

The Relationship between Emotional Intelligence Leadership and Team Effectiveness: Literature Review

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Abstract

This literature review comprehensively examines the relationship between emotional intelligence (EI), leadership, and team effectiveness. The review defines and explores the key concepts, models, and theories underpinning these constructs, highlighting their interdependence and relevance in organizational settings. The review outlines the influential models of emotional intelligence, including the ability-based model by Mayer, Salovey, and Caruso, as well as the mixed model proposed by Goleman. It then delves into the multiple definitions and theories of leadership, emphasizing the process of influence, goal attainment, and facilitating collective efforts. Regarding team effectiveness, the review discusses the multidimensional nature of this construct, encompassing factors such as team processes, emergent states, and organizational context. The review synthesizes the existing empirical evidence, demonstrating the critical role of emotional intelligence in effective leadership and team dynamics. Leaders with higher emotional intelligence are better equipped to understand and manage their own emotions, as well as those of their team members, leading to enhanced communication, conflict resolution, and overall team performance. The review also explores the impact of emotional intelligence on team cohesion, underscoring the potential moderating effects of various contextual factors. Furthermore, the review examines the policy-related aspects, highlighting the growing recognition of the importance of emotional intelligence in leadership development and team-building programs implemented by organizations and governmental bodies. However, the review also identifies the challenges associated with the standardization, cultural adaptation, and resource allocation in the integration of these policies. The literature review concludes by discussing the emerging research trends, such as the emphasis on complexity, interdisciplinarity, and methodological rigor, as well as the ongoing challenges and future directions for this field of study.

Keywords: Emotional Intelligence, Leadership, Team Effectiveness, Team Cohesion, Organizational Behavior

Introduction

In today's fast-paced and dynamic organizational landscape, the ability to navigate complex interpersonal dynamics and foster a positive, productive work environment has become

increasingly crucial for leaders and teams alike. Emotional intelligence (EI) – the capacity to recognize, understand, and manage emotions in oneself and others – has emerged as a critical factor in driving effective leadership, enhancing team cohesion, and ultimately achieving organizational success. This comprehensive literature review delves into the intricate interplay between emotional intelligence, leadership behaviors, and team effectiveness, synthesizing theoretical frameworks, empirical findings, and practical implications from a multidisciplinary perspective.

At its core, the concept of emotional intelligence challenges the traditional emphasis on cognitive abilities and technical expertise as the sole determinants of leadership efficacy and team performance. By integrating insights from psychology, organizational behavior, and management studies, this review explores how leaders' and team members' EI competencies can profoundly shape the way they perceive, interpret, and respond to emotional cues, enabling more effective communication, conflict resolution, and collaborative problem-solving.

The review begins by unpacking the theoretical underpinnings of emotional intelligence, tracing its evolution from the seminal works of scholars like Salovey, Mayer, and Goleman. It examines the influential models and frameworks proposed, such as the ability-based model and the mixed model, elucidating the key components and competencies that underlie this multifaceted construct. This conceptual foundation sets the stage for a nuanced understanding of how emotional intelligence intersects with leadership theories and team dynamics.

Leadership, an inherently social and relational process, is then explored through various theoretical lenses, emphasizing the critical role of emotional intelligence in enabling leaders to inspire, motivate, and foster a shared vision within their teams. The review synthesizes empirical evidence demonstrating the positive impact of emotionally intelligent leadership on various outcomes, including team cohesion, job satisfaction, and overall performance.

Furthermore, the review delves into the multidimensional nature of team effectiveness, examining the interplay between team processes, emergent states, and organizational context. It highlights how emotionally intelligent teams can navigate interpersonal challenges more adeptly, cultivate trust and psychological safety, and achieve collective goals more effectively. By synthesizing research from diverse fields, the review sheds light on the complex mechanisms through which emotional intelligence at the individual, leader, and team levels interact to shape team outcomes.

Recognizing the practical implications of this body of knowledge, the review explores the integration of emotional intelligence training into leadership development programs and organizational initiatives aimed at enhancing team emotional intelligence. It discusses the potential benefits and challenges associated with these efforts, underscoring the need for evidence-based strategies, cultural sensitivity, and effective resource allocation.

