

The Impact of Emotional Intelligence on Emotional Contagion: Implications for Teams

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This study focuses on exploring the relationship between Emotional Intelligence (EI) and Emotional Contagion (EC) in teams, and on understanding the effect of regulated emotions (EI) on spontaneous emotions (EC). Analysis quantitatively determined the extent EI impacts EC, and which factors of EI are most important to positive change in EC. Results of this study have practical implications for strengthening team effectiveness, and ultimately increasing the potential for positive team outcomes.

Keywords: emotional intelligence, emotional contagion, teamwork, collaboration

INTRODUCTION

Organizations are recently facing a global leadership challenge - seventy seven percent of leaders believe that they are doing a good job, yet eighty eight percent of employees feel their leaders do not engage enough (Hougaard, R., & Carter, J., 2018). For many leaders this is a reason to start re-thinking leadership and to re-invent humanity and mindfulness in the way they lead their teams and their organizations. In such a process emotion play a major role. They are as important as the cognitive skills of a leader or of an employee. They spread through several different mechanisms, most of which happen subconsciously. Emotions can be passed by various modalities, including visual, auditory, and tactile, and especially spontaneous emotions which are enhanced in a group setting (Shteynberg, et al., 2014).

In today's collaborative work environment, leaders' displays of positive emotions enhance employees' willingness to act entrepreneurially, whereas displays of negative emotions diminish employees' willingness (Brundin, Patzelt, and Shepherd, 2008) and they spread fast and can be highly toxic. Whether we intend or not, we are constantly sending and receiving emotional messages and ultimately catch or adopt each other's emotions. Therefore, a leader's ability to be aware of and to regulate their own emotions (EI), and to be aware of the affect (EC) they might have on their employees, is crucial for the team performance and success, as well as for the whole organization. We are able to change and influence our emotions, as well as the effect they have on our environment, in any given moment, only if we notice them. Positivity

cannot be faked for a long period of time, therefore authenticity matters. Leaders need to learn to monitor and manage their moods, since otherwise they are going to be revealed in their facial, vocal, and postural cues. This is possible through a higher level of self-awareness and self-regulation, and is one of the mechanisms how EI impacts EC.

This study highlighted the importance of considering the interaction between organizational roles and individual level emotional attributes. Demographic characteristics influential in EI's effect on EC were collected to help understand when the impact of EI on EC is most effective. Finally, the EI attributes most influential in enabling positive EC were determined, allowing for a prescription of learning and practice to improve team effectiveness. We found that the two strongest factors, which are most important to positive change in EC, are "management of others" (MO) and "awareness of others" (AO). Therefore, we argue that the impact of emotions and in particular spontaneous emotions is crucial for team performance and success. Our findings show that EI is a positive predictor of EC's factors: Happiness, Sadness and Love. In an organizational context, that means companies should become more aware of their employees' psychological needs, e.g., psychological safety (Google study, 2015), feeling included and feeling that they are belonging to the organizational culture, they are part of.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

The theoretical framework for this study was based on two constructs, emotional intelligence (EI), and emotional contagion (EC). In consideration of potential moderating demographic variables, each of the participant demographic characteristics were tested individually to help explain when EI may influence EC. In the hypothetical model (Figure 1), EI functions as the independent variable (IV), and EC functions as the dependent variable (DV). Demographic characteristics were tested as moderator variables (MOD).

