1   Leader behaviour, emotional intelligence, and team performance at a UK Government

2   Executive Agency during organizational change

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1   **Abstract**

2   This manuscript presents three studies exploring the relationship between performance

3   psychology variables and performance within a UK Government Executive Agency during

4   substantial organizational change. Study 1 examined relationships between transformational

5   leadership behaviors, emotional intelligence, cohesion, and team performance. Task cohesion

6   interacted with emotional intelligence to predict performance. Specifically, it was found that use

7   of emotions for performance partially mediated the relationship between cohesion and team

8   performance. Study 2 interviewed team leaders about their emotional intelligence and leadership

9   behaviors and how these influenced cohesion and performance during this organizational

10   change. Team leaders reported using a number of different strategies with their team for

11   cohesion and performance benefits. Study 3 interviewed the head and deputy head of the leaders

12   from study 1 and 2 about how our findings had been received and were being used. Reported

13   findings from study 1 and 2 resonated well with the head and deputy, and had been used to

14   develop a leadership charter and skills matrix to monitor leadership behaviors and identify areas

15   for improvement. These studies offer a unique insight into the behaviors of team leaders within

16   the agency, emphasizing the perceived importance of effective leader behaviors and emotional

17   intelligence for team member cohesion and performance.

18   Keywords: Leadership, Emotional Intelligence, Cohesion, Performance, Strengths-based

19   psychology

Introduction

In order for organizations to survive and prosper they must be knowledgeable about how to implement appropriate changes that will be embraced by their employees. Indeed, such change management processes are imperative for achieving sustainable competitive advantage in the increasingly turbulent and unpredictable business landscape of the 21st Century. Given these requirements, substantial work has been conducted to identify key factors that change agents should incorporate into planning, implementing, and evaluating organizational transformations (see, for a review, Armenakis & Harris, 2009). One such factor relates to the importance of effective, cohesive teams that are competently led. That is, because cohesive teams have enhanced satisfaction and reduced intentions to turnover (Onağ & Tepeci, 2014), and can better provide a directed and collaborative effort to address change challenges, organizations around the world have significantly increased their dependency on teams (Salas Dickinson, Converse, & Tannenbaum, 1992). Although research on change management has increased drastically since the early 1980s, research surrounding the performance of teams *during* periods of organizational change has not been able to keep pace with the growing need for understanding how teams can achieve more effective performance (Stout, Salas, & Fowlkes, 1997). In this article our aim was to investigate the importance of a range of individual and group level performance psychology variables during organization change - the downsizing of a UK Government Executive Agency. To address our research aims, three studies were conducted. Study 1 employed a quantitative questionnaire design to examine the relationships between transformational leadership behaviors, cohesion, emotional intelligence, and team performance during a period of organizational change at a UK Government Executive Agency. Study 2 aimed to add to these findings by conducting semi-structured interviews with team leaders regarding perceived best practice during organizational change. Using the data gleaned from studies 1 and 2, key recommendations were made to the government agency. Study 3 was conducted four months after these recommendations were made and entailed an interview with

senior leaders (i.e., Head and Deputy Head) at the specific department of the agency regarding

the extent to which these proposals were beneficial and what, if anything, had been put in place

to guide future leadership training and monitoring.

Study 1

In this study we tested the relative importance of a range of performance psychology

variables on team outcomes during the downsizing of a government agency. The variables were

selected based on previous research, which has indicated their potential salience for both team

performance and change, and included: transformational leadership behaviors, emotional

intelligence, team cohesion, and performance.

Leadership Behaviors

Transformational leadership behaviors have been shown to positively impact a wide

range of individual and organizational outcomes in a variety of contexts including military, sport

business, the public sector, and education (see, for reviews, Callow, Smith, Hardy, Arthur, &

Hardy, 2009; Hardy, Arthur, Jones, Shariff, Munnoch, Isaacs, & Allsopp, 2010). Hardy et al.

(2010) recently developed the Differentiated Transformational Leadership Inventory (DTLI) as

a transformational leadership assessment for performance domains and includes six

transformational behaviors: individual consideration; inspirational motivation; intellectual

stimulation; fostering acceptance of group goals; high performance expectations; appropriate

role modeling; and a transactional behavior, contingent reward.

For some time, researchers have highlighted the interrelationships between

transformational leadership and team outcomes such as cohesion and performance (e.g., Dionne,

Yammarino, Atwater, & Spangler, 2004). Further, the salience of leadership to the change

management process is underscored by the fact that change, by definition, requires creating a

new system and then institutionalizing the new approaches. Indeed, although change

management depends on leadership to be enacted, there has been little integration of these two

bodies of literature (Eisenbach, Watson & Pillai, 1999). This is surprising given that

1 transformational leadership is primarily concerned with the capabilities required to enact change

2 successfully.

3 **Emotional Intelligence (EI)**

4 EI has received substantial research attention within psychological, educational, and

5 management domains and has generated considerable debate regarding its definition and most

6 appropriate scholarly domain. However, there is general consensus that EI relates to an

7 individual's competency in dealing with emotions and includes the ability to: appraise and

8 express emotion in the self; appraise and recognize emotion in others; use emotion to facilitate

9 performance; and, regulate emotion in the self (e.g., Law, Wong, & Song, 2004; Mayer,

10 Salovey, & Caruso, 2000). As with the converging consensus on the definition of EI as an

11 ability, there is a growing agreement that ability-based measures of EI might be necessary for

12 conceptual synergy (Matthews, Zeidner, & Roberts, 2004). Ability measures assess EI directly

13 by asking individuals to solve emotional problems or tasks aligned with EI ability dimensions

14 (Matthews et al., 2004).

15 Huy (1999) asserted that organizations should develop their employee's capability to

16 respond to emotions when attempting to facilitate organizational change as managers high in EI

17 will be able to identify and respond to emotional reactions to change in employees (Jordan,

18 2005). Elsewhere, research findings have indicated positive relationships between EI,

19 transformational leadership, and performance (e.g., Duckett & Macfarlane, 2003; Sosik &

20 Megerian, 1999). Researchers have also highlighted that research into group-level EI has a

21 stronger conceptual and empirical base than the variable at the individual-level, but noted that

22 this has not been related to change (e.g., Jordan, Ashkanasy, Härtel, & Hooper, 2002; Druskat &

23 Pescosolido, 2006). Within the performance psychology domain, research has indicated that EI

24 is salient for, and can be developed to enhance, individual, team, and organizational functioning

25 (see Wagstaff, Fletcher, & Hanton, 2012a; Wagstaff, Hanton, & Fletcher, 2013).

26 **Cohesion**

1   The area of team cohesion has received substantial research attention across performance

2   domains. Carron (1980) defined a cohesive team as having three characteristics, namely, a

3   collective identity, a sense of shared purpose, and structured patterns of communication. Research

4   on group cohesion in performance domains has been predominantly based on Carron, Widmeyer

5   and Brawley's (1985) conceptual model of group cohesion. According to this model, there are

6   two major categories of group cohesion: group integration (i.e., ones' perceptions of how the

7   group functions as a unit); and, individual attraction to the group (i.e., how attractive the group is

8   to the individual). Each of these categories is divided into two further categories: task cohesion

9   (i.e., the degree to which the team-members work together to achieve specific team goals and

10   social); and, social cohesion (i.e., the degree to which the team-members like each other and have

11   good social relationships).

12   Reviews of this literature have consistently found strong positive correlations between

13   cohesion and performance (see, for meta-analyses, Beal, Cohen, Burke, & McLendon, 2003,

14   Mullen & Copper, 1994), with this effect being stronger in smaller groups than in larger groups.

15   In an earlier meta-analysis, Mullen and Copper concluded that the cohesion-performance effect

16   was due primarily to commitment to task (task cohesion) rather than interpersonal attraction or

17   group pride (social cohesion). Findings from Callow et al. (2009) showed transformational

18   leadership dimensions to predict task cohesion and that this relationship was moderated by

19   performance level. That is, depending on the performance level of the team, leadership

20   behaviors can positively influence the cohesion of the team. Given that a wealth of scholars

21   have argued that cohesion (see, for review, Beal et al., 2003) and leadership (see Carron et al.,

22   1985) are salient for team performance, we would also posit that leadership behaviors might act

23   as an antecedent to the relationship between cohesion and performance.

