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THE RELATIONSHIP BETWEEN THE LEAD PASTOR'S
EMOTIONAL INTELLIGENCE AND PASTORAL
LEADERSHIP TEAM EFFECTIVENESS

A Dissertation
Presented to
the Faculty of
The Southern Baptist Theological Seminary

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
William John Higley
May 2007

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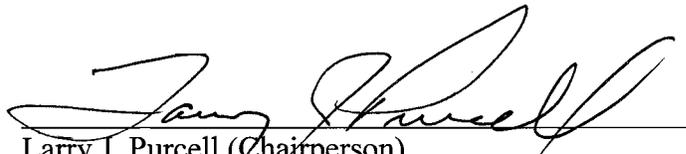
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THE RELATIONSHIP BETWEEN THE LEAD PASTOR'S
EMOTIONAL INTELLIGENCE AND PASTORAL
LEADERSHIP TEAM EFFECTIVENESS

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Larry J. Purcell (Chairperson)


Gary J. Bredfeldt

Date May 18, 2007

To Susan

My Love

My Best Friend

My Hero

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LIST OF ABBREVIATIONS

BBC	Baptist Bible College
EI	Emotional Intelligence
GEI	Group Emotional Intelligence
LEISR	Leader Emotional Intelligence Strength Rater
PLT	Pastoral Leadership Team
PTL	Pastoral Team Leader
TEQ	Team Effectiveness Questionnaire
<i>r</i>	Correlation
WLEIS	Wong and Law Emotional Intelligence Scale

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PREFACE

In the process of this dissertation there have been several helpful people and resources along the way. I would like to acknowledge the people who have encouraged and contributed to this work; all are greatly appreciated and deserving of recognition.

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William John Higley

Clarks Summit, Pennsylvania

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CHAPTER 1

RESEARCH CONCERN

The purpose of this chapter is to establish the need and process of this research on the subject of emotional intelligence in the context of a pastoral leadership team. Chapter one will introduce the research concern, purpose, and questions. In addition, the delimitations of the study, the key terms used throughout the research, the research assumptions, and the research procedures are identified in this chapter. These items will be addressed in the order listed above.

The Research Problem

The Global Ministries Department of Baptist Bible College, Pennsylvania, in keeping with the mission of the institution to prepare ministry leaders, is specifically charged with preparing future local church pastoral leaders. By conviction and choice, the department has promoted a team philosophy and methods of pastoral ministry leadership. Students are encouraged to examine and emulate the models of churches that are promoted as healthy and successful examples of a team approach to pastoral leadership. The intent of this research is to examine one aspect of these pastoral teams' health or effectiveness to further aid this preparation process of future pastors.

The Theological Concern

The primary theological concern that drives this research is an assumption about God's design and character intent for local church pastoral leadership. This foundational assumption is that local church leadership is to be directed by spiritually qualified people for spiritual purposes, and that this leadership is to be collaborative in nature (Anthony 1993, 119-31; Anthony and Estep 2005, 297-348; Blackaby 2001, 20-30; Gangel 1989, 30-63; Gangel 1997, 147-48; Pope 2006, 81-103; Strauch 1995, 15-98).

Furthermore, these assumptions about spiritually qualified people, spiritual purposes, and collaboration, infer that leadership will involve working with and leading people. In the list of character qualities the Apostle Paul provides for the offices of Elder and Deacon in 1 Timothy 3:1-10 and Titus 1:5-9, there are no less than thirteen specific character qualities he identifies that concern properly relating to other people (Gangel 1989, 42-43; Strauch 1995, 181-238). Biblically, church leadership and the character of those who hold leadership positions are of vital importance and, therefore, must be taken seriously by all concerned for the well being of the local church.

The Educational and Leadership Concern

The primary focuses of the educational concerns of this research are emotional intelligence (EI) and team leadership, and the application of these two concepts in pastoral ministry. Researchers have identified many factors that contribute to effective leadership. These success ideas have been organized into such leadership attributes and theories as: trait qualities, proper style, situation knowledge, contingency theory, path-goal theory, administrative competency, being a change agent, servant or transformational leadership, and leadership practices, among others (Northouse 2001;

Hersey, Blanchard, and Johnson 2001; Kouses and Pozner 2002; Yukl 2002). In addition, a relatively recent addition to the list of leadership success factors is the concept of EI.

Emotional Intelligence

Writers in the field of EI claim that it is an important, if not the most important, contributor to a leader's success (Ashkanasy and Dasborough 2003, 19; Caruso and Salovey 2004, 3; Goleman 2002, 36). Logically, if EI is an important factor in leadership, research has also demonstrated it is important to the success and effectiveness of collaborative, or team leadership (Dorskat and Wolf 2001, 132-55; Jordan and Ashkanasy 2006, 145-63). Furthermore, and to connect the educational with the theological concern presented above, writers concerned with leadership in a ministry context concur with the EI researchers in asserting that emotions have a major role in effective spiritual leadership (McNeal 2000, 127). This is forcefully communicated by Leyda in a discussion about the process of developing spiritual leaders:

Emotions are God-given and often neglected when addressing the topic of leadership development. A leader's mood and attitude have an important impact on those who follow, both negatively, and positively. Improper emotional reactions can handicap a leader's effectiveness and give indicators about the necessity for deeper "heart work." The leader must understand his or her emotional life, including needs and drives. . . . Proper emotional responses by the leader can be a great gift to followers, providing empathy and a sense of caring. (Leyda 2005, 305)

EI has been defined as "the ability to use emotional information in a constructive and adaptive manner" (Lane 2000, 71). Moreover, this "ability to use emotional information" is classified into four primary branches of ability: the ability to (1) identify, (2) use, (3) understand, and (4) manage emotional information (Mayor and Salovey 1997, 37; Caruso and Salovey 2004, 25-26)

Team Effectiveness

In the “Theological Concern” section above, it is stated that local church leadership implies collaborative effort. If this is so, then a second education concern must also be addressed: collaborative, or team leadership. Leadership literature promotes the concept of team and collaboration as viable and even necessary in the practice of leadership (Katzenbach and Smith 1993, 11-26; Northouse 2001, 161-88; Senge 1990, 233-72; Yukl 2002, 305-40). Moreover, writers concerned with local church pastoral leadership also advocate teams and collaboration (Gangel 1997, 77-92; Getz 2003, 209-16; Herrington, Bonem, and Furr 2000, 128-42; Pope 2006, 93-103). Therefore, another educational or leadership concern emerges: What are the factors that contribute to effective collaboration, or team effort, in pastoral leadership?

In sum, the theological and education concerns this research will address is the (1) emotional intelligence of the (2) pastoral team leader, and (3) how his EI ability relates to the health and effectiveness of the pastoral team he leads.

Research Purpose

Based on the concerns articulated above, the following purpose statement has guided this research project: The purpose of this case study research was to examine the relationship of a pastoral team leader’s EI ability to the team effectiveness of the pastoral team he leads.

Case study research seeks to provide an in depth analysis of a single program, activity, event, process, or phenomenon (Leedy 1997, 157; Creswell 2003, 15). This research has utilize a “collective” or “multiple” case study model to examine the phenomenon of the relationship of the lead pastor’s EI to pastoral team effectiveness

(Mertens 1998, 271; Stakes 2000, 437; Johnson and Christensen 2004, 378). To understand better the research problem described above, this research has uses the mixed methods procedure of “Concurrent Triangulation Strategy” (Creswell 2003, 210-17; Tashakkori and Teddlie 1998, 17-19) within a case study research approach and format.

In this form of mixed methods research, both quantitative and qualitative data collection and analysis are utilized (Creswell 2003, 210). It is labeled “concurrent triangulation” because the researcher collects and converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell 2003, 16 and 217). This procedure of research was selected because it is useful in more carefully examining how one particular phenomenon, the EI of the lead pastor, relates to the effectiveness of the pastoral team he leads. Figure 1, adapted from Creswell, illustrates how the mixed methods Concurrent Triangulation Strategy will be used in this research.

It is hoped that this study will provide a richer understanding of one aspect of the dynamics of interpersonal relationships in pastoral leadership teams so as to make a meaningful contribution to the study and practice of pastoral ministry.

Research Questions

Case study research is a qualitative mode of research that implies an inductive theory base and approach to research (Leedy 1997, 106). With this in mind, even though mixed methods of data collection using both quantitative and qualitative means will be employed, qualitative style research questions will be used to guide this research. Qualitative research questions are designed to be interrogative questions about the issue or phenomenon to be explored (Johnson and Christensen 2004, 79). Furthermore,

Creswell points out that in qualitative research one central question serves to guide a subset of questions that narrow the focus of the research (Creswell 2003, 106).

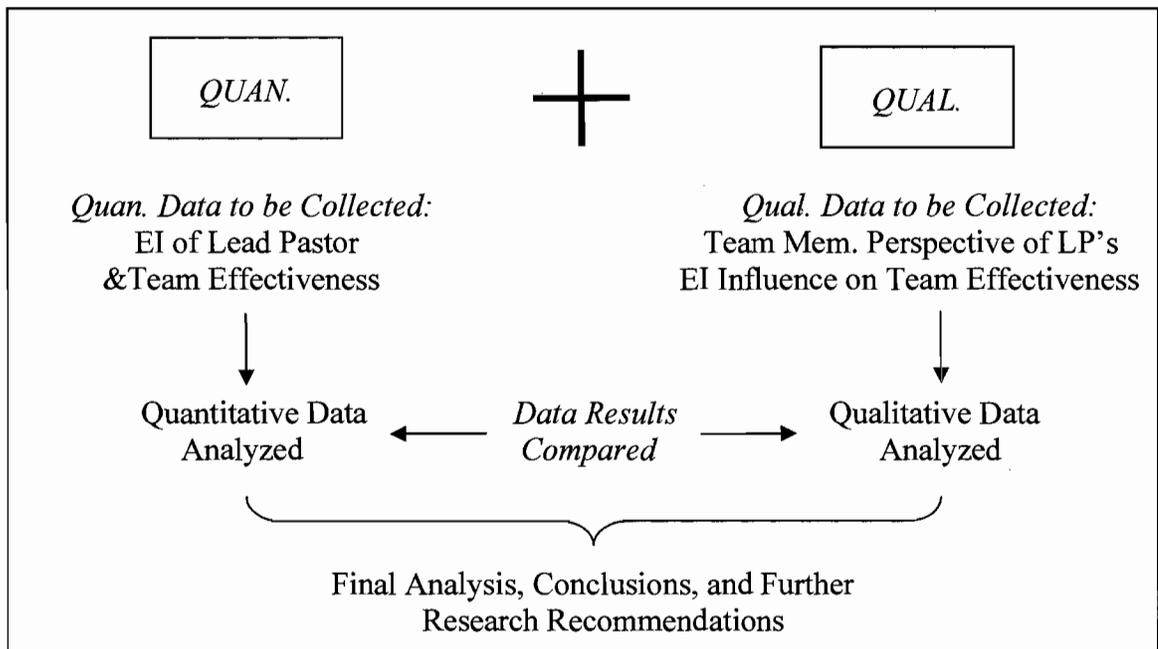


Figure 1. Concurrent triangulation mixed methods strategy
(Tashakkori and Teddlie 1998, 15-19; Creswell 2003,
214-17; Stakes 2003, 437)

Therefore, the central question this research is attempting to answer is this:

What is the relationship between the pastoral team leader's four EI abilities (identify, use, understand, and manage) and the level of team effectiveness in the pastoral teams he leads? From this central question, the following sub questions will serve to focus this research:

1. What is the nature of the relationship between a lead pastor's EI ability to identify emotional information and the team effectiveness of the pastoral team he leads?
2. What is the nature of the relationship between a lead pastor's EI ability to use emotional information and the team effectiveness of the pastoral team he leads?

3. What is the nature of the relationship between a lead pastor's EI ability to understand emotional information and the team effectiveness of the pastoral team he leads?
4. What is the nature of the relationship between a lead pastor's EI ability to manage emotional information and the team effectiveness of the pastoral team he leads?

Delimitations of the Study

The intent of this research is to examine the relationship between the lead pastor's EI to various effectiveness dynamics in the pastoral team he leads. Therefore, the following delimiting factors must be understood.

Sample Delimitations

This study will be delimited to pastoral leadership teams that match the critical collective case sampling criteria identified by the Global Ministries Department at Baptist Bible College of Pennsylvania (BBC). These criteria include pastoral leadership teams: (1) that lead churches that are theologically compatible with BBC as indicated by their church doctrinal statements—Appendix 10 contains the BBC Confessions of Faith; (2) that are promoted as healthy models of pastoral leadership teams by the Global Ministries Department of BBC, and/or that espouse a commitment to a team philosophy and approach to pastoral leadership in the churches they lead; and (3) that have at least three vocational pastors and/or staff members on their leadership team. While potentially helpful, other paradigms of pastoral leadership were not considered for this study.

Moreover, the sample size of this research limits the conclusions. There are many factors that should be considered in selecting the number of cases to examine in a collective case study; accordingly, the purpose of the research is the primary factor (Mertens 1998, 271). Therefore, for accurate statistical correlation results, a minimal

sample size of thirty pastoral teams was the goal of this research (Gall, Gall, and Borg 1999, 215; Leedy 1997, 263; Mertens 1998, 270).

In addition, basic biographical information about the pastoral teams was gathered. This information was limited to secondary observations in the research. A thorough analysis of these factors was not attempted in this study.

Intentional Limitations

The primary variable of this research is the EI ability of lead pastors. Several other variables of lead pastors could be measured and analyzed, but this research was limited to that one particular factor concerning the pastoral team leader. Specifically, four EI abilities of lead pastors are examined: their ability to identify, use, understand, and manage emotional information.

The dependent variable evaluated was the level of the pastoral team effectiveness (i.e., success, health). Other performance factors of pastoral team, or the churches they serve, were not considered in this study.

The precedent literature review established the delimiting standards of EI ability and pastoral team effectiveness. The study was also intentionally limited in that the data collected was from pastoral leadership teams and the team leaders only. The perspective of anyone outside the team, though potentially helpful, was beyond the scope and limitations of this research.

Limitations of Generalization of Findings

Because of the delimiting criteria of the pastoral leadership teams selected and the mixed methods collective case study research design of this study, the research

has inherent limitations to its generalizations. These generalizations are limited to churches of similar theological perspective, church size, organization, design of their pastoral team, and to those that have pastoral teams that share a similar commitment to a team philosophy of pastoral leadership. The research conclusions are not able to be generalized to other churches, pastors, or pastoral staffs outside of these parameters.

The study was further delimited to conclusions that can be drawn to the issue of how the EI ability of the pastoral team leader relates to pastoral team effectiveness, and not to the many other potential factors that could have been investigated.

Terminology

The following terms and definitions are offered for clarification of their use in this research. They are presented here to give general guidance and context to this study.

Ability model of EI. An empirically based model of EI, with the view that EI can be carefully defined, is distinct from personality, and can be empirically measured because it has identifiable standards and criterion, or “abilities.”

Emotion. “A positive or negative reaction to a perceived or remembered object, event, or circumstance, accompanied by a subjective feeling” (Kosslyn and Rosenberg 2001, 312). Myers offers an illustration of emotion that helps relate it to the subject of this research: “a response of the whole organism, involving (1) physiological arousal—heart pounding, (2) expressive behaviors—quickened pace, and (3) conscious experience—interpreting the person’s intent and feeling fearful” (Myers 1998, 393-94).

Emotional intelligence. The term “emotional intelligence” refers to the ability to identify, express, and understand emotions; to use emotions for thought; and to regulate both positive and negative emotions in oneself and in others. It is recognized as a

combination of the operation of both cognitive abilities and the regulation of emotional systems (Mayer and Salovey 1997, 30). It involves intellectual ability and the management of emotions, in self and in relationships with others. This ability and regulation allows a person to (1) identify emotion—to accurately identify and express how he and other people around him are feeling; (2) use emotion—to determine how emotions can help one think about circumstances and situations; (3) understand emotions—to determine the cause of emotions, or “why one feels the way he does,” and what will happen next; and (4) manage emotions—to use this information to make informed decisions and optimal choices (Carusco and Salovey 2004, 25-26).

Furthermore, it is important to note that “each of these four abilities is separate from the other abilities and can be defined, studied, measured, developed, and used independently. But the four abilities also work together” (Carusco and Salovey 2004, 26).

Leadership. A process “whereby an individual influences a group of individuals to achieve a common goal” (Northouse 2001, 3). Leadership is a process, it involves influence, it occurs within a group context, and it involves attaining goals (Northouse 2001, 3).

Leadership team. A small group of people who are characterized as a team and who are charged with the responsibility and ability to “facilitate decision making” for the organization which they are assigned to lead. Furthermore, those decisions are reached, by intention and design, through “managed interpersonal relations” (Hill 2001, 166).

Local church. A local church is an assembly of the universal church in any given location or community, a group of people organized to meet in one location for the purpose of worship and to fulfill the scriptural admonitions given by God to the church.

Saucy defines it as “predominately a local assembly of all those who profess faith and allegiance to Christ” (Saucy 1972, 16) and he states, “this local assembly is the one body of Christ particularized in a certain location” (Saucy 1972, 25).

Pastoral leadership. Pastoral leadership is a form of leadership primarily concerned with spiritual matters and leadership in a local church ministry context.

Strauch articulates it this way:

According to the New Testament concept of eldership, elders (i.e., Pastors) lead the church, teach and preach the Word, protect the church from false teachers, exhort and admonish the saints in sound doctrine, visit the sick and pray, and judge doctrinal issues. In biblical terminology, elders shepherd, oversee, lead, and care for the local church . . . elders are to protect, feed, lead, and care for the flock’s many practical needs. (Strauch 1995, 16-17)

Pastoral leadership team. A team of pastors within a particular local church setting that are charged with the mutual and equal responsibility of shepherding, managing, and giving spiritual leadership to that congregation from which they are called to pastor.

Performance model of EI. A perspective of EI that emphasizes EI as a mix of performance traits, personality, preferences, personal style, and character issues.

Team Effectiveness. In team literature, team effectiveness is generally defined by conditions, criteria, or standards that characterize effective teams. Generally, these characteristics include: (1) Social Environment—a group should be open and supportive, members should feel that they are equals with others on the team, and the environment should be supportive; (2) Participation/Process—a team should emphasize full and equal participation by all members, and have agreed upon processes that all understand and function by; (3) Goals—the team should have clearly defined goals to which all team members know and have the ability and desire to commit to; (4) Competent Team

Members—each person is able to make needed and valued contribution to the team process and/or goal; and (5) Leadership—effective teams have effective leaders, but they also share leadership responsibility for the team (Tuckman 1965, 386-99; Rubin and Beckhard 1972, 318-22; Larson and LaFasto 1989, 19; Parker 1990, 33; Katzenbach and Smith 1993, 91-92; Hill 2001, 167; Hackman 2002a, 23-27).

Team leadership. Team leadership is characterized by shared responsibility from all team members (1) for decisions and the implementation thereof, (2) for healthy team communication and processes, and (3) for team effectiveness. In team leadership control is not held by one leader, individual position and power are de-emphasized, interpersonal interaction and collaboration is important, all roles and tasks are shared by the team members, and fair and honest treatment of all members of the team is important to the entire process of leading (Yukl 2002, 330).

Teams. A team is a limited group of people with clear boundaries who have a specific performance purpose or objective such as a product, plan, decision, or service to produce. This purpose (objective, goal) can be accomplished only by the collaborating effort of all team members. Furthermore, all team members are expected to contribute to the team processes and are mutually accountable for the outcomes of the team (Larson and LaFasto 1989, 19; Parker 1990, 33; Katzenbach and Smith 1993, 45; Hill 2001, 161; Hackman 2002a, 41; Lencioni 2002, 189-90). Senge adds, successful teams have a “commonality of purpose, a shared vision and understanding of how to complement one another’s effort,” and most significantly, there is “alignment” of individuals with each other and interdependence upon each other to accomplish their goals—in a true team “people need one another to act” (Senge 1990, 234-36).

Research Assumptions

The following are the major theological and educational assumptions that underlie this research. They are presented in the order of the significance to the presentation of this study:

1. Emotional abilities, competencies, and awareness are important to leadership process; including Pastoral leadership.
2. There are legitimate concerns raised in the research about the validity of EI testing. Nonetheless, there is an abundance of current research that gives credibility to such tests and measures, especially those of the ability school of EI.
3. EI ability can be viewed from four developmental and distinct branches or areas of EI skill. The four branches include the ability to identify, use, understand, and manage emotional information. This four-branch perspective of EI ability will guide this research.
4. Emotional intelligence has theological consistency. First, it is connected to biblical wisdom when wisdom is applied to people relationships—this is most clearly seen in the Wisdom Literature of the Old Testament, especially the book of Proverbs (Longman 2002, 15-16). The idea of EI has its theological basis in the people-oriented commandments of the Ten Commandments of Exodus 20, and in the Great Commandment of Jesus to “love others as yourself” (Matthew 22:38; Mark 12:31; Luke 10:27). Furthermore, the concepts and descriptions of EI are consistent with the interpersonal abilities, characteristics, and qualities that God prescribes of leaders in the Bible; significantly, those charged with leadership in the church.
5. Team leadership is an effective mode of leadership.
6. Effective teams can be characterized and identified by the consistent application and practice of healthy group and team processes, and these practices can be learned, developed, and measured.
7. In the precedent literature about teams, team health and team success are used synonymously with team effectiveness. To provide consistency for this research, team effectiveness will be the term used to express this quality.
8. Because of the diversity of team types and the complexities in evaluating diverse teams, the precedent literature tends to agree that effective teams are characterized by conditions, criteria, or characteristics of effectiveness. These criteria can be generally applied to teams in many different contexts (Hill 2004, 211). The team effectiveness construct that will guide this research is that of Larson and Lafasto’s work. They assert that effective teams function with eight predominate

characteristics: Clear, elevating goals; Results-driven structure; Competent team members; Unified commitment; Collaborative climate; Standards of excellence; Principled leadership; and External support (Larson and LaFasto 1989, 19; Hill 2004, 211). In this research, team effectiveness will be viewed through these eight characteristics.

9. It is common knowledge that leadership can be, and has been, defined in many ways for many contexts. Generally, when leadership is spoken of and addressed in this research, it will be in the context of a ministry situation, and will be for spiritual or God-given directives of the church, as discerned from the Bible.
10. The scripturally prescribed mode of leadership for the church is by a plurality of qualified leaders. In actual practice in a local church, this plurality of leadership can take many legitimate, but culturally local, forms and combinations of lay and vocational Pastors. In this research, the form being promoted is a pastoral leadership team comprised of individuals commissioned to be the primary spiritual leaders of their local church—the pastoral leadership team.

Procedural Overview

This “mixed method” style research has utilized both quantitative and qualitative data collection and analysis procedures (Johnson and Christensen 2004, 417-21; Creswell 2003, 210). The first step in the research process was a review of the precedent literature related to the research topic. The literature review helped to establish the need for the research, guide the design of the research, and serve to establish the criteria for the selection of the survey instruments used in this research.

The second phase of this research was to collect the data. Two quantitative and one qualitative instruments were used for this phase of the research. The quantitative instruments are: (1) the Wong and Law EI Scale (WLEIS), developed and validated by Wong and Law (Wong and Law 2002, 251-55; Law, Wong, and Song 2004, 485-87, 496); and (2) the short version Team Effectiveness Questionnaire (TEQ), an instrument based on the grounded theory and quantitative research of Larson and LaFasto (Larson and LaFasto 1989, 130-40; LaFasto and Larson 2001, 151-54) that is statistically

validated in the research of Irving (Irving 2004, 4-6; Irving 2005b, 64). The qualitative instrument is the Leader Emotional Intelligence Strength Rater (LEISR). This instrument was designed by this researcher and is based on Caruso and Salovey's contrasting descriptive statements and examples of "skillful" versus "not-skillful" EI abilities in each of the four branches of the ability model of EI (Caruso and Salovey 2004, 33, 41, 52, and 62).

The third major phase of this research is a separate analysis of the data collected from measures identified above through appropriate statistical procedures to address the research questions. To complete the mixed method research process, and to add research validity and reliability, after the internal analysis, the quantitative and qualitative data was also be compared through triangulation for a thorough interpretation of the data collected for this research.

The study concludes with appropriate conclusions being drawn from the data analysis and interpretation processes. In addition, suggestions for further research, generated from the results of this research and the related conclusions, are also be offered.

CHAPTER 2

PRECEDENT LITERATURE

The purpose of this chapter is to examine important relevant literature in order to identify the central focus of this research, and to establish a conceptual framework of the theology and theories that inform this study. Hogan and Kaiser, in a survey of major leadership studies, draw three conclusions that empirical research has revealed about leadership: (1) Leadership is perhaps the single most important phenomenon in the human sciences; (2) leadership is about performance—good leadership promotes effective team performance, building people up in this process, bad leadership degrades the quality of life in people; and (3) leadership is related to character—who we are is how we lead (Hogan and Kaiser 2005, 169). Deductively, it is safe to say that pastoral leadership is important, is about accomplishing something while building people up, and will be significantly influenced by the character of those who lead. This research explores important selected dynamics of that leadership process in the unique context of pastoral ministry.

The primary variable of this research is the emotional intelligence (EI) of the pastoral team leader (PTL). Thus, EI is a major focus of the literature review. This research also examines how the EI of the PTL affects the pastoral team with whom he serves; consequently, the level of pastoral team effectiveness will be the dependent variable. Therefore, it is also necessary to review the major theories of team leadership

effectiveness. In addition, because the context of this study is in the area of pastoral ministry, it is necessary to examine the major literature concerning pastoral leadership. The intent of this literature review is to form the need and framework for the research questions and investigation that will follow.

Pastoral Ministry: Its Context and Nature

The primary theological concern that will drive this research is an assumption about God's design of the local church and His intent for its leadership. This foundational theological assumption is that a local church has a spiritual purpose and is to be led by spiritually qualified people, and this leadership is to be collaborative in nature (Anthony 1993, 119-31; Anthony and Estep 2005, 297-348; Blackaby 2001, 20-30; Gangel 1989, 30-63; Gangel 1997, 147-48; Pope 2006, 81-103; Strauch 1995, 15-98). These assumptions about the spiritual purpose of the local church and the spiritual qualifications and collaborative nature of its leadership, imply that pastoral leadership will involve working with and leading people. Therefore, two major theological issues related to pastoral ministry are examined, (1) the context of pastoral ministry—the local church, and (2) the nature of pastoral ministry—primarily the relational aspect of a pastor's work.

The Context of Pastoral Ministry

Pastoral ministry takes place within the church; consequently, it is necessary to examine the nature of the church. This examination will help to establish the appropriateness of and nature of pastoral teams within the unique organization of the church.

The Church

The Greek word for church is *ekklesia*. This term is defined as an assembly, a congregation, gathering, or group of people (Grudem 1999, 363-64; Erikson 2001, 340). While the term *ekklesia* is used in a universal sense in the New Testament, it is used most often—80 % of the time—to refer to a group of believers in a given geographical locality (Grudem 1999, 365; Erikson 2001, 340; Getz 2003, 49). A local church is an assembly of the universal church in any given location or community. Saucy defines it as “predominately a local assembly of all those who profess faith and allegiance to Christ” (Saucy 1972, 16) and “the local assembly is the one body of Christ particularized in a certain location” (Saucy 1972, 25). This local assembly is a “living, and loving collection of people who are committed to Christ and committed to each other” (Dever 2004, 149).

In addition, this assembly of people has a unique relationship to God. Dever describes this relationship as “a body of people who profess and give evidence that they have been saved by God’s grace alone, for His glory alone, through faith alone, in Christ alone” (Dever 2004, 149). A local church also has internal relational characteristics. Getz asserts, “In order to understand the scriptural meaning of the local church, we must think in terms of people in relationship—not structures, not meetings places, not buildings. New Testament writers . . . describe the church as God’s people in community” (Getz 2003, 49). Furthermore, this local assembly has a responsibility to represent God in their community. Grudem calls this one of the purposes of the church (Grudem 1999, 373), and Erikson labels it as the “heart of the church’s ministry” or function (Erikson 2001, 351). The church is spiritual in that it is chosen by and related to God, it is made up of people, and is His representation in a given local community.

Church as Body or “Team”

Herrington, Bonen, and Furr state that the apostle Paul uses the metaphor of a body to describe the unique nature of the church in 1 Corinthians 12:14-27. Accordingly, when Paul uses this metaphor of the human body, he is capturing many of the aspects of effective teams (Harrington, Bonen, and Furr 2000, 128). Gangel also sees the importance of the body metaphor in 1 Corinthians 12 and agrees that it serves as a theological foundation for the use of teams and leadership. In discussing the implication of the passage, he states, “Team leadership, commitment to shared responsibility and authority, depends on a proper understanding of what it means to be the body of Christ” (Gangel 1997, 32). Furthermore, Macchia asserts that the Apostle Paul in 1 Corinthians 12 “provides an excellent description of the body of Christ—the ultimate team” (Macchia 2005, 31).

Church Leadership in Teams

The local church has a spiritual nature and mission. The biblical writers use the body metaphor to describe the internal expectations of interpersonal relationships within the church. This interpersonal nature of the church is also called community, fellowship, or body life (Getz 1984, 95-105; Grudem 1999, 373; Erickson 2001, 351; Pope 2002, 147; Getz 2003, 26).

The church, by virtue of its unique interpersonal nature, is an appropriate and even necessary place for teams and team leadership. White states, “If ever a group existed for team life and fails to be itself without it, the church is that group. . . . The team-ness of the church is the second fundamental blessing of the gospel . . . church life is a team event; and to the extent that it fails to be a team, it fails to be the church” (White 2000,

187). Macchia interprets the body metaphor of 1 Corinthians 12 as being consistent with a team perspective, adding that ministry leadership has a collaborative, or team, aspect about it (Macchia 2005, 41).

Reggie McNeal confirms the appropriateness and necessity for team leadership and use in the unique community setting of a church:

Team approaches to ministry help satisfy the hunger for community. Because team ministry captures the power of community, it carries some significant benefits. Teams encourage and support the risks needed to bring about behavioral changes. Teams create synergy both in formulating vision and in turning it into reality. The relational component of doing ministry through team creates the value-added dimension of fun to the challenging task of spiritual leadership. (McNeal 2000, 133)

Pastoral Leadership in Teams

Strauch moves the discussions forward and directly associates local church pastoral leadership with a team form. He describes pastoral leadership in these terms:

By definition, the elder [pastoral] structure of government is a collective form of leadership in which each elder shares equally the position, authority, and responsibility of the office. There are different names for this type of leadership structure. More formally, it is called collective, corporate, or collegiate leadership. In contemporary terms it is referred to as multiple church leadership, plurality, shared leadership, or team leadership. (Strauch 1989, 39)

Strauch's description covers the important team delineators in that it is a "collective form of leadership," and that it is shared "equally" in position, authority, and responsibility.

Several writers affirm the perspective of shared pastoral leadership as the biblical norm for local church pastoral leadership (Gangel 1989, 25-28; Strauch 1995, 35-45; Anthony 1993, 119-24; White 2000, 178; Getz 2003, 209-16; Dever 2004, 228-32). Gangel enthusiastically states that "team leadership is the genius of the New Testament" (Gangel 1989, 27). Getz adds, "As the biblical story unfolds in the New Testament, it becomes increasingly clear that each local church was to be managed and shepherded by

a unified team of godly men” (Getz 2003, 209). Finally, Dever goes directly to the heart of the issue when he states, “The Bible clearly models a plurality of elders in each local church” (Dever 2004, 229).

The Nature of Pastoral Ministry

In order to understand how a pastoral ministry team works and affects the local church it serves, it is necessary to review the nature and purpose of pastoral ministry and leadership.

Pastoral Role/Responsibility

Randy Pope describes what he calls “the biblical view” of pastoral ministry as “the pastor and staff’s responsibility is to help the church’s members discover their spiritual gifts, but then to simply create an environment where God’s voice can be heard” (Pope 2006, 121). Pope clarifies this general assertion with what he identifies as four primary responsibilities of a pastor’s job: (1) to spend time with God to discern His leading, (2) to set goals for the church, (3) to share the vision and goals with the people, and (4) to see that each church member is equipped to help in accomplishing these goals (Pope 2006, 124-26).

Anthony offers additional insight about the role of a Pastor. He states the pastoral responsibilities can be summarized as (1) teaching the Word of God, (2) making decisions, (3) praying for the sick, and (4) solving doctrinal controversy (Anthony 1993, 50-51). Strauch summarizes the pastoral/elder role in a similar manner, using what he calls “four, broad, pastoral categories” derived from the biblical metaphor of a shepherd (Strauch 1995, 16-17). These categories include (1) protecting the flock—from false

teachers and doctrine; (2) feeding the flock—teaching the Word of God; (3) leading the flock—to lead, manage, and oversee the affairs of the church; and (4) caring for practical needs—visiting, comforting, counseling, loving, praying for, etc., and managing the day-to-day details of congregational life (Strauch 1995, 17-31). Getz provides a similar list of pastoral responsibilities, but he purposely calls them leadership functions to emphasize the overseeing and managing nature of pastoral ministry (Getz 2003, 191).

A pastor is to be a leader. His leadership, however, is unique. These unique responsibilities are both spiritual and practical in nature. The spiritual is demonstrated through such activities as preaching and teaching the Word of God and prayer. The practical realities and needs are demonstrated in such activities as caring for the flock through visiting and counseling.

Pastoral Ministry and Relationships

Implicit in the descriptions of pastoral ministry is the idea that pastoral work involves working with people. The people—or, relationship—aspect of pastoral leadership includes equipping church members for ministry (Pope 2006, 126); praying for people of the church (Anthony 1993, 51; Getz 2003, 191; Blackaby and Blackaby 2001, 148-52; Strauch 1995, 254-62); and caring for practical needs—such as visiting, comforting, counseling, loving, praying for, etc. (Strauch 1995, 29). Each of these pastoral responsibilities suggests that a pastor must know people and interact with them at various levels. Strauch concludes, “the elders’ work is people-oriented work” (Strauch 1995, 31).

Love and Service to People

In addition, Strauch suggests that this people orientation of pastoral ministry is based in a genuine love for people (Strauch 1995, 30-31, 92, 98; Strauch 2006, 11-16). White contends that love is one of the core foundational values for pastoral care (White 2000, 97). Moreover, it is suggested that servant leadership is the model of leadership Jesus used, and it should be the natural outcome of a leader's love for people (Strauch 1995, 85; Winston 2002, 4-11; Dever 2004, 240). McNeal and Strauch attest to this rooting of the servant model of pastoral ministry in the person of Jesus when they write:

Jesus turned the leadership equation around with his emphasis on servant leadership. Instead of establishing leadership positions in his kingdom, he focused on the character of leadership, declaring it to be that of serving others in humility. (McNeal 2000, 83)

Elders are to be servant leaders. . . . Servant elders have chosen a life of service to others. Like the servant Christ, they sacrifice their time and energy for the good of others. Only elders who are loving, humble servants can genuinely manifest the incomparable life of Jesus Christ to their congregations and a watching world. (Strauch 1995, 95)

Gangel brings this discussion of pastoral ministry, people, love, and servant leadership full circle when he writes, "The church is and always has been people, and service in it at any given time requires necessary relationship with those people" (Gangel 1997, 36-37). Furthermore, "Adequate team leadership requires awareness of and sensitivity to human need all around us, as well as an appreciation of how we can meet that need" (Gangel 1995, 39). Pastors must love and serve people.

Relational Qualifications

Further evidence for pastoral ministry as an interpersonal relationship-based responsibility is also seen in the criteria given in the Bible to evaluate whether a person is

qualified for the job. Three main passages in the Bible contain lists of the particular qualifications a pastor must possess to hold the office of pastor: 1 Timothy 3:2-7, Titus 1:6-9, and 1 Peter 5:1-3 (Strauch 1995, 73). In these lists, there are thirty-three specific criteria. Getz reduces these to fifteen qualities that a pastor must possess (Getz 2004, 96). Of these fifteen qualities, at least eight are in some way an aspect of how the pastor relates to other people in some form or another.

Those eight characteristics include: (1) being a husband of one wife, (2) being respectable, (3) being hospitable, (4) being able to teach, (5) being gentle—Strauch calls this “one of the most attractive and needed virtues required of an elder” (Strauch 1995, 197), (6) being peaceable, (7) managing his own household well, and (8) having a good reputation (Getz 2003, 100; Strauch 1995, 201).

All these attributes together speak of an elder as one who has strong interpersonal skills in all realms of his life: in his own family, in the church body, and in the community at large. In addition, no matter the context, a pastoral leader must be one who understands people and how to work with people in all circumstances of life.

Summary

In sum, the work of a pastor is unique to the spiritual nature and context of a local church. The church is seen as a body, implying that ministry is teamwork in that it involves collaboration with other people within the church. As part of the church body, a pastor’s work is primarily about working with people. In addition, a plurality of leadership is the prescribed norm for church leadership structure. As such, a team perspective of pastoral work is appropriate. Teamwork in pastoral ministry involves

relationships. Pastors must know people well and how to work with them; indeed, a primary judgment of their qualification for pastoral ministry is how they relate to people.

Emotional Intelligence

The examination of emotions in leadership practice is a relatively new study. In order to lay a conceptual framework for this study, this portion of the literature review will seek to unfold the historical and theoretical development of EI, and then define it. Moreover, to add depth of understanding to this definition and to show the relevance of it to this particular research, a final portion of this section of the literature review will concern the application of EI to organizational leadership practice.

The Historical Development of EI Study

The roots of EI study are traced through the affective realm of social science and psychological study in the work of Thorndike, Wechsler, Gardner, and Sternberg. In the early 1900s educational psychologist Edward Thorndike identified a concept he called “social intelligence” as distinct from other forms of intelligence (Goleman 2001, 16; Salovey and Mayer 1990, 2; Chariss 2000, 3; Bar-On 2005, 1; Zirkel 2000, 5; Michel and Jehn 2006, 186). He defined it as “the ability to understand men and women, boys and girls—to act wisely in human relations” (Thorndike 1920, 228).

Building on Thorndike’s ideas, David Wechsler referred to the “non-intellectual” elements of intelligence. He writes, “The main question is whether non-intellective, that is affective and cognitive abilities, are admissible as factors of general intelligence. My contention has been that such factors are not only admissible, but

necessary” (Wechsler 1943, 103). By 1952 Wechsler asserts that “affective capacities” were part of the human intellectual capacities (Goleman 2001, 17).

The next major step toward the development of EI theory is the work of Howard Gardner in his theory of multiple intelligence. Gardner developed a construct of intelligence that identified seven realms, including two areas he called: interpersonal and intrapersonal intelligence (Gardner 1983, 239; 1993, 9). Goleman states that “EI can be seen as elaborating on the role of emotion in these two domains” (Goleman 2001, 17).

The next progression is represented by the work of Robert Sternberg, writing in what he calls “the non-academic intelligences” (Hedlund and Sternberg 2000, 136). Sternberg, like Gardner, identified other domains of intelligence beyond the typical cognitive perspective. He labels his a “successful intelligence construct,” and identified three major domains: analytical, creative, and practical (Sternberg 1986, 23-24). Most relevant to this study is Sternberg’s description of practical knowledge as, “intelligence skills that individuals exhibit in solving practical problems” (Hedlung and Sternberg 2000, 150).

Furthermore, Sternberg himself contends that EI relates to, and overlaps with, three different areas of practical knowledge: managing self, managing others, and managing task (Hedlung and Sternberg 2000, 157-58). This “management” aspect of Sternberg’s work helps move the concept of this non-academic intelligence closer to the concept of EI, and related to this research, closer to the advocacy of EI in leadership studies.

The Theoretical Foundations of EI Study

This earlier work in social, non-academic, and multiple intelligence theory laid the groundwork for the conceptualization of EI. In 1990, John Mayer and Peter Salovey were the first to fully define and articulate the concept of EI in the article simply titled, “Emotional Intelligence,” published in the journal, *Imagination*.

The Concept of the Ability Model

Mayer and Salovey are still major contributors to the study of EI. Their conception and promotion of EI has been highly influential in the growth and acceptance of EI as a legitimate realm of social science inquiry.

Emphasis on the Affective

In their original article, Salovey and Mayer link their concept of EI to the social intelligence theorists of the past. Nevertheless, they also seek to make a clear distinction of EI as a separate form of intelligence within the social construct: “We define emotional intelligence as the subset of social intelligence” (Salovey and Mayer 1990, 189). They complete the sentence to offer their original definition of EI as a form of intelligence that, “involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey and Mayer 1990, 189). Furthermore, in the same paragraph they also connect their work to the psychological realm of “affective” processing and to Gardner’s interpersonal and intrapersonal intelligences, while maintaining that EI is a distinct form of intelligence:

As was the case with social intelligence, emotional intelligence is a subset of Gardner’s personal intelligences. Emotional intelligence does not include the general

sense of self and appraisal of others. It focuses, rather, on the processes described specifically above; that is, the recognition and use of one's and others' own emotional states to solve problems and regulate behavior. (Salovey and Mayor 1990, 189)

Thus, Salovey and Mayer squarely place their theory in line with, and as a natural progression from, the affective realm of social intelligence.

Emphasis on the Cognitive

In addition, while acknowledging the close relationship to the affective and social intelligence realm, Salovey and Mayer intentionally include a strong emphasis and dependence upon the mental or cognitive processes of intelligence: "There is a set of conceptually related mental processes involving emotional information" (Salovey and Mayor 1990, 190).

In 1997, in reaction to other developments in EI study, and to further clarify and refine a distinction of mental ability in their construct, Salovey and Mayer published a revised definition of EI. This updated definition brings a stronger and more precise emphasis of intellectual or cognitive ability, yet they are careful not to lose the close connection to the affective realm, they write (emphasis added):

Understanding the concept of emotional intelligence requires exploring its two major components, intelligence and emotion. . . . Definitions of emotional intelligence should in some way connect emotions with intelligence if the meanings of the two terms are to be preserved. (Mayer and Salovey 1997, 30)

But in addition there might exist actual abilities, such as knowing what another person is feeling, that may involve considerable thinking and consequently could be considered intelligence. In this way, we distinguished a mental skill. (Mayer and Salovey 1997, 34)

One of our first definitions of emotional intelligence was "the ability to monitor one's own and others' feeling and emotions, to discriminate among them, and to use this information to guide one's thinking and action" But this and other earlier definitions now seem vague in places and impoverished in the sense that they talk

only about perceiving and regulating emotion, and omit thinking about feelings.
(Mayer and Salovey 1997, 35)

Emergence of the Ability Model

Therefore, this revised definition reflects their deeper commitment and emphasis to both the cognitive/intellectual ability and its interplay with the affective/emotional realm of the emotions to define EI (i.e., the Mental-ability Model, or Ability Model). The revised definition is stated as:

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer and Salovey 1997, 35)

Accordingly, Salovey, Mayer, and colleagues have argued continuously for a conceptualization of EI that features “mental abilities, skills, or capacities” (Mayer et al. 2000a, 105). In bringing this greater and more equitable emphasis of the cognitive process to the emotional aspect of EI, they have placed the ability model conceptually at “the intersection of emotion and cognition” (Sternberg 2000, 389).

In sum, the result of this emphasis is that the ability model has gained attention and credibility in academic literature. This model of EI, however, is not without criticism. The critiques are mainly aimed at the reliability of its measures, along with questions about ethnic and cultural considerations in determining EI norms (Davis, Stankov, and Roberts 1998, 1013; Roberts, Matthews, and Ziedner 2001, 206-07; Ziedner, Roberts, and Matthews 2001, 286-69; Landy 2005, 412; Conte 2005, 435-37). Thus, further refinement of the model and its measures continue (Schaie 2001, 243-47; Mayer et al. 2003, 97-105; Law, Wong, and Song 2003, 494-95). As a result, in one commentary on

the model and its continuing refinement, Salovey, Mayer, and colleagues are credited with “putting the intelligence into emotional intelligence” (Matthews et al. 2002, 16).

The Concept of the Performance Model

There is no debate that Salovey and Mayer were the pioneers of EI study. Nevertheless, their model is not universal, and other models of EI have also evolved and made their way into the current literature, none more prominently than the work of Daniel Goleman.

Goleman and EI as Zeitgeist

In 1995 Goleman, a writer for the *New York Times* with an educational psychology background authored the first popularized book on EI, simply called, *Emotional Intelligence*. This book literally took the concept of EI to the masses. EI researchers acknowledge the significance of Goleman’s work in that he best represents the development of EI as a cultural trend, or as many in the field label it, “EI as zeitgeist” (Mayer, Salovey, and Caruso 2000, 92; Palser 2004, 38). Indeed, Goleman’s work quickly moved EI into the cultural conscience as it was featured on the covers and in articles in *Time* and *USA Today Weekend* magazines the same year as the release of his book (Mayer, Salovey, and Caruso 2000, 92-93).

Building on the momentum and interest generated by Goleman’s work, the topic of EI now moved out of the academic journals and into popular literature. Consequently, several others have also contributed to the development and understanding of performance model of EI. For example, Bar-On has developed a construct he labels “emotional-social intelligence,” which is a cross-section of interrelated emotional and

social competencies and skills (Bar-On 2005, 5). Other major contributors include: Cooper and Savaf (1997), and Goleman colleagues; Gary Cherniss (2000), Richard Boyatzis (2002), and Annie McKee (2005). And more recently, for example, the work of Bradberry and Greaves (2005), who claim to have researched and tested over 500,000 people in their measure, *The Emotional Intelligence Appraisal* (Bradberry and Greaves 2005, xvi).

Weaknesses and Criticism of Goleman

Despite the wild success of Goleman and the other performance model advocates, their work has been widely criticized by the academic and scholarly community of EI study (Mayer, Salovey, and Caruso 2000, 93-100; Hedlund and Sterberg 2000, 146; Matthews, Ziedner, and Roberts 2002, 3-4).

There are two primary concerns about the performance model of EI. The first is a concern that it is vague and generally undistinguishable from personality or character traits. Mayer, Salovey, and Caruso write, "Emotional Intelligence is used by some researchers to refer to a long list of attributes or abilities that appear drawn from a number of aspects of personality" (Mayer, Salovey and Caruso 2000, 101). This lack of distinction lowers EI credibility in the science and research community, and it leads to the second major issue with the performance model of EI. That is, this lack of distinction from personality traits leads to vagueness and unreliable results in attempting to measure and evaluate distinct EI competencies in people (Mayer, Salovey, and Caruso 2000, 101-05; Daus and Ashkanasy 2003, 453-54).

However, progress has been made. Goleman's *Primal Leadership* (2002) has been given more research credibility. And, for example, the work of Bradberry and

Greaves (2005), along with the many scholarly journal articles connecting EI to work performance and life-skills, has begun to move the performance model of EI closer to a more valid empirical base. Consequently, the performance model has value because it has been instrumental in bringing the concept of EI to the public eye by promoting its potential and usefulness.

