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Editorial

Este número da *Psychologica* é especial. Trata-se de um número de homenagem ao Prof. Doutor A. Duarte Gomes. Regista-se, assim, também deste modo e para memória futura, o seu contributo pioneiro na criação e desenvolvimento daquela que é, atualmente, a reconhecida área de especialidade em Psicologia das Organizações, do Trabalho e dos Recursos Humanos na Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra. Figura incontornável nesta área, nacional e internacionalmente, o Prof. Doutor A. Duarte Gomes marcou definitivamente a sua história. Iniciou o seu percurso académico na Universidade de Coimbra como professor da licenciatura em Psicologia, sendo aí precursor no ensino da Psicologia do Trabalho e na criação do estágio que os estudantes finalistas passaram a poder realizar também nesta área. O seu espírito empreendedor e inovador conduziu-o à criação do ramo de Psicologia do Trabalho e das Organizações que esteve na origem da posterior especialização em Psicologia das Organizações e do Trabalho. A criação do curso de mestrado e do curso de doutoramento constituíram marcos importantes impulsionadores do ensino, da investigação e da intervenção nesta área, proporcionando oportunidades únicas de desenvolvimento e aprendizagem. A internacionalização da área fica inquestionavelmente marcada pelo seu contributo para a criação do mestrado europeu *Erasmus Mundus* em Psicologia do Trabalho, das Organizações e dos Recursos Humanos, hoje designado *Erasmus Mundus Joint Master Degree in Work, Organizational and Personnel Psychology*. A atual área de Psicologia das Organizações, do Trabalho e dos Recursos Humanos da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra é um legado resultante do seu contributo único, singular e valioso que importa preservar, desenvolver e projetar, pois só assim as comunidades científica e profissional serão dele verdadeiramente merecedoras.

Por tudo quanto acaba de ser dito, compreende-se que este número da *Psychologica* integre um conjunto de artigos centrado, precisamente, na Psicologia do Trabalho, das Organizações e dos Recursos Humanos. Trata-se de três campos de estudo/ensino e intervenção relativos a diferentes aspetos da atividade humana no trabalho e que podem, portanto, distinguir-se tanto no que diz respeito aos aspetos científicos quanto aos profissionais. De facto, apesar de algumas sobreposições, é possível diferenciá-los, por um lado, em termos do objeto de estudo e dos métodos de investigação, e, por outro, quanto aos métodos de diagnóstico e intervenção. Embora possam identificar-se diferenças nas designações adotadas e na importância que lhes é atribuída em diferentes países europeus

e não europeus, é possível afirmar-se que se caminha para uma maior convergência, pelo menos no contexto europeu, sendo três elementos constituintes das áreas de ensino, investigação e intervenção dos psicólogos do trabalho, das organizações e dos recursos humanos.

A Psicologia do Trabalho transporta-nos para a forma como as pessoas lidam com as diferentes tarefas que, no quotidiano, fazem parte das suas atribuições enquanto colaboradores de uma dada organização. Neste âmbito, as pessoas são percecionadas como trabalhadores que, quer individual, quer coletivamente executam tarefas inseridas em processos de trabalho que viabilizam e sustentam o funcionamento organizacional. Questões relacionadas, por exemplo, com a análise do trabalho, o desempenho e o bem-estar são aqui enquadráveis. A Psicologia das Organizações remete para o comportamento coletivo dos indivíduos, sendo estes percecionados como membros de uma dada organização. É nesta qualidade (de membros), e a partir de questões dela emergentes (por exemplo, liderança, cultura e estrutura) que os indivíduos se configuram como alvo de estudo/ensino e intervenção. A relação de cada pessoa/das pessoas com a organização constitui o cerne das questões referentes à Psicologia dos Recursos Humanos. São aqui particularmente relevantes os momentos em que esta relação se estabelece, aqueles em que esta se desenvolve e aqueles em que, por fim, esta termina. As pessoas são aqui percecionadas como “funcionários” que desenvolvem um percurso laboral com princípio, meio e fim, e no âmbito do qual diferentes aspetos são suscitados pela relação que se vai estabelecendo entre o “funcionário” e a organização. São deste campo ilustrativos, entre outros, os processos de recrutamento, seleção e acolhimento, de gestão do desempenho e da carreira, de formação e desenvolvimento.

Este volume 62 da Revista *Psychologica* integra catorze artigos, reunindo contributos de 39 autores que representam 13 Instituições de Ensino Superior presentes em seis países (Portugal, Espanha, Itália, Alemanha, Países Baixos, Rússia e Brasil). Dez artigos estão redigidos em inglês, três em português e um em espanhol. Considerando a grelha de leitura adotada, os referidos contributos foram organizados em função da maior aproximação do seu conteúdo aos três campos anteriormente descritos. Assim sendo, sete artigos são integrados no âmbito da Psicologia do Trabalho, três na Psicologia das Organizações e um na Psicologia dos Recursos Humanos. Os demais três artigos, pelas suas características, não se enquadram em nenhuma destas categorias, mas constituem para todas elas contributos relevantes. Passamos, de seguida, a apresentar, sucintamente, o conteúdo dos catorze artigos.

No conjunto dos sete artigos cujo conteúdo é enquadrável na Psicologia do Trabalho, quatro centram-se no nível individual de análise, dois no nível grupal e um, centrando-se no nível organizacional, pode, inclusivamente, considerar-se na transição para a Psicologia das Organizações.

No primeiro artigo, os autores procuram identificar os fatores que aumentam ou reduzem os efeitos nefastos da atuação superficial (isto é, de fingir emoções) no bem-

-estar no trabalho, testando o papel moderador das crenças de bem-estar relativas à “contribuição para os outros”. Os dados foram recolhidos junto de 95 gestores de organizações para indivíduos com deficiência intelectual. O segundo artigo deste bloco não surge aos leitores na sequência do anterior, em virtude de estar redigido em espanhol e ter que ser apresentado numa outra secção deste volume (VÁRIA). Os seus autores procuram conhecer as mudanças sofridas pela motivação humana no trabalho, considerando os dias da semana e as horas ao longo de um dia de trabalho. Por recurso à técnica de diários, foram recolhidos seis registos junto de 70 trabalhadores durante 21 dias consecutivos num total de 6499 registos. O terceiro artigo foca os efeitos diferenciais da autonomia, variedade de capacidades, significado do trabalho, *feedback* do trabalho e processamento de informação sobre a satisfação laboral intrínseca e extrínseca, testando o papel moderador do capital psicológico (*PsyCap*) nessas relações. Os dados foram recolhidos numa amostra de 1647 trabalhadores. No quarto artigo são analisados os pontos fortes e fracos dos principais tipos de intervenções para lidar com stressores associados ao voo espacial humano (ergonómico, fisiológico, psicológico e psicossocial). Os autores apresentam ainda o desenho de uma intervenção psicossocial sustentada em intervenções baseadas em evidências desenvolvidas em diversos domínios da investigação psicológica. No quinto artigo, centrado no nível grupal, os autores estudam equipas com algum grau de virtualidade, procurando compreender a relação entre a confiança e a inovação grupal, considerando o papel mediador do comprometimento afetivo com a equipa. Os dados foram recolhidos junto de 57 equipas de trabalho de organizações pertencentes a diversos setores de atividade. Igualmente focado no nível grupal, o sexto artigo centra-se no estudo da influência da diferenciação de LMX (o quanto a qualidade das relações líder-membro dentro de uma unidade de trabalho varia) no comprometimento com a unidade de trabalho, considerando o clima de apoio como variável mediadora. Os dados foram recolhidos numa amostra composta por 30 unidades de saúde. O sétimo e último artigo deste bloco é por nós associado à Psicologia do Trabalho, sendo, no entanto, suscetível de se considerar na transição para os aqui indicados no âmbito da Psicologia das Organizações. Foca as relações entre o estilo de liderança transformacional e a adoção das sugestões dos funcionários, considerando como variáveis moderadoras a iniciativa pessoal e o controlo do trabalho. Os dados foram recolhidos numa amostra de 137 enfermeiros, médicos, colaboradores auxiliares e técnicos de um hospital público.

Apresentam-se de seguida os três artigos que integramos no conjunto daqueles cujo conteúdo se aproxima da Psicologia das Organizações. O primeiro relaciona-se com a aplicação, em Itália, da lei nº 107, denominada *La Buona Scuola*. Esta lei tem por objetivo promover a qualidade dos processos organizacionais nas escolas, sendo um dos mais inovadores a introdução de um procedimento de avaliação de desempenho para os quase sete mil diretores de escolas públicas italianas, do ensino primário ao universitário.