24   Given the apparent salience of the variables discussed above for team performance, they

25   are also likely to be important during periods of organizational change. Indeed, the link between

26   emotional intelligence, leader behaviors, and team outcomes is under-developed and would

1 appear to be a fruitful avenue for research. Hence, the purpose of this study was to examine the

2 relationships between leadership, emotional intelligence, and cohesion with team performance.

3 The value of such research lies in the identification of psychosocial factors that might promote

4 organizational functioning during change. Specifically, we hypothesized that: transformational

5 leadership behaviors would be related to both team cohesion and performance; that team

6 cohesion would be related to team performance. Further, we hypothesized that the emotional

7 intelligence of team leaders would mediate the relationship between team cohesion and

8 performance. Figure 1 provides an outline of the underpinning model of leadership, emotional

9 intelligence, and team outcomes proposed here.

10   **Methods**

11 **Participants**

12   Team leaders (N = 14) and team members (N = 92) comprising fourteen intact teams

13 ($M^{teammembers}$ = 6.6, S.D = .93) were sampled.

14 **Measures**

15   **Wong's Emotional Intelligence Scale (WEIS).** Wong, Law, and Wong (2004)

16 developed a 40-item forced choice EI scale consisting of two parts: the first part contains 20

17 scenarios and respondents are asked to choose one option that best reflects their likely reaction

18 in each scenario, and the second part contains 20 ability pairs and respondents are asked to

19 choose one out of two types of abilities that best represent their strengths. The measure provides

20 four dimensions of EI: Self Emotional Appraisal (SEA); Other's Emotional Appraisal (OEA);

21 Regulation of Emotion (ROE); and, Use of Emotion (UOE). Wong et al. (2004) reported an

22 internal consistency reliability value for the WEIS of .83.

23   **Group Environment Questionnaire (GEQ).** The GEQ (Carron et al., 1985) was used

24 to assess employee perceptions of team cohesion. While the GEQ was developed in the sport

25 domain, a substantial number of studies have supported the validity of the GEQ across a variety

26 of groups and performance domains (see, e.g., Carron, Brawley, & Widmeyer, 1998; Chang,

Duck & Bordia, 2006). The GEQ contains 18 items that measure four dimensions of task and social cohesion: attraction to group-task (ATGT), group integration-task (AIT), attraction to group-social (ATGS), and group integration-social (GIS). Each item is measured on a 9-point scale anchored by 1 (strongly disagree) to 9 (strongly agree). In line with Carron and Brawley's (2000) recommendations for use of the GEQ in non-sport domains, stem adjustments were made to 5 items to better account for the present research context. For example, the item "Our team would like to spend time together *in the off season*" was changed to "Our team would like to spend time together *outside of work*". Internal consistencies for the subscales have been reported to be above .82 (Callow et al., 2009).

Differentiated Transformational Leadership Inventory (DTLI). The DTLI comprises 26 items aligned with six transformational leadership behavior dimensions: inspirational motivation (IM), provides an appropriate role model (RM), fostering acceptance of group goals and team work (FAGG), high performance expectations (HPE), intellectual stimulation (IS), individual consideration (IC), and contingent reward (CR). The scale has been used in various high performance domains including military and sport. Items are rated using a 5-point Likert scale anchored by 1 = not a tall, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = all of the time. Hardy and colleagues' (2010) research supports the factorial, discriminant, and predictive validity of the inventory. In addition, Cronbach's Alpha values of .70 to .78 have been reported for the subscales (Hardy et al., 2010).

Performance. The organization from which the participants were sampled uses a traffic light performance system based on objective outcomes allied with the standardized targets set for each team. Team performance is assessed each month and used these data to divide teams into three categorical performance classifications. Teams who exceeded their targets were awarded a score of 3, teams who met their goals were given a score of 2, and those who did not achieve their goals were given a score of 1.

Procedure

1   Data were collected from 14 teams across three data collection points using an online

2   survey software tool. Questionnaires were spread across three data collection points to promote

3   engagement and reduce common method bias. The first data collection point assessed team

4   members' ratings of their leader's use of leadership behaviors. The second data collection point

5   assessed leader's self-report ratings of their use of leadership behaviors. The third data

6   collection point assessed all employees' emotional intelligence abilities and perceptions of team

7   cohesion. Participants were briefed by the researchers on the purpose of the study, anonymity,

8   and the voluntary nature of the research. After informed consent was obtained employees were

9   emailed a link to the questionnaires, which they completed at their convenience.

10   **Results**

11   **Regression Analysis**

12   Descriptive statistics of and correlations are provided in Table 1. Logistic regression

13   analyses were conducted using the ENTER method to determine the influence of the main

14   variables (leadership, emotional intelligence, and group cohesion) on performance. From the

15   various models run, the variables providing the most parsimonious fit were UOE and Group

16   Integration-Task (GIT) as predictors of performance. A test of the full model against a constant

17   only model was statistically significant, indicating that the predictors, as a set, reliably

18   distinguished between the performance scores, χ^2 (4 df, $N = 106$) = 32.226, $p < .001$.

19   Nagelkerke's R^2 of .521 indicated a moderately strong relationship between predictors and

20   performance outcome. The Wald criterion demonstrated that UOE (6.93, $p < .001$) and GIT

21   (6.32, p < .001) made significant contributions to the prediction of performance and neither of

22   the independent variables had a standard error larger than 2.0, thus supporting the inclusion of

23   both independent variables. Exp(B) values for UOE (.229, p < .001) and GIT (.263, p < .001)

24   were observed. Transformational leadership behavior ratings did not predict team performance.

25   **Mediation analysis.** Despite the lack of support for transformational leadership

26   behaviors predicting team performance, the significant positive relationship between group

1 integration-task and performance partially supporting our model (see Figure 1). Consequently,

2 we further examined our model by investigating whether UOE mediated the relationship

3 between group integration-task and performance. We conducted bootstrapping analysis to

4 examine the indirect effect of group integration-task on performance via use of EI using the

5 PROCESS macro for SPSS (Hayes, 2013), which uses a regression-based path-analytical

6 approach to testing mediation. The model, conducted with 5,000 bootstraps yielded a mean

7 estimate of the indirect effect of -.058. Confidence intervals that do not include zero indicate a

8 significant indirect effect (mediation). As the confidence intervals observed ranged from .011 to

9 .133 we concluded that the UOE mediated the relationship between group integration-task and

10 performance (see Table 2).

11 **Discussion**

12   The purpose of this study was to examine the relationships between a number of

13 performance psychology variables and team outcomes during the downsizing of a government

14 organization. The findings indicated that leadership behaviors were not significantly related to

15 team performance during a period of change, but that team task cohesion and emotional

16 intelligence were. More specifically, these data indicated that the way the team functions to

17 achieve important team goals was directly related to team performance and that this relationship

18 was mediated by the team's use of their own emotions for performance benefits.

19   That individual's attraction to the work team was not a predictor of team performance

20 echoes findings from elite sport, where task cohesion has typically been the "the cohesion

21 dimension most closely linked [conceptually] to performance outcome" (Widmeyer, Carron, &

22 Brawley, 1993, p. 686). That UOE also explained part of the cohesion-performance relationship

23 supports research that has found EI to act as "the glue that holds organizational structures

24 together" (e.g., Wagstaff et al., 2012a, p.33). Indeed, amid the "sea of relationships" (Wagstaff

25 et al., 2012a, p.32) within organizations, it is likely that such EI abilities will be salient for

26 intelligently harnessing cohesion for performance outcomes. Such findings have important

1   implications for those responsible for leading organizational change in government agencies.

2   Specifically, change leaders should seek to promote clarity regarding the way the team functions

3   during change, whilst promoting the intelligent use of emotion to maximize interpersonal

4   influence and positive emotional contagion.

