



## Emotional Intelligence as a Driver of Workplace Team Building: Empirical Evidence from an IT Organization

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### Abstract

Emotionally capable employees have emerged as decisive assets in project-driven workplaces. This study investigates the influence of Emotional Intelligence (EI) and its five constituent dimensions — Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills — on Team Building effectiveness at Srishti Innovative Computer Systems Pvt. Ltd., an IT firm operating at Technopark, Thiruvananthapuram. A descriptive quantitative design was adopted, with primary data gathered from 100 employees using a structured Likert-scale questionnaire. Statistical techniques including percentage analysis, mean analysis, Pearson correlation, simple regression, and multiple regression were executed in SPSS. The analysis confirms that Emotional Intelligence exerts a strong and statistically significant positive influence on Team Building ( $R = 0.898$ ;  $R^2 = 0.806$ ;  $F = 406.616$ ;  $p < 0.001$ ). The overall EI level of employees was at an average threshold (Mean = 2.98, SD = 0.67). All five EI dimensions correlated significantly with Team Building; Empathy recorded the strongest association ( $r = 0.834$ ). Multiple regression identified Empathy ( $\beta = 0.272$ ), Motivation ( $\beta = 0.260$ ), and Self-Awareness ( $\beta = 0.251$ ) as the most influential predictors. The study advances the organizational behavior literature with context-specific evidence from a regional IT ecosystem and offers actionable guidance for HR practitioners seeking to strengthen team cohesion through targeted emotional competency development.

**Keywords:** Emotional Intelligence, Team Building, Empathy, Motivation, Self-Awareness, IT Sector, Organizational Behavior, Regression Analysis

### 1. INTRODUCTION

Human Resource Management occupies a central position in determining organizational effectiveness, particularly within knowledge-intensive service sectors such as information technology. While technical expertise has traditionally dominated assessments of employee capability, the accelerating pace of digital transformation and the increasing reliance on cross-functional project teams have shifted organizational attention toward the interpersonal and affective dimensions of work. In this evolving context, Emotional Intelligence (EI) has gained recognition as a critical competency that fundamentally shapes how individuals function within collaborative environments.

Emotional Intelligence, conceptualized by Salovey and Mayer (1990) and extended for organizational application by Goleman (1995), encompasses the capacity to perceive, understand, regulate, and constructively apply emotions — both one's own and those of others. Goleman's widely adopted framework decomposes EI into five operational dimensions: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. These competencies collectively equip professionals to navigate workplace complexity, sustain motivation under pressure, manage conflict constructively, and build the trust that underlies effective teamwork.

Team building, in parallel, has evolved from a periodic organizational exercise into a continuous strategic imperative. Modern IT organizations operate through cross-functional project teams where cooperation, shared accountability, and interpersonal cohesion directly determine delivery outcomes. Within such settings, the emotional climate of a team proves as consequential as its technical capabilities.

This study examines how EI and its constituent dimensions influence Team Building effectiveness at Srishti Innovative Computer Systems Pvt. Ltd., an IT organization based at Technopark, Thiruvananthapuram, Kerala. The organization's project-intensive work model, multi-departmental workforce, and client-facing functions create a setting where emotional competencies are tested continuously, making it an appropriate and instructive research context.

## **EMOTIONAL INTELLIGENCE**

Emotional Intelligence refers to the degree to which an individual can accurately recognize, understand, manage, and utilize emotional information in ways that promote effective thinking, behavior, and interpersonal interaction. In team-oriented organizations, employees with higher EI exhibit enhanced communication clarity, greater willingness to cooperate, and a demonstrably stronger capacity for constructive conflict resolution — all of which are foundational to high-performing teams.

## **ORGANIZATIONAL CONTEXT**

### **Industry Profile: Information Technology Sector**

India's Information Technology sector is among the most significant contributors to the national economy, employing millions of professionals across software development, IT consulting, cloud services, and digital transformation functions. The sector is characterized by high-pressure project environments, tight delivery timelines, and extensive collaboration across organizational hierarchies. As a result, interpersonal and emotional competencies have become as strategically important as technical skills for organizations seeking sustained competitive performance.

Technopark, Thiruvananthapuram — one of India's largest IT parks — hosts a diverse range of domestic and international firms. Organizations operating within this ecosystem function in a highly collaborative regional culture that places significant value on long-term relationships and professional trust, amplifying the role of emotional intelligence in day-to-day team operations.