É, concretamente, sobre o referido procedimento de avaliação de desempenho que este artigo se centra, descrevendo e discutindo o programa de formação dos avaliadores, o desenho da investigação e apresentando alguns resultados preliminares. O segundo artigo, de natureza psicométrica, é um estudo de validação do *Learning Transfer System Inventory – LTSI*, com o objetivo de este poder ser utilizado por responsáveis de formação e desenvolvimento no Brasil. A amostra de validação é constituída por 898 membros de sete organizações. Igualmente de natureza psicométrica, o terceiro artigo deste bloco tem por objetivo analisar as propriedades psicométricas da versão Filipina (N = 308) e Alemã (N = 200) da versão reduzida da “Auditoria do Sistema Humano – Liderança Transformacional” (HSA-TFL versão reduzida) e identificar em que extensão os perfis de liderança transformacional são similares ou diferentes em ambos os países.

Um único artigo foi por nós considerado como enquadrando-se no âmbito da Psicologia dos Recursos Humanos. Trata-se de um estudo que analisa a interação entre fatores individuais e grupais no desenvolvimento de *i-deals* (acordos idiossincráticos) relacionados com as práticas de recursos humanos. As autoras consideram, especificamente, o papel do Capital Psicológico (*PsyCap*) e do Clima de Justiça (JC) no seu desenvolvimento. Os dados foram recolhidos junto de 520 funcionários que trabalham em 83 unidades de trabalho.

Por fim, damos conta dos três artigos que, pelas suas características, se distinguem dos demais. Os dois primeiros, um sobre empreendedorismo e outro sobre trabalho digno, relacionam dimensões relevantes para a abordagem da Psicologia do Trabalho, das Organizações e dos Recursos Humanos com um contexto social mais amplo. O terceiro, inserido na VÁRIA, possui características muito particulares e fecha de um modo muito singular o conjunto dos catorze artigos que temos vindo a apresentar. Mais concretamente, o primeiro analisa em que medida a presença de empresários numa família influencia o potencial e as motivações empreendedoras dos seus descendentes. Os dados foram recolhidos numa amostra de 966 estudantes do Ensino Superior. O segundo, de natureza conceptual, centra-se no conceito de trabalho digno, procurando analisar e discutir a conjugação entre os valores universais subjacentes ao trabalho digno e a complexidade cultural das sociedades atuais. Considerando esta discussão, o autor apresenta diversas propostas relativas à intervenção para a promoção do trabalho digno. O terceiro e último artigo, de natureza bibliométrica, analisa o conjunto de contribuições de A. Duarte Gomes publicado na revista *Psychologica* entre 1991 e 2016. Centra-se, especificamente, nos seus co-autores, no impacto das suas publicações noutros investigadores e nos tópicos alvo do seu interesse.

Iniciámos este editorial afirmando que este número da *Psychologica* é especial. Porque assim é, terminá-lo-emos, também, de uma forma especial, apresentando, seguidamente, aquela que foi a “Última Lição” do Prof. Doutor A. Duarte Gomes.

Leonor Pais

Psicologia das Organizações, do Trabalho e dos Recursos Humanos: o sentido dum percurso para um trabalho com sentido¹

A. Duarte Gomes²

INTRODUÇÃO

Convidado a proferir a minha última lição, considero ser meu dever começar por agradecer. Neste agradecimento quero incluir todos aqueles que me precederam no uso da palavra, quem organizou esta cerimónia, os meus familiares e amigos, a minha equipa, os meus colegas e alunos, todos os presentes, assim como os colegas que do estrangeiro quiseram associar-se a esta sessão enviando-me mensagens que muito aprecio. À Universidade que me acolheu e me proporcionou uma vida académica plena de sentido, como não estar grato e reconhecido? As oportunidades que me deu de conhecer e de conviver com “mestres” e colegas, portugueses e estrangeiros, que foram para mim um estímulo e uma fonte de inspiração, assim como os momentos felizes que me permitiu ter junto de tantos alunos que ao longo dos anos fui encontrando nas minhas aulas, são inesquecíveis e merecem o meu reconhecimento. O mesmo direi do facto de ter podido trabalhar com entusiasmo em algo de que gosto, de ter tido a oportunidade de construir algo de raiz e de, com o apoio e o empenho duma equipa que não esqueço, ter dado vida a um projeto que se traduziu na criação e desenvolvimento da área da Psicologia das Organizações, do Trabalho e dos Recursos Humanos.

É costume dizer-se que na vida há três momentos marcantes: nascer, crescer e morrer. Julgo que a estes podemos acrescentar mais um: envelhecer. Trata-se de um facto iniludível, já que até hoje não foi inventada uma forma de vida que não implique envelhecer. É aqui que eu estou. E porque é assim, o meu carro engana-se muitas vezes no caminho e faz o que estava habituado a fazer: segue para a Faculdade. E assim constato que não é fácil desligar e, dando-me conta disso, sinto necessidade

1 Última lição. Apresentada na sessão de homenagem de 18 de maio de 2018.

2 Professor Jubilado da Universidade de Coimbra.

Sources of spaceflight-induced stress

In a human spaceflight environment, stressors may be of physical, physiological, psychological and psychosocial nature. The physical stressors category collects all those elements inherent to a spaceflight environment that create either physical or psychic strain (e.g., noise, radiation, microgravity, and so forth). Physiological stressors reflect the impact of physical stressors on SFP bodies (e.g., the absence of time parameters, space adaptation sickness; Assad & de Weck, 2015; Kluge et al., 2013; McKenna-Lawlor et al., 2015). Instead, whereas psychological stressors mainly affect the individual consciousness of each astronaut (e.g., isolation, monotony, confinement, high levels of mission complexity, high-risk conditions), psychosocial stressors influence astronauts' and SFPs' ability to function effectively as a team. Whereas physiological and psychological stressors have been extensively studied, research on how a spaceflight environment, and how microgravity may influence such psychosocial stressors is scarce at best. We cover physical, physiological, and psychological stressor in more detail in the next section.

In Earth, psychosocial stressors may derive from the contextual features of the environment in which teams operate (e.g., high-stakes context; Cohen et al., 2016), team characteristics, such as differences in crewmember (age, sex, tenure or cultural background), job characteristics (e.g., monotony, reduced autonomy). For example, a high-stakes context (i.e., a work environment in which errors may result in loss of life) imposes high team coordination demands, and thus increases team-members stress (Sandal, 2001). Moreover, astronauts' anecdotal accounts suggest that microgravity is a critical, unexplored factor that will most likely strengthen the adverse effects of these psychosocial stressors on team processes and outcomes. Hence, making psychosocial trade-offs is necessary if we are to reduce SIS (dis) stressors to their minimum expression.

In what refers to team characteristics, one typical trade-off involves team diversity. On the one hand, people of similar cultural backgrounds, corresponding values are likely to interact more fluidly with each other (Vandenberghe, 1999), but may exhibit a major risk of groupthink (Janis, 1982). On the other hand, whereas gender and cultural diversity may be highly beneficial for teamwork, it may also be counterproductive in high-stakes environments. Whereas team diversity increases the richness of information comprised in teams' shared mental models, understood as a collective understanding of critical information that teams use to operate on their collective tasks, if team members differ substantially in their cultural norms related to work ethics social conflict, and, hence, distress may arise.

We understand *culture* as a set of observed attitudes, values, beliefs, and norms shared through generations and guiding individual behaviors (De La Torre et al.,

2012; Schein, 1984). Some studies show that a shared understanding and respect about the underlying assumptions, values, and practices is an essential trust-developing factor among team members (Glazer, 2008); in reality, is often tough to achieve such shared understanding (Triandis, 1994). Therefore, a lack of shared understanding may lead to unnecessary conflicts. For example, a higher richness of information is not just beneficial per-se and could jeopardize teams' effectiveness if their members do not invest sufficient time to decode the idiosyncrasies in each other's communicational styles (Nurmi, 2011). For example, whereas team members from a *high-context* culture may prefer an indirect approach to conflict management, team members from a *low-context* culture are more likely to adopt a direct and structured approach to conflict management (Adair, Okumura, & Brett, 2001; Yum, 1988). Hence, in a conflicting event the first group will seek to resolve a conflict by avoiding confrontation, the second group will see this as a sign of weakness.

