

# EMOTIONAL INTELLIGENCE AND ITS ROLE IN COLLABORATION

**Cox, John D.**  
**Lawrence Technological University**

## **ABSTRACT**

*The purpose of this manuscript is to discuss the linkage emotional intelligence may have in furthering collaboration efforts between individuals, groups, and organizations. The foundations of emotional intelligence in literature will be reviewed, as well as a fundamental evaluation of common understandings related to successful collaboration. Emotional intelligence is commonly discussed in the context of effective leadership, while collaboration is typically reviewed relative to the effectiveness of the combined efforts of teams made up of diverse members. This article seeks to advance the literature on these two subjects by discriminately elucidating the characteristics emotional intelligence may have on improving the prospects for successful collaboration.*

*The literature review will establish the underpinnings of emotional intelligence and collaboration models existing today. The literature does not adequately consider the potential impact emotional intelligence may have on collaboration. This manuscript will present a unique and dynamic look at the interaction emotional intelligence competencies may have on improved collaboration skills for individuals, groups and organizations. For those involved in collaborative efforts or projects, acknowledgment of this writing will presumably offer a practical analysis and applied skill set to improve collaborative outcomes. This unique perspective of emotional intelligence and its relationship to successful collaboration will compliment the recent literature on these topics, and fill a gap where they are not considered together.*

## **INTRODUCTION**

This manuscript intends to explore the concept of Emotional Intelligence (EI) and its role in furthering positive outcomes in collaboration. The proposition is that leaders of the future with emotional intelligence competency will be more adept in handling diversity, globalization, and human resources engaged in collaborative efforts. Improved self and social awareness, relationship management, and team building will be keys to a leader's success. Making the most of the valuable interactions we have as collaborative team leaders or members requires more than intelligence, it requires an emphasis on consideration of those we engage with. This article looks at the importance emotions, ours and others, have on positive collaborative outcomes.

Interactive, codependent and collaborative relationships are manifested in communication intended to produce a positive result. Can emotional intelligence competency contribute to achievement of that positive result? With an influential and cooperative intent, emotional expressivity skills allow visionary leaders to establish an emotional connection with followers that may overcome resistance to produce meaningful change (Groves, 2006). Emotional intelligence competency is also seen to be increasingly important to an individual's ability to be socially effective (Kerr, Garvin, Heaton, and Boyle, 2006). It is in the application of this competency, to recognize, understand and use emotional information about oneself and others that leads to or causes an effective or superior performance (Boyatzis, 2007).

Emotional intelligence is about knowing what you are feeling, and being able to motivate yourself to get jobs done. It is sensing what others are feeling and handling relationships effectively (Dulewicz, Higgs, 2000). Collaboration is a process of social interaction, where one's ability to influence the emotional climate and behavior of others can strongly influence performance outcomes. EI competency then, as an emerging leadership attribute, is seen to be increasingly important to an individual's ability to be socially effective, and therefore more adept at enabling successful collaborative outcomes (Kerr, Garvin, Heaton, Boyle, 2006).

The literature findings, conclusions and implications of this manuscript are intended for aspiring individuals, teams, and leaders desiring of improvement in self and social awareness, negotiation, and upward spirals in themselves and their collaborative interactions. For creating a team of emotionally intelligent members is essentially the same as in developing an individual. The more these skills and competencies are developed throughout the collaborative team, the more effective the group can become. This is especially important because it allows teams to dispel norms, and develop new and more prosperous cultures supporting a common goal (Xavier, 2005).

### **EMOTIONAL INTELLIGENCE**

Emotions drive behaviors, and an individual's ability to consider the potential overwhelming importance his or her own emotions may have on decision making is important. Emotional self-awareness is recognizing our emotions and their effects on us and others. This does not mean that the emotionally aware person has to detach emotions from their actions, but rather that they be understood, and in control. This improves one's ability to initiate and manage change. Within a collaborative team, having a positive attitude inclusive of the impact change has on others contributes to effective conflict management and resolving of disagreements; i.e., being able to negotiate, compromise, and seeking of the best alternatives that yield positive results (Xavier, 2005).

