

EMOTIONAL INTELLIGENCE, LEADERSHIP EFFECTIVENESS, AND TEAM OUTCOMES

L. Melita Prati

Cesar Douglas

Gerald R. Ferris

Florida State University

Anthony P. Ammeter

University of Mississippi

M. Ronald Buckley

University of Oklahoma

Emotional intelligence reflects the ability to read and understand others in social contexts, to detect the nuances of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership and team performance in organizations today. In this paper, we develop a conceptual model that brings together theory and research on emotional intelligence, leadership, and team process and outcomes. Additionally, we formulate testable propositions, propose directions for future research, and discuss implications for practice.

The metamorphosis of the business organization from rational machine to dynamic and increasingly unpredictable organism has forced managers to transform the actual structure of traditional, hierarchical management into a flattened and flexible structure with interactive, interdependent, and creative processes. In order for the organization to gain and maintain a competitive advantage, its increasingly valuable employees must be able to adapt well to changing environments both external and internal. Because of these circumstances, roles of organizational members have changed.

Organizations now emphasize the need for leaders to take on new roles of facilitating, coordinating, and orchestrating the work behavior of others. For decades, leadership scholars have sought to identify the personal qualities and characteristics that contribute to leadership effectiveness. Increased evidence in recent years seems to suggest that social effectiveness skills are crucial to the

• **Direct all correspondence to:** Gerald R. Ferris, Department of Management, College of Business, Florida State University, Tallahassee, FL 32306-1110, Fax: (850) 644-7843, E-mail gferris@cob.fsu.edu

performance and effectiveness of leaders. Furthermore, emotional intelligence has emerged as one of the most notable social effectiveness constructs, and we argue that it is a foundational element of leadership effectiveness.

In addition to the changes in leader roles, employees have been placed in positions of self-management, and are held directly accountable for their performance. Many are required to work in teams in order to accomplish complex organizational objectives. The work group or team is fast becoming the most common form of organization within the organization (e.g., Cohen & Bailey, 1997). There has been a great deal of empirical work in the search to uncover the components of an effective work team. The results thus far are inconclusive to that end. As Neuman, Wagner, and Christiansen (1999) pointed out, little work has been done to uncover how the selection and socialization of group members influences the effectiveness of work teams. In this area, personality, ability, and skill of individual team members definitely play important roles.

As a whole, effective work teams have been described as communicative, cohesive, innovative, and grounded with individual member support. The literature on emotional intelligence has proposed that individuals described as possessing a high level of emotional intelligence reflect characteristics that can fulfill these qualities. These individuals are able to communicate effectively, and empathize with others, which, in turn, allow them to develop cohesive and supportive relationships (Thoits, 1989; Abraham, 1999). As well, the emotionally intelligent individual is capable of innovative thought and creation in an environment supportive of such activity (Scott & Bruce, 1994).

As Figure 1 demonstrates, this paper explores the concept of emotional intelligence as it plays critical roles in leadership and team process dynamics and effectiveness. At first, an individual-level of analysis is taken whereby the focus is more on the individual leader and member abilities fostered by emotional intelligence. This elemental analysis of emotional intelligence traits at the individual level allows for a more involved discussion of leader and team member interactions. From these efforts, it might be determined how the emotional intelligence level of team leaders and of individual team members fosters team effectiveness.

THE NATURE OF EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). As indicated in the definition, emotional regulation is of primary importance to emotionally intelligent individuals. Emotional regulation is the restraint of unacceptable emotional impulses from public view (Thoits, 1989). Regulatory actions are derived from the individuals’ own social beliefs about their roles in society, and the expectations others have of them in those roles (Averill, 1980). In other words, emotionally intelligent individuals are self-aware. They understand that there are social rules with regard to emotional display, and they regulate their actions according to those rules. These abilities guide how they order priorities, practice discretion in their actions, and fit in as group and organizational members.

Ashforth and Humphrey (1995) argued that emotion is inseparable from the organizational work setting. However, the organization favors the more rational approach to interaction. Social rules or norms of rationality are established to dictate the allowable levels of emotional display, and any emotional display that goes beyond the determined limit of social norms is unacceptable. Ashforth and Humphrey juxtaposed the characteristics of rationality in group interaction processes with

