

UNIVERSITY OF TAMPERE  
School of Management

**THE CONNECTIONS BETWEEN TEAM EMOTIONAL  
INTELLIGENCE AND TEAM EFFECTIVENESS IN  
FINANCIAL SERVICES**

**Case X Oyj**

Accounting and Finance  
Master's Thesis  
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## ABSTRACT

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The increasing need for growing effectiveness in companies dealing with challenges of globalized markets has heightened the need for research on what makes work groups or teams more effective. Since the 1990's the concept of emotional intelligence has intrigued researchers in the field of both psychology and business economics. Recently, there has been growing interest in studying the connections between emotional intelligence and effectiveness or performance. Emotional intelligence has been stated to aid in adapting to changing environments, effective communication and applying a variety of interpersonal skills that are crucial in teamwork. Moreover, distinctive features of an effective team have been examined covering characteristic of the team and external factors.

The main goal of this research was to raise the understanding of the connections between team emotional intelligence and team effectiveness in teams working in financial services in a shared service center. In detail, this research strove to create a theoretical framework combining the key competencies of emotional intelligence and characteristics of an effective team. The second detailed goal was to research if connections between the team emotional intelligence and characteristics of an effective team are identifiable in the case company. Finally, this research aimed at evaluating the findings to better understand the connections by reflecting to previous research. This research was a qualitative case study that utilized semi-structured interviews, a questionnaire and archival data as research methods.

In the literature review the concept of emotional intelligence was presented extensively and the most prevalent characteristics of an effective team were reviewed. The existing studies covering the connections between these two were summarized. The theoretical framework includes three parts; team emotional intelligence (social and personal competencies), the known connections and the unknown connections to team effectiveness.

In the case company five teams and total of 25 people were interviewed and asked to fill in the questionnaire. The empirical data analysis revealed that most of the known and some of the unknown connections were identifiable in the teams in the case company. The value of this research is in the descriptions of the connections, how they present themselves in practice in the case company. In conclusion, some of the connections could have been elaborated further however the goals of this research were met quite well.

# TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
1.1	Area of study	1
1.2	Relevance of the study	2
1.3	Research objective, limitations and restrictions	3
1.4	Methodology and research method	5
1.4.1	Methodology	5
1.4.2	Research method	6
1.5	Research structure	7
<b>2</b>	<b>LITERATURE REVIEW</b>	<b>8</b>
2.1	Emotional intelligence	8
2.2	Models of emotional intelligence	12
2.2.1	Ability models	12
2.2.2	Mixed models	14
2.2.3	Team emotional intelligence	20
2.3	Measuring emotional intelligence	21
2.3.1	Ability tests	22
2.3.2	Self-report tests	25
2.4	Effective teams	29
2.4.1	Characteristics of effective teams	30
2.4.2	Measuring team effectiveness	36
2.5	Team emotional intelligence and team effectiveness	38
2.5.1	Studies on team emotional intelligence and team effectiveness	38
2.5.2	Further findings	41
2.6	Theoretical framework	43
<b>3</b>	<b>EMPIRICAL PART</b>	<b>47</b>
3.1	Case company X Oyj	47
3.2	Empirical data and data collection methods	48
3.3	Empirical data analysis method	50
3.4	Evaluation of empirical data	51
<b>4</b>	<b>FINDINGS</b>	<b>53</b>
4.1	The questionnaire	53
4.2	Analysis of the known connections	55
4.3	Analysis of the unknown connections	69
4.4	Key findings and evaluation	79
<b>5</b>	<b>CONCLUSIONS</b>	<b>85</b>
	<b>REFERENCES</b>	<b>88</b>
	<b>APPENDICES</b>	<b>95</b>
	Appendix 1 Interview questions	95
	Appendix 2 Questionnaire	97

## LIST OF FIGURES

Figure 1 Team emotional intelligence	43
Figure 2 Characteristics of an effective team	44,53
Figure 3 The known connections	45
Figure 4 The unknown connections	45
Figure 5 Theoretical framework: the connections between team emotional intelligence and team effectiveness	46
Figure 6 Theoretical framework: connections visible in the case company highlighted	84

## LIST OF TABLES

Table 1 Three concepts of Emotional Intelligence (Salovey & Mayer 1997; Goleman 1995, Bar-On 2006)	11
Table 2 Emotional Competence Framework (Goleman 1999, 42-43; Goleman et al 2002)	15
Table 3 Social skills in Emotional Intelligence (Goleman 1999, 2006)	19
Table 4 Themes and characteristics of effectiveness according to Campion et al (1993,825; 1996,431)	31
Table 5 Team effectiveness according to Cohen and Bailey (1997, 243)	32
Table 6 Summary of the effective team	36
Table 7 Questionnaire results	54
Table 8 Effectiveness measures: the development of performance Q1/2015 to Q1/2016	58

# **1 INTRODUCTION**

## **1.1 Area of the study**

The possibility of developing one's emotional competencies, our capabilities to understand and manage emotions, has generated wide interest in emotions and the concept of emotional intelligence. Already in the 1990's Daniel Goleman (1995) familiarized the general public with emotional intelligence that conceptualizes our competence in understanding ourselves and others, motivation, empathy and a variety of social skills.

In Finland, the importance of emotional competencies and empathy is growing to be acknowledged. Yle.fi (30th March 2016) reported that the Finnish National Board of Education has amplified the national core curriculum to deepen the studies on emotional competencies in comprehensive school. From the following fall onwards children are taught to recognize emotions as well as skills needed in social interactions.

Even though first introduced in scientific paper of psychology emotional intelligence was quickly introduced to the needs of commercial working life (Salovey & Mayer 1990; Goleman 1999). Entrepreneur.com (May 8 2015) reported that workers with high emotional intelligence are better at working in teams, adjusting to change and being flexible. Globalization forces companies to adapt to rapid changes in the market and customer needs, having workforce that can do the same is crucial. In Finland, Ekonomi (April 2016) highlighted the importance of empathy in successful leadership and in improving customer experience, employee motivation and ultimately the profit. This research report introduces and studies emotional intelligence in working life in a team setting in order to shed light on the possible connections to team effectiveness.

## 1.2 Relevance of the study

Today the workforce is challenged by competition, change, work pressure and deadlines. Modern work demands require that individuals not only possess the ability to complete tasks on their own but also to pool knowledge and skills collaboratively with others (Jackson, Joshi, & Erhardt, 2003; Krishnaveni & Deepa 2011). Thus, employees must be able to adapt well to changing environments both external and internal, therefore interpersonal and social skills are crucial. Today the work is often done in teams of different sizes. Teamwork is a social activity and emotions play a key role in team effectiveness. Facility in navigating interpersonal relationships is therefore becoming more central for a productive workplace. Because of this it is thought that emotional intelligence predicts superior performance, especially in teams. (Goleman 1999, 60; Koman & Wolff 2008; Othman, Abdullah & Ahmad 2009; Wang 2015, 325)

Secondly, effective work teams have been described as communicative, cohesive, innovative, and grounded with member commitment. The literature on emotional intelligence has proposed that individuals described as possessing a high level of emotional intelligence reflect characteristics that can fulfill these qualities and form high level of commitment. (Prati, Douglas, Ferris, Ammeter, & Buckley 2003; Bhalerao & Kumar 2016)

Previous studies on emotional intelligence indicate that high emotional intelligence has positive impact on individual's work outcomes (Goleman 1995; 1999; Saarinen & Kokkonen 2003; Bar-On 2006). Goleman (1999, 363-364) claimed that emotional intelligence is more important than technical expertise or cognitive ability in determining success in management. Goleman (1995; 1999, 240) has emphasized the importance of teams in today's organizations and presented that the most important variable predicting team effectiveness is member compatibility and social skills or interaction capabilities. Social skills are one of the components of Goleman's (1995) concept of emotional intelligence. In practice, major professional organizations have all included emotional intelligence related skills in their competency framework or in their job applicant screening processes (Nicholls, Wegener, Bay, & Cook, 2011).

In this research emotional intelligence and effectiveness is studied in financial services. Goleman (1999) and Bar-On (2000, 384) have extensively researched emotional intelligence in management and leadership, thus financial services is rarely the context. As the literature review will elaborate, the researcher found only one article covering team emotional intelligence and team effectiveness specifically in financial services (Feyerherm & Rice 2002). On the other hand, behavioral accounting research has studied the interface of accounting and human behavior for over seventy years meaning that behavioral aspects in accounting research are acknowledged (Birnberg & Shields 1989). Therefore, this research pursues to raise the understanding of the importance of team emotional intelligence on team effectiveness in the context of financial services.

Furthermore, majority of previous studies on emotional intelligence have focused on individuals. Few studies on emotional intelligence are carried out in team setting. (Koman & Wolff 2008; Wang 2015, 325) Team emotional intelligence is more than what the individuals contribute to the team setting (Goleman 1999). Secondly, the current economical environment forces companies to seek better performance and effectiveness in order to enhance their processes. As noted by Wang (2015, 343) “future research would benefit from more in-depth investigation of different ways to aggregate emotional intelligence at the team level”. Therefore, this research will contribute to the existing literature by shedding light on the connections between team emotional intelligence and team effectiveness using a qualitative and profound approach.

### **1.3 Research objective, limitations and restrictions**

The main objective of this research is to:

- (1) Raise the understanding of the *connections* between team emotional intelligence and team effectiveness in teams working in financial services in a shared service center

In particular, this research will

*create* a theoretical framework combining the key competencies of emotional intelligence and characteristics of an effective team

*research* if connections between the team emotional intelligence and characteristics of an effective team are identifiable in the case company

*evaluate* the findings to better understand the connections between team emotional intelligence and team effectiveness reflecting to previous research.

This research will create a theoretical framework based on previous literature and research on team emotional intelligence and characteristics of an effective team. The theoretical framework will also highlight the connections previously identified between team emotional intelligence and team effectiveness. The theoretical focus is on thoroughly understanding the concept emotional intelligence of teams thus, characteristics of an effective team is discussed in a more condensed way.

The literature review will not cover the relationship between individual's emotional intelligence and team effectiveness, only previous research on the effects of team emotional intelligence on team effectiveness. Furthermore, the development and learning of emotional intelligence, physiology of emotional intelligence, general intelligence, developing or leading effective teams are not covered in this research in order to focus on the core concepts; team emotional intelligence and an effective team.

The research focus is on team level. Team leaders and the organization, as a whole is not included. This research will research the team members individually through a questionnaire, however the results are evaluated and combined to form a description of the emotional intelligence of the teams. Similarly previous research on team emotional intelligence and effectiveness has first measured individual emotional intelligence and then combined the results on a team level (see Jordan et all 2002; Rapisarda 2002; Feyerherm & Rice 2002; Koman & Wolff 2008; Whiteoak and Manning 2012; Wang 2015). Moreover, individual interviews and archival data are used in order to gain detailed understanding thus the information is analyzed on a team level.

## **1.4 Methodology and research method**

This research is a qualitative study, which appreciates the human relations theory and behavioral accounting research as methodological perception. The research method is a case study. Research methodology refers to the underpinning point of view how the research should be carried out. It includes the theoretical models, epistemological and ontological assumptions (Bryman 2015). Next, the methodological standings for this research are introduced and the chosen research method is validated.

### **1.4.1 Methodology**

This research utilizes the human relations theory in management accounting research, which emphasizes the individual and the organization, motivation, group dynamics and organizational development. Organizational behavior has been studied from the point of view of human relations theory and found that “personal relations among organizational members are critical to employee productivity”. Especially the work of Lewis (1983) suggest that human relations are vital to successful development of any activity requiring interpersonal contacts. It is vital to acknowledge how people affect each other through their behavior. It is also highlighted that people differ in their perspectives and therefore it is essential to learn about the nature, expectations and behavior of the workforce. (Hoque 2006, 19, 26-27)

Human relations theory has contributed to the development of behavioral accounting research in aspects such as motivation, individual differences, employee emotions and productivity and performance concepts. Behavioral accounting research sees that the effectiveness of an accounting procedure depends on how the behavior of people is influenced. Accounting is seen as a human behavior, meaning that the social and behavioral aspects are as meaningful as the traditional technical aspects. (Hoque 2006, 29)

Human relations theory and behavioral accounting research emphasize the exact themes and aspects of research that this research intends to examine. This research is interested in the soft side of accounting research that appreciates the subjective and social aspects of working in accounting and finance. This research intent to shed light on the connections between team emotional intelligence and team effectiveness through thoroughly understanding the human side.

The epistemological standing of this research is hermeneutics, which originates from theology thus when imported to social sciences is interested in the theory and method of interpretations of human action. Hermeneutics seeks to understand the subjective experiences of individuals in their social environments. The opposite of hermeneutics is scientific method, which is used in the mainstream accounting research and where the view is fundamentally different. (Ryan, Scapens & Theobald 2002, 36-41)

Moreover, ontology describes the nature of social entities. This research is strongly in favor of constructionism, which states that social actors constantly create social phenomena, entities and meanings. This is the opposite of objectivism, which see that social phenomena and meanings are independent from the actors, these being the assumptions often in scientific method. (Bryman 2015, 32-34, 724) This research acknowledges that social phenomenon such as emotional intelligence is inseparable from the actors and the experiences of individuals are subjective.

#### **1.4.2 Research method**

The chosen research method is a qualitative case study. The fundamental reasoning behind the chosen research method is the methodological standings and the goal of the research. A case study refers to the entity being researched; a department, a company, a whole industry, the chosen group is the case (Smith 2003). A case study method is useful when the research intends to do an in-depth investigation of a phenomenon, discover how feelings and attitudes are involved in the research question and when individual differences in perceptions are intended to capture. (Hoque 2006, 361-365)

Moreover, with a case study a wider and richer understanding of the phenomenon can be achieved. In more detail, a case study can include observations, archival data, formal and informal interviews, focus groups and even methods perceived as quantitative such as questionnaire surveys. One of the benefits of a case study approach is the ability to deal with multiple sources of evidence. (Hoque 2006, 363)

This research uses semi-structured interviews as the main source of empirical data and a questionnaire and archival data as additional sources of data. These methods allow the researcher to gain a comprehensive picture of the multi-sided matter of team emotional intelligence and team effectiveness. Finally, emotional intelligence is quite novel topic in accounting and finance and therefore the purpose of this study is to gain better understanding, not to test hypothesis drawn from literature. For these purposes a case study is more than suitable.

This research will ultimately have a database of empirical data including transcribed interviews, questionnaire results and team effectiveness measures. On the other hand, a case study has gained criticism for the massive amount of data and secondly, when social reality is researched the researcher can't be an independent observer. (Hoque 2006, 365) Furthermore, it must be acknowledged that everyone participating in the study is biased including the researcher (Salkind 2012, 218).

## **1.5 Research structure**

After the introduction section the second section discusses key literature in order to build theoretical framework concerning team emotional intelligence, characteristics of an effective team and the found connections between them as discussed in previous studies.

The third section is the empirical part. First the case company is introduced, and then the execution of the research and evaluation of the empirical data is discussed. Finally, the fourth section goes through the findings. The empirical data is analyzed and key findings are summarized and highlighted. This research ends with a conclusion.

## **2 LITERATURE REVIEW**

The following section will cover the relevant literature on emotional intelligence, effective teams and previous studies covering these both aspects. Chapters 2.1 to 2.3 focus on describing the different models of emotional intelligence and how emotional intelligence can be measured. Chapter 2.4 describes characteristics of an effective team and how team effectiveness can be measured. Chapter 2.5 discusses previous studies on team emotional intelligence and team effectiveness. The literature review will conclude with the theoretical framework, which conjoins all the previous theory relevant to the present research. The theoretical emphasis is on thoroughly understanding the emotional intelligence of teams since it is rather unrecognized aspect in traditional accounting research.

### **2.1 Emotional intelligence**

As a concept emotional intelligence is relatively new, it was first used in academic writing in 1990 (Caruso, Bhalerao & Karve 2016). However, the roots of emotional intelligence date back to the early 20<sup>th</sup> century to the works of Thorndike (1920). The concept of emotional intelligence conjoins emotion and intelligence to form a construct that has a few partly overlapping but still distinct definitions. The next section introduces the concept of emotion and intelligence and the three most referred definitions of emotional intelligence.

Greenberg and Snell (1997) state in the book “Emotional development and emotional intelligence” that definitions of emotion are numerous and often conflicting. This can be due to the four facets of emotion: how emotions are expressed, how emotions are recognized, how emotions are regulated in us and finally how emotions are recognized in others. Emotions are summarized as short-term feeling states including happiness, anger, or fear that mix varying amounts of pleasantness to unpleasantness and arousal to calm. (Salovey & Sluyter 1997, 96-97, 23)

Edward Thorndike (1920) introduced the concept of three intelligences in the early 20<sup>th</sup> century. In 1920 Edward Thorndike divided intelligence into three facets: mechanical intelligence, abstract intelligence and social intelligence. Mechanical intelligence means ability to learn to understand and manage things and mechanisms such as tools or a piece of land. Abstract intelligence means abilities to understand ideas and symbols such as legal decisions and words. Thirdly, Thorndike stated that social intelligence is the ability to understand and manage people, to act wisely in human relations. Finally, Thorndike emphasized that it is difficult and perhaps unwise to try to sharply separate these from each other. (Thorndike 1920, 1921) Previous research on emotional intelligence recognizes that the roots of emotional intelligence lie in the works of Thorndike (1920, 1921) (Salovey & Mayer 1990; Goleman 1995; Jordan et al 2002; Zeidner et. al 2004; Bar-On 2006; Whiteoak & Manning 2012).

Peter Salovey and John Mayer first introduced emotional intelligence in academic journal in 1990. They defined emotional intelligence as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer 1990, 189). Salovey and Mayer (1997) were particularly interested in so called hot intelligences that deal with social, practical, personal and emotional information. After the first definition Salovey and Mayer have amplified their construction of emotional intelligence. In 1997 they stated:

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/ or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (Salovey & Sluyter 1997, 10)

Mayer, Caruso and Salovey (1999) have tested and proved that their concept of emotional intelligence meets the traditional standards for intelligence. The standards for intelligence included conceptual criteria, which means that the intelligence must reflect mental performance rather than preferred ways of behaving and correlational criteria, which means that the intelligence should consist of closely related abilities that are similar to but distinct from abilities that belong to other intelligences.

Finally, the intelligence should meet developmental criterion, meaning that the intelligence develops with age. (Mayer, Caruso & Salovey 1999) Mayer, Salovey and Caruso (2004) have clear urge to distinct their concept of emotional intelligence from the other concepts of emotional intelligence (Table 1) by meeting the standards and stating that their concept involves a true ability that can be measured.

Daniel Goleman made the concept of emotional intelligence popular and known to wider crowd in 1995 when he published his book “Emotional intelligence” that became a bestseller in the United States. Goleman (1998, 261-262) has build on the works of Thorndike, Gardner and Mayer and Salovey (1990) and sees that emotional intelligence means “ability to perceive emotions both self and others, get motivated and efficiently manage both own feelings and the feelings of others”.

