Relational Coordination: A Framework for Building Social Capital

L. Melita Prati
East Carolina University

Studies examining employee personal resources have shown many benefits for the individual and his or her organization. Because managers are positioned to engage employees personally, they are the organization's principal influence to develop subordinate personal resources. This paper develops a model of engaging relational coordination toward developing the personal resources of organizational members. Thus far, little depth of study has been dedicated to the relational coordination concept. Taken from sociology, organizational behavior, politics, and other related fields, the model is constructed to illustrate how managers might utilize the dynamics of relational coordination to facilitate employee resource gains. Specifically, it is suggested that manager activities to engage relational coordination will positively influence member relationships, organizational climate, subordinate attitudes, and interactive practices of organizational members.

Keywords: relational coordination, social capital, subordinate resources, manager, emotional intelligence

INTRODUCTION

The sponsor of an employee's resources in the organizational setting is the manager, who is also the employee's primary advocate. Conservation of Resources (COR) theory describes personal resources as essential assets that must be fostered and protected (Hobfoll, 1989, 1998). The personal resources discussed in this article include relationships and personal networks which provide the employee information, assistance, and emotional support within the organizational setting. COR theory also suggests that the more resources one has, the more likely one is to reinvest those resources toward further gain (Halbesleben, Harvey, & Bolino, 2009; Halbesleben & Wheeler, 2008; Hobfoll 2001; Liu, Prati, Perrewé, & Ferris, 2008).

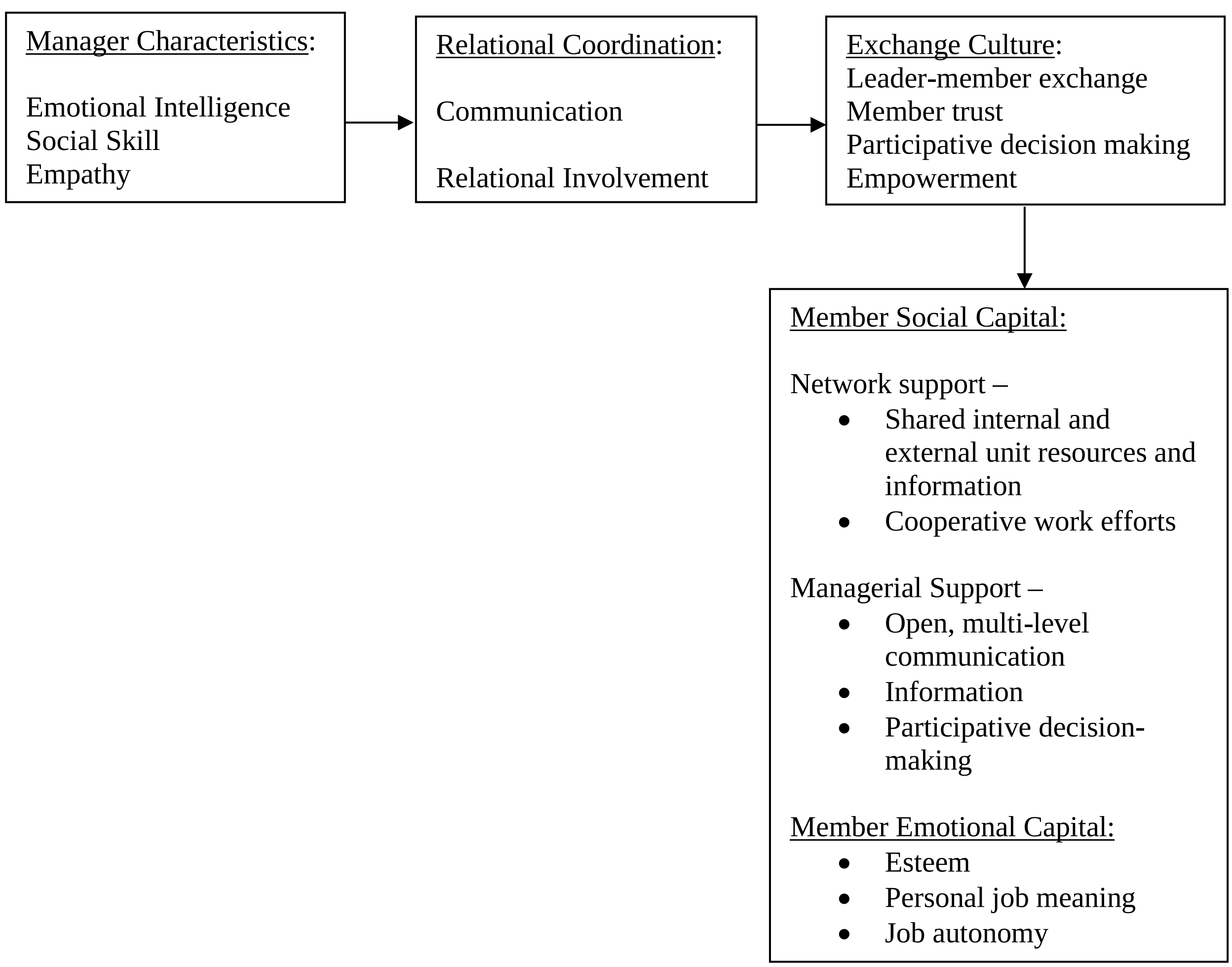
Accordingly, a manager who works toward multiplying subordinates' personal resources will benefit not only those subordinates but the manager and perhaps the whole organization. Individual benefits for subordinates may include reduced stress levels, increased job confidence, increased motivation, and many other positive outcomes. The manager may benefit from improved leader-member relationships and better unit coordination and performance. Also, the organization may benefit through a more positive organizational climate, enhanced employee commitment, increased employee motivation, and improvements in individual, group, and firm performance (Prati, McMillan-Capehart, & Karriker, 2009).

