

**RESEARCH GRANTS COUNCIL  
COMPETITIVE RESEARCH FUNDING SCHEMES FOR  
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**FACULTY DEVELOPMENT SCHEME (FDS)**

**Completion Report**

*(for completed projects only)*

**Submission Deadlines:** 1. Auditor's report with unspent balance, if any: within **six** months of the approved project completion date.  
2. Completion report: within **12** months of the approved project completion date.

**Part A: The Project and Investigator(s)**

**1. Project Title**

Working with Emotionally Intelligent People: I am 'Energized to' be More Proactive

與高情緒智力的人共事: 為積極主動注入動力

**2. Investigator(s) and Academic Department(s) / Unit(s) Involved**

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	PENG Kelly Zheng-min / Associate Professor	Department of Business Administration, Hong Kong Shue Yan University
Co-Investigator(s)	HUANG Guo-hua /Associate Professor	Department of Management, Hong Kong Baptist University
Co-Investigator(s)	WONG Chi-sum /Professor	Department of Management, The Chinese University of Hong Kong
Others	N/A	N/A

**3. Project Duration**

	Original	Revised	Date of RGC / Institution Approval <i>(must be quoted)</i>
Project Start Date	01/01/2018	N/A	N/A
Project Completion Date	31/12/2019	30/06/2020	29/08/2019
Duration <i>(in month)</i>	24	30	29/08/2019
Deadline for Submission of Completion Report	31/12/2020	30/06/2021	29/08/2019

**Part B: The Final Report****5. Project Objectives**

## 5.1 Objectives as per original application

1. To examine the relationship between teammates' EI including mean levels and diversity and employees' positive and negative affect;
2. To examine the relationship between positive and negative affect and proactive behaviour;
3. To examine the mediating role of affect between teammates' EI and focal employees' proactive behaviour;
4. To examine the moderating role of focal employee's EI level on the mediating relationship among teammates' EI, employee affect, and proactive behaviour;
5. To test the overall model using teams in Chinese organizations and longitudinal design to provide a more definitive test of the model.

*Note: EI refers to Emotional Intelligence here and throughout this report.*

## 5.2 Revised objectives

Date of approval from the RGC: N/A

Reasons for the change: N/A

1. N/A

2. N/A

3. N/A

### 5.3 Realisation of the objectives

*(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)*

To achieve the 5 project objectives, we first have developed a set of questionnaires to measure all the variables in the proposed model. By the end of 2018, we have finished collecting data from around 300 student participants with a time-lagged design to preliminary explore the feasibility of the overall model. In this sample, we identified that the conceptualization of the teammates' EI, as mean levels and diversity, may lead to potential methodological issues (i.e. nested data).

We, then, have collected data from around 300 employees with a longitudinal study with repeated measures across three time-waves to make a full test of the model. This is the proposed main study and we also have the similar observation that conceptualization of teammates' EI as team mean level and diversity may not be appropriate. Thus, we asked the respondents to nominate the teammate they interacted with most frequently as an alternative way to test the interpersonal influence of teammates' EI as we reported in progress report. We already completed the data analysis to confirm the model we proposed. Thus, the primary objective of this project, that is, to identify the interpersonal process of teammates' EI on focal employee's proactivity through his/her positive and negative affect have been fully explored.

The research has been presented in Academy of Management Meeting 2018 to seek for feedbacks from scholars who are interested in the similar topic. We have combined the two studies in one paper and submitted it to the Journal of Applied Psychology, which is under review right now. We believe our findings have not only theoretical but also practical implications in understanding and managing employee proactivity at work.

