

# Group Positive Affect and Group-level Organizational Citizenship Behavior: Investigating the Substituting Role of Leader Emotional Intelligence and the Mediating Role of Affective Fit Perception\*

MOON JOUNG KIM\*\*

*Cheongju University  
Cheongju, Korea*

## ABSTRACT

In the present study, I examine how group-level positive affect (GPA) may interact with a leader's emotional intelligence (EI) to generate important group outcomes, such as group-level perception of affective fit and group-level organizational citizenship behavior (GOCB). A moderated mediation model was tested by using the data of 293 employees nested in 66 work groups. Research findings show that the indirect effect of GPA on GOCB through the group-level perception of affective fit is stronger when leader EI is low than when leader EI is high. These results highlight the substituting role of leader EI in the relationship between GPA and affective fit perception. The current analysis reveals potential complementary functions of GPA and leader EI in explaining subsequent group processes and performance.

**Keywords:** group positive affect, affective fit perception, GOCB, leader EI

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\*\* Assistant professor, Cheongju University. 298 Daesungro, Cheongwon gu, Cheongju si, South Korea 28503; Phone: +82 043-229-8134; e-mail: mjkim1@cju.ac.kr

## INTRODUCTION

In today's collaborative and team-based business environment, group-level organizational citizenship behavior (GOCB) has become important to management (Organ, Podsakoff, and MacKenzie 2006). GOCB refers to the extent to which workgroup members as a whole engage in discretionary extra-role behavior that is beneficial to the group (Bommer et al. 2007). What makes members of some groups go the extra mile while those in others do not? To explain these differences across groups, the affective composition in a group is examined as an important antecedent of GOCB. Given that group personality composition is considered as a significant input factor that influences group processes and outcomes (Gardner and Quigley 2015), group-level positive affect (GPA) may explain differences in GOCB across groups.

Moreover, group-level perception of affective fit is investigated as a key mediating mechanism between GPA and GOCB. Although the majority of person-environment (P-E) fit literature has focused on the outcomes of fit, the present study examines GPA as a possible antecedent of group-level affective fit, thereby proposing that GPA indirectly influences GOCB by forming group-level affective fit perception. To a certain extent, GPA may determine group members' collective perception of affective fit because individuals with high PA are likely to perceive fit with their environment (Yu 2009). In turn, affective fit perception may facilitate their engagement in GOCB by enhancing members' felt connection to the groups (Livingstone et al. 2011). Therefore, I posit a generally positive, indirect effect of GPA on GOCB via group-level affective fit perception.

This study also raises a question as to whether the relationship between GPA and group-level affective fit perception varies depending on a leader's emotional intelligence (EI). By viewing leader EI as making GPA redundant in boosting group-level affective perception, I propose a contingency model where the positive effects of GPA on affective fit perception would be replaced by the role of leader EI. When leader EI is high, the leader enhances members' affective fit perception, rendering GPA redundant. However, when leader EI is low, GPA becomes a significant input factor to enhance members' affective fit perception.

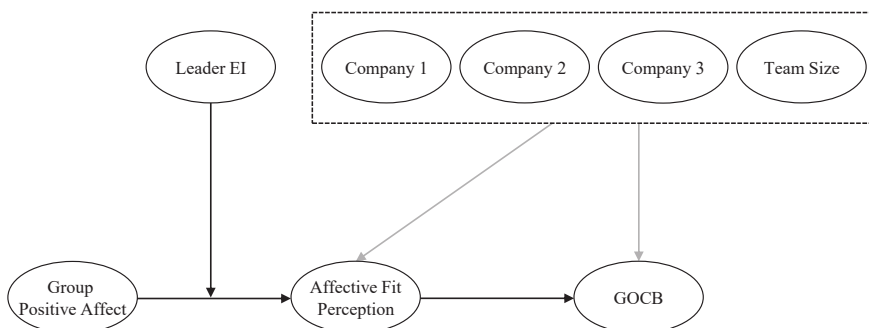
The current study makes the following contributions. First, potential group-level antecedents of GOCB is addressed. Second, a

mediating mechanism (group-level affective fit perception) through which GPA increases GOCB is identified. Furthermore, leader EI is isolated and examined as a moderator that may substitute the role of GPA in enhancing group-level affective fit perception and consequently GOCB in a group.

