Linking Emotional Intelligence (EI), Communication and Teams – Review of Research and Challenges for Future

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Abstract:- This paper reviews research work on how EI is related to communication and team performance, effect of an individual's EI and its influence on individual-level communication behavior within a team and teamwork, EI displayed by team members when they interact with other team members, the resultant communication and team EI and its impact on task and team performance. The team emotional skills are regarded by team EI research as pooled resources (Jordan et al, 2002;Bell, 2007) of individual team members in the team, that are an input feature contributing to effective intra-team processes and resultant team performance.

The authors propose that individual EI displayed by team members in a combination of effective and appropriate communication behaviours has a significant correlation with individual team performance and subsequent team outcomes. It not only affects team dynamics but is also associated with team emotional intelligence combined with performance thereby displaying a significant correlation of Individual Emotional Intelligence and individual team performance with Team Emotional intelligence and team performance. Based on the literature on various aspects of Emotional Intelligence with reference to individuals, teams, team behaviour and communication the authors propose a model.

Keywords – Emotions, Communication, Teams

I. INTRODUCTION

Work teams are crucial for organizational success in the business world today, as they show significant outputs, smarter decision making and a strategic advantage (Cohen & Bailey, 1997; Goleman, 1998; Appelbaum et al, 1999; Wetlaufer, 2001; Stubbs, 2005) with collaboration and faster communication. Organizational research studies examining emotions in the workplace (Ashkanasy & Daus, 2005) provide thoughtful insights to organizational and workplace behavior (Smith & Sharma, 2002) and performance (Barsade et al, 2000). Pfeffer (1992) suggested that in social interactions it may be observed that there are direct associations of performance with interpersonal relationship behaviors.

Team research outlines that those individuals who are supposed to have a higher levels of emotional intelligence (EI) fulfill requirements for a group's success i.e. a sense of group identity, presence of trust among group members, along with and group efficacy (Druskat & Wolff, 2001), presence of more effective communication and empathy with other teammates (Prati, 2003). They display an understanding of their own and others feelings, are more capable of expression and control of emotions, able to develop empathy and awareness in communication with other team members (Dulewicz & Higgs, 2004; Doğan & Demiral, 2007; Gürbüz & Yüksel, 2008; Çetinkaya & Alparslan, 2011). Research proves relation between effective teamwork and team EI (Elfenbein & Ambady, 2004; Feyerhem & Rice, 2002) and EI impact on individual's performance (Jordan, Ashkanasy, Härtel, & Hooper, 2002). An emotionally intelligent person will be adept in teamwork and solve problems by combining cognitive and emotional powers (Başaran, 2000); direct self and coworkers towards desired results and provide high motivation, have a positive and solution-oriented approach while facing conflicts and problems (Baltaş, 2006; Barbuto & Burbach, 2006). Emotionally intelligent individuals are adaptive to change, nurture an emotional and intellectually healthy environment where all can thrive (Xavier, 2005).

EI affects organizations on different levels. Organizational return on investment (ROI) is visible as improved organizational performance and innovation which trickles down to group, team or department ROI in the form of improved communication, positive dynamics, stability, accountability and synergy; and finally shows on individual level as improved efficiency, performance and commitment. This translates to less attrition and organizational profits and also enhances the relational and behavioral facets of work and is also a forecaster of performance.

II. PROBLEM FORMULATION & OBJECTIVE

Teams require people who have adequate and appropriate skills and knowledge, and who have an understanding of team requirements and needs and can cater to them. The EI skill set is credited for eighty percent of an individual's success (Goleman, 1995). An Emotionally Intelligent person stays motivated, motivates others, manages multifaceted and complicated interpersonal relationships, inspires and builds

teams, gets finer results (Goleman, 2005). Higher EI levels are connected with effective leadership behaviors (Gardner & Stough, 2002; Downey et al. 2006) in senior managers; besides collaborative skills of conflict management (Jordan & Troth, 2002). By using emotions intelligently individuals can make emotions help bring about effective behavior and thinking, that may enhance results in different ways (Weisinger, 1998).

