

ALIGNING EMOTIONS, THOUGHTS, AND FEELINGS TO BUILD A HIGH
PERFORMING TEAM

by

Monika Das, B.E

DISSERTATION
Presented to the Swiss School of Business and Management in Geneva
In Partial Fulfilment
Of the Requirements
For the Degree

DOCTOR OF BUSINESS ADMINISTRATION

SWISS SCHOOL OF BUSINESS AND MANAGEMENT GENEVA

June 2023

ALIGNING EMOTIONS, THOUGHTS, AND FEELINGS TO BUILD A HIGH
PERFORMING TEAM

by

Monika Das

APPROVED BY

Anna Provodnikova

Anna Provodnikova, PhD, Chair



Aaron Nyanama, DBA, Committee Member



Luka Lesko, PhD, DBA, Committee Member

RECEIVED/APPROVED BY:

SSBM Representative

DEDICATION

Dedicated to my parents, my husband Durga, and my daughter Annahat for all the help and support they have provided me during this journey.

ACKNOWLEDGEMENTS

First and foremost I would like to thank my mentor for his support through not only my dissertation but my time at SSBM. I have been fortunate enough to work with a few of you extensively and feel grateful for all that I have learned from you. While I am grateful to my entire committee, I must pay particular thanks to my mentor Dr. Luka Lesko for you have spent many for the advice that you have provided to shape my thesis paper. I appreciate all the time you have spent working through ideas and reading endless drafts of proposals, papers, and this thesis.

Thanks to my friends and family members. Personal and professional support has proven to be my strength through this journey. You each have offered me support and friendship at some point during my journey which I found invaluable.

My gratitude and my heartiest thanks to my family members cannot be expressed in words. I thank my parents Rekha and Bikash, my husband Durga Kar and my beloved daughter for sticking with me and supporting me through my educational process. I surely couldn't have done this alone. Each and every one's love and support kept me going and I did stretch myself a little bit every day and every hour and it was only possible because of my husband Durga Kar. Thanks for understanding me and having patience with me.

ABSTRACT

ALIGNING EMOTIONS, THOUGHTS, AND FEELINGS TO BUILD A HIGH
PERFORMING TEAM

Monika Das
2023

Dissertation Chair: Dr. Luka Lesko

Creating a high-performing team is a goal shared by many organizations, as it directly impacts productivity, innovation, and overall success. This study aims to explore the alignment of emotions, thoughts, and feelings within teams and its impact on team performance. Specifically, the research focuses on the integration of emotional intelligence (EI), neuro-linguistic programming (NLP) techniques, and the establishment of psychological safety within the team. The research design involved a mixed-method approach, including surveys and interviews, conducted with a newly formed IT team comprising 28 members. The participants were divided into a test group and a control group, with data collected over a period of 10 weeks. The findings indicate a significant positive correlation between emotional intelligence and team effectiveness. The application of NLP techniques led to improvements in specific dimensions of emotional intelligence, such as rapport building, empathy, self-awareness, self-regulation, and psychological safety. Moreover, there was a strong positive correlation between psychological safety and team effectiveness. These results highlight the importance of aligning emotions, thoughts, and feelings within a team to foster high performance. By developing emotional intelligence skills and utilizing NLP techniques, teams can enhance communication, collaboration, and problem-solving. Creating an environment of psychological safety further contributes to team cohesion and productivity. The

implications of this study are valuable for organizations seeking to optimize team dynamics and performance. By investing in the development of emotional intelligence skills, providing training in NLP techniques, and promoting psychological safety, organizations can cultivate high-performing teams. Future research is recommended to explore these concepts in different organizational contexts and diverse team compositions.

Keywords: emotional intelligence, neuro-linguistic programming, psychological safety, team effectiveness, high-performing teams.

TABLE OF CONTENTS

LIST OF TABLES	IX
LIST OF FIGURES	X
CHAPTER I.....	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Research Problem	8
1.3 Purpose of Research.....	9
1.4 Significance of Study	9
1.5 Research Purpose and Questions	11
CHAPTER II REVIEW OF LITERATURE	13
2.1 Theoretical Framework.....	13
2.2 Theory of Reasoned Action	28
2.3 Human Society Theory	43
2.4 Summary	43
CHAPTER III METHODOLOGY	45
3.1 Overview of the Research Problem	45
3.2 Operationalization of Theoretical Constructs	46
3.3 Research Purpose and Questions	48
3.4 Research Design.....	49
3.5 Population and Sample	51
3.6 Participant Selection	52
3.7 Instrumentation	36
3.8 Data Collection Procedures.....	65
3.9 Data Analysis	66
3.10 Research Design Limitations	66
3.11 Conclusion	68
CHAPTER IV RESULTS.....	70
4.1 Research Question One.....	77

4.2 Research Question Two	84
4.3 Research Question Three	88
4.4 Summary of Findings.....	90
4.5 Conclusion	92
CHAPTER V DISCUSSION	94
5.1 Discussion of Results.....	94
5.2 Discussion of Research Question One.....	96
5.3 Discussion of Research Question Two	98
5.4 Discussion of Research Question Three	99
CHAPTER VI: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS	101
6.1 Summary	101
6.2 Implications.....	102
6.3 Recommendations for Future Research	104
6.4 Conclusion	105
APPENDIX A SURVEY COVER LETTER	111
APPENDIX B	115
INFORMED CONSENT	115
APPENDIX C	117
INTERVIEW GUIDE	117
REFERENCES	119

LIST OF TABLES

Table 1. Relation between Individual EI and Team EI	5
Table 2. The Team Emotional Intelligence™ Framework.....	30
Table 3. Dimensions of Group EI.....	78
ANOVA with Intraclass Correlation for EI Norms with NLP for individual members.....	80
Table 5. Pearson correlation technique was run to relate the above Individual's EI and Team performance.....	82
Table 6. Chronbach alpha internal reliabilities for NLP and EI	85
Table 7. Pearson Correlation Co-efficient matrix for study variable for SM and HPT.....	87
Table 8. Pearson Correlation Co-efficient matrix for study variable for psychological safety and HPT.....	90

LIST OF FIGURES

Figure 1. Graphic Depiction of Mayer and Salovey’s Ability Model of Emotional Intelligence.....	41
Figure 2. Hypothesis.....	73
Figure 3. NLP technique can help build an HPT.....	81

CHAPTER I

INTRODUCTION

1.1 Introduction

This paper will talk about Emotions, Thoughts and Feelings, how they are input for decision-making and how, once we label the emotions, thoughts, and feelings, we can control our thoughts and feelings.

An *emotion* is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioural or expressive response. (Hockenbury & Hockenbury, 2007). Thought is anything said or done, possibly followed by a long series of unconscious thoughts and thought processes (Mark, 2021).

Feelings are the body's reactions to events outside of us and inside our mind. Furthermore, feelings occur in the body. The problem is that we have learned not to notice our feelings. We have learned to not pay attention to them. The problem is that we do certain things that block noticing our feelings. (Friel & Friel, 2010). A High-Performance Team (HPT) is "one that exceeds all reasonable expectations and produces extraordinary results." Here are some general characteristics of an HPT. (AGLX, 2019)

- High level of Collective Efficacy—the general confidence that they will succeed.
- Have high levels of psychological safety.
- The ability to adapt to changing situations.
- Display a high level of participation and proactivity.

There is evidence from the nascent field of emotion and decision-making, ranging from approximately 1970 until the present. We know that input to decision making, which also follows a different type of emotion like contentment, satisfaction, regret, etc. (Coughlan & Connolly, 2001; Mellers, 2000; Zeelenberg et al., 1998), are nothing but emotions, thoughts and feelings. The driving factor of the decisions that we make in our day-to-day lives depends solely on emotions, thoughts, and feelings. (e.g., Ekman 2007, Frijda 1988, Gilbert 2006, Keltner & Lerner 2010, Keltner et al 2014, Lazarus 1991, Loewenstein et al 2001, Scherer & Ekman 1984).

For psychological safety, a likely process would involve an intervening emergent state, defined as a shared belief by team members that the team is safe for taking any interpersonal risk (Edmondson, 1999). For any team to function effectively and successfully, team members must readily participate in collaboration, be self-sufficient, take responsibility for the team goal and solicit guidance, which partially depends on the degree of felt psychological safety within the team environment (Edmondson, 1999). Although the importance of psychological safety for social interaction has been noted (Edmondson, 1999; Nembhard & Edmondson, 2006), its antecedents have very few empirical results or data (Harper & White, 2013). Teams may develop an emergent state consisting of members' collective attributes and team norms that define a level of psychological comfort. Thus, research should examine whether team members' abilities to recognize and regulate their own and others' emotions influence this state. A team's emergent state of psychological safety may be derived to some extent from team members' EI. Research on this process can improve our understanding of team decision-making. Therefore, the second goal of this study is to explore the association between team EI and team decision-making performance. The current study explores the possible mediating effect of psychological safety on the relationship between team NLP, EI, and team decision-making to build an HPT. This study also revealed a

significant finding regarding the mediating role of psychological safety in the relationship between team emotional intelligence (EI) and team decision-making performance. This finding underscores the importance of examining temporary team conditions that emerge from member interactions, known as team emergent states (Zhou & Vredenburg, 2017), particularly the role of psychological safety in uncovering the underlying mechanisms of team decision-making. When teams come together for decision-making processes in the workplace, there is a lot at stake for individual members. Their status, performance reputation, and relationship networks can be influenced. The prominence of group norms, potential conformity pressures, and their impact on group cohesiveness further highlight the relevance of fostering a team culture that supports psychological safety as a critical condition for effective information processing and, consequently, high-quality team decision-making.

Emotional Intelligence of Team

Emotional intelligence (EI) is vital in team dynamics and overall team performance. It refers to recognizing, understanding, and managing emotions in oneself and others. The EI of individual team members collectively contributes to the emotional intelligence of the team as a whole. This section will explore the importance of EI in teams, its impact on team performance, and strategies to enhance team emotional intelligence.

EI in teams is crucial because it influences how team members interact, communicate, and collaborate. Research suggests that teams with higher levels of emotional intelligence exhibit better decision-making, problem-solving, and conflict-resolution abilities (Goleman et al., 2002). Additionally, teams with higher EI are more likely to foster a positive and supportive work environment, leading to increased engagement, motivation, and satisfaction among team members (Côté, 2005). Effective team communication is a crucial component of team emotional

intelligence. Understanding and expressing emotions, listening empathetically, and providing constructive feedback contribute to a healthy team dynamic. Teams with high emotional intelligence are characterized by open and honest communication, active listening, and respectful interactions (Jordan & Troth, 2004).

Team emotional intelligence also plays a significant role in managing conflicts within the team. Emotional intelligence enables team members to navigate conflicts by understanding the emotions underlying the disagreement and finding constructive resolutions. Teams with higher EI are more likely to handle conflicts collaboratively and productively, fostering a positive team climate (Caruso & Salovey, 2004). Strategies for enhancing team emotional intelligence include both individual and team-level interventions. At the individual level, team members can engage in self-reflection, self-awareness, and self-regulation exercises to improve their emotional intelligence. This can involve journaling, mindfulness practices, and seeking feedback from others (Bradberry & Greaves, 2009). At the team level, interventions can focus on building a supportive and emotionally intelligent team culture. Team members can participate in workshops or training sessions that promote emotional intelligence skills such as empathy, active listening, and effective communication. These interventions can also involve team-building activities that encourage collaboration, trust, and understanding among team members (Wong & Law, 2002).

The role of team leaders is crucial in fostering team emotional intelligence. Leaders can set the tone by demonstrating and encouraging emotionally intelligent behaviours within the team. This includes providing emotional support, recognizing and valuing diverse perspectives, and promoting a safe and inclusive team environment (Mayer et al., 2008).

Organizational support is also vital for nurturing team emotional intelligence. Organizations can prioritize the development of emotional intelligence skills by providing resources and training

programs and creating a culture that values emotional intelligence in teams. This can be achieved through leadership development programs, coaching, and ongoing feedback mechanisms (Carmeli et al., 2010).

In conclusion, emotional intelligence is critical in team dynamics and performance. Teams with higher emotional intelligence demonstrate improved communication, conflict management, and decision-making abilities. Strategies to enhance team emotional intelligence involve individual and team-level interventions, emphasizing self-awareness, empathy, effective communication, and collaboration. Strong leadership and organizational support are essential in fostering a culture that values emotional intelligence in teams. By investing in team emotional intelligence, organizations can create high-performing teams that effectively navigate challenges and achieve their goals.

Table 1 - Relation between Individual EI and Team EI

3 Levels	6 Dimensions of EI	9 Norms of ECG
Individual	Understanding Members	Interpersonal Understanding
	Managing Members	Addressing counterproductive behaviour
		Caring Behaviour
Team	Team Self Understanding	Team Self - Evaluation
		Creating Emotional Resources
	Team Self-Management	Creating an Affirmative Environment
		Pro-active Problem Solving
	Understanding the larger Organisation	Organizational Understanding

External	Managing the Larger Organisation	Building External Relations
----------	----------------------------------	-----------------------------

(Druskat & Wolff; Boyatzis, 1982; Goleman, 1998; Druskat, Messer, Koman & Wolff, 2003; Hamme, 2003)

Team Performance

Team performance refers to the collective effectiveness of a team in working together to achieve its goals and objectives. A *team* can be defined as a group of individuals with specific roles and responsibilities who collaborate in an interdependent and adaptive work environment towards a common valued goal. The team is embedded within a more extensive organizational system, with boundaries and linkages to the broader system context and task environment.

Teamwork plays a crucial role in team performance. It encompasses the behavioural processes that team members, such as those in a high-performing team (HPT), utilize to accomplish work within the team. Effective teamwork involves coordination, communication, cooperation, and mutual support among team members (Salas et al., 2005). Various factors influence the effectiveness of team performance. One crucial factor is the degree to which team members are self-sufficient and collaborative in their work environment. A self-sufficient team can work independently and handle tasks without constant external support. Conversely, collaboration involves team members working together, sharing knowledge and skills, and leveraging each other's strengths to achieve common goals. Research by (Marks et al., 2001) emphasizes the importance of team processes and dynamics in team performance. They highlight the significance of shared mental models, mutual

trust, and communication in enhancing team performance. Effective team performance also relies on aligning team members' thoughts and actions toward common objectives. (Kozlowski & Ilgen, 2006) Further emphasize the role of team processes, including coordination, communication, and cooperation, in achieving high performance of the team. They highlight the importance of task-focused strategies, goal setting, and feedback in enhancing team effectiveness.

(Moreover, Salas, Goodwin, & Burke, 2009) underscore the impact of team leadership, shared mental models, and effective communication on team performance. They argue that strong leadership, clear goals, and open communication channels improve team performance outcomes.

In summary, team performance reflects the team's efficacy in working together towards shared goals. It depends on effective teamwork processes, including coordination, collaboration, and communication. The alignment of team members' thoughts and actions, along with factors like leadership, shared mental models, and a supportive work environment, also play significant roles in determining team performance.

The next section of the study presents a theory proposing that NLP tools and techniques, along with specific individual emotional intelligence competencies, support the development of the ECG of the team. The subsequent chapters provide applied and verified results based on this theory.

This research contributes to the existing literature by exploring the relationship between NLP coaching, individual emotional intelligence, ECGNs, and team performance in multiple settings.

Through a comprehensive review of literature and industry practices, the study aims to provide valuable insights into the practical implementation of NLP tools and techniques in natural work environments to foster team collaboration and productivity.

1.2 Research Problem

The research problem investigates the interplay between Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety within a workplace context. These three factors are recognized as significant contributors to individual and team success. However, their combined impact on team performance and well-being remains an area that requires further exploration.

Neuro-Linguistic Programming (NLP) offers a set of techniques and strategies for enhancing communication, personal development, and behaviour change. Emotional Intelligence (EI) encompasses recognizing, understanding, and managing emotions effectively in oneself and others. Psychological safety refers to a shared belief within a team that taking interpersonal risks is safe, expressing oneself authentically, and contributing without fear of negative consequences. By investigating, the research aims to provide valuable insights into the combined impact of NLP, Emotional Intelligence, and psychological safety on team performance and well-being. The findings will contribute to the knowledge of effective team dynamics and provide practical recommendations for organizations seeking to enhance their teams' performance, collaboration, and overall workplace satisfaction. By integrating both quantitative and qualitative data, the research aims to comprehensively understand the interrelationships and mechanisms through which NLP, Emotional Intelligence, and psychological safety influence team performance and well-being. The insights gained from this study will contribute to developing evidence-based practices for fostering healthier and more productive work environments.

1.3 Purpose of Research

This research aims to examine the effects and interactions of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being in the workplace. The research seeks to understand how these factors individually and collectively impact team dynamics, communication, collaboration, problem-solving, creativity, innovation, and overall team effectiveness. The study aims to provide insights and recommendations for organizations to enhance team performance, promote positive work environments, and support the well-being of team members. Additionally, the research aims to contribute to the existing body of knowledge in the fields of NLP, EI, and psychological safety by exploring their interplay and potential synergies in a workplace context.

1.4 Significance of the study

The study of Emotional Intelligence (EI), Neuro-Linguistic Programming (NLP), and team performance holds significant implications for personal and organizational development. Understanding the relationship between these constructs can have several key benefits:

- **Improved Team Dynamics:** Investigating the interplay between EI, NLP, and team performance can shed light on how emotional intelligence and effective communication techniques can foster more vital team dynamics. Teams with higher EI and NLP skills will likely exhibit better collaboration, communication, and problem-solving abilities.
- **Enhanced Leadership Effectiveness:** Researching the impact of EI and NLP on team performance can provide valuable insights into how leaders can effectively motivate and guide their teams. Leaders with higher emotional intelligence and NLP techniques may inspire greater trust and loyalty, leading to improved team performance. Optimal Decision-

Making: Understanding how EI and NLP influence team performance can help teams make better decisions. Emotionally intelligent teams that leverage NLP techniques may be more adaptable, able to manage conflicts constructively, and consider diverse perspectives when making crucial decisions.

- **Employee Well-being and Satisfaction:** By exploring the relationship between EI, NLP, and team performance, organizations can create a positive work environment by prioritizing employees' emotional well-being. Higher EI levels help to reduce stress, improve job satisfaction, and increase employee engagement. **Training and Development:** Findings from this study can inform training programs aimed at enhancing team performance. Organizations can design training sessions that focus on developing emotional intelligence, effective communication, and NLP skills, leading to improved team dynamics and productivity.
- **Organizational Productivity:** A deeper understanding of the connections between EI, NLP, and team performance can improve organizational productivity. Teams that effectively manage emotions and use NLP communication techniques can contribute to higher innovation, problem-solving, and overall performance.
- **Conflict Resolution:** The study of EI, NLP, and team performance can provide valuable insights into resolving team conflicts. Teams with higher emotional intelligence may be better equipped to manage disagreements and find collaborative solutions, leading to more harmonious and productive work environments.

In conclusion, the significance of studying EI, NLP, and team performance lies in its potential to enhance team dynamics, leadership effectiveness, decision-making, employee well-being, and

overall organizational productivity. The findings can inform interventions and strategies that promote positive team interactions, further improving team performance and success.

1.5 Research Purpose and Questions

This research aims to investigate the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being in the workplace. The research aims to understand the relationships, interactions, and potential synergies among these factors to provide valuable insights for organizations to create conducive work environments and foster team effectiveness.

Research Questions:

- What is the individual impact of NLP techniques on team performance, Self-Awareness, Social Skills, Empathy, and Self-Regulation?
- How does Emotional Intelligence (EI) influence individual and team well-being, as well as team dynamics and effectiveness?
- What is the role of psychological safety in promoting creativity, innovation, and overall team performance?
- How do NLP, EI, and psychological safety interact and influence each other in a team setting?

By addressing these research questions, the study aims to comprehensively understand the individual and combined effects of NLP, EI, and psychological safety on team dynamics, performance, and well-being. The findings will contribute to the existing knowledge base and offer practical implications for organizations seeking to optimize team effectiveness and create supportive work environments. Furthermore, the study highlights the connection between the

Scrum master's emotional intelligence, the ECG of the team, and team performance. It builds upon the existing understanding of how the Scrum master's EI influences team performance and demonstrates how NLP coaching can contribute to creating psychological safety within teams.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

According to (Goleman, D. 1995; Dilts, 1998; Edmondson & Hugander, 2021). Building high-performance teams is a critical goal for organizations seeking to achieve success in today's dynamic and competitive business environment. Emotional Intelligence (EI) and Neuro-Linguistic Programming (NLP) are two approaches that have been increasingly recognized for their potential to enhance team performance and effectiveness. This literature review explores existing research and literature on applying EI and NLP techniques in building high-performance teams.

Emotional Intelligence and High-Performance Teams. Numerous studies have highlighted the positive impact of Emotional Intelligence on team performance. EI skills, such as self-awareness, empathy, and effective communication, contribute to better team collaboration, conflict resolution, and decision-making. Research suggests that teams with higher levels of emotional Intelligence exhibit high levels of trust, cohesion, and overall performance.

Neuro-Linguistic Programming and High-Performance Teams

NLP techniques offer valuable tools for improving communication, influencing behaviour, and enhancing team dynamics. Studies have shown that NLP interventions can positively impact team effectiveness, leadership development, and problem-solving skills. NLP techniques, such as rapport-building, reframing, and anchoring, can foster positive team interactions, improve team motivation, and facilitate goal achievement.

Integrating Emotional Intelligence and Neuro-Linguistic Programming

Integrating EI and NLP techniques offers a comprehensive approach to building high-performance teams. Research suggests combining emotional intelligence training with NLP interventions can improve team collaboration, communication, and overall performance. For example, developing emotional intelligence skills within team members can enhance their ability to understand and respond to others' emotions, which NLP techniques for effective communication and rapport-building can further complement.

Leadership and Coaching in High-Performance Teams

Leadership plays a crucial role in fostering high-performance teams. EI and NLP provide valuable insights and techniques for leaders and coaches to enhance their effectiveness in leading and developing teams. Leaders with strong emotional intelligence skills can create an environment of trust, motivation, and open communication. At the same time, NLP techniques can help leaders improve their coaching and communication strategies to support team members' growth and development.

Challenges and Future Directions

Despite the growing recognition of the benefits of EI and NLP in team development, challenges still need to be addressed. Some challenges include the need for further empirical research, integrating EI and NLP interventions into team training programs, and the sustainability of the effects over time. Future research should focus on longitudinal studies, exploring how EI and NLP techniques influence team performance and their applicability across diverse team contexts.

The literature reviewed demonstrates the potential for integrating emotional Intelligence and neuro-linguistic programming techniques to build high-performance teams. Both approaches contribute to enhancing team dynamics, communication, and overall performance. Organizations that invest in developing EI and NLP skills within their teams and leaders will likely experience improved collaboration, productivity, and success in achieving their goals. The aim of the current research work is to determine what it takes to make an HPT and how we can improve the effectiveness of a team. The primary study revolves around how a coach, a scrum master, can improve emotional Intelligence, which will positively affect the team's level of emotional Intelligence, which will lead to building a high-performing team. This argument supports the above theory and is present in separate streams of literature. Each literature stream will be discussed concerning the primary tenant of this paper: NLP and the techniques used, which will, in turn, affect the individual EI, affect team EI, and how the team EI affects team performance.

The current chapter detailed the NLP and the concept behind how we can alter the EL of the team and Individual, which is further provided with evidence that supports the two hypothesized predictors of team performance in this research, team emotional intelligence and individual emotional Intelligence. The discussion on individual emotional Intelligence is presented first, followed by a discussion of team Emotional Intelligence. The next sections focus on how impactful a Scrum master is on their team and how EI will be used and defined in this study—Lastly, hypotheses of how both individual EI and team EI are presented.

Neuro-linguistic programming (NLP)

Neuro-Linguistic Programming (NLP) is a psychological approach that focuses on analyzing and understanding individuals' strategies to achieve successful outcomes by altering emotions,

thoughts, and behaviours ethically and positively. It was developed in the 1970s at the University of California, Santa Cruz (GoodTherapy, 2018).