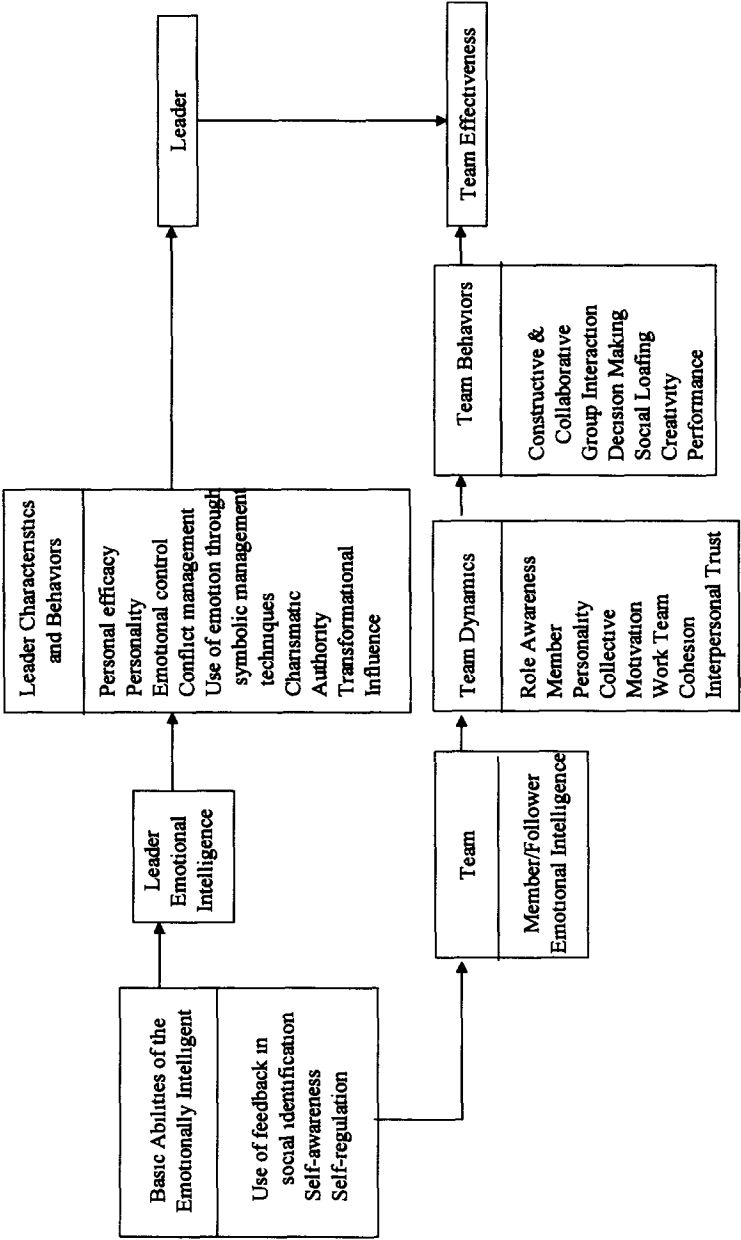


FIGURE 1
Model of Emotional Intelligence and Leader-Team Effectiveness

the characteristics of the emotionality of the individual member. In the description of rationality, the emotional being (i.e., the person) fills a defined organizational role whereby individuals' level of performance takes precedence over their satisfaction. Employees who follow these norms of rationality are cognizant of the emotions felt, and of how to deal with those feelings in a socially acceptable manner. This description of rational organization and team members offers many characteristics similar in nature to emotionally intelligent individuals, which is made more apparent in the following discourse.

Emotional Intelligence: The Individual

Salovey and Mayer (1990) indicated certain abilities in their definition of the term emotional intelligence. According to this definition, using feedback in social situations, self-awareness, and self-regulation are all abilities fundamental to the emotional intelligence construct. One who is emotionally intelligent is well skilled in these abilities.

Social identification and feedback. We identify ourselves with the communities in which we operate. These communities establish certain norms and expectations by which individuals are to model their actions (Fisher & Chon, 1989; Shott, 1979). According to those norms and expectations, society labels us through our observable actions (Heise, 1989; Heise & Thomas, 1989). Individuals adept in the activity of self-monitoring will use available feedback to monitor and gauge reactions to their behavior, which is negatively received (e.g., Graziano & Waschull, 1995).

Miller and Leary (1992) provided an example of this monitoring activity in their discussion of embarrassment. They stated that embarrassment serves as emotional feedback causing the individual to monitor reactions of others more closely in order to define the embarrassing act, remedy that act, and adjust future behaviors accordingly. These steps are taken to avoid risking any more actions that could similarly jeopardize the individual's social identity. This example leads us to the idea that emotionally intelligent individuals are aware of how their actions are received in social settings. Accordingly, these individuals are more capable of establishing, maintaining, or redefining their social identity.

Self-awareness. Emotionally intelligent individuals maintain an awareness of the way they behave, and of the labels that are placed upon them (Averill, 1980). Scheff (1983) described emotions as being culturally specific, where individuals are required to interpret and appraise the cultural expectations of certain emotional displays, and act accordingly. Individuals who are self-aware understand the role they must portray, a role that is assigned by the community in which they interact. This self-awareness guides individuals so they can operate within the norms established for each particular role (Averill, 1980).

Self-awareness allows individuals to set priorities of concerns such that inconsequential problems are set aside and more pressing or deeper issues are addressed (Abraham, 1999; George, 2000), and this is most applicable to the interaction processes of teams. If individuals maintain a high level of self-awareness in team interactions, more important issues to the team are likely to be addressed. Minor conflicts are easily swept aside by emotionally intelligent individuals so that project issues can take precedence.

In addition, self-aware individuals also might have the ability to alter other team members' responses to their actions (Eisenberg & Fabes, 1992). In this manner, emotionally intelligent individuals possess the ability to actually guide interactions to meet desired goals (Miller & Leary, 1992). In order to tap this ability, individuals must understand how to self-regulate emotional

responses in a rational manner. Application of this ability in the team leader and member interaction process is further explored later in the discussion of transformational leaders.

Self-regulation. Self-regulation of emotion provides that individuals understand social expectations of their actions, and exercise discretion in the manifestation of emotions. The social expectations of the organization are prescribed in the form of interactional norms and roles. The groups in which we interact define individual members' roles in which these norms are included, and we tend to employ coping mechanisms that regulate the display of emotional behavior in order to fit the social role expected of us (Eisenberg & Fabes, 1992). As well, this ability to adapt to the social context through self-regulation allows emotionally intelligent individuals to remain functional team members, even when faced with membership turnover, member conflicts, or other situations that might prove detrimental to overall team organization and effectiveness. Individuals likely will be less stressed, and react to problematic situations in a controlled and constructive manner (Eisenberg & Fabes, 1992).