Druskat and Wolff (2001) emphasized that EI in groups helps to establish organizational effectiveness and as in the case of individuals, emotionally intelligent teams exist as most effective teams. The team emotional skills are regarded by team EI research as pooled resources (Jordan et al, 2002; Bell, 2007) that have been brought together to the team by individual team members. These collectively contribute to effective intra-team processes with resultant performance. The EI of individual members and emotional tendencies are individual traits and these combine to collectively generate the emotional composition of a group (Kelly & Barsade, 2001). Both individual EI and Team EI will be affected by the various organizational inputs in the form of culture and climate, task design and implementation. Sternberg et al. (2000) suggested that strong relational skills help employees to build varied networks which in turn help them create personal and professional opportunities.

Communication is the channel by which individuals convey emotions and is therefore a core component of EI (Mayer, Dipaolo, Salovey, 1990) in teams. For goal accomplishment it is crucial for teams to have open and easy communication (Zander, 1994). Competence in communication combines essential outcome features of effectiveness and appropriateness (Spitzberg & Cupach, 1984). The individual communication style is how we communicate; it includes a pattern of verbal and nonverbal behaviors consisting of our unique way of exchanging information in different situations (Saphiere, Mikk, & DeVries, 2005).

EI in workgroups builds a solid foundation for positive branding of the team as more emotionally intelligent team members / individuals show better tendency for teamwork. This paper reviews work on how EI is related to communication and team performance, the effect of an individual's EI and its influence on the individual-level communication behavior within a team.

III. LITERATURE REVIEW

Emotions play a key role in propelling organizational effectiveness (Ashkanasy, 2003; Barsade et al , 2003; Nelis et al, 2009). Both research (Mayer et al, 2008) and literature (Goleman, 1995) indicates that individuals with high EI can detect and manage emotions effectively (Mayer et al, 2000). According toHerkenhoff (2004) a combination of intellectual competencies as well as emotional capabilities are required to meet cognitive challenges and for inspiration and empathy in

environments of strategic change. EI enables all this along with motivation and commitment to change (Clarke, 2010, Srica , 2008), as emotions are facilitated by thinking, it combines ability of making use of emotions for assisting our thinking processes for giving direction to individual planning (Murphy, 2009). This when supported by individual experiences, combines emotions and thinking processes to determine reactions to situations (Mayer, Salovey & Caruso, 2004; Sadri, 2012). EI aids the effective cognitive processing of information and effective use of emotions to aid cognitive processes (Zhou, George, 2003). Particularly tasks which involve interpersonal actions like communication (Lindebaum & Jordan, 2012) relate more to EI compared to tasks requiring cognitive ability and can help predict and understand individual actions.

EI as a crucial factor in successful communication with resultant effectiveness outcomes including team members' attitudes and team performance along with an individual's ability of detecting, understanding, and managing emotions of others (Mayer et al., 2008), can be called an important forecaster of effectiveness of a team (George, 2002) and a feature that facilitates cooperation as well as communication in a team (Jordan et al., 2002; Prati et al, 2003). EI is also positively linked with qualitative and effective interpersonal interactions (Schutte et al., 2001; Lopes et al., 2003) and emotionally intelligent managers that communicate well (Goleman, 1995; Weisinger, 1998; Mayer et al, 2004). Team EI research regards team emotional skills as pooled resources (Jordan et al., 2002; Bell, 2007) that have been brought to the team by individual team members.

EI measures have been categorized as Self Report EI, Ability EI and Mixed EI (Ashkanasy and Daus,2005) and used widely in research (O 'Boyle et al, 2011; Walter, Cole, & Humphrey, 2011; Humphrey, 2013; Miao, Humphrey, & Qian, 2016,2017a). EI trait-like properties are also the focus of some research (Schutte et al., 1998; Wong & Law, 2002; Jordan et al, 2002; Petrides & Furnham, 2003; Saklofske, Austin, & Minski, 2003; Petrides, 2009a, 2009b; Jordan & Troth, 2011; Siegling et al, 2015;). Another emerging focus area is the "behavioral approach"based on peer ratings of EI (Boyatzis, Rochford, & Cavanagh, 2017). Leadership and EI have been focus of work (George,2000; Ashkanasy & Daus, 2002; Walter & Bruch, 2009,Ashkanasy& Humphrey, 2011a, 2011b; Boyatzisetal.,2011; Walter et al., 2011;Walter, Humphrey & Cole, 2012; Siegling, Sfeir, & Smyth, 2014a; Siegling, Nielsen, & Petrides, 2014b,) and leaders' EI and subordinates' job satisfaction is also positively correlated as found by a meta-analysis (Miao et al., 2016).

