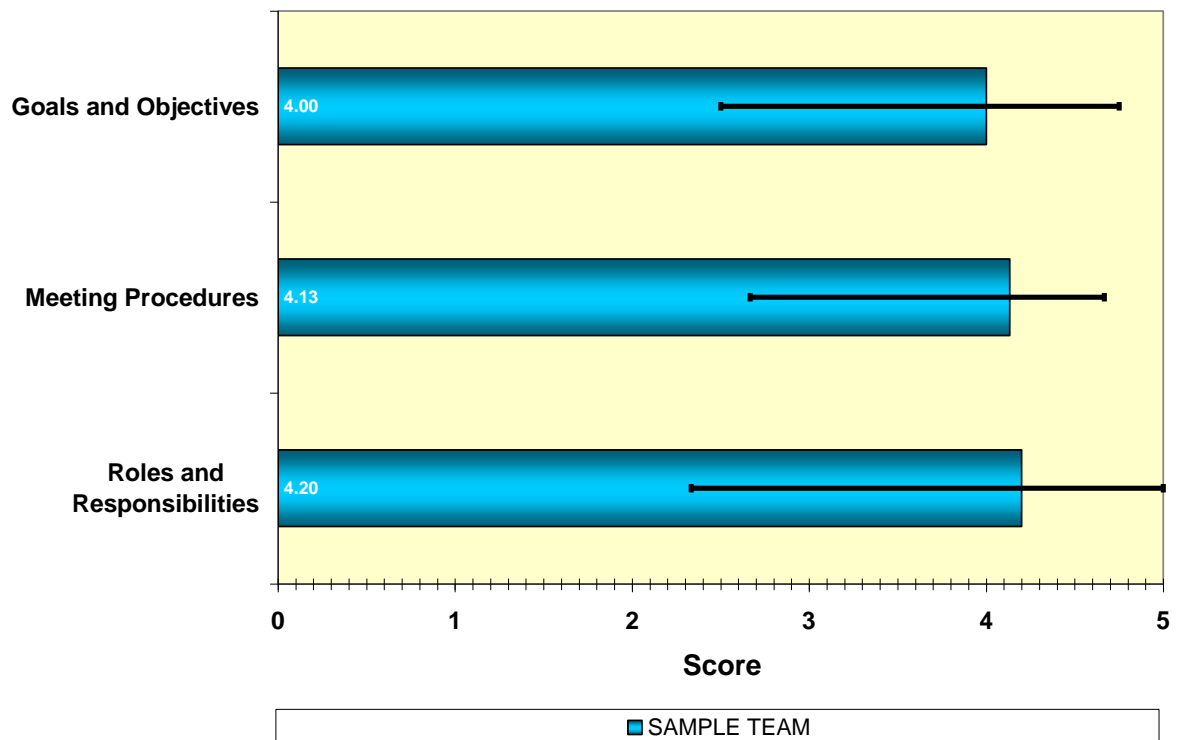
## ***Scoring Key***

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Completely agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