Poole, Gray, and Gioia (1990) took this idea of role definition and team member role acceptance further in suggesting the idea that certain organizational activities are normalized into scripts. These scripts are effectively standardized organizational expectations of how certain activities should be performed, and how team members should act in those scenarios. The benefit of such scripts is coordinated behavior, and these scripts aid emotionally intelligent individuals in self-regulation activity. As well, scripts provide the team a method of reducing opportunity for conflict, and increase organizational cohesion by establishing mutually patterned scenarios for members to follow in team activities.

EMOTIONAL INTELLIGENCE AND LEADERSHIP

Goleman, Boyatzis, and McKee (2002) have argued that emotional intelligence is a critical component of leadership effectiveness, particularly as leaders deal with teams. Emotionally intelligent leaders serve as a benefit to teams in two ways. Leaders motivate team members to work together toward team goals. Leaders also serve as a transformational influence over team members. In this manner, leaders challenge the members of the team to work toward increasing team effectiveness and performance, facilitate team member interaction dynamics, build interpersonal trust, and inspire team members to implement the articulated vision.

Basic Abilities of the Emotionally Intelligent Leader

George (2000) listed four aspects of emotional intelligence, which provide leaders the ability to motivate and transform team members. The first is the ability to accurately appraise others' emotions as well as effectively portray personal emotion. This ability is related to the individual-level focus on self-awareness. Awareness of one's own and others' emotional states allows individuals to establish and maintain supportive relationships with others.

The second aspect identified by George (2000) states that the leader must have a thorough knowledge about emotions, meaning the leader is able to predict emotional reactions in various scenarios. For instance, emotionally intelligent leaders expect associates to be of good cheer when they are given a raise, or to suffer dissatisfaction and anxiety when given a bad performance appraisal. This knowledge aids the leader in the activity of emotion regulation and management of team members.

The third aspect involves the use of emotion whereby emotionally intelligent leaders recognize that emotions are useful in the influence of the behavior and cognition of others. Regulation of emotion, as discussed at the individual level, is useful to maintain social roles. As well, effective emotional regulation has a positive effect on performance and general interactions. For example, a positive emotion or mood can facilitate innovative thinking, contribute to a supportive environment, or simply assist one in the priority of attention through clearer or more positive thinking (Staw, Sutton, & Pelled, 1994; Jones & George, 1998; George, 2000).

George (2000) identified the management of emotions as the fourth and final aspect of importance in the concept of emotionally intelligent leaders. The management of emotions facet brings the three previous aspects together to be used in ultimately directing one's own as well as others' interaction processes and emotional responses. It is the leader's job to manage emotions toward the creation of more effective teams.

As a result of reviewing the emotional intelligence literature, Goleman (1995) identified several aspects of emotional intelligence that are important to effective relationship management. Those aspects include self-awareness, self-motivation, empathy, and emotional management. These characteristics are deemed necessary to establish strong emotional relationships (Sosik & Megerian, 1999). In order to be a benefit to the team, leaders must be able to establish strong emotional relationships with team members (Goleman, 1995; Sosik & Megerian, 1999), and be able to effectively manage those relationships (Sosik & Megerian, 1999; George, 2000). The greater leaders' emotional intelligence, the better leaders are at managing strong relationships using emotion, and the better able they are to demonstrate effective performance (Goleman, 1998; Sosik & Megerian, 1999; George, 2000; Lewis, 2000). The importance of strong relationships among team members, and the characteristics that allow these relationships to be built, are discussed later in the analysis of the emotionally intelligent team.

The Motivational Leader

Sosik and Megerian (1999) stated that emotional intelligence has an influence on self-motivation. They claimed emotionally intelligent individuals who are self-motivated feel more secure in their ability to control and influence life events. Accordingly, emotionally intelligent leaders, with a great deal of personal efficacy, are more motivated to face situations with confidence. The authors also indicated personal efficacy is necessary for team leaders to attract and motivate followers.

In addition to personal efficacy, the positive affect of team leaders has been argued to attract and motivate team members (Lewis, 2000). Positive emotions, such as enthusiasm or cheerfulness, are considered to be emotionally contagious in various ways. Researchers have not as yet discovered how emotional contagion occurs. Followers might simply mimic the leader's emotions, or followers could develop similar emotions to the leader through empathy. In any event, the positive emotion of the leader elevates the team's emotional state, and inspires members to perform with more enthusiasm (Ashforth & Humphrey, 1995; Lewis, 2000).

Conversely, Lewis (2000) asserted this same emotional contagion might prove detrimental to team effectiveness if emotions such as anger or sadness are expressed by the team leader. Wasielewski (1985) indicated, from prior research, that there are rules that frame situationally-appropriate emotional expression. If a team leader violates this established norm of emotional control, team members might perceive the leader as vulnerable, weak, or ineffective (Heise, 1989; Lewis, 2000).

For example, anger displayed by a team leader might be perceived by the team members as a weakness or lack of control in the leader. Goleman (1998) and Lewis (2000) found that a leader's lack of emotional control was related to leader ineffectiveness. This ineffectiveness of the leader might be caused by emotional contagion of the team members to their leader's emotional state. It also could be due to team members' lack of empathy for the leader's emotional state, thus causing their surface impression of the leader to deteriorate. Therefore, team members might feel their leader is not stable enough to maintain control over his or her emotions, much less the situation at hand, and they lose faith in the leader, thereby deteriorating his or her effectiveness. Finally, the discord might be attributed to the leader's inability to control the emotions of others aside from his or her lack of emotional control. No matter the cause, the effect of the leader's lack of emotional control is felt throughout the team.