The core principle of NLP is the belief that our subjective experiences are influenced by how we perceive and interpret the world around us. Understanding and modifying our thinking patterns, language, and behaviour can enhance our communication skills, personal development, and effectiveness in various aspects of life (Bandler & Grinder, 1975; Grinder & Bandler, 1981).

NLP encompasses a variety of techniques and methodologies that facilitate the understanding and modification of individual thinking and behaviour patterns. Some of these techniques include:

- **Anchoring:** Anchoring involves creating associations between specific stimuli and desired emotional states.
- **Reframing:** Reframing involves changing the meaning or interpretation of a situation to shift perspectives and create more empowering responses.
- **Modelling:** Modelling involves studying and replicating the behaviours and strategies of successful individuals to achieve similar results.
- **Rapport Building:** Rapport building focuses on establishing and maintaining a solid connection with others.
- **Visualization and Mental Imagery:** Visualization and mental imagery techniques utilize the power of imagination to create vivid mental pictures of desired outcomes.
- **Language Patterns:** NLP incorporates specific language patterns and techniques to improve communication and positively influence others.

In conclusion, NLP is a psychological approach that offers various techniques and methodologies to analyze and modify thinking and behaviour patterns. Individuals can enhance their communication, personal development, and overall effectiveness by utilizing anchoring,

reframing, modelling, rapport building, visualization, and language patterns. NLP provides a framework for understanding how individuals perceive and interpret the world, and by altering these patterns, individuals can achieve positive and meaningful outcomes (GoodTherapy, 2018).

Emotional Intelligence and NLP

According to (Goleman, 1995), Emotional Intelligence (EI) and Neuro-Linguistic Programming (NLP) are two concepts that have gained significant attention in the fields of psychology, personal development, and leadership. EI and NLP offer valuable insights and techniques for understanding and improving human behaviour, communication, and emotional well-being. This response will explore the relationship between emotional Intelligence and neuro-linguistic programming and highlight their fundamental principles and benefits.

Emotional Intelligence (EI) is the ability to recognize and manage one's emotions and those of others, guiding one's thoughts and actions accordingly (Mayer & Salovey, 1993). Different aspects of EI can be enhanced through teaching and training (Mayer & Salovey, 1997), and individuals possess various talents in recognizing, processing, and controlling their emotions (Gardner & Stough, 2002). EI can be categorized into scopes such as self-awareness, self-regulation, self-motivation, empathy, and social ability (Resmisari & Sitepu, 2022). NLP methods can help individuals effectively handle emotional challenges and cope with difficulties (Weare & Gray, 2003; Saffaryazdi et al., 2022). NLP offers various techniques to enhance each dimension of EI, such as values hierarchy and goal setting for self-awareness, dissociative techniques for self-regulation, associative approaches for self-motivation, matching and mirroring for empathy, and rapport-building for social skills. The literature on NLP strategies in teaching and learning environments has been growing, particularly concerning education and EI. NLP techniques have

contributed to developing teacher-learner rapport and promoting collaborative learning situations (Keezhatta & Omar, 2019). NLP techniques are significant factors in enhancing EI and facilitating teaching-learning success. However, it is essential to investigate whether NLP strategies effectively enhance learners' academic achievement, critical thinking, and EI, especially among advanced learners.

Despite recognizing the importance of EI, academic achievement, and critical thinking, their integration into educational programs has yet to be improved. Educators often assume that teachers possess these skills and can develop them in learners, leading to a need for more emphasis on explicitly teaching these skills. Therefore, this study aims to explore the effectiveness of a training program utilizing NLP strategies in enhancing learners' EI, academic achievement, and critical thinking. Methods such as confirmation, visualization, securing, reframing, role-playing, and part modelling are suggested as potential approaches that may positively impact learning advancements and behavioural adjustments (Tosey & Mathison, 2003; Kudliskis & Burden, 2009; Lashkarian & Sayadian, 2015).

Emotional Intelligence is the ability to recognize, understand, and manage emotions effectively in oneself and others. It involves self-awareness, empathy, self-regulation, motivation, and social skills. EI is crucial in personal and professional success, as it influences various aspects of life, including relationships, decision-making, and overall well-being.

On the other hand, Neuro-Linguistic Programming is a psychological approach that examines communication patterns, behaviour, and subjective experience. It explores the connections between the neurological processes ("neuro"), language ("linguistic"), and patterns of behaviour and thought ("programming"). NLP offers techniques and strategies to understand and change

thinking, communication, and behaviour patterns to achieve specific goals and enhance personal development.

The relationship between emotional Intelligence and NLP lies in their shared focus on understanding and managing human behaviour and communication. NLP provides practical tools and techniques that can complement the development of emotional intelligence skills. For example, NLP offers methods for enhancing self-awareness, improving rapport and empathy, managing emotions, and developing effective communication skills.

One aspect of NLP that aligns with Emotional Intelligence is the emphasis on self-awareness. NLP techniques help individuals explore their internal states, beliefs, and values, allowing them to understand better their emotions and how they influence their thoughts and actions. This self-awareness is a fundamental aspect of emotional Intelligence, enabling individuals to recognize and regulate their emotions effectively.

Additionally, NLP techniques can enhance social skills and empathy, crucial components of Emotional Intelligence. NLP provides strategies for building rapport, understanding non-verbal cues, and developing efficient communication skills. These skills can enhance one's ability to connect with others, understand their perspectives, and respond empathetically, all of which are critical elements of emotional Intelligence.

Furthermore, emotional Intelligence and NLP recognize the importance of mindset and belief systems in shaping behaviour and outcomes. NLP offers techniques such as reframing, anchoring, and modelling, which can help individuals reframe their beliefs, shift their perspectives, and adopt more resourceful and empowering mindsets. The above statement aligns with the emotional intelligence concept of self-regulation, where individuals learn to manage their thoughts, beliefs, and attitudes to promote emotional well-being and positive behaviour.

It is worth noting that while emotional Intelligence and NLP can complement each other, they are distinct concepts with their theoretical frameworks and practices. Emotional Intelligence is grounded in psychological research and theories, while NLP draws from various disciplines, including psychology, linguistics, and cognitive science. Therefore, integrating emotional Intelligence and NLP should be approached with a comprehensive understanding of both concepts and their applications.

In conclusion, emotional Intelligence and neuro-linguistic programming offer valuable insights and techniques for understanding and improving human behaviour, communication, and emotional well-being. Both concepts focus on self-awareness, empathy, effective communication, and mindset, making them highly compatible. Individuals can enhance their emotional intelligence skills and improve their personal and professional development by integrating emotional intelligence principles with NLP techniques.

Psychological Safety, Emotional Intelligence and High-Performance Team

Psychological safety, which entails creating an environment where candour and vulnerability are welcomed, is increasingly recognized as crucial for team success, especially in tumultuous times (Edmondson & Hugander, 2021). However, establishing psychological safety is challenging and requires a significant commitment and skill. In their study of a Swedish financial group, the authors outline four essential elements for creating psychological safety: focusing on performance, training individuals and teams, incorporating visualization, and normalizing work-related vulnerability. These elements can effectively transform the climate and capabilities of any team (Edmondson & Hugander, 2021). While psychological safety has gained widespread attention across various industries, such as healthcare, technology, and financial services, there is often a misconception

that it naturally exists in healthy work environments. However, psychologically safe work environments are rare and must be intentionally cultivated. People tend to hold back ideas, hesitate to ask questions, and avoid disagreeing with authority figures. As a result, the free exchange of ideas and concerns is frequently hindered. Reversing this dynamic requires focused effort and helping individuals develop new beliefs and behaviours (Edmondson & Hugander, 2021).

Despite the challenges, creating psychological safety is not impossible. There is ample evidence that it can be achieved and is immensely valuable for businesses facing uncertainty or needing innovation. However, it requires a high level of commitment and ambition. The efforts invested in building psychological safety yield significant results. For instance, at SEB, where Per led leadership and organizational development, an executive who participated in a program to improve strategic progress through psychological safety and dialogue skills reported quicker and better decision-making. By slowing down to establish psychological safety, the team could solve long-standing strategic problems internally and with external stakeholders (Edmondson & Hugander, 2021).

The success of establishing psychological safety can be attributed to four essential elements identified through Amy's academic study of Per's work at SEB. Per's decade-long experimentation with different techniques to help management teams practice perspective-taking, strategic focus, and embrace candour and vulnerability informed these elements. The approach to working with management teams can be applied to any team where candid dialogue is essential for success. While the substance of the decisions may differ, the approach to skill development within the context of real work remains the same (Edmondson & Hugander, 2021).

In summary, creating psychological safety in the workplace is a challenging endeavour that requires significant commitment and skill. Focusing on performance, training individuals and

teams, incorporating visualization, and normalizing work-related vulnerability are crucial elements for establishing psychological safety. Despite the rarity of psychologically safe environments, the effort invested in building psychological safety pays off by enabling quicker and better decision-making and solving complex problems. By understanding the essential elements and approaching the process with dedication, businesses can cultivate psychological safety and enhance team performance (Edmondson & Hugander, 2021).

As an intangible concept, psychological safety can be challenging to measure directly. However, several approaches and tools can provide insights into the level of psychological safety within a team or organization. Here are a few methods commonly used to assess psychological safety:

- Surveys and Questionnaires
- Focus Groups or Interviews
- Observation and Feedback
- Case Studies and Retrospectives: It is important to note that measuring psychological safety is not a one-time event but an ongoing process. Regular assessments and feedback mechanisms can help track progress and identify improvement areas.

Regardless of the method chosen, it is crucial to ensure anonymity, confidentiality, and a safe environment for participants to provide honest responses. Interpreting the results requires considering the context, organizational culture, and other psychological safety factors.

Measuring psychological safety provides valuable insights for organizations and teams to understand their current dynamics and identify areas for growth and improvement. It can serve as a starting point for interventions and initiatives aimed at fostering a psychologically safe environment that encourages collaboration, innovation, and individual growth.

Steps to Boost Psychological Safety at the Workplace

According to Edmondson and Hugander (2021), creating psychological safety in the workplace is a challenging endeavour that requires a high degree of commitment and skill. However, it is achievable and precious for businesses facing uncertainty or needing innovation. The authors propose four essential elements for creating psychological safety based on successful implementation at a Swedish financial group: focusing on performance, training individuals and teams, incorporating visualization, and normalizing work-related vulnerability. Psychological safety has gained significant recognition across various industries, including healthcare, technology, and financial services. Its importance has become even more evident recently due to its relevance to agility, diversity and inclusion, and remote working. However, it is crucial to note that psychologically safe work environments are rare, and a common misconception among business leaders is that psychological safety automatically exists in reasonably healthy work environments, like freedom from harassment or a commitment to physical safety. The challenge in creating psychological safety stems from the natural tendencies of individuals to hold back ideas, hesitate to ask questions, and avoid disagreeing with authority figures. As a result, the free exchange of ideas, concerns, and questions is often needed more frequently than managers realize. Overcoming these barriers requires focused effort and a process of helping individuals develop new beliefs and behaviours, which is neither easy nor natural.

Nonetheless, the authors emphasize that creating psychological safety is possible and highly beneficial for any business facing uncertainty or seeking innovation. They have seen evidence of its success in the context of strategic progress at SEB, where a four-month program focused on building psychological safety and dialogue skills resulted in quicker and better decision-making. By slowing down to speed up, the organization was able to solve long-standing strategic problems

both internally and with external stakeholders. The success of this approach is attributed to the four essential elements identified through Amy's academic study of Per's work at SEB. These elements involve practising perspective-taking, strategic focus, candour, and vulnerability. While the substance of the decisions may differ across teams, the approach to skill development in the context of real work remains consistent.

In summary, creating psychological safety in the workplace requires a significant level of commitment and ambition. While it is a challenging task, it is attainable and immensely valuable for organizations. By focusing on performance, providing training, incorporating visualization, and normalizing work-related vulnerability, teams can alter their climate and capabilities, leading to improved collaboration, decision-making, and problem-solving.

Focus on Performance

To create a psychologically safe work environment, it is crucial to align the intervention with what executives value the most: performance. Shifting the narrative from culture change or interpersonal skills to the impact of conversation quality and candour on results helps make a case for the importance of psychological safety. Integrating diverse ideas and expertise is essential for achieving performance in knowledge-intensive work, and this requires a willingness to engage in timely and candid conversations.

Presenting the goal as "helping people feel safe" or "becoming better listeners" can be less effective in driving change. While these aspects are important, they should be seen as means to an end rather than the ultimate objectives. Senior executives are more likely to recognize the significance of psychological safety when they understand its role in solving complex problems. However, gaining insight alone does not lead to behavioural change. It is crucial to provide individuals with first-hand experience of operating differently. Per follows a two-step process to foster change.

First, he helps individual teams progress on their most significant challenges by practising new interpersonal skills in regularly scheduled, safe sessions. This allows team members to develop and apply these skills in a supportive environment. Second, participants who experience success in addressing challenging issues are encouraged to share their stories and spread the practices to other teams, particularly the ones they lead. By showcasing how candour, vulnerability, and perspective-taking have contributed to positive outcomes, more people are inspired to practice these skills in their work. As the adoption of these skills increases, evidence of their effectiveness grows. Focusing on performance, tangible results, and the opportunity for individuals to experience the benefits first-hand fosters a culture of psychological safety. This approach helps executives recognize that creating an environment where people can openly express their ideas and concerns leads to better problem-solving and improved performance overall (Knight, 2009). In summary, emphasizing performance and the impact of conversation quality is crucial in building a psychologically safe work environment. Organizations can foster a culture of psychological safety by enabling teams to practice new skills in safe sessions and encouraging the spread of successful practices to other teams. As more individuals experience the positive outcomes of candid, vulnerable, and perspective-taking conversations, the evidence of the effectiveness of these practices will continue to grow (Knight, 2009).

Train both individuals and teams.

Per's experience as a basketball player and coach has highlighted the importance of two types of training for winning teams: individual skills training (such as drilling and shooting) and team practice (involving complex games that require real-time coordination using these skills, along with decision-making about passing, shooting, or dribbling). This same principle applies to

management teams. While individual executives need to learn and practice skills like perspective-taking and inquiry to facilitate the open sharing of ideas and concerns, these skills truly take hold when practised collectively as a team, especially in the context of accomplishing the actual work at hand. To achieve this, management teams must engage in generative dialogues, which involve integrating multiple perspectives to generate innovative solutions for moving forward on complex topics. These dialogues must be structured and facilitated to allow the team to assess their effectiveness as they progress. Per, for instance, frequently conducts weekly hour-long group sessions to teach individual skills, interspersed with longer dialogue sessions occurring approximately once a month. These dialogue sessions provide an opportunity for the team to practice their new skills collectively, enhancing their ability to work together effectively and tackle complex challenges (Knight, 2009). Management teams can foster a collaborative and effective working environment by combining individual skills training with team practice through generative dialogues. This approach allows for the integration of diverse perspectives and the generation of innovative solutions. Regular practice sessions enable teams to assess their progress and refine their skills, ultimately enhancing their ability to tackle complex topics and make meaningful progress (Knight, 2009).

In summary, just as winning sports teams train individual skills and team coordination, management teams must focus on individual skill development and collective practice through generative dialogues. By structuring dialogues and providing regular opportunities for skill practice, teams can enhance their ability to work together and address complex challenges effectively (Knight, 2009). Incorporate Visualization. Visualization techniques are widely utilized in various domains, ranging from athletes aiming to break records to therapists helping individuals modify troublesome behaviour; similarly, Pre employed visualization in the weekly sessions at

SEB, where participants were prompted to visualize recent instances of successful perspective-taking, candid communication, or creating an inclusive environment. After sharing these experiences, they were guided to visualize upcoming situations and carefully map out how to foster the right atmosphere to navigate complex topics or decisions. In this process, the emphasis is placed on capturing specific and tangible details, as it is believed that envisioning and documenting such descriptions helps individuals internalize new skills and behaviours.

Initially, executives may find it challenging to come up with examples. However, over time, they become more adept at recognizing positive instances and more intentional in practising new behaviours. By engaging in detailed visualization exercises and documenting their experiences, executives can better integrate and apply these skills in real-life situations (Knight, 2009).

Visualization serves as a powerful tool for developing and reinforcing desired behaviours. By vividly imagining and describing specific scenarios, individuals can strengthen their ability to adopt new approaches and habits. Whether envisioning successful perspective-taking, open communication, or creating an inclusive environment, visualization techniques enable individuals to internalize the desired behaviours and enhance their effectiveness in navigating complex challenges (Knight, 2009).

In summary, visualization techniques play a crucial role in skill development and behavioural change. By encouraging executives to visualize past successes and upcoming situations, they can better understand how to create the right atmosphere for effective communication and decision-making in complex contexts. With practice, executives become more attuned to positive examples and increasingly intentional in their efforts to develop new behaviours (Knight, 2009).

Normalize vulnerability related to work.

Research by Knight (2009) suggests that practising vulnerability can lead to a reduction in anxiety and an improvement in interpersonal skills. An executive coach, Amy, has worked with leaders to help them realize that being open and vulnerable does not result in harm, allowing them to gradually increase their willingness to take interpersonal risks. Similarly, at SEB, by facilitated dialogues within executive teams, utilizing perspective-taking and candour to address complex issues and foster skill development. In order to create a safe environment for risk-taking, low-impact challenges were initially presented to warm up the team before engaging in more sensitive topics. This comprehensive approach, which focuses on performance, visualization, normalizing vulnerability, and addressing real problems, has proven effective in enhancing team capabilities. In the current dynamic business environment, managers and their teams heavily rely on candour, speed, and creativity to make progress. Developing psychological safety and perspective-taking skills is no longer viewed as optional but rather as essential for achieving excellence in challenging contexts. Although it requires dedicated effort, this work can provide a significant competitive advantage (Knight, 2009). By implementing these strategies, teams can cultivate a climate of trust and openness, enabling them to effectively address complex issues, enhance performance, and adapt to changing circumstances.

Overall, the research underscores the importance of embracing vulnerability and creating a supportive environment for risk-taking. By developing psychological safety and perspective-taking skills, teams can foster collaboration and innovation and ultimately achieve success in today's complex business landscape (Knight, 2009).

Theories of Emotional Intelligence

Several theories have been proposed to explain the concept of Emotional Intelligence (EI). These theories provide different perspectives on the nature and components of EI. Here, we will discuss three prominent theories of Emotional Intelligence: the ability model, the mixed model, and the trait model.

- Ability Model of Emotional Intelligence:
- The ability model, also known as the Mayer-Salovey-Caruso Emotional Intelligence Model (Mayer et al., 2004), focuses on the cognitive abilities involved in emotional processing.

According to this model, emotional Intelligence involves four fundamental abilities:

- a) Perceiving Emotions: The ability to accurately perceive and recognize emotions in oneself and others.
 - b) Using Emotions: The ability to harness emotions to facilitate thinking, problem-solving, and decision-making.
 - c) Understanding Emotions: The ability to comprehend complex emotions and emotional relationships.
 - d) Managing Emotions: The ability to regulate and manage one's own emotions and the emotions of others.
 - e) These four abilities are considered crucial for effective emotional functioning and are believed to contribute to various outcomes, including personal well-being and social interactions.
- Mixed Model of Emotional Intelligence:

- The mixed model, proposed by Daniel Goleman (1998), expands the concept of Emotional Intelligence beyond cognitive abilities to include personal and social competencies.

This model suggests that emotional Intelligence combines emotional and social skills. Goleman identifies five key components of emotional Intelligence:

- 1) Self-Awareness: The ability to recognize and understand one's emotions, strengths, weaknesses, and values.
- 2) Self-Regulation: The ability to control and manage one's emotions, impulses, and behaviours.
- 3) Motivation: The ability to channel emotions toward achieving personal and organizational goals.
- 4) Empathy: The ability to understand and feel the emotions of others and to respond compassionately.
- 5) Social Skills: Building and maintaining positive relationships, communicating effectively, and resolving conflicts. According to Goleman, these components collectively contribute to emotional Intelligence and influence individuals' personal and professional success.
- 6) Trait Model of Emotional Intelligence

The trait model of emotional Intelligence focuses on individual differences in emotional abilities. This model suggests that emotional Intelligence can be conceptualized as a set of stable personality traits. One of the leading proponents of the trait model is Konstantin V. Petrides, who developed the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009). The trait model emphasizes the role of emotional dispositions, such as self-confidence, emotional resilience, adaptability, and emotional expressiveness, in shaping individuals' Emotional Intelligence.

The trait model suggests that emotional Intelligence can be measured as a personality trait and predicts various outcomes, including mental health, well-being, and interpersonal relationships.

In summary, the ability model emphasizes cognitive abilities involved in emotional processing, the mixed model incorporates personal and social competencies, and the trait model focuses on individual differences in emotional dispositions. These theories provide different perspectives on emotional Intelligence and contribute to our understanding of how emotional Intelligence influences individuals' behaviour, relationships, and overall well-being. Dedication towards job, job satisfaction, task performance and contribution to organizational effectiveness are as mentioned below:

Individual Emotional Intelligence

Individuals in teams must possess appropriate skills, knowledge, and an understanding of team requirements to reach desired outcomes successfully. Empirical data suggests that emotional Intelligence (EI) skills account for eighty per cent of an individual's success, ultimately contributing to the team's success (Goleman, 1995). Emotionally intelligent individuals stay motivated and inspire others, contribute to team building, and often achieve success in their endeavours (Goleman, 2005).

Effective communication is crucial for successful team functioning and can significantly impact team performance and the ability to handle and understand others' emotions (Mayer et al., 2008).

Communication skills are a core component of EI, as it is through communication that individuals express their emotions and exchange information within teams (Mayer et al., 1990).

Collaboration and communication are essential for teams to achieve desired outcomes (Zander, 1994). Effective communication requires clear, concise messages to convey appropriate information (Spitzberg & Cupach, 1984). Communication encompasses verbal and nonverbal cues

and patterns, facilitating efficient and effective information exchange in various situations (Saphiere et al., 2005).

Emotional Intelligence plays a crucial role in motivation and commitment, as it involves understanding and managing one's emotions and thoughts, which influence decision-making and planning to achieve goals (Murphy, 2009). Emotions and communication are interconnected, and an individual's reactions and behaviours depend on the emotions triggered by specific situations (Mayer et al., 2004; Sadri, 2012). EI supports cognitive processing and effective use of emotions, particularly in interpersonal acts like communication, which can predict and explain individual responses in specific situations (Zhou, George, 2003; Lindebaum & Jordan, 2012).

EI measurement is widely used in research, including self-report EI, ability-based EI, and behavioural approaches based on peer ratings (O'Boyle et al., 2011; Walter et al., 2011; Miao et al., 2016, 2017a; Boyatzis et al., 2017). Leadership and EI have been extensively studied, and the relationship between a leader's EI and subordinates' job satisfaction has been explored (George, 2000; Ashkanasy & Daus, 2002; Walter & Bruch, 2009; Boyatzis et al., 2011; Walter et al., 2012; Miao et al., 2016). Additionally, research has focused on individual cognitive skills related to EI, including self-awareness, self-regulation, perceived competence, motivation, social competence, empathy, and social skills (Wolff et al., 2002; Harrison & Clough, 2006; Samad, 2009).

Significance of Team in the Workplace

When an individual becomes a team member within an organization, it impacts two crucial factors that can positively influence the reward system. Firstly, their goals become more aligned with the team's specific objectives, and secondly, their role becomes integral to the team's success (Gross, 1997). The goal of an independent contributor is primarily focused on achieving individual outcomes. However, when team members commit to a shared goal, it becomes more meaningful

and achievable (Locke & Latham, 1984). One factor that influences team members' acceptance and commitment to a shared goal is the reward system. For example, rewarding team output at a level higher than individual performance helps align multiple goals among group members, enhancing their commitment to the overarching goal and encouraging mutual support (Kerr, 1999). Furthermore, rewards tied to the group or organization-level outcomes create social pressure on members to conform and perform (Heneman & von Hippel, 1995).