Moreover, the review critically examines the methodological challenges and research gaps in this field, calling for improved measurement tools, longitudinal studies, and a deeper understanding of the moderating effects of contextual factors such as organizational culture,

team composition, and leadership styles. It advocates for interdisciplinary collaborations and innovative research designs to advance our understanding of the complex dynamics at play. In an era where organizations increasingly rely on cross-functional teams and value-driven leadership, this comprehensive literature review provides a compelling case for the pivotal role of emotional intelligence in driving effective leadership and fostering high-performing teams. By synthesizing theoretical frameworks, empirical evidence, and practical implications, it offers a rich foundation for further research, organizational interventions, and evidence-based decision-making in the pursuit of fostering emotionally intelligent and cohesive work environments.

Definition Emotional Intelligence Leadership

Emotional Intelligence

Emotional intelligence (EI) has emerged as a significant construct in the fields of psychology, organizational behavior, and personal development over the past few decades. The concept of EI has been extensively studied and defined by various researchers and scholars.

One of the seminal works on emotional intelligence is the book "Emotional Intelligence" by Daniel Goleman, published in 1995. Goleman defined EI as the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. He proposed a framework that includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). Another influential model of emotional intelligence was developed by Peter Salovey and John D. Mayer. In their pioneering article, "Emotional Intelligence," published in the journal *Imagination, Cognition, and Personality* in 1990, they defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). They later refined their model, describing EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer, Salovey, & Caruso, 2004, p. 197).

Reuven Bar-On, a pioneer in the field of emotional intelligence, developed the Emotional Quotient Inventory (EQ-i), a self-report measure of EI. In his book "The Emotional Quotient Inventory (EQ-i): A Measure of Emotional Intelligence," Bar-On defined EI as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997, p. 14). The Consortium for Research on Emotional Intelligence in Organizations (CREIO), a collaborative effort of researchers and practitioners, proposed a definition of EI that emphasizes its relevance to organizational settings. They defined EI as "the ability to perceive, understand, apply, and regulate emotions in oneself and others" (Boyatzis, Goleman, & Rhee, 2000, p. 343).

In the study of emotional intelligence, Joseph and Newman (2010), emphasized the importance of considering both ability-based models, which focus on the cognitive aspects of EI, and mixed models, which incorporate personality traits and dispositions. They highlighted the contribution of various researchers, including Mayer, Salovey, and Caruso's ability-based model, Bar-On's mixed model, and Goleman's influential work on EI in the workplace.

While the definitions and models of emotional intelligence may vary in their emphasis and specific components, they share a common understanding of EI as a set of abilities or

competencies related to recognizing, understanding, and regulating emotions in oneself and others. The construct of emotional intelligence has been extensively studied and has been shown to have significant implications for personal and professional success, as well as overall well-being (Mayer, Salovey, & Caruso, 2008; Brackett, Rivers, & Salovey, 2011).

Leadership

Leadership has been a widely studied and debated concept in various fields, including management, psychology, and organizational behavior. Numerous scholars and researchers have proposed definitions and theories to capture the essence of leadership and its underlying components.

One of the most widely cited definitions of leadership was proposed by Peter G. Northouse in his book "Leadership: Theory and Practice." Northouse defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2019, p. 5). This definition highlights the interactive and dynamic nature of leadership, emphasizing the process of influence and the pursuit of shared objectives. Another influential definition was put forth by John C. Maxwell in his book "The 21 Irrefutable Laws of Leadership." Maxwell defined leadership as "influence – nothing more, nothing less" (Maxwell, 2007, p. 1). This concise definition underscores the ability of leaders to influence and shape the thoughts, behaviors, and actions of others.

Gary Yukl, in his book "Leadership in Organizations," defined leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p. 23). This definition encompasses both the influencing and facilitative aspects of leadership, emphasizing the importance of fostering a shared understanding and collective efforts toward goal achievement.

Bass and Riggio (2006), in their book "Transformational Leadership," proposed a model of transformational leadership, which emphasizes the ability of leaders to inspire and motivate followers to transcend self-interest for the greater good of the organization. They defined transformational leadership as a process of influencing major changes in the attitudes and assumptions of organizational members and building commitment toward the organization's mission and objectives (Bass & Riggio, 2006). In the study of leadership, Dinh et al. (2014) emphasized the importance of considering leadership as a dynamic process that involves the interaction between leaders, followers, and situational factors. They highlighted the need for a more integrative approach that incorporates various perspectives and theories to better understand the complexities of leadership.

