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Strengthening the Team Performance through Personality and Emotional Intelligence: Smart PLS Approach

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Abstract

The aim of the current study is to analyze the relationships of Emotional Intelligence (EI) dimension and Personality (P) traits of individual towards Team Performance (TP). The current study analyses the effect of Emotional Intelligence (Goleman, 1995) and personality (Big Five personality; Gosling *et al.*, 2003) traits for Air India employees' Team Performance. This study has used a simple random sampling method with a sample size of one hundred and twenty five employees from Air India .The Current study uses Smart PLS based Structural Equation Modeling approach and the results shows that Personality and Emotional Intelligence affects the team performance by 72.080% which is a considerable effect and this concludes that EI is a vital factor and it is considered as work place glue of individual personality and team performance of the contemporary organization..

Keywords: personality; emotional intelligence; team performance; service organization; smart PLS; Structural Equation Modeling.

JEL classification: M12; M54; D91.

1. INTRODUCTION

Emotional Intelligence studies remain in a nascent stage till today in the field psychology and business (Zeidner *et al.*, 2004). In the current millennium, the term "Emotional Intelligence" (EI) and "Team Performance," (TP) gained attention among the researchers and practitioners. Much of the researchers are concerning to emotional intelligence of the individual, but a very little research is examined with the EI and the team or group (Gantt and Agazarian, 2004). Much of the Literature revealed an established evidence for an essential association between EI and dimensions of personality traits (Mayer, 1999). The current study also analyzes the aspect of personality and EI effect towards TP.

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2. THEORETICAL BACKGROUNDS

2.1 Emotional Intelligence (EI)

The present study aims to examine the consequence of team performance with EI and TP empirically. Emotional Intelligence is a phrase constructed by two researchers – Peter Salovey and John Mayer (1997), and it was familiarized by Daniel Goleman (1995) defines Emotional Intelligence as the capability and capacity to recognize, comprehend and dealt with our own emotions and also to impact the emotions of others. EI allows individual in the workplace to use emotions appropriately and also to manage them efficiently (Zhou and George, 2003). Mayer and Salovey (1997) also developed a set of four skills of EI which comprise emotional awareness, understanding, management, and facilitation of the self and others.

The team performance of the team members depend upon the level of EI because team members having high EI can regulate their attitude and behavior towards positive actions, coordination of team activities and adaptable (Sy *et al.*, 2006). In today's corporate world emotions are viewed as an essential indicator for the individual reactions towards work, team, superior that can produce outstanding performance (Boyatzis, 1982; George, 2000). Emotions have significant influence of work environment in different time periods with different emotions (Rafaeli and Worline, 2001). There has been lots of evidence to put forward that emotional intelligence is a significant predictor of job performance in work circumstance (Newman *et al.*, 2010).

Emotional intelligence (EI) is a significant contributor towards workplace performance, such as: leadership style and efficiency (Barbuto and Burbach, 2006) troubleshooting and workplace modernization and improvement (Jordan and Troth, 2004); interpersonal ability and the capacity to promote encouraging associations with coworkers in the workplace (Jordan and Troth, 2004), and team productivity (Ilarda and Findlay, 2006). EI influence the individual in the grouping of abilities and managing emotions to enhance interpersonal and social relations than the personality traits (Jordan *et al.*, 2002). The empathetic behavior due to higher EI will promote cordial relationship and social support which is essential team norm (George, 2000). The current study discusses the effect of EI and personality effect towards TP of Air transport employees. It is imperative to make a note of again that personality is incorporated into the emotional intellect mixed-models of Goleman and Bar-On.

2.2 Personality (P)

All, humans have a distinctive personality. The personality of the individual remains invariable for a longer time; nonetheless, it is altered from one location to another one. Assess the personality and relating the personality traits has been getting wider acceptance among the psychologists from a more extended period. Identifying and assessing the individual personality traits is necessary for many living sit coworkers situations. Personality traits determine the individual differences and exhibit stable and constant patterns of actions at work and home, and it shapes the behavior (McCrae and Costa, 1996). Certain personality traits are distinctive, and it is expressed in every action which grabs the attention of others and gets other individuals' concentration and is acquainted with a variety of chances (Grant and Mayer, 2009). Personality is a set of psychosomatic qualities and means within the individual which was structured, comparatively tolerate and inclined his or her interactions with the individual and the environment (Cattell, 1950).

