The Investigation of Effects of Group Emotional Intelligence on Team Effectiveness

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Abstract: The aim of this study is to expose the relation between group emotional intelligence and team effectiveness. The investigation is carried out by 400 health personnel at various hospitals in Konya, Turkey. In research, the group emotional intelligence survey is formed from Hamme's [1] and Amundson's [2] study which takes its origin Druskat and Wolf's [3] article. In research, as a result of factor analysis, group emotional intelligence dimensions are formed in three dimensions; group self-awareness and others awareness, group social skills and group self-management. For the team effectiveness survey, Amundson's [2] research is used as a scale. The result of the research showes group self-management and group social skills effected team effectiveness positively. It is found that the most important effect is group self-management. It means if a group manages itself better, team effectiveness will be higher.

Key words: Emotional Intelligence · Group Emotional Intelligence · Team Effectiveness

INTRODUCTION

In the last decades, hierarchical formation of organizations and parallel to this, giving more importance to rationalizm in organizational life cause the negligence of emotional subjects in management. Today, it is pointed out that in organizational behaviours emotions are neglected [4, 5]. This kind of a formation in organizations brings the return to Weber model together in the model irrational elements extinguished, usually success focused, bureaucratic, weak humanistic value [6] and IQ focused as a personal performance determinent [5].

Today, the organization constructions are beginning to flatten. In this context, passing from vertical to horizantal, formation, caused team's coming to the fore and team based management became more important for modern organizations [7]. Especially from the and of 1980's, big firms (e.g. Toyata, BMW, GM, etc) gave up their traditional work formation and heald towards project based team works [8]. After 1990's, self managing work teams; members self managing, self-planning, self deciding and problem solving based working, became widespread [9].

Today, it is accepted that team work has many superior sides. Same causes of forming a team are physical closeness, deciding quickly, sharing the knowledge, creating a team spirit, sharing the responsibilities [10]. The general idea in organizations is that teams contribute to effectiveness [11]. Team work includes the concept 'we', excess, individual approach and interpersonal effective communication and socialization become compulsory [12]. Separately, the communication between team members concern not only the target it also concerns social relations [13] and this kind of a relation makes emotional intelligence concept much more important for team work.

The importance of emotions and emotional intelligence life has been found while as Damosio neurobiology and psycophysiology studies which expound the role of deciding, starting actions and motivation emotions [5]. Today, as in many different fields (education, art, sport, communication, private life) the importance of emotions and emotional

Table 1: The differences between group and team conceptions

Group	Team
Personal work output	Common work output
Personal responsibility	Common and interpersonal responsibility
Personal abilities	Complementary abilities
Powerful leadership	Shared leadership
The same aims with the organization	Spesific aim and team view
Neutral synergy	Positive synergy
Different and random abilities	Complementary abilities
Effectiveness is measured in the ratio of effect on job	Effectiveness is measured with evaluating overall job

Source: formated from Özalp [10] (p.9) and İslamoğlu [7] sources

intelligence is becoming much more important in business life, too. This investigation aims to determine the effect of emotional intelligence on team work.

TEAM AND GROUP CONCEPTIONS

In literature, team and group conceptions are generally used instead of each other and it is seen that there are approaches that sees no difference between these two terms. For example, Guzzo and Dickson [14], in daily speech of organizational psychology, claim that the

term 'team' is used instead of the term 'group'. When it is searched, it attracts attention that the definition of group and team are similar. Group; can be defined as a unity created by two or more persons who have interpersonel interaction and dependence in order to achieve the same purpose [10]. Team can be defined as a group of people who are social and accepted social, dependent to each other because of their common tasks and achieve effective works [14]. In another definition; team is a community formed with many people who complete the abilities of each other, responsible to each other and trying to achieve the aim with group effectiveness objective [15]. As it is seen, there is no clear differences between group and team.

In literature, there are some approches that argue, there are distinctions between group and team terms. For example, Guzzo and Dickson [14] stated that according to Katzenbach and Smith, group turns into a team if there is an affilation to aim and synergy. Authors explain that in the teams the leadership role is shared and there is an interpersonal responsibility and a common aim. Separately, because of group social aims, social affiliation motive occurs; teams occur for formal aims and there may be informal groups in a team [7]. According to İslamoğlu [7], each work teams are a group, but, only the formal groups are a team. Other differences between team and groups are given in Table 1.

