

RESEARCH REPORT

Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context

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We advance understanding of the role of ability-based emotional intelligence (EI) and its subdimensions in the workplace by examining the mechanisms and context-based boundary conditions of the EI–performance relationship. Using a trait activation framework, we theorize that employees with higher overall EI and emotional perception ability exhibit higher teamwork effectiveness (and subsequent job performance) when working in job contexts characterized by high managerial work demands because such contexts contain salient emotion-based cues that activate employees' emotional capabilities. A sample of 212 professionals from various organizations and industries indicated support for the salutary effect of EI, above and beyond the influence of personality, cognitive ability, emotional labor job demands, job complexity, and demographic control variables. Theoretical and practical implications of the potential value of EI for workplace outcomes under contexts involving managerial complexity are discussed.

Keywords: emotional intelligence, job context, teamwork effectiveness, job performance

The idea that emotional competencies can positively impact workplace outcomes has led emotional intelligence (EI) to explode as a hot topic among management practitioners and researchers alike (Goleman, 1995; Joseph & Newman, 2010). EI is defined as the “ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). High-EI employees are theorized to get ahead by treating their own and others’ emotions as valuable data in navigating workplace situations (Barsade & Gibson, 2007), thus helping them to maintain favorable interpersonal relationships at work and enhance their job performance. A number of studies have demonstrated a positive relationship between emotional abilities and job performance in both laboratory (e.g., Elfenbein, Der Foo, White, & Tan, 2007; Matsumoto, LeReoux, Bernhard, & Gray, 2004) and field settings (e.g., Elfenbein & Ambady, 2002; Lopes et al., 2006). Recent evidence also suggests that the EI–performance relationship is subject to boundary conditions, such that EI must be paired with other individual traits or abilities to bring about salu-

tary outcomes (e.g., Côté & Miners, 2006; Rode et al., 2007; Rubin, Munz, & Bommer, 2005).

The purpose of this article is to further advance this stream of research, with emphasis on the moderating role of the job context. Personality and context interaction theories strongly suggest that the predictive validity of traits or abilities on work outcomes heavily depends on contextual characteristics. Trait activation theory (TAT), in particular, purports that job contexts containing salient trait-relevant cues are more likely to strengthen the trait–behavior relationship (Tett & Burnett, 2003; Tett & Guterman, 2000). Recognizing that features of the job context may strengthen or weaken the influence of traits and abilities on work outcomes (e.g., Johns, 2001, 2006), we adopt a trait activation framework and propose that the relationship between EI and workplace outcomes is strengthened in job contexts involving high managerial work demands (MWD)—jobs requiring the management of diverse individuals, functions, and lines of business (McCauley, Ruderman, Ohlott, & Morrow, 1994)—because of the salience of emotional cues in such contexts as well as the importance of attending appropriately to those emotional cues to achieve performance. Our theorizing differs from prior research suggesting that EI is more strongly related to performance in job contexts requiring high levels of emotional labor (Joseph & Newman, 2010), in which emotional regulation competencies act to buffer against the strain of upward emotional labor demands. Rather, we highlight the importance of *emotional perception ability* in driving the EI–performance relationship under high-MWD job contexts, because of the advantages it confers through the accurate perception and appraisal of emotional cues as information (e.g., Elfenbein & Ambady, 2002).

In the sections that follow, we elaborate on the construct of ability-based EI and its subdimensions. We then provide a brief

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overview of TAT, discuss its relevance to the EI–performance relationship in MWD job contexts, and offer hypotheses explaining why overall EI and its emotional perception facet should have salutary effects on teamwork effectiveness in high-MWD job contexts, which in turn increases job performance. Our overall theoretical model appears in Figure 1.

Defining Ability-Based EI

Although a number of models of EI exist (e.g., Davies, Stankov, & Roberts, 1998), we focus on Mayer and Salovey's (1997) ability-based model of EI rather than on mixed models (Bar-On, 1997; Boyatzis & Sala, 2004; Petrides & Furnham, 2003; Tett, Fox, & Wang, 2005) that combine both emotional abilities and trait dispositions, capturing characteristics (e.g., self-management) that may be the result of high EI (Mayer, Roberts, & Barsade, 2008) rather than the essence of emotional abilities. Mayer and Salovey's model of EI is composed of four emotional competencies: (a) accurately perceiving emotions in one's self and others (emotional perception), (b) using emotions to facilitate thinking (emotional facilitation), (c) understanding emotions, emotional language, and the signals conveyed by emotions (emotional understanding), and (d) managing emotions so as to attain specific goals (emotional regulation). These interrelated emotional abilities are theorized to fall along a hierarchical continuum, from those that carry out fundamental psychological functions (perceiving emotions) to those that operate in the service of personal self-management and goals (regulating emotions; Mayer et al., 2008), such that individuals with higher emotional abilities are more able to successfully navigate emotion-laden contexts, experiences, and interactions.

A Brief Overview of TAT

TAT is a person–situation interactionist framework that specifies the characteristics of organizational contexts under which particular traits, abilities, or motivational orientations more strongly predict behavior and performance (Tett & Burnett, 2003; Tett & Guterman, 2000). According to TAT, traits more strongly predict trait-relevant behavior when organizational contexts contain trait-relevant cues, which in turn activate individuals' traits and cause individuals to behave in ways that are consistent with their standing on those traits. As an example, a department happy hour is laden with cues relevant to the personality trait of extraversion because the context provides opportunities for and positively values social interaction. These extraversion-relevant cues in turn activate attendees' extraversion, such that individuals higher in extraversion might engage in more conversation compared with

less extraverted individuals. In contrast, in a context lacking salient extraversion-relevant cues (such as a funeral), individuals' extraversion—regardless of level—is unlikely to be expressed in the form of gregarious social behavior.