With regard to the motivation of others, Sosik and Megerian (1999) stated that emotionally intelligent leaders provide the impetus for individuals to collectively perform. Ashforth and Humphrey (1995) would contend that this motivation for team members to perform collectively comes from the leader's use of symbolic management techniques. According to the authors, symbolic management techniques such as the use of stories, inspirational speech, and rituals will effectively arouse individuals in order to inspire them to perform according to team values and defined goal behaviors. A leader must have a high level of emotional intelligence in order to gauge the reactions of team members and perform accordingly in order to achieve the desired affective arousal of those members (George, 2000). The leader uses this affective arousal to persuade team members to invest themselves in the team. This affective commitment has been shown to increase the motivation of members (Ashforth & Humphrey, 1995).

Not only do emotionally intelligent leaders evaluate team members' emotional situations in order to motivate, but also they do so to discourage detrimental interactions. By managing conflict and encouraging supportive member interactions, the leader creates a supportive environment for members. Such an environment provides team members with a certain amount of emotional safety, and provides the basis for coordinated effort (Ashforth & Humphrey, 1995). By constructively resolving conflicts and establishing a relationship of cooperation and trust between members, the leader contributes to the collective motivation of team members (George, 2000).

Proposition 1: The emotionally intelligent team leader will induce collective motivation in team members.

Charisma and the Transformational Influence of Leaders

Sosik and Megerian (1999) have proposed four characteristics or behaviors of transformational leaders, which overlap considerably with behaviors of individuals considered to have high levels of emotional intelligence. The first behavior is the adherence to standards of professional behavior and interaction, which Sosik and Megerian referred to as the provision of idealized influence or the demonstration of charisma. Riggio (1986, 1987, 1998) has basically defined charisma in terms of well-developed social and emotional skills. The emotionally intelligent leader adheres to the norms established by the organization, and endeavors to influence team members to adopt those norms.

The next behavior on Sosik and Megerian's (1999) list is motivation, which was discussed in the previous section. The third behavior characteristic of the transformational leader is intellectual stimulation. The leader must be able to stimulate team member intellectual and professional devel-

opment. As mentioned previously, this is achieved by the leader's management of conflict between team members and nurturing of strong, supportive member relationships. This function of the leader allows the team as a whole to progress in performance effectiveness. Finally, the transformational leader allows a certain amount of individualized focus for each team member, so that each feels important and necessary to the team overall. Channer and Hope (2001) have described transformational leaders as leading through raw enthusiasm, inspiring rather than ordering or directing, facilitating intellectual and emotional stimulation, and possessing and infecting others with a strong vision. They also described them as dedicated to developing nurturing relationships with those whom they lead.

Barling, Slater, and Kelloway (2000) found that emotional intelligence was associated with idealized influence, individualized focus, and inspirational motivation, three attributes of transformational leadership. The transformational leader's overall charisma, motivational influence, intellectual stimulation, and individualized attention to team members creates an atmosphere of empowerment. Koberg, Boss, Senjem, and Goodman (1999) stated that an approachable team leader who encourages intragroup trust and mutual influence of all members fosters feelings of empowerment in team members. In line with this, Koberg et al. reported that the empowerment of team members can be linked to increased intrinsic value of work team outcomes, increased job satisfaction of team members, as well as decreased intent to quit and overall increased team effectiveness and performance. Interestingly, DeCremer and van Knippenberg (2002) reported that leader charisma, a principal characteristic of the transformational leader, was primarily responsible for engendering a feeling of cooperation among team members. Furthermore, they reported that leader charisma is more important than subordinate perceptions of procedural fairness in the context of cooperation and performance (i.e., the presence of charisma overrides the presence or absence of other important leader characteristics).

The influence of transformational leadership promotes dramatic changes in team effectiveness and productivity (Ashforth & Humphrey, 1995; Sosik & Megerian, 1999; George, 2000; DeCremer & van Knippenberg, 2002). George (2000) reasoned that the emotionally intelligent leader can accurately assess others' emotions and constructively influence those emotions so that team members will embrace change. She explained that the transformational leader's influence mainly involves the use of emotional appeals to idealize team identity and establish team pride.

Team identity has been shown to increase team effectiveness and performance (Lembke & Wilson, 1998; Worchel, Rothgerber, Day, Hart, & Butemeyer, 1998). It serves to bring people together into a cohesive unit, so that they embrace team norms (George, 2000). The transformational leader focuses team attention on the intrinsic value of goal accomplishment, and emphasizes inspirational, if lofty, collective goals (Ashforth & Humphrey, 1995) through deft social skills. Accordingly, team members feel charged with the moral obligation of working to achieve team goals.

This feeling of moral obligation engendered by the transformational leader is a product of a leader's charismatic authority and ability, which Wasielewski (1985) argued only can be obtained by the emotional intelligent individual. She cited research (e.g., Weber, 1968; Toth, 1981) to assert that emotion is the basis of charisma, which is a form of authority established by leaders in order to achieve their personal goals for the team. Therefore, one who is emotionally intelligent might use emotion to create charismatic authority over team members in order to ensure team transformation. It should not be surprising that a leader's ability to arouse, inspire, and lead individuals is thought to be closely connected to the emotional intelligence of the leader (Riggio & Pirozzolo, 2002). In fact,

Riggio (1987; 1998) claimed that the possession of emotional intelligence is both a core and necessary component of the personal charisma demonstrated by leaders.