EMOTIONAL INTELLIGENCE AND GROUP EMOTIONAL INTELLIGENCE

There are many definitions on emotional intelligence [16, 17, 12, 18]. These definitions become different in two basic seperations. The first one, Salovey and Mayer's [18] cognitive ability test includes emotions; the second one is mixed definitions that include ability and features (e.g. Goleman [16]; Bar-On [17]).

Salovey and Mayer [18] describe emotional intelligence as 'individuals' ability to monitor their own and others' feelings and emotions, to discriminate among emotions and to use this information to guide thinking and action. According to Jordan *et al.* [19] Mayer and Salovey, conceptualized emotional intelligence in four points. These are; evaluation of

Table 2: Group emotional intelligence dimensions

Level	Group EQ dimensions	Group EQ adequecies	Meaning of the dimension
Personal	1.Group awareness of members	1. Perspektif taking	Asking others' view point and willing to take into consideration others' opinions
		2.Interpersonal understanding	Understanding members' feelings, interests, concerns, strengths and weaknesses
	2.Group regulation of members	3.Confronting members who break norms	Having rules of conduct, sounding off when a member step out of line.
		4.Caring orientation	Getting into touch with other members in affection, appreciation and respect
Group	3.Group self-awareness	5.Team self - evaluation	Evaluating self strengths and weaknesses, including emotional states, in interaction and operation.
		6. Seeking feedback	Obtaining feedback from outside resources, giving feedback in group, regarding the feedback.
	4. Group Self Regulation	7.Creating research for working with emotion	Accepting emotions as part of group and encourage expression and examination of feelings.
		8.Creating an affirmative environment	Positive group affect, optimistic outlook, feelings contributing effectiveness in the group
		9.Proactive problem solving	Taking initiative to change problem cases
Cross	5.Group Social Awareness	10. Organizational Awareness	Understanding the social and political system of which group is a part
		11. Intergroup Awareness	Understanding the expectations and needs of other teams' members
	6.Group Social Skills	12. Building relationships with external sources	Helping other teams, ensure communication with other groups positively
		13. Ambassadorial orientation	Gathering support and resources

Source: Taken from Hamme [20] source and summarized (pp.65-67)

emotions verbally and nonverbally and expressing them, self emotion regulation and others emotion regulation, utilization of emotional knowledge for intellectual and emotional growth and utilization of emotions in solving problems.

One of the other mixed definition is Goleman's [17] who popularized this term. According to Goleman [17], emotional intelligence consists of self awareness, self regulation, self motivation, empathy and handling relationship dimensions. In an interrelated group five emotional intelligence components can be thought; self-awareness, self regulation, in other words controlling emotions, self motivation and having social abilities. Besides, emotional intelligence include job evaluation, individual-evaluation, motivation, self-development, feed-back of effectiveness, practice, support, encouraging, motivation and evaluation [20].

Another subject parallel to emotional intelligence is group emotional intelligence. According Dulewicz and Higgs [6], Williams and Sternberg [21]are the first persons using this term and also make clear that this term includes IQ and social intelligence. Druskat and Wolff [22] define group emotional intelligence as "emotional process improvement ability in providing trust in group, group identity and group effectiveness". According to the Rapisarda [23] authors stated that as group emotional intelligence is a norm providing the member's commenting the emotion warnings directly and shaping responses. According to Goleman and his friends [24] what holds the members together in a team is the emotions they have. Goleman, Boyatzis and McKee [24] point out that group IQ is dependent on group emotional intelligence.In Table 2 group emotional intelligence dimensions are given.

THE RELATIONS BETWEEN TEAM EFFECTIVENESS, EMOTINAL INTELLIGENCE AND GROUP EMOTIONAL INTELLIGENCE

Today, one of the important problem seen in organizations is to modify how successfully the workers fulfill their duties. This problem, especially in organizations, cause performans term to become rapidly important [25]. Performance is modifying as qualitative and quantitative how successful is an individual, a group or an enterprise in achieving the intented purposes. In another definition, performance; is the fulfilment of the duty in accordance with designated criterias and purpose implement rate [26, 27].

In organizational management, the evaluation of both individuals and teams performance level becomes important. When traditional approaches are investigated, is is seen that performance evaluation; focused on individuals, investigated the elements which evaluate individual performance; furthermore, it is not interested in team performance. Today, it is seen that individual performance and team performances are studied and evaluated in detail [28].