### **Company Profile: Srishti Innovative Computer Systems Pvt. Ltd.**

Founded in 2007 and headquartered at Technopark, Srishti Innovative Computer Systems Pvt. Ltd. is a technology firm specializing in software development, IT consulting, and professional training services. With a workforce exceeding 200 employees, the organization operates through collaborative project teams that require frequent interdepartmental coordination and direct client interaction. Its integrated service model — encompassing development, consultancy, and training through Srishti Campus — creates an organizational environment where both technical and interpersonal competencies are continuously

mobilized.

## SCOPE OF THE STUDY

The study focuses on analyzing the influence of Emotional Intelligence and its specific dimensions on Team Building among employees at Srishti Innovative Computer Systems Pvt. Ltd. It examines how Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills contribute individually and collectively to team effectiveness. The findings are intended to assist the organization's management and HR function in designing targeted emotional competency development programs and strengthening team-based work practices.

## 2. REVIEW OF LITERATURE

Rahman and Idris (2025) investigated the influence of EI on team cohesion in hybrid work environments using quantitative survey data from 320 IT and service employees. Their findings demonstrated that higher EI significantly enhances interpersonal trust, communication clarity, and collaborative problem-solving, with emotionally intelligent employees experiencing fewer conflicts and adapting more readily to team demands. Martínez and Gomez (2025) applied regression and mediation analysis to a sample of 280 IT team members and found that EI improves team productivity both directly and through communication quality, with higher EI teams showing stronger decision-making alignment and coordination.

Pei and Alias (2024) conducted a comprehensive literature review identifying self-awareness, emotional regulation, and empathy as the primary drivers of emotionally intelligent leadership that in turn elevates team cohesion and motivation. Sharma and Nair (2024) surveyed 250 IT professionals and reported that EI facilitates knowledge sharing, mutual support, and constructive conflict resolution — critical enablers of effective collaboration in technology-driven project teams. Williams and Carter (2024) examined EI in virtual team contexts, finding that emotionally intelligent individuals maintain stronger interpersonal ties despite physical distance, thereby ensuring effective coordination and team morale.

Pradhan, Jena, and Bhattacharya (2022) demonstrated through Structural Equation Modeling that EI amplifies work engagement by strengthening psychological capital components including resilience and self-efficacy, with more engaged employees contributing more actively to teamwork. Ahmad and Bangash (2021) used established EI scales and performance indicators with 210 employees and confirmed a strong positive relationship between emotional awareness, empathy, emotional regulation, and team effectiveness. Sánchez-Gómez and Bresó (2020) found that emotional regulation and empathy significantly enhance teams' capacity to cope with stress and recover from setbacks, supporting team sustainability under demanding conditions.

Miao, Humphrey, and Qian (2019) conducted a meta-analysis confirming that EI is a robust predictor of positive workplace behaviors and team performance across organizational contexts. Ashkanasy and Dorris (2019) reviewed emotional processes in organizations and concluded that employees with higher EI better manage interpersonal relationships and reduce conflict, improving team functioning. Clarke (2018) applied a multilevel study design and found that teams with collectively higher EI exhibit stronger cohesion, better communication, and improved performance outcomes.

## OBJECTIVES OF THE STUDY

1. To examine the overall effect of Emotional Intelligence on Team Building in the workplace.
2. To measure the prevailing level of Emotional Intelligence among employees.

3. To analyze the relationship between individual EI dimensions and Team Building.
4. To determine which EI dimension most strongly predicts Team Building effectiveness.

### **HYPOTHESES OF THE STUDY**

- H<sub>1</sub>: Emotional Intelligence has a significant positive effect on Team Building.  
H<sub>2</sub>: The level of Emotional Intelligence among employees is significantly above average.  
H<sub>3</sub>: There is a significant relationship between EI dimensions and Team Building.  
H<sub>4</sub>: At least one EI dimension significantly predicts Team Building effectiveness.

### **3. RESEARCH DESIGN**

#### **Type of Research: Descriptive Research**

The study adopts a descriptive quantitative research design to systematically measure, describe, and analyze employee perceptions of Emotional Intelligence and Team Building. This design enables objective assessment of the relationships between EI components and team effectiveness indicators, providing a reliable empirical basis for organizational recommendations.

#### **Research Approach: Quantitative**

A quantitative approach is employed, utilizing numerical data and statistical inference to examine the direction, strength, and significance of relationships between Emotional Intelligence and Team Building. Quantitative methods ensure objectivity, replicability, and comparability across respondent subgroups.