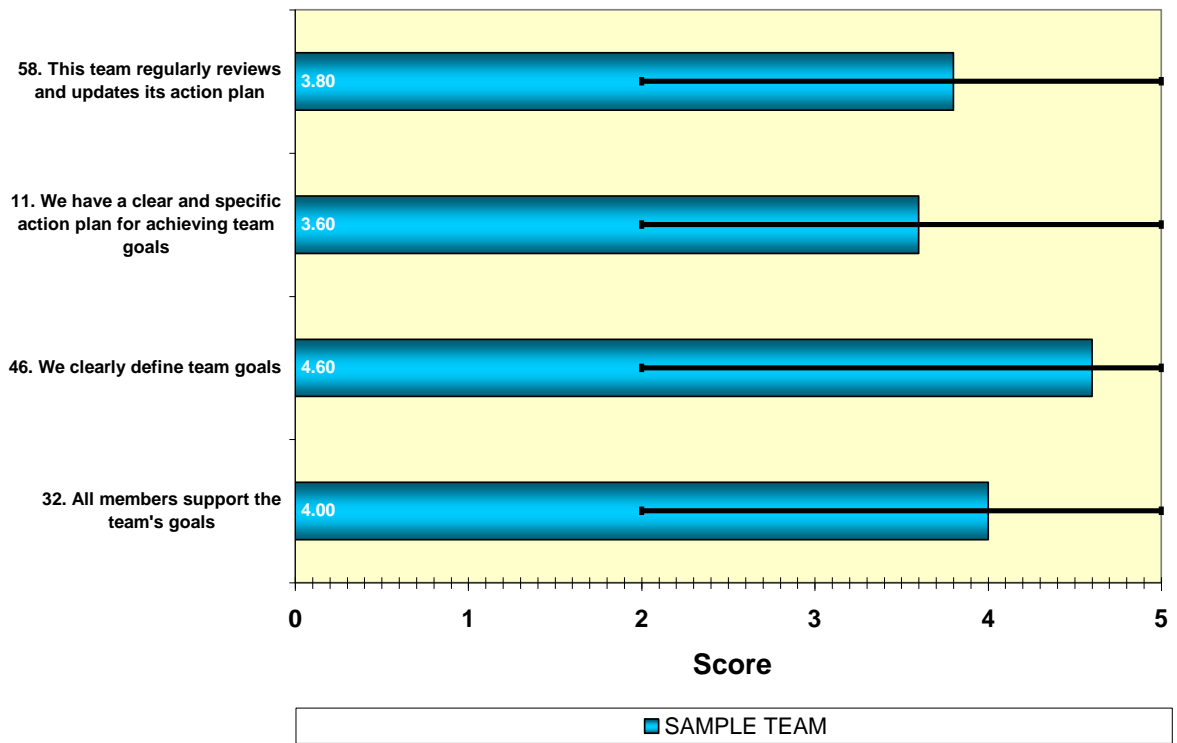
# Your Team's Survey Feedback

## Team Fundamental Norms

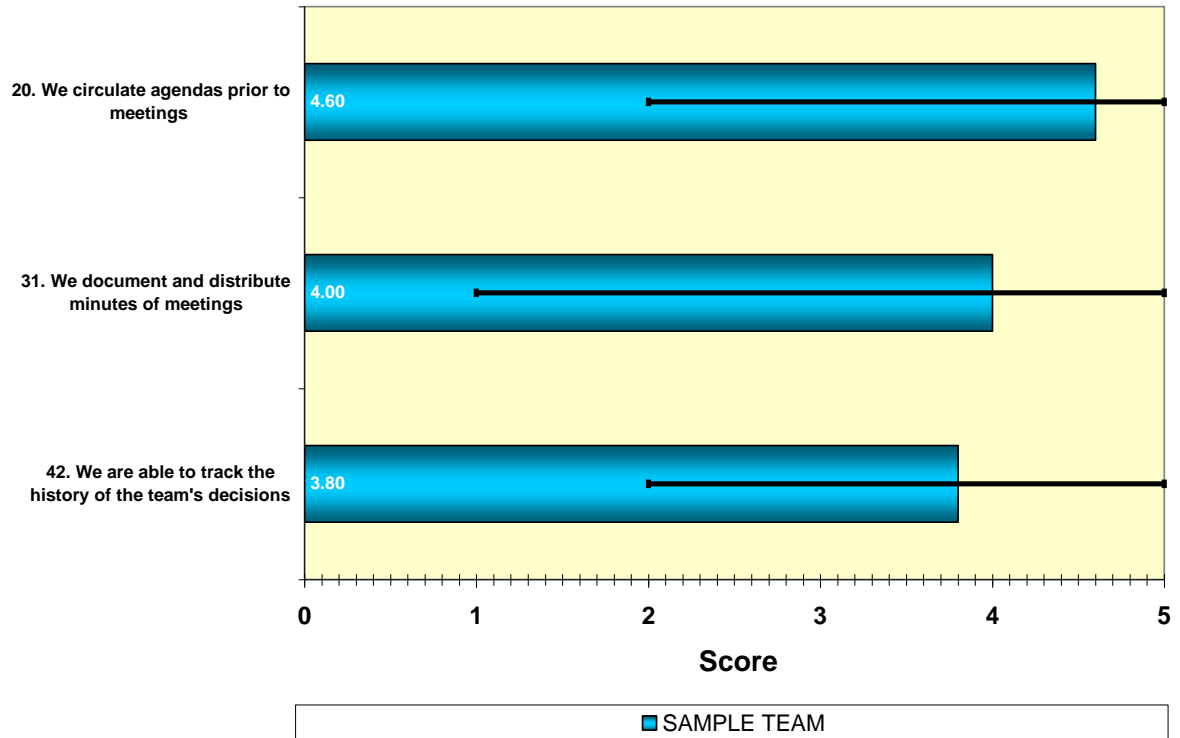
Number of respondents: 10



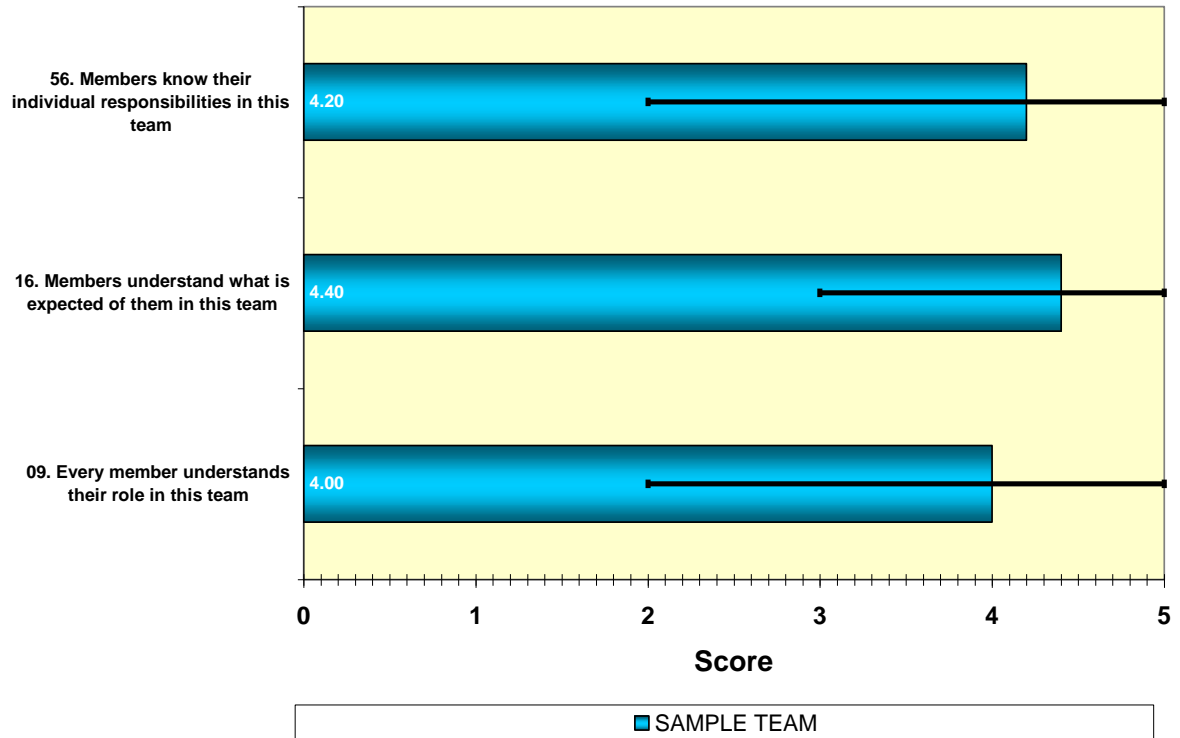
## Goals & Objectives



## Meeting Procedures

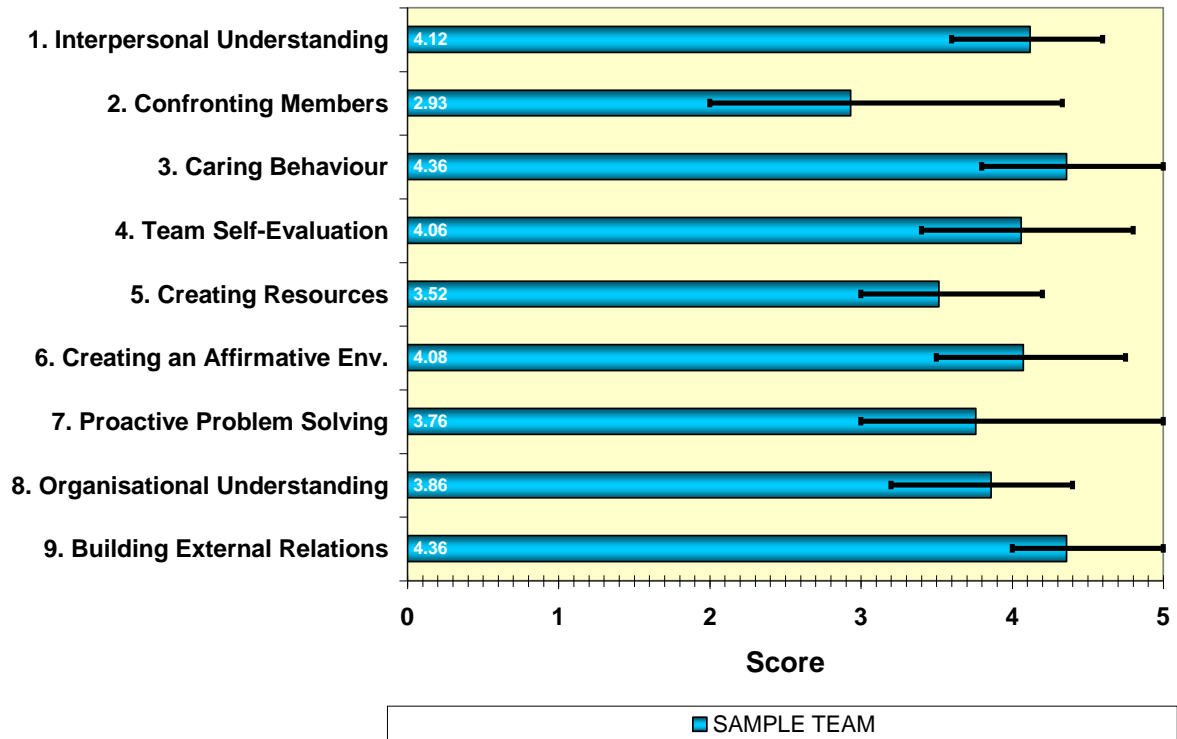