## THEORETICAL BACKGROUND AND HYPOTHESES

Based on the input–mediator–outcome (I–M–O) framework in which inputs to the group lead to group processes and ultimately group outputs (Ilgen et al. 2005), the affective composition in a group is examined as an input factor that influences group members' collective perceptions of affective fit and GOCB. Given that group personality composition is considered as an important antecedent of group effectiveness (Gardner and Quigley 2014), the affective composition in a group that is assessed as the average of members' trait positive affect may explain differences in GOCB across groups through a cognitive mechanism, which is perception of affective fit.

In addition, leader EI is investigated as a contextual factor that may substitute the effects of GPA on affective fit perception. Specifically, the positive effects of GPA on affective fit perception are proposed to be replaced by the role of leader EI. GPA becomes unnecessary when leaders with high EI serve to improve members' affective fit perception. On the other hand, GPA becomes critical when leaders with low EI cannot help enhance members' affective fit perception. By investigating the role of leader EI in substituting



**Figure 1. Research Model**

GPA, this study provides practical implications for the role of group leaders. Figure 1 presents the research model of GPA and GOCB.

### **Effects of Group Positive Affect on GOCB**

Group-level OCB (GOCB) refers to the extent to which workgroup members as a whole engage in discretionary extra-role behavior that is beneficial to the group (Bommer et al. 2007). Unlike individual OCB, GOCB, which is operationalized by measuring the group members' aggregate OCB, is collective engagement in OCB and should be investigated in conjunction with group dynamics such as collaboration and mutual support (Shin and Choi 2010). Given that GOCB is a group-level phenomenon, understanding group-level conditions that promote GOCB is important. Despite scholars' call for group-level research on OCB (e.g., George 1990; Organ 1988; Organ and Ryan 1995; Schnake and Dumler 2003), only a few researchers (e.g., George 1990; Karambayaya 1990) have examined group-level variables as antecedents of OCB (Chen et al. 2005).

Among potential group-level variables that likely influence GOCB, GPA, defined as the average level of trait positive affect possessed by individual members of the group (Barsade et al. 2000), is considered as a significant group-level predictor. GPA is a group-level construct in that the average level of group members' trait positive affect influences internal group dynamics such as the nature of interactions and communication within the group (Barsade and Gibson 2007). GPA has been found to positively influence numerous outcomes with respect to cooperation and coordination (George 1990, 1995; Peñalver et al. 2017). For example, George et al. (George 1990; George and Bettenhausen 1990; George and Brief 1992) examined the effects of positive and negative affectivity on pro-social behavior at both the individual and group levels, identifying GPA as a contributing factor to GOCB (George 1990, 1995).

Interest in the relationship between GPA and GOCB has continued in more recent studies partly because GOCB has been mostly operationalized as interpersonal citizenship among members (Bommer et al. 2007; Euwema et al. 2007; Mayer et al. 2009; Raver and Gelfand 2005). Group researchers have focused on the interpersonally directed OCB (OCBI) rather than the organizationally directed OCB (OCBO), emphasizing the fact that only OCBI, not OCBO, is consistently related to group performance (Ehrhart, Bliese,

and Thomas 2006; Podsakoff et al. 2000; Shin and Choi 2010). Unlike OCBO, which is a deliberate attempt to maintain the balance in a social exchange between employees and the organization, OCBI is more affect-driven, primarily involving helping individuals at work in a less deliberate manner (Frijda 2007; Lee and Allen 2002; Lyons and Scott 2012). Thus, affect has been found to take center stage, overriding social exchange concerns (Frijda 2007) and influencing the likelihood of GOCB (Dalal et al. 2009; Lyons and Scott 2012; Scott and Judge 2006; Spector and Fox 2002). Based on the existing evidence, the present study proposes that groups composed of people with high trait positive affect may engage more in GOCB than others.