While the definitions and theories of leadership may vary in their emphasis and specific components, they share a common understanding of leadership as a process of influence, goal attainment, and facilitating individual and collective efforts towards shared objectives. The construct of leadership has been extensively studied, and its importance has been recognized across diverse domains, including business, politics, education, and social movements (Northouse, 2019; Yukl, 2013; Avolio, Walumbwa, & Weber, 2009).

Emotional Intelligence Leadership

Numerous studies have explored the relationship between emotional intelligence and effective leadership. Goleman (1998), proposed that emotional intelligence plays a crucial role in successful leadership, as leaders with high EI are better equipped to build strong relationships, motivate and inspire followers, and navigate complex emotional situations. In their research on transformational leadership, Barling, Slater, and Kelloway (2000), found that leaders' emotional intelligence was positively associated with follower perceptions of transformational leadership behaviors, such as idealized influence, inspirational motivation, and individualized consideration.

Walter, Cole, and Humphrey (2011), conducted a meta-analysis of emotional intelligence and leadership, concluding that higher levels of emotional intelligence were associated with better leadership effectiveness, particularly in areas such as conflict management, teamwork, and overall performance.

Bradberry and Greaves (2009), argued that emotional intelligence is a crucial component of leadership success, as leaders with high EI are better able to manage their emotions, build trust, and foster positive relationships with their team members.

While the specific definitions and models of emotional intelligence and leadership may vary across studies, there is a consensus that leaders with higher emotional intelligence are better equipped to navigate the complexities of interpersonal relationships, manage conflicts, and create an environment that fosters motivation, commitment, and overall effectiveness within their organizations (Goleman, Boyatzis, & McKee, 2002; Antonakis, Ashkanasy, & Dasborough, 2009).

Team Effectiveness

In today's organizational landscape, teams have become a fundamental unit of work, and their effectiveness is crucial for achieving organizational goals and success. As such, the concept of team effectiveness has been extensively studied and discussed in various fields, including organizational behavior, psychology, and management.

Team effectiveness is a multidimensional construct that encompasses various aspects of team functioning and performance. Researchers have proposed different definitions and models to capture the essence of team effectiveness. One widely accepted definition of team effectiveness comes from Hackman (1987), who defined it as "the degree to which a team's productive output meets the standards of those who receive and/or review the output" (p. 326). This definition emphasizes the team's ability to produce outputs that meet the expectations and requirements of relevant stakeholders.

Another influential definition was provided by Cohen and Bailey (1997), who defined team effectiveness as "the degree to which a team achieves its goals or mission while maintaining the capacity to obtain resources and function effectively in the future" (p. 241). This definition highlights not only the team's ability to achieve its goals but also its capacity to sustain its effectiveness over time. Kozlowski and Ilgen (2006) proposed a comprehensive model of team effectiveness, which includes multiple dimensions such as cognitive, motivational, affective, and behavioral processes, as well as team performance outcomes and organizational-level consequences.

Similarly, team effectiveness is an important and complex concept, Katzenbach and Smith (1993) described team effectiveness as "the degree of mutual dependence among team members and their ability to collectively achieve objectives." Campion et al. (1996), defined team effectiveness as "the confidence of team members in the effectiveness and success of their team." Additionally, West (1990), viewed team effectiveness as "the confidence of team members in the team's ability to accomplish tasks and goals." LePine et al. (2008), considered team effectiveness as "a construct of team members' shared confidence, which is critical for the team to accomplish tasks." Salas et al. (2010), defined team effectiveness as "the confidence of team members in achieving team goals, including the ability to execute tasks, solve problems, and adapt to the environment." Mathieu et al. (2008), defined team effectiveness as "the confidence and belief of team members in achieving goals as a team." These definitions provide various perspectives on team effectiveness, covering aspects such as team members' confidence, shared goals, mutual dependence, and task execution capabilities. Research on team effectiveness holds significant implications for organizational management, team building, and leadership development.