Summary of the Development of EI

To conclude, the origins of EI study can be traced to the social and non-cognitive intelligence work of Thorndike, Wechsler, Gardner, and Sternberg. Two major models of EI have developed: the mental-ability model and the performance-personality model. Both models have made important contributions to the advancement of EI study, but neither model is without criticism. The ability model has brought an emphasis on empirical research, legitimizing EI as field of social science study. The performance model has brought EI to the public's attention, and with its emphasis on application, has shown the value and potential of EI to enhance life in a variety of areas, including—relevant to this study—organizational leadership.

Defining Emotional Intelligence

Based on this historical and theoretical base, Mayer and colleagues have provided a clearer and more valid construct of EI for use in research and leadership study. As a result, their definition and construct of EI will serve as the basis of this research project. Therefore, it is necessary to fully define and analyze their concept of EI.

Emotional Cognition

The ability model of EI is developed from an empirical foundation from within

the study of cognition and intelligence theory (Mayer, Salovey, and Caruso 2004, 198; Grewal and Salovey 2005, 332). According to this theory, EI combines the study of cognitive process with the study of affective process. This clearly places EI within the field of psychology, but with a particular emphasis “on research on the interaction of emotion and thought” (Grewal and Salovey, 333). The basis of this pursuit is the belief that within the affective realm of psychological study, emotions are a source of information (Averill 2000, 207; Kosslyn and Rosenberg 2001; 318-19; Mayer and Cobb 2000, 172). This emotional information is available in self and can be read in other people as well: “Emotional information consists of one’s own subjective emotional responses as well as the information conveyed by the emotional responses of others (Lane 2000, 171).

The perspective that emotional information can be identified, processed, and interpreted for meaning is the theoretical assumption that drives and guides the study of the ability model of EI (Mayer, Salovey, and Caruso 2004, 198-99). When this process is conducted accurately—thus, displaying cognition about, in this case, the affective realm of emotions—one is said to have EI (Mayer and Salovey 1997, 34). Grewal and Salovey give a very helpful explanation of this process (emphasis added):

Emotional intelligence . . . integrates a number of results into a related set of skills that can be measured and differentiated from personality and social skills; *within psychology it can be defined as an intelligence because it is quantifiable and indeed a measurable aspect of the individual’s capacity to carry out abstract thought and to learn and adapt to the environment.* Emotional intelligence can be shown to operate on emotional information in the same way that other types of intelligences might operate on a broken computer or what a photographer sees in her viewfinder. (Grewal and Salovey 2005, 333)

Defining EI

EI definitions account for both the intellectual and emotional dimensions. Lane defines EI as simply “the ability to use emotional information in a constructive and adaptive manner” (Lane 2000, 171). Mayer and Salovey offer a more sophisticated definition (revised from their original in 1990) that has become the most widely recognized in scholarly literature. It is worth repeating here, as it will guide this research:

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer and Salovey 1997, 35)

Four Branches of EI Ability

Mayer and Salovey explain that this definition assumes a four-branch model of EI. The four branches are emotional: perception, thinking, understanding, and management (Mayer and Salovey 1997, 37). Each is explained more thoroughly below.

Perception/identifying. The first branch of EI reflects the perception, appraisal, and expression of emotion. This is the first step in the EI process. It involves the capacity to accurately identify emotion and emotional content (Mayer and Salovey 1997, 36). At this stage, a person demonstrates the ability to detect and decipher emotions in faces, pictures, voices, and related communication channels, as well as the ability to identify one’s own emotions (Mayer and Salovey 1997, 36; Mayer, Salovey, and Caruso 2004, 199; Salovey and Grewal 2005, 281). Caruso and Salovey stress that this ability includes accuracy in reading people and identifying emotions. They describe it more fully as “the ability to identify how you, and those around you, are feeling and your ability to

express these feelings. More than awareness, this ability stresses *accuracy* of awareness” (Caruso and Salovey 2004, 25).

Facilitating/using. The second branch involves the emotional facilitation of thinking and “concerns acting on intelligence; it describes emotional events that assist intellectual processing” (Mayer and Salovey 1997, 38). At this level, one is able to use emotional information to assist their thinking. One is also able to harness emotions to facilitate better cognitive thought process, including creative thinking and problem solving (Mayer and Salovey 1997, 38; Mayer, Salovey, and Caruso 2004, 199; Salovey and Grewal 2005, 281). Caruso and Salovey call this “using emotion” and they explain it as, “Your ability to use emotions changes your perspective, allowing you to see the world in different ways and feel what others feel” (Caruso and Salovey 2004, 26).

Understanding/knowledge. The third branch of EI is “the ability to understand emotions and to utilize that emotional knowledge” (Mayer and Salovey 1997, 38). It includes the ability to recognize when emotions will occur and to understand the results of them, and to also recognize the complexity of emotional language and the relationship between various emotions (Mayer and Salovey 1997, 38-39; Mayer, Salovey, and Caruso 2004, 199; Salovey and Grewal 2005, 281). Caruso and Salovey describe this as the ability to predict the emotional future and to discriminate among emotions (Caruso and Salovey 2004, 26): “Emotions have their own language, and they have their own logical moves. The ability to understand emotions suggests that you can determine why you feel the way you do and what will happen next” (Caruso and Salovey 2004, 26).

Managing/appropriate response. The fourth branch of the ability model is emotional management. This involves the reflective regulation of emotions to promote emotional and intellectual growth and is the highest branch of the model (Mayer and Salovey 1997, 39). At this level, a person is open to emotions, both good and bad, and is able to monitor and manage emotions effectively in self and in others (Mayer and Salovey 1997, 39-40; Mayer, Salovey, and Caruso 2004, 199; Salovey and Grewal 2005, 282). Furthermore, “emotions are managed in the context of the individual’s goals, self-knowledge, and social awareness” (Mayer, Salovey, and Caruso 2004, 199). Therefore, the emotionally intelligent person can “harness emotions, even negative ones, and manage them to achieve intended goals” (Salovey and Grewal 2005, 282). Caruso and Salovey describe managing emotions as being “open to emotions and to use this information to make informed decisions” (Caruso and Salovey 2004, 26).

Conclusions about the Definition of EI

In sum, the ability model conceptualizes EI as a set of skills or competencies rather than personality, character traits, or behaviors. These skills and competencies operate within a social context and accepted social norms, thus one must be aware of what is considered appropriate behavior (Averill 2000, 285; Salovey and Grewal 2005, 282). Furthermore, four emotional skills of EI are identified, the ability “to *identify* how people feel, to *use* emotions to help you think, to *understand* the causes of emotions, and to include and *manage* emotions in your decision making to make optimal choices in life” (Caruso and Salovey 2004, 26). These four skills are interrelated and allow a person to process emotionally relevant information efficiently and accurately (Mayer, Caruso, and Salovey 1999, 268). Each of these skills is separate from the other and can be defined,

studied, measured, developed, and used independently. Accordingly, they also work together to collectively provide a blueprint for understanding oneself and other people better (Caruso and Salovey 2004, 26).

The Application of Emotional Intelligence

EI has been positively linked to a number of factors important to organizations. Cherniss claims that EI influences organizational effectiveness through: employee recruitment and retention, development of talent, teamwork, employee commitment and satisfaction, innovation, productivity, efficiency, sales, revenues, quality of service, customer loyalty, and client or student outcomes (Cherniss 2001, 6). Others claim that research has proven that evaluating and training for EI has economic benefits to an organization (Cherniss and Goleman 1998; Spencer 2001, 45-82). Daus and Ashkanasy, in a meta-analysis of EI in organizational research, have discovered that empirical evidence indicates that EI relates positively to organizations in (1) leadership, (2) job performance, and (3) emotional labor (Daus and Ashkanasy 2005, 459). The primary focus of this research concerns the application of EI in leadership context; therefore, studies specifically examining the relationship of EI to leadership are examined below.

Leadership and EI: Defined

For this research, leadership is conceptualized within the realm of organizational study. In consideration of this, Northouse discerns that there are four central phenomena to organizational leadership: it is a process, involves influence, occurs within a group, and involves goal attainment (Northouse 2001, 3). He combines these to define leadership in organizations: “Leadership is a process whereby an individual

influences a group of individuals to achieve a common goal” (Northouse 2001, 3). This definition of leadership will guide this research.

Leadership and EI: In Theory

Bradberry and Greaves claim their research has shown that executives with high EI scores are the “best performers,” and that EI is “more important than any other leadership skill” (Bradberry and Greaves 2005, 43). Boyatzis and McGee report that “EI accounts for 85 to 90 percent of the differences between outstanding leaders and their more average peers” (Boyatzis and McKee 2005, 28). Other performance model advocates make similar claims about the high correlation between leadership success and EI (Cooper and Ayman 1997, xi-xv; Goleman 1998a, 92-102; Goleman 1998b, 30-41; Cherniss 2000, 436-38; Goleman, Boytzis, and McKee 2002, 54).

The Ability Model in Leadership

While not as bold as some of the claims above, several researchers from the ability model of EI have also positively related leadership to EI. For example, “Emotional intelligence from the ability perspective offers a distinctive and unique approach to an understanding of leadership” (Caruso, Salovey, and Mayer 2003, 316). Specifically, Mayer suggests that EI aids leaders in (a) flexible planning—by enhancing adaptability, change management, and creativity; (b) motivation—by using EI to encourage and give proper and necessary motivation when needed; and (c) decision making—by constructively dealing with emotions to make good decisions, and not allowing negative emotions to unduly influence a decision (Caruso 1999, 3-4). Moreover, Caruso, and Salovey suggest that EI helps “inform” leaders about the place of emotions in each of the

six core leadership functions identified by the Center for Creative Leadership: building effective team, planning and deciding effectively, motivating people, communicating vision, promoting change, and creating effective interpersonal relationships. Accordingly, in their text, they demonstrate how applying EI skills can strengthen a leader's performance in each of these core leadership functions (Caruso and Salovey 2004, xviii-xx; 194-212).

These leadership functions are consistent with Northouse's description of organizational leadership (Northouse 2001, 3). Therefore, it seems safe to agree with Caruso, Salovey, and Mayer's cautionary but hopeful conclusion about the research evidence concerning the role of EI in leadership: "We believe that organizations, teams and individuals all stand to benefit from choosing leaders who are high in emotional intelligence, and by developing the skills of less emotionally intelligent leaders" (Caruso, Salovey, and Mayer 2003, 321). How does EI help leaders?

Leadership and EI: Research Findings

There is an abundance of research that has positively connection EI and leadership. To complete the review of precedent literature that informs this research, these findings are categorized by the six core leadership functions referenced above.

Building effective teams. Effective teams accomplish tasks and do so as a cohesive unit (Caruso and Salovey 2004, 197). It has been proven that leadership is an important factor in team effectiveness (Zaccaro, Rittman, and Marks 2001, 452-457; LaFasto and Larson 2001, 97-154). It has also been demonstrated that groups or teams have group EI, and, that individual team members' EI—and implicitly, the team leader's

EI—is positively linked with team performance and individual team members satisfaction (Druskat and Wolff 2001, 132-33; Jordan 2001, 195; Wong and Law 2002, 269; Jordan and Troth 2004, 195; Stubbs 2005, xi; Wolff et al. 2006, 223-42). Most significant, is the finding that team trust, identity, and efficacy are most affected by the emotional structure or social capital of the group, suggesting that team leaders should build team EI along with other team effectiveness dynamics (Wolff et al. 2006, 236 and 239). Research also indicates that emotional self-awareness is a significant EI factor leaders can address to improve team effectiveness (Jordan and Ashkanasy 2006, 159).

Planning and deciding effectively. Caruso and Salovey assert that planning and decision making require a leader to stay open to intuitive data, including emotional information, which will serve to “help generate possible alternative scenarios and what-if analysis” (Caruso and Salovey 2004, 201). For example, EI is linked to effective analytical ability; including, self-directed learning (Boyatzis and Van Oosten 2002, 4-9), creative thinking—a vital ingredient in planning and decision making (Elder 97, 40-41), decision making, flexibility in problem solving, and to success in making changes (George 2000). One study found that Senior Executives with high success and performance ratings is a result of a strong mix of: experience, IQ, and EI competencies. In the study, EI scored as the highest contributor of the three to successful performance (Fernandez-Araoz 2002, 191-92).

Another study determined that middle managers with strong emotional competencies were consistently rated higher in performance by superiors, peers, and subordinates, than those without (Cavallo 2001, 7). And, in a study concerning international business acumen, EI was positively related, in steps or plateaus, to superior

business competencies and performance in: strategic planning, developing business plans, negotiating, and project/people management (Mount 2006, 117-21). All of these studies show a positive correlation of EI to “planning and directing” in organizational leadership.

Motivating people. Daus and Ashkansay report that a study in a small groups class significantly correlated the branch of emotional ability, understanding emotions, to emerging transformational leadership practice within the groups (Daus and Ashkansay 2005, 459). Sitter demonstrates that a leader’s ability to appraise and express emotion was instrumental in the development of an employee’s trust in their leader, which is a key component of motivation (Sitter 2004, iii). Wong and Law found a strong correlation of leader EI (1) to followers’ level of commitment, (2) to low job turnover, and (3) to extra-role or organizational citizenship behavior—these include altruism, cheer leading, and civic virtue, among others (Wong and Law 2002, 267-70). All of these affect the motivation to followers.

Communicating vision. Leadership includes developing, communicating, and enlisting a commitment to a vision (Senge 1990, 207-11; Kotter 1996, 72; Kouzes and Posner 2002, 100-38). In one study of management students, those with higher EI wrote significantly better goals and ideas for group projects, suggesting to the researchers that emotionally intelligent leaders may be more successful in producing and communicating inspiring visions (Lopes, Côté, and Salovey 2006, 64). EI has also been shown to relate to an ability to communicate enthusiasm, a positive outlook, and vision in transformational leaders (Ashkana and Tse 2000, 221-35). Moreover, communication—including the organization’s mission vision, and values—has been linked to organization-wide EI

(Gowing et al. 2006, 259-61). This suggests that emotionally healthy organizations are characterized by leaders who communicate well, thus producing emotionally strong organizations.

Promoting change. Leading change is a leadership responsibility that requires strong emotional acumen (Cherniss 2000, 444-49; Matthews and Zeidner 2000, 482). According to Caruso and Salovey, “Challenging processes by innovating, experimenting, and taking risks requires leaders to rely on emotional management skills” (Caruso and Salovey 2004, 207). For example, in a longitudinal study of mergers with three large organizations, a leader’s ability to communicate and be transparent—EI competencies—about the changes, significantly affected the attitude towards the change itself and the leader (Kavanagh and Ashkanasy 2006, 81). Furthermore, Jordan demonstrates that there are positive links between organizational learning—a method of successfully dealing with organizational change—to each of the four branches of the ability model of EI (Jordan 2004, 461-65).

Creating effective interpersonal relationship. EI is associated with the ability to manage interpersonal relationships and pro-social behavior (Brakett, Mayer, and Warner 2003, 1347; Lopes, Salovey, and Staus 2003, 641-58; Lopes et al. 2004, 1018-34; Grewal and Salovey, 2005, 338; Lopes et al. 2005, 113-18). For example, EI is related to a leader’s ability to effectively manage employee emotions to facilitate better performance (Ashkanasy and Dasborough 2003, 19). It has been shown that the EI of leaders positively affects followers’ job satisfaction and extra-role behaviors (Wong and Law, 2002, 243). Bennetts’ research demonstrates a strong association of EI to effective

mentoring—and mentoring is a leader activity that involves intense interpersonal relationships (Bennetts 2002, 155-70).

Lopes, Côté, and Salovey, after a lengthy review of studies relating EI to interpersonal relationships and work performance, suggest four implications for organizations leaders: (1) EI may encourage more extra-role behaviors such as helping coworkers; (2) EI garners more social capital, which is related to career success; (3) EI endears people, and as a consequence emotionally intelligent people may receive better advice, more social support, and higher performance evaluations; and (4) the ability to manage emotions is most strongly associated with the quality of social interaction, suggesting EI training in the work place should be directed to the managing emotions realm of the ability model (Lopes, Côté, and Salovey 2006, 64). A leader's EI ability can positively affect work performance in themselves and their followers.

Summary

The literature demonstrates that EI has historical roots in the field of social intelligence and has developed from the non-intellectual intelligences, or the affective realm of psychology. EI has evolved into two main models, the performance and ability models. The ability model, which will guide this research, is described as the ability to identify, use, understand, and manage emotions in one's self and others. Moreover, several studies, from both the ability and performance perspectives of EI, demonstrate that EI correlates in many ways to leadership; significantly, to the six core leadership functions.

Teams in Leadership

One survey reported that more than 48 % of all organizations in the United States use teams of some sort to get their work accomplished (Devine et al. 1999, 678). Teams have become one of “the most prominent features of the organizational landscape, suggesting that enthusiasm for them continues to be strong” (Allen and Hecht 2004, 439). Furthermore, the implementations of teams into leadership is one the most prevalent changes in work settings over the past few decades (Devine 2002, 291; Allen and Hecht 2004, 439-40; Aube and Rousseau 2005, 189; Martin 2005, 3).

The current literature on team leadership reveals that teams are used in a variety of settings. For example, teams and team leadership are used in education (Neck and Manz 1998, 26), in military organizations (Ahronson and Eberman, 2002, 4), as analytical teams (Hackman 2004, 2), in the training of pilots and flight crews (Guzzo and Dickson 1996, 316; Hackman 2003, 910), in the medical field (Hackman 2003, 912; Rubin and Beckman 1972, 317), in orchestras (Hackman 2003, 3), and in numerous business and management organizational contexts—marketing, production, consulting, quality control, etc. (Ancona 1990, 334; Sundstrom, DeMeuse, and Futrell 1990, 120; Sevier 2006). In addition, Devine tracked research related to teams in executive, command, negotiating, design, advisory, service, emergency response, transportation, and athletics teams (Devine 2002, 300).

Why is there such popularity and fascination with teams? According to Hackman, the advantage of teams seem obvious; teams should have more resources, a greater diversity and flexibility in their resources, and a larger pool of knowledge and expertise from which to work, over individuals trying to accomplish the same thing

(Hackman 2002a, viii). Moreover, he explains, these “significant benefits help to explain why teams are such a popular device in organizational work these days” (Hackman 2002a, viii). What, then, should be known, valued, and used, if anything, about team leadership? This section of the literature review will attempt to answer these questions.

Defining Teams

Teams are used in a variety of contexts. Devine states that the particular context of a team will influence many variables about it, including how one defines and evaluates a team (Devine 2002, 307-08). Therefore, it is necessary to understand team types and team definitions for this research.

Group versus Team

Much of the research for team and team effectiveness is rooted in group and group process study. This field of research has been extremely helpful to understanding team dynamics. Cohen and Bailey downplay the difference in the two fields of study and note that popular management literature has tended to use the term “team” while the academic literature has tended to use the word “group” (Cohen and Bailey 1997).

Wheelan believes there are differences based on contrasting perspectives of present state versus future attainment. According to her, groups have participants who are “striving to create a shared view of goals and to develop an efficient and effective organizational structure in which to accomplish those goals” (Wheelan 1999, 3). On the other hand, a group becomes a team “when these shared goals have been established, and effective methods to accomplish those goals are in place” (Wheelan 1999, 3). Katzenbach and Smith agree, and explain the differences in terms of performance need or opportunity

that would require a group to move forward to become a team (Katzenbach and Smith 1993, 91). They contend, like Wheelan, that a group is not a team because it has no common purpose, performance goals, or need for collaboration (Katzenbach and Smith 1993, 91).

Katzenbach and Smith elaborate further on the differences in what they call the “real team curve.” They explain the curve as the movement from a “working group” to becoming, at the highest level of the curve, a “high-performing team” (Katzenbach and Smith 1993, 91). There are five levels to the curve: (1) a working group—a group with no significant performance need; that advances to (2) a pseudo-team—a group where there could be significant performance need, but has no focus on collective performance; then to (3) a potential team—a group where there is significant performance needs and that is trying to improve its collective performance; from potential it can advance to (4) a real team—a small group of people with complementary skills who are equally committed to a common purpose, goals, approach, and who hold themselves mutually accountable; and finally, to the most effective and highest level of team, (5) a high-performance team—this is a team that meets all of the real team conditions, and it has “members who are deeply committed to one another’s personal growth and success” (Katzenbach and Smith 1993, 91-92).

In sum, the essential distinction is on performance and desired results. For a group to become a team there must be a need for mutual purpose and dependency in order to accomplish more than any one of their individual efforts could.

Team Defined

To accurately distinguish a group from a team, it is necessary to carefully

define teams. Teams are described in a variety of ways in organizational and leadership literature. These definitions have many nuances, but also have many common characteristics. In the precedent literature there are a few key writers whose influence on team scholarship can be seen in many places. Therefore, their definitions will be examined to discern what truly makes a team. This will also aid in understanding the dynamics of effective teams and team process.

Precedent Team Definitions

Provnick, Fry, and Rubin, whose work was primarily concerning teams in the medical field, offered this early concept of teams: “That combination of people whose coordinated inputs are necessary to accomplish a given task or set of tasks” (Plovnick, Fry, and Rubin 1975, 20). Larson and LaFasto, two of the earliest people to do extensive research related to team effectiveness dynamics, define teams this way: “A team has two or more people: it has a specific performance objective or recognizable goal to be attained; and coordination of activity among the members of the team is required for the attainment of the team goal or objective” (Larson and LaFasto 1989, 19). Shortly after their work, Parker contributes to the understanding of teams when he defines them in terms of a group versus a team:

A group of people is not a team. A team is a group of people with a high degree of interdependence geared toward the achievement of a goal or completion of a task. In other words, they agree on a goal and agree that the only way to achieve the goal is to work together. (Parker 1991, 16)

Katzenbach and Smith, in their seminal work “The Wisdom of Teams” define a team as “a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves

mutually accountable” (Katzenbach and Smith 1993, 45). Devine and colleagues have conducted extensive theoretical research concerning how the organizational context of a team influences how it is defined and evaluated for success. They provide a definition that lacks specific descriptors, but does emphasize the desired nature of team member relationships. They write, a team is “a collection of three or more individuals who interact intensively to provide an organizational product, plan, decision, or service” (Devine et al. 1999, 681). Yukl, a leading contributor to leadership studies, also adds a unique perspective and distinction in defining teams when he states:

The word team usually refers to a small task group in which members have a common purpose, interdependent roles, and complementary skills. To clarify the distinction between a co-acting group and an interacting team, it is useful to use an example from sports. Basketball and soccer have interacting teams, whereas in bowling or wrestling the “teams” are actually co-acting groups. (Yukl 2002, 306)

A Team Definition Construct

A synthesis of these definitions shows there are some common emphases to them. For one, teams are characterized by recognized boundaries (Plovnick, Fry, and Rubin 1979, 20; Larson and LaFasto 1989, 19, Katzenbach and Smith 1993, 45). Teams are also distinguished by a high degree of coordination and collaboration; for example, Parker writes there is “a high degree of interdependence” (Parker 1991, 16). These writers also see teams as having a clearly understood reason or purpose for existing. This is represented in statements like Yukl’s, “members have a common purpose” (Yukl 2002, 306). Finally, these writers contend that teams are also defined by the mutual accountability of all team members. Devine emphasizes an intensity to this relationship (Devine et al. 1999, 681) and Katzenbach and Smith articulate it as team members being “mutually accountable” (Katzenbach and Smith 1993, 45).

Hackman takes a different emphasis in his definition of teams. He contends that conditions and environment go further to determine what is a “real team” and what is not one, rather than definitions and/or simply labeling a group as a team (Hackman 2002a, 37-41). Hackman writes, concerning the conditions that make for a real team:

Real teams in organizations have four features: a team *task*, clear *boundaries*, clearly specified *authority* to manage their own work processes, and *membership stability* over reasonable period of time. The first and perhaps most important task of those who create or lead work teams is to make sure these four essential features are in place. (Hackman 2002a, 41)

Nevertheless, the literature offers a consistency in helping to define what truly is a team and what is not, especially in distinguishing a team from a group of individual performers such as Parker, Yukl, and, indirectly, Hackman emphasize.

Conclusions about Team Definitions

The literature suggests teams are distinct from groups, and that real teams have a purpose that drives it toward mutual interdependency and accountability. Hackman provides a unique and informative perspective in his emphasis of the “conditions” for a team to truly be a team (Hackman 2002a, 41). It is also helpful to recognize what characterizes a team, and Bolman and Deal provide a useful summary of six characteristics that distinguish real teams: Teams (1) shape purpose in response to a demand or opportunity; (2) translate common purpose into specific, measurable performance goals, (3) are a manageable size; (4) develop a right mix of expertise; (5) develop a common commitment to working relationships; and (6) members of the team hold themselves collectively accountable (Bolman and Deal 1997, 92-94).

Team Effectiveness

In management and organizational literature numerous factors are suggested for influencing team effectiveness. The following is a review and analysis of the major criteria that are used for evaluating team effectiveness.

Types, Taxonomies, and Effectiveness

Teams are different, and those differences must be taken into consideration when attempting to evaluate a team for effectiveness (Sundstrom, DeMuese, and Futrell 1990, 124-25; Katzenbach and Smith 1993, 239; Cohen and Bailey 1997; Devine 2002; 292-97). Devine articulates this issue when he states, "It seems plausible that certain team functions will be more important in certain team contexts. In other words, the relationship between critical team-level inputs and processes and team effectiveness is likely to be moderated by team type" (Devine 2002, 306). Based on this understanding, several team taxonomies are suggested.

Classifications of Teams

Sundstrom, DeMuese, and Futrell differentiate between four primary types of teams: advice and involvement teams, production and service teams, project and development teams, and action and negotiating teams (Sundstrom, DeMuese, and Futrell 1990, 124-25). Katzenbach and Smith offer a more basic team construct. They identify three major types of teams leaders have available to them: (1) teams that run things, (2) teams that recommend things, and (3) teams that make or do things (Katzenbach and Smith 1993, 241-50). Cohen and Bailey propose four categories of team types: Work Teams, Parallel Teams, Project Teams, and Management Teams (Cohen and Bailey

1997). Devine offers two broad distinctions of team categories, intellectual and physical teams, and within these two, he further differentiates fourteen potential team types (Devine 2002, 296-97).

Although there is not unanimity about these schemes, the point for consideration here is that these taxonomies prove useful in helping to bring recognition that there are different types of teams in organizations. Moreover, these differences, with the help of taxonomies, establish more accurate criteria to evaluate whether a particular team is being effective for the responsibility and task for which it was organized.

Internal Factors of Team Effectiveness

There is a great deal of information and research about the internal dynamics of how teams work. This way of measuring team effectiveness is from an inductive perspective. Research focused in this realm seeks to discover what are the internal team phenomena that, in theory, and that if practiced, should produce healthy and effective teams? Several primary resources are reviewed below.

Tuckman and Group Process

The work of Tuckman is well known and widely referenced in literature concerned with team performance and effectiveness. Tuckman brought attention to the reality that groups (teams) have a dynamic nature. His research showed that teams are dynamic systems that change in social and work processes over time (Tuckman 1965, 386). Consequently, for a team to be effective, it must understand these changing dynamics as the team moves through its stages of existence (Tuckman 1965, 386-99; Tuckman and Jensen 1977, 419-27; Miller 2003).

Tuckman identified four hierarchical stages of group development: forming, storming, norming, and performing. More importantly, when moving through these stages, team members must develop in two realms: First, in the social factor of interpersonal relationship, and second, in the process factor or task activities (Tuckman 1965, 385). For Tuckman, team effectiveness is directly related to how well a group moves through these stages by developing in both interpersonal relationships and necessary task activities. Growth in both factors is necessary for effective teamwork. Accordingly, the level of efficiency with which this dual development is accomplished is the greatest determinant of group effectiveness.

Hackman's research supports Tuckman's premise concerning the social factor of teams. He has discovered that one important measure of team health is the team's internal social ability (Hackman 1990, 6). This is determined by "the degree to which the process of carrying out the work enhances the capacity of members to work together interdependently in the future" (Hackman 1990, 6). Effective teams can solve problems, notice and take advantage of opportunities, share their commitment, have collective skills that work well together, review procedure to learn what they can to improve, and, in effect, "grow as a team" (Hackman 1990, 4-5, Hackman et al. 2000, 111; Hackman 2002a, 27; Hackman and Wageman 2005, 272).

Other research affirms Tuckman's premise about groups moving through stages, but they do not all agree that there is a smooth fluidity or clear transition from stage to stage. Gersick, for example, contends that teams move forward out of necessity, as the task or a crisis, such as a deadline, pushes the team forward. Furthermore, teams can also digress quickly in their effectiveness when there is no pressing need or deadline

(Gersick 1988, 32-38). Nevertheless, Tuckman's work is helpful in building a perspective of how teams progress through stages toward levels of effectiveness.

Larson and LaFasto

Larson and LaFasto offer a theory of team effectiveness based on a major grounded theory style research project they conducted in the 1980s. The focus of their research concerned the attributes of high performing teams; specifically, they wanted to discover "the distinguishing features of effective team performance" (Larson and LaFasto 1989, 19). They discovered eight characteristics of successful teams: (1) a clear and elevating goal, (2) a results-driven structure, (3) competent members, (4) unified commitment, (5) a collaborative climate, (6) standards of excellence, (7) external support and recognition, and, (8) principled leadership (Larson and LaFasto 1989, 19). These characteristics are consistent with other research (Rubin and Beckhard 1972, 318-22; Shonk 1982, 9-16), and have proved reliable over time (Gladstein 1984, 502; Hill 2001, 167).

Purpose and team effectiveness. Most important, Larson and LaFasto discovered that the characteristic "a clear and elevating goal," had a hierarchical standing above the other seven (Larson and LaFasto 1989, 26). They state, that of the 75 teams researched and interviewed, "It was surprising to find that in every case, without exception, when an effectively functioning team was identified, it was described by its respondent as having a clear understanding of its objective" (Larson and LaFasto 1989, 26). Furthermore, this goal was perceived to be worthwhile and important—or, "elevating," as they describe it—by team members (Larson and LaFasto 1989, 26).

Conversely, ineffective teams were unfocused and indifferent about their purpose (Larson and LaFasto 1989, 26). On an ineffective team “something was being attended to that had assumed, at least at the time, a higher priority than the team’s goal” (Larson and LaFasto 1989, 33-34). The distractions range from control and internal political issues, to personal agendas that did not match the team goals. Whatever the issue was, the distraction resulted in an ineffective and dysfunctional team (Larson and LaFasto 1989, 33-38).

Five dynamics. Several years after their first project Larson and LaFasto expanded their research to include a quantitative study from their database of 600 teams with approximately 6,000 team members (LaFasto and Larson 2001, xxii). This research further refined their understanding of teams, leading them to conclude that there are five fundamental team elements or dynamics—as they call them—that need to be “understood and actively managed” by team leaders in order to increase the likelihood of team effectiveness (LaFasto and Larson 2001, xxiii).

Those five dynamics are as follows. The first is competent team members. These are team members who bring the right mix of character and competency that contributes to helping the team get the job done, including, openness, supportiveness, an action orientation, and a positive personal style (LaFasto and Larson 2001, 8-24). The second dynamic is team relationships. This is described as how well team members work together. Team members on effective teams are characterized by interpersonal relationships that are constructively self-correcting, and collaborative in nature, and that create an environment of “openness” and “supportiveness” (LaFasto and Larson 2001, 32, 41-44).

The third dynamic of effective teamwork is built from the second and speaks to the ability of team members to solve problems, which in turn advances the team forward as problems are overcome (LaFasto and Larson 2001, 64). Specifically, effective teams are able to focus their mental, physical, or spiritual efforts to create an energy that moves them toward their goal (LaFasto and Larson 2001, 72-81). The fourth dynamic that Larson and LaFasto identified is competent team leadership (LaFasto and Larson 2001, 96). In brief, the effective team leader (1) focuses on the goal, (2) ensures a collaborative climate, (3) builds confidence in the team and individual team members, (4) demonstrates sufficient technical know-how, (5) sets priorities, and (6) manages team performance (LaFasto and Larson 2001, 98-150).

The final dynamic identified involves the organizational environment within which the team operates (LaFasto and Larson 2001, 156). Successful teams function in organizations that were well managed, have structures and processes that promote efficiency, and are results oriented (LaFasto and Larson 2001, 156, 160-94). As a result, this type of environment helps to create clarity, confidence, and commitment for the team, whereas poor organizational environments do not (LaFasto and Larson 2001, 158).

Katzenbach and Smith

Katzenbach and Smith also offer an empirically based team effectiveness construct. They discovered four critical aspects of effective, or actual, teams.

An actual team. The first component of an actual team is that it must be small in numbers—which they admit is more “a pragmatic guide” rather than an absolute (Katzenbach and Smith 1993, 46). Second, a team must be well structured so that it has

the right combination of technical skills, problem-solving and decision-making skills, and interpersonal skills (Katzenbach and Smith 1993, 47-48). Third, effective teams know their purpose and performance goals. These teams are characterized by a common and meaningful purpose which sets the tone for the team. This guiding purpose, in turn, necessitates specific performance goals that need to be achieved as a part of the purpose (Katzenbach and Smith 1993, 49-56).

The fourth aspect of team effectiveness is a common approach. On actual teams, team members understand how to work together to accomplish their purpose. Effective teams invest time in developing common approaches, including economic, administrative, and social aspects (Katzenbach and Smith 1993, 57). Finally, effective, or actual teams have mutual accountability. This accountability is characterized by a sincere commitment and trust by all members. The linchpin of that accountability is the purpose of the team; significantly, healthy teams are careful to hold themselves accountable to their purpose and goals (Katzenbach and Smith 1993, 60).

High-performing teams. When the above five conditions are met, a group has become a real, or “actual” team. Moreover, a real team also has the capacity to move to what they call a “high-performance team.” This is a team that meets all of the real team conditions, and also has “members who are deeply committed to one another’s personal growth and success” (Katzenbach and Smith 1993, 91-92).

In later work, dedicated to more thoroughly investigating high-performing teams, Katzenbach explains that these teams are uniquely characterized by a multi-leadership structure of highly competent people, with high internal accountability in commitment to each other and to their purpose (Katzenbach 1998, 133-55, 178).

Parker and Individual Competency

Parker also looks at team effectiveness. His contribution to the study of team effectiveness comes by way of a meta-analysis of relevant social, psychological, and organizational research related to team effectiveness. His work on team effectiveness is derived from that analysis, and for the most part agrees with other team effectiveness constructs. Yet he makes one important unique contribution.

Specifically, Parker's work highlights an emphasis of team effectiveness based on the need for a high degree of skill and competency in individual team members on effective teams. He writes, "In the final analysis, effective teams are composed of effective team players. The twelve characteristics of an effective team come alive when team members are high-performing team players" (Parker 1990, 32). Parker categorizes team players into four primary roles and competencies that effective teams need: (1) contributors—to the task, (2) collaborators, (3) communicators, and (4) challengers—a member who pushes the team toward well-conceived risks (Parker 1990, 63-87).

Hackman's research takes the competency issue further when he contends it is one of the three major factors in evaluating a team for effectiveness. He labels it "personal growth" and defines it as the degree to which the team "experience contributes positively to the learning and personal well-being of individual team members" (Hackman 1990, 7). Effective teams provide individual members the opportunity to grow in knowledge, skills, and interpersonal relationships. Furthermore, teams can be a place where deep feelings of belonging can increase a member's sense of social ability and place. Thus, the team experience facilitates both personal and interpersonal growth

(Hackman 1990, 7; Hackman et al. 2000, 111-12; Hackman 2002a, 28-29; Hackman and Wageman 2005, 272).

Furthermore, this link between team effectiveness and individual performance agrees with the observation of Larson and LaFasto concerning the need for competent team members (Larson and LaFasto 1989, 59). Likewise, the research of Lim and Klien, building from Senge's Mental Models theory—"the discipline of improving our internal pictures of how the world works" (Senge 1990, 174)—also supports this premise. Their work demonstrates that improving individual team members' task and teamwork mental models will result in improved team effectiveness (Lim and Klien 2006, 403-15).

Related research shows that understanding a team member's personality can lead to more effective team process and results (Varvel et al. 2004, 141-46). Conversely, it has been demonstrated that interpersonal conflict is a strong predictor of team ineffectiveness and failure (Devine et al. 1999, 699; Naquin and Tynan 2003, 332). Consequently, effective teams are made up of team members with both interpersonal and task competencies that contribute to the team process, and that positively affect the team.

Emotional Intelligence

Of particular relevance to this research, numerous studies have linked EI to team effectiveness. Individual team member EI is significantly linked to influencing team effectiveness. Jordan and Ashkanasy conclude from their research that "high emotional self-awareness" in team members "predicted team effectiveness" (Jordan and Ashkanasy 2006, 159). Jordan also reports that EI was positively linked with team performance in a study of conflict resolution methods within teams (Jordan 2004, 195-218). Stubbs'

research supports these assertions, and also adds that a team leader's EI has an effect on the team he leads, including its overall effectiveness (Stubbs 2005, xi).

In related research Druskat and Wolff have discovered that teams have a group EI, which they define as “the ability of a group to generate a shared set of norms that manage the emotional process in a way that builds trust, group identity, and group efficacy” (Druskat and Wolff 2002, 138). This group EI is manifested in two mechanisms of emotional process in the groups: (1) groups culture norms which influence the interpretation and response of emotional behavior, and (2) emotional awareness about matters that need the group's attention (Druskat and Wolff 2002, 139).

Effective teams display group EI ability when the team builds trust, identity, and efficacy. These team EI abilities are demonstrated through team social capital or three “focuses”: (1) Individual focus—group awareness of members and group regulation of members which builds trust; (2) Group focus—group self-awareness and group self-regulation which builds identity; and (3) Cross-boundary focus—group social awareness and group social skills which builds efficiency (Druskat and Wolff 2002, 141; Wolff et al. 2006, 228).

These three focuses, are built through “nine emotionally competent norms” that individual team members must engage in to build collective “social capital,” which in turn, builds team effectiveness through manifesting team trust, efficacy, and identity (Wolff et al. 2006, 229-34). Figure 2 below illustrates Druskat and Wolff's theory. In addition, Appendix 7 fully explains the nine individual behavior norms that build team emotional competence and effectiveness.

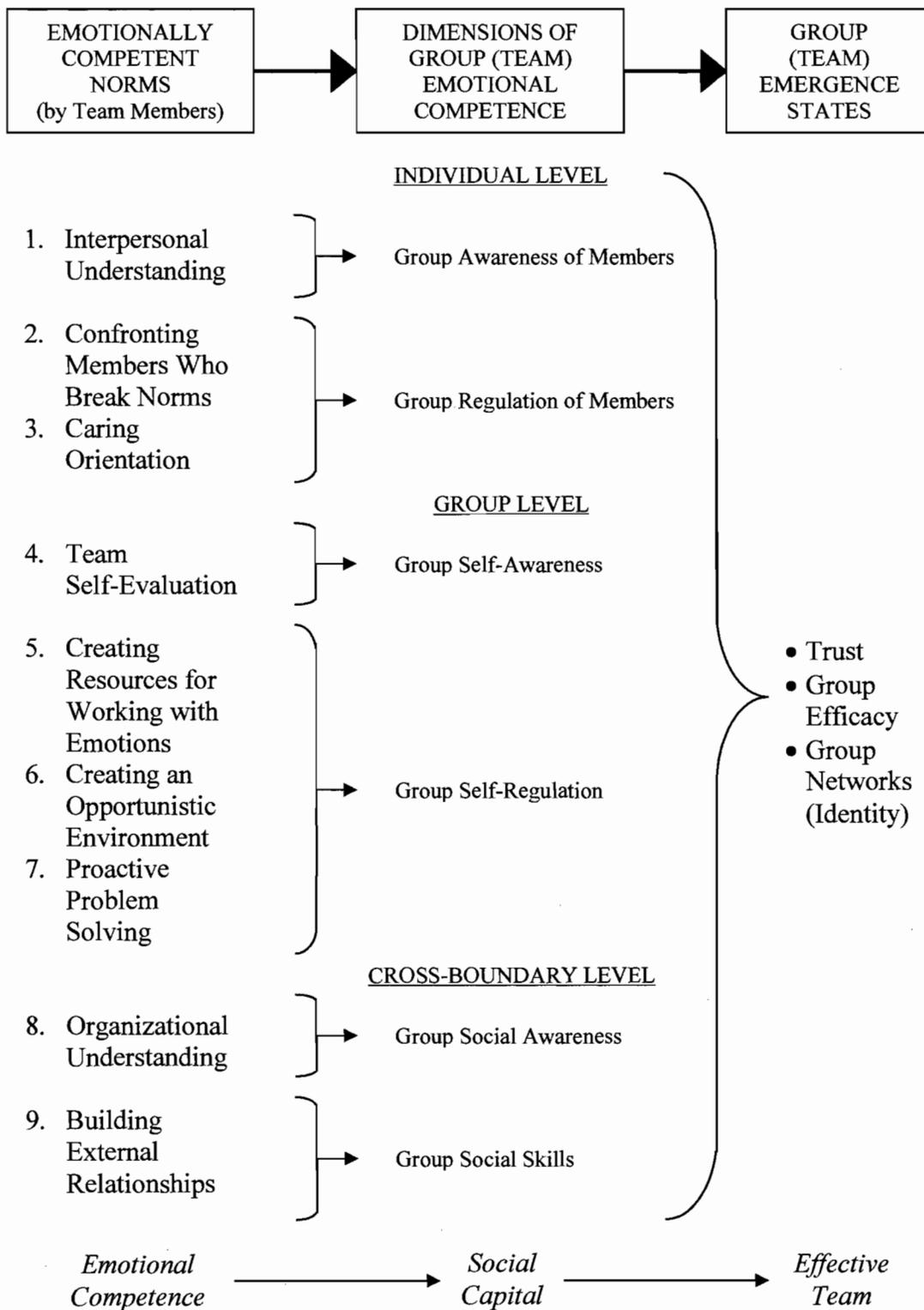


Figure 2. Druskat and Wolff's emotionally competent groups/teams theory (Wolff et al. 2006, 235)

This understanding of team EI and its application shows consistency with several team effectiveness factors already identified; significantly, Tuckman's group stage theory, Hackman's social growth, Larson and LaFasto's eight effective team competencies, and Katzenbach and Smith's high-performing team description.

Context and Environment

In addition, research indicates that a team's context and/or environment also play a significant role in team effectiveness (Hackman et al. 2000, 115-16; Hill 2001, 174). The important contribution of this research is that, in addition to the internal empirical factors, teams also need to understand how their context creates or lowers the potential for team effectiveness (Hackman 2002a, 133-64). J. Richard Hackman's work is seminal in this area and worth examining more closely.

Hackman: Context and Environment

For Hackman, a real team is characterized by three features: (1) It is an intact social unit with clear boundaries, (2) it must have one or more tasks to perform, and (3) a team must operate in a recognized social system or organizational context. In this third feature, a team must learn how to collectively manage relationships with other individuals or groups outside of the team boundaries (Hackman 1990, 4-5; Hackman et al. 2000, 111; Hackman and Wageman 2005, 272).

Effectiveness dynamics. Hackman and colleagues also contend that teams have three effectiveness dynamics or criteria that can be measured and evaluated. These criteria include personal and group growth. And most significant to this discussion, is that the first of his effectiveness criteria evolves directly from the social system and

organizational real team feature mentioned above. Accordingly, the first team effectiveness measure is productivity in that system or context (Hackman 1990, 6).

This first criterion of team effectiveness is defined by Hackman as “the degree to which the group’s productive output [that is, its product, service, or decision] meets the standards of quantity, quality, and timeliness of the people who receive, review, and/or use that output” (Hackman 1990, 6). For a team to be effective these outputs should meet or exceed the standards and expectations of the people who receive the outputs.

Therefore, it is the consumer who will establish these effectiveness criteria and who will assess the product to determine the team’s effectiveness at this level (Hackman 1990, 6; Hackman et al. 2000, 111; Hackman 2002a, 23-27; Hackman and Wageman 2005, 272). According to Hackman, productivity is the first measure of team effectiveness and is determined by an outside environmental factor—a customer.

Hackman also argues that there are not a set of prescribed behaviors or processes that must be in place for a team to be effective. Rather, effective teams are a product of healthy organizational processes and environmental conditions. And these conditions promote the three dynamics/criteria articulated above (Hackman and Wageman 2005, 272).

Leadership from the context perspective. To complete his construct for team effectiveness and its relationship to context, Hackman logically contends that the primary role of a team leader is to facilitate the conditions that will promote these three criteria (Hackman 2002a, 31; Hackman and Wageman 2005a, 40-66). Competent team leadership creates and maintains five imperatives that enable leaders “to increase the

chances that a team will, over time, achieve and sustain a high standing” (Hackman 2002a, 31). He describes the five imperatives this way:

Specifically, the likelihood of effectiveness is increased when a team (1) is a real team rather than a team in name only, (2) has a compelling direction for its work, (3) has an enabling structure that facilitates rather than impedes teamwork, (4) operates within a supportive organizational context, and (5) has available ample expert coaching in teamwork. (Hackman 2002a, 31)

To promote team effectiveness, leaders facilitate, nurture, and protect these five environmental conditions. When a leader does this, according to Hackman, the team is positioned for success (Hackman 2002a, 31-32).

Teams Viewed in Context

The net result of the context/environment view of teams is that team effectiveness is viewed more holistically. Therefore, the team’s context, which includes factors beyond the team’s control, is also considered when defining and evaluating for team effectiveness. Hill’s comments provide an apt conclusion to this discussion:

Real-life teams do not exist in a laboratory but are subsystems of the larger organizational and societal context of which they are a part. To stay viable, the team needs to monitor this environment closely and determine what actions need to be taken to enhance team effectiveness. (Hill 2001, 173)

The Leadership of Teams

Within team effectiveness constructs, team leadership is almost universally recognized as a key factor in the health, success, and effectiveness of a team (i.e., Rubin and Beckhard 1972, 321; Larson and LaFasto 1989, 26; Parker 1991, 50-51; Katzenbach and Smith 1993, 130-48; Wheelan 1999, 73-100; LaFasto and Larson 2001, 97-156; Hackman 2002, 199-232; Stubbs 2005, xi). Zaccaro et al. propose that leadership is the most critical factor to team effectiveness:

The success of the leader in defining team directions and organizing the team to maximize progress along such directions contributes significantly to team effectiveness. . . . Effective leadership processes represent perhaps the most critical factor in the success of organizational teams. (Zaccaro et al. 2001, 452)

Therefore, it is important to examine the major perspectives and theories in the current literature concerning the leadership of teams.