### 5.4 Summary of objectives addressed to date

<b>Objectives</b> <i>(as per 5.1/5.2 above)</i>	<b>Addressed</b> <i>(please tick)</i>	<b>Percentage Achieved</b> <i>(please estimate)</i>
1. To examine the relationship between teammates' EI including mean levels and diversity and employees' positive and negative affect;	✓	100%
2. To examine the relationship between positive and negative affect and proactive behaviour;	✓	100%
3. To examine the mediating role of affect between teammates' EI and focal employees' proactive behaviour;	✓	100%
4. To examine the moderating role of focal employee's EI level on the mediating relationship among teammates' EI, employee affect, and proactive behaviour;	✓	100%
5. To test the overall model using teams in Chinese organizations and longitudinal design to provide a more definitive test of the model.	✓	100%

## 6. Research Outcome

### 6.1 Major findings and research outcome

*(Maximum 1 page; please make reference to Part C where necessary)*

For the overall model as indicated by the 5 objectives, we have generated a conference paper with our conceptual model as one of the deliverables (please refer to the conference paper listed in Part C, also refer to “Attachment 3”). Such research sharing also received insightful comments from the conference reviewers and the participated experts, which include revising the conceptualization of teammates’ EI. It also has enabled us to further develop the conceptual paper (in progress) to understand the interpersonal process of teammates’ EI on the various job outcomes, including proactivity.

In the two studies completed, we consistently found the salient effects of positive and negative affect and proactivity on focal student and focal employee in class setting and working context, respectively. As inspired by the international symposium supported by another completed IIDS project (UGC/IIDS15/B01/18, with the same PI), it is found that we know little about whether the motivational effect of positive and negative affect on proactive performance can be sustained over time. By applying the Hedonic Contingency Theory (HCT) and supported by both studies, our research findings can fill the knowledge gap in proactivity literature from a new perspective and strong empirical evidence. As stated earlier, we wrote up a manuscript with great efforts and submitted to the Journal of Applied Psychology, which is under review right now (please refer to the journal publication listed in Part C, also refer “Attachment 2”).

The interpersonal process of teammates’ EI in the two samples have obtained some support (significant main effects on proactivity, ranging from .123-.148,  $p < 0.05$ ). However, the mediating role of positive and negative affect between teammates’ EI have only partially supports in student sample (i.e. only exist for positive affect as mediator) and no support in working sample. The moderating role of self EI is also lack of consistent supports in the two samples. Therefore, we still work hard on the collected data and conceptual model to figure out the potential reasons. More will be elaborated in the next section.

In the main study of employee sample, we also got access to the turnover records of the company where we collected data. With this unexpected resource and drawing on the social information processing perspective, we attempt to explore how and when other team members’ interpersonal oriented helping behavior, as symbolic cues, reduced focal member’s turnover intention. These findings expand current theorization of the interpersonal process about how and when peer helping behavior thwarts focal employee turnover intentions. With such meaningful contributions to the interpersonal process in team settings, which is also the major focus of the project, this research has already accepted by Asia Pacific Journal of Management and published online in 2019 (please refer to the journal publication listed in Part C, also refer “Attachment 1”).

### 6.2 Potential for further development of the research and the proposed course of action

*(Maximum half a page)*

Through the two studies, we have cross-validated the motivational effects of positive and negative affect on proactivity, however, we fail to find consistent supportive evidence of interpersonal effect of teammates' EI on proactivity through the focal employee's affect. In future research, we will continue to (1) refine and revise the conceptual model of the interpersonal process of teammates' EI in working setting. One of the directions is to explore such interpersonal process on the other kinds of job outcomes, other than proactivity. Possibly, some interpersonal-relevant job outcomes may of more potentials, such as workplace collaboration, team building, or team performance/satisfaction. (2) collect working sample to across validate what we have found in the two samples collected in the current project. In this way, we can examine whether the interpersonal process of teammates' EI works on proactivity through positive and negative affect or not and whether such process may happen for the mentioned interpersonal-relevant job outcomes as specified above. All in all, we will continue to enrich and expand our understandings of the interpersonal process of teammates' EI in working setting.

## **7. Layman's Summary**

*(Describe in layman's language the nature, significance and value of the research project, in no more than 200 words)*

In this project, our major findings are, first, positive and negative affect have robust effects on their own proactivity at work. More importantly, this current project finds the reciprocal relationship overtime with the longitudinal design, which could contribute to the literature with significance. The research paper discussing the reciprocal relationship has already under reviewed by the Journal of Applied Psychology. Second, teammates' EI may have effects on focal employees' proactivity but not through positive and negative affect according to the current results, more conceptual and empirical explorations will be made by the research team and a conceptual paper is in preparation and will be submitted to well-recognized academic journal in management afterwards. Third, the interpersonal process may happen for the turnover behavior at work, another important job outcome, as unexpected gift of the current project. With a successful journal publication, the project has already contributed to the knowledge of interpersonal process or relational perspective generally. In summary, affect is the important motivational pathway to understand proactivity at work, and such pathway could sustain overtime for positive affect mainly. The interpersonal process of EI is still lack of understandings and more conceptual and empirical efforts are the callings of the research team with planed course of action.