According to TAT (Tett & Burnett, 2003), trait-relevant cues can be present at the task, social, or organizational level. Task-level cues arise from the day-to-day tasks and responsibilities of the job, social-level cues arise from working and interacting with others while completing job tasks, and organizational-level cues arise from the climate or culture of the organization. Cues also vary in their implications for performance—cues that provide opportunities to act in ways that are positively valued for performance are *job demands*, whereas cues that activate traits in ways that interfere with job performance are *distractors*.

EI-Relevant Cues in Job Contexts Involving MWD

High-MWD jobs require the management of diverse individuals, functions, and lines of business. Because such jobs involve working with and through significant stakeholders to accomplish task goals (Dierdorff, Rubin, & Morgeson, 2009; McCauley et al., 1994), from a trait activation perspective (Tett & Burnett, 2003), high-MWD jobs are likely to contain salient cues arising from both the task and social levels that relate to effective interpersonal and intrapersonal functioning. Because the common denominator of all interpersonal encounters is human emotions (Barsade & Gibson, 2007), we might expect high-MWD job contexts to be filled with salient emotion-related cues, such as emotions expressed by important stakeholders. Intrapersonally felt emotions may also act as salient emotion-related cues arising from the MWD job context. For instance, the stress and intense emotions experienced by employees working in challenging jobs, such as those with high MWD, may influence the employees' behavior at work (McCauley et al., 1994; Podsakoff, LePine, & LePine, 2007).

Consistent with TAT, we expect salient emotional cues in high-MWD job contexts to activate employees' emotional capabilities that subsequently lead individuals to behave in ways that are consistent with their EI capabilities. In particular, because accurately perceiving and then appropriately managing interpersonal emotional cues is critical for achieving the level of interpersonal sophistication that is rewarded in jobs of high MWD, we expect high-EI individuals in this context to behave in ways that facilitate their job performance. In contrast, because jobs of lower MWD may contain fewer salient emotional cues or may not emphasize attentiveness to these emotional cues as highly, the activation and impact of EI on performance-enhancing behaviors is less likely to be as pronounced in this context.

EI and Teamwork Effectiveness in a Job Context of High MWD

One indicator of employees' effective interpersonal functioning at work is *teamwork effectiveness*, or the extent to which employees work well with other team members and attend to their needs in an effective manner (Welbourne, Johnson, & Erez, 1998). Teamwork effectiveness is achieved when employees effectively exchange information and resources with, actively collaborate with, and respond to other team members' needs and requests in an appropriate manner. Behaviors constituting teamwork effective-

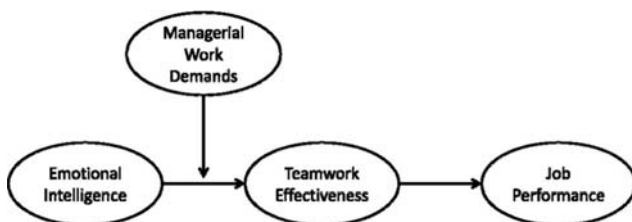


Figure 1. Hypothesized mediated moderation model.

ness can also generalize to non-team-based contexts in which individuals must work interdependently to achieve task goals (Welbourne et al., 1998).

EI may be a relevant predictor of teamwork effectiveness (Jordan, Ashkanasy, Härtel, & Hooper, 2002) because emotionally intelligent employees can better sense, understand, and respond appropriately to emotional cues exhibited by team members. For instance, a high-EI individual who perceives that conflicting task opinions among team members have given way to emotions of anger and frustration may respond by suggesting ways to de-escalate these counterproductive negative emotions. Or, perceiving that team morale is low, the high-EI individual may suggest taking a break as a means of replenishing motivation before tackling task challenges. Consistent with these illustrations, Wolff, Pescosolido, and Druskat (2002) found that emotional perceptiveness (operationalized as self-reported empathy) was associated with behaviors that facilitated group task coordination and that supported and developed team members. Other work has found that teams composed of individuals with higher EI exhibited lower levels of conflict intensity because of the formation of emotionally intelligent team climates and the use of more collaborative and integrative conflict resolution methods, which in turn led to smoother team functioning (Ayoko, Callan, & Härtel, 2008; Jordan & Troth, 2004). This evidence suggests that EI should relate positively to teamwork effectiveness. In conjunction with a trait activation perspective, however, we further expected that this relationship would be strengthened under a high-MWD job context. For reasons already discussed, the presence and importance of attending to salient emotional cues in high-MWD job contexts serve to activate employees' emotional capabilities such that those with higher EI are more likely to exhibit superior teamwork effectiveness in such contexts.

Hypothesis 1A: An MWD job context moderates the positive relationship between EI and teamwork effectiveness, such that the relationship is stronger for employees working in higher rather than lower MWD job contexts.