According to role theory (Katz & Kahn, 1978), when individuals become team members, their role is defined by the behaviours expected of them in their positions, as communicated by other members of their role set. Factors such as workflows, technology, and authority structures shape a team member's role, with various stakeholders having a vested interest in their performance. The role of a team member evolves over time, is influenced indirectly by market dynamics, and is characterized by a series of cyclical episodes involving role-related communications and feedback (Katz & Kahn, 1978). The role of an individual contributor in a team setting primarily revolves around their immediate supervisor. However, as their role evolves, communication skills become essential for interacting with other team members who become part of their role set. As role expectations are clarified and mutually accepted, negotiation, decision-making, and conflict management skills are also necessary (Stevens & Campion, 1994).

Unlike independent jobs with standardized job analyses, there are no reliable systems for standardizing team member roles (Baker et al., 1998). Consequently, it is crucial for team members to develop a broad range of skill sets. Teams are characterized by interdependence, where individual tasks contribute to a shared pool or rely on outputs from other team members (Guzzo & Shea, 1993; Thompson, 1967; Steiner, 1972; Van de Ven, Delbecq, & Koenig, 1976). The prevalence of team-based work has been increasing over the

years, with teams playing a critical role in organizations' missions and survival due to market needs and events (McIntyre & Salas, 1995; Lawler, 1998; Wageman, 1997). Consequently, there is a growing interest in enhancing team efficacy and performance. However, there needs to be more research on the relationship between norms and the effectiveness and performance of actual organizations (Argote, 1989).

2.2 Theory of Reasoned Action

Relation of EI of the Individual and its Performance

Studies examining task-performing group synergy have identified distinct levels of synergy within groups. Weak synergy is characterized by group performance surpassing the individual performance of team members. In contrast, strong synergy denotes group performance that exceeds even the highest level of an individual member's solo performance (Larson, 2010). The existing literature indicates a gap in understanding the effects of emotion and emotional Intelligence in teams and work groups (Kelly & Barsade, 2001). Emotions, which stem from social interactions, play a crucial role in the dynamics of groups (Kemper, 1978; Barsade & Gibson, 1998). Consequently, emotions are a significant component of teams and have been found to influence a group's success (Hirokawa et al., 2000). Traditionally, theories about teams have not incorporated emotionally based behaviours despite their importance (Salovey et al., 2000). However, recognizing the presence and impact of emotions in groups' process and task aspects is vital (Barsade & Gibson, 1998). Emotions are closely linked to behaviour, as they serve as sources of motivation and action, shaping decisions and judgments (Izard, 1991; Leeper, 1948; Schwarz, 1990). Moreover, emotions and behaviour interact, leading to further emotional changes and influencing the individual and group environment (Folkman & Lazarus, 1988). Behaviour expression within a group is moderated by cultural norms, which set expectations for appropriate

behaviour (Ekman, 1984; Argote, 1989; Barsade & Gibson, 1989). Emotion management theorists argue that individuals actively assess and manage their feelings to conform to socially shared norms about expressing emotions (Barsade & Gibson, 1989). These norms also operate at the group level, influencing how members interpret situations and respond in ways that support group success (Barsade & Gibson, 1989; Hackman, 1991; Van Maanen & Kunda, 1989; Wolff & Druskat, 2003). Effective team performance depends not only on individual contributions but also on coordination, cooperation, and management of interpersonal conflicts among team members. Emotionally intelligent team leaders tend to handle such situations more effectively than non-emotionally intelligent leaders (Larkey, 1996). Self-awareness and awareness of team members' behaviour help manage cognitive dissonance, promote trust, and improve job performance (McAllister, 1995; Umar Ghuman, 2011). Studies have explored the relationship between Emotional Intelligence and teamwork behaviour. Emotional Intelligence has shown positive correlations with team effectiveness and plays a direct and unique role in transition and intermediate team processes (Nicholas, 2009). Managers with emotional Intelligence can create a conducive work environment, enhancing subordinates' job performance and satisfaction (Morris & Feldman, 1996; Goleman, 1998, 2001; Bass, 2002).

Druskat and Wolff (1999, 2001) developed emotionally competent group norms (ECGNs) to examine emotional Intelligence at the group level. These norms reflect a group's ability to influence and manage the emotional process, build emotional capacity, develop social capital, and achieve effectiveness (Wolff & Druskat, 1999). These norms operate at the individual, group, and cross-boundary (external) levels, encompassing awareness and regulation of emotions (Arrow et al., 2000; Druskat et al., 2003; Hamme, 2003)

Table 2- (The Team Emotional Intelligence™ Framework, 2017)

Cluster within Levels	EI Competency Within Cluster	ECG Norms Within Cluster
Self-Awareness	Understanding Members Emotional Self Awareness Emotional Self Control Emotional Awareness for other team members	Interpersonal Understanding
Self-Management	Managing Member Adaptability Goal/Outcome Oriented Positive Outlook Empathy Relentless Improvement. Continuous Learning	<ul style="list-style-type: none"> • Confronting Members who break norms • Caring behaviour
Team Awareness	Team Self Understanding Team Self Awareness	Team Self Evaluation
Team Management	Team Self-Management Team Self Awareness Adaptability Goal/Outcome Oriented Positive Outlook Empathy Relentless Improvement. Continuous Learning Teamwork/ Collaboration	<ul style="list-style-type: none"> • Creating recourses for working with emotions • Creating affirmative environment Proactivity in problem solving
Organizational Awareness	Organizational Social Awareness. Organizational Assessment Empathy Service Orientation	Organizational Understanding
Organizational Regulation	Organizational Management Change Agent Conflict Management Continuous Learning Inspirational Leadership Influencer Teamwork/Collaboration Coach/Mentor	Building External Relationship

Table 2 depicts (Druskat Wolff, 2001) a set of competencies contributing to effective team functioning at different levels. At the individual level, these competencies include interpersonal understanding, confronting members who break norms, and caring behaviour (Druskat & Wolff, 2001). These competencies focus on developing a deep understanding of team members' emotions and thoughts, addressing and resolving norm-breaking behaviours, and demonstrating empathy and support towards team members. At the team level, the competencies involve creating resources for working with emotion and creating an affirmative environment (Druskat & Wolff, 2001). These norms aim to promote awareness and regulation of emotions within the team, providing the necessary support and resources to manage emotions effectively.

Lastly, at the cross-boundary level, the competencies include organizational understanding and building external relationships (Druskat & Wolff, 2001). These norms focus on understanding the larger organizational context and developing relationships outside the team's boundaries to acquire information, resources, and support.

Dimensions of ECG in Individual Level

Group Awareness of Members' Emotion: Interpersonal understanding

A group norm of interpersonal understanding focuses on the collective awareness of emotions at the individual member level, including emotions, thoughts, feelings, likes, and dislikes. Research has demonstrated that team members developing rapport and understanding leads to increased creativity in specific teams compared to others (Thatcher, 2000). Furthermore, positive interpersonal relationships among team members have been found to enhance the team's performance in tasks requiring innovation (McAllister, 1995) and contribute to the establishment

of trust and safety within the team (Larkey, 1996; Rousseau et al., 1998), which directly impacts team performance efficacy (Campion et al., 1993).

Group Management of Members' Emotion: Confronting members who break norms.

A group norm of addressing and confronting members who break norms contributes to cultivating positive emotions at the individual level. This norm emphasizes a culture of transparency and openness, encouraging constructive feedback and confrontation when necessary. By promoting a culture of open communication, the team can effectively address any disruptive behaviours or actions that may hinder team progress.

Establishing this norm helps develop emotional competence within team members, enabling them to willingly confront and cope with difficult emotions that may arise from receiving candid feedback (Holmer, 1994). Teams that avoid addressing inappropriate member behaviour to avoid conflict often experience a decrease in their problem-solving abilities, directly impacting team performance (Nemeth & Staw, 1989).

Confronting members who break norms also plays a significant role in building trust and creating a sense of safety within the team. It fosters an environment of openness, trust, and transparency, ultimately enhancing group effectiveness. However, it is essential to approach confrontations skilfully and constructively to maintain positive team dynamics (Campion et al., 1993).

Group Management of Members' Emotion: Caring behaviour.

A group norm of team self-evaluation promotes the collective awareness of emotions within the team. It encourages behaviour that seeks awareness of the team's strengths, needs, preferences, and available resources. This norm helps develop emotional competence within the team to address

any discomfort or anxiety that may arise during the self-evaluation process. It encourages the team to assess its existing routines or habits that might be hindering team effectiveness.

Evaluating the "status quo" is crucial in fostering positive team development and enhancing team effectiveness (Gersick & Hackman, 1990; Louis & Sutton, 1991). The process of self-correction and improvement that emerges from a norm of team self-evaluation also contributes to the team's sense of efficacy and stimulates group effectiveness. It encourages behaviours reinforcing the team's belief in its capabilities, making group efficacy self-fulfilling (Lindsley et al., 1995; Shea & Guzzo, 1987).

Dimensions of ECG in Team Level

Awareness of Group-level Emotion: Team self-evaluation

The norm of team self-evaluation promotes group awareness of emotions at the team level and encourages behaviours that seek awareness of group-level strengths, needs, preferences, and resources. This norm helps to build emotional competence by addressing the discomfort or anxiety often associated with self-evaluation (Gersick & Hackman, 1990; Louis & Sutton, 1991).

Research suggests that a team self-evaluation norm encourages identifying and evaluating routines or habits that may compromise team effectiveness. Evaluating the "status quo" is a prerequisite for positive team development and overall team effectiveness (Gersick & Hackman, 1990; Louis & Sutton, 1991).

Furthermore, the self-correction and improvement resulting from a team self-evaluation norm contribute to the group's sense of efficacy and stimulate group effectiveness. This norm encourages behaviours that make group efficacy self-fulfilling, thus enhancing overall group performance (Lindsley et al., 1995; Shea & Guzzo, 1987).

Management of Group-level Emotion Proactive problem-solving.

A group norm of proactive problem-solving promotes the collective management of emotions within the group. It encourages the group to respond to emotions by actively addressing problems, potential problems, or impending difficulties in a proactive and solution-oriented manner. This norm helps develop emotional competence and the capacity to tackle challenging situations proactively rather than responding rigidly or reactively (Staw et al., 1981).

Research has shown a positive association between proactive behaviour in teams and team effectiveness (Ancona & Caldwell, 1992). Engaging in proactive problem-solving contributes to the group's sense of control over its future and enhances its perceived efficacy, ultimately facilitating group effectiveness (Campion et al., 1993; Shea & Guzzo, 1987).

Dimensions of ECG in Organization Level

Awareness of Emotion in the External Boundary Organizational Understanding.

A group norm of organizational understanding emphasizes the importance of group awareness regarding emotions and issues at the cross-boundary level. This norm encourages behaviours aimed at seeking information from the larger organization and understanding key individual's and groups' needs, preferences, perspectives, and behaviours outside the group's boundaries. These preferences and feelings may differ significantly from the group's needs and concerns. By engaging in such behaviour, the group can learn the conceptual frameworks and language used by important organizational members, which is a critical step in establishing external network relationships (Tushman & Scanlan, 1981). These relationships can provide valuable information, resources, and support from the larger organization (Ancona & Caldwell, 1992; Yan & Louis,

1999). The research focused on self-managing manufacturing teams has shown that the highest-performing teams often exhibit a norm of organizational understanding (Druskat, 1996).

Management of Emotion in the External Boundary Building external relationships.

A group norm of building external relationships involves utilizing the awareness gained from organizational understanding. It emphasizes the management of emotions when interacting with individuals and groups outside the group's boundaries. This norm encourages emotionally sensitive actions to establish relationships with individuals and groups that can contribute to the group's goal achievement. Studies have directly linked such actions to team effectiveness (Ancona & Caldwell, 1992; Yan & Louis, 1999). Research shows that teams with strategies focused on engaging and collaborating with colleagues in the larger organization to acquire information, resources, and support tend to exhibit higher levels of effectiveness. Conversely, teams with non-aggressive and non-existent external boundary strategies tend to have lower levels of effectiveness (Ancona, 1990; Ancona & Caldwell, 1992).

Emotional Intelligence and Leadership

According to (Mohamed Ali, 2012), there is a correlation between CEOs' Emotional Intelligence (EI), the decision-making process, and the board of directors' effectiveness in governance mechanisms. This study involved a sample of 180 Tunisian CEO representatives from the industrial sector, ranging in age from 25 to 58. In order to gather information on EI and their psychological characteristics, the CEOs were administered a questionnaire developed by Fern Hill and Industrial Alliance Companies.

The findings of this study suggest that managers who possess emotional Intelligence are more likely to manage their projects and subordinates successfully. Identifying, formulating,

implementing, and developing action plans efficiently communicated to team members is crucial for CEOs in achieving organizational goals. In the study conducted by (Mohamed Ali, 2012), the measurement of emotional Intelligence (EI) was carried out using the SSREI (Self-Report of Emotional Intelligence) test, which consisted of a pilot pool of 18 items. Participants rated their agreement on a 5-point Likert scale, where '1' represented 'strongly disagree' and '5' represented 'strongly agree'. The test aimed to assess various emotional variables related to EI.

The study included leverage ratios and firm size as control variables to control for other factors.

Three empirical models were developed based on the variables considered:

- **BSIZE:** This model aimed to examine the relationship between the board's involvement in decision-making and emotional variables. The number of members on the board measured the board size.
- **BIND:** The second model explored the relationship between the board's independence and emotional variables. Board independence was calculated as the ratio of outside directors to the total number of board members.
- **DUAL:** The third model investigated the relationship between CEO duality (when the CEO also serves as the board's chairman) and emotional variables. The emotional variables considered in this model were EI and emotional bias. Linear regression models were used to measure parameters in the first and second models, while logistic binary regression was employed for the third model.

In Boyatzis' study (1982), the impact of emotional Intelligence on individual performance under stressful conditions was examined at both dependent and independent levels. The research revealed a significant relationship between employees who demonstrated emotional Intelligence and their positive output in stressful situations.

Robert Kerr conducted a study to analyse the relationship between emotional Intelligence and the effectiveness of supervisory leadership. The study involved 38 supervisors and 1258 employees from the same organization, with an average age of 39 and a standard deviation of 10.05. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) was used to measure emotional Intelligence. Additionally, attitude surveys consisting of 9 questions were administered to gather subordinate ratings on a 10-point Likert scale, where '1' represented 'strongly disagree' and '9' represented 'strongly agree'. These surveys aimed to assess employees' perceptions of their managers' performance. A pilot test was conducted to ensure the reliability and validity of the surveys. Factor analysis is done to identify the underlying factors behind the questionnaires prepared to check their reliability and validity. Factor analysis was conducted to identify underlying factors in the questionnaires and assess their reliability and validity. The suitability of the highly correlated data for factor analysis was confirmed by the Kaiser-Meyer-Olkin measure. Cronbach's coefficient was used to assess the homogeneity of the questionnaires. The Pearson correlation coefficient was employed to determine the relationship between emotional Intelligence (EI) and subordinate ratings of supervisory leadership skills. The results showed a positive correlation between EI and subordinate ratings, although not to the expected extent. Hence, it indicates that while EI is an essential predictor of leadership skills, other factors influence how subordinates rate leadership effectiveness. This finding emphasizes the importance of considering managerial EI scores during the selection, training, and development process for managers.

Supervisors with high Emotional Intelligence were found to effectively communicate and align the vision and objectives of the organization with their team members, leading to increased team effectiveness, emotional attachment with subordinates, and overall team efficiency. According to (Liden et al., 1993), there is a positive relationship between leader exchange membership and

Emotional Intelligence, as the former involves social adaptation and emotional display. Hence, this suggests that Emotionally Intelligent leaders can better establish positive relationships with their team members. (Rahim et al., 2002) found that emotional attachment to a manager motivates subordinates, as it signifies the manager's willingness to listen to their needs and create a supportive work environment. Emotionally intelligent managers can extract high-performance levels from their team members without negatively impacting job satisfaction or the work environment (Barbuto & Burbach, 2006). They can align the interests of their subordinates with those of the organization, minimizing delays and ensuring quality outcomes. Managers with high emotional Intelligence are also effective in managing stress and resolving issues, which helps prevent attrition and maintain positive relationships (Lopes et al., 2003). According to (Barbuto & Burbach, 2006), emotionally intelligent managers could extract exceptional performance from their team members without significantly compromising job satisfaction and a positive work environment. They are skilled at aligning the interests of their subordinates with those of the organization, thereby minimizing delays and quality deficiencies in project outcomes.

(Lopes et al.,2003) found that managers with high emotional Intelligence effectively manage stress and resolve issues that could lead to attrition. They also excel in maintaining quality relationships within the workplace. Please note that the citations provided are examples and may not correspond to the exact sources one referred to. It is essential to ensure the accuracy and completeness of the citations by referring to the original sources. According to (Jordan et al.,2002), workers with higher emotional Intelligence are more capable of managing working conditions, particularly their perception of job insecurity. (Panagiotis, 2009) conducted a study on the relationship between supervisors' emotional Intelligence and their transformational leadership. The study involved managers from various departments and levels, who were asked to rate their colleagues' emotional

Intelligence using a 7-point Likert scale and assess their leadership qualities using Multifactor Leadership questionnaires. Factor analyses were conducted to ensure the reliability of the collected data. The study revealed a positive correlation between Emotional Intelligence and transformational leadership. According to (Kouzes & Posner, 1995), leadership can be described as "the art of mobilizing others to want to struggle for shared aspirations" with respect to the context of values-based leadership. The concept of leadership discussed by (Kouzes & Posner, 1995) aligns with the idea of a social process associated with the leader-follower relationship, where leaders can evoke emotions in followers that enhance commitment and drive towards a common goal. Additionally, (George, 2000) emphasizes the importance of interpersonal relationships and trust between the leader and follower (or coach and athlete/support staff) in the context of leadership. These relationships are often intertwined with emotions and feelings experienced by both parties. It is vital to ensure the accuracy and completeness of the citations by referring to the original sources one uses. According to (George, 2000), (Ashkanasy & Daus, 2002), (Megerian & Sosik, 1996), and (Riggio & Reichard, 2008), emotional intelligence (EI) plays a significant role in enhancing effective leadership. These scholars argue that EI, which involves perceiving, using, understanding, and managing emotions intelligently, differentiates good leaders from great leaders. However, there has been debate regarding the necessity of EI for leadership success. Scholars such as (Barbuto & Burbach, 2006) and (Antonakis et al., 2009) question whether leaders truly need EI to succeed. They argue that while IQ is essential for leadership and understanding people, it may need to account for the complexities of social relationships and stressful situations, as highlighted by Ashkanasy and Dasborough. Nevertheless, other studies in leadership and EI literature have found a positive association between EI and leadership quality (George, 2000; Ashkanasy & Daus, 2002; Riggio & Reichard, 2008), EI and

transformational leadership (Megerian and Sosik; Ashkanasy & Tse, 2000; Mills, 2009), as well as the influence of a leader's emotions on their followers (Barsade, 2002; Dasborough, 2006). These findings suggest that EI contributes to leadership effectiveness and is a valuable capability for high-performance coaches. In this context, the conceptualization of EI by (Mayer & Salovey, 1997) in their ability model is relevant. According to this model, EI is the ability to recognize the meanings of emotions and their relationships and to reason and problem-solve based on them. It encompasses perceiving, using, understanding, and managing emotions. According to Mayer and Salovey (1997), although the branches of emotional Intelligence (EI) should be conceptualized independently, the application of EI, or the practice of emotionally intelligent behaviour, integrates these abilities. Furthermore, these abilities build upon each other, with emotional management considered the highest-order EI ability.

This framework is presented in the below Model of Emotional Intelligence.

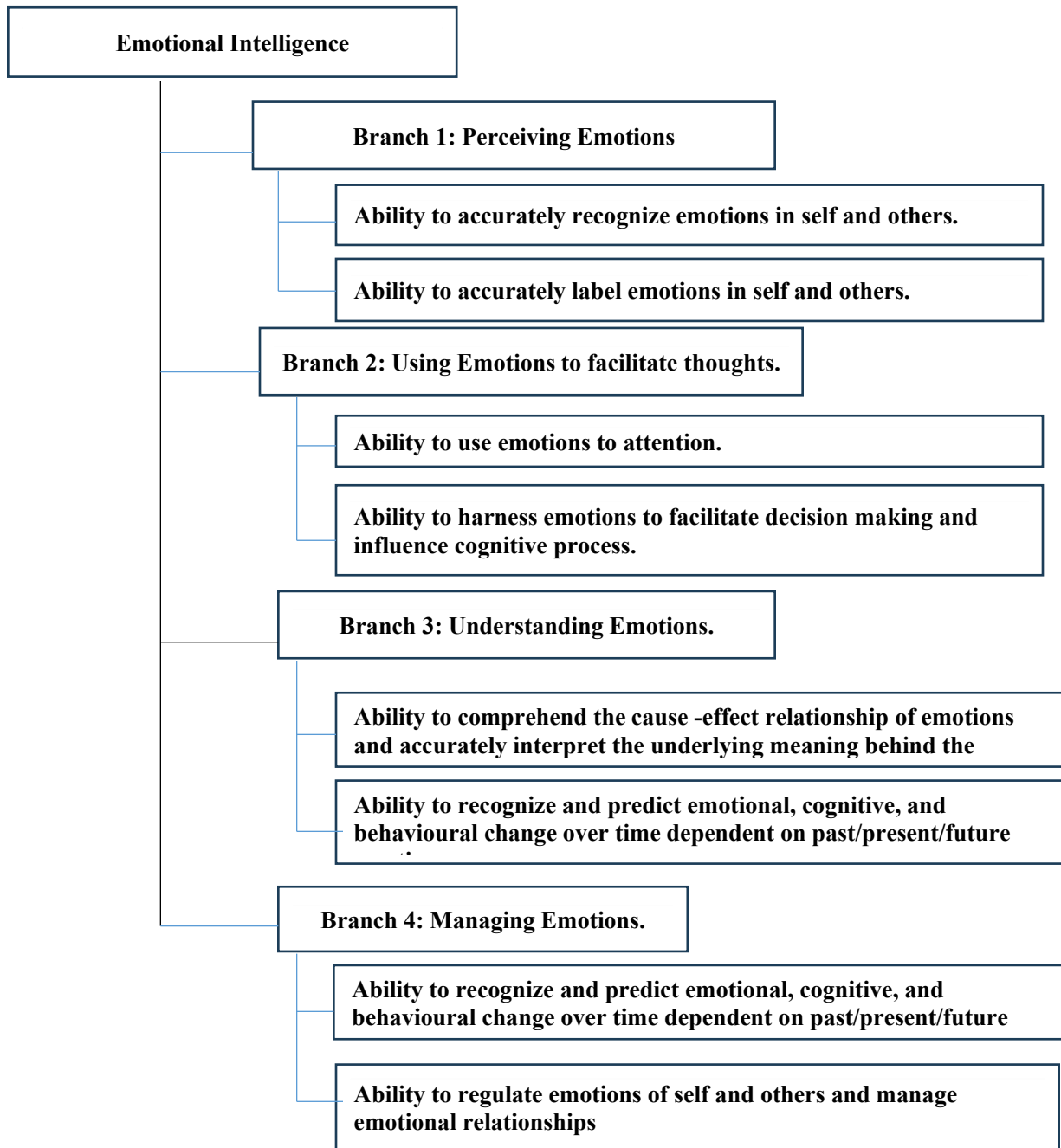


Figure 1. Graphic Depiction of Mayer and Salovey's (1997) Ability Model of Emotional Intelligence

Effect of Individual EI on Team-Level EI

According to Wong and Law (2002), individuals who possess emotional Intelligence are adept at managing their own emotions, predicting and understanding the emotions of others, regulating those emotions, and engaging in behaviours that contribute positively to the organization. While many emotional intelligence programs aim to improve job performance and satisfaction among managers and employees, there is still a question regarding the empirical evidence for the positive impact of Emotional Intelligence on the work environment. One challenge faced by researchers studying emotional Intelligence is the need for more reliability associated with its measurement (Davis et al., 1998). Questionnaire measures of emotional Intelligence often overlap with established personality traits, while objective measures suffer from poor reliability.