Goleman (1995) divides his concept into five main domains; knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships (Table 1). The precise competencies behind the domains are self-awareness, self-regulation, motivation, empathy and social skills. (Goleman 1995, 1999) Goleman’s (1995) conception of emotional intelligence is broader than Salovey and Mayer’s (1990) including motivation, empathy and social skills. Motivation and empathy were in the original construction of emotional intelligence by Salovey and Mayer (1990, 190), thus they have narrowed their definition ever since.

When the concept of emotional intelligence is discussed one cannot disregard the works of Rauven Bar-On since the 1980’s. Bar-On developed a self-report measure of emotionally and socially competent behavior that estimates the level of emotional and social intelligence called Emotional Quotient Inventory. The EQ-i was the first test of emotional intelligence published by a psychological testing company in 1997. (Bar-On & Parker 2000) Unlike Goleman (1995) and Salovey and Mayer (1990), Bar-On (2006) does not fractionate emotional intelligence from social intelligence but uses the term emotional-social intelligence.

The definition is:

Emotional –social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On 2006, 15).

The five key components in Bar-On's (2006) construction of emotional-social intelligence are intrapersonal, interpersonal, stress management, adaptability and general mood. His concept was built on the works of Darwin, Thorndike and Sifneo and it is clearly divergent from the concepts of Goleman (1995) or Salovey and Mayer (1990) (Table1). Table 1 summarizes the three concepts of emotional intelligence and their key components. The components are not equivalent to each other.

Table 1 Three concepts of Emotional Intelligence (Salovey & Mayer 1997, Goleman 1995, Bar-On 2006)

<b>Author, Year first introduced</b>	<b>Salovey &amp; Mayer 1990</b>	<b>Goleman 1995</b>	<b>Bar-On 1997</b>
<b>Key components</b>	1. Reflectively regulating emotions	1. Knowing one's emotions	1. Intrapersonal skills
	2. Understanding emotions	2. Managing emotions	2. Interpersonal skills
	3. Emotional facilitation of thinking	3. Motivating oneself	3. Stress management
	4. Perceiving and expressing emotion	4. Recognizing emotions in others	4. Adaptability
		5. Handling relationships	5. General mood

## 2.2 Models of emotional intelligence

Emotional intelligence can be divided into two models, ability models and mixed models. Mayer, Caruso and Salovey (1999) first introduced this grouping. Mixed models are seen to include not only emotion and intelligence related *abilities* but also motivation, personality traits and social competencies. The prime differences in these two models are the amount of key components, four in ability models and more than four in the mixed models. The psychological focus is also different; ability models focus on cognitive side rather than affective side of humans. (Zeidner, Matthews & Roberts 2004) Emotional intelligence is also measured differently depending on the model. This will be covered in chapter 2.3.

### 2.2.1 Ability models

Ability models include the concept of emotional intelligence created by Salovey & Mayer in 1990. They have conceptualized emotional intelligence in a similar fashion to traditional intelligence, which means that emotional intelligence develops with time, it can be correlated with traditional measures of intelligence and it can be measured using tests based on performance (Muyia 2009, 691). Mayer, Salovey & Caruso (2004) have created a four-branch ability model, which is a simplified version of their earlier 1997 concept (Table 1). The four branches include the ability to (1) perceive emotions, (2) use emotion to facilitate thought, (3) understand emotions and (4) manage emotions (Mayer et al 2004, 199).

Emotional intelligence, as seen in ability models, combines the ideas that emotion makes thinking more intelligent and also that one thinks intelligently about emotions. Here, emotion and intelligence both are present and coalesce into one meaning. (Salovey & Sluyter 1997, 5) The four-branch ability model is also hierarchical progressing from branch 1 to 4. The lowest branches are basic psychological processes whereas the higher ones are more psychologically integrated and develop towards adulthood. The higher levels of the ability model operate in co-operation with personal self-management and goals.

According to the four-branch ability model the more emotionally intelligent the person is the faster one climbs to the higher levels and masters more of the abilities involved. (Salovey & Sluyter 1997, Mayer et. all. 2008)

The first branch in the four-branch ability model is the ability to perceive emotions. This means the ability to identify emotion in other's physical expressions such as face and postures. This branch also includes the ability to understand emotions in nonverbal and immaterial matters such as feelings, thoughts and voice. Moreover, perceiving emotions stand for one's ability to express emotions accurately and needs related to those feelings. Lastly, perceiving emotions indicate that the person is able to dissociate honest and dishonest expressions of emotion. (Salovey et. all. 1997, 2004) Perceiving emotions is considered the most basic ability yet the most important since other abilities are built on it. (Grewal & Salovey 2005)

The second branch is the ability to use emotion to facilitate thought. This denotes that emotions prioritize thinking by focusing attention to the most important information (Salovey & Sluyter 1997). Emotions include a feeling component and psychological signs related to different emotions. A part of intelligence means developing a knowledge base that includes all the experiences, here emotion-related knowledge. This knowledge base can enhance thinking, problem solving and planning when similar situations are linked to previous experiences. (Mayer et. all 2004) The importance of the ability to use emotion to facilitate thought lies in the affect-as-information approach that states that affect carries information and people use emotions routinely to make decisions. Why is this important? Understanding the information affects or emotions carry correctly aids in making correct judgments and decisions, which are most often done unconsciously. (Gohm & Clore 2002)

The third branch in the four-branch ability model is the ability to understand emotions. Here the abilities include labeling emotions and recognizing the relations between words and the emotions themselves such as liking and loving. Understanding emotion also encompasses being able to see the meaning of that emotion and what it revolves around, such as sadness can accompany a loss. Finally, understanding emotions indicate that one is able to understand complex feelings, simultaneous feelings and likely transitions in emotions such as from anger to shame. (Salovey & Sluyter 1997,11)

Mayer and his colleagues (2004) pointed out that understanding emotion carries the prospect of development more than the previous. They see that people can advance these abilities throughout their lives.

The fourth branch is the ability to manage emotions in self and others. The management of emotions is carried out in the context of one's goals, self-knowledge and social awareness. Even small children are told to "count to ten" in order to manage their feelings but sometimes they fail to do so. This is due to the fact that managing emotions also develops with age and this ability can be enhanced through practice. Some adults on the other hand are able to reassure themselves or others by having an effect on how they feel. Moreover, being talented in managing emotions means that one can reflectively both engage in an emotion and detach from it. (Salovey et. all 1997, 2004)

In conclusion, the four-branch ability model comprehends the ability to perceive emotions accurately in one self and others. This is the most basic level and other branches are built on it. The second branch is the ability to use emotions to facilitate thinking. Here one can build a knowledge base that can assist in thinking, problem solving and planning. The third branch is the ability to understand emotions, emotional language and the signals that emotions carry with them. These abilities can evolve as one ages and the linkages can become clearer. The highest ability is managing emotions so as to attain specific goals. A person that has reached this level is able to manage and alter emotions in themselves and in others. (Mayer et. all 2008)

### **2.2.2 Mixed models**

Mixed models include, for instance, the concept of emotional intelligence created by Daniel Goleman (1995) and Rauven Bar-On (2006). Next, Goleman's (1995; 1999) view of emotional intelligence will be covered in detail since it will have significant input on the theoretical framework. Bar-On's (2006) concept of emotional-social intelligence will not be elaborated here (see chapter 2.1).

Emotional intelligence became a popular topic in 1995 when Daniel Goleman had published his book “Emotional Intelligence”. In 1998 emotional intelligence and working life were strongly interlinked when Goleman’s second book “Working with Emotional Intelligence” was published. Here, the perspective shifted from individual’s emotional intelligence as in Salovey and Mayer’s (1990) concept to organizations and groups of people in them and their emotional intelligence. (Goleman 1995,1999)

Goleman (1999) divides emotional intelligence into five competencies, which are (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy and (5) social skills. Self-awareness, self-regulation and motivation are *personal competencies* and they define how well one manages one-selves. On the other hand, empathy and social skills are *social competencies* and they define how well one can relate to other people. As a summary, see Table 2.

Table 2 Emotional Competence Framework (Goleman 1999, 42-43; Goleman et all 2002)

<b>Level of competence</b>	<b>Competence</b>	<b>Skills</b>
Personal competence	<b>Self-awareness</b>	Emotional self-awareness, accurate self-assessment, self-confidence
Personal competence	<b>Self-regulation</b>	Self-control, trustworthiness, conscientiousness, adaptability, innovativeness
Personal competence	<b>Motivation</b>	Achievement drive, commitment, initiative, optimism
Social competencies	<b>Empathy</b>	Emotional awareness of others, developing others, service orientation, utilizing diversity, organizational awareness
Social competencies	<b>Social skills</b>	Influence, communication, conflict management, leadership, change catalyst, relationship affiliation, collaboration, teamwork

Even though these categories exist, they are interactive, indicating that all the competencies reinforce each other to some extent. These competencies are also hierarchical since they are often built on each other. For instance, self-awareness is crucial for the development of self-regulation and empathy. Moreover, awareness of emotions and management of them contribute to finding the inner motivation and all the four form the foundation for the social skills. However, it is also stated that all these competencies have their own effect on work performance and mastering one competence does not mean that one would develop all the specific skills listed to that competence (Table 2). (Goleman 1999, 40-43; Smigla & Pastoria 2000)

Goleman's (1999) emotional competence framework commences with *self-awareness*, which can be defined as knowledge of own emotional states, preferences, strengths and intuition. Self-awareness forms indispensable basis for the three emotional skills (see Table 2). First, emotional self-awareness is one's understanding of the impact emotions have on performance and ability to make decisions using "gut sense". Here a skilled person knows what they are feeling and why. Furthermore, the person is able to see how emotions influence the quality of work they are doing. (Goleman 1999, 72-73; Goleman et. al 2002)

Second, accurate self-assessment is one's understanding of their strengths and limitations. In other words, a skilled person can think of their actions and learn from them. One is open to honest feedback, views and continuous development and learning. (Goleman 1999, 81-83) The third skill is self-confidence, which is one's certainty in their self worth and competence. According to Goleman (1999, 88-90) highly self-confident person is able to act confidently and charismatically. The person dares to express unpopular points of views and is able to make justified decisions despite of uncertainty or pressure.

The second competence is *self-regulation* that stands for control over one's emotions, desires and strengths. Goleman (1999) has distinguished five skills characteristic for a person talented in self-regulation (Table 2). First of all, the person can have good self-control and therefore is able to control malign emotions and stay calm and focused even in stressful situations. (Goleman 1999, 104-105) Even a small disability to control one's emotions can seriously hamper one's career (Kirch, Tucker & Kirch 2002).

Here, a skilled person is also trustworthy and conscientious. A trustworthy person can both consistently hold on to their principles and admit their mistakes when needed. Conscientiousness stands for keeping promises, taking responsibility for mutual goals and working diligently and systematically. (Goleman 1999, 113) Moreover, adaptability shows one's capabilities to reach to change. An adaptable person can overcome diverge requirements or fast change. The person can exhibit multiple courses of action according to the situation. (Goleman 1999, 123)

Finally, self-regulation beholds the skill of being innovative. An innovative person seeks for new ideas and solves problems creatively. Goleman (1999, 123) gives an example of a clothing company that had gotten bad publicity with accusations of using child labor to manufacture their clothes. The creative solution was not to lay off the children nor to keep them working but to pay for them to go to school until they were fourteen (considered adults in the country) and to hire them back then.

The third competence in the framework is *motivation*. In this connection, motivation is defined as emotional qualities that direct or facilitate reaching one's goals. (Goleman 1999) Here, motivation is considered in the self-actualization level in the Maslow's theory of human motivation, not in the levels of basic physiological or safety needs (Maslow 1943). The competences of motivation and empathy distinguish Goleman's (1995; 1999) concept of emotional intelligence from Salovey and Mayer's (1997) where these are not included.

The competence of motivation incorporates four skills (Table 2). The first is achievement drive, the urge to evolve and reach for better performance. One with achievement drive sets challenging goals takes deliberate risks and appreciates the end results. Herein, skilled person also seeks information to reduce uncertainty and to develop better processes. (Goleman 1999, 138) Motivation also appears as the level of commitment to the goals of the group or organization. The level of commitment is seen how ready one is to make sacrifices for the mutual good. A committed person finds the meaning of their work in the bigger picture and independently seeks for ways to work for the common goal in other words; the goal seems to be the achievement and not the result itself. (Goleman 1999; Kirch et al 2001)

The last two skills in the competency of motivation are initiative and optimism. Together these skills mean the ability to seize the opportunity and work towards it besides obstacles or setbacks. One with good initiative skills does more than what is expected and isn't afraid of letting go of bureaucracy or rules when needed. (Goleman 1999) Optimistic person can see the opportunity in setbacks rather than threat and comprehend that it was because of circumstances rather than personal flaws. Optimistic leaders on the other hand see others positively and have the outlook that future holds changes for the better. The outlook or "mood" affects the emotions of others around them. (Goleman 1999, 147, Goleman et al 2001, 2002)

The fourth competence is *empathy*. Empathy stands for understanding of other people's emotions, needs and concerns. The essence of empathy is to perceive the emotions of others without words. The emotional message is communicated through tone and expressions. However, empathy requires one to first understand them selves before they can understand others and how they are feeling. (Goleman 1999, 43, 161) Empathy, on a team level, means finding out what the whole organization needs and working towards it in a way that makes the whole team more satisfied and successful. (Goleman et al 2002, 182)

The five specific skills subsumed to empathy are emotional awareness of others, developing others, service orientation, utilizing diversity and organizational awareness. Emotional awareness is not only understanding of emotional queues of others but also sensitivity to different perspectives. Thus, skilled person can help others since he is able to see the needs and emotions of others. Developing others denote acknowledging the strengths and accomplishments of others. Herein talented person can give required feedback and offer guidance when needed. Empathy can become visible in service orientation that refers to anticipating, recognizing and fulfilling the needs of customers. Finally, skills listed under empathy include utilizing diversity, which means reaching goals by way of diversity of people and organizational awareness, which is knowledge of the group's emotions and power relationships. (Goleman 1999, 164-189)

The last competence in the Goleman's (1999) concept of emotional intelligence is *social skills*. Social skills are built on all the four previous competencies. Simply put, social skills are the ability to achieve desired reactions in others. Social skills include a vast variety of skills, thus Goleman has chosen eight of them to fall under emotional intelligence. Social skills are highly important for the everyday functioning of emotionally intelligent person or team. (Goleman 1999, 2006, 82-85; Akers & Porter 2003) Social skills are summarized in Table 3.

Table 3 Social skills in Emotional Intelligence (Goleman 1999, 2006)

Skill	Characteristics
Influence	Shaping the outcome of social interaction, effective inducing, winning people over, creating consensus, appealing speeches
Communication	Responsive listening, influential messaging, adaptive communication according to emotional queues, encourage information sharing and open communication
Conflict management	Reconciling conflicts, diplomatic dealing of difficult people/situations, acknowledges disagreements and aids in resolving them
Leadership	Inspiring and directing people, taking the lead despite of their position, lead by example
Change catalyst	Initiating and managing change, recognizing the need for change, remove obstacles for change
Relationship affiliation	Creating and fostering valuable relationships, networking, seeking mutually profitable relationships, building friendships among co-workers
Collaboration	Working for common goal, sharing of own plans, knowledge and resources, creating friendly collaborative environment
Teamwork	Creating synergy, team spirit and companionship, model team members (friendly, helpful, collaborative), inviting everyone to participate, defending the team

In conclusion, the concept of emotional intelligence according to Goleman (1999) consists of five competencies that at the same time include specific sets of skills. The competencies are independent, interactive but also hierarchical. It was also stated that gaining one competence does not mean one would require all the skills linked to that competence. However, like Salovey and Mayer (2002), Goleman (1999, 278) also argues “emotional intelligence, unlike general intelligence, can improve through out your life”. Emotional intelligence evolves through better understanding of moods, overcoming difficult phases in life, listening and being empathetic towards others.

### **2.2.3 Team emotional intelligence**

Team emotional intelligence is a challenging construct to be defined. Some authors see that team emotional intelligence is the same as the individual emotional intelligence, just in a different context. (Salovey & Sluyter 1997; Goleman, Boyatzis & McKee 2002, 177) Others define it separately from individual’s emotional intelligence (Druskat & Wolff 2001; Koman & Wolff 2008; Adams & Anantatmula 2010) or introduce a range of ideas based on literature and choose one for their study (Rapisarda 2002; Jordan et all 2002; Wang 2015).

Goleman, Boyatzis and McKee (2002) point out that a group’s emotional intelligence requires the same capabilities that an emotionally intelligent individual expresses with one exception, in a group situation the emotional intelligence competencies relate to both the individual and the group as a whole. The authors emphasize that also in a team setting the competencies are hierarchical and are built on each other. However, the importance of emotional awareness of others and empathy is highlighted among other competencies. (Goleman et all 2002,177-178) The emotional intelligence of a team is not only the combined emotional intelligence of the individuals but the multiplied effect people have one another with good emotional intelligence skills. (Goleman 1999)

On the other hand, team emotional intelligence can be seen separately from individual’s emotional intelligence. Druskat and Wolff have published about emotionally competent group norms in 1999 and they define group-level emotional intelligence as follows:

The ability of a team to generate operating norms that increase awareness of emotion and management of behavior in ways that have positive emotional consequences. (Koman & Wolff 2008, 57)

Emotionally intelligent team operates as an entity setting norms for both positive and negative behaviors but also designs strategies to overcome emotional stress (Adams & Anantatmula 2010). Druskat and Wolff (2001, 86) summarize group emotional intelligence well in saying: “It is not about harmony, lack of tension, and all members liking each other; it is about acknowledging when harmony is false, tension is unexpressed, and treating others with respect”.

All in all, team emotional intelligence can be defined according to the emotional intelligence concepts introduced earlier such as Salovey and Mayer’s (1990), Goleman’s (1999) or Bar-On’s (2006), as a separate construct like Druskat and Wolff had or by combining these for the research on hand. For the purposes of this present research report the construct of emotional intelligence in team context according to Daniel Goleman (1995; 1999) will be used.