There are four domains or competencies of emotional intelligence, and an individual's knowledge, awareness, and application of these competencies can enhance his or her effectiveness (Xavier, 2005). They are:

#### *The self-awareness cluster:*

- Emotional self-awareness - recognizing our emotions and their effects on us and others.
- Accurate self-assessment - knowing one's strengths, limits, and weaknesses. An individual or leader can be little aware of the emotions of others if he does not have an accurate view of his own.
- Self-confidence - having a strong sense of one's self-worth and abilities. Leaders and individuals lacking in self-worth can appear weak, and lacking in inspiration. The ability to inspire and motivate others is a desirable leadership characteristic; self-confidence, if genuine, can lead to improved leadership effectiveness.

Leaders and individuals competent in self-awareness are aware of their weaknesses and comfortable in admitting them, view constructive criticism positively, and recognize their emotions and the affect they have on the collaborative environment.

#### *The self-management cluster:*

- Adaptability - flexibility in dealing with changing situations.
- Emotional self-control - inhibiting emotions that are in contrast to organizational norms.
- Initiative - being proactive, and with a bias toward action. Exhibiting a 'can-do' attitude is contagious.
- Achievement orientation - striving to do better, and coaching of others to reach their highest potentials.

- Trustworthiness - the ability to demonstrate integrity and consistency with emotions and behavior.
- Optimism - exhibiting a positive view of life and the future. Collaborators are unlikely to embrace the enthusiasm of a pessimistic leader or team member.

Emotionally intelligent leaders and individuals recognize the importance of creating a collaborative environment regulated with trust and equality, and are careful to manage their emotions and resultant behavior accordingly. Team members quickly adopt the optimism, enthusiasm, and inspiration of leaders and individuals demonstrating a genuine interest in the shared success of the team.

*The social awareness cluster:*

- Empathy - understanding others and taking an active interest in their concerns. Effective leaders and collaborators value the ideas, and futures of their team members.
- Service orientation - recognizing and meeting other's needs. Leaders and individuals who consider themselves as a resource to their team, and offering of themselves to help meet objectives gain the respect and camaraderie of others.
- Organizational awareness - establishing meaningful relationships with customers, within work teams, and the organization pursuing a common goal.

Effective leaders and individuals are not only aware of their own emotions, but those of their team. Empathy, trust and integrity are critical competencies in collaborative effectiveness, particularly in consideration of the diverse backgrounds and cultures that may be present in collaborative teams. Emotionally intelligent leaders and individuals can assess situations from other points of view, and that contributes to improved comradery, trust, and confidence in the capabilities of the collaborative team.

*The relationship management cluster:*

- Inspirational leadership - inspiring and guiding behavior. Being a role model for others, intellectually, and emotionally.
- Developing others - helping others improve their performance, and reaching of their highest potentials.
- Change catalyst - initiating and managing change. Having a positive attitude inclusive of the impact change has on others.
- Conflict management - resolving disagreements. Being able to negotiate, compromise, and seeking of the best alternatives for the team.
- Influence - the ability to get others to agree with you. Competent avoidance of autocratic dictation, yet influential in decision making that yields positive results.
- Teamwork and collaboration - building relationships with a shared vision and synergy. Effective leaders and individuals work constructively with others, and understand the importance of moving their collaborative teams toward desired outcomes.

“Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem solve on the basis of them” (Marques, 2007, p. 645). Without it an individual might lack the crucial quality of reading between the lines and listening to the unspoken. This skill facilitates problem solving, eases conflict resolution, and brings collaborative teams to a higher state of being. Emotional intelligence is involved in that capacity to perceive emotions, understand the information of those emotions and manage them (Marques, 2007). Positive emotions also broaden an individual's momentary thought-action reflex. The theory suggests that an individual possessing of positive emotions will have a wider array of response considerations for a particular scenario. In terms of enabling improved collaborative outcomes “positive emotions broaden habitual modes of thinking or acting” (Cameron, Dutton, Quinn, 2003, p. 166).

