



Emotional Intelligence & Team Performance: Does Training Matter?

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TRAINING TO IMPROVE EMOTIONAL INTELLIGENCE & PERFORMANCE: WHAT INTERVENTIONS WORK?

ABSTRACT

In recent years significant amounts of research have been conducted exploring the implications of emotional intelligence to individuals, groups and organisations themselves. The research presented in this paper adds to this growing body of knowledge by exploring whether emotional intelligence can be trained, what type of interventions increase emotional intelligence, and what performance benefits result. Utilising an experimental methodology, an interpersonal skills program and a specific emotional intelligence intervention were constructed and facilitated in a large public sector organisation over a two year period. Results demonstrate that while performance improved for both training interventions, only the emotions focussed training program increased emotional intelligence. A full presentation of the results and implications of this research will be discussed within this paper.

Key Words: Emotional Intelligence, Interpersonal Skills, Performance, Training

INTRODUCTION

Over the past decade, studies examining emotions in the workplace have become common place in organisational research (Ashkanasy & Daus, 2005). Leading organisational scholars now agree that research into emotions in the workplace is central to increasing our understanding of individual work motivation (George & Brief, 1996; Isen & Baron, 1991; Weiss & Cropanzano, 1996). Examining emotions from a workplace perspective provides an increased understanding of organisational behaviour (Smith & Sharma, 2002), change (Carr, 2001), performance (Barsade, Ward, Turner, & Sonnenfeld, 2000), and stress (Styhre, Ingelgard, Beausang, Castenfors, & et al., 2002). In addition, emotional intelligence has also been proposed as a construct that may impact performance in organisations (Anger Elfenbien, 2006; Jordan, Ashkanasy, Härtel, & Hooper, 2002).

In the workplace a range of emotions including jealousy, happiness, love, hate, anger (Fitness, 2000; Marcic, 1997), shame (Bagozzi, Verbeke, & Gavino, 2003), envy (Patient, Lawrence, & Maitlis, 2003), enthusiasm (Lewis, 2000), and fear (Ashkanasy & Nicholson, 2003) are experienced. The presence of emotions can lead to various positive outcomes on work performance including: increased creativity; a focus on justified threats; and questioning of past assumptions (Caruso & Salovey, 2004). However, negative consequences such as pessimism and aggressive behaviours can also impede performance (James, 2002). At present there are few training interventions that deal specifically with how we engage with these emotions at work and how these emotions can improve performance (Hopfl & Linstead, 1997).

Research conducted over the last decade has attempted to bridge this gap. Writers in this genre have predicted that individuals with high emotional intelligence perform better in all aspects of their work (Cherniss & Adler, 2000; Goleman, 1998; Mayer & Salovey, 1997). This in turn has increased the organisations focus on emotions and in particular emotional intelligence training. The purpose of this research is therefore threefold and will examine: whether emotional intelligence can be trained; what type of training increases emotional intelligence; and finally to what extent can emotional intelligence lead to individual and team performance improvement in the workplace?

Emotional Intelligence

Emotional intelligence was first proposed in the management literature by Salovey and Mayer in 1990. Over the last fifteen years the emotional intelligence construct has gained significant popularity, resulting in the construct being discussed in newspapers, (Goleman, 1998) magazines (Druskat & Wolff, 2001) books (Cherniss & Adler, 2000) and a range of academic journals (Ciarrochi, Chan, & Caputi, 2000; Dulewicz & Higgs, 2000). This interest has however, led to a series of differing definitions being put forward (Jordan, Ashkanasy, & Härtel, 2003; Mayer & Salovey, 1997).

On the whole, the definition proposed by Mayer and Salovey (1997) is recognised as providing the definitive model of the emotional intelligence construct as it sufficiently differentiates emotional intelligence from traits, focusing on a narrow set of emotional skills (Jordan, Ashkanasy, & Härtel, 2002; Lopes, Salovey, & Straus, 2003). According to Mayer and Salovey (1997:5) emotional intelligence includes “the ability to perceive accurately, appraise, and express emotion; the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. This definition is now widely referred to as the Four-Branch Model of emotional intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2001).