Team diversity may also lead to intercultural communication problems, which not only apply to face-to-face communication, but to computer-mediated communication (CMC) as well (Lira, Ripoll, Latorre-Navarro, & Monzani, 2016; Monzani, Ripoll, Peiró, & Van Dick, 2014). For example, in LEO missions, CMC occurs between the members of the spacecraft and the Earth ground control(s), geographically distributed in the form of Global Virtual Teams (GVTs; Glazer, Kozuszniak, & Shargo, 2012). Cultural differences were particularly relevant for GVTs due to limited non-verbal cues to convey meaning that may cause ambiguity, miscommunications, and other disparities that may affect every stage of the stress process. In the highly stressful situations that may occur during spaceflight, to achieve effective communication involving SFPs from different cultures, it is crucial to invest greater effort in communicating. For example, communicating effectively involves using verbal and nonverbal cues to transmit to peers when they transgress one's cultural values and norms (e.g., individualism, hierarchy, and polychronicity; this last refers to the extent to which people in a culture prefer to be engaged in two or more tasks or events simultaneously). GVT research shows that communicating concisely (i.e., in a way that everyone comprehends), at regular intervals, and using the adequate media reduces culturally-induced stress (Adair et al., 2001; Alexander, 2000; Molinsky, Krabbenhoff, Ambady, & Choi, 2005).

Examples of astronauts' adverse reactions to culturally-induced stress are the Isolation Study for European Manned Space Infrastructures (ISEMSI) or the Simulation of Flight of International Crew on Space Station (SFINCSS-99). In the ISEMSI, negative reactions not only had individual psychological consequences for astronauts but led to deviant behaviors, which not only increased intra-group and inter-group conflict but truly jeopardized these simulations' success. Further, a

detailed analysis of Skylab-4's New Year mutiny suggests that microgravity-induced mood changes might increase culturally-induced stress. In short, after 84 days in space and some disagreements with Earth control, the crew of the Skylab-4 mission announced an unscheduled vacation day, turned off the radio and relaxed, something unheard of in prior spaceflight missions (Clément, 2005). The Skylab-4's mutiny exemplifies well how isolation and microgravity can increase intergroup conflict, which is commonly known as the "Us vs. Them" syndrome (Tajfel & Turner, 1979). Social identity theory suggests that all human beings shape their identity both on a personal level (i.e., highlighting one's individual strengths and weaknesses) but also on a social level (i.e., emphasizing the characteristics of the groups one belongs). Because the positive features of one's group feedback onto a person's self-esteem, people often try to cast the groups to which they belong in a more positive light as compared to other groups. This behavior can sometimes lead to prejudice, discrimination, and conflicts between groups (van Knippenberg, 2003). Without training on psychosocial dynamics that can complement training on emotional self-regulation, the Skylab-4 crew members were ill-equipped to cope with the psychosocial demands of long-term spaceflight, and hence the "Us vs. Them" syndrome had such a substantial impact on their behaviors. Thus, we propose that additional training grounded on social identity research (Haslam, Eggins, & Reynolds, 2003) might have prevented such an intense inter-group conflict between the Skylab's crew and Earth control team.

Existing interventions for managing spaceflight-induced stress

SIS researchers usually rely on either a horizontal bed rest (HBR) or head down tilt bed rest (HDT) approach to study spaceflight-induced stress. HBR and HDT can efficiently simulate the conditions of microgravity and spaceflight on Earth (e.g., of reduced mobility and isolation). In most cases, during and shortly after a period of either HBR or HDT, an increase in depression and neurotic symptoms follow (Ishizaki et al., 2002), reducing individual performance. However, such effects did not occur for HBR participants who could socialize (Dolenc, Tušak, Dimec, & Pišot, 2008). Similarly, existing SIS interventions approach the reduction of microgravity's adverse effects on moods and emotions in four ways (ergonomic, physiological, psychological and psychosocial). While all these routes have strengths and weakness, any attempt to reduce SIS during long-term spaceflight missions will require integrating all four routes into an overall solution.

The ergonomic approach involves factoring stressors into spacecraft habitation design (Peldszus, Dalke, Pretlove, & Welch, 2014). For example, Burattini, Bisegna,

Gugliermetti and Marchetti (2014) suggested a habitation module design countermeasure, which aims to reduce isolation and confinement, and thus their adverse effect on the mood of SFP. Their design challenges the classic idea of habitation systems as a life-support system, moving towards the notion that human factors are a significant element in the overall spacecraft design process (Messerschmid & Renk, 2010). However, we know that neuroticism (or low emotional stability) moderates the level in which the environment affects mood and that, over time, neurotic people tend to filter out environmental stimuli (Jang & Namkung, 2009). Thus, as microgravity strengthens neuroticism's effect on emotions, the attenuating effect of habitation design on SIS should decay faster in a long-term human spaceflight environment.

Physiological SIS interventions involve artificially restoring SFPs' hormonal balance to strengthen their emotional regulation. For example, Gouvier et al. (2004) combined hormones that increase cognitive activity such as alendronate or testosterone, to regulate emotional alterations during microgravity. To simulate the physiological effects of microgravity, they used a -5% HDT combined with triiodothyronine (T3). T3 is a hormone that accelerates bone metabolism during bed rest (Smith et al., 2008), reporting that participants in conditions which either combined T3 and alendronate or testosterone, reported lower stress levels and higher performance respectively than the control group. Although physiological SIS interventions deliver positive results, there are some caveats. For example, in long-term missions such as a two-year mission to Mars, there may be potential medical issues with the side effects of continuous hormonal dosage, as Wood (2008) reported drug dependence effects for anabolic-androgenic steroids (AAS), such as T3. In consequence, a SIS intervention for long-term manned missions should ideally be *non-invasive* at the physiological level, to protect SFPs from potential dependency to AAS such as T3.

Psychological SIS interventions involve intensive mission-specific training. Before any LEO mission, professional astronauts conduct numerous exercises to reduce the number of possible unforeseen contingencies, enhancing their ability to remain calm in highly stressful but *known* situations. However, anticipating all possible contingencies for the complex, unknown context of a long-term spaceflight mission seems impractical, if not impossible. Hence, reducing SIS requires a more direct approach involving the development of four core human emotional competencies, so that astronauts and especially SFPs can regulate their emotions in *unknown* situations. A valid alternative would then be to develop SFP's emotional intelligence (EI). Emotional intelligence refers to the ability to understand adequately and manage emotions (Mayer, Roberts, & Barsade, 2008) through four core emotional competencies. More precisely, emotional competencies imply the

capacity to (1) perceive, (2) assimilate, (3) understand, and (4) manage emotions in oneself and others. The first, emotional perception, refers to deciphering social information and recognizing emotional expression. Instead, whereas emotional assimilation involves knowing how to include and exclude emotions from cognitive processes, emotional understanding implies a conscious reasoning about emotions. Moreover, emotional understanding enables to use one's knowledge about emotions to understand how different emotions are related, perceive the causes and consequences of feelings, label and categorize feelings, interpret complex feelings and describe them. Finally, emotional management refers to the ability of monitoring and regulate own and other's emotions in a way that promotes personal growth (Mayer et al., 2008). There is incipient evidence that such emotional training helps to reduce negative emotions stress in highly uncertain situations without a clear solution, such as being a long-term unemployed individual within a recessive context (Hodzic, Ripoll, Lira, & Zenasni, 2015). Thus, although we believe that a context-based training is highly effective to sustain emotional regulation by reducing uncertainty within familiar theaters of operations, developing SFPs' emotional competencies may be a more *flexible* coping strategy within uncertain scenarios.

Finally, existing psychosocial SIS interventions focus on external social support as a way to enhance reactive coping mechanisms. LEO missions rely on real-time (synchronous) communication using a "CAPCOM buddy", which means having a former astronaut handling direct communication with astronauts (Caldwell, 2006). Although this approach works very well for LEO, where communication is synchronous, it may become obsolete when human spaceflight shifts from LEO towards future long-term missions. The unavoidable connection lag between Earth and the spacecraft will force communication exchanges to be asynchronous, that is, with a temporal delay between emission and response (De La Torre et al., 2012). In this regard, Media Synchronicity Theory (Dennis, Valacich, Speier, & Morris, 1998) posits that when using a communication media for socially related activities (e.g., group work), an elevated level of synchronicity enhances the positive outcomes of social interactions. The opposite occurs for asynchronous communication, which reduces its efficacy as a coping mechanism. It follows then that SIS interventions based on social support for long-term manned spaceflight should ideally be *autonomous* from Earth mission control.

