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Emotional Processes in Military Leadership

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Abstract

The aim of this paper is to identify and to explore the role of emotions and emotional intelligence in leadership. We present a model of the emotional process of leadership within the theoretical framework of affective events theory, and applied specifically to a military context. Effective leadership, in particular transformational and charismatic leadership, is inherently an emotional process. Leadership behaviors are sources of affective events for followers; leaders can cause hassles, negative incidents, or uplifts, positive incidents for followers. The effectiveness of these leadership styles stems from the ability of the leader to use his or her emotional intelligence skills to manage the emotions of his or her followers. By managing follower emotions, leaders are able to arouse positive or negative emotions in followers, and they can also arouse a sense of calm where required. This ability to manage follower emotions can thus mean the difference between success and failure. Emotional intelligence may be developed over time, so efforts to provide emotional intelligence training are recommended. There are, however, also some leaders who may misuse this ability to manipulate followers' emotions for purposes other than to achieve organizational objectives. In these instances, we argue that it is important for followers of such leaders to be emotionally intelligent, so that they can take appropriate action if the need arises.

Emotional Processes in Military Leadership

Within a military context, strong leadership is essential from the top levels of the hierarchy down through to lower level personnel (Bass, 1998). In this respect, Larson (1968) has noted that leadership is “the ability to decide what is to be done, and then to get others to want to do it” (p.21). More specifically, Yukl (2002) has defined leadership as an influence process that involves the interpretation of events for followers, selection of organizational objectives, organization of work activities to accomplish these objectives, motivation of followers, maintenance of cooperative relationships, and enlistment of support and cooperation from external parties.

Historically, research on leadership has focused on leadership behaviors from cognitive and behavioral perspectives. Recent advances, however, have shifted the focus from purely behavioral and cognitive processes to emotions, a perspective that has been neglected to date by most scholars of leadership (see Ashkanasy & Tse, 2000; George, 2000; Humphrey, 2002). This shift has been long overdue because leadership is intrinsically an emotional process, whereby leaders recognize followers’ emotional states, attempt to evoke emotions in followers, and then seek to manage followers’ emotional states accordingly (Humphrey, 2002; Ashforth & Humphrey, 1995). Hatfield, Cacioppo, and Rapson (1994) also emphasize the importance of the emotional aspects of leadership, arguing that effective leaders are those who are able to motivate followers through their emotions.

Ashkanasy and Tse (2000) were amongst the first to highlight the role that emotions play in facilitating leadership effectiveness. Two forms of effective leadership in particular, transformational and charismatic leadership have been connected to the eliciting of emotional arousal in the followers to achieve a vision (Cherulnik, Donley, Weiwel & Miller, 2001). Scholars, including Caruso, Mayer, and Salovey (2001) and George (2000), have also pointed out the importance of emotional intelligence in leadership. In this paper, we explore the emotional process of leadership within the context of the Armed Forces. Specifically, we discuss how leaders in the military context may evoke emotions in their followers using transformational leadership behaviors, and how this may impact outcomes, such as military efforts. We explore the role of leader emotional intelligence, and how it may be developed. Finally we discuss how some leaders have the potential to misuse this ability, and how their followers can resist such manipulation.

Leadership Behavior as Affective Events

Our point of theoretical departure is Affective Events Theory (AET: Weiss & Cropanzano, 1996). In AET, factors in the organizational environment create ‘affective events’ (hassles and uplifts) that result in emotional reactions that, in turn, determine attitudinal and behavioral outcomes for organizational followers. Affective events are incidents that stimulate the appraisal of and emotional reaction to a transitory or ongoing job-related agent, object or event (Basch & Fisher, 2000). Leaders are critical components of an employee’s organizational environment. Consequently, military leaders

may be seen as architects of affective events experienced by members of the armed forces within the AET model.