The first branch of Mayer and Salovey’s (1997) model is the accurate appraisal and expression of emotion. This includes both emotional self-appraisal as well as the ability to perceive the emotions of others (Caruso & Salovey, 2004). Emotional assimilation, otherwise known as facilitation of emotions is the second branch and describes an individual’s ability to generate emotions to facilitate

thought (Mayer, 2001). The third branch of the emotional intelligence model is understanding emotions or emotional knowledge (Mayer & Salovey, 1997). This factor highlights an individual's ability to understand emotions that aid intellectual and interpersonal growth (Jordan, Ashkanasy, & Hartel, 2002). Finally, the fourth branch is regulating or managing emotions to assist with problem solving. Clearly, unmanaged emotions can compromise effective decision-making (Zhou & George, 2003). Therefore, the skills and abilities of emotional regulation comprise of the management and control emotions, as well as the ability to regulate the emotions of others (Mayer & Salovey, 1997).

Emotional Intelligence Training Research

To date little research has been undertaken to investigate how work performance and emotional intelligence are improved through the utilisation of training interventions. Two exceptions are the work conducted by Jordan et al (2002) and Slaski and Cartwright (2002, 2003). In the Jordan et al (2002) study, 448 undergraduate students took part in an interpersonal skills program conducted over a fourteen-week period. The results of this study showed that teams with the lowest average emotional intelligence significantly improved their process effectiveness and their goal focus over the training period. Furthermore, there were no significant changes in performance for the high emotional intelligence teams (Jordan. et al., 2002).

The study conducted by Slaski and Cartwright (2002, 2003), consisted of 120 retail managers from one retail chain. These managers were divided into a control group of 60 and a training group of 60 who were provided with an intervention which was framed upon Cherniss and Adler's suggestion for training emotional intelligence (Cherniss & Adler, 2000). The results indicated that the emotional intelligence scores of the training group increased significantly from pre to post training. In terms of performance however, there were no significant increases in performance between the training and control group. The researchers attribute this result to the organisational measure of performance used, which focused more on the cognitive competencies, rather than emotional competencies (Slaski & Cartwright, 2003).

Jordan et al's (2002) study demonstrates that low emotional intelligence teams increased their performance through training in interpersonal skills. What is particularly important about this study is

that the training interventions were simple interpersonal skills with no emotional intelligence skills included. The results of the Slaski and Cartwright (2003) study provides evidence to support that emotional intelligence can be improved through training interventions however, there were no improvements in performance for reasons suggested by the researchers. The studies presented in this paper will extend the research conducted by Jordan et al (2002) and Slaski and Cartwright (2002, 2003) by examining the impact of interpersonal skills on the emotional intelligence and performance of organisational work teams (Study 1) and examining whether emotional intelligence training can lead to increases in both task and contextual performance (Study 2).

Performance

As more organisations look to make use of work teams to meet organisational outcomes (Beyerlein, Freedman, McGee, & Moran, 2003) it seems appropriate that theoretical contributions into the relationship between emotional intelligence and work team performance should be explored in depth (Jordan et al., 2002). Within this study, the two aspects of job performance will be examined. These are task performance and contextual performance (Borman & Motowidlo, 1993). Task performance includes two classes of behaviour; the process of producing goods and services from raw organisational materials; and service and maintenance activities that enable the organisation to run efficiently and effectively (Motowidlo & Van Scotter, 1994; Van Scotter, Motowidlo, & Cross, 2000). Van Scotter and Motowidlo (1996) state that contextual performance comprises interpersonal facilitation and job dedication. Interpersonal facilitation is defined as “deliberate acts that improve morale, encourage cooperation, remove barriers to performance, or help co-workers perform their task-oriented job activities” (Van Scotter & Motowidlo, 1996: 526). Job dedication is concerned with behaviours related to self-discipline and includes following organisational rules and regulations, and using one’s own initiative to solve work related problems (Van Scotter & Motowidlo, 1996).

The links between emotional intelligence and both contextual and task performance emerge from the relational nature of working in teams. If teams rely on personal interactions to achieve goals (West, 1991), then variables that contribute to better relationship skills will enhance the performance of teams. Mayer and Salovey (1997) identify that the abilities linked to emotional intelligence

contribute to enhanced relational skills. In the following section of this paper, the hypotheses for the interpersonal skills training (Study 1) and the emotional intelligence intervention (Study 2) will be presented.