The case for a psychosocial intervention to manage spaceflight-induced stress

The potential issues of existing SIS interventions reviewed above call for a *non-invasive, flexible, and autonomous* solution. We propose a SIS intervention

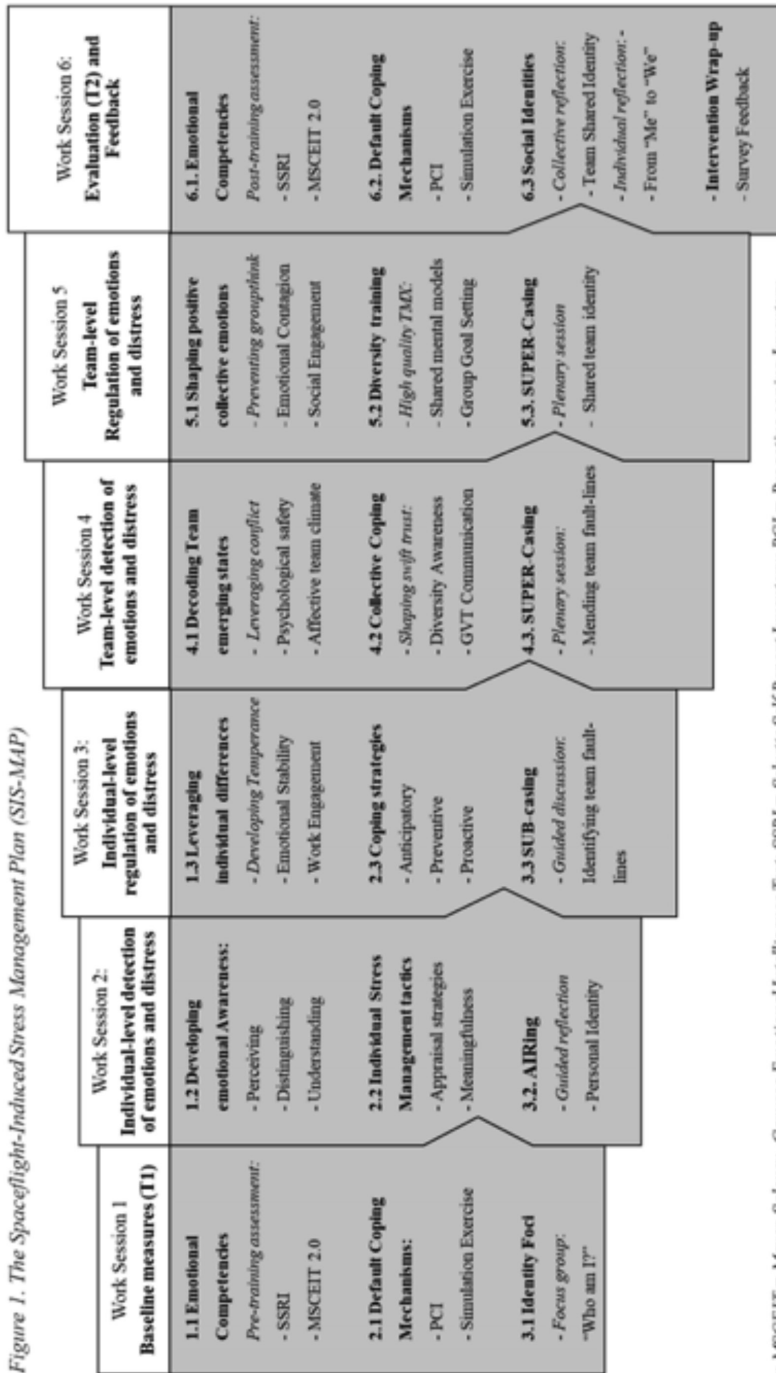
that is compatible, and, to some extent, complements existing SIS interventions. Our intervention has the form of a training program that can equip astronauts, but mainly SFP, with emotional self-regulation and coping techniques to deal with Spaceflight-induced stress individually and collectively.

Our SIS intervention is informed by recent advances in social and applied psychology. First, stress coping research has evolved from purely reactive coping strategies into proactive, anticipatory, and preventive coping strategies. While reactive coping deals with a particular harm, loss or threat once it has occurred, anticipatory coping deals with immediate expected threats, preventive coping deals with an uncertain expectation of threats in the distant future; proactive coping reflects efforts to build up general psychological resources that facilitate achievement of challenging goals and personal growth (Schwarzer & Knoll, 2011).

Second, recent empirical research has shown that emotional competencies can be trained (Hodzic et al., 2015), and that such training reduces subjective stress and improve social relationships (Kotsou, Nelis, Gregoire, & Mikolajczak, 2011). More precisely, emotional competency training can increase quality-of-work-life reports (Cherniss & Adler, 2000; Slaski & Cartwright, 2003), and positively impacts team performance (Turner & Lloyd Walker, 2008). Finally, research social identity shows that a strong team identity enhances the ability of social support to reduce individual stress (Frisch et al., 2014), and even reduce cortisol and testosterone levels without any additional medication (Häusser, Kattenstroth, van Dick, & Mojzisch, 2012). In consequence, integrating activities that develop proactive coping behaviors, emotional competencies, and that foster social support into a training program respects the aforementioned design requirements of non-invasiveness, flexibility, and autonomy.

The Spaceflight-Induced Stress Management Plan (SIS-MAP)

The Spaceflight-Induced Stress Management (SIS-MAP) is a short, group-based training program aimed at prospective astronauts and SFP. The SIS-MAP comprises three modules divided into three phases and conducted through-out 6 work sessions: a training need analysis (work session 1), the actual training sessions (work sessions 2-5), and a training evaluation and feedback phase (work session 6). The first module develops emotional competencies, the second provides training about proactive stress coping techniques, and the third module focuses on developing social support mechanisms through the development of an organic, shared identity that improves both individual and collective coping (Rodriguez, Kozusnik, Peiró, & Tordera, 2019). Figure 1 shows a summary of the SIS-MAP, its components and main activities of each work session.



Note: MSCEIT = Meyer-Salovey- Carrusso Emotional Intelligence Test; SSRI = Schutte Self Report Inventory; PCI = Proactive coping Inventory

Phase 1: Training need analysis

As in any other intervention, the SIS-MAP requires from facilitators to establish first, baseline scores for emotional competencies and determine default coping mechanisms for each participant, as most individuals tend to differ in their innate ability to regulate their emotions, and how they instinctively cope with distress (Gross & John, 2003). Thus, in a first work session, facilitators should determine participants' baseline levels for (a) trait-like emotional competencies (EC module); (b) default stress coping strategies (Stress coping module); and (c) previous personally-valued social identities (Social Identity Module).

Psychometric tools are practical and cost-effective alternatives to determine individual variation in the aforementioned criteria. However, we recommend only utilizing instruments which are valid and reliable for participants from countries across the globe (i.e., the most likely team configuration of a long-term spaceflight mission). For example, the Schutte Self-Report Inventory (SSRI; Schutte et al., 1998) is a 33-item self-report measure of emotional competencies (e.g., perception, understanding, and management of emotions; Mayer, Roberts, & Barsade, 2008) that has been validated across national cultures. Similarly, the MSCEIT 2.0 is an instrument that uses a behavioral approach to measure emotional competencies (Mayer, Salovey, Caruso, & Sitarenios, 2003). Second, for assessing anticipatory, preventive and proactive coping strategies, we would recommend the Proactive Coping Inventory (PCI), which has also been cross-culturally validated and is already available in multiple languages (Greenglass, Schwarzer, & Taubert, 2007). Finally, the ASPIRe model (for a detailed explanation see Haslam et al., 2003) has been applied in multi-cultural environments. The ASPIRe intervention contributes to the formation of a collective identity and has been linked to reduced intra-group conflict and social support in confined environments (Haslam & Reicher, 2006). The ASPIRe model suggests conducting guided discussions groups to grasp participants' personal identification foci. The main goal of conducting such guided discussion is to raise awareness and foster in participants' a profound reflection about their identity, their inner values, but also bring into mind what are their valued social identities. The quality and depth of such initial reflection are essential to ensure the success of subsequent steps (AIRing, Sub-casing, Super-casing, and ORGANizing).

Phase 2: Training sessions

The emotional competencies (EC) module

The EC module is divided into four informative stages, and each stage serves as background for learning about and enhancing a particular emotional competence. For example, the goal of work session 2 for the EC module is to help participants to gain awareness of their emotional states by perceiving, distinguishing, and understanding emotions. Some examples of activities involve guided meditation, mindfulness exercises but also a conscious reasoning about one's emotions (Feldman, Hayes, Kumar, Greeson, & Laurenceau, 2007; Hülshager, Alberts, Feinholdt, & Lang, 2013).