## Roles and Responsibilities

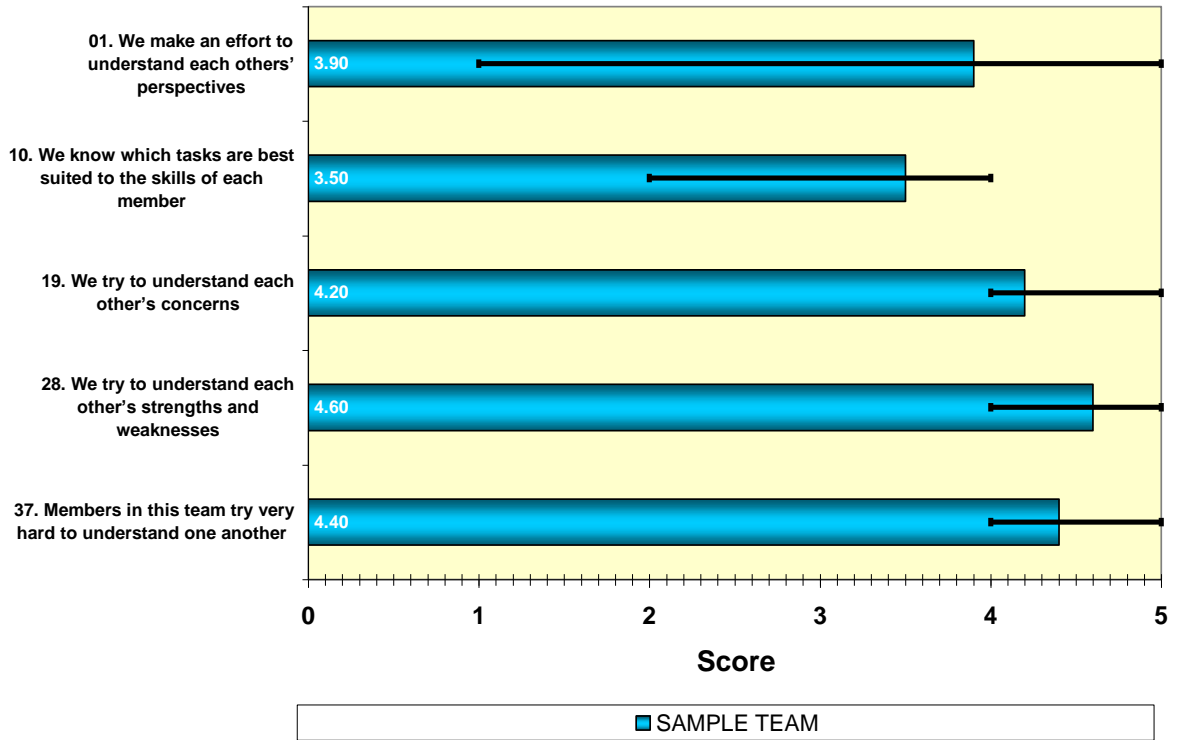


## Group Emotional Intelligence Norms

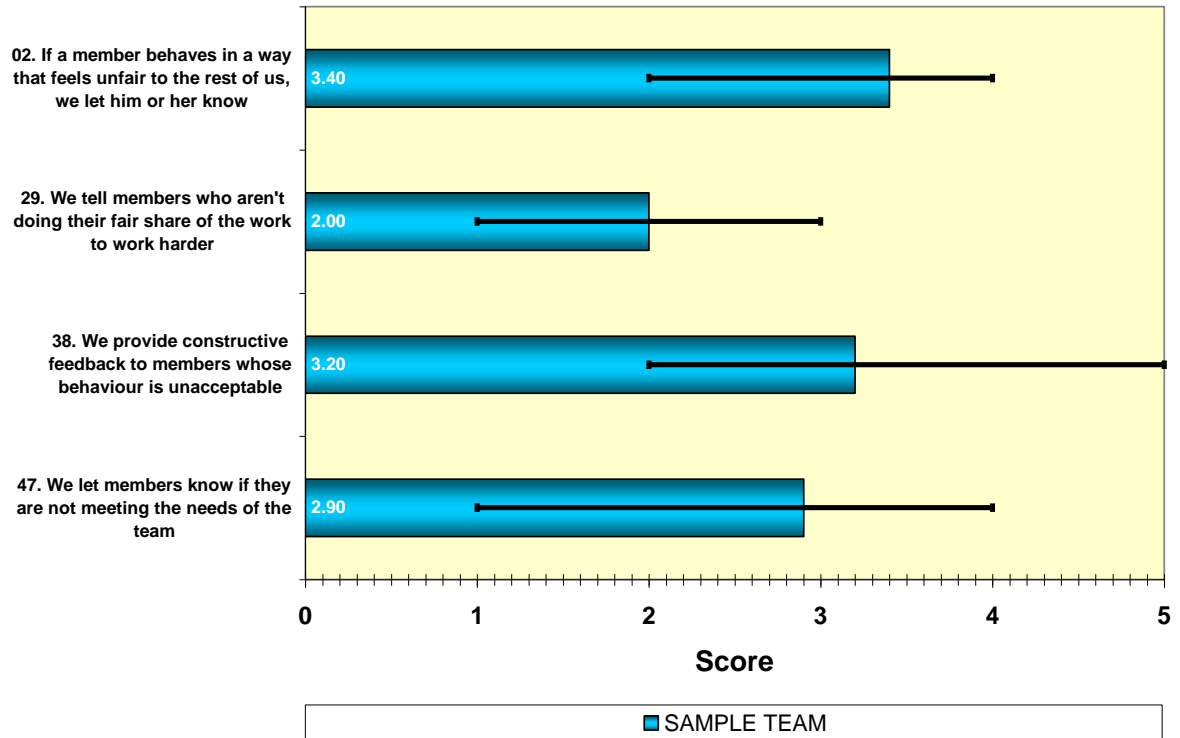
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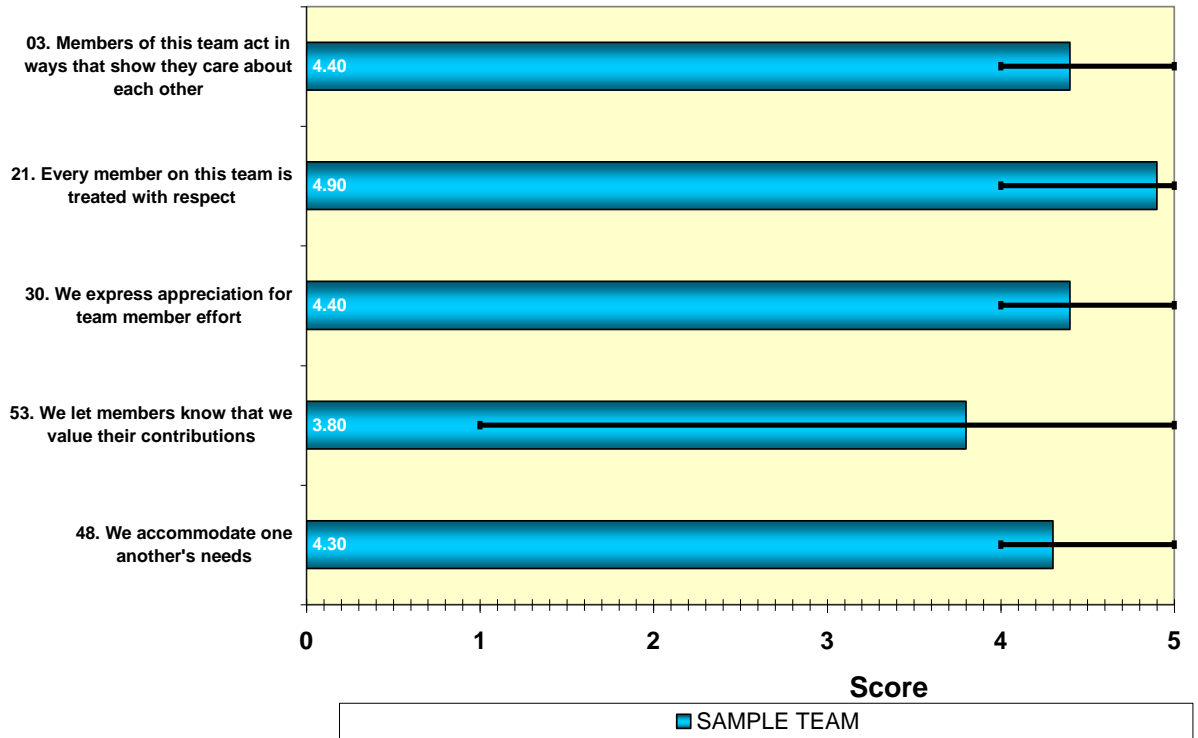
# 1. Interpersonal Understanding