Leadership Functions and Facilitation

For Hackman, the primary function of the team leader is to create and maintain the conditions that will facilitate team effectiveness (Hackman 2002b, 209-30; Wageman 2001, 574; Hackman 2003, 7). He states that “the main work of team leaders is to do whatever needs to be done to get the handful of conditions that foster team effectiveness in place—and keep them there” (Hackman 2003, 15). Hackman identified five leadership functions (Hackman 2002a, 31). Of the five, three take priority because they are direct activities that leaders can engage in to promote an environment for team effectiveness. These three priorities are (1) building a compelling direction, (2) promoting an enabling structure and context, and (3) by providing expert coaching (Hackman 2002a, 56-60). Accordingly, effective teams have leaders who facilitate and protect these conditions.

Principled Leadership

Larson and LaFasto recognized the importance of leadership in their grounded theory research on team effectiveness. They label it “principled leadership,” and suggest that principled leadership may be the most important of the eight characteristics of effective teams (Larson and LaFasto 1989, 118). The content analysis of their research suggested to Larson and LaFasto that principled leaders do three things to promote team effectiveness. Principled leaders (1) practice consistent leadership behaviors that clearly

communicated what the team could expect from their leader, (2) set high expectations of what was and should be expected of all team members, and (3) create a supportive decision-making climate (Larson and LaFasto 1989, 123). In sum, Larson and LaFasto's research is consistent with Hackman's in that the best team leaders are shown primarily as creating the right environment for team effectiveness rather than performing a prescribed set of activities or behaviors.

Six Dimensions of Effective Team Leadership

Larson and LaFasto's later work, however, does show that leadership behaviors are important and do affect the environment (LaFasto and Larson 2001, 97-154). Through research based on written evaluations from 600 team leaders, they have developed a list of six essential dimensions needed for competent team leadership.

The six dimensions include (1) keeping the team focused on its goal, (2) doing all they can to ensure a collaborative climate within the team by effecting open communication and the priority of problem solving, (3) building confidence in team members, (4) demonstrating sufficient technical know-how about their product or task and team dynamics needed to get it done, (5) setting priorities for the team, and (6) managing team performance by setting clear expectations—this is explained as giving constructive feedback where needed and resolving problems as they occur (LaFasto and Larson 2001, 98-141). These six dimensions are consistent with other leadership effectiveness research (Kouzes and Posner 2002, 13-22; Hackman 2002a, 165-96).

Multi-Leadership

Katzenbach and Smith's perspective of healthy team leadership is comparable

to Larson and LaFasto's six dimensions. Similarly, they state that effective team leaders must (1) keep purposes, goals, and approach relevant and meaningful; (2) build commitment and confidence; (3) strengthen the mix and level of skills; (4) manage relationships with outsiders, including obstacles; (5) create opportunities for others; and (6) do real work (Katzenbach and Smith 1993, 139-44).

In his later work, however, Katzenbach places greater emphasis on the collective leadership potential of the entire team rather than just one individual. He postulates that when a team moves from a "real team" to the highest level of being a "high-performing team," the team is also moving into a unique realm of multiple or collaborative team leadership (Katzenbach 1998, 162). When this happens, the leadership capacities of all team members are utilized; ideally, when it is most advantageous to help the team accomplish its purpose (Katzenbach 1998, 173).

Team Leadership as Stage Development

Wheelan examined team leadership through the changing systems perspective of Tuckman's forming, storming, norming, and performing group stages. Tuckman contends that a team must navigate both social and task development if it is to move through each stage and be effective (Tuckman 1965, 385). Stage-level team leadership logically suggests that effective team leadership evolves with the team to address both the (1) team task and (2) social development needs at each one of the four stages (Tuckman 1965, 386-87; Wheelan 1999, 76; Miller 2003).

Conclusions on the Leadership of Teams

The above research affirms that teams need leadership, and leadership is

important to team effectiveness. Team leadership is effective when it creates and maintains conditions that increase the likelihood for the team to be effective. Team leadership is most effective when offered through leaders with competence, character, and guiding principles. Furthermore, leadership in the best teams is shared, and leadership behaviors and practices should evolve with the needs of the team.

Summary

Research shows team effectiveness starts with defining the nature of the team (Devine 2002, 307). This defining distinguishes real teams from groups (Katezenbach and Smith 1993, 91-92). Research also attests that effective teams have internal dynamics and phenomena that positively affect the team toward success (Larson and LaFasto 1989, 19; Parker 1990, 33). The context and/or organizational environment of the team will also influence its effectiveness (Hackman 2002a, 31). Finally, effective teams are characterized by competent leadership (LaFasto and Larson 2001, 98-141).

Profile of the Current Study

The local church is designed as a body or community of people organized to carry out God's purposes for the church in this world (Saucy 1972, 16; Grudem 1999, 363-64; Erickson 2001, 351; Getz 2003, 49; Dever 2004, 149). The leadership of the local church is vested in the office of pastor, elder, or overseer (Anthony 1993, 50-51; Strauch 1995, 17-31; Getz 2003, 191; Pope 2006, 124-26). The normal structure of pastoral leadership in the New Testament is a plurality of leaders (Gangel 1989, 25-28; Strauch 1995, 35-45; Anthony 1993, 119-24; White 2000, 178; Getz 2003, 209-16; Dever 2004, 228-32). It is appropriate to think of that plurality as a collaborating team of leaders

for a local church (Strauch 1989, 39; McNeal 2000, 133; Macchia 2005, 41). Teams, and implicitly, pastoral teams, have identifiable team effectiveness phenomenon (Larson and LaFasto 1989, 19; Parker 1996, 33; Hackman 2002a, 23-29). Within healthy team structure, leadership is important to team effectiveness (Larson and LaFasto 1989, 26; Parker 1991, 50-51; Katzenbach and Smith 1993, 130-48; Wheelan 1999, 73-100; LaFasto and Larson 2001, 97-156; Hackman 2002, 199-232; Stubbs 2005, xi).

Moreover, pastoral ministry involves working with people (Strauch 1995, 31; Winston 2002, 4-11; Dever 2004, 240). A pastor must be competent in his ability to understand, relate to, and appropriately care for the people of his congregation (Anthony 1993, 51; Getz 2003, 191; Blackaby and Blackaby 2001, 148-52). Logically, a part of the people-relating that a pastor must do is to those people who would be a part of the pastoral leadership team (Zaccaro et al. 2001, 452). Pastoral ministry is about leading people, including the people of the pastoral team. As such, pastoral ministry directly interfaces with the concepts of EI (Johnson 2005, 124; Leyda 2005, 305).

EI involves emotional and relational acumen. It is defined as the ability to identify, use, understand, and manage emotions in one's self and in others (Mayer and Salovey 1997, 35; Caruso and Salovey 2004, 24-25). People with strong EI competency can use it to improve their quality of relationships with other people; and in an organizational environment, to promote productivity and effectiveness (Caruso 1999, 3-4; Cherniss 2001, 6; Daus and Ashkanasy 2005, 459).

Research suggests that effective leaders normally rate high in EI (Goleman, Boyatzis, and McKee 2002; Caruso, Salovey, and Mayer 2003, 316; Boyatzis and McKee 2005, 28; Bradberry and Greaves 2005, 43). Accordingly, it has been demonstrated that a

leader's EI can directly aid and improve leadership capacity in six core leadership functions (Caruso and Salovey 2004, xviii-xx, 194-212).

It has also been demonstrated that there is correlation of a team's level of effectiveness and the EI of the team leader (Wong and Law 2002, 269; Stubbs 2005, xi; Wolff et al. 2006, 236 and 239). Yet no research has tested this assumption in the context of a pastoral ministry team. This intent of this research is to test this assumption about the positive relationship of EI to team effectiveness in the unique context of a pastoral ministry.

The Research Purpose

It is hypothesized that the lead pastor of a pastoral ministry team which promotes itself as operating from a real team paradigm, and that has outward indicators that justify this self-promotion of being a real leadership team, would be led by a lead pastor who has strong EI skills. Furthermore, it is hypothesized that the pastoral team he leads would score high in team effectiveness indicators. The purpose of this research is to examine the relationship of these two assumptions.

Therefore, quantitative and qualitative research instruments will be used to investigate the relationship of specific aspects of these two factors. The goal of this research is to understand more clearly the relationship, if there is any, among the four realms of the EI abilities of the lead pastor and the degree of effectiveness in pastoral team he leads.

CHAPTER 3

METHODOLOGICAL DESIGN

The purpose of this chapter is to describe the methods and design that guided this research. This chapter includes a review of the research questions which drove this research, a design overview, the delimitations considerations, a discussion of the specific research methods that were used and why these were used, and a detailed protocol of the research procedures that directed this research.

Research Question Synopsis

This section is a synopsis of the research problem, the research purpose, and the research questions that guided the research presented in this work. For each of these three issues, relevant and necessary explanation is provided.

Research Problem

The Global Ministries Department of Baptist Bible College, in keeping with the mission of BBC to prepare ministry leaders, is specifically charged with preparing future local church pastoral leaders. By conviction and choice, the department has promoted a team philosophy and method of pastoral ministry leadership. Students are encouraged to examine and emulate the models of churches that are promoted as healthy and successful examples of a team approach to pastoral leadership. The intent of this

research was to examine one aspect of these pastoral teams' health or effectiveness to further aid this preparation process of future pastors.

Research Purpose

The following purpose statement guided this research project: The purpose of this case study research is to examine the relationship between the four EI abilities of the lead pastor and the team effectiveness of the pastoral leadership team he leads.

Case study research seeks to provide an in-depth analysis of a single program, activity, event, process, or phenomenon (Leedy 1997, 157; Creswell 2003, 15). This research has utilize a "collective" or "multiple" case study model to examine the phenomenon of the relationship of the lead pastor's EI to pastoral team effectiveness (Mertens 1998, 271; Stakes 2000, 437; Johnson and Christensen 2004, 378). To understand better the research problem described above, a mixed methods "Concurrent Triangulation Strategy" research procedure was used (Creswell 2003, 210-17; Tashakkori and Teddlie 1998, 17-19).

Research Questions

Case study research is a qualitative mode of research that implies an inductive theory base and approach to the research procedure (Leedy 1997, 106). In addition, even though mixed methods of data gathering using both quantitative and qualitative means were employed, qualitative-style research questions were used to guide this research. Qualitative research questions are designed to be interrogative questions about the issue or phenomenon to be explored (Johnson and Christensen 2004, 79). Furthermore,

Creswell points out that in qualitative research, one central question serves to guide a subset of questions that narrow the focus of the research (Creswell 2003, 106).

Therefore, the central question this research is attempting to answer is this:

What is the relationship between the pastoral team leader's four EI abilities (identify, use, understand, and manage) and the level of team effectiveness in the pastoral team he leads? From this central question, the following sub questions will serve to focus this research:

1. What is the nature of the relationship between a lead pastor's EI ability to identify emotional information and the team effectiveness of the pastoral team he leads?
2. What is the nature of the relationship between a lead pastor's EI ability to use emotional information and the team effectiveness of the pastoral team he leads?
3. What is the nature of the relationship between a lead pastor's EI ability to understand emotional information and the team effectiveness of the pastoral team he leads?
4. What is the nature of the relationship between a lead pastor's EI ability to manage emotional information and the team effectiveness of the pastoral team he leads?

Research Design Overview

Case study research seeks to provide an in-depth analysis of a single program, activity, event, process, or phenomenon (Leedy 1997, 157; Creswell 2003, 15). This research utilized a "collective" or "multiple" case study model to examine the phenomenon of the relationship of the lead pastor's EI to pastoral team effectiveness (Mertens 1998, 271; Stakes 2000, 437; Johnson and Christensen 2004, 378). To best investigate the research problem and questions described above, a mixed methods "Concurrent Triangulation Strategy" research procedure is used (Creswell 2003, 210-17; Tashakkori and Teddlie 1998, 17-19).

In this form of mixed methods research, both quantitative and qualitative data gathering and analysis are utilized, and the procedures are conducted concurrently in order to provide a comprehensive investigation of the research problem (Creswell 2003, 16, 210, and 217). The advantage of this approach to research is that it can use two different methods of research to “confirm, cross validate, or corroborate findings within a single study” (Creswell 2003, 217). The complexities of the independent and dependent variables of this research problem made using the mixed methods collective case study advantageous to the research purpose under investigation.

Research Literature Review

The first step of this research was the literature review. The precedent literature provided the foundational knowledge of the research ideas and guided the conception and design of this research. It also served to establish the criteria and rationale for the selection of the research instruments used in the study.

Research Data Gathering

The second phase of this research was the data collection. Two instruments were used to collect the quantitative data. Specifically, these instruments are (1) the Wong and Law EI Scale (WLEIS), developed and validated by Wong and Law (Wong and Law 2002, 251-55; Law, Wong, and Song 2004, 485-87 and 496); and (2) the short version of the Team Effectiveness Questionnaire (TEQ), developed through the grounded theory and quantitative research of Larson and LaFasto (Larson and LaFasto 1989, 130-40; LaFasto and Larson 2001, 151-54). The short version of TEQ has received strong statistical validation in other research (Irving 2004, 4-6; Irving 2005a, 3-16; Irving

2005b, 64; Irving and Longbotham 2006, 4; Irving 2006). The lead pastors who participated in the research took the WLEIS, and all team members, including the leader, completed the TEQ.

Concurrently, the second element of the research was a qualitative questionnaire completed by pastoral team members, but not the team leader (the Leader Emotional Intelligence Strength Rater—LEISR). The LEISR was designed by this researcher to inform the research questions which guide this study. The purpose of LEISR was to assess more thoroughly the relationship of specific EI skills of the PTL to team effectiveness. The format of LEISR is based on the research of Caruso and Salovey and their contrasting descriptive statements of “skillful” versus “non-skillful” EI skills (Caruso and Salovey 2004, 33, 41, 52, and 62). These contrasting statements are organized into each of the four branches of the ability model of EI. The responses to this questionnaire were coded for patterns and trends that inform the research questions. Furthermore, general biographical data was gathered from participants in the study.

Research Analysis

The third major phase of this research was a separate analysis of the data gathered from the research instruments identified above. Four statistical procedures were used to analyze the quantitative data: Descriptive statistical analysis, Pearson product-moment correlation, an exploratory Factor Analysis, and a Chi-square test. In addition, to help establish analytical and interpretive validity and reliability of the data gathered, a Prior Research-Driven thematic coding analysis (Boyatzis 1998, 37) was the primary analytical process used on the qualitative data. Moreover, building upon the thematic coding analysis, three other coding reliability analysis methods were also employed:

code-checking, enumeration, as well as matrix and diagram analysis (Miles and Huberman 1994, 93; Leedy 1997, 168-69; Johnson and Christensen 2004, 502-18).

Research Interpretations

The last major phase of this research was the interpretation of the analyses performed on the data. To complete the mixed methods research process, the results of the quantitative and qualitative data analysis were compared and interpreted through triangulation. Triangulation highlights the strength of the mixed methods research process because it can utilize both quantitative and qualitative data gathering and analysis, and then comparing and contrasting the results to develop rich and well-informed conclusions. In doing so, the validity, reliability, and credibility of the interpretation are enhanced (Leedy 1997, 169; Creswell 2003, 196 and 217; Johnson and Christensen 2004, 249-56). In this research, the results of the quantitative analysis were triangulated against the results of the qualitative analyses to make final interpretations concerning the data collected as related to the research questions.

Population

The general population to which this research focused was pastoral leadership teams. The churches that these pastoral teams serve are generally affiliated or theologically compatible with BBC, and match the sample delimitations as articulated below.

Mertens states that numerous factors must be considered when deciding the number of cases to include in a multiple case study, the most important issue is the purpose of the research (Mertens 1998, 271). However, thirty samples is the generally

accepted norm needed to give credibility to correlation statistical analysis (Leedy 1997, 157; Mertens 1998, 270). Thus, the goal of this researcher was to secure at least thirty pastoral teams that met the sample criteria and that would be willing to participate. E-mail invitations were sent to 120 churches to invite them to participate in the study (Appendix 1). In all, 43 different pastoral teams actually participated. These 43 teams represented approximately 170 potential individual team members that might participate; 120 actually did complete the research instruments—40 pastoral team leaders, and 80 other pastoral team members.

Sample and Delimitations

Instrumental collective case study research is designed to examine one phenomenon in multiple circumstances (Stakes 200, 437). With this in mind, the following sample and intentional limitations controlled this research.

Sample Delimitations

The samples for this research were pastoral leadership teams that match the following criteria. These criteria include pastoral leadership teams (1) that lead churches that are theologically compatible with BBC as indicated by their church doctrinal statement—Appendix 10 contains the BBC Confessions of Faith; (2) that are promoted as healthy pastoral leadership teams and models by the Global Ministries Department of BBC, and/or that espouse a commitment to a team philosophy and approach to pastoral leadership in the churches they lead/pastor; and (3) that have at least three vocational pastors and/or staff members on their leadership team. While potentially helpful, other

paradigms of pastoral leadership were not considered in selecting the samples for this research.

In addition, basic biographical information about the pastoral team members was gathered, but these were limited to secondary observations in the research. A thorough analysis of these factors was not sought for this research.

Intentional Delimitations

The focus of the research was the four EI abilities of lead pastors; these four EI abilities served as the primary independent variable in the research. Several other variables of the lead pastor could have been measured and analyzed, but this research was limited to that one particular factor concerning the pastoral team leader.

The dependent variable examined in this research was the level or degree of team effectiveness in the pastoral teams sampled. The precedent literature review established the delimiting standards of team effectiveness. Other performance factors of the pastoral teams, or the churches they serve, were not considered in this research.

The research was also limited to the data collected from the pastoral team members and the team leaders only. The perspective of anyone outside the teams, though potentially helpful, was beyond the scope and limitations of this research.

Limitations of Generalizations

The sample criteria and size as well as the purpose and design of mixed methods collective case study research imply several limits to the research generalizations of this study. These research generalizations are limited to churches of similar theological perspective, similar church size, similar church polity, similar pastoral

leadership team design and make-up, and to those pastoral teams who share a similar commitment to a team philosophy of ministry leadership. The research conclusions will not necessarily generalize to other churches or pastors or pastoral staffs outside of these parameters. The study is further delimited to the conclusions that are drawn from the issue of how the four EI abilities of the pastoral team leader relates to team effectiveness and not the many other potential factors that could influence team effectiveness.

Furthermore, while providing strong advantages to this particular research, the nature of mixed methods collective case study research also presented limitations. Both quantitative and qualitative measures were used, but in so doing, the full advantage of each is sacrificed.

Research Methods and Instrumentation

As explained above, in the second major phase of this research data was gathered. The literature review guided the design of this research, and it also served to establish the criteria for selecting the measurement instruments that were used in the data collection phase of the research. The quantitative and qualitative instruments used in this process are described below.

Quantitative Instruments

Two instruments were utilized in the quantitative phase of the research. These instruments are (1) the Wong and Law EI Scale (WLEIS) and (2) the short version Team Effectiveness Questionnaire (TEQ).

The WLEIS was developed to provide a “simple, practical, and psychometrically sound measure of EI for organizational research purposes” (Wong and

Law 2002, 251). This instrument was developed in three stages with three independent samples to develop the test items and its psychometric properties. Multitrait-multimethod analysis and both exploratory and confirmatory factor analysis were used in the development of the WLEIS (Law, Wong, and Song 2004, 483-85). This process revealed the WLEIS demonstrates face, convergent, discriminate, and incremental validity (Wong and Law 2002, 252). As a result, Wong and Law conclude that “the 16-item scale effectively captured the EI dimensions” (Wong and Law 2002, 255). Further analysis confirms that the WLEIS measures dimensions distinct from personality and is a meaningful construct to measure the four branch model of EI (Law, Wong, and Song 2004, 488). Therefore, because of its efficiency and accuracy, the WLEIS was used to measure the primary variable of this study, the four branches of EI in the PTL. The WLEIS is used by permission of its creator, Dr. Kenneth Law (Law 2006); the letter is presented in Appendix 3 and the WLEIS is displayed in Appendix 5.

Research has demonstrated that shorter, efficient instruments have been proven credible, reliable, and valid as team effectiveness measures (Viveiros 1999, 83-87; Fortune 2005, 74). For this research, the short version TEQ was used because it provides an empirically valid and efficient collective measure of team effectiveness. The TEQ was validated as a reliable team effectiveness instrument in the grounded theory and quantitative research of Larson and LaFasto. In their research, they discovered eight conditions for team effectiveness (Larson and LaFasto 1989, 130-40; LaFasto and Larson 2001, 151-54). The short version of the TEQ is an adapted eleven question team effectiveness instrument based on Larson and LaFasto’s research (Hill 2001, 184). Irving has tested the short version of the TEQ for reliability and validity, and has found it

“sufficiently valid as a single team effectiveness measure with strong correlation properties” and an alpha coefficient rating of .8126 [n = 202] and .8516 [n = 740] (Irving 2005b, 64; Irving and Longbotham 2006, 4; Irving 2006).

The above factors show the TEQ to be a useful and appropriate instrument for this research. Therefore, the TEQ was used in this research because of its efficiency and adequateness in generally assessing the fitness for inclusion of the pastoral teams in this research. The short form of the TEQ is used by permission of its creator Dr. Larson (Larson 2006): the consent letter is presented in Appendix 4 and the TEQ is displayed in Appendix 5.

Qualitative Instrument

In addition, and in the spirit of this mixed methods case study research, qualitative data were collected through a questionnaire. This instrument is the Leader Emotional Intelligence Strength Rater (LEISR); it was created by the researcher based upon EI literature previously presented in this research.

The purpose for creating the LEISR in this research was to more thoroughly assess the relationship of the specific EI skills of a lead pastor to team effectiveness. The instrument was developed from Caruso and Salovey’s contrasting descriptive statements of “skillful” versus “non-skillful” in each of the four branches of EI ability (Caruso and Salovey 2004, 33, 41, 52, and 62). An expert panel of colleagues at BBC was formed to examine the LEISR for use-ability and face validity: Dennis Wilhite, Barry Phillips, and Don McCall. After reviewing the LEISR, this group concurred that the LEISR demonstrated face validity, but made several suggestions of how to improve its formatting and delivery. Those changes were adapted and the final version reflects those

recommendations and adjustments. The LEISR is qualitative in the sense that team members were asked to rate six specific EI skills in each of the four branches of EI and to consider how those skills have contributed to the health/effectiveness of their pastoral team. The LEISR instrument is presented in Appendix 5.

Furthermore, all three of the research instruments discussed above were approved for use in this research by the Research Ethics Committee of The Southern Baptist Theological Seminary in October of 2006.

Research Procedures

The final process of this research was the collection, tabulation, organizing, and analysis of the data collected. The protocols used for this part of the research process are as follows.

The primary issue that has driven this research was developed from the promotion of a team philosophy of ministry leadership by the Global Ministries Department of BBC. The purpose of this research was to examine one aspect of what makes these teams effective. Therefore, the first step in the protocol was to gather from the department a list of pastoral teams to target for this research. As follow up to this process, other potential pastoral leadership teams from churches in the northeastern United States were investigated through the Willow Creek Association and the Purpose-Driven Church Network, and those that matched the sample criteria were invited to participate in the research project.

An e-mail invitation was sent to the PTL of each church inviting them to participate in the research. This invitation (Appendix 1) included instruction of how to participate. PTL's were then responsible to forward the invitation and instruction to their

pastoral team members. Acceptance of the invitation was indicated by actual response and completion of the web-based research instruments.

The primary research instruments, the WLEIS, TEQ, and LEISR were bundled into one single online format (Appendix 5) hosted and administered through SurveyMonkey (www.surveymonkey.com), an online survey service. Using SurveyMonkey allowed the instrument to be password protected. The online survey was available for a five week period in November and December 2006. Participants were promised confidentiality, and they were able to abort participation in the research simply by exiting the survey at any time while taking the survey. In addition, an option of a synopsis of the results was made available to those who requested to see it. Several requested the report, and it has subsequently (in January 2007) been sent to them through an e-mail with an attached file of the compiled results.

Once all teams completed the research instruments, the results were gathered, organized, and tabulated according to the order of the research questions that guide this research project. The next phase of the research was a separate analysis of the data collected from the instruments identified above. Finally, quantitative and qualitative data was triangulated for a more in-depth perspective and understanding of the results. The research concluded with appropriate interpretations drawn from the data analysis that this mixed methods case study research produced. Moreover, further research questions are suggested as a result of this research project.

Having presented the rationale and details of this research design, it is now appropriate to present the data gathered from the research instruments and the analysis thereof.

CHAPTER 4

ANALYSIS OF FINDINGS

The purpose of this chapter is to report the analysis of the data collected through the research instruments. This chapter will also explain the research protocol that was used in the research process. In addition, these results are organized around, and in the order of, the research questions that guide this research. Finally, the chapter will conclude with an evaluation of the research design.

Compilation Protocol

The research problem that shaped this research was developed from the promotion of a team philosophy of ministry leadership by the Global Ministries Department of BBC. The purpose of this research was to examine one aspect of what makes these teams effective. Therefore, the first step in the protocol was to gather from the department a list of pastoral teams to target for this research. This generated a list of thirty potential pastoral teams. It was assumed this would not be a sufficient number to reach the necessary numbers, so more teams were sought. In consultation with members of the department, it was decided to do an internet search of churches within the Willow Creek Association and the Purpose-Driven Church Network online directories (<http://www.willowcreek.com>, and <http://www.purposedriven.com>). These sites provided a wealth of potential churches. These churches were evaluated against the sample criteria

through the information presented on their church web sites. From these lists, an additional 90 teams were invited to participate in the research.

Once a pastoral team was identified as a possible participant, an e-mail letter of invitation, which included a church code number, was sent to the PTL of each team (Appendix 1). It was then up to the PTL to forward the invitation to the other team members. If there was no response within two weeks—either by e-mail or through completing the research instruments—a follow up e-mail was sent to re-invite their participation (Appendix 2).

In all, e-mail invitations were sent to 120 churches to invite them to participate in the study. These invitations and follow up e-mails were sent over a three-week period in November and December of 2006. This process resulted in 43 different pastoral teams actually participating in the study—a 36% response/involvement rate. These 43 teams represent approximately 170 potential individual team members who might participate; 120 actually did complete the research instruments—40 pastoral team leaders, and 80 other pastoral team members.

The primary research instruments for this process, the WLEIS, TEQ, and LEISR, were bundled into one single online instrument (Appendix 5). The instrument was hosted and administered through SurveyMonkey (www.surveymonkey.com), an online survey service. Using SurveyMonkey allowed the instrument to be password protected.

After the PTLs and team members agreed to participate in the study, they were asked to go to the SurveyMonkey online site to complete the research instruments (Appendix 5 is a hardcopy of the online instrument). Each participant filled in a password

in order to enter the survey. Once they did so, all participants completed a consent form on the first page of the instrument. All who agreed were then led to the first part of the instrument, the TEQ. After completing the TEQ, participants were then guided to either the WLEIS or the LEISR. PTLs only, completed the WLEIS, and pastoral team members completed the LEISR. The three instruments allowed the researcher to collect both qualitative and quantitative data from the participants. This process lasted five weeks in November and December of 2006, and once the online instrument was closed, the following compilation protocols were followed, one process for the quantitative data analysis and another for the qualitative data analysis. The compilation protocols are presented in that order.

Quantitative Analysis

The quantitative information from the WLEIS and the LEISR were the primary sources of data concerning the independent variable of this research: the EL abilities and skills of the PTL. In addition, one other quantitative instrument, the TEQ, was used to gather data concerning the dependent variable of this research of team effectiveness. In order to develop a strategy of analysis for the data, Barry Smith—Director of Institutional Research, BBC—was consulted for recommendations of how to analyze the quantitative data gathered. In consultation with him, it was decided that five statistical procedures would be used to analyze and interpret the data collected.

First, descriptive statistical analysis was performed on all three instruments used in the research. These statistics revealed some basic trends and emerging patterns in the data which begin to inform and answer the research questions. Next, a Pearson product-moment correlation coefficient analysis was also performed on the results of the

three research instruments. For this research, Cohen's correlation significance scale is used. Cohen demonstrates that correlation strength and significance in behavioral science research can be viewed from a scale of small, medium, and large relationship, respectively. Small correlation is demonstrated at 0.10, medium correlation at 0.30, and large correlation is demonstrated in scores ≥ 0.50 (Cohen 1988, 78-81).

Next, each set of data from the four EI realms (using both data from the WLEIS and the LEISR) was correlated to the results of the TEQ. These correlation coefficient analyses sought to examine the degree of relationship in all the various instrument items. And finally, from the data gathered in the LEISR, a Chi-square analysis was performed to analyze the significance of the team members' evaluations of the relationship of specific PTLs' EI skills to team effectiveness.

All of these statistical analyses were selected based upon the helpfulness of each at informing the four research questions that have guided this research. The Crombach Alpha, the descriptive statistical analysis, and correlation coefficient analyses were calculated using Microsoft Office Excel (2003), and the Chi-square analyses were performed on the Web Chi-square Calculator (Ball 2003).

Qualitative Analysis

Qualitative research is by nature more subjective than quantitative; therefore, it is important to use consistent and credible procedures to establish validity and reliability in analyzing the qualitative data. For this research, four strategies were employed to accomplish what Leedy calls interpretive "validity and reliability" (Leedy 1997, 168). The primary qualitative analysis strategy used in this research was Prior Research-driven thematic coding analysis (Boyatzis 1998, 37). Thematic coding analysis along with other

follow-up coding analyses used in this research were used to address the dependent variable of this research: team effectiveness. Specifically, the qualitative data collected and analyzed addressed the issue of how PTLs' EI related to and influenced team effectiveness. These processes are detailed below.

Thematic Analysis

Thematic analysis is primarily an encoding process for qualitative information that is used to organize, understand, and, ultimately, to interpret the qualitative data collected. According to Boyatzis, this analytical technique allows “scholars, observers, or practitioners to use a wide variety of types of information in a systematic manner that increases accuracy or sensitivity in understanding and interpreting observations about people, events, situations, and organizations” (Boyatzis 1998, 5). The strength of thematic coding analysis is that it effectively “allows for the transformation of qualitative information into quantitative data” (Boyatzis 1998, 4). Boyatzis also identifies three approaches to thematic analysis: theory-driven, prior research-driven, and the data-driven approach (Boyatzis 1998, 29-31). For this research, it was determined that the prior research-driven approach would best serve the needs of the research questions.

The primary advantage of the prior research-driven thematic analysis is that it builds on the results and theories of past research; consequently, it brings with it the credibility of that prior research. This in turn brings a level of validity and reliability to the results of the current study (Boyatzis 1998, 37; Johnson and Christensen 2004, 508). Therefore, it is necessary to consider what and how, prior research is used in this study.

Team Building Emotional Behavior Norms

In chapter two of this research, the researcher reviewed literature for both EI and team effectiveness dynamics. Within the literature review, the work of Druskat and Wolff was identified as relevant to this research because it focused on group—or team—EI, specifically the importance of EI in contributing to team effectiveness (Druskat and Wolff 2001, 132-56; Wolff et al. 2006, 223-42). Within their research, Druskat and Wolff have theorized that effective teams build social capital through having a high degree of constantly emerging team trust, identity, and efficacy (Wolff et al. 2006, 228). Moreover, they also identify 9 “emotionally competent behavioral norms” that the team—individually and collectively—must be engaged in to build their team trust, identity, and efficacy (Wolff et al. 2006, 229-36). It is this theory of team emotional competence that served as the prior research by which the qualitative data gathered for this research was coded and analyzed against. Appendix 7 shows the code that was created from the research of Druskat and Wolff and that was used for this thematic analysis coding.

Further Coding Analyses

In addition, to strengthen the power and accuracy of the coding analysis—and ultimately, the research conclusions—three other coding-related tools of qualitative interpretive validity and reliability were also utilized. The second analysis step was a “code-checking.” Code-checking involves having another observer code the data, or check the researcher’s code of it, to establish interrater coding consistency; thus, strengthening the reliability and power of interpretation (Leedy 1997, 169; Boyatzis 1998, 150-59; Johnson and Christensen 2004, 504). For this research, two colleagues at BBC who have advised this research, Dennis Wilhite and Don McCall, performed a

code-check on the initial code established by this researcher. Boyatzis states that “typically, scores of 70% or better are considered necessary” for coding agreement reliability. In this research, all the code-checking performed rated higher than 70%, the lowest percentage being 75%, and several were code-checked at 100% (see Appendix 9 for all the code-checking percentages), showing solid reliability to the coding analysis performed on the qualitative data gathered for this research.

A third coding strategy, built from the thematic coding analysis and code-checking, was also utilized; that being, an “enumeration” of the coded data. Enumeration is a process of quantifying the coded data to make conclusions based on frequency of information or themes presented (Leedy 1997, 169; Johnson and Christensen 2004, 510). For this research, enumeration was used to help to assess the strength of the team members’ perceptions in how each EI skill influenced the overall team effectiveness. And finally, a fourth and fifth coding strategy also employed to further validate the discoveries of the coded data are a “matrix” and “network diagram” display analysis (Miles and Huberman 1994, 91-93). This type of analysis is a form of displaying qualitative data in a matrix or diagram—of the researcher’s creative choosing—that “presents information systematically, so the user can draw valid conclusions” (Miles and Huberman 1994, 91).

Basic Demographics Information

The basic demographic information of the individual pastoral team members that participated in the research is presented in Table 1. Several items were originally considered for inclusion in the demographic survey (such as church size and age of participants, for example), but after evaluating these items against the purpose of this research and the direction of the research questions, only the biographical information

displayed in the table was deemed necessary to the purpose of this research. In all, 43 pastoral teams are represented. Unfortunately, as the table reveals, not all team members completed the instruments. The results of those that did are tabulated and displayed in Table 1 below.

Table 1. Pastoral teams' demographic information

Total Number of Pastoral Teams	43
Number of Pastoral Team Leaders	40
PTL's Total Years of Pastoral Experience	866
Average Years PTL Pastoral Experience	21.7
Years as PTL on this team	402
Average Years PTL on current team	10.1
Total Number of other Pastoral Team/Staff	80
Total Years of Team Member's Experience	901.5
Average Years of Team Member's Experience	11.3
Total Years of Team Members on present Staff	339.2
Average Years of Team Members on present Staff	4.2

Sample Criteria Confirmation

In this research two major assumptions concerning the sample population and research variables underlie the research strategy: (1) that the PTLs of effective pastoral teams will be relatively strong in EI abilities and competencies, and (2) that the teams they lead are characterized as effective. Therefore, in designing this research protocol, steps were taken to test these assumptions about the PTL and their teams' fitness for the research sample criteria. Below is a discussion of how well these research instruments address these two underlying research assumptions.

Emotionally Competent Pastors

The primary independent variable investigated in this research was the EI of

the PTL of each team. Two instruments were used to measure this variable: (1) the WLEIS—a self-report EI scale completed by each PTL, and (2) the LEISR—an assessment of the PTL's EI Skills completed by team members about the PTL (see Appendix 5 for a full version of both instruments).

In the self-report WLEIS, the mean scores of the PTL's range from a low of 4.84 (n = 40) for question 2—W&L US2, in the Use branch of EI, to a high of 6.28 (n = 40) for question 1—W&L MN1, in the Manage branch of EI (see Appendix 6 for the explanation and results for each question, and the descriptive statistical analyses are displayed where related to the appropriate research questions below). In Wong and Law's exploratory research to validate the reliability of the WLEIS, the mean scores from the four branches ranged from: Identify = 4.70, Use = 4.50, Understand = 4.59, and Manage = 4.71 (Wong and Law 2002, 264; Wong, Law, and Song 2004, 488). The means of the PTLs' WLEIS scores in this research were well above the mean levels of Wong and Law's initial and confirmatory research, suggesting these PTLs do fit the research assumption concerning EI competency.

In the LEISR, pastoral team members were introduced to each EI ability with a general descriptive statement and a question to ascertain their general assessment of the PTLs' abilities. Table 2 below displays the results and descriptive statistics of these four questions. This assessment by team members was based on a scale of: 1-Very Incompetent, 2-Generally Incompetent, 3-Average, 4-Generally Competent, and 5-Very Competent. The four general assessment scores, based on this scale, were respectively: Identify - 4.29 (n = 79), Use - 4.35 (n = 72), Understand - 4.26 (n = 68), and Manage -

4.42 (n = 65). These mean scores imply that as a whole, the pastoral team member's viewed their PTL as "generally" to "very" competent in their EI abilities.

Table 2. Pastoral team leader EI abilities

EI Ability	Number	Mean	Mode	Range	Standard Deviation	Variance
Identify	79	4.29	4	3	0.70	0.49
Use	72	4.35	4	2	0.65	0.43
Understand	68	4.28	4	2	0.59	0.35
Manage	65	4.42	4	3	0.61	0.37

Furthermore, on a -5 to 5+ (i.e. 1-10) rating scale by pastoral team members of their PTL in the six specific sub-skills within each branch of the four EI abilities, the means for the twenty-four ratings range from a low of 7.56 (the LEISR Use Skill 1) to a high of 8.81 (the LEISR Manage Skill 1). The full descriptive statistical analysis of these skill ratings are under the appropriate research questions below. These ratings, all within the top quarter of the scale, are in general agreement with the self-report WLEIS and the general LEISR scores above, and suggest a relatively strong and positive perspective of the PTLs' EI abilities by the members of their various pastoral teams that participated in this research.

Effective Pastoral Teams

The dependent variable of this research is the general effectiveness of the pastoral teams that participated in the research. It was assumed that effective teams will have leaders with high EI competencies. The short form of the TEQ was used to provide the general team effectiveness evaluation (Appendix 5). In the TEQ, participants were

asked to rate each question from a scale of: 1-False, 2-More false than true, 3-More true than false, and 4-True. The short form of the TEQ contains eleven questions that represent the eight major team effectiveness dynamics that its creators, Larson and LaFasto, discovered as essential to team effectiveness (Larson and LaFasto 1989, 19). Appendix 6 displays the questions and the team effectiveness realm that each addresses.

The results of the TEQ reveal that the teams that participated in this research do fulfill the sample criteria with overall strong scores on the TEQ (Table 3). Irving's research showed a strong Cronbach's alpha reliability coefficient for the short form TEQ: 0.8126, $n = 720$ (Irving 2005, 64) and 0.8224, $n = 940$ (Irving 2006). According to George and Mallery, an alpha rating of ≥ 0.80 is considered "good" (George and Mallery 2003, 231), and in psychological research, a score of ≥ 0.70 is considered acceptable (Leedy 1997, 35). The Cronbach's alpha reliability coefficient performed on the TEQ data collected in this research is 0.868 ($n = 119$), well above George and Mallery's 0.80 strength criteria. Moreover, this alpha score shows agreement with Irving's research and provides further support for its fitness as an internally consistent and reliable general measure of team effectiveness.

Research Data Analysis

Having established the fitness of the sample participants for the parameters of this research, it is necessary to present the results of the research. In the following section the research data results are presented and analyzed for each of the four branches of EI ability as they relate to team effectiveness. This information is organized in the order of the research questions that guide this research.

Table 3. TEQ descriptive statistics

	Number	Means	Mode	Range	Standard Deviation	Variance
TEQ-1	120	3.76	4	2	0.467	0.218
TEQ-2	120	2.96	3	3	0.874	0.763
TEQ-3	120	3.63	4	2	0.549	0.301
TEQ-4	120	3.51	4	3	0.674	0.454
TEQ-5	120	3.63	4	2	0.579	0.335
TEQ-6	119	3.31	4	3	0.722	0.521
TEQ-7	118	3.36	3	3	0.609	0.370
TEQ-8	118	3.79	4	2	0.450	0.203
TEQ-9	119	3.41	4	3	0.706	0.499
TEQ-10	119	3.81	4	2	0.437	0.191
TEQ-11	119	3.56	4	2	0.562	0.316
GEN-TEQ	120	4.28	5	4	0.860	0.739

***The Team Leader's Ability to Identify Emotions
and Its Relationship to Team Effectiveness***

The first research question asks, "What is the nature of the relationship between a lead pastor's EI ability to identify emotional information and the team effectiveness of the pastoral team he leads?" To address this question, two instruments were used to assess a PTL's EI: the WLEIS and the LEISR. From these two instruments both quantitative and qualitative analyses were performed on the data collected.

Identify Quantitative Analysis

The analysis of the quantitative data collected from the research instruments is divided into three sections, one for each of the statistical analysis conducted on the data related to the research question. The results of the quantitative data analysis, as it speaks to the above research question concerning the nature of the relationship of lead pastor's EI ability to identify emotional information and the team effectiveness of the pastoral team he leads are presented below.

Descriptive Statistical Analysis of Lead Pastors' Identifying Abilities

The first issue to address in this quantitative analysis is the Identify EI ability of the PTLs. The WLEIS and LEISR were used for this purpose. From the information collected in the WLEIS and the LEISR, the PTLs' EI Identify ability data was gathered, organized, and tabulated for statistical analysis. Table 4 is a merger of the descriptive statistical analysis from the WLEIS and LEISR concerning the PTLs' EI ability to identify emotional information.

Table 4. Identify descriptive statistical analysis

	Number	Mean	Mode	Range	Standard Deviation	Variance
W&L ID 1	40	6.00	6	2	0.599	0.359
W&L ID 2	40	5.93	6	2	0.616	0.379
W&L ID 3	39	5.79	6	3	0.801	0.641
W&L ID 4	39	6.21	6	2	0.695	0.483
LEISR ID-Gen	79	4.29	4	3	0.701	0.491
LEISR IDsk1	79	8.38	9	5	1.136	1.290
LEISR IDsk2	80	7.95	9	9	1.889	3.567
LEISR IDsk3	80	7.88	9	8	1.672	2.794
LEISR IDsk4	80	8.48	9	7	1.423	2.025
LEISR IDsk5	80	8.21	9	8	1.612	2.600
LEISR IDsk6	79	8.58	9	7	1.429	2.041

In the WLEIS four questions are used to assess the lead pastors' ability to identify emotional information. When completing the WLEIS, participants are asked to evaluate their ability for each question by selecting where they fall on a seven-point Likert scale ranging from "totally disagree" as the lowest score—with a value of 1, to highest score of "totally agree"—with a value of 7 (a full version of the WLEIS is

displayed in Appendix 5). The results of these four questions are displayed in the “W&L ID” rows of Table 4.

In addition to the WLEIS scores, the LEISR was also used to help assess PTL’s ability to identify emotional information. The LEISR scores were generated from pastoral team members about the PTL. The LEISR evaluated EI in two stages. It is first evaluated through a general question about the PTL’s ability to identify emotional information (LEISR ID-Gen in Table 4), and this is followed by six specific Identify skills that are evaluated in a rating-scale style question and response (LEISR IDsk 1-6 in Table 4). A full version of the LEISR is displayed in Appendix 5.

The descriptive statistical analysis from the WLEIS EI Identify scores reveal that from a self-report perspective, PTLs scored highest in response to the question, “I always know whether or not I am happy” (W&L ID 4 in Table 4). This question shows a mean score of 6.21 ($n = 39$). This was followed in strength by the question that asks, “I have a good sense of why I have certain feelings most of the time” (W&L ID 1 in Table 4), which generated a mean score of 6.00 ($n = 40$).

The descriptive statistical analysis of the LEISR skills reveal that pastoral team members rated PTLs’ EI Identify skill 6 as the highest in this ability, with a mean rating score of 8.58 ($n = 58$). This skill rates the statement, “Misunderstanding own feelings—vs—Is good at recognizing own feelings” (LIDsk6 in Table 4). Two other skills closely followed: LIDsk4, which asks, “Maintains neutral expression—vs—Smiles when happy or pleased,” with a mean of 8.48 ($n = 80$), and LIDsk1, the skill of “Misreads people’s emotions—vs—Knows what people feel,” which had a mean of 8.38 ($n = 79$).

***Identify Abilities and Team Effectiveness
Correlation Analysis***

The next analyzing strategy of the quantitative Identify information was to perform a correlation coefficient analysis concerning the relationship of PTLs' Identify EI abilities to the team effectiveness results. For this correlation analysis, each of the 4 WLEIS Identify questions and each of the 6 Identify skills rated in the LEISR, and the LEISR general Identify EI question, were correlated against the specific questions of the TEQ instrument used in this research. Table 5 is a correlation matrix that displays these results.

Table 5. Correlation matrix of EI identify abilities to team effectiveness questions

	TEQ-1	TEQ-2	TEQ-3	TEQ-4	TEQ-5	TEQ-6
WLID1	-0.140	-0.331	0.026	-0.149	0.059	-0.057
WLID2	-0.258	-0.289	-0.036	-0.280	0.056	0.097
WLID3	-0.165	-0.325	0.073	-0.256	0.088	-0.152
WLID4	0.037	-0.179	0.010	-0.080	0.046	0.006
LIDsk1	0.316	0.189	0.114	0.465	0.261	0.316
LIDsk2	0.094	0.146	0.054	0.466	0.515	0.230
LIDsk3	0.113	0.128	0.118	0.458	0.467	0.188
LIDsk4	-0.115	0.085	0.008	0.148	0.392	-0.095
LIDsk5	0.366	0.295	0.154	0.502	0.364	0.246
LIDsk6	0.194	0.283	0.194	0.479	0.312	0.382
	TEQ-7	TEQ-8	TEQ-9	TEQ-10	TEQ-11	GEN-TEQ
WLID1	-0.140	0.386	-0.037	-0.097	0.293	0.164
WLID2	-0.258	0.266	-0.215	-0.168	0.298	0.160
WLID3	-0.165	0.407	-0.092	-0.103	0.237	0.078
WLID4	0.037	-0.168	0.127	0.184	0.362	0.178
LIDsk1	0.316	0.006	0.433	0.476	0.380	0.489
LIDsk2	0.094	0.103	0.544	0.530	0.521	0.349
LIDsk3	0.113	0.375	0.488	0.458	0.407	0.484
LIDsk4	-0.115	0.211	0.215	0.316	0.208	0.160
LIDsk5	0.366	0.219	0.449	0.435	0.390	0.586
LIDsk6	0.194	0.057	0.637	0.388	0.355	0.426

According to Cohen's correlation coefficient interpretive guidelines for the social sciences—small 0.10, medium 0.30, and large 0.50 (Cohen 1988, 77-81)—several PTL Identify EI items demonstrated medium and large correlations to specific issues of team effectiveness. In all, 36 of the 120 potential correlations of Table 5, indicate a medium level of correlation coefficient, and 9 other correlations demonstrate a large correlation coefficient of ≥ 0.50 . Table 6 displays, in rank order, the 9 large correlations of the PTLs' EI identifying abilities to team effectiveness.