### **2.3 Measuring emotional intelligence**

After the construct of emotional intelligence had gained attention and the most cited definitions were introduced, the attention turned to the measurement of emotional intelligence. Traditional intelligence has been tested since the early 20<sup>th</sup> century with the tests created by Alfred Binet and Theodore Simon in 1905 in France. Lewis Terman brought the test to the States as Stanford-Binet Intelligence Test in 1911. (Sternberg 2004) Emotional intelligence testing began in the early 1980’s when Bar-On created an experimental instrument to examine the concept of emotional and social functioning. The test was called Emotional Quotient Inventory (EQ-i) and it was finally published in 1997. (Bar-On & Parker 2000)

The measures of emotional intelligence have polarized into two divergent groups. Emotional intelligence is either measured using ability-based measures that are built on the concept of emotional intelligence by Mayer, Salovey and Caruso (2002) or by using self-report tests that most often are built on the works of Goleman (1995) or Bar-On (2006). Thus, Jordan et al (2002) have created a self report measure based on Mayer and Salovey's 1997 model of emotional intelligence. Self-report measures are more widely used than ability-based measures. Furthermore, they both have gained substantial amount criticism as well as proof about their validity. (Jordan et al 2002; Zeidner et al 2004; Muiya 2009; Nicholls, Wegener, Bay & Cook 2012; Whiteoak & Manning 2012)

The following chapter will introduce the most researched ability-based measure MSCEIT and three self-report measures of emotional intelligence that are widely used. Furthermore, examples of academic research based on these measures will be covered. Finally, criticism presented towards both measures is discussed.

### **2.3.1 Ability tests**

An ability-based test means that the test intends to measure the distinct ability to regulate understand or perceive emotions, not one's perception of their understanding of their abilities in these. Ability tests are formed on similar postulates as traditional intelligence tests. For instance, in order to measure how well one reasons about emotions, the person can be presented an emotional problem and assess the quality of their reasoning. The first ability test to measure emotional intelligence was Multifactor Emotional Intelligence Scale (later MEIS), which was based on Mayer and Salovey's concept of emotional intelligence in 1997. (Bar-On & Parker 2000, 320-325) Mayer, Salovey and Caruso published the current version of the test called The Mayer-Salovey-Caruso Emotional Intelligence Test (later MSCEIT) in 2002. (Mayer et al 2004)

MSCEIT includes eight tasks, two for each of the branches in Mayer, Salovey and Caruso's (1999) four-branch ability model. The first branch, perceiving emotions is measured using faces from which the participant is asked to identify emotions.

The participant is also asked to identify emotions from pictures representing landscapes and designs. Each face or picture is paired with six emotions such as happiness, disgust or surprise and the participant answers on a five-point scale whether the emotion is from “definitely not present” to “definitely present”. (Mayer et al 1999, 2004)

The responses to MSCEIT are scored using two scoring methods: consensus and expert scoring. Consensus scoring takes into account the answers of the other participants, if one responds similarly to others, one will get better scores. On the other hand, in expert scoring the responses are compared to the epitomes given by Mayer and Caruso based on their knowledge on western philosophical treatment of emotions and theories from psychology. (Mayer et al 1999, 2004; Mayer, Salovey, Caruso & Sitarenios 2003)

The second branch, using emotion to facilitate thought is measured completing a task called sensations where emotions are compared to or related to other sensory stimuli such as movement, touch or pace. Secondly, the participant completes a facilitation task in which one is asked to identify an emotion that would best facilitate a certain type of thinking. (Mayer et al 1999, 2004)

According to MSCEIT, understanding emotions is measured by answering tasks that cover emotional changes and blends. Changes stand for understanding of what makes an emotion more intense or lessens it or how it changes to another such as from frustration to aggression. Emotional blends are combinations of different emotions, the complex emotions that are harder to understand, the likes of optimism. (Mayer et al 1999, 2004)

Finally, in the MSCEIT the participant takes part in tasks that measure one’s ability to manage emotions. The participant is presented a hypothetical scenario and one must answer how one would ease someone’s anger or prolong her joy in other words maintain their feelings or change them. The second task is emotional relationships where the participant is asked how they would manage other person’s emotions in order to get to a desired outcome. (Mayer et al 2003, 2004)

The MSCEIT emotional intelligence test and its earlier versions have been tested for criterion validity and reliability. (Mayer et al 1999, 2003; Mayer, Roberts & Barsade 2008) The MSCEIT is said to test emotional intelligence and not personality traits (Roberts, Zeidner & Mathews 2001; Caruso, Mayer & Salovey 2002). However, the MSCEIT is little used in current academic research since it is relatively new and costly (Zeidner et al 2004; Muiya 2009). Wang (2015) chose MSCEIT as a measure for emotional intelligence in her research since it has shown high test-retest correlation, internal validity and criterion validity in predicting outcomes. Feyerherm and Rice (2002) chose a short version of MEIS because they wanted to conduct the research based on the concept of emotional intelligence according to Salovey and Mayer (1990) and since it is an ability-based measure and not a self-report measure.

The MSCEIT or its earlier versions have also gained criticism. It is stated that MSCEIT has good test reliability but predictive and constructive validity is limited despite a promising start there. Predictive validity stands for how well the test actually tests emotionally intelligent abilities. Also criticism toward Mayer, Caruso and Salovey (1999) research on their model of emotional intelligence meeting the standards for intelligence have been presented. (Roberts et al 2001; Mathews, Roberts & Zeidner 2004; Zeidner et al 2004) Austin (2010) continued that only understanding emotions can be regarded as new candidate to intelligences. Furthermore, Nicholls, Wegener, Bay and Cook (2012) did a research on a variety of emotional intelligence tests to see if faking in them is possible. For MSCEIT the results were complex; it was found to be less susceptible to manipulation but still students were able to alter their scores based on different job-descriptions.

All in all, ability-based measures of emotional intelligence such as MSCEIT provide a measurement for studies in which the ability is highlighted and the research favors the concept of emotional intelligence presented by Salovey and Mayer (1990). The test MSCEIT includes eight tasks and 141 items, which makes it rather comprehensive thus costly and timely to administer. The MSCEIT has been thoroughly tested but also criticized. (Mayer et al 2004; Muiya 2009)

### 2.3.2 Self-report tests

Self-report tests include a series of descriptive statements to which the participant is asked to take a stand for whether these statements describe themselves or not (Mayer, Caruso & Salovey in the book of Bar-On & Parker 2000, 324). Self-report measures are most often used with mixed models of emotional intelligence, except for Jordan et al's (2002) Workgroup Emotional Intelligence Profile (later WEIP) which used Salovey and Mayer's (1990) concept of emotional intelligence. (Jordan et al 2002; Muiya 2009)

The following chapter introduces three self-report measures of emotional intelligence: The Emotional Competence Inventory by Richard Boyatzis and Daniel Goleman (2000), Emotional Quotient Inventory by Rauven Bar-On (2002) and WEIP-3 by Jordan and his colleagues (2002). There are also other self-report measures for emotional intelligence available such as The Group Emotional Competence inventory and The Genos Emotional Intelligence Inventory, however these will not be covered in this research report in order to focus on the most used measures (Palmer & Stough 2000; Koman & Wolff 2008).

The Emotional Competence Inventory (later ECI) is built on the Self-Assessment Questionnaire by Boyatzis from 1991. The reasoning behind the self report measure of emotional intelligence rather than ability test, behavioral event interviews or simulations was to gain a measurement tool that was easy to use, comprehensive and valid. Comprehensiveness here means that all competencies in Goleman's (1995) theory could be measured in the same time. Goleman and Boyatzis rewrote items for the ECI in order to address all the competencies in Goleman's 1998 concept of emotional intelligence. (Boyatzis, Goleman & Rhee in the book of Bar-On & Parker 2000, 345)

The scale reliability, as well as factor and cluster analysis of the ECI was tested using preliminary sample in 1999. Afterwards some of the ECI scales have been reconsidered and altered. For the development of the ECI McBer Group (later Hay Group) has been taken along. Along the way the ECI has been mended not to follow strictly the Goleman's (1995) theoretical clustering but to adapt to the empirical reality using statistical analysis.

In the end, Goleman's (1995) five competencies (self-awareness, self-regulation, motivation, empathy and social skills) were narrowed down to three clusters: self-awareness, self-management and social skills. Each of the clusters included several competencies, same as the skills in the Goleman's (1995) emotional competence framework (Table 2). (Boyatzis, Goleman & Rhee in the book of Bar-On & Parker 2000, 343-356)

The ECI works in a way that it asks the participant to describe themselves or others on each of the competencies on a scale from one to seven whether "the behavior is only slightly characteristic of the individual" to "the behavior is very characteristic of the individual". The latter means that the participant behaves that way in most situations. (Boyatzis, Goleman & Rhee in the book of Bar-On & Parker 2000, 346) The latest version available from the Hay Group includes Goleman's (2006) concept of social intelligence and the test is called Emotional and Social Competence Inventory. ([www.eiconsortium.org](http://www.eiconsortium.org) 11<sup>th</sup> December 2015)

The ECI has also been tested for reliability and validity. Wolff (2006) concludes that the ECI has proven reliability and validity evidence from empirical research in organizational contexts. Internal consistency is shown very high; overall average consistency coefficient is 0.63. On the other hand the evidence for test-retest was limited. Finally, it is stated that the construct validity of the ECI is very good, meaning that ECI scores were not associated with personality test scores such as Myers-Biggs or Big Five personality factors. (Wolff 2006; Koman & Wolff 2008)

The second self-report measure for emotional intelligence to be introduced is Emotional Quotient Inventory (later EQ-i) published in 1997 by Rauven Bar-On. However, the instrument had been in use since early 1980's. EQ-i was the first test of emotional intelligence published by psychological test publisher called Buros Institute for Mental Measurement. EQ-i is built on the Bar-On's concept of emotional-social intelligence and it provides a measure of emotionally and socially competent behavior. It is emphasized that EQ-i does not measure personality traits or cognitive capacity. (Bar-On & Parker 2000, 363-364; Bar-On 2006)

In practice, the EQ-i includes 133 items and 15 subscale scores, which fall under the five components of Bar-On's emotional-social intelligence (Table 1). The participant answers 133 short sentences on a five-point scale ranging from "very seldom or not true of me" to "very often or true of me". The scores are computer generated and converted to standard scores. The higher the score is the more likely the person is to function effectively in daily challenges. The EQ-i has been normed using extensive samples in the US and later it has been translated to over 30 languages. (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim 1998; Bar-On 2006)

The last example of self-report measures of emotional intelligence is Workgroup Emotional Intelligence Profile, version three (later WEIP-3). WEIP-3 differs from MSCEIT, ECI and EQ-i since it is specifically designed to measure the emotional intelligence of people in work teams. WEIP-3 is based on the concept of emotional intelligence by Salovey and Mayer (1997), however the authors: Peter Jordan, Neil Ashkanasy, Charmine Härtel and Gregory Hooper (2002) disagree with the attempts trying to connect emotional intelligence and traditional intelligence because they find it contradicting Gardner's idea of multiple intelligences on which they see emotional intelligence is built on. Furthermore, they emphasize that emotional intelligence is context divergent. Therefore, Jordan and his colleagues (2002) developed a new measure of emotional intelligence for work teams.

The WEIP-3 includes 2 scales each of which have 12 to 18 items. The two scales are ability to deal with own emotions and ability to deal with others' emotions. The two scales can be divided into seven subscales that are awareness of emotions, ability to discuss own emotions, using emotions to facilitate thinking, ability to recognize other's emotions, also false, empathy and ability to manage emotions. The participant answers on a seven-point scale to sentences about themselves. The sentences are such as "I can accurately describe how I'm feeling" or "I can tell when someone pretends to be happy". Calculating average scores for each of the team member will generate the final score. In academic research WEIP-3 has also been used to measure team leader's emotional intelligence, where higher reliability is gained with multiple raters. (Jordan et al 2002; Whiteoak & Manning 2012)

Self-report measures are extensively used in academic research. More specifically, most studies conducted in workplace have used self-report measures rather than ability tests. For instance, Bar-On has tested over 100 000 individuals in 36 countries with EQ-i in a study that intended to shed light on social responsibility and team efficiency. The ECI has been used both in academic research and work settings, where for instance star qualities of employees were studied. (Goleman 1995,1999; Bar-On & Parker 2000,384; Muiya 2009) In Finland, companies most often use the EQ-i test of other available commercial tests (Saarinen & Kokkonen 2003).

Self-report measures have also gained substantial amount of criticism. The most common criticism deals with self-report measures measuring personality and not a distinct concept of emotional intelligence (Mayer et al 1999, 2004; Zeidner et al 2004; Bar-On & Parker 2000). Self-report measures have also received criticism since the person evaluated or one's colleague fills in the test, therefore it represents perceived emotional intelligence. Self-report measures are also more prone to deliberate faking than ability measures. (Mayer et al 1999, 2004; Muiya 2009; Nicholls et al 2012; Keefer 2015)

All in all, self-report measures of emotional intelligence are considered the first measures of emotional intelligence; they are also most often used in both academic research and in empirical studies conducted in companies. Self-report measures include tests such as EQ-i, ECI and WEIP-3. On the other hand, self-report measures have gained criticism about their similarities to personality tests and they are said to measure perceived emotional intelligence. (Goleman 1995,1999; Mayer et al 1999, 2004; Bar-On & Parker 2000) Finally, ability tests and self-report measures of emotional intelligence represent two distinct and different standpoints on measuring emotional intelligence. As a summary, this can be due to the fact as noted by Chessniss (2004) that Salovey and Mayer's (1990) emotional intelligence model was developed deductively and Goleman's (1995) and Bar-On's were developed inductively (Muiya 2009, 697). For the purposes of this research report, an adapted self-report test, based on ECI by Boyatzis and Goleman (2000), will be used.

## 2.4 Effective teams

The use of teams in organizations has expanded dramatically during the late twentieth century onwards due to competitive challenges and changed organizational needs for increased flexibility and adaptation. (Piña, Martínez & Martínez 2008,7; Richter, Dawson & West 2011,2749; Berlin, Carlström & Sandberg 2012,328) As a result a variety of models, theories and structures describing effective teams has emerged.

Particular interest has encompassed on what makes a team effective or to perform on a high level. (Campion, Medsker & Higgs 1993; Champion, Papper & Medsker 1996; Procter & Mueller 2000, 8; Borrill & West in the book of Gold 2005,136) Teams are said to outperform individuals in organizational work (Katzenbach & Smith 1993). Next, the definitions for a team, team effectiveness and performance are presented. The following two chapters (2.4.1 and 2.4.2) will cover characteristics of effective teams in detail and how team effectiveness can be measured.

One of the most widely used definitions of a team is from Susan Cohen and Diane Bailey (1997) who built on the works of Richard Hackman (1987):

A team is a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others an intact social entity embedded in one or more larger social systems (for example, business unit of the corporation), and who manage their relationships across organizational boundaries (Cohen & Bailey 1997, 241).

Academic writing also differentiates between different kinds of teams such as service, project and development teams (Sundstrom, de Meuse & Futrell 1990), work teams, parallel teams and management teams (Cohen & Bailey 1997). However, this research report focuses on work teams in general. Work teams are responsible for producing a good or service and their membership are most often stable, full-time and well defined (Cohen & Bailey 1997, 242).

Piña and her colleagues (2008) have summarized literature on team effectiveness and they distinguish between two models of team effectiveness; one-dimensional and multidimensional. One-dimensional team effectiveness entails that team effectiveness includes strictly the objective measures of performance or the degree of real productivity. Alternatively, multidimensional team effectiveness considers that team effectiveness must incorporate more than performance or productivity. (Piña et al. 2008) Gladstein (1984) included satisfaction and Cohen and Bailey (1997) finally categorized team effectiveness into three dimensions: performance effectiveness, member attitudes and behavioral outcomes. Team effectiveness will be covered in detail in the next chapter.

Performance can be confused with team effectiveness. Thus, for the purposes of this research report, performance only considers the extent to which the team's output meets the standards for quantity, quality and timeliness of the customer. In other words, reaching the set ideal volume or practical goal of the team. (Goleman 1999; Ross, Jones & Adams 2008)

#### **2.4.1 Characteristics of effective teams**

A variety of characteristics describing an effective team and what effective teams are comprised of have been reviewed and studied in the past few decades. The following chapter will introduce the most influential literature on the matter in chronological order. The chapter will conclude with a summary of the most reviewed characteristics of an effective team.

Team effectiveness began to expand to a multidimensional construct when Gladstein (1984) argued that *performance* measures such as sales revenues should be accompanied by team member *satisfaction* in order to present full effectiveness. Earlier team effectiveness was traditionally seen through the framework for team effectiveness by McGrath (1964), which uses input-process-output (IPO) framework to discuss team effectiveness. The framework is still utilized when variables in the input such as organizational, team and individual characteristics are studied as well as the outcome, which is performance in a sense. (Mathieu, Maynard, Rapp & Gilson 2008)

One of the most influential research in the field of team effectiveness is done by Katzenbach and Smith (1993). They stated that the most important variable for team effectiveness is *shared commitment*. If the shared commitment is lacking, the team becomes a group of individuals performing their individual tasks and the performance of the team declines. In practice, shared commitment is built into *a purpose* of the team and later into specific *goals*. Finally, Katzenbach and Smith (1993) emphasize that whereas a working group trusts the individuals to do their individual tasks the team pursues greater goals the individuals could not reach on their own. As a consequence, an effective team is always more valuable than the individuals together.

Campion and his colleagues (1993; 1996) researched the relationship between team characteristics and team efficiency in 80 work teams in a financial organization in 1993 and replicated the research for 60 teams in 1996. They identified five themes of characteristics, which were tested using three effectiveness criteria: productivity, satisfaction and manager judgment. The broad themes were job design, interdependence, composition, context and process, all of which included characteristics that amounted to nineteen characteristics presented in Table 4. (Campion et al. 1993; 1996)

Table 4 Themes and characteristics of effectiveness according to Campion et al (1993,825; 1996,431)

Themes	Characteristics
Job design	Self-management, participation, task-variety, task significance, task identity
Interdependence	Task interdependence, goal interdependence, interdependent feedback and reward
Composition	Heterogeneity, flexibility, relative size, preference for team work
Context	Training, managerial support, communication/cooperation between teams
Process	Potency, social support, workload sharing, communication/cooperation within the team

The results showed that the *process characteristics* were the most influential; all of the characteristics were related to the three effectiveness criteria. Furthermore, job design characteristics were also significant along with interdependence characteristics. Weaker, thus positive relationships were found from context and composition characteristics. Based on the results Campion and his colleagues state that manager provided measures of team effectiveness were less predictive than employee provided measures of effectiveness. (Campion et al. 1993; 1996)

The aspect of heterogeneity or homogeneity or in a sense the variety or *composition* of the team has been since studied further. It was discovered that high diversity was positively related to team performance when the task complexity was high. Furthermore, it was found that for teams working with simpler, process driven tasks, high variety was not required for high performance. (Higgs, Plewnia & Ploch 2005; Borrill & West in book of Gold 2005, 152)

Cohen and Bailey (1997) summarized journal articles on organizational teams and efficiency between 1990 and 1996. Based on the review they proposed a heuristic framework that combines the trends in the literature at that time. The framework is a broad picture of team effectiveness thus including environmental factors, task design, group composition, organizational context and internal and external processes. In the framework these are all connected to team effectiveness. Team effectiveness, on the other hand, is categorized into three dimensions: performance effectiveness, member attitudes and *behavioral outcomes*. Cohen and Bailey built on McGrath with the performance category and Gladstein, Katzenbach and Smith with the member attitudes category, which includes for instance satisfaction and commitment (Table 5).