Components of Emotional Intelligence

The concept of emotional intelligence (EI) has been extensively studied, and various models have been proposed to delineate its components or sub-constructs. One of the most influential models is the ability-based model by Mayer, Salovey, and Caruso (2004), which conceptualizes EI as a set of four interrelated abilities: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. Another widely recognized model is the mixed model proposed by Goleman (1995, 1998), which consists of five main components: self-awareness, self-regulation, motivation, empathy, and social skills. Additionally, Bar-On's (1997) model of emotional-social intelligence, also known as the Emotional Quotient Inventory (EQ-i), includes five broad areas: intrapersonal, interpersonal, stress management, adaptability, and general mood.

Several studies have explored the relationship between emotional intelligence and effective leadership. Goleman (1998), proposed that emotional intelligence plays a crucial role in successful leadership, as leaders with higher levels of EI are better equipped to understand and manage their own emotions, as well as those of their followers, fostering positive relationships, motivating and inspiring others, and navigating complex emotional situations. Bradberry and Greaves (2009), argued that emotional intelligence is a crucial component of leadership success, as leaders with high EI are better able to manage their emotions, build trust, and foster positive relationships with their team members. Walter et al. (2011), conducted a meta-analysis of emotional intelligence and leadership, concluding that higher levels of emotional intelligence were associated with better leadership effectiveness, particularly in areas such as conflict management, teamwork, and overall performance.

Overall, these findings emphasize the critical role of emotional intelligence in leadership, suggesting that leaders with higher levels of emotional intelligence are better able to handle the complexities of their leadership roles and effectively lead their teams to success.

Components of Team Effectiveness

Team effectiveness is a multidimensional construct that has been extensively studied in various fields, including organizational behavior, psychology, and management. Researchers

have proposed different models and frameworks to capture the underlying components or sub-constructs that contribute to team effectiveness.

One of the most widely recognized models is the input-process-output (IPO) model, which suggests that team effectiveness is influenced by input factors, team processes, and output factors (Hackman, 1987; Ilgen et al., 2005; Kozlowski & Ilgen, 2006). Input factors include team composition, organizational context, and task characteristics. Team processes refer to the interactions and activities that occur within the team, such as communication, coordination, conflict management, and decision-making processes. Output factors encompass the outcomes or products of the team's work, including task performance, team member satisfaction, and team viability.

Another influential model is the team effectiveness model proposed by Sundstrom et al. (1990), which identifies four key components: organizational context, team boundaries, work design, and team development. Organizational context includes factors such as the organization's structure, culture, and resources that influence team effectiveness. Team boundaries refer to the team's composition, norms, and roles, as well as the physical and temporal boundaries within which the team operates. Work design encompasses task characteristics, team goals, and performance expectations. Team development includes the interpersonal processes and emergent states that shape team effectiveness over time, such as cohesion, trust, and collective efficacy.

Mathieu et al. (2008), proposed a comprehensive model that integrates various components of team effectiveness, including team emergent states (e.g., team climate, trust, collective efficacy), team processes (transition processes and action processes), and team outcomes (performance outcomes, attitudinal outcomes, and behavioral outcomes).

These models and frameworks highlight the multidimensional nature of team effectiveness and the importance of considering various factors, including team composition, team processes, emergent states, organizational context, and team outcomes, in understanding and fostering effective team performance.

Background

Emotional intelligence (EQ) has emerged as an important area of research in the field of organizational behavior and leadership studies. EQ refers to the ability to perceive, understand, manage, and reason with emotions (Salovey and Mayer, 1990). Research has shown that leaders with high EQ are often more effective at motivating and inspiring their teams, managing conflicts, and fostering a positive work environment (Goleman, 1998).

In the context of team dynamics, EQ is believed to play a crucial role in enhancing team effectiveness. Effective teams are characterized by strong communication, collaboration, and the ability to navigate interpersonal challenges (Druskat and Wolff, 2001). Leaders with high EQ are better equipped to foster these team dynamics by accurately reading the emotional states of team members, empathizing with their concerns, and guiding the team through emotional challenges.

Several studies have examined the relationship between EQ, leadership, and team effectiveness. For example, Humphrey (2002) found that leaders who were able to manage

their own emotions and those of their team members were more successful in building cohesive and high-performing teams. Similarly, Megerian and Sosik (1996) demonstrated that EQ-based leadership behaviors, such as fostering a supportive environment and encouraging open communication, were positively related to team performance.