Team performance is defined as groups doing the duties and showing effort to achieve this [29]. Individual performance is an important component that it shows not only the individual success, it also points the success of the team. The success of the team is more than the total of shown individual performance. Team is expected to achieve more than 2 when it is 1+1, in other words, the team has to achieve to create synergy [30].

In performance evaluation, effectiveness, efficiency, productivity and quality are used. One of the important component of performans is called effectiveness and it can be defined as a way to reach the level of organization aim [31]. What has to be the criterias of effectiveness is a divisive issue [32]. For that reason it is hard to define effectiveness with only one dimension. In effectiveness, personal and social criterias such as commitment, member satisfaction; also many different criterias such as error rate and productivity are seen [2].

Adaptation to the team undoubtedly requires a personal intelligence level. Personal intelligence can be defined 'total capacity of individual for acting towards an aim, thinking rationaly and having an effective relation with the others [33]. According to Jordan and his friends [19] evaluation of team effectiveness with digital output related with general intelligence factors; emotional intelligence factors are based on to raise process quality in the team for long term.

Dulewicz and Higgs [6] stated at Kelley and Caplan in their investigation in Bell laboratuary, fixed that although all the members have high IQ, some of the team members become more popular because of interpersonal strategies of the members. With a similar view, Druskat and Wolff [22] claims that the members who have high emotional intelligence improve the emotional intelligence of the group. İslamoğlu [7] argues that a team can be improved but social attraction among people can not be achieved. Another important point of emotional intelligence on team effectiveness is because of that, if one has low EQ, he reduces the IQ level of the group [34]. In the same way; as stated of many article and books, Williams and Sternberg argue that even one person, socially not acceptable, influence the team negatively; high IQ level increase the group creativiness and effectiveness [34, 12].

Related with our study, Affective Events Theory review the effects of emotions on effectiveness also has to be studied. "Affective Events Theory", put forward by Weiss and Cropanzara [35], discuss feeling's and mood's role determining the job satisfaction and organizational citizenship behaviour (OCB). According to this theory, emotional experiences can cause positive emotional behaviours such as organizational citizenship. When individual has his target or has a positive feedback, this will make him happy and proud that he will show organizational citizenship behaviour [36, 37]. Conversely, it is predicted that, bad emotional lives, differences and disaggrement hinder open communication; and this may motivate the decrease in facing the problems actively and decrease solving problems or using dispitatious manners or avoidance which is not a facing way [13].

According to Rapisarda [23], empathy between the individuals effects the team effectiveness. Salovey and Mayer [18] define empathy as "understanding others' feelings and putting yourself into their shoes" and told that in emotional

intelligence, empathy has a central important role. Rapisarda [23], in his study on the effect of empathy on emergency service nurses group, emphasises the importance of feeling the energy level of other members in a group in order to serve the patients perfectly. Rapisarda modifies that in the teams which work in a repressive job environment, the members feel the other members' tiredness and exhaution and they make each other comfortable and he states emotional intelligence provides group effectiveness and group cohesiveness.

Team effectiveness needs partnership and co-operation of the members [5]. Feyerherm and Rice [38] stated in their article that Driskell [39] emphazises the critical importance of sharing knowledge and points out that the source of success in an organization not because of personal features, it is because of better communication and communication skills.

In the studies done, it is found to be relation between negative relations of team members and conflict and team effectiveness (e.g. Gladstein [40]). Members' different personal features, education level, experiences and cultural differences cause disaggrement and conflict. In the same way, irrelevant social events and personal matters such as gossip may cause disagreement and disaccord in the teams [41]. This is called relation conflict by Jehn [42] relation conflict is based on negative emotions and may cause interpersonally friction, tension, dislike, enmity and anger [43].

In addition to all these, it must never be forgotten that idea and opinion differences about the work among the group members, called work conflict, may be seen [42]. Work conflict may be formed as a result of source distrubition, procedures and inequality in sharing responsibilities [13]. Jehn [44, 45] argues that there may be disagreement among members; that if a person do not have the same believes and values, others are likely to dislike him. De Dreu and Weingart [46] using the results of Meta Analysis, point out that conflict in the organization cause decrease in the team effectiveness and satisfaction, increase in the tension and attention lose of members. For that reason, to increase the team effectiveness, interpersonal relations and emotions has to be well managed.