Dutton and Dukerich (1991) state that it is the general responsibility of managers to engage and support the organization's structural, relational, and affective ties. Therefore, it would seem that the ability of managers to facilitate involvement by subordinates in each facet of the organization is integral to developing subordinate resources. Through the two dimensions of relational coordination, communication and relational involvement, managers may provide frequent and valuable information to subordinates regarding organizational activities and goals while engaging them personally.

Theorists suggest that this interactive strategic framework of Relational Coordination can produce valuable individual and organizational outcomes (Anderson, 2006; Gittell, 2001, 2002; Prati et al., 2009). Because of the dynamic, social nature of relational coordination, the manager has multiple opportunities to foster subordinates' emotional, social, and professional resources. However, the manager must first have his or her resources by which investments in subordinates are possible. Implementing such a managerial framework is no quick and easy task. Establishing an organizational model of relational coordination requires a significant investment of managerial social capital, which Nahapiet and Ghoshal (1997) delineate into structural, relational, and cognitive resources. They found that such resources benefited the firm, increasing innovation and creating value.

Showing the value of such resources, Nahapiet and Ghoshal (1997) called for continued study regarding how such resources are developed and amassed within the firm. The premise of this theoretical discourse is that the manager is a pivotal link through which subordinates may gain social capital resources, specifically managerial support, organizational network support, and emotional capital. The present model begins at the point of managerial investment and describes the process through which relational coordination facilitates personal resource gains of subordinates.

FIGURE 1
BUILDING SOCIAL CAPITAL THROUGH RELATIONAL COORDINATION



THEORETICAL DEVELOPMENT

Social exchange processes provide a conduit by which managers may put forth cognitive, relational, and structural investments in their employees (Karriker & Williams, 2009). Managerial resource investments promote the development of structural, relational, and cognitive attachments, fostering an environment where relational coordination is the norm among members. Such abilities and relational investments may play a role in how one assembles and shares meaning with others (cognitive resources), engages in interactions (structural resources), and enjoys the mutual trust and support of others within the organizational community (Prati et al., 2009).

Anderson (2006) and Prati et al. (2009), among others, have discussed the importance of managers in forming a climate of subordinate cooperation, communication, and positive interaction. This characterization of the relational coordination framework, which is meant to govern organizational interactions, must start with the manager. Scott and Lane (2000) explain that managers influence subordinates to benefit the organizational unit's performance. Accordingly, it is important to understand what resources are necessary to support such managerial influence.

Manager Characteristics

Emotional Intelligence

The manager's ability to communicate and relate to organizational members is particularly important and most relevant to this discussion. One important resource to managers facilitating such activities is emotional intelligence. Emotional intelligence is "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others." (Mayer, Salovey, & Caruso, 2000, p. 396.)

Many researchers have found positive associations between emotional intelligence and both communication and relationships. Hassan, Yacco & Shah (2012) found emotional intelligence of managers led to employee communication effectiveness. Kunnanatt (2008) discussed the importance of emotional intelligence to communication, social influence, and interpersonal effectiveness. The emotional and social skill of managers has been associated with positive social relationships and social support systems (Riggio, Watring, and Throckmorton, 1993). Prati et al. (2009, p. 405) state, "One with a high degree of emotional intelligence is better able to facilitate and effectively navigate interactions with others, because of his or her ability to communicate using the symbolism of emotion toward certain objectives." Indeed, the research shows that emotional intelligence is a primary resource of managers that can engender relational coordination within the manager's sphere of influence.

Social Skill

Because relational coordination is highly interactional, social skill is a necessity for managers to navigate the framework. Social skill is the "ability to perceive interpersonal or social cues, integrate these cues with current motivations, generate responses, and enact responses that will satisfy motives and goals" (Norton & Hope, 2001, p. 60). Hochwarter, Witt, Treadway, and Ferris (2006) discuss the beneficial outcomes of social skill related to this study such as social networks, cooperativeness of others, and enhanced job performance. Riggio, Watring and Throckmorton (1993) indicate that those possessing social skill had better quality relationships and support systems. Riggio and Reichard (2008) discussed evidence that social skill is associated with leader effectiveness. Altogether, research suggests social skill as a necessary resource for managers to operate within the relational coordination framework.