Table 6. High correlations of EI identify abilities and skills to team effectiveness

Correlation	EI Identify Items	Team Effectiveness Issue
0.637	LIDsk6: Recognizing feelings	TEQ-9: Principled leadership
0.589	LIDsk5: Reads people accurately	TEQ-7: External support
0.586	LIDsk5: Reads people accurately	The General TEQ
0.544	LIDsk2: Will talk about feelings	TEQ-9: Principled leadership
0.530	LIDsk2: Will talk about feelings	TEQ-10: Principled leadership
0.521	LIDsk2: Will talk about feelings	TEQ-11: Principled leadership
0.518	LIDsk3: Can show how he feels	TEQ-7: External support
0.515	LIDsk2: Will talk about feelings	TEQ-5: Collaborative climate
0.502	LIDsk5: Reads people accurately	TEQ-4: Unified commitment

In addition, the Identify correlation matrix can be analyzed by considering the strength of how each skill correlates to the TEQ questions by counting the number of medium and large correlations to each Identify EI skill demonstrated. Table 7 below shows that LIDsk1 had eight correlations to the TEQ questions, the most of all the Identify skills. LIDsk3, LIDsk5, and LIDsk6 showed correlation to 7 TEQ questions: LIDsk3 had 7 medium correlations, and both LIDsk5 and LIDsk6 had 6 medium and 1

large correlation each. In addition, LIDsk2 had 6 correlations to the TEQ questions; significantly, 4 of those correlations were in the large category.

Table 7. Correlation of EI identify abilities and skills to team effectiveness questions

Ability/Skill	Med. N	TEQ Question with Medium r	Lar. N	TEQ Question with Large r
WLID3	1	TEQ-8		
WLID4	1	TEQ-11		
LIDsk1	8	TEQ-1, TEQ-4, TEQ-6, TEQ-7, TEQ-9, TEQ-10, TEQ-11, TEQ-12		
LIDsk2	2	TEQ-4, 1 TEQ-2	4	TEQ-5, TEQ-9, TEQ-10, TEQ-11
LIDsk3	7	TEQ-4, TEQ-6, TEQ-7, TEQ-9, TEQ-10, TEQ-11, TEQ-12		
LIDsk4	2	TEQ-5, TEQ-10,		
LIDsk5	6	TEQ-1, TEQ-5, TEQ-7, TEQ-9, TEQ-10, TEQ-11	1	TEQ-4
LIDsk6	6	TEQ-4, TEQ-5, TEQ-6, TEQ-10, TEQ-11, TEQ-12	1	TEQ-9

One final method of analyzing the results of the Identify correlation matrix is to consider it from the perspective of the TEQ questions. An analysis from this perspective shows that the question TEQ-9 displays 2 large and 2 medium correlations, and questions TEQ-10 and TEQ-11 both show that 5 of the Identify EI skills have a medium correlation as well as 1 large correlation coefficient. Significantly, all 3 of these questions are directed at “Principled Leadership” (see Appendix 6). In addition, TEQ-4 concerning “Unified Commitment,” and TEQ-5 concerning “Collaborative Climate,” both display one large and four medium correlations. Table 8 below displays the medium and large correlation matrix analysis from the TEQ perspective.

Table 8. Correlation matrix of TEQ questions to identify EI abilities and skills

Strength of r	TEQ-4	TEQ-5	TEQ-9	TEQ-10	TEQ-11
	Unified Commitment	Collaborative Climate	Principled Leadership		
Large	LIDsk5 0.502	LIDsk2 0.515	LIDsk6 0.637	LIDsk2 0.530	LIDsk2 0.521
			LIDsk2 0.544		
Medium	LIDsk6 0.479	LIDsk3 0.467	LIDsk3 0.488	LIDsk1 0.476	LIDsk3 0.407
	LIDsk2 0.466	LIDsk4 0.392	LIDsk5 0.449	LIDsk3 0.457	LIDsk5 0.390
	LIDsk1 0.465	LIDsk5 0.364	LIDsk1 0.433	LIDsk5 0.435	LIDsk1 0.380
	LIDsk2 0.458	LIDsk6 0.312		LIDsk6 0.388	WLID4 0.362
				LIDsk4 0.316	LIDsk6 0.356

Identify Chi-square Analysis

The Chi-square analysis is used to help ascertain whether, all other things being equal, one can declare with some level of confidence a statistically significant distribution pattern of the PTLs' Identify skills and the team effectiveness ratings as given by the team members (Ball 2003). Table 9 shows the Chi-square analysis performed on the 6 Identify EI skills to the 4 levels of team effectiveness from which team members chose.

The Chi-square score for this set of data was 24.15 at $p \leq 0.10$. In order to show significance with a degree of freedom of 15, the Chi-square would need to be greater than 25.00. Thus, although close, this analysis does not reveal a significant level

Table 9. Chi-square analysis of identify
EI skills to team effectiveness

	Very True	Somewhat True	Not Sure/Neutral	Not True	Total
ID Skill 1	27	45	4	4	80
ID Skill 2	27	36	15	2	80
ID Skill 3	25	39	13	3	80
ID Skill 4	26	48	3	2	79
ID Skill 5	32	40	4	4	80
ID Skill 6	33	36	10	1	80
Total	170	244	49	16	479

Degrees of freedom: 15

Chi-square = 24.14

For significance at the .05 level, chi-square should be greater than or equal to 25.00

The distribution is not significant.

p is less than or equal to 0.10.

of distribution relationship to a greater and similar population of PTLs' Identify skills and the effectiveness ratings of their pastoral teams, as given by team members.

Identify Qualitative Analysis

The analysis of the qualitative data collected from the research instruments was conducted in the form of prior research-driven thematic coding analysis (Boyatzis 1998, 37). In addition, building on the thematic coding analysis, three other qualitative analytical tools are used to strengthen the validity and reliability of the results of the analysis: code-checking, enumeration, and a matrix and a network diagram analysis (Miles and Huberman 1994, 93; Leedy 1997, 169; Johnson and Christensen 2004, 502-18). The primary source of the qualitative information was the LEISR (Appendix 5). The responses to the team influence and follow up open-ended questions—one for each sub-skill—generated an abundance of rich qualitative data. It is this data, as it speaks to the research question concerning the nature of the relationship of lead pastor's EI ability to

identify emotional information and the team effectiveness of the pastoral team he leads, that are analyzed in the qualitative analysis described below.

Identify Influence on Team Effectiveness

In the LEISR, there are six sub-skills in the EI Identify ability from which pastoral team members were to assess their PTL. For each skill, participants were asked how they believe the PTL's competence in the skill related to the effectiveness of their team. Participants could choose from four responses: 4 - Very True, 3 - Somewhat True, 2 - Not Sure/Neutral, and 1 - Not True. Table 10 below displays the descriptive statistical analysis of these responses to the above question for each skill. In the table, the skills are described and then listed by the order of the overall mean score strength for each skill.

Table 10. Identify skills and team effectiveness

ID Skill	Our team leader's ability to "....." is a strong factor in building our team effectiveness.	Totals		Very True		Somewhat True	
		N	Mean	N	%	N	%
6	"is good at recognizing own feelings"	80	3.26	33	.41	36	.45
5	"read people accurately"	80	3.25	32	.40	45	.56
4	"smile when happy or pleased"	80	3.24	26	.33	40	.50
1	"know what people feel"	80	3.19	27	.34	48	.61
3	"can comfortably show how they feel"	80	3.08	24	.31	36	.45
2	"will talk about feelings"	80	3.05	27	.34	39	.48

Within the ability to identify emotional information, pastoral team members indicate that the PTL's skill 6, the ability to "recognize own feelings" is the strongest influencer of team effectiveness (mean 3.26, n = 80). Of the 80 team members who responded, 41% (n = 33) marked this as "very true" and 45% (n = 36) marked it as "somewhat true," in its strength of influence towards the effectiveness of their pastoral

team. These same team members also indicated that the PTL's Identify skill 5, the ability to "read people accurately" (mean 3.25, n = 80), and Identify skill 4, the ability to "smile when happy or pleased" (mean 3.24, n = 80), closely follow in their perception of how this skill in their PTL contributes to their pastoral team effectiveness, respectively.

Identify Coding Analysis

After giving the above assessment of the influence to each Identify EI skill on team effectiveness, the LEISR participants were asked to "briefly explain why this is so, or give an example of how this helps your team" (Appendix 5). For analysis, the results of the responses to each Identify sub-skill were coded based upon the prior research-driven code created from the "nine emotionally competent behavioral norms" developed by Druskat and Wolff in their theory of group EI and its influence on group/team effectiveness (Druskat and Wolff 2000, 138-53; Wolff et al. 2006, 229-36)—see Appendix 7 for the full code. The final results of the original coding, the code-checking, and the enumeration of PTL's six skills in Identify EI information, as related to the 9 team behavioral norms, are presented in the analysis matrix of Table 10. The matrix displays the results in the order of the Identify sub-skills, followed by how each skill was coded, code-checked, and enumerated to each of the emotionally competent individual behavioral norms by the PTLs involved in this research.

Identify coding matrix. The Identify coding matrix (Table 11) created to display the results of the three coding procedures reveals several observations related to the research question under consideration. (The full list of all qualitative responses, the coding analysis, the code-checking, and the enumeration can be seen in Appendix 9.)

Table 11. Identify thematic coding matrix

<i>Identify EI Skill</i>	<i>Interrater Coding Agreement Percentage</i>	<i>Number of Responses</i>	<i>Code and Enumeration of the Emotionally Competent Behavioral Norms</i>									
			1 – Interpersonal Understanding	2 - Confronting	3 - Team Self-Evaluation	4 - Proactive Problem Solving	5 - Organizational Understanding	6 – Building External Relationships	7 - Caring Behavior	8 - Creating Resources for Working with Emotions	9 - Creating Optimistic Environment	10 - Does Not Apply or Help
ID Skill 1: “know what people feel”	.80	25	9	--	2	--	4	1	2	3	2	2
		%	.36	0	.08	0	.16	.04	.08	.12	.08	NA
ID Skill 2: “talk about feelings”	.92	24	--	2	--	--	--	--	1	19	1	1
		%	0	.08	0	0	0	0	.04	.79	.03	NA
ID Skill 3: “show how they feel”	.75	20	2	1	--	3	--	--	--	11	3	1
		%	.10	.05	0	.15	0	0	0	.55	.15	NA
ID Skill 4: “smile when happy or pleased”	.90	21	--	--	1	--	--	--	1	3	14	2
		%	0	0	.05	0	0	0	.05	.14	.66	NA
ID Skill 5: “read people accurately”	.88	25	10	--	3	5	--	--	--	1	--	3
		%	.40	0	.12	.20	0	0	0	.04	0	NA
ID Skill 6: “recognize his own feelings”	.83	30	4	1	--	--	--	--	--	14	2	8
		%	.13	.03	0	0	0	0	0	.47	.07	NA

First, ID skill 2—the ability to “talk about feelings”—generated the highest percentage of relation/connection strength to any of the behavioral norms in the Identify matrix: 79% (n = 19) were coded to the norm of “Creating Resources for Working with Emotions.”

The nature of that relationship is indicated in several comments which express that this skill builds an atmosphere of trust, transparency, open dialogue, and as one team member put it, “It gives our team permission to talk about our feelings.” In addition, other responses show how the ability to “talk about feelings” with PTLs builds an environment for working with emotions, such as: “This encourages transparency in the team and demonstrates that it’s a safe place,” “He’s real, doesn’t pretend to be someone he is not and models authenticity,” “He is modeling transparency/vulnerability with each of us,” and “It causes us to understand that we are able to express the same.” Each of these comments indicates how this skill contributes to building team effectiveness.

Moreover, ID skill 4—the ability to “smile when happy or pleased”—demonstrated the highest percentage of connection, 66% (n = 14), to the behavioral norm of “Creating Opportunist Environment.” The following statements represent how the ability to “smile when happy” contributes to creating an opportunist environment: “Joy and laughter from our leader encourages us to be joyful and enthusiastic about our mission,” “There is a lot of joy in our meetings, embracing together the good and fun that God has designed!” and it “Keeps things loose and enjoyable and makes for a positive atmosphere.”

Further analysis of the Identify matrix reveals that one other ID skill indicates a strong relationship to 1 of the 9 behavioral norms; that is, ID skill 3—the ability to “show how they feel”—which indicates a strong relationship to the behavioral norm “Creating Resources for Working with Emotions.” The PTL’s ability to show how he feels demonstrates building resources for working with emotions through such examples as “His desire to be ‘real’ allows all of us to be more comfortable in expressing

emotion,” and “It gives us confidence to communicate freely.”

Norm to skill strength diagram. The network diagram in Figure 3 provides further analytical display of the strong (50% +), moderate (30-49 %), and low (15-29%) relationships as revealed in the coding analysis—and the enumeration thereof—of the PTLs’ Identify EI skills to the 9 emotionally competent team building behaviors of PTLs of this research, as articulated by their pastoral team members.

The network diagram illustrates that the behavioral norm “Creating Resources for Working with Emotions” generated the most connections to the Identify skills; including, a strong connection to skill 2—talking about feelings, and to skill 3—showing how they feel. In addition this behavior norm also displayed a moderate connection to skill 6—recognizing his own feelings. The behavioral norm of “Interpersonal Understanding” has a moderate connection to Identify skill 1—knowing what people feel—and also to Identify skill 5—reading people accurately. Finally, the behavior norm “Creating Optimistic Environment” displayed a strong connection to Identify skill 4—the ability to smile when happy or pleased, and a low connection to skill 3—showing how they feel.

Identify Ability to Team Effectiveness Analysis Summary

In sum, the highlights from the analysis of the quantitative data concerning the nature of the relationship of the PTLs’ Identify EI abilities and skills to team effectiveness show the (1) PTLs highest self-report Identify score in the WLEIS was to the question “I always know whether or not I am happy” (mean 6.21, n = 39). (2) In the LEISR, pastoral team members rated the PTLs’ Identify skill 6, “Is good at recognizing

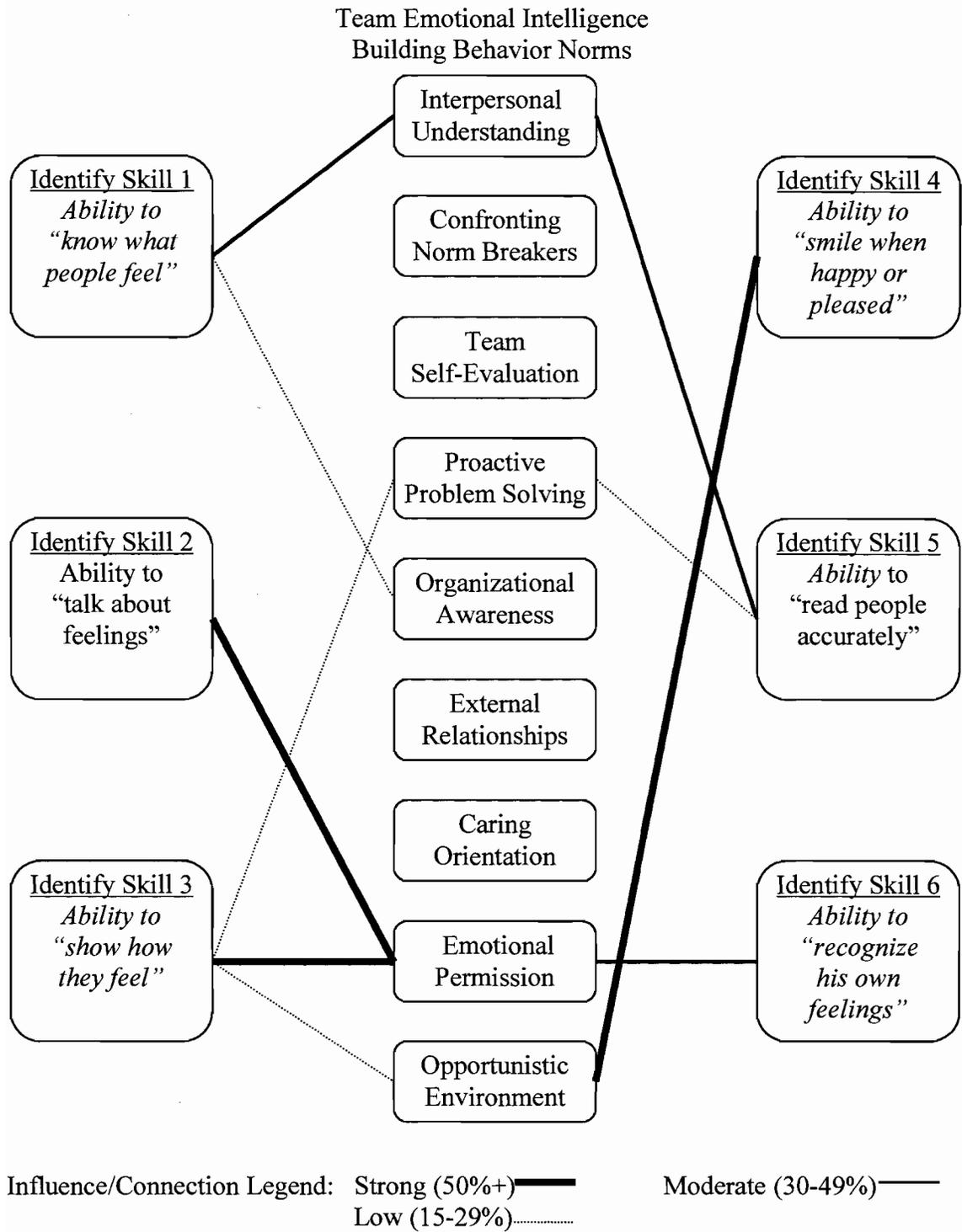


Figure 3. Identify skills and team EI behaviors diagram analysis

own feelings,” as the highest skill of the six (mean 8.58, $n = 79$). (3) LEISR Identify skill 6 also showed the highest correlation to the team effectiveness questions, 0.637 to the TEQ question 9—“Our leader is willing to confront and resolve issues associated with inadequate performance by team members.” And (4) the TEQ questions 10 and 11, both concerning principled leadership had the most moderate and large correlations to the PTLs’ EI Identify abilities and skills: 1 large and 5 moderates each.

The highlights from the qualitative data indicates (1) that according to the pastoral team members, Identify skill 6—the PTL’s ability to “recognize his own feelings”—was the strongest skill in building team effectiveness; and from the coding analysis ($n = 33$, or 41% marked it as “Very True”). From the coding analysis, (2) the LEISR Identify skill 2—“talk about feelings,” and Identify skill 4—“smile when happy or pleased,” both showed the strong contributions to creating an atmosphere for working with emotions and an opportunistic environment, respectively. Finally, (3) the PTLs’ behavioral norm of “Creating Resources for Working with Emotions” shows the most connections to the EI Identify skills in building team emotional competence and effectiveness.

The Team Leader’s Ability to Use Emotions and Its Relationship to Team Effectiveness

The second research question asks, “What is the nature of the relationship between a lead pastor’s EI ability to use emotional information and the team effectiveness of the pastoral team he leads?” To address this question, two instruments were used to assess a PTL’s EI: the WLEIS and the LEISR. From these two instruments both quantitative and qualitative analysis was performed on the data collected.

Use Quantitative Analysis

The analysis of the quantitative data collected from the research instruments is divided into three sections, one for each of the statistical analysis conducted on the data related to the research question. The results of the quantitative data analysis, as it speaks to the above research question concerning the nature of the relationship of lead pastor's EI ability to use emotional information and the team effectiveness of the pastoral team he leads are presented below.

Descriptive Statistical Analysis of Lead Pastors' Use Abilities

The first issue to address in this quantitative analysis is the use EI ability of the PTLs. The WLEIS and LEISR were used for this purpose. From the information collected in the WLEIS and the LEISR, the PTLs' EI use ability data was gathered, organized, and tabulated for statistical analysis. Table 12 is a merger and display of this of descriptive statistical analysis.

In the WLEIS four questions are used to assess the lead pastors' ability to use emotional information. When completing the WLEIS, participants are asked to evaluate their ability for each question by selecting where they fall on a seven point Likert scale ranging from "totally disagree" as the lowest score, with a value of 1, to highest score of "totally agree," with a value of 7 (a full version of the WLEIS is displayed in Appendix 5). The results of these four questions are displayed in the "W&L US" rows of Table 12.

In addition to the WLEIS scores, the LEISR was also used to help assess PTL's ability to use emotional information. The LEISR scores were generated from pastoral team members about the PTL. The LEISR evaluated EI in two stages: it is first

Table 12. Use descriptive statistical analysis

	Number	Mean	Mode	Range	Standard Deviation	Variance
W&L US 1	40	5.78	6	4	1.025	1.051
W&L US 2	40	4.85	6	6	1.442	2.080
W&L US 3	40	6.15	7	4	1.001	1.003
W&L US 4	40	6.00	6	6	1.198	1.436
LEISR US-Gen	72	4.35	4	2	0.654	0.427
LEISR USsk1	73	7.56	9	9	2.068	4.277
LEISR USsk2	73	8.55	9	8	1.599	2.557
LEISR USsk3	73	8.21	9	9	1.666	2.777
LEISR USsk4	73	7.84	9	6	1.405	1.973
LEISR USsk5	73	8.78	10	9	1.635	2.674
LEISR USsk6	73	8.00	10	9	2.088	4.361

evaluated through a general question about the PTL's ability to use emotional information (LEISR US-Gen in Table 12), and this is followed by 6 specific use skills that are evaluated in a rating-scale style question and response (LEISR USsk 1-6 in Table 12). Each of the 6 skills includes two follow-up questions used to gather qualitative data. A full version of the LEISR is displayed in Appendix 5.

The descriptive statistical analysis from the WLEIS EI Use scores reveal that from a self-report perspective, PTLs scored highest in response to the question, "I am a self motivated person" (W&L US 3 in Table 12). This question generated a mean score of 6.15 (n = 40). This was followed in strength by the question that asks, "I would always encourage myself to try my best" (W&L US 4 in Table 12), which generated a mean score of 6.00 (n = 40), producing the second highest mean in the PTL's WLEIS results. Moreover, it is noteworthy that W&L US 2 was the lowest mean score of all WEISL questions in the instrument from any of the four ability categories. W&L US 2 states, "I am a competent person." The mean score for W&L US 2 was 4.85 (n = 40).

The descriptive statistical analysis of the LEISR skills in Table 12 reveal that pastoral team members rated PTLs' EI Use skill 5 as the highest in this ability, with a mean rating score of 8.78 (n = 73). This skill is rated from the question, "Doesn't motivate people—vs—Inspires people" (LUSsk5 in Table 12). This skill is closely followed by LUSsk2, which asks, "Forgets what's important when upset—vs—Focuses on what's important when emotions are strong." This skill scored the next highest mean at 8.55 (n = 73), and was followed by the skill of LUSsk3, "Is emotionally self-absorbed and not influenced by others' feelings—vs—Can feel what others are feeling," with a mean of 8.21 (n = 73).

***Use Abilities to Team Effectiveness
Correlation Analysis***

The next analysis strategy of the quantitative use information data was to perform a Pearson product-moment correlation coefficient analysis concerning the relationship of PTLs' Use EI abilities to the team effectiveness results. For this correlation analysis, each of the four WLEIS Use questions and each of the six Use skills rated in the LEISR, and the LEISR general Use EI question, were correlated against the specific questions of the TEQ instrument used in this research. Table 13 is a correlation matrix that displays these results.

According to Cohen's correlation coefficient interpretive guidelines for the social sciences—small 0.10, medium 0.30, and large 0.50 (Cohen 1988, 77-81)—several PTL EI Use items demonstrated medium and large correlation to the specific questions of team effectiveness. In all, 21 of the 120 potential correlations of Table 13, indicate a medium level of correlation coefficient, and 3 other correlations demonstrate a large

Table 13. Correlation matrix of EI use abilities to team effectiveness questions

	TEQ-1	TEQ-2	TEQ-3	TEQ-4	TEQ-5	TEQ-6
WLUS1	0.329	0.180	0.314	0.176	0.041	0.197
WLUS2	0.092	0.036	0.294	-0.166	0.093	0.039
WLUS3	0.033	-0.091	-0.166	-0.049	-0.069	0.055
WLUS4	0.154	0.158	0.407	-0.078	0.031	0.116
LUSsk1	-0.188	0.026	-0.259	-0.224	0.008	-0.249
LUSsk2	0.473	0.106	0.115	0.211	-0.031	0.106
LUSsk3	-0.069	0.094	0.008	-0.015	0.333	-0.079
LUSsk4	0.037	0.252	0.006	0.110	0.452	0.234
LUSsk5	0.334	0.187	0.308	0.515	0.441	0.440
LUSsk6	0.272	0.193	0.169	0.318	0.460	0.556
	TEQ-7	TEQ-8	TEQ-9	TEQ-10	TEQ-11	GEN-TEQ
WLUS1	0.191	0.297	0.144	0.126	0.234	0.426
WLUS2	0.100	0.247	0.023	0.069	0.069	0.260
WLUS3	-0.009	0.151	0.122	-0.258	-0.012	0.119
WLUS4	0.079	0.173	0.194	0.192	-0.065	0.306
LUSsk1	0.163	0.220	-0.263	-0.047	0.070	0.110
LUSsk2	0.159	0.043	-0.014	-0.027	0.272	0.159
LUSsk3	0.171	0.190	0.084	0.470	0.242	0.170
LUSsk4	0.308	0.358	0.269	0.237	0.178	0.223
LUSsk5	0.405	0.052	0.434	0.404	0.194	0.545
LUSsk6	0.280	0.091	0.272	0.234	0.398	0.371

correlation coefficient of ≥ 0.50 . Table 14 displays, in rank order, the 3 large correlations of the PTLs' EI Use ability to team effectiveness. Note that all the large correlations come from the team-report LEISR and no large correlations displayed are from the self-report WLEIS.

Table 14. High correlations of EI use abilities and skills to team effectiveness questions

Correlation	EI Use Items	Team Effectiveness Issue
0.556	LUSsk6: Is a creative thinker	TEQ-6: Standard of Excellence
0.545	LUSsk5: Inspires people	TEQ-4: Unified Commitment
0.515	LUSsk5: Inspires people	The General TEQ

In addition, the Use correlation matrix can be analyzed by considering the strength of how each skill correlates to the TEQ questions by counting the number of medium and large correlation coefficients to each Use EI skill demonstrated. Table 15 below shows that LUSsk5 had the greatest number and strength of correlations to the TEQ questions with 8 (7 medium and 1 large correlation). LUSsk6 follow with 4 correlations to the TEQ questions (3 medium and 1 large correlation).

Table 15. Correlation of EI use abilities and skills to team effectiveness questions

Ability/Skill	Med. N	TEQ Question with Medium <i>r</i>	Lar. N	TEQ Question with Large <i>r</i>
WLUS1	1	TEQ-1,		
WLUS4	1	TEQ-3		
LUSsk2	1	TEQ-1		
LUSsk3	2	TEQ-5, 1 TEQ-10		
LUSsk4	3	TEQ-5, TEQ-7, TEQ-8		
LUSsk5	7	TEQ-1, TEQ-3, TEQ-5, TEQ-6, TEQ-7, TEQ-9, TEQ-10	1	TEQ-4
LUSsk6	3	TEQ-4, TEQ-5, TEQ-11	1	TEQ-6

One final way of analyzing the results of the Use EI correlation matrix (Table 13) is to consider this data from the perspective of the TEQ questions. An analysis from this perspective shows that the question TEQ-5—“Collaborative Climate”—displays 4 medium correlations, and TEQ-1—“Clear Goals”—shows that 3 Use EI skills have a medium correlation coefficient (Table 16). No other TEQ questions showed more than 2 medium or large correlations to the use EI abilities or skills.

Table 16. Correlation matrix of TEQ questions to use EI abilities and skills

Strength of r	TEQ-1	TEQ-5
	Clear Goals	Collaborative Climate
Medium	LUSsk2 0.473	LUSsk6 0.460
	LUSsk3 0.334	LUSsk4 0.452
	WLUS1 0.329	LUSsk5 0.441
		LUSsk3 0.334

Use Chi-square Analysis

The Chi-square analysis is used to help ascertain whether, all other things being equal, one can declare with some level of confidence a statistically significant distribution pattern of the PTLs' Use skills and the team effectiveness ratings as given by the team members (Ball 2003). Table 17 shows the Chi-square analysis performed on the 6 Use EI skills to the 4 levels of team effectiveness from which team members chose.

Table 17: Chi-square analysis of use EI skills to team effectiveness

	Very True	Somewhat True	Not Sure/Neut.	Not True	Total
USE Skill 1	17	36	15	5	73
USE Skill 2	36	29	4	2	71
USE Skill 3	24	43	4	2	73
USE Skill 4	14	44	12	3	73
USE Skill 5	47	20	2	4	73
USE Skill 6	30	34	6	3	73
Total	168	206	43	19	436

Degrees of freedom: 15

Chi-square = 59.53

For significance at the .05 level, chi-square should be greater than or equal to 25.00 p is less than or equal to 0.001.

The distribution is significant.

The Chi-square reveals that there is a level of significance in the distribution of the team members' assessment of the PTLs' Use skills as these skills relate to team effectiveness. The Chi-square score is 59.53 at $p \leq .10$. In order to show significance with a degree of freedom of 15, the Chi-square would need to be ≥ 25.00 . Thus, the Use EI skills and team effectiveness show a strong significance of distribution as assessed by the pastoral team members concerning their PTLs. This suggests that these distributions could be expected from a similar and greater population of pastoral teams, all other things being equal (Ball 2003).

Use Qualitative Analysis

The analysis of the qualitative data collected from the research instruments was conducted in the form of prior research-driven thematic coding analysis (Boyatzis 1998, 37). In addition, building on the thematic coding analysis, three other qualitative analytical tools are utilized to add validity and reliability to the results of the analysis: code checking, enumeration, and a matrix and network diagram analysis (Miles and Huberman 1994, 93; Leedy 1997, 169; Johnson and Christensen 2004, 502-13; 517-18). The primary source of the qualitative information was the LEISR (Appendix 5). The responses to the team influence and follow up open-ended questions—one for each sub-skill—generated the qualitative data. It is this data, as it speaks to the research question concerning the nature of the relationship of lead pastor's EI ability to use emotional information and the team effectiveness of the pastoral team he leads, that are analyzed in the qualitative analysis described below.

Use Influence on Team Effectiveness

In the LEISR, there are 6 sub-skills in the EI Use ability from which pastoral team members were to assess their PTL. For each skill, participants were asked how they believe the PTL's competence in the skill related to the effectiveness of their team.

Participants could choose from four responses: 4 - Very True, 3 - Somewhat True, 2 - Not Sure/Neutral, and 1 - Not True. Table 18 below displays the descriptive statistical analysis of these responses to the above question for each skill. In the table, the skills are described and then listed by the order of the overall mean score strength for each skill.

Table 18. Use skills and team effectiveness

US Skill	Our team leader's ability to "....." is a strong factor in building our team effectiveness.	Totals		Very True		Somewhat True	
		N	Mean	N	%	N	%
5	"inspire people"	73	3.51	47	.64	20	.27
2	"focuses on what's important when emotions are strong"	73	3.35	36	.50	29	.40
6	"be a creative thinker"	73	3.25	30	.41	34	.47
3	"feel what others are feeling"	73	3.22	24	.33	43	.59
4	"use his emotions to improve his thinking"	73	2.95	14	.19	44	.60
1	"use feelings to inform and change beliefs and opinions"	73	2.89	17	.23	36	.49

Within the ability to use emotional information, pastoral team members indicate that the PTLs' Use skill 5—the ability to “inspire people”—is the strongest influencer of team effectiveness (mean 3.51, n = 73). Of the 73 team members who responded, 64% (n = 47) marked this as “very true” and 27% (n = 20) marked it as “somewhat true,” in its strength of influence towards effectiveness of their pastoral team. According to these same team members, the PTLs' Use skill 2—the ability to “focus on

what's important when emotions are strong"—(mean 3.35, n = 73) and Use skill 6—the ability to “be a creative thinker”—(mean 3.22, n = 73), follow in the strength of contribution to team effectiveness, respectively.

Use Coding Analysis

After giving the above assessment of the influence to each Use EI skill on team effectiveness, the LEISR participants were asked to “briefly explain why this is so, or give an example of how this helps your team” (Appendix 5). For analysis, the results of the responses to each Use sub-skill were coded based upon the prior research-driven code created from the “nine emotionally competent behavioral norms” developed by Druskat and Wolff in their theory of group EI and its influence on group/team effectiveness (Druskat and Wolff 2000, 138-53; Wolff et al. 2006, 229-36)—see Appendix 7 for the full code. The final results of the original coding, the code-checking, and the enumeration of PTLs' 6 sub-skills in Use EI information, as related to the team behavioral norms are presented in the analysis matrix of Table 19. The matrix displays the results in the order of the Use sub-skills, followed by how each skill was coded, code-checked, and enumerated to each of the nine emotionally competent individual behavioral norms by the PTLs involved in this research.

Identify coding matrix. The Use coding matrix (Table 19) created to display the results of the three coding procedures reveals several observations related to the research question under consideration. (The full list of all qualitative responses, the coding analysis, the code-checking, and the enumeration can be seen in Appendix 9.) Four Use skills indicate a very strong demonstration of the behavioral norms. Use skill

Table 19: Use thematic coding matrix

<i>Use EI Skill</i>	<i>Interrater Coding Agreement Percentage</i>	<i>Number of Responses</i>	<i>Code and Enumeration of the Emotionally Competent Behavioral Norms</i>									
			1 – Interpersonal Understanding	2 - Confronting	3 - Team Self-Evaluation	4 - Proactive Problem Solving	5 - Organizational Understanding	6 – Building External Relationships	7 - Caring Behavior	8 - Creating Resources for Working with Emotions	9 - Creating Optimistic Environment	10 - Does Not Apply or Help
LUSsk1: “use feelings to inform and change beliefs and opinions”	.82	17	4	--	1	2	--	--	2	1	3	3
		%	.23	0	.06	.12	0	0	.12	.06	.18	NA
LUSsk2: “focuses on important when emotions are strong”	.88	33	1	--	1	29	--	--	--	--	1	1
		%	.03	0	.03	.88	0	0	0	0	.03	NA
LUSsk3: “feel what others are feeling”	.95	20	6	--	1	2	--	--	11	--	--	1
		%	.30	0	.05	.10	0	0	.55	0	0	NA
LUSsk4: “use his emotions to improve his thinking”	100	11	2	--	2	--	--	1	--	--	5	2
		%	.18	0	.18	0	0	.09	0	.09	.46	NA
LUSsk5: “inspire and motivate people”	.90	42	--	--	4	2	--	2	--	35	1	
		%	0	0	0	.10	.05	0	.05	0	.83	NA
LUSsk6 “be a creative thinker”	.92	25	--	--	2	16	--	--	--	7	4	
		%	0	0	.08	.64	0	0	0	0	.28	NA

2—the ability to “focus on what’s important when emotions are strong”—was coded at 88% (n = 29) relation to the behavioral norm of “Proactive Problem Solving.” Use skill

5—the ability to “inspire and motivate people”—was coded at 83% (n = 35) in relation to the behavioral norm of “Creating an Opportunistic Environment.” In addition, Use skill 6—the ability to “be a creative thinker”—was coded at 64% (n = 17) in relation to the behavioral norm of “Proactive Problem Solving,” and Use skill 3—the ability to feel what others are feeling—was coded to 55% (n = 11) to the behavioral norm of “Caring Behavior.”

In surveying the responses from the team members concerning their PTLs’ Use EI skill of focusing on what is important and how this relates to proactive problem solving, the concept of maintaining “focus” is a persistent theme. In all, the word “focus”—or some form of it—is used twelve times in the various responses. One example from the responses states, “There’s a sense of safety when strong emotions are expressed, and yet there’s still a focus on the things that need to be focused on,” which shows that emotions are permitted, but the important things are not lost when emotions are high. Also, the comments “[the PTL] guides and directs in meetings away from anger points to the real issues not people” and “He has displayed a great sense of principle and wisdom in his responses, especially during times of high emotion,” are examples of strong competence in the skill and of how it leads to proactive problem solving.

Two consistent themes in the responses to the Use skill of inspiring and motivating people related to the behavioral norm of creating an opportunistic and positive environment are passion and vision. Team members’ comments clearly show the strength of this connection: for example, “his vision and passion engages our team,” “he is able to persuade people that a given goal is worthy of investing in,” and “his constant flow of

appreciation and support helps team members keep a high standard of excellence in their ministry.”

In the relationship of Use skill 6 concerning being a creative thinker to proactive problem solving, the willingness to encourage new ideas and “out of the box” thinking are consistent themes in the comments by team members. The statement “His ability to integrate other ideas and think outside of normal constraints challenges and creates a positive environment for creativity” typifies the attitudes expressed in the comments about this skill as it affects the team.

Concerning Use EI skill 3—the ability to “feel what others are feeling”—as it relates to the norm of “Caring Behavior,” feedback concerning this relationship brought forth such words and thoughts as compassion, cares about people, mercy, sensitive, values feelings, sympathy, and empathetic, as indications of how this skill contributes to helping build team effectiveness.

Norm to skill strength diagram. The network diagram in Figure 4 provides further analytical display of the strong (50% +), moderate (30-49 %), and low (15-29%) relationships as revealed in the coding analysis—and the enumeration thereof—of the PTLs’ Use EI skills to the emotionally competent team building behaviors of PTLs of this research, as articulated by their pastoral team members.

In the network diagram the behavioral norm of “Opportunistic Environment” indicated a connection to four of the Use EI skills; they are, 1 - using feeling to inform beliefs and opinions (low), 4 - using emotions to improve thinking (moderate), 5 - inspire other people (strong), and 6 - creative thinking (low). The team EI behavior norm of “Proactive Problem Solving” showed a strong connection to two Use EI skills, skill 2—

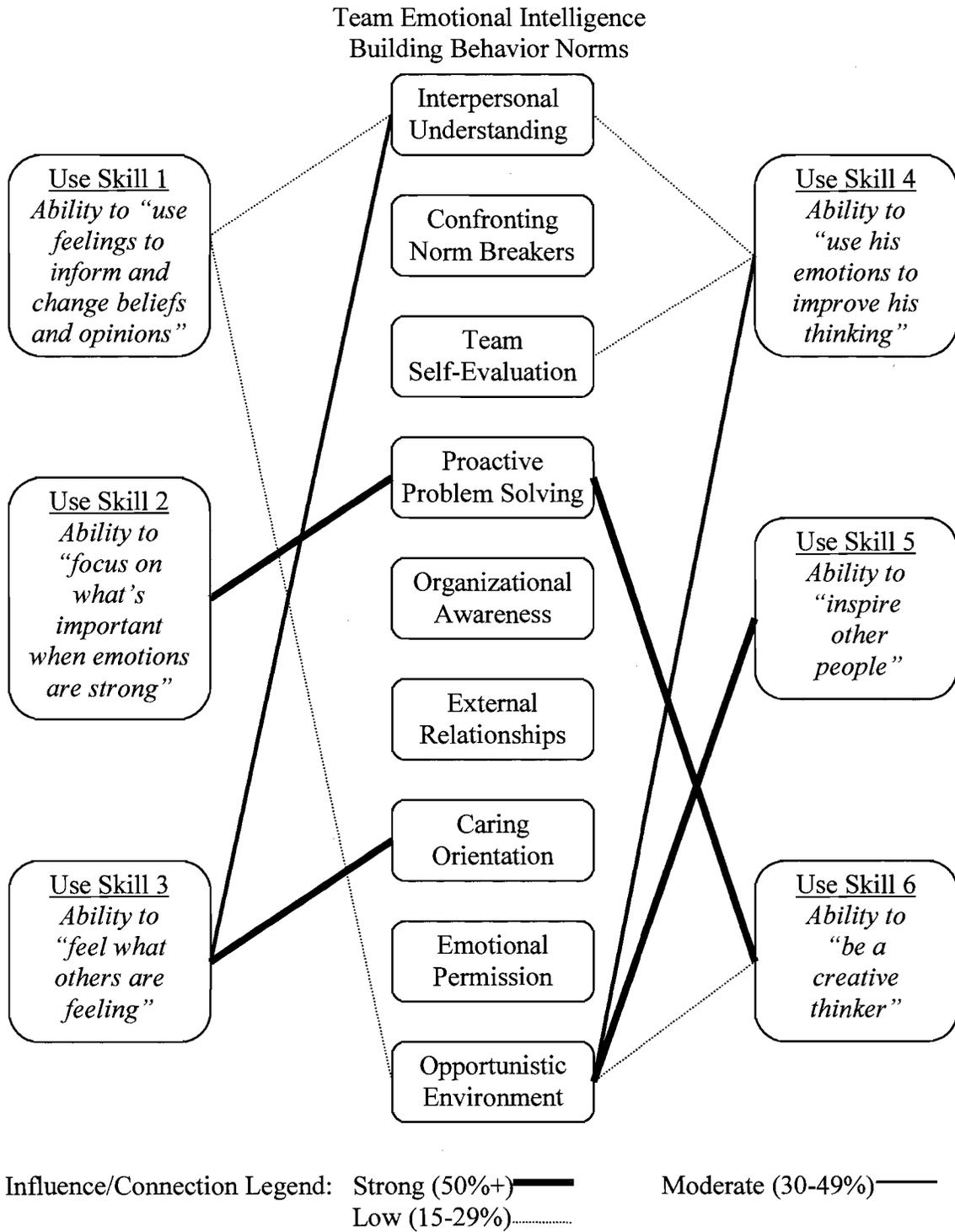


Figure 4. Use skills and team EI behaviors diagram analysis

“Proactive Problem Solving” showed a strong connection to two Use EI skills, skill 2—focusing on what is important when emotions are strong—and skill 6—the ability to be a creative thinker. Finally, the behavioral norm of “Interpersonal Understanding” indicates a moderate connection to Use skill 3—feeling what others are feeling—and low connection to Use skills 1 and 4.

Use Ability to Team Effectiveness Analysis Summary

In sum, the highlights from the analysis of the quantitative data concerning the nature of the relationship of the PTLs’ Use EI abilities and skills to team effectiveness shows that (1) PTLs’ highest self-report Use score in the WLEIS was to the question “I am a self-motivated person” (mean 6.15, n = 40). (2) In the LEISR, pastoral team members rated the PTLs’ Use skill 5, “Doesn’t motivate people—vs.—Inspires People,” as the highest skill of the 6 (mean 8.78, n = 73). (3) LEISR skill 6—“is a creative thinker”—showed the highest correlation to the team effectiveness questions; 0.556 to the TEQ question 6—“Our team exerts pressure on itself to improve performance.” And, (4) the TEQ question concerning collaboration (TEQ 5) had the most medium and large correlations to the PTLs’ EI Use abilities and skills of the TEQ questions: 4.

The highlights from the qualitative data indicate (1) that according to the pastoral team members, Use skill 5—the PTLs’ ability to “inspire people”—was the strongest skill in building team effectiveness (n = 47, or 64% marked it as “Very True). From the coding analysis, (2) LEISR Use skill 2—“focuses on what’s important when emotions are strong”—and Use skill 5—“inspire and motivate people”—showed the strongest contribution to team emotional health, skill 2 to the norm of proactive problem

solving, and skill 5 to the norm of creating an opportunistic environment. Finally, (3) the PTLs' behavioral norm of "Creating an Opportunistic Environment" indicated the most the connections to the EI Use skills in building team emotional competence and effectiveness, with "Proactive Problem Solving" following very closely.

The Team Leader's Ability to Understand Emotions and Its Relationship to Team Effectiveness

The third research question asks, "What is the nature of the relationship between a lead pastor's EI ability to understand emotional information and the team effectiveness of the pastoral team he leads?" To address this question, two instruments were used to assess a PTL's EI: the WLEIS and the LEISR. From these two instruments both quantitative and qualitative analysis were performed on the data collected.

Understand Quantitative Analysis

The analysis of the quantitative data collected from the research instruments is divided into three sections, one for each of the statistical analyses conducted on the data related to the research question. The results of the quantitative data analysis, as it speaks to the above research question concerning the nature of the relationship of lead pastor's EI ability to understand emotional information and the team effectiveness of the pastoral team he leads are presented below.

Descriptive Statistical Analysis of Lead Pastors' Understand Abilities

The first issue to address in this quantitative analysis is the Understand EI ability of the PTLs. The WLEIS and LEISR were used for this purpose. From the information collected in the WLEIS and the LEISR, the PTLs' EI Understand ability data

was gathered, organized, and tabulated for statistical analysis. Table 20 is a merger of the descriptive statistical analysis from the WLEIS and LEISR concerning the PTLs' EI ability to understand emotional information.

Table 20. Understand descriptive statistical analysis

	Number	Mean	Mode	Range	Standard Deviation	Variance
W&L UN 1	40	5.23	5	4	0.891	0.794
W&L UN 2	40	5.59	6	4	0.993	0.985
W&L UN 3	40	5.60	6	4	1.128	1.272
W&L UN 4	40	5.58	6	4	0.844	0.712
LEIRS UN-Gen	68	4.28	4	2	0.595	0.354
LUDsk1	71	8.32	9	7	1.329	1.765
LUNsk2	71	8.42	9	8	1.480	2.190
LUNsk3	71	8.34	9	5	1.133	1.284
LUNsk4	72	8.75	10	6	1.422	2.021
LUNsk5	72	8.33	9	8	1.300	1.690
LUNsk6	70	8.52	9	8	1.491	2.224

In the WLEIS four questions were used to assess the lead pastors' ability to understand emotional information. When completing the WLEIS, participants were asked to evaluate their ability for each question by selecting where they fall on a seven point Likert scale ranging from "totally disagree" as the lowest score—with a value of 1—to highest score of "totally agree"—with a value of 7 (a full version of the WLEIS is displayed in Appendix 5). The results of these four questions are displayed in the "W&L UN" rows of Table 20.

In addition to the WLEIS scores, the LEISR was also used to help assess PTL's ability to understand emotional information. The LEISR scores were generated from pastoral team members about the PTL. The LEISR evaluated EI in two stages: it is

first assessed through a general question about the PTL's ability to understand emotional information (LEISR UN-Gen in Table 20). This is followed by six specific Understand skills that are evaluated in a rating-scale style question and response (LEISR UNsk 1-6 in Table 20). Each of the 6 sub-skills includes 2 follow-up questions used to gather quantitative data. A full version of the LEISR is displayed in Appendix 5.

The descriptive statistical analysis from the WLEIS EI Understand scores reveal that from a self-report perspective, PTLs scored highest in response to the question, "I am sensitive to the feelings and emotions of others" (W&L UN 3 in Table 20). This question generated a mean score of 5.60 (n = 40). This was followed in strength very closely by two other questions: W&L UN 2, which asks, "I am a good observer of others' emotions" with a mean of 5.59 (n = 40), and W&L UN 4, which asks, "I have a good understanding of the emotions of people around me" with a mean of 5.58 (n = 40).

The descriptive statistical analysis of the LEISR skills reveal that pastoral team members rated PTLs' EI Understand skill 4 as the highest in this ability, with a mean rating score of 8.75 (N = 72). This skill was rated from the LEISR question, "Gets on people's nerves—vs—Knows the right thing to say" (LUNsk4 in Table 20). The next highest rated LEISR Understand skill was to the question, "Experiences on-or-off emotions, with few shades of gray—vs—Understands that one can feel conflicting emotions" (LUNsk6 in Table 20), which scored a mean of 8.48 (n = 70).