Allport (1961) detailed personality that consists of organizational role related traits that decide how an individual regulate his behavior and adjust himself exclusively to the environment includes seven categories; bio-physical, bio-social, unique, integrative, adjustment, differentiate essential and omnibus (Saklofske *et al.*, 2003). Beshart (2010) scrutinized the association between personalities and emotional concluded that Emotional Intelligence was noticeably associated with the personality. It was established that emotional intelligence was linked more with personality than with cognitive ability. Some studies have concluded that the there was a strong association between personality and emotional intelligence. Petrides *et al.* (2010) reported about the stronger bonding between emotional intelligence and big five personality traits.

The most familiar classification of the personality is the Big Five Personality or Five Factor Model. The basis was five traits of personalities principally from the work of (Allport, 1961; Cattell, 1950). Saucier and Goldberg (1998) and almost all types of personality can be classified with the five major dimensions. It is also named as OCEAN. *Openness*: which is artistic and innovative, *Conscientiousness*: who is more achievement-oriented and self-disciplined, *Extraversion*: energetic and who is happy with people, *Agreeableness*: who is friendly and tactful in approach, *Neuroticism*: who is depressed and want to be lonely (Digman, 1990).

The "big five" or Five-Factor Model (FFM) of personality signify the categorization more prudently and comprehensively describe human personality (Digman, 1990; McCrae and Costa, 1996). It also provides a meaningful and generalizable classification for examining the individual traits. Big five personality is the tool that characterizes the primary ways in which people be different (McCrae and John, 1992) and it also elucidates the present behavior and envisages future actions. The emotion management by the individual is essential to aware about emotions and Individual difference. The individual differences are nothing but personality (Maccoby, 2008) particular type of personality traits will enhance the higher level of EI and help the individuals to manage emotions (Jordan *et al.*, 2002) suggested about the association between the personality and emotions is an essential aspect in deciding the workplace behavior.

2.3 Team Performance (TP)

The workgroup, teams like self-directed teams, cross-functional teams is becoming most common in the contemporary organization (Cohen and Bailey, 1997). Numerous researches are currently undergoing to find a suitable model to enhance the team effectiveness and measures to evaluate team performance accurately (Sundstrom *et al.*, 1990). Individual difference due to ability and personality are the factors that influence performance. The study result also extends to the thoughtfulness about the impact of emotional intelligence towards job performance (Motowidlo and Beier, 2010). Many Researchers have scrutinized the effect of emotional intelligence as a direct antecedent of job performance (Goleman, 1995; Newman *et al.*, 2010), but have not explored whether EI with the influence of Personality influences the performance or the team members performance. There has been an immense requirement for empirical work to unearth the components of an efficient work team. In this area personality, emotion, demography plays a vital role.

The individuals with unique traits, which can efficiently commune, who have more empathetic emotion, will build up a cohesive and accommodative relationship with team

members. These individual employees, who can commune efficiently, and understand others, will be able to provide the fullest support to their team members (Thoits, 1989; Abraham, 1999).

3. NEED FOR THE STUDY

The analysis of various past literature concerning to the EI and personality revealed the influence of emotion towards performance which highlighted the research gap that has been explored by the researcher in the current study as a holistic effect of EI & personality towards team performance of air transport employees (Schultz *et al.*, 2005) investigated about the higher level of emotional connectivity, as defined by Goleman in Emotional Competency Inventory. McCrae and Costa (1996) affirmed the significance of emotional intelligence by signifying, "if emotional intelligence consists of a particular combination of familiar personality traits, then it is possible to say a great deal about it from decades of research on personality". Schulkind *et al.* (1999) established that people with superior emotional intelligence display stronger societal behavior due to the overlay of personality dimension. The present study aimed to study the effect of EI and personality towards team performance has been analyzed in the current study using Partial Least Squares (PLS) approach. The research model which is used in the present study was based on the existing model of big five personalities ten constructs (Gosling *et al.*, 2003), Emotional intelligence Self - awareness.