Within AET, followers see their leaders as sources of hassles or uplifts. Leadership behaviors bring about emotional reactions in followers constantly, which thus can be seen as a series of frequent affective events in the workplace. George (2000) describes how leaders displaying feelings of excitement, energy, and enthusiasm arouse similar feelings in their followers. Likewise, leaders who display negative emotions are likely to engender negative emotions in followers. In a demonstration of this, Lewis (2000) found in a laboratory study that leaders expressing anger towards their followers provoked negative feelings of nervousness and fear. Thus, in terms of AET, leader behavior can be seen as an affective event in the workplace producing a stream of positive and negative moods and emotions in followers.

AET posits further that effective leaders will provide regular small uplifts, such as positive feedback, praise, or inspiration, which serve to ameliorate the daily hassles experienced by followers. As a consequence, followers experience positive emotional states, and are therefore more likely to engage in positive behaviors, such as organizational citizenship (Weiss & Cropanzano, 1996), and to express positive attitudes such as improved job satisfaction (Fisher, 2000). Given the unique nature of the Armed Forces, however, do these processes suggested by AET apply?

A Model of Leadership and Emotions within a Military Context

The model presented in Figure 1 is a representation of the emotional process of leadership within a military context. Within the model, leadership behaviors are seen as affective events, generating emotional reactions in followers. The model implies that leaders can achieve their leadership objectives in military contexts through management (or manipulation) of followers' emotions. The affective reactions of followers in response to leader behaviors will directly influence how followers think and behave in terms of effort. This process will be discussed in more detail in the following sections. Also, the role of leader emotional intelligence and the potential misuse of follower emotions will be discussed.

Insert Figure 1 here

The Military Leadership Context

The essential difference between civilian and military leadership is reflected in the followers' "response relations", namely, the game rules in the respective organizations (Popper, 1996). Military settings are characterized by a strong adherence to hierarchies of authority and professionalism. Within this structure, strong individual commitment is required to ensure achievement of salient organizational goals (Dvir, Eden, Avolio, & Shamir, 2002). Leaders in this particular setting are required to influence followers directly under their command, as well as followers at a distance. Military Leadership requires highest levels of commitment, strong relationships to ensure obedience and compliance with orders (Bass, 1998). In the armed forces, troops must work together to

achieve military objectives. Military leaders may have to spend a lot of time directly in contact with their followers, particularly in times of combat. Team cohesion is vital within the military context; therefore, commitment is required to the leader and to team members.

A military leadership position can be highly demanding and extremely stressful. Many military leadership situations can be described as “weak situations”, whereby the conditions are unpredictable, sensitive, and vague (see Popper, 1996). Unlike strong leadership situations, which feature clear rules and tasks such as in a stable business environment, weak leadership situations are much more demanding. In the case of military leadership, especially within a combat scenario, leadership is considered to be an extremely weak situation (Popper, 1996). In such conditions, leaders are more likely to be charismatic (Popper, 1996). Further, the relationship between the leader and the followers is more likely to be emotional, due to the uncertainty surrounding the leader and followers.

As mentioned previously, the role of a leader involves displaying emotion and evoking emotion in others (Ashforth & Humphrey, 1995; Ashkanasy & Tse, 2000). Given that the relationship between a military leader and his or her followers is likely to be emotional due to the context, it can be argued that emotional intelligence is a critical competence for military leaders to possess.

Emotional Intelligence

Emotional intelligence has become a popular topic in management, as evidenced by recent article publications (e.g., Druskat & Wolff, 2001; Mayer, Caruso, & Salovey, 2000) and book sales (e.g., Goleman, 1998; Bar-On, 1997). Emotional intelligence is, however, an emergent theoretical domain (see Mayer, DiPaolo, & Salovey, 1990; Mayer & Salovey, 1997; Davies, Stankov, & Roberts, 1998; Petrides & Furnham, 2000) and, as a new construct, is surrounded by great enthusiasm (Ciarrochi, Chan & Caputi, 2000).