Understand Abilities to Team Effectiveness Correlation Analysis

The next analyzing strategy of the quantitative Understand information was to perform a correlation coefficient analysis concerning the relationship of PTLs'

Understand EI abilities to team effectiveness results. For this correlation analysis, each of the 4 WLEIS Understand questions and each of the 6 Understand skills rated in the LEISR, and the LEISR general Understand EI question, were correlated against the specific questions of the TEQ instrument used in this research. Table 21 is a correlation matrix that displays these results.

Table 21. Understand EI and team correlation matrix

	TEQ-1	TEQ-2	TEQ-3	TEQ-4	TEQ-5	TEQ-6
WLUN1	0.142	0.096	-0.107	0.100	0.067	-0.002
WLUN2	0.105	-0.018	0.071	0.136	0.303	0.057
WLUN3	-0.161	0.012	0.239	-0.111	0.002	-0.085
WLUN4	0.112	0.111	0.105	0.060	0.089	0.211
LUNsk1	-0.204	0.059	-0.149	0.186	0.385	-0.142
LUNsk2	0.328	0.144	0.249	0.499	0.407	0.368
LUNsk3	0.001	-0.008	-0.236	0.133	0.195	-0.285
LUNsk4	-0.117	0.012	0.148	-0.025	0.235	-0.307
LUNsk5	-0.082	0.136	0.068	0.146	0.385	0.038
LUNsk6	0.118	0.054	-0.064	0.309	0.133	0.005
	TEQ-7	TEQ-8	TEQ-9	TEQ-10	TEQ-11	GEN-TEQ
WLUN1	0.351	0.310	0.228	0.005	0.471	0.251
WLUN2	0.185	0.476	0.204	0.058	0.364	0.377
WLUN3	0.070	0.154	-0.166	0.003	0.221	0.208
WLUN4	0.325	0.205	0.144	-0.023	0.453	0.274
LUNsk1	0.054	0.201	0.348	0.308	0.253	0.131
LUNsk2	0.463	0.104	0.454	0.611	0.221	0.555
LUNsk3	0.210	0.136	0.295	0.304	0.199	0.084
LUNsk4	0.287	0.700	-0.156	0.338	0.331	0.311
LUNsk5	0.442	0.300	0.223	0.265	0.187	0.321
LUNsk6	0.243	0.035	0.334	0.301	0.334	0.249

According to Cohen's correlation coefficient interpretive guidelines in the social sciences—small 0.10, medium 0.30, and large 0.50 (Cohen 1988, 77-81)—several PTL EI items demonstrated medium and large correlation to specific issues of team

effectiveness. In all, 32 of the correlations of Table 21 indicate a medium level of correlation coefficient, and 3 other correlations demonstrate a large correlation coefficient of ≥ 0.50 . Table 22 displays, in rank order, the 3 large correlations of the PTLs' EI Understand ability to team effectiveness. All 3 large correlations come from the team-report LEISR.

Table 22. High correlations of EI understand abilities and skills to team effectiveness questions

Correlation	EI Understand Items	Team Effectiveness Issue
0.700	LUNsk4: Know the right thing to say	TEQ-8: Principled leadership
0.611	LUNsk2: Make correct assumptions about people	TEQ-9: Principled leadership
0.555	LUNsk2: Make correct assumptions about people	The General TEQ

In addition, the Understand correlation matrix can be analyzed by considering the strength of how each EI skill correlated to the TEQ questions by counting the number of medium and large correlation coefficients to each Understand EI ability or skill demonstrated. Table 23 below shows that LUNsk2 had the most correlations to the TEQ questions with 7 (6 medium and 1 large correlation). Moreover, skills LUNsk4, LUNsk5, and LIDsk6 indicate correlations to four TEQ questions: LUNsk4 has 3 medium and 1 large correlation, and 4 medium correlations for both skill LUNsk5 and LUNsk6.

One other way of analyzing the results of the Understand correlation matrix (Table 21) is to consider it from the perspective of the TEQ questions. Table 24 shows an analysis from this perspective. TEQ-10 displays 4 medium and 1 large correlation, and

Table 23. Correlation of EI understand abilities and skills to team effectiveness questions

Ability/Skill	Med. N	TEQ Question with Medium r	Lar. N	TEQ Question with Large r
WLUN1	3	TEQ-7, TEQ-8, TEQ-11		
WLUN2	3	TEQ-5, TEQ-8, TEQ-11		
WLUN4	2	TEQ-7, TEQ-11		
LUNsk1	3	TEQ-5, TEQ-9, TEQ-10,		
LUNsk2	6	TEQ-1, TEQ-4, TEQ-5, TEQ-6, TEQ-7, TEQ-9	1	TEQ-10
LUNsk3	1	TEQ-10		
LUNsk4	3	TEQ-6, TEQ-10, TEQ-11	1	TEQ-8
LUNsk5	4	TEQ-5, TEQ-6, TEQ-7, TEQ-8		
LIUNsk6	4	TEQ-4, TEQ-9, TEQ-10, TEQ-11		

question TEQ-11 shows that 5 of the Understand EI abilities/skills have a medium correlation coefficient. Both of these TEQ questions are concerning “Principled Leadership.” Three other TEQ questions display 4 correlations (TEQ-3, TEQ-7, and TEQ-8). TEQ-8, concerning “Principled Leadership” had 1 large and 3 medium correlations, and TEQ-3, concerning “Competent Team Members,” and TEQ-7, concerning “External Support,” each had 4 medium correlations.

Understand Chi-square Analysis

In addition to the above analyses, a Chi-square statistical test was also performed on the LEISR Understand EI skills and team effectiveness data. For this research, the Chi-square analysis is used to help ascertain whether all other things being equal, one can declare with confidence a statistically significant distribution pattern of the PTLs’ Understand skills and the team effectiveness ratings as given by the team members

Table 24. Correlation matrix of TEQ questions to understand EI abilities and skills

Strength of <i>r</i>	TEQ-3	TEQ-7	TEQ-8	TEQ-10	TEQ-11
	Unified Commitment	Collaborative Climate	Principled Leadership		
Large			LUDsk4 .7000	LUDsk2 .6114	
Medium	LUNsk4 .4074	LUNsk2 .4626	WLUN2 .4761	LUNsk4 .3383	WLUN1 .4713
	LUNsk1 .3847	LUNsk5 .4416	WLUN1 .3104	LUNsk1 .3077	WLUN4 .4529
	LUNsk5 .3847	WLUN1 .3506	LUNsk5 .3003	LUNsk3 .3043	WLUN2 .3642
	WLUN4 .3026	WLUN4 .3246		LUNsk6 .3006	LUNsk6 .3335
					LUNsk4 .3312

(Ball 2003). Table 25 shows the Chi-square analysis performed on the 6 Understand EI skills to the 4 levels of team effectiveness from which team members chose.

The Chi-square reveals that there is a level to significance to the distribution of the team member's assessment of the Understand skills to team effectiveness. The Chi-square score is 33.37 at $p \leq .01$. In order to show significance with a degree of freedom of 15, the Chi-square would need to be ≥ 25.00 . Therefore, this analysis does reveal a significant level of distribution significant of Understand EI skills to team effectiveness to a greater and similar population of PTLs and the effectiveness of their pastoral teams.

Understand Qualitative Analysis

The analysis of the qualitative data collected from the research instruments was conducted in the form of prior research-driven thematic coding analysis (Boyatzis 1998,

Table 25. Chi-square analysis of understand skills to team effectiveness

	Very True	Somewhat True	Not Sure/Neutral	Not True	Total
UN Skill 1	19	43	8	2	72
UN Skill 2	28	37	5	2	72
UN Skill 3	12	46	13	1	72
UN Skill 4	40	25	6	1	72
UN Skill 5	19	47	5	1	72
UN Skill 6	22	41	7	1	71
Total	140	239	44	8	431

Degrees of freedom: 15

Chi-square = 35.37

For significance at the .05 level, chi-square should be greater than or equal to 25.00.

p is less than or equal to 0.01.

The distribution is significant.

37). In addition, building on the thematic coding analysis, three other qualitative analytical tools were utilized to add validity and reliability to the results of the analysis: code checking, enumeration, and a matrix and network diagramming analysis (Miles and Huberman 1994, 93; Leedy 1997, 169; Johnson and Christensen 2004, 502-13). The primary source of the qualitative information was the LEISR (Appendix 5). The responses to the team influence and follow up open-ended questions—one for each sub-skill as presented in the LEISR—generated an abundance of qualitative data concerning PTL’s Understand EI skills. It is this data, as it speaks to the research question concerning the nature of the relationship of lead pastor’s EI ability to understand emotional information and the team effectiveness of the pastoral team he leads, that are analyzed in the qualitative analysis described below.

Understand Influence on Team Effectiveness

In the LEISR, there are 6 sub-skills in the EI Understand ability from which

pastoral team members were to assess their PTL. For each skill, participants were asked how they believe the PTL's competence in that skill influenced the effectiveness of their team. Team members could choose from 4 responses: 4 - Very True, 3 - Somewhat True, 2 - Not Sure/Neutral, and 1 - Not True. Table 26 below displays the descriptive statistical analysis of these responses to the above question for each skill. In the table, the skills are described and then listed by the order of the overall mean score strength for each skill.

Table 26. Understand skills and team effectiveness

UN Skill	Our team leader's ability to "....." is a strong factor in building our team effectiveness.	Totals		Very True		Somewhat True	
		N	Mean	N	%	N	%
4	"know the right thing to say"	72	3.44	40	.56	25	.35
2	"make correct assumptions about people"	71	3.25	28	.39	37	.51
5	"make good predictions about what people may feel"	72	3.19	19	.26	47	.65
6	"understand that one can feel conflicting emotions"	71	3.18	22	.31	41	.58
1	"use a rich emotional vocabulary"	72	3.10	19	.26	43	.60
3	"use sophisticated emotional knowledge"	72	3.01	12	.17	46	.64

Within the ability to understand emotional information, pastoral team members indicate that the PTLs' Understand skill 4, their ability to "know the right thing to say" with a mean score of 3.44 (n = 72) is the strongest influencer of the 6 to team effectiveness. Of the 72 team members who responded, 56% (n = 40) marked this as "very true" and 35% (n = 25) marked it as "somewhat true," in its strength of influence to the effectiveness of their pastoral team. These same team members also indicated that the PTLs' Understand skill 2, the ability to "make correct assumptions about people" (mean

3.25, n = 71), and Understand skill 5—their ability to “make good predictions about what people may feel”—(mean = 3.19, n = 72), followed in the strength of contribution to their team effectiveness, respectively.

Understand Coding Analysis

After giving the above assessment of the influence to each Identify EI skill on team effectiveness, the LEISR participants were asked to “briefly explain why this is so, or give an example of how this helps your team” (Appendix 5). For analysis, the results of the responses to each Identify sub-skill were coded based upon the prior research-driven code created from the “nine emotionally competent behavioral norms” developed by Druskat and Wolff in their theory of group EI and its influence on group/team effectiveness (Druskat and Wolff 2000, 138-53; Wolff et al. 2006, 229-36)—see Appendix 7 for the full code. The final results of the original coding, the code-checking, and the enumeration of PTLs’ six skills in Understand EI information, as related to the team behavioral norms, are presented in the analysis matrix of Table 27. The matrix displays the results in the order of the Understand sub-skills, followed by how each skill was coded, code-checked, and enumerated to each of the nine emotionally competent individual behavioral norms by the PTLs involved in this research.

Identify coding matrix. The Understand coding matrix (Table 27) created to display the results of the three coding procedures reveals the following observations related to the research question under consideration. (The full list of all qualitative responses, the coding analysis, the code-checking, and the enumeration can be seen in Appendix 9.) Five team emotional behavior norms show a strong relationship to the

Tale 27. Understand thematic coding matrix

Understand EI Skill	Interrater Coding Agreement Percentage	Number of Responses	Code and Enumeration of the Emotionally Competent Behavioral Norms									
			1 - Interpersonal Understanding	2 - Confronting	3 - Team Self-Evaluation	4 - Proactive Problem Solving	5 - Organizational Understanding	6 - Building External Relationships	7 - Caring Behavior	8 - Creating Resources for Working with Emotions	9 - Creating Optimistic Environment	10 - Does Not Apply or Help
UN Skill 1: "use a rich emotional vocabulary"	.81	16	6	--	--	--	--	--	--	11	1	--
		%	.37	0	0	0	0	0	0	0	.69	.06
UN Skill 2: "make correct assumptions about people"	.96	23	14	4	2	3	1	--	--	--	--	--
		%	.61	.17	.09	.13	.04	0	0	0	0	0
UN Skill 3: "use sophisticated emotional knowledge"	100	9	7	--	1	--	--	--	1	--	--	1
		%	.78	0	.11	0	0	0	.11	0	0	0
UN Skill 4: "know the right thing to say"	.83	36	17	2	--	8	--	1	11	1	1	1
		%	.47	.06	0	.22	0	.03	.31	.03	.03	.03
UN Skill 5: "make good predictions about what people may feel"	.88	16	8	--	1	3	--	--	2	1	--	1
		%	.50	0	.06	.19	0	0	.13	.06	0	0
UN Skill 6: "understand that one can feel conflicting emotions"	.94	17	2	--	--	--	1	--	2	13	--	--
		%	.12	0	0	0	.06	0	.12	.77	0	0

Understand EI skills; these include skill 1—the ability to use a rich emotional vocabulary—at 69% (n = 11), and skill 6—the ability to understand that one can have conflicting emotions—at 77% (n = 13), to the behavioral norm of "Creating Resources

for Working with Emotions.” And 3 Understand skills relate to the behavioral norm of “Interpersonal Understanding”; those being, skill 2—the ability to make correct assumptions about people at 61% (n = 14), skill 3—the ability to use sophisticated emotional language at 78% (n = 7), and skill 5—the ability to make good predictions about how people may feel at 50% (n = 8).

Concerning how a PTL’s use of a “rich emotional vocabulary” (UN skill 1) is an example of building the team emotional behavioral norm of “creating resources for working with emotions,” two comments demonstrate why this is beneficial to the team: “It helps us all with understanding each other, it encourages self-disclosure,” and “Pastor helps others on the team to explore feelings and emotions that they can’t identify or put into words on their own.” Team members’ comments also give insight of how Understand skill 6—the ability to understand that one can have conflicting emotions—contributes to this same behavioral norm, such as “[it] enables us to work through complex emotional struggles,” he “asks questions to understand further,” it allows “him to view others’ opinions and feelings as valid as his own,” and “he always lets us express them [emotions] and gives validity to where we are in a particular moments.”

In addition, team member comments about the 3 Understand skills that strongly demonstrate to the team emotional behavioral norm of interpersonal understanding also reveal how each skill helps build this norm. For skill 2, which involves correct assumptions about people, team members write that this skill in their PTL is demonstrated in his ability of assessing people, knowing when to engage and when not to, listening, being wise and discerning, and also in his ability to “read” people. Implicitly, each of these qualities helps to build the team. As well, concerning how skill

3—using sophisticated emotion knowledge—helps build the team is communicated in this comment by one team member: “This is beneficial for our team in that he is able to understand and spur/steer conversation.” How skill 5—the Understand skill of making accurate predictions about how people may feel—demonstrates the team behavioral norm of interpersonal understanding and helps the team is communicated in through the comment “Because of his walk with the Lord it inspires us to try to understand people, and look at people through their eyes.” In all, as the coding and these various comments suggest, each of these three skills (UN skills 2, 3, and 5) are examples of interpersonal understanding, and as one team member commented, “knowing where people are allows him—and the team—to minister and lead.”

Norm to skill strength diagram. The network diagram in Figure 5 provides further analytical display of the strong (50% +), moderate (30-49 %), and low (15-29%) relationships as revealed in the coding analysis—and the enumeration thereof—of the PTLs’ Understand EI skills to the 9 emotionally competent team building behaviors of PTLs of this research, as articulated by their pastoral team members.

The network diagram illustrates that the EI team behavioral norm of “Interpersonal Understanding” has connection to 5 of the 6 Use EI skills. It relates in a strong way to the Understand skill 2—the ability to make correct assumptions about people, Understand skill 3—the ability to use sophisticated emotional knowledge, and Understand skill 5—the ability to make accurate predictions about how people will feel. Interpersonal Understanding also shows a moderate connection to Understand skills 1 and 4. In addition, the team emotional behavioral norm of “Creating Resources for Working with Emotions” demonstrated a strong connection to Understand EI skill 1—

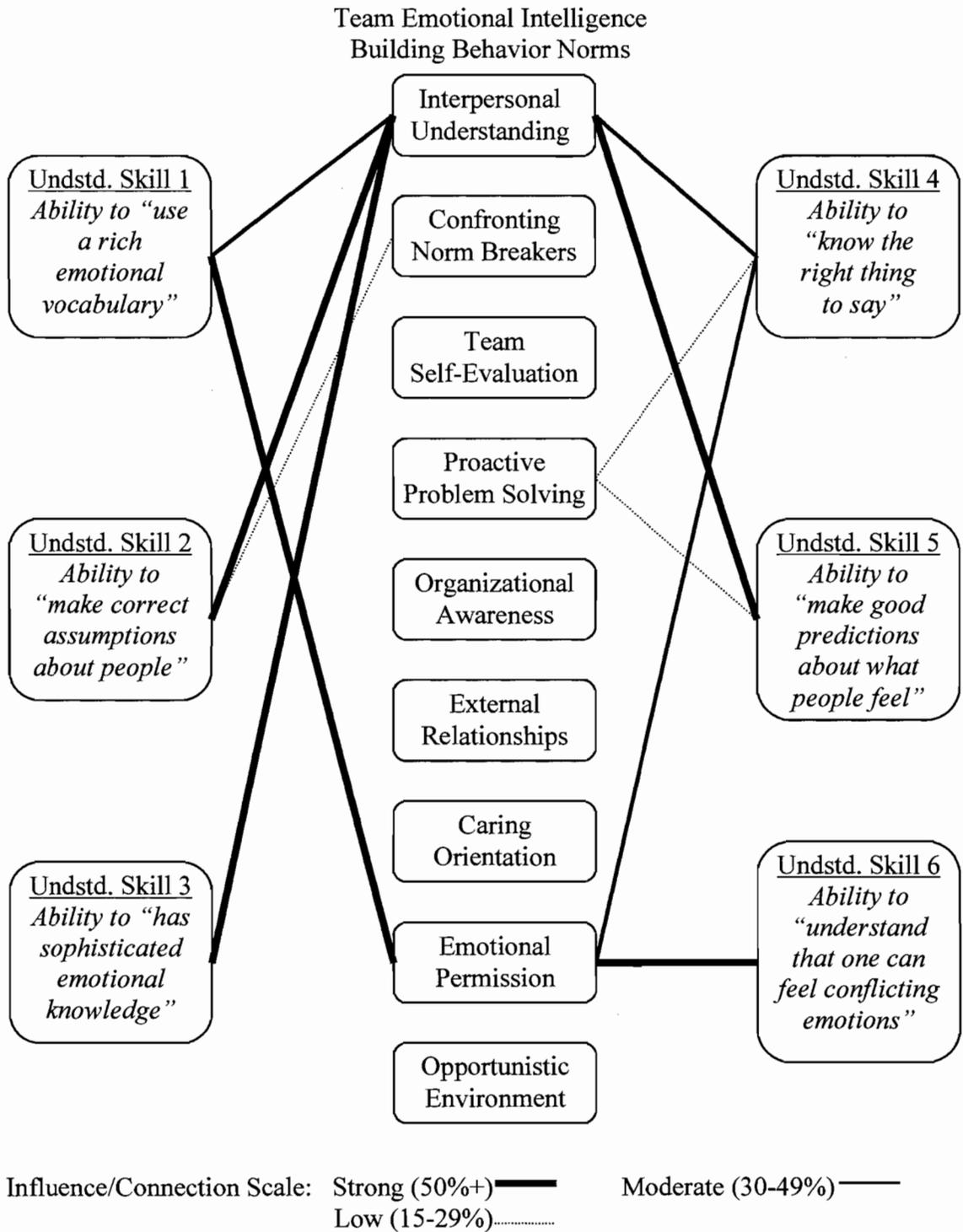


Figure 4. Understand skills and team EI behaviors diagram analysis

having a rich emotional vocabulary, and Understand EI skill 6—the perspective of understanding that people can have conflicting emotions, as well as showing a moderate relation to Understand EI skill 4—the ability to be able to say the right thing.

Understand Ability to Team Effectiveness Analysis Summary

In sum, the highlights from the analysis of the quantitative data concerning the nature of the relationship of the PTLs' Understand EI abilities and skills to team effectiveness shows that (1) PTLs' highest self-report Understand score in the WLEIS was to the question "I am sensitive to the feelings and emotions of others" (n = 40, mean 5.60). (2) In the LEISR, pastoral team members rated the PTLs' Understand skill 4, "knows the right thing to say," as the highest skill of the 6 (n = 72, mean 8.75). (3) LEISR Understand skill 4 also showed the highest correlation to the team effectiveness questions; 0.700 to the TEQ question 8—"The team leader provides me the necessary autonomy to achieve results." And, (4) the TEQ question 10, concerning principled leadership had the most moderate and large correlations to the PTLs' EI Identify abilities and skill: 1 large and 4 moderate correlations.

The highlights from the qualitative data indicates (1) that according to the pastoral team members, Understand skill 4—the PTLs' ability to "know the right thing to say"—was the strongest rated skill in building team effectiveness (n = 40, or 56% marked is as "Very True"). From the coding analysis, (2) LEISR Understand skill 6—"understand that one can have conflicting emotions—showed the strongest coding percentage in contributing to team emotional behavioral norms: 77% to the behavioral "Creating Resources for Working with Emotions, and skill 4—"knows the right thing to

say” generated the most responses to any of the behavioral norms: 17, to the behavioral norm of Interpersonal Understanding. Finally, (3) the PTLs’ behavioral norm of “Interpersonal Understanding” shows the most connections to the EI Understand skills in building team emotional competence and effectiveness.

The Team Leader’s Ability to Manage Emotions and Its Relationship to Team Effectiveness

The fourth research question asks, “What is the nature of the relationship between a lead pastor’s EI ability to manage emotional information and the team effectiveness of the pastoral team he leads?” To address this question, two instruments were used to assess a PTL’s EI: the WLEIS and the LEISR. From these two instruments both quantitative and qualitative analyses were performed on the data collected.

Manage Quantitative Analysis

The analysis of the quantitative data collected from the research instruments is divided into three sections, one for each of the statistical analyses conducted on the data related to the research question. The results of the quantitative data analysis, as it speaks to the above research question concerning the nature of the relationship of lead pastor’s EI ability to manage emotional information and the team effectiveness of the pastoral team he leads, are presented below.

Manage Descriptive Statistical Analysis

The first issue to address in this quantitative analysis is the Manage EI ability of the PTLs. The WLEIS and LEISR were used for this purpose. From the information collected in the WLEIS and the LEISR, the PTLs’ EI Manage ability data was gathered,

organized, and tabulated for statistical analysis. Table 28 is a merger of the descriptive statistical analysis from the WLEIS and LEISR concerning the PTLs EI ability to manage emotional information.

Table 28. Manage descriptive statistical analysis

	Number	Mean	Mode	Range	Standard Deviation	Variance
W&L MN 1	40	6.28	6	3	0.759	0.576
W&L MN 2	40	6.15	7	3	0.833	0.695
W&L MN 3	40	5.73	6	4	0.877	0.769
W&L MN 4	40	6.15	6	3	0.662	0.439
LEISR MN-Gen	65	4.42	4	3	0.610	0.372
LEISR MNsk1	70	8.80	9	4	1.071	1.148
LEISR MNsk2	70	8.31	9	8	1.499	2.248
LEISR MNsk3	70	8.17	9	7	1.404	1.970
LEISR MNsk4	70	8.03	9	6	1.551	2.405
LEISR MNsk5	70	8.19	9	6	1.365	1.864
LEISR MNsk6	70	7.87	9	7	1.413	1.998

In the WLEIS four questions were used to assess each lead pastor's ability to manage emotional information. When completing the WLEIS, participants were asked to evaluate their ability for each question by selecting where they fall on a seven-point Likert scale ranging from "totally disagree" as the lowest score—with a value of 1, to highest score of "totally agree"—with a value of 7 (a full version of the WLEIS is displayed in Appendix 5). The results of these four questions are displayed in the "W&L MN" rows of Table 28.

In addition to the WLEIS scores, the LEISR was also used to help assess PTL's ability to manage emotional information. The LEISR scores were generated from pastoral team members about the PTL. The LEISR evaluated EI in two stages: it is first

assessed through a general question about the PTL's ability to manage emotional information (LEISR MN-Gen in Table 28). This is followed by 6 specific Manage skills that are evaluated in a rating-scale style question and response (LEISR MNsk 1-6 in Table 28). A full version of the LEISR is displayed in Appendix 5.

From the information collected in the WLEIS and the LEISR, the PTLs' EI Manage ability data was gathered, organized, and tabulated for statistical analysis. Table 28 is a merger of the descriptive statistical analysis from the WLEIS and LEISR concerning the PTLs' EI ability to Manage emotional information.

The descriptive statistical analysis from the WLEIS EI Manage scores reveal that from a self-report perspective, PTLs scored highest in response to the question, "I am able to control my temper so that I can handle difficult situations" (W&L MN 1 in Table 31). This question displayed a mean score of 6.28 (n = 40). This was followed in strength by two questions with the same mean score of 6.15 (n = 40, for both): W&L MN 2, which asks, "I am quite capable of controlling my own emotions"; and W&L MN 4, which asks, "I have good control of my own emotions" (Table 28).

The descriptive statistical analysis of the LEISR skills reveal that pastoral team members rated PTLs' EI Manage skill 1 as the highest in this ability, with a mean rating score of 8.80 (n = 70). This skill is rated from the question, "Cannot connect with other people—vs—Connects with and inspires other people" (LMNsk1 in Table 28). The second rated PTL Manage EI skill by team members was LMNsk2 with a mean score of 8.31 (n = 70), which was derived from rating the statement, "Has no intentional or unintentional impact on others' feelings—vs—Can cheer others up, calm down, or manage others' feelings appropriately" (Table 32). The third rated statement was

LMNsk5 with a mean of 8.19 (n = 70) and reads, “Is a slave to passion—vs—Can ‘psych up,’ calm down, or maintain a mood, as desirable” (Table 28).

Manage and Team Effectiveness Correlation Analysis

The next analyzing strategy of the quantitative Manage information was to perform a correlation coefficient analysis concerning the relationship of PTLs’ Manage EI abilities to the team effectiveness results. For this correlation analysis, each of the 4 WLEIS Manage questions and each of the 6 Manage skills rated in the LEISR, and the LEISR general Manage EI question were correlated against the specific questions of the TEQ instrument used in this research. Table 29 below is a correlation matrix that displays these results.

According to Cohen’s correlation coefficient interpretive guidelines for the social sciences—small 0.10, medium 0.30, and large 0.50 (Cohen 1988, 77-81)—several PTL Manage EI items demonstrated medium and large correlations to specific issues of team effectiveness. In all, 16 of the 120 potential correlations of Table 29 indicate a medium level of correlation, and three others demonstrate a large correlation coefficient of ≥ 0.50 . Manage skills LMNsk1, LMNsk6, and LMNsk4 from the LEISR all show a large correlation coefficient. Table 30 below displays, in rank order, the 3 large correlations of the PTLs’ EI Manage ability to team effectiveness.

In addition, the Manage correlation matrix can be analyzed by considering the strength of how each Manage skill correlates to the TEQ questions by counting the number of medium and large correlations to the Manage EI abilities or skills. Table 31 below shows that LMNsk1 had the most correlations to the TEQ questions, with 3

Table 29. Correlation matrix of EI manage abilities to team effectiveness questions

	TEQ-1	TEQ-2	TEQ-3	TEQ-4	TEQ-5	TEQ-6
WLMN1	-0.097	-0.308	0.008	0.007	-0.108	0.085
WLMN2	0.012	0.141	0.134	0.057	0.172	0.233
WLMN3	-0.083	-0.038	0.010	0.077	0.029	0.052
WLMN4	0.152	0.046	-0.011	0.218	0.097	0.218
LMNsk1	0.079	0.162	0.387	0.203	0.527	0.070
LMNsk2	0.187	0.222	0.254	0.159	0.281	0.311
LMNsk3	0.008	-0.004	-0.145	0.008	0.197	-0.092
LMNsk4	-0.232	0.177	-0.069	0.143	0.500	-0.064
LMNsk5	0.003	0.232	0.138	-0.011	0.370	0.201
LMNsk6	0.053	0.184	-0.062	0.079	0.495	0.034
	TEQ-7	TEQ-8	TEQ-9	TEQ-10	TEQ-11	GEN-TEQ
WLMN1	0.116	0.003	-0.106	-0.184	0.334	-0.093
WLMN2	0.212	0.072	0.014	0.057	0.311	0.213
WLMN3	-0.009	0.076	-0.205	-0.044	0.085	0.161
WLMN4	0.279	0.031	0.112	0.087	0.430	0.135
LMNsk1	0.259	0.476	0.059	0.406	0.294	0.484
LMNsk2	0.462	0.348	0.189	0.248	0.089	0.438
LMNsk3	0.276	0.219	0.161	0.390	0.208	0.114
LMNsk4	0.191	0.347	0.365	0.276	0.251	0.108
LMNsk5	0.256	0.273	0.082	0.201	0.149	0.165
LMNsk6	0.243	0.512	0.127	0.240	0.194	0.252

Table 30. High correlations of EI manage abilities and skills to team effectiveness questions

Correlation	EI Manage Items	Team Effectiveness Issue
0.527	LMNsk1: Connect with and inspire other people	TEQ-5: Collaborative Climate
0.512	LMNsk6: Use emotions to focus attention, inform decision making, and energize adaptive behaviors	TEQ-8: Principled Leadership
0.500	LMNsk4: Leads a rich emotional life	TEQ-5: Collaborative Climate

medium and 1 large correlation. LMNsk4 showed correlation to 3 TEQ questions

(2 medium and 1 large correlation), and LMNsk2 had 3 correlations to the TEQ questions, all 3 of which were in the medium category.

Table 31. Correlation of EI manage abilities and skills to team effectiveness questions

Ability/Skill	Med. N	TEQ Question with Medium r	Lar. N	TEQ Question with Large r
WLMN1	1	TEQ-11		
WLMN2	1	TEQ-11		
WLMN4	1	TEQ-11		
LMNsk1	3	TEQ-3, TEQ-8, TEQ-10	1	TEQ-5
LMNsk2	3	TEQ-6, TEQ-7, TEQ-8		
LMNsk3	1	TEQ-11		
LMNsk4	2	TEQ-8, TEQ-9,	1	TEQ-5
LMNsk5	1	TEQ-5		
LMNsk6	1	TEQ-5	1	TEQ-8

One final way of analyzing the results of the Manage correlation matrix (Table 29) is to consider it from the perspective of the TEQ questions. An analysis from this perspective shows that the question TEQ-5, concerning “Collaborative Climate,” displays 2 large and 2 medium correlations. This is followed by two “Principled Leadership” questions: TEQ-8, which displays 1 large and 3 medium correlations, and question TEQ-11, which displays 3 medium and 1 large correlation. Table 32 below displays the three strongest medium and large correlations from the TEQ perspective.

Manage Chi-square Analysis

In addition to the above analyses, a Chi-square statistical test was also performed on the LEISR Manage EI skills and team effectiveness data. For this research, the Chi-square test is used to help ascertain whether, all other things being equal, one can

Table 32. Correlation matrix of TEQ questions to manage EI abilities and skills

Strength of r	TEQ-5	TEQ-8	TEQ_11
	Collaborative Climate	Principled Leadership	
Large	LMNsk1 0.527 LMNsk4 0.500	LMNsk6 0.512	
Medium	LMNsk6 0.495 LMNsk5 0.370	LMNsk1 0.476 LMNsk2 0.348 LMNsk4 0.347	WLMN4 0.430 WLMN1 0.334 WLMN2 0.311

declare with confidence a statistically significant distribution pattern of the PTLs'

Manage skills and the team effectiveness ratings as given by the team members (Ball

2003). Table 33 shows the Chi-square analysis performed on the six Manage EI skills to

the four levels of team effectiveness from which team members chose.

Table 33: Chi-square analysis of manage EI skills to team effectiveness

	Very True	Somewhat True	Not Sure/Neutral	Not True	Total
MN Skill 1	36	35	0	0	71
MN Skill 2	24	39	7	1	71
MN Skill 3	20	43	7	1	71
MN Skill 4	17	41	11	2	71
MN Skill 5	15	40	16	0	71
MN Skill 6	10	40	19	1	70
Total	122	238	60	5	425

Degrees of freedom: 15

Chi-square = 47.89

For significance at the .05 level, chi-square should be greater than or equal to 25.00
 p is less than or equal to 0.001.

The distribution is significant.

The Chi-square reveals that there is a level of significance in the distribution of the team members' assessment of these the Manage skills to team effectiveness with a Chi-square score of 47.89 at $p \leq .0001$. In order to show significance with a degree of freedom of 15, the Chi-square would need to be ≥ 25.00 . Therefore, this analysis does reveal a significant level of distribution of the PTLs' Manage EI skills and team effectiveness as rated by team members to a greater and similar population of PTLs and the effectiveness of their pastoral teams.

Manage Qualitative Analysis

The analysis of the qualitative data collected from the research instruments was conducted in the form of prior research-driven thematic coding analysis (Boyatzis 1998, 37). In addition, building on the thematic coding analysis, three other qualitative analytical tools were used to add validity and reliability to the results of the analysis: code-checking, enumeration, and a matrix and network diagram analysis (Miles and Huberman 1994, 93; Leedy 1997, 169; Johnson and Christensen 2004, 502-13; 517-18). The primary source of the qualitative information was the LEISR (Appendix 5). The responses to the team influence and follow up open-ended questions—one for each sub-skill as presented in the LEISR—generated an abundance of qualitative data. It is this data, as it speaks to the research question concerning the nature of the relationship of lead pastor's EI ability to manage emotional information and the team effectiveness of the pastoral team he leads, that are analyzed in the qualitative analysis described below.

Manage Influence on Team Effectiveness

In the LEISR, there are 6 sub-skills in the EI Manage ability from which

pastoral team members were to assess their PTL. For each skill, participants were asked how they believe the PTL's competence in that skill influenced the effectiveness of their team. Participants could choose from 4 responses: 4 - Very True, 3 - Somewhat True, 2 - Not Sure/Neutral, and 1 - Not True. Table 34 below displays the descriptive statistical analysis of these responses to the above question for each skill. In the table, the skills are described and then listed by the order of the overall mean score strength for each skill.

Table 34: Manage skills and team effectiveness

MN Skill	Our team leader's ability to "....." is a strong factor in building our team effectiveness.	Totals		Very True		Somewhat True	
		N	Mean	N	%	N	%
1	"connect with and inspire other people"	70	3.51	36	.51	34	.49
2	"cheer others up, calm others down, or manage others' feelings appropriately"	70	3.21	24	.34	39	.55
3	"open to his feelings and the feelings of others"	70	3.15	20	.28	43	.61
4	"lead a rich emotional life"	70	3.03	17	.24	41	.58
5	"to psych up, calm down, or maintain a mood, as desirable"	70	2.93	15	.21	40	.56
6	"use emotions to focus attention, inform decision making, and energize adaptive behaviors"	70	2.84	10	.14	40	.57

Within the ability to Manage emotional information, pastoral team members indicate that the PTLs' Manage skill 1, their ability to "connect with and inspire other people" is the strongest influencer of the 6 skills to team effectiveness with a mean score of 3.51 (n = 70). Of the 70 team members who responded, 51% (n = 36) marked this as "very true" and 49% (n = 34) marked it as "somewhat true," in its strength of influence in contributing to the effectiveness of their pastoral team. These same team members also indicated that the PTLs' Manage skill 2, their ability to "cheer others up, calm others

down, or manage others' feelings appropriately" with a mean score of 3.21 (n = 70) was the next highest influential manage skill; 34% (n = 24) marked this skill as "very true," and 55% (n = 39) marked it as "somewhat true."

Manage Coding Analysis

After giving the above assessment of the influence to each Manage EI skill on team effectiveness, the LEISR participants were asked to "briefly explain why this is so, or give an example of how this helps your team" (Appendix 5). For analysis, the results of the responses to each Manage sub-skill were coded based upon the prior research-driven code created from the "nine emotionally competent behavioral norms" developed by Druskat and Wolff in their theory of group EI and its influence on group/team effectiveness (Druskat and Wolff 2000, 138-53; Wolff et al. 2006, 229-36)—see Appendix 7 for the full code. The final results of the original coding, the code-checking, and the enumeration of PTLs' 6 skills in Manage EI information, as related to the team behavioral norms, are presented in the analysis matrix of Table 35. The matrix displays the results in the order of the Identify sub-skills, followed by how each skill was coded, code-checked, and enumerated to each of the nine emotionally competent individual behavioral norms by the PTLs involved in this research.

Identify coding matrix. The Manage coding matrix (Table 35) created to display the results of the three coding procedures reveals several observations related to the research question under consideration. (The full list of all qualitative responses, the coding analysis, the code-checking, and the enumeration can be seen in Appendix 9.)

Table 35. Manage thematic coding matrix

Manage EI Skill	Interrater Coding Agreement Percentage	Number of Responses	Code and Enumeration of the Emotionally Competent Behavioral Norms									
			1 – Interpersonal Understanding	2 - Confronting	3 - Team Self-Evaluation	4 - Proactive Problem Solving	5 - Organizational Understanding	6 – Building External Relationships	7 - Caring Behavior	8 - Creating Resources for Working with Emotions	9 - Creating Optimistic Environment	10 - Does Not Apply or Help
MN Skill 1: “connect with and inspire other people”	.93	30	9	--	--	--	2	4	1	--	15	2
		%	.30	0	0	0	.07	.13	.07	0	.50	NA
MN Skill 2: “cheer others up, calm others down, or manage others’ feelings appropriately”	.94	18	5	--	--	10	--	--	1	4	--	--
		%	.28	0	0	.56	0	0	.06	.22	0	NA
MN Skill 3: open to his feelings and the feelings of others”	.94	16	1	--	2	--	--	--	4	11	--	--
		%	.06	0	.13	0	0	0	.25	.69	0	NA
MN Skill 4: “lead a rich emotional life”	100	13	1	--	--	--	--	--	--	7	5	--
		%	.06	0	0	0	0	0	0	.57	.39	NA
MN Skill 5: “to psych up, calm down, or maintain a mood, as desirable”	.91	11	1	1	--	3	--	--	--	2	3	1
		%	.09	.09	0	.27	0	0	0	.18	.27	NA
MN Skill 6: “use emotions to focus attention, inform decision making, and energize adaptive behaviors”	.86	7	3	--	1	4	--	--	--	--	--	1
		%	.43	0	.14	.58	0	0	0	0	0	NA

First, Manage skill 2—the ability to cheer others up, calm others down, and manage others’ feelings—and Manage skill 6—the ability to use emotions to focus attention—both show a strong relation to the team emotional building behavioral norm of “Proactive Problem Solving.”

Concerning skill 2, team members’ comments about their PTLs shows how this skill can contribute to team effectiveness: “Our leader is skillful at helping others see the reality of a situation in order to prevent over reaction,” and, as one team member said, “There’s a steadiness in him that has a calming effect on the team.” For Manage skill 6, team members show how this helps proactive problem solving in the comments: “He is not given to the use of emotion to manipulate behavior but uses it to bring a specific issue into focus,” and thus, this skill “keeps us from making unwise decisions.”

The Manage EI skills of skill 3—the ability to be open with his and others’ feelings—and skill 4—the ability to lead a rich emotional life—both show a strong relationship to the team emotional competence behavioral norm of “Creating Resources for Working with Emotions.” For example, concerning how skill 3 contributes to this behavior, one team member comments: “I think his ability to open up about his own life and feelings continues to allow others to feel what they feel and live authentic lives,” and another writes, this skill allows for “open and honest dialogue within the team, this creates an atmosphere that builds trust and progress.” Concerning skill 4, the following comments illustrate how this skill builds the team: “It’s good for us to see that he is just like us . . . laughs when happy, sorrowful when necessary,” and “His expression of what he feels and thinks enables him to help others identify with him.”

Manage skill 1—the ability to connect with and inspire other people—also shows a strong connection to the team emotional behavioral to the norm of “Creating an Optimistic Environment.” The key word that occurs often in the responses related to this skill is the expression: “inspire.” A PTL’s ability to inspire creates motivation and a vision so others want to follow him, as one team member succinctly put it, he “gets others to buy his vision.”

Norm to skill strength diagram. The network diagram in Figure 6 provides further analytical display of the strong (50% +), moderate (30-49 %), and low (15-29%) relationships as revealed in the coding analysis—and the enumeration thereof—of the PTL’s Manage EI skills to the 9 emotionally competent team building behaviors of the PTLs in this research, as articulated by their pastoral team members.

The network diagram illustrates that the behavioral norm of “Creating Resources for Working with Emotions” has a strong connection to two Manage skills: Manage skill 3—being open to feelings—and Manage skill 4—their leading of a rich emotional life—and a low relationship ratings to Manage skills 2 and 5. The team EI behavioral norm of “Proactive Problem Solving” shows a strong connection to two Manage EI skills: skill 2—the ability to cheer others up or calm them down appropriately—and skill 6—the use of emotions to focus and inform decision making. This behavioral norm also shows a relationship to Manage skill 5. In addition, the behavioral norm of “Interpersonal Understanding” demonstrates a moderate connection to 3 of the 6 Manage sub-skills: skills 1, 2, and 6.

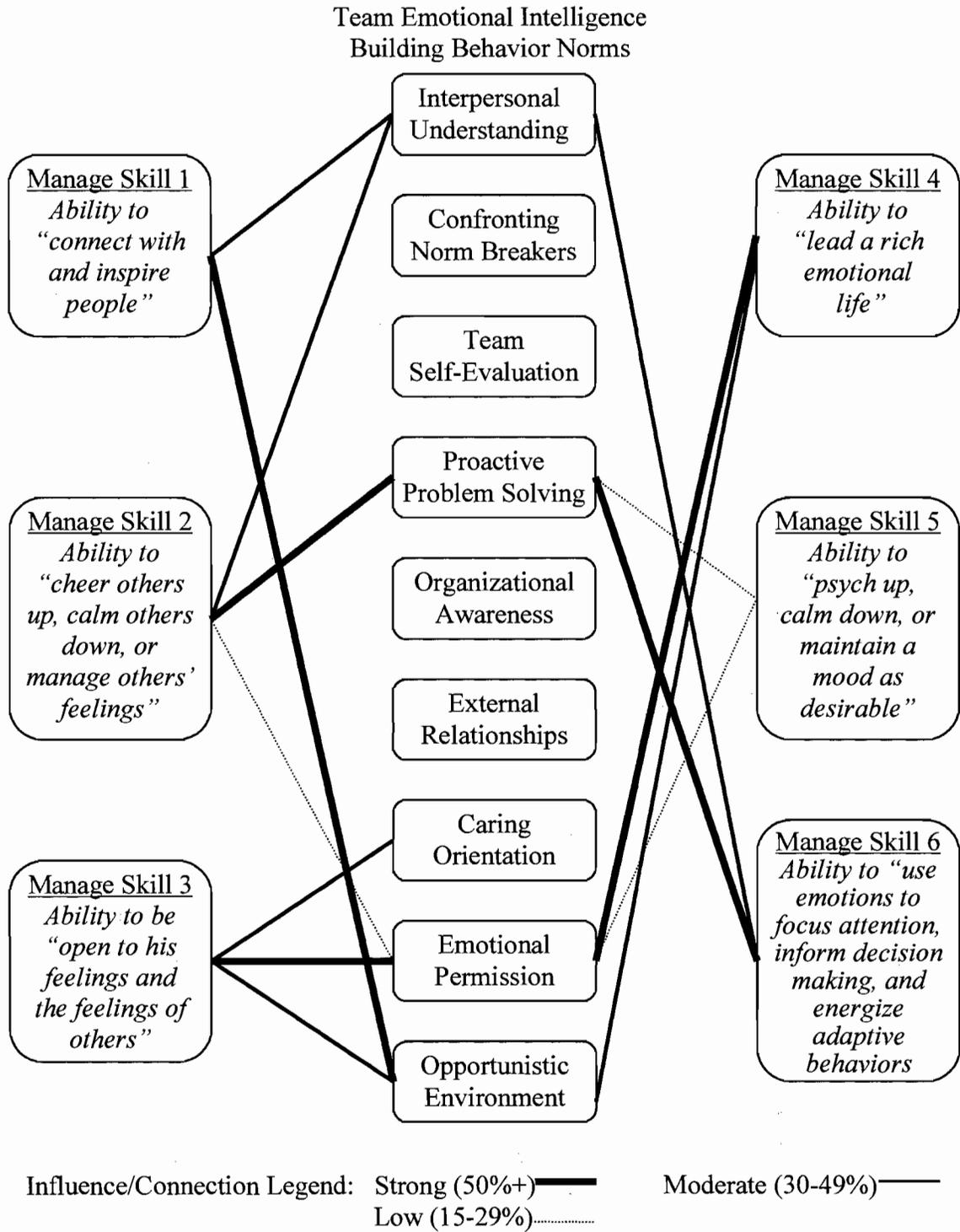


Figure 6. Manage skills and team EI behaviors diagram analysis

Manage Ability to Team Effectiveness Analysis Summary

In sum, the highlights from the analysis of the quantitative data concerning the nature of the relationship of the PTLs' Manage EI abilities and skills to team effectiveness shows that (1) PTLs' highest self-report Manage score in the WLEIS was to the question, "I am able to control my temper so that I can handle difficult situations" (mean 6.28, n = 40). (2) In the LEISR, pastoral team members rated the PTLs' Manage skill 1, "Connects with and inspires other people," as the highest skill of the 6 (mean 8.80, n = 70). (3) LEISR Manage skill 1 also showed the highest correlation to the team effectiveness questions: 0.5271 to the TEQ question 5—"We trust each other sufficiently to accurately share information, perceptions, and feedback." And (4) the TEQ question 5, concerning collaboration had the most moderate and large correlations to the PTLs' EI Manage abilities and skill: 2 large and 2 moderate correlations.

The highlights from the qualitative data indicates that (1) according to the pastoral team members, Manage skill 1—the PTLs' ability to "connect with and inspire people"—was the strongest skill in building team effectiveness (n = 36, or 51% marked as "Very True"). From the coding analysis, (2) LEISR Manage skill 3—"open to his feelings and the feelings of others"—showed the strongest contribution to team emotional health; specifically, to the behavioral norm of Creating Resources for Working with Emotions. Finally, (3) the PTLs' behavioral norm of "Creating Resources for Working with Emotions" and "Creating an Opportunistic Environment" indicated the most and strongest connections to the EI Manage skills in building team emotional competence and effectiveness.