Self-motivation, *Social competence*, *Self-regulation* (Goleman, 1995) and *Team performance* (Beam, 2012). Moreover, a formative model incarcerated the role of EI and personality on the Team behavior of airport employees using PLS structural equation modeling approach was developed in the current study. The present research intended to answer two research questions:

1. Does personality of individuals influence the team performance?
2. Does the Emotional intelligence of individuals play a significant role in determining the behavior of team performance?

Based on the above objectives and research questions the conceptual research model developed is shown in Figure no. 1. The current model proposed by the researcher intends to test the following two main hypotheses:

H1*: Personality traits significantly influence the team performance of the individual employees.*

H2*: Emotional intelligence of individual employees plays a significant role in determining the team performance.*

4. METHODOLOGY

As recommended by Bartlett *et al.* (2001), the bare least essential sample size using the Cochran's analysis for determining sample size was 118. Sample size determination must take into deliberation with the statistical quest and practice to deploy the study variables. Data was accumulated via a build up a structured questionnaire. Self-administered questionnaires with the support of the MBA student were done which ensured a better response rate. An effort was made by the researcher to randomize data collection at various times of the day, during week time and during weekends for 30 days. In the current study considering the 47 variables (4 demographic variable, 10 personality variables, 23 Emotional intelligence variables and 10 team performance) to be used in exploratory factor analysis and structural equation modeling.

This study has used a simple sample method with a sample size of one hundred and twenty five employees were considered for analysis .One hundred and fifty questionnaires were distributed in Chennai, Air India (service Organization), of which 135 were collected (90% response rate) of 9 questionnaires (6% of the distributed questionnaires) found missing values, which decidedly less compared to the recommended value (Hair *et al.*, 2013) of 15%. Out of 126 filled questionnaires, 125 questionnaires were taken for analysis.

The questionnaire was constructed by taking into consideration features from various previous literature. To assess the primary hypothesis of this research, a multiple item scales has been developed by the researcher. The variables from different previous studies such as measures for demographic characteristics (gender, age, experience, and income), big five personality traits, and emotional intelligence have been included in the research instrument (Table no. 1), and the reliability is tested with the data and is stated in Table no. 1. Likert scale such as 'strongly agree' (5), 'agree' (4), 'neither agree nor disagree' (3), 'disagree' (2), 'strongly disagree' (1) has been followed throughout the instrument other than demographic characteristics.

Table no. 1 – Study variables from previous literature

No.	Factors	Author	Cranach Alpha
1	Measures for big five personality traits (10 versions).	Gosling et al. (2003)	0.880
2	Emotional Intelligence	Goleman (1995)	0.724
3	Team performance	Beam (2012)	0.921

Demographic profile of respondents

Of the 125 respondents, 76 (60.8 percent) were female, while 49 (39.2 percent) were male. The age group 20-40 (43 percent) account for the most significant portion of the sample followed by age group of 41-50 (32 percent) and 31-40 years (11 percent). Regarding the income level 45 respondents (36 percent) b, 82 respondents belong to the income group of 20000-30000, and 19.2 percent belong to the income group of 70000 and above 56 percent of the respondent are having fifteen years and above experience.

5. DATA ANALYSIS

To test the hypotheses generated the researcher used the Partial Least Squares (PLS) approach. Nowadays Partial Least Squares (PLS) path modeling is mostly applied in the business research, complex problems or small samples. It is a covariance structure analysis (Jakobowicz, 2006) and more suitable for studies with many latent variables (Henseler, 2012). PLS-SEM has been used in numerous fields, such as behavioral studies, consumer behavior, organization, management information system and business strategies.