Empathy

Salovey and Mayer, 1990 define empathy as "the ability to comprehend another's feelings and to re-experience them oneself" (pp. 194-195). Rogers (1951) states that empathy is necessary for form relationships. Research suggests that empathy is key to social effectiveness whereby leaders may guide subordinates toward productive behaviors and outcomes (Goleman, Boyatzis, and McKee, 2002; Kellett, Humphrey, and Sleeth, 2006). Riggio and Reichard (2008) proposed that leader empathy begets higher quality leader-follower relationships. Therefore, empathy is an important resource for managers engaged in relational coordination efforts.

Proposition 1: *The manager's level of personal resources is positively related to the degree of relational coordination among subordinates.*

Relational Coordination: The Framework

Gittell (2002) defines relational coordination as "a mutually reinforcing process of interaction between communication and relationships carried out for task integration" (p. 301). Therefore, the effectiveness of this framework depends on open, positive relationships among organizational members and frequent communication between and among those members. Relational coordination generates an exchange culture that results in resources for organizational members.

The Exchange Culture

Ravasi and Schultz (2006) state, "organizational culture acts as a context for sensemaking efforts" (p. 437). The culture provides scripts and norms that dictate how employees should behave. Managers are a primary influence on creating culture in the organizational setting (Ravasi and Schultz, 2006). Through managerial actions, employees develop perceptions of supervisor support, trust between managers and associates, and the level of dedication managers attribute to employee well-being (Cropanzano & Mitchell, 2005).

Gittell (2003) delineates three important relational features that are components of relational coordination that fuel a positive exchange culture: shared knowledge and goals, and mutual respect. Blau (1964) described *exchange culture* as a collection of personal relationships which are characterized as positive, ongoing, interactive associations. Dutton (2003) argued that relational attentiveness fosters the creation of high-quality connections between people in organizations. Liao, Liu and Loi (2017) explored the idea that positive social exchanges between managers and organizational members created benefits such as member self-efficacy and creativity.

Leader-Member Exchange (LMX)

Prati et al. (2009) proposed that the ability of managers to establish a personal connection with subordinates results in positive subordinate behaviors and attitudes. They indicated that relationships between manager and subordinate, characterized as courteous, sociable, and having a genial nature, may produce a positive and more personal connection between the subordinate and his or her organization.

Prati et al. (2009) proposed that the positive nature of manager-subordinate relationships can be created through a relational coordination framework (Gittell, 2000; Gittell, 2001; Gittell, 2002). Gittell (2001) defines relational coordination as "the management of task interdependencies, carried out in the context of relationships" (Gittell, 2001, p. 471). She delineates the construct into two dimensions, communication and relational involvement. The communication dimension has two measures, timeliness of information provided and frequency.

Graen and Scandura (1987) defined LMX as a quality measure in the supervisor-employee relationship. They describe it as a proactive management strategy in which the manager provides social and emotional support as an investment toward employee commitment and productivity. Graen, Novak, and Sommerkamp (1982) described the nature of the LMX relationship as an investment of resources for certain social rewards. High-quality LMX relationships have been attributed to many individual and organizational benefits, such as trust, improved communication, positive member attitudes, and performance (Cogliser, Schriesheim, Scandura, & Gardner, 2009; Graen and Uhl-Bien, 1995). As with all organizational characteristics, the norms of member exchange are set from the top. How managers engage with employees to accomplish organizational objectives will inform all organization members regarding how to interact with other members.

Prati et al. (2009) indicate that the manager's close, pleasant relationship with subordinates will enable a culture of courtesy, benevolence, and mutual support among organizational members. A more detailed examination of the relationship between relational coordination and culture begs for a more dynamic, interactive contribution of the organization's culture. The nature of exchange culture fits well with the relational coordination paradigm. The individual relational attention and informational resources managers provide may encourage each employee to engage in open, multi-level, inter- and intradepartmental exchanges of information and network access. Bolton, Logan and Gittell (2021) surmise that members of this type of exchange culture are better able to use resources available to them to complete work and reap personal resources that provide for their well-being at work (Dutton & Heaphy, 2003; Gittell et al., 2008; Adler & Kwon, 2002).

Trust

According to Dirks and Ferrin (2001, p. 456), trust is "a psychological state that provides a representation of how individuals understand their relationship with another party in situations that involve risk or vulnerability". Prati, Douglas, Ferris, Ammeter, and Buckley (2003) describe trust (or lack of trust) of another as an expectancy, based on the characteristics of the referent other. These characteristics are deduced through observations of and experiences with the referent other over time. McAllister (1995) indicates that there are two types of trust. The first type is cognitive trust in which an individual observes reliable behavior, credible knowledge, and similar values by which one relates to the relevant other. The other type of trust is affective trust in which the observer is frequently, emotionally moved to trust another because of selfless, unmotivated acts performed by the referent other to benefit the observer.