The foundation of all research on the composition of EI as discussed by various scholars remains the ability of recognizing and self-awareness of one's own emotions and those of others besides skillful use of this understanding, personally as well as professionally (Berman & West, 2008).

The psychological foundation of EI was based on the research that stressed on an individual's personal characteristics like perceiving, understanding, managing and using emotions to facilitate thinking (Alon & Higgins, 2005; Goldenberg et al. 2006; Othman et al.,2008; Kidwell et al., 2008; Mortan et al.,2014; Dong et al. 2014).Working environment and EI's business application in it was the research focus by another research group (Alon and Higgins, 2005; Sy et al., 2006; Ybarra et al. 2014) and EI and its relation to culture were also studied by another researchers (Njoroge & Yazdanifard, 2014).EI's impact on the performance of enterprises was the focus of work by researchers who adopted different classifications of EI and studied aspects like leadership, team process effectiveness, job satisfaction. EI research focusing on *abilities* included awareness and management of emotion and focus of attention starting from self or starting from others. Another research branch of EI looks at the Individual cognitive skills that include self-awareness, self-regulation, perceived competence, motivation, social competence, empathy and social skills (Wolff et al. 2002; Harrison & Clough, 2006; Samad, 2009).

Individual EI

There are great differences between mental maps of different individuals and the way they perceive, filter and store information in their own unique manner. Each team member makes a specialized contribution (Mealiea & Baltazar, 2005; Mickan & Rodger, 2000) and individuals' moods, emotions, sentiments and EI, their emotional experiences, their affective personalities, experiences and skills influence their interactions in the team. Individual EI competencies show significant correlation to individual performance (Boyatzis, 1982, Rosete, 2007, Cote, 2007). Managers with higher EI are more capable of cultivating productive working relationships (Rosete & Ciarrochi, 2005), exhibit better performance and citizenship behaviors (Cote and Miners (2006), and their interactions with other members in their work teams are smoother (Mayer et al, 2000); and interpersonally they display more sensitive and understanding qualities (Davis & Kraus, 1997). By the intelligent use of one's emotions (Boyatzis and Sala (2004) individuals with high emotional intelligence can effectively detect and manage emotions (Mayer, Salovey, & Caruso, 2000), and EI becomes a critical influencing feature that drives effective communication and resultant ensuing effectiveness outcomes in teams that include team performance and team members' attitudes among others.

The cross-functional work teams bringing together employees with diverse backgrounds, knowledge, and skills has brought research focus on group composition and performance (Pelled, Eisenhardt & Xin, 1999). Four factors are the main ingredients of team members EI: being aware of one's own emotions (Pennebaker & Francis, 1996); being aware of emotions of others (Mayer & Salovey, 1997); managing of own emotions, and, managing of others' emotions, and these

in turn are catalytic in enabling a team member's support to promote and encourage the team for productive and more positive emotions (Mayer & Salovey, 1997). Individually these abilities help to contribute to more qualitative team processes (Elfenbein et al, 2007) which in turn further influence the quality of relationships witnessed in teams (Jordan & Troth, 2004).

The research on relation of Individual EI with the various aspects of behavior, skills and personality have shown that individual EI levels are linked to job satisfaction (Wong & Law, 2002), psychological well-being (Slaski & Cartwright, 2002; Salovey et al, 2002), effective leadership behaviors (Downey et al., 2006) and affective commitment (Carmeli, 2003). Team's members EI also influences member perceptions of psychological safety (Edmondson, 1999) influencing team outcomes like innovation, team learning and overall performance (Harper & White, 2013) and ability of the individuals to cope with stress (Ramesar et al 2009, Ogińska-Bulik 2005).