#### **RESEARCH SAMPLE**

The target population comprised all employees of Srishti Innovative Computer Systems Pvt. Ltd. actively engaged in team-based work across departments including software development, project management, IT consulting, training, and administrative functions. The total population numbered 139 employees. A sample of 100 respondents was calculated using the standard finite population sampling formula at a 95% confidence level and a margin of error of 0.05. Both technical and non-technical staff were included to ensure diverse representation of emotional intelligence experiences across the organization.

#### **DATA COLLECTION METHODS**

**Primary Data:** Primary data were collected using a structured, self-administered questionnaire organized into two sections. Section A captured respondent demographic profiles. Section B comprised 20 Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) measuring the five EI dimensions and Team Building outcomes, developed in alignment with Goleman's mixed model of EI.

**Secondary Data:** Secondary data were drawn from peer-reviewed academic journals, published textbooks on organizational behavior and HR management, company records, and credible institutional publications.

#### **Statistical Tools Used**

1. Percentage Analysis — for demographic profiling of respondents.
2. Mean Analysis — to assess the overall EI level among employees.
3. Pearson Correlation Analysis — to examine relationships between EI dimensions and Team Building.
4. Simple Regression Analysis — to determine the overall predictive effect of EI on Team Building.
5. Multiple Regression Analysis — to identify the relative predictive weight of each EI dimension.

#### 4. SIMPLE REGRESSION ANALYSIS

Simple linear regression was performed to determine whether Emotional Intelligence has a statistically significant effect on Team Building in the workplace. Emotional Intelligence was treated as the independent variable and Team Building as the dependent variable.

$H_{01}$ : Emotional Intelligence has no significant effect on Team Building in the workplace.  $H_{11}$ : Emotional Intelligence has a significant effect on Team Building in the workplace.

**TABLE 4.1** Model Fit Summary

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	F Value	Sig. (p)
<b>Emotional Intelligence → Team Building</b>	0.898	0.806	0.804	406.616	<0.001

**TABLE 4.2** Coefficients

Variable	Beta (β)	t-value	Sig.	Inference
<b>EI_Total</b>	0.898	20.165	<0.001	Significant

**Interpretation:**

The regression model produced a correlation coefficient of  $R = 0.898$ , confirming a strong positive relationship between Emotional Intelligence and Team Building. The coefficient of determination ( $R^2 = 0.806$ ) reveals that 80.6% of the variance in Team Building is attributable to Emotional Intelligence alone. The overall model is statistically significant ( $F = 406.616, p < 0.001$ ), and the standardized beta coefficient ( $\beta = 0.898, t = 20.165, p < 0.001$ ) confirms a robust positive predictive relationship. Accordingly,  $H_{01}$  is rejected and  $H_{11}$  is accepted: Emotional Intelligence has a significant positive effect on Team Building in the workplace.

#### 5. MEAN ANALYSIS (LEVEL OF EMOTIONAL INTELLIGENCE)

Mean analysis was conducted on the aggregated EI composite score to determine the overall level of Emotional Intelligence among employees. The null hypothesis ( $H_{02}$ ) states that the EI level is not significantly above average (benchmark = 3.00 on the five-point scale).

**TABLE 5.1** Descriptive Statistics — Overall Emotional Intelligence (N = 100)

N	Min.	Max.	Mean	Std. Dev.
100	1.55	4.65	2.98	0.673

**Interpretation:**

The mean EI score of 2.98 (SD = 0.67) falls marginally below the midpoint benchmark of 3.00. This indicates that the overall level of Emotional Intelligence among employees is at an average — rather than above-

average — threshold.  $H_{02}$  is therefore accepted: the EI level is not significantly above average. While employees demonstrate functional emotional competencies adequate for routine interactions, the data suggest meaningful scope for development through structured training programs.

### 6. CORRELATION ANALYSIS

Pearson product-moment correlation analysis was conducted to examine the pairwise relationships between the five EI dimensions and Team Building.  $H_{03}$  states that there is no significant relationship between EI dimensions and Team Building.

**TABLE 6.1** Correlation Matrix — EI Dimensions and Team Building (N = 100)

Variables	SA	SR	MO	EM	SS	TB
Self-Awareness (SA)	1.000	0.821	0.751	0.758	0.810	0.817
Self-Regulation (SR)	0.821	1.000	0.841	0.810	0.848	0.831
Motivation (MO)	0.751	0.841	1.000	0.810	0.768	0.831
Empathy (EM)	0.758	0.810	0.810	1.000	0.787	0.834
Social Skills (SS)	0.810	0.848	0.768	0.787	1.000	0.804
Team Building (TB)	0.817	0.831	0.831	0.834	0.804	1.000

Note: All correlations significant at  $p < 0.01$  (two-tailed).