Tsai and Ghoshal (1998) indicate that trust is essential to interpersonal cooperation. Others have indicated that trust is necessary to facilitate coordinated action (e.g., McAllister, 1995). Trust is portrayed in the literature as a reciprocal favor that grows with every reinforcing experience. Indeed, the responsibility of building trust does not fall to the manager only. Employee contributions of trustworthy behavior are necessary. However, for relational trust between subordinate and manager to produce valuable outcomes, research has shown that the manager must demonstrate his or her trust of subordinates. Research indicates that the manager's display of trust in the employee may result in several employee-related outcomes such as satisfaction, commitment, and citizenship behaviors (McAllister, 1995; Brower, Schoorman, & Hoon Tan, 2000; Gould-Williams & Davies, 2005).

The literature shows many benefits regarding trust as a resource within the relational coordination framework. As mentioned above, trust enables cooperative efforts (Tsai & Ghoshal, 1998). Dirks and Ferrin (2001) described trust as a facilitator of cooperative behavior. Blau (1964) states that trust is one of the primary components of social exchange and it is cumulative. Prati et al. (2009) discussed how open communication of managers may facilitate trust, which engenders employee motivation toward performance. Zeffane, Tipu and Ryan (2011) argue that trust and communication is cyclical in that trust induces communication, which, in turn, engenders trust.

Empowerment

Conger and Kanungo (1988) define empowerment as "a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information", (p. 474). Gómez & Rosen (2001) reasoned that empowerment and managerial trust would engender a positive organizational culture like Blau (1964) introduced through his social exchange theory. Spreitzer (1996) notes that high-involvement systems, such as relational coordination, inspire perceptions of empowerment and motivate individuals to perform for the organization's good. Rooney, Gottlieb and Newby-Clark (2009) found support for the relationship between managerial supportive behaviors and subordinates' perceptions of job autonomy. Gómez & Rosen (2001) stated that empowered employees feel more influence over organizational outcomes. They also offered that empowered employees perceive their work as meaningful and have higher self-efficacy and control regarding work activities. Additionally, Spreitzer (1996) found evidence to support how employee perceptions of empowerment were positively associated with sociopolitical support of networks within the organization and access to information and unit climate.

Participative Decision Making

The interactive nature of relational coordination engenders participative decision-making and provides for positive interactions between managers and employees (Wang, Wang & Li, 2018). Grasso (1994) found a direct relationship between manager behaviors in promoting decision-making participation. Managers in this type of culture are more likely to solicit opinions and encourage subordinates to participate in decision-making (Parnell, 2010). Prati et al. (2009) describe communication efforts within the relational coordination paradigm as multi-directional, whereby managers solicit opinions and information from subordinates, and subordinates communicate with managers openly, without perceived risk. In turn, the flow of information is enhanced throughout the organization.

Proposition 2: *Relational coordination is positively related to an exchange culture.*

Subordinate Social Capital

The exchange culture created through the relational coordination framework engenders a system of subordinate social capital gains. The primary forms of social capital include network support, managerial support, and psychological capital.

Network Support

Network support provides for employees' work efforts where internal and external resources and information are shared and more cooperative. Lee and Kim (2020) suggest structural empowerment provides employees with autonomous freedom, encouraging them to participate in organizational decision-making. Gittell and Douglass (2012) discuss the benefits of network support such as participant engagement, trust, and social and emotional capital. Because of these resources, participants can work closely with internal and external organizational members providing for open multi-level communication and information transfer.

Managerial Support

A great deal of research shows that managerial support is an important factor that can influence employees' attitudes and behaviors in the organization (e.g., Rooney et al., 2009; Khalid, 2020). Keller & Dansereau (1995) state that support of managers builds personal resources in the form of employee self-worth. Luthans, Norman, Avolio & Avey (2008) found that a supportive organizational climate positively predicts psychological capital. This supportive climate includes the support of peers, network participants, and supervisors. Avey (2014) found the supervisor to be a major predictor of psychological capital.

Psychological Capital

Psychological Capital is defined as:

> An individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success. (Luthans, Youssef, & Avolio, 2007, p. 3)

Research has shown that this construct is related to several beneficial workplace outcomes. Luthans, Avolio, Avey and Norman (2007) found a positive relationship between psychological capital and job satisfaction. Avey, Luthans and Youssef (2010) found that psychological capital negatively predicted cynicism and intentions to quit. Luthans, Norman, et al. (2008) also found that psychological capital predicted satisfaction, commitment and performance. In their meta-analysis Avey, Reichard, Luthans and

Mhatre (2011) found that psychological capital was related to many beneficial employee attitudes, such as job satisfaction, organizational commitment and psychological well-being.

Additionally, they found it was negatively related to problematic attitudes such as cynicism, turnover intentions, job stress, and anxiety. Finally, psychological capital includes psychological safety. Psychological safety enables one's expression security without fear of negative reactions or consequences (Kahn, 1990; Carmeli & Gittell, 2009). Carmeli and Gittell (2009) found that relational coordination positively relates to psychological safety.

Proposition 3: *The effect of relational coordination on employee social capital is mediated by the exchange culture.*

Proposition 4: *The organization's exchange culture is positively related to subordinate's social capital.*

DISCUSSION

The presence of a manager who communicates well with subordinates and successfully maintains copacetic relationships with them makes a marked difference in the ability of subordinates to perform their jobs. The relational coordination framework enables managers to impart and develop subordinate resources toward better organizational functioning such that they develop their resources in the form of social capital. In this discourse, social capital includes features within network support, managerial support, and personal psychological capital.