It would appear therefore that emotional intelligence, particularly positive emotional intelligence, has the potential to equip an individual with cognitive abilities in dealing with difficult decision making, and conflict. A growing body of research suggests that conflict can be beneficial, and that to be in conflict is to be emotionally activated (Bodtker, Jameson, 2001). Understanding and control of these activated emotions is where emotional intelligence comes in. Possessing of positive emotions has several benefits; it helps down-play negative emotional arousal, improves one's ability to cope with adversity, and transforms individuals into more resilient, socially integrated, and capable versions of themselves. This in general, supports the idea that collaborative team members behaving in this way contribute to upward spirals in organizational functioning. Organizational transformation is possible because positive emotions reverberate through individuals as they interact - positive emotions are contagious. "When emotions are positive performance increases and employees are excited. When emotions are negative performance decreases and there is dissonance within the organization" (Xavier, 2005, p. 40).

These positive emotions also help to curb organizational conflict by promoting constructive interpersonal engagement. "Positive emotions can transform organizations because they broaden people's habitual modes of thinking, and in doing so make organization members more flexible, empathic, creative, and so on" (Cameron, Dutton, Quinn, 2003, p. 174). "The bottom-line message is that people should cultivate positive emotions in themselves and those around them, not just as an end-state in themselves, but also as a means to achieving psychological growth and improved psychological and physical well-being over time" (Fredrickson, 2004, p. 1367). Individuals that behave this way in an environment that cultivates and exploits positive emotions will spiral to levels not ordinarily achieved. This optimal level of functioning provides a means for sustaining performance in individuals and organizations. When an environment taps an individual or group's ideas and promotes empowerment and teamwork, sustainable change action is possible throughout the organization (Bramson, Buss, 2002).

## **COLLABORATION**

Collaborative relationships offer a unique opportunity to innovate in uncertain conditions, and may prove most beneficial to organizations facing unusual change. Fundamental in collaborative efforts is trust, and in business relationships this means the highest dynamic of relationships. Collaboration is above cooperation, it is beyond working together, it is achieving together. Trust is essentially a prerequisite for collaborative innovation, for in the absence of it permanent barriers to the highest positive outcomes are likely. As trust slips, so do relationships, and consequently any potential for successful collaboration. Because collaboration is about responsibility for the whole, the concerns of the group must support the interests of the whole, and the groups interests require aligning of individuals accordingly. This is the foundation of collaboration, that each individual is responsible for the group's success and achievement of a common goal. This is an extension from normal team dynamics, and should be emphasized that precursors for successful collaboration include first and foremost trust, followed by shared goals and language (Hattori, Lapidus, 2004).

In collaboration, the concept of leadership is unilaterally applied. Although the collaborative team may identify a chairperson or leader by title, each and every team member brings a particular set of skills and expertise. It is through this interaction, development and un-biased sharing of these unique skills where collaborative efforts can produce positive outcomes in ways not ordinarily achievable otherwise. "Collaboration between different organization and organizational parts is often critical for the accomplishment of the common goal and is therefore an important factor that explains organizational outcomes and performance" (Dalcher, Dietrich, Eskerod, and Sandhawalia, 2010, p. 63). High quality characteristics of collaboration include fluency and openness of the participants; those being adaptable to certain key elements. Alignment and activation of these elements contribute to knowledge integration leading to otherwise unattainable learning and innovation, project success, and future collaborations. These elements as discussed in the literature are essential factors proven to have a direct effect on the quality of collaboration (Dalcher, Dietrich, Eskerod, and Sandhawalia, 2010). These elements are:

- Communication – open and efficient information exchange.

- Coordination – shared and mutual goals.
- Mutual Support – willingness to help each other and exhibiting the flexibility to do so.
- Aligned Efforts – alignment of contributions with expectations, and priorities.
- Cohesion – existence of the collaborative spirit.

Another mainstream discussion on collaboration from Harvard Business Review discusses eight practices recommended in the building and operation of collaborative teams (Erickson, Gratton, 2007). This approach is underpinned with specific attention to the building of successful relationships, and enabling a strong sense of community within the team of collaborative participants. This unique framework leads nicely into the construct where the elements of emotional intelligence are considered in collaboration. At its most basic level, success in collaboration is strongly influenced by the philosophy of top executives in the organization, i.e., to the extent they invest in supportive social relationships and demonstrating of collaborative behavior themselves. But collaboration is not without its challenges. It requires more than merely the establishment of a group of individuals who are directed to engage in achievement of a common goal. Consideration for size of the group, ability to meet and work together in person (as opposed to virtually), whether any of the team members know each other, and the disparity in expertise are all potential problems which can lead the team into unproductive conflicts. As will be discussed further, the role of emotional intelligence as an enabler to break through these barriers has merit. These eight factors are represented as key factors that can lead teams to collaborative success:

- Investing in signature relationship practices – this referring to executive support and investment in a commitment to collaboration, e.g., open floor plans, shared and sufficient meeting locations, and other mechanisms to enable open communication.
- Modeling collaborative behavior – where senior executives model collaborative behavior themselves.
- Creating a gift culture – involves mentoring and coaching to help employees build the networks they need to work across corporate boundaries.
- Ensuring the requisite skills – having the training or support of human resources and organizational development leaders that teach employees how to build relationships, improve communication and resolve conflicts.
- Supporting a strong sense of community – when individuals feel a sense of community, they are more likely to share knowledge.
- Assigning team leaders that are both task and relationship oriented – both keys to building productive teams, it is important to ensure the relationship orientation is fostered once the tasks are underway.
- Building on heritage relationships – it is recommended that at least on the onset, there be a few team members assigned that know each other.
- Understanding role clarity and task ambiguity – this suggesting that while role definition be clearly understood, that team members be given latitude on how to proceed.

#### **WHAT WE SEE IN TODAY'S COLLABORATIVE LEADERS AND TEAM MEMBERS**

Where leaders were once seen to control, plan, and inspect the overall running of an organization, leadership roles are now seen to also motivate and inspire others, to foster positive attitudes at work, and to create a sense of contribution, importance and collaboration with and among team members. During the last decade interpersonal skills have become more integral to effective leadership and positive collaborative outcomes (Palmer, Walls, Burgess, Stough, 2001). The importance of emotional

intelligence lies in the obvious but often ignored fact that the mood of the leader and how it impacts others on the team are interrelated. Emotional intelligence is more than being happy or sad, it's the ability to effectively express and manage one's emotions and relationships with others leading to a positive result (Xavier, 2005).

Two types of leadership style are commonplace today, transactional, and transformational. Transformational leadership is more attuned to adaptation of the emotional intelligence competencies, as it is more emotion based and involves heightened emotional levels. Transactional leadership lends to a relationship exchange, limited in creativity and team cohesion. In leadership, dealing effectively with emotions may contribute to how well one handles the needs of individuals, effectively motivates employees, and makes them feel at work (Palmer, Walls, Burgess, Stough, 2001). Employees who feel valued create value, both for themselves, and their collaborative teams.

Leaders without emotional intelligence are missing a valuable skill that effective leaders of the future surely will have. Emotionally intelligent leaders will have employees who are motivated to do their best because they feel enthusiastic, passionate, and believing in the values of the leader and themselves. This can be a subtle, yet powerful competitive advantage in the collaborative teams' ability to succeed. Emotionally intelligent effective leadership begins with self-awareness and self-management, and evolves with social awareness and relationship management. One can be little aware of his surroundings if he is not aware of himself, and successful leadership depends on successful relationships.

Slater discusses the connection between leadership and collaboration, suggesting that improved leadership outcomes are possible through a combination of facilitative, democratic and collaborative skills. This style of leadership runs contrary to the experience of many administrators, particularly where hierarchical organizational structures are deeply engrained in a company's cultural base. A non-hierarchical leadership style where the central theme is a network of individuals working together collaboratively requires, or at least is recommended to exhibit behaviors of caring, building trust, and open sharing of ideas in collaboration (Slater, 2005). All of these behaviors have emotional underpinnings, and the connection of emotional intelligence to collaboration is starting to emerge.

#### **EMOTIONAL INTELLIGENCE AND COLLABORATION**

“Continuous innovation requires technical competence, a nurturing climate, management commitment and collaborative relationships calling for an extraordinary degree of trust among the participants” (Hattori, Lapidus, 2004, p. 97). This level of trust and relationship building can be enabled by a team of emotionally competent members. “Emotional intelligence is defined as the ability to think intelligently about emotions and to use emotions to think intelligently” (Druskat, Wolff, 1999, p. 3). This intelligence is personal as well as social, and leads to certain behaviors. These behaviors, whether positive or negative, depend in large part on how these emotions are interpreted. Understanding the personal and social impact these behaviors have on collaboration is where the emotional intelligence construct comes in. The more leaders understand themselves and their employees the more likely they are to lead their teams to victory (Xavier, 2005).