For instance, charismatic leaders might influence team members through their enthusiasm about a new training program. Such team leaders might create an atmosphere of excitement over the new training by explaining the many benefits of the program in a positive, upbeat manner. They might use various emotional displays according to the situation (Wasielewski, 1985), and according to the participants involved (George, 2000), in order to influence members to perceive the situation as the leader sees it. The persuasion might involve expression of dissatisfaction with the current level of knowledge, and the use of reason to show team members that the knowledge base could be exponentially expanded if they attend the training.

Leaders also might publicly volunteer for the training in order to act as an example of what is socially expected of all team members, which in this case is to do whatever is necessary to improve team performance and effectiveness. In effect, such leaders are promoting the training and adopting the changes for the good of the team. As Conger and Kanungo (1998) have reported, charismatic leaders display a particular sensitivity to the needs of subordinates—they can read the social requirements of situations. They know what to do to enlist, direct, and facilitate the dedication of individual effort and team performance; this is a skill that is closely linked to emotional intelligence.

Proposition 2: The emotionally intelligent team leader uses charismatic authority and transformational influence in order to improve team performance.

EMOTIONALLY INTELLIGENT TEAMS, TEAM PROCESS, AND TEAM EFFECTIVENESS

Team Leader and Member Role Identification

The team is an even more restrictive community with regard to emotional regulation. Many factors such as team design or team goals can affect the establishment of team norms. For instance, Lembke and Wilson (1998) listed team purpose, task requirements, and membership characteristics as design determinants of team interaction norms.

For instance, membership characteristics, such as a mix of seasoned and new team members, might be fruitful in the establishment of team norms and values. Seasoned team members provide vicarious learning opportunities for new team members. These opportunities present themselves in the stories that experienced team members relay to new members, and in discussions of how past situations were handled (Rafaeli & Sutton, 1987). Accordingly, these stories provide guidance to new members about what norms exist, and what the consequences might be if the norms are violated.

The example stated above is one illustration of how the composition of the team has an effect on the team's social structure by developing and institutionalizing member roles and organizational support systems (Guzzo, 1996). It is this social structure that determines the framework for team member actions, and this framework serves to shape the team members' actions rather than dictate them (Shott, 1979) by establishing a set of organizational scripts (Zurcher, 1985). Zurcher stated that team members determine for themselves how they will interpret and respond to the established scripts. The perceptions and actions of team members according to defined scripts are determined by the emotional intelligence of team members. In other words, the more emotionally intelligent team members are, the less likely they will violate established team norms and scripts.

Feedback resulting from team member interaction is a primary resource for the emotionally intelligent team member. Feedback acknowledges whether or not certain emotional expressions are deemed acceptable by team-established norms (Rafaeli & Sutton, 1987). Emotionally intelligent individuals possess the ability to interpret feedback in order to judge whether their emotional expressions should be continued or extinguished. In this way, the team reinforces established team norms and facilitates the learning of these norms by new team members.

Proposition 3: The emotionally intelligent team leader and team member is aware of and adheres to his or her role within the team.

Team Leader and Member Personality

Emotional intelligence, as a component of interpersonal skill, aids in managing personal feelings along with the moods and emotions of others (George, 2000). Emotional intelligence is different from personality in that it brings together a varied group of abilities which explain how people recognize and manage emotions (Jordan, Ashkanasy, & Hartel, 2002). In this respect, emotional intelligence influences social interaction and relationship development beyond traditional personality measures.

Hogan (1991) suggested that the way we view traditional personality theory is beyond its intended focus, and that personality measures alone are not very useful for understanding social competence and interpersonal effectiveness. However, a more recent theory depicts personality as consisting of an internal view, based on our perceptions, and external view, based on the perceptions of others, which correlate more highly as individual social skill increases (Hogan & Hogan, 2002). That is, as individuals' social skill level increases, so does their ability for conveying their inner feelings to others, allowing for greater agreement between the two views. Therefore, it might be fair to conclude that emotional intelligence aids in the activation or energization of personality, allowing personality to demonstrate its effects. Indeed, Hogan and Shelton (1998) argued persuasively for the interactive effects of personality and social skill or effectiveness on work outcomes.

Two recent streams of work provide support for the interactive relationship between personality and emotional intelligence. Jordan and colleagues (2002) suggested a relationship between certain personality traits and emotion management, a component of emotional intelligence. Furthermore, Douglas, Frink, and Ferris (2003) reported evidence that emotional intelligence moderated the conscientiousness-performance relationship. Indeed, this second study discussed the work of Hogan (1991; Hogan & Shelton, 1998), which argued that personality needs social effectiveness, skill, or emotional intelligence to energize it into action and realize its effects. Therefore, we argue that emotional intelligence should moderate the personality-team member behavior relationship.

Proposition 4: Emotional intelligence will moderate the effect of specific personality traits on leader and team member interactions.

Work-Team Cohesion

As with emotionally intelligent leaders, members who are emotionally intelligent form strong relationships and a solid team support system. Barrick, Stewart, and Neubert (1998) found emotional management, a component of emotional intelligence, to be a characteristic ability of cohesive, viable work teams. They found that the ability to manage emotions was conducive to team cohesion.