However, the specific mechanisms by which EQ influences team effectiveness are not fully understood. Researchers have proposed that EQ may enhance team effectiveness through various pathways, such as improved communication, conflict management, and the development of trust and psychological safety within the team (Côté, 2014; Druskat and Wolff, 2001).

This literature review aims to synthesize the existing research on the relationships between emotional intelligence, leadership, and team effectiveness. By exploring the theoretical and empirical evidence, the review will provide a comprehensive understanding of how EQ-based leadership can contribute to the success of teams in organizational settings.

Policy

In recent years, organizations and policymakers have increasingly recognized the importance of fostering emotional intelligence (EI) in leadership and team settings to enhance organizational effectiveness. Here are the relevant policies and initiatives related to EI, leadership, and team effectiveness.

Policies on Emotional Intelligence in Leadership Development

As the impact of EI on leadership effectiveness has become more evident, several organizations and governmental bodies have implemented policies to incorporate EI training into leadership development programs.

The U.S. Army, for instance, has integrated EI training into its leadership curricula, recognizing the importance of emotional competencies in building cohesive teams and effective leadership (Tanekkia M. Taylor-Clark, 2015). Similarly, the U.K. National Health Service (NHS) has introduced policies that mandate EI development for healthcare leaders, aiming to enhance patient care and staff well-being (Kline, 2019).

In the corporate sector, multinational companies such as IBM and Walmart have implemented EI training programs for their leaders, acknowledging the role of EI in fostering innovation, collaboration, and organizational success (Cherniss & Adler, 2023).

Policies on Team Emotional Intelligence

Recognizing the impact of team emotional intelligence (TEI) on team effectiveness, several organizations have implemented policies and initiatives to promote TEI development within their teams.

The Society for Human Resource Management (SHRM)'s conference suggested that emotional intelligence contributes to an inclusive workplace and that learning to perceive emotions and rationality and manage them among team members leads to success. To build truly inclusive workplace cultures, companies must start from a place of empathy and care, shared Bethany Adams, SHRM-SCP, associate director of marketing and strategy at Villanova University,

during the SHRM INCLUSION 2021 conference, held in person and virtually, on Oct. 25 (Paul, 2021).

In the private sector, companies like Google and Salesforce have implemented team-building programs focused on cultivating EI, recognizing its role in driving innovation, resilience, and customer satisfaction (Kozlowski & Ilgen, 2006).

Policy Implications and Challenges

While policies aimed at promoting EI in leadership and team settings have gained traction, their implementation and effectiveness face several challenges.

One key challenge is the lack of standardized assessment and measurement tools for EI, which can hinder the evaluation and monitoring of policy outcomes (Mayer et al., 2008). Additionally, cultural and contextual differences may influence the interpretation and application of EI concepts, necessitating tailored approaches to policy implementation (Lopes, 2016).

Furthermore, the integration of EI development into existing organizational structures and processes may require significant resource allocation and buy-in from stakeholders, posing logistical and financial challenges (Cherniss & Adler, 2000).

The literature on policies related to EI, leadership, and team effectiveness highlights the growing recognition of the importance of these constructs in driving organizational success. While policies and initiatives have been implemented across various sectors, challenges remain in terms of standardization, cultural adaptation, and resource allocation. Further research is needed to evaluate the effectiveness of existing policies and develop evidence-based strategies for fostering EI in leadership and team settings, ultimately contributing to organizational effectiveness and overall societal well-being.

Model

Emotional intelligence (EI) has emerged as a critical factor in understanding effective leadership and team dynamics. Two prominent models have been proposed to explain the relationship between emotional intelligence, leadership, and team effectiveness: Goleman's Emotional Intelligence Model and the Mayer-Salovey-Caruso Emotional Intelligence Model.

a. Goleman's Emotional Intelligence Model

Daniel Goleman's model of emotional intelligence has been widely influential in the field of leadership and organizational behavior. Goleman (1995) proposed that emotional intelligence consists of four main components: self-awareness, self-management, social awareness, and relationship management. According to this model, leaders with high emotional intelligence can better understand and manage their own emotions, as well as the emotions of their team members, leading to improved communication, collaboration, and conflict resolution (Goleman, 1998).