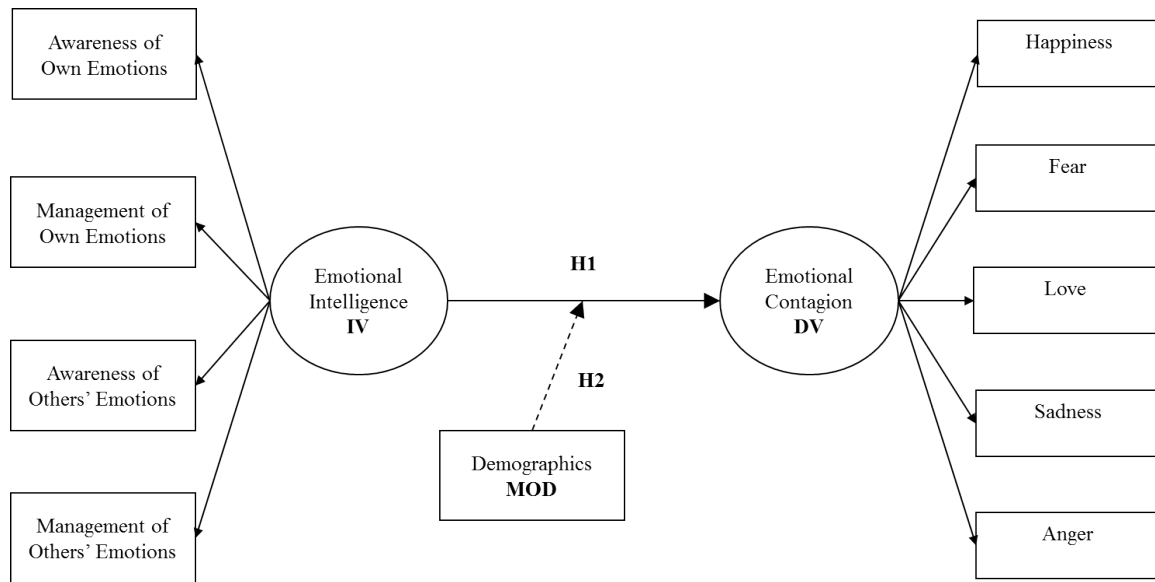
People engaged in cooperative work seek to advance their mutual interests (Whitaker, 2009); however, would individuals be in a better position to advance their emotional influence if they adopted EI in both theory and practice? Are EI abilities differentially related to emotional contagion? Are there certain demographic characteristics that moderate the potential impact of EI on emotional contagion? How will these findings relate to team effectiveness?

The following two hypotheses were tested to answer the research questions posed in this empirical study of emotional intelligence and its relationship to emotional contagion:

H1: *Emotional intelligence is related to emotional contagion such that EI has a positive impact on emotional contagion.*

H2: *The impact of emotional intelligence on emotional contagion is moderated by participant's demographic characteristics.*

FIGURE 1
STUDY MODEL: EMOTIONAL INTELLIGENCE AS A PREDICTOR OF EMOTIONAL
CONTAGION WITH DEMOGRAPHIC MODERATING VARIABLES



EMOTIONAL INTELLIGENCE

EI is broadly defined as a construct representing a set of competencies for identifying, processing, and managing emotions (Zeidner, Roberts, & Matthews, 2008). EI is an evolving extension of the quantitative measures of intelligence, e.g., intelligence quotient (IQ), and is defined as “the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer, Salovey, & Caruso, 2004: 197).

The primary theory of EI utilized in this study was based on the four EI abilities of Mayer and Salovey (1997): awareness of emotions (own and others), management of emotions (own and others), emotional understanding, and emotional facilitation (generation of emotions). These abilities were further refined for understanding how EI works in teams by focusing on emotional self-awareness, emotional self-management, and awareness and management of others’ emotions. In the context of teams, EI is generally considered to be a value-added competency to various aspects of individual and group performance (Jordan & Troth, 2004).

Research suggests that EI has the ability to impact performance outcomes in teams, in particular those in which successful negotiation, cohesion, and collaboration is desired (Kerr, Garvin, Heaton, & Boyle, 2006). Individuals who are emotionally self-aware may have a positive attitude that contributes to effective conflict management and resolution of disagreements, i.e., emotional self-awareness improves one’s ability to negotiate, compromise, and seek the best alternatives that yield positive results (Xavier, 2005). Just as the personal development of EI improves an individual’s ability to manage change, the development of EI among team members improves the team’s ability to manage change; as EI competencies are developed throughout the collaborative team, the more effective the team can become (Xavier, 2005). An effective team is a cohesive group of people who collaborate in support of a common vision and aspirations (Katzenbach, 1998).

EI has gained popularity as an essential personal factor for effective teamwork since leaders with high EI are successful in negotiating and resolving conflict (Anand & Udayasuriyan, 2010; Blattner & Bacigalupo, 2007). Modern business cultures reflect accelerated changes in technology, industrialization,

and globalization. Team members integrate themselves into a collaborative culture which comprises an awareness of self and others, seeks a willingness to adapt for the benefit of all, and demonstrates supportive and positive behaviors to enhance the capabilities of others (Romero, Galeano, & Molina, 2009).

Teams that develop and practice EI are likely to collaborate effectively because positive emotions reverberate through individuals as they interact—positive emotions are contagious and lead to increased performance (Cameron, 2013). When team members are aware of positive emotions, their own and others', performance increases; when emotions are negative, performance decreases (Xavier, 2005). Concern for self and others promotes integration of ideas, sharing of resources, cooperation and inclusion of all team members focused on shared goals (Romero et al., 2009).