Furthermore, they reported that emotion management was associated with team viability through team cohesion.

Empathy, another component of emotional intelligence, also has been argued to be an important characteristic necessary for team cohesion. Empathy is the sensitivity of an individual to the feelings and concerns of other social members (Krebs, 1975; Thoits, 1989; Abraham, 1999; George, 2000). Thoits (1989) described empathy as a prosocial behavior, which is crucial to cohesive team function. The establishment of empathetic behavior as a team norm will cause relationships to be built and the social support network of the team to be formed (George, 2000). Accordingly, a cohesive bond is created, causing the reduction of emotional conflict in member interactions.

Proposition 5: The level of work-team cohesion is dependent upon the degree of team members' emotional intelligence.

Team Trust

Trust is the willingness of individuals to expose themselves or become vulnerable to others (Butler, 1999), and is established within a team as a social norm. As with any other social norm, trust is thought to be mutually developed and negotiated through experience (Jones & George, 1998). Also common to its definition is the idea that trust is an expectancy due to characteristics of the trusted (or not trusted) individual, such as the value orientation (e.g., Sitkin, 1995). Trust is thought to develop over time as the result of interactions where individuals come to share similar values and mutual understandings.

A substantial body of knowledge has been developed concerning the development of trust through the sharing of emotion-laden situations, for example, those involving taking partners into one's confidence while feeling free of embarrassment or criticism (Johnson-George & Swap, 1982). This type of trust has been referred to as "affect-based" trust (e.g., McAllister, 1995), and it has been shown to be influenced by frequency of contact and assistance behaviors, such as passing along useful information and listening to co-worker's problems. McAllister (1995) also found that subordinates who reported higher levels of this type of trust in their managers also reported higher levels of managerial effectiveness.

Thus, a network of trust can be established between individuals who maintain low affective conflict (Amason, 1996) where individual members are comfortable in sharing intimate feelings and concerns (Abraham, 1999). Furthermore, this trust is dynamic in nature (Jones & George, 1998; Butler, 1999), and is created from members' shared values, attitudes, moods, and emotions, which leads to behavioral expectations of team members to act in a trustworthy manner. Such expectations are formed through intimate interactions between team members, which continually reinforce the trust network. These interactions require team members always to be aware of how they respond, and to remain sensitive to how their responses are received (Jones & George, 1998). Therefore, one must have a high degree of emotional intelligence in order to represent oneself as a trustworthy and accountable member in the team relationship.

Proposition 6a: The level of team trust is dependent upon the degree of team members' emotional intelligence.

Important consequences result as trust invokes future interactions to behave in a manner consistent with the level of trust between team members. Because high levels of trust essentially mean

that team members do not need to seek continual proof of intentions of other team members (Simmel, 1978), performance advantages can result from this trust (e.g., Limerick & Cunningham, 1993; Katzenbach & Smith, 1993). In addition to the enhanced perceptions of managers' performance mentioned above (McAllister, 1995), trust in management has been linked to such outcomes as lower likelihood of withholding or distorting information (Roberts & O'Reilly, 1974), lower likelihood of perceptions of breaches of the psychological contract (Robinson, 1996), and more positive perceptions of fairness and acceptance of feedback (Ilgen, Fisher, & Taylor, 1979; Fulk, Brief, & Barr, 1985).

Thus, an environment of trust is expected to facilitate cooperative efforts and teamwork (Jones & George, 1998; Butler, 1999), which causes team members to compromise when conflicts arise, and to enhance the free exchange of information and the subjugation of personal needs and ego for the greater common good (e.g., Jones & George, 1998). Because we have proposed that emotional intelligence will result in higher levels of team trust, we propose that a downstream effect of emotional intelligence and trust will be greater levels of team performance.

Proposition 6b: Team trust facilitates constructive and collaborative group interactions, which positively affects team performance.

Team Creativity

Butler (1999) asserted that the level of trust between individuals helps to determine the interactive climate of the team. Trust established among emotionally intelligent team members allows them the freedom to propose unconventional ideas and introduce conflicting opinions without fear of reprisal; that is, a freedom necessary for innovation. Similar findings in personal and work relationships suggest that trust creates a feeling of willingness to be vulnerable to potential conflict and criticisms because all parties believe in the honest and benevolent intentions of the team members (e.g., Lewicki & Bunker, 1995; Gabarro, 1978). In addition, the cooperative environment of the emotionally intelligent team fosters positive moods and emotions (Jones & George, 1998), which have been found to increase creative thought and innovative problem solving (Isen, Daubman, & Nowicki, 1987).

Scott and Bruce (1994) argued the work team relationship provides a "climate for innovation," which affects creative behavior of individual team members. They asserted that creative individuals seek support for ideas, and find this support in teams with high levels of emotional intelligence. The emotionally intelligent team offers a sense of belonging and trust, which enables open communication and empathy to allow for emotional sensitivity to others. These factors are necessary for creative expression.

Proposition 7: The emotionally intelligent team offers an environment conducive to creative expression.