The goal of work session 3 for the EC module is to strengthen participants' individual management of emotions. Thus, in what refers to managing emotions, we would provide participants with techniques that allow achieving (or restoring) an inner, positive emotional state. To this end, we would train SFP on how to tap into two personal resources, participants' Emotional Stability, and their Temperance. Whereas emotional stability is an inherited personality trait, a myriad of studies suggest it relates to psychological well-being (DeNeve & Cooper, 1998), and task performance under temporal pressure (Monzani, Ripoll, & Peiró, 2014). Instead, Temperance is a character dimension that is informed by stable traits such as emotional stability but also can be actively developed through training activities (Crossan et al., 2017). Participants will learn how to draw from their psychological capital and utilize it proactively to invigorate themselves immerse into their individual tasks with energy and dedication during the mission, or in other words, engage in their work. Work engagement is a strong predictor of individual performance but, more importantly, it is a major protective force against stress and burn-out (Salanova, Agut, & Peiró, 2005; Schaufeli, Salanova, González-Romá, & Bakker, 2002).

The goal of work session 4 for the EC module is enabling participants to decode their team's affective emerging states. Combining individual emotional regulation with collective emotional regulation, because not only the individuals that conform a workgroup have to deal with negative emotions, but the workgroup itself requires to solve their relational conflicts before they can act effectively as a team (Kozlowski & Ilgen, 2006). Recent studies show that collective emotional regulation can be attained either in face-to-face contexts (Curşeu, Pluut, Boroş, & Meslec, 2015) or across computer-mediated communication (Chmiel et al., 2011; Malone & von Ahn, 2012), two likely work environments in a long-term spaceflight mission. However, collective emotional regulation requires, as precondition, the emergence of collective

psychological states, such as psychological safety climate, so that team members can “open up” to their peers without fear of backlash (Edmondson & Lei, 2014).

Finally, the goal of work session 5 for the EC module is to enable participants to shape positive collective emotions. We propose that a positive, collective emotional regulation can be attained through two mechanisms, mainly positive emotional contagion (Bono & Ilies, 2006) and social engagement (Tomaka, Thompson, & Palacios, 2006). Both mechanisms draw on their team members’ individual and collective psychological capital to foster positive group attitudes. Once a positive affective climate emerges, the positive climate should elicit in other team members hope and optimism, and foster group affective outcomes, such as reduced interpersonal conflicting, especially when working in a virtual work environment (Lira, Ripoll, Peiró, & González-Navarro, 2007; Lira, Ripoll, Peiró, & Zornoza, 2013).

The stress coping module

The *stress coping module* would equip participants with anticipatory, proactive and preventive coping strategies, and inform them how to identify and prevent potential stressors. Further, this module aims to reduce social sources of stress, foster psychosocial protective factors such as social support to counter the effect of microgravity of group dynamics. Work session 2 aims to enhance participants’ individual stress appraisal style. One particularly relevant activity for every SFPs is raising awareness of the meaningfulness of the forthcoming spaceflight mission. In this context, meaningfulness refers to a person’s feelings that the tasks being carried out in given role are connected to something greater that provides a purposeful service to society at large (Emmons, 2003; Pratt & Ashforth, 2003). Prior studies show that creating meaningfulness for a stressing activity increases people’s work engagement with such activity (Cartwright & Holmes, 2006). Thus, we propose that a strong sense of meaning can serve as an important psychological resource to deal with inherently stressful environments (Glazer, Kozusznik, Meyers, & Ganai, 2014), such as a long-term spaceflight mission.

The goal of work session 3 for the stress coping module is to provide SFP with individual coping strategies. To this end, facilitators would provide information on anticipatory, preventive, and proactive coping strategies, and create awareness when they would be more appropriate. After having identified participants’ “default” coping strategy in work session 2, facilitators would now explain how to change the referent from the negative to the positive aspects of the demanding and difficult situations. Such changes in referent would, in turn, enable participants to appraise difficult situations as sources of challenge and opportunity (Kozusznik, Rodriguez,

Transformational leadership and innovation adoption: Is there a moderation role of personal initiative and job control?

Salvatore Zappalà¹ & Ferdinando Toscano²

Abstract

Hospital managers and chief physicians, but also doctors and nurses, in an effort to face constant changes, are involved in innovation. This study examines if transformational leadership style is related to adoption of employees' suggestions, and if personal initiative and job control moderate this relationship. Nurses, doctors, and auxiliary and technical collaborators (n = 137), of an Italian public hospital, participated in this study. Results show that transformational leadership was correlated to innovation adoption but, when examined moderators were included in the analysis, the relation was no more significant. Personal initiative and job control did not moderate the relationship between transformational leadership and innovation adoption but they do have a significant direct effect on innovation adoption. Findings suggest that innovation in hospitals is more related to personal variables, like personal initiative and job control, rather than to transformational leadership.

Keywords: innovation adoption; transformational leadership; personal initiative; job control; hospitals

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Liderança transformacional e adoção de inovação: Existe um papel moderador da iniciativa pessoal e do controlo de trabalho?

Resumo

Os gestores dos hospitais e chefes, assim como os médicos e enfermeiras, esforçando-se para enfrentar as mudanças constantes, estão envolvidos na inovação. Este estudo examina se o estilo de liderança transformacional está relacionado com a adoção das sugestões dos funcionários e se a iniciativa pessoal e o controlo do trabalho moderam essa relação. Enfermeiros, médicos e colaboradores auxiliares e técnicos (n = 137) de um hospital público italiano participaram neste estudo. Os resultados mostram que a liderança transformacional se correlaciona com a adoção da inovação, mas, quando os moderadores examinados foram incluídos na análise, a relação não foi significativa. A iniciativa pessoal e o controlo do trabalho não moderam a relação entre a liderança transformacional e a adoção da inovação, mas têm um efeito direto significativo na adoção da inovação. Os resultados sugerem que a inovação nos hospitais está mais relacionada com variáveis pessoais, como iniciativa pessoal e controlo do trabalho, do que com a liderança transformacional.

Palavras-chave: adoção de inovação; liderança transformacional; iniciativa pessoal; controlo de trabalho; hospitais

1. INTRODUCTION

Change is a constant in many organizations, and this also applies to health organizations and hospitals. Hospitals need to continuously innovate medical treatments and services because of the constant technological change (Speziale, 2015), the increasing requests of patients and families, and the frequent decrease of financial resources (Dubois, McKee, & Nott, 2006).

Changes in healthcare require to substitute the old-traditional physician-centered approach for an “organization-driven” approach (Speziale, 2015). As a result, multiple professional figures play a central role in hospitals’ innovation processes and performance.

Hospital managers, head of wards or health-care professionals, in their daily management activities, may support or not the innovation (Mumford, Scott, Gaddis, & Strange, 2002). At the same time, the success of creative and innovative ideas depends very much also on the initiative of employees that implement the new ideas

and transform them into concrete practices (Fay & Frese, 2001; Martín, Potočnik, & Frás, 2017; Wu, Parker, de Jong, 2014).

This study investigates if transformational leadership style, due to its demonstrated role in fostering and supporting organizational innovation (Gumusluoglu & Ilsev, 2009; Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh, 2013) and performance (Wang, Oh, Courtright, & Colbert, 2011) is related to the innovative behaviour of employees. Furthermore, we want to investigate if personal initiative and job control moderate this relationship. These latter hypotheses are based on the interest of companies to increase employees' personal initiative in order to support change processes (Baer & Frese, 2003) and of employees to shape objectives, strategies and conditions of their own daily work (Petrou, Demerouti, & Schaufeli, 2018).

2. LITERATURE REVIEW

West and Farr (1990, p. 9) defined innovation as “the intentional introduction and application within a job, work team or organization of ideas, processes, products or procedures which are new to that job, work team or organization and which are designed to benefit the job, the work team or the organization”. Two main steps characterize the innovation process: the “development of new ideas”, or creativity, stage and the test, and implementation of the new ideas, or innovation stage (Amabile, 1988; West, 2002). While creativity concerns the generation of solutions, implementation refers to the “transition period during which targeted organizational members ideally become increasing skilful, consistent and committed in their use of an innovation” (Klein & Sorra, 1996, p. 1057).

The organizational implementation of innovative ideas aims to anticipate or match environmental changes and to improve the effectiveness of services (Shipton, West, Parkes, Dawson, & Patterson, 2006).

Studies regarding the implementation of new ideas generally focus on individual and organizational-related processes. On one hand, studies focused on individuals examine employees' behavioural responses to innovation, such as the psychological commitment to the innovation and intention to use it or the actual use of innovation (Choi & Price, 2005; Hartwick & Barki, 1994). On the other hand, studies focused on organizational-level innovation examine institutional resources, structures and practices of the implementation units (Chatterjee, Grewal, & Sambamurthy, 2002).