**H1:** GPA is positively related to GOCB.

### **Mediating Role of Affective Fit Perception**

As hypothesized, GPA is most likely to have a positive association with GOCB. To further examine the mediating process through which GPA facilitates GOCB, I have isolated group-level affective fit perception as a key group-emergent psychological state. Although previous affect research considered the standard deviation of the group's trait PA as the opposite proxy for affective fit (Barsde et al. 2000), this type of objective fit is a less proximal determinant of attitudes and behaviors compared with the perceived fit (Kristof-Brown et al. 2005). Unlike objective fit that is based on the actual comparison of two separate objects, such as person and environment (Cable and Judge 1996; Kristof-Brown and Stevens 2001), perceived fit is a direct assessment of compatibility (Kristof-Brown et al. 2005). Based on the existing definition of perceived group-level fit (Kristof-Brown et al. 2005; Seong and Choi 2014), group-level affective fit perception is defined as the overall judgment on the extent to which group members collectively perceive the presence of affective fit. To find a mediating mechanism between GPA and GOCB, I examine whether group-level affective fit perception will mediate the relationship between GPA and GOCB.

First, based on the affective-consistency perspective (Yu 2009), GPA is expected to facilitate affective fit perception. According to the affective-consistency perspective (Yu 2009), affect precedes judgments of fit (Yu 2009). Individuals with high PA are likely to

perceive fit with their environment for two reasons: mood-congruent processing (Bower and Forgas 2001) and informative functions of affect (Schwarz and Clore 2003). In the context of mood-congruent processing, affect serves as a cognitive filter that causes people to perceive themselves and their environments in ways that are consistent with current experienced affect (Bower and Forgas 2001). Individuals with high PA are most likely to perceive fit because they tend to selectively process positive information more than negative information about themselves and their group. In the framework of mood-as-information, judgments of fit are made by individuals by considering informative qualities of how they feel about their current work situation. Specifically, positive affect (PA) signals that a situation is safe, whereas negative affect (NA) informs individuals that the current situation is problematic (Clore et al. 1994; Schwarz 1990). When applied to P-G fit, individuals with high PA may infer that affective fit must exist between themselves and their group based on positive affective signal they detected (Seong and Choi 2014; Yu 2009). Thus, I suggest that GPA may facilitate group-level affective fit perception.

I further suggest that group-level affective fit perception, in turn, may enhance GOCB. A substantial body of fit literature has generally supported that group-level fit has positive implications for GOCB (Choi 2007; Kristof-Brown et al. 2005). With the focus on perceptual fit, a more recent study has demonstrated that various group-level fit perceptions (e.g., group-organization fit, group-task fit) influence GOCB by developing affective attachment among members and members' collective beliefs regarding their task-related capability (Shin and Choi 2010). When group members collectively perceive that they fit well within the group, they are likely to have positive attitudes that lead to various citizenship behaviors (Organ et al. 2006). Although few research efforts consider the affective domain of fit (Delvaux 2015), I examine affective fit perception in relation to GOCB given that affective fit itself may enhance members' felt connection to the groups, thereby overriding social exchange concerns (Frijda 2007) and influencing the likelihood of GOCB. For example, Livingstone et al. (2011) demonstrated that members' perceived fit with the emotions of other in-group members enhanced their identification with the in-group (Livingstone et al. 2011). As a consequence of affective composition in a group, affective fit perception may become a determinant of GOCB.

I propose that GPA indirectly predicts GOCB by forming group-level affective fit perception. GPA, to an extent, may determine group members' collective perception of affective fit because individuals with high PA are likely to perceive fit with their environment (Yu 2009). In turn, affective fit perception may facilitate their engagement in GOCB by enhancing members' felt connection to the groups (Livingstone et al. 2011). Therefore, I posit a generally positive, indirect effect of GPA on GOCB via group-level affective fit perception. This condition leads to the following hypothesis:

**H2:** Group-level affective fit perception mediates the relationship between GPA and GOCB.

### **Moderating Role of Leader Emotional Intelligence**

Since organizational leaders are critical to the emergence, management, and consequences of organizational affective experiences (Cote, van Kleef, and Sy 2013; Seong and Hong 2018), their EI may operate as a key moderating variable on the relationship between GPA and affective fit perception (Barsade and Knight 2015). Given that EI refers to a set of competencies for identifying, processing, and managing emotions (Zeidner, Roberts, and Matthews 2008), leaders' EI may help manage affective interactions and relationships among coworkers by accurately recognizing emotions displayed by members and facilitating emotional exchanges among peers (Cote, van Kleef, and Sy 2013; Kaplan et al. 2012). Therefore, leaders with high EI are more likely to be adept at appropriately responding to the emotions of followers (Bono et al. 2007; Chang et al. 2012) and enhancing their perceptions of group affective fit.