Decision-Making Ability

Emotional intelligence provides team members with the ability to set team goals as priorities (Abraham, 1999; George, 2000). Furthermore, these priorities overshadow the affective conflict experienced by the team, which prevents mental energy from being wasted on inconsequential emotional conflicts. In addition, emotional intelligence aids in the effective consensus of team decision

making, and fosters a relationship between team members in which cognitive conflict is functional in enhancing team decision making (Amason, 1996). In such a relationship, members are comfortable in voicing opposing opinions, because they know other team members will hear the opinions with sincere consideration. Thus, a higher degree of team members' emotional intelligence allows for consideration of many alternatives and, as a result, a more thorough decision-making process.

Proposition 8: Team decision-making ability is dependent upon the degree of team members' emotional intelligence.

Social Loafing

Worchel et al. (1998) connected social loafing with motivation loss, which is the reduction of individual team member effort because his or her effort, or lack thereof, is not recognized by the team. Conversely, social facilitation recognizes the visibility of team member actions. Erez and Somech (1996) described social facilitation as the motivation of individuals to maintain a positive social image. The authors contend the mere presence of others increases an individual's self-awareness and self-monitoring activities. This increased self-awareness will cause the emotionally intelligent individual to more diligently monitor his or her actions as well as the actions of other team members. In doing so, they heed established performance norms and refrain from social loafing. Furthermore, they provide feedback in the activities or tasks of other team members, so that all possible social loafing actions are diminished.

Proposition 9a: Team members with a high degree of emotional intelligence will facilitate a negative influence on social loafing problems.

Social loafing has been shown to negatively affect team performance and effectiveness (Erez & Somech, 1996; Mulvey, Bowes-Sperry, & Klein, 1998). Worchel et al. (1998) argued that individuals who did not identify with the team, and who acted as peripheral members in the team relationship, tended to lend less effort toward team goals. Also, Mulvey et al. (1998) contended that perceived social loafing decreases team cohesion, team member satisfaction, and team performance.

Proposition 9b: Team members with a low degree of emotional intelligence will negatively affect team performance by engaging in social loafing.

Performance

Abraham (1999) proposed that emotional intelligence is directly related to performance, and this is especially so in the case of team performance. The previous sections describing the emotionally intelligent team and team processes provides a great deal of supporting information to demonstrate the effect of emotional intelligence on team performance through role identification, work team cohesion, trust, creativity, decision-making ability, and reduced social loafing. The following is a discussion of some additional effects of team member emotional intelligence levels on team performance.

Several characteristics of the emotionally intelligent team have been known to contribute to team effectiveness, such as team coordination and cohesion, established norms and creativity (Janz, Colquitt, & Noe, 1997; Spreitzer, Cohen, & Ledford, 1999). Interpersonal communication was found by Spreitzer et al. to contribute to better coordination of activities, and as a result, increased

team performance. Ashkanasy and Hooper (1999) reasoned that affective commitment to others is necessary for positive communication. Therefore, the more cohesive a work team is, the more positive and beneficial will be team communication efforts. Further, Wong, and Law (2002) found that positive communication is necessary to success in the work environment. In other words, effective communication contributes to improved coordination efforts, which enhances team performance.

Positive affect is also proposed as a predictor of performance. Spreitzer et al. (1999) attributed better productivity of the work team to contentment of team members. Ashforth and Humphrey (1995) agreed, stating that the affective bond between work team members is known to aid team effectiveness. This bond is made stronger by emotionally intelligent individuals, because they understand the powerful effect of positive emotion on performance. As well, Staw et al. (1994) indicated that positive emotion has an influence on persistence and creativity, two characteristics of the emotionally intelligent individual.

Limited empirical evidence has supported the idea that the personality of team members is a predictor of team performance (Neuman et al., 1999), thus, providing additional, if indirect, support of emotional intelligence as a predictor of performance. Douglas, Frink, and Ferris (2003) indicated that conscientiousness is the most consistent predictor of performance of all the five personality factors, and argued its interactive relationship with emotional intelligence on job performance. They found that emotional intelligence moderated the conscientiousness—job performance relationship. Additionally, however, they also found that emotional intelligence demonstrated a significant direct effect on job performance, so those high in emotional intelligence were rated high in performance. This and other empirical findings indicate a possible positive relationship between emotional intelligence and team performance.

Proposition 10: The emotional intelligence level of team members is positively related to team performance.

DISCUSSION

The effective work team is cohesive, communicative, innovative, and supportive of its members. As shown in this paper, emotionally intelligent individuals lend themselves, as team members, more easily to these team qualities. Thus, it is proposed that emotional intelligence in particular is essential to effective team interaction and productivity.

Emotionally intelligent team members recognize there are established team norms that dictate the level of emotional intensity allowed to be displayed during team member interactions, and act accordingly. These individuals are self-aware in that they monitor their emotional expressions, and are sensitive to the feedback others provide with regard to social acceptance of those expressions. Finally, emotionally intelligent individuals effectively regulate the intensity of their emotional displays to be sure the displays do not exceed the bounds set by team standards.

Furthermore, the emotional intelligence of the team leader is important to the effective functioning of the team. The leader serves as a motivator toward collective action, and facilitates supportive relationships among team members. The emotionally intelligent team leader also provides a transformational influence over the team. Through adhering to team standards, empowering team members, and charismatically encouraging team identity and pride, the leader is able to create an atmosphere of urgency to improve oneself and team processes for the collective good.

Team members, with a high level of emotional intelligence contribute to the overall emotional intelligence of the team. Such members recognize the roles to which they have been assigned within the team relationship, and act in accordance with those roles. These individuals, being more prone to empathetic behavior, are better able to form strong relationships, and a cohesive support system is thereby established within the team. Furthermore, the cohesiveness of the team facilitates trust and innovative expression, as well as efficient decision making and overall improved performance. Emotional intelligence also serves as a suppressor of social loafing situations. Accordingly, these characteristics allow the emotionally intelligent team to function more effectively.