These two different approaches have been integrated by Greenhalgh, Robert, Macfarlane, Bate and Kyriakidou (2004), who found that institutional factors influence employees' attitudes and behaviours to innovation. For instance, employees' job satisfaction can

indeed increase the probability that innovations or changes are introduced in a work context (Shipton et al., 2006). In addition, individuals who experience positive feelings at work may be ready to develop good ideas and also prone to build constructive relationships with colleagues and managers (Shipton et al., 2006). Furthermore, Staw, Sutton and Pelled (1994) observe that employees that have positive emotions experience also greater optimism, perceived control, persistence and creativity, that may lead to innovation.

Literature has shown that leaders play an important role in creating and supporting organizational change and innovation (Leonard, Lewis, Freedman, & Passmore, 2013), because they actively create the context in which change-oriented behaviours (adaptive and proactive behaviours above all) can develop.

In 1978, Burns introduced the distinction between transactional and transformational leadership. Transactional leadership is based on the conservation of the status quo, advancing well-defined tasks and monitoring employee's performance through rational and economic means; transformational leadership, instead, has been conceptualized as a set of components (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) oriented to change and innovation (Bass & Riggio, 2006). A great emphasis has been devoted to the intellectual stimulation components of transformational leadership. Jung, Chow and Wu (2003) observed that it encourages to reframe problems, approach situations in new ways and modify existing rules in order to achieve goals and think "outside the box", which may be relevant for innovative processes.

Furthermore, transformational leaders have also been depicted as creating opportunities for professional development of team members, also in the health-care field (Stanley, 2006). These leaders "partner" much more with followers, which means higher levels of information sharing, mentoring and one-on-one coaching (Dong, Bartol, Zhang, & Li, 2017). In short, transformational leaders are supposed to challenge the traditional barriers and to look for new ways of doing things; they might support for the implementation of innovations and changes, which encourages the innovative behaviour of followers. Thus, we argue that:

H1) Transformational leadership is positively related to the innovative behaviour of employees.

Leadership is important, but leaders cannot carry out projects alone, and that is why it is also important to keep in account the personal initiative of their followers, especially if the leadership style tends to promote initiative and autonomy.

As stated by Frese, Fay, Hilburger, Leng and Tag (1997), personal initiative is the tendency to overcome rules and barriers in order to carry out a task or goal by engaging in proactive behaviours. Three important aspects of personal initiative are self-starting,

proactivity and persistence (Frese et al., 1997). Self-starting means that employees, feeling free from external pressure, instructions and role duties, direct their behaviours to the goals developed during their work. Proactivity is the capacity to anticipate problems and opportunities and to try to take advantage from them. Persistence refers to the will to overcome barriers and difficulties even when the situation seems to be insurmountable.

Dimensions of personal initiative reinforce each other, and people who develop these attitudes not only follow orders by supervisors and the organization, but also actively carry changes forward (Frese & Fay, 2001) and convert new ideas into concrete applications (Fay & Frese, 2001). Accordingly, we argue that the positive effect of transformational leadership on employee's innovative behaviours will be enhanced when employees have also a higher level of personal initiative. Thus, we hypothesize that:

H2) Personal initiative moderates the relationship between transformational leadership and innovative behaviour of followers.

The positive effect that transformational leadership might have on innovative behaviours may also be related to the job control, or the range of autonomy, that workers can use to introduce innovation in their organization. Job control refers to the influence that employees have over their actions and over the conditions under which the work is conducted (Frese, 1989). High levels of job control seem also related to personal initiative and a proactive orientation toward work (Parker, Wall, & Jackson, 1997). Accordingly, we argue that the positive effect of transformational leadership on employee's innovative behaviours will be enhanced when employees also have a higher level of job control. Thus, we hypothesize that:

H3) Job control moderates the relationship between transformational leadership and innovative behaviour of followers.

3. METHOD

3.1 *Participants*

The study was conducted in two wards of a public hospital in central Italy. One ward had faced important changes and innovations in previous years for the merging of three equivalent wards of different hospitals into a single one. The other

ward, instead, had faced minor changes, mainly consisting in the integration of a surgical structure with a medical one.

Employees had been informed of the present study by their supervisors and participated on a voluntary and anonymous basis after being informed about the processing of their personal data and about their rights to privacy.

A self-report questionnaire was administered to 137 workers of the hospital; 49 respondents were men (36%) and 88 women (64%); nurses were 118, doctors and biologists were 9, while 10 respondents were auxiliary and technical collaborators. More than two third of the respondents ($n = 98$; 71.5%) were working in the ward facing multiple changes, and the remaining ($n = 39$, 28.5%) were working in the other one. The average age was 33.9 y. o. ($SD = 8.47$; $Min. = 22$; $Max. = 60$). Workers with a permanent contract were 123, while 16 had a fixed-term contract.

3.2 Measures

Transformation leadership style: Transformation leadership style was measured using 16 items of a shortened version of the Multifactor Leadership Questionnaire (MLQ) by Bass & Avolio (2000). Items asked to rate the frequency of specific actions and behaviours implemented by the leader, on a 5-point Likert scale, from 0 (“Not at all”) to 4 (“Frequently, if not always”). The items measure the four different dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration). Respondents had to report, for example, the extent with which the leader “spends some time in coaching and mentoring his/her collaborators” or “suggests new ways of doing things”. Internal consistency showed that Cronbach’s α for this scale was .88.

Innovation adoption: Innovation adoption was estimated using the 5-item Italian version of the scale developed by Axtell et al. (2000). The scale measures the extent to which employees’ suggestions are implemented. Participants indicated the frequency with which their suggestions about, for example, “new services or improvement of services” or “new ways of managing and transmitting information”, have been effectively implemented. Answers were given in a 7-point Likert scale, from 0 (“Never”) to 6 (“Always”). The Cronbach’s α for this scale was .96.

Personal Initiative: Personal Initiative was measured with the 7 items of the Italian version of the scale developed by Frese et al. (1997). Answers were given on a 7-point Likert scale, from 0 (“I completely disagree”) to 6 (“I completely agree”). Some examples of items are: “I face problems actively”; “Every time that something goes wrong, I immediately look for a solution”; “I quickly take the initiative, even if others don’t do it”. Cronbach’s α for this scale was .93.

Job control: Job control was assessed using the control dimension of the Italian and shortened version of Cenni & Barbieri's (1997) translation of the Job Content Questionnaire originally developed by Karasek (1985). The subscale is composed of 7 items on a 7-point Likert scale, from 0 ("I completely disagree") to 6 ("I completely agree"). Participants had to think about their own work situation and indicate their agreement with items such as "I have not enough time to do all I should do". Cronbach's α for this scale was .83.

3.3 Data analysis

Before testing our hypotheses, after preliminary analysis we removed three outliers. Then, correlations between all the examined variables were computed. Subsequently, using the PROCESS Macro in SPSS (Hayes, 2013), we tested the direct relationship between transformational leadership and innovation adoption (H1), and also the influence of personal initiative (H2) and job control (H3) as moderators of that relationship. All variables were standardized before conducting the regression analyses. All statistics were computed using SPSS 25.0 for Windows.

4. RESULTS

Descriptive statistics are reported in Table 1. Averages show that transformational leadership behaviours are often showed by the direct supervisor ($M = 2.79$; $SD = 0.47$), that respondents moderately agree with items concerning their personal initiative behaviours ($M = 4.52$; $SD = 0.90$) and job control ($M = 4.11$; $SD = 0.92$) and, finally, that employees' suggestions are rarely adopted within the organization ($M = 2.57$; $SD = 1.47$). Bivariate Pearson correlations show significant relationships between all the variables in this study. In particular, significant positive results are observed between transformational leadership and innovation adoption ($r = .30$, $p < .01$).

Table 1
Means, standard deviations and correlations of study variables ($N = 134$)

	M	SD	1	2	3	4
1. Transformational Leadership	2.79	0.47	(.88)			
2. Personal initiative	4.52	0.90	.33**	(.93)		
3. Job control	4.11	0.92	.42**	.58**	(.83)	
4. Innovation adoption	2.57	1.47	.30**	.55**	.48**	(.96)

Note. ** $p < .01$ level. Cronbach's alphas on the diagonal (between brackets)

To test our hypotheses, two moderation analyses were performed using the Model 1 of PROCESS Macro for SPSS. Results of these two analyses are reported in Table 2.