5   In view of the finding that leadership behaviors were not significant predictors of team

6   performance during change, there are several potential explanations. The use of performance

7   psychology measures originally developed in the sport domain presents the possibility that

8   findings are due to a measurement-related type I error. Future research might seek to validate

9   the DTLI for use in Government agency organizations. However, it is also possible that certain

10   leader behaviors are more salient for team outcomes during change. In order to ascertain the

11   existence of such relationships, multilevel moderated-mediation models should be run which

12   would require a larger sample. Alternatively, researchers might examine the best practice

13   behaviors of those leading teams during change using qualitative designs. Indeed, although these

14   findings go some way to addressing calls for researchers to examine the relationship between

15   transformational leadership behaviors and organizational change (see Eisenbach et al., 1999), it

16   would appear that further research is required to more fully answer this question.

17   **Study 2**

18   The purpose of study 2 was to add to the findings of study 1 by examining in more detail

19   the emotional intelligent capacities and leadership behaviors of a selection of the team leaders

20   during a time of organizational change through semi-structured interviews. Specifically,

21   examining the responses of leaders who oversaw teams that underachieved, reached their

22   targets, or over achieved. Semi-structured interviews were deemed appropriate to gain in-depth

23   clarification and understanding of participants' experiences (Patton, 2002). Consideration was

24   also made for the perceived impact of such capacities/behaviors on cohesion and/or

25   performance. A qualitative approach was deemed most appropriate to glean an in-depth insight

26   into, and explanations for, leader behaviors. Specifically, we used semi-structured interviews

1 because the individual and open-ended nature promotes clarification and understanding of each

2 participant's unique experiences (Patton, 2002).

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Method

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Participants

5   Eight of the team leaders involved in study 1 agreed to provide an interview. Three of

6 the leaders' teams had overachieved their performance targets over the previous month, two had

7 reached their target, and three had not reached their target.

Interview Guide

9   An interview guide was created based on the items of the questionnaires used in study 1

10 and contemporary leadership, and emotional intelligence literature (interview guide available

11 from lead author on request). Specifically, questions focused on the emotional intelligence and

12 leadership behaviors demonstrated during a time of organizational change. Example questions

13 included: *To what extent do you feel that you inspire and motivate your team? To what extend*

14 *do you have high performance expectations of your team? How would you know if one of your*

15 *team were unsatisfied with their job/work?* and *To what extent do you feel that your team*

16 *communicates effectively?*

Procedure

18   Following ethical approval granted from the lead author's University Ethics Committee

19 through devolved responsibility to department level, all team leaders who participated in study 1

20 were sent an email invitation to be interviewed in study 2. The email included a participant

21 information sheet and informed consent form for them to print out and sign. Eight of the

22 participants accepted the invite and arrangements were made to interview each of them

23 individually at a location of their choice to minimize work related interference with the

24 interview process and their responses (Mellalieu, Neil, Hanton, & Fletcher, 2009). One week

25 prior to interview, the participants were sent an email with a one page document that signposted

26 the themes that would be discussed (i.e., emotional intelligence capacities and leadership

behaviors). Within the email, we asked the participants to think about any situation during their

organization's change that they may have used the identified capacities or behaviors. This

approach gave the participants sufficient time to familiarize themselves with what would be

asked and to recall any experiences related to the themes. Interviews lasted between 35 and 45

minutes and resulted in a total of 130 pages of double spaced text (39, 357 words).

Data Analysis

Interviews were transcribed verbatim and then sent back to the participants for

verification (Kvale, 2007). All team leaders were asked to scrutinize their interview transcripts

to confirm that what was written was an accurate account of the recorded discussion *and* of their

opinion(s) of the matters discussed. Once all the leaders had verified the accuracy of the content

within their own transcripts, the lead author read the transcripts several times for familiarity.

Data was then analyzed deductively by the lead and second author; shaped by the existing

literature that informed the questions in the interview guide. Specifically, quotes relevant to

emotional intelligence or leadership behaviors were coded – 'tagged' through the comment box

option in Microsoft Word. The lead and second author discussed each 'tag', discussing any

differences in interpretation against contemporary theory and literature.

A content analysis was then created that identified: each leader by pseudonym (names

only identifiable by the research team); whether the performance target allocated to each

leader's team had been achieved (Target Achievers: TA), over achieved (Over Achievers: OA),

or not achieved (Under Achievers: UA); the general category of each given quote (i.e.,

leadership behavior or emotional intelligence); 1st order themes under each general category

(e.g., 'Contingent Reward' under the general category of 'Leadership Behavior); the 2nd order

themes categorized under the 1st order theme (e.g., 'always give team members positive

feedback when they perform well' under the 1st order theme of 'Contingent Reward); and,

finally, the actual quote from the transcript. The content analysis resulted in 200 rows of data.

Once completed by the lead author, the second author challenged each row of the content

1 analysis. At this stage no discussions were apparent due to the rigorous process underwent after

2 the 'tagging' phase.

3   Once data analysis was completed, a further stage of member checking was performed to

4 verify our interpretations and improve the trustworthiness of the data (Lincoln & Guba, 1085).

5 Specifically, the content analysis of each team leader was sent to them for further verification –

6 that is, whether they agreed with our interpretations of their views expressed during the

7 interviews. Once each team leader had confirmed the accuracy of the information and that they

8 were happy with our coded interpretation (no team leader identified any concerns), the content

9 analysis informed the representation of findings to be used for this study and for the Executive

10 Agency.

11 **Results**

12   From the 200 rows of raw data (i.e., quotations relevant to the purpose of the study), a

13 total of 31 different themes of leadership behaviors ($n = 25$) and demonstrations of emotional

14 intelligence ($n = 6$) were reported by the leaders (see Table 3). Additionally, 12 areas for

15 improvement were also provided (see Table 4). The following account is divided into 4 sections

16 and provides examples of these leadership behaviors and emotional intelligence, along with the

17 highlighted areas for improvement through the use of leaders' quotations. For brevity, only a

18 selection of quotations will be provided.

19 **Leadership Behaviors**

20   Leadership behaviors were the most frequently reported behaviors by the participants.

21 The 1st order themes that fell under this general category included: being an appropriate role

22 model to the employees; providing contingent reward when employees do good work;

23 attempting to foster acceptance by the team members of group goals (FAGG); demonstrating

24 high performance expectations; having consideration for each individual employee; offering

25 inspirational motivation to the employees; providing intellectual stimulation within the job role;

26 and, being proactive in communication.

Appropriate role model. Being an appropriate role model was reported more frequently in the interviews by the OA leaders than those in the other two groups. The two 2nd order themes within this 1st order theme involved *leading by example* and *leading by 'doing' rather than 'telling'.* Focusing on the latter theme, *leading by 'doing' instead of 'telling'* was highlighted by all leaders, with an OA leader emphasizing the importance of this behavior on team performance when being understaffed through the organizational change:

> … if it means me sitting there on a computer and knocking out 5-600 statistics myself - then I'll do it. If it means me standing at the filing cupboard filing 1000 pieces of correspondence - then I'll do it. There's the difference between me and a lot of others [leaders], I won't ask anyone to do anything I'm not prepared to do and I'm willing to get my hands dirty… and it's because you care, if you care about the work the team will never be in a bad position.

Contingent reward. This 1st order theme was split into *always give team members' positive feedback when they perform well, personally praise team members when they do outstanding work,* and *provide more opportunities for high achievers.* All leaders identified giving positive feedback when their team members performed well. Despite not reaching the performance targets of the previous month, one UA leader reported the importance of focusing on the good work to help maintain good performance, instead of constantly on individuals who need to improve:

> I recognize it [good work] and value it quite well. If I can see people that are doing well, I will give them a bit of praise, because you don't want to be focusing all your time on people who are not hitting performance or are on the borderline… you've got to focus on both, I think, to show I value it and to help motivate them to keep hitting the targets.