Evaluation of Research Design

The purpose of this research was to evaluate the nature of the relationship between lead pastors' four EI realms (identify, use, understand, and manage) and the effectiveness of the teams they lead. The research considered the PTL's EI competencies from both a self-report instrument and pastoral team members' perspective in a separate instrument. Various aspects of the team effectiveness were also evaluated by all participants in the research. In addition, pastoral team members were asked to give qualitative assessment of how they felt their PTL's EI skills related to and influenced, team effectiveness. In all, three separate instruments were used to address the research questions that guided this research; the WLEIS, the LEISR, and the short form TEQ.

The survey instruments for this research served their intended purposes well. The WLEIS provided assessment in two ways: First, this self-report instrument provided data for each of the four realms of the PTL's EI. Second, this instrument also affirmed a major assumption of this research established in the literature review, that effective pastoral teams would generally be led by PTLs with EI competence. The TEO was used to assess the general effectiveness of the teams that participated in the research, and like the WLEIS, it also affirmed a second major assumption that guided this research: that the teams that participated in his research would display effective team qualities. Both instruments supported these two assumptions.

The LEISR was intended to survey the pastoral team members and thus seek their contribution to this research in several ways: (1) to assess the EI of the PTLs; (2) to assess the specific EI skills of the PTLs within each of the four major EI realms; (3) to assess the influence of each specific PTL EI skill to team effectiveness; and (4) to gather

specific qualitative data and feedback, from the team members perspective, about how each PTL EI skill under consideration influences their teams effectiveness. As a result, the LEISR provided a wealth of data for this research. In all, this researcher believes these three instruments served the study well and fulfilled the intended purposes of each.

Nonetheless, a few issues surfaced that may have improved, or for those who wish to pursue a similar study in the future, could improve, the quality of this research process. First, neither the WLEIS nor the TEQ are designed to be in-depth assessment instruments. Both provided a good general picture and were sufficient to give an adequate overview of the PTLs' EI and teams' effectiveness, respectively. Yet, if one desires detailed or in-depth analysis of the issues under consideration, other, more thorough instruments would be advised. In addition, one problem that became apparent early in the research process is that, while there are many valid team assessment instruments available, this researcher was unable to locate one with the proven research validity and reliability that is specifically geared towards the unique type of teams under investigation in this research. A short, valid, and reliable pastoral leadership focused team assessment tool would have added strength to the discoveries of this research.

The LEISR was created by this researcher for the purpose of this study. The instrument was created based upon the work of leading EI ability researchers Caruso and Salovey. In their research, Caruso and Salovey have developed a set of contrasting descriptive statements to help refine and describe specific skills related to each of the four major EI abilities (Caruso and Salovey 2004; 33, 41, 52, and 62). These statements are the core content of the LEISR. While being very reliable and valid, it was realized in the analysis stage of this process that six statements for each of the four abilities were

probably not necessary. Some questions seemed redundant to the research participants, and because of that, produced a lot of duplicate responses in the follow-up open-ended questions related to the specific skills. Furthermore, while the follow-up questions were invaluable to the research and greatly strengthened the analysis of the data collected, not having face-to-face interaction, and not being able to ask direct follow-up questions for clarification and deeper understanding, in many cases left the researcher with more questions than answers about the issue under consideration.

One other issue of weakness to the LEISR was identified; that is, what this researcher will label “survey fatigue.” Simply put, busy pastors were not as enthusiastic and eager to give full thought to the open-ended follow-up questions towards the end of the survey as they were at the start of it. This is shown in the fact that the number of open-ended responses systematically decreases from the first section of the LEISR to the last. For example, there were 145 responses to the Identify section questions—the first set of LEISR questions, as compared to the 95 responses to the Manage questions—the final section of the LEISR. In all, this represents a 33% response drop-off rate from the beginning to the end of the instrument.

The weakness notwithstanding, this researcher believes that the three instruments used in this research successfully fulfilled the intended purposes of each. Collectively, these instruments provided a rich set of data which provided a more than adequate amount of information with which to answer the four research questions that guided this research.

CHAPTER 5

RESEARCH CONCLUSIONS

The purpose of this chapter is to provide conclusions concerning the implications, applications, and limitations of this research. In addition, suggestions for further research that this present study has raised will also be offered.

Research Purpose

The following purpose statement has guided this research project: The purpose of this case study research was to examine the relationship of a pastoral team leader's EI ability to the team effectiveness of the pastoral team he leads.

Case study research seeks to provide an in-depth analysis of a single program, activity, event, process, or phenomenon (Leedy 1997, 157; Creswell 2003, 15). This research has utilized a "collective" or "multiple" case study model to examine the phenomenon of the relationship of the lead pastor's EI to pastoral team effectiveness (Mertens 1998, 271; Stakes 2000, 437; Johnson and Christensen 2004, 378). To understand better the research problem described above, this research used the mixed methods procedure of "Concurrent Triangulation Strategy" (Creswell 2003, 210-17; Tashakkori and Teddlie 1998, 17-19) within a case study research approach and format.

In this form of mixed methods research, both quantitative and qualitative data collection and analysis are utilized (Creswell 2003, 210). It is labeled "concurrent triangulation" because the researcher collects and converges quantitative and qualitative

data in order to provide a comprehensive analysis of the research problem (Creswell 2003, 16 and 217). This procedure of research was selected because it is useful in more carefully examining how one particular phenomenon, the EI of the lead pastor, relates to the effectiveness of the pastoral team he leads.

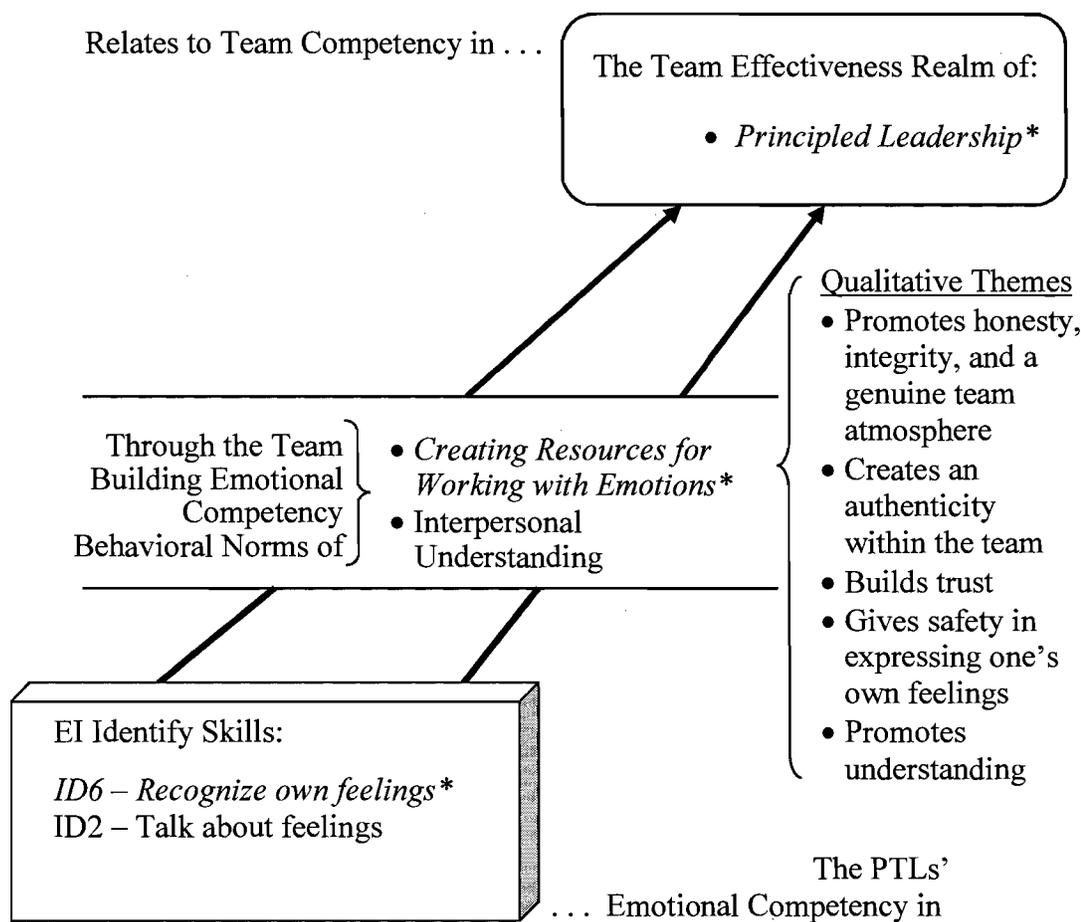
Research Implications

This section of the research is designed to discuss the interpretations of the discoveries of this research. Specifically, these discoveries are concerning the nature of the relationship between PTLs' EI abilities and skills and the effective of the pastoral teams they lead. The interpretations are covered in the order of the research questions, and each interpretation is provided with the intent of articulating how the data and analysis thereof, informs the research question to which it speaks.

Two other style issues should be noted about how these interpretations are presented: First, in the spirit of mixed methods research, the major interpretation strategy employed is triangulation of the quantitative and qualitative data collected and analyzed for this research. Triangulation strategy is used to identify convergence and corroboration of the research methods and results within the interpretation process, and as such, is used to strengthen the validity and credibility of the findings (Johnson and Christensen 2004, 424). The second interpretation method employed is a network diagram of the interpretation (Johnson and Christensen 2004, 417). The diagram style used in this research is a form of what Miles and Huberman label a "case-ordered effects matrix" (Miles and Huberman 1994, 208). This style is used because it is designed to show the relationship of the independent variable—the PTLs' EI—to the depend variable—the level of team effectiveness (Miles and Huberman 1994, 208-19).

Identify Competencies and Team Effectiveness

Two Identify skills emerge as significant factors from the data that was collected and analyzed for this research about the nature of the relationship of PTLs' Identify EI ability to the effectiveness of the pastoral teams they lead. Figure 7 below is the synthesis of the primary interpretation of the data related to the Identify and team effectiveness research question—research question 1. The narrative following the diagram more thoroughly explains the synthesis and interpretation of this data.



Legend: *Italics – Primary Relationship **
 Regular – Secondary Relationship

Figure 7: Synthesis of identify EI and team effectiveness

Feelings and Principled Leadership

The descriptive statistical analysis (Table 7) revealed that PTLs' Identify EI ability to recognize their own feelings relates strongly to team effectiveness. In the WLEIS self-report assessment, PTLs scored themselves the highest of the four questions to the statement that asks, "I always know whether or not I am happy" (mean 6.21, n = 39). This self-assessment was consistent with the team member assessment of PTLs in the LEISR. In response to the statement "(Non-skillful) Misunderstands own feelings— vs.—Is good at recognizing own feelings (skillful)," team members rated their PTLs at a mean score of 8.58 (n = 79), the highest of all Identify skills rated. Clearly, these two statements are similar and show agreement that the PTLs surveyed in this research do well at recognizing their own feelings, including when they are, or are not, happy.

When examining the nature of these Identify skills as they relate to team effectiveness, team members commented that the ability of PTLs to know their own feelings helps the team know how the team leader feels regarding issues affecting them; in essence, promoting honesty, integrity, and authenticity in the team. As one team member commented, it "allows the team to know right where he is"—that is, about the church, people, the team, and the "philosophies of ministry." Another team member stated that this EI skill helps to "create [an] authentic atmosphere at meetings." These results and the related comments support assertions made by scholars concerning the role of leadership to team effectiveness.

According to these scholars, effective teams are characterized by team leaders who promote an atmosphere of support, collaboration, and team social dynamics. For example, when explaining the concept of "Principled Leadership," Larson and LaFasto

contend that effective leaders clearly communicate what they expect, as well as create a supportive climate within the team (Larson and LaFasto 1989, 123). Furthermore, their later research builds on the earlier studies and adds that effective team leaders do all they can to ensure a collaborative climate within the team by effecting open communication (LaFasto and Larson 2001, 108-10). This is consistent with Tuckman and Wheelan's work that emphasizes that a key responsibility of team leaders is the engineering of team social development (Tuckman 1965, 386-87; Wheelen 1999, 76). As the EI assessment tools and the related team member comments above indicate, when PTLs are aware of their own emotions, and are willing to be open to the emotions of others around them, they are building their team's effectiveness potential by creating an atmosphere of honesty and integrity for all team members.

Support of this Conclusion

Two discoveries support this conclusion. First, when correlating the specific Identify EI sub-skills to the TEQ questions, four of the top five correlations, all large, were related to the one of the Principled Leadership questions (see Table 6). Moreover, the strongest correlation—0.637—was generated from the skill of “recognize own feelings” to the leadership question: “Our leader is willing to confront and resolve issues associated with inadequate performance by team members.”

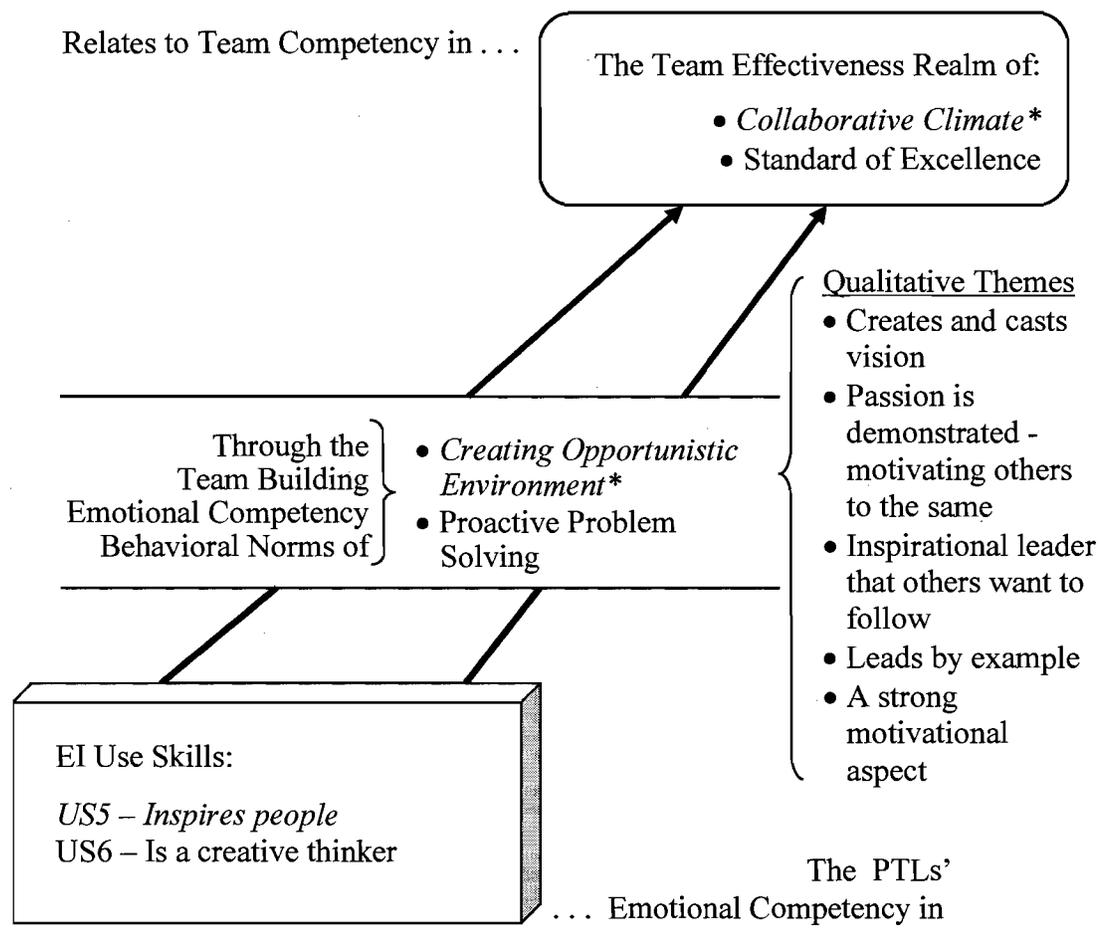
Second, in examining the thematic coding analysis—Table 11—of the “recognize own feeling” (Identify skill 6), the related comments were coded most frequently to Druskat and Wolff's team building emotional competency behavioral norm of “Creating Resources for Working with Emotions.” Moreover, this same team behavioral norm was strongly demonstrated in the skills of being able to “talk about

feelings” (Identify skill 2) and their ability “to show how they feel” (Identify skill 3). In addition, all three of these skills showed a medium or large correlation to the same three TEQ Principled Leadership questions: TEQ-9, TEQ-10, and TEQ-11. Significantly, Identify skill 2 showed a large correlation to all three of the leadership questions (see Table 8). This suggests it is very close to, if not equal to, skill 6 in its relationship to team effectiveness.

In sum, the results of this research process supports the previous assumptions, and also adds to this understanding about effective team leadership by showing that within the realm of Identify EI competencies, the specific skills of (1) being able to “recognize own feelings,” and (2) being willing to “talk about those feelings”—two closely related EI skills—are significant contributors to the team effectiveness realm of Principled Leadership. Team members’ comments show that these skills help to create a supportive and open team climate by allowing emotions, and in turn, allowing for authenticity, safety, and emotional honesty within the team. Therefore, this research suggests that within the PTLs surveyed for this research, these two Identify EI skills relate to building strong and principled leadership in their teams.

Use Competencies and Team Effectiveness

The Use EI data analysis reveals a single and strong relationship of a PTL’s ability to inspire people to building a collaborative team climate. Figure 8 below is the synthesis of this primary interpretation and major discoveries of the data related to the Use EI abilities and team effectiveness research question—research question 2. The narrative following the diagram more thoroughly explains the synthesis and interpretation of the data related to Use EI abilities and team effectiveness.



Legend: *Italics – Primary Relationship**
 Regular – Secondary Relationship

Figure 8. Synthesis of use EI and team effectiveness

Inspiration and Collaboration

The descriptive statistical analysis (Table 12) revealed that a PTL's ability to "inspire people" was the strongest scoring realm within the Use EI skills (mean 8.75, $n = 73$). This skill also generated the most "Very True" responses by team members when asked whether this skill influenced the effectiveness of their team ($n = 47, 64%$)—Table 18. It also demonstrated the greatest amount of correlations to the various team effectiveness questions (7 mediums and 1 large) of all the Use EI skills evaluated by team

members, including TEQ-5, concerning Collaborative Climate (see Table 15). When this Use EI skill was coded against the team emotional competency behavioral norms for building team effectiveness, this skill overwhelmingly demonstrated a connection to the behavioral norm of “Creating an Opportunistic Environment” (n = 35, 83%)—Table 19 .

Moreover, the Use EI skill of “creative thinking” showed a medium correlation (0.460) to the team effectiveness realm of “Collaborative Climate,” as well as a large correlation (0.556) to the team effectiveness realm of “Standard of Excellence.” This indicates a secondary relationship of Standard of Excellence within the Use EI skills, but not as strong of a relationship as the Collaborative Climate connection, which demonstrated the most correlations to Use EI skills and abilities (see Table 16). Therefore, in interpreting this data, the primary factor that emerges within the Use EI skills and team effectiveness realms is the skill of inspiring people and how it relates to the team effectiveness realm of collaboration.

Vision, Passion, and Supportiveness

Team members’ comments about how their leaders’ skill of inspiring people affected their team shows three major themes: vision, passion, and motivation. When these comments are coded to the team emotional competency building behavioral norms, they show an overwhelming connection to the norm of Creating an Opportunistic Environment. This makes logical sense. Vision, passion, and motivation are characteristics of positive environments. If a leader is demonstrating these qualities and they are being recognized by team members, they are promoting what Durkat and Wolff described as “constructive, positive images” and they are creating “a sense of optimism

towards the future” that “predisposes people towards acts that likely support continued positive affect” within the team (Wolff et. al. 2006, 235-36).

In comparing this perspective of positive and optimistic environments to the characteristics and descriptions of collaborative climates on effective teams, it becomes clear why they would show a relationship in this research. For example, it has been shown that team members who engage in what is called “extra-role” or “organizational citizenship” behaviors such as helping coworkers, altruism, cheer leading, and civic virtue, contribute significantly to team effectiveness (Wong and Law 2002, 267-70; Lopes, Côté, and Salovey 2006, 64). In their meta-analysis of team research, Larson and LaFasto identified that one critical factor to the success of teams was their degree of supportiveness. Supportiveness is characterized by a focused and deliberate “attempt to treat others positively, to make them feel confident about themselves, and to try to bring out the best in their abilities,” and, leading in such a way that “brings out the best thinking and attitude” in those on the team (LaFasto and Larson 2001, 42).

Moreover, Katzenbach and Smith contend that the highest performing teams are universally characterized over other teams as having a deep commitment to each other; that is, team members “who are deeply committed to one another’s personal growth and success” (Katzenbach and Smith 1993, 65, 91-92). Openness, supportiveness, and deep commitment of team members are all characteristics of positive and opportunistic environments that would build collaboration on effective teams. This research supports these previous findings about effective teams and adds to it by suggesting that the Use EI ability of a PTL leader to “inspire other people” (i.e., motivate,

ignite vision, generate passion) is closely linked to a successful team's ability to create a collaborative team atmosphere.

Using Emotions to Inspire

This connection of a leader's ability to use emotional information to inspire other people and build team collaboration also agrees with the assertion of Kouzes and Posner that the ability to inspire a shared vision is a primary leadership quality that effective leaders must possess (Kouzes and Posner 2002, 109-39). In their description of this leadership capacity, they state:

Leaders breathe life into the hopes and dreams of others and enable them to see exciting possibilities that the future holds. Leaders forge a unity of purpose by showing constituents how the dream is for the common good. Leaders ignite the flame of passion in others by expressing enthusiasm for the compelling vision of their group. (Kouzes and Posner 2002, 16)

Moreover, they clearly connect the ability to inspire a shared vision with the ability to help team or organization members to understand, accept, and commit to working together to realize the vision (Kouzes and Posner 2002, 143). In this sense, they state that leadership is a dialogue and is "about developing a shared sense of destiny" (Kouzes and Posner 2002, 143).

The team members surveyed in this research affirm the connection between a leader's EI Use ability to inspire others to developing effective team collaboration. Significantly, they assert that the glue that holds this connection together is a leader's vision and passion, and as such, the resulting motivation that vision and passion inspire in team members. To conclude, the following team members' comments demonstrate the nature of this relationship quite vividly:

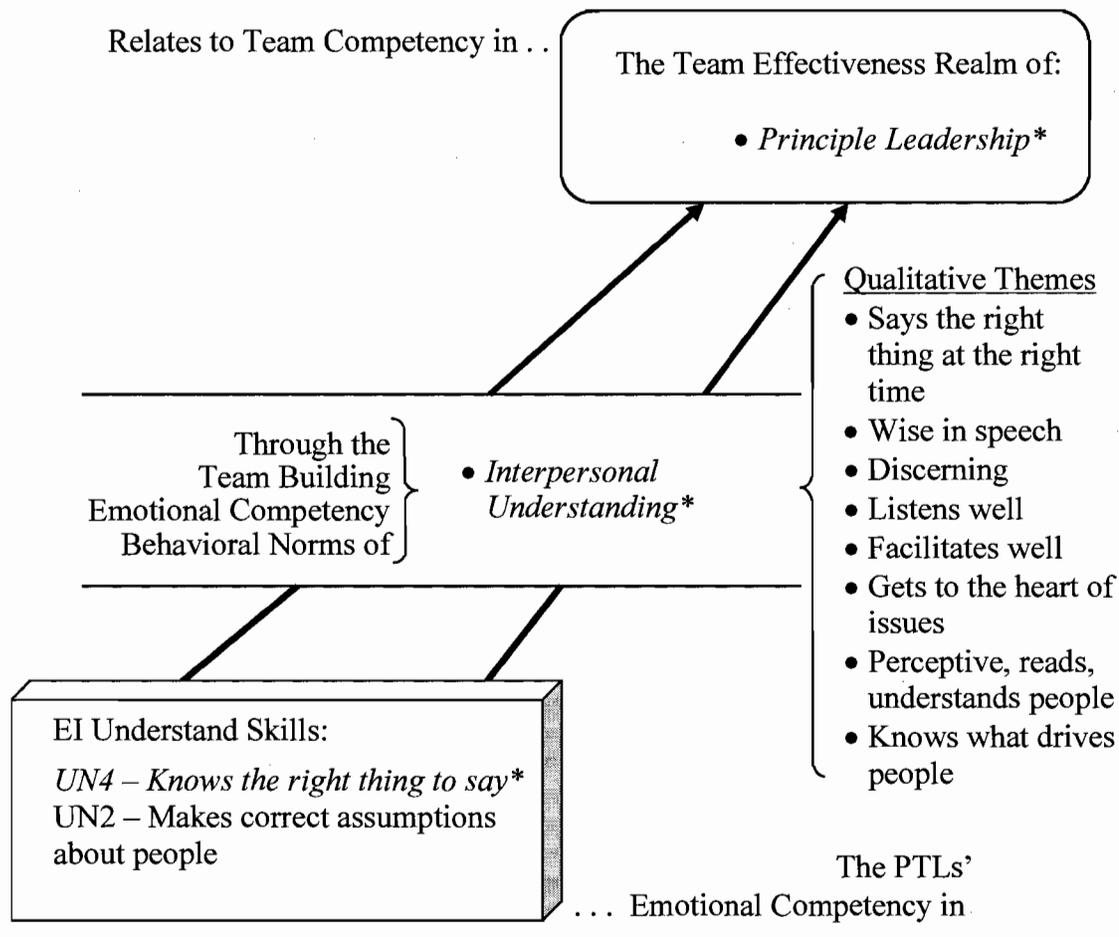
1. “He communicates his ideas effectively and with passion which can only make us want to stand behind him.”
2. “[He] casts a clear vision that everyone wants to follow.”
3. “He is a passionate leader and a great motivator.”
4. “My pastor inspires people to do their best; his constant flow of appreciation and support helps team members keep a high standard of excellence in their ministry.”
5. “He inspires us through his own hard work and ability to communicate the vision.”
6. “People can easily understand and “catch the vision” he sets forth. It causes others to join in on the overall process with us.”
7. “His articulation of vision makes people desire to be on board.”

Understand Competencies and Team Effectiveness

The Understand EI data analysis reveals a strong relationship of a PTL’s ability of knowing the right thing to say, and a related skill of making correct assumptions about people, to building principled leadership within their team. Figure 9 below is the synthesis of the primary interpretation and major discoveries of the data as related to the Understand EI abilities and team effectiveness research question—research question 3. The narrative following the diagram more thoroughly explains the synthesis and interpretation of this data.

Assumptions and Leadership

In analyzing the correlation data of the Understand EI skills of Pastoral team leaders, two skills demonstrated a large relationship to the team effectiveness questions—two of the strongest correlations of all the LEISR skills to the TEQ questions—they include: Understand skill 4, which concerns knowing the “right thing to say” (0.700), and skill 2 concerning making “correct assumptions about people” (0.611)—see Table 22.



Legend: *Italic* – *Primary Relationship**
 Regular – *Secondary Relationship*

Figure 9. Synthesis of understand EI and team effectiveness

Also important to the interpretation of this data, is that both of these skills correlated strongly to team effectiveness questions concerned with Principle Leadership. Three TEQ Principled Leadership questions (TEQ-8, TEQ-10, and TEQ-11), also showed the most medium and large correlations to all the Understand EI skills in the LEISR (Table 24).

Moreover, the data from PTLs' self-report WLEIS results indicates that the greatest number of medium and large correlations of WLEIS to TEQ questions in all the

4 major EI realms explored in this research—8 altogether—came from the Understand EI ability questions of the WLEIS. Significantly, the WLEIS correlations show consistency with the LEISR skill correlation results, 5 of these WLEIS questions and 9 of the LEISR correlations in the Understand EI abilities were to TEQ questions concerning Principled Leadership (see Table 24).

Therefore, the above data and analysis informs the research question under consideration with a clear indication that the PTLs' Understand EI ability most directly relates to the team effectiveness realm of Principled Leadership. In examining the data more closely, the two skills that appear to have the greatest level of influence are Understand skill 4—knowing the right thing to say—and skill 2—correct assumptions. When team members were asked to evaluate whether they believed their PTLs' abilities in these skills influenced the effectiveness of their team, these two skills generated the highest number of “Very True” responses from all the Understand skills evaluated (skill 4: $n = 40$, and skill 2: $n = 28$)—see Table 26.

Further examination of the Understand skills data reveals that all but one of the six sub-skills showed a moderate or strong coding connection to the team emotional competency building behavioral norm of “Interpersonal Understanding” (see Table 27). In additions, skill 2 and skill 4, show the most number of team member comments (skill 2: $n = 14$ —61 %, and skill 4: $n = 17$ —47%). Indeed, these two Understand EI skills are directly concerned with how someone is able to relate to, or “understand” other people. If a PTL can know the right thing to say because they have made correction assumptions about people and the situation, he will then have a better sense of how to respond to that person and the circumstances at hand.

Interpersonal Understanding and Leadership

How does this relate to team leadership? The precedent literature concerning teams places a great emphasis on the need for strong leadership in order for a team to be effective (Rubin and Beckhard 1972, 321; Larson and LaFasto 1989, 26; Parker 1991, 50-51; Katzenbach and Smith 1993, 130-48; Wheelan 1999, 73-100; LaFasto and Larson 2001, 97-156; Hackman 2002, 199-232; Stubbs 2005, xi). Zaccaro states:

The success of the leader in defining team directions and organizing the team to maximize progress along such directions contributes significantly to team effectiveness. . . . Effective leadership processes represent perhaps the most critical factor in the success of organizational teams. (Zaccaro et al. 2001, 452)

If, as Zaccaro contends, leadership is the most critical factor to the success of a team, then the results of this research indicate that team leaders would do well to pay attention to and build their Understand EI skills. In particular, team members' comments indicate that this should include developing Understand EI skill competency in (1) learning to be sensitive to others' feelings; (2) knowing the right thing to say or not say; (3) learning when to engage and when not to; (4) reading people so as to know how to properly respond to them; (5) developing discernment, and its close companion, wisdom; and (6) developing facilitation skills so as to lead an open and honest discussion. All of these comments are coded as "Interpersonal Understanding" norms that build emotionally competent and effective teams. As one team member commented in considering how the Understand EI skill of knowing "the right thing to say" helps to build their team's effectiveness; the "Leader's ability to see through emotion to the heart of issues helps guide the team."

In sum, effective PTLs in this research demonstrate competent team leadership through a developed interpersonal understanding of other people, which is shown by their ability to properly respond to people with the right words: words based upon making correct assumptions about those people—especially the people of their leadership team.

Manage Competencies and Team Effectiveness

In examining the nature of the relationship of PTLs' Manage EI ability to the effectiveness of the pastoral teams they lead, one sub-skill stands out in the data that was collected and analyzed for this research. Figure 10 below is the synthesis of the primary interpretation and major discoveries of the data as related to the Manage EI abilities and team effectiveness research question—research question 4. The narrative following the diagram more thoroughly explains the synthesis and interpretation of this data.

Connecting and Collaboration

In analyzing the correlation data of the Manage EI skills of PTLs, two skills demonstrated a large relationship to the team effectiveness question concerning Collaborative Climate. This question (TEQ-5) asks participants to rate their team to the statement: “We trust each other sufficiently to accurately share information, perceptions, and feedback.” The two Manage EI skills that demonstrate a large correlation to this question are Manage skill 1—connects with and inspires other people—(0.527) and Manage skill 4—leads a rich emotional life—(0.500); see Table 30. In addition, and significantly, Manage skill 1—connecting and inspiring—received the highest rank mean of all the skills evaluated in the entire LEISR: Team members overwhelmingly placed this as the highest manage skill that influenced team effectiveness (mean 8.80, n = 71).

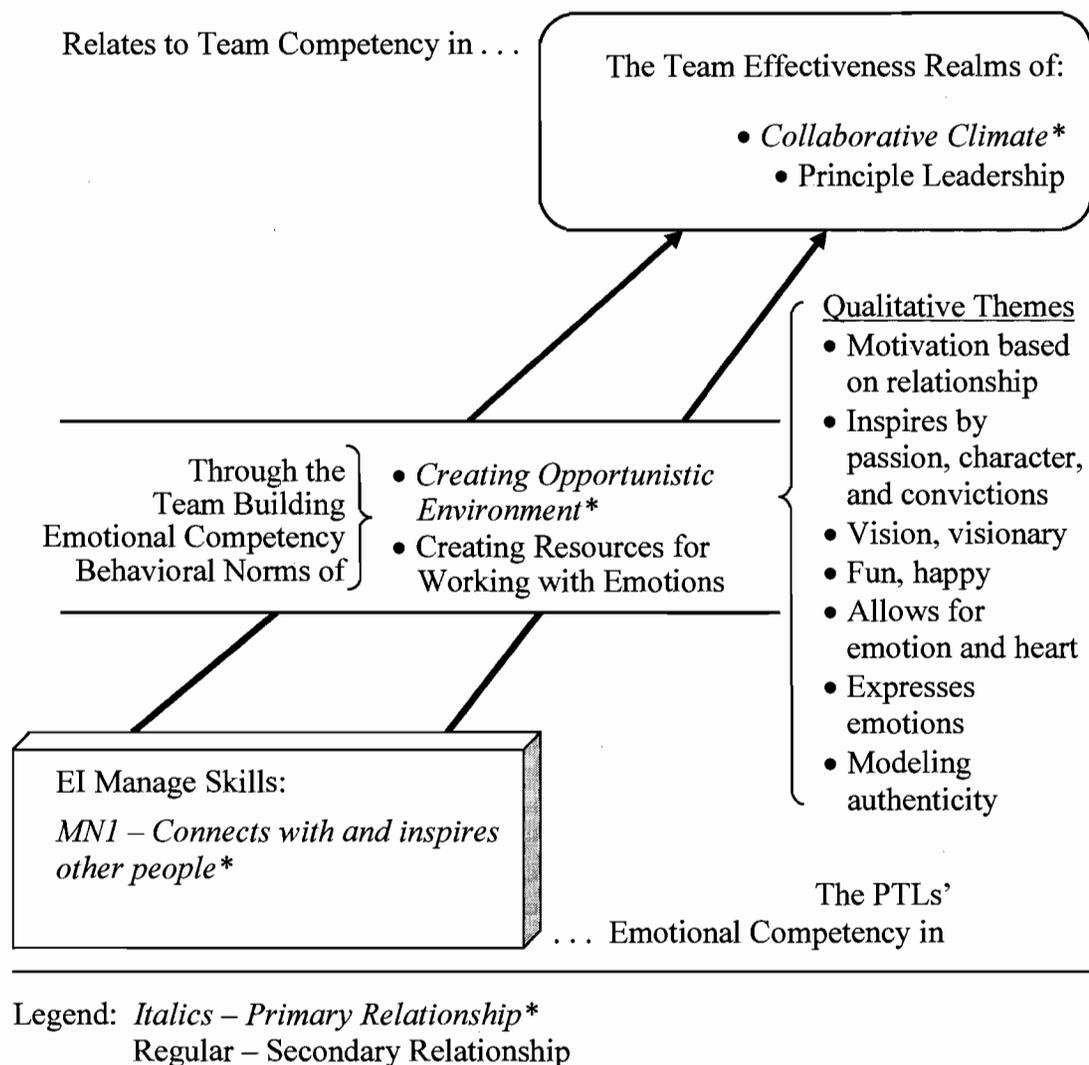


Figure 10: Synthesis of manage EI and team effectiveness

Katzenbach and Smith assert that effective teams are characterized by mutual accountability. This accountability is characterized by a sincere commitment and trust by all team members (Katzenbach and Smith 1993, 60). LaFasto and Larson found in their research that one of the dynamics of effective teams is that these team are characterized by interpersonal relationships that are constructively self-correcting, collaborative in nature, and that create an environment of “openness” and “supportiveness” (LaFasto and

Larson 2001, 41-44). Tuckman showed that one key determinant to team effectiveness is how well the team navigates the social factor of interpersonal relationships in order to be successful; moreover, the level of efficiency with which this social development is accomplished is the greatest determinant of group effectiveness (Tuckman 1965, 386-99; Tuckman and Jensen 1977, 419-27; Miller 2003). And, Hackman asserts, among other factors, that effective teams can solve problems, share their commitment, review procedure to learn what they can to improve, and, in effect, “grow as a team” (Hackman 1990, 4-5, Hackman et al. 2000, 111; Hackman 2002a, 27; Hackman and Wageman 2005, 272). TEQ-5 is designed to capture what these team effectiveness constructs above speak to in some form or another, that is, collaboration. This research has demonstrated that one place that team collaboration starts is within the PTL’s ability to use the EI Manage skills of connecting with and inspiring other people.

Collaboration and Team Goals

Competency in the EI realm of Manage emotions is described as including the ability to help others “achieve intended goals” (Salovey and Grewal 2005, 282). Helping others to achieve goals implies collaboration. The data of this research has demonstrated that PTLs’ Manage EI skill of connecting with and inspiring other people is a key element in nurturing the team effectiveness realm of collaboration. In all, 36 of the respondents marked this as “Very True” in response to the question that asks how this skill influences the effectiveness of their team (see Table 34).

When considering how the team members viewed the influence of this skill in their PTL to overall team effective, it becomes clearer just how it helps to build a healthy collaborative team climate. And, as seen with the closely related Use skill that speaks to

motivation and inspiring people (Use skill 5), the Manage skill of the ability to connect with and inspire people, also works through the team emotional competency behavioral norm of “Creating an Opportunistic Environment” to nurture team effective within the realm of collaboration (TEQ-5).

Moreover, this question (TEQ-5) asks about trust and mutual sharing of information, perceptions and feedback. The team member comments in response to why or how they believe this skill builds their team effectiveness, reflects these same themes. Team members speak of how this Manage skill result in: motivation, of wanting to follow his leadership, of their PTL’s ability to inspire, of how it creates “a strong desire to be on his team,” of fostering commitment to their team vision, and of how it encourages people “to do things they ordinarily wouldn’t.”

To conclude, the data associated with this research question demonstrates that that PTLs’ Manage skill of connecting with and inspiring other people shows a strong relationship to a team that is effective in collaboratively working together. Or, to say it another way, PTLs who connect with and relate well to the members of their team, will increase the potential for effective team interpersonal and social development—a necessary ingredient for overall team effectiveness.

Research Applications

Reggie McNeal claims that emotions play a major role in determining the potential and realized effectiveness of spiritual leaders (McNeal 2000, 127). Leyda agrees with McNeal and states:

Emotions are God-given and often neglected when addressing the topic of leadership development. A leader’s mood and attitude have an important impact on those who follow, both negatively, and positively. Improper emotional reactions can

handicap a leader's effectiveness and give indicators about the necessity for deeper "heart work." The leader must understand his or her emotional life, including needs and drives. . . . Proper emotional responses by the leader can be a great gift to followers, providing empathy and a sense of caring. (Leyda 2005, 305)

Clearly, understanding one's own emotions and the emotions of others is important to team leadership (Caruso and Salovey 2004, 196-97). Moreover, Boyatzis and McKee also show that effective teams and positive team cultures do not just happen by accident. Such teams are the result of, among other issues, "paying attention to the emotional reality of the organization and deliberately creating a great culture" (Boyatzis and McKee 2005, 20). Wolff and associates have demonstrated that "emotions have an unavoidable and persuasive effect" on teams, and these team emotional dynamics are not random, they "emerge through member interaction" to become team norms that influence the experience of emotion in all team members (Wolff et. al 2006, 226-27).

This research has confirmed the above assumptions about teams and the relationship of emotions to team effectiveness. In particular, the role and nature of how pastoral team leaders' emotional competencies relate to and influence particular realms of team effectiveness. These results are shown in the analysis and interpretation of the data collected for this research. From these analyses and interpretations, four applications are suggested by this researcher. These applications are described below.

Recognize Emotions to Lead

First, within the Identify EI realm, PTLs would do well to consider how to build their EI Identify skills of recognizing their own feelings, and then learning how to express or talk about those feelings. PTLs who can do this build their team's ability to share and express emotions in safe and healthy ways. This research suggests that in

learning how to read their own emotions and talking about them—and leading the team in that EI ability as well—team leaders are promoting stronger and more effective leadership of the teams they are leading. Thus, to promote effective team leadership, PTLs should look to strengthen their Identify EI skills in reading and expressing their own emotions and feeling.

Inspire to Collaborate

A second application is derived from the Use EI realm. The Use realm suggests a clear linkage between a PTL's skill at inspiring other people, to creating an opportunistic and positive team environment, and to the team effectiveness realm of a collaborative climate. This research indicates that PTLs who want to nurture cooperation, trust, and healthy working relationships, should work at building their ability to properly motivate and inspire team members to better performance. If they do, they will also be contributing to a more positive and optimistic team effort, and thus, increasing team effectiveness in the area of team collaboration.

Say the Right Thing to Lead

A third application is generated from the Understand EI realm. In this realm, the research has shown that a PTL's ability to know the right thing to say correlates to interpersonal understanding, which in turn contributes in the PTL's ability to give sound leadership to the team he leads. This suggests that PTLs who want to be better team leaders should work on their ability to better understand and then use proper verbal responses to the emotions of other people. If they do this, they would promote interpersonal understanding within the team, and in turn promote the effectiveness of

their team through better leadership.

Connect to Collaborate

The final application this research reveals is within the Manage EI realm. The research results in this realm suggest that, not unlike the application related to the Use EI realm above, a PTL's skill in connecting with and inspiring other people will promote a positive and opportunistic team environment, and in turn help promote team effectiveness in creating a collaborative team culture. In this realm, the EI skill of connecting with people adds a dimension of how well a PTL really relates to and knows those of his team. When he does, like the team members who responded positively to this skill in this research, a PTL will build a level of trust and motivation in his team members. This suggests that PTLs could build their leadership credibility by taking actions to strengthen their EI ability to connect with, and thus, inspire and motivate the people of their teams.

Research Limitations

Although this research has provided a wealth of informative data and significant findings in relation to how the EI of PTLs relates to the effectiveness of the pastoral team they lead, there are limitations concerning the generalizations of this research that must be considered.

First, the limiting criterion of the research sample limits the conclusion. To fulfill the research purpose, only pastors and pastoral teams that are committed to team leadership were considered for the research. This limitation implies participants would have a naturally positive orientation and bias towards team leadership and benefits of it. Moreover, these particular teams were also delimited by whether or not they are a

relatively healthy and effective pastoral leadership team. The TEQ and the statistical analysis of it suggests that overall, the teams that participated in this study do fit these criteria. Therefore, and as such, this also limits the concluding generalizations to teams of a similar commitment and success to a team philosophy of pastoral ministry.

A second limitation of the results of this study is related to another sample criterion of this study. That is, it was limited to churches and pastoral teams that hold a similar theological perspective as Baptist Bible College. This limitation was intentionally imposed because the research was intended to help the BBC Global Ministries Division better prepare future pastors for team ministry. Thus, to provide results that would be relevant to this context, only churches that are compatible with the theological position of BBC were sought for participation in the research. This limits the generalizations of this research to pastoral teams from churches that are theologically similar to BBC.

Another limitation of the results of this study is that only the variable of a lead pastor's EI was examined as it relates to team effectiveness. EI is one of many complex personal factors that influence how a leader leads, but for this research only one is examined. As a result, the generalizations of this research are limited to only the issue of EI in PTLs of similar churches and teams, and how it relates to team effectiveness, and not the many other possible personal factors could influence these PTLs and their teams.

In addition, the purposeful collective case study research style assumes a built-in bias and limitation. The cases selected for this research were selected because they fit certain criterion, and because they afforded the opportunity to examine a certain phenomena—the EI of PTLs on effective pastoral leadership teams. An important research sample limitation was that the team must be a relatively healthy pastoral team.

Whether they truly were or not was indicated by the results of the TEQ. As reported in the analysis of the data, for the most part, the teams of this research fit this criterion. This, however, naturally limits the conclusions of the results to pastoral leadership teams that are healthy or effective in their team dynamics.

The source of the research data and research design inherently produce a limitation to the conclusions of this research. For the study, only the PTLs' self-report evaluation and the observations of current team members were considered. Certainly many other sources of data and analysis could have been sought, but only these two were considered because of practical consideration in trying to gather and assess information from outside the team. Nonetheless, such information could be very helpful to getting an even more complete assessment of the PTL's EI and the team level of effectiveness. The research results are limited to this internal perspective about both variables of the research.

One last major limit to the generalizations of the research results comes from the research instruments utilized in the study. Both the WLEIS and the TEQ are intentionally designed to be short, efficient, and reliable instruments to measure EI competency and team effectiveness, respectively. And although the LEISR is more comprehensive, it is intentionally limiting and structured, and asks for only certain things concerning team members perspective of the PTL's EI abilities. Also, it reflects only the thoughts of the team members and not anyone outside the team. This research was purposely designed to study and compare a number of issues, and these instruments were used because they provided a breadth of information about these issues, but they do not give an in-depth examination of any one issue. Thus, the study is limited in its

thoroughness of analysis of the PTLs' EI and of the participating teams' overall effectiveness. Should a future researcher desire to pursue these variables for more in-depth study and analysis, there are many other research instruments that could provide a much more intricate and thorough analysis of these individual variables.

Further Research

This research has revealed a number of intriguing observations and discoveries. Unfortunately many of these issues could not be pursued because of the intentional limitation of the research questions that guided this research process. This final section of the research is included to offer suggestions of further study that future researchers may wish to pursue. For this purpose, four major suggestions are offered.

First, in researching the potential research instruments that would be used in the study there were many options for team effectiveness instruments. One of these options was eventually selected for use in the research: the Team Effectiveness Questionnaire developed by Larson and LaFasto based on their grounded research and analysis (Larson and LaFasto 1999, 130-33). This instrument was later translated into a short version, which was the team instrument used in this research (Hill 2001, 184). While the researcher is satisfied that the short version TEQ fulfilled its intended purpose for this research, it was disappointing not to be able to find a research tested and reliable team assessment instrument that is specifically focused on the unique qualities and context of a pastoral leadership team. It is suggested here that serious future research be conducted on developing a research credible instrument specifically geared towards pastoral leadership teams. Perhaps a grounded research style, similar to what Larson and LaFasto conducted, could be designed to target pastoral leadership teams like those that

participated in this research. If so, this researcher believes a great service would be provided to the church and for those who serve on pastoral leadership teams.

A second recommendation for future research is similar to the first, in that this researcher believes a similar EI instrument could be developed that measures EI and its impact upon people from a pastoral role or perspective. This would take someone with a unique combination of a social science statistical expertise and a theological background. This researcher would need to be a serious student of EI, and also have a desire to help pastors develop and strengthen their EI skills in the unique role of pastoral ministry.