The presence of differing definitions of emotional intelligence complicates its application to leadership. For example, Mayer, Caruso, and Salovey (2000) advocate an “abilities” based model that follows the same stringent guidelines used to define “g”. Cherniss and Goleman (2001) and Bar-On (1997), favor a “mixed model” or “emotional competence” model that combines personality traits, interpersonal and other learned skills as well as emotional management skills in the definition of emotional intelligence. Any relationships found may be a function of the measures used. For the purpose of this paper, we elect to adopt the “ability-based” definition, to ensure the separation of emotional intelligence from other personality variables. Thus, emotional intelligence is formally defined as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997: 5).

Scholars in the management sciences have recently begun to take a more serious academic interest in emotional intelligence (e.g., see Ashkanasy & Tse, 2000; George,

2000; Jordan, Ashkanasy, Härtel, & Hopper 2002), and in particular its impact on leadership. Cherniss and Goleman (2001) see the two so closely connected that they declare “Successful leaders model emotional intelligence” (p. 174). Caruso, Mayer, and Salovey (2001) also theorize a connection, but they are much more cautious, stating that emotional intelligence might not always need to be present for effective leadership to occur.

In particular, emotional intelligence has been linked to effective leadership styles, specifically transformational and charismatic leadership. In the case of transformational leaders, Ashkanasy and Tse (2000) attribute these leaders’ power to the exercising of control over their followers’ emotions as well as their own emotions). Further, they argue that transformational leaders have a higher level of emotional intelligence than transactional leaders, and subsequently display higher levels of performance. Similarly, Friedman, Riggio, and Casella (1988) found that charismatic leadership involves being able to enhance group members’ feelings of positive emotion and reducing unpleasant feelings.

Although George (2000), and Ashkanasy and Tse (2000) suggest that leader emotional intelligence contributes to effective leadership behaviors, the link remains largely hypothetical because little empirical research exists to tell us what, if any, relationship between the two might exist. Specifically, little is known about the specific behaviors representing leaders’ use of emotional intelligence in the workplace. Nonetheless, research is currently being undertaken to determine such behaviors (see Dasborough & Ashkanasy, 2003).

Emotional Intelligence within the Military Context

Within the military context, all leaders require emotional intelligence. *Ab initio* leaders require such skills in everyday interactions with followers. There is a need to control followers' emotions from the start to ensure obedience with orders. At a higher level in the hierarchy, Strategic Leaders need to be transformationally appealing, to manipulate emotional contagion in followers in order to spread the vision and commitment to it. Also, new leaders require emotional intelligence to establish trust and commitment within the new security domain.

Leaders may arouse negative emotions in followers, in an attempt to prompt follower behavior to reverse the negative emotion they feel (Ashkanasy, in press). For example, a leader may instill fear and apprehension in his/her followers by threatening them with losing their jobs if their performance does not improve. This may motivate the followers to work harder, so they do not feel the same sense of fear. Military leaders may need to arouse negative emotions, such as threat, in order to ensure compliance with orders. Leaders high on emotional intelligence are more likely to follow up negative feedback with positive emotional support. These leaders are thus likely to attract respect, leading to commitment, satisfaction, and motivation to pursue organizational goals.

The use of negative emotions to ensure compliance is effective in early stages of military training. However, in times of combat, this strategy may not be as effective. In the combat situation, members of the armed forces are under severe threat and may have irrational reactions to the crisis situation (Bass, 1998). These people may be experiencing severe grief or sadness, they may be feeling fear and terror, they may be feeling helpless

and frustrated. If their leader increases this sense of threat, troops may not be able to cope. Followers should be calm and rational, not in a state of increased emotional arousal due to their leader. Effective leaders high on emotional intelligence are likely to reduce anxieties by providing supportive and individually considerate leadership to increase a sense of security (Bass, 1998).