Unlike the consistent positive effects of the direct relationship between leaders' EI and employee work outcomes, however, interactive effects of leader EI seem complicated. For example, leaders' EI was found to associate more positively with job performance for employees with low EI than for those with high EI (Sy et al. 2006). Chang et al. (2012) also demonstrated that leader EI enhanced team performance only when average member EI was low. Both studies that investigated the moderating role of leader EI suggested that leader EI would provide substantial benefits to members with low EI who lack EI resources to handle internal



emotional processes. Similarly, when a leader with low EI cannot provide proper managerial intervention, the team is more likely to benefit from the EI resources of its members. In other words, leader EI and member affective resources have a substituting relationship rather than a mutually reinforcing relationship that produces a synergistic effect (Chang et al. 2012).

Based on previous research on the moderating role of leader EI, I expect a similar pattern in the role of leader EI on the relationship between GPA and group affective fit perception. Similar to member EI that is most likely to nurture positive interactions between group members (Sy et al. 2005), GPA may also function as a resource for positive emotional processes in a group. Based on a dominance complementarity framework (Grant, Gino, and Hofmann 2011), which is the tendency for people to respond oppositely to others along the control dimension of interpersonal behavior, I suggest that a low level of leader EI might be even more beneficial for group members when GPA is already high. According to Grant, Gino, and Hofmann (2011), extrovert leaders who are proactive and assertive tend to be less receptive to their followers' proactivity since there is too much dominance within the team. Although one's EI may not be identical with one's dominance, the mechanisms might be similar in that the combination of high leader EI and high GPA is interpreted as an excess in relation to GOCB, containing the overlapped aspect with proactivity. Thus, I propose that either high GPA or high leader EI (not necessarily both) is sufficient to explain a high level of affective fit perception.

**H3:** Leaders' EI may moderate the relationship between GPA and group-level affective fit perception such that GPA associates more positively with group-level affective fit perception for groups with low leader EI than for those with high leader EI.

### **Mediation Moderated by Leader Emotional Intelligence**

In this study, I posit an overall positive effect of GPA on GOCB via group-level affective fit perception without specific contingencies and suggest leader EI as a contingency factor that may have a negative moderating effect on the relationship between GPA and group-level affective fit perception. In extending hypothesis 3, I further suggest that GPA may be positively related to GOCB through group-level



affective fit perception depending on the levels of leader EI. The indirect effect of GPA on GOCB through group-level affective fit perception is expected to be moderated by leader EI. When leader EI is high, the additional contribution of GPA to members' perception of affective fit may be limited. Conversely, when leader EI is low, GPA can have a stronger impact on members' perception of affective fit in the group. Finally, I propose the following moderated mediation hypothesis.

**H4:** Leader EI negatively moderates the indirect effect of GPA on GOCB through group-level affective fit perception, such that the indirect effect becomes less positive when leader EI is high than when it is low.

## METHODS

### Research Setting, Participants, and Procedures

The survey was conducted in four Korean companies (involved in semiconductor equipment manufacturing, flat panel display equipment manufacturing, vacuum technology, and marine-and-fire insurance) during a two-week period in May 2013. All the companies in my sample had a team-based structure and team-level performance-based incentives. Members of the same team interacted with one another virtually every day due to physical proximity. The respondents were collected from various job areas, including sales, human resources, finance, research and development, production, and quality control.

With the support of human resource managers, supervisor survey forms were randomly distributed to 68 team leaders and employee survey forms to 459 team members. Out of the forms distributed, forms with incomplete information were excluded and the final sample consisted of 293 employees from 66 work teams (64% response rate). Participants' education levels were high school (10.9%), two years in college (41%), bachelor's degree (41.3%), and graduate degree (5.1%). Their job positions were staff (21.8%), senior staff (21.2%), assistant manager (28.3%), department manager (24.6%), and deputy general manager or higher (4.1%). The average organizational tenure of the subordinates was 4.63 years ( $SD =$

3.70). The average age was 33.03 years ( $SD = 5.13$ ) and 12.6% of the employees were women.