However, despite these challenges, emotional Intelligence continues to be recognized as an organizational asset. It offers a different perspective on employees, enabling organizations to evaluate, motivate, modify, and direct their activities and behaviours in ways that promote organizational effectiveness. The effects of a team coach using Neuro-Linguistic Programming (NLP) tools on emotionally competent Scrum masters, its impact on team performance, and the transfer of individual competence to group-level emotional intelligence competencies through coaching with NLP tools have yet to be examined. The literature on emotional Intelligence and research supporting the influence of a Scrum Master on a team is presented below.

According to Mayer and Salovey (1997) and their Ability Model of Emotional Intelligence, being emotionally intelligent involves being skilled in various emotional intelligence abilities and choosing to behave or engage in an emotionally intelligent manner. In the following descriptions of emotional intelligence abilities, the assumption is that emotional Intelligence will be translated

into appropriate behaviours informed by the ability to perceive, use, understand, and manage emotions.

2.3 Human Society Theory

Human Society Theory provides a valuable framework for researching the topics of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), Psychological Safety, and High-Performance Teams (HPT) within the context of human society. This theory helps researchers understand the social structures, interactions, and dynamics that influence the adoption and impact of NLP, EI, and psychological safety practices in high-performance teams. It also sheds light on the broader social and organizational factors that shape team dynamics and effectiveness.

2.4 Summary

The theoretical framework of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), High-Performance Teams (HPT), and Psychological Safety provides a comprehensive understanding of how these concepts interact and contribute to individual and team performance, well-being, and overall organizational success. The theoretical framework of NLP, EI, HPT, and Psychological Safety suggests that these concepts are interconnected and mutually reinforcing. NLP techniques can enhance emotional Intelligence by improving self-awareness, self-regulation, and interpersonal skills. Emotional Intelligence, in turn, contributes to creating psychological safety within teams. Psychological safety enables team members to effectively apply NLP techniques and leverage their emotional Intelligence, improving team dynamics, collaboration, and overall performance. This framework provides a holistic perspective on how NLP, EI, HPT, and Psychological Safety can be integrated and leveraged to create high-performing teams that thrive in a supportive and psychologically safe work environment. Organizations can use this framework

to develop interventions, training programs, and practices that enhance individual and team effectiveness, foster well-being, and drive organizational success.

CHAPTER III

METHODOLOGY

3.1 Overview of the Research Problem

The research problem at hand is to explore the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being in the workplace. This problem addresses the need for a deeper understanding of how these factors individually and collectively influence team dynamics and effectiveness.

Neuro-Linguistic Programming (NLP) offers techniques and strategies for improving communication, personal development, and behaviour change. Emotional Intelligence (EI) encompasses the ability to recognize, understand, and manage emotions effectively in oneself and others. Psychological safety refers to a shared belief within a team that taking interpersonal risks is safe, expressing oneself authentically, and contributing without fear of negative consequences.

The research aims to investigate the following key aspects:

- The relationship between NLP techniques and team performance, particularly in terms of Self-Awareness, Social Skills, Empathy, and Self-Regulation
- The influence of Emotional Intelligence (EI) on individual and team well-being, team dynamics, and overall team effectiveness.
- The impact of psychological safety on team creativity, innovation, and performance outcomes.
- The potential interactions and synergies among NLP, EI, and psychological safety contribute to enhanced team performance and well-being.

- The barriers and challenges organizations face in implementing NLP techniques, developing Emotional Intelligence, and fostering psychological safety within their teams.

The research aims to provide valuable insights into the combined impact of NLP, Emotional Intelligence, and psychological safety on team performance and well-being by addressing these aspects. The findings will contribute to the existing body of knowledge on effective team dynamics and provide practical recommendations for organizations seeking to enhance their teams' performance, collaboration, and overall workplace satisfaction.

3.2 Operationalization of Theoretical Constructs

To effectively operationalize the theoretical constructs of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety in a research study, it is essential to define clear and measurable variables that capture the essence of these constructs. Here is an example of how these constructs can be operationalized:

- Neuro-Linguistic Programming (NLP):
- Variable: NLP Techniques
- Operational Definition: Using specific NLP techniques, such as reframing, modelling, or anchoring, to enhance communication, personal development, and behaviour change.
- Measurement: This can be measured through self-reported surveys or interviews where participants indicate their familiarity with and use of NLP techniques in their daily lives or professional contexts.
- Emotional Intelligence (EI):

(i) Variable: Emotional Intelligence

(ii) Operational Definition: The ability to recognize, understand, and manage emotions effectively in oneself and others.

- Measurement: This can be assessed using validated scales, such as the Emotional Intelligence Appraisal or the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). These instruments typically measure self-awareness, self-regulation, Empathy, and social skills.

(i) Psychological Safety:

(ii) Variable: Psychological Safety

Operational Definition: The shared belief within a team that it is safe to take interpersonal risks, express oneself authentically, and contribute without fear of negative consequences.

Measurement: Psychological safety can be assessed using established scales, such as the Psychological Safety Scale or the Team Psychological Safety Questionnaire. These scales typically assess perceptions of trust, open communication, constructive Feedback, and supportiveness within the team. When operationalizing these theoretical constructs, ensuring that the measurement instruments used have been validated and demonstrate good reliability and validity is essential. Hence, this ensures that the data collected accurately captures the intended constructs and allows for meaningful analysis and interpretation.

Additionally, it is essential to consider the specific context and population under study when selecting or adapting measurement instruments. Cultural, organizational, or demographic factors may influence the manifestation and understanding of these constructs, so it is crucial to use relevant and appropriate instruments for the specific research context. By operationalizing the theoretical constructs of NLP, Emotional Intelligence, and psychological safety, researchers can

quantitatively measure and analyse these variables, providing a solid foundation for examining their impact on team performance and well-being.

3.3 Research Purpose and Questions

This research aims to investigate the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being in the workplace. The research aims to understand the relationships, interactions, and potential synergies among these factors to provide valuable insights for organizations to create conducive work environments and foster team effectiveness.

Research Questions:

- What is the individual impact of NLP techniques on team performance, Self-Awareness, Social Skills, Empathy, and Self-Regulation?
- How does Emotional Intelligence (EI) influence individual and team well-being, as well as team dynamics and effectiveness?
- What is the role of psychological safety in promoting creativity, innovation, and overall team performance?
- How do NLP, EI, and psychological safety interact and influence each other in a team setting?

By addressing these research questions, the study aims to comprehensively understand the individual and combined effects of NLP, EI, and psychological safety on team dynamics, performance, and well-being. The findings will contribute to the existing knowledge base and offer practical implications for organizations seeking to optimize team effectiveness and create supportive work environments.

3.4 Research Design

The research design for studying the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being typically involves a mixed-methods approach, combining quantitative and qualitative research methods. This approach allows for a comprehensive understanding of the research problem by capturing numerical data and rich, contextual insights from participants. Here is an outline of a possible research design:

Quantitative Phase

- **Sampling:** Select a representative sample of teams or individuals from various organizations or industries.
- **Data Collection:** Administer validated survey instruments to measure variables such as NLP techniques, Emotional Intelligence, psychological safety, team performance, and well-being. These instruments should have established reliability and validity.
- **Analysis:** Use statistical techniques such as correlation analysis, regression analysis, and group comparisons to examine the relationships between the variables of interest. This analysis will help determine the extent to which NLP techniques, Emotional Intelligence, and psychological safety impact team performance and well-being.

Qualitative Phase

- **Sampling:** Select a subset of participants from the quantitative phase for in-depth interviews or focus group discussions.
- **Data Collection:** Conduct semi-structured interviews or focus group discussions to explore participants' experiences, perceptions, and insights regarding the role of NLP, Emotional Intelligence, and psychological safety in team dynamics, performance, and well-being. Record and transcribe these qualitative data.
- **Analysis:** Employ thematic or content analysis to identify recurring themes, patterns, and insights from the qualitative data. These findings will provide a deeper understanding of how NLP, Emotional Intelligence, and psychological safety influence team dynamics and outcomes.

Integration:

- Merge the quantitative and qualitative findings to comprehensively understand the research problem. Triangulate the results by comparing the findings from both phases.
- Interpret the findings by considering the convergence or divergence of quantitative and qualitative results. This integration will provide a holistic perspective on the impact of NLP, Emotional Intelligence, and psychological safety on team performance and well-being.
- Draw conclusions and implications based on the integrated findings and consider recommendations for organizations to enhance team effectiveness and well-being.

- Throughout the research design, ethical considerations should be upheld, such as obtaining informed consent from participants, ensuring confidentiality of data, and following ethical guidelines for research involving human participants.

By utilizing a mixed-methods research design, researchers can comprehensively understand the research problem, explore the nuances and complexities of NLP, Emotional Intelligence, and psychological safety in team contexts, and provide valuable insights for theory, practice, and organizational development.

3.5 Population and Sample

In this study, all participants held team leader or team member roles in a functioning IT scrum team. A total of 28 team members were invited to participate in the surveys, and their involvement was voluntary, with the option to decline participation. The gender of the team members was not a factor considered in the survey. The teams consisted of four scrum masters, each leading a different already established team. To ensure comparability between the test and control groups (Zikmund, Babin, Carr & Griffin, 2010), two team groups were designated as the control group, while the other two teams were treated as the test group.

It should be noted that although the teams differed, they worked towards the same product solution. The test group comprised 14 participants, while the control group had 14 participants. The age range of the team members in both the test and control groups was between 25 and 35 years, and the survey was administered to all participants in both groups. The final data collection was conducted ten weeks after completing the surveys. On average, the participants had been members of their respective teams for 8.4 months. Among the team members, 20 had completed grade or technical school education, while 8 participants held college degrees. All participants were part of an IT organization and worked within functional teams. All 28 team members completed the

surveys; on average, participants took approximately 30 minutes to complete the survey instrument. It is important to note that informed consent was obtained from each participant, and the corresponding documentation can be found in Appendix 2.

3.6 Participant Selection

The participant selection for the research study on the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), HPT and psychological safety, the target population is the newly formed IT team comprising 28 members.

The participants were divided into two groups: a test group and a control group, with each group consisting of 14 participants. Group allocation could have been done randomly or based on specific criteria, but the information provided does not indicate the specific method used for group allocation. The age range of the participants in both the test and control groups was between 25 and 35 years. This age range was likely determined based on the specific requirements or characteristics of the IT team. A survey and interviews were administered to all test and control group participants. The survey likely included questions related to NLP, EI, psychological safety, team performance, and well-being before and after the NLP techniques being coached. The final data collection was conducted after ten weeks. Hence, this implies that participants were likely surveyed or assessed at the beginning of the study and then again after the ten weeks to measure any changes or effects resulting from the interventions or conditions being studied.

3.7 Instrumentation

The assessment of team-level emotional intelligence utilized the emotionally competent group norm (ECGN) scales (Hamme, 2003). Team members self-rated their team's behaviour based on the nine ECGN norms, consisting of 57 questions representing three competencies.

Based on objective and subjective measures were employed to evaluate team effectiveness. Objective performance scores were gathered to assess team performance, while subjective performance measures were obtained through a 5-item questionnaire developed by Druskat, Messer, Koman, and Wolff (2003). The subjective measure encompassed criteria such as efficiency in completing tasks, work quality, self-directedness, performance compared to other teams, and the team's ability to work together in the future. Responses to each question were totalled to generate a subjective rating of team effectiveness. Each organization involved in the study provided metrics used to measure team performance, with a criterion being that effectiveness measures were recorded monthly and covered multiple criteria. Examples of such measures included meeting team goals to deliver new features within a sustainable lead time, delivering high-quality products on time, and resolving incidents promptly. The objective performance rating was calculated based on the percentage of goals achieved by each team on each measure. Objective performance data were collected both before and after data collection, with the duration of performance measurement varying from 2 to 10 weeks, depending on data availability. Factors contributing to this variation included production deployment, incident resolution, meeting deadlines, and introducing new team members. The emotionally competent group norm scales were initially tested by Druskat, Wolff, Koman, and Messer (2003) and later refined by Hamme

(2003). The five scales encompassed all the questions, and respondents rated each item on a Likert scale ranging from strongly disagree (1) to agree (5) strongly.

The scales measured rapport building, interpersonal understanding, external relationship management, Empathy, caring behaviour, conflict resolution, self-awareness, self-regulation, and the use of humour to foster psychological safety. Questionnaires were based on **Rapport Building** related to social skills, Interpersonal understanding, and external relationships. They were measured with ten items, e.g., "I am good at adapting and mixing with various people. **Negotiate Your Way Through Life** relates to Empathy and caring behaviour was measured with 20 items, e.g., "Motivation has been the key to my success ". **Resolving Conflict** relates to Self-Awareness norms was measured with 16 items, e.g., "I can usually understand why people are being difficult towards me **Giving and Receiving Feedback** relates to self-regulation was measured with six items, e.g., "Feedback is never about the positive things done in the workplace. **Heal through humour** relates to psychological safety, e.g., "Is there anyone who triggers your ability to laugh at yourself?". Questionnaires were collected by the researcher at the end of the training sessions, allowing for accurate analysis of "before and after" scores for each participant. The researcher fulfilled the roles of both facilitator and researcher, conducting interviews with each team member and the Scrum Master for all teams, including the control group. The time interval between filling out the questionnaires was approximately 45 minutes, corresponding to the duration of the activities undertaken by the test group.

On the other hand, the control group did not receive NLP training during this period but instead received a lesson on Scrum, a topic unrelated to emotions. It is important to note that in the country where this research was conducted, prior ethics approval was not required for such studies. However, participants provided verbal consent to participate at the beginning of the training and

subsequently completed all the questionnaires. This study did not consider organizational understanding as it pertained to the emotional intelligence of individuals and teams.

Instructions - NLP techniques used for facilitation.

Building Rapport: In conjunction with social skills

Set the Stage:

- Create a safe and supportive environment: Ensure participants feel comfortable sharing their thoughts and ideas without judgment or criticism.
 - Explain the purpose: Clearly articulate the session's objectives, highlighting the importance of aligning values, setting meaningful goals, and developing self-awareness.
- Explore Values:
 - Introduce the concept: Explain values and their significance in guiding behaviour and decision-making.
 - Reflect on personal values: Ask participants to individually reflect on their values and identify the most important ones.
 - Discuss shared values: Facilitate a group discussion to identify common values within the team or organization. Encourage participants to find alignment and consensus on shared values.
- Goal Setting:
 - Explain the importance of goal setting: Highlight how setting clear and meaningful goals helps individuals and teams focus their efforts and stay motivated.

- Introduce the SMART framework: Familiarize participants with the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) criteria for practical goal setting.
- Facilitate goal identification: Guide participants to identify goals that align with their values and are relevant to their roles or the team's objectives. Please encourage them to consider short-term and long-term goals.
 - Incorporate Self-Awareness:
 - Define self-awareness: Explain the concept of self-awareness and its relevance in personal and professional growth.
 - Provide self-assessment tools: Introduce assessments, questionnaires, or activities that promote self-reflection and self-awareness. These may include personality assessments, emotional intelligence assessments, or reflective journaling prompts.
 - Guide self-reflection: Facilitate a process where participants reflect on their strengths, limitations, emotional triggers, and areas for improvement. Please encourage them to consider how self-awareness can support goal attainment and value alignment.
 - Support Action Planning:
 - Break down goals into actionable steps: Help participants break their goals into smaller, manageable tasks or milestones.
 - Encourage accountability: Emphasize the importance of regular check-ins and progress tracking to hold individuals accountable for their goals.
 - Resources and Support: Offer guidance, tools, or training opportunities to help individuals or teams achieve their goals and enhance their self-awareness.

Perpetual position: In conjunction with building Empathy

- Set the Stage: Find a quiet, comfortable space for the coachee to relax and focus. Create a safe and non-judgmental environment conducive to exploration and self-reflection.
- Explain the Technique: Provide a brief overview of the Perpetual Positions technique. Explain that it involves adopting different perspectives to gain insights and understand a particular situation or challenge.
- Identify the Situation: Ask the coachee to select a specific situation or challenge they want to explore using the Perpetual Positions technique. It could be a recent interaction, a decision to be made, or a problem they face.
- Position 1: Self Perspective: Instruct the coachee to step into the first position, representing their perspective mentally. Please encourage them to vividly imagine being in that situation, seeing through their own eyes, and feeling the emotions and thoughts associated with it.
- Reflect on Position 1: Facilitate a reflective dialogue with the coachee while they are in the first position. Ask open-ended questions to explore their thoughts, feelings, and beliefs. Please encourage them to express any insights or self-reflections that arise.
- Position 2: Other's Perspective: Ask the coachee to mentally shift to the second position, representing another person's perspective in the situation. This could be a colleague, team member, or anyone relevant to the context. Instruct them to imagine being in the other person's shoes, seeing things from their point of view, and experiencing their thoughts and emotions.

- Reflect on Position 2: Engage the coachee in a dialogue about the second position. Please encourage them to share their understanding of the other person's perspective, any new insights gained, and how they differ from their perspective in Position 1.
- Position 3: Observer's Perspective: Guide the coachee to shift to the third position, representing the perspective of an impartial observer or mentor. Instruct them to mentally step back from the situation and view it from a neutral and objective standpoint. Ask them to observe and analyze the dynamics, interactions, and patterns without personal biases.
- Reflect on Position 3: Facilitate a reflective conversation about the observations and insights gained from the observer's perspective. Encourage the coachee to identify patterns, underlying factors, or alternative approaches that become apparent from this vantage point.
- Integration and Action: Help the coachee integrate the insights gained from all three positions. Discuss how these perspectives can inform their understanding, decision-making, and actions henceforth. Please encourage them to identify specific steps or strategies they can implement based on their new insights.
- Wrap up: Conclude the session by summarizing the key takeaways and discussing any additional support or resources the coachee may need to continue their growth and development.
- Remember to approach the Perpetual Positions technique with sensitivity and adapt it to the specific needs and preferences of the coachee. Allow for flexibility and encourage open exploration to maximize the benefits of this powerful NLP technique.

Parts Integration: In conjunction with Self-Awareness

- **Set the Stage:** Find a quiet, comfortable space for the coachee to relax and focus. Create a safe and non-judgmental environment conducive to exploration and self-reflection.
- **Identify the Parts:** Ask the coachee to identify two conflicting parts within themselves related to a specific issue or challenge. These parts can represent thoughts, emotions, beliefs, or desires that create inner Conflict.
- **Externalize the Parts:** Instruct the coachee to mentally separate these parts and visualize them as separate entities or characters. Please encourage them to give each part a name or representation to make it more tangible.
- **Establish Rapport:** Guide the coachee to establish rapport and build a positive connection with each part. This can be done by imagining sitting down with each part, conversing, and expressing genuine curiosity and respect for their perspectives.
- **Understand the Positive Intentions:** Facilitate a dialogue between the coachee and each part. Please encourage them to explore the positive intentions behind the conflicting thoughts or emotions. Help the coachee understand that each part tries to serve a beneficial purpose, even if their approaches or desires differ.
- **Identify Common Ground:** Guide the coachee to look for areas of agreement or common ground between the parts. Please encourage them to find shared values or goals with which both parties can align. This helps in bridging the gap and fostering integration.
- **Negotiation and Collaboration:** Facilitate a conversation between the parties, allowing them to express their perspectives, concerns, and desires. Encourage the coachee to act as

a mediator, facilitating a constructive dialogue and seeking solutions that honour the positive intentions of both parties.

- **Integration:** Guide the coachee through a visualization or imagery process where the two parts begin to merge and integrate. Instruct them to imagine the blending of the parts, forming a new and unified part that combines the positive qualities and intentions of both.
- **Anchoring:** Help the coachee anchor the integrated part by associating it with a physical or mental cue. This can be a gesture, word, or image that serves as a reminder of the integrated state and can be used to access it in the future.
- **Future Pace:** Guide the coachee to mentally project themselves into future situations where the previous inner Conflict would have arisen. Encourage them to observe the integration.
- **Reflection and Integration:** Conclude the session by inviting the coachee to reflect on their experience and the insights gained through the Parts Integration process. Discuss how they can apply this integrated state to other areas of their life and work.
- Remember, Parts Integration is a powerful technique, but it may require multiple sessions or ongoing practice for deeper integration and lasting change. Support the coachee in their journey and provide additional guidance as needed.

Feedback and Calibration: In conjunction with self-regulation

Set the Stage:

- **Establish a safe space:** Create an environment where individuals feel comfortable sharing their thoughts and receiving Feedback without fear of judgment or negative consequences.
- **Explain the purpose:** Clarify that the goal is to provide constructive Feedback and facilitate calibration to enhance individual growth and development.
- **Provide Clear Guidelines:**

- Explain feedback principles: Outline the principles of effective Feedback, such as being specific, timely, and focused on behaviour rather than personal attributes.
- Discuss the importance of calibration: Highlight that calibration involves adjusting one's behaviour based on Feedback to improve performance and alignment with desired goals.
- Demonstrate Constructive Feedback:
- Model effective Feedback: Demonstrate how to give constructive Feedback by providing specific examples. Emphasize the importance of using "I" statements, focusing on behaviour, and offering suggestions for improvement.
- Encourage active listening: Stress the significance of active listening when receiving Feedback. Demonstrate attentive body language, paraphrasing, and asking clarifying questions to ensure a clear understanding.
- Practice Feedback Sessions:
- Pair individuals: Assign individuals to pairs or small groups, where they can take turns giving and receiving Feedback.
- Provide feedback guidelines: Give participants a feedback framework or template to guide their feedback sessions. This framework could include sections for strengths, areas for improvement, and action steps.
- Monitor and support: Circulate among the groups to provide Support, answer questions, and ensure the feedback sessions are conducted respectfully and constructively.
- Reflect and Discuss:
- Facilitate a group discussion: Gather participants to reflect on their feedback sessions. Encourage them to share their experiences, challenges encountered, and insights gained.

- Explore calibration opportunities: Discuss the importance of calibration and how individuals can use Feedback to adjust their behaviour and improve their performance. Encourage participants to identify specific areas where calibration is needed.
- Goal Setting and Action Planning:
- Guide goal setting: Help individuals set actionable goals based on the Feedback received. Encourage them to establish SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align with their development areas.
- Create action plans: Assist participants in developing concrete action plans that outline the steps they will take to calibrate their behaviour and make progress towards their goals.

Heal through humour: *In conjunction with psychological safety.*

- Create a Safe and Supportive Environment: Set up a comfortable and non-judgmental space where the coachees can freely express themselves. Establish rapport and build trust to create a safe environment for exploration and healing.
- Introduce the Concept of Humour: Explain to the coachee the power of humour in healing and how it can help shift perspectives, release tension, and promote emotional well-being. Emphasize that humour does not mean making light of serious issues but using it as a tool to find moments of levity and joy.
- Identify Relevant Situations: Discuss with the coachee the specific situations or challenges they face that could benefit from a healing perspective. Encourage them to choose one situation to focus on during the exercise.
- Explore Humorous Perspectives: Guide the coachee to explore different humorous perspectives related to the chosen situation. Encourage them to think creatively and consider alternative viewpoints that bring humour, lightness, or irony to the situation.

- **Use Playfulness and Creativity:** Encourage the coachee to engage in playful and creative activities that can generate humour and laughter. This can include writing humorous stories, drawing funny cartoons, or creating witty one-liners related to the situation.
- **Find Humorous Connections:** Help the coachee identify humorous connections between the situation and other unrelated elements. This can involve finding amusing similarities, humorous metaphors, or unexpected connections that bring a sense of humour to the situation.
- **Share and Reflect:** Invite the coachee to share their humorous perspectives and creations with the coach. Create a space for open discussion and reflection on how humour has impacted their perception of the situation. Encourage them to express any shifts in emotions, perspectives, or insights that have emerged through the process.
- **Revisit and Reinforce:** Remind the coachee that humour can be an ongoing tool for healing and coping with challenging situations. Encourage them to continue seeking humour in their daily lives and to revisit the humorous perspectives they have explored whenever needed.
- **Support and Follow-Up:** Provide ongoing Support and encouragement to the coachee as they continue to integrate humour into their healing journey. Follow up in future sessions to assess the technique's impact and address any further needs or insights that may arise.
- **Remember to approach this technique with sensitivity and respect for the coachee's experiences and boundaries.** Humour should be used to promote healing, positivity, and well-being and should not invalidate or dismiss the seriousness of certain situations.