HYPOTHESIS DEVELOPMENT

Study 1 – Interpersonal Skills Training

While it is acknowledged that interpersonal skills training provides positive outcomes, these skills are centred upon increasing basic communication, conflict resolution and goal setting skills. Although these skills do have links to emotion, they are not specifically emotions focussed. As this type of training is often offered to increase emotional intelligence, we wish to provide empirical results to demonstrate that interpersonal skills interventions do not in fact increase emotional intelligence as these interventions do not specifically focus upon increasing awareness, facilitation, understanding and management of emotions (Mayer & Salovey, 1997). We are therefore proposing a null hypothesis that:

Hypothesis 1: Training in basic interpersonal skills will not lead to increases in the emotional intelligence of work teams.

Although there has been opposition to accepting the null hypothesis (see Greenwald, 1993), Frick (1995) contends that the null hypothesis should in some cases be accepted. This study is one particular case where accepting the null hypothesis is justified. Undoubtedly, an examination of interpersonal skills training will provide empirical evidence to determine the actual benefit of this type of training. Furthermore, the results achieved will save future researchers time and resources in performing similar investigations that yield the same results (Cortina & Folger, 1998; Frick, 1995).

This study will also examine the impact of interpersonal skills training on individual and team performance. In particular, improvements in team performance are of great interest in this study as there is clear evidence that we are moving to more team structures within organisations (West, 1994). As research demonstrates that teams outperform individuals the training of supportive communication, conflict resolution and goal setting skills will assist individuals in teams to overcome interpersonal barriers to performance (Brannick, Salas, & Prince, 1997). We propose that the training of these skills

will enhance the task and contextual performance skills of work teams and offer the following hypotheses:

Hypothesis 2: Training work teams in basic interpersonal skills will lead to increases in task and contextual performance.

Study 2- Emotional Intelligence Skills Training

Whereas the first study focuses upon interpersonal skills, the second study aims to test the efficacy of training emotional intelligence its impact on performance. If teams rely on relational interactions to achieve goals (West, 1991), then variables that contribute to better relationship skills will enhance the performance of teams. Mayer and Salovey (1997) identify that the abilities linked to emotional intelligence contribute to enhanced relational skills. Therefore we hypothesise that:

H3: Training in specific emotional intelligence skills and abilities will increase emotional intelligence.

According to Conway (1999), task performance behaviours centre around ability and experience, however when this performance is team based performance, the extent to which these abilities and experience emerge are a product of how well the team interacts together (Brannick et al., 1997). As contextual performance is also dependent these working relationships (West, 1991) and an improved working relationships have been shown to be an outcome of high emotional intelligence (Mayer & Salovey, 1997), the final hypothesis proposes that:

H4: Training emotional intelligence skills and abilities will improve the task and contextual performance of work teams.

SAMPLE

Study 1 - Interpersonal Skills Training

The sample of participants for Study 1 was drawn from a single large public sector organisation and consisting of management, administration and professional teams. Over a two year period 108 employees were randomly allocated into 21 work teams that participated in the training program. Eighty-one of these participants then returned to the half-day follow up with 81 participants

completing a pre and post survey measure. The age of participants ranged from 18 to 61, with a mean age of 40.0 years, and 55.6% of participants being male.

Study 2 - Emotional Intelligence Training

The sample of participants for Study 2 consisted of 264 employees who over a period of eighteen months attended a two day emotional intelligence skills training program. Individuals were randomly allocated into 44 work teams and had an average age of 42.6 years (ranging from 19 to 63 years) with 44.9% being female. One hundred and eighty-eight employees returned to the half day follow-up training and 161 participants completed a pre and post survey measure. The average age of this group was 43 years (ranging from 19 to 61 years) with 42.9% being female.

The Control Group

Control group data was collected at three points in time. The first control group data collection occurred in July 2004 with 327 respondents from 15 organisational teams returning their surveys (a response rate of 58.39%). The age range of participants was from 18 to 67, with a mean age of 40.45 years, and 67.1% of participants being male. The second data collection then took place in November 2004 with surveys completed by 263 employees (a response rate of 46.96%) from 14 teams. The age range of participants was from 18 to 63, with a mean age of 41.55 years, and 64.3% of participants being male. The mean age of this control group was 40.85 (ranging from 19 to 62) with 30.4% of participants being female. The final control group data collection was administered in March 2005 with 227 participants from 14 teams returning their surveys (a response rate of 40.54%). The age range of participants was from 17 to 63, with a mean age of 39.43 years, and 59.03% of participants being male. Ninety-nine surveys were matched to participants across the three collections.