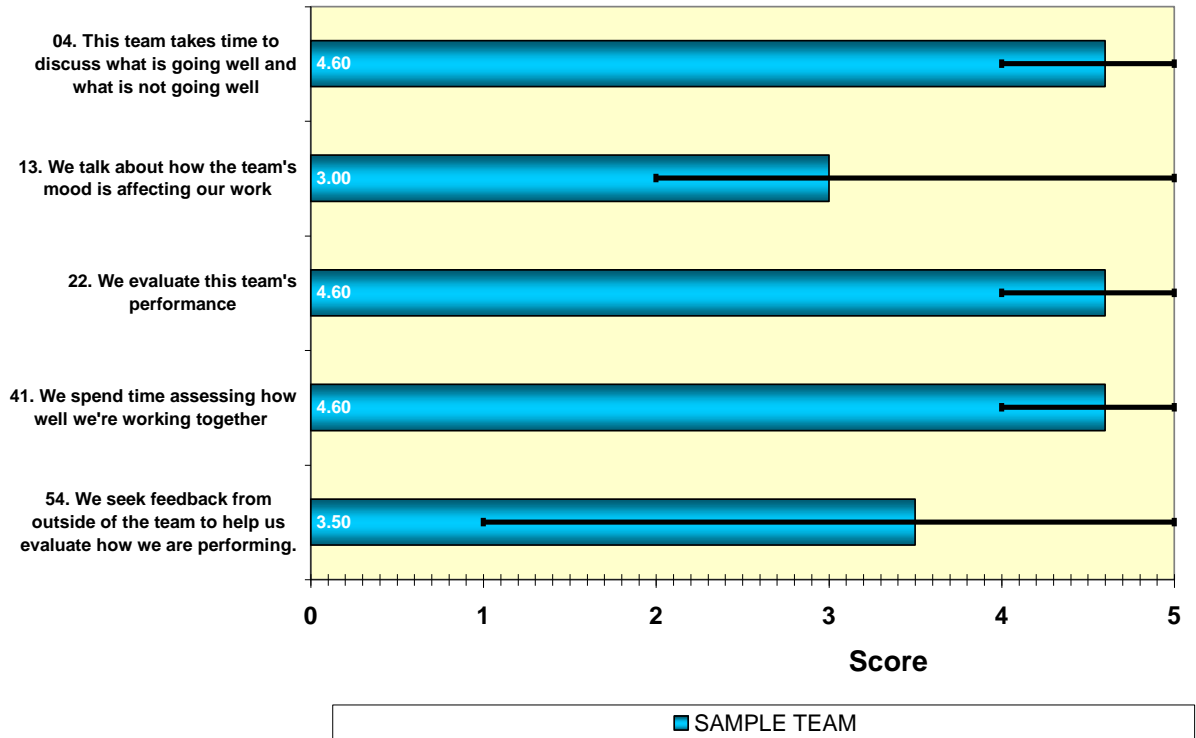
## 2. Confronting Members Who Break Norms