Follow-up and Support for all the techniques

Offer ongoing Support: Provide ongoing Support to individuals as they work on calibrating, rapport building, association, and dissociation techniques for their behaviour and achieving their goals. Offer resources, coaching, or additional feedback sessions as needed.

Monitor progress: Regularly check in with individuals to track their progress, offer guidance, and provide encouragement. Celebrate milestones and successes along the way.

3.8 Data Collection Procedures

The surveys and interview questionnaires were developed to gather relevant data on the variables of interest. That means that the Quantitative and Qualitative analysis both was done.

We obtained informed consent from all participants before collecting any data. Clearly explain the purpose of the study, the voluntary nature of participation, confidentiality measures, and any potential risks or benefits. Participants had the opportunity to ask questions and provide their consent in writing. We had administered the initial surveys or assessments to both the test and control groups before the NLP techniques were implemented. The above will establish a baseline measure of the variables being studied. Then, we implemented the NLP Techniques in the test group while maintaining the existing conditions for the control group. After the NLP Techniques have been implemented for the designated period (in this case, ten weeks), collect data again from both the test and control groups using the same instruments administered during the pre-intervention phase.

Once the data collection is complete, analyze the collected data using appropriate statistical techniques, such as analysis for qualitative data. This analysis will help identify patterns, trends, and relationships between the variables.

3.9 Data Analysis

The data collected consists of Likert scale responses from participants in the form of ratings on a scale from 1 to 7. The questions are related to various aspects of team performance and dynamics. The data can be analyzed using descriptive statistics and inferential statistics to gain insights into the participants' perceptions and experiences. For Descriptive Statistics, we calculated the mean, median, and standard deviation for each question to understand the central tendency and dispersion of the responses. This will provide an overview of participants' perceptions of different aspects of team performance. To Comparison of Test and Control Groups If there are distinct test and control groups, compare the mean ratings of each group for specific questions using analysis of variance (ANOVA). This will help determine if there are significant differences between the groups.

We also used correlation Analysis to conduct correlation analysis to examine the relationships between different questions or constructs. This can help identify significant correlations between variables, such as the relationship between team efficiency and self-directedness.

3.10 Research Design Limitations

Several limitations should be considered while researching the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being. These limitations may affect the generalizability and validity of the research findings. Here are some potential limitations:

- **Sample Size:** The research involves a relatively small sample size, with 28 participants divided into test and control groups. The small sample size may limit the generalizability of the findings to a larger population. The results may only be representative of some IT teams or other industries.
- **Participant Characteristics:** The research is focused on IT team members between the ages of 25 and 35. This narrow age range and specific professional background may limit the generalizability of the findings to other age groups or industries. The results may be more applicable to younger IT professionals rather than a broader population.
- **Self-Reported Data:** The data collected in the study relies on self-reported measures, such as questionnaires and surveys. Self-reported data may be subject to response biases, including social desirability bias or participants providing answers they think are expected. This could affect the accuracy and reliability of the data.
- **Lack of Long-Term Follow-up:** The research measures the impact of NLP, EI, and psychological safety on team performance and well-being after ten weeks. However, with long-term follow-up, it is easier to determine these interventions' sustainability and lasting effects. The findings may reflect short-term outcomes and not capture potential long-term benefits or changes.
- **Potential Confounding Factors:** Other factors influencing team performance and well-being may not be accounted for in the research design. Factors such as external events or team dynamics could confound the relationship between NLP, EI, psychological safety, and measured outcomes. It is essential to acknowledge and consider these potential confounding factors when interpreting the results.

- **Limited Scope:** The research focuses specifically on the relationship between NLP, EI, psychological safety, and team performance and well-being. It may not capture the full range of factors that influence these outcomes. The results may need to account for other important variables, such as organizational culture or team composition, which could impact the research findings.

Recognizing these limitations and communicating them transparently in the research report is crucial. Doing so helps provide a clear understanding of the scope and applicability of the findings and encourages further research to address these limitations and expand the knowledge in the field.

3.11 Conclusion

In conclusion, this research explores the impact of Neuro-Linguistic Programming (NLP), Emotional Intelligence (EI), and psychological safety on team performance and well-being. While the research design and data collection procedures have been outlined, it is essential to acknowledge the limitations that may affect the generalizability and validity of the findings.

Despite these limitations, this research holds the potential to contribute valuable insights into the relationship between NLP, EI, psychological safety, and team dynamics. By examining the responses of 28 participants divided into test and control groups within an IT team, the study seeks to shed light on the effectiveness of these interventions in enhancing team performance, self-awareness, conflict resolution, feedback processes, and psychological safety.

The data collected through online questionnaires and team surveys provides a foundation for data analysis using descriptive statistics, inferential statistics, correlation analysis, and qualitative analysis. These analytical approaches will help identify the data's patterns, relationships, and themes, offering a comprehensive understanding of the research variables. However, it is essential to interpret the findings within the context of the research design limitations, such as the small

sample size, narrow participant characteristics, self-reported data, lack of long-term follow-up, potential confounding factors, researcher bias, and limited scope. Addressing these limitations and ensuring transparency in reporting will strengthen the research's credibility and facilitate further investigations in this field. Ultimately, this research aims to contribute to the existing knowledge on NLP, EI, psychological safety, and team dynamics. By highlighting these interventions' potential benefits and limitations, it offers insights for organizations, practitioners, and researchers interested in enhancing team performance, well-being, and collaboration in various professional settings.

CHAPTER IV

RESULTS

Empirical analyses in this study supported the correlation between a Scrum master's Emotional Intelligence (EI) and the team's EI norms. These analyses also confirmed the EI cluster theory proposed by Boyatzis and Sala and partially supported the Druskat and Wolff ECGN theory. Moreover, the study established that a Scrum master's emotional intelligence significantly impacts team-level emotional competence, psychological safety, and overall team performance by applying NLP techniques. Additionally, the findings indicated that team performance is influenced by the partially emotionally competent group norms when examined in relation to performance measures or within the awareness and action clusters.

Neuro-Linguistic Programming and Emotional Intelligence Competencies

This study aimed to assess the efficacy of specific NLP techniques in enhancing EI scores. The sample comprised 28 individuals, with 21 assigned to the test groups and seven to the control group. Measurements were taken before and after the implementation of the procedures. The results revealed that the chosen NLP techniques successfully elevated the EI scores across all dimensions, improving the total EI scores among the test subjects. In contrast, the control group did not change their EI scores. These differential outcomes strongly indicate the effectiveness of the selected NLP techniques and their role in driving these positive changes. Neuro-Linguistic Programming (NLP) and Emotional Intelligence (EI) are two frameworks that can complement each other in personal and professional development. NLP focuses on understanding and utilizing the patterns of human communication, behaviour, and subjective experience to achieve desired

outcomes; the selected NLP techniques in this study proved effective in enhancing individuals' ability to effectively navigate and regulate their own emotions and the emotions of others. When it comes to Emotional Intelligence Competencies, NLP techniques can be effective in enhancing various aspects of EI. Here are some ways in which NLP can support the development of EI competencies. This study outcome suggests the same.

- **Self-Awareness:** NLP techniques can help individuals develop self-awareness by exploring their internal thoughts, beliefs, and behaviour patterns. Through techniques such as self-reflection, visualization, and anchoring, individuals can gain insights into their emotions, triggers, and automatic responses, leading to a deeper understanding of themselves.
- **Self-Regulation:** NLP provides tools for managing and regulating one's emotions and behaviours. Techniques such as reframing, anchoring, and timeline therapy can assist individuals in gaining control over their emotional states, shifting unhelpful patterns, and developing more adaptive responses to challenging situations.
- **Empathy:** NLP emphasizes the importance of building rapport and understanding others' perspectives. Techniques like matching and mirroring, sensory acuity, and calibration can enhance an individual's ability to tune in to others' emotions, non-verbal cues, and communication styles, fostering greater empathy and interpersonal connection.
- **Social Skills:** NLP offers effective communication, influencing, and rapport-building strategies. Techniques such as rapport building, language patterns, and

meta-programs can enhance an individual's ability to connect with others, resolve conflicts, and build positive relationships, thus improving social skills.

By integrating NLP techniques with EI competencies, individuals can develop greater emotional self-awareness, regulation, empathy, and social skills. This integration can improve interpersonal relationships, communication, and overall emotional well-being. It is important to note that the effectiveness of NLP techniques in developing EI competencies may vary based on individual preferences, learning styles, and context.

Neuro-Linguistic Programming and Emotional Intelligence Competencies

The entire analysis in this paper is done with correlation, showing how EI can affect psychological safety, which in turn can enhance the team performance, and over time, the teams can become an HPT. Four of the nine norms tested in this research have been previously validated (Druskat, Koman, Messer, Wolff, 2003). This research was the first empirical examination of Emotional Intelligence Competencies, NLP techniques can be effective in enhancing various aspects of EI along with Team performance and Psychological safety. The NLP technique supports the EI competencies to elevate self-awareness, self-regulation, empathy, and social skills. All four EI competencies were positively impacted by the NLP techniques used in this research. This paper shows that by integrating NLP techniques with EI competencies, individuals can develop more significant emotional self-awareness, regulation, empathy, and social skills.

Hypothesis

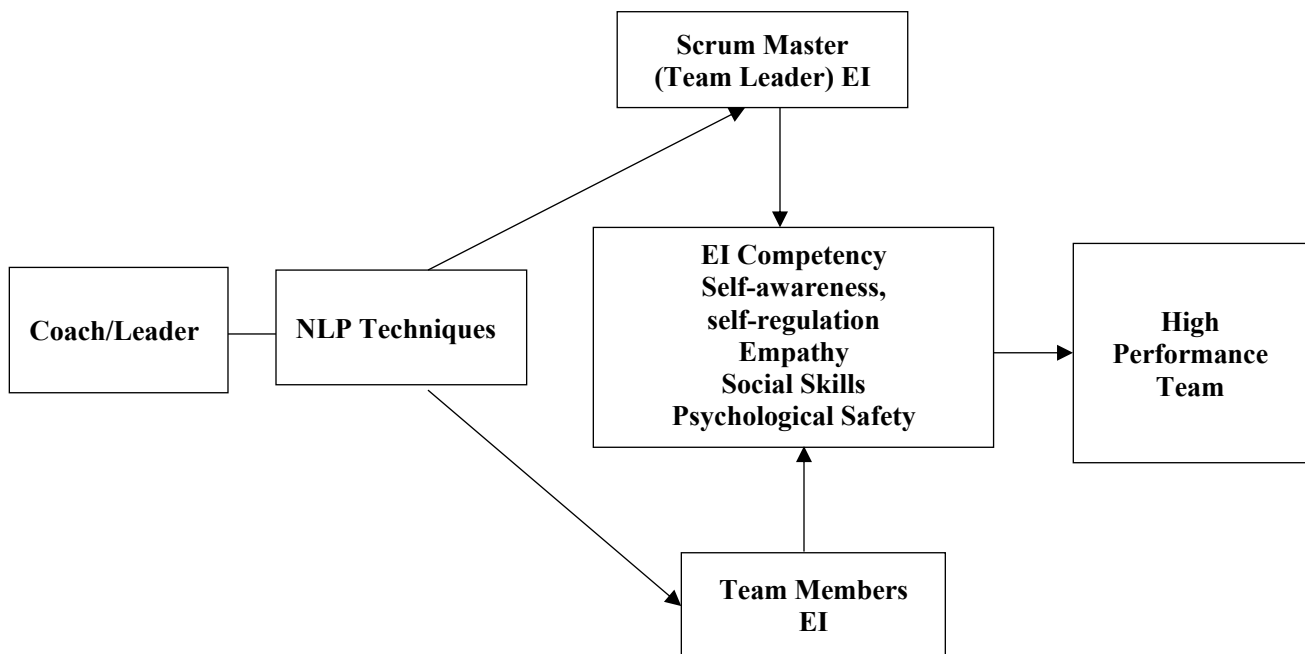


Figure 2. The model of an HPT, Coach, NLP, and EI

A description of each EI cluster is presented below, along with a brief description of each competency in that cluster. The definition of each cluster links the EI competency clusters (team leader EI) to the ECGN clusters (team-level EI norms). Lastly, hypotheses are presented to test the proposed relationships.

H1. Coaching techniques using NLP tools on team members' EI (self-awareness) is positively related to Individual members' performance

This hypothesis proposes that applying coaching techniques incorporating NLP tools, explicitly targeting the development of emotional intelligence, notably self-awareness, among team members, will positively impact their performance. The hypothesis suggests that by enhancing self-awareness through coaching and NLP techniques, individuals will better understand their emotions, strengths, and areas for improvement, leading to improved performance outcomes. To test this hypothesis, a coaching intervention could be implemented, integrating NLP tools to foster self-awareness in team members. Performance measures such as productivity, problem-solving skills, or interpersonal effectiveness can be assessed before and after the intervention. Statistical analysis can then be conducted to determine if there is a significant positive relationship between the coaching techniques utilizing NLP tools and the individual members' performance. It is important to note that empirical research to test this hypothesis would require a well-designed study incorporating appropriate control groups, measurement instruments, and an adequate sample size. Additionally, ethical considerations should be considered when implementing coaching interventions and collecting participant data.

An example of the relationship between emotional self-awareness and team self-evaluation can be observed at the group level. An individual with emotional self-awareness recognizes how their emotions impact their performance. Both emotional self-awareness and interpersonal understanding are necessary for team performance. To accurately assess one's team, an individual should possess the ability to assess their abilities, limitations, and resources accurately. If the team leader demonstrates self-assessment skills, it is reasonable to assume they could also accurately assess their team.

Furthermore, the competencies within the "working with others" cluster can influence the development of cross-boundary Emotionally Competent Group Norms (ECGNs). The team's level of teamwork and collaboration can influence the team's competence in building external relationships. Teamwork involves respecting, helping, and cooperating with all members. At the same time, collaboration entails balancing task focus with relationship building, sharing plans, information, and resources, and fostering a climate of cooperation and knowledge sharing. These individual-level competencies can be generalized to the group level.

When the team leader establishes norms of teamwork and collaboration within the team, the team becomes capable of collaborating with external individuals and teams. The presence of a collaborative and teamwork culture within the team extends beyond its boundaries, influencing external relationships. The ability to work with others influences the development of ECGNs at every level. A leader must work with others to understand norms, address norm violations, or demonstrate care towards team members. They would also need help to develop group-level norms, such as creating an affirming environment or facilitating the exploration of emotions in interpersonal interactions. Lastly, working with others is crucial for building relationships beyond the team.

H2 Coaching techniques using NLP tools on scrum master (self-motivation, Rapport Building, and self-regulation) are positively related to team performance.

This hypothesis suggests that employing coaching techniques that incorporate NLP tools to develop self-motivation, rapport-building, and self-regulation skills in Scrum Masters will positively impact team performance. The hypothesis proposes that by enhancing these specific competencies through coaching and NLP techniques, Scrum masters will be better equipped to motivate and engage their team members, establish strong rapport, and effectively manage their emotions and behaviours, leading to improved team performance.

To test this hypothesis, one could implement a coaching intervention focused on developing the targeted skills in Scrum master's using NLP tools. Then, team performance measures such as productivity, collaboration, and satisfaction can be assessed before and after the coaching intervention. Statistical analysis can be conducted to determine if there is a significant positive relationship between the coaching techniques utilizing NLP tools and team performance.

H3 Coaching techniques using the NLP tool increase the team's psychological safety, elevating team performance.

This hypothesis suggests that by applying coaching techniques that incorporate NLP tools, teams can experience an increase in psychological safety, which, in turn, positively impacts their overall performance. The hypothesis proposes that coaching interventions focusing on NLP techniques

can foster an environment of trust, open communication, and mutual respect, thereby enhancing psychological safety within the team. To further test the hypothesis, a coaching intervention utilizing NLP tools could be implemented to promote psychological safety within teams. Validated psychological safety measures, such as surveys or assessments, can be administered before and after the coaching intervention to quantify any changes. Additionally, team performance measures, such as productivity, innovation, and satisfaction, can be collected and compared to assess improvements. Statistical analysis can then be conducted to determine if there is a significant positive relationship between the coaching techniques utilizing NLP tools, the increase in psychological safety, and the resulting elevated team performance.

Test of Hypothesis

4.1 Research Question One

Hypothesis 1: *Individual EI on ECG using NLP techniques descriptive statistics, validity, and reliability which affect the individual's performance.*

A factor analysis was performed to verify the clustering of the ECGNs proposed by (Wolff and Druskat, 2003) and (Hamme, 2003). The model did not support the clustering of the competencies in three separate clusters as predicted. The implied covariance matrix for the variables in the model was not positively definite and, therefore, would not run. The confirmatory factor analysis did not support the model in Figure 2; however, to test the proposed hypothesis, the ECGN clusters were developed according to the theory. The individual level cluster consisted of the ECGNs, interpersonal understanding, confronting members who break norms, and caring behaviour. The team-level cluster consisted of the ECGNs, team self-evaluation, creating resources for working with emotion, creating an affirmative environment and being proactive.

Table 3- Dimensions of Group EI

CLUSTER	EMOTIONALLY COMPETENT NORMS	GROUP EMERGENT STATES
Individual	Interpersonal Understanding	<ul style="list-style-type: none"> • Trust • Group Efficacy • Group Network
	Addressing counterproductive behaviour	
	Caring Behaviour	
Team	Team Self - Evaluation	
	Creating an Affirmative Environment	
	Creating Emotional Resources	
	Pro-active Problem Solving	
External	Organizational Understanding	
	Building External Relations	

Lastly, the cross-boundary level cluster consisted of the norms, organizational understanding and building external relationships. Individual participant responses were aggregated to create a mean score for the entire team. The questionnaire questions were designed accordingly to capture group-level constructs rather than individual attributes (Earley, 1999; Rousseau, 1985). This approach facilitated data aggregation and enabled the examination of group-level norms (Earley, 1999; Langfred, 2000). Intraclass correlations (James, 1982) were utilized to assess the

variance within and between groups for all norms. The results indicated that within-group variance exceeded between-group variance, although this difference was not statistically significant for building external relationships and proactivity in problem-solving.

Table 4- ANOVA with Intraclass Correlation for EI Norms with NLP for individual members of the team (n = 28)

EI Norm individual level in conjunction with NLP	Sum of Squares	Df	Mean Square	F	Sig	1CC1
Rapport building (Social Skills) Between Within	707.1607 1588.6786	1 54	707.1607 29.42	24.03676	0.01	0.45137 529
Negotiate Your Way Through Life (Empathy) Between Within	1350.4464 2423.5357	1 54	1350.4464 44.8803	30.08997	0.01	0.50954 476
Resolving Conflict (Self-Awareness) Between Within	1390.0179 2257.8214	1 54	1390.0179 41.8115	33.24486	0.01	0.53522 868
Giving and Receiving Feedback (Self-Regulation) Between Within	228.0179 504.5357	1 54	228.0179 9.3433	24.40454	0.01	0.455298 83
Heal through humour (Psychological Safety) Between Within	54.0179 282.5357	1 54	54.0179 5.2321	10.32423	0.01	0.249818 98

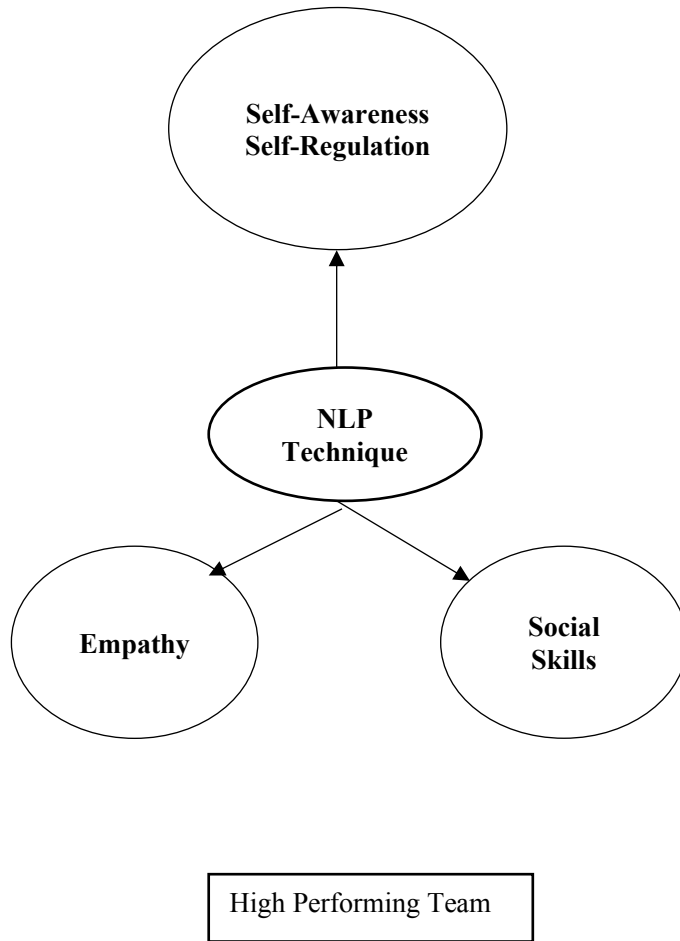


Figure 3. suggests that the NLP technique can help build an HPT which is supported by the above data

Table-5- Pearson correlation technique was run to relate the above Individual's EI and Team performance as in the table below:-

	Individual's Performance	Emotional Intelligence
Team Effectiveness		
Emotional Intelligence	*0.4965	

The table illustrates a positive and significant correlation (0.4965) between emotional intelligence and team effectiveness, indicating that both variables increase in the same direction. This means that team effectiveness tends to increase when Emotional Intelligence increases. The statistical significance of this correlation is denoted by $*p < .01$.

In the case of "Rapport Building" (Social Skills), the analysis reveals that there is a significant positive correlation between emotional intelligence and this construct ($F = 29.42, p < 0.01$). This suggests that individuals with higher emotional intelligence excel in building rapport and social skills.

Similarly, for "Negotiate Your Way Through Life" (Empathy), "Resolving Conflict" (Self-Awareness), and "Giving and Receiving Feedback" (Self-Regulation), there are significant positive correlations between emotional intelligence and these constructs ($F = 44.88, p < 0.01$; $F = 41.81, p < 0.01$; $F = 9.34, p < 0.01$, respectively). These results indicate that individuals with higher emotional intelligence are likelier to exhibit empathy, self-awareness, and effective self-regulation when navigating challenging situations, conflicts, and feedback processes.

However, in the case of "Heal through Humour" (Psychological Safety), the analysis shows a relatively lower F-value and significance level ($F = 5.23, p < 0.01$). This suggests a weaker but still significant positive correlation between emotional intelligence and psychological safety. Individuals with higher emotional intelligence may be more inclined to create a psychologically safe and positive environment through humour.

Additionally, the overall results indicate a positive and significant correlation (0.4965) between emotional intelligence and team effectiveness. This finding suggests that team effectiveness tends to improve as emotional intelligence increases. This underscores the importance of emotional intelligence in promoting teamwork, communication, and overall team performance.

It is important to interpret these findings in the context of the research study. The results are based on the analysis of individual-level data, specifically focusing on emotional intelligence and its correlation with NLP constructs. The significant correlations found in the analysis support the notion that emotional intelligence plays a vital role in various aspects of personal and interpersonal functioning, which are relevant to NLP practices.

However, it is essential to acknowledge the limitations of the study. The sample size and specific characteristics of the participants may limit the generalizability of the findings. Additionally, the study relied on self-reported data, which may introduce biases and subjective interpretations. Future research should consider more extensive and diverse samples, utilize objective measures, and incorporate longitudinal designs to explore further the relationships between emotional intelligence, NLP constructs, and team effectiveness.