Emotional Perception Ability as a Key Component

Although substantial prior research has focused on overall EI as a single factor affecting workplace outcomes (e.g., Côté & Miner, 2006), recent meta-analytic evidence of the cascading effects of the subdimensions of EI suggests that not all facets of EI exert equal influence on workplace outcomes (Joseph & Newman, 2010). Of the four dimensions of EI, we theorize that the emotional perception facet is the driving component of the EI–teamwork effectiveness relationship in a job context of high MWD for several reasons. TAT implies that traits are more likely to be activated when (a) salient trait-relevant cues are present in the job context and (b) employees perceive these trait-relevant cues. Because the emotional perception facet allows employees to more acutely detect the presence of salient emotional cues in the environment, greater emotional perceptiveness increases the likelihood that one's emotional capabilities will be activated to facilitate teamwork effectiveness. This argument is consistent with EI theory, which suggests that emotional perception plays a foundational role in triggering more strategic emotional responses, such as the regulation of one's own and others' emotions (Gross, 1998; Joseph

& Newman, 2010; Mayer et al., 2008). Thus, without emotional perceptiveness, other emotional capabilities may not be brought to bear in a situation or, worse, may be applied in an ineffective manner.

Beyond activation, however, the accurate perception of emotional cues alone also yields important informational advantages. Employees who perceive, appraise, and interpret emotional cues appropriately are privy to an undercurrent of information that can serve to guide their decision making and interpersonal interactions. Indeed, Riggio (2001) theorized that sensitivity to the internal state of colleagues can assist in coordinating activities and working interdependently. For instance, someone with high emotional perception is more likely to recognize when a team member is under significant stress (e.g., because of an unusually high workload) by observing the team member's emotional cues and, as a result, to assist that team member by offering to off-load some responsibilities and/or make extra efforts to coordinate work activities. It is not surprising, then, that empirical evidence also indicates that the ability to accurately detect and interpret emotional cues is associated with higher performance (Elfenbein & Ambady, 2002; Rosenthal, Hall, DiMatteo, Rogers, & Archer, 1979). Thus, of the four subdimensions of EI, we expect emotional perception ability to relate most strongly to teamwork effectiveness under a high-MWD job context.

Hypothesis 1B: Of the four subdimensions of EI, emotional perception ability relates most strongly to teamwork effectiveness under a high-MWD job context.

Teamwork Effectiveness and Job Performance

A major tenet of TAT is that activated traits and abilities influence job performance through effective work behaviors (Tett & Burnett, 2003). That is, when activated traits produce behaviors that are evaluated positively by performance judges or appropriately fit the behavioral demands of the context, individuals scoring higher on those traits should also achieve higher job performance as a result of those behaviors. We propose that under a high-MWD job context, EI (and the emotional perception facet in particular) relates positively to job performance through its positive impact on teamwork effectiveness. Indeed, working well with others has long been theorized as a means by which high-EI employees achieve better job performance (e.g., Côté & Miners, 2006), and related theoretical and empirical work has suggested that perceiving and responding appropriately to stakeholders' social needs and emotions is an important facilitator of task performance in interdependent work settings (Marks, Mathieu, & Zaccaro, 2001; Stewart, Fulmer, & Barrick, 2005). Thus, we expect the following:

Hypothesis 2A: The moderating effect of an MWD job context on the relationship between EI and job performance is mediated by teamwork effectiveness.

Hypothesis 2B: The moderating effect of an MWD job context on the relationship between emotional perception ability and job performance is mediated by teamwork effectiveness.

Method

Sample and Procedure

We recruited 346 full-time professionals and early-career managers from a part-time master of business administration program of a large university in the Mid-Atlantic United States. As part of a developmental assignment, focal participants identified at least one supervisor to provide feedback on his or her teamwork effectiveness and job performance at work. The 657 nominated supervisors were asked to provide performance ratings of focal participants for developmental purposes, which, according to prior literature, has been shown to be of higher quality and accuracy than performance ratings provided for salary administration purposes (Greguras, Robie, Schleicher, & Goff, 2003). Supervisors who reported having supervisory responsibilities over focal participants and were highly familiar with focal participants' work were included in our analyses, resulting in a matched sample of 212 focal participants and 462 supervisors (average number of supervisor ratings per participant was 2.49, $SD = 1.08$).

Our final sample of focal participants was on average 28.18 years old ($SD = 4.54$). Of the focal participants, 70% were male, 61% were Caucasian, and 20% were in a formal supervisory role at the time of data collection. Industries most commonly represented by the participants were financial services (19%), consulting (17%), high tech (12%), defense contractor (11%), government (8%), manufacturing (4%), and health care (4%).

Focal participants completed two Web-based surveys. The first contained measures of personality and demographic variables (used as controls) and a measure of the extent to which their jobs were characterized by MWD. The second contained the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) Version 2.0. In a separate survey, nominated supervisors confidentially rated focal participants' teamwork effectiveness and job performance. We elected to use supervisor ratings of focal participants' teamwork effectiveness and job performance because doing so allowed us to ensure that the work on which focal participants were rated for their teamwork effectiveness was the same work on which job performance ratings were based.

Measures

EI. EI and four dimensions of EI—*perceiving emotions*, *facilitating emotions*, *understanding emotions*, and *managing emotions*—were assessed using the MSCEIT Version 2.0 (Mayer, Salovey, & Caruso, 2002), a 141-item computer-based test composed of tasks assessing emotional abilities. Overall EI and subdimension scores ranged from 0 to 180 and were derived from a copyrighted scoring system provided by the test publisher. Cronbach's alphas for overall EI and the emotional perception, facilitation, understanding, and regulation subdimensions were .88, .92, .73, .66, and .54, respectively.