EI is connected with interpersonal skills (Quebbeman & Rozell 2002; Brown & Moshavi 2005; Groves et al, 2008) as a fundamental component in emotional intelligence or vice versa (Butler & Chinowsky, 2006; Riggio & Lee 2007). Folkman and Lazarus (1988) argue that an emotional cycle is initiated between EI and behavior. Emotion influences behavior, which in turn influences the relationship of the individual with his environment, which again guides emotion. The nature of emotions and relationships in groups magnifies the existence and role of this cycle and exposes how individual-level emotional intelligence impacts a group (Folkman & Lazarus, 1988). Wolff (1998) found that beliefs of safety in a group is fueled by group members' manner that was respectful as well as supportive which, in turn resulted in group satisfaction and cohesion in the group (Beam 2012, Troth et al 2009). Being emotionally intelligent improves team performance (Bell, 2007) as each person contributes their strengths for team's benefit and by channelizing own emotions productively, an individual augmented the team's dynamics.

Individual EI shapes group EI, which spearheads growth of trust and understanding among team members (Druskat & Wolff, 2008). Attributes provided by Goleman (1995, 1998a, 1998b) make it clear that team members' EI is the driving force that shapes team success and functionality along with the quality of final result. EI skills influence and strengthen skills of communication and collaboration required to manage conflict and to keep team focused on final required product (Troth, 2009).

Proposition 1 – Individual EI is displayed in teams in a combination of effective and appropriate communication behaviors which have a significant correlation with individual team performance and subsequent team outcomes.

EI, Team work and Communication

In teams there is a shared liability of individual team members who are responsible for accomplishment of assigned tasks (Ayoko & Callan, 2009) and for extracting maximum performance, people with emotional intelligence skill set and appropriate and sufficient skills and knowledge are required to cater to team needs (Goleman, 1995). In other studies also, EI is associated with improved team behavior and team performance (Jordan et al, 2009; Stough et al, 2009). Goleman (1995) and Matthew (2002) emphasize that individual's EI level plays a vital role in perception and communication with others and is related with communication effectiveness (Dulewicz & Higgs, 2003; Langley, 2000; Mayer et al. 2004; Weisinger, 1998) that unites managers with workers and decision making, and improves teamwork (Thamhain, 1992) in organizations.

Frye, Bennett, and Caldwell (2006) studied EI's influence on Team Maintenance Function with Team Task Orientation and team process and outcomes (Prati et al 2003). EI was corelated positively with team trust that enabled a collaborative team (Barczak et al, 2010). Yost and Tucker (2000) research highlighted a strong relationship of EI with successful teamwork and considered that expertise in EI competency based softer skills, abilities and approaches was more important in comparison to a keen intellect and understanding of technical knowledge (Grossman, 2000; Tucker et al, 2000). EI has also been associated with improved workplace behavior, team behavior and team performance by Jordan and Lawrence (2009), the ability of an individual to be socially effective (Kerr et al, 2006), leadership skills (Groves, 2006) and social cohesion (Abraham, 1999; Rapisarda, 2002) explained by display of better communication skills by individuals who had higher levels of EI (George, 2000, Jordan et al., 2002). Other research focus concentrates on role of EI and emotions on team functioning and experiences and decision-making in teams (Druskat & Wolff, 2001; Elfenbein et al, 2007).