Several studies have provided empirical support for the link between emotional intelligence, as conceptualized by Goleman, and leadership effectiveness. Rosete and Ciarrochi (2005) found that higher levels of emotional intelligence were associated with more effective

leadership in a sample of senior executives. Additionally, Lopes, Grewal, Kadis, Gall, and Salovey (2006) demonstrated that emotional intelligence was positively related to job performance and positive attitudes at work.

b. Mayer-Salovey-Caruso Emotional Intelligence Model

The Mayer-Salovey-Caruso model provides a more comprehensive and ability-based framework for understanding emotional intelligence (Mayer, Salovey, & Caruso, 2004). This model consists of four branches: perceiving emotions, using emotions, understanding emotions, and managing emotions. According to this model, leaders with high emotional intelligence can better perceive, understand, and manage emotions, which can help them create a positive emotional environment, motivate team members, and resolve conflicts effectively.

Empirical evidence has supported the validity and relevance of the Mayer-Salovey-Caruso model in the context of leadership and team effectiveness. For example, Côté, Lopes, Salovey, and Miners (2010) found that leaders' ability to perceive and understand emotions was positively associated with team performance and team satisfaction. Additionally, Stubbs Koman and Wolff (2008) demonstrated that teams with higher levels of emotional intelligence, as conceptualized by the Mayer-Salovey-Caruso model, exhibited better team processes and team effectiveness.

Conclusion

While both models have received empirical support, the Mayer-Salovey-Caruso model may be more appropriate for understanding the relationship between emotional intelligence, leadership, and team effectiveness due to its comprehensive and ability-based framework (Zeidner, Roberts, & Matthews, 2008). This model provides a more nuanced understanding of the various components of emotional intelligence and their specific roles in leadership and team dynamics.

Furthermore, the Mayer-Salovey-Caruso model has been extensively researched and validated, providing a solid theoretical foundation for empirical investigations (Mayer et al., 2004; Druskat & Wolff, 2001). For instance, Druskat and Wolff (2001) proposed a framework for building the emotional intelligence of groups, drawing heavily from the Mayer-Salovey-Caruso model.

In summary, the literature on emotional intelligence, leadership, and team effectiveness highlights the relevance and applicability of both Goleman's Emotional Intelligence Model and the Mayer-Salovey-Caruso Emotional Intelligence Model. However, the Mayer-Salovey-Caruso model may provide a more comprehensive and theoretically robust framework for understanding the intricate relationships between emotional intelligence, leadership, and team effectiveness.

Previous study

The Relationship between Emotional Intelligence Leadership and Team Effectiveness

The relationship between emotional intelligence (EI), leadership, and team effectiveness has been extensively studied, with researchers exploring the potential benefits and limitations of

these constructs. The following synthesizes the existing body of knowledge, highlighting the key findings, debates, and areas for further exploration.

Numerous studies have demonstrated a positive correlation between leaders' emotional intelligence and various leadership outcomes, such as enhanced decision-making, conflict resolution, and follower satisfaction (Kerr et al., 2006; Goleman, 1998). However, some researchers have argued that the significance of this relationship may be overstated or moderated by other factors.

For instance, Antonakis (2003), posits that the observed effects of EI on leadership effectiveness could be attributed to other cognitive abilities or personality traits, rather than EI itself. Additionally, Walter et al. (2011), suggests that the impact of EI on leadership effectiveness may be contingent upon the organizational context and the specific leadership style adopted.

The concept of group emotional intelligence (GEI) and its influence on team effectiveness has garnered significant research attention. Druskat and Wolff (2001), found a positive association between GEI and team performance, trust, and overall effectiveness. However, the measurement and conceptualization of GEI have been subject to criticism.

Researchers like Elfenbein (2006), have questioned the validity of existing GEI measures, arguing that they may capture other team processes rather than accurately assessing the collective emotional intelligence of the group. Additionally, GEI has a moderating effect on resolving task conflicts and relationship conflicts and can also reduce the negative impact of task conflicts on team efficiency and relationship conflicts on team cohesion (Lee, & Wong, 2019).