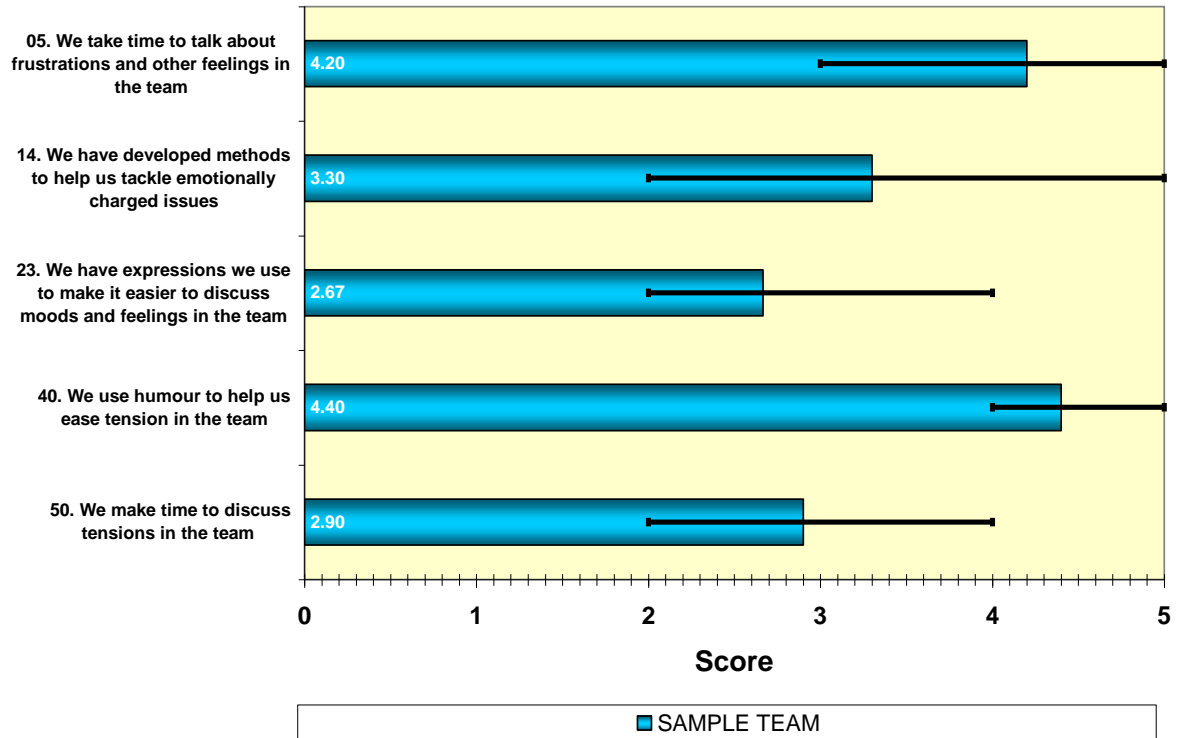
### 3. Caring Behaviour



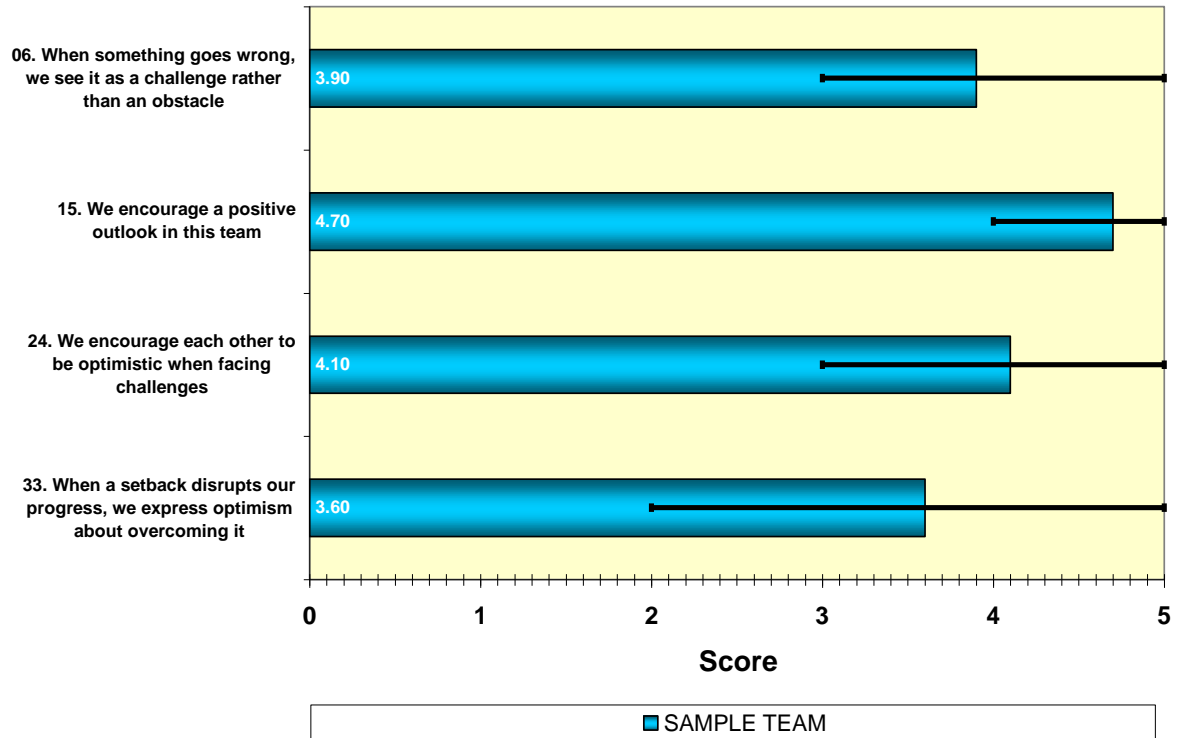
## 4. Team Self-Evaluation



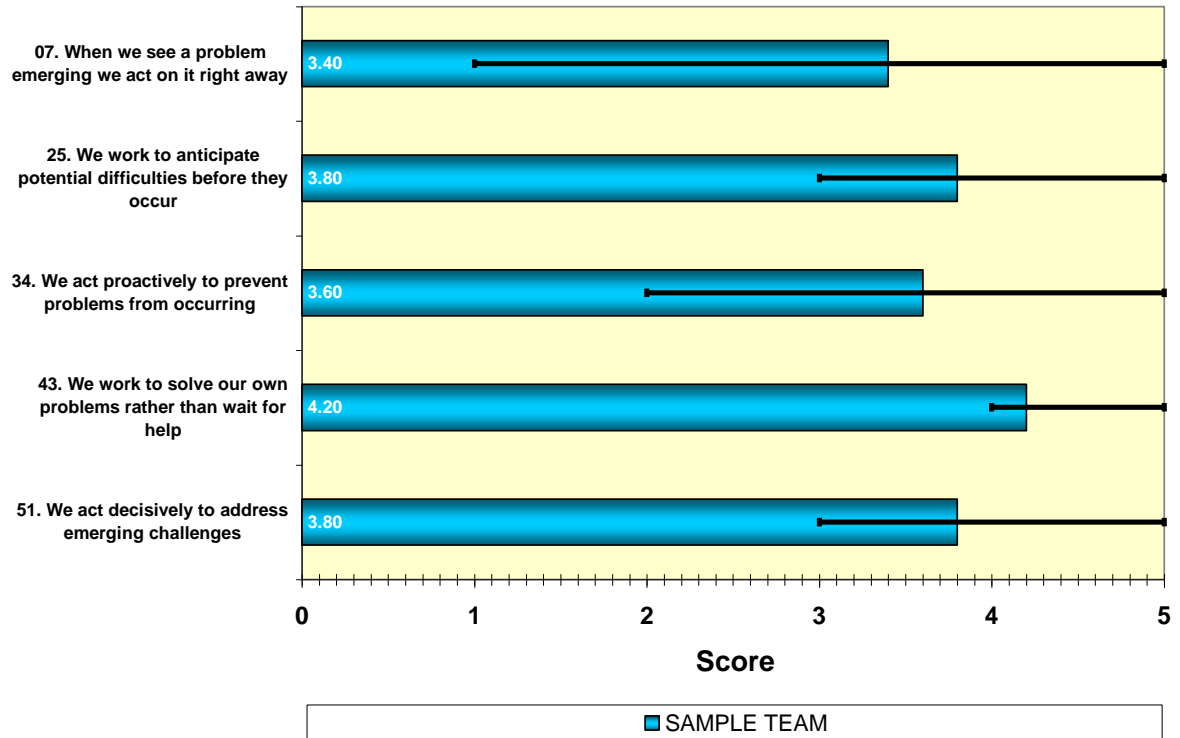
## 5. Creating Resources for Working with Emotion



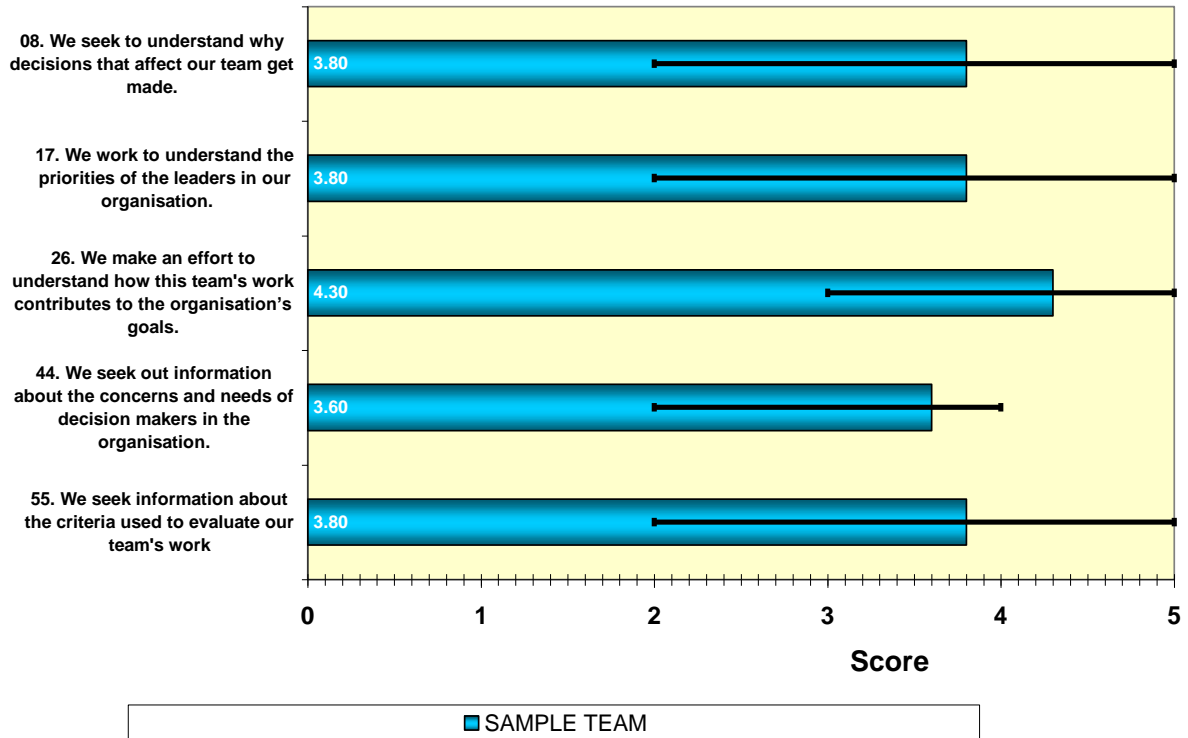
## 6. Creating an Affirmative Environment