FAGG. Attempting to foster acceptance of group goals was split into: *developing a team spirit and attitude among employees; encouraging employees to be team players; fostering trust within the team; getting the team to work together for the same goal; promoting open and*

1 *honest communication within the team;* and, *promoting team activities outside of work.* During

2 the organizational change, an OA stated the importance of encouraging employees to be team

3 players:

4 … that [being team players] has been achieved over the last year. We've done a lot of

5 changes within the team that I made sure we all did as a team together… this helped a

6 lot because they've worked together to get there, so they feel like it is their input rather

7 than being told something.

8 An UA leader emphasized how daily meetings (called Alamos) throughout the change period

9 helped the employees work together better towards the same goal:

10 Duties have changed daily because our department has gone through a major transition

11 in the last few months. We've had a situation where daily we've communicated via

12 Alamos to get what the team expectation is, but also we've had new targets in place so

13 people know what individual targets are as well. This has helped the work towards the

14 expectations.

15 A TA leader reported the way that they have promoted open and honest communication within

16 the team, specifically focusing on explaining their views on work related matters to prevent

17 potential issues during change:

18 I am making sure that they [employees] all speak openly and honestly in front of each

19 other. And also when people do say what their views are, [there has to be] a bit of

20 explanation behind it, so then other people can fully understand the way that they're

21 processing and thinking about things – which reduces issues.

22 **Individual consideration.** Having consideration for each individual was split into the

23 following 2nd order themes: *consider that each employee has different strengths and*

24 *weaknesses; providing a variety of roles for the employee; spend time teaching and coaching*

25 *team members; treat each team member as an individual; paying attention to individual needs;*

1 *and, promoting autonomous working.* An OA leader identified the importance of knowing the

2 strengths and weaknesses of the team members, especially in times of change:

3   I know who our highest performers and our lowest are. [My team] know where they are

4   and they have an idea where someone else is, but obviously if I'm putting two to sit by

5   two people, the two weaker ones know those with them are the highest achievers. If they

6   were at an even keel, then I could throw in some healthy competition, but right now I

7   have a couple who aren't up to that. They need confidence at this time, but I don't want

8   to shatter what little bit they do have, I want to bring it [confidence] up slowly.

9 A TA leader provided an example of treating an employee as an individual when challenging

10 them in the one-to-one meetings:

11   When you challenge them, it depends on the person really… everybody on the team is

12   different. It depends on how you approach them to how they're going to react. If you

13   know you've got somebody defensive on your team, you don't go in there and be

14   blurting it out in front of all the team members, because you know exactly that the wall

15   is going to go up and they'll get defensive straight away. So, I make sure that if I

16   challenge something it's not very often where they can't answer or they don't know.

17   Like I said it depends on the person, you've got to judge it differently. You've got to be

18   careful of who it is you're speaking to, how you speak to them, and kind of pre-plan it

19   before you go in.

20 An UA Leader discussed the importance of paying attention to the individual needs of the team

21 members:

22   When all the changes were coming in and we were training in all the new staff, I was

23   supporting them with the changes. So because I know exactly what their work is and I

24   was part of the change from the start to the end, I can identify what their needs are in

25   their role.

1   **Inspirational motivation.** Second order themes under inspirational motivation included

2   *communicating that change is a good thing, encouraging team members to take on extra duties,*

3   *setting high standards, talking enthusiastically about what needs to be accomplished, and*

4   *talking optimistically about the future.* Focusing on the communication that change is a good

5   thing, all the OA leaders reported disseminating this message. One of these leaders provided the

6   following example, emphasizing the benefit of such communication:

7   When the change was communicated from higher up I don't think it was communicated

8   in a right way. My team waited for me to come in to say what they wanted to say. I

9   defused it by sitting them down and explaining it - if it had been done better to begin

10   with I wouldn't have had to do it. Coms is key, it's about saying what the changes are,

11   how they impact us, and what I'm going to do as a manager to support them through it. I

12   let them know what we are doing, why we are doing it, the benefit of it to them and why

13   I need them to participate and get it right because in the end it means this [outcome]. As

14   long as I do that I never get any comeback.

15   **Proactive communication.** The only 2nd order theme under proactive communication

16   was *regularly update team members about organizational change.* One UA leader stated how

17   they keep their team updated about changes for the benefit of trust:

18   There's always going to be changes… the way we work as an agency and as a

19   department, there's going to be constant changes. Sometimes they could be delivered

20   better, as sometimes we find out either as it's happening or after it's happened. So I'm

21   trying to keep everyone in the loop… it's trying to give them the info as I'm getting it

22   and being honest with them, if I know about it I'll try to tell them as much as I can… It

23   goes back to honesty, you don't want to be hiding anything from them, because they'll

24   hear it in the smoking shelter or off another team and then you would lose trust from

25   them.

26   **Emotional intelligence**

1 Emotional intelligence was identified the least frequently by the participants for best practice

2 during change. Of the examples mentioned, participants focused on the leaders' ability to

3 perceive and understand the emotions of the people around them and their ability to understand

4 and express naturally their own felt emotions.

5 **Other's emotional appraisal (OEA).** Responses under this 1st order theme were

6 separated into the following 2nd order categories: *consider the emotions of employees; helping*

7 *employees to manage their own emotions; listening to employees who are demonstrating*

8 *negative emotions; managing others' emotions;* and, *being approachable.* The following quote

9 from a TA leader emphasizes the perceived benefit of listening to team members who may be

10 demonstrating negative emotions:

11 I think people need time away from the whole team to speak to their manager and

12 sometimes it can be a bit of a buffer, as the issue is addressed straight away… a bit like

13 therapy - you get a few things off your chest… I can see that somebody's been a bit

14 stressed for a day or two, especially during this period [of change]… so as soon as you

15 have that one-on-one, you might first be talking about performance but then gradually

16 they'll start to explain what's been going on in the background… they can then go back

17 to team absolutely brand new all over again. So I think it is a bit of therapy, they let

18 everything off their chest and then they kind of feel alright then, all the hot air's gone.

19 An UA leader identified being sensitive to the emotions of others when experiencing difficulties

20 outside of work, consequently managing others' emotions during work:

21 If somebody's got any issues or problems outside of work I ask them to let me know,

22 even if they don't want to go into detail on it, but just so as I'm aware. I then put them on

23 different duties or try to make them as comfortable as possible… there are other duties

24 that we can do within our job that maybe aren't as stressful where you haven't got to get

25 your brain working as much.

Appraisal and expression of emotion in the self (SEA). This 1st order theme of emotional intelligence only provided one example from an OA leader. This was categorized under *hide own emotions during work.* The OA leader recognized the importance of not showing emotion within the work place, as it could be contagious, 'if you're feeling frustrated while at work, you've got to hide that a lot more as it could affect others on your team – it isn't good to pass your problems on to others.'

Areas for improvement

Areas for improvement were either identified by participants or highlighted by us during our analysis of provided quotations. For example, where leaders stated they didn't cope with or manage a situation well.

Leadership behaviors. The areas for improvement either identified by the participants for leadership behaviors or observed from their responses included: *being an appropriate role model; providing contingent rewards; fostering acceptance of group goals; being considerate of each individual; inspiring motivationally; managing organizational change;* and, *proactive change communication.* One UA leader identified a need to improve team cohesion during the time of change through team building activities:

> I'd like to do more team building, I feel at the moment we are pressured regarding
> targets and goals and the current business needs, but when we weather that storm and are
> back to full capacity I think it would be quite portent from me as a line manager to do
> some team building because the team I've got now are one third established staff here
> from Jan 2013, another third filtered in midway through and another third of the 12 are
> brand new and been here less than a month because of the change.

Being more proactive with communication related to change was acknowledged by an UA leader, due to the impact job uncertainty was having on their team members during organizational change:

1   Our team has been left in the lurch, we're just an add on and we've always been the last

2   team to go through the changes that the rest of the Centre's gone through… [the new

3   changes] are going to affect us most, they're looking into what we're doing last, so how

4   do I let them know what's happening so they can keep focus on their targets?