PROCEDURE

Prior to attending either training intervention participants were asked to complete a self-report measure of emotional intelligence entitled the “Emotions in the Workplace Survey”. This measure was then repeated after participants had attended a half day follow-up training session. In addition to the emotional intelligence measure, participants in both training programs completed different performance tasks to measure improvements in task and contextual performance from pre to post

training. Control group participants completed the “Emotions in the Workplace Survey” at three equally spaced points in time and no performance measures.

Study 1 - Interpersonal Skills Training

The training interventions undertaken in study 1 comprise of a range of interpersonal skills as prescribed by (Dick, 1991). Specifically, the three areas of supportive communication, conflict resolution and goal setting (Carlopio, Andrewartha, & Armstrong, 1997; Locke & Latham, 1990; Ruble & Thomas, 1976) form the basis of the training intervention. These interventions were constructed and disseminated to work teams through one full day of training, followed two weeks later by a half-day follow up training session.

Study 2 - Emotional Intelligence Training

The framework for the emotional intelligence training program was based upon Mayer and Salovey’s (1997) four branch model of emotional intelligence. First, the research team identified specific work skills and abilities that relate to the four branch model. Once this was achieved a two-day training intervention was constructed, incorporating a selection of work related emotional intelligence skills. A range of skills were facilitated including: emotional disclosure (Ekman, 2004); emotional contagion (Barsade, 2002; Kelly & Barsade, 2001); emotional progressions (Mayer et al., 2001); and emotional resiliency (Bagshaw, 2000). The training intervention comprised two full training days, followed two weeks later with a half day refresher session.

MEASURES

Emotional Intelligence

Emotional intelligence was assessed across both studies using the “Emotions in the Workplace Survey” which incorporates the Workgroup Emotional Intelligence Profile – Version 6 (WEIP6: Jordan, 2000). The WEIP-6 consists of 36 items ($\alpha = .93$) and employs a 7-point Likert type response format that ranges from 1 (*strongly disagree*) to 7 (*strongly agree*) for items that encourage individuals to reflect on their own and others’ behaviours within a work team environment. The measure captures emotional intelligence within two scales that conform to Mayer and Salovey’s (1997) definition of the emotional intelligence construct (Jordan et al., 2002). The first scale is

entitled 'Ability to Deal with Own Emotions' (scale 1) and contains nineteen items. 'Ability to Deal with Others' Emotions' (scale 2) is the second scale and contains seventeen items. The alpha reliability coefficients for both scales for the interpersonal skills pre-training data collection were $\alpha = 0.90$ for scale 1 and $\alpha = 0.86$ for scale 2. The two scales were also significantly correlated at $r = .81, p < .01$, and the overall WEIP-6 measure had a test retest reliability of 0.87 after two weeks.

Scale 1 (Ability to Deal with Own Emotions) is further delineated into 3 sub-scales. Subscale 1 entitled 'Awareness of Own Emotions' (Perception, $\alpha = .81$) measures an individual's emotional awareness. 'Ability to Discuss Own Emotions' is a five item subscale that measures how an individual articulate the emotions they experience (Knowledge/Assimilation $\alpha = .86$). 'Application of Own Emotions to Facilitate Thinking' (Facilitation, 9 items, $\alpha = .81$) is the third subscale contained within scale 1.

Scale 2 (Ability to Deal with Others' Emotions) can also be delineated into 3 further sub-scales. Subscale four is entitled 'Ability to Recognise Others' Emotions' (Perception, 4 items, $\alpha = .77$). 'Ability to Detect False Displays of Emotion' (perception $\alpha = .77$) is the fifth subscale and contains five items. Finally, subscale six is entitled 'Ability to Manage Others' Emotions' (regulation/management $\alpha = .81$) and comprises of eight items.

Observations of Performance

In addition to the "Emotions in the Workplace Survey" the teams in both studies also completed two team exercises designed to assess task and contextual performance pre and post training. These performance exercises were different for both studies. Each performance task contained an individual and team component. During the team component, tasks were observed by trained observers to assess task and contextual performance. For each performance activity approximately 3 observers spent 5 minutes observing each team. Observers completed a common instrument ($\alpha = .75$) using a 5-point Likert type scale response format to assess both task and contextual performance.