Application of emotional intelligence can also be seen as a leader's ability to effectively deal with their interpersonal relationships. It is based on the idea that one explores their emotions looking at such attributes as empathy, self image, social skills, feelings, flexibility, happiness, stress tolerance, optimism, assertiveness, trust and impulse control. Followers need a sense of security, and the behaviors of the leader play a role in their ability to feel secure. If the leader is not in control of his or her emotions, followers may lose confidence and support for the leader. Conversely, if leaders have no understanding or consideration of the feelings of followers, they will be less effective in maintaining cohesion and team effectiveness. The objective is to strengthen and exploit the emotions of the situation in order to accomplish a desired goal in a collaborative environment.

In essence one needs to know oneself along with specific tendencies as well as come to know as quickly as possible the emotions of followers in order to have a quality exchange. The ability to size up a given situation and act upon it leads to a desired advantage (Chrusciel, 2006). Ideally, emotional intelligence is used such that emotional issues do not detract from the leader's effectiveness, or team's progress. In terms of performance management, it is important for an executive to be able not only to deliver outputs

but also to deal effectively with themselves and staff. Executives higher on emotional intelligence are more likely to achieve collaborative business outcomes, and be considered as effective leaders by their subordinates and direct manager (Rosete, Ciarrochi, 2005).

Typically emotions are viewed as too personal to be discussed at the workplace, yet leaders who appreciate the impact emotions have on the workplace environment have an advantage over those who ignore them (Xavier, 2005). Furthermore, “the ability to successfully manage emotions allows the leader to handle the stress of the job, the frustrations, disappointments, and joys” (Gardner, Stough, 2002, p. 70). It can also have a positive impact on followers, simply by the leader possessing this skill. “Leaders who are able to understand and manage their emotions and display self control act as role models for followers, enhancing the followers trust and respect for the leader. This contagion is carried over to the collaborative team. “The ability to manage emotions and relationships permits the emotionally intelligent leader to understand followers’ needs and to react accordingly” (Gardner, Stough, 2002, p. 70).

Becoming a successful collaborative leader or team member is about learning and trusting in who you are, and improving the personal qualities and skills that inspire people to work with you. As leaders of the future look to improve their competitive advantage, speed to market, quality, and team effectiveness, application of emotional intelligence competencies will enhance one’s ability to recognize and control feelings, and to recognize those of other people and respond to them constructively and skillfully (Mackenzie, Welch, 2005). For one thing is certain, business is rarely steady state. Maintaining a competitive advantage remains a torturous struggle of change and adaptation to shifting market, economic, and regulatory conditions. Leaders want honesty, commitment, and trust from their followers, but they also must exemplify these ideals. Leadership does not flourish in a climate of targets, testing and suspicion - it requires trust. Trust that people will seek to achieve within themselves a passion for their work (Mackenzie, Welch, 2005).

Emotionally intelligent leaders are thought to be happier and more committed to their organization, achieve greater success, perform better in the workplace, take advantage of and use positive emotions to envision major improvements in organizational functioning, and use emotions to improve their decision-making while instilling a sense of enthusiasm, trust, and cooperation in their employees through interpersonal relationships (Gardner, Stough, 2002). Furthermore, “emotional intelligence enhances a leader’s ability to solve problems and to address issues and opportunities facing them and the organization. A leader high in emotional intelligence is able to accurately appraise how their followers feel and use this information to influence their subordinate’s emotions, so that they are receptive and supportive of the goals and objectives of the organization” (Gardner, Stough, 2002, p. 70). “Leaders who are able to use emotions to guide decision-making are able to motivate subordinates by engaging in activities facilitated by emotions, and are able to encourage open-minded idea generation, decision-making and planning, because they can consider multiple points of view” (Gardner, Stough, 2002, p. 70). Successful leaders who are able to manage positive and negative emotions within themselves and within others are able to articulate a vision for the future, talk optimistically, provide encouragement, stimulate thinking, encourage the expression of new ideas, and intervene in problems before they become serious. Emotional management may underlie the ability of the leader to be inspirationally motivating and intellectually stimulating. For the ability to identify and understand the emotions of others in the workplace is important for leaders so that they can influence the feeling of subordinates to maintain enthusiasm, productivity, and organizational effectiveness (Gardner, Stough, 2002).