Practical Implications

The literature indicates many benefits associated with team membership where the members have a high level of emotional intelligence. Such benefits include lower stress levels (Rook, 1987), higher job satisfaction, higher organizational commitment, and increased creativity (Eisenberg & Fabes, 1992; Scott & Bruce, 1994; Moses & Stahelski, 1999). These benefits of emotionally intelligent organizational members might influence positive outcomes with regard to organizational performance and effectiveness as well. For instance, high job satisfaction and organizational commitment have been shown to have a negative effect on turnover and a positive effect on productivity of organizational members (Tesluk, Vance, & Mathieu, 1999).

Several practitioner articles have been written on the concept of emotional intelligence training. These articles espouse emotional intelligence training as a revolutionary means to improve organizational performance. The evaluation of these claims might advance the emotional intelligence literature. If emotional intelligence can be increased through training, it could, in fact, provide a furtive avenue toward the achievement of better organizational performance by enhancing organizational member interactions, contributions, and organizational member welfare.

There are many areas in which organizations and organizational managers could benefit from hiring emotionally intelligent individuals and training individuals to be more emotionally intelligent. For instance, in the area of recruitment and selection practices for teams and organizations, a measure of potential employees' emotional intelligence could aid in the selection of staff who are better able to manage high stress and high pressure interactions. Such a measure also could indicate the need for emotional intelligence training in order to reduce the likelihood of burnout, workplace conflict, or even workplace violence.

Future Research

The propositions formulated from this review of the emotional intelligence, leadership, and teams/groups literatures provide just a few potential directions for future empirical study. First, in order to use emotional intelligence to the benefit of the organization, researchers must identify a parsimonious set of determinants that delineate the emotional intelligence construct. With a better understanding of what makes one emotionally intelligent, perhaps organizational scientists can evaluate how individuals might be trained to increase their emotional intelligence. Specific aspects of emotional intelligence can be explained, and organizational members can be exposed to information in these areas such as, knowledge of emotions and how to use emotions in interpersonal interactions. Seminars, with various elements of emotional intelligence as topics, might provide a means to increase organizational members' overall emotional intelligence.

Empirical investigation is needed in the area of emotional intelligence with regard to organizational member interactions. This area is in need of both qualitative and quantitative study. At the team level, observation and analysis of team interactions could be useful in discovering what makes a team effective and what derails productivity. An individual's lack of emotional intelligence might be detrimental to effective team interaction as Williams and Sternberg (1988) found. They reported that team members, with a low level of emotional intelligence, were less desirable for the team setting. They were considered to be inept at social skill, and seemed unable to understand or respect the needs and feelings of other team members. The authors concluded that this lack of emotional understanding had a detrimental effect on team interaction. Future research could uncover many insights such as this with the study of teams who have such members.

For example, one might investigate how members with a higher degree of emotional intelligence overcome disruptions of the team caused by members with a lower degree. Research in this situation could reveal coping mechanisms, which allow emotionally intelligent members to work more effectively with members possessing a lower degree of emotional intelligence. A revelation such as this is especially necessary in the case of individuals who lack emotional intelligence, but are invaluable to the team.

Furthermore, training of members with a lower degree of emotional intelligence might help them to function better within the team, rather than being ostracized or avoided. Research could uncover how training these group members affects the team once they return. The result might be validation of claims made by practitioners, if it is revealed that the training improves team effectiveness by increasing cohesiveness, trust, and the decision-making ability of the team as outlined in this paper.

In addition, the effects of team composition on norms provide a wide-open area for research. Interesting insights into the effects of gender on team norms might be uncovered, such as how emotional norms are established by an all or mostly female team versus how those norms are established by an all or mostly male team. Other demographic characteristics such as age, race, and regional locale might play a role in the establishment of team norms regarding emotional expression.

Individual perceptions also could be affected by the composition of the team according to the emotional intelligence levels of its members. Members with different levels of emotional intelligence might create discord or suspicion among team members, especially if the majority of the members have emotional intelligence levels at the lower end of the continuum. Emotionally intelligent individuals' actions in managing theirs and others' emotions might be perceived by the majority as being politically motivated. The latter might perceive manipulation by the former, thus creating a very dysfunctional situation for the team.

Conversely, this majority might see the few highly emotionally intelligent individuals as essential to the effective functioning of the team. They might be praised and admired for their contributions, rather than shunned by the majority. In this case, perhaps the fact that most of the team members have a lower degree of emotional intelligence might not cause the team to be dysfunctional.

Emotional intelligence also can afford important insights at the individual level. First, the measure of stress in individuals with varying levels on the emotional intelligence continuum might reveal positive effects with regard to employee welfare, such as better employee health and conflict management abilities. One such investigation might be to compare stress levels of team members with the amount of emotional labor performed by the team. This type of investigation might aid

researchers in determining how stress induced by emotional labor can be affected by emotional intelligence.

As these ideas for research indicate, organizational members are more than just units of production. They are interactive creators of the organizational environment and culture. As such, these members determine how innovative, productive, and effective the organization will be. Therefore, it behooves researchers to investigate constructs like emotional intelligence. Much can be learned about how these constructs cause individuals to behave within their environment, and how these individuals influence organizational dynamics.

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