EMOTIONAL CONTAGION

According to Hatfield et al. (1994, p. 5) EC is a “multilevel phenomenon” and occurs when “precipitating stimuli arise from one individual, act upon one or more other individuals, and yield corresponding or complementary emotions in these individuals”. Doherty (1997) indicates EC reflects not only the influence of a person, but also the influence of a group, whereby this influence impacts the emotions and affective behavior of another person or group through the conscious or unconscious induction of emotions. Often such emotional responses are solicited through exposure to other people's emotions, the expression of which might be through nonverbal signals, and / or by transferring them from one person to another (Barsade, 2000). Gallese (2006) suggests that non-verbal communication cues, including facial expressions, posture, and specific behavioral patterns, have also been linked to the transmission of emotional data between people, as well as to research about group dynamics (Barsade, 2002).

One aspect of EC, which so far, most research has been focusing on, is an automatic mimicry or automatic processing of others' nonverbal displays. In other words, we unconsciously tend to smile, frown, cry, move, speak, stand, or sit in the same way as others we are interacting with, without necessarily being aware of our own coping behavior, which as a result changes our subjective feelings accordingly. Another aspect of EC is processing of more conscious information of others' emotional expressions and behavior. This happens when individuals may try to empathize or identify with another person at a more conscious level, resulting in feeling and expressing similar emotions. There are different factors, which might facilitate EC, e.g., nature of relationships (private vs. business one). Other potential determinants have hardly been studied empirically, e.g., factors relating to the nature of an event, eliciting the emotions or factors, related to the intensity of others' emotional expressions and the nature of the emotions itself.

When applying emotional contagion in teams, some distinct differences between EC and other kinds of emotional interactions should be taken into consideration. First, emotional contagion is a shared emotion, not a shared experience. When two people experience an event, they can discuss their feelings in relation to the *same* experience. Emotional contagion is also different from empathy. Emotional contagion is the process of feeling what another person feels; it is not the ability to cognitively understand or sense emotion in others. EC is thus described as “feeling with” another person through parallel emotional responses while empathy is described as “feeling for” another person through nonparallel emotional responses (Miller, Birkholt, Scott, & Stage, 1995). The conscious judgment of emotional states (empathy) and the attachment to emotional states (emotional contagion) is the important distinction (Miller et al., 1995).

The ability of catching emotional reactions and being affected by them varies depending on individual differences, resulting from contributing factors, e.g., genetics, demographic, and personality characteristics. Hatfield et al. (1994) suggests that some of these characteristics play a major role regarding the extent of influence, e.g., people who (a) are emotionally reactive and self-aware, (b) pay attention to others, (c) consider themselves as inter-related to others, (d) are aware of others' emotions and are able to decode them, and (e) are able to imitate others' emotional expressions, are rather susceptible to EC. In case the above characteristics are missing, these people are considered EC resistant.

The above would also suggest that the propensity for EC could be associated with high emotional traits (e.g., empathy, emotional reactivity, relationship management) and subsequently with EI abilities. Extended to organizational / team context, differences in susceptibility to EC may impact the relationship

between team-members' perceptions and performance outcomes. Barsade (2000) investigates the influence of group emotional contagion on work group dynamics and suggests that affect may be part of a process that links leaders' EI skills with subordinates' work and performance outcomes. In consideration of how a leader's mood might positively or negatively influence followers' performance; Riggio & Reichard (2008) suggest from an interactionist-communicative perspective, that leaders' EI skills and subordinates' work outcomes are related. They examine emotional and social skills, underlying any form of interpersonal communication, by specifically applying them to managerial processes and outcomes. Their focus is on how emotions are conveyed between or among individuals in social interaction, especially associated to charismatic leadership. Related research has proven that the influence of leader's emotional expressiveness can lead to perceptions of charisma (Howell and Frost, 1989), which in fact makes emotionally expressive leaders more effective (Groves, 2006).

In this context an important function of EC is its moderating effect on social interactions and facilitating mutual involvement and perception of emotional closeness, by coordinating and synchronizing such social interactions. EC simplifies intrapersonal communication and supports an inclusive leadership style. Similar functions can be applied to larger groups, where EC enhances positive feelings between in-group members (and sometimes negative feelings toward out-group members) and thus strengthens social bonds.