5   **Emotional intelligence.** Identified ways to improve emotional intelligence focused on

6 both the leader and the team members. Specifically, for the leader, improvements in *regulation*

7 *of emotion in self* and *understanding other's emotional appraisal* were identified. The areas for

8 improvement within the team members were *managing others* and *own emotions*. Focusing first

9 on the leader, an UA leader identified the need to improve their own regulation of felt emotions,

10 'I can pick up on someone else's mood in seconds and the same for me, because I'm a relatively

11 open book, whereas I should bracket certain things off, but I don't, and I can't help it…' With

12 regards to the emotional intelligence of the team members, one UA leader identified the impact

13 that team members can have on each other when they don't manage their own emotions:

14   I have one team member who is very abrupt - to an extent where I had to tread on

15   eggshells when I first met her. If she's having a bad day others will know about it and it

16   all kicked off in January and I had to take her into a room and say to her that this

17   behavior continuing will make it a conduct issue. I had to then review her based on the

18   objectives for this year - she goes and hits all her targets but the culture side of things

19   and the impact her behavior had on others, she lost 11 of her marks. She would not even

20   have achieved her objectives for the year and seeing that in black and white has

21   completely changed her around, when she's in work she knows that even if it's a façade

22   she knows she has to keep things inside and she can't take out her mood on people. We

23   have a few people like that who need to improve on it [emotional intelligence].

24   **Discussion**

25   The purpose of this study was to gain insight into the self-reported perceived best use of

26 emotional intelligence capacities and practiced leadership behaviors of team leaders within the

1   UK Government Executive Agency during organizational change, with consideration for the

2   perceived impact on cohesion and/or team performance. Analysis of the interviews revealed that

3   the team leaders reported using a number of different strategies with their team members, with

4   those falling under the leadership behavior category being most frequently cited. In this context,

5   transformational leadership behaviors were used to help promote a team focus towards

6   performance goals, inspire team members, and to improve the working experience of the

7   individual (i.e., individual consideration). Such behaviors should be advantageous through

8   organizational change in order to engage the employees within a challenging environment,

9   motivating them to support the organizations' direction (Herold, Fedor, Caldwell, & Liu, 2008).

10   However, such findings are contradictory to Study 1 where leadership behaviors did not predict

11   cohesion or performance. This could be explained by the different approaches to this

12   examination – where one approach was more prescriptive (i.e., questionnaires), leading

13   participant responses, while the other was more open and allowed for participants to express

14   their thoughts in a less restrictive fashion (i.e., through interviews). These findings potentially

15   support the need for multiple insights into perceived behaviour (Smith, 1988). Despite these

16   suggestions, a limitation of this study was that the effects of these reported leadership strategies

17   on employee engagement and performance were not evidenced, advocating the need for future

18   research to consider the views of all team members and to observe the impacts of leadership

19   behaviors on employee performance. Nevertheless, the descriptions provided by the team

20   leaders were detailed and did give an informative insight into what the leaders do, and why, in

21   relation to team performance during change.

22   There were fewer reported examples of using emotional intelligence as best practice than

23   leadership behaviors. Of those emotional intelligence related strategies identified, some of the

24   team leaders inferred that they understood the emotions of others and, as a result, aimed to help

25   them manage these emotions for the benefit of their well-being and work related performance.

26   Such findings support the salience of emotionally intelligent leaders during organizational

1   change (Jordan, 2005), especially when the leaders are supporting employees' emotion

2   management by providing an appropriate outlet to vent emotions and the flexibility to

3   temporarily move to less stressful roles within the workplace, as exemplified by these data.

4   Interestingly, there was no obvious difference in the number and quality of examples of using

5   emotional intelligence given by the leaders from each performance category. An explanation for

6   such findings may be due to memory decay or a result of the leaders finding it difficult to

7   articulate examples of when they were emotionally intelligent. Indeed, models of emotional

8   intelligence in performance domains (see Wagstaff, Fletcher & Hanton, 2012) outline self-

9   awareness as the foundation dimension on which this capacity is based.

10   The applied implications of this particular study will focus on the report presented to the

11   head of this particular department, and the deputy, at the UK Government Executive Agency.

12   This report was informed by the findings of study 1, our interpretations of the findings in study

13   2, and the areas for improvement identified by the team leaders. Focusing first on the positive

14   feedback, we leaned on the findings of study 1 that supported the use of own emotions to

15   facilitate performance, and the results of study 2 that gave insight into some of the types of

16   leadership behaviors and emotional intelligence that the team leaders had reported practicing for

17   the benefit of cohesion and team performance through change. It was proposed that these

18   strategies could be monitored in all staff, with potential training in such areas offered for new

19   staff or those who perceived they needed improvement. Consequently, a number of areas where

20   the organization could immediately focus training were identified. Specifically, it was suggested

21   that the organization could consider monitoring and training their leaders on the following areas:

22   1) *Maintaining / improving emotional intelligence* through training team leaders to: be

23   more aware of the emotions of others; improve their knowledge of the implications

24   of individuals' demonstrating their emotions at work; and, help their employees

25   manage their own and others emotions;

2) *Maintaining / improving cohesion through proactive communication,* where team leaders are trained to: manage staff that disagree and constantly complain; facilitate an open and honest working environment; incorporate more team building activities; and, communicate more regularly and positively about change.

3) *Maintaining / improving personal performance during organizational change* through training team leaders to: be more optimistic to their team members; help their team members keep focus during job uncertainty; help their team members feel like they have an influence on their own work; and, manage conflict better.

Study 3

Four months after the report was presented to the head and deputy of department at the UK Government Executive Agency, an investigation was conducted into how the report born from study 1 and study 2 resonated with the organization and what, if anything, had been put in place to guide future leadership training and monitoring. Such an approach helps socially validate the utility of the findings presented to an organization. To the best of the authors' knowledge, the inclusion of the views of those who can implement change within organization, about a study of that organization, have not been adopted by sport psychology researchers within empirical studies. Our hope in providing this sort of social validation is to allow the impact of these findings to resonate with the reader.

Participants

Both the head and deputy head of department were invited for interview to examine how they had used our findings and recommendations. These participants oversee the work and development of the leaders who participated in study 1 and 2.

Interview Guide

The interview guide was semi-structured, with the focus being on the following three main themes: 1) how the report resonated with the head and deputy of the particular section of the agency; 2) what the agency have done or will be doing with our findings / recommendations;

1 and, 3) where the agency see the research going in the future. As we were unaware of whether

2 the heads of department had utilized the information we provided from study 1 and 2, we used

3 these specific themes to guide the discussion, with probes used where needed to glean more

4 specific information. For example, after the deputy head had given some detail on why the

5 findings of study 1 and 2 were viewed positively, the leader author probed, 'Specifically, why

6 do you think it's successful?'

7 **Procedure**

8 Four months after the completion of study 2 and the report being presented to the head

9 and deputy of the UK Government Executive Agency, both leaders were sent an email invitation

10 to be interviewed in study 3. The email included a participant information sheet and informed

11 consent form. Both agreed to participate, with the interview being conducted at the UK

12 Government Executive Agency. The interview lasted one hour and resulted in 25 pages of

13 double spaced text (9833 words).

14 **Data Analysis**

15 The interview was transcribed verbatim and then sent back to the head and deputy head

16 of the agency for verification. After the accuracy of the information had been verified, the lead

17 and second author read the transcripts several times for familiarity. Both the lead and second

18 author analyzed the data against the three main themes that shaped the interview. Specifically,

19 how the information was received by the agency, what they have done with the findings in the

20 report, and where they feel the project should go next. As in study 2, quotes relevant to each

21 theme were 'tagged' by the lead and second author in one session. That is, the lead and second

22 author worked through the interview together, discussing what the general and 1st order themes

23 should be. This stage was straight forward given that the interview discussions followed the

24 three main themes of the guide. Following this process, each general theme, 1st order theme, and

25 associated quote were transferred to a content analysis table. The table included columns

26 labeled: 1) 'participant' (i.e., head or deputy); 2) general theme (e.g., how findings resonated; 3)

1st order theme (e.g., findings verified what the agency needs); and, 4) quote. Once populated by

the lead author, our interpretation was sent back to the participants for further verification.