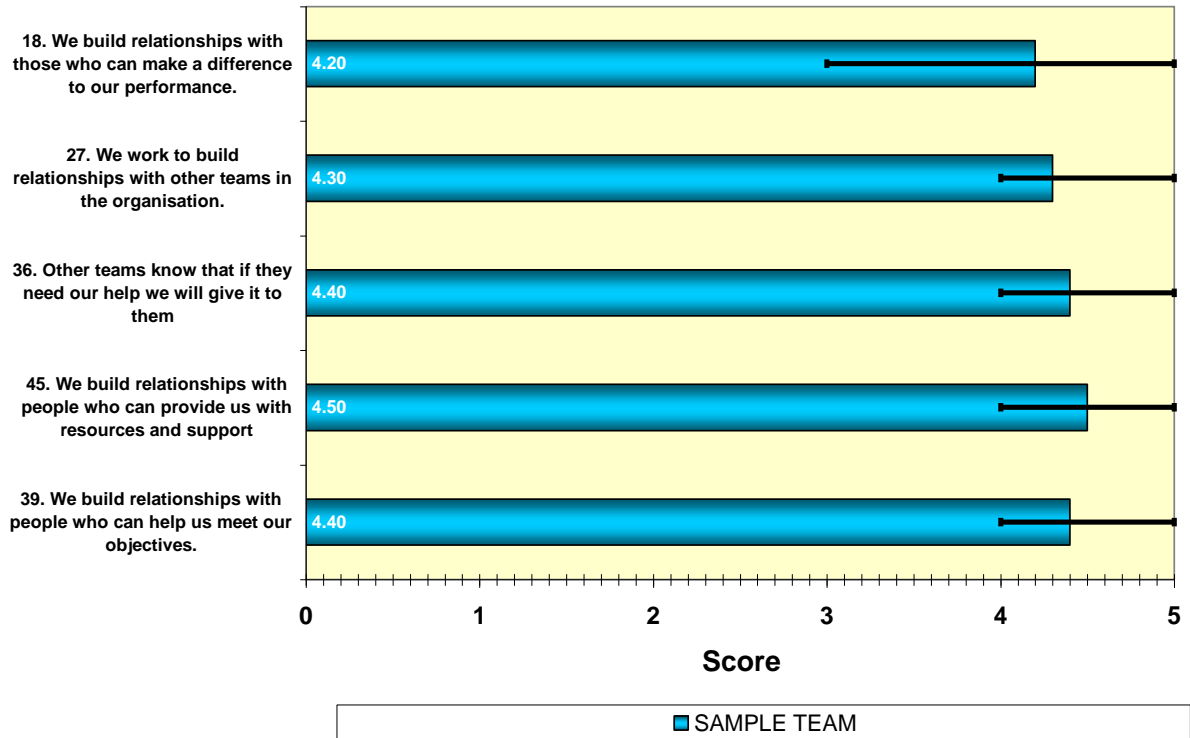
## 7. Proactive Problem-Solving



## 8. Organisational Understanding

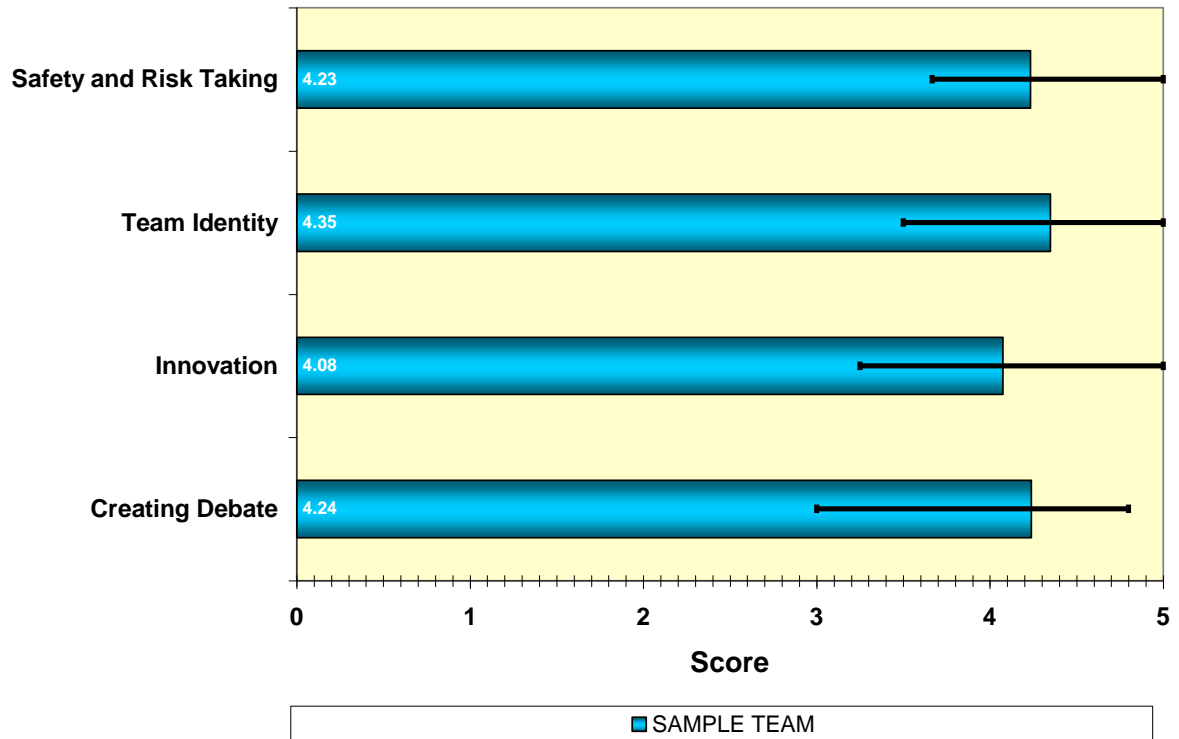


## 9. Building External Relationships

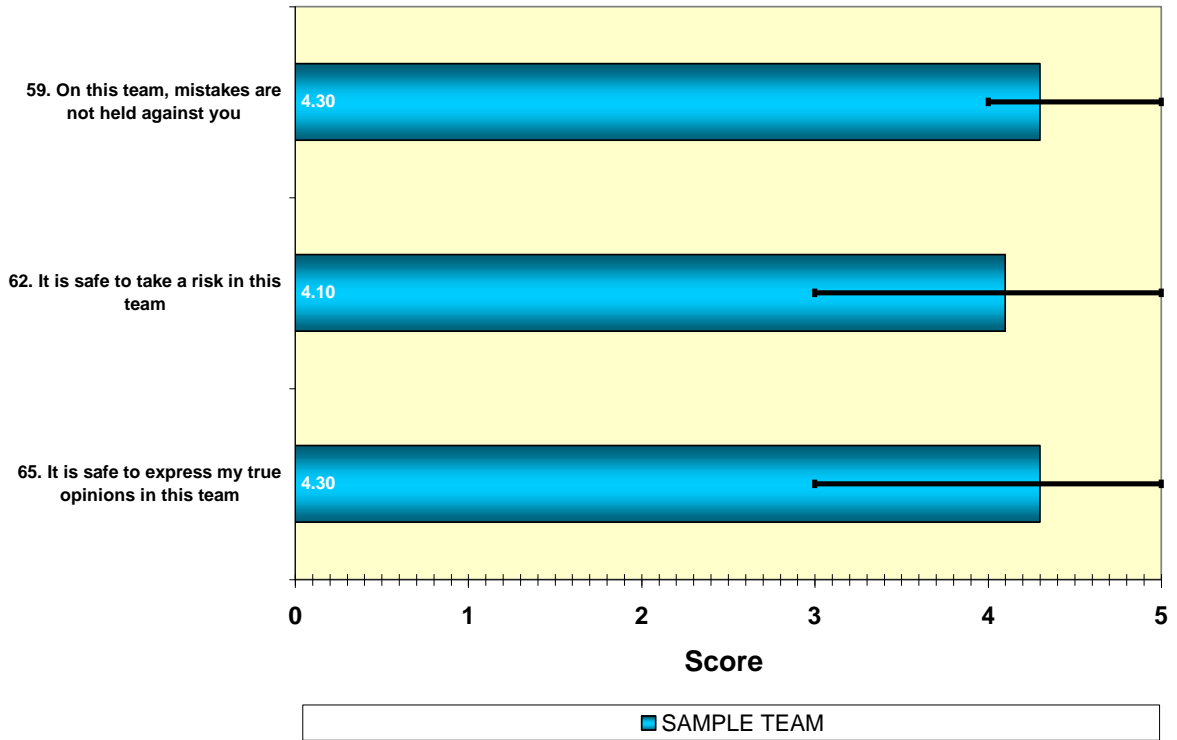