The researcher ensures the reliability and validity of the empirical model used in the study to understand the online risk perception. The threshold Cronbach alpha (Nunnally and Bernstein, 1994) need to be higher than 0.7, and for the current study, all the constructs have alpha value more than 0.7.

It is understood from the Table no. 2 that all of the indicator personality, EI and TP have reliability values greater than the least acceptable level of 0.4 and very close to the preferred level of 0.7. Traditionally, "Cronbach's Alpha" has been used to determine the internal consistency and reliability, Gardiner *et al.* (2012). In social science research, it is

considered as a conventional measurement in PLS-SEM. Prior literature has also affirmed that the use of "Composite Reliability"(CR) as a replacement of Cronbach's Alpha (Bagozzi and Yi, 1988; Hair *et al.*, 2010). From Table no. 2, it confirmed that CR values are greater than 0.6, so it is concluded that reflective latent variables of the study have superior levels of internal consistency and reliability.

Table no. 2 – Results summary for reflective outer models

	AVE	Composite Reliability	Cronbach's Alpha	Communality	R Square
Personality	0.4845	0.846	0.7813	0.4845	
Self-Awareness	0.7065	0.9051	0.8586	0.7065	
Self-Motivation	0.5648	0.8841	0.8435	0.5648	
Self-Regulation	0.7217	0.9396	0.9228	0.7217	
Social Competence	0.8326	0.9372	0.8995	0.8326	
Team Performance	0.5995	0.9365	0.9234	0.5995	0.7208

To check the convergent validity, the Average Variance Extracted (AVE) for each latent variable has to be assessed. Again from Table no. 2, it is found that the AVE values obtained are good enough and more prominent than the acceptable threshold value of 0.5, so it is concluded that the construct has a superior convergent validity. Convergent validity is defined as the extent to which measures are correlated positively with another measure of the similar construct (Hair *et al.*, 2013). To determine the convergent validity the outer loadings of the indicator, as well as the Average Variance Extracted (AVE), are considered. Higher outer loadings signify that the variables are associated in common. Outer loadings below 0.40 have been removed from the scale (Hair *et al.*, 2010).

Fornell and Larcker (1981) suggested that the square root of AVE in each latent variable can be used to ascertain discriminant validity if this value should be bigger than the other association values among the latent variables. Discriminant validity, the amount to which a construct is diverse from other constructs is accessed via Cross-Loadings and the Fornell-Larcker (1981) criterion, and it is shown in Table no. 3.

Table no. 3 – Fornell-Larcker criterion analysis for checking discriminant validity

Factors	Personality	Self-Awareness	Self-Motivation	Self-Regulation	Social Competence	Team Performance
Personality	***0.7001****					
Self – Awareness	0.769	***0.8405****				
Self-Motivation	0.811	0.6858	***0.7515****			
Self-Regulation	0.7938	0.8249	0.7759	***0.8495****		
Social Competence	0.785	0.7459	0.7351	0.7371	***0.9125****	
Team Performance	0.7652	0.7193	0.7692	0.758	0.7846	***0.7742****

**Discriminant Values*

6. TESTING HYPOTHESES

PLS path modeling analysis (Henseler, 2012) has been done with the non-parametric bootstrap procedure to endow with the significant test based path coefficient for testing the hypothesis of personality & EI dimensions towards the team performance are shown in

Table no. 4. Path coefficients signify the hypothesize associations among the constructs. They have values were between +1 and -1. The Estimated levels of path coefficients are mostly close to plus one it indicates the constructive, positive associations. The significance of a coefficient is ultimately determined via the calculation of the empirical t-values obtained using bootstrapping. The objective of PLS-SEM is to classify and determine the significant path coefficients in the structural model and also to understand the essential and relevant effects. To check the level of Structural Path Significance in Bootstrapping T-statistics values are generated to check the significance level of both the inner and outer model of the structural path, using a statistical procedure called bootstrapping. The Bootstrapping result also estimated the normality of data also. The frequently used decisive value for the two-tailed t-test is 1.65 for a significance level of 10 percent (Hair *et al.*, 2010). The results are shown in Table no. 4.