It is imperative that emotional intelligence be seen as an influential means to provide insight in trying to enhance the chances of the collaborative organization to achieve its strategic and collaborative goals. It is important to not only recognize the value of emotional intelligence but to encourage and promote the improvement of these skills within the organization. That way a win-win scenario can be achieved for both the individual and the organization (Chrusciel, 2006).

The ability to work collaboratively is becoming a core requisite in the modern global economy, and therefore a further understanding of collaborative behaviors in terms of their emotional content is warranted. This drives a style of leadership that is more supportive and participative than directive, and demands behaviors that are concerned with healthy interpersonal relationships as collaboration is

essentially emotional work. Action that supports collaboration is behavior that encourages empowerment and valuing the capacity of individuals. This includes leading by example, listening, sharing in leadership responsibility, openness in relationships, and the honest sharing and disclosure of information. Valuing the capacity of individuals means more than just listening, but to take their input and use it for improving the collaboration process and related decision making. Team members need to embrace and exhibit an advocacy for collaboration that promotes the beliefs, goals, and value of the collaborative process (Slater, 2005).

Since collaboration has emerged as an integral component of working together in new ways, workplace skills related to this component should also be developed. This doesn't mean necessarily that some new innovative working style is required, but rather the proper application of skills already available, namely emotional intelligence. Of primary importance is to understand others, and allowing each to be heard – this is supported by a firm foundation of emotional competency based on empathy. This means that working together implies sensing others' feelings and taking an active interest in others' concerns to the point you understand what they are trying to convey (Slater, 2005).

Emotional self-awareness is another crucial skill in collaboration. This relies on the ability of an individual to have a strong sense of self-worth, so as to be confident in presenting new ideas. "Having the courage to speak out is an emotional competency based on self-confidence; a dimension of self-awareness" (Slater, 2005, p. 329). This also means being aware of your strengths and weaknesses, where in a collaborative situation individuals recognize the strengths they bring to the group, but also acknowledging of when other people can do it better.

It should be transparent to say at this point that "relationships are the building blocks of collaboration" (Slater, 2005, p. 330). Individuals and leaders that are adept at building relationships are more likely to succeed in this regard as they share time and experiences together through open communication, trust, and rising above an initial common ground. This enables the development of key competencies required for facilitation, reaching consensus, conflict resolution, team building and problem solving in a shared context. Non-verbal behavior has also been acknowledged as an effective measure for reducing conflict and promoting positive relationships. The emotional nature of collaborative work is therefore important to understand, perhaps even essential for successful collaboration.

#### **SUMMARY**

In maximizing one's leadership or individual effectiveness, and having the ability to influence and move people, one must possess the knowledge and skills of emotional intelligence. We know that "emotional intelligence is described as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others" (Palmer, Walls, Burgess, Stough, 2001, p. 5). Therefore, collaborative team leaders and members "who are emotionally intelligent are essential to developing a climate where employees are encouraged to perform to the best of their ability" (Koman, Wolff, 2008, p. 59). So we have seen regardless of the leadership model, effectiveness is enhanced by leaders possessing emotional intelligence (Higgs, 2003). Individual, team and organizationally, emotional intelligence competency is key to leaders of the future and their leadership effectiveness. For executives who understand and adapt to change, and assess themselves and their employees through emotional intelligence foster an emotional and intellectually healthy environment for all to thrive in (Xavier, 2005).

Creating a team of emotionally intelligent members is essentially the same as in developing an individual. The more these skills and competencies are developed throughout the team, the more effective the group can become. This is especially important because it allows teams to dispel norms, and organizations to develop new and more prosperous cultures. Faced with the continuing need to remain competitive in an advancing market, the importance of emotional intelligence cannot be overlooked. Successful, effective, and inspirational leaders of the future who are commanding and retaining of the highest talent, will certainly be demonstrative of the emotional intelligence competencies. For if they are not, the consequences seem quite predictable.