RESULTS

Study 1 - Interpersonal Skills Training

To test the two hypotheses outlined for Study 1, an analysis of the data collected was conducted using the statistical software package SPSS. First, a calculation of the interpersonal skills training group's pre-training group means, standard deviations and intercorrelations for the total WEIP-6 was conducted. As expected, significant positive correlations were found between an individual's ability to deal with their own emotions (Scale 1), ability to deal with others' emotions (Scale 2), and the overall WEIP-6 scale. These results mirror previous research using this instrument (Jordan et al., 2002). Based on the inter-item correlations and an examination of the Cronbach's alphas (listed previously), the measure of emotional intelligence was deemed to be both valid and reliable for this study. Subscales were then summated to provide mean composites scores for each of the constructs measured.

The purpose of Study 1 was to determine whether training in basic interpersonal skills increased the emotional intelligence and performance of participants. Table 1 provides the results of a paired samples t-test to measure the differences in emotional intelligence from pre to post-training. This table reveals no significant change between the pre-test and post-test for total emotional intelligence and the two scales 'Ability to Deal with Own Emotions' and 'Ability to Deal with Others' Emotions' as measured by the WEIP-6. In addition, there were no changes in all of the remaining subscales except for the subscale 'Ability to Discuss own Emotions' ($p = 0.01$). A calculation of effect size using Cohen's d (1988) calculation was also undertaken to provide a further measure of the practical and theoretical significance (Pallant, 2005). When calculating Cohen's d an effect size of greater than 0.2 is small, 0.5 is medium, and 0.8 a large effect size (Cohen, 1988). As can be seen in Table 1 all effect sizes were less than the minimum cut off for a small effect size except for 'Ability to Discuss own Emotions' ($d = 0.36$).

Insert Table 1 about here

Measures of performance were also incorporated pre and post training. The actual task performance of both individuals and teams was captured by way of simple calculations of individual

and team errors when compared to expert ratings of performance. An analysis of the data showed that teams performed at a significantly higher level than individuals at pre-test ($p = 0.00$; $d = 1.12$) and post-test ($p = 0.00$; $d = 1.08$). Finally, the results of the observations of pre and post training task and contextual performance are presented in Table 2. These results demonstrate significant improvements in both aspects of performance.

Insert Table 2 about here

Study 2 - Emotional Intelligence Training

After calculations of the means, standard deviations and intercorrelations had been conducted and significant positive correlations ascertained, paired samples t-tests and calculations of effect sizes were performed. Table 3 presents the results of the paired samples t-tests for the pre and post measures of emotional intelligence as measured by the WEIP-6 survey. As can be seen, significant increases were found in the overall WEIP-6, the two subscales and the sub constructs of ‘Ability to Discuss Emotions’, ‘Ability to Recognise Others’ Emotions’, ‘Ability to Detect False Displays of Emotion’ and ‘Ability to Manage Others’ Emotions’. A measurement of Cohen’s d also provided evidence of the magnitude of change which occurred from pre-test to post-test. Small effect sizes were calculated for overall emotional intelligence, the subscale of ‘Ability to Deal with Others’ Emotions’, and the sub constructs ‘Ability to Discuss Emotions’, ‘Ability to Recognise Others’ Emotions’, and ‘Ability to Manage Others’ Emotions’.

Insert Table 3 about here

Performance data collected during the emotional intelligence training was analysed in the same way as the interpersonal skills data. T-tests were conducted on the overall task performance scores to determine the extent to which individual and team performance differed. As with the interpersonal skills group, teams performed at a significantly higher level than individuals at pre-test ($p = 0.00$; $d = 0.48$) and post-test ($p = 0.00$; $d = 0.71$). These results also demonstrate that effect size between individual performance and team performance was greater after the training intervention. Finally, to determine observed improvements in task and contextual performance, paired samples t-test and a calculation of Cohen’s d was conducted on collected data. The results presented in Table 4

show a statistically significant increase and effect sizes in observer rated task performance from pre-training to post-training.