Table no. 4 – Path coefficients and structural equation model

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
Personality → Team Performance	0.1004	0.116	0.1151	0.1151	0.8721
Self – Awareness → Team Performance	0.0771	0.0701	0.1166	0.1166	0.6613
Self-Motivation → Team Performance	0.2599	0.2652	0.1159	0.1159	2.2433**
Self-Regulation → Team Performance	0.1664	0.1461	0.1260	0.1260	1.3209
Social Competence → Team Performance	0.3345	0.3362	0.1095	0.1095	3.0558**

*** Significant at 99%*

The coefficient of determination (R2) determines the model's prediction precision and signifies the extent of variance in a dependent factor explicated by all independent factors associated with it. R2 values range from zero to one and with higher R2 values representing better levels of predictive precision. The range for satisfactory R2 depends on the nature of the study. For consumer behavior studies, values of 0.20 are regarded as privileged value. In marketing studies, R2 value of 0.75, 0.50, and 0.25 for the dependent factor can be illustrated as significant, reasonable, and feeble respectively (Hair *et al.*, 2010; Henseler, 2012).

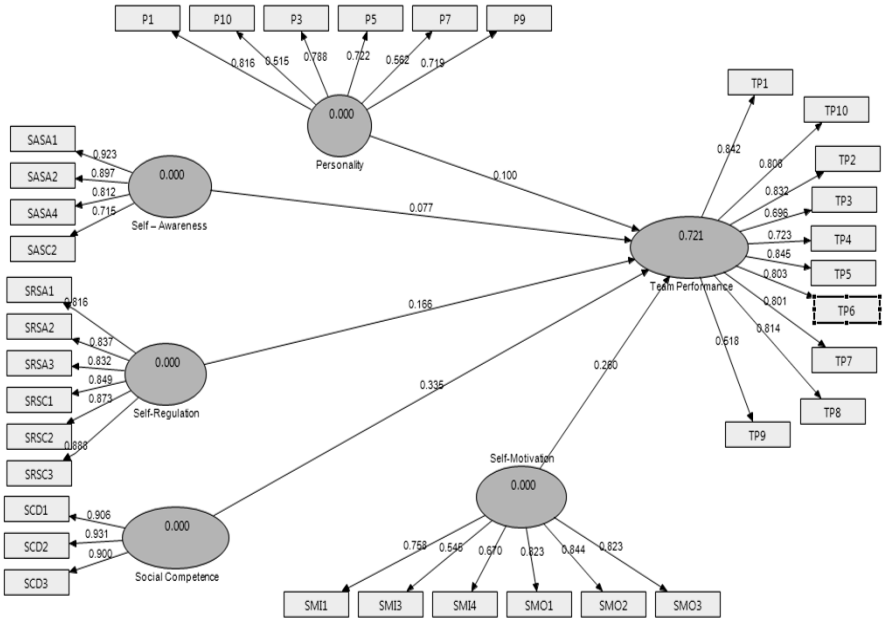
The influence of employee personality and EI is 72.08%, and it is determined by the R square value 0.7208. This also confirms that the role of personality is influencing factor towards EI. Personality disposition may be a deliberation of an individuals' capability and to regulate emotions (Lopes *et al.*, 2003). In the current study also self-regulation, as influenced by personality, has a higher R square. McCrae (1990) contended that the psychologists who analyze individual differences would anticipate a well-developed relationship between the emotional intelligence and the five-factor model. McCrae (1990) also emphasized that the effects of emotional intelligence have the specific impact of personality traits.

EI component self-awareness direct the individuals to operate within the standard determined for every particular responsibility (Averill, 1980). Self-awareness makes the individuals locate their priority for their issues (Abraham, 1999; George, 2000) and this is a most critical factor that fosters the interaction processes of team members. If individuals

have a higher level of self-awareness that facilitates team communications, reduce conflicts, role uncertainty, group loafing and other things are separated, and the team shows strong and victorious projects.