In conclusion, the results suggest that emotional intelligence positively and significantly correlates with NLP constructs related to rapport building, empathy, self-awareness, self-regulation, and psychological safety. These findings highlight the importance of emotional intelligence in personal

and interpersonal skills, which can contribute to team effectiveness. Organizations and individuals can benefit from promoting the development of emotional intelligence to enhance NLP practices and improve team dynamics and performance.

4.2 Research Question Two

Hypothesis 2:-*NLP Technique impact on scrum master's EI (self-motivation, Rapport Building, Self-regulation) on Team effectiveness.*

Paired samples T-tests were performed on the 57 items in the interview questionnaire, revealing significant increases in the mean EI scores after implementing NLP activities compared to the pre-activity scores. The chosen NLP techniques in this study effectively raised EI scores across all dimensions, leading to an overall improvement in the total EI scores among the test subjects. In contrast, the control group showed no changes in their EI scores. Five separate analyses were conducted to analyze the data comprehensively, focusing on self-awareness, self-management, social awareness, and relationship management levels. This approach aligns with the theoretical model put forth by Goleman and Boyatzis (Goleman, 1995, 1998; Boyatzis, 1982). Due to the number of scales involved, separate analyses were conducted at each level, beginning with the self-awareness model, which included accurate self-assessment, self-confidence competencies, and emotional self-awareness (ESA).

Table 6. Chronbach alpha internal reliabilities were assessed for each scale for NLP and EI dimensions by Statistical Package for Social Sciences (SPSS)

NLP technique	EI dimension	Mean scores before applying NLP technique	Mean scores after applying NLP technique	Sig
Rapport Building	social skills, interpersonal relation	28.8	32.6	0.01
Perpetual position	Empathy	61.8	68	0.01
Parts Integration	Self-Awareness	51	58	0.01
Feedback and Calibration	Self-Regulation	14.6	17.2	0.01
Heal through Humor	Psychological Safety	9.2	9.8	0.01
Outcome of all the above NLP techniques	Group Emergent State (Team Performance)	42	50.8	0.01

Chronbach alpha internal reliabilities were assessed for each scale. Most scales had acceptable reliabilities, with their alphas close to or above 0.70 (see Vogt, 1999), Reliabilities were accurate Rapport building (social skills and interpersonal skills) $\alpha = 1.01$; Perpetual position (Empathy) $\alpha = .99$; Parts Integration (Self-Awareness) $\alpha = .1.01$; Feedback and Calibration (Self-regulation) $\alpha = .1.05$; Heal through humour (Psychological Safety) $\alpha = .085$; Team performance (Group emergent state) $\alpha = 1.09$.

Furthermore, the analysis indicates a significant positive correlation (0.9838) between emotional intelligence and team effectiveness. This finding suggests that higher levels of emotional intelligence are associated with increased team effectiveness.

These studies collectively reinforce the significance of emotional intelligence competencies and their impact on individual and organizational outcomes. The consistent findings across different studies and models provide a solid foundation for understanding and assessing emotional intelligence in various fields. It highlights the relevance of developing and cultivating these competencies to enhance personal and professional effectiveness.

For the NLP technique "Rapport Building," which focuses on social skills and interpersonal relations, the analysis reveals a significant improvement in mean scores after applying the technique (32.6) compared to before (28.8) ($p < 0.01$). This suggests that the NLP technique had a positive impact on enhancing individuals' abilities in building rapport and strengthening their social skills. Similarly, the NLP technique "Perpetual Position" targeting empathy shows a significant increase in mean scores after applying the technique (68) compared to before (61.8) ($p < 0.01$). This indicates that the NLP technique facilitated the development of empathy among individuals. In the case of "Parts Integration," which focuses on self-awareness, the analysis demonstrates a significant improvement in mean scores after applying the technique (58) compared to before (51) ($p < 0.01$). This suggests that the NLP technique contributed to enhancing individuals' self-awareness and introspection.

For the NLP technique "Feedback and Calibration," which pertains to self-regulation, the analysis shows a significant increase in mean scores after applying the technique (17.2) compared to before (14.6) ($p < 0.01$). This indicates that the NLP technique supported individuals in developing better self-regulation skills, including the ability to receive and calibrate feedback effectively.

Regarding the NLP technique "Heal through Humour," which relates to psychological safety, the analysis reveals a significant improvement in mean scores after applying the technique (9.8) compared to before (9.2) ($p < 0.01$). This suggests that the NLP technique contributed to creating a more psychologically safe environment, where individuals felt more at ease and open to humour. Overall, the results demonstrate that the application of NLP techniques led to significant improvements across various EI dimensions, including social skills, empathy, self-awareness, self-regulation, and psychological safety.

Furthermore, the analysis indicates a significant positive correlation (0.9838) between emotional intelligence and team effectiveness. This finding suggests that higher levels of emotional intelligence are associated with increased team effectiveness.

These findings highlight the potential of NLP techniques in enhancing emotional intelligence and subsequently improving team performance. By focusing on specific EI dimensions, NLP interventions can help individuals develop key skills and attitudes that contribute to effective teamwork, communication, and overall team dynamics.

It is important to acknowledge that the study design and sample size might limit the generalizability of the results. Future research could consider larger and more diverse samples, as well as longitudinal designs to explore the long-term effects of NLP techniques on emotional intelligence and team performance.

Table:7- Pearson Correlation Co-efficient matrix for study variable for SM and HPT

	SM Performance	Team Effectiveness
Emotional Intelligence		
Team Effectiveness	*0.9838	

The above table shows that emotional intelligence is positively and significantly correlated (0.9838) with team effectiveness. It indicates that both increase in the same direction, i.e. if emotional intelligence increases, team effectiveness also increases. The result is significant at $*p < .01$. The hypotheses thus suggest how Emotional Intelligence (EI) refers to the ability to recognize, understand, and manage one's emotions and effectively navigate social interactions and relationships. It plays a crucial role in team dynamics and overall team performance.

In conclusion, the results support the effectiveness of NLP techniques in enhancing emotional intelligence, as evidenced by improvements in rapport building, empathy, self-awareness, self-regulation, and psychological safety. The positive correlation between emotional intelligence and team effectiveness further emphasizes the relevance of emotional intelligence in promoting successful teamwork and overall team performance. Organizations and individuals can benefit from incorporating NLP techniques to foster emotional intelligence and create positive, high-performing team environments.

4.3 Research Question Three

Hypothesis 3: *NLP Technique increases the team's psychological safety, elevating team performance.*

In this hypothesis, we have seen how an Individual's psychological safety is enhanced using the NLP technique. Furthermore, the study underscores the significance of psychological safety as a critical factor mediating the relationship between team EI and team decision-making performance. These insights emphasize the need to foster a team culture supporting psychological safety to enhance information processing and promote effective team decision-making. It means that as

team effectiveness increases, psychological safety increases, and vice versa. The correlation coefficient of 0.5119 suggests a moderate to strong relationship between these two variables.

The significance level of $p < 0.01$ indicates that the observed correlation is unlikely to have occurred by chance. It implies that there is a meaningful and robust association between team effectiveness and psychological safety in the context of the study.

The finding aligns with previous research and theoretical frameworks highlighting the importance of psychological safety in promoting team effectiveness. Psychological safety refers to a shared belief within a team that individuals can express themselves, take risks, and communicate openly and honestly without fear of negative consequences. When team members feel psychologically safe, they are more likely to contribute their ideas, collaborate effectively, and engage in constructive discussions, ultimately enhancing team effectiveness.

Moreover, the positive correlation between team effectiveness and psychological safety suggests that improving psychological safety within a team can lead to enhanced team performance and outcomes. By creating an environment where team members feel safe, supported, and respected, organizations can foster a culture of open communication, innovation, and collaboration, thereby increasing overall team effectiveness.

It is important to note that the correlation observed in this study does not imply causation. While the results indicate a relationship between team effectiveness and psychological safety, further research is needed to establish the direction and mechanisms of this relationship. Additionally, the specific context and sample used in the study should be considered when interpreting the results, as they may limit the generalizability to other settings.

Overall, the findings underscore the significance of psychological safety in promoting team effectiveness. Organizations can benefit from investing in strategies and interventions that enhance

psychological safety within their teams, such as promoting inclusive leadership, fostering a culture of trust and respect, providing opportunities for open communication and feedback, and supporting team members' emotional well-being. By doing so, organizations can create an environment that nurtures high-performing teams and contributes to overall organizational success.

We analyzed the data using correlation statistics, as mentioned in the table below, to find the strength of the relationship between psychological safety and Team Efficacy.

Table 8. Pearson Correlation Co-efficient matrix for study variable for psychological safety and HPT

	Emotional Intelligence	Team Effectiveness
Psychological safety		
Team Effectiveness	*0.5119	

The above table shows that Team Effectiveness is positively and significantly correlated (0.5119) with psychological safety. It indicates that they both increase in the same direction, i.e. if emotional intelligence increases, the team effectiveness also increases. The result is significant at $*p < .01$.

4.4 Summary of Findings

The findings from the analysis indicate several significant correlations between the variables studied. First, a strong positive correlation (0.9838) exists between emotional intelligence and team effectiveness. It suggests that the team's effectiveness increases as emotional intelligence increases. This finding highlights the importance of emotional intelligence in fostering successful teamwork and achieving desired outcomes.

Second, a positive and significant correlation (0.4965) exists between emotional intelligence and psychological safety. This implies that individuals with higher levels of emotional intelligence are

more likely to feel psychologically safe within the team environment. Psychological safety is crucial for creating an atmosphere of trust, open communication, and risk-taking, which ultimately contributes to team effectiveness.

Lastly, the analysis reveals a positive and significant correlation (0.5119) between team effectiveness and psychological safety. This indicates that when team effectiveness increases, there is a corresponding increase in psychological safety within the team. This finding suggests that effective teams are likelier to foster an environment where individuals feel comfortable expressing themselves, sharing ideas, and taking calculated risks.

These findings support the idea that Emotional Intelligence, team effectiveness, and psychological safety are interconnected. Developing emotional intelligence skills within team members can enhance team effectiveness and create a climate of psychological safety, leading to improved collaboration, innovation, and overall performance.

It is important to note that these results are based on the specific data collected and the sample used in the research. The generalizability of these findings to broader populations should be considered cautiously. Further research with more extensive and diverse samples is recommended to validate and expand upon these findings.

Overall, the findings emphasize the significance of emotional intelligence, team effectiveness, and psychological safety in promoting positive team dynamics and achieving desirable organizational outcomes. These insights can inform the development of interventions and strategies to enhance team performance and well-being.

4.5 Conclusion

In conclusion, the findings of this study highlight the importance of emotional intelligence, team effectiveness, and psychological safety in the context of team dynamics. The results indicate significant positive correlations between these variables, suggesting that they are interrelated and influence each other.

The strong positive correlation between emotional intelligence and team effectiveness indicates that individuals with higher emotional intelligence tend to contribute to more effective team performance. This underscores the significance of developing emotional intelligence skills among team members, as it can enhance team effectiveness and productivity.

Furthermore, the positive correlation between emotional intelligence and psychological safety suggests that individuals with higher emotional intelligence are more likely to create an environment of psychological safety within the team. Psychological safety is crucial for team members to feel comfortable expressing themselves, taking risks, and collaborating effectively. When team members feel psychologically safe, it positively impacts team effectiveness and overall performance.

The positive correlation between team effectiveness and psychological safety further reinforces the notion that effective teams tend to foster an environment of psychological safety. This finding highlights the importance of creating a climate of trust, open communication, and mutual support within teams to enhance their effectiveness.

These findings have implications for organizations and team leaders aiming to optimize team dynamics and performance. Organizations can create an environment that facilitates collaboration, innovation, and overall success by promoting emotional intelligence development, fostering psychological safety, and prioritizing team effectiveness.

It is essential to acknowledge the limitations of this study, such as the specific sample size and composition, as well as the reliance on self-reported data. Future research with more extensive and diverse samples and additional research methodologies would provide a more comprehensive understanding of the relationships between emotional intelligence, team effectiveness, and psychological safety.

In summary, the results of this study provide valuable insights into the interconnectedness of emotional intelligence, team effectiveness, and psychological safety. By recognizing and addressing these factors, organizations can foster high-performing teams and create a positive and supportive work environment.

CHAPTER V

DISCUSSION

5.1 Discussion of Results

According to empirical analyses, there is a positive association between the emotional intelligence of a team leader and the emotionally competent group norms (ECGNs) of the team they lead. This finding supports the EI cluster theory proposed by Boyatzis and Sala, as well as the ECGN theory developed by Druskat and Wolff. The study also confirms that a team leader's emotional intelligence has an impact on the emotional competence and performance of the team through the development of ECGNs. Finally, the study suggests that emotionally competent group norms can enhance team performance when they are examined in their individual relationships to performance measures or in awareness and action clusters.

The results of this study demonstrate important relationships between emotional intelligence, team effectiveness, and psychological safety. These findings have significant implications for understanding and improving team dynamics and performance within organizations.

The strong positive correlation between emotional intelligence and team effectiveness aligns with previous research highlighting the importance of emotional intelligence in team settings. Team members who possess higher emotional intelligence are better equipped to understand and manage their own emotions, as well as effectively navigate and respond to the emotions of others. This ability contributes to improved teamwork, communication, and collaboration, ultimately leading to enhanced team effectiveness.

The positive correlation between emotional intelligence and psychological safety further supports the notion that emotional intelligence plays a crucial role in creating a psychologically safe environment within teams. Emotional intelligence allows individuals to understand and empathize with others' perspectives and emotions, fostering trust and open communication. When team members feel psychologically safe, they are more likely to contribute ideas, voice concerns, and engage in productive conflict resolution, all of which contribute to improved team effectiveness.

The positive correlation between team effectiveness and psychological safety underscores the importance of creating an environment where team members feel safe to take risks, share ideas, and express themselves freely. When team members feel psychologically safe, they are more likely to engage in open and honest communication, which facilitates effective problem-solving, decision-making, and collaboration. This, in turn, leads to higher team effectiveness and overall performance.

These findings suggest that organizations should prioritize the development of emotional intelligence skills among team members. Providing training and support in emotional intelligence can help individuals better understand and regulate their emotions, as well as enhance their ability to empathize and communicate effectively with others. This, in turn, can foster psychological safety within teams and contribute to improved team effectiveness.

It is important to acknowledge the limitations of this study. The sample size was relatively small and limited to a specific context, which may limit the generalizability of the findings. Additionally, the study relied on self-reported data, which can be subject to biases and inaccuracies. Future research should aim to replicate these findings with larger and more diverse samples and utilize objective measures of team effectiveness and psychological safety.

In conclusion, the results of this study provide valuable insights into the relationships between emotional intelligence, team effectiveness, and psychological safety. By understanding and addressing these factors, organizations can create a supportive and productive team environment, leading to improved team performance and overall organizational success.

5.2 Discussion of Research Question One

The results of the analysis indicate the relationships between emotional intelligence (EI) and various constructs related to NLP (Neuro Linguistic Programming) at the individual level. The table shows the sum of squares, degrees of freedom, mean squares, F-values, and significance levels for each construct.

According to research, the emotional intelligence (EI) competencies proposed by Boyatzis and Goleman have been repeatedly validated in various studies. The competencies were found to factor independently of one another in the research, and confirmatory factor analysis indicated that the competencies clustered according to the Boyatzis and Sala cluster theory. The results of the analysis using the statistical method of ANOVA and Pearson's correlation indicate that strategic training of NLP has a positive effect on increasing teams' EI. The result is consistent with the research results (Gardner and Stough, 2002; Keezhatta and Omar, 2019; Drigas and Mitsea, 2020, 2021; Resmisari and Sitepu, 2022; Saffaryazdi et al., 2022). In explaining the mentioned result, it can be stated that in teaching NLP, various strategies such as pattern discovery and modelling, subconscious mind perception, life management, sensory awareness, intimacy, and time management were taught to teachers. Research has shown that teaching emotional and social skills as a model of intervention, which is called strengthening EI, has a vital role in improving the quality of interpersonal, social relationships, and promoting mental health and contributing to the

balance of work and life) Gardner and Stough, 2002). According to the NLP communication model, when people behave in a certain way (external behaviours), a particular reaction is evoked in us (internal reaction). This reaction causes us to behave in a certain way (our external behaviour), and in this way, an internal reaction will be created in the other person (internal reaction) and thus this cycle will continue (Mayer and Salovey, 1997). NLP provides the individual with the tools to be able to interpret what he hears, sees, and feels in how he communicates with people. Once a person is aware of the thought process, they will have the tools to change their words and behaviours to achieve what they want. Mental program is one of the topics discussed in the NLP workshop. For example, the subjects were taught how to use appropriate language patterns to influence the other person according to their mental programs. Appropriate language allows the subjects to convey their messages correctly to the other person and become effortlessly intimate with them. Therefore, it can be said that increasing learners' EI can be due to teaching NLP strategies such as good comprehension, intimacy, sensory awareness, thinking about the outcome, and behavioural flexibility.

, The overall results indicate a positive and significant correlation (0.4965) between emotional intelligence and team effectiveness. This finding suggests that as emotional intelligence increases, team effectiveness tends to improve. This underscores the importance of emotional intelligence in promoting teamwork, communication, and overall team performance.

In summary, the results support the hypothesis that strategic training of NLP can enhance Individuals' EI, contributing to their professional growth and a more team-centred rapport-building approach which leads to team performance.

5.3 Discussion of Research Question Two

The research analysis uses Statistical Package for Social Sciences (SPSS), and correlation shows that the utilization of NLP skills and principles by Scrum masters can be instrumental in fostering effective organizational development and building on team efficacy. By incorporating NLP techniques, Scrum masters can establish trust and loyalty among their staff, creating an environment where employees feel comfortable expressing their opinions and ideas. This open channel of communication enables the organization to continually improve and grow (Salas, Goodwin, and Burke, 2009). Additionally, it is crucial for Scrum masters to prioritize relationship-building with their employees. NLP techniques, such as meta-programs and stress management, can be employed to keep the workforce engaged and well-informed. These techniques help in understanding individual preferences and communication styles, allowing Scrum masters to tailor their approach and maintain a motivated and contented workforce ((Marks, Mathieu, and Zaccaro, 2001). The findings from Boyatzis and Goleman's research on emotional intelligence (EI) competencies align with results from other studies in the field. Numerous studies have replicated and validated the core competencies proposed by Boyatzis and Goleman, providing further evidence for the robustness and relevance of these competencies in different contexts. For instance, a study by Mayer, Caruso, and Salovey (1999) identified a set of emotional intelligence abilities that overlap with the competencies proposed by Boyatzis and Goleman. These abilities include perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. The overlap between these studies highlights the consistency in identifying key dimensions of emotional intelligence.

Moreover, a meta-analysis conducted by Joseph and Newman (2010) examined the relationship between emotional intelligence and various outcomes, such as job performance, leadership

effectiveness, and well-being. The results of the meta-analysis indicated a positive association between emotional intelligence and these outcomes, further supporting the importance of emotional intelligence competencies in diverse domains.

Additionally, a study by Bar-On (1997) introduced the concept of "emotional quotient" (EQ), which encompasses a set of emotional and social skills. Bar-On's model of emotional intelligence includes dimensions such as self-awareness, self-regulation, empathy, and interpersonal relationships, aligning with the competencies that Boyatzis and Goleman proposed.

In summary, managers can effectively develop their organizations by integrating NLP skills and principles. This includes building trust and loyalty, promoting open communication, and utilizing techniques like meta-programs and stress management to nurture relationships with employees. By doing so, Scrum masters can create a thriving and engaged workforce, leading to improved organizational performance.

Overall, the results demonstrate that the application of NLP techniques led to significant improvements across various EI dimensions, including social skills, empathy, self-awareness, self-regulation, and psychological safety.

5.4 Discussion of Research Question Three

The results of the analysis indicate a positive and significant correlation (0.5119) between team effectiveness and psychological safety which supports the theory of Recognizing the significance of team dynamics in decision-making processes, it becomes essential to shift the focus from individual emotional intelligence (EI) to team EI. Building upon the existing literature on group synergy (Larson, 2010) and (Edmondson and Hugander (2021), this study highlights the pivotal role of team EI in shaping group dynamics and positively influencing team decision-making

performance. Moreover, a key finding of this study underscores the mediating effect of psychological safety on the relationship between team EI and team decision-making performance. This finding emphasizes the importance of exploring temporary conditions that arise within teams because of member interactions, known as team emergent states (Zhou and Vredenburg, 2017). Specifically, the study emphasizes the role of psychological safety in shedding light on the "black box" of team decision-making. When teams come together to make decisions, there is much at stake for individual members. Factors such as status, performance reputation, and relationship networks can be affected. The salience of group norms, potential conformity pressures, and their impact on group cohesiveness further highlight the relevance of team culture in fostering psychological safety as a critical condition for effective information processing and high-quality team decision-making.

In conclusion, this study emphasizes the importance of considering team EI in addition to individual EI when examining team functioning, particularly in decision-making teams. The findings highlight the role of team EI in driving group processes and its positive association with team decision-making performance.

CHAPTER VI: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Summary

The study examined the relationship between team effectiveness, psychological safety, and emotional intelligence. The results indicate that there is a positive and significant correlation between team effectiveness and psychological safety, as well as between emotional intelligence and team effectiveness. The findings suggest that as team effectiveness increases, psychological safety also increases, indicating that these two factors are interconnected and mutually reinforcing. Hence, This highlights the importance of fostering a psychologically safe team environment to enhance their overall effectiveness. Furthermore, the study reveals a positive and significant correlation between emotional intelligence and team effectiveness. Individuals with higher Emotional Intelligence tend to contribute to more effective team performance.

The results underscore the significance of psychological safety and emotional intelligence in promoting team effectiveness. Organizations can benefit from creating an environment that values open communication, trust, and emotional well-being to enhance team dynamics and performance. It is important to note that the findings are based on the specific context and sample of the study. Further research is needed to validate these findings in different settings and populations.

The study highlights the importance of considering psychological safety and emotional intelligence in fostering effective teams. By understanding and addressing these factors, organizations can cultivate an environment that supports collaboration, innovation, and overall team success.

6.2 Implications

The study has several implications for both research and practice in the fields of team effectiveness, psychological safety, and emotional intelligence. A few are highlighted in this paper as mentioned below: -

Research Implications

- The study contributes to the existing body of knowledge by establishing a positive and significant correlation between team effectiveness, psychological safety, and emotional intelligence. This finding expands our understanding of the factors that influence team performance.
- Future research can investigate the underlying mechanisms and processes through which psychological safety and emotional intelligence impact team effectiveness. It could involve examining specific behaviours, communication patterns, or team dynamics that mediate or moderate the relationship.
- Longitudinal studies can provide insights into the long-term effects of psychological safety and emotional intelligence on team performance and the potential for these factors to influence organizational outcomes beyond the team level.
- *Practical Implications:*
- Organizations can prioritize developing psychological safety within teams by creating a culture that values open communication, feedback, and respect. It can be achieved through leadership practices that encourage psychological safety, team-building activities, and establishing explicit norms for collaboration.

- Training programs focused on enhancing emotional intelligence can be implemented to improve interpersonal skills, self-awareness, and empathy among team members. This can improve collaboration, conflict resolution, and overall team effectiveness.
- Managers and leaders can play a crucial role in fostering psychological safety and supporting the development of emotional intelligence within teams. By modelling these behaviours and providing the necessary resources and support, they can create an environment conducive to high-performing teams.

Practical Applications

- The findings highlight the importance of considering psychological safety and emotional intelligence in team selection, composition, and development. Organizations can use assessments and tools to identify individuals with high emotional intelligence and prioritize creating teams with diverse skill sets and personalities contributing to psychological safety.
- Team interventions and coaching programs can be designed to enhance emotional intelligence and promote psychological safety. These interventions can involve training sessions, workshops, and ongoing support to help teams improve their communication, conflict resolution, and collaboration skills.
- The study emphasizes the role of feedback and performance evaluation systems in fostering psychological safety. Organizations can ensure that feedback processes are constructive, transparent, and focused on growth and development rather than blame or punishment.
- Overall, the study's implications suggest that organizations should prioritize cultivating psychological safety and developing emotional intelligence to foster effective and high-performing teams. By doing so, organizations can create an environment where team

members feel valued, supported, and motivated to contribute their best efforts towards shared goals and outcomes.