Teamwork effectiveness. We measured teamwork effectiveness using the four-item Team Role subscale of Welbourne et al.'s (1998) Role-Based Performance Scale. Ratings were provided on a 5-point Likert-type scale (anchored at 1 = *needs much improvement*, 5 = *excellent*). For focal participants with more than one set of supervisor ratings, we calculated the level of interrater agreement by assessing the r_{wg} of each item based on aggregated

supervisor ratings and then averaged together the items belonging to the same scale, thereby obtaining an average r_{wg} of supervisor ratings per scale. On average, supervisors showed a strong level of agreement for teamwork effectiveness ($r_{wg} = .92$), and after dropping several supervisors that did not demonstrate a scale r_{wg} score of above 0.70, supervisor ratings were aggregated for each focal individual. A Cronbach's alpha of .88 was obtained using aggregated supervisor ratings on each of the scale's items.

Job performance. Job performance was assessed using the four-item Job Role subscale of Welbourne et al.'s (1998) Role-Based Performance Scale. Because of our participants' diverse functional backgrounds, we replaced the customer-oriented item with "efficiency of work" to increase comparability. On average, supervisors showed a strong level of agreement for job performance ($r_{wg} = .93$), and supervisor ratings that showed an acceptable level of agreement were aggregated and used as an index of the focal participant's job performance. The Cronbach's alpha was .88.

MWD job context. MWD job context was assessed using three items adapted from the managing business diversity dimension of McCauley et al.'s (1994) Developmental Challenge Profile.¹ Focal participants rated the extent to which the following items were descriptive of their current job: "You are responsible for numerous different products or technologies or services," "You are responsible for multiple functions or groups," and "This job is a dramatic increase in scope (managing significantly more people, dollars, sites, functions, etc.)." The Cronbach's alpha was .71.

Controls. We controlled for the effects of demographic variables on performance by measuring participants' age (in years), gender, supervisory status (whether they were of supervisory status or not), and job tenure (in years). Given the impact of conscientiousness on performance in team and job settings (Judge, Higgins, Thoresen, & Barrick, 1999) and in light of debates regarding whether EI explained any additional variance in work outcomes above and beyond emotion and relational oriented personality traits, such as extraversion, agreeableness, and emotional stability (Mayer et al., 2008), we assessed these personality traits using Saucier's (1994) brief version of Goldberg's unipolar Big Five traits and included them as controls. In light of research on the impact of EI above and beyond cognitive ability (Côté & Miners, 2006), as well as the positive relationship between cognitive ability and team and job performance outcomes (Bell, 2007; Hunter & Hunter, 1984), we controlled for cognitive ability using focal participants' Graduate Management Admission Test (GMAT) test scores. Finally, because prior research has shown that other job context factors relating to job complexity and emotional labor demands may strengthen the relationship between cognitive or emotional abilities and performance, respectively (Hunter &

¹ Although McCauley et al. (1994) found that individuals in management positions across industries generally tended to report higher levels of MWD, this does not preclude the possibility that individuals in nonmanagerial positions could perform managerial-type work. Indeed, descriptive analysis of our sample suggested that across a range of industries and organizations, focal participants in both supervisory and nonsupervisory positions reported similar patterns of variance and means of MWD in their jobs. Thus, our sample was an appropriate setting for assessing the effects of higher versus lower MWD job contexts on the relationship between EI and performance.

Hunter, 1984; Joseph & Newman, 2010), we coded participants' self-reported job titles for job complexity and emotional labor demands and controlled for their effects in order to rule out the possibility that the moderating effects of an MWD job context were due to these contextual factors alone.²

Results

Preliminary Analyses

Table 1 displays the descriptive statistics, internal reliability coefficients, and intercorrelations among the variables used in this study.

We first sought to confirm the factor structure of EI and its four factors. Following confirmatory factor analyses techniques used in prior research (e.g., Fan, Jackson, Yang, Tang, & Zhang, 2010), we allowed two task scores of each branch of the MSCEIT to act as observed indicators of each latent facet. Our analyses suggested that treating the four factors as latent variables fit our data well, $\chi^2(14) = 27.49$; $\chi^2/df = 1.96$; CFI = .96; TLI = .88; IFI = .96; RMSEA = .05 (CI [.02, .08]); factor loadings ranging from .45 to .88, compared with several alternative models, such as a two-factor model in which four tasks served as indicators of two latent area factors, $\chi^2(19) = 70.69$, $p < .01$, a one-factor unidimensional EI model, $\chi^2(20) = 112.51$, $p < .01$, or a four-factor model with a higher order EI latent factor, $\chi^2(20) = 112.51$, $p < .01$. Confirmatory factor analysis conducted for all measures at the item level (except the MSCEIT, which was conducted at the task level) demonstrated that a seven-factor model with the four factors of EI, MWD job context, teamwork performance, and job performance fit the data well, $\chi^2(131) = 185.0$; $\chi^2/df = 1.41$; CFI = .97; TLI = .95; IFI = .97; RMSEA = .03 (CI [.02, .05]), with factor loadings ranging from 0.45 to 0.89. Notably high latent factor correlations were found between emotional perception and emotional facilitation ($r = .93$) and between teamwork effectiveness and job performance ($r = .75$). Nonetheless, this solution provided significantly better fit compared with alternative models, such as a model in which teamwork effectiveness and job performance were combined into one factor, $\Delta\chi^2(6) = 143.04$, $p < .01$, or a single-factor model, $\Delta\chi^2(21) = 659.08$, $p < .01$.