Individuals' who have more self-awareness have the capacity and capability to modify other team players' reaction to positive actions (Fabes and Eisenberg, 1992). Emotionally equipped individuals own the capability in reality to have better direct communications to achieve preferred goals (Miller and Leary, 1992). Self-regulation of emotion provides the individuals an understanding to fulfill the norms of the society and organization with specific reference to standards, norms, roles, coping mechanisms and to have a person job fit (Fabes and Eisenberg, 1992). The component of EI like self-motivation and social competence also help for the collective team performance (Sosik and Megerian, 1999), desired team result (George, 2000) and to persuade team members with team values (Wanous and Youtz, 1986).The Effect of EI and personality influence the TP with 72.08%, and the results also confirm with the previous studies that the components of EI have the more significant influence to TP.

The influence of personality and EI effect is studied, and the R square value is 0.7208. The output model based on PLS has been shown in Figure no. 1.



Fogure no. 1 – Path model : Emotional Intelligence and Personality effect towards Team Performance

The R-squared which is a coefficient of determination is the proportion of variance (%) in which the dependent variable can be elucidated by the independent variable. Hence, as a rule of thumb for understanding the strength of a relationship based on its R-squared value. In the current study of determining the direct relationship of personality and EI towards team performance is analyzed. The R-squared value is 0.721 for the effect of EI and personality towards TP, since ($R2 > 0.7$ it is considered to be a substantial effect on the team

performance (Moore *et al.*, 2013; Zikmund, 2000). This confirms the role of EI and personality have a considerable effect in determining TP (Tucker *et al.*, 2000). The conclusion is also endorsed by (Yost and Tucker, 2000) who develop an vital association among accomplished teams and the role emotions between the members and conclude that emotional quotient traits are more imperative than the "Visible skill" set. The difference between achievement and unevenness in working relationships, particularly in a team environment, can be ascribed to a team member's mastery of the softer skills – capability and style stranded in emotional intelligence (Grossman, 2000).

To ensure the overall quality and superiority of the of the research model of the current study, the Goodness of Fit (GoF) has been calculated, and the following formula has been used (Tenenhaus *et al.*, 2005). The calculated value global goodness of fit (GoF) for the current study is 0.7503, which surpassed the suggested threshold of GoF>0.36 (Wetzels *et al.*, 2009). Thus, the research model of the current study endows with an overall goodness of fit.

Bootstrapping Results - Path Coefficients for Inner Model

The two-tailed t-test with a level of significance of 5%, will be notable if the path coefficient T-statistics is greater than 1.96. In the current study, it is found for the variables personality, and EI effect towards TP and the results are shown in Table no. 4. The self-motivation and social confidence has more considerable influence in determining team performance.

7. DISCUSSION AND CONCLUSION

This study has legitimated three important findings like analyzing the roles of the Big Five Personality traits (P) and Emotional Intelligent (EI) towards Team performance (TP). The association and significant contribution to personality and emotional intelligence were confirmed by some previous studies (Saklofske *et al.*, 2003).The five-factor model of personality, trait EI measures are found to have more substantial and significant correlations (Petrides *et al.*, 2010).

The first hypothesis affirmed that there would be significant associations between the personality of the individual and the emotional intelligence level. The personality influences towards the impact of team performance do not have a considerable effect. This is because the individual has adjusted behavior particularly during a disagreement, pressure, anxiety, and deadlines and make possible the smooth growth of the project and encourage positive, efficient working relations with other members of the team and clients group (Goleman, 1998a, 1998b; Lanser, 2000).

Individual EI competencies were recognized as self-awareness, self-regulation, and motivation. (Goleman, 1995); Social Competence. Lanser (2000) places a definite confirmation on the significance of self- Motivation which considered being a guiding element of job performance with better interactions with team members and of a positive attitude towards team leadership.

Cherniss (1998) emphasizes that effective team members have more self-confident, which is replicated through well-built self-awareness, and ability to manage their emotions. Self-awareness also makes possible the team members to have self-regulation, which facilitates them to steps forward towards the successful completion of a task or the project (Goleman, 1998b;

Lanser, 2000). The Current results do not confirm with these previous findings. Self-Motivation and social competence have a more significant influence towards TP.