A third future research suggestion is offered related to the four research questions that guided this study. Each question was related to the four major ability realms of EI. In this study, each EI realm was examined as it related to the effectiveness of the teams the PTLs served. This process provided a wealth of informative data and analysis. Future research could build upon this approach and the results by pursuing a more in-depth analysis of how each realm relates to team effectiveness. A potential future researcher could build from the results of the present study to do a more in-depth and thorough study of how each particular realm of a PTL's EI relates to team effectiveness. For example, causal issues were not sought in this research, some are implied and strongly inferred, but the design of this study did not lend it to cause and effect analysis. A future researcher could possibly examine each EI realm and seek to discern, most probably through a quantitative research process, how and if there is any cause and affect dynamics in each realm, or particular details of if, to team effectiveness, or to particular details of team effectiveness.

Finally, EI is not without its controversy. One potential issue is its compatibility with biblical truth. This researcher believes that a thorough analysis and study of EI as an expression of, and as it relates to, biblical wisdom would be a very worthwhile study. This type of research may best be suited for a theologically oriented doctoral study, but nonetheless, well worth pursuing. Moreover, this researcher believes if pursued, it would be a significant expansion of both our understanding of EI, and of its usefulness, pursuit, and expression in the life of the Christian leader.

APPENDIX 1

E-MAIL INVITATION LETTER—SAMPLE

Tue 12/5/2006 3:14 PM

Dear Pastor

I need your help. I am currently conducting research for doctoral studies in the area of Pastoral Teams, and for this research I need healthy Pastoral teams to survey. In reviewing your church webpage, I believe you fit the criteria needed for this research. That is why I am contacting you.

Intuitively we know, and research supports this, that every good team, including a pastoral team, needs good leadership. My research is focused on one very specific area of a healthy pastoral team concerning the relationship between the team leader and overall team effectiveness of the team they lead.

Old Testament wisdom literature scholar, Temper Longman III, has made the observation that the concept of Emotional Intelligence (EI) in leadership literature is equivalent to what the Biblical wisdom writers call people to when they exhort us to apply wisdom to our human relationships (How to Read Proverbs, 2001). After extensive study, I agree with Longman. Therefore, I am using the concept of EI to aid this research. EI study provides a tool we can use to evaluate how well one handles their own, and others, emotions and emotional information for the best of all involved—i.e., “wisdom.” Certainly this specific ability in working with others is an important factor for all good leadership, and especially so in the people-intensive world of pastoral ministry.

It is assumed that a healthy pastoral team will be led by a team leader who displays strong EI abilities. My goal is to examine this issue more carefully. My hope is that this research can be used to help pastoral teams and pastoral team leaders to be better equipped to serve Christ together in the churches He has called them to.

In this research I want to examine two things very carefully: First, the level of team effectiveness/health your pastoral team displays. Second, how each of the specific areas of the Pastoral Team Leader’s EI (there are four major realms—each will be evaluated) correlates to team effectiveness. Here is how you can help: If you are willing to participate, please have all your primary pastoral leadership team members completed the research survey I have created (that is you and your current pastoral leadership team, including ministry directors). It should take no more than 15 minutes, it is painless, it can be completed online and is relatively easy to do, confidentiality will be carefully protected, and the results of your contribution could have a great benefit to current and future pastors.

In the survey, all team members will assess the team effectiveness, you—the team leader—will assess your own emotional intelligence strengths, and your team members will reflect on what they perceive your EI strengths to be and how those strengths positively influence your team.

In order to participate, simply follow the link below. It will take you directly to the online survey and the directions are included there. You will need the research **Password** and the assigned **Church ID** to do the survey—they are recorded below. Please pass this information on to all your team members (*you can just forward this e-mail to them*), and if you would, gently encourage them to get it done as soon as they can. Please do not discuss the survey until all have completed it.

I stress that confidentiality will be carefully protected. Your participation will be of service to the greater body of Christ. Also, if you could do this within two (2) office days it will be greatly appreciated.

The Survey Password: wisdom (all lowercase letters)

Your Church ID: 226655 (type this in at the appropriate place on the second page of the survey)

The Research Survey Link: <http://www.surveymonkey.com/s.asp?u=493582738241>

Or, <http://www.surveymonkey.com/CheckPassword.asp?SID=2738241&U=493582738241&C=>

Note; on some computers the links will not work, if so, just copy-and-paste either address into your browser window and it should work for you, if not, please let me know.

If you have any questions, do not hesitate to contact me—my contact information is below. Thank you for your help.