Many researchers have been interested in the relation between cognition, emotion and communication (Goudarzi et al., 2011). Emotions and intelligence are inherently communicative (Andersen & Guerrero 1998). Communication performance is critical to team functioning and emotional skills that are possessed by team members directly affect it, as interdependent behavior is the core of effective teamwork (Marks et al. 2001, Troth et al,2012) and in workplace advantages of team-level emotional skills develop mainly as a result of coordinating interactions (Elfenbein et al. 2007). EI is described as the capability of being aware of and to be able to manage emotions of self and others (Mayer & Salovey, 1997; Jordan & Lawrence, 2009), and, good communication comprises of managing and recognizing one's own and others' emotional expressions (Canary & Cupach, 1988; Briner, 1999) during interactions. Interpersonal behaviorof

individuals with higher EI is more positive interpersonal behaviors (Elfenbein et al, 2007), and are more capable of influencing other team members' communication behavior. Reciprocal communication within group, that individuals having higher EI initiate, promotes sentiments of attraction and a feeling of belongingness to the team (Mitchell, 1986) display less task and relationship conflict (Yang & Mossholder, 2004). Positive links emerge between efficiency of communication efficiency with other team members and team member EI (Jordan & Troth, 2004),as also between perceptions of team social cohesion and individual communication competence (Barrick et al, 1998). Effective work teams are communicative, cohesive, innovative, and grounded as individuals possessing a high level of EI empathize with others (Thoits, 1989; Abraham, 1999). As emotionally intelligent people do not have any hesitation in sharing useful information and current research shows that emotional intelligence is positively related to information exchange (Esfahani, Ordibehesht, & Zolfaghari, 2013).

As an element of interpersonal skills, EI helps management of personal feelings besides emotions and moods of others (George, 2000). Relationships between EI, personality and emotional management in teams were studied to elucidate how people recognize and manage emotions (Jordan et al, 2002) and influence social interaction and relationship development. Hogan (1991) and Hogan & Shelton, (1998), are of the view that personality must have social effectiveness skill or EI to energize it into action for team viability through team cohesion. When a team is more responsive to emotions of fellow team members', individuals will be more motivated to adopt appropriate communication behaviors promoting relational sensitivity (Canary & Spitzberg, 1987).

There is a difference between team emotional skills and individual emotional skills and they accordingly influence individual and team performances differentially. The individuals (Côté, 2007), pool emotional skills as team resources to help assist communication and team members who have differing levels of emotional skills; bring together and assimilate different methods to group tasks, substitute and support emotional skills of other team members which is exhibited in both individual and team behaviors and performances resulting in increased performance. Emotional skills exhibit regular patterns of behavior at individual levels and combine collectively amongst team members to form consistent patterns of team behavior (Stewart et al, 2005). Berger (2005) lays stress on emotional skills' contribution to improve individual communication outcomes in teams and that there is a relationship of individual emotional skills and performance particularly in activities that are dependent on communication like information exchange and decision making (Lam & Kirby, 2002) and leadership behavior (Wong & Law, 2002).

Team task performance and communication performance in a team is affected by the use of emotion related skills by team members (Troth et al, 2011). Besides focus on task related facets of team performance (Tannenbaum et al, 1992), it has also been argued by researchers adopting a relational communications approach (Millar & Rogers, 1976), that, communication effectiveness and appropriateness that is a process-focused performance indicator, will be affected by emotional skills within teams (Scullenn et al, 2003). Socially sharing negative emotions may result in positive outcomes beyond individual levels to team levels (Yang & Kelly 2015) and also form and influence group functioning (Knight & Eisenkraft, 2015).

When teams recognize emotions of their team mates team performance is positively and significantly influenced (Stough et al, 2009). As EI comprises of self and social awareness; a person possessing EI is capable of managing self along with intrapersonal and interpersonal relationships and displays increased productivity, better communication, and improved team dynamics. EI plays a significant role in improving individual and social well-being and influences relationships along with individual job performance, communication, and reaching educational goals, leadership and work teams, (Zeidner et al, 2008) and team effectiveness (Farh, Seo, & Tesluk, 2012). Individual's personalities influence team and team decisions as they influence patterns of thinking, feeling and acting and in turn affect team's performance with their approach to task completion and interactions with each other (Bell, 2007). The individual level emotions in groups explain why some teams function effectively and some fail (Wolff et al, 2006) as individuals who are more emotionally intelligent are comparatively more successful and faster in forming cohesive and effective work teams compared to less emotionally intelligent individuals (Jordan et al, 2002).