Another subject related to group emotional intelligence is leadership. In the studies, the leaders, who manage group members' emotion actively, have a powerful effect on members. In the study, as a result, leaders have a powerful effect on team and a powerful correlation (r=0.71) with team effectiveness is seen [47]. Feyerherm and Rice [38] investigated the relation between team emotional intelligence, leader's emotional intelligence and team effectiveness. At the end of the study: members' understanding and managing the emotions has a positive relation with team effectiveness is found. As a result, as it is seen in many studies, team effectiveness is higher than personal effectiveness. Seperately, it is found that cognitive and social abilities of the members have relation with team effectiveness [21].

METHOD

The aim of investigation is to prove the relation between group emotional intelligence and team effectiveness. To this end, hypothesis are improved related with three subdimensions of group emotional intelligence.

Hypothesis 1: Group self-awareness and others awareness effects the effectiveness of team.

Hypothesis 2: Group social skills effects the effectiveness of team

Hypothesis 3: Group self management effects the effectiveness of team.

In the first step the validity and reliability of the scale is controlled. To control the reliability of the scale, survey was administered to a total of 39 team members from a medicine company in Istanbul, Turkey. At the end of the survey, the reliability of the team effectiveness is α=.8855 and the reliability of group emotional intelligence is α=.8774 are found. In the next step, it is decided to apply the survey to team members of health organizations. Informations about the emotional intelligence scale and team effectiveness scale are given below.

Table 3: Information on group emotional intelligence and team effectiveness

Group EQ dimensions and team effectiveness scale	number	Item Means	Standard deviations	Cronbach alpha
1. Group self-awareness and others awareness	3	13.24	3.42	0.6926
2. Group social skills	3	13.72	3.36	0.7452
3. Group self management	4	18.45	5.00	0.7568
Team Effectiveness Scale	7	33.47	8.34	0.8552

Table 4: Socio-demographic features of health personnel in the study

Employment	Frequency	Percent (%)	Age	Frequency	Percent(%)
Doctor	92	23.0	18-25	143	35.8
Nurse	158	39.5	26-33	163	40.8
Midwife	70	17.5	34-41	81	20.3
Medical Officer	62	15.5	42-49	13	3.3
Urgent medicine-Technician	18	4.5			
Education Level	**Frequency**	**percent (%)**	**Social assurance**	**Frequency**	**Percent (%)**
High School	172	43.0	Pension fund	231	57.8
Associate degree	105	26.3	social insurance institution	161	40.3
Undergraduate	87	21.08	Occupational social fund	8	2.0
Post-graduate	36	9.0	Total	400	100.0
Sex	**Frequency**	**Percent (%)**			
Male	143	35.8			
Female	257	64.3			

Group Emotional Intelligence Scale: scale was developed by the help of Hamme [1] and Amundson's [2] studies which has its origins from Druskat and Wolf's [3] group emotional intelligence model. Scale consists of six dimensions, thirteen adequacy (Table 2) and total 66 questions. The Croncbach Alpha values of subdimensions change between .63 -.82 (reliable level). In Amundson's [2] study the total Cronbach Alpha value of scale is found .96. The only low scale was found .62 in solving-problems dimension. It is evaluated with 7 Likert scale. In some questions reversed coded. Individual interaction level cosists 22 questions (α = .92) group emotional intelligence level consists 24 questions (α=.92), crosswise interaction level consists 20 questions (α = .90). The questions of our study are subjected to factor analysis and a three dimensioned structure was found. Table 3 shows these three dimensions. The reliability coefficent of dimensions are examined and scale subdimensions were found to be reliable [48].

Team Effectiveness Scale: Scale is taken from the study of Amundson [2], it has 7 questions and evaluated with 7 Likert scale. In the study of Amundson [2], different scales are applied to superiors and inferiors. Superiors' scale was found as to be low reliability (.58). The Cronboch Alpha value of the inferiors' scale was found to be .89. As this study is done with health personnel, using
only one scale is approved. "Taking share in projects" and "Being pleased with the relation of collegues" questions are believed to comprise not only the inferiors also superiors. Team effectiveness scale is found to be reliable in high level [48]. In Table 3, the item numbers, means and standard deviation values are given.

FEATURES OF THE SAMPLE

Socio-demographic features of health personnel in this study is given in Table 4.
As it is seen in Table 4, employment variable; 92 doctors (23%), 158 nurses (39.5%), 70 midwife (17.5%); 62 medical officer (15.5%) and 18 emergency medicine technician (4.5%) are included to the study. 231 of the personnels (57.8%)

Table 5: Group emotional intelligence confirmatory factor analysis results

Questions*	Factor loadings
Group self management	
Q20.	0.779
Q19.	0.762
Q21.	0.686
Q4.	0.653
Group social skills	
Q66.	0.753
Q24.	0.724
Q50.	0.593
Group self-awareness and others awareness	
Q44.	0.692
Q36.	0.679
Q42.	0.647

*Scale questions are taken from Amundson [2] source.