REFERENCES

Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence-outcome relationships. *The Journal of Psychology*, *134*(2), 169–184.

Abraham, R. (2004). Emotional competence as antecedent to performance: A contingency framework. *Genetic, Social, and General Psychology Monographs*, *130*(2), 117–143.

Amy, A.H. (2008). Leaders as facilitators of individual and organizational learning. *Leadership and Organizational Development Journal*, *29*(3), 212–234.

Anderson, J.R. (2006). Managing employees in the service sector: A literature review and conceptual development. *Journal of Business and Psychology*, *20*(4), 501–523.

Ashforth, B.E., & Humphrey, R.H. (1995). Emotions in the workplace: A reappraisal. *Human Relations*, *48*, 97–125.

Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organization. *The Academy of Management Review*, *14*(1), 20–40.

Avey, J.B. (2014). The left side of psychological capital: New evidence on the antecedents of PsyCap. *Journal of Leadership & Organizational Studies*, *21*(2), 141–149.

Avey, J.B., Luthans, F., & Youssef, C. (2010). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, *36*(2), 381–579.

Avey, J.B., Reichard, R.J., Luthans, F. & Mhatre, K.H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, *22*(2), 127–152.

Bantel, K.A., & Jackson, S.E. (1989). Top management and innovations in banking: Does the composition of the top team make a difference? *Strategic Management Journal*, *10*(Special Issue), 107–125.

Bardzil, P., & Slaski, M. (2003). Emotional intelligence: Fundamental competencies for enhanced service provision. *Managing Service Quality*, *13*(2), 97–104.

Barling, J., Slater, F., & Kelloway, E.K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal*, *21*(3), 157–162.

Barrett, L.F., Salovey, P., & Mayer, J.D. (2002). *The wisdom in feeling: Psychological processes in emotional intelligence*. New York: Guilford Press.
Bass, B.M. (2002). Cognitive, social, and emotional intelligence of transformational leaders. In R.E. Riggio, S.E. Murphy, & F.J. Pirozzolo (Eds.). *Multiple intelligences and leadership* (pp. 105–118). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
Blake, R.R., & Mouton, J.S. (1964). *Managing Intergroup Conflict in Industry.* Houston: Gulf.
Blau, P.M. (1964). *Exchange and Power in Social Life*. New York: John Wiley & Sons, Inc.
Bolton, R., Logan, C. & Gittell, J.H. (2021). Revisiting Relational Coordination: A systematic review. *Journal of Applied Behavioral Science*, *57*(3), 290–322.
Boyatzis, R., McKee, A., & Goleman, D. (2002). Reawakening your passion for work. *Harvard Business Review*, *80*(4), 86.
Brown, R.B., & Brooks, I. (2002). Emotion at work: Identifying the emotional climate of night nursing. *Journal of Management in Medicine*, *16*(4/5), 327–345.
Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, *18*(7/8), 788–814.
Carmeli, A., & Gittell, J.H. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of Organizational Behavior*, *30*, 709–729.
Carmeli, A., & Josman, Z.E. (2006). The relationship among emotional intelligence, task performance, and organizational citizenship. *Human Performance*, *19*(4), 403–419.
Chatman, J.A., & Barsade, S.G. (1995). Personality, organizational culture, and cooperation: Evidence from a business simulation. *Administrative Science Quarterly*, *40*(3), 423–444.
Chen, L.Y. (2004). Examining the effect of organization culture and leadership behaviors on organizational commitment, job satisfaction, and job performance at small and middle-sized firms in Taiwan. *Journal of American Academy of Business*, *5*(1/2), 432–439.
Chreim, S. (2002). Influencing organizational identification during major change: A communication-based perspective. *Human Relations*, *55*(9), 1117–1137.
Chrusciel, D. (2006). Considerations of emotional intelligence (EI) in dealing with change decision management. *Management Decision*, *44*(5), 644.
Conger, J.A. (1989). Leadership: The art of empowering others, *Academy of Management Executive*, *3*, 17–24.
Conger, J.A., & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, *13*(3), 471–482.
Corley, K.G. (2004). Defined by our strategy or our culture? Hierarchical differences in perceptions of organizational identity and change. *Human Relations*, *57*(9), 1145–1177.
Cornelissen, J.P., Haslam, S.A., & Balmer, J.M.T. (2007). Social identity, organizational identity, and corporate identity: Towards an integrated understanding of processes, patternings, and products. *British Journal of Management*, *18*(1), S1–S16.
Côté, S., & Miners, C.T.H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, *51*(1), 1–28.
Coyle-Shapiro, J.A.M., & Conway, N. (2004). The employment relationship through the lens of social exchange theory. In J. Coyle-Shapiro, L.M. Shore, M.S. Taylor, & L.E. Tetrick (Eds.), *The Employment Relationship: Examining Psychological and Contextual Perspectives* (pp. 5–28). Oxford, UK: Oxford University Press.
Cropanzano, R., & Mitchell, M.S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, *31*, 874–900.
Deal, T.E. & Kennedy, A.A. (1982). *Corporate cultures*. Reading, MA: Addison-Wesley.
Deshpandé, R., & Farley, J.U. (2004). Organizational culture, market orientation, innovativeness, and firm performance: An international research odyssey. *International Journal of Research in Marketing*, *21*(1), 3.