Proposition 2 - Individual EI as a critical driver of communication in teams influences effective team dynamics, team relationships and teamwork, resultant task orientation and team experiences and performance.

Team EI

Team emotional skills according to researchers (Bell, 2007) are pooled resources ofindividual team members that are brought by them to the team and that which contribute to intra-team processes effectively and also successful performance results. They contribute to team-level emotional skills constructs that are not only comparable but at the same time diverse from individual-level emotional skills constructs (Chen et al, 2005). As team norms team emotional skills influence team members' consciousness of emotional information and suitable emotional response behaviors (Wolff et al 2006) and sort out team members' perceptions and reactions. Emotional intelligence (Mayer & Salovey, 1997) has a significant role to play in team performance (Jordan & Troth, 2004; Elfenbein, 2006). The study of individual

emotional skills relationship with individual team member performance (Elfenbein & Ambady, 2002 ; Troth et al, 2011) considers the influence of emotional skills on the individual level as well as team-level performances; both simultaneously or at the relationship at cross-levels displayed by the individual team member. Teams with members capable of drawing on strengths of each other and compensating for each other's weaknesses witness a performance of a higher level (Jordan & Troth, 2004). As found by a study by Elfenbein, Polzer, and Ambady (2007) team performance was influenced when the team displayed an ability to recognize the emotions of teammates.

Well-defined team emotional skills help to shape both team performance as well as individual team member performance (Druskat & Wolff, 2001a; Goleman et al, 2002; Rego et al., 2007;Troth et al 2011). Research highlights relationships of team emotional skills with team performance (Bell, 2007) and team conflict (Yang & Mossholder, 2004). Both individual and team EI boost a team's capacity to communicate, to be responsive to conflicting outlooks and to exploit emotion in order to enhance team decision making. Teams that have a higher collective EI have outperformed those teams that display less collective EI (Feyerhem & Rice, 2002), used collaboration and conflict resolution effectively (Jordan &Troth, 2002) and showed better team problem solving abilities as compared to teams with lower EI levels. EI with specific focus on emotional control, displayed positive correlation with the individual's ability to be able to work with team members (Stough & DeGuara, 2003).

The EI abilities, emotional awareness and emotional management, guided the crucial reflection processes of problem analysis along with the processes theorizing cause and effect relationships, besides action planning, and other processes that were related to team learning as well including communication, team identification, social engagement and conflict management (Clarke, 2010). EI may not be only a factor behind making of an effective team, but helps create a strong base upon which a team is built (Druskat & Wolff, 2001). Studies examined relationship of EI and performance at group level (Quoidbach, Hansenne, 2009), organizational level (O'Boyle et al, 2011) and Jordan and Troth (2004) found on a purely cognitive task, a linkage of EI with performance at group level, even though on individual level it was not visible. In other EI and team performance research studies (Jordan et al, 2009), group EI and group performance are linked (Feyerherm & Rice, 2002; Jordan, et al, 2002). EI also drives team viability, and high emotional intelligence levels assist effective communication among team members. (Pitts et al, 2012)

Group EI brings emotions to the forefront, builds inside as well as outside relationships in the team that strengthens the team. An effective work team is innovative, cohesive and communicative and also supportive of its members.

Emotionally intelligent individuals adapt and contribute more easily to team qualities as team members. Team processes like coordination, open communication, and conflict management drive team outputs and measures of team effectiveness outcomes (Gladstein, 1984; Hackman, 1987) like objective (task-related performance and profit) and subjective (collective efficacy and team viability) measures. Mathieu et al., 2008). There is a significant impact (Rapisarda, 2002) and a positive correlation between total group effectiveness and overall emotional intelligence (Moore 2011). Shared communities in professional practice environments nurture effective teamwork by respect for perspectives, collaboration and support and use communication to accomplish mutual goals (Siu, 2008).

In general, Team-level emotional skills influence better communication performance of the team members besides contributing to improved team task performance and therefore should be considered as critical skills to promote team performance (Troth et al 2011). In another research Emotional Intelligence is linked with team harmony (Luca & Tarricone, 2001).