Hypothesis Testing

All control variables and independent variables of interest were mean centered prior to entering the regression analyses, and interaction terms were calculated using mean-centered variables.³ We hypothesized that overall EI would relate more positively to teamwork effectiveness under high-MWD job contexts (Hypothesis 1A). Our results did not support a main effect for overall EI (Model 2, Table 2) but did show a significant interaction between overall EI and MWD job context in predicting teamwork effectiveness (Model 5, Table 2). Following Aiken and West (1991), we plotted the interaction (Figure 2) and found that it was consistent with Hypothesis 1A. The simple slope representing the association between EI and teamwork effectiveness was positive and significant at one standard deviation above the mean of an MWD job context ($\beta = .25$, $t = 2.35$, $p < .05$) but was not significant at one standard deviation below the mean ($\beta = -.15$, $t = -1.45$, ns), supporting Hypothesis 1A.

We also hypothesized that of the four facets of EI, the emotional perception subdimension would explain the most variance in the EI–teamwork effectiveness relationship under a high-MWD job context (Hypothesis 1B). When entering the interaction terms of the four facets of EI and an MWD job context simultaneously into the same equation, only the interaction term consisting of the emotional perception dimension and MWD job context reached significance, thus demonstrating support for this hypothesis (Model 9, Table 2, Figure 3). The simple slope representing the association between emotional perception and teamwork effectiveness was positive and significant at one standard deviation above the mean of an MWD job context ($\beta = .20$, $t = 1.98$, $p < .05$) and was negative and significant at one standard deviation below the mean ($\beta = -.22$, $t = -2.08$, $p < .05$), largely supporting Hypothesis 1B.

Hypotheses 2A and 2B stated that the moderating effect of a high-MWD job context on the relationship between EI (or emotional perception) and job performance would be transmitted through teamwork effectiveness. Preliminary regression analyses showed some support for a mediated moderated model. Specifically, the interaction term between EI (or emotional perception) and MWD had a marginally significant relationship with job performance ($\beta = .13$, $p < .10$; $\beta = .15$, $p < .10$), teamwork effectiveness had a strong, positive relationship with job performance ($\beta = .62$, $p < .01$; $\beta = .63$, $p < .01$), and in the presence of teamwork effectiveness, the interaction term became nonsignificant ($\beta = -.00$, $p > .05$; $\beta = .03$, $p > .05$). To test our hypotheses in an integrative fashion, however, we first assessed support for these hypotheses using the bootstrapping-based path analytic approach of Edwards and Lambert (2007) adapted for use in Mplus 5.21 (Muthén, & Muthén, 1998–2007). This procedure allowed us to assess the indirect effect of EI on job performance (through teamwork effectiveness) at high and low levels of MWD job context. Using linear regression with maximum likelihood estimates and 2,000 data draws, we found a significant positive indirect effect of overall EI on job performance (through teamwork effectiveness) at higher levels of MWD job context ($\beta = .006$; CI [.000, .011]; $\alpha = .05$) and a significant negative indirect effect at lower levels of MWD job context ($\beta = -.006$; CI [-.011, -.001]; $\alpha = .05$). The difference between the two indirect effects was significant ($p < .01$). We also found a significant positive indirect

² Following Judge, Bono, and Locke (2000), job complexity was coded by the first author and by a master of business administration student who was unaware of the hypotheses of the study. Coding was completed by matching focal participants' self-reported job titles and industry information to occupational titles listed in the *Dictionary of Occupational Titles* database (<http://www.occupationalinfo.org/>). The percentage of agreement between the raters was 93%, and discrepancies were discussed and resolved. The first author and the same master's student also coded emotional labor demands based on four items from Grandey (2003), which were also used in Joseph and Newman (2010). Cronbach's alpha for the four items was .81. Because the level of interrater agreement and reliability was strong ($r_{wg} = .79$; ICC1 = 1.00, ICC2 = .67), we aggregated ratings of emotional regulation for each job and entered these values into the analysis.

³ Additional analyses confirmed that the pattern of relationships described in our results remained the same, with or without control variables. This suggested that our results were not due to potential suppressor effects caused by including control variables in our analyses.