## Group Emotional Intelligence Outcomes (Social Capital)

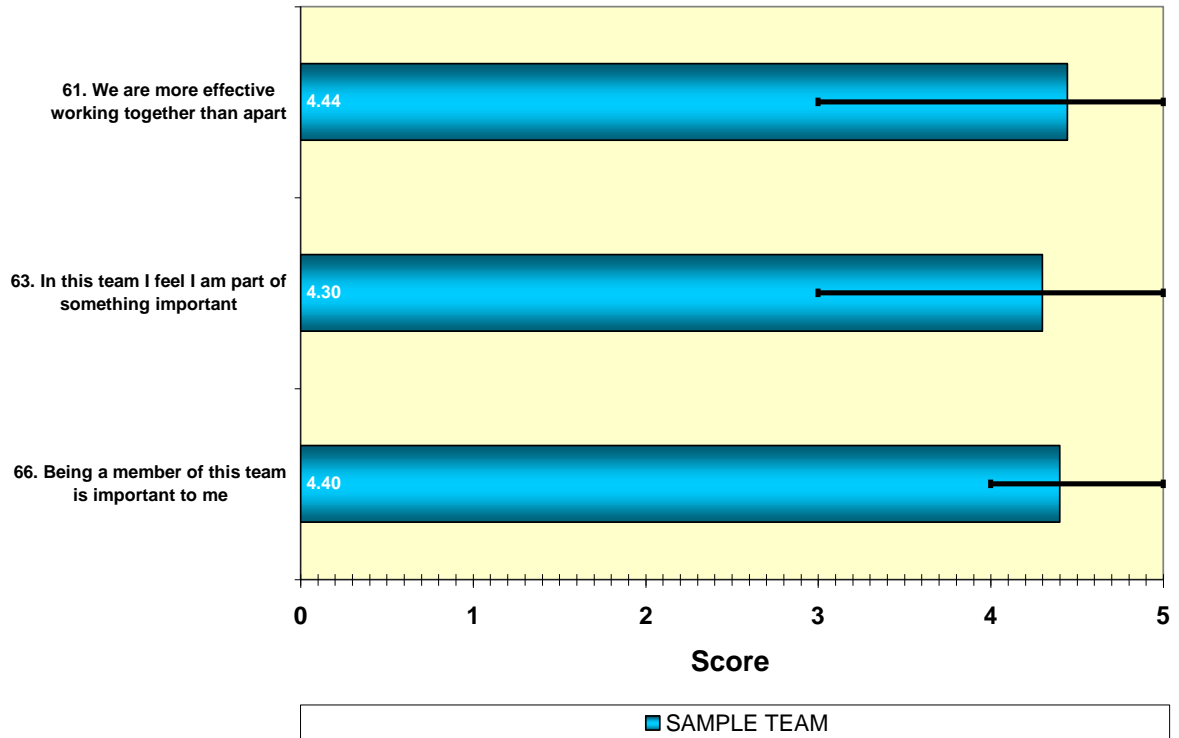
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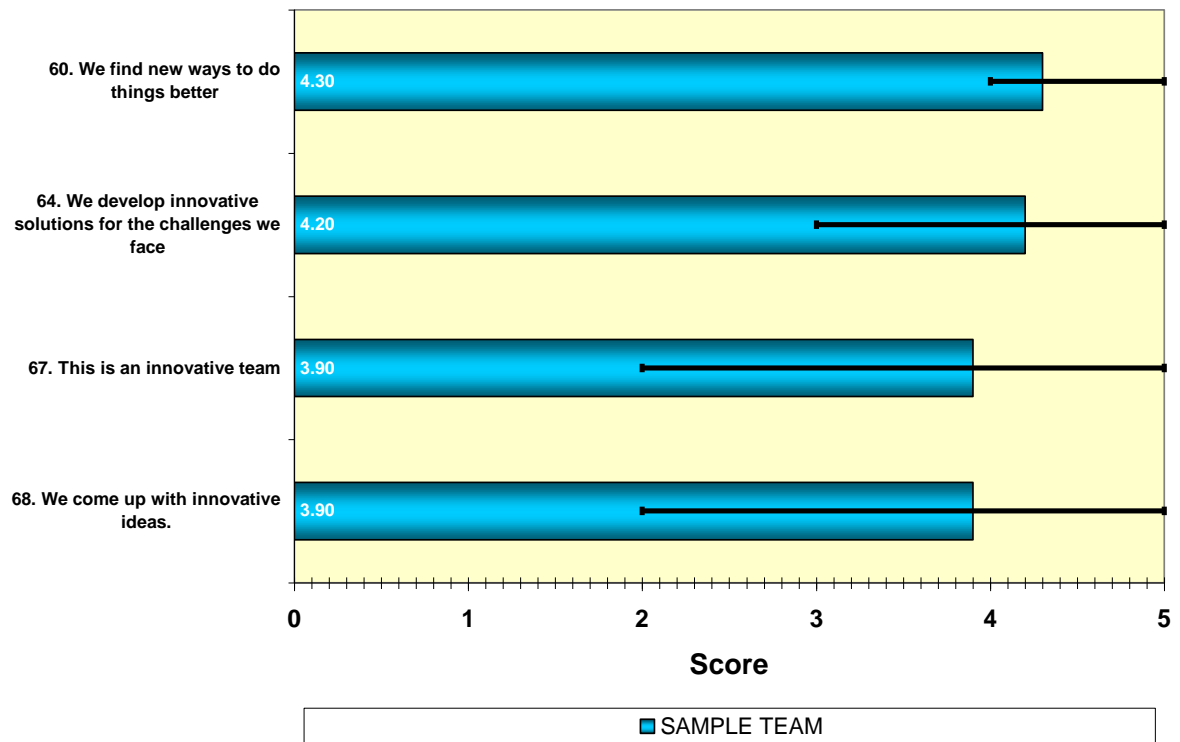
## Safety & Risk-Taking