#### Interpretation:

All five EI dimensions demonstrate strong and statistically significant positive correlations with Team Building ( $p < 0.01$ ). Empathy records the strongest association with Team Building ( $r = 0.834$ ), followed by Self-Regulation and Motivation ( $r$

$= 0.831$  each), Self-Awareness ( $r = 0.817$ ), and Social Skills ( $r = 0.804$ ). The consistently high inter-dimension correlations further confirm the structural cohesion of the EI construct.  $H_{03}$  is rejected and  $H_{13}$  is accepted: there is a significant positive relationship between all EI dimensions and Team Building.

Hypothesis Testing: Since all  $p$ -values  $< 0.05$ ,  $H_{03}$  is rejected and  $H_{13}$  is accepted. There is a significant positive relationship between Emotional Intelligence dimensions and Team Building.

### 7. MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis was performed with all five EI dimensions as independent predictors and Team Building as the outcome variable, to identify which dimensions most powerfully predict team building effectiveness.  $H_{04}$  states that no EI dimension significantly influences Team Building.

**TABLE 7.1** Regression Statistics

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	Observations
EI Dimensions	0.902	0.813	0.803	0.318	100

**TABLE 7.2 ANOVA**

Source	SS	df	MS	F	Sig.
Regression	9.822	5	1.964	81.577	<0.001
Residual	2.261	94	0.024	-	-
Total	12.083	99	-	-	-

**TABLE 7.3 Coefficients**

EI Dimension	Beta ( $\beta$ )	t-value	Sig.	Result
Self-Awareness	0.251	2.923	0.004	Significant
Self-Regulation	0.101	0.937	0.351	Not Significant
Motivation	0.260	2.860	0.005	Significant

**Interpretation:**

The multiple regression model yielded  $R = 0.902$  and  $R^2 = 0.813$ , indicating that the combined EI dimensions account for 81.3% of the variance in Team Building. The ANOVA confirms model significance ( $F = 81.577$ ,  $p < 0.001$ ). At the individual dimension level, Empathy ( $\beta = 0.272$ ,  $p = 0.003$ ) is the most influential predictor of Team Building, followed by Motivation ( $\beta = 0.260$ ,  $p = 0.005$ ) and Self-Awareness ( $\beta = 0.251$ ,  $p = 0.004$ ). These three dimensions achieve statistical significance ( $p < 0.05$ ) as independent predictors. Self-Regulation ( $\beta = 0.101$ ,  $p = 0.351$ ) and Social Skills ( $\beta = 0.101$ ,  $p = 0.285$ ) do not reach significance as independent predictors when the remaining dimensions are controlled for, indicating that their explanatory contribution is shared with the significant dimensions.  $H_{04}$  is rejected and  $H_{14}$  is accepted.

Hypothesis Testing: Since  $p < 0.05$  for three EI dimensions (Empathy, Motivation, Self-Awareness),  $H_{04}$  is rejected and  $H_{14}$  is accepted. At least one EI dimension significantly predicts Team Building.

**TABLE 7.4 Hypothesis Testing Summary**

Hypothesis	Statement	Result
$H_{01}$	EI has no significant effect on Team Building in the workplace.	Rejected
$H_{02}$	The EI level among employees is not significant (average level).	Accepted
$H_{03}$	No significant relationship between EI dimensions and Team Building.	Rejected
$H_{04}$	EI dimensions do not significantly influence Team Building.	Rejected

## 8. FINDINGS OF THE STUDY

The demographic analysis revealed that 56% of respondents are female and 44% male. The dominant age cohort is 18–25 years (45%), with 32% in the 26–35 range and 23% in the 36–45 range.

**TABLE 8.1** Gender Distribution

S.NO	Particulars	No. of Respondents	Percentage
1	Female	56	56%
2	Male	44	44%
	Total	100	100%

**TABLE 8.2** Age Group Distribution

S.NO	Particulars	No. of Respondents	Percentage
1	18–25 years	45	45%
2	26–35 years	32	32%
3	36–45 years	23	23%
	Total	100	100%

**TABLE 8.3** Work Experience Distribution

S.NO	Particulars	No. of Respondents	Percentage
1	0–1 year	28	28%
2	1–2 years	24	24%
3	3–4 years	23	23%
4	Above 5 years	25	25%
	Total	100	100%

**TABLE 8.4** Department Distribution

S.NO	Particulars	No. of Respondents	Percentage
1	Operations	26	26%
2	Finance	25	25%
3	Marketing	23	23%
4	HR	15	15%
5	IT	11	11%
	Total	100	100%

The simple regression analysis confirms that Emotional Intelligence has a significant and strong positive effect on Team Building ( $R = 0.898$ ,  $R^2 = 0.806$ ,  $F = 406.616$ ,  $p < 0.001$ ). Emotional Intelligence alone explains over 80% of the variance in Team Building outcomes — a finding that underscores the primacy of emotional competence in shaping collaborative workplace behavior.