Table 5 Team effectiveness according to Cohen and Bailey (1997, 243)

**Team Effectiveness**

Performance effectiveness	Efficiency, productivity, quality, customer satisfaction, innovation
Member attitudes	Employee satisfaction, commitment, trust in management
Behavioral outcomes	Absenteeism, turnover, safety

However, the authors emphasize that their construct of team effectiveness moves away from the traditional input-process-output framework since they acknowledge that there are design factors that have indirect impact on outcomes. For instance, psychological traits have indirect effect on both outcomes and the process. Thus, the authors inserted behavioral outcomes to team effectiveness. Ultimately, Cohen and Bailey examined different kinds of teams and the most significant variables for effectiveness were productivity, response times, job satisfaction, commitment, absenteeism, turnover (intent to leave) and team's perceptions of performance. (Cohen & Bailey 1997)

Alternatively, Gibson (1999) has since criticized the straightforward view on team's perception of effectiveness. She noted that when task uncertainty is high the team's perception is not related to effectiveness and again when the task uncertainty was low the team's perception was related to team effectiveness. Gibson came to the result that the team's beliefs of their effectiveness are more complex than previously assumed. (Gibson 1999)

Next, Parker (1996) and Dyer (1995) have published about characteristics that make a team effective. They stressed the importance of clear goals and tasks, open communication, *shared leadership or decision-making* and atmosphere where differences are recognized and handled, not ignored. Parker and Dyer's similar lists of characteristics see the value in involving the team as seen in *open communication* and decision-making. True to Parker and Dyer, Castka and his colleagues (2001) emphasize *interpersonal skills* and organizational values including openness. (Parker 1996; Castka, Bamber, Sharp & Belohoubek 2001; Feyerherm & Rice 2002 refer to Dyer 1995)

Characteristics for an effective team can also be found in psychology. Rauven Bar-On (2000, 384) conducted an extensive research for 100 000 employees and managers in multiple countries between 1988 and 1998. The results indicate eleven characteristics that fall under one category of *social responsibility*. The characteristics are commitment, responsibility, loyalty, initiative, productivity, relations, work quality, professional competence, flexibility, implementation and energy. (Ba-On & Parker 2000, 384)

Moreover, Michael West has studied work teams and what makes them effective. The characteristics are somewhat in line with the previous research. Borrill & West (2005) puts an emphasis on both input factors such as team task, composition, diversity and organizational context as well as the process. Process variables that enhance the effectiveness of the team are effective communication, decision making strategies, *cohesiveness* and enabling leadership. In addition to these basic conditions, West (2012) continues that so-called dream team also requires transformational leadership, a sense of continuous learning, *optimism*, trust and a healthy mix of positive and negative interactions. (Borrill & West in the book of Gold 2005, 136-152; West 2012, 4)

Piña and her colleagues (2008) have summarized extensively the previous literature on team effectiveness from the 1980's to 2007. They used the categorization of Cohen and Bailey from 1997. The performance characteristics included productivity, quality, timeliness and response time. Thus, they also found research that covered variables such as costs, initiative, *cooperation and communication*. Attitudinal outcomes were similar to the findings of previous researchers: satisfaction, commitment, attempts to leave but also perceived positive change. Behavioral outcomes were turnover, security and absenteeism, same as Cohen and Bailey 1997 had discovered. (Piña et al. 2008)

In 2008 Mathieu, Maynard, Rapp and Gilson made a similar ten-year review on team effectiveness research as Cohen and Bailey did in 1997. Mathieu and his colleagues covered research done between 1997 and 2007. As a framework it was found that team effectiveness research uses not only the IPO model but also an Input-Mediator-Outcome (IMO) Team Effectiveness Framework by Klein & Kozlowski (2000). Here the process is replaced with mediators that include processes and emergent states such as potency and collective affect. (Mathieu et al. 2008)

The mediators affecting team effectiveness included process category that withholds for instance, planning, goals, strategies, tasks, coordination, feedback and conflict management, motivation, affect management and confidence building. The second category in mediators is emergent states, which are the cognitive, motivational and affective states of the team members. The most researched emergent states affecting team effectiveness are team confidence, empowerment, team climate, *cohesion*, *trust* and collective cognition. (Mathieu et al. 2008)

The variables in the input category fall under organizational context, team context and members categories. The organizational context variables affecting team effectiveness are human resource practices, openness climate, cooperation between teams and culture. The team context beholds variables such as personality, *competencies*, variety, interdependence, *training*, leadership and virtuality, which is ability to work in a virtual team. (Mathieu et al. 2008)

The most recent studies have found characteristics such as team unity and *cohesion* and functional team dynamics; demographic and age variety, to be related to team effectiveness. (Adams & Anantatmula 2010; Wei & Lau 2012) More recent research has also presented criticism towards simple theoretical models of teamwork. Berlin and his colleagues (2012) highlight that team research should adept more open, inductive and critical approach than currently expressed. Moreover, it is stated that a team beholds multiple relationships that are versatile and change over time. The bigger the team the more complex the team becomes in regard to relationships, clusters and subgroupings. (Berlin et al. 2012; Crawford & Lepine 2013)

As a summary, an effective team can be described with characteristics of the team and its individual members. There are also external factors that make the team effective. The most researched characteristics and factors are summarized in Table 6. The division is rough. All the characteristics are interlinked and have an effect on the rest. For the purposes of this research report Table 6 is used to describe the effective team based on previous literature. As this research focuses on team level the external factors are not included in the theoretical framework in chapter 2.6.

Table 6 Summary of the effective team

<b>External factors</b>	<b>Team characteristics</b>	<b>Member characteristics</b>
Purpose	Performance	Interpersonal skills
Goals	Satisfaction	Trust
Task significance	Competencies	Optimism
Leadership	Cohesion	Commitment
Training	Support	
Composition	Open communication	
	Cooperation	
	Interdependence	
	Behavioral outcomes	
	Quality	
	Decision-making/shared leadership	

#### 2.4.2 Measuring team effectiveness

The following chapter will introduce the most commonly used means of measuring team effectiveness in the academic research. Whereas characteristics affecting team effectiveness have been researched extensively the measurement of team effectiveness has gained less attention. Team effectiveness measures should always be linked to the objectives of the team's customer. Measuring team effectiveness can aid in improving the team's effectiveness. The lack of measurements can be the cause of failure of any improvement plan. (Castka et al 2001; Kirkman, Tesluk & Rosen 2001)

The first way of measuring team effectiveness is archival records. These are existing records of data concerning team's effectiveness such as sales per month, customer satisfaction records or expenditure on machine breakdown times. Individual performance appraisal records can be used if team level scores are calculated. Archival records are an objective measure of team effectiveness when individual performance appraisal records are excluded. (Gladstein 1984; Campion 1993, 1996; Mathieu et al. 2008; Piña et al 2008)

Secondly, team effectiveness has been measured using questionnaires or interviews held to the team members. The interviews can be semi-structured in order to gain more qualitative results. In the questionnaire for instance, when measuring the interdependence of the team one statement could be “I cannot get my tasks done without information and materials from other members of my team”. Higgs and his colleagues used The Belbin questionnaire to investigate if team roles have an effect on the effectiveness of teams. Furthermore, other questionnaires or rating scales exist such as the Behaviorally Anchored Rating Scale created by Ohland and his co-workers (2012) and the Integral Team Effectiveness Measure by Cacioppe and Stace (2009). (Gladstein 1984; Procter & Mueller 2000, 5; Higgs et al 2005; Mathieu et al. 2008; Cacioppe & Stace 2009; Ohland, Loughry, Woehr, Bullard, Finelli, Layton, Pomeranz & Schmucker 2012)

Next, manager reviews on team effectiveness are commonly used in academic research. The manager, team leader, supervisor or instructor of the team is asked to rate the team based on their effectiveness. Champion et al (1993; 1996) used both senior and peer manager judgments. Moreover, both manager and team reviews can be used in order to gain more comprehensive score. Kirkman, Tesluk and Rosen (2001) investigated three ways of measuring team effectiveness: individuals assess themselves and the results are aggregated to team level, individuals assess the team as a whole and one where the team together assesses themselves, known as consensus rating. The results show that the predictive validity of consensus rating is higher than when responses are aggregated to team level. Furthermore, individuals assessing the team, as a whole, were seen superior since it promotes agreement within team. (Champion et al 1993, 1996; Kirkman et al. 2001; Piña et al. 2008; Mathieu et al. 2008)

Finally, team effectiveness is seldom measured through observation, where the researcher assesses the team or the members assess themselves. For example, Gladstein (1984) used naturalistic observation of the teams as a way of gaining further descriptive information about the team. Gibson (1999) used videotapes of the teams instead of live observations. (Gladstein 1984; Gibson 1999; Mathieu et al. 2008) Occasionally team effectiveness can be measured in action. This can be achieved using cognitive tasks, problem solving or decision-making tasks.

For example, Mathieu and his colleagues refer to Jehn and Shah (1997) who researched to what extent the team's decisions matched those of an expert committee (Mathieu et al. 2008, 416).

All in all, the most commonly used means of measuring team effectiveness or effectiveness criteria include managerial ratings, archival records and questionnaires filled in by the team, managers or both. The less used means of measuring team effectiveness feature observations and measuring team effectiveness in action. This research will use archival records and interviews as methods of measuring and better understanding the effectiveness of the teams researched.

## **2.5 Team emotional intelligence and team effectiveness**

Solid amount of academic research has studied the concept of emotional intelligence and team effectiveness thus few researchers have empirically studied the relationship or the connections between them. Recently, scholars have shifted their attention from describing the concepts of emotional intelligence to its use in improving team effectiveness and performance. The positive effects of individual's emotional intelligence on work performance were popularized already in Goleman's (1995; 1998) books and confirmed since in multiple studies. However, studies in team setting are few. The existing findings are somewhat contradicting and therefore further studies in the field are needed. (Rapisarda 2002, 367; Zeidner et al 2004; Mayer et al 2004; Bar-On 2006; Wang 2015) The following chapter will critically discuss selected previous studies on team emotional intelligence and team effectiveness. Moreover, further findings are presented based on literature reviews conducted by researchers. The chapter will conclude with a summary.

### **2.5.1 Studies on team emotional intelligence and team effectiveness**

Feyerherm and Rice (2002) studied the relationships among team's emotional intelligence, the team leaders emotional intelligence and team performance in a shared service center in the US. They used the emotional intelligence test called MEIS created by Mayer, Salovey and Caruso in 1997, which is the earlier version of MSCEIT.

The results of the study are diverse. Teams with higher emotional intelligence performed better than teams with lower emotional intelligence. Secondly, it was found that the higher the team leaders EI, the lower the team performed. This study provides both support and criticism for the importance of emotional intelligence for team performance. However, it must be noted that MEIS measures emotional intelligence based on Salovey and Mayer's (1990) concept that is vastly narrower than Goleman's (1995) concept of emotional intelligence. Furthermore, Koman & Wolff (2008) found the opposite of Feyerherm and Rice's findings; team leaders emotional intelligence is significantly related to emotionally competent group norms that lead to higher team performance. (Feyerherm & Rice 2002; Koman & Wolff 2008)

Rapisarda (2002) studied the relationship between team emotional intelligence measured by ECI and team cohesiveness and performance as rated by the teams themselves and their faculty members (conducted with graduate students). The results indicate that emotional intelligence competencies of influence, empathy and achievement orientation were positively related to *team cohesiveness*. Secondly, empathy was related to *team performance* based on team and faculty ratings and achievement orientation based on only student ratings of performance. The results show a stronger relationship between team emotional intelligence and team cohesiveness than with team performance, thus cohesiveness is seen as a contributor of team effectiveness. (Rapisarda 2002)

In 2002, Jordan and his colleagues developed the measure of emotional intelligence of WEIP-3 yet, they also tested the link between team emotional intelligence and *team effectiveness and goal focus*, that was named together as team performance. Team performance was assessed using self-reports that included the team's views on team interactions, processes and learning insights. Three independent raters assessed the reports based on multiple criteria: quality, understanding, attention to group process and goal focus. The study revealed that teams with high emotional intelligence performed on a higher level throughout the study period.

On the other hand, teams with low average emotional intelligence performed on a lower level but were able to equal their performance with the other teams by the end of the period. (Jordan et al 2002) The ultimate value of the study lies in the finding that teams with lower emotional intelligence were able to improve their performance confirms the idea that emotional intelligence can be advanced when knowledge on the matter is addressed.

Whiteoak and Manning (2012) studied the relationship of employees' perception of supervisor's emotional intelligence and a number of important organizational outcomes, such as job satisfaction and team's intentions to leave based on workgroup attachment. They used a questionnaire survey based on the Workgroup Emotional Intelligence Profile (WEIP-3) to collect the data in the United Arab Emirates. The results suggest that employee perception of supervisor's emotional intelligence has significant impact on *job satisfaction* and workgroup *attachment*, which reduced intentions to leave.

Lately, Wang (2015) researched the effects of emotional intelligence on team performance with special attention to information diversity and elaboration as the moderators between the two variables. Information elaboration is exchanging information, passing independently processed information back to the group. Information diversity stands for a variety of knowledge the team members bring to the group. The research was conducted in a laboratory study with 47 teams. Emotional intelligence was measured using MSCEIT and performance based on team and professional reviews. The results indicate that team emotional intelligence had a positive effect on information elaboration that lead to better *performance* when information diversity was high. (Wang 2015) The study confirms the value of team emotional intelligence on team performance in informational divergent teams. Nevertheless, it must be noted that the study was conducted in a laboratory setting, which reduces its predictability in any organizational setting.

### 2.5.2 Further findings

In Finland, Saarinen and Kokkonen (2003) summarize that the research on the effects of emotional intelligence is few but the existing findings indicate that emotional intelligence increases *team cohesiveness*. Individual qualities such as social skills, empathy and conflict management are seen to enhance the relationships in the workplace. Empathy and social skills are also seen to induce *team spirit* and conflicts can be dealt instantly without ignoring the tensions. The authors stretch that team effectiveness is built on trust, identifying with others and environment that supports effective working, all of which are emotion related. Ignoring these emotion related matters can hinder the work effectiveness. (Saarinen & Kokkonen 2003, 137-141)

Prati, Douglas, Ferris, Ammeter and Buckley (2003, 23) developed a conceptual model that brought together previous research and theory on emotional intelligence, team processes and leadership. They also made multiple propositions for future research based on the literature review they conducted. Their study highlights that effective team is cohesive, communicative, innovative and supportive and that emotional intelligence is essential for effective team *communication and productivity*. Secondly, team emotional intelligence promotes established *team norms* governing social interactions in the team; team members are self-aware and monitor their own emotions, are sensitive to feedback and are able to regulate their own feelings. Moreover, high emotional intelligence in the team assists in recognizing the roles the members have been signed for, building *strong relationships* and cohesive support systems. *Cohesiveness* is seen to facilitate trust, innovativeness and effective decision-making. Finally, team's emotional intelligence is seen to aid in *conflict situations*. All in all, emotionally intelligent team is seen to perform more effectively. (Prati, Douglas, Ferris, Ammeter and Buckley 2003)

The creators of emotional intelligence concepts have varying opinions about the impacts of emotional intelligence on various organizational outcomes or team effectiveness. Most pessimistic claims come from Mayer and his colleagues (1999) who admit the importance of emotional intelligence on performance in *customer relations* and when positive personal commitment to work is critical to high performance. However, Mayer et al (2004) call for more research based on MSCEIT, they don't acknowledge the majority of research which is conducted with self-report measures.

Secondly, Bar-On has studied the impact of his emotional- social intelligence on performance in the workplace since the 1990's and his six most recent studies were conducted between 1997 and 2005. In the studies emotional intelligence was measured using EQ-i and performance or effectiveness was measured using peer-ratings, management ratings or questionnaire surveys. Bar-On claims that successful *leadership* is 67 per cent and occupational performance 30 per cent based on emotional- social intelligence. Moreover, Bar-On states that emotional quotient (EQ) accounts for five times more than traditional IQ when explaining high organizational performance. (Bar-On 2006)

Goleman (1999) has written about the importance of emotional intelligence in both personal life and work. Goleman's (1999, 363-364) famous quote states that emotional intelligence accounts for two times (53 per cent) the amount of traditional intelligence (27 per cent) when it comes to being most successful at work. Goleman's (1999, 364-365) claims about the importance of emotional intelligence at work are based on large scale empirical research conducted by a variety of institutions; universities to consulting companies and in variety of countries, not just the States. The studies reveal that the most successful members of the organizations display capabilities or characteristics that are mainly (for instance, 14 out of 16 and 80 per cent in one study) related to emotional intelligence rather than traditional intelligence or technical requirements. Moreover, Goleman (1995; 1999, 240) emphasizes the importance of teams in today's organizations and presents that the most important variable predicting team effectiveness is member compatibility and *social skills* or interaction capabilities. Social skills are one of the components of Goleman's (1995) concept of emotional intelligence.

As a summary, previous academic and professional studies and literature reviews on team emotional intelligence and team effectiveness or performance indicate that the most clear relationships are found between emotional intelligence and team *cohesiveness*, *leadership* and team *performance* in general. Furthermore, the studies reveal that effective *communication*, *cooperation* and *conflict management* benefit from high team emotional intelligence. *Social skills*, *goal focus*, *job satisfaction* and *commitment* are signs of effective or high performance teams that blossom when emotional intelligence is high. Finally, emotional intelligence is found to aid in building *strong relationships* and *team spirit* that foster effective teamwork.

## 2.6 Theoretical framework

The purpose of this present research is to raise the understanding of the connections between team emotional intelligence and team effectiveness. The following chapter will introduce and describe the theoretical framework for this present research report. The theoretical framework has three components; team emotional intelligence (in red), the characteristics of an effective team that are influenced positively by strong team emotional intelligence (in green) and the other characteristics of an effective team based on previous literature (in blue).

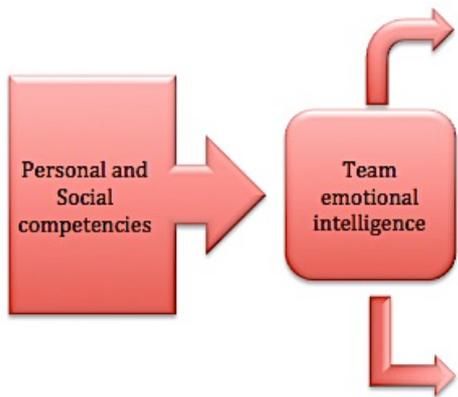


Figure 1 Team emotional intelligence

The first component, team emotional intelligence is the concept of emotional intelligence on a team level by Daniel Goleman (1995, 1999) (Figure 1). According to Goleman (1998, 261-262), emotional intelligence is the “ability to perceive emotions both self and others, get motivated and efficiently manage both own feelings and the feelings of others”. Goleman (1995; 1999, 40-43) divides his concept into five main domains; knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships. The precise *personal competencies* behind the domains are self-awareness, self-regulation and motivation and they define how well one manages one-selves. *Social competencies* include empathy and social skills and they reflect how well one can relate to other people.