Table 1
Means, Standard Deviations, and Intercorrelations Among Key Variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Age	28.18	4.54	—																			
2. Gender ^a	1.30	0.47	-.14*	—																		
3. Supervisory status	1.79	0.42	-.12*	.04	—																	
4. Organizational tenure	1.80	1.76	.34**	-.04	.02	—																
5. Extraversion	3.62	0.70	-.09	.08	-.20**	-.09	(.84)	—														
6. Conscientiousness	4.07	0.54	-.08	.13*	-.01	-.05	.23**	.09	(.76)	—												
7. Agreeableness	4.20	0.51	.09	.09	.01	.09	.05	.30**	.23**	.09	(.77)	—										
8. Emotional stability	3.65	0.66	.04	-.11*	-.05	.01	.05	.12*	-.06	-.00	(.76)	-.06	—									
9. Cognitive ability	607.96	72.30	-.01	-.09	.02	-.08	-.02	.05	.01	.08	.18**	.02	.18**	(.88)	—							
10. Overall EI	98.51	13.71	.00	.22**	.08	-.04	-.02	.03	.01	.08	.02	.77**	.18**	.77**	.18**	(.92)	—					
11. Emotional perception	97.79	14.81	.06	.19**	.06	.01	-.06	.03	.01	.08	.10	.64**	.43**	.64**	.43**	.73)	.73)	—				
12. Emotional facilitation	100.38	15.18	.06	.15**	.12*	.03	-.01	.09	.06	.07	.10	.64**	.43**	.64**	.43**	.73)	.73)	.73)	—			
13. Emotional understanding	103.00	13.88	-.10	.06	.02	-.12*	-.04	-.03	-.09	.04	.29**	.61**	.16**	.61**	.16**	.66)	.66)	.66)	.66)	—		
14. Emotional regulation	96.95	11.82	-.07	.23**	.03	-.04	.11*	.09	.05	.04	.06	.52**	.18**	.52**	.18**	.22**	.22**	.22**	.22**	.22**	(.54)	—
15. MWD job context	3.01	1.12	-.05	-.14*	-.09	.04	.07	-.04	-.05	-.01	.01	-.21**	-.14**	-.16**	-.14**	-.08	-.08	-.08	-.08	-.08	-.08	(.71)
16. Emotional labor demands	0.34	0.30	.05	.07	-.03	.05	.11*	.06	.10	.11*	.03	.06	.07	-.03	.06	.01	-.01	.01	.01	.01	.01	(.81)
17. Job complexity	9.21	2.81	.15**	-.16**	.00	.11*	-.00	.02	.11*	.13*	.08	.06	.07	.07	-.02	-.04	.04	-.18**	-.18**	-.18**	-.18**	—
18. Active emotions	1.67	0.62	.06	-.11*	-.02	.05	.19**	.10	.15**	-.02	.01	-.15**	-.25**	-.12*	-.05	.06	.12*	-.04	.05	.05	.05	(.70)
19. Teamwork effectiveness	4.35	0.59	-.30**	-.01	.04	-.15*	.00	.13	.04	.09	-.05	-.01	-.01	.05	-.02	.02	.08	.01	-.03	-.01	(.88)	—
20. Job performance	4.35	0.59	-.27**	.01	.01	-.18**	-.02	.17**	-.03	.04	.05	.08	.03	.05	.12	.07	.02	.02	-.04	-.00	.67**	(.88)

Note. $N = 212$. Internal consistency reliabilities appear in parentheses along the diagonal. EI = emotional intelligence; MWD job context = managerial work demands job context.

^a Dummy coded: 1 = male; 2 = female.

* $p < .05$. ** $p < .01$.

Table 2
Standardized Beta Coefficients of Regression Analyses

Independent variable	Model								
	1	2	3	4	5	6	7	8	9
Age	-.27**	-.27**	-.27**	-.27**	-.25**	-.27**	-.27**	-.27**	-.25**
Gender ^a	-.05	-.05	-.05	-.06	-.07	-.06	-.05	-.06	-.06
Supervisory status	-.00	.00	.00	.01	.01	-.01	-.01	-.00	-.03
Organizational tenure	-.08	-.08	-.10	-.10	-.10	-.09	-.10	-.10	-.11
Extraversion	-.05	-.08	-.07	-.07	-.07	-.08	-.08	-.07	-.08
Conscientiousness	.10	.10	.10	.10	.11	.10	.10	.09	.10
Agreeableness	.07	.07	.07	.08	.09	.07	.07	.07	.09
Emotional stability	.05	.05	.04	.04	.02	.05	.05	.05	.03
Cognitive ability	-.03	-.03	-.04	-.05	-.04	-.04	-.05	-.06	-.04
Overall EI		.03	.04	.04	.05				
MWD job context		.08	.08	.08	.08	.08	.08	.08	.09
Emotional labor demands		.06	.07	.07	.06	.07	.08	.08	.08
Job complexity		-.01	-.01	-.01	-.02	-.02	-.01	-.01	-.03
Extraversion × MWD Job Context			.03	.04	.02		.04	.05	.01
Conscientiousness × MWD Job Context			.02	.02	.04		.01	.01	.05
Agreeableness × MWD Job Context			.03	.03	.03		.04	.03	.05
Emotional Stability × MWD Job Context			.01	.02	.03		.01	.02	.01
Cognitive Ability × MWD Job Context			.14*	.13	.09		.13	.12	.09
Overall EI × Cognitive Ability				-.02	.03				
Overall EI × Emotional Labor Demands				.01	.04				
Overall EI × Job Complexity				-.07	-.07				
Overall EI × MWD Job Context					.21**				
Emotional perception						-.01	.00	-.00	-.01
Emotional facilitation						.10	.10	.10	.13
Emotional understanding						-.00	-.01	.01	-.00
Emotional regulation						-.01	-.02	-.02	-.03
Emotional Perception × Cognitive Ability								-.03	.02
Emotional Perception × Emotional Labor Demands								.00	.03
Emotional Perception × Job Complexity								-.05	-.04
Emotional Perception × MWD Job Context									.19*
Emotional Facilitation × MWD Job Context									.03
Emotional Understanding × MWD Job Context									.05
Emotional Regulation × MWD Job Context									.04
ΔR^2	—	.01	.02	.00	.04	.02	.02	.00	.04
R^2	.11	.12	.14	.14	.18	.13	.15	.15	.19

Note. $N = 212$. Standardized estimates reported. The dependent variable is teamwork effectiveness. EI = emotional intelligence; MWD job context = managerial work demands job context.

^a Dummy coded: 1 = female; 0 = male.

* $p < .05$. ** $p < .01$.

effect of emotional perception on job performance (through teamwork effectiveness) at higher levels of MWD job context ($\beta = .005$; CI [.001, .010]; $\alpha = .05$) and a marginally significant negative indirect effect at lower levels of MWD job context ($\beta = -.005$; CI [-.011, .000]; $\alpha = .05$). The difference between the two indirect effects was significant ($p < .01$). Hence, these results further confirmed Hypotheses 2A and 2B.