Table 6: Survey questions attained as a result of team effectiveness confirmatory factor analysis*

Questions*	Factor loadings
Q4.	0.796
Q6.	0.774
Q2.	0.774
Q5.	0.756
Q1.	0.721
Q7.	0.670
Q3.	0.628

*Scale questions are taken from Amundson [2] source.

contingent on Pension Fund, 161 (40.3%) contingent on Social Insurance Institution and 8 (2.0%) contingent on Occupational Social Fund. 18-25 age group includes 143 (35.8%), 26-33 includes 163 (40.8%), 34-41 includes 81 (20.3%), 42-49 includes 13 (3.3%) people. In this survey 143 (35.8%) male and 257 (64.3%) female take part. The education level of the participants is 172 (43%) high-school, 105 (26.3%) associate degree, 87 (21.8%) under graduate and 36 (9%) post-graduate.

FINDINGS

Subdimensions of group emotional intelligence scale and team effectiveness scale are controlled with confirmatory factor analysis. The results of factor analysis are given in Table 5.

For the purpose of determining group emotional intelligence scale's validity and reliability, confirmatory factor analysis is applied with Lisrel 8 programme. Mostly used Goodness-of-fit indexes used in evaluating model conformity are similarity rate Chi-Square statistic ($\chi2$), RMSEA (Root-mean-square error approximation), GFI (Goodness-of-fit index) [49], Vandenberg and Lance [50] claim that the model is suitable when CFI value is higher than 0.90; RMSEA value is lower than 0.08. As a result of the study, Chi-Square= 87.18, df = 31, P-value=.00000, CFI=.96, RMSEA=.67, GFI=.96 and AGFI=.93 values are found. Correction index is used between the 4. and 44. questions.

For the purpose of determining team performance scale's validity and reliability confirmatory factor analysis is applied with Lisrel 8 programme and only one factor is found. As a result of the study; Chi-Square=48.30, df=13,

Table 7: Group emotional intelligence and team effectiveness means, standard deviations and correlation values

Dimensions	Means	Standard deviation	Group self management	Group social skills	Group self awareness and others awareness
Group Self Management	4.78	1.28			
Group Social Skills	4.59	1.16	.396**		
Group Self-Awareness and Others Awareness	4.40	1.16	.395**	285**	
Team Effectiveness	4.79	1.24	.575**	.348**	.237**

** Correlation is meaningful at the level 0.01 (2-Tailed) * Correlation is meaningful at the level 0.05 (2-Tailed)

Table 8: Multiple Regression Analysis of Relation Between Subdimensions of Group Emotional Intelligence and Team Effectiveness (Dependent Variable: Team Effectiveness)

Variables	R^2	B	Std error$_\beta$	β	t	F	p
	34.7					70.249	0.000
Group self management		0.504	0.045	0.522	11.174		0.000
Group social skills		0.154	0.048	0.144	3.225		0.001
Group self awareness and others awareness		-0.001	0.048	-0.010	-0.229		0.819

Dependent Variable: Team effctiveness, p<.01, N=400

P-value=0.00001, CFI=0.97, RMSEA=0.082, GFI=0.97 and AGFI=0.93 values are found. Correction index is used between the 1. and 2. questions.

In the next step, the role of group emotional intelligence on team effectiveness will be studied with correlation and regression analysis and improved three hyphothesis will be tested.
Table 7.

As it is seen in Table 7, at the and of the correlation analysis; between "group self management", "group social skills", "group self awareness and other groups awareness" and "team effectiveness", a positive and statistically meaningful relation is found. In order to test the hypothesis about the group emotional intelligence coefficient on team effectiveness, multiple regression analyses are done. In the contrived regression model, team effectiveness is evaluated as dependent variable and subdimensions of group emotional intelligence as independent variable. Indications are given in Table 8.

Multiple regression analysis done to evaluate the effect of group emotional intelligence dimensions on team effectiveness is found to be statistically meaningful (p<.001) Variables explain the 34.7% of the changes on team effectiveness. When each variable's contribute to the model is searched, "group self management" (β=0.52) and "group social skills" dimensions (β =0.14) are found to be statistically meaningful, but "group self awareness and other groups awareness" dimension is found to be meaningless (p>.05).