6.3 Recommendations for Future Research

The limitations of EI and NLP in the given context suggest several implications for future theory and research. Here are a few considerations which, according to the researcher of this paper, should *be considered* in future.

- **Larger Sample Sizes:** Conducting studies with larger sample sizes can increase the statistical power and generalizability of the findings. Including a more diverse range of participants would be beneficial to capture a broader representation of the population.
- **Longitudinal Studies:** Extending the duration of the research beyond the 10-week timeframe can provide insights into the long-term effects of EI and NLP interventions. Longitudinal studies can help determine if the observed changes are sustained over time or diminish after the intervention.
- **Mixed-Methods Approach:** Combining quantitative and qualitative research methods can offer a more comprehensive understanding of the impact of EI and NLP. Qualitative approaches, such as interviews or focus groups, can capture nuanced experiences and provide deeper insights into participants' subjective experiences.
- **Contextual Factors:** Considering contextual factors is crucial in understanding the effectiveness of EI and NLP techniques. Future research could explore how organizational culture, team dynamics, and other contextual variables influence the outcomes of interventions. This can help tailor interventions to specific contexts and identify contextual factors that enhance or hinder the effectiveness of EI and NLP.

- **Measurement Refinement:** Enhancing the measurement instruments used to assess EI and NLP can improve the accuracy and reliability of the data. Researchers should aim to use validated and reliable measures or consider developing new measures that align with the study's specific objectives.
- **Comparative Studies:** Conducting comparative studies can shed light on the relative effectiveness of EI and NLP compared to other interventions or approaches. Comparing different coaching or training methods can help identify EI and NLP techniques' unique contributions and benefits.
- **Application in Different Settings:** Expanding the research to different contexts, such as various industries or cultural settings, can provide a more comprehensive understanding of the applicability and effectiveness of EI and NLP techniques across diverse populations.
- By addressing these implications in future theory and research, a more nuanced understanding of the impact of EI and NLP can be achieved, contributing to developing evidence-based practices and interventions in personal and professional development.

6.4 Conclusion

In conclusion, the research findings indicate a positive and significant correlation between team effectiveness, psychological safety, and emotional intelligence. The study highlights the importance of fostering psychological safety within teams and developing emotional intelligence skills to enhance team performance and overall effectiveness.

The results suggest that teams with higher levels of psychological safety and more robust Emotional Intelligence tend to exhibit higher levels of team effectiveness. It implies that creating

a supportive and safe environment where team members feel comfortable expressing their ideas, taking risks, and engaging in open communication improves team outcomes.

Furthermore, the study emphasizes the need for organizations to invest in training and development programs that enhance emotional intelligence skills among team members. Organizations can foster a positive team climate and promote collaborative and effective teamwork by equipping individuals with the ability to understand and manage their own emotions, empathize with others, and build strong interpersonal relationships.

Future research is recommended to replicate and expand on these findings in different contexts, industries, and organizations. Further exploration of mediating and moderating factors, longitudinal studies, and comparative analyses can provide deeper insights into the complex dynamics between team effectiveness, psychological safety, and emotional intelligence.

Ultimately, organizations can benefit from implementing interventions and training programs that target the development of psychological safety and emotional intelligence within teams. By doing so, they can create an environment that supports open communication, trust, and mutual respect, leading to improved team performance, innovation, and overall organizational success.

APPENDIX A
SURVEY COVER LETTER

EI/ECNG Scales

Online Questionnaire

Rapport Building

- I am an excellent listener
- I am excellent at empathising with someone else's problem
- I can tell if someone is not happy with me
- I love to meet new people and get to know what makes them 'tick'
- I can tell if someone has upset or annoyed me
- I am good at adapting and mixing with a variety of people
- I never interrupt other people's conversations
- People are the most interesting thing in life for me
- I generally build solid relationships with those I work with
- I like to ask questions to find out what is important to people

Negotiate Your Way Through Life: Perpetual position in conjunction with Empathy.

- I realise immediately when I lose my temper
- I am able to always motivate myself to do difficult tasks
- I know when I am happy
- I do not wear my 'heart on my sleeve

- I usually recognise when I am stressed
- Others can rarely tell what kind of mood I am in
- I always meet deadlines
- When I am being 'emotional' I am aware of this
- I am usually able to prioritise important activities at work and get on with them
- I never waste time
- When I feel anxious I usually can account for the reason(s)
- I need a variety of work colleagues to make my job interesting
- Awareness of my own emotions is very important to me at all times
- I believe in 'Action this Day'
- Motivation has been the key to my success
- I rarely worry about work or life in general
- I can always motivate myself even when I feel low
- I know what makes me happy
- Others often do not know how I am feeling about things
- I believe you should do the difficult things first

Resolving Conflict: Parts Integration: In conjunction with Self-Awareness

- I can 'reframe' bad situations quickly
- I am always able to see things from the other person's viewpoint
- I rarely 'fly off the handle' at other people
- I can tell if a team of people are not getting along with each other
- Difficult people do not annoy me

- I do not prevaricate
- I can usually understand why people are being difficult towards me
- I always know when I'm being unreasonable
- I can consciously alter my frame of mind or mood
- Other individuals are not 'difficult' just 'different'
- I do not let stressful situations or people affect me once I have left work
- I can understand if I am being unreasonable
- I can understand why my actions sometimes offend others
- I can sometimes see things from others' points of view
- I am good at reconciling differences with other people
- Reasons for disagreements are always clear to me

Giving and Receiving Feedback: In conjunction with Self-Regulation

- Receiving feedback from others makes me feel uncomfortable
- Feedback is a way to find faults in others
- Feedback is never about the positive things done in the workplace
- Feedback is given only by the superiors
- Team members never share feedback about each other work
- Feedback is not 360 degree

Heal through humour: In conjunction with psychological safety

- Did you last laugh at yourself?
- When did you laugh at yourself in the most intense way?
- did you feel good when you were laughing?
- Did you enjoy laughing like this?
- Is there anyone who triggers your ability to laugh at yourself?

APPENDIX

INFORMED CONSENT

To whomsoever it may concern

You are being asked to be in a research study of the NLP technique over team and leader effectiveness conducted by SSM University. The purpose of this study is to learn about the factors that support effective team functioning. You have been selected to participate because you are a member of a software team at (Team name).

If you agree to be in this study, we ask that you complete a survey. The survey consists of questions about team and leader behaviour and will take approximately 20 minutes to complete.

Responses to the questions and any records of the study will be kept completely confidential. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file and only the researchers will have access to the records.

Your participation in the study is voluntary and may be withdrawn at any time without any negative consequences. Participation in the study does not carry any risks or benefits to you.

The researcher conducting this study is Monika Das. You may ask any questions you have now.

If you have questions later, you may contact me at 7776812340. If you would like to talk with someone other than the researchers i.e. me about the study or related concerns, please contact SSM University's Office of Research Administration at xxx.xxx.xxx.

You will receive a copy of this consent form for your records.

Thank you for participating!

Statement of Consent

I have read the above information. I have received answers to the questions I have asked. I consent to participate in this study.

(Name) (Signature) (Date)

APPENDIX C
INTERVIEW GUIDE

TEAM EFFICACY SURVEY

This survey is part of a study being conducted by Case SSM University to examine the effect and impact of emotions, thoughts, and feelings on team competencies and team effectiveness. Once this form is completed it will give us information about the effectiveness of the teams with which you are familiar. Please complete a set of the following items for each of the teams you know well enough to rate. Write the name of the team in the space provided. Feel free to jot comments in the margin. Your response to the survey will be kept completely confidential. Thank you for your participation. (1- strongly disagree and 5– strongly agree)

Team Name: _____

- | | |
|---|---------------|
| 1. Efficiency in getting things done. | 1 2 3 4 5 6 7 |
| 2. Quality of their work. | 1 2 3 4 5 6 7 |
| 3. Ability to be self-directed. | 1 2 3 4 5 6 7 |
| 4. Performance against all other teams in the division that perform similar work. | 1 2 3 4 5 6 7 |
| 5. Ability to continue working together effectively in the future. | 1 2 3 4 5 6 7 |
| 6. Taking ownership of the work getting done | 1 2 3 4 5 6 7 |
| 7. Team is self-motivated | 1 2 3 4 5 6 7 |
| 8. Trust, transparency, and respect within the team. | 1 2 3 4 5 6 7 |

9. Relentless improvement within the team. 1 2 3 4 5 6 7
10. Innovation is a part of their activity. 1 2 3 4 5 6 7

We will maintain complete confidentiality in all the responses to the questions and any records of the study. We will not include any information that will make it possible to identify a participant, team member or scrum master in any sort of report we might publish, All the research records will be kept confidential and in a locked file and only the researchers will have access to the records. Your participation in the study is voluntary and may be withdrawn at any time without any consequences. There is absolutely no risk or benefit attached to this participation.

\

REFERENCES

- AGLX. (2019), *High-Performance Teams: What the Research Says*. [online] Available at: <https://www.aglx.com/high-performance-teams-what-the-research-says/> [Accessed 26 Nov. 2021].
- Agustian, Ary Ginanjar, 2012. *Rahasia Sukses Membangun Kecerdasan emosi dan Spiritual (ESQ)*, Jilid Kedua, Edisi Revisi, Arga Wijaya Persada, Jakarta.
- Ajay Goyal and K.B. Akhilesh, (2007), “ Interplay among innovativeness, cognitive intelligence, emotional intelligence and social capital of work teams”, *Team performance management*, 13, 7/8, pp.206-226.
- Ancona, D. G. (1990), Outward bound: Strategies for team survival in the organization. *Academy of Management Journal*, 33, 334-365.
- Ancona, D. G., and Caldwell, D. F. (1992), Bridging the boundary: External activity and performance in organizational teams. *Administrative Science Quarterly*, 37, 634-665.
- Andersen, J.A.(2000), Intuition in Managers: Are Intuitive Managers More Effective? *Journal of Managerial Psychology*, 15(1), 46-67.
- Antonakis, J. Ashkanasy, N.M., and Dasborough, M.T.(2009), Does Leadership Need Emotional Intelligence? *The Leadership Quarterly*, 20, 247-261.
- Antonakis, J., On Why “Emotional Intelligence” Will Not Predict Leadership Effectiveness Beyond IQ or the “Big Five”: An Extension and Rejoinder, *Organizational Analysis*, 2004, 12, 171-182.
- Argote, L., (1989), Agreement About Norms and Work-Unit Effectiveness: Evidence From the Field. *Basic and Applied Social Psychology*, 10 (2), 131-140.

Arrow, H., McGrath, J. E., and Berdahl, J. L. (2000), Small groups as complex systems: Formation, coordination, development, and adaptation. Thousand Oaks, CA: Sage.

Ashkanasy, N. M., and Daus, C.S. (2005), Rumours of the death of emotional intelligence in organizational behaviour are vastly exaggerated. *Journal of Organizational Behaviour*, 26,441-452.

Ashkanasy, N. M., Härtel, C. E. J., and Daus, C. S. (2002), Diversity and emotion: The new frontiers in organizational behaviour research. *Journal of Management*, 28(3), 307–338. <https://doi.org/10.1177/014920630202800304>.

Ashkanasy, N.M. and Daus, C.(2002), Emotion in the Workplace: The New Challenge for Managers, *Academy of Management Executive*, 16(1), 76-86.

Ashkanasy, N.M. and Tse, B.(2000), Transformational Leadership as Management of Emotion, in Ashkanasy, N.M., Härtel, C.E.J., and Zerbe, W., eds., *Emotions in the Workplace: Research, Theory, and Practice*, Quorum Books, Westport, CT, 221-235.

Ayoko, O. B., and Callan, V., J. (2009), Teams' reactions to conflict and teams' task and social outcomes: *The moderating role of transformational and emotional leadership*. Retrieved April05, 2010 from www.elsevier.com/locate/emj.

Baker, D. P., Salas, E., and Cannon-Bowers, J. (1998), Team Task Analysis: Lost but Hopefully Not Forgotten. *The Industrial-Organizational Psychologist*, 35 (3), 79-83.

Barbuto, J.E. Jr. and Burbach, M.E. (2006), “The emotional intelligence of transformational leaders: a field study of elected officials”, *Journal of Social Psychology*, Vol. 146 No. 1, pp. 51-64.

- Barczak G., Lassk F., Mulki J. (2010), Antecedents of Team Creativity: An Examination of Team Emotional Intelligence, Team Trust and Collaborative Culture. *Creativity and Innovation Management*, Volume 19, 4, 332-345.
- Barsade, S.G., and Gibson, D.E. (1998), Group Emotion: A View from Top and Bottom. In D.H. Gruenfeld (Ed.), *Research on Managing Groups and Teams* (pp. 81-102), Stanford, CT: Jai Press.
- Barsade, S.G.(2002), The Ripple Effect: Emotional Contagion and Its Influence on Group Behaviour, *Administrative Science Quarterly*, 47, 644-675.
- Bass, B.M. (2002), “Cognitive, social, and emotional intelligence”, in Riggio, R.E., Murphy, S.E. and Pirozzolo, F.J. (Eds), *Multiple Intelligences and Leadership*, Erlbaum, Mahwah, NJ, pp. 105-18.
- Boyatzis, R. and McKee (2005), A., *Resonant Leadership*, Harvard Business School Press, Boston, MA.
- Boyatzis, R. E. (2009), A behavioural approach to emotional intelligence. *J. Manag. Dev.* 28, 749–770.
- Boyatzis, R., Rochford, K., and Cavanagh, K. V. (2017), Emotional intelligence competencies in engineer’s effectiveness and engagement. *The Career Development International*, 22(1), 70–86. <https://doi.org/10.1108/CDI-08-2016-0136>.
- Boyatzis, R.E. (1982), *The Competent Manager: A Model for Effective Performance*, Wiley, New York, NY.
- Boyatzis, R.E. (2011) , *Managerial and Leadership Competencies A Behavioural Approach to Emotional, Social and Cognitive Intelligence*, <https://www.researchgate.net/>. Available at: https://www.researchgate.net/publication/258199862_Management_and_Leadership_Compentencie

s_A_Behavioural_Approach_to_Emotional_Social_and_Cognitive_Intelligence (Accessed: 16 May 2023).

Brown, F.W., Bryant, S.E., and Reilly, M.D.(2006), Does Emotional Intelligence – As Measured by the EQI – Influence Transformational Leadership and/or Desirable Outcomes? *Leadership and Organization Development Journal*, 27, 330-351.

Campion, M. A., Medsker, G. J., and Higgs, A. C. (1993), Relations between work group characteristics and effectiveness: Implications for designing effective work groups. *Personnel Psychology*, 46, 823-850.

Carmeli, A., and Gittell, J. H. (2009), High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of Organizational Behaviour*, 30, 709-729.

Clarke N., (2010) Emotional intelligence and learning in teams, *Journal of Workplace Learning*, Volume 22, 3, 125 – 145.

Côté, S., and Miners, C. T. H. (2006), Emotional intelligence, cognitive intelligence and job performance. *Administrative Science Quarterly*, 51, 1-28.

Coughlan R, Connolly T. (2001), Predicting effective responses to unexpected outcomes. *Organizational Behaviour and Human Decision Processes* 85: 211-25.

Damasio, A.R.(1994), *Descartes' Error: Emotion, Reason, and the Human Brain*, Avon Books, New York..

Dasborough, M.T.(2006), Cognitive Asymmetry in Employee Emotional Reactions to Leadership Behaviours, *The Leadership Quarterly*, 17, 163-178.

Davis, M., Stankov, L. and Roberts, R.D. (1998), “Emotional intelligence: in search of an elusive construct”, *Journal of Personality and Social Psychology*, Vol. 75 No. 4, pp. 989-1015.

Decety, J. and Jackson, P.L.(2004), The Functional Architecture of Human Empathy, *Behavioural and Cognitive Neuroscience Reviews*, 3, 71-100.

Deci, E.L. and Ryan, R.M. (1985) “Chapter - 3,” in *Intrinsic motivation and self-determination human behaviour*. New York: Plenum Press, pp. 81–83.

Delizonna, L. (2022) *High-performing teams need psychological safety: Here's how to create it*, *Harvard Business Review*. Available at: <https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it> (Accessed: January 19, 2023).

Dickson, M.W., Smith, D.B., Grojean, M.W. and Ehrhart, M. (2001), “An organizational climate regarding ethics: the outcome of leader values and the practices that reflect them”, *The Leadership Quarterly*, Vol. 12, pp. 197-217.

Druskat, V. U. (1996). A team competency study of self-managed manufacturing teams. Unpublished Dissertation, Boston University.

Druskat, V. U., Wolff, S. B., Koman, E. C.S., and Messer, T.E. (2003, August) Emotionally competent group norms and group effectiveness. Paper presented at the Annual Academy of Management Conference, Seattle, WA.

Druskat, V.U. and Wolf, S.B. (2001), “Group emotional intelligence and its influence on group effectiveness”, in Cherniss, C. and Goleman, D. (Eds), *Emotionally Intelligent Workplace*, Jossey-Bass, San Francisco, CA.

Earley, P.C. (1999), Playing follow the leader: Status-determining traits in relation to collective efficacy across cultures. *Organizational Behaviour and Human Decision Processes*, 80, 192-212.

Edmondson, A.C. and Hugander, P. (no date) *4 Steps to Boost Psychological Safety at Your Workplace*, *Harvard Business Review Home*. Available at: <https://hbr.org/2021/06/4-steps-to-boost-psychological-safety-at-your-workplace> (Accessed: January 22, 2023).

Edmondson, A. (1999), "Psychological safety and learning behaviour in work teams", *Administrative Science Quarterly*, Vol. 44 No. 2, pp. 350-383.

Ekman P. (2007), *Emotions revealed: Recognizing faces and feelings to improve communication and emotional life*. New York, NY: Holt.

Ekman, P.(2007), *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*, 2nd ed., Times Book, New York.

Elfenbein H.A., Polzer J.T. and Ambady N. (2007) Team emotion recognition accuracy and team performance in Härtel C.E.J, Ashkanasy N.M. and Zerbe W.J. (Eds) *Research on Emotion in Organizations: Functionality, Intentionality and Morality*, 3, 87- 119.

Farren, C. (1999), A smart team makes the difference. *The Human Resource Professional*, 12 (1).

Feldman, D.C. (1984). The development and enforcement of group norms. *Academy of Management Review*, 9, 47-53.

Fenton-O'Creevy, M., Soane, E., Nicholson, N. and Willman, P.(2011), Thinking, Feeling, and Deciding: The Influence of Emotions on the Decision Making and Performance of Traders, *Journal of Organizational Behaviour*, In Press.

Folkman, S., and Lazarus, R.S. (1988), Coping as a mediator of emotion. *Journal of Personality and Social Psychology*, 54, 466-475.

Fredrickson, B.L. and Branigan, C.(2005), Positive Emotions Broaden the Scope of Attention and Thought-Action Repertoires, *Cognition and Emotion*, 19, 313-332.

Fredrickson, B.L.(1998), What Good are Positive Emotions? *Review of General Psychology*,2, 300-319.

Friel, J. and Friel, L., (2010), *An Adult Child's Guide to What's Normal*. Deerfield Beach: Health Communications, Incorporated, p.63.

- Frijda NH. (1988), The laws of emotion. *American Psychologist* 43: 349-58
- Frijda, N.H. and Mesquita, B.(1994,) The Social Roles and Functions of Emotions, in Kitayama, S. and Markus, H.R., eds., *Emotion and Culture: Empirical Studies of Mutual Influence*, American Psychological Association, Washington, 51-87.
- Gaddis, B., Connelly, S. and Mumford, M.(2004), Failure Feedback as an Affective Event: Influences of Leader Affect on Subordinate Attitudes and Performance, *Leadership Quarterly*, 15, 663–686.
- Gardner, L., and Stough, C. (2002), Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development Journal*, 23, 2, 68-78.
- Gaspar, K. and Clore, G.L.(2002), Attending to the Big Picture: Mood and Global Versus Local Processing of Visual Information, *Psychological Science*,3, 33-39.
- George, E. (2000), Emotions and leadership: *The role of emotional intelligence*. *Human Relations*, 53, 1027-1055.
- George, J. M. (2002), Affect regulation in groups and teams. In R.G. Lord, R.J. Klimoski, and R. Kanfer (Eds.), *Emotions in the workplace: Understanding the structure and role of emotions in organizational behaviour* (182-217), San Francisco, CA: Jossey- Bass.
- George, J.M. (2000), Emotions and Leadership: The Role of Emotional Intelligence, *Human Relations*, 53, 1027-1055.
- Gersick, C. J. G., and Hackman, J. R. (1990), Habitual routines in task-performing groups. *Organizational Behaviour and Human Decision Processes*, 47, 65-97.
- Gilbert DT. (2006), *Stumbling on happiness*. New York, NY: Knopf.

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

Goleman, D. (1998), *Working with Emotional Intelligence*, Bantam Books, New York, NY.

Goleman, D. (2001), “An EI-based theory of performance”, *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*, Jossey-Bass, San Francisco, CA. *Team and Performance Management*, 15,7/8, pp. 354.

Goleman, D. (2005), Introduction to the tenth-anniversary edition. In *Emotional Intelligence*. New York: Bantam.

Goleman, D. Boyatzis, R. and McKee, A.(2002), *Primal Leadership*, Harvard Business School Press, Boston, MA.

Goleman, D., Boyatzis, R., and McKee, A. (Winter, 2002), The Emotional Reality of Teams. *Journal of Organizational Excellence*, 55-65.

Goodman, S. K.(1993), Information Needs for Management Decision-Making, *Records Management Quarterly*, 27(4), 12-23.

goodtherapy. 2018. *neuro-linguistic-programming*. [ONLINE] Available at: <https://www.goodtherapy.org/learn-about-therapy/types/neuro-linguistic-programming>.

[Accessed 18 November 2021].

Gould, D., Guinan, D., Greenleaf, C., Medbery, R. and Peterson, K.,(1999) Factors Affecting Olympic Performance: Perceptions of Athletes and Coaches from More and Less Successful Teams, *The Sport Psychologist*, 13, 371-394.

Grinder, J., and Bandler, R. (1976), *Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D. Volume I*. Cupertino, CA: Meta Publications.

- Grinder, J., and Bandler, R. (1981), *Trance-formations*. Moab, UT: Real People Press.
- Gross, S. E. (1997), When Jobs Become Team Roles, What Do You Pay For? *Compensation and Benefits Review*, 29 (1), 48-51.
- Grossman, R.J. (2000), Emotions at Work. *Health Forum Journal*, (Sept/Oct), 18-22.
- Guzzo, R. A., and Shea, G. P. (1993), Group Performance and Intergroup Relations in Organizations. In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 2d ed., Vol. 3, 269-313. Palo Alto, CA: Consulting Psychologists Press.
- Hamme, C. (2003), *Group Emotional Intelligence, The Research and Development of an Assessment Instrument*. Unpublished dissertation, Rutgers State University of New Jersey.
- Hanin, Y.(2000), *Emotions in Sport*, Human Kinetics, Champaign, IL
- Harper, S.R. and White, C.D. (2013), “The impact of member emotional intelligence on psychological safety in work teams”, *Journal of Behavioural and Applied Management*, Vol. 15 No. 1, p. 2.
- Hatfield, E., Cacciopo, J.T. and Rapson, R.L.(1994), *Emotional Contagion*, Cambridge University Press, New York.
- Heneman, R. L., and von Hippel, C. (1995), Balancing Group and Individual Rewards: Rewarding Individual Contributions to the team. *Compensation and Benefits Review*, 27 (4), 63-68.
- Hirokawa, R.Y., DeGooyer, D., Valde, K. (2000), Using Narratives to Study Task Group Effectiveness. *Small Group Research*, 31, 5, 573-591.
- Hirokawa, R.Y.(2000), DeGooyer, D. and Valde, K., Using Narratives to Study Task Group Effectiveness, *Small Group Research*, 31(5), 573-591.