Proposition 3- There is a significant relationship of Individual Emotional Intelligence with individual team performance with Team Emotional intelligence and team performance.

IV. MODEL OF EMOTIONAL INTELLIGENCE, COMMUNICATION AND TEAMS –
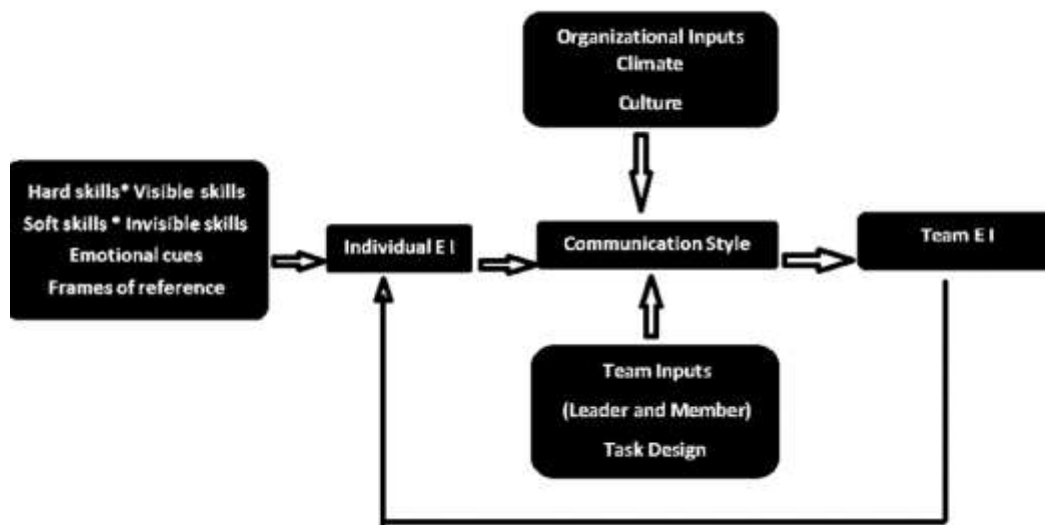
On the basis of a review of literature on the various aspects of Emotional Intelligence with reference to individuals, teams, team behavior and communication we propose a model.

Research on emotional intelligence and teams can be segregated in to different but interconnected sections. One part combines research focusing on EI and the inputs provided by team members. These could be the skill sets that they bring with them to the team, personality inputs and individual frames of reference. The next could be the EI displayed by the team members while team processes are at work, their reactions and management of emotions in the interaction with other team members, while completing the task responsibilities and the effect that the leaders and the organizations climate and culture has on their emotions and the role of communication therein. The final section could be outlined as that which covers Team EI, the effect of EI on the team or process outcomes. More than communication of the team as a whole, it is interesting to understand effect of an individual's EI and its influence on the individual-level communication behavior within a team. The critical perspectives would be EI of individual team members and EI displayed by team members while interacting with the other team members, the resultant communication and the impact on task and team performance. Keeping this framework in mind the paper attempts to study how research done by various scholars links Emotional intelligence with teams and communication.

As mentioned earlier (Folkman & Lazarus, 1988) a dynamic cycle is created where emotion influences behavior, which in turn influences the relationship of individual and the environment, which again leads to emotion. The nature and role of this cycle in groups exposes relationship of individual-level emotional intelligence, communication and team emotional intelligence and the resultant impact on team processes and performance.

V. CONCLUSIONS AND FUTURE CHALLENGES

The research shows focus on Communication Skills and Effective Communication, Communication styles of team

members have not been discussed in relation to EI and there are few studies on the influence of emotional skills on performances at individual level and team-level, how team emotional skills can be linked with performance of an individual team member in a team; team performance and the role of communication therein.

The paper does not discuss the different tools of measurement of EI developed over the years. Tools that many researchers are promoting for training interventions to develop an 'emotionally intelligent team' as compared to an assortment of emotionally intelligent individuals in a group which may together display positive characteristics of emotional intelligence (Daus & Ashkenazy, 1993) are also not discussed here.

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