Leader's emotions and subsequently emotional skills (e.g., expression of positive / negative emotions, regulation of emotion, awareness of followers' emotional state) may influence the emotions and the motivation of subordinates, e.g., emotional displays in social interaction (Hochschild, 1983). Assumable, subordinates with high levels of EI may be more likely to experience affect, as an EC component, for their leaders than employees with low levels of emotional intelligence. Emotion regulation is considered an important leadership skill that influences followers' positive work emotion and attitudes (Newcombe & Ashkanasy, 2002).

RESEARCH DESIGN

The research methodology was a quantitative cross-sectional design with demographic moderating variables to evaluate the effect of emotional intelligence (EI) on emotional contagion (EC) in a sample of employees from a wide range of industries who have team experience. The analysis was done with linear regression in which the dependent variable, EC, was regressed on the independent variable, EI. An interaction term of EI x demographic characteristics was included in the regression analysis to test if any of the sample demographic characteristics moderated the impact of EI on EC. A sample of individuals was sought from a population of employees actively involved in teamwork to participate in an electronic survey that measured emotional intelligence, emotional contagion, and demographic characteristics.

RESEARCH VARIABLES AND STUDY MEASURES

This study investigated two study variables: emotional intelligence (EI), and emotional contagion (EC). Emotional intelligence is operationally defined as team member self-perceptions of awareness and management of emotions in self and others (Mayer & Salovey, 1997). EI was measured by the 16-item Workgroup Emotional Intelligence Profile-Short Form, where each item is scored along a 7-point Likert scale: 1 = strongly disagree, 7 = strongly agree (WEIP-S; Jordan & Lawrence, 2009). The WEIP-S measures four emotional intelligence abilities helpful for understanding how emotional intelligence works in teams (Mayer & Salovey, 1997): self-awareness, self-management; other-awareness, and other-management. EC was measured by the 15-item Emotional Contagion Scale, where each item is scored along a 4-point Likert scale: 1 = never, 4 = always (ECS; Doherty, 1997). The ECS measures five emotions helpful for understanding how team characteristics (e.g., EI in teams), impacts the emotions and affective behavior of team members: happiness, fear, love, sadness, and anger. Demographic questions asked respondents about their gender, age, education, team role (leader, member), team membership (internal, external, or both), team type (face-to-face, virtual, or both), team size, time in current team, and time in all teams (overall experience in teams). Study variables were measured in a self-report online survey.

DATA ANALYSIS

Survey data were entered into Excel via SurveyMonkey. Minitab version 18, *Mplus* 8, and SPSS 22 was used for statistical analysis. Minitab version 18 was specifically used for reliability analysis and inferential quantitative statistical analysis to test H1. Reliability analysis was conducted by obtaining Cronbach's alpha values for the study measures; H1 was tested using linear regression of emotional contagion regressed on emotional intelligence (controlling for demographic characteristics). In linear regression, a significant regression coefficient infers the predicted change in the DV for a one-unit change in the IV. Data were also transferred to *Mplus* version 8 for confirmatory factor analysis (CFA) and path analysis. CFA was used to evaluate the construct validity of the study measures by testing the model fit of higher-order CFAs conducted on the survey items that measured emotional intelligence, and emotional contagion. For each statistical procedure, all available data were used. Study participants in this study provided data for both the IV (emotional intelligence) and the DV (emotional contagion). When data for both the IV and DV are collected from the same source, common method variance (CMV) may occur. CMV was tested using exploratory factor analysis (EFA).

RESULTS

Demographic characteristics of the sample ($N = 120$) was primarily female (67.5%). Nearly half of the respondents (42.5%) were 35-44 years of age, over 70% have master's degree or higher, and nearly 80% of the respondents reported working in teams more than 10 years.

Reliability and validity of the scales used to measure emotional intelligence and emotional contagion was evaluated using Cronbach's alpha test of internal consistency (Cronbach, 1951). Cronbach's alphas for all study measures in all participants, ranged from 0.633 to 0.876, indicating acceptable reliability. Construct validity was evaluated using confirmatory factor analysis (CFA). Tests of model fit were supportive of construct validity, with all measures satisfying the goodness of fit indices used to evaluate CFA: chi-square/df ratio less than 2, RMSEA < 0.08, CFI > 0.900, and all factor loadings significant at $p < 0.05$ (Cheung & Lau, 2008).