The first analysis, testing personal initiative as a moderator of the relationship between transformational leadership and innovative behaviours, returned a significant model ($F(3, 124) = 20.20, p < .001, R^2 = .33$). In this model, transformational leadership ($\beta = .13; p = .17$) does not predict significantly innovation adoption. On the contrary, personal initiative results a significant predictor of innovation adoption ($\beta = .49; p < .001$), while no moderating effect of personal initiative is observed.

The second analysis, testing job control as a moderator of the relationship between transformational leadership and innovation adoption, returned a significant model ($F(3, 124) = 14.34, p < .001, R^2 = .26$). As in the previous model, also in this model transformational leadership ($\beta = .14; p = .20$) does not predict innovation adoption. On the other side, job control ($\beta = .44$) results as a significant predictor, but the same is not true the interaction term ($\beta = -.02; p = .87$).

Table 2
Moderation analyses with transformational leadership as independent variable and innovation adoption as dependent variable

	Innovation adoption			Innovation adoption		
	β	S.E.	Sig.	β	S.E.	Sig.
Transformational Leadership (T.L.)	.13	0.10	.17	.14	0.11	.20
Personal Initiative (P.I.)	.49	0.08	.00			
T.L. x P.I.	.11	0.10	.27			
Job control (J.C.)				.44	0.08	.00
T.L. x J.C.				-.02	0.10	.87
R ²	.33			.26		
F	20.20			14.34		

In conclusion, on the basis of the reported data, H2 and H3 were only partially confirmed: although, in fact, both personal initiative and job control singularly predicted innovative behaviours, neither transformational leadership, nor its interaction with personal initiative and job control showed significant results.

5. DISCUSSION AND CONCLUSION

The purpose of this study was to clarify the role that transformational leadership style and personal initiative and job control have in determining the adoption

of employees' ideas and, more specifically, considering our sample, the adoption of nursing staff's ideas, in an Italian health context.

Our results showed a significant correlation between transformational leadership and innovative behaviours but also that this relationship is no more significant when personal initiative and job control are introduced as moderating variables. This result suggests that although scientific literature generally shows that transformational leadership usually promotes change and innovation (Bass & Riggio, 2006), this may not be the case for any organizational context; on the contrary, there may be cases in which innovations are adopted but this is not related to the direct contribution of transformational leaders or supervisors. In fact, although many studies suggest that transformational leadership predicts innovative behaviours, both at individual and group-levels, in a research, similarly conducted in a Taiwanese hospital, it was observed that transformational leadership was related to team innovation only when it was considered alone in the regression, and such effect disappeared, supporting an indirect effect, when patient safety climate and innovation climate were entered in the regression as mediators (Weng, Huang, Chen, & Chang, 2015).

Such result is also consistent with the contribution by Eisenbeiss, van Knippenberg and Boerner, who found that "transformational leadership may be instrumental in team innovation but is not sufficient to stimulate team innovation" (2008, p. 1443). All this suggests that further studies are needed, especially in health care organizations where rigid protocols have to be respected in order to secure patient health and patient safety, and leaders may try to directly orient individual developments in areas not related to creativity and innovation.

At the same time, however, this study suggests that personal initiative and work control may facilitate the adoption of innovations in hospital environment. Personal initiative and job control resulted to be both predictors of the perception that employees' ideas may be adopted, which confirms the important role these two personal-level dimensions have as drivers of entrepreneurial and wellbeing oriented behaviours (Frese & Fay, 2001; Frese & Gielnik, 2014; Martín et al., 2017; Wu et al., 2014). Future studies might investigate which type of ideas and suggestions are more often suggested and implemented in hospital wards and, in addition, which are the specific procedures through which such ideas are implemented.

This study has some limitations. Two limitations concern the self-report nature of the questionnaire and the cross-sectional design. Given the specific context and the relatively small sample, also the generalizability of results is limited. Therefore, other research, conducted with larger samples, with a longitudinal design and the adoption of more objective measures, could more clearly investigate the relationships between transformational leadership, personal initiative and job control, and adoption of nurses' suggestions.

Practical implications of this study are related especially to the presence of those micro level innovations in hospitals that can be suggested by doctors and nurses. Innovation adoption average in this study was not very high, which suggests that healthcare organizations are so complex and require so high coordination that hierarchy continues to be preferred to bottom-up suggestions (Ramanujam & Rousseau, 2006). Anyway, this study suggests that employees' and nurses' personal initiative and job control are related to the perception that suggestions are implemented. Consequently, an interesting practical implication of this study is that innovation may also be related to employees' job proactivity and job control, which are two relevant characteristics of healthcare staff performance.

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only the performance indicator EFF correlates significantly with HSA-TFL short-scale. Criterion validity in Germany and Philippines differs regarding to the criteria.

Table 6

Correlations between the performance indicators and the HSA-TFL and MLQ-5x (TFL)

	EEF	EFF	SAT	HSA-TFL	MLQ-5X (TFL)
EEF	-	.56**	.64**	.56**	.70**
EFF	.86**	-	.72**	.67**	.66**
SAT	.82**	.77**	-	.73**	.75**
HSA-TFL	.10	.13*	.06	-	.78**
MLQ-5X (TFL)	.46**	.46**	.49**	.32**	-

Note. * $p < .05$; ** $p < .01$, two-tailed. Correlations above the diagonal represent the Germany sample and below the Philippine sample.

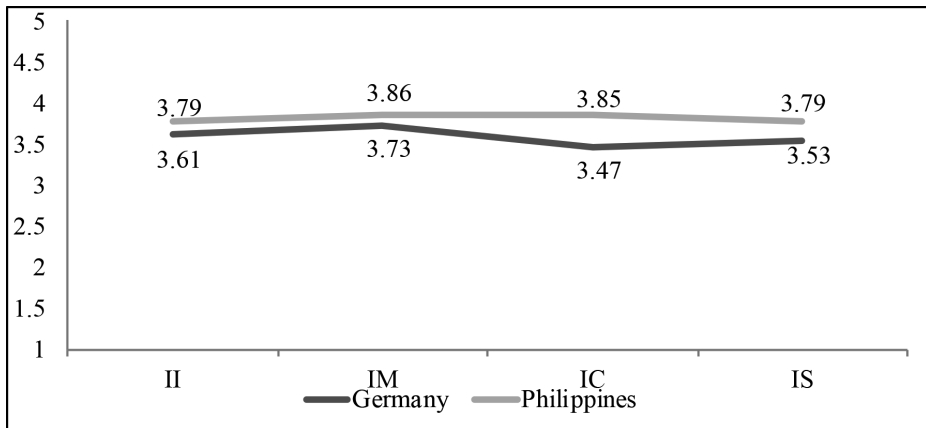


Figure 1. Transformational Leadership profile as measured by the MLQ-5X in Germany and Philippines. Note. II (Idealized Influence), IM (Inspirational Motivation), IC (Individual Consideration), IS (Intellectual Stimulation). Mean scores presented according the four dimensions, based on a likert scale ranging from 1 to 5.

Results of study 2: comparison of TFL profiles in Germany and Philippines

To get a deeper insight, TFL profiles were compared between countries using the responses obtained with the MLQ-5X (TFL), that shows a four-factor structure, applying Mann-Whitney U test (Morgan, Leech, Gloeckner, & Barrett, 2004). Results show that the overall mean of the MLQ-5X (TFL) in Germany and Philippines is significantly different

being higher in Philippines than in Germany ($U = 24440, p = .001$) and the same is true for the three sub-dimensions IC ($U = 23167, p = .001$), IS ($U = 23817, p = .001$) and II ($U = 26572, p = .001$). However, IM ($U = 29235, p = .32$) shows no significant difference (Figure 1).

Discussion of the results of study 1

The CFA revealed in both countries a one-dimensional factor structure of the HSA-TFL short-scale supporting H1a. This fits to other results (Antonakis et al., 2003; Berger et al., 2011, 2012; Kolbe, 2009; Rowold, 2005; Sheer, 2010). Furthermore, high internal consistency and significant convergent validity with MLQ-5x (TFL) was found for both countries, supporting H1b and in line with other results. For criterion validity of the HSA-TFL short-scale, differences were found between both countries as for the German sample good criterion validity was found for all criterion, but for the Philippine sample a significant correlation was only found for EFF. This is in line with previous studies in different cultural contexts that showed the positive and significant relationship between this outcome and TFL (Avolio, 2011; Braun et al., 2013). SAT and EEF did not correlate significantly with the HSA-TFL short-scale in Philippines indicating the influence of culture (Spreitzer et al., 2005). SAT is related to the way followers feel satisfied with their leaders' behavior. No significant correlation with this outcome was found in the Philippines coinciding with other results in collectivistic societies with high power distance (Cheng et al., 2004; Pillai et al., 1999) where directive and autocrat leadership behaviors seem to be more important.