Results

Guided by the themes adopted in the interview guide, this section will be separated into

the following subsections: How the report resonated with the agency; How the findings have /

will be used by the agency; and, Future projects.

How the Report Resonated with the Agency

Both the head and deputy of this section of the agency identified the benefits of

conducting study 1 and 2, based on the information that was found. Specifically, that the

findings verified what they thought was happening at the agency, reassured that a lot of good

work was being conducted, and provided detail on what needs to be done in the future to train

leaders. The deputy identified how the findings gave a more clear understanding of current

leadership practices:

> … it has given me an understanding of what I thought was happening; it's given me the
>
> confirmation about what was going on, whereby we've got a strong group of case
>
> workers that can more or less manage themselves and where the area of focus would
>
> need to be is at the first line manager stage and also the grade above that in order not
>
> only to improve performance, but also to work on emotional intelligence. So it
>
> reinforced some of what I thought was happening. Secondly, because it's coming from a
>
> well-respected third party, the information we've got isn't just our views, it's an
>
> objective analysis of the working environment, which hasn't been done before in this
>
> sort of building environment.

The head of the department within the agency emphasized how future research could also help

influence training:

> … when we had the presentation on the findings, as [deputy] said, it really struck me that
>
> what we thought [was going on] was evidenced… but the thing I was surprised at, and

1   pleased at, I guess, is that we've still got some great output, we've still got some great

2   teams… just think of the potential there if they all actually had effective leaders as well!

3   Just think what they could achieve, because they're achieving that in spite of the

4   environment they're in. Imagine what we could achieve if they were actually inspired to

5   do things and take on additional things and how much untapped talent there is in that

6   band of people - that nobody's looking for and nobody's nurturing. So it really gives you

7   that kind of drive to think, 'Well we've got some serious challenges. We've got a lot of

8   new work, we've got a lot of project change, we've got a lot of cultural change and we

9   know we're not going to get any more resources, so everything we have to do we have to

10   self-fund.' And the only way to do that is to get more from people and it really

11   underpinned for me that we have a critical gap in our front line managers and that's our

12   big block. So we have to convert that data into something like this and say, 'Actually we

13   have to tap into the people who are actually delivering the goods for us and inspire them

14   to be the best they can be.'

15 **How the Findings Have / Will be Used by the Agency**

16   An initial outcome from the findings of studies 1 and 2 was that the agency had started to

17 develop a leadership charter and monitoring system (i.e., a skills matrix) that would inform

18 training for their leaders. Focusing first on the leadership charter, the deputy head described

19 where it originated from and how it is designed:

20   … what we've tried to do over recent weeks is to put together, just a toe in the water, a

21   kind of leadership charter that we've brainstormed from the output of the analysis - from

22   the presentation, which then became more detailed following the summary notes you put

23   together for us. We broke down each part of the presentation into the main categories, of

24   which we interpreted as six. [We] put together a skills matrix, a simple representation of

25   what we would assess managers in the first instance against an analysis of what skills are

26   required etc. This is the first time [head] would have seen this - it's quite hot off the

1   press. One of the first thoughts from [assistant to deputy head] and me is to make this

2   meaningful, it shouldn't be for a one-off occasion; it's something we should revisit if we

3   believe it's the right way of improving the area. So some sort of leadership charter,

4   whether it's in this format or not - this is just a first draft - and having a matrix of skills

5   that we could regularly go in and assess people against as in, have they had training?

6   Are they being trained? Are they fully proficient? Are they then sharing best practice?

7   The leadership charter included six main themes of what the agency expected from their leaders.

8   These included: 1) Inspire; 2) Emotional Intelligence; 3) Communication; 4) Continuous

9   Professional Development; 5) Performance and Recognition; and, 6) Manage Organizational

10   Change. Each theme had a list of specific 'actions' that brought each theme to life. For example,

11   within the general theme of 'inspire', there were five actions, one of which was *set bespoke*

12   *goals based on each team members' motives*.

13   The deputy then elaborated upon how the matrix could be used, focusing on monitoring

14   and training:

15   … what you see in front of you [leadership charter] is that first step of using the data

16   [from study 1 and study 2] and turning it into something that could be used

17   meaningfully. My intention, if [head] gives it blessing, is to cross-reference this content

18   with what's on the current [agency] Training, People and Performance Program, which

19   is what our first-line managers will be going through. So what we're not doing yet is

20   sitting down with the person and asking what were their pre-learning goals before they

21   go [on training] and when they come back ask, 'did the course meet what you expected

22   to learn?' If it did then, 'okay, so in your action plan over the next month, what

23   opportunities are you going to take to harness your new learning?' and I can then give

24   you feedback based on the charter. So there's a loop we need to close there, which is

25   involved with a training review; that will need to be undertaken. So that's the first part

1   of it… you could reinforce it through monthly conversations, or daily conversations,

2   when you've got your teams together.

3 The head of the department further emphasized the importance of monitoring so that appropriate

4 support and training can be provided for the team leaders, due to the adverse effect that

5 ineffective leadership behavior could have on the rest of the team:

6   The key thing in all that [leadership charter and skills matrix] is that it's very much about

7   support… because often people see that kind of close scrutiny as quite claustrophobic

8   and quite punishing, quite controlling. But it's actually about understanding somebody;

9   so if somebody's very talented, what can you do to help them to progress? And if

10   somebody needs more support how can you identify it and help them? Because again,

11   for me, that underpins people's behavior and people's behavior impacts on everyone else

12   around them… as a team leader if you're not confident and you don't feel comfortable

13   and you don't feel supported, you're not going to reflect that onto anybody else.

14   The head of the department also commented on the need for emotional intelligence

15 training for their team leaders for the benefit of dealing with the concerns of team members:

16   I think what it [the report] does do is illustrate that some of the findings you gave us,

17   often it will be 'this is my issue, my problem or my idea' and it will be reference to 'I've

18   spoken to my manager, but… It's either been ignored, it's been closed down, it's been

19   fobbed off, it's been mismanaged, etc.' And that's the interesting part to me, because

20   people are raising difficult things and there's often quite a challenging statement in there

21   sometimes and people take it personally, because you're often talking about the person

22   who's managing you or the environment you're in. And instead of leaders taking that and

23   depersonalizing it, 'It's not about me as me, it's about this role, is there anything I can

24   do?' People go on the defensive and they get quite aggressive. 'Well, no one else has

25   said it. Therefore…' It takes a brave person sometimes to challenge and just because it's

26   one voice doesn't mean it's not one voice representing one hundred. It's quite difficult

1   sometimes to be that one person, who says 'Actually, this isn't right.' And I would see

2   success as being less of that stuff [issues] being raised to me in the first instance and less

3   being raised to [deputy], because actually for once the incident hasn't occurred because

4   the manager is intelligent enough to understand that what's happening, because it's

5   impacting on people… so, if something does happen and it's raised to a manager, the

6   manager deals with it and deals with it effectively, so it doesn't become something that

7   people become frustrated with.

8 **Future Projects**

9   As a result of the program of research, the head and deputy of the agency confirmed the

10 need to run a similar design out with the rest of their specific section and to potentially then

11 influence the training of leaders at the agency. The deputy identified the benefit of the project

12 and why it needs to be run out with the rest of the agency:

13   I like the study you did because that gives us a yardstick of how much ground has been

14   gained and there are some things we could tweak from the previous [research] process.

15   There are things we can learn from it. So having your team coming in as often as

16   possible was a good thing and it also gives us a yardstick of how we're progressing. I

17   think one of the options that [head] and I have talked about [for the future] is seeing

18   whether we can release a role model from our environment to come up to you, to get

19   some specialist assistance / training if need be to run a larger project here… there's

20   definitely a knowledge share opportunity here, for the wider business not just across the

21   [department] so what I need to do is talk to [head] and [head's] subsequent boss and see

22   if we will be supported in doing that. But there's certainly an appetite here to do it. We

23   recognize the potential and the unique opportunity this gives us.