Harman's single-factor test (Sharma, Yetton, & Crawford, 2009) was used to test Common Method Variance, which is defined as "the amount of spurious correlation between variables that is created by using the same method, often a survey, to measure each variable" (Craighead, Ketchen, Dunn, & Hult, 2011, p. 578). This test was used to estimate CMV in the study by testing if the items that measured the independent variable (emotional intelligence) and dependent variable (emotional contagion) were found to measure one factor according to Harman's single factor test (Podsakoff, MacKenzie, & Lee, 2003). Specifically, exploratory factor analysis (EFA) was performed using the 16 items that measured EI (IV) and the 15 items that measured EC (DV). Nine factors emerged from the EFA with eigenvalues > 1, refuting the presence of CMV in the study.

To test H1, linear regression was used to test EI as a positive predictor of EC. As shown in Table 1, EI was found to be a significant positive predictor of EC (standardized Beta = 0.203, $p < 0.05$), with the OM factor of EI found to be a significant positive predictor of EI when all four EI factors were included in the regression as simultaneous predictors (standardized Beta = 0.226, $p < 0.05$). Also shown in Table 1 is the regression of each of the five factors of EC on EI. Results found EI was a significant positive predictor of Happiness (standardized Beta = 0.376, $p < 0.001$), Sadness (standardized Beta = 0.262, $p < 0.01$), and Love (standardized Beta = 0.217, $p < 0.05$).

TABLE 1
EC REGRESSED ON EI

DV	IV	UNSTD Beta	SE	STD Beta	t	Sig.	R-Square
EC	Constant	2.349	0.28		8.41	0.000	4.1%
	EI*	0.116	0.05	0.203	2.25	0.027	
EC	Constant	2.352	0.29		8.14	0.000	9.1%
	SA	0.001	0.04	0.000	0.00	0.999	
	SM	-0.062	0.05	-0.135	-1.31	0.192	
	OA	0.085	0.05	0.178	1.79	0.076	
	OM*	0.093	0.05	0.226	2.00	0.048	
Happiness	Constant	1.940	0.31		6.17	0.000	14.2%
	EI**	0.256	0.06	0.376	4.41	0.000	
Fear	Constant	2.952	0.43		6.80	0.000	0.1%
	EI	-0.028	0.08	-0.032	-0.35	0.729	
Love	Constant	2.313	0.36		6.36	0.000	4.7%
	EI*	0.163	0.07	0.217	2.42	0.017	
Sadness	Constant	1.601	0.44		3.67	0.000	6.9%
	EI**	0.238	0.08	0.262	2.95	0.004	
Anger	Constant	2.970	0.42		7.00	0.000	0.4%
	EI	-0.053	0.08	-0.063	-0.68	0.497	

Notes: DV = dependent variable, EI = Emotional Intelligence; EC = Emotional Contagion, IV = independent variable, STD = standardized, UNSTD = unstandardized.

* $p < .05$, ** $p < .01$ Significant linear regression coefficient

To test H2, hierarchical linear regression was used to test each participant demographic characteristic as a moderator of the EI-EC relationship. Specifically, an EI x demographic interaction term was created and included in the linear regression, and a significant interaction term along with a significant change in R-square from step 2 to step 3 were used as criteria for moderation. As shown in Table 2, three demographic characteristics were found to be moderators of the EI-EC relationship: age, time in this team, and time in all teams. Factorial plots of the regression were created to assist with interpretation. For age (see Figure 2), EI was a stronger positive predictor of EC in participants less than 44 years of age compared to participants greater than 44 years of age. For time in this team (see Figure 3), EI was a positive predictor of EC in participants who worked in their current team for less than 7 years; EI was a negative predictor of EC in participants who worked in their current team for greater than 7 years. For time in all teams (see Figure 4), EI was a stronger positive predictor of EC in participants who had less than 10 years of overall team experience compared to participants who had more than 10 years of overall team experience.

TABLE 2
HIERARCHICAL REGRESSION OF EC ON EI AND AGE, TIME IN THIS TEAM,
TIME IN ALL TEAMS

Variable	Step 1	Step 2	Step 3
Constant	2.349**	2.378**	0.833
EI	0.116*	0.122*	0.413**
Age		-0.018	0.526*
EI x Age			-0.102*
R-square	0.041	0.043	0.095
Change in R-square		0.002	0.052*
Constant	2.349**	2.296**	1.247*
EI	0.116*	0.112*	0.306**
Time in This Team		0.024	0.456*
EI x Time in This Team			-0.080*
R-square	0.041	0.051	0.100
Change in R-square		0.010	0.049*
Constant	2.349**	2.228**	0.407
EI	0.116*	0.097	0.460**
Time in All Teams		0.034	0.396**
EI x Time in All Teams			-0.071**
R-square	0.041	0.055	0.142
Change in R-square		0.014	0.088**

Note. EI = Emotional Intelligence, EC = Emotional Contagion

* $p < 0.05$, ** $p < 0.01$ unstandardized regression coefficient and change in R-square.