While several studies have explored the interdependent nature of EI, leadership, and team effectiveness (Boedker et al., 2011; Stubbs Koman & Wolff, 2008), there is a need for more comprehensive models and empirical research to understand the dynamics of this interplay. Researchers like Côté (2014) have called for a more nuanced understanding of how leaders' EI influences team emotional processes and, subsequently, team effectiveness. Additionally, Clarke (2010) argues that the role of leader EI in fostering team EI may be influenced by factors such as leadership style, organizational culture, and team maturity.

One of the critical issues in the research on EI, leadership, and team effectiveness is the lack of consistency in measurement and methodology. While some studies have relied on self-report measures of EI (e.g., Wong & Law, 2002), others have employed ability-based tests (e.g., Mayer et al., 2002), leading to potential discrepancies in findings.

Furthermore, the majority of studies have employed cross-sectional designs, limiting the ability to establish causal relationships and examine the long-term effects of EI on leadership and team outcomes (Joseph & Newman, 2010).

Moving forward, there is a need for more rigorous and longitudinal research designs, incorporating diverse methodologies and considering potential moderating variables such as organizational context, cultural factors, and team composition. Additionally, the development

of comprehensive and validated measures of individual and group emotional intelligence is crucial for advancing our understanding of these constructs and their practical implications. By addressing these methodological and conceptual challenges, future research can contribute to a more nuanced and evidence-based understanding of the relationship between emotional intelligence, leadership, and team effectiveness, ultimately informing organizational practices and fostering more effective and emotionally intelligent work environments.

The Impact of The Relationship between Emotional Intelligence Leadership and Team Effectiveness on Team Cohesion

Team cohesion, defined as the degree to which members of a team are attracted to one another and motivated to remain part of the team (Carron & Brawley, 2000), has been identified as a critical factor influencing team effectiveness. Researchers have explored the potential impact of emotional intelligence (EI) in leadership and teams on fostering team cohesion.

Several studies have suggested a positive relationship between emotional intelligence and team cohesion. For instance, Stubbs Koman and Wolff (2008) found that teams with higher levels of emotional intelligence exhibited greater cohesion, trust, and collaboration. Similarly, Prati et al. (2003), demonstrated that team emotional intelligence was positively associated with team potency and cohesion.

However, some researchers have questioned the strength and direction of this relationship. Troth et al. (2012), suggested that the association between emotional intelligence and team cohesion could be more complex, with potential bidirectional or reciprocal effects at play. Researchers have explored the potential impact of leaders' emotional intelligence on fostering team cohesion. Lopes et al. (2004), found that leaders with higher emotional intelligence were better able to create an emotionally supportive environment, which facilitated team cohesion and performance. Similarly, Clarke (2010), demonstrated that emotionally intelligent leaders were more effective in managing conflicts, promoting trust, and fostering a sense of shared purpose within their teams, contributing to increased team cohesion.

However, some studies have suggested that the relationship between leadership emotional intelligence and team cohesion may be influenced by other factors, such as leadership style, organizational culture, and team composition (Walter et al., 2011; Côté, 2014).

While some studies have relied on self-report measures of emotional intelligence (e.g., Wong & Law, 2002), others have employed ability-based tests (e.g., Mayer et al., 2002), leading to potential discrepancies in findings.

Moreover, most studies have employed cross-sectional designs, limiting the ability to establish causal relationships and examine the long-term effects of emotional intelligence on team cohesion (Joseph & Newman, 2010). Additionally, the operationalization and measurement of team cohesion have varied across studies, making comparisons and synthesis of findings challenging.

Several theoretical perspectives have been proposed to explain the potential link between emotional intelligence, leadership, and team cohesion. For instance, the Social Identity Theory (Tajfel & Turner, 1979) suggests that emotionally intelligent leaders may be better able to create a shared sense of identity and belonging within their teams, fostering cohesion. Additionally, the Affective Events Theory (Weiss & Cropanzano, 1996) posits that leaders' and team members' emotional intelligence can influence the way they perceive and respond to affective events, shaping team dynamics and cohesion.

Future research should aim to integrate these theoretical perspectives and develop comprehensive models that consider the interplay of emotional intelligence, leadership, team processes, and contextual factors in influencing team cohesion. Longitudinal studies and experimental designs could provide valuable insights into the causal mechanisms and long-term effects of emotional intelligence on team cohesion.