According to Goleman, Boyatzis and McKee (2002) team emotional intelligence requires the same capabilities that an emotionally intelligent individual expresses with one exception, in a group situation the emotional intelligence competencies relate to both the individual and the group as a whole. However, the importance of emotional awareness of others and empathy is highlighted in a team setting. The emotional intelligence of a team is not only the combined emotional intelligence of the individuals but the multiplied effect people have one another with good emotional intelligence skills. (Goleman 1999; Goleman et al 2002)



Figure 2 Characteristics of an effective team

The second and the third component (Figure 2) together are the characteristics of an effective team based on previous literature. These characteristics were summarized in Table 6 in chapter 2.4.1. Table 6 also included external factors that influence the effective team, however, for the purposes of this research report these external or organizational factors are not included since the research focus is on team level.



Figure 3 The known connections

The second component (Figure 3) is formed based on chapter 2.5.1, which covered previous studies on team emotional intelligence and team effectiveness. The summary of the chapter 2.5.1 was compared to the characteristics of an effective team (Table 6). The characteristics, which were positively influenced by team emotional intelligence, were chosen as the “*known connections*”. These are the connections that can be clearly identified from the previous research. The most clear connections were team cohesiveness, leadership and team performance in general. Furthermore, open communication, cooperation, interpersonal skills (social skills), commitment and satisfaction were identified as known connections. This research report aims in better understanding these eight known connections.

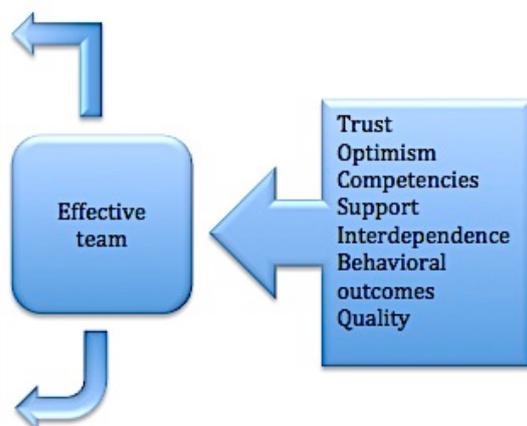


Figure 4 The unknown connections

The third component (Figure 4) is the characteristics of an effective team, to which previous research has not shown clear connection to with strong team emotional intelligence. These characteristics are team member characteristics such as trust in other team members and optimism. Other characteristics are on the team level; competencies, support, interdependence, behavioral outcomes and overall quality. This research report also pursues to better understanding these *unknown connections*.

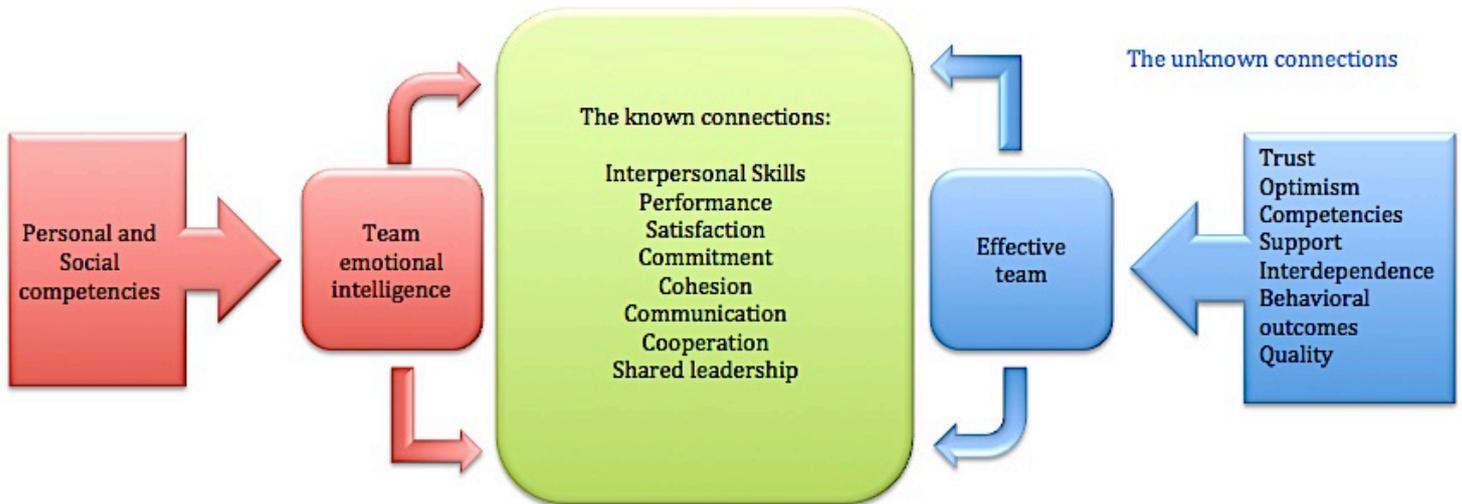


Figure 5 Theoretical framework: the connections between team emotional intelligence and team effectiveness

All in all, Figure 5 summarizes the theoretical framework for this research report into a visual expression. The results from the empirical part will be reflected on this framework once the endeavor to better understand these known and unknown connections is done.

### **3 EMPIRICAL PART**

The following section will introduce the case company and the shared service center in Finland where this research was carried out. Furthermore, this section will describe the empirical data collected and the data collection methods on a practical level. The empirical data analysis method is described in chapter 3.3. Finally, this chapter will evaluate the empirical data using alternative evaluation methods especially used with qualitative case or field studies (Kihn & Ihantola 2015).

#### **3.1 Case Company X Oyj**

X Oyj provides trading sector services in nine countries. It manages the retail store chains but also produces services such as purchasing, logistics, network development and data management. The entire group includes over 1500 stores out of which local retailer entrepreneur runs half. X Oyj has two shared service centers that produce financial and human resources services to the group's companies in Finland and in Russia. (Company introduction, intranet X Oyj, May 2016)

The shared service center (later SSC) offers eight financial and human resource services including invoicing, accounting, cash management, master data, accounts payable and -receivable and other financial services such as help desk. Moreover, the SSC produces human resources and payroll to its customers. The work is done in teams of varying sizes and tasks. All the teams are lead by a team leader and further HR or finance service managers and a process owners. The SSC also has a unit that focuses solely on the development of the SSC in cooperation with the management and the processes. Their goal is to improve the harmonization and cost effectiveness of the teams. (SSC Tampere Hub Organization chart 2016)

The goal of the shared service center in Finland is to offer services that are customer oriented but also generate savings using harmonized and effective processes. Furthermore, the SSC values sufficient controls and transparent reporting which are vital in high quality financial services. For the employees the SSC wants to offer desirable working environment and opportunities for career development. (SSC introduction, intranet X Oyj, May 2016)

The strategic goals of the SSC include carefree, reliable and scalable services to the customers, effective processes, continuous development, motivated and capable workers and smooth implementation of the shared service center model when new customers are introduced. The strategic goals commit the SSC to continuous improvement of the processes in order to generate savings for the customers but also to offer the employees best possible practices to do their work. (SSC Organization presentation 2016)

### **3.2 Empirical data and data collection methods**

This research was conducted as a qualitative case study. The empirical data was collected using one primary method and two supporting sources of information. The primary source of empirical data was collected using semi-structured interviews. The participants in the interview were also asked to fill in a self-assessment questionnaire, which provides quantitative data. Moreover, the researcher was provided with graphs and numbers concerning the performance of the teams. In a case study a variety of empirical data sources is recommended (Koskinen, Alasuutari & Peltonen 2005, 158).

For the purposes of this research five teams of different sizes and tasks were chosen intentionally within the SSC in order to gain a rich combination of teams. Then five members from each team were randomly chosen to participate in the research. Participation was voluntary and an introductory meeting took place before the participants chose if they were willing to participate. All in all, 25 participated in the interviews and filled in the questionnaire. The participants were also pre-checked by their team-leader in order to eliminate team members who didn't have experience in the team from some time. The participants were mainly female, only two were men. The participants were asked to indicate their age from 20-30, 31-40, 41-50 or 51-60. Most of the participants were between 41 and 50 years of age.

The interview questions were built around the characteristics of an effective team in the theoretical framework (see Figure 2). The fifteen characteristics or aspects resulted in 32 questions (see Appendix 1). For instance, shared leadership molded into the two following questions: "Let's imagine that during the team meeting your team leaders asks you as a team to settle the sharing of tasks in a new way, describe what would happen afterwards." and "Do you feel everyone is participating in the decision making".

The participants were also asked some specifying questions when needed. The questions concerning social skills, trust, optimism and commitment were asked on a personal level and the rest on the team level. The interviews took place in March and April 2016 during a three-week period.

After the interviews the participants were asked to fill in a self-report questionnaire of emotional intelligence. The questionnaire can be found in Appendix 2. The test was modified from the questionnaire used by Pirjo Kolari in her doctoral dissertation in 2010. The questionnaire is build based on the emotional intelligence concept by Daniel Goleman (1998). The questionnaire includes twenty descriptions of characteristics and the respondent is asked to rate how well the description suits their self. Self-report tests of emotional intelligence are widely used in mixed models of emotional intelligence such as Goleman's (1995) concept of emotional intelligence. Self-report tests are also more often used in academic research and practical evaluations than ability tests both in Finland and abroad (Goleman 1995,1999; Bar-On & Parker 2000,384; Saarinen & Kokkonen 2003; Muiya 2009). Measuring emotional intelligence was discussed in chapter 2.3.2.

Finally, the empirical data includes archival records of the performance of the teams. Archival records are an objective measure of team effectiveness when individual performance appraisal records are excluded (Gladstein 1984; Campion 1993, 1996; Mathieu et al. 2008; Piña et al 2008). All the effectiveness measures were on a team level. The effectiveness measures included two different measures; the progress of invoices processed per day during a two-year period (one team) and the progress of employee input needed to produce the team's services also during a two-year period (four teams). These measures were used in order to gain an objective picture of the progress of the team's performance in the past. Measuring team effectiveness was discussed in chapter 2.4.2.

### **3.3 Empirical data analysis method**

After gathering the empirical data it was modified into more comprehensible form. The twenty-five interviews were transcribed from word to word into text form based on the taped interviews. The texts were then split into five parts separating the teams from each other. Furthermore, the answers were listed under each question using identifications (1) to (5) to separate the interviewees.

On the other hand, the questionnaire provided with quantitative data. With the questionnaire, the empirical data included answers in numbers (one to five). The data was pre-analyzed forming average numbers per characteristic per team. Furthermore, the overall average from all the characteristics was calculated per team. Finally, the effectiveness figures were pre-analyzed by calculating the progress (in percentages) from previous year. The significance of the effectiveness figures was to give an idea of the progress of the team's effectiveness during the past two years in order to gain more comprehensive picture to analyze the empirical data from the interviews.

Koskinen, Alasuutari and Peltonen (2005, 62-66) divide qualitative research into two different perspectives to approach the empirical data. The first approach is fact perspective where the researcher has studied the literature concerning the phenomenon and then studies the phenomenon through the participants in the research, who disseminate the "facts" concerning the phenomenon. In other words, the researcher looks at the phenomenon through the lenses of the participants. The second approach is sample perspective where the researcher looks at the texts in it self as an independent representation of the particular phenomenon. Here, the researcher is interested in the wording of the text etc. However, in practice these two perspectives often coexist in the analysis (Koskinen et al. 2005, 71). A qualitative case study, such as this research, often represents the fact perspective but the analysis also has characteristics from the sample perspective.

In practice, the empirical data was first carefully familiarized and noted with the researcher's markings. Ryan, Scapens and Theobald (2002, 155-157) explain that as the case study is being analyzed various themes and patterns should emerge. These patterns serve as to both describe and explain the case.

Even though the pattern discovered does the explaining, the existing theory must be involved in the form of comparisons between the case and previous findings in the literature. On the other hand, Koskinen et al. (2005, 166) see that the interpretation of the empirical data can either commence with the existing theory or from the empirical data itself. The latter approach then later reflects the patterns into previous theory.

This research was analyzed using content analysis and the theoretical framework was utilized closely in the process. Content analysis is a scientific method that thrives to analyze especially verbal, symbolic or communicative data. Content analysis can be used with unstructured data and its perquisite lies in its sensitivity to contexts and symbolism. The idea is to create a verbal and clear description of the phenomenon. Content analysis creates clarity into the empirical data in order to make reliable conclusions. (Tuomi & Sarajärvi 2009)

In this research the empirical data was analyzed with the content analysis by using the theoretical framework as a backbone and discovering connections between the characteristics of an effective team based on previous literature and team emotional intelligence, that includes the personal and social competencies according to Goleman (1998). The questions were created using the list of characteristic of an effective team, therefore the analysis phase formed similar groupings under the characteristics and connections to emotional intelligence competencies were explored. Each team was analyzed separately. The results from the questionnaire supported analysis process and the patterns found in the transcribed texts. Finally, the texts were analyzed by reflecting to previous research in order to take the findings into next level even though generalization is not the goal in this qualitative case study.

### **3.4 Evaluation of empirical data**

Qualitative studies, such as case studies are traditionally being evaluated using concepts such as procedural reliability, that means adopting appropriate and reliable research methods and procedures or contextual validity, that is the credibility of the evidence and the conclusions drawn from it (Ryan, Scapens & Theobald 2002). These criteria emanate from quantitative research evaluation criteria.

However, some qualitative studies in management accounting have adopted alternative criteria for evaluation or abandoned the idea of common evaluation criteria altogether. (Kihn & Ihantola 2015) The alternative criteria include doctrinal relevance that in essence means how the theory used has been built based on earlier studies. Internal logic looks at the clarity, logicity of the argumentation and how congruent it is with the interpretation. Third, empirical applicability stands for how well theoretical claims are substantiated in the empirical data. (Kihn & Ihantola (2015, 235) refer to Näsä 1979) The alternative criteria are recommended when the methodological standings suggest that there are multiple realities and the researcher and the participant jointly create understandings (Kihn & Ihantola (2015, 234-235) refer to Eriksson & Kovalainen 2008). This research has such methodological perceptions (see chapter 1.4.1).

This research uses the traditional evaluation criteria as ethical guidelines, meaning that this research was carried out in orderly manner and multiple sources of data were used to enhance the procedural reliability. Ihantola & Kihn (2011, 18) point out that a carefully conducted case study should benefit from supportive quantitative evidence that reduces observer bias and illusory correlations with the use of natural within-study triangulation. Moreover, the trustworthiness and credibility of this research stem from utilizing the criteria by Näsä (1979). This research commences with comprehensive literature review giving the reader clear idea of the concepts studied and means of evaluating the conclusions made by the researcher. Secondly, internal logic is described as clearly as possible with direct citations from the transcribed text to aid the reader to follow the deductions made. Finally, empirical applicability is promoted by reflecting to previous literature throughout the analysis.

## 4 FINDINGS

In this chapter the empirical data is analyzed. The results from the questionnaire are discussed first. Later, the main body of empirical data; the interviews, are analyzed in detail. The structure of the analysis follows the characteristics of an effective team that served as the structure for the interview questions (Figure 2). The analysis first looks at the known connections in the five teams. Secondly, the unknown connections are then analyzed to see if connections to team emotional intelligence exist in the teams. The archival records of the team's effectiveness aided in forming a picture of the team's performance in the past. These measures are analyzed in more detail in chapter 4.2 when the analysis of the connections between performance and team emotional intelligence is discussed.



Figure 2 Characteristics of an effective team

### 4.1 The questionnaire

Now, before the analysis of the main empirical data, the results from the self-assessment questionnaire measuring team emotional intelligence is discussed. The questionnaire results served as a tool to analyze the main source of empirical data (the interviews).

The researcher was able to reflect on the questionnaire results during the analysis of the interview questions and make comparisons between teams with variety of ratings in team emotional intelligence.

All the participants of the interviews (25) participated in the self-assessment questionnaire measuring team emotional intelligence. The participants rated how well the description of a specific skill in Goleman's (1998) concept of emotional intelligence suited them-selves. The twenty skills included for instance self-control, social skills, empathy, leadership, and commitment. The questionnaire can be found in Appendix 2. The questionnaire resulted scores from one to five to each of the twenty skills assessed. The results were gathered in order to form average scores on a team level, which is the scope of this research. Each skill was calculated separately to form an average score per team. Later the specific skills in the five competences in the emotional intelligence concept by Goleman (1998) were calculated together to form an average score per competence per team (Table 7).

Table 7 Questionnaire results

<b>Team</b>	<b>Self-awareness</b>	<b>Self-regulation</b>	<b>Motivation</b>	<b>Empathy</b>	<b>Social skills</b>	<b>Total</b>
A	3,44	3,62	3,245	3,44	3,108	3,33
B	3,53	3,5	3,15	3,33	3,13	3,3
C	3,13	3,3	3	3,66	3,03	3,19
D	3,66	3,625	3,625	3,25	3,458	3,525
E	3,73	3,4	3	3,2	2,83	3,17

The questionnaire showed that team D had self assessed their team emotional intelligence to the highest, second being team A, then team B and finally team C and E (Table 7). These results were kept in mind while the main empirical data from the interviews was analyzed and reflected to previous literature.

As the analysis below will elaborate, the answers gained from teams D and B show similar patterns whilst the results of team A fall more often in line with teams C and E even though they have assessed team emotional intelligence to the second highest of all the teams. In a sense, the empirical data from team A often contradicts all the other patterns found in teams with higher team emotional intelligence (D and B) and falls in line with teams C and E. It is also notable that team C assessed empathy to higher level than the rest even though their total score is only on fourth place of all the teams.

## 4.2 Analysis of the known connections

### Interpersonal skills

The importance of interpersonal skills for team effectiveness is recognized in academic research. High emotional intelligence in the team assists in recognizing the roles the members have been signed for, building *strong relationships* and cohesive support systems. (Prati, Douglas, Ferris, Ammeter and Buckley 2003) In Finland, Saarinen and Kokkonen (2003) summarize that individual qualities such as social skills, empathy and conflict management are seen to enhance the relationships in the workplace. Empathy and social skills are also seen to induce *team spirit* and conflicts can be dealt instantly without ignoring the tensions.

The team interviews revealed clear differences between the teams when team spirit was discussed. Two teams with higher scores in team emotional intelligence stated that the team spirit is good, open and relaxed. These two teams stated no signs of conflict or tension between the members. These teams acknowledged that there are different kinds of people in the team but it was seen as a good thing.