FIGURE 2
MODERATION OF EI-EC RELATIONSHIP BY AGE

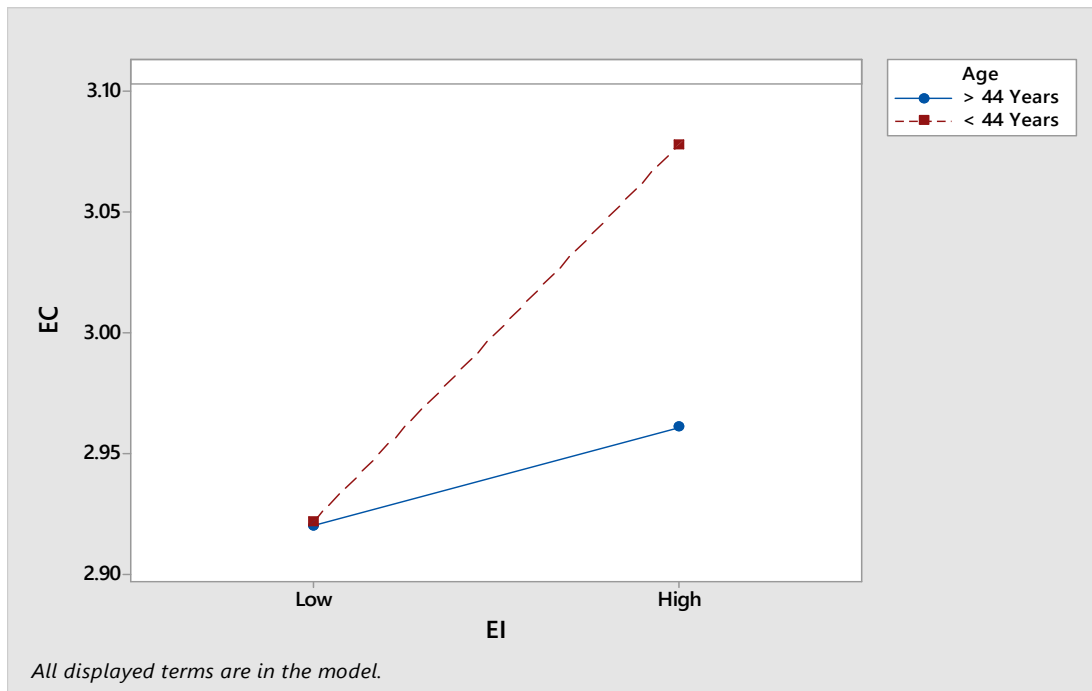


FIGURE 3
MODERATION OF EI-EC RELATIONSHIP BY TIME IN THIS TEAM

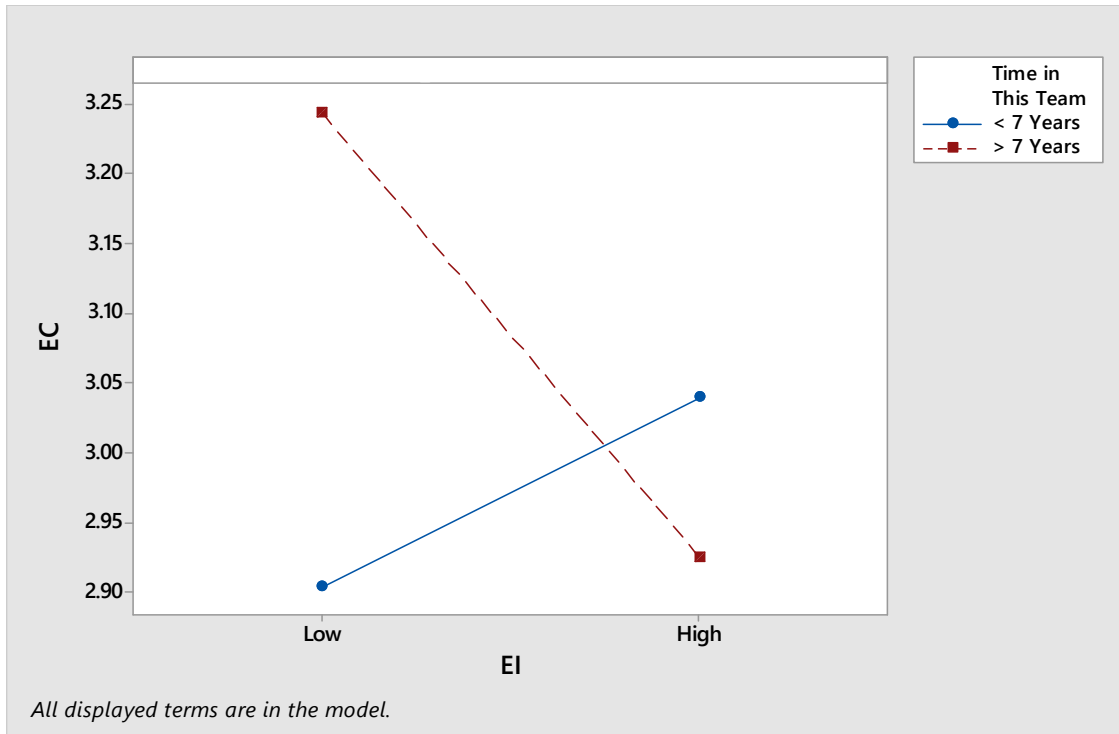
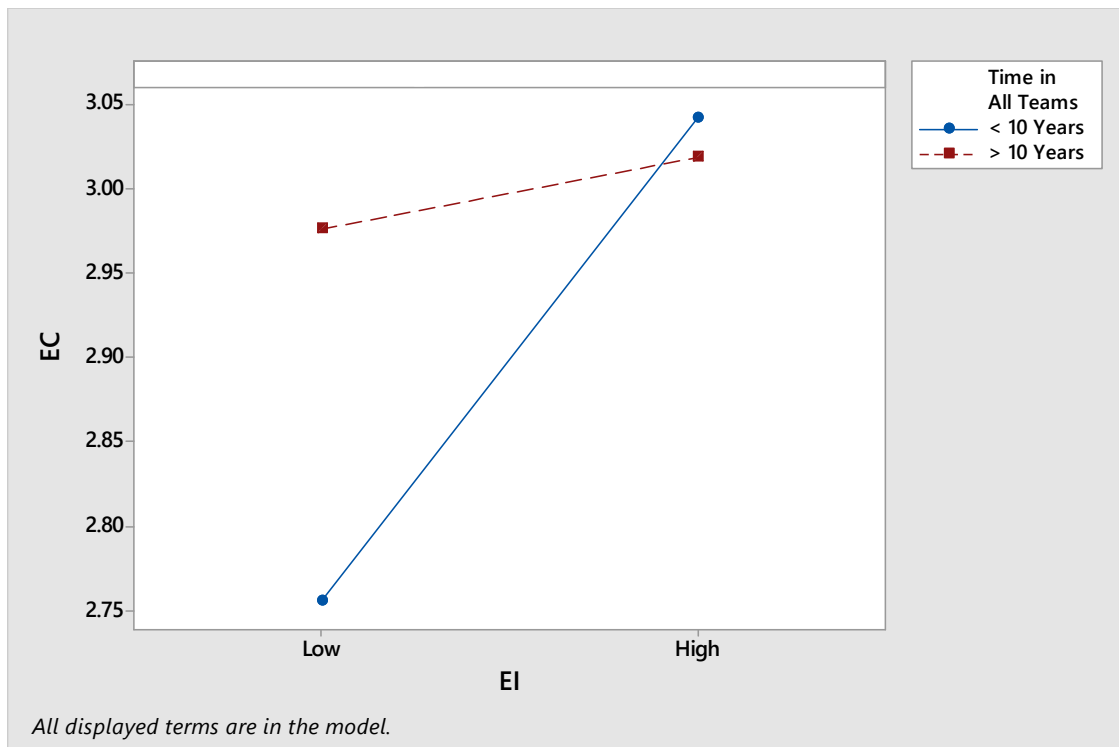


FIGURE 4
MODERATION OF EI-EC RELATIONSHIP BY TIME IN ALL TEAMS



IMPLICATIONS FOR PRACTICE AND RECOMMENDATIONS

Results of this study have important implications for practice, and include but are not limited to, better understanding the role of EC in the leaders' ability to better understand / read thoughts, feelings and emotions of team members and peers, and subsequently influence / lead them in a more meaningful manner.