- Hochschild, A.R. (1979), Emotion work, feeling rules, and social structure. *American Journal of Sociology*, 85, 551-575.
- Hockenbury, D. and Hockenbury, S.E. (2007), *Discovering Psychology*. New York: Worth Publishers.
- Hogan, R. J. (1991), Personality and personality measurement. In M.D. Dunnette and L.M. Hough (Eds.), *Handbook of industrial and organizational psychology: Volume 2*, (2nd edition, 873-919). Palo Alto, CA: Consulting Psychologists Press.
- Hogan, R., and Shelton, D. (1998). A psychoanalytic perspective on job performance. *Human Performance*, 11, 129-144.
- Holmer, L. L. (1994), Developing emotional capacity and organizational health. In R. H. Kilmann and I. Kilmann and Associates (Eds.), *Managing ego energy: The transformation of personal meaning into organizational success* (pp. 49-72), San Francisco: Jossey-Bass.
- Humphery, R.H.(2002), The Many Faces of Emotional Leadership, *The Leadership Quarterly*, 13(5), 493-504.
- Isen, A.M., Daubman, K.A. and Nowicki, G.P.(1987), Positive Affect Facilitates Creative Problem Solving, *Journal of Personality and Social Psychology*, 52, 1122-1131.
- Izard, C.E. (1991) *The Psychology of Emotions*. New York, NY: Plenum Press.
- J. Kline Harrison and M. William Clough (2006) Characteristics of “state of the art” leaders: Productive narcissism versus emotional intelligence and Level 5 capabilities, *The Social Science Journal*, 43:2, 287-292, DOI: [10.1016/j.soscij.2006.02.007](https://doi.org/10.1016/j.soscij.2006.02.007).
- Jordan, P. J., and Lawrence, S.A. (2009), Emotional intelligence in teams: Development and initial validation of the short version of the workgroup emotional intelligence profile (WEIP-S), *Journal of Management and Organization*, 15, 452-465.

- Jordan, P. J., Ashkanasy, N. M., Härtel, C. and Hooper, G. S. (2002), Workgroup emotional intelligence. Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12, 2, 195-214.
- Jordan, P.J. and Troth, A.C.(2004), Managing Emotions During Team Problem Solving: Emotional Intelligence and Conflict Resolution, *Human Performance*,17, 195-218.
- Jordan, P.J., Dasborough, M.T., Daus, C.S. and Ashkanasy, N.M. (2010), “A call to context: comments on emotional intelligence and emotional social competencies”, *Industrial and Organizational Psychology: Perspectives on Science and Practice*, Vol. 3.
- Kahn, W. A. (1998), Relational systems at work. In L. L. Cummings and B. M. Staw (Eds.), *Research in organizational behaviour* (Vol. 20, pp. 39-76), Stamford, CT: JAI Press.
- Katz, D., and Kahn, R. L. (1978), *The Social Psychology of Organizations*. New York: Wiley.
- Keezhatta, M. S., and Omar, A. (2019), Enhancing reading skills for Saudi secondary school students through mobile assisted language learning (MALL): an experimental study. *Int. J. English Ling.* 9, 437–447. doi: 10.5539/ijel.v9n1p437.
- Kelly, J.R., and Barsade, S.G. (2001), Mood and Emotions in Small Groups and Work Teams. *Organizational Behaviour and Human Decision Process*, 86(1), 99-130.
- Keltner D, Lerner JS. (2010), Emotion. *In The Handbook of Social Psychology*, ed. DT.
- Keltner D, Oatley K, Jenkins JM. (2014), *Understanding emotions*. Hoboken, NJ: Wiley.
- Kerr R., Garvin J., Heaton N., Boyle E., (2006) Emotional intelligence and leadership effectiveness, *Leadership and Organization Development Journal*, Volume 27, 4, 265 – 279.
- Kerr, S. (1999), Organizational Rewards: Practical, Cost-Neutral Alternatives That You May Know, But Don't Practice. *Organizational Dynamics*, 28 (1), 61-70.

- Knight, S. (2009) "Lead with NLP," in *NLP AT WORK - the essence of excellence*. London - Boston, Boston: Nicholas Brealey, pp. 275–364.
- Knight, S. (2009) "Model Yourself with NLP," in *NLP AT WORK - the essence of excellence*. London - Boston, Boston: Nicholas Brealey, pp. 164–262.
- Kouzes, J.M. and Posner, B.Z (1995),, *The Leadership Challenge*, Jossey-Bass, San Francisco.
- Kouzes, J.M. and Posner, B.Z.(2007), *The Leadership Challenge*, 4th ed., Jossey-Bass, San Francisco.
- Kozlowski SWJ, Ilgen DR. Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*. 2006;7(3):77–124.
- Kunda, G. (1992), *Engineering culture: Control and commitment in a high-tech corporation*. Philadelphia: Temple University Press.
- Kuo, F.Y.(1998), Managerial Intuition and the Development of Executive Support Systems, *Decision Support Systems*, 24, 89-103.
- Langfred, C.W. (2000), Work-Group Design and Autonomy. A Field Study of the Interaction Between Task Interdependence and Group Autonomy. *Small Group Research* 3(1), 54-70.
- Larkey, L. K. (1996), Toward a theory of communicative interactions in culturally diverse workgroups. *Academy of Management Review*, 21(2), 463-491.
- Larson, J.R. (2010), *In Search of Synergy in Small Group Performance*, Psychology Press, London.
- Lawler, E. E. (1998), *Strategies for high-performance organizations*. San Francisco: Jossey-Bass.
- Lazarus RS. (1991), *Emotion and adaptation*. New York, NY: Oxford University Press.
- Leeper, R.W. (1948) 'A motivational theory of emotions to replace 'emotions as a disorganized response', *Psychological Review*, Vol. 55, pp.5–21.

- Lepper, M. R., and Greene, D. Turning play into work: Effects of adult surveillance and extrinsic rewards on children's intrinsic motivation. *Journal of Personality and Social Psychology*, 1975, 31, 479-486.
- Levy, R. I. (1984) Emotion, knowing, and culture. In R. A. Sweder and R.A. LeVine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 214-237), Cambridge: Cambridge University Press.
- Liden, R.C., Wayne, S.J. and Stilwell, D. (1993), "A longitudinal study on the early development of leader-member exchanges", *Journal of Applied Psychology*, Vol. 78, pp. 662-74.
- Lindebaum, D. and Jordan, P.J. (2012) „Relevant but Exaggerated: *The Effects of Emotional Intelligence on Project Manager Performance in Construction*’ *Construction Management and Economics*, 30, pp. 575-583, Routledge Taylor and Francis Group.
- Lindsley, D. H., Brass, D. J., and Thomas, J. B. (1995), Efficacy performance spirals: A multilevel perspective. *Academy of Management Review*, 20(3), 645-678.
- Locke, E. A., and Latham, G. P. (1984), *Goal Setting: A Motivational Tool That Works!* Englewood Cliffs, NJ: Prentice-Hall.
- Loewenstein G, Weber EU, Hsee CK, Welch N. (2001), *Risk as feelings*. *Psychological Bulletin* 127: 267-86.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., and Salovey, P. (2006), Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, 18, 132-138.
- Louis, M. R., and Sutton, R. I. (1991), Switching cognitive gears: *From habits of mind to active thinking*. *Human Relations*, 55-76.

MacLeod, C., Mathews, A. and Tata, P. (1986), Attentional Bias in Emotional Disorders, *Journal of Abnormal Psychology*, 95(1), 15-20.

Mark Xiornik Rozen Pettinelli. Cnx.org. (2021), OpenStax CNX. [online] Available at: <<https://cnx.org/contents/LTjQLL1F@26.4:vsCCnNdd@143/The-Psychology-Of-Emotions-Feelings-and-Thoughts>> [Accessed 18 November 2021].

Marks MA, Mathieu JE, Zaccaro SJ. A temporally based framework and taxonomy of team processes. *Academy of Management Review*. 2001;26(3):356–376.

Mayer J.D., Salovey P. and Caruso. D., (2004), Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15, 3, 197-215.

Mayer, J. D., Roberts, R. D., and Barsade, S. G. (2008), Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.

Mayer, J., and Salovey, P., (1997), What is emotional intelligence? In P. Salovey and D. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Implications for Educators*. (pp. 3-31), New York: Basic Books.

Mayer, J., DiPaulo, M., and Salovey, P. (1990), Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772-781.

Mayer, J.D., Caruso, D.R. and Salovey, P. (2000), “Selecting a measure of emotional intelligence: a case for ability scales”, in Bar-On, R. and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace*, Jossey-Bass, San Francisco, CA.

McAllister, D. J. (1995), Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24-59.

- McIntyre, R., and Salas, E. (1995), Measuring and managing for team performance: Emerging principles from complex environments. In R. Guzzo, E. Salas and Associates, *Team effectiveness and decision-making in organizations* (pp. 9-45), San Francisco: Jossey-Bass.
- Megerian, L.E. and Sosik, J.J.(1996), An Affair of the Heart: Emotional Intelligence and Transformational Leadership, *The Journal of Leadership Studies*, 3(3), 31-48.
- Mellers BA, Schwartz A, Cooke ADJ. (1998), Judgment and decision making. *Annual Review of Psychology* 49: 447-77.
- Miao C, Humphrey R.H., Qian S (2017) A meta-analysis of emotional intelligence effects on job satisfaction mediated by job resources, and a test of moderators, *Personality and Individual Differences* Volume 116, 1 October 2017, Pages 281-288, <https://doi.org/10.1016/j.paid.2017.04.031>.
- Miao C, Humphrey R.H., Qian S, (2016) A meta-analysis of emotional intelligence and work attitudes, *Journal Occupational and Organizational Psychology*, <https://doi.org/10.1111/joop.12167>.
- Mills, L.B.(2009), A Meta-Analysis of the Relationship Between Emotional Intelligence and Effective Leadership, *Journal of Curriculum and Instruction*, 3(2), 22-38.
- Mohamed Ali Azouzi and Anis Jarboui, (2012), “CEO emotional intelligence and board of directors’ efficiency”, *Journal of Corporate Governance*, 13, 4, pp.365-383.
- Moons, W.G. and Mackie, D.M.(2007), Thinking Straight While Seeing Red: The Influence of Anger on Information Processing, *Personality and Social Psychology Bulletin*, 33, 706-720.
- Morris, J.A. and Feldman, D.C. (1996), “The dimensions, antecedents, and consequences of emotional labor”, *Academy of Management Review*, Vol. 21 No. 4, pp. 986-1010.

Morrison, I., Lloyd, D., di Pellegrino, G. and Roberts, N.(2004), Vicarious Responses to Pain in Anterior Cingulate Cortex: Is Empathy a Multisensory Issue?, *Cognitive and Affective Behavioural Neuroscience*, 4, 270- 278.

Murphy, L. (2009) „Developing Emotional Intelligence as a Means to Increase Team Performance“ *World Review of Entrepreneurship, Management and Sust. Development*, 5 (2), pp. 193-205, Inderscience Enterprises Ltd.

Nembhard, I.M. and Edmondson, A.C. (2006), “Making it safe: the effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams”, *Journal of Organizational Behaviour*, Vol. 27 No. 7, pp. 941-966.

Nemeth, C. J., and Staw, B. M. (1989), The tradeoffs of social control and innovation in groups and organizations. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 22, pp. 175-210), New York: Academic Press.

O’Boyle, E. Humphrey, R., Pollack, J., Hawver, T., and Story, P. (2011), The Relation between Emotional Intelligence and Job Performance: *A meta-analysis. Journal of Organizational Behaviour*, 32, 788-818.

Olusoga, P., Butt, J., Maynard, I. and Hays, K. (2009), Stress and Coping: A Study of World Class Coaches, *Journal of Applied Sport Psychology*, 22(3), 274-293.

Panagiotis V Polychroniou, (2009), “Relationship between emotional intelligence and transformational leadership of supervisors – the impact of team effectiveness”, *Team performance management*, 15, 7/8, 343-356. Gladson Nwokah. N and Augustine. I.Ahiauзу, (2009), “Emotional Intelligence and Marketing

- Peeters, G. (2002), From Good and Bad to Can and Must: Subjective Necessity of Acts Associated with Positively and Negatively Valued Stimuli, *European Journal of Social Psychology*, 32, 125–136.
- Pink, D.H. (2011) “Introduction,” in *Drive: The surprising truth about what motivates the US*. Seúl,Corea: Chungrim, pp. 6–6.
- Pittman, T. S., Davey, M. E., Alafat, K. A., Wetherill, K. V .; and Kramer, N. A. Informational versus controlling verbal rewards. *Personality and Social Psychology Bulletin*, 1980, 6, 228-233.
- Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., and Buckley, M. R. (2003), Emotional intelligence, leadership effectiveness, and team outcomes. *International Journal of Organizational Analysis*, 11, 21-40.
- Pratto, F. and John, O.P.(1991), Automatic Vigilance: The Attention-Grabbing Power of Negative Social Information, *Journal of Personality and Social Psychology*,61, 380-391.
- Raglin, J. and Hanin, Y.(2000), Competitive Anxiety, in Hanin, Y, eds., *Emotions in Sport*, Human Kinetics, Champaign, IL, 93-112.
- Rahim, M.A., Psenicka, C., Zhao, J.H., Yu, C.S., Polychroniou, P., Chan, K.A., Yee, K.W., Alves, M.G., Lee, C.W., Rahman, M.S., Ferdausy, S. and Wyk, R.V. (2002), “A model of emotional intelligence and conflict management strategies: a study in seven countries”, *International Journal of Organizational Analysis*, Vol. 10 No. 4, pp. 402-27.
- Resmisari, D., and Sitepu, J. B. (2022), A correlation between vocabulary mastery and emotional intelligence towards reading comprehension. *J. English Lang. Lit.* 7, 47–54.
- Riggio, R.E. and Reichard, R.J.,(2008), The Emotional and Social Intelligences of Effective Leadership: An Emotional and Social Skill Approach, *Journal of Managerial Psychology*, 23(2), 169-185.

Rizzolatti, G. and Craighero, L. (2004), The Mirror-Neuron System, *Annual Review of Neuroscience*, 27, 169–192.

Rizzolatti, G., and Sinigaglia, C.,(2008) *Mirrors in the Brain: How We Share Our Actions and Emotions*, Oxford University Press, New York.

Rousseau, D. M., Sitkin, S. B., Burt, R. S., and Camerer, C. (1998), Not so different after all: A cross-discipline view of trust. *Academy of Management Review*, 23(3), 393-404.

Rousseau, D.M. (1985), Issues of level in organizational research: Multilevel and cross-level perspectives. In L.L. Cummings, B Straw (Eds.), *Research in organizational behaviour* (Vol. 7, pp. 1-38), Greenwich, CT: JAI Press.

Sadri, G. (2012) „*Emotional Intelligence and Leadership Development* Public Personnel Management, 41 (3), pp. 535-548.

Salas E, Goodwin GF, Burke CS. Team Effectiveness in Complex Organizations: Cross-disciplinary Perspectives and Approaches. *New York: Routledge/Taylor and Francis Group*; 2009.

(The Organizational Frontiers Series), Salas, E., Sims, D.E. and Burke, S.C. (2005) *Is there a “big five” in teamwork?* - *Sage journals*, <https://journals.sagepub.com/>. Available at: <https://journals.sagepub.com/doi/10.1177/1046496405277134> (Accessed: 17 May 2023).

Salovey, P. and Mayer, J.D. (1990), “Emotional intelligence”, *Imagination, Cognition and Personality*, Vol. 9 No. 3, pp. 185-211.

Salovey, P., Bedell, P.T., Detweiler, J.B., and Mayer, J.E. (2000), Current Directions in Emotional Intelligence Research. In M. Lewis and J.M. Haviland-Jones (Eds.), *Handbook of Emotions* (pp. 504-517), New York: The Guildford Press.

Salovey, P., Hsee, C.K. and Mayer, J.D.(1993), Emotional Intelligence and the Self-Regulation of Affect, in Wegney, D.M. and Pennebaker, J.W. eds., *Handbook of Mental Control*, Prentice Hall, Englewood Cliffs, NJ, 258-277.

Samad, S. (2009)

https://www.researchgate.net/publication/305347066_The_influence_of_emotional_intelligence_on_effective_leadership_among_managers_in_Malaysian_business_organisations,

<https://www.researchgate.net/>. Available at:

https://www.researchgate.net/publication/305347066_The_influence_of_emotional_intelligence_on_effective_leadership_among_managers_in_Malaysian_business_organisations (Accessed: 16 May 2023).

Saphiere, D. H., Mikk, B. K., and Devries, B. I. (2005), Factors Affecting Communication Style: Starring acts in the circus. *Communication Highwire*,47- 82. Boston: Intercultural Press.

Scherer KR, Ekman P, eds. (1984), *Approaches to emotion*. Hillsdale, NJ: Erlbaum.

Schwarz, N. (1990), Feelings as information: Informational and motivational functions of affective states. In E. T. Higgins and R. M. Sorrentino (Eds.), *Handbook of motivation and cognition: Foundations of social behaviour*, Vol. 2, pp. 527–561), The Guilford Press.

Shea, G. P., and Guzzo, R. A. (1987), Group effectiveness: What really matters? *Sloan Management Review*, 28, 25-31.

Solomon, R. C. (1984), *Getting Angry: The Jamesian theory of emotion in anthropology*. In R. A. Sweder and R.A. LeVine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 238-254), Cambridge: Cambridge University Press.

Specht, L., and P. Sandlin. 1991. The differential effects of experiential learning activities and traditional lecture classes in accounting. *Simulations and Gaming* 22(2): 196–210.

- Spitzberg, B. H., and Cupach, W. R. (1984), *Interpersonal communication competence*. Beverly Hills, CA: Sage.
- Srica, V. (2008) „*Social Intelligence and Project Leadership*’ *The Business Review*, Cambridge, 9 (2), pp. 189-199.
- Staw, B. M., Sandelands, L. E., and Dutton, J. E. (1981), Threat-rigidity effects in organizational behaviour: A multilevel analysis. *Administrative Science Quarterly*, 26, 501-524.
- Steiner, I. D. (1972), *Group Processes and Productivity*. San Diego: Academic Press..
- Stevens, M. J., and Campion, M. A. (1994), The Knowledge, Skill, and Ability Requirements for Teamwork: Implications for Human Resource Management. *Journal of Management*, 20, 503-530.
- Stevens, M. J., and Campion, M. A. (1999), Staffing Work Teams: Development and Validation of a Selection Test for Teamwork Settings. *Journal of Management*, 25, 207-228.
- Stubbs, E.C. and Messer, T.E. (2002), Team Effectiveness: Assessing the Impact of Group Emotional Competency Norms and the Moderating Role of Task Interdependence, Unpublished Manuscript, Case Western Reserve University.
- Sy, T., Cote, S. and Saavedra, R.(2005), The Contagious Leader: Impact of the Leader’s Mood on the Mood of Group Members, Group Affective Tone and Group Processes, *Journal of Applied Psychology*, 90(2), 295-305.
- Thatcher, S. M. B. (2000), Does it matter if you really know me? *The implications of identity fit on individuals working in diverse organizational teams*. Paper presented at the Annual Meeting of the Academy of Management, Toronto, Canada.
- Thompson, J. D. (1967), *Organizations in Action*. New York: McGraw-Hill.

Tushman, M. L., and Scanlan, T. J. (1981), Boundary spanning individuals: Their role in information transfer and their antecedents. *Academy of Management Journal*, 24, 289- 305.

Umar Ghuman, (2011), "Building a model of group emotional intelligence", *Team Performance Development*, 17, 7, pp.418-439.

Van de Ven, A. H., Delbecq, A. L., and Koenig, R. (1976), Determinants of Coordination Modes Within Organizations. *American Sociological Review*, 41, 322-338.

Van Maanen, J., and Kunda, G. (1989), Real feelings: Emotional expression and organizational culture. In B.M. Staw and L.L. Cummings (Eds), *Research in organizational behaviour* (Vol. 11, pp. 43-103), Greenwich, CT: JAI Press Inc.

Vuilleumier, P.(2005), How Brains Beware: Neural Mechanisms of Emotional Attention, *Trends in Cognitive Sciences*, 9(12), 585-594.

Wageman, R. (1997), Critical Success Factors for Creating Superb Self-Managing Teams. *American Management Association, Organizational Dynamics*, 26, 1, 49- 6.

Walter, F., and Bruch, H. (2009), An affective events model of charismatic leadership behaviour: A review, theoretical integration, and research agenda. *Journal of Management*, 35(6), 1428–1452.

Walter, F., Humphrey, R. H. and Cole, M. S. (2012), "Unleashing leadership potential", *Organizational Dynamics*, 41(3) pp. 212–219.

Weare, K., and Gray, G. (2003), *What Works in Developing Children's Emotional and Social Competence and Wellbeing?* London: Department for Education and Skills

Wechsler, D. (1940), No intellectual factors in general intelligence. *Psychological Bulletin*, 37, 444-445.

Wechsler, D. (1943), No intellectual factors in general intelligence. *Journal of Abnormal Social Psychology*, 38, 100-104.

Wechsler, D. (1958), *The measurement and appraisal of adult intelligence (4th ed.)*, Baltimore, MD: The Williams and Wilkins Company.

Weisinger, H., (1998), *Emotional Intelligence at Work*, San Francisco: Jossey-Bass.

Wibowo, C. T., 2017. Analisis pengaruh kecerdasan emosional (EQ) dan kecerdasan spiritual (SQ) pada kinerja karyawan. *Jurnal Bisnis dan Manajemen*, 15(1), 1- 16.

Wolff, S. B. (1998), The role of caring behaviour and peer feedback in creating team effectiveness., Boston University, Boston.

Wolff, S. B., and Druskat, V. U. (2003), *Toward a socioemotional theory of work group effectiveness*. Manuscript submitted for publication.

Wolff, S.B., and Druskat, V.U. (1999), Toward a Socio-Emotional Theory of Work Group Effectiveness. The paper appeared in the 1999 *Academy of Management Best Paper Proceedings*, Organizational Behaviour Division.

Wolff, S.B., Druskat, V.U., Koman, E. C.S., and Messer, T.E. (2005), The link between group emotional competence and group effectiveness. In, Druskat, V. U., Sala, F. and Mount, G. (forthcoming in 2005), *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wolff, S.B., Pescosolido, A.T., and Druskat, V.U.(2002), Emotional Intelligence as the Basis of Leadership Emergence in Self-Managing Teams, *Leadership Quarterly*, 13(5), 505-522.

Wong, C. S., and Law, K. (2002), Development of an emotional intelligence instrument and an investigation of its relationship with leader and follower performance and attitudes. *Leadership Quarterly*, 13, 1-32

Davis, M., Stankov, L. and Roberts, R.D. (1998), "Emotional intelligence: in

search of an elusive construct”, *Journal of Personality and Social Psychology*, Vol. 75 No. 4, pp. 989-1015.

Yan, A., and Louis, M. R. (1999), The migration of organizational functions to the work unit level: Buffering, spanning and bringing up boundaries. *Human Relations*, 52(1), 25-47.

Yost, C.A., and Tucker, M.L. (2000), Are effective teams more emotionally intelligent? Confirming the importance of effective communication in teams. *Delta Pi Epsilon Journal*, 42, 2, 101-109.

Zander, A. (1994), *Making groups effective* (2nd Ed.), San Francisco, CA: Jossey-Bass.

Zeelenberg M, Van Dijk WW, Manstead ASR, Van der Pligt J. (1998), The experience of regret and disappointment. *Cognition and Emotion* 12: 221-30.

Zhou, J., George, J. M. (2003), *Awakening employee creativity: The role of leader emotional intelligence*. *Leadership Quarterly*, 14, 545 – 568.

Zhou, W. and Vredenburg, D. (2017), “Dispositional antecedents of shared leadership emergent states on entrepreneurial teams”, in Ben-Hafaiedh, C. and Cooney, T.M. *Research Handbook on Entrepreneurial Teams*, Edward Elgar.

Zikmund, W. G., Babin, B. J., Carr, J. C., and Griffin, M. (2010), *Business Research Methods* (8th ed.), South-Western: Cengage Learning.