### Measures

Study variables were assessed using multi-item scales with acceptable reliability. All items were measured on a Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree).

*Group positive affect.* Group positive affect was calculated as the average of the group members' trait positive affect (TPA) scores. TPA is a stable and consistent personality trait shown by the tendency to react to situations in a positive manner (Kaplan et al. 2009). I used 10 items ( $\alpha = .91$ ) taken from Positive and Negative Affect Schedule (PANAS; Watson, Clark, and Tellegan, 1988). The items were as follows: "In general, I feel (1) interested, (2) excited, (3) strong, (4) enthusiastic, (5) proud, (6) inspired, (7) determined, (8) attentive, (9) active, and (10) alert."

*Affective fit perception.* I adapted the original scale of subjective fit perceptions developed by Cable and DeRue (2002) to develop the measure of affective fit perceptions. By adding a qualifying adjective, "affective," I narrowed down to the affective domain of subjective fit perceptions. The scale ( $\alpha = .90$ ) included the following six items: "To what extent are the feelings of your team members likely to be similar to your own feelings?" "To what extent are your feelings likely to match the feelings of your team members?" "To what extent do your feelings provide a good fit with the feelings of your team members?" "To what extent do you have the emotional abilities to meet the emotional requirements of your team?" "To what extent is there a good affective fit between what your team expects from you and what you can bring to your team?" and "To what extent do your emotional abilities provide a good match with the emotional demands that your team places on you?"

*GOCB.* Based on classic OCB definitions that is OCB "in the aggregate" (Organ 1998), GOCB was calculated as the average of the group members' OCBI that was measured by adapting four items ( $\alpha = .81$ ) developed by Williams and Anderson (1991). The immediate supervisors of the participants were asked to indicate the

extent to which each of the OCBI described in the four items were characteristics of the focal participant. The items are the following: "This employee helps others who have been absent," "This employee takes a personal interest in the well-being of others," "This employee helps others who have heavy workloads," and "This employee goes out of their way to help new employees."

*Leader EI.* Using 16 items from Jordan and Lawrence (2009), I measured leader EI. The following four items were used to measure leader's self-awareness ( $\alpha = .78$ ): "I can explain the emotions I feel to team members," "I can discuss the emotions I feel with other team members," "If I feel down, I can tell team members what will make me feel better," and "I can talk to other members of the team about the emotions I experience." Leader's self-management was measured using four items ( $\alpha = .64$ ): "I respect the opinions of team members, even if I think they are wrong," "When I am frustrated with fellow team members, I can overcome my frustration," "When deciding on a dispute, I try to see all sides of a disagreement before I come to a conclusion," and "I give a fair hearing to fellow team members' ideas." Four items were also used to measure leader's other awareness ( $\alpha = .77$ ): "I can read fellow team members 'true' feelings, even if they try to hide them," "I am able to describe accurately the way others in the team are feeling," "When I talk to team members I can gauge their true feelings from their body language," and "I can tell when team members don't mean what they say." Leader's other management was measured by using the following four items ( $\alpha = .84$ ): "My enthusiasm can be contagious for members of a team," "I am able to cheer team members up when they are feeling down," "I can get fellow team members to share my keenness for a project," and "I can provide the 'spark' to get fellow team members enthusiastic."

*Control variables.* In addition to the study variables mentioned, my analysis included two control variables, namely, group size and company dummy, which were expected to significantly influence group processes and outcomes (Kozlowski and Bell 2003; Pearce and Herbik 2004). Group size was based on the number of participants from each group.

## RESULTS

### Confirmatory factor analysis

To test the empirical distinctness of the study variables (i.e., group positive affect, affective fit perception, and leader EI), confirmatory factor analysis was conducted with maximum likelihood estimation. The results confirm the three-factor structure ( $\chi^2 (df = 232) = 328.87$ ,  $p < .001$ ,  $\chi^2 / df = 1.42$ , CFI = .90, RMSEA = .08), which fits the data better than do conceptually feasible alternative models. For example, the results show that a two-factor model in which group positive affect and affective fit perception load onto a single factor produces a worse fit ( $\chi^2 (df = 234) = 503.18$ ,  $p < .001$ ,  $\chi^2 / df = 2.15$ , CFI = .73, RMSEA = .13). The descriptive statistics and intercorrelations among all study variables and control variables are presented in table 1.