*Team B: "--Everyone accepts each other as they are and we have really good team spirit and has been for several years and we have done all sorts of things outside the office too."*

*"It is very open, helpful, relaxed. We are of very different ages and life circumstances but everyone gets noticed and we know each other so well. It is a strength in a sense."*

*Team D: "I think it is good, it is open and permissive, we have very different kinds of personalities there but it (team spirit) allows the conversation and sometimes heated debate but then it bounces back also. It is permissive."*

*"I would describe our team spirit as good and considerate and open. (Because of) That group of people that we work with and have started -- and the choice of people to work there."*

The rest of the teams saw that the team spirit is okay. Everyone gets along when it comes to work-related matters. The word “decorous” was mentioned multiple times in these teams. Many of the interviewees stated that the team spirit is okay but it is not great. Possibilities to develop the team spirit were seen scarce since the team included people of different ages or life circumstances.

*Team A: “It is pretty...how should I answer... Let’s say that we are all very different kinds of people and different personalities and if it’s work-related and has to do with work I don’t see a problem, we can discuss about everything and everyone can be approached if it has to do with work. But then again we are very different and with some it is easier and with some you can discuss more and it is also about the chemistry how you develop trust. With some you develop it more than with others. But working in it self...everything that has to do with working is in a good place.”*

*“It is decorous--”*

*“I think it is pretty good and I think everyone gets along.”*

*“It is...it is sometimes better and sometimes a little worse and more uptight--”*

*Team E: “Well it is pretty okay but it is not very close with the ones that make different jobs so you don’t really do much more than say hello. I don’t have anything to complain that we would have particularly bad team spirit.”*

*“Well...it is decent. Perhaps since our team does so many ...everyone does something different. Before everyone did the same. Maybe it increased that we used to be more like a team.”*

*“Mainly good but there is...there has sometimes been the kind of matters or personalities that bother but I would say we are, that we have mainly good atmosphere there. We know how to behave, we don’t fight.”*

The feeling of rush and the change in how much time there is for discussing not-work-related matters was highlighted in team C.

*Team C: "At the moment when you think that it is that rush and there's no time for being together and all the breaks are spend in separate places -- so there's no being together, everyone is so focused on their own stuff or the smaller team. I would say it is pretty good. I don't see a problem there. I think it is that rush that effects people so that sometimes you're a little uptight or feeling impatient."*

*"It has changed a little over the years...let's say that as the phase has grown faster it has gotten more quiet in every sense. There are not as much easy-going jokes and laughter than there used to be."*

Furthermore, Goleman (1995; 1999, 240) emphasizes the importance of teams in today's organizations and presents that the most important variable predicting team effectiveness is member compatibility and *social skills* or interaction capabilities. Social skills are one of the components of Goleman's concept of emotional intelligence. Social skills included influence, communication, conflict management, leadership, change catalyst, relationship affiliation, collaboration and teamwork.

In the interviews influence was discussed indirectly by asking what the team members would do if they disagreed with the team on how a certain task should be done. All the teams had similar answers that fell into two groups. Most of the interviewees stated that they would open their mouth and discuss the matter. Some said they would discuss the matter but maybe not try to run their case so strongly. There were no clear differences between the teams.

All in all, interpersonal skills that have clear impact on the team spirit resulted a clear connection with team emotional intelligence. The two teams with higher team emotional intelligence saw that the team spirit is good and permissive despite the differences. The rest of the teams saw the team spirit was "pretty okay" or decorous. Many sensed that the team spirit used to be better in the past. On the other hand, the social skill of influence didn't result in clear connection to team effectiveness between the teams.

## Performance

Team emotional intelligence and team performance has been extensively studied in the past academic research. Previous studies have aimed at objectively measuring performance and team emotional intelligence and to research quantitative data. For instance, Feyerherm and Rice (2002) studied the relationships among team's emotional intelligence, the team leaders emotional intelligence and team performance in a shared service center in the US. They found that teams with higher emotional intelligence performed better than teams with lower emotional intelligence.

This research uses both qualitative data (interviews) and quantitative data (effectiveness measures). The quantitative data was a performance measure and there were three types of measures. Team A was measured with invoices processed per day during a three-month period this year compared to same time last year. When it comes to team A, they had significant change in volumes due to automatization in their invoice processing software. Remarkably decreased volumes made it harder to maintain or improve the effectiveness since the amount of unbiased invoices decreased (Table 8).

Table 8 Effectiveness measures: the development of performance Q1/2015 to Q1/2016

Team	Development of Performance
A	Decreased 2.28%
B	Improved 19%
C	Improved 13%
D	Improved 13.24%
E	Improved 8,33%

The archival record in teams B, C and E was the amount of personnel effort needed to complete the work in a certain period of time. Finally team D was measured by the amount of service requests opened in an hour. All the measures were then compared during a three-month period this year (January to March) to the same time last year. Ultimately the researcher gained an idea how the performance had changed since last year. There are multiple factors that make these archival records hard to be compared; they were measuring different things and on a different scale. The idea was not to make any assumptions based on these archival records alone. The purpose of these archival records was to give the researcher better perspective in the teams.

The interviews are recorded in a moment but the archival records gave an idea of the teams performance in the past. This being said, the value of this research is still in the qualitative data where the interviewees were asked how they see their level of performance at the moment.

When it comes to the interviews the opinions on how the interviewees saw they manage the tasks given to them at the moment scattered throughout the teams. There were no clear connections to team emotional intelligence. Teams B and E mainly thought they manage very well or well. The feeling of performing well seemed to be linked to keeping up the customer promise, meeting the deadlines or feedback gotten.

*Team B: "More than one hundred percentage. We can manage the customer promise given and delays don't result from us."*

*"--There's a great work ethic that everyone is craving for success and they have ambition to do the job well and we have gotten good feedback and everyone wants to hold on to that so that it doesn't change."*

*Team E: " We do it well. There's a rush and pressure to manage the deadlines but we are always flexible so that we get things done."*

*"We do it well. There seems to be more coming all the time but apparently we have managed them since more is coming."*

Teams A, C and D mainly thought they have difficulties in managing the tasks given to them. These teams also had mixed opinions on the matter. The most common reasoning was the feeling of constant battle against the amount of work.

*Team A: "Huge rush, we don't manage. Everyone has so many things undone. But one must note now that there has been so many sick leaves and then holidays and I cant remember the last time we were this much on sick leave."*

*"Not well for sure. Decent. There's so much to do and so few of us. Between decent and tolerable I would say. We should get the old invoices done. There's so damn much to do."*

*Team C: "We have to gallop all the time so we never feel like the day's work is done. We always feel something was left undone and often it does, it just doesn't feel like the working hours are enough."*

*"It is challenging indeed. There are these constant changes, new tasks and new people. In a way the cycle is so fast that everything should occur right away and be complete. It is rough from all the aspects of it."*

*Team D: "Decent. It depends so much...it varies so much. Absence, straight away when we had the info this morning you find it in front of you. It varies so much--"*

### **Satisfaction**

The connection between satisfaction and team effectiveness has been pointed out in the previous research. Whiteoak and Manning (2012) found that employee perception of supervisor's emotional intelligence has significant impact on job satisfaction and reduced intentions to leave.

The empirical data confirms the findings when the team emotional intelligence is considered (not the team leader's) and satisfaction. All three teams with higher team emotional intelligence (D, A, B) were more satisfied than the last two teams. Reasoning behind the satisfaction or dissatisfaction varied.

*Team D: "I am satisfied. There's no pressure in there. Yes we have our pressure but it is not too serious that we understand that we are just working there and it is not the end of the world in every situation."*

*Team A: "I'm satisfied. Just what I said that the work is nice and teammates are nice... it is just the pressure that you don't necessarily get to do as much as you would want."*

*Team B: "I would describe that I am very satisfied with them. --"*

*"I'm satisfied for the reasons I mentioned earlier that the team spirit is so important to me that I could not imagine working in a place where you would need to work alone...-- Or if the atmosphere was bad, even if the work would be interesting, it is (good atmosphere) so important to me that I could imagine leaving because of that."*

Team C stated that the dissatisfaction had to do with the work, rush and pressure.

*Team C: "I would say that dissatisfaction is that the work is very heavy or heavy in a way that because of the rush the things come hunting you by night and you can't sleep and you feel constantly the kind of pressure that do you remember to do everything or is something forgotten--"*

*"It varies. There are good days and bad days depending on the amount of work. Nothing else affects it now."*

*"--I guess in every job there comes the feeling of saturation and you would like to try something else than this work. Now I have that 'something else please. ' --"*

Team E was pretty satisfied; things were not particularly bad or particularly good in the team.

*Team E: "Pretty okay. I mean quite neutral that nothing to complain about nor nothing like: "Wow we have a top team here". So pretty okay."*

*"I am pretty satisfied with things at the moment. There's always something to complain about but we have this mentality that when something new comes we complain first, huge tumult but then again your work is already doing and the job is being done. First a huge tumult and then we do. It makes it easier."*

In conclusion more statements of satisfaction were declared in the teams with higher team emotional intelligence the last two were pretty satisfied or unsatisfied.

## **Commitment**

Commitment is mentioned as a part of motivation, which is a component of emotional intelligence according to Goleman (1998). The level of commitment is seen how ready one is to make sacrifices for the mutual good. A committed person finds the meaning of their work in the bigger picture and independently seeks for ways to work for the common goal and in other words; the goal seems to be the achievement and not the result itself. (Goleman 1999; Kirch et al 2001) Secondly, effective work teams have been described as grounded with member commitment.

The literature on emotional intelligence has proposed that individuals described as possessing a high level of emotional intelligence reflect characteristics that can fulfill this quality and form high level of commitment. (Prati, Douglas, Ferris, Ammeter, & Buckley 2003; Bhalerao & Kumar 2016)

The empirical data revealed very similar answers throughout all the teams when it comes to commitment. Majority of the interviewees said they are very much committed to the team. Reasoning varied across the teams but no clear connection between team emotional intelligence and team commitment can be drawn based on the interviews.

In general, it must be emphasized that deep level of commitment is great since it affects the team effectiveness. High level of commitment can also aid in developing the teams in the future.

*Team D: "I am very committed, I applied straight away when I heard an SSC will be opened and sent my application three times."*

*"The fact that you get a long so well with everyone. In a workplace like this it is the most important. --And discuss anything, anything besides work too."*

*Team A: "Well I am committed to it. I trust my workmates and do my job as professionally as I can and am able to."*

*"I think it's good and I have like the work in the team and I think I'm pretty committed."*

*Team B: "I'm very committed to the team and work in general. I must come from my life situation that work is a one of the biggest things and I have ambition to manage everything well--"*

*Team C: "I'm very committed, in general when I work I'm very committed."*

*"It must be because there are nice people there, nice to work there besides sometimes like I said. Also since you have a job you must hold on to that I can't say much more."*

*Team E: "I'm completely committed to the team and the work so I'm ready to do what is being offered."*

## Cohesion

Team emotional intelligence is seen to facilitate cohesion, which on the other hand is a sign of an effective team. (Saarinen & Kokkonen 2003; Prati, Douglas, Ferris, Ammeter and Buckley 2003) Teams D and B where team emotional intelligence is high had strong feeling of togetherness, a valuable part of the team. Open discussion and open climate was mentioned multiple times as a reason for the feeling.

*Team D: “Yes if feel (cohesion). Because everyone is so open.”*

*“Yes. We have good team spirit in the team. We have great guys working and great feeling of everyone working together. There’s no talking behind your back or conflicts.”*

*“It is important that the atmosphere is open, we can discuss things. We have people with similar mindset working there. Our humor is sometimes quite rough but at least for now no one has openly claimed that they don't adapt to it or can't handle or doesn't want to hear the kind of jokes we sometimes make.”*

*Team B: “We go to coffee together and lunch together as the whole team. There are no smaller groups within the team. We are all as one big team and inside the team conversation flows.”*

All teams saw the importance of spending time together in order to improve their cohesion. Willingness to spend time outside the office varied from team to team. “What could improve your feeling of togetherness” resulted in:

*Team D: “--The kind of working together and seeing sometimes outside the office, team events or sorts aids in getting to know the new ones too.”*

*Team B: “ I don't know. Maybe that we must hold on to going to coffee together and all the team nights and doing together something.”*

*Team C: “Well, all sorts of events together and that we can participate in the decision making and planning that is what increases it (cohesion).”*

*Team A: "--We are probably all the kind of people that we don't want to be together during our free-time. I don't know what could increase it, it think it's good as it is."*

*Team E: "Well I guess we should do a little stuff together during our free-time, to go somewhere or do something, then we have these team meetings."*

Teams C and A were more hesitant with their answers. Cohesion rose also mixed thoughts in the teams. Reasoning lies in the communication and overall wellbeing.

*Team C: "Well yes I do actually. How shall I put it, let's say that it is good enough (feeling of togetherness)."*

*"Not as much as I could."*

*"Yes I do. We are not involved on our free-time but as colleagues they are all nice."*

*Team A: "Well yes... yes. I have a feeling that I am a part of this team."*

*"Yes I kind of feel (togetherness)--"*

*"Actually no. -- I have a feeling that I come to work and do my part. I don't have problems with the people but the feeling..."*

Team E stated a feeling of separation in the team because of different kinds of tasks.

*Team E: Feeling of togetherness towards the whole team? "That too but we are. You can't help it that when the tasks are different you are forced to go... that we are not. That you are more involved with your own of course. But with everyone we are the same team."*

*"It is a little separated the people in our team."*

## **Communication**

Previous studies on team emotional intelligence and team effectiveness has found that effective team communication benefits from high team emotional intelligence. (Prati, Douglas, Ferris, Ammeter and Buckley 2003) In this research two teams with higher team emotional intelligence stood out from the rest with communication that actively engaged communication to enhance their performance.

*Team D: "There are so many different kinds of contacts we get there in team D. First of all you don't know all of them, and you have to ask, already during the call from your teammate. And we comment even though there's nothing, there's other kind of communication too besides work-related...A lot of talk actually."*

*"In practice the work that we get daily is very broad and it includes all the functions inside the SSC and also outside you must know something. No one can manage the all of it by himself or herself but everyone asks from their workmates what they would do in a situation like this."*

Communication was not seen as a function that works or doesn't work but as a mean to do better in the daily tasks. In as sense the importance of effective communication had been acknowledged and taken into use in the team.

*Team B: "(Our communication) is free, great and effective."*

*"People like to inform each other if they have figured out a way to do better. In my opinion, information is shared with everyone."*

*"--Straight away when something started to worry one would open their mouth and there would be a group around you pondering upon the matter. That is a very good thing, I have felt, there you see what kinds of situations there might be and you could manage them in the future yourself-- you get different kinds of views that you might not have figured out yourself. We have taken advantage of each other a lot in this kinds of ponderings."*

Team A's thoughts about communication are mixed. Some feel communication is lacking and it is mostly only work-related. Some feel communication has improved lately. The most common feeling is that communication works with the people they have similar tasks and is lacking with the rest of the team.

*Team A: "It used to be more in a way that everyone thought by themselves but now it (communication) has gone more to the direction of doing together and exchanging thoughts."*

*"I think social commence with the whole team is scarce."*

The last two teams felt communication works okay or is lacking among people who do different kinds of tasks. The respondents felt they can get along and discuss work-related matters. Thus communication was not highlighted like in the teams D and B. Some also felt the rush was limiting the possibilities to discuss matters not related to work.

*Team C: “Well it works, obviously communication is lesser when we deal with different customers but it works.”*

*“Basically good. There could surely be more communication. It is often that everyone focuses on the small team with same customer. “*

*“Quite good but let’s say that the tremendous rush limits and everyone is so focused and tries to manage their work and if feels like there’s no time to exchange thoughts since the whole day goes with the tasks.”*

*Team E: “One can communicate with everyone. With some better and with some not so well.”*

*“I think the information flows. With some better than with others but it flows.”*

All in all, two teams with higher team emotional intelligence were able to see the importance of effective communication and had taken it into use. The rest felt communication was working but no signs of particular effectiveness rose from the interviews. In the theoretical framework effective communication is a known connection between team emotional intelligence and in practice effective communication results in acknowledged information sharing and as group discussions.

### **Cooperation**

Cooperation means working for common goal and it is one of the core skills in effective teamwork. Cooperation seemed to blossom in teams where empathy and social skills were the highest (D, B, C). Examples of cooperation were given from situations where problem solving was required or the team was under higher stress than usually.

*Team B: "I don't know, every end of month is like this. So that we spontaneously help if someone has something surprising or things just don't work from other reasons we spontaneously help. Or we ask if we can help when we have gotten our own tasks done a little faster."*

*Team D: "If there's a problem situation, there's a mistake -- then the information flows and the "ball" from person to person without anyone feeling being stepped on their toes. In a problem situations it is highlighted (cooperation)."*

*Team C: "It comes (cooperation) in everyday tasks and when we have the end of month when it is busier we discuss right in the morning the plans and remind each other what needs to be done in this shift and we go through them together. It is constant working together, it would not work otherwise."*

Teams A and E felt they work mainly independently rather than as a one team. Everyone dealt with their own tasks and could always get help when needed but the focus was in their own tasks. Team E has grown with variety of tasks in recent years and the process of growing up to the bigger team seems to be on its way.

*Team A: "It is slightly that we all have our own tasks. We pretty much do our own things but of course if someone asks if one could do these, we help. But pretty much everyone has so much to do that everyone tries to do his or her own share. So we don't work together in a sense but everyone does their own thing."*

*Team E: "-- we have our own tasks and in the end we have very little of working together."*

*"--We should comprehend that we are not the same anymore. Even though work is not common we could still be one group."*

### **Shared leadership**

Bar-On (2006) claims that successful *leadership* is 67 per cent and occupational performance 30 per cent based on emotional- social intelligence. In this research shared leadership didn't result in noticeable differences between the teams. The teams were asked to state what they thought would happen if they were asked to share their tasks in a new way among the team members. All teams had mixed opinions about how they could cope with the situation and how people would be involved. All teams stated feelings of worry or precaution towards possible change in tasks.

*Team A: "Chaos! We have constant rush and a lot of work so if we should start sharing them too and learn each others ways of work –it would be a chaos."*

*"I think we could manage it by talking."*

*Team B: "I think there are the kinds of leading persons who would take charge and a part would just follow but everyone would be listened to and their opinions would be take into consideration."*

*"It would result in a mess... I don't know...maybe everyone would be involved--"*

*Team C: "It would bring up quite a lot of negative feedback, everyone is so oriented to do their part."*

*"I think everyone would be involved and it would go with co-operation."*

*Team D: "We would then go together somehow and would start thinking who takes what and it would go according to our strengths and interests."*

*Team E: "It would bring a chaos. I don't understand about the others tasks so it would be a lot of learning since I don't understand the works of others."*

*"Yes I believe so... yes if our team leader is involved, she takes everyone's opinions into consideration."*

All in all, based on the interview answers, connections between shared leadership and team emotional intelligence cannot be stated.