Blessings

Bill Higley

~~~~~  
Assistant Professor

Head Softball Coach

Ministry Development

Baptist Bible College

538 Venard Road

Clarks Summit, PA 18411

570-585-9306 - Office Phone

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570-586-9023 - Home Phone

bhigley@bbc.edu - Office E-mail

billhigley@aol.com - Home E-mail

<http://faculty.bbc.edu/bhigley>

## APPENDIX 2

### FOLLOW UP E-MAIL INVITATION LETTER—SAMPLE

Wed 12/6/2006 12:17 PM

Pastor Jim

I realize this is an incredibly busy time of year and your time is valuable. Thus, this will be the last time you hear from me either way, and I will try to be succinct.

A few weeks ago I sent you an invitation to participate in research I am conducting. I still need your help! It is very simple to do, confidentiality is protected, and it has potential to be a great help to fellow Pastors.

The full explanation is below, if you haven't read it, please do. If you have, here is summary and a few points of emphasis:

- The study is measuring one specific aspect of a Pastoral Team Leader's (Sr. or Lead Pastor) positive influence on the health of his pastoral/leadership team.
- Your entire staff/team is invited to participate (through you, but if all cannot, those who can would still work for my purposes).
- Forward this e-mail to your staff, and they can enter the survey by following the directions below.
- It should take 10-15 minutes to complete the survey.
- Once you enter the survey, it will navigate you to the proper set of questions—one set about the team, the other about the Lead Pastor's EI.
- The Password is: wisdom
- You have an assigned Church identification number—it is below in the original e-mail.
- In some cases, the hyperlink has not worked. There are now two, try both—if neither one takes you to the survey, simply copy-and-paste either one into your browser window and that should get you there.
- The links to the survey: <http://www.surveymonkey.com/s.asp?u=493582738241>  
Or, <http://www.surveymonkey.com/CheckPassword.asp?SID=2738241&U=493582738241&C=>

Again, I would truly like to have you and your team participate in this work. In the previous e-mail I suggested within two days (that is just to help motivate people to get it done—I know the danger of setting it aside to do later), if that doesn't work you can still participate, but please do so as soon as you can within the next two weeks.

Thank you, and as I promised this is the last communication from me, I hope you can participate, it would be much appreciated.

*Bill Higley*

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Baptist Bible College

APPENDIX 3

CONSENT LETTER: LAW

Correspondence with Dr. Kenneth Law, concerning permission to use the Wong and Law Emotional Intelligence Scale:

Higley, William J.

From: Kenneth Law [mnlaw@ust.hk]
Sent: Sunday, April 02, 2006 9:48 PM
To: Higley, William J.
Subject: Re: EI Test/Measure
Attachments: Wong&Law(LQ-2002).pdf; Law-Wong-Song(JAP-2004).pdf

Dear Bill,

I am a Christian as well and so happy to see your research idea. I really want to see your research results and would be happy to help if you need. I have attached the two major papers we published relating to that EI scale. You can see all the items inside.

Regards,
Kenneth S. Law
Department of Management
Hong Kong University of Science & Technology
Clear Water Bay
Hong Kong
Phone: (852)-2358-7740
Fax: (852)-2335-5325

APPENDIX 4

CONSENT LETTER: LARSON

Correspondence with Dr. Carl Larson, concerning permission to use the Short Version of the Team Effectiveness Questionnaire:

Higley, William J.

From: Carl Larson [clarson@du.edu]
Sent: Saturday, August 26, 2006 1:16 PM
To: Higley, William J.
Subject: Fwd: FW: Team Excellence

Attachments: FW: Team Excellence



FW: Team
Excellence

Bill: Here is a copy of Team Excellence. You have our permission to use it in your research. You may also use the short version in Peter Northouse's book, if you prefer. The last dissertation done on Team Excellence, and which reviewed the measurement adequacy of the instrument, was done by Christopher Nelson at the University of Denver in 2006. He might be willing to send you a copy electronically. His phone # is 303 710 7382. His email is chrisnelson@nelsonconsulting.us. Call me if you want. Carl

APPENDIX 5

ONLINE RESEARCH INSTRUMENTS

The following is a copy of the instrument used for this research. It consists of three instruments bundled into one online version. Each of the three is briefly explained below.

First, the Team Effectiveness Questionnaire (TEQ) is a 11-item, self-report team measure based on the research of Larson and LaFasto (1989). The response format of the TEQ is a 4-point Likert scale (1 = false to 4 = true). In this research, all pastoral team members were complete this portion of the tool.

Second, the Wong and Law Emotional Intelligence Scale (WLEIS) is a 16-item, self-report EI measure based on the Mayer and Salovey ability model of EI (Wong and Law, 2002). The response format of the WLEIS is a 7-point Likert scale (1 = totally disagree to 7 = totally agree). In this research, the Sr. Pastor or Pastoral Team Leader of each team completed this portion of the tool.

Third, the Leader Emotional Intelligence Strength Rater (LEISR) is a qualitative instrument based on the research of Caruso and Salovey (2004). The LEISR contains four sections that correspond to the four branches of the ability model. In each section, team members assessed six EI skills in each branch of EI of the team leader with whom they serve by completing a 10 point rater scale on each skill. They then answered two follow-up questions concerning how each skill relates to the effectiveness of their team.

The bundled research instrument was administered online through the web survey service SurveyMonkey. The following is a copy of the online research tool used for this research.

Team Effectiveness Questionnaire and Lead Pastor EI Survey

AGREEMENT TO PARTICIPATE

The research in which you are about to participate is designed to examine the relationship between a Pastoral Team Leader's emotional intelligence (EI) abilities to the degree of effectiveness of the team he leads. This research is being conducted by Bill Higley for purposes of dissertation research.

In this research, you will be asked to assess the effectiveness of your pastoral/leadership team and the EI of the team leader, as well as to consider which specific skills of his EI more strongly influence team effectiveness.

Any information you provide will be held strictly confidential, and at no time will your name be reported, or your name identified with your responses. Participation in this study is totally voluntary and you are free to withdraw from the study at any time by clicking on the EXIT THIS SURVEY button in the top right corner of each page of the survey.

By your completion of the Team Effectiveness Questionnaire (all participants), the Wong and Law EI Scale (Lead/Sr. Pastors only), and the Leader EI Strength Rater (all other Pastors/team members), and checking the appropriate box below, you are giving informed consent for the use of your responses in this research.

Demographic Information

I agree to participate

I do not agree to participate

Demographic Information

* Church ID number:

Number of years of Pastoral or Church Ministry experience.

Number of years on current Pastoral Leadership Team.

Team Effectiveness Questionnaire

The following questions are concerning team effectiveness. Read each statement and select the response that you believe most accurately reflects your pastoral/leadership team.

NOTE TO TEAM LEADERS: Questions 8-11 are concerning the Team Leader, score these concerning yourself--mark how well you believe you do in these areas.

There is a clearly defined need--a goal to be achieved or a purpose to be served--that justifies the existence of our team.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

We have an established method for monitoring individual performance and providing feedback.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Team members possess the essential skills and abilities to accomplish the team's objectives.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Achieving our team goal is a higher priority than any individual objective.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

We trust each other sufficiently to accurately share information, perceptions, and feedback.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Our team exerts pressure on itself to improve performance.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Our team is given the resources it needs to get the job done.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The team leader provides me the necessary autonomy to achieve results.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Our leader is willing to confront and resolve issues associated with inadequate performance by team members.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Our leader is open to new Ideas and information from team members.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Our leader is influential in getting outside constituencies--congregation, church members, other church leaders, other churches, etc.--to support our team's effort.

- | | | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------|
| 1 - False | 2 - More false
than true | 3 - More true
than false | 4 - True |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I would rate the overall team effectiveness (that is, in team interpersonal relationships, healthy process, and results) of our pastoral leadership team as:

- Very effective
- Generally effective
- Average effectiveness
- Generally ineffective
- Very ineffective

*** You are a . . .**

- The Senior or Lead Pastor (i.e., the primary Pastoral Team Leader)
- A Pastoral/Leadership Team Member (i.e., Youth Pastor, Women's Ministry Director, Worship Pastor, Director of Small Groups, etc.)

(Managing EI) I am quite capable of controlling my own emotions.

Totally Disagree Totally Agree

(Managing EI) I can always calm down quickly when I am very angry.

Totally Disagree Totally Agree

(Managing EI) I have good control of my own emotions.

Totally Disagree Totally Agree

Leader Emotional Intelligence Strength Rater (LEISR)

Leader EI Strength Rater - Ability 1: IDENTIFYING EMOTIONS

In this part of the survey you will rate the specific strengths of your Pastoral Team Leader's ability to IDENTIFY emotions and emotional information. There are four steps to this rating process:

1st - Read the general description carefully and then give your general assessment of how well you believe your leader does in this ability of EI.

Concerning each skill (there are six) . . .

2nd - Read the specific skill and then rate your team leader's level of competency with the skill. You will rate them from Non-skillful (-5 as the lowest rating) to Skillful (+5 as the highest rating).

3rd - Next, assess how you believe your leader's competency in this EI skill influences your team's overall effectiveness.

4th - Last, for each skill that you marked as "VERY TRUE" concerning its influence towards overall team effectiveness, briefly explain why or how it positively effects the team.

IDENTIFYING EMOTIONS: The first branch of EI reflects the perception, appraisal, and expression of emotion. It includes accuracy in reading people and identifying emotions--including in self and in others.

Based on this description, my Pastoral Team Leader is ... (choose one of the answers below) ... in his ability to Identify Emotions in himself and others.

- Very Competent
- Generally Competent
- Average
- Generally Incompetent
- Very Incompetent

ID Skill 1: (Non-skillful) Misreads people's emotions--vs--Knows what people feel (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "know what people feel" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

ID Skill 2: (Non-skillful) Doesn't talk about feelings--vs--Will talk about feelings (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "talk about feelings" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

ID Skill 3: (Non-skillful) Never shows feelings--vs--can comfortably show how they feel (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "show how they feel" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

ID Skill 4: (Non-skillful) Maintains neutral expression--vs--Smiles when happy or pleased (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "smile when happy or pleased" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

ID Skill 5: (Non-skillful) Fails to identify how others feel--vs--Reads people accurately (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "read people accurately" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

ID Skill 6: (Non-skillful) Misunderstands own feelings--vs--Is good at recognizing own feelings (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "recognize his own feelings" is a strong factor in building our team effectiveness.

Our team leader's ability to "use feelings to inform and change beliefs and opinions" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

USE Skill 2: (Non-Skillful) Forgets what's important when upset --vs--Focuses on what's important when emotions are strong (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "focus on what's important when emotions are strong" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

USE Skill 3: (Non-skillful) Is emotionally self-absorbed and not influenced by others' feelings--vs--Can feel what others are feeling (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "feel what others are feeling and not be self-absorbed" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

USE Skill 4: (Non-skillful) Has feelings that are flat or distracting--vs--Uses his emotions to improve his thinking (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "use his emotions to improve his thinking" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

USE Skill 5: (Non-skillful) Doesn't motivate people--vs--Inspires people (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "inspire and motivate people" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

USE Skill 6: (Non-skillful) Is practical and concrete--vs--Is a creative thinker (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "be a creative thinker" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

Leader EI Strength Rater - Ability 3: UNDERSTAND EMOTIONS

In this part of the survey you will rate the specific strengths of your Pastoral Team Leader's ability to UNDERSTAND emotions and emotional information. There are four steps to this rating process:

1st - Read the general description carefully and then give your general assessment of how well you believe your leader does in this ability of EI.

Concerning each skill (there are six) . . .

2nd - Read the specific skill and then rate your team leader's level of competency with the skill. You will rate them from Non-skillful (-5 as the lowest rating) to Skillful (+5 as the highest rating).

3rd - Next, assess how you believe your leader's competency in this EI skill influences your team's overall effectiveness.

4th - Last, for each skill that you marked as "VERY TRUE" concerning its influence towards overall team effectiveness, briefly explain why or how it positively effects the team.

UNDERSTANDING EMOTIONS: The third branch of EI is the ability to understand emotions and to utilize that emotional knowledge. It includes the ability to recognize when emotions will occur and to understand the results of them, and to also recognize the complexity of emotional language and the relationship between various emotions. The ability to understand emotions suggests that one can determine why they, and others, feel the way they do and to understand what will happen next because of those emotions.

Based on this description, my Pastoral Team Leader is ... (choose one of the answers below) ... in his ability to Understand Emotions in himself and others.

- Very Competent
- Generally Competent
- Average
- Generally Incompetent
- Very Incompetent

UND Skill 1: (Non-skillful) Finds it hard to explain feelings--vs--Has rich emotional vocabulary (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "a rich emotional vocabulary to express feelings" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

UND Skill 2: (Non-Skillful) Misunderstands people --vs--Makes correct assumptions about people (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "make correct assumptions about people" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

UND Skill 3: (Non-skillful) Has only a basic understanding of emotions--vs--Has sophisticated emotional knowledge (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "sophisticated emotional knowledge" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

UND Skill 4: (Non-skillful) Gets on people's nerves--vs--Knows the right thing to say (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "know the right thing to say" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

UND Skill 5: (Non-skillful) Is surprised by how people feel--vs--Makes good predictions about what people may feel (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "make good predictions about what people may feel" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

UND Skill 6: (Non-skillful) Experiences on-or-off emotions, with few shades of gray--vs--Understands that one can feel conflicting emotions (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "understand that one can feel conflicting emotions" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as **VERY TRUE**, briefly explain why this is so, or give an example of how this helps your team:

Leader EI Strength Rater - Ability 4: MANAGE EMOTIONS

In this part of the survey you will rate the specific strengths of your Pastoral Team Leader's ability to MANAGE emotions and emotional information. There are four steps to this rating process:

1st - Read the general description carefully and then give your general assessment of how well you believe your leader does in this ability of EI.

Concerning each skill (there are six) . . .

2nd - Read the specific skill and then rate your team leader's level of competency with the skill. You will rate them from Non-skillful (-5 as the lowest rating) to Skillful (+5 as the highest rating).

3rd - Next, assess how you believe your leader's competency in this EI skill influences your team's overall effectiveness.

4th - Last, for each skill that you marked as "VERY TRUE" concerning its influence towards overall team effectiveness, briefly explain why or how it positively effects the team.

MANAGING EMOTIONS: The fourth branch involves the reflective use of emotions to promote emotional and intellectual growth. At this level, a person is open to emotions, both good and bad, and they are able to effectively monitor and manage emotions, in self and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and use this information to make appropriate and informed decisions that accomplish good goals for all involved.

Based on this description, my Pastoral Team Leader is ... (choose one of the answers below) ... in his ability to Manage Emotions in himself and others.

- Very Competent
- Generally Competent
- Average
- Generally Incompetent
- Very Incompetent

MN Skill 1: (Non-skillful) Cannot connect with other people--vs--Connects with and inspires other people (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "connect with and inspire other people" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

MN Skill 2: (Non-skillful) Has no intentional or unintentional impact on others' feelings--vs--Can cheer others up, calm others down, or manage others' feelings appropriately (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5


Our team leader's ability to "cheer others up, calm others down, or manage others' feelings appropriately" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

MN Skill 3: (Non-skillful) Shuts off feelings--vs--Is open to one's feelings and the feelings of others (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5


Our team leader's ability to "open to his feelings and the feelings of others" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

MN Skill 4: (Non-skillful) Leads an emotionally impoverished life, is uncomfortable expressing emotions--vs--Leads a rich emotional life, appropriately expresses emotions (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5


Our team leader's ability to "leads a rich emotional life" is a strong factor in building our team effectiveness.

- Very True
- Somewhat True
- Not Sure/Neutral
- Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

MN Skill 5: (Non-skillful) Is a slave to passion--vs--Can "psych up," calm down, or maintain a mood, as desirable (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "to 'psych up,' calm down, or maintain a mood, as desirable" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

MN Skill 6: (Non-skillful) Views emotions as distracting and derailing to adaptive behaviors--vs--Uses emotions to focus attention, inform decision making, and energize adaptive behaviors (Skillful)

Rating: -5 -4 -3 -2 -1 +1 +2 +3 +4 +5

Our team leader's ability to "use emotions to focus attention, inform decision making, and energize adaptive behaviors" is a strong factor in building our team effectiveness.

- Very True
 Somewhat True
 Not Sure/Neutral
 Not True

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

APPENDIX 6

ABBREVIATION KEYS TO TEQ, WLEIS, AND LEISR
INSTRUMENTS AND RESPONSE MEANS

Table A1. Team effectiveness questionnaire:
Realms, code, questions, and mean

Team Effectiveness Realm	TEQ Code	Actual TEQ Question	Mean
Clear Elevating Goal	TEQ-1	There is a clearly defined need—a goal to be achieved or a purpose to be served—that justifies the existence of our team.	3.76
Results-Driven Structure	TEQ-2	We have an established method for monitoring individual performance and providing feedback.	2.96
Competent Team Members	TEQ-3	Team members possess the essential skills and abilities to accomplish the team’s objectives.	3.63
Unified Commitment	TEQ-4	Achieving our team goal is a higher priority than any individual objective.	3.51
Collaborative Climate	TEQ-5	We trust each other sufficiently to accurately share information, perceptions, and feedback.	3.63
Standard of Excellence	TEQ-6	Our team exerts pressure on itself to improve performance.	3.31
External Support	TEQ-7	Our team is given the resources it needs to get the job done.	3.36
Principled Leadership	TEQ-8	The team leader provides me the necessary autonomy to achieve results.	3.79
	TEQ-9	Our leader is willing to confront and resolve issues associated with inadequate performance by team members.	3.41
	TEQ-10	Our leader is open to new ideas and information from team members.	3.81
	TEQ-11	Our leader is influential in getting outside constituencies—congregation, church members, other church leaders, other churches, etc.—to support our team’s effort.	3.56

Table A2. Wong and Law emotional intelligence scale: Realm, code, questions, and mean

EI Realm	WLEIS Code	WLEIS Question	Mean
Identify	W&L ID 1	I have a good sense of why I have certain feelings most of the time.	6.00
	W&L ID 2	I have a good understanding of my own emotions.	5.93
	W&L ID 3	I really understand what I feel.	5.79
	W&L ID 4	I always know whether or not I am happy.	6.21
Use	W&L US 1	I always set goals for myself and then try my best to achieve them.	5.78
	W&L US 2	I always tell myself I am a competent person.	4.85
	W&L US 3	I am a self-motivating person.	6.15
	W&L US 4	I would always encourage myself to try my best.	6.00
Understand	W&L UN 1	I always know my friends' emotions from their behavior.	5.23
	W&L UN 2	I am a good observer of others' emotions.	5.59
	W&L UN 3	I am sensitive to the feelings and emotions of others.	5.60
	W&L UN 4	I have good understanding of the emotions of people around me.	5.58
Manage	W&L MN 1	I am able to control my temper so that I can handle difficulties rationally.	6.28
	W&L MN 2	I am quite capable of controlling my own emotions.	6.15
	W&L MN 3	I can always calm down quickly when I am very angry.	5.73
	W&L MN 4	I have good control of my own emotions.	6.15

Table A3. Leader emotional intelligence strength rater: Realm, code, questions, and mean

EI Realm	LEISR Code	LEISR Questions	Mean
Identify	LIDsk1	(Non-skillful) Misreads people's emotions–vs–Knows what people feel (Skillful)	8.38
	LIDsk2	(Non-skillful) Doesn't talk about feelings–vs–Will talk about feelings (Skillful)	7.95
	LIDsk3	(Non-skillful) Never shows feelings–vs–Can comfortably show how they feel (Skillful)	7.88
	LIDsk4	(Non-skillful) Maintains neutral expression–vs–Smiles when happy or pleased (Skillful)	8.48
	LIDsk5	(Non-skillful) Fails to identify how others feel–vs–Reads people accurately (Skillful)	8.21
	LIDsk6	(Non-skillful) Misunderstands own feelings–vs–Is good at recognizing own feelings (Skillful)	8.58
Use	LUSsk1	(Non-skillful) Beliefs and opinions are unchanged by emotions–vs–Uses feeling to inform and change beliefs and opinions (Skillful)	7.56
	LUSsk2	(Non-skillful) Forgets what's important when upset–vs–Focuses on what's important when emotions are strong (Skillful)	8.55
	LUSsk3	(Non-skillful) Is emotionally self-absorbed and not influenced by others' feelings–vs–Can feel what others are feeling (Skillful)	8.21
	LUSsk4	(Non-skillful) Has feelings that are flat or distracting–vs–Uses his emotions to improve his thinking (Skillful)	7.84
	LUSsk5	(Non-skillful) Doesn't motivate people–vs–Inspires people (Skillful)	8.78
	LUSsk6	(Non-skillful) Is practical and concrete–vs–Is a creative thinker (Skillful)	8.00

Table A3—Continued. Leader emotional intelligence strength rater: Realm, code, questions, and mean

Understand	LUNsk1	(Non-skillful) Finds it hard to explain feelings—vs—Has rich emotional vocabulary (Skillful)	8.32
	LUNsk2	(Non-skillful) Misunderstands people—vs—Makes correct assumptions about people (Skillful)	8.42
	LUNsk3	(Non-skillful) Has only a basic understanding of emotions—vs—Has sophisticated emotional knowledge (Skillful)	8.34
	LUNsk4	(Non-skillful) Gets on people’s nerves—vs—Knows the right thing to say (Skillful)	8.75
	LUNsk5	(Non-skillful) Is surprised by how people feel—vs—Makes good predictions about what people may feel (Skillful)	8.33
	LUNsk6	(Non-skillful) Experiences on-or-off emotions, with few shades of gray—vs—Understands that one can feel conflicting emotions (Skillful)	8.53
Manage	LMNsk1	(Non-skillful) Cannot connect with other people—vs—Connects with and inspires other people (Skillful)	8.80
	LMNsk2	(Non-skillful) Has no intentional or unintentional impact on others’ feelings—vs—Can cheer others up, calm others down, or manage others’ feelings appropriately (Skillful)	8.31
	LMNsk3	(Non-skillful) Shuts off feelings—vs—Is open to one’s feelings and the feelings of others (Skillful)	8.17
	LMNsk4	(Non-skillful) Leads an emotionally impoverished life, is uncomfortable expressing emotions—vs—Leads a rich emotional life, appropriately expresses emotions (Skillful)	8.03
	LMNsk5	(Non-skillful) Is a slave to passion—vs—Can “psych up,” calm down, or maintain a mood, as desirable (Skillful)	8.19
	LMNsk6	(Non-skillful) Views emotions as distracting and derailing to adaptive behaviors—vs—Uses emotions to focus attention, inform decision making, and energize adaptive behaviors (Skillful)	7.87

APPENDIX 7

CODING KEYS FOR QUALITATIVE INSTRUMENT

Instructions: For each response, ask this guiding question: “Does this response ***affirm, illustration/model, convey a sense of, or communicate an attitude as a result of***, one of these ‘Positive Group Emotional Intelligence Behavior Norms’?” If you agree with my assessment, code it for that one. If you disagree, code it for the one that you believe it best fits. As well, you may use more than one code for any statement.

Table 4A. Behavior Norms Coding Key

Code Key	Positive GEI Behavior Norms	Defined and Explained: With suggestions (not exhaustive) of clues to key words and concepts that places an observation in this category.
1	Interpersonal Understanding	<ul style="list-style-type: none"> • Encourages behavior that seeks awareness of individual member talents, performance, needs, concerns, interests, strengths, weaknesses, and feelings. • Key Words/Concepts: understands—seeks to, wise, discerning, considers others perspective, information gathering, perspective taking
2	Confronting	<ul style="list-style-type: none"> • Encourages constructive feedback and the candid confrontation of individuals whose actions disturb group operations. • Key Words/Concepts: Allows tension, speaking up when someone is out of line, willing to confront—in love, direct, straight-forward
3	Team Self-Evaluation	<ul style="list-style-type: none"> • Encourages behavior that seeks awareness of group-level strengths, weaknesses, needs, preferences, and resources • Key Words/Concepts: seeks feedback, self/group awareness, ability to give constructive criticism/evaluation/critical thinking about team

Table A4—Continued. Behavior norms coding key

4	Proactive Problem Solving	<ul style="list-style-type: none"> • Encourages coping with problems, potential problems, or impending difficulties in a “can-do” way. • Key Words/Concepts: Creativity, focus, on task, willing to take on emotionally challenging issues, coping, managing challenges, actively taking initiative to resolve issues, take control of situations, get things done
5	Organizational Understanding & Awareness	<ul style="list-style-type: none"> • Encourages behaviors that seek information from the larger organization and that attempts to understand the needs, preferences, and behaviors of important individuals and groups outside of the group’s boundary. • Key Words/Concepts: An awareness of emotions and issues at the cross-boundary level (that is, beyond the team itself), understands the organization and its culture.
6	Building External Relationships	<ul style="list-style-type: none"> • Encourages emotionally sensitive actions that build relationships with individuals and groups that can help the group achieve its goal. • Key Words/Concepts: Management of relationships when dealing with individual s and groups outside of the team’s boundary, does not isolate itself, ambassadorial activities, frequent communication, builds support
7	Caring Behavior	<ul style="list-style-type: none"> • Encourages a caring orientation, and communicates that the team values the presence and contribution of each team member. Promotes communicating positive regard, appreciation, and respect to group members. • Key Words/Concepts: Safety, allows members to take risks emotionally, support, care, humility, increases cohesion and promotes unity
8	Creating Resources for Working with Emotions	<ul style="list-style-type: none"> • Recognizes that emotions are an inherent part of group life, and legitimizes discussion of emotional issues and gives opportunity for discussing them (does not suppress emotions or emotional issues) • Key Words/Concepts: Gives permission and opportunity to help members to discuss feelings and emotions, accepts emotion as normal to group process.
9	Creating Optimistic Environment	<ul style="list-style-type: none"> • Creates an orientation towards a contagious, constructive, optimistic, and positive environment that results in positive attitudes and results. • Key Words/Concepts: Promotes the channeling of emotional energy to create an optimistic and affirmative environment, high expectations, optimism, passion, gives leadership, accepts challenges or setbacks as opportunities
10	Does Not Apply or Help	<ul style="list-style-type: none"> • It does not fit at all or is not useful to this process • It does not make sense or it is not meaningful.

APPENDIX 8

CODING HELP INVITATION LETTER

1/8/2007

Dear Drs'

I need your expert help for the analysis stage of my dissertation. I will briefly explain my research and then explain what I am asking you to do. This is followed by the details of how you can help. So here goes . . .

THE RESEARCH: My general research purpose is to examine the nature of the relationship between a pastoral team leader's (PTL) level of emotional intelligence (EI) and team effectiveness dynamics (or, team health). In order to do this I have adopted the "abilities" perspective of EI. This school of EI thought contends that EI can be viewed as a set of four abilities and related sub-skills: The ability to (1) Identify, (2) Use, (3) Understand, and (4) Manage emotional information in self and others. My research questions take the general purpose above and distinguish it into these four abilities (e.g., RQ-1: "What is the nature of the relationship between a lead pastor's EI ability to Identify emotional information and the team effectiveness of the pastoral team he leads?" etc.).

From this base, I developed a guided qualitative survey instrument that is related to the RQ's for each team members to complete about the PTL (note: it is a mixed methods research style, so my research also includes two quantitative instruments as well). Participants are steered down a narrow path from a general assessment of the PTL's EI competency in each of the four abilities to direct assessment of six sub-skills within each ability. To conclude, they are asked a final qualitative-style question that asks them to elaborate on how the specific sub-skill actually affects the health and effectiveness of the team. The following is an example:

Our team leaders' ability to "read people accurately" is a strong factor in building our team effectiveness.

VERY TRUE SOMEWHAT TRUE NOT SURE/NEUTRAL NOT TRUE

If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:

These questions generated a number of responses (as I hoped it would). For research purposes, these responses need to be organized or coded so that proper analysis and interpretation can be generated from them. Coding simply establishes a sensible way of organizing qualitative data so that it can be analyzed and interpreted. How it is coded is determined by the researcher (that's me). For this study, I have chosen to follow a "Prior Research-Driven Approach" suggested by Boyatzis (1998).

The "prior" research I will use is the work of several scholars in the area of team EI. This work brings my research full circle, back to the issues of EI and team effectiveness. Essentially, this prior research shows that effective teams are characterized by social functions or "Positive Group Emotional Intelligence Behavior Norms" that all effective teams must have. These group norms are defined and explained on the code chart.

I will use these nine norms as the filter or code through which to interpret the qualitative data I have gathered in my research. In adapting this code, I can directly link all four of the Pastor Team Leader's EI abilities directly to its influence/effect on the team's health—at least as assessed by the team members.

YOUR PART: (You figured this out by now.) I need other credible people/scholars to aid my coding, so I am asking you to help. Admittedly, this is a subjective process. Therefore, bringing others into the process adds credibility, or, in research language, reliability and validity. There does not have to be absolute unanimity, in the end of course, my judgment will have the final say, but a level of 70% agreement is needed to establish reliability of the interpretation—meaning, if that is not achieved, we may need to talk and reach some agreements.

Here are the instructions, should you choose to participate:

1. In all, there are 24 questions that participants responded to, ranging from 7 to 42 responses.
2. I have coded each response with what I feel is the best match to the Behavioral norms. You are asked to check my code, and see whether or not you agree or disagree with it. If you disagree, please indicate how you believe it should be more accurately coded. However you feel, mark it in the appropriate column in the table.
3. Thus, this will take a while—so relax, get in your easy chair, and get a good cup of warm coffee to help the process.
4. I will attach a WORD version of the responses in a Table format. In the table there will be a column where you can record your assessment, and an additional column for comments and observations. You can do it on your computer, or feel free to print it out if you would like (I will deliver a hardcopy to you as well).
5. The statements are as presented, with a few edits, but relatively untouched.
6. For each set of data there is a separate table (4 abilities x 6 sub-skills = 24 in all). In each table I will give you the guiding EI skill that the participant is responding to. Remember, they are team members who are voluntarily explaining or elaborating on

why they believe this particular EI skill in their PTL helps to create or foster team effectiveness/health.

7. You do not need to think too long about any one response, if it is not obvious, or nothing jumps to your mind right away, skip it and come back to the item later, or skip it altogether if you cannot confidently code it.
8. Once you have completed all coding/code-checking, you may e-mail the tables back to me or put the hard copy in my box in the faculty mailroom.
9. The coding key is based on the group emotional competency research referenced above. I suggest you read it and study the categories before starting so that you will have a fairly confident grasp of the code logic. This will allow you to more freely move through the process. Of course, when stumped, refer back to the code explanations as needed to help you make an accurate judgment.
10. You may attach more than one code to a statement if you believe it fulfills both, or more.
11. The code is attached on the next page.
12. If you need further explanation, feel free to contact me at any time.
13. It would be very helpful to me if you could return you completed results to me within a week.

Thanks Much, and Blessings

Bill Higley

APPENDIX 9

PRIOR RESEARCH-DRIVEN CODING ANALYSIS

Introduction: The following pages contain the contents of the coding and code-checking performed for the qualitative analysis portion of this research. The statements that were coded were gathered from the pastoral team members who participated in the research (in the LEISR). Each statement was in response to a question concerning how the specific EI skill under evaluation influenced their team's effectiveness. If they indicated that the skill in question positively influence their team's effectiveness, they were ask to respond by giving specific examples of how or why, or by giving some type of explanation. The team members' responses are listed as presented and as related to the EI skill in question.

Explanation: In the columns to the right of each table, the team member statements are coded to the nine emotionally competent behavioral norms of Druskat and Wolff's prior research about team emotions and team effectiveness (Druskat and Wolff 2002, 141; Wolff et al. 2006, 228). The coding columns are labeled: H, W, and M. The H column represents the primary coding of this researcher, William Higley, the W column Dennis Wilhite, and M column Don McCall, respectively. These two colleagues of the researcher—at Baptist Bible College— served as the code-checkers to the researcher's coding. The furthest right side column on each table is to represent whether the code-checkers agreed with the primary coding analysis (Y for "yes" and N for "no") for each statement. And finally, at the bottom of each table is the percentage of coding and code-checking agreement for the items of that table.

Note: The synthesis and analysis of the coding and code-checking can be view in Tables 11, 19, 27, and 35, and Figures 3, 4, 5, and 6, in Chapter 4 of this work. Each table and figure is accompanied by explanatory narrative in the chapter.

Table A5. Identify skill 1 coding analysis

ID Skill 1: (Non-skillful) Misreads people's emotions—vs—Knows what people feel (Skillful)		General Mean 8.38			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to comfortably "talk about feelings" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 45			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	He can sense when someone's emotions are involved in the decision making process. There are times when we need to take a step back and see the issue and not the people involved. He can do this well	1	1,8	1	Y
2	He is very careful to understand how each person on the team is feeling with different issues. This really helps in the overall attitude of everyone feeling like what they think and how they feel is important	1	1, 8	1	Y
3	He understands the needs of our community and church body.	5	5	5	Y
4	He will set aside a task in order to come alongside a team member in crisis or in joy	7	7	7	Y
5	his grasp of how most core members feel is very valuable	1	1	1	Y
6	Many words may be spoken, but if the heart is not being revealed, then little is being accomplished. Our Pastor listens to the heart very well.	1	1,8	1	Y
7	It is important to know how people feel about an important issue, a new direction, or a change in programming before making decisions. Our leader is quite good at assessing the level of support in adv	5	5	5	Y
8	My team leader is a very compassionate shepherd/leader. Although his ultimate goal is the good of the total, he is sensitive to the needs of even one.	7	7	1	N
9	he's able to manage the feelings within our team, and is also very in-tune with the feelings of those in the church	1,5	1,5	1,5	Y
10	Proactively is tied to understanding corporate ethos.	5	5	5	Y
11	He reiterates what we say/feel and express. He often asks for clarification. He allows individuals to hold to their opinion or perceptions without judgment but requires them to qualify it.	3	3	1,8	N
12	His ability to identify what people feel is shown by his actions, such as asking particular people to do a certain task. I believe it shows a genuine interest in people.	1	1,3	1	Y

Table A5—continued. Identify skill 1 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
13	His assessment of our congregation has pushed our team to create new ways to minister to our people even this year. We maintain our goal but, in different seasons, use different methods to achieve it	6	6	5	N
14	It helps us to cut through perceived issues and get to and deal with real issues	3	3	3	Y
15	makes it easier to share	8	7,8	7	N
16	Our Team Leader understands what “makes us tick.” This allows him to direct our energies and efforts toward goals that are achievable.	9	9	1	N
17	His ability to know what people are feeling during staff and elder meetings enables him to communicate his point without hurting people or alienating people from him or his idea	1	1	1	Y
18	He is very discerning and aware of how change and decisions will affect the congregation emotionally. He is also discerning when communicating difficult issues within the team.	5	5	5	Y
19	A team leader needs to know if his team is truly on his side or if they are following him begrudgingly. Teams following as per the latter, will eventually disintegrate.	10	10	10	Y
20	he is a true shepherd — he pastors his team — because of this — this brings strength and unity — he wants us to succeed in our personal lives and ministry — makes us more loyal to him	1	1,7	1	Y
21	He has a real sensitivity to needs and has the ability to give good sound advise	7	7	1,7	Y
22	When he takes the time to engage, he is very perceptive and asks good questions to better understand.	1	1	1	Y
23	allows for “true” community	9	9	3,9	Y
24	Sensitivity is very important when dealing with people	8	8	8	Y
25	We can have open discussions	8	8	8	Y
Percentage of Agreement:		80%			

Table A6. Identify skill 2 coding analysis

ID Skill 2: (Non-skillful) Doesn't talk about feelings—vs— Will talk about feelings (Skillful)		Mean 7.95			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to comfortably "talk about feelings" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 37			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	We are emotional beings...we can not and should not ignore our feelings and understand why we are feeling a certain way.	8	8	8	Y
2	This encourages transparency in the team and demonstrates that it's a safe place	8	8	8	Y
3	He's not as good at discussing his own feelings.	10	10	10	Y
4	It helps the entire team to be comfortable in sharing his or her ideas and feelings.	8	8	7,8	Y
5	there is no guess work on how he is feeling about things. His heart is on his sleeve.	8	10	8	N
6	He's real; doesn't pretend to be someone he is not and models authenticity	8	8	8	Y
7	Creates an open environment to share feelings and reservations	8	8	8	Y
8	he is modeling transparency/ vulnerability with each of us	8	8	8	Y
9	We need an open and honest atmosphere so people can avoid resentment and not resort to "back-room politics."	2	2	2	Y
10	He is always willing to spend time in discussions on any issue we feel is important of us.	8	3,8	2	N
11	There's no holding back required — we can all respond honestly in any situation.	2	2	2,8	Y
12	It gives our team permission to talk about our feelings.	8	8	8	Y
13	He is open with us, making himself vulnerable and truly showing us what we should be...humble, and flexible	8	8	8	Y
14	It causes us to understand that we are able to express the same, and it allows us to function when one of us may not be "feeling" our best.	8	8	7,8	Y
15	one cannot share passionately an idea or creatively without some feelings... knowing you can express yourself is part of the process	8	3,8	8	Y
16	Builds trust. We know not only what he thinks but how he feels on various ministry issues. It creates an atmosphere of open dialogue.	8	3,8	8	Y

Table A6—continued. Identify skill 2 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
17	His candor about his own feelings was disarming at first because the previous lead pastor masked them quite well. We are learning to accept and deal with our lead pastor’s open expression of feelings	8	8	8	Y
18	He allows us into his life.	8	8,9	8	Y
19	shows he is real and shows confidence in himself which helps give us confidence that we have a strong leader	9	9	9	Y
20	He is very transparent	8	8	8	Y
21	it opens us all up to be honest with each other. Oftentimes, we find that we’re all in the same place one way or another	8	3,8	8	Y
22	Creates an atmosphere of trust	8	8	8	Y
23	Transparency builds trust	8	8	8	Y
24	Not judgmental	7	7	7	Y
Percentage of Agreement:		92%			

Table A7. Identify skill 3 coding analysis

ID Skill 3: (Non-skillful) Never shows feelings—vs—can comfortably show how they feel (Skillful)		Mean 7.95			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "show how they feel" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 39			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	ditto	10	10	10	Y
2	There is no guessing when it comes to how a person feels.	8	8,2	8	Y
3	Since he provides guidance and direction to the group, his ability to show how he feels lets us know if we are on the same page and contributing to the direction of the group as a whole	4	8,4	8,3	N
4	When feelings are positive you know it and are encouraged, and when they are negative, you know what to work on.	2	2	8,2	Y
5	Again, it allows for others to see a model of authentic Christian behavior and allows an opening for others to do the same	8	8,3	8	Y
6	this demonstrates his comfort-ability with each team member as "family"	8	8	8	Y
7	Our Pastor is increasingly growing in his ability to display his feelings in a proactive manner. It certainly helps me to understand that he is growing right along with the rest of us.	8	8	8	Y
8	His obvious passion is highly motivating to us	9	9	9	Y
9	I don't need to guess what my pastor is thinking and feeling. It helps me to know where he stands on issues, what frustrates him, and what elicits his approval.	1	1	2	N
10	My team leader exudes passion to the point that it is contagious.	9	9	9	Y
11	His desire to be "real" allows all of us to be more comfortable in expressing emotion.	8	8	8	Y
12	He shows through words rather than actions. He won't act weary, but will tell us that he is and it is encouraging to me to keep pushing on because of that example.	8,4	8,4	8	Y
13	Similar to number 3. It creates an open and honest atmosphere that builds trust and confidence in each other.	8	8	8	Y
14	Team leader is able to communicate what he is willing to fight for and what is merely a preference issue. Communicates convictions well	4	4	8	N

Table A7—continued. Identify skill 3 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
15	Although we are recovering from a traumatic season with previous man, we are growing in respect and expression mutually.	8	8	8	Y
16	show it is not a one man show — but truly a team — we encourage each other — this also brings respect to the leader that he is real	9	9	8	N
17	It gives us confidence to communicate freely	8	8	8	Y
18	Knowing how the Senior Pastor feels about an issue, helps me know how to proceed.	1	1,4	8	N
19	Transparency builds trust	8	8	8	Y
20	We all can be open with our feelings	8	8	8	Y
Percentage of Agreement:		75%			

Table A8. Identify skill 4 coding analysis

ID Skill 4: (Non-skillful) Maintains neutral expression—vs— Smiles when happy or pleased (Skillful)		Mean 8.48			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "smile when happy or pleased" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 48			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	he is real!!	8	8	8	Y
2	Joy and laughter from our leader encourages us to be joyful and enthusiastic about our mission.	9	9	9	Y
3	We are encouraged when we see he is happy and he desires to build us up at all times	9	9	9	Y
4	His level of comfort with himself and his constant encouragement give the overall team a sense of a job well done and yields a pleasant work environment that translates into higher productivity.	9	9	9	Y
5	Communicates actual feelings and helps team know more of leader's opinion.	8	8	8,9	Y
6	it shows his sense of approval in more than just words	7	7	7	Y
7	primary a very content leader — happy	9	9	9	Y
8	Keeps loose and enjoyable and a positive atmosphere	9	3,9	9	Y
9	He models the joy of knowing Jesus and living above his personal circumstances.	9	3,9	9	Y
10	it helps us relax in our meetings	9	9	9	Y
11	There is a lot of joy in our meetings — embracing together the good and fun that God has designed!	9	6,9	9	Y
12	He listens with the same expression thus, giving a message of being safe as we talk.	8	8	8,9	Y
13	Very good sense of humor, loves to laugh.	9	9	9	Y
14	He is very enthusiastic and passionate about the ministry of our church. When the people of our church or our team are united in achieving our purpose He is all smiles!	9	6,9	9	Y
15	He makes open expression	10	10	7	N
16	See number 3 & 4	10	10	10	Y
17	He is very affirming and appreciates the same when we give it to him.	9	9	9	Y
18	He enjoys things that are effective, excellent, fun, and rewarding.	9	9	9	Y
19	He smiles	9	9	9	Y
20	You know if you are on the right path.	3	3	10	N
21	Communicates appreciation and confidence	9	9	8,9	Y
Percentage of Agreement:		90%			

Table A9. Identify skill 5 coding analysis

ID Skill 5: (Non-skillful) Fails to identify how others feel— vs—Reads people accurately (Skillful)		Mean 8.21			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "read people accurately" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 40			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	we can deal with the real stuff, not wrong perceptions	3	2,3	3	Y
2	His discernment level allows us as a team to trust in the people he places in leadership and the steps he takes in regards to handling personal conflict.	4	4	1,4	Y
3	he often has insight into a situation that helps the team minister to a need because he can i.d. the need pretty well.	4	4	4,5	Y
4	He is perceptive and that gives him the opportunity to show caring and compassion	7	7	1,7	Y
5	Avoids potential problems if certain feelings are left unaddressed	4	4	4	Y
6	Our pastor is sharp in this area. I see advanced years of wisdom being displayed in a patience I would desire to possess.	1	1	1	Y
7	I see this as very similar if not identical to skill #1.	10	10	10	Y
8	He is often able to sense frustration and put a positive spin on it for me.	1	1,9	1,8	Y
9	Our Team Leader is very in tune with what other people are feeling and tries to solve the tensions they may feel	1	1	1,8	Y
10	he can tell when an issue isn't sitting right and needs further discussion	1	1	1,4	Y
11	Accurate reading of people is vital for evaluation.	3	3	1	N
12	Knows body language and able to ask penetrating questions to get to the root issues	4	4	1,4	Y
13	In his response it is obvious that we are heard when we express ourselves.	1	1	1,8	Y
14	Has the ability to see strengths and weaknesses in people	1	1	1	Y
15	He has much wisdom in discerning what is going on in the heart of the people on our staff and in our congregation. The ability to get to the root of a problem enables us to engage the core issues.	1, 4	1,4	1,4	Y
16	can interpret others emotions to the degree that time can be/is set aside to acknowledge them & allow expression	4	3	1,7	N
17	It allows him to confront when confronting is needed, encourage when encouraging is needed. Allows him to "minister" to the team accurately.	2	2	2	Y

Table A9—continued. Identify skill 5 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
18	Steve is able to read people and guide a conversation for their encouragement	1	1,9	1,7	Y
19	See Answer for ID Skill 1	10	10	10	Y
20	shows he is a thinker and doesn't just react on emotion — he thinks from many different angles. Helps our team to think and not just have a one track mind but to think through the situation or individual	3	3	3	Y
21	Very in tune with his staff and people	1	1	1,5	Y
22	He should know his team.	10	10	10	Y
23	Important to identify where people on the team are at	1	1	1	Y
24	if you know where your people are at, you know how to administer truth/healing in their lives. This allows us, as a team, to adjust what we're doing.	4	4	1,7	N
25	No fear in giving opinions	8	8	8	Y
Percentage of Agreement:		88%			

Table A10. Identify skill 6 coding analysis

ID Skill 6: (Non-skillful) Misunderstands own feelings—vs—Is good at recognizing own feelings (Skillful)		Mean 8.58			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "recognize his own feelings" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 36			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	We most often know where he stands.	8	8	8	Y
2	ditto	10	10	10	Y
3	easier to work through tough stuff when he can get at the center of feelings and emotions involved in a situation.	1	1,2	1,8	Y
4	He is decisive with how he feels on an issue	10	10	10	Y
5	He's just REAL!!	8	8	8	Y
6	Gauging himself well leads to a fuller understanding for everyone of his feelings and reactions to certain issues which may be either positive or causes for concern	8	8	8	Y
7	He recognizes how his feelings may impact others, and is careful in his decision of when or how to display his feelings.	1	1	1	Y
8	Creates authentic atmosphere at meetings	8	8	8	Y
9	I am sure that my leader is able to do this but in building our team effectiveness, he does not make it all about how he feels.	10	10	10	Y
10	When the leader is OK with his own emotions and feelings, it makes it safe for others to express their own.	8	8	8	Y
11	able to be honest about his disappointment with others	2	2	2,8	Y
12	The leader's feelings (reaction) influences the team.	10	10	10	Y
13	he is very aware — gives us confidence in his leadership	9	9	8	N
14	Very reflective in his thought process	1	1,3		N
15	He's very open to sharing why he's reacting a certain way — or admitting that he's not sure. It helps us to know and understand more fully where he stands on certain issues.	8	8	8	Y
16	Talks often how he feels about situation.	8	8	8	Y
17	This seems to be accurate because he discusses his feelings openly	8	8	8	Y
18	Dan knows himself well, and understands his feelings.	1	1	1	Y
19	His internal self honesty prevents a good deal of recurring problems or extending ourselves too far in a bad direction	8	8	8	Y
20	He is a very decisive leader. He goes to God for his vision and follows it. He knows what he wants to do!	9	9	9	Y
21	Allows leader to deal with reality not emotion	10	1	10	N

Table A10—continued. Identify skill 6 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
22	He is honest about his own heart, his emotions and passions. This allows the team to know right where he is with philosophies of ministry or people issues.	8	8	8	Y
23	He knows what he is passionate about	10	10	10	Y
24	Although for me there was some discomfort with his candor, now I sense that he is maturing rapidly within the comfort zone we all have afforded each other.	8	8,3	8	Y
25	By sharing how he feels about certain projects it motivates us to achieve similar success	8	8,9	8	Y
26	He is a very self-aware person and also very aware of how expressed emotions affect the pastoral team as well as the congregation. He is very tempered in his responses.	6	6	1,5	N
27	same as above	10	10	10	Y
28	He needs to communicate how he feels.	10	10	10	Y
29	Promotes atmosphere of integrity and intellectual honesty	8	9	8	N
30	One needs to be in touch with what one is feeling and bring it to the Lord and others on the team. It builds trust	8	8	8	Y
Percentage of Agreement:		83%			

Table A11. Use skill 1 coding analysis

USE Skill 1: (Non-skillful) Beliefs and opinions are unchanged by emotions—vs—Uses feeling to inform and change beliefs and opinions (Skillful)		Mean 7.56			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to 'use feelings to inform and change beliefs and opinions' is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 17			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	Very compassionate	7	7	7	Y
2	But I believe this is a good quality. He is solid in his beliefs	10	10	10	Y
3	consistently receives feedback from staff and lay people and uses it to reevaluate our ministries	3	3	3	Y
4	he will not mishandle truth over someone's feelings, but will often consider someone's feelings or even his own in the midst of difficult decisions. He helps the rest of the team consider similar issue	8	8	8	Y
5	He is motivated by people's personal stories	9	10	9	N
6	skilled at problem solving	4	4	4	Y
7	I have been in situations where my team leader has shared a change brought about in his own attitude or opinion based on sensitivity to others or new information.	1	1, 3	1, 3	Y
8	In relation to the congregation our leader does well at helping the team understand the feelings and emotions of the congregation	6	6	6	Y
9	I think that passion for something is contagious!	9	9	9	Y
10	He is willing to take everything into account when we are discussing/deciding. He sees an equal need for thought and emotion.	1	3	1	N
11	takes into account ones feelings and often talks an issue through with the team member feeling negative emotions over it. He is very open to other's opinions.	1	1, 3	1	Y
12	Dan is a master communicator and uses emotion effectively to motivate.	9	9	9	Y
13	I don't think beliefs should be changed by emotions. Beliefs are dictated by the Word.	10	10	10	Y
14	Our pastor's heart is evident in every word, every tear, etc.	7	7	7	Y
15	It allows him to communicate and differentiate between various priorities within the team and ministry.	1	3	3	N

Table A11—continued. Use skill 1 coding analysis

16	Major decisions in ministry ought to be made rationally, rather than emotionally.	10	10	10	Y
17	The pastoral team leader makes every effort to allow adequate time for processing information and decision making.	4	4	4	Y
Percentage of Agreement		82%			

Table A12. Use skill 2 coding analysis

USE Skill 2: (Non-skillful) Forgets what's important when upset —vs—Focuses on what's important when emotions are strong (Skillful)		Mean 8.55			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "focus on what's important when emotions are strong" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 36			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	Provides good consistency	9	9	9	Y
2	focus is vital. You cannot allow emotions to overtake you, as the leader, or the team as a whole. Attitude will determine effectiveness of the team, because attitude spreads!	4	4	4	Y
3	helps us focus on the real issues	4	4	4	Y
4	sometimes the dust needs to settle a little to really get to this place, but we get there.	4	4	4	Y
5	Rarely upset, never loses focus	4	4	4	Y
6	Keeps team on track and helps team focus on the goal.	4	4	4	N
7	always on task	4	4	4	Y
8	excellent at determining bottom line	4	4	4	Y
9	I believe this is one of his strongest assets, and indirectly he has strongly helped form my thinking in this area.	10	10	10	Y
10	My pastor has gone through emotionally-charged times and has been able to stay the course and still lead the team to make good decisions.	4	4	4	Y
11	My leader is especially gifted at keeping the "main thing", the main thing.	4	4	4	N
12	There's a sense of safety when strong emotions are expressed, and yet there's still a focus on the things that need to be focused on.	8, 4	4	8	N

Table A12—continued. Use skill 2 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team.”	H	M	W	Agreement
13	Keeps us on task	4	4	4	Y
14	he’s still able to prioritize things even when upset / distracted by other things	4	4	4	Y
15	Focus in spite of emotions is critical to leadership.	4	4	4	Y
16	leading in a business meeting while being attacked	4	4	4	N
17	He rarely, if ever, allows emotions to disrupt a meeting or detour from intended direction	4	4	4	Y
18	Even in stressful situations — leader is very thoughtful and is able to view issue from various sides	1	1	1	Y
19	He keeps us focused and pushes us a little more when passionate about something.	4	3	4	N
20	Highly skillful at taking a discussion from highly emotionally and boiling it down to the issues that matter the most.	4	4	4	Y
21	He stays focused and doesn’t let emotions get in the way of the main goal	4	4	4	Y
22	Dan has a clear grasp of priorities and does not lose sight of this when emotions are strong.	4	4	4	Y
23	He is not swayed when problems arise. He helps us to focus on the goal in the midst of uncertainty.	4	4	4	Y
24	Our team leader can choose to do what he is supposed to do even when personal circumstances are difficult. It demonstrates effectively how to trust God in difficulty.	4	4	4	Y
25	helps maintain calmness & direction/goals	4	9	4, 9	N
26	Keeps us focused on true priorities and the real issues we may be dealing with.	4	4	4	Y
27	guides and directs in meetings away from anger points to the real issues not people	4	4	4	Y
28	Our leader is not effective because he is an emotional person, but rather that he can articulate a vision and drive toward it no matter the circumstance	4	4	4	Y
29	He has displayed a great sense of principle and wisdom in his responses, especially during times of high emotion. He is very good at stabilizing the out-of-control situations.	4	4	4	Y
30	We don’t get emotionally sidetracked	4	4	4	Y
31	Emotions can sometimes mislead any individual. Keeping one’s focus on the overall goal is imperative.	4	4, 10	4	Y
32	not distracted; very focused	4	4	4	Y

Table A12—continued. Use skill 2 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
33	Has a real keen interest in the objectives of ministry	3	3, 5	10	N
Percentage of Agreement		88%			

Table A13. Use skill 3 coding analysis

USE Skill 3: (Non-skillful) Is emotionally self-absorbed and not influenced by others’ feelings—vs—Can feel what others are feeling (Skillful)		Mean 8.21			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader’s ability to “feel what others are feeling and not be self-absorbed” is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 24			
#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	
1	If I can share my heart without feeling that I am taking away time, or if my “funk” is perceived — by me — as trivial, but is important enough for me to voice... then this allows me to be more effective	7	7	7	Y
2	Communicates that this is not a one man show	7	7, 3	7	Y
3	We need to be compassionate	7	7	7	Y
4	places value on the team’s feelings	7	7, 8	7	Y
5	can put himself in our position and help to solve problems and emphasize with the situation	1, 4	1, 4	1, 4	Y
6	seems a little obvious, but we are walking with people, not over them. It helps to consider others emotions in ministry.	1	1	1	Y
7	He is outwardly demonstrative and cares about people	7	7	7	Y
8	Displays a care and concern for the team members.	7	7	7	Y
9	he realizes the value of others input and remains open and willing to implement the team’s suggestions	1	1	1	Y
10	Gift of mercy	7	7	7	

Table A13—continued. Use skill 3 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team.”	H	M	W	Agreement
11	very good at sympathy	7	7	7	Y
12	My pastor’s skill in this area is very comforting—it keeps the team from becoming selfish and manipulative, and keeps channels of communication open.	4	4	4	Y Y
13	My leader has an incredible pastor’s heart and is very sensitive to the needs and feeling of others.	7	7	7	Y
14	He identifies well and is empathetic to what others are feeling	1	1	1	Y
15	he desperately wants to save the other team member who is hurting- but the urgent solution can come at a cost to the important issues	7	7	7	Y
16	Empathic skills foster team unity.	7	7	7	Y Y
17	He reads people well based on their feedback which he is open to taking.	1	1	1	Y
18	Allows him to treat our team members how he would want to be treated in a specific scenario	1	1	1	Y
19	Allows him to lead the team knowing where we are emotionally. Helps him to know when to push and when to coddle.	3	2	2, 3	N
20	Our team leader is not the best at reading feelings, but is always ready to listen to and respond to his team’s feelings when they are shared with him. The team member must usually initiate.	10	10	10	Y
Percentage of Agreement		95%			

Table A14. Use skill 4 coding analysis

USE Skill 4: (Non-skillful) Has feelings that are flat or distracting—vs—Uses his emotions to improve his thinking (Skillful)		Mean 7.84			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to 'use his emotions to improve his thinking' is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 14			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team."	H	M	W	
1	Often he will pause, spend time trying to understand why he is feeling what he is feeling, and then will share that with the group, everyone is helped by this	1	1	1	Y
2	Goes with his true feelings	9	9	9	Y
3	I have an analytical mind and a business background. He helps me consider things differently and therefore strengthens me as a member of the team.	3	3	3	Y
4	His emotions are the result of his caring for God and people and his closeness to God gives him perspective for the vision ahead	9	9	9	Y
5	Often when he is sharing you can see him generate enthusiasm for himself and others as he shares his heart.	9	9	9	Y
6	Again, I think that when someone is passionate in how they feel about something and yet sensitive to others at the same time, it causes people to catch that vision and excitement as well.	9	9	9	Y
7	He is generally empathetic in dealing with issues to others	1	1, 6	1	Y
8	His love for God and love for people consistently push him to developing new ways to minister to our congregation and community	6	6	6	Y
9	He analyzes himself and adapts his work habits and patterns of interaction to adjust to his own understanding of his responses to life.	3	3	3	Y
10	He brings passion to the table	9	9	9	Y
11	Brings an appropriate balance of interjecting emotions	8	8	8	Y
Percentage of Agreement		100%			

Table A15. Use skill 5 coding analysis

USE Skill 5: (Non-skillful) Doesn't motivate people—vs— Inspires people (Skillful)		Mean 8.78			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to 'inspire and motivate people' is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 47			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	if you relate God's vision with passion, it will catch on!	9	9	9	Y
2	Keeps us focused and impassioned	4	4	4	Y
3	We all need encouragement	7	7	7	Y
4	We all look up to him as a leader	9	9	9	Y
5	I'm inspired to be better by his example	9	9	9	Y
6	An excellent inspirational leader!	9	9	9	Y
7	duh!	10	10	10	
8	He is able to persuade people that a given goal is worthy of investing in	9	4	9	N
9	He communicates his ideas effectively and with passion which can only make us want to stand behind him	9	9	9	Y
10	his vision and passion for it engages our team.	9	9	9	Y
11	Casts a clear vision that everyone wants to follow	9	9	9	Y
12	He has a gifting in exhortation and is skilled at being able to motivate and inspire	9	9	9	Y
13	Leader's passion is easy to follow.	9	9	9	Y
14	encourages to effective ministry even when things are hard	4, 9	4, 9	4, 9	Y
15	he is a passionate leader and a great motivator	9	9	9	Y
16	Very connected to the people	5	5	5	Y
17	stays on mission	4	4	4	Y
18	Easy to follow the real, authentic, gifted, called and chosen	9	9	9	Y Y
19	My pastor inspires people to do their best; his constant flow of appreciation and support helps team members keep a high standard of excellence in their ministry	9	9	9	Y
20	He is a very masterful motivator!	9	9	9	Y
21	His leadership style is very much to motivate and inspire—he has the gift of exhortation.	9	9	9	Y
22	He inspires through his own hard work and ability to communicate the vision	9	9	9	Y
23	his example and perseverance inspire others	9	9	9	Y
24	Inspiring/motivating empowers the team.	9	9	9	Y

Table A15—continued. Use skill 5 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
26	He demonstrates significantly that he values people — his leadership style inspires us to serve him	9	7	7, 9	N
27	Creates a vision to follow, purpose	9	9	9	Y
28	Top score here — leads by example	9	9	9	Y
29	He speaks from his heart often and shares a passionate vision for why we do what we do.	9	9, 4	4	N
30	Even staff meetings are inspiring and motivating and he talks something through until all begin to understand and move toward the solution.	9, 4	9, 4	9, 4	Y
31	Sees what needs to be done and helps people reach those goals and objectives	4	4	4	Y
32	as previously mentioned, Dan is a great motivator.	9	9	9	Y
33	This helps us all get on board and moving in the same direction.	9	9	9	Y
34	In my opinion the ability to inspire is a major factor in the ability to lead	9	9	9	Y
35	People easily understand and “catch the vision” he sets forth. It causes others to join in on the overall process with us.	9	9	9	Y
36	Our pastor motivates as a team and a church through his passion, vulnerability, and compassion.	9, 5	9, 5	5	N
37	Excellent communication skills and ability to share his heart	9	9	9	Y
38	He easily exudes confidence and leadership from the front and in small group settings.	9	9	9	Y
39	I feel very taken care of and looked out for by him.	7	7	7	Y
40	His articulation of vision makes people desire to be on board	9	9	9	Y
41	Individuals follow after people who inspire them towards a goal they believe in.	9	9	9	Y
42	His godliness and leadership skills motivates me to do better	9	9	9	Y
Percentage of Agreement		90%			

Table A16. Use skill 6 coding analysis

USE Skill 6: (Non-skillful) Is practical and concrete—vs—Is a creative thinker (Skillful)		Mean 8.00			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "be a creative thinker" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 30			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	he is an engineer, what more do I have to say	4	3, 4	4	Y
2	To reach this generation we need to think outside the Religious box	10	10	10	Y
3	Always has new ideas to energize the church, but is also not afraid to seek out new ideas from others	4	4, 5	4, 5	Y
4	vision, vision, vision.	9	9	9	Y
5	Challenges the team and pushes us beyond our comfort zones.	3	3	3	Y
6	our team is formed of the array of strengths from Designer to Stabilizer — a well balanced team	9	3, 9	3	N
7	Always a new approach to reach people	10	10	10	Y
8	He is not afraid to be a risk taker if it is in the best interest of the church and its goal to reach others for Christ.	4, 9	4, 9	4, 9	Y
9	On the one hand he is practical, but on the other he's very willing to think outside the box himself, and to challenge us to do the same.	4, 3	4, 3	4, 3	Y
10	He is very creative — is repelled by tradition; helps us always think of new ways to present truth	4	4	4	Y
11	Always new ideas and ways of looking at things!	4	4	4	Y
12	Always thinking "out of the box" and tries to say "yes" when at all possible. Willing to help team members find a way to move forward with an idea.	4	4	4	Y
13	Dan models creative thinking in our staff relationships.	4, 9	4, 9	4, 9	Y
14	His ability to integrate other ideas and think outside of normal constraints challenges and creates a positive environment for creativity.	4	4	4	Y
15	creative energy inspires	9	9	9	Y
16	thinks creatively — out of the box	4	4	4	Y
17	He is especially adept in putting things down in print and expression of direction, etc.	9	9	9	Y
18	he enjoys thinking outside the box for creative answers	4	4	4	Y

Table A16—continued. Use skill 6 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
19	His leadership of forming a new church government was essential to where we are today.	4, 9	4, 9	4, 9	Y
20	Creativity is a normal part of who he is. He is never content at looking at the text in the same way twice. He is not afraid of thinking outside the box.	4	4	4	Y
21	The new and creative ideas he comes up with provide a great amount of excitement among the team. He has the ability to get people on board with what he wants to do.	4	4	4	Y
22	He really thinks outside the box	4	4	4	Y
23	A good balance between the two	4	10	10	N
24	Others on the team have this skill, but creativity is often stifled when ideas are immediately “shot down” because they “won’t work.”	10	10	10	Y
25	willing to try new things	4	4	4	Y
Percentage of Agreement		92%			

Table A17. Understand skill 1 coding analysis

UND Skill 1: (Non-skillful) Finds it hard to explain feelings— vs—Has rich emotional vocabulary (Skillful)		Mean 8.32			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to use "a rich emotional vocabulary to express feelings" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 19			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	No ambiguity to how he feels	1, 8	8	8	Y
2	He is able to use his words to communicate well with other people	1	1	1	Y
3	Important for the team to see the heart of the leader occasionally.	8	8, 7	7, 8	Y
4	A clear description aids in understanding where he is coming from and also to better identify with his or other's feelings.	1	1	1	Y
5	His counseling has lead to a strong knowledge in this area — in both himself and others.	8	7, 8	7, 8	Y
6	gifted communicator	1, 8	1, 9	9	N
7	It helps with us all with understanding each other; it encourages self-disclosure without letting things become a pity party or a doctor's office	8	7, 8	7, 8	T
8	Simply, he is articulate in sharing his feelings.	8	8	8	Y
9	He is very engaging in the way he communicates	8	9	9	Y
10	He is open to discussing what he is going through as well as describing what others are experiencing	8	8	8	Y
11	Dan has the ability to choose the right words to express himself, and doing so models this for our staff.	1	1	1	Y
12	Pastor helps others on the team to explore feelings and emotions that they can't identify or put into words on their own	8	6, 8	8	Y
13	Good clear communication keeps us on the same page.	1, 8	1	1	Y
14	In laying out a vision for the future, he is exceptional in creating an excitement level about future potential	9	9	9	Y
15	no problem with rich vocabulary	8	10	10	N
16	He is very tempered in communicating his emotions, but when he does, he does it with excellence and clarity.	8	8	8	Y
Percentage of Agreement		81%			

Table A18. Understand skill 2 coding analysis

UND Skill 2: (Non-skillful) Misunderstands people —vs— Makes correct assumptions about people (Skillful)		Mean 8.42			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "make correct assumptions about people" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 28			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	often will cut through the bull and correctly ID the issue that is causing the person pain or the group to grow	2	2	2	Y
2	It is nice to have the input about people from a trusted source	1	1	1	Y
3	Doesn't mix words	2	2	2	Y
4	He is able to assess where people are coming from in their statements and actions, which is helpful in resolving issues	2, 1	1, 2	1	N
5	his discernment has helped our team many times.	3	3	3	Y
6	Knows when to engage and when to avoid	1	1	1	Y
7	He just gets people	1	1	1	Y
8	obviously, experience with people plays a large role, it is great for the team in recognizing potential team members in the larger lay ministry team	5	5	5	Y
9	He helps me understand how I may be getting off-track, and to keep my thinking about others balanced.	2	1, 2	1, 2	Y
10	Similar to other skills...there are many pitfalls to avoid in working with people. My pastor loves to say "Information is our friend" because he believes in avoiding surprises with people. He helps us	4	4	4	Y
11	His choice of a ministry team is a great indicator of his judgment and assumptions about people. We have a very strong, healthy ministry team.	4	4	4	Y
12	Accurately reads and predicts situations well	1	1	1	Y
13	He is very perceptive because he is wise — he listens well, so he accurately assesses where people are	1	1	1	Y
14	he is a master at understanding people and discerning what is behind their words and actions.	1	1	1	Y
15	Takes his assumptions and follows up on them, He doesn't let his assumptions dictate but goes farther and get the real facts, not assumptions.	1	1, 4	1, 4	Y
16	Dan reads people very well, which is an asset for our team.	1	1	1	Y
17	usually is accurate in his gut feelings	1	1	1	Y

Table A18—continued. Understand skill 2 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
18	Knowing “where people are” allows him to minister and lead appropriately.	1	1, 4	1, 4	Y
19	He is able to determine who is on the same page with direction and vision	1	1	1	Y
20	avoids conflict and cuts it off ahead of time	4	4	4	Y
21	He reads people very well, but does not try to play on emotions or force an emotional decision.	1	1	1	Y
22	A team leader needs to know when a team is following or if there possible feelings of contempt that might undermine his leadership.	3	3	3	Y
23	He has a real ability to read people	1	1	1	Y
Percentage of Agreement		96%			

Table A19. Understand skill 3 coding analysis

UND Skill 3: (Non-skillful) Has only a basic understanding of emotions—vs—Has sophisticated emotional knowledge (Skillful)		Mean 8.34			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's "sophisticated emotional knowledge" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 12			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	there is another member of our team who is stronger with this than our lead pastor.	10	10	10	Y
2	He is blessed with both professional training and innate giftedness in this area.	1	1	1	Y
3	He has a great grasp on why people act the way they do	1	1	1	Y
4	Knows what drives people	1	1	1	Y
5	He has a vast amount of experience with people, and often has amazing insight into a situation.	1	1	1	Y
6	Again, this is beneficial for our team in that he is able to understand and spur/steer conversation.	1, 3	1, 3	1, 3	Y
7	He understands a wide range of life issues and the emotional impact they bring to bear on people.	1	1	1	Y
8	This is very helpful because it leads confidently through difficult decisions, it achieves most redeeming solutions with the least amount of hurt, and it is refreshing.	7	7	7	Y
9	This is his gift — discernment	1	1	1	Y
Percentage of Agreement		100%			

Table A20. Understand skill 4 coding analysis

UND Skill 4: (Non-skillful) Gets on people's nerves—vs—Knows the right thing to say (Skillful)		Mean 8.75			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "know the right thing to say" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 40			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	Focus, not clutter, is what motivates me. Our leader focuses, doesn't clutter us with "the Office" — type nonsense.	4	4	4	Y
2	great source of counsel and encouragement	7	7	7	Y

Table A20—continued. Understand skill 4 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
3	Tactfulness is a true gift	7	7	7	Y
4	great at clearly stating where he stands in a non threatening way	7	7, 8	8	N
5	apples of gold in settings of silver	7	10	10	N
6	He is careful never to degrade a person and picks appropriate words to assess a situation so as to retain unity	7	8	7	N
7	he has diffused a number of situations by understanding how to best communicate with our people.	7	4, 7	4, 7	Y
8	He is highly capable of using the right words at the right times	1, 2	1	1	Y
9	Leader’s ability to see through emotion to the heart of issues helps guide the team.	1	1, 9	1	Y
10	Careful not to alienate people by errant comments.	1, 7	1, 7	1, 7	Y
11	knowing the right thing to say diffuses difficult situations and tactfully presents alternatives to the team	4	4	4	Y
12	wise	1	1	1	Y
13	experience and intuition serve him well	1	1	1	Y
14	He has “kept the peace” many times in his ability to rightly ascertain a situation.	4	4	4	Y
15	gifted communicator, way beyond his years	1	1	1	Y
16	He can defuse situations and avoid conflict with his self-defacing humor and humility. He helps our team maintain a sense of humility in what we do and say to people and thereby maintain their respect	4, 6	4, 6, 9	4, 6, 9	Y
17	I have never known a person more skilled at always saying the right thing at the right time.	1	1	1	Y
18	I think this ability is based as much or more on his wisdom.	1	1	1	Y
19	An expert at knowing the right thing to say	1	4	1, 4	Y
20	masterful mediator	4	7	4	N
21	very gentle and tactful	7	1	1, 7	N
22	He very rarely will say the wrong thing because he listens well and thinks through what he wants to say	1	1	1	Y
23	Very smooth — helps people understand where they are.	1	1	1	Y
24	We don’t get stuck and spin our wheels on minor issues, this ability gives us momentum.	4, 9	4, 9	4, 9	Y

Table A20—continued. Understand skill 4 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
25	Uses wisdom in speech, doesn’t just “fly off the handle” when speaking	1	1	1	Y
26	Dan’s tact is helpful, especially when emotions are strong.	1	1, 2	1	Y
27	He’s very direct, but always in a constructive way.	2	2	2	Y
28	His careful use of language and understanding of how people need to hear from him causes him to be effective in providing direction.	4	4	4	Y
29	Leads, guides, and facilitates team discussions well. Doesn’t offend or force people on the defensive.	1	1, 3	1	Y
30	Keeps unnecessary hard feelings from being present.	7	7	7	Y
31	He has come a long way in the first 18 months.	10	10	10	Y
32	especially in crisis situations....he is a Master. Sometimes he misreads a crowd, but I see that as different.	7	2, 7	4	Y
33	He has been very helpful in teaching me personally the importance and value of words and language.	1	1	1	Y
34	Much time can be wasted cleaning up “fires” that were started unintentionally.	4	10	10	N
35	although our pastoral team leader may stumble over words, he is usually able to get to the ‘heart’ of the matter and express/ relate.	1	1, 8	1, 8	Y
36	He defers to others	1, 7	1, 7	1, 7	Y
Percentage of Agreement		83%			

Table A21. Understand skill 5 coding analysis

UND Skill 5: (Non-skillful) Is surprised by how people feel— vs—Makes good predictions about what people may feel (Skillful)		Mean 8.33			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "make good predictions about what people may feel" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 19			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	consistency, consistency, consistency — that's the key.	1	1	1	Y
2	Helps us make people decisions	1	1	1	Y
3	He already has a good idea of how people will feel about a certain decision before it is made which allows us to evaluate the decision further	3	3	3	Y
4	discernment again.	1	1	1	Y
5	He's very caring toward the team	7	7	7	Y
6	Same as other skills	10	10	10	Y
7	This skill helps him be proactive in anticipating potential problems.	4	4	4	Y
8	is able to prepare for others' responses	4	4	4	Y
9	understands people!	1	2	2	N
10	Understanding how people will react is a great tool for leading a team and a church.	1	2	2	N
11	Being able to predict response is a huge help in knowing how to frame statements and direction	4	4	4	Y
12	and allows for expression	8	7, 8	8	Y
13	Able to predict people's responses when changes have been made	1	1	1	Y
14	He seems to have his ear to the ground quite effectively.	1	1, 4	1	Y
15	I have seen him approached by women frantic with tears and he very calmly and sensitively calms the situation and gently begins the restoration process.	7	7	7	Y
16	Because of his walk with the Lord it inspires us to try to understand people, look at people through their eyes	1	1	1	Y
Percentage of Agreement		88%			

Table A22. Understand skill 6 coding analysis

UND Skill 6: (Non-skillful) Experiences on-or-off emotions, with few shades of gray—vs—Understands that one can feel conflicting emotions (Skillful)		Mean 8.53			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "understand that one can feel conflicting emotions" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 22			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team?"	H	M	W	
1	Enables us to work through complex emotional struggles	8	8, 2	8	Y
2	Sensitivity is important	7	7	7	Y
3	He's open and receptive to varying emotions and asks questions to understand further	8	8	8	Y
4	This makes for an empathetic leader.	7	7	7	Y
5	I think that his strength in this area has allowed him to view others opinions and feelings as valid as his own.	8	8	8	Y
6	gifted beyond his years	8	10	10	N
7	When this situation occurs, he verbalizes those conflicting feelings articulately.	8	8	8	Y
8	He has demonstrated an understanding of conflicting emotions	8	8	8	Y
9	Although he'll push us to work through our complex emotions, he always lets us express them and gives validity to where we are in a particular moment.	8	8	8	Y
10	He expresses conflicting emotions himself and expresses empathy when a team member does.	8	8	8	Y
11	Understands that people change and doesn't let it affect him directly	1	1	1	Y
12	Dan's ability to allow team members to experience and express conflicting emotions is a strength.	8	8	8	Y
13	This trait helps us deal with the apparent paradoxes and conflicting perspectives of culture and faith we encounter.	5	5	5	Y
14	Gives team members the freedom to be honest without the leader feeling offended or taking things personally	8	8	8	Y
15	It allows him to work with people understanding that things are not always black and white. This helps to him to help others grow through their mixed emotions.	8	8, 4	8, 4	Y
16	is very understanding when one is conflicted about a path to follow	8	8	8	Y

Table A22—continued. Understand skill 6 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
17	The deliberate decision to allow ample time for all to process and make decisions	1, 8	1, 8	1, 8	Y
Percentage of Agreement			94%		

Table A23. Manage skill 1 coding analysis

MN Skill 1: (Non-skillful) Cannot connect with other people— vs—Connects with and inspires other people (Skillful)		Mean 8.80			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader’s ability to “connect with and inspire other people” is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 36			
#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	B	M	W	
1	see 21 Laws of Leadership!	10	10	10	Y
2	mostly in his pulpit ministry, not as much with 1:1	10	10	10	Y
3	Motivation is based on relationship, not guilt, incentive, etc.	9	9	9	Y
4	A lot of what we do is inspire people	9	9	9	Y
5	We want to follow his lead	9	9	9	Y
6	whether recommending books or speakers he has inspired us as a staff	9	9	9	Y
7	People are inspired by his passion, character, and convictions	9	9	9	Y
8	Not only does he make his staff have a strong desire to be “on his team” but also the congregation is generally able to get behind him as well	9, 6	9, 6	9, 6	Y
9	as a visionary, if you can’t connect people with the vision, you can’t lead.	9	9	9	Y
10	Gets other to buy his vision	9	9	9	Y
11	It’s his greatest strength	9	10	10	N
12	Understands people and the team well.	1	1	1	Y
13	helps us also keep people focus in our ministry	5	5	5	Y
14	tries very hard to understand the feelings of others	1	1, 7	1, 7	Y
15	A huge part of ministry is connecting with people. We are able to follow the pastor’s lead in making this a priority.	1, 5	1, 5	1, 5	Y

Table A23—Continued. Manage skill 1 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
16	He is gifted at connecting with people from many walks of life. He connects well because he is not judgmental.	1	1, 5	1	Y
17	He is very approachable, and people feel naturally connected to him because of how he communicates and inspires.	9	9	9	Y
18	knows what they’re feeling and need to hear	1	1	1	Y
19	one of his best qualities — he connects very well with anyone and everyone	1	1	1	Y
20	Many people now perform out of their comfort zone	9	9	9	Y
21	Able to read nonverbal cues as well as catch the spirit behind the words that are being spoken.	1	1	1	Y
22	His ability to inspire other people helps us to continue when we become weary in ministry.	9	9	9	Y
23	Dan has often taken time to help me process through tough decisions and personal issues.	7	7	7	Y
24	He doesn’t just connect in one setting but is active in seeing people in different situations	1, 9	1	1	Y
25	He adapts his interests and desires to match the “culture” of the people he works with. This enables him to have a greater platform for doing the work of shepherd with those people.	6	5, 6	5, 6	Y
26	Our pastor is a “connector”. He builds bridges to others, and inspires them for greater things.	1, 6	1, 6	1, 6	Y
27	He can connect and inspire groups of people better than individuals one on one	6	6, 9	6	Y
28	The arrival of others over the past few months is indicative.	9	9	9	Y
29	Connecting is essential for men to build trust.	7	7	7	Y
30	He just has that intangible	9	10	10	N
Percentage of Agreement		93%			

Table A24. Manage skill 2 coding analysis

MN Skill 2: (Non-skillful) Has no intentional or unintentional impact on others' feelings—vs—Can cheer others up, calm others down, or manage others' feelings appropriately (Skillful)		Mean 8.31			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "cheer others up, calm others down, or manage others' feelings appropriately" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 24			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	"the right word spoken at the right time ..." — you know what? It allows him to IDENTIFY with where the team is at.	1	1	1	Y
2	good counselor	7	7	7	Y
3	Personally, I am an emotional person — not moody — and get excited easily, but also can get discouraged when things get hard. He has done a great job helping me to stay focused and under control	4,8	4,8	4,8	Y
4	he seems to have an understanding many times of the right thing to say in differing situations.	1	1	1	Y
5	How do you say VERY VERY true?	1	10	10	N
6	Level-headedness from the leader helps keep flared emotions in check.	4,8	4,8	4,8	Y
7	He can always take us back to the "main thing".	4	4	4	Y
8	Our leader is skillful at helping others see the reality of a situation in order to prevent an over reaction.	4	4,8	4	Y
9	There's a steadiness in him that has a calming effect on the team. With many women on the team, that is needed!	4	4,8	4,8	Y
10	He is very good at managing others feelings and helping stabilize conflict situations	4	4	4	Y
11	encourages when necessary	1	1	1	Y
12	He validates how a person is feeling; but will not take ownership of it	8	8	8	Y
13	Has a keen ability to neutralize conversations by staying calm and "unruffled" himself as well as finding common ground between his opinion and that of the one with extreme emotion.	4	4	4	Y
14	Shows a great deal of wisdom in dealing with people in this area.	1	1	1	Y

Table A24—continued. Manage skill 2 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
15	While Dan is not given to much emotional display, he has the ability to help us process through our own emotions.	8	8	8	Y
16	Able to handle emotional situations well through influence	4	4,8	4	Y
17	He is very much a stabilizer.	4	4,8	4	Y
18	A team leader will lose control of a team if irrational emotions are allowed to “run wild”.	4	4	4	Y
Percentage of Agreement			94%		

Table A25. Manage skill 3 coding analysis

MN Skill 3: (Non-skillful) Shuts off feelings—vs—Is open to one’s feelings and the feelings of others (Skillful)		Mean 8.17			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader’s willingness to be “open to his feelings and the feelings of others” is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 20			
#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	
1	Does not run roughshod over us	7	7,8	7	Y
2	We can be honest with each other as to how we feel	8	8	8	Y
3	I think that his ability to open up about his own life/feelings continues to allow others the feel what they feel and live authentic lives	8	8	8	Y
4	Makes for an understanding leader.	7	7	7	Y
5	Perhaps this was not as true in the past (years), but his life’s experiences have helped him in this area, and it leads me to feel very comfortable in opening up with him.	8	8	8	Y
6	It helps to know that your leader is sympathetic and understanding—that he has had experiences similar to your own.	7,8	7,8	7,8	Y
7	He does not overreact to strong emotion by another. He is able to maintain his composure.	8	8	8	Y

Table A25—continued. Manage skill 3 coding analysis

#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	Agreement
8	He is good at anticipating the emotional responses of others to various situations.	1	1	1	Y
9	It makes people feel they can express their emotions in a safe place.	8	7,8	8	N
10	Comfortable when a team member expresses anger, frustration, fear, confusion or sadness; obvious as he allows them time to fully express themselves.	8	8	8	Y
11	Keeps open communication with us and lets us know how he feels and how we can adapt to the feelings of others.	8	8	8	Y
12	Dan is not afraid to cry or express other appropriate emotions during his sermons, prayer time, etc.	8	8	8	Y
13	Allows open and honest dialogue within the team. This creates an atmosphere that builds trust and progress.	8	8,9	8,9	Y
14	In his candid moments of displeasure he has also admitted to over-responding and apologized for which we respect him.	8	8,9	8	Y
15	Although often a last resort instead of a pre-emptive measure, our team leader is always ready to listen.	3,7	3,7	3,7	Y
16	seeks input at meetings	3	3	3	Y
Percentage of Agreement		94%			

Table A26. Manage skill 4 coding analysis

MN Skill 4: (Non-skillful) Leads an emotionally impoverished life, is uncomfortable expressing emotions—vs—Leads a rich emotional life, appropriately expresses emotions (Skillful)		Mean 8.03			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "leads a rich emotional life" is a strong factor in building our team effectiveness?</i>		Marked as VERY TRUE = 17			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	builds trust	8	8	8	Y
2	It's good for us to see that he is just like us — laughs when happy, sorrowful when necessary — he does not show himself as a superhuman kind of pastor	8	8	8	Y
3	his life and emotions tend to be wide open.	8	8	8	Y
4	He's fun/wonderful to serve on a team with (sorry for the grammar)	9	9	9	Y
5	At the times when more emotion or heart comes from the leader, it is easier to follow.	9	9	9	Y
6	I have seen him endure some very emotionally challenging circumstances in his own life yet keep his life in a proper balance. He has modeled "living above his circumstances".	9	9	9	Y
7	Often expresses emotions while preaching or at least talks about personal emotions while sharing with others in any capacity.	9	9	9	Y
8	Doesn't let his emotions run his decisions, but will wisely express his emotions.	8	8	8	Y
9	Dan's willingness to be transparent and authentic is a strength.	8	8	8	Y
10	His ability to be authentic gives him credibility and a good model for others to emulate.	9	9	9	Y
11	His expression of what he feels and thinks enables him to help others identify with him and understand that he can identify with them in various situations.	8	8	8	Y
12	Allows us to all express appropriate emotions. This helps create a bond in the team.	8	8	8	Y
13	Everyone knows exactly what the leader feels strongly about	1	1	1	Y
Percentage of Agreement		100%			

Table A27. Manage skill 5 coding analysis

MN Skill 5: (Non-skillful) Is a slave to passion—vs—Can “psych up,” calm down, or maintain a mood, as desirable (Skillful)		Mean 8.19			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader’s ability “to ‘psych up,’ calm down, or maintain a mood, as desirable” is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 15			
#	Team Member Response to: “If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:”	H	M	W	
1	Does not allow emotion to run away and sidetrack progress	4	4	4	Y
2	We easily respond to his leadership	9	9	9	Y
3	Can challenge with passion when required	2	2	2	Y
4	He’s not ruled by his emotions and is able to keep it together to do what he needs to do	4	4,8	4	Y
5	Level-headedness helps team, but more passion would help at times.	10	1	10	N
6	Again, he is able to maintain balance.	8	8	8	Y
7	If the team were to be led by the up and down emotions of the leader, it would not feel like a safe environment. When there’s the knowledge that there’s a steadfastness in the midst of emotions	9	9	9	Y
8	a strong guide and time setter	9	9	9	Y
9	Has the ability to be calm and motivate people at the appropriate times.	1	1,9	1	Y
10	Dan shows appropriate levels of emotion in our staff meetings.	8	8	8	Y
11	Keeps us from making unwise decisions	4	4	4	Y
Percentage of Agreement		91%			

Table A28. Manage skill 6 coding analysis

MN Skill 6: (Non-skillful) Views emotions as distracting and derailing to adaptive behaviors—vs—Uses emotions to focus attention, inform decision making, and energize adaptive behaviors (Skillful)		Mean 7.87			Agreement
Perception of skill to Team Effectiveness: <i>Our team leader's ability to "use emotions to focus attention, inform decision making, and energize adaptive behaviors" is a strong factor in building our team effectiveness.</i>		Marked as VERY TRUE = 10			
#	Team Member Response to: "If you marked the statement above as VERY TRUE, briefly explain why this is so, or give an example of how this helps your team:"	H	M	W	
1	sometimes the emotions can come at a time that can distract decision making and frustrate black and white thinkers like myself.	10	10	10	Y
2	Directs the hearts of team members by understanding this.	1	1	1	Y
3	He is not given to the use of emotion to manipulate behavior but uses it to bring a specific issue into focus.	1,4	1,4	1,4	Y
4	He models that you can't be controlled by your emotions, but you can use them for good	4	1,7	1,7	N
5	He uses thoughts and feelings equally in the midst of our team processes.	4	3,4	3,4	Y
6	Keeps us from making unwise decisions	4	4	4	Y
7	The motivation behind a task is often more important than the task itself	1,3	1,3	1,3	Y
Percentage of Agreement		86%			

APPENDIX 10

BAPTIST BIBLE COLLEGE CONFESSION OF FAITH

We Believe . . .

In the verbal and plenary inspiration of the original manuscripts of the Old and New Testaments, which constitute the inerrant Word of God.

In the Trinity of the Godhead: one God eternally existing in three equal Persons—Father, Son, and Holy Spirit.

In the deity, virgin birth, sinless life, substitutionary death, bodily resurrection, and imminent premillennial coming of Christ.

In the personality of the Holy Spirit by Whom believers are called, regenerated, baptized into Christ, indwelt, sealed, and filled for service.

In the direct creation of the universe and man by God apart from any process of evolution.

In the fall, total depravity, and guilt of the race in Adam which for man's salvation necessitates the sovereign, divinely-initiated deliverance of the sinner by the grace of God in Christ.

In God's sovereign election whereby in eternity past He chose some to be recipients of His grace in Christ.

In the eternal salvation of all individuals who put their faith in Christ, Whose blood was shed for the remission of sins.

In the unity of all true believers in the Church, which is the Body of Christ of which He is the sole Head.

In the local church as a company of baptized believers, independent and self-governing, which should fellowship with other churches of like faith and order. It is the responsibility of the local church to observe the ordinances of baptism and the Lord's Supper, edify itself, and evangelize the world. We believe that the only biblical mode of believer's baptism is that of immersion, and that it is to be administered in the name of the Father, Son, and Holy Spirit. The ordinance of baptism is for believers only, and it is a prerequisite for church membership. The offices of a New Testament church are pastors and deacons.

In the priesthood of all believers and the right of every individual to have direct dealings with God.

In the obedience to the biblical command to separate entirely from worldliness and ecclesiastical apostasy unto God.

In the separation of church and state with each believer having responsibilities to both.

In the personal existence of angels, demons, and Satan.

In the bodily resurrection, immortality, and pre-tribulation rapture of all believers at Christ's imminent coming.

In the sovereign selection of Israel as God's eternal covenant people, now dispersed because of her rejection of Christ and later to be re-gathered in the Holy Land and saved as a nation at the second advent of Christ.

In the distinction between the nation Israel as God's earthly, covenant people and the Church as the spiritual Body of Christ.

In the bodily resurrection and judgment of unbelievers after the millennial reign of Christ.

In the eternal life and blessedness of all believers in heaven and the eternal existence and punishment of all unbelievers in the lake of fire.

(<http://www.bbc.edu/confession.asp>)

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ABSTRACT

THE RELATIONSHIP BETWEEN THE LEAD PASTOR'S EMOTIONAL INTELLIGENCE AND PASTORAL LEADERSHIP TEAM EFFECTIVENESS

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The purpose of this research was to examine the nature of the relationship among the four major emotional intelligence realms—that is, Identify, Use, Understand, and Manage—of pastoral team leaders to the level of effectiveness of the team he leads. This relationship was evaluated by the lead pastors themselves and the members of their pastoral leadership teams. Three instruments were used in the research process: (1) the Wong and Law Emotional Intelligence Scale—a self-report instrument completed by the lead pastors, (2) the short version of the Team Effectiveness Questionnaire—completed by all participants, and (3) the Leader Emotional Intelligence Strength Rater—a qualitative instrument created by this researcher to be completed by team members to help assess the emotional intelligence of their pastoral team leader and how it influenced the effectiveness of their teams.

From this research, four primary discoveries about the nature and strength of these relationships were discerned, one for each emotional intelligence (EI) realm. In the Identify EI realm, it was discovered that a pastoral leader's Identify EI skill of being able to “recognize his own feeling” related strongly to the team effectiveness realm of

Principled Leadership. In the Use EI realm, the research revealed that the ability to “inspire others” demonstrated the strongest relationship of the pastoral team leaders’ Use EI skills to their teams’ effectiveness. Specifically, this skill related to the team effectiveness realm of creating team Collaboration. In the EI Understand realm, the skill of “makes correct assumptions about people” correlated strongly to the team effectiveness realm of Principled Leadership. And in the emotional competency Manage realm, the EI skill of “connects with other people” demonstrated the strongest relationship to the team effectiveness. This Manage EI skill correlated strongly to the team effectiveness area of creating team Collaboration.

In sum, this research has demonstrated that within the pastoral team leaders and the teams that were the subjects of this research, specific EI abilities of the pastoral team leader relate to and influence particular realms team effectiveness. Moreover, these relationships can be evaluated by their strength of correlation and influence.

VITA

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