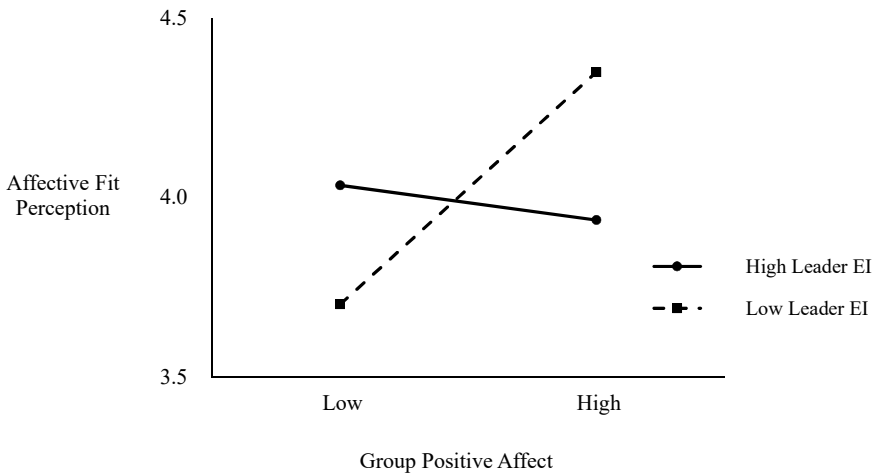
### Tests of Hypotheses

To test a direct effect model, I used OLS regression. Hypothesis 1 suggests a direct, positive effect of GPA on GOCB. The analysis showed that GPA had a marginally significant, positive effect on GOCB ( $\beta = .35$ ,  $p < .10$ ), thus weakly supporting hypothesis 1. Hypothesis 2 posits a mediating role of affective fit perception in

**Table 1. Means, Standard Deviations, and Correlations: Group Level (N = 66)**

Variables	M	SD	1	2	3	4	5	6	7	8
1. Company 1	.62	.49	--							
2. Company 2	.09	.29	-.41**	--						
3. Company 3	.21	.41	-.66**	-.16	--					
4. Team Size	4.44	1.82	.07	-.02	-.00	--				
5. Group Positive Affect	3.88	.42	.12	-.05	-.02	-.08	--			
6. Affective Fit Perception	3.98	.58	-.02	.05	-.08	-.04	.21+	--		
7. Leader EI	4.33	.46	.04	.06	.03	.03	.19	.05	--	
8. GOCB	4.21	.56	.19	-.00	.01	.01	.24+	.38**	.61**	--

Note: +  $p < .10$ ; \*\*  $p < .01$ .



**Figure 2. Moderation by Leader EI**

the relationship between GPA and GOCB. GPA was marginally, positively related to affective fit perception ( $\beta = .47, p < .10$ ), and affective fit perception was positively related to GOCB ( $\beta = .26, p < .01$ ). To test the significance of the indirect effect of GPA on GOCB through affective fit perception, I conducted a Sobel test (Preacher and Hayes 2004). However, I found non-significant mediation effects in the model ( $z = 1.53, ns.$ ).

Hypothesis 3 proposes that leaders' EI may moderate the relationship between GPA and group-level affective fit perception. To test the moderating hypothesis, I used the PROCESS procedure based on a bootstrapping procedure (Hayes 2013). The conditional effect of GPA on group-level affective fit perception was found to be positively significant only when leader EI was low ( $b = .79, 95\%$  bias-corrected CI: .283 to 1.292) but not significant when leader EI was high ( $b = -.14, 95\%$  bias-corrected CI: -.664 to .381). I further investigated the interaction effect by comparing the slopes associated with high and low leader EI conditions (Aiken and West 1991). Figure 2 shows that GPA was positively related to affective fit perception when leader EI was low ( $\beta = .78, p < .001$ ), but GPA had a negative, nonsignificant relationship with affective fit perception when leader EI was high ( $\beta = -.12, ns.$ ).