Insert Table 4 about here

Control Group Results

To ensure the results obtained from the interpersonal skills and emotional intelligence training interventions were not due to any other organisational occurrences, the control group data collection was also analysed. Again, means, standard deviations and reliabilities were firstly, calculated and found to be in line with the results outlined previously for the interpersonal skills data collection. Paired samples t-tests and calculations of Cohen's d (1988) were then conducted for the three data sets. First data collected during the first and second survey iterations were compared. Second, time 2 and time 3 survey data were compared and finally, data collected at time 1 and time 3 were compared. The analyses conducted across all three tests yielded no changes in emotional intelligence or any of the subscales or sub constructs measured using the WEIP-6. In addition all effect sizes calculated were less than $d = 0.2$ providing further evidence to demonstrate that no change in emotional intelligence occurred for the control group.

DISCUSSION

The purpose of hypothesis 1 was to ascertain the impact of interpersonal skills training emotional intelligence. Table 1 presents the results of paired samples t-tests and effect size calculations conducted on pre and post measures of emotional intelligence. Although there was an increase in the subscale "Ability to Discuss Emotions" (which may be have been due to the fact that all activities within the training focussed on team discussion of issues) overall emotional intelligence did not change. These results provide evidence to support the null hypothesis that interpersonal skills training will not increase the overall emotional intelligence of participants. Based on these findings hypothesis 1 is supported.

In addition, hypothesis 2 explored whether interpersonal skills interventions improve the task and contextual performance of work teams. Average scores for the pre-test and post-tests performance tasks were calculated to determine an overall task performance score individuals and teams. In the

case of both tasks, teams performed significantly better than individuals working alone. These results are further supported when the results of the observational ratings of task and contextual performance presented in Table 2 are also considered. As can be seen task performance and contextual performance observations increased significantly from pre to post-training. When combined with the actual task results, the results show that both task and contextual performance interpersonal skills training significantly improves the task and contextual performance of teams. Based on this evidence, the hypothesis 2 is supported.

Hypotheses 3 then sought to determine whether specific emotional intelligence training interventions increased the overall emotional intelligence of participants. Table 3 presents the results of the paired samples t-tests and calculations of Cohen's d (1988) conducted pre and post-training. As can be seen, there are significant increases in overall emotional intelligence and the subscale 'Ability to Deal with Others' Emotions'. In addition, the effect size for overall emotional intelligence is $d = 0.24$. Although this signifies a small effect, this result can still be considered meaningful in light of the fact that after only two and a half days of training, the teams are reporting changes in their emotional intelligence skills and abilities. Additionally, when the results are compared to the control group sample it is clear that the changes in emotional intelligence reported for the intervention occurred as a result of the training interventions and not due to another organisational factors. Therefore, hypothesis 3 is supported.

Finally, hypothesis 4 explored whether emotional intelligence training improves task and contextual performance of work teams. Average scores for the pre-test and post-tests performance tasks were calculated to determine an overall task performance score individuals and teams. In the case of both tasks, teams performed significantly better than individuals working alone. While this was expected, we note that the effect size was far greater post training than pre training. While there are a number of interpretations for this result, it can be argued that the effect was greater post training due to the effect emotional intelligence training had on team interactions. This interpretation is further supported by examining the results of observational ratings of task and contextual performance presented in Table 4. As can be seen task performance and contextual performance observations increased significantly from pre to post-training. When actual task results and observations are

combined, the results demonstrate that task and contextual performance improved significantly from pre to post training. Based on this evidence hypothesis 4 is also supported.

LIMITATIONS

We acknowledge that there are a number of limitations to our study. In particular, the use of a self report measure of emotional intelligence and the possibility of common method variance in the survey stand out as limitations. While we have provided a rationale for the use of a self report measure of emotional intelligence there is the possibility that the increase in emotional intelligence may have occurred due to 'feel good' factor. While we acknowledge this possibility we also note that in examining all of the data for both studies and the control group we are confident of a positive effect from the emotional intelligence training. A further area that we plan to improve upon in the future is in the observational ratings of task performance. While we gained fair agreement between observers we would seek to make sure that observers are clear about the rating scales prior to assessing performance tasks.