Goleman (1998b) also confirms that handling emotions positively facilities employees to complete the task as per the required goal. Church (1997) found that high-performing managers had superior levels of self-motivation and social competence than the average performing managers. This finding also coincides with the current study also the personality, and emotional intelligence plays vital in team performance.

Matthews (1994) affirmed that Team leadership is "giving purpose and direction for individual and group processes" then personality is the innermost quality of a leader. Emotional intelligence theory is often considered with two aspects (i.e.) personality or as mental capacity (Caruso *et al.*, 2003).The influence of personality traits and EI dimensions demonstrate that total effect are closely related to the achievement within an organization, especially with team performance (Barrick *et al.*, 2001; Judge *et al.*, 1999).

Team members are not only accountable for their level of impetus but are also playing a vital role in inspiring the team members and other group associates. Lanser (2000) and Goleman (1998b) propose that inducing others is an indispensable constituent of emotional intelligence which provides valuable and pessimistic aspects of life in the workplace. Social skills are very much essential for the better work relationship in the workplace between the members of the team and other colleagues. The current results confirm this results and the t value is significant at 99 percent. Team members encourage collaboration, cooperation, and solidarity through well-developed social skills (Goleman, 1998b). Emotional Intelligence has a noteworthy association towards Social skills of the individuals (Boyatzis, 1982). Further, the team performance which is impacted by emotions and the personality traits comparatively new combination in research. Teamwork is considered to be a social activity in which emotions play an imperative role in determining the level of team effectiveness. The conceptual research model of emotional intelligence and personality trait is correlated more (Jensen *et al.*, 2007) in predicting team performance. The model of emotional intelligence and trait-based personality effect towards individuals performance and team performance is vital for the challenging corporations(Jensen *et al.*, 2007; Dickson and Walker, 2001).

It was found that there was a higher solidarity between winning team performance and its impact emotional intelligence and personality and in the current study, the influence is 72.08%. The path model obtained in the present study authenticate that the hypothesis developed in the current study has a significant relationship between team members performance, (Yost and Tucker, 2000). Using the features provided by Goleman (1995, 1998a, 1998b), it is understood that team members' emotion played a crucial role in influencing the achievement and functionality of the team, and also to uphold high-quality associations with others in the organization" (Elfenbein, 2006).

The present study focuses on the effect of emotional intelligence on team performance and in any team the emotions need to be appropriately managed, it creates synergy and creativity (Jordan *et al.*, 2002). Team members perform with synchronization between each other using emotional intelligence (Harminder and Jaya, 2011). The study will prove extreme usefulness to the selected organizations. Through, these organizations will be further enlightened about the current motivation level of their employees working in teams" (Jordan *et al.*, 2002). The study results confirm with the previous results team Performance and the levels emotional intelligence (Barsade, 2002), Team performance (Wong and Law, 2002).

The emotional intelligence includes self-awareness, self-regulation, social awareness and social skills develop positive relationship towards team effectiveness (Harminder and Jaya, 2011).The implications of the current study are essential for corporate practice in the following ways:

- To develop emotionally capable teams.
- To retain emotionally competent team members.
- To develop emotionally intelligent team members towards the organizational goals.

This research provides a primary assessment of the relationship between personality traits and emotions that influence the team performance. In light of these findings, the contemporary organization will be able to develop a team with high emotional quotient. Thus, the current study confirms that team members with high emotional competence will enhance the team success and superior personal performance (Boyatzis, 1982; George, 2000; Goleman, 1998a) In sum, this research indicates that organizations should work towards increasing both emotionally competent employees, as well as emotionally responsible norms for their teams. The strengthening effect of EI towards the Team Performance is 72.08% which is a considerable effect, and this concludes that EI is a vital factor and it is considered as workplace glue between individual personality and team performance, which should be understood by the practicing managers of the contemporary organization. This is a necessary implication for the organization as a whole, where collaborative teamwork, cross-functional team, task forces and the self-directed team are created for various projects.

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