Hypothesis 4 suggests distinct conditional indirect effects of GPA on GOCB through affective fit perception at different levels of leader

**Table 2. Conditional Indirect Effects of Group Positive Affect on Affective Fit Perception**

Independent Variable	Mediator	Dependent Variable	Moderator Level	Effect	Bootstrapped SE	95% bias-corrected CI	
Group Positive Affect	Affective Fit Perception	GOCB	Leader EI Low	.236	.119	.068	.554
			Medium	.100	.084	(-.019	.325)
			High	-.035	.098	(-.260	.146)

Note. Bootstrap sample = 10,000

EI. To test this hypothesis, I again used the PROCESS procedure (Hayes 2013), which provides a test for the entire moderated mediation model in an integrated analysis instead of in a piecemeal fashion. Table 2 indicates that the indirect effect of GPA on GOCB through affective fit perception was significantly positive ( $b = .24$ , 95% bias-corrected CI: .068 to .554) when leader EI was low but not significant when leader EI was high ( $b = -.04$ , 95% bias-corrected CI: -.260 to .146), thus providing support for Hypothesis 4.

## DISCUSSION

The present study investigates whether the influence of GPA on GOCB could be mediated by affective fit perception, and the relationship between GPA and affective fit perception could be substituted by leader EI. Theoretically, a sound basis exists for expecting that group affective composition should influence GOCB by forming group-level affective fit perception (Ilgen et al. 2005). Unlike my expectation, the mediating role of affective fit perception in the relationship between group affective composition and GOCB was not supported. However, the moderated mediation model exhibited significant evidence of mediation effects in the condition with low leader EI. The significant results for conditional indirect effects at the low level of leader EI suggests that affective fit perception becomes a meaningful intervening process for the relationship between group affective composition and GOCB only when leader EI is low. I discuss the theoretical contributions and practical implications of this study and identify the limitations that can guide future investigations.

### **Theoretical Contributions**

By examining group affective composition as an antecedent of OCB, I extend prior research in the OCB literature that has seldom examined group level variables as antecedents of OCB (Chen et al. 2005). In addition, I depart from previous research on P-E fit literature that has mainly focused on the outcomes of fit. I instead investigate group affective composition as a valid input factor that influences affective fit perception and GOCB.

Although the proposed mediating role of affective fit perception in the relationship between GPA and GOCB is not supported, the significant conditional indirect effects at the low level of leader EI point to the significance of the leader's role in managing organizational affective experiences (Cote et al. 2013). When leader EI is high, the leader may respond to the emotions of group members and enhance their perceptions of group affective fit, thus making GPA that functions as an affective resource for positive affective processes in a group redundant. By contrast, when leader EI is low, GPA becomes a significant resource for positive affective interactions in a group by enhancing members' perceptions of group affective fit and consequently increasing GOCB. Therefore, my findings contribute to the knowledge of "how" and "when" GOCB could be enhanced in group affective contexts.

### **Practical Implications**

The present study provides significant practical implications for group formation. Recent developments in group dynamics literature suggest that group composition is likely to be a critical input variable that has a significant impact on group effectiveness. In this study, I have suggested that the affective composition of the work group influences GOCB by affecting the affective fit perception of group members. In addition, I showed that affective fit perception became a significant intervening mechanism for the relationship between GPA and GOCB only when leader EI was low. These findings might offer insights into how GPA may substitute the leader's role in effectively managing emotions in groups and guiding group affective processes toward a favorable direction (Sy et al. 2005).



### Study Limitations

The present findings should be interpreted with caution considering the following limitations of the study. First, data was collected at a single point in time and the direction of causation remains ambiguous. Second, this study failed to uncover the anticipated direct mediation effects. This insignificant finding of mediation effects of affective fit perception rather emphasized the situational influences on the fit perception. Despite the significant moderated mediating effects my research findings have shown, further studies should explore alternative mediating processes between GPA and GOCB.

Despite these limitations, the present study offers meaningful theoretical and empirical contributions to P-E fit research and OCB literature. First, the main theoretical contribution of this study is its endeavor to identify a group level antecedent of affective fit perception and GOCB. Moreover, my research findings suggest that leaders' affective influences in groups could substitute GPA's role in enhancing the affective fit perception of group members. The present study identifies a factor that facilitates affective fit perception and calls for further investigation of the contextual factors that influence affective fit perception and GOCB.

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