Research Trends and Challenges in Emotionally Intelligent Leadership and Team Effectiveness

The existing literature on emotional intelligence (EI), leadership, and team effectiveness presents a rich and evolving body of knowledge. Through this literature review, several notable trends have emerged, shaping the current understanding and future directions of research in this field.

One prominent trend is the recognition of the complex and multidimensional nature of emotional intelligence, leadership, and team dynamics. Researchers have moved beyond simplistic correlational studies to explore the nuanced interplay between these constructs and the potential moderating factors that influence their relationships. Organizational context, leadership style, team composition, and cultural influences have been identified as critical variables that can shape the impact of EI on leadership effectiveness and team outcomes (Walter et al., 2011).

Consequently, there has been a growing emphasis on developing comprehensive theoretical frameworks and integrating diverse perspectives to capture this complexity. Theories such as Social Identity Theory (Tajfel & Turner, 1979) and Affective Events Theory (Weiss & Cropanzano, 1996) have been proposed as potential lenses for understanding the mechanisms underlying the relationships between EI, leadership, and team processes. This interdisciplinary approach aims to provide a more holistic understanding of the phenomena under investigation.

Another notable trend is the increased focus on methodological rigor and the development of robust measurement tools. Researchers have critically examined the limitations of existing measures of emotional intelligence, team cohesion, and related constructs, calling for the development and validation of more reliable and valid instruments (Elfenbein, 2006; Joseph & Newman, 2010). Additionally, there has been a push for more longitudinal and experimental research designs to establish causal relationships and examine the long-term effects of EI on leadership and team outcomes (Clarke, 2010; Côté, 2014).

Despite these advancements, the literature also highlights ongoing challenges and areas for further exploration. The role of leadership emotional intelligence in fostering team emotional intelligence and cohesion remains a topic of debate, with some studies suggesting a direct

influence (Lopes et al., 2006), while others highlight the potential moderating effects of leadership style and organizational culture (Walter et al., 2011; Côté, 2014).

Furthermore, the operationalization and measurement of team cohesion have varied across studies, making comparisons and synthesis of findings challenging (Carron & Brawley, 2000). There is a need for a more consistent and theoretically grounded approach to conceptualizing and measuring team cohesion in the context of emotional intelligence research.

Ultimately, there is a tendency to embrace complexity, interdisciplinarity, and methodological rigor in the study of emotional intelligence, leadership, and team effectiveness. By addressing the identified challenges and utilizing different theoretical perspectives, future research can contribute to a more nuanced and evidence-based understanding of these constructs and their practical implications in organizational settings.

Summary

The literature review begins by defining and exploring the concepts of emotional intelligence, leadership, and team effectiveness. It outlines the influential models and frameworks proposed by researchers such as Goleman, Salovey and Mayer, and Bar-On, which have shaped the understanding of emotional intelligence and its components. The review then delves into the relationship between emotional intelligence and leadership, highlighting how leaders with higher emotional intelligence are better able to build strong relationships, motivate and inspire their teams, and effectively manage complex emotional situations. Research has shown that emotional intelligence is positively associated with transformational leadership behaviors and overall leadership effectiveness.

Regarding team effectiveness, the review discusses the multidimensional nature of this construct, encompassing factors such as team processes, emergent states, and organizational context. It emphasizes the importance of emotional intelligence within teams, as team members with the ability to recognize and manage emotions can foster better communication, trust, and problem-solving. The review also examines the policy-related aspects, including the implementation of emotional intelligence training in leadership development programs and initiatives to promote team emotional intelligence in various organizational and governmental settings. It highlights the challenges associated with standardization, cultural adaptation, and resource allocation in the integration of these policies.

Furthermore, the review delves into the theoretical models and previous empirical studies that have explored the relationship between emotional intelligence, leadership, and team effectiveness. It discusses the potential impact of this relationship on team cohesion and the research trends, as well as the methodological challenges and future directions for this field of study. Overall, this literature review provides a comprehensive and insightful exploration of the complex interplay between emotional intelligence, leadership, and team effectiveness, underscoring the importance of these constructs for organizational success and highlighting areas for future research and practical applications.

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