Deshpandé, R., & Webster, Jr., F.E. (1989). Organizational culture and marketing: Defining the research. *Journal of Marketing*, *53*(1), 3–16.
Deshpandé, R., Farley, J.U., & Webster, Jr., F.E. (1993). Corporate culture, customer orientation, and innovativeness. *Journal of Marketing*, *57*(1), 23–38.
Dirks, K.T., & Ferrin, D.L. (2001). The role of trust in organizational settings. *Organization Science*, *12*(4), 450–467.
Dutton, J.E. (2003). *Energize your workplace: How to create and sustain high-quality connections at work.* San Francisco: Jossey-Bass.
Dutton, J.R., & Dukerich, J.M. (1991). Keeping an eye on the mirror: Image and identity in organizational adaptation. *Academy of Management Journal*, *34*(3), 517–555.
French, J., & Raven, B.H. (1959). The bases of social power. In D. Cartwright (Ed.), *The Bases of Social Power*. Ann Arbor, MI: Institute for Social Research.
Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, *23*(1/2), 68–79.
Gautam, T., Van Dick, R., & Wagner, U. (2004). Organizational identification and organizational commitment: Distinct aspects of two related concepts. *Asian Journal of Social Psychology*, *7*, 301–315.
George, J.M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, *53*(8), 1027–1044.
Gioia, D.A., Schultz, M., & Corley, K.G., (2000). Organizational identity, image, and adaptive instability. *The Academy of Management Review*, *25*(1), 63–81.
Gittell, J.H. (2000). Paradox of coordination and control. *California Management Review*, *42*(3), 101–118.
Gittell, J.H. (2001). Supervisory span, relational coordination, and flight departure performance: A reassessment of post bureaucracy theory. *Organization Science*, *12*(4), 468.
Gittell, J.H. (2002). Relationships between service providers and their impact on customers. *Journal of Service Research*, *4*(4), 299–311.
Gittell, J.H., & Douglass, A. (2012) Relational bureaucracy: Structuring reciprocal relationships into roles. *The Academy of Management Review*, *37*(4), 709–733.
Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership*. Boston: Harvard Business School Press.
Goodman, E.A., Zammuto, R.F., & Gifford, B.D. (2001). The competing values framework: Understanding the impact of organizational culture on the quality of work life. *Organization Development Journal*, *19*(3), 58–69.
Gould-Williams, J., & Davies, F. (2005). Using social exchange theory to predict the effects of HRM practice on employee outcomes: An analysis of public sector workers. *Public Management Review*, *7*(1), 1–24.
Grasso, A. (1994). Management style, job satisfaction, and service effectiveness. *Administration in Social Work*, *18*(4), 89–105.
Gross, J.J. (1998). Antecedent-and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, *74*, 224–237.
Gross, J.J. (1999). Emotion regulation: Past, present, future. *Cognition and Emotion*, *13*, 551–573.
Halbesleben, J.R.B., & Wheeler, A.R. (2008). The relative roles of engagement and embeddedness in predicting job performance and intention to leave. *Work & Stress*, *22*, 242–256.
Halbesleben, J.R.B., Harvey, J., & Bolino, M.C. (2009). Too engaged? A conservation of resources view of the relationship between work engagement and work interference with family. *Journal of Applied Psychology*, *94*(6), 1452–1465.