To address concerns about how the strong correlation between teamwork effectiveness and job performance due to common method bias might bias the results of our indirect effect tests, we followed the advice of Podsakoff, MacKenzie, Lee, and Podsakoff (2003) and used structural equation modeling to model common method as a latent factor influencing the four observed indicators of teamwork effectiveness and the four observed indicators of job performance. Controlling for the common method latent factor, the correlation between teamwork effectiveness and job performance was discounted from .75 to .50 (reflecting a discount of 33%). We then applied this 33% discount to the link between teamwork

effectiveness and job performance by multiplying the coefficient by .67 when testing for indirect effects. Although this reduced the estimates of the indirect effect under both low and high levels of the moderator, the results retained the same direction and level of significance.

Auxiliary Analyses

One assumption of our TAT arguments was that high-MWD job contexts contain both interpersonally and intrapersonally salient emotion-related cues that function to activate employees' EI. In our auxiliary analyses, we attempted to determine whether there might be some evidence for this assumption. Although we were unable to capture interpersonally driven emotional cues, we did collect focal participants' self-reported experiences of affective states at work, which indirectly point to emotions that may arise in the process of managing interpersonal relationships and tasks on the job. Emotional intensity was measured using Barrett and Rus-

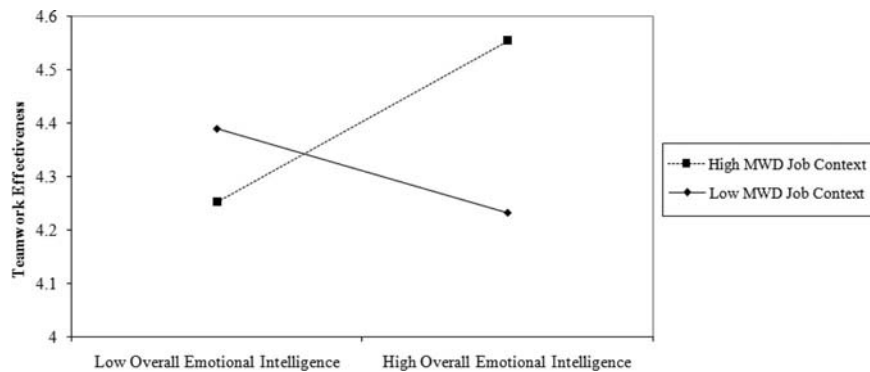


Figure 2. Overall emotional intelligence and managerial work demands (MWD) job context interaction effect on teamwork effectiveness.

sell's (1998) circumplex model of emotion and was calculated using the mean of three positive (excited, enthusiastic, active) and three negative (angry, nervous, alert) activated emotions reported over 27 consecutive work days during the period of data collection for this study ($\alpha = .70$). We found that MWD was positively related to participants' self-reported experience of active emotions ($r = .12, p < .05$), suggesting that participants working in high-MWD contexts generally experienced intense feelings that may likely have activated their EI. Interestingly, active emotions were also significantly negatively related to EI ($r = -.15, p < .05$) and emotional perception ability ($r = -.25, p < .05$), suggesting that differences in EI may influence how individuals perceive and thus manage their emotional experiences.

Further, one of our arguments for the dominance of the emotional perception facet was that, under a high-MWD job context, emotional perception ability might further activate other dimensions of EI, such as emotional facilitation, understanding, and management, which in turn would facilitate workplace effectiveness. To assess this possibility, we examined whether emotional perception interacted with other dimensions of EI or whether a three-way interaction between emotional perception, other dimensions of EI, and MWD would relate to teamwork effectiveness or job performance. Only the interaction between emotional perception and MWD job context reached significance, suggesting that

emotional perception does not serve as a significant activator of the other emotional capacities.

Discussion

Drawing on a trait activation perspective (Tett & Burnett, 2003), we argued and found that EI related more positively to teamwork effectiveness under a high-MWD job context, which in turn increased job performance, potentially because such job contexts contain salient emotion-related cues that activate and allow high-EI individuals to act in emotionally intelligent ways that facilitate their performance. Our finding that a high-MWD job context strengthened the EI–performance relationship points to the value of bringing a person–situation interactionist perspective to bear in understanding phenomena related to EI. Our theoretical model received support even after controlling for numerous alternatives of how the EI–MWD interaction might be driven by cognitive and trait explanations.

We also theorized and found that the emotional perception facet of EI contributed most strongly to these effects. Our focus on the emotional perception facet complements prior work demonstrating that emotional regulation ability most proximally relates to job performance under high emotional labor job contexts (Joseph & Newman, 2010). Because our auxiliary analyses did not support a

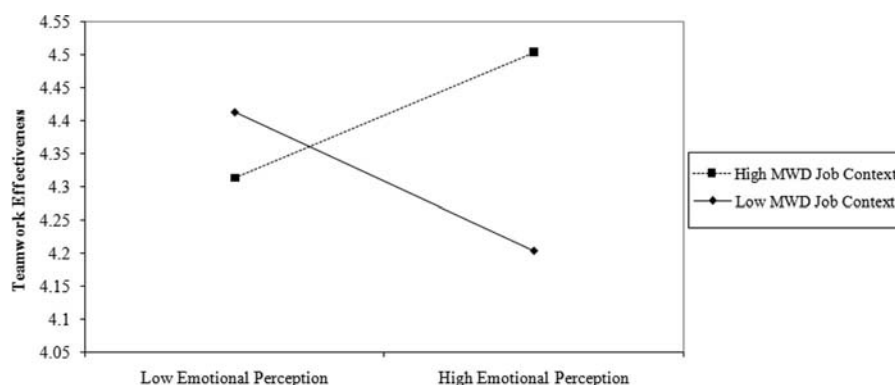


Figure 3. Emotional perception and managerial work demands (MWD) job context interaction effect on teamwork effectiveness.

cascading model in which emotional perception must be combined with emotional regulation to impact salutary outcomes, our study provides preliminary evidence that the accurate perception of emotional cues is perhaps the driving mechanism underlying our findings and is a particularly critical component of EI.