Results of H1 have implications for understanding the positive impact of emotional intelligence in team members on emotional contagion. Specifically, team members' ability to manage the emotions of other team members may have a positive impact on the spread of emotions and affective behavior in other team members. This spread can have positive implications when emotions such as happiness and love are spread through a team; this spread can also have negative implications when emotions such as sadness spread through a team. Positive implications can help to increase the inclusive potential of diverse teams, whereas the negative implications may hinder inclusion in diverse teams.

Results of H2 have implications for understanding team member characteristics that can impact when emotional intelligence influences emotional contagion. For example, older team members may be less susceptible to both the positive and negative effects of EI on EC than younger team members. Similarly, team members with more years of experience working in their current team and working in teams in general may be less susceptible to both the positive and negative effects of EI on EC than team members with less years of experience.

Due to mirror neurons in our frontal lobe, which are activated by watching others acting or experiencing a feeling (Jabbi, M., Swart, M., and Keysers, C., 2007), team members end up sharing moods within two hours, regardless of whether that mood is good or bad (Bartel, C. A. and Saavedra, R., 2000). From the managerial perspective, our findings about EI, especially AO (awareness of others' emotions) and MO (management of others' emotions), being a positive predictor of EC and its' factors: Happiness, Sadness and Love, can help executives to use their knowledge of how their mood(s) impact their team(s) and their organization, to create more positive team dynamics, to increase performance and innovation, and to decrease employee turnover by becoming aware of and consciously managing their own emotions and the emotions they want to spread in their team(s). Leading by acknowledging team member emotions, as well as their own, leaders can cultivate true connectedness (Hougaard, R., & Carter, J., 2018), and create a culture of inclusion within their teams.

Lacking acknowledgement of team member emotions, and the impact one's emotions has on others, teams can experience reduced engagement and motivation, especially if an inclusive culture and cognitive diversity are missing (Mello, A. L., & Rentsch, J. R., 2015). According to Gallup study (2013) disengaged and unhappy employees cost the U.S. up to \$550 billion per year in lost productivity. CareerBliss (2013) study reveals that "being able to be truly happy at work is one of the keys to being happy in life", another significant practical implication of our findings, revealing EI as a positive predictor of Happiness (EC).

Our study shows that (i) age (less than 44 years), as well as (ii) time in a particular team, and (iii) experience in teams overall, play a crucial role as moderators of the EI-EC relationship. Regarding practice, this interpreted means that the most impacted group are millennials and partly – generation X. According to research from Deloitte (2015), 83% of millennials "are actively engaged, when they believe their organization fosters an inclusive culture". Further to the same study, such a culture and leadership are supportive, when "collaborative environment" is provided, in which "employees can see the impact of their work, understand the value they bring to the organization, and are recognized for their efforts", and where "leaders believe in openness and transparency", and demonstrate that cognitively diverse teams are better for the business. By 2025, seventy five percent of the workforce will be comprised of millennials, which "do not stay in one position for long" (Gallup, 2018).

STUDY LIMITATIONS AND FUTURE DIRECTIONS

Potential study limitations are inter alia, the own perceptions and cognitive biases of the participants; the way we perceive our own selves, and our peers and team members are influenced and distorted through personal preconceived ideas, judgments, and beliefs. Unconscious biases prevent us from objectively

experiencing people the way they are and from hearing what people are truly saying (Frey U. & Frey J., 2011).

Our recommendations for future research are to concentrate more on how EC may explain specific group behaviors and the emotional development of interpersonal relationships in teams, especially in the context of leadership styles, e.g., inclusive leadership, with respect to the conditions of given leadership style, under which it occurs. Our study could be extended to consider specific differences, if any, between virtual teams or mixed ones. We could also look to further understand why specifically, quantitatively, or qualitatively, why the EC factors of Happiness, Sadness, and Love are predicted by Emotional Intelligence. Other exploratory research could seek to understand why age, time in this team, and time in all teams' function as moderators in the EI-EC relationship.

SUMMARY

In this study we have focused on exploring the relationship between EI and EC in teams, and on understanding the effect of EI (regulated emotions) on EC (spontaneous emotions) in the presence of demographic moderating variables. Results have shown that an employee's age, time in a particular team, and experience in teams overall moderate the EI-EC relationship. We have also indicated that emotional intelligence is a significant predictor of emotional contagion, and that the management and awareness of others' emotions are the most influential factors of emotional intelligence on emotional contagion. We know now also that EI is a positive predictor of not only emotional contagion, but more specifically by the EC factors of happiness, sadness, and love. These findings have significant implications for relationships within teams and contribute ultimately to improved interactions and team effectiveness overall.

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