Hassan, J., Yacco, H.F.B., & Shah, I.M. (2012). Role of gender in emotional intelligence: Relationship among emotional intelligence, communication effectiveness and job satisfaction. *International Journal of Management*, *29*(4), 590–597.
Hatch, M.J., & Schultz, M. (2002). The dynamics of organizational identity. *Human Resources*, *55*(8), 989–1018.
Helms, M.M., & Stern, R. (2001). Exploring the factors that influence employees' perceptions of their organization's culture. *Journal of Management in Medicine*, *15*(6), 415–430.
Herkenhoff, L. (2004). Culturally tuned emotional intelligence: An effective change management tool? *Strategic Change*, *13*(2), 73.
Herrbach, O. (2006). The affective tone of organizational commitment and identification: A matter of feeling? *Journal of Organizational Behavior*, *27*(5), 629.
Hofstede, G., Neuijen, B., Ohayv, D.D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, *35*(2), 286–317.
Karriker, J.H., & Williams, M.L. (2009). Organizational justice and organizational citizenship behavior: A mediated multi-foci model. *Journal of Management*, *35*(1), 112–135.
Keller, T., & Dansereau, F. (1995). Leadership and empowerment: A social exchange perspective. *Human Relations*, *48*(2), 127–146.
Kellett, J.B., Humphrey, R.H., & Sleeth, R.G. (2006). Empathy and the emergence of task and relations leaders. *Leadership Quarterly*, *17*(2), 146–162.
Kernbach, S., & Schutte, N.S. (2005). The impact of service provider emotional intelligence on customer satisfaction. *The Journal of Services Marketing*, *19*(6/7), 438–445.
Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, *27*(4), 265.
Khalid, K. (2020). The impact of managerial support on the association between pay satisfaction, continuance and affective commitment, and employee task performance. *SAGE Open*, *10*(1), 2158244020914591.
Konovsky, M., & Pugh, S. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, *37*, 656–669.
Kunnanatt, J.T. (2008). Emotional intelligence theory and description: A competency model for interpersonal effectiveness. *Career Development International*, *13*(7), 614–629.
Kwan, P., & Walker, A. (2004). Validating the competing values model as a representation of organizational culture through inter-institutional comparisons. *Organizational Analysis*, *12*(1), 21–40.
Langhorn, S. (2004). How emotional intelligence can improve management performance. *International Journal of Contemporary Hospitality Management*, *16*(4/5), 220–230.
Lawler, E.J., Thye, S.R., & Yoon, J. (2006). Commitment in structurally enabled and induced exchange relations. *Social Psychology Quarterly*, *69*(2), 183–201.
Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal*, *25*(7/8), 554.
Lee, H.W., & Kim, E. (2020). Workforce diversity and firm performance: Relational coordination as a mediator and structural empowerment and multisource feedback as moderators. *Human Resource Management*, *59*(1), 5–23.
Liao, H., Liu, D., & Loi, R. (2017). Looking at both sides of the social exchange coin: A social cognitive perspective on the joint effects of relationship quality and differentiation on creativity. *Academy of Management Journal*, *53*(5), 1090–1109.
Liu, Y., Prati, L.M., Perrewé, P.L., & Ferris, G.R. (2008). The relationship between emotional resources and emotional labor: An exploratory study. *Journal of Applied Social Psychology*, *38*(10), 2410–2439.
Locke, E.A. (1991). *The essence of leadership.* New York: Lexington Books.

Luthans, F., Avolio, B.J., Avey, J.B., & Norman, S.M. (2007). Psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, *60*, 541–572.
Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.
Mael, F., & Ashforth, B.E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, *13*(2), 103–124.
Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D.J. Sluyter (Eds.). *Emotional development and emotional intelligence: Educational implications* (pp. 3–27). New York: Basic Books.
Mayer, J.D., Salovey, P., & Caruso, D.R. (2000). Models of emotional intelligence. In R.J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). New York, NY: Cambridge University Press.
McAllister, D.J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, *38*, 24–59.
McKinnon, J.L., Harrison, G.L., Chow, C.W., & Wu, A. (2003). Organizational culture: Association with commitment, job satisfaction, propensity to remain, and information sharing in Taiwan. *International Journal of Business Studies*, *11*(1), 25–45.
Meyer, J.P., & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, *1*, 61–89.
Mowday, R.T., Porter, L.W., & Steers, R.M. (1982). *Employee organizational linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
Nahapiet, J., & Ghoshal, S. (1997). Social capital, intellectual capital and the organizational advantage. *Academy of Management Review*, *23*(2), 242–266.
Nikolaou, I., & Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment. *International Journal of Organizational Analysis*, *10*(4), 327–343.
Norton, P., & Hope, D. (2001). Analogue observational methods in the assessment of social functioning in adults. *Psychological Assessment*, *13*, 59–72.
Oliver, D., & Roos, J. (2007). Beyond text: Constructing organizational identity multimodally. *British Journal of Management*, *18*, 342–358.
Ouchi, W.G., & Price, R.L. (1978). Hierarchies, clans, and Theory Z: A new perspective on organization development. *Organizational Dynamics*, *7*(2), 25–44.
Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, *22*(1), 5.
Parnell, J.A. (2010). Propensity for participative decision making in Latin America: Mexico and Peru. *The International Journal of Human Resource Management*, *21*(13), 2323–2338.
Pillai, R., Schriesheim, C., & Williams, E. (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-study sample. *Journal of Management*, *25*, 897–933.
Prati, L.M., Douglas, C., Ferris, G.R., Ammeter, A.P., & Buckley, M.R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. *International Journal of Organizational Analysis*, *11*(1), 21–41.
Prati, L.M., McMillan-Capehart, A., & Karriker, J.H. (2009). Affecting organizational identity: A manager's influence. *Journal of Leadership and Organizational Studies*, *15*(4), 404–415.
Ravasi, D., & Schultz, M. (2006). Responding to organizational identity threats: Exploring the role of organizational culture. *Academy of Management Journal*, *49*(3), 433–458.
Reicher, S., Haslam, S.A., & Hopkins, N. (2005). Social identity and the dynamics of leadership: Leaders and followers as collaborative agents in the transformation of social reality. *The Leadership Quarterly*, *16*, 547–568.
Riggio, R.E., & Reichard, R.J. (2008). The emotional and social intelligences of effective leadership. *Journal of Managerial Psychology*, *23*(2), 169–185.