Future research may build on our study in several ways. In light of burgeoning research demonstrating the moderating role of job context on the impact of various facets of EI, our study begs the larger question of how job contexts in general impact the EI–performance process. In our study, we reasoned that interpersonal interaction demands of high-MWD job contexts act as emotional cues that activate employees' emotional perception abilities to exhibit greater teamwork effectiveness. It could also be argued that in an emotional labor context, emotional display rules act as emotional cues that activate employees' emotional regulation abilities to exhibit more appropriate emotional expressions. In other words, multiple models of EI–context interactions may coexist, such that the nature of emotion-based cues embedded in the context determine the relevant facet of EI that is activated and the subsequent behavior that is exhibited.

Related to this latter point, we acknowledge that our choice of mediator (teamwork effectiveness)—although a relevant indicator of interpersonal effectiveness and functioning in our job context of interest—is not the only means by which EI can impact job performance. Indeed, prior research has shown that stock traders higher in EI achieve higher performance through better decision making (Seo & Barrett, 2007). Thus, future research may extend our work by systematically comparing the emotion-based cues present in different job contexts and examining how these cues may differentially activate subdimensions of EI to produce different behavioral outcomes.

Interestingly, under low levels of MWD, we found a negative relationship between EI and teamwork effectiveness. Contrary to the claims of EI proponents, our findings seem to suggest that EI is not a universally positive attribute, an observation consistent with prior research suggesting that high emotional perception ability can sometimes lead one to read too much into a situation (Elfenbein & Ambady, 2002) and respond to emotional cues that were not meant to be noticed. Indeed, from a TAT perspective, although both high- and low-MWD job contexts may offer opportunities to express EI, the emotional cues in high-MWD job contexts may represent demands or opportunities to act in positively valued ways, whereas emotional cues in low-MWD job context may represent distractors that interfere with performance (Tett & Burnett, 2003). Thus, unlike cognitive ability, which generally exerts a positive effect on performance across contexts (Schmidt, Hunter, & Outerbridge, 1986), EI's impact on performance perhaps resembles that of a personality trait—adaptive in some contexts but detrimental in others.

We also found a significant, negative correlation between EI and MWD job contexts. This is curious given our arguments that high-EI individuals should do better in high-MWD job contexts; thus, one might expect such job contexts to be largely populated by high-EI individuals. Further examination of the correlation matrix suggests an alternative explanation. Consistent with prior research noting that female managers tend to be more perceptive of non-verbal emotional cues than men (Hall, 1978, 1984; McClure, 2000), we found that EI was positively correlated with gender ($r = .22, p < .01$), such that women tended to have higher levels of EI

than men. Prior research also suggests that women have less access than men to developmental assignments and experiences (King et al., in press)—including jobs of MWD (Ohlott, Ruderman, & McCauley, 1994). Indeed, we found that gender was negatively correlated to MWD job context ($r = -.14, p < .05$), such that men reported working in jobs of higher MWD than women. Thus, one partial explanation for the negative correlation found between EI and MWD job context may be the spurious effects of gender.

Finally, although we found robust effects of EI above and beyond the effect of cognitive ability, we acknowledge that our proxy for cognitive ability—the GMAT—may have suffered from range restriction in our sample of enrolled master of business administration students, which may have led the correlation between cognitive ability and work outcomes to be attenuated (Oh, Schmidt, Shaffer, & Le, 2008). This may also explain why we failed to replicate Côté and Miner's (2006) finding that the effects of EI in workplace effectiveness are amplified for individuals with lower cognitive ability. We urge researchers to consider this limitation when assessing the effect sizes of EI on workplace outcomes, over and above the influence of cognitive ability.

Our finding that the EI–performance relationship is contingent on an MWD job context holds important practical implications for managers. Our study suggests that the relationship between EI and performance is not as direct, positive, or exaggerated as Goleman (1995) and other EI enthusiasts have suggested. Thus, managers should recognize that selecting emotionally intelligent employees or training employees' EI may not lead to higher performance outcomes in all situations, but that investing in the EI of employees working in jobs characterized by high managerial demands may be a worthwhile endeavor.

Conclusion

The relationship between EI and performance is a complex one. Better teamwork effectiveness and job performance under a high-MWD job context may represent just one means by which EI impacts outcomes in the workplace. We encourage future researchers to continue identifying moderators—both contextual and individual—as well as other mechanisms of the EI–performance link to further the understanding of how and when EI plays a salutary role in organizations.

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Correction to Chi, Grandey, Diamond, and Krimmel (2011)

In the article “Want a Tip? Service Performance as a Function of Emotion Regulation and Extraversion,” by Nai-Wen Chi, Alicia A. Grandey, Jennifer A. Diamond, and Kathleen Royer Krimmel (*Journal of Applied Psychology*, 2011, Vol. 96, No. 6, pp. 1337–1346), the affiliation of Nai-Wen Chi was listed incorrectly in the author note. The correct affiliation is Institute of Human Resource Management, National Sun Yat-Sen University, Taiwan. The online version of this article has been corrected.

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