### 4.3 Analysis of the unknown connections

#### Trust

Previous studies have found that trust is a characteristic of an effective team (Mathieu et al. 2008; West 2012). On the other hand in Finland Saarinen and Kokkonen (2003, 137-141) have pointed out that team effectiveness is built on trust, identifying with others and environment that supports effective working, all of which are emotion related. Ignoring these emotion related matters can hinder the work effectiveness. Still, academic research studying trust in team members and team emotional intelligence is not available at the moment.

In this research all the teams gave very similar responses except one team. Most of the teams stated high level of trust in the team members. The trust was due to multiple years spend together, knowing each other's personalities, trusting in their professional competence to be on a high level, trust in that tasks will get done and open atmosphere. The teams were asked to describe their trust in each other and what generates the trust.

*Team A: "Perhaps also that we have been in a same team for a long time and you know the personalities of others and we are all maybe little too conscientious. If we promise something it will be done too so therefore I can trust them if I'm on holiday and ask something to be done I can be 100 per centage sure it will get done if it is possible. So we trust each other."*

*Team B: "It is the sincerity and openness. I have always thought that if someone gives something from their self it becomes very easy for me to give back and it goes with these work-related mattes and on free time as well. Indeed we know more about each other than what they do. Maybe all that you have gotten to know each other beyond the surface generates the trust."*

*Team C: "The fact that they are open and I can trust that work gets done and we say directly if something bothers and so forth... it is the openness."*

*Team D: "High. I trust very much on my teammates and I hope it is mutual. And I believe it is."*

*“Knowledge. I can trust in the knowledge of others and this “help your friend” attitude since we all do the same work so if you help your friend it is nothing away from you, it is all the same.”*

Team E stated that they trust each other but it was also mentioned multiple times that they would not speak of matters not-related to work. The answers were short and not as convincing as with the other teams.

*Team E: “Are we talking about work stuff? I trust in work-related matters and if I with my own matters then I can talk about my own issues too, I don't talk much about my own issues or even want to.”*

*“Quite good trust and everyone does their work so there's nothing like that (untrustworthiness)”*

*“I don't know how to answer (what generates trust). It is a feeling anyway. One should be able to trust in people.”*

All in all, trust resulted in similar findings than previous research, no connections to team emotional intelligence can be drawn, however the lack of it can hinder the effectiveness of the team to some extent. The value of the answers lies in the answers gotten to the question what generates trust. All teams can work further on knowing each other's personalities, trusting in their professional competence to be on a high level, trust in that tasks will get done and open atmosphere. Multiple years spend together will come in time.

## **Optimism**

Optimism is one of the unknown connections. It is stated in the previous research that optimism is good for team effectiveness West (2012). On the other hand optimism is one skill in the motivation that is a part of emotional intelligence according to Goleman (1998). The questionnaire shows quite significant differences in optimism (question 11). Team D got average score 4.0 whereas team C got 2.8 out of five. The interviews don't show clear patterns in the teams or between them. The interviewees were asked how they see the future.

The answers varied from concerns about the future to more optimistic views where future changes don't matter and things will work out. Team C was most concerned about the future and the team's well being in the future.

*Team A: "The future? If something marvelous does not happen I can't say what would change a lot, so if we continue with this system I think things will work and the work is meaningful. The future looks quite good at least at the moment."*

*Team B: "Quite a turmoil is coming up concerning the work but I'm still not too worried. I think things will work out."*

*Team C: "There's surely work as long as we can manage and stand our nerves. I think it (future) goes to the positive side... Let's say a little from the middle (between positive and negative) to the positive side."*

*Team D: "One contract per time. The work has stayed the same. Something new has come up. I hope things would stay the same. I feel positive, I think this is an interesting phase to the team since the other team will come with us and the amount of people will double. So curious what that will bring and how things will change or will they change."*

*Team E: "One can't tell how work will change it can get more automatic and the group can get smaller but I can't imagine anything more remarkable. It (future) is also quite neutral, okay."*

## **Capabilities**

Capabilities have not been researched to connect to team emotional intelligence. On the other hand, Wang (2015) found that information diversity, which stands for a variety of knowledge the team members bring to the group and information elaboration is exchanging information, passing independently processed information back to the group. The results indicated that team emotional intelligence had a positive effect on information elaboration that lead to better performance when information diversity was high.

The empirical results indicate similar findings as Wang (2015) had. When team emotional intelligence was high the teams acknowledged the importance of passing independently processed information back to the group.

*Team D: "Yes, when this was founded they tried to get people from variety of processes in order to get as comprehensive package as possible. The back group of members is utilized strongly, mainly when it comes to figuring out a certain task. -- We take advantage of the abilities and specialization. --"*

*"A lot of different kinds of competencies that is shared among the team all the time."*

*Team B: "--the familiarization with the tasks was done very well and everyone always helps, they had the patience to start from the beginning and they didn't just show that click from here and here. It also helps that the team communicates so well that you hear all kinds of things when someone asks something you have been wondering. The knowledge then balances among the team in a way--"*

The rest of the teams mainly noticed that the team utilizes technical skills or one gets more work to do if they have special skills. All teams were quite satisfied with the capabilities level in the team. Changing situations always bring a phase where new members need to be familiarized with the new tasks but this was acknowledged in every team.

*Team A: "It is utilized, well mainly it is with these kind of Excel related or with IT, the work is quite common. --"*

*Team C: "Well yes you get more work tasks for sure if you know something special it is clear that if you have SAP-knowledge it is noticed and otherwise."*

*Team E: "Well I don't know if it is utilized but yes someone is good with Excel and someone in something else so it is taken into consideration that rather a task is given to a person who is thought to be able to manage it."*

## Support

Support is mentioned in the academic studies as a contributor to team effectiveness. However it has not been studied or found that there would be a connection between team emotional intelligence and support gotten from the team members. This research confirms the information gotten in the literature review. When the teams were asked if it is easy or difficult to reach for help or support in problematic situations the answers were convergent with each other. All teams found it extremely easy to reach for help from the teammates. This insight is positive for the development of these teams, thus does not provide new insight into the connections between team emotional intelligence and team effectiveness. The reasoning behind why it is so easy varied from great teammates, own thoughts that it is wise to ask rather than do to the whole team's idea that one should always ask and they will be helped.

*Team A: "Absolutely not (hard to ask for help)! I admit my mistakes and I'm always with an attitude that I rather ask for a thousand times than do my job wrong. I'm not ashamed to ask for help or to make mistakes. I don't see anything wrong with that."*

*Team B: "--it is really easy to ask (for help) and you don't feel the slightest "oh no, I shall not bother her and ask, I'll bonder this for many hours myself".*

*"--Then we give a lot of support, surely there comes situations where something is upsetting you so then we discuss the things together through--"*

*Team C: "It's easy. They are so eager to help since we all have to ask for help in turn so we help if possible. I advise too and it works the other way around too. Great people, you can ask."*

*Team D: "Extremely easy, everyone helps immediately if it is possible."*

*"Absolutely. As I said we have good working atmosphere and friendly colleagues that really want to help the customer and each other. It is easy to ask; you know that it won't bring anything negative. No one looks at you weird. The opposite there they want to help themselves, each other and the customer."*

*Team E: “Yes I feel. It is very easy. Probably since we have been together with most for years and we know each other. It is probably one thing that makes it easier that we have been colleagues for years. You know people, know their personalities and how to approach them--“*

### **Interdependence**

There has not been academic research on the connections between team emotional intelligence and team interdependence (how much they utilize or need each other to do their tasks). However research on effective teams has shown that interdependence is a characteristic of an effective team (Campion et al. 1993; 1996; Mathieu et al. 2008)

In this research two teams with higher team emotional intelligence stated higher interdependence than the rest of the teams. The first two teams stated they exchange thoughts daily and to great extent. Exchanging thoughts can evolve from the need for information, need for support or confirmation.

*Team D: “Very much. It is daily and many times per day. --No one of us can handle the whole variety of jobs themselves but everyone asks from their teammates what they would do in a situation like this. --“*

*“All the time, exchanging thoughts is constant.”*

*Team B: “Mainly in problematic situations we go look for support and help from another team member. From my point of view if I need confirmation to something or support I go immediately and I don't even consider should I ask but I go ask straight away.”*

*“--Straight away when something started to worry one would open their mouth and there would be a group around you pondering upon the matter. That is a very good thing, I have felt, there you see what kinds of situations there might be and you could manage them in the future yourself-- you get different kinds of views that you might not have figured out yourself. We have taken advantage of each other a lot in this kinds of ponderings.”*

The rest of the teams stated they also exchange thoughts but mainly with their smaller group or that they work more independently. Interdependence with the whole team was smaller while interdependence with the smaller group could be intense.

*Team A: "With the ones I work with the same customer there is more but I could say it is quite independent that we don't have that much of interaction concerning the work either."*

*Team C: "It depends but mainly only those team meetings that we have once a week. Then with the smaller group it is daily but not so much with the whole team. It is mainly those meetings we have every two weeks."*

*Team E: "We work quite independently. Mainly you can ask someone's opinion or help with something. But it is still quite independent. In our team there are variety of tasks to be done and not everyone does the same. There are many tasks. There are many with whom you don't have any kind of exchange of thoughts since you have completely different job."*

### **Behavioral outcomes**

Behavioral outcomes are seen as a meaningful variable in team effectiveness. Behavioral outcomes in practice stand for team member absenteeism, safety and turnover, which are intentions to leave (Cohen & Bailey 1997, 243). In this research intentions to leave were discussed and the interviewees were asked about their general feeling of working in their team. The answers can be divided into two groups. Two teams with higher team emotional intelligence found it very nice to work in their team and the major reasoning behind was the teammates, team spirit and overall relaxed feeling in the team.

*Team D: "Relaxed. It is quite nice to come every morning. There's no such panic, there hasn't been a morning when you have to think what lies ahead. The work can be of anything so it is very nice that the team is the kind that you can slip a word or two if you have difficulties --"*

*"Extremely good, it is nice to come every morning."*

*Team B: "I think it is quite nice to work there... it is easy to be ...there's nothing like that, everyone is very nice and you get help when asked and still the atmosphere is relaxed that there's nothing like that (negative)...if something goes wrong they get helped."*

*"That team is nice to work in, comfortable and relaxed feeling."*

The other teams stated either mixed feelings about working in the team or that the team is neutral. Others stated the work is decent or nice but the team was not mentioned. Team C stated that the team is nice but the work is consuming or repeats itself.

*Team A: "It is alright or to say okay. It is quite nice to come to work and it's not like I don't manage to come to work. That work is quite nice."*

*"It is that I like my work and it is quite nice to do. I don't have anything against it that I like working and I don't have hostile relations with anyone but it could be different. --"*

*Team C: "In the team itself I like to work in, there's nothing there, in the atmosphere or the sorts. If I think about that work then that's another case weather I like it or not but I'm there anyways. -- That work is the same from the periods first day to the last and the same all over again so that..."*

*Team E: "It is quite good. It is not over the top (the feeling) but it is not bad...I'd say normal. It depends on the day not the team it is my own feelings. The team doesn't bring anything very negative not positive so it depends on my own feeling."*

*"It is quite decently good yes."*

The teams were also asked why they would like to change the team if they had to. These answers didn't bring up any notable differences in the teams. Some stated they would change the team if the team spirit or communication would change and others if they wished to do other kind of work than in the team at the moment.

All in all, behavioral outcomes show partially notable differences between the teams. In the teams where team emotional intelligence is high the teams stated that their feeling is good and it is due to their team mates or team spirit. Other teams found mixed feelings or their general feeling was good since they liked their tasks. The question concerning reasons to leave didn't bring up any notable differences in the teams.

## Quality

Depending on the company, quality can mean variety of things. When it comes to the case company, in a shared service center customer services is crucial. Customer service reflects the carefree and reliable service that the SSC wants to offer driven by people who are capable and motivated. (SSC Organization presentation 2016) Customer service in it self has been noted in the literature review to benefit from high team emotional intelligence. Even the most pessimistic claims from Mayer (1999; 2004) and his colleagues admit the importance of emotional intelligence on performance in customer relations and when positive personal commitment to work is critical to high performance.

In this research there were some notable differences between the teams. The teams with highest scores in team emotional intelligence elaborated extensively why their customer service is great and there were not mixed opinions within the team. The teams described that great customer service in their team means being interested in the matter of the customer, listening carefully and doing their best to solve the case on high quality level. The customer service the teams do varies from phone service to emailing and the mixture of these two.

*Team D: "Openness, caring, interest in what is the matter with the one calling."  
"Perhaps the reception of the customer and listening to the customer. It is the most important thing to the customer that they get to say their matter and they are being received and understood and the matter is being handled straight away and made to be handled in a way that the customer gets the feeling that the one call or email was enough to get is solved."*

*Team B: "We are the kind of customer-driven there that it is very important to everyone the sort of good communication and great relations to the customer. -- Even the situations where one customer has special case there are many of us helping straight away since that has been important thing for us there."*

*“The kind of who has knowledge and takes the matters to be dealt with and not just push the ball to the next but takes it themselves “I’ll figure this out now and handle this”. It is an efficient messenger. I think the customer appreciates for instance during the end of month that you don't need the kind of long messages but the job gets done effectively and on time. In our job keeping the deadlines is important.”*

The rest of the teams found that their customer service is fast and identical and the problems are solved. There were also mixed opinions about the level of customer service. The difference to the two other teams is in the mixed opinions (team C) or how well customer service is acknowledged in the teams (teams A and E). The customer service was not elaborated further like in teams D and B.

*Team A: “I don't think there's anything bad, we are all very friendly and try to help straight away. We communicate through email but still we try to answer fast and find a solution if we know what the customer is asking about or try to get information from others. I think quite fast and friendly service.”*

*“We all do it the same way, we have these certain model answers to emails and everyone uses them. There's no other way of doing it.”*

*Team E: “At least if I think about it... I don't know about the others that do other kinds of work but we answer if we get a question under a nanosecond and as fast as possible we try to handle it. I don't know what to say to that, I think we all try to do our best.”*

*“It is that we often don't even know, that the questions don't even have to do with us but we always try to find out or at least a person from whom to get more info. We try to help at least as best as we can.”*

Team C had mixing opinions about the customer service. The team saw they do very good customer service but sometimes under pressure the quality is not as good as they would like. Team C has also scored highest in empathy, which is the part of team emotional intelligence that generates customer orientation (see Table 2, Goleman 1998). The team elaborates customer service in similar way than the two first teams but the rush and pressure seems to hinder the changes of doing their best, however this is all acknowledged in the team.

*Team C: "I would say it is top-quality. I get the feeling when I listen to people talking with customers around me. I haven't heard a phone call that would be inappropriate or somehow rude towards the customer that it genuinely is driven by the matter of the customer and willingness to help."*

*"In general it is good but since everyone is so busy that because of it stays poor. In general it is good but it would be better if we had more members so that all cases could be invested in."*

#### **4.4 Key findings and evaluation**

The purpose of this research was to raise the understanding of the connections between team emotional intelligence and team effectiveness. This chapter intent to summarize the key findings made in the case company regarding the known and unknown connections in the theoretical framework. In the end the theoretical framework is utilized to highlight the connections where patterns were found between the teams and valuable insight was gained.

First of all, *interpersonal skills* that are known to influence team spirit resulted a clear pattern between the teams (Saarinen & Kokkonen 2003). The two teams with higher team emotional intelligence saw that the team spirit is good and permissive despite the differences. The rest of the teams saw the team spirit was "pretty okay" or decorous. Many sensed that the team spirit used to be better in the past. On the other hand, the social skill of influence didn't result in any notable differences between the teams.

Secondly, when it comes to *performance* the opinions on how the interviewees saw they manage the tasks given to them at the moment scattered throughout the teams. There were no clear connections to team emotional intelligence. Teams B and E mainly thought they manage very well or well. The feeling of performing well seemed to be linked to keeping up the customer promise, meeting the deadlines or feedback gotten. Teams A, C and D mainly thought they have difficulties in managing the tasks given to them. These teams also had mixed opinions on the matter. The most common reasoning was the feeling of constant battle against the amount of work. Performance is one of the most studied connection to team emotional intelligence thus this research didn't reveal any pattern among the teams with higher team emotional intelligence and the rest.

Thirdly, empirical data is in line with the findings in the literature review when it comes to *satisfaction* (Whiteoak & Manning 2012). All three teams with higher team emotional intelligence (D, A, B) were more satisfied than the last two teams. Reasoning behind the satisfaction or dissatisfaction varied. Teammates, atmosphere and tasks were mentioned as reasons for satisfaction. Team C stated that the dissatisfaction had to do with the work, rush and pressure. Team E was pretty satisfied; things were not particularly bad or particularly good in the team.

The interviews revealed very similar answers throughout all the teams when it comes to *commitment*. Majority of the interviewees said they are very much committed to the team. Reasoning varied across the teams and therefore no clear patterns can be found between the teams of variety of team emotional intelligence. In general, it must be emphasized that deep level of commitment is great since it affects the team effectiveness (Katzenbach & Smith 1993; Cohen and Bailey 1997). High level of commitment can also aid in developing the teams in the future.

The empirical data seems to be in line with previous studies when it comes to team *cohesion* (Saarinen & Kokkonen 2003; Prati, Douglas, Ferris, Ammeter and Buckley 2003). Teams D and B where team emotional intelligence is higher had strong feeling of togetherness, a valuable part of the team. Open discussion and open climate was mentioned multiple times as a reason for the feeling. Teams C and A were more hesitant with their answers. Cohesion rose also mixed thoughts in the teams. Reasoning lies in the communication and overall wellbeing. Team E stated a feeling of separation in the team because of different kinds of tasks.

The analysis of the empirical data supports previous studies on team emotional intelligence and team *communication*, which is a valuable to team effectiveness (Prati, Douglas, Ferris, Ammeter and Buckley 2003). Two teams with higher team emotional intelligence (D, B) were able to see the importance of effective communication and had taken it into use. The rest felt communication was working but no signs of particular effectiveness rose from the interviews. In practice, effective communication results in acknowledged information sharing and group discussions. In this research it is particularly important to understand the value of insight to what effective communication means in practice.

*Cooperation* seemed to blossom in teams where empathy and social skills were the highest (D, B, C). Examples of cooperation were given from situations where problem solving was required or the team was under higher stress than usually. Teams A and E felt they work mainly independently rather than as a one team. Everyone dealt with their own tasks and could always get help when needed but the focus was in their own tasks. Team E has grown with variety of tasks in recent years and the process of growing up to the bigger team seems to be on its way. Here the pattern was found in teams where empathy and social skills are assessed to higher level, not the overall score the teams have.

Finally, in this research *shared leadership* didn't result in noticeable differences between the teams. The teams were asked to state what they thought would happen if they were asked to share their tasks in a new way among the team members. All teams had mixed opinions about how they could cope with the situation and how people would be involved. All teams stated feelings of worry or precaution towards possible change in tasks. Leadership is also a much studied connection to team emotional intelligence and in this research it does not bring up any clear patterns between the teams. It must be noted that the question concerning shared leadership was quite complex and often made the interviewees hesitant and they found it difficult to answer.