Riggio, R.E., Watring, K., & Throckmorton, B. (1993), Social skills, social support, and psychosocial adjustment. *Personality and Individual Differences*, *15*, 275–80.

Roberts, R., & Hirsch, P. (2005). Evolution and revolution in the twenty-first century: Rules for organizations and managing human resources. *Human Resource Management*, *44*(2), 171–177.

Rogers, C.R. (1951). *Client-centered therapy*. Boston: Houghton Mifflin.

Rooney, J.A., Gottlieb, B.H., & Newby-Clark, I.R. (2009). How support-related managerial behaviors influence employees: An integrated model. *Journal of Managerial Psychology*, *24*(5), 410–427.

Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, *26*(5), 388–399.

Ruiz-Quintella, S.A., & Blancero, D. (1996). Open door policies: Measuring impact using attitude surveys. *Human Resource Management*, *35*, 269–291.

Schein, E.H. (1985). *Organizational culture and leadership: A dynamic view*. San Francisco, CA: Jossey-Bass.

Schein, E.H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, *41*(2), 229–241.

Scott, S.G., & Lane, V.R. (2000). A stakeholder approach to organizational identity. *The Academy of Management Review*, *25*, 43–62.

Shearer, C.S., Hames, D.S., & Runge, J.B. (2001). How CEOs influence organizational culture following acquisitions. *Leadership & Organization Development Journal*, *25*(5/6), 411–423.

Shenhar, A. (1990). Improving upward communication through open door policies. *Human Systems Management*, *9*, 77–89.

Shenhar, A. (1993). Keeping management's door open: How to establish an open-door policy that works. *The Leadership & Organizational Management Journal*, *14*, 8–12.

Shore, L.M., Tetrick, L.E., Taylor, M.S., Coyle-Shapiro, J., Liden, R.C., & McLean-Parks, J. (2004). The employee-organization relationship: A timely concept in a period of transition. In J.J. Martocchio (Ed.), *Research in Personnel and Human Resources Management* (pp. 1–113). Greenwich, CT: JAI Press.

Silverthorne, C. (2004). The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan. *Leadership and Organizational Development Journal*, *25*(7/8), 592–599.

Sims, R.R. (2000). Changing an organization's culture under new leadership. *Journal of Business Ethics*, *25*(1), 65–79.

Smidts, A., Pruyn, A.T.H., & Van Riel, C.B.M. (2001). The impact of employee communication and perceived external prestige on organizational identification. *Academy of Management Journal*, *44*(5), 1051–1063.

Sosik, J.J., & Megerian, L.E. (1999). Understanding leader emotional intelligence and performance: The roll of self-other agreement on transformational leadership perceptions. *Group & Organization Management*, *24*(3), 367–391.

Spreitzer, G.M. (1996). Social structural characteristics of psychological empowerment. *The Academy of Management Journal*, *39*(2), 483–504.

Stavrou, E.T., Kleanthous, T., & Anastasiou, T. (2005). Leadership personality and firm culture during hereditary transitions in family firms: Model development and empirical investigation. *Journal of Small Business Management*, *43*(2), 187–207.

Sy, T., Tram, S., & O'Hara, L.A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, *68*(3), 461.

Thompson, A.A., Strickland, A.J., & Gamble, J.E. (2008). *Crafting and Executing Strategy: The Quest for Competitive Advantage* (16th Ed.). New York: McGraw-Hill.

Totterdell, P., Wall, T., Holman, D., Diamond, H., & Epitropaki, O. (2004). Affect networks: A structural analysis of the relationship between work ties and job-related affect. *Journal of Applied Psychology*, *89*(5), 854.

Trice, H.M., & Beyer, J.M. (1993). *The cultures of work organizations.* Englewood Cliffs, NJ: Prentice Hall.

Wang, H., Wang, X., & Li, J. (2018). Is new generation employees' job crafting beneficial or detrimental to organizations in China? Participative decision-making as a moderator. *Asia Pacific Business Review*, *24*(4), 543–560.

Wan-Huggins, V.N., Riordan, C.M., & Griffeth, R.W. (1998). The development and longitudinal test of a model of organizational identification. *Journal of Applied Social Psychology*, *28*(8), 724–749.

Wiesenfeld, B., Raghuram, S., & Garud, R. (1999). Communication patterns as determinants of organizational identification in a virtual organization. *Organization Science*, *10*, 777–790.

Wong, C.S., & Law, K.S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, *13*(3), 243.

Yi, X., & Uen, J.F. (2006). Relationship between organizational socialization and organization identification of professionals: Moderating effects of personal work experience and growth need strength. *Journal of American Academy of Business*, *10*(1), 362–372.

Yukl, G. (1998). *Leadership in organizations.* Upper Saddle River, NJ: Prentice Hall.

Zeffane, R., Tipu, S.A., & Ryan, J. (2011). Communication, commitment & trust: Exploring the triad. *International Journal of Business and Management*, *6*(6), 77–87.