Regarding EEF, in which followers evaluate whether their leaders stimulate them to do more than expected and increases their willingness to try harder, the non-significant correlation between TFL and EEF in the Philippines may be explained by its low score on long term orientation. A culture with a low level on long term orientation seems not to encourage efforts for future (Hofstede, 2018). Results support H1c.

The HSA-TFL short-scale can be considered a psychometrically sound measure in both countries, showing the sensibility to cultural differences related to performance criteria.

Discussion of the results of study 2

The overall mean as well as the means of the four subdimensions are higher for the Philippines' sample than for the German one. This fits to Bass (1997)

and Jung et al. (1995) who mention that collectivist societies from Asia show a more robust profile in TFL than individualist societies. The comparison of the means of the MLQ-5X (TFL) and of its subdimensions showed significant differences in three of the four subdimensions: II, IS and IC differ significantly across both countries, being higher in Philippines. Collectivism might have an influence in the Philippines society in the sense that employees feel significantly more II, IS and IC than in Germany due to respect for their leaders (Dickson et al., 2003). Results support our H2. Only IM was found to be similar in both countries. Along with Leong and Fisher (2010) the similar scores on masculinity might have an influence here. As hypothesized, IM is perceived in a similar way in Germany and Philippines, both cultures with a similar level of masculinity that consider the leader as the source of mastery and inspiration. Our results support H3.

Results are in line with other studies that suggested that differences in the TFL score can happen because of cultural differences (Spreitzer et al., 2005).

Implication for theory

This research adds evidence for the HSA-TFL short-scale in Philippines offering a short and reliable instrument that can be used for a combined assessment of quality-related organizational aspects. Moreover, this research also contributes to theory in cross-cultural studies as it provides empirical evidence about TFL profiles in two different cultures using the Short-scale. This in line with Aycan, “cross-cultural studies are necessary to test the external validity of leadership theories that have been developed in a single context by identifying ‘universal’ as well as ‘culture-specific’ traits, behaviors, and influence processes in leadership” (2008, p. 220). Additionally this research provides an insight in the culture-sensitivity of the TFL concept at sub-dimension level.

Implications for practice

In terms of practice, results suggest a valid and reliable instrument to measure TFL, particularly for the Philippines context, that is short and quick to apply, saving up time and resources of organizations (Quijano et al., 2008). Moreover, our research also offers information at sub-dimension level for German and Philippine TFL profiles for the design of training programs for expatriate managers (Mittal, 2015; Muenjohn & Armstrong, 2007; Thomas et al., 2005). Knowing the possible

profile of the transformational leaders in Philippines can be useful for the design of training programs for German leaders in process of being expatriated to work in Philippines' companies.

Limitations and future research

This research is not without limitations. Results can be influenced by sample characteristics. Also, in this research, age mean was statistically significant comparing both samples, we follow Wang et al. (2018) that found in their meta-analytic article that follower age was not related to their ratings of leadership behaviors. Nevertheless, data with more variability on demographics could be used in future studies in order to overrule possible effects of sample characteristics on the results. Measurement invariance according Byrne (2006) was not tested in this study. Future research should investigate the measurement invariance of the HSA-TFL short-scale in German and Philippine context in order to get a deeper insight in the cross-cultural sensibility of the instrument. Interpretation of the TFL profile in both countries was done in a theoretical way. Future research should collect data on culture dimensions that would provide a deeper insight and more explanation over the results. Another possible explanation for the difference could be the organizational structure of companies in both countries that was not included in the analysis. In the future, structure-related information should be collected to allow a better understanding of possible impacts of organizational structure on TFL and outcomes.

CONCLUSION

All the hypothesis were confirmed. Our results show that the HSA-TFL short-scale is a reliable and valid instrument for the Philippine context. The relationship to TFL performance outcomes was found to be sensible to cultural characteristics and helps to shape the transformational leadership behavior. The TFL profile as measured by the MLQ-5X (TFL) revealed some differences at subdimension level between Germany and Philippines as representatives of western and eastern cultures, respectively. Cultural differences could explain these results. The short-scale can serve as a first measurement of TFL, especially for practical interest in order to have a first comprehension of tendencies in TFL to design human resource policies and projects.

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Individual and group level antecedents in the development of idiosyncratic deals. A cross-level study¹

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& Amalia Pérez-Nebra⁶

Abstract

Research on workers' proactive behaviors has increased in recent years, emphasizing the need for a more active workforce. In this context, research has been carried out on idiosyncratic deals (i-deals), that is, individualized work arrangements that employees negotiate with their employers about aspects that are mutually beneficial. Because this research topic focuses on individuals' actions, most of the studies analyzing its antecedents examine individual characteristics. However, group and organizational characteristics have been suggested to play a role. The aim of the present paper is to analyze the interplay between individual and group

1 Although the present research has greatly evolved from its inception, this research originated as part of the Master thesis presented by Arianna Knering in the context of the Master on Work, Organizational and Personnel Psychology (WOP-P). Thus, to some extent is one of the fruits of the WOP-P Master, in which prof. Adelino Duarte Gomes was involved as a founder. We would also like to thank prof. Carla Semedo from the Universidade da Coimbra/Evora for her comments and feedback during the development of the research. The Spanish Government with project PSI2015-64862-R (MINECO/FEDER) supported this work.

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PAPER	YEAR	AUTHORS	CITES	CITES SOURCES	JOURNALS CITING
Da pluralidade à bidimensionalidade da eficácia dos grupos/equipas de trabalho	2003	Lourenço, Paulo Renato Gomes, Adelino Duarte	9	1 JCR/SJR journals	Gil, F., Alcover, C. M., & Peiró, J. M. (2005). Work team effectiveness in organizational contexts: Recent research and applications in Spain and Portugal. <i>Journal of Managerial Psychology</i> , 20(3/4), 193-218.
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Orientações culturais para a aprendizagem nas organizações: homogeneidade e/ou heterogeneidade	2002	Rebelo, Teresa Manuela Marques Santos Dias Gomes, Adelino Duarte Cardoso, Leonor	8	3 Other journals	Schmitz, S., Rebelo, T., Gracia, F. J., & Tomá, I. (2014). Learning culture and knowledge management processes: To what extent are they effectively related? <i>Revista de Psicología del Trabajo y de las Organizaciones</i> , 30(3), 113-121. Pina, M., & Lopes, M. P. (2005). Rumo a uma adaptação contínua às tecnologias de informação: o papel da identidade organizacional empreendedora. <i>Revista Gestão & Tecnologia</i> , 5(1). doi: 10.20397/2177-6652/2005.v5i1.146 Palma, P. J. T. M. D., & Lopes, M. P. (2005). Em busca de uma aprendizagem organizacional eficaz: O papel do tipo e da abrangência cultural. <i>Comportamento Organizacional e Gestão</i> , 11(2), 133-157.
				3 Doctoral dissertations 1 Book chapter 1 Under-graduate final dissertation	

PAPER	YEAR	AUTHORS	CITES	CITES SOURCES	JOURNALS CITING
Aprendizagem organizacional e cultura: relações e implicações	2001	Rebello, Teresa Manuela Marques Santos Dias Gomes, Adelino Duarte Cardoso, Leonor	17	1 Psychologica	Lourenço, P. R., Miguez, J., Gomes, A. D., & Carvalho, C. (2004). Eficácia grupal: análise e discussão de um modelo multidimensional. <i>Psychologica, Extra-Série</i> , 611-621.
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					Cardoso, L., Gomes, A. D., & Rebello, T. (2003). Gestão do conhecimento: Dos dados à informação e ao conhecimento. <i>Comportamento organizacional e Gestão</i> , 9, 55-84.
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					Pedro, M. A. D., Paipe, G., González-García, R. J., & Carvalho, M. J. (2017). O esporte e a eficácia organizacional: Uma revisão da literatura Sports and organizational effectiveness: A literature review. <i>Revista de Gestao e Negocios do Esporte</i> , 2(1), 64-80.
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PAPER	YEAR	AUTHORS	CITES	CITES SOURCES	JOURNALS CITING
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Cultura organizacional: Estratégias de integração e de diferenciação	1991	Gomes, Adelino Duarte	12	1 Psycological	<p>Cardoso, L. (2000). Aprendizagem organizacional. <i>Psychologica</i>, 23, 95-117.</p> <hr/> <p>3 Doctoral dissertations 1 Book chapter 7 Master thesis</p>

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