24 The head of the agency corroborated this statement and emphasized one potential area of

25 training that came from our report, focusing on developing the motivation and management

26 skills of the leaders:

1   I think we need to talk to [Agency Head] and we need to talk to HR. That's the next step.

2   And it's interesting because of the engagement and the competence in our managers, not

3   in work-related matters, they're very good at pushing work around and getting the

4   widgets out of the door, but their ability to motivate and manage people is a real focus at

5   the moment because it's clearly something that we're not great at. So it's quite timely.

6   **Discussion**

7   The findings of this study verify the utility of the report provided post study 1 and study 2 of

8   this paper. Specifically, the agency acknowledged the importance of effective leadership

9   behaviors, along with effective use of emotional intelligence for the benefit team cohesion and

10 team member performance. This was accentuated in the development of a leadership charter and

11 skills matrix to inform the bespoke training of leaders. Such potential outcomes demonstrate the

12 agency's acknowledgement of the importance of leaders who inspire, communicate

13 appropriately and effectively (e.g., when giving praise), consider each team member's needs,

14 and have the emotional intelligence to manage their own and others feelings – especially during

15 organizational change. The outcome of such leadership could, from the perspective of the

16 agency head and deputy, positively influenced cohesion and team performance. This outlook is

17 coherent with past performance psychology research that has advocated the benefit of leaders

18 who are transformational in their style (Callow et al., 2009; Hardy et al., 2010), who aim to

19 nurture the potential of each individual through bespoke coaching (Wagstaff et al., under

20 review), and who are in touch with their own and others emotions (Wagstaff, Fletcher &

21 Hanton, 2012b). Nevertheless, it is imperative for our research to evaluate the impact of this

22 charter, skills matrix, and any potential training on the development of leadership behaviors and

23 emotional intelligence of the team leaders.

24   **General Discussion**

25 This paper presented a project consisting of three studies focusing on the leadership behaviors

26 and emotional intelligence of team leaders within a UK Government Executive Agency with

1   consideration for the perceived impact on cohesion and team performance. Taken together, the

2   studies offer some valuable theoretical implications. For example, the finding that dimensions of

3   emotional intelligence and cohesion interact to predict performance in the workplace during

4   organizational change emphasizes the need for leaders to help develop the emotional

5   intelligence of their team in preparation for such difficult times. In addition, the qualitative

6   findings give specific insight into proposed effective use of emotional intelligence and

7   leadership behaviors by leaders for the benefit of team cohesion and performance. It was,

8   therefore, satisfying that the head and deputy head of this department of the UK Government

9   Agency are considering using emotional intelligence and transformational leadership themes to

10   underpin their team member reviews and training.

11   Focusing on the findings of study 1, although the size of the relationship between

12   emotional intelligence, cohesion, and performance was modest, such effects are perhaps not

13   unsurprising given the scope of this work. Further research, therefore, is required to shed more

14   light on the predictive nature of the main variables included in the present program of work.

15   Incorporated with such investigations might be the extension of the possible role of leadership

16   behaviors as antecedents to cohesion. That is, it is possible that leadership behaviors might act

17   as indirect predictors of performance via their influence on the team culture (e.g., cohesion)

18   rather than directly predicting performance during change. For example, the ratings of discrete

19   leadership behaviors might have limited interaction with performance per se, but might

20   influence team cohesion via the process of positive emotional contagion. This could be tested in

21   a moderated-mediation model with a larger sample of workers. A second theoretical

22   consideration emanating from the present research relates to the extent to which the main

23   variables of interest differed in terms of their objectively (i.e., questionnaire) subjectively (i.e.,

24   interview) determined relationships with performance. The use of emotions for performance

25   (i.e., emotional intelligence) was the only mediator of the cohesion-performance relationship

26   from the study one questionnaires. However, the leaders interviewed within study 2 reported the

1 use of emotional intelligence less than transformational leadership behaviors during the

2 organizational change. Such findings indicate that employees might have a poor working

3 knowledge of emotional intelligence, and that the reviewing and training proposed by the heads

4 of department within study 3 are potentially timely.

5 **Strengths, Limitations, and Future Research**

6 The mixed method approach across the three studies allowed for insight into the

7 leadership behaviors, and use of emotional intelligence, of the team leaders and the perceived

8 impact on team cohesion and performance. Specifically, the quantitative approach in study 1

9 was added to by the qualitative insight offered in study 2, with the combined findings offering a

10 unique perspective into the use and impact of leadership related behaviors within the agency.

11 The findings of these studies also informed the initiatives the head and deputy are considering

12 for their leaders, verified in study 3. Despite the utility of this project, the approach adopted did

13 only provide a snapshot of leadership behaviors within the agency. In addition, *actual* leadership

14 behaviors were not evidenced due to the subjective nature of the research design. A more

15 longitudinal approach would have gleaned potentially more accurate data regarding the use and

16 impact of leadership related behaviors, while observations of leadership behavior and/or team

17 member perceptions of leader reported behaviors would have corroborated the efficacy of the

18 information offered in study 2. Consequently, this project offers a platform for a more ongoing

19 and in-depth examination of leadership within the agency, adopting multiple methods of inquiry

20 such as questionnaires, interviews, and observations through a case study approach or through a

21 more in-depth ethnographic approach (see, for example, Wagstaff et al., 2012). This initiative

22 could also be extended across the whole of the agency to offer a more complete insight into the

23 existing landscape regarding leadership and emotional intelligence – a venture advocated by the

24 head and deputy head in study 3. It is likely that any such follow up research would require

25 large data sets and might incorporate more advanced multilevel regression models to examine

26 the interactions of the variables included here. From an applied perspective, it would also be

1   important to monitor and evaluate the impact of the leadership charter and skills matrix on the

2   competencies of the leaders – with particular interest paid to the types of training the agency

3   may use to educate and up-skill their workforce.

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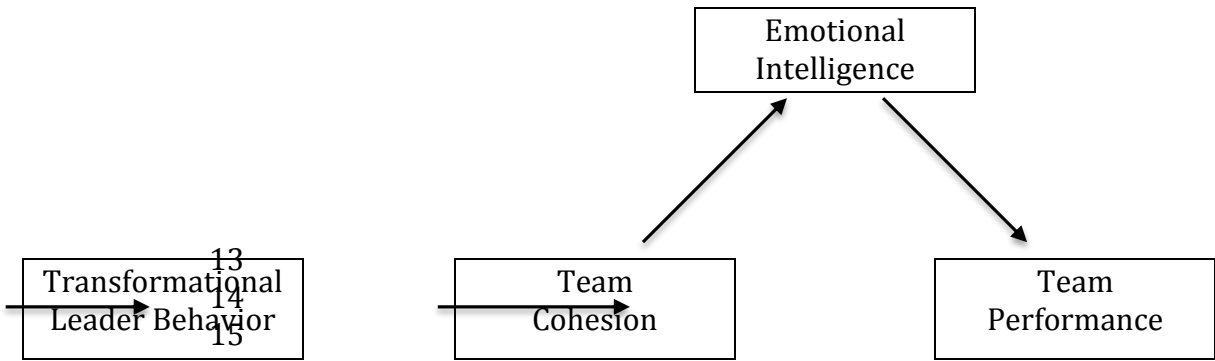26   *Research on emotion in organizations*, *2*, 25-55.