IMPLICATIONS AND CONCLUSION

There are several implications for the results of this study. Firstly, this study provides evidence that improvements in emotional intelligence can be achieved through specific emotions focused training interventions developed around Mayer and Salovey's (1997) four branch model of emotional intelligence and not from basic interpersonal skills training. These findings contribute to the current emotional intelligence training efficacy debate. This has important implications for both organisations and our understanding of emotional intelligence.

Our study also demonstrates that performance can be improved through the provision of interpersonal skills and emotional intelligence interventions. These results have significant implications for practice, especially when organisations are increasingly using training packages to improve performance. As organisations come to realise that increasing emotional intelligence not only improves the relational and behavioural aspects of work, but is also a predictor of performance, the presence of these types of training interventions will continue to increase.

Finally, the results of this research open up several avenues for future research. Firstly, while we have been able to determine that an overall set of training interventions increases the emotional intelligence of individuals and the performance of teams within organisations, we have not been able to identify which individual interventions provide the greatest impact. Therefore, training in specific abilities to partial out the effect of these specific abilities on each of the four branches of emotional intelligence would be beneficial.

Table 1

*Results of paired samples t-test and means for Pre-test (time 1), Post-test (time 2), and Mean difference for WEIP-6 Scales and Subscales **Interpersonal Skills Training** (n=81)*

	Mean Post-training	Mean Pre-training	Mean Diff.	<i>t</i>	<i>p</i>	<i>d</i>
Deals with Own Emotions	4.98	4.88	0.10	1.76	0.08	0.20
Awareness of Own Emotions	5.20	5.19	0.01	0.13	0.90	0.01
Discuss Emotions	4.46	4.10	0.36	3.25	0.01	0.36
Facilitate Emotions	5.16	5.14	0.02	0.27	0.79	0.03
Deals with Others' Emotions	4.74	4.65	0.09	1.55	0.12	0.17
Recognise Others' Emotions	4.86	4.86	0.00	0.03	0.98	0.00
Detect False Emotions	4.60	4.46	0.14	1.91	0.06	0.20
Manage Emotions	4.76	4.65	0.11	1.53	0.13	0.17
WEIP-6 Total	4.84	4.88	0.10	1.84	0.07	0.20

Table 2

*Results of paired samples t-test, means and effect sizes for Pre-training, Post-training, and Mean difference for Task and Contextual Performance Observations for **Interpersonal Skills Training** (n=21 teams)*

	Cronbach's Alpha	Mean Post training	Mean Pre training	Mean Diff.	<i>t</i>	<i>p</i>	<i>d</i>
Observed Task Performance	0.72	3.58	2.63	0.96	10.81	0.00	1.58
Observed Contextual Performance	0.73	3.93	3.11	0.82	10.60	0.00	1.55

Table 3

*Results of paired samples t-test, means, standard deviations for Pre-test (time 1), Post-test (time 2), and Mean difference for WEIP-6 Scales and Subscales **Emotional Intelligence Training** (n=161)*

	Mean Post-training	Mean Pre-training	Mean Diff.	<i>t</i>	<i>p</i>	<i>d</i>
Deals with Own Emotions	5.10	5.01	0.09	2.15	0.03	0.17
Awareness of Own Emotions	5.33	5.22	0.11	1.68	0.09	0.13
Discuss Emotions	4.57	4.33	0.25	3.82	0.00	0.30
Facilitate Emotions	5.27	5.28	-0.01	-0.16	0.89	-0.01
Deals with Others' Emotions	4.85	4.70	0.15	3.43	0.01	0.27
Recognise Others' Emotions	5.00	4.84	0.17	2.48	0.01	0.20
Detect False Emotions	4.58	4.45	0.13	2.14	0.03	0.17
Manage Emotions	4.93	4.78	0.15	3.27	0.01	0.26
WEIP-6 Total	4.98	4.86	0.12	3.07	0.01	0.24

Table 4

*Results of paired samples t-test, means and effect sizes for Pre-training, Post-training, and Mean difference for Task and Contextual Performance Observations for **Emotional Intelligence Training** (n=31 teams)*

	Cronbach's Alpha	Mean Post training	Mean Pre training	Mean Diff.	<i>t</i>	<i>p</i>	<i>d</i>
Observed Task Performance	0.74	3.18	2.61	0.57	6.56	0.00	1.04
Observed Contextual Performance	0.84	3.61	3.06	0.55	7.38	0.00	1.07

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