Next, the analysis of the unknown connections is summarized. First of all, *trust* resulted in similar findings than previous research, no connections to team emotional intelligence can be drawn, however the lack of it can hinder the effectiveness of the team to some extent team (Saarinen and Kokkonen 2003, 137-141; Mathieu et al. 2008; West 2012). The value of the answers lied in the answers gotten to the question what generates trust. All teams can work further on knowing each other's personalities, trusting in their professional competence to be on a high level, trust in that tasks will get done and open atmosphere.

Secondly, the interviews don't show clear patterns in the teams or between them when *optimism*-related question was discussed. The interviewees were asked how they see the future. The answers varied from concerns about the future to more optimistic views where future changes would not matter and things would work out. Team C was most concerned about the future and the team's well being in the future.

When *competencies* were discussed there were some patterns that support previous research on information sharing (Wang (2015). When team emotional intelligence was high the teams acknowledged the importance of passing independently processed information back to the group. The rest of the teams mainly noticed that the team utilizes technical skills or one gets more work to do if they have special skills. All teams were quite satisfied with the competencies level in the team.

*Support* resulted similar answers throughout all the teams and therefore no patterns could be found. When the teams were asked if it is easy or difficult to reach for help or support in problematic situations the answers were convergent with each other. All teams found it extremely easy to reach for help from the teammates. This insight is positive for the development of these teams, thus does not provide new insight into the connections between team emotional intelligence and team effectiveness. The reasoning behind why it is so easy varied from great teammates, own thoughts that it is wise to ask rather than do to the whole team's idea that one should always ask and they will be helped.

In this research two teams with higher team emotional intelligence stated higher *interdependence* than the rest of the teams. The two teams (D, B) stated they exchange thoughts daily and to great extent. Exchanging thoughts can evolve from the need for information, need for support or confirmation. The rest of the teams (A, C, E) stated they also exchange thoughts but mainly with their smaller group or that they work more independently. Interdependence with the whole team was smaller while interdependence with the smaller group could be intense.

*Behavioral outcomes* showed partially notable differences between the teams. In the teams where team emotional intelligence is high (D, B) the teams stated that their feeling is good and it is due to their teammates or team spirit. Other teams found mixed feelings or their general feeling was good since they liked their tasks. The question concerning reasons to leave didn't bring up any notable differences in the teams.

In this research there were some notable differences between the teams when it comes to *quality* and in this case how the teams saw their customer service. The teams with highest scores in team emotional intelligence (D, B) elaborated extensively why their customer service is great and there were not mixed opinions within the team. The teams described that great customer service means being interested in the matter of the customer, listening carefully and doing their best to solve the case on high quality level. The rest of the teams found that their customer service is fast and identical. There were also mixed opinions about the level of customer service. The difference to the two other teams is in the mixed opinions (team C) or how well customer service is acknowledged in the teams (teams A and E).

The analysis of the empirical data revealed clear patterns between the teams when it comes to member satisfaction, cohesion, effective communication, interdependence and quality (customer service). The insight gained from these connections supports previous studies except when it comes to interdependence that has not been studied in relation to team emotional intelligence in the past. The analysis of the empirical data did not show clear pattern between the teams when it came to performance, commitment, shared leadership, trust, optimism and support. However, the insight that all teams stated high levels of commitment, trust and support to one another is extremely positive for the future development of the effectiveness of the teams in the case company.

The analysis also found partial support for the previous studies when it comes to competencies, behavioral outcomes and interpersonal skills; team spirit showed clear patterns between the teams but influence did not. Cooperation seemed to blossom in teams where empathy and social skills were the highest. The connections visible in this research are highlighted in the theoretical framework in Figure 6.

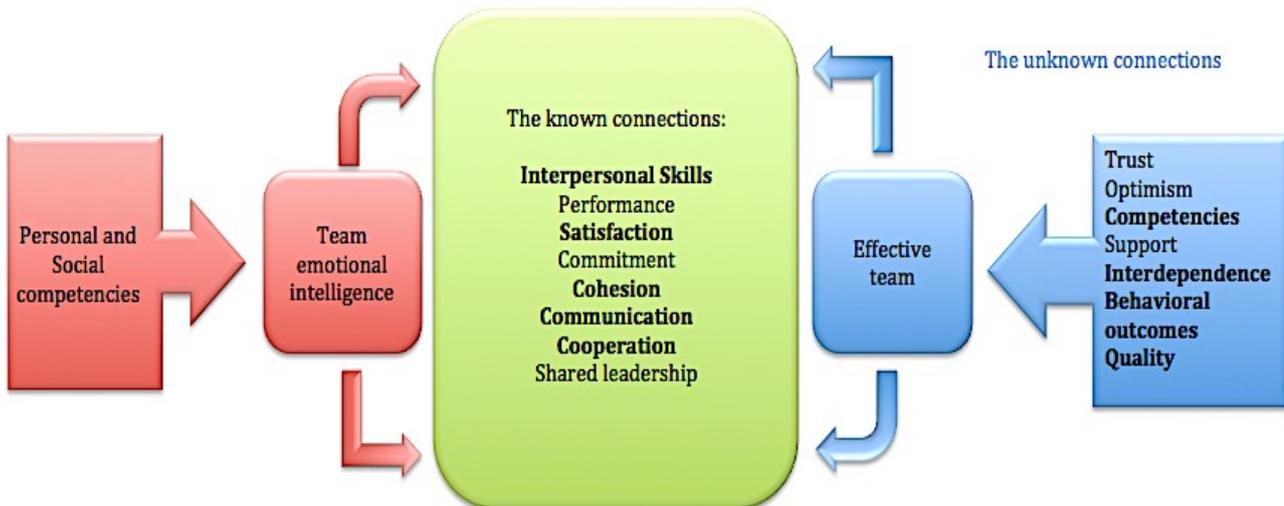


Figure 6 Theoretical framework: connections visible in the case company highlighted

Finally, when the teams are compared to each other, the analysis shows a clear pattern where teams D and B are in line with their answers and teams A, C and E with each other. Therefore, it must be noted that the answers of team A generate an interesting exception to the similarities found in this research compared to the theoretical framework. In order to elaborate, in team A, for instance, high team emotional intelligence doesn't result in similar expressions of acknowledged effective communication as in teams D and B. Still, most of the patterns found in rest of the teams are in line with the theoretical framework. This research didn't only find similar connections in the case company as in the theoretical framework but the valuable insight raised the understanding in what effective communication means in practice, what raises satisfaction and cohesion and what quality customer service means.

## 5 CONCLUSIONS

The main objective of this research was to raise the understanding of the connections between team emotional intelligence and team effectiveness in teams working in financial services in a shared service center. The first goal was to create a theoretical framework combining the key competencies of emotional intelligence and characteristics of an effective team. The second goal was to research if the connections between the competencies of emotional intelligence and characteristics of an effective team are identifiable in the case company. The last goal was to evaluate the findings to better understand the connections between team emotional intelligence and team effectiveness reflecting to previous research.

The literature review covered relevant literature on emotional intelligence, effective teams and previous studies covering these both aspects. Different models of emotional intelligence, characteristics of an effective team and their connections were discussed. Theoretical framework was created to include all the characteristics of an effective team. The characteristics were categorized to known connections to team emotional intelligence and unknown connections. The known connections were interpersonal skills, performance, satisfaction, commitment, cohesion, communication, cooperation and shared leadership. The unknown connections were trust, optimism, competencies, support, interdependence, behavioral outcomes and quality.

The case company in this research provides trading sector services in nine countries. It manages the retail store chains but also produces services such as purchasing, logistics, network development and data management. X Oyj has two shared service centers and this research was carried out in their location in Finland. The empirical part studied five teams working in financial services. The main research method was semi-structured interviews that followed the characteristics in the theoretical framework. Additional data was gathered using a questionnaire to measure team emotional intelligence and archival records of team effectiveness.

The empirical data was analyzed using content analysis and patterns between the teams were found. The found patterns support or partially support the connections when it comes to interpersonal skills, satisfaction, cohesion, communication, cooperation, competencies, interdependence, behavioral outcomes and quality. No clear patterns between the teams were found when performance, commitment, shared leadership, trust, optimism and support was analyzed. The empirical data also included a deviation from the theoretical framework; team A mostly diverged from the answers given by other teams with higher team emotional intelligence. The analysis of the connections raised the understanding of the connections that transpired in the case company.

Team emotional intelligence has been studied in variety of fields including management and leadership whilst emotional intelligence was first published in the field of psychology (Goleman 1999; Bar-On & Parker 2000). This study was conducted in a shared service center in financial services as well as the study of Feyerherm & Rice (2002). Feyerherm and Rice (2002) found that teams with higher emotional intelligence performed better than teams with lower emotional intelligence. This study broadens the understanding of the importance of team emotional intelligence on team effectiveness especially in financial services, which has rarely been the context in studies covering the two aspects. On the other hand, the teams in the case company perform a variety of financial services ranging from accounting to accounts receivable and help desk. Future studies could benefit from repeating the study in teams performing more similar tasks thus staying in the field of financial services.

The found connections were discussed in relation to previous research and when a clear pattern between the teams was found, the analysis supports the findings in the past research. For instance, the empirical results indicate similar findings as Wang (2015) had. When team emotional intelligence was high the teams acknowledged the importance of passing independently processed information back to the group. This research also found the importance of team emotional intelligence on member satisfaction. Whiteoak & Manning (2012) found that the team's view on the emotional intelligence of the team leader increased satisfaction. This research extends this idea to the team, not just the team leader. The found connections, particularly interpersonal skills and quality (customer service) encouragingly speak the same language as previous research (Goleman 1995, 1999; Mayer et al 1999; Bar-On & Parker 2000).

However, this research didn't find clear connections between team emotional intelligence and the two much researched connections that are performance (Feyerherm and Rice 2002) and shared leadership (Bar-On 2006).

The goals of this research were achieved when the theoretical framework was constructed; connections were identified in the case company and evaluated by reflecting to previous research. Creating the theoretical framework was challenging since the literature review on emotional intelligence was extensive due to its novelty in accounting research, particularly in Finland and in teams. Detailed understanding of team emotional intelligence thus enabled the analysis of the connections and identification of the patterns between the teams.

The identification of the connections in the case company was accomplished quite well, however all the connections were not described in great detail. This was due to amount of connections found and the limited length of this research report appropriate at this stage. Future studies could benefit from focusing on fewer connections, for instance the known connections only. Thus, the amount of patterns found to the connections supports the suitability of the theoretical framework. The connections were evaluated by looking at how well they were in line with the theoretical framework. The connections were demonstrated better when they were identified in the case company. On the other hand, the connections were demonstrated also by considering reasoning why a pattern was not found in a particular case. Therefore the evaluation goal was reached as well.

The value of this research lies in the raised understanding of the connections between team emotional intelligence and team effectiveness in financial services in a shared service center. Previous research is scarce when it comes to emotional intelligence in accounting setting and particularly in Finland. Even fewer have considered emotional intelligence and team effectiveness in a team setting even though working in teams has increased in today's working life. This research highlights the importance of softer aspects when team effectiveness is pursued. Acknowledging the value of emotional intelligence and what it entails can aid the case company and other companies with similar circumstances in developing the effectiveness when traditional means run out.

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Hyveillä ja empatialla tuloksiin *Ekonomi* April 2016

Interviews 25st

Questionnaires 25st

Effectiveness measures 5st

SSC Tampere Hub Organization chart 2016

SSC Organization presentation 2016

Company and SSC introductions, Intranet, X Oyj, May 2016

## **APPENDICES**

### **Appendix 1: Interview questions**

#### **Interdependence**

How much do you think you exchange thoughts during your daily tasks?

#### **Communication**

How would you describe the communication between your team members?

For instance, how would a person that has been absent get to know what has happened while he/she was gone?

#### **Shared leadership**

Let's imagine that during a meeting your team leader asks you to reorganize your daily tasks, please describe what would happen? Do you feel everyone is involved in the decision-making?

#### **Quality**

How would you describe your team's customer service? What's good and what bad?

What makes a great customer service person in your team?

#### **Capabilities**

How would you describe your own comprehension about your team's ability level?

How people with different kinds of skills are taken into consideration?

#### **Cohesion**

Do you feel fellowship towards your team? Why? Why not?

What do you think is important in order to enhance the feeling of togetherness?

#### **Support**

Do you feel it is easy to reach for help/ support in problematic situations? Why? Why not?

What do you think could make it easier to reach for help?

#### **Cooperation**

Do you think your team works well together considering each other?

In what kind of situations do you feel you have worked particularly well together?

#### **Performance**

How do you think your team manages the tasks you are given at the moment?

**Behavioral outcomes**

How would you describe your overall feeling of working in this team?

What do you think could lead to a situation where you would like to change the team?

**Interpersonal skills**

Let's imagine a situation, where you disagree with your team how a certain task should be done. What do you do?

How would you describe your relationship to your team members? What do you hope could happen in order for you to enhance your relationship?

How would you describe the team spirit in your team? What has lead to this?

What do you think could enhance the team spirit?

**Trust**

How would you describe your trust towards your team members?

What generates the trust?

**Commitment**

How would you describe your own commitment to this team?

What makes/could make you commit to this team?

**Satisfaction**

How would you describe your satisfaction or dissatisfaction in working in this team?

What would increase your satisfaction in working in this team?

**Optimism**

How do you see the future in this team?

What makes/would make you see the future positively/on a good mood in this team?

## Appendix 2: Questionnaire

Questionnaire (Modified from Kolari 2010 dissertation)

Team	A	B	C	D	E
Age	20-30	31-40	41-50	51-60	61-70

Self-assessment. Please rate how well the below description suits your self.

5 = Very good

4 = Better than average

3 = Average

2 = Worse than average

1 = Very bad

- |       |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|
| 1.    | <b>Emotional self-awareness</b>   | 1 | 2 | 3 | 4 | 5 |
| Skill | Self-aware person is sensitive to internal messages. She recognizes the influence of the emotions to herself and to her work. She is able to comprehend complex emotions and situations and sees intuitively how it is wise to act. Self-aware person is also open-minded and genuine and able to talk about feelings and visions openly.                 |   |   |   |   |   |
| 2.    | <b>Accurate self-assessment</b>   | 1 | 2 | 3 | 4 | 5 |
| Skill | A person with good self-assessment usually knows their limitations and strengths and is able to talk humoristically about herself. She is open to continuous learning and willingly takes constructive criticism. Accurate self-assessment helps her to recognize, when she needs to ask for help and when she needs to develop her skills and abilities. |   |   |   |   |   |
| 3.    | <b>Self-confidence</b>  | 1 | 2 | 3 | 4 | 5 |
| Skill | A person with good self-confidence can bring their strengths forward. She willingly takes challenging tasks and believes they can manage them. Her self-confidence is usually visible in a group.   |   |   |   |   |   |
| 4.    | <b>Self-control</b>   | 1 | 2 | 3 | 4 | 5 |
| Skill | Strong self-control helps the person to cope their feelings and to channel them in a useful way. She stays calm and is able to think clearly in a stressful situation and during crisis; she manages herself also in variety of performance situations.   |   |   |   |   |   |
| 5.    | <b>Conscientiousness</b>  | 1 | 2 | 3 | 4 | 5 |
| Skill | Conscientiousness means living according their values. Conscientious - expressing emotions, beliefs and actions naturally and openly- makes the person honest and immune to external influences. She accepts her own weaknesses and mistakes and interferes if unethical behavior is expressed.   |   |   |   |   |   |

6. **Adaptability** 1 2 3 4 5  
Skill Adaptable person is able to adapt to a variety of expectations without losing their sight in goals and enthusiasm and he can also work in uncertain situations. She adapts to new challenges, manages uncertain situations and is able to renew according to changing requirements of the working life.
7. **Innovativeness** 1 2 3 4 5  
Skill Innovative person constantly seeks for new ideas and ways of working to support the work. She is also able to solve problems in a creative way.
8. **Achievement drive** 1 2 3 4 5  
Skill A person with high achievement drive has high personal standards that encourage his to improve their performance constantly and learn. She sets measurable goals and takes planned risks. She also demands a lot from others.
9. **Commitment** 1 2 3 4 5  
Skill A committed person works for the goals of the group or organization. The person is ready to make sacrifices for the common good. She finds meaning for her work in the bigger picture. The person seeks independently ways to work for the common goals. She gets motivated with the initiative, not the result itself.
10. **Initiative** 1 2 3 4 5  
Skill A person that takes initiative believes they can influence the course of their life. She seizes opportunities- or creates them - and does not get stuck while waiting for them. She doesn't hesitate to test her limits. She takes responsibility to develop processes and to see continuity.
11. **Optimism** 1 2 3 4 5  
Skill Optimistic person rather sees the opportunities in challenges than the threats. She also interprets other people positively and expects high performance from them. She thinks the future challenges open new possibilities and challenges.
12. **Emotional awareness of others** 1 2 3 4 5  
Skill A person with high emotional awareness of others can sense and experience the emotions in people and in groups. She listens carefully of others and can relate to their standings. Empathy makes it easier for her to get along with people from various backgrounds and cultures.
13. **Developing others** 1 2 3 4 5  
Skill A person that can develop others is a great mentor or coach. She has genuine willingness to help other people and she understands their goals, strengths and weaknesses. She can give timely and constructive criticism.

14. **Utilizing diversity** 1 2 3 4 5  
Skill A person that can utilize diversity is able to see how goals are achieved through differentiation. She understands and is aware of the power structures and group emotions in the organization.
15. **Influence** 1 2 3 4 5  
Skill A person that can use power over others in a right way can influence others. She is able to gain the acceptance of key people to her decisions and able to create support net for her initiatives. She is also able to speak convincingly.
16. **Communication skills** 1 2 3 4 5  
Skill A person with good communication skills can communicate convincingly and can adapt to situations. The person encourages information sharing and open communication. A good communicator is also correlative listener.
17. **Conflict management** 1 2 3 4 5  
Skill A person that can manage conflicts is able to allure the opinions of the different sides, understand the points of view and can come up with mutual ideal situation that all sides can accept. She is able to manage conflicts and is open to the feelings and views of different parties.
18. **Leadership** 1 2 3 4 5  
Skill The person can inspire and lead people naturally. A person with great leadership skills can take charge despite their position. She leads by her own example.
19. **Change catalyst** 1 2 3 4 5  
Skill A person that can catalyst and speed up change recognizes needs for change, objects sticking to the current state and supports change. The person has ability to come up with and express concrete solutions to over come obstacles of the change.
20. **Teamwork and collaboration** 1 2 3 4 5  
Skill A person that works for the common goal sharing their own plans, information and strengths. The person generates friendly environment and synergy. She assists in creating team spirit and invites everyone to participate.

Thank you for your participation!