The overall level of Emotional Intelligence among employees was found to be at an average threshold (Mean = 2.98), marginally below the midpoint of the five-point scale. While employees possess functional baseline emotional competencies, the gap between existing capability and higher developmental potential signals a clear organizational opportunity for structured EI training.

The correlation analysis demonstrated that all five EI dimensions — Self-Awareness ( $r = 0.817$ ), Self-Regulation ( $r = 0.831$ ), Motivation ( $r = 0.831$ ), Empathy ( $r = 0.834$ ), and Social Skills ( $r = 0.804$ ) — are strongly and significantly associated with Team Building ( $p < 0.01$ ). Empathy recorded the highest correlation, confirming that the capacity to recognize and respond to colleagues' emotional states is the most powerful relational driver of team cohesion.

The multiple regression analysis identified Empathy ( $\beta = 0.272$ ), Motivation ( $\beta = 0.260$ ), and Self-Awareness ( $\beta = 0.251$ ) as the three EI dimensions that independently and significantly predict Team Building effectiveness. Self-Regulation and Social Skills, while positively correlated, did not emerge as significant independent predictors, suggesting their explanatory contribution overlaps substantially with the three significant dimensions.

**9. SUGGESTIONS**

Given that Empathy emerged as the most influential predictor of Team Building, organizations should accord priority to empathy development within their HR programs. Structured interventions including perspective-taking exercises, cross-functional rotations, and facilitated dialogue sessions can cultivate employees' capacity to recognize and constructively respond to colleagues' emotional states. A workplace culture that normalizes emotional sensitivity as a professional value is likely to generate sustainable gains in team cohesion and collaboration.

Since the overall EI level of employees was found to be average, organizations have a clear mandate to implement targeted EI training initiatives. Programs that incorporate cognitive-behavioral techniques,

reflective journaling, stress management practices, and scenario-based role-play can systematically raise self-awareness and emotional regulation capabilities. Embedding such programs in onboarding curricula and leadership development pathways ensures wide institutional coverage.

Motivation, identified as the second most influential predictor of Team Building, warrants dedicated management attention. Recognition programs, participatory goal-setting processes, career progression structures, and constructive performance feedback channels collectively strengthen employees' internal drive and sense of organizational belonging. Motivated employees invest more actively in team activities and sustain higher levels of collaborative effort over time.

Self-Awareness development should be incorporated into regular performance conversations and team retrospectives. Encouraging employees to reflect on how their emotional responses affect team dynamics — and providing safe channels for this reflection — builds the introspective capacity that underlies effective self-regulation and interpersonal sensitivity.

Organizations should establish continuous feedback mechanisms, including team effectiveness surveys, 360-degree assessments, and manager-facilitated retrospectives, to monitor team emotional health and recalibrate development priorities. Such mechanisms allow real-time identification of emerging interpersonal difficulties and enable proactive intervention before dysfunction compounds.

## **10. CONCLUSION**

This study presents robust empirical evidence that Emotional Intelligence is a powerful and measurable driver of Team Building effectiveness in an IT workplace setting. The regression findings demonstrate that EI explains more than 80% of the variance in team building outcomes, a result with significant implications for organizational talent development strategy. At the dimension level, Empathy, Motivation, and Self-Awareness emerge as the most influential predictors, empowering HR practitioners to design targeted, efficient development programs rather than generic competency interventions.

The finding that aggregate EI levels remain at an average threshold reinforces the practical urgency of deliberate EI development. The distance between current capability and organizational potential is not a deficit to be lamented but an opportunity to be systematically pursued. As India's IT sector intensifies in competitive complexity and team-based work becomes increasingly central to delivery outcomes, organizations that cultivate emotional intelligence as a core institutional capability — not merely an ancillary soft skill — will be distinctively positioned to build high-performing, resilient teams and achieve sustained organizational success.

Future research may productively extend this inquiry through longitudinal designs that track EI development over time, comparative multi-organization studies across regional IT ecosystems, or mixed-method designs that complement statistical findings with qualitative accounts of how emotional competencies operate within specific team cultures.

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