“Given that the key components of the collaborative process are inherently emotional in nature, leaders who are successful in developing collaborative work cultures may be those who are able to manage, rather than deny, their emotional selves” (Slater, 2005, p. 330). Since collaboration has the potential to yield positive outcomes not otherwise attainable, understanding the emotional underpinnings of positive collaborative behaviors in managing the emotional aspects of the collaborative process would seem paramount to retain. In short, this means collaborators at all levels need to learn to manage the emotional aspects of their work (Slater, 2005). So to compliment the contribution of a collaborative team member, it seems prudent to add emotional intelligence competency to rationale, technical, and organizational decision making.

Emotionally intelligent collaborative teams build social capital, which influences effective task processes and individual engagement in those processes, i.e., effective information sharing, knowledge and idea integration, and action leading to positive outcomes. Emotion drives behavior, and behavior affects relationships between individuals, groups and the collaborative environment. These emotions and subsequent behaviors can be positive or negative, but emotional intelligence allows for the positive application of these emotions contributing to positive collaborative outcomes. Individuals and teams lacking in trust are less likely to respond to emotional stressors in ways that build the social capital of the group (Druskatt, Wolff, 1999). Being cognizant of trust which is founded in the emotional intelligence domain of self management can enable pathways to success avoiding pitfalls of negative social capital, and ultimately demise of the collaborative process.

Emotions are connected to rationality and reasoning, not only behaviors. Positive emotions act as catalysts for creativity, and contribute to motivation. Since emotions can be intense but short-lived the resultant behaviors can have lasting effects on the productivity of a collaborative team. It is important to remember that since emotional intelligence reflects the ability to accurately appraise and understand emotions, the positive application of these emotions to facilitate thinking and creativity, flexibility and trust must remain the primary goals of the collaborative individual (Chattopadhyay, Finn, 2000).

## **CONCLUSION AND IMPLICATIONS**

It is intended that this literature review provided a foundation of understanding on the main construct of emotional intelligence, while complimented with views on effective collaboration. Beyond this, it was also a goal of the study to specifically identify correlation of the main subjects as they relate to each other beyond the extant literature already in place. It has been observed in the literature that emotional intelligence, particularly positive emotional intelligence, can be beneficial in negotiation. Emotionally intelligent individuals use positive emotions to envision major improvements in organizational functioning, and use emotions to improve their decision-making while instilling a sense of enthusiasm, trust, and cooperation in others through interpersonal relationships (Gardner, Stough, 2002). Furthermore, emotional intelligence enhances an individual’s ability to solve problems and to address issues and opportunities facing them. An individual high in emotional intelligence is able to accurately appraise how others feel and use this information to influence their emotions, so that they are receptive and supportive of the goals and objectives presented to them (Gardner, Stough, 2002).

Individual emotional intelligence has a group analog, as collaborative groups boost their performance by developing their team’s emotional intelligence. Absent of emotional intelligence, a collaborative group can still continue through the motions of participation and cooperation, but the team will not be as effective as it could be because members will hold back rather than fully engage. To be most effective, the team needs to develop and nurture emotionally intelligent norms, as these norms or behaviors support the building of trust, group cooperation and efficacy (Druskatt, Wolff, 2001). To be sure however, “a team with emotionally intelligent members does not necessarily make for an emotional intelligent group...creating an upward, self-reinforcing spiral of trust, group identity, and group efficacy requires more than a few members who exhibit emotionally intelligent behavior. It requires a team atmosphere in

which the norms build emotional capacity and influence emotions in constructive ways” (Druskatt, Wolff, 2001, p. 2). Successful participation, cooperation and collaboration follows trust, emotional intelligence and group efficacy (Druskatt, Wolff, 2001).

The preceding literature has shown that emotional intelligence improves one’s ability to be socially effective, and can lead to improved collaborative outcomes. However, some suggestions for future research have emerged as a result. Positive Organizational Scholarship and Appreciative Inquiry are other mainstream constructs that may positively influence collaborative outcomes. Collaboration with other researchers engaged in the development of positive behavior based theories may be another avenue for continued research and exploration. In the end, the research goal is to advance the desirable notion proposed by Druskatt and Wolff; “by working to establish norms for emotional awareness and regulation at all levels of interaction, teams can build the solid foundation of trust, group identity, and group efficacy they need for true cooperation and collaboration – and high performance overall” (Druskatt, Wolff, 2001, p. 12).

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