**Part C: Research Output****8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**

(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) (denote the correspond-ing author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowl- edged the Support of RGC (Yes or No)	Accessible from the Institutional Repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2020	2019	N/A	N/A	Kelly Z. Peng, Zhijun Chen, Iris D. Zhang, & Jinsong Li	Asia Pacific Journal of Management	N/A	Yes (Attachment 1)	Yes	No
N/A	N/A	✓	N/A	Kelly Z. Peng, Guo-hua Huang, & Chi-sum Wong	Journal of Applied Psychology	N/A	Yes (Attachment 2)	Yes	N/A

**9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered**

(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the Institutional Repository (Yes or No)
August /2018 /Chicago, USA,	Working with Emotionally Intelligent People: I am 'Energized to' be More Proactive	Academy of Management Meeting,	N/A	Yes (Attachment 3)	Yes	No

**10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning**

*(Please elaborate)*

The project has provided the PI valuable teaching material for her courses, including Quantitative Method for Business, Research Methods and Design, Organizational Behavior and thesis supervisions. The questionnaire design and data collection process have been introduced in detail as a showcase of quantitative method in some relevant courses at both undergraduate and master level (i.e. BUS 111&112 Quantitative Methods I-II; BUS 220 Quantitative Methods for Business; BUS 235 Marketing Research; BUS 531 Research Method and Design). The students provided positive feedbacks (i.e. teaching evaluations are satisfactory) for such showcase sharing to have more understandings about hands-on knowledge in quantitative methods. Meanwhile, the collected dataset of student sample has also been partially accessed by students of BUS 112 to practice elementary data analysis with SPSS software as the course group project, which can further strengthen the students' ability in quantitative methods in business context.

**11. Student(s) Trained**

*(Please attach a copy of the title page of the thesis)*

<b>Name</b>	<b>Degree Registered for</b>	<b>Date of Registration</b>	<b>Date of Thesis Submission / Graduation</b>
N/A	N/A	N/A	N/A

**12. Other Impact**

*(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)*

1. In working on the project, I have generated idea about organizing an international symposium about emotion and proactivity as for the empirical findings of the salient effects of affective experiences and proactivity on focal student and focal employee in class setting and working context, respectively. I, thus, collaborated with three colleagues in management, educational, and social psychology in and out of SYU on an IIDS proposal of “Fueling the Proactivity by Emotions "Energy": Through Understanding the Functions of. Discrete Emotions in Different Social Settings (UGC/IIDS15-/B01/18)”, which is funded and successfully completed by Dec 2020. Through the event, I have built and maintained solid professional connections the invited speakers. As a result, I have co-edited with one speaker from Leeds University and published a book recently (Peng, K. Z. & Wu C. H. (2021). *Emotion and Proactivity at Work: Prospects and Dialogues*. Bristol, UK: Bristol University Press.). In this book, among the 12 invited speakers, 5 of them are the chapter contributors.
  
2. For the organization which participated in our data collection, the research team have provided professional feedbacks as individual reports for each participant concerning about his/her relative status of EI, positive/negative affect, proactivity for self-reflections and self-evaluations. Afterwards, we informed the organization about our research findings to emphasize the importance of positive affect, and provided concrete suggestions about how to promote positive affect among employees, which hopefully is useful to the organization in promoting proactive performance effectively.



### 13. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
					Type	No.
<b>No. of outputs arising directly from this research project</b>	1	1	N/A	N/A	N/A	N/A

### 14. Public Access Of Completion Report

*(Please specify the information, if any, that cannot be provided for public access and give the reasons.)*

Information that Cannot Be Provided for Public Access	Reasons
N/A	N/A