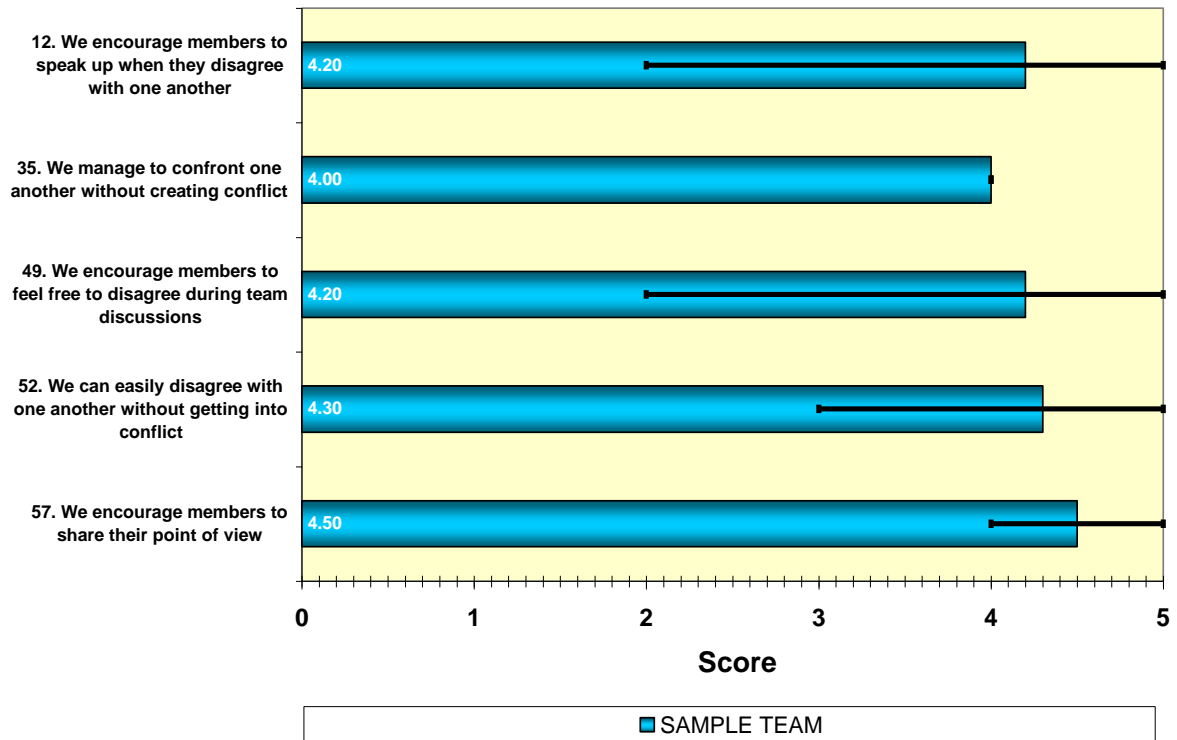
## Team Identity



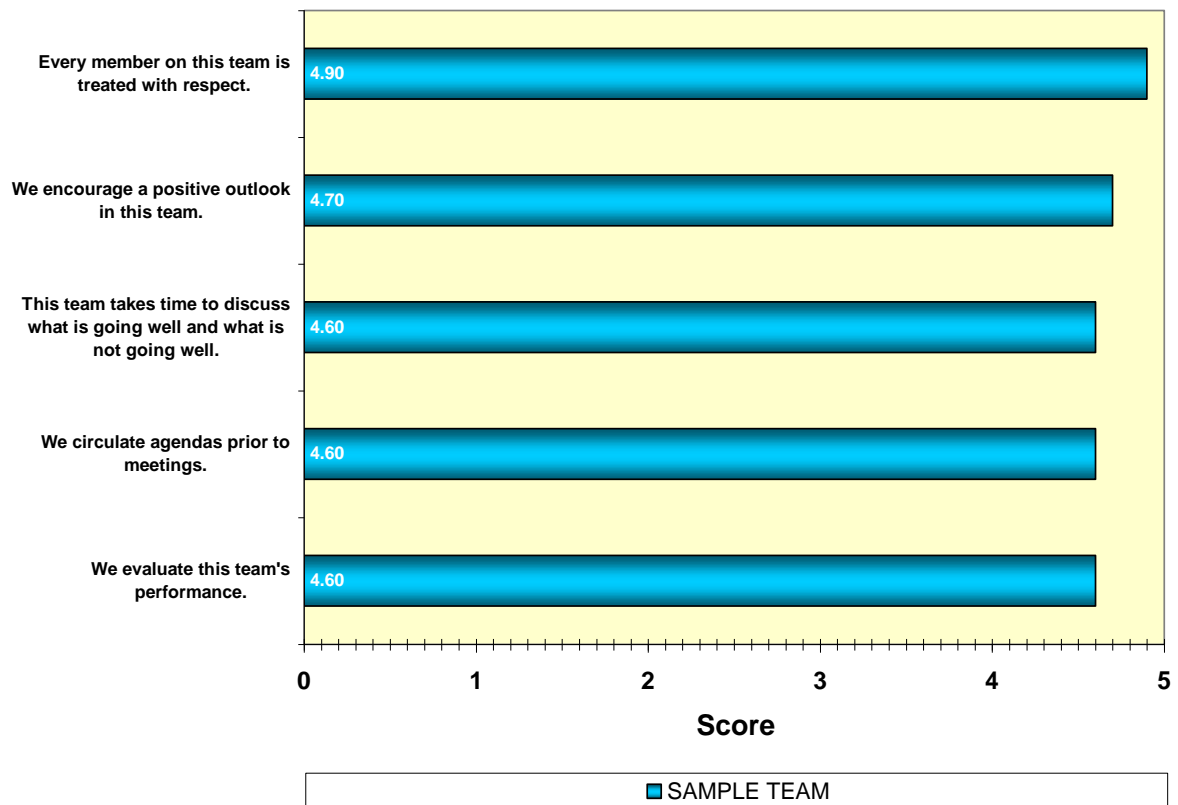
# Innovation



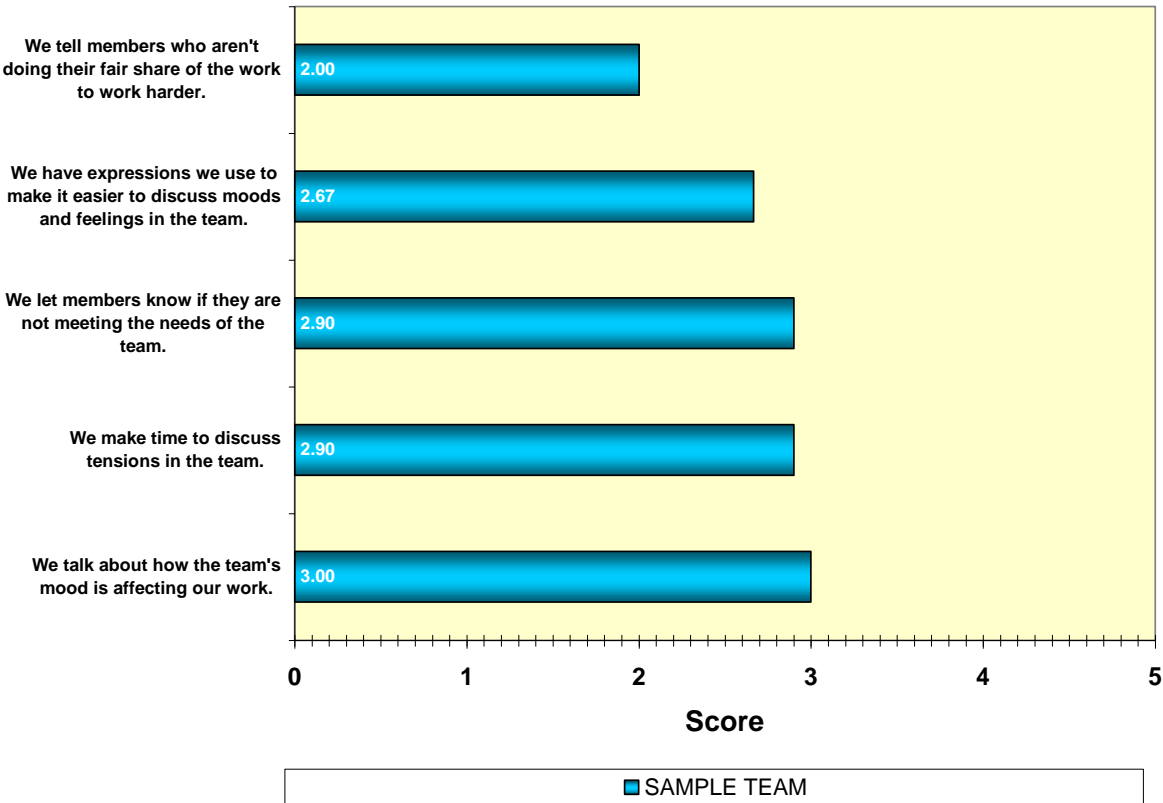
## Creating Debate



## Your Team's *Highest* Scoring Items on the Survey



# Your Team's *Lowest Scoring* Items on the Survey



## Open-Ended Questions

**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 - modernising 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 building Process Group Task 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 counties and partners. 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 not doing now that it should start 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, challenging delivery nationally, building wider networks and partnerships within and outside, promoting purpose, achievements and the value we add. Building political alliances. Maximising 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 - recognise 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 division.

**Verbatim Responses to the following question:**

***“What is your team doing now that it should stop doing?”***

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

Accepting the status quo.

Accepting the political environment that we operate in Underselling our achievements and the impact we make developing grass roots football

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.

## **What's Next?**

**Step 1: Given your organisation's and your team's context, identify which norms or behaviours 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.**