As it is seen in Table 8, when the group self management point is higher, the team effectiveness increases (p<.01). The 52% change in team effectiveness is expounded with the self management variable. Hypothesis 1 is accepted as a result of this study. In the same way when group social skills increases, team effectiveness level becomes higher and (p<.01) The 14% change in team effectiveness is expounded with the social skills that Hypothesis 2 is accepted. Lastly, group self awareness and other groups awareness is not found to be statistically meaningful and Hypothesis 3 is rejected.

RESULTS AND DISCUSSION

Needed activities to achieve the goals in health organizations is realized with the synchronous effort of personnel who has very different background and different vocational tendency [51, 52]. For a group occupation to direct medical maintenance and to do every activities at the same time is not possible alone [53, 52]. Seperately, functional dependence between the personnel are high. For that reason, in health organizations teams must came to the fore than groups in services.

In this investigation, the contribution of group emotional intelligence to team effectiveness in health personnel is

studied. In this context, team effectiveness is evaluated in both, achieving goals (high quality services to patients) and personal (team satisfaction) and social criteries (collegues relation satisfaction) dimensions. In this study group emotional intelligence scale was developed from the studies of Hamme [1] and Amundson [2]; as a result of the investigation group emotional intelligence dimensions are configured in three dimension; group self awareness and other groups awareness, group social skills and group self management. As team effectiveness scale the study of Amudson [2] is used. For the purpose of determining team performance scale's validity and reliability confirmatory factor analysis is applied with Lisrel 8 programme and as a result of the study only one factor is found.

At the end of the study, group emotional intelligence has a positive effect on team effectiveness. This result has a paralleism with some studies in literature. For example, Dyer [54, 55] points out that in a team shared synergy and common emotions provide high effectiveness. In the same way Jordan and friends [19] attach that low EQ teams are less effective than high EQ teams. Dulewicz and Higgs [6] designated that emotional intelligence support the group or team's structure and increase the effectiveness.

Inversely to our indication, there are studies pointing out the effectiveness decreasing side of emotional situations in literature. For example, in a study applied to 26 client service team of an international company, the relation between EQ and effectiveness is investigated. For an evaluation, the members give effectiveness points to themselves and the points total points and the other points given by the administrators are compared. As an emotional intelligence indicator, client's service comprehension is evaluated. At the end of the study, no relation between emotional intelligence and effectiveness and productivity is found [56].

In our study, in group self management dimension; member's solving problems by giving positive energy to each other in the group, systematic working and behaving kind to each other are investigated. It is seen that group self-management dimension has the biggest influence on team effectiveness. This result means that if the group achieves self management it becomes dynamic/active. In a similar way, Barsade [57] says positive emotions among the group increase co-operation; in their study Ayoko and friends [58] points out that positive emotional situations in the team give a chance to argue the differences openly and solving the conflicts constructively [13].

Second dimension of group emotion intelligence is the "group social skills". In this dimension, groups helping each other and their co-operations investigated. As a result of analysis a positive and meaningful correlation between group social skills and team effectiveness. The works in health organizations are related to each other and lameness effects the other steps. Conseqequently, in such an organization, if there are tenseness, discrepancy and incongruity between the groups, works can not be carried out actively. Effectiveness is seen among the groups that compatible and help each other.

In the last dimension of group emotional intelligence, "group self awareness and others awareness" dimension is studied. In this group, group members' group self-emotional awareness and other groups' needs and noticing the other group's contribution to the group. Team effectiveness of this dimension is found to be meaningless. Whereas, in team effecitiveness, some talents such as social awareness (empathy, organizational awareness, focusing service) and relation management (contribution to other's improvement, inspirational leadership, affection, communication, conflict management, co-operation) may play an important role. Members who have such skills, understand the others better and answers and can activate the group dynamics [5]. Just as Goleman, Boyatzis and McKee [24] put forward that the abilities members have such as empathy and communication effects the success of the members in the team.

Consequently, it can be said that one who is compatible, solve his problems in group, aware of other members and co-operate with members are emotionally intelligent and effect the others positively. The mood in the organization will effect the members then this will reflect in the work and team effectiveness will increase.

Applying the study to health personnel in Konya, Turkey creates a border. For further researches, groups can be choosen one by one that comparision of group emotional intelligence total points may give distiguishable results.

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