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1   Figure 1.   Underpinning model of leadership, emotional intelligence, cohesion and team

2   performance

Emotional Intelligence

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| Transformational Leader Behavior | | Team Cohesion | | Team Performance |

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Table 1. Descriptive statistics and correlations between main variables

Variable	Mean (s.d.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ATGS	1.42 (1.64)															
ATGT	3.68 (1.68)	.435**														
GIS	4.42 (1.64)	.883**	.435**													
GIT	3.72 (1.62)	.358**	.971**	.358**												
SEA	3.41 (1.43)	.186	.086	.188	.130											
ROE	4.48 (1.84)	-.034	.172	.034	.172	.498**										
OEA	3.81 (1.62)	.155	.131	.155	.125	.476**	.451**									
UOE	4.37 (1.97)	.231*	.222	.231	.312*	.310*	.253*	.238*								
IM	4.1 (.86)	.125	.053	.125	.109	.108	.050	.164	.062							
RM	4.02 (1.04)	.003	.067	.003	.025	.134	.077	.103	.082	.739**						
FAGG	4.27 (.85)	.080	.009	.080	.156	.038	.092	0.72	.015	.781**	.810**					
IC	4.00 (.81)	.077	.001	.077	.117	.036	.086	.078	.015	.660**	.768**	.798**				
HPE	4.03 (.80)	.006	.046	.006	.157	.733	.139	.230	.122	.652**	.505**	.548**	.477**			
IS	3.39 (96)	.193	.111	.193	.008	.115	.160	.048	.078	.575**	.607**	.670**	.758**	.547**		
CR	3.89 (.97)	.249	.040	.115	.124	.115	.112	.112	.125	.564**	.622**	.627**	.749**	.467**	.708**	
Performance	2.06 (.90)	.198	.355**	.194	.450**	.183	.003	.168	.459**	.184	.147	.171	.093	.147	.154	.126

* = $p < 0.05$, ** = $p < 0.01$

1 Table 2 Summary of mediated regression analyses: direct and indirect effects of Group
2   Integration-Task on Performance through the Use of EI
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	β	SE		
IV (Group Integration-Team) to MV (Use of EI)	.376*	.999		
MV (Use of EI) to DV (Performance)	.155**	.999		
Direct effect of IV on DV	.167**	.061		
Standardised bootstrapped indirect effect estimates and bias corrected and accelerated		CI 95%		
	Effect	SE	LLCI	ULCI
Total indirect effect	.058	.029	.011	.133

Note: *p < .05, **p < .01, ***p < .001.
LL=lower limit; CI=confidence interval; UL=upper limit.
[a] Indirect effects are significantly different at p < .05.
[b] 95% confidence interval does not encompass zero.

1   Table 3 Frequency of reported leadership behaviors and emotional intelligence
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General Category	1st Order Theme	2nd Order Theme	OA N = 3	TA N = 2	UA N = 3
Leadership Behaviors	Appropriate Role Model	Lead by 'doing' rather than 'telling'	5 (3)[a]	1 (1)	2 (2)
Leadership Behaviors	Appropriate Role Model	Leading by example	4 (2)	2 (1)	3 (2)
Leadership Behaviors	Contingent Reward	Always give team members positive feedback when they perform well	2 (2)	1 (1)	4 (2)
Leadership Behaviors	Contingent Reward	Personally praise team members when they do outstanding work	6 (2)	4 (2)	1 (1)
Leadership Behaviors	Contingent Reward	Provide more opportunities for high achievers	2 (2)	5 (2)	1 (1)
Leadership Behaviors	Fostering acceptance of group goals	Develop a team spirit and attitude among employees	1 (1)	1 (1)	1 (1)
Leadership Behaviors	Fostering acceptance of group goals	Encourage employees to be team players	3 (3)	1 (1)	10 (3)
Leadership Behaviors	Fostering acceptance of group goals	Fostering trust within the team	2 (2)	0	1 (1)
Leadership Behaviors	Fostering acceptance of group goals	Getting the team to work together for the same goal	7 (3)	1 (1)	5 (2)
Leadership Behaviors	Fostering acceptance of group goals	Promoting open and honest communication within the team	6 (3)	5 (2)	3 (2)
Leadership Behaviors	Fostering acceptance of group goals	Promoting team activities outside of work	0	1 (1)	1 (1)
Leadership Behaviors	High Performance Expectations	Show the team I expect a lot	1 (1)	0	2 (2)
Leadership Behaviors	Individual Consideration	Consider that each employee has different strengths and weaknesses	3 (2)	0	0
Leadership Behaviors	Individual Consideration	Providing a variety of roles for employees	2 (1)	0	2 (1)
Leadership Behaviors	Individual Consideration	Spend time teaching and coaching team members	0	0	1 (1)
Leadership Behaviors	Individual Consideration	Treat each team member as an individual	10 (3)	2 (2)	0
Leadership Behaviors	Individual Consideration	Paying attention to individual needs	1 (1)	1 (1)	2 (1)
Leadership Behaviors	Individual Consideration	Promoting autonomous working	1 (1)	0	0
Leadership Behaviors	Inspirational Motivation	Communicating that change is a good thing	3 (3)	0	1 (1)
Leadership Behaviors	Inspirational Motivation	Encourage team members to take on extra duties	1 (1)	0	1 (1)
Leadership Behaviors	Inspirational Motivation	Set high standards	1 (1)	0	2 (1)
Leadership Behaviors	Inspirational Motivation	Talk enthusiastically about what needs to be accomplished	2 (2)	2 (2)	0
Leadership Behaviors	Inspirational Motivation	Talk optimistically about the future	0	2 (2)	1 (1)
Leadership Behaviors	Intellectual Stimulation	Get team members to re-think the way they do things	0	2 (1)	0
Leadership Behaviors	Proactive Communication	Regularly update team members about organizational changes	1 (1)	0	6 (3)
Emotional Intelligence	Other's emotional appraisal	Consider the emotions of employees	1 (1)	1 (1)	0
Emotional Intelligence	Other's emotional appraisal	Helping employees to manage their own emotions	4 (3)	0	2 (1)
Emotional Intelligence	Other's emotional appraisal	Listening to employees who are demonstrating negative emotions	6 (3)	2 (1)	1 (1)
Emotional Intelligence	Other's emotional appraisal	Managing others emotions	3 (2)	6 (2)	5 (2)
Emotional Intelligence	Other's emotional appraisal	Being approachable	0	0	2 (1)
Emotional Intelligence	Self emotional appraisal	Hide own emotions during work	0	1 (1)	0

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4   Note: [a] Number of times the theme was identified by the participants and the number of participants who identified the theme (in brackets); OA =
5   Over achievers; TA = Target achievers; UA = Under achievers.
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Table 4 Areas identified by leaders for improvement

General Category	1st Order Theme	2nd Order Theme	OA $N = 3$	TA $N = 2$	UA $N = 3$
Leadership Behaviors	Appropriate Role Model	Leading by example	0	1 (1)	0
Leadership Behaviors	Contingent Reward	Always give team members positive feedback when they perform well	0	2 (1)	0
Leadership Behaviors	FAGG	Developing a team spirit and attitude among employees	2 (1)	0	2 (1)
Leadership Behaviors	FAGG	Promote open and honest communication within the team	0	0	2 (2)
Leadership Behaviors	Individual Consideration	Treat each team member as an individual	0	1 (1)	0
Leadership Behaviors	Inspirational Motivation	Talk enthusiastically about what needs to be accomplished	0	0	1 (1)
Leadership Behaviors	Managing Organizational Change	Managing conflict within a team during organizational change	1 (1)	1 (1)	1 (1)
Leadership Behaviors	Proactive Change Communication	Reassuring employees about their work related future	0	3 (2)	0
Emotional Intelligence (of the Team Members)	Other's emotional appraisal	Managing others emotions	1 (1)	2 (1)	0
Emotional Intelligence (of the Team Members)	Regulation of emotion in self	Managing own emotions	0	0	1 (1)
Emotional Intelligence (of the Leader)	Other's emotional appraisal	Managing others emotions	0	2 (1)	1 (1)
Emotional Intelligence (of the Leader)	Regulation of emotion in self	Managing own emotions	0	0	1 (1)

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Leadership Behaviors	Appropriate Role Model	Leading by example			
Leadership Behaviors	Contingent Reward	Always give team members positive feedback when they perform well			
Leadership Behaviors	FAGG	Developing a team spirit and attitude among			