Leaders high on emotional intelligence are more likely also to be able to read the emotional signs and to manage their emotional communication so that the employee's negative emotions are not exacerbated. This is vital in a military context, where followers may be in situations of high emotional intensity. Leaders need to be able to manage their own emotions in times of crisis; they need to "keep their cool" (Bass, 1998). Emotional stability is essential for military leaders to remain calm at all times. They act as role models for their followers. Thus, if a leader is not calm, neither will his or her followers be calm (Barsade, in press). In combat situations, leaders must remain calm and attempt to evoke a sense of control in his or her troop (Bass, 1998).

We further suggest that the leader makes a conscious effort to arouse follower motivation, by promoting positive moods in the organization, by eliciting emotions such as anticipation and interest. Ashkanasy (in press) suggests that positive mood is "universally desired in organizations" (p20) because of its consistent association with positive organizational outcomes such as job satisfaction and improved work performance. In the case of military leadership, while positive emotions are desired, such emotions need to be low in arousal. In this respect, emotional experiences can vary according to not only valence (positive-negative), but also arousal (high-low activation)

(Larsen & Diener, 1992). If followers are highly aroused and excited, they may not be able to act rationally. For this reason, in a military context, the positive emotions desired are low on arousal, such as acceptance, calm, and admiration for the leader (Bass, 1998).

Developing Emotional Intelligence

A critical conclusion from the literature is that military leaders must be able to manage their followers' emotions if they are to be able to achieve strategic goals. In this regard, leaders need to display behaviors associated with emotional intelligence. For those leaders who do not behave this way naturally, training in this area may be beneficial. Given the importance of emotions in the process of leadership, emotional intelligence training should comprise part of leadership development programs. The aim is to promote leaders who can effectively facilitate employee performance through appropriate management of employee emotions.

As suggested by Jordan, Ashkanasy, Härtel, and Hooper (2002), specific training that addresses particular team skills may be beneficial for the leader and the organization. In their research, Jordan and his colleagues found that although team effectiveness in low emotional intelligence teams can be developed over time, high emotional intelligence teams are effective from the outset. Further, Mayer, Caruso and Salovey (2000) showed how adults have higher levels of emotional intelligence than adolescents. Given that emotional intelligence can increase with age, over time, and with experience, we predict that specific emotional intelligence training can provide leaders with increased emotional

skills such as the ability to understand and to manage the emotional responses of followers.

Mayer, Salovey, and Caruso (2002) make the point that all individuals who have average emotional intelligence can learn about emotions. Consequently, the more knowledge about emotions that the individual has acquired through learning, the better s/he may perform in the area of emotional reasoning. In effect, according to Mayer et al., emotional knowledge, such as perceiving emotions, facilitating emotions, understanding emotions, and managing emotions, can be taught. The initial step in emotional intelligence development is therefore to find out what level of emotional intelligence ability the leader has in each of these areas (cf. Jordan et al., 2002). The next step is to highlight those specific skills that need attention. Once problem areas are identified, training can be designed to facilitate improvement.

Emotionally Intelligent Use of Emotional Contagion

Once leaders have undertaken emotional intelligence training or participated in emotional intelligence development programs, they may then use the skills they have developed as a tool to manage followers' emotions more effectively. Leaders high on emotional intelligence can make use of emotional contagion (Barsade, in press). The direct conscious impact of a leader's behavior on the mood/emotion of one follower may indirectly and unconsciously impact the mood/emotion felt by other followers through emotional contagion (Kelly & Barsade, 2001). Emotional contagion is a process whereby followers 'catch' emotions through an automatic imitation process (Hatfield, Cacioppo,

& Rapson, 1992); thus leader behavior is important because the resulting follower hassles and uplifts not only impact the individual who is the target of the leader's attention, but it also might potentially impact other followers in the vicinity. This is especially relevant in the military context, where troops often work together in close proximity.

Ashforth & Humphrey (1995) suggest that emotional contagion is stronger when emotion is clearly expressed by a high status member; and further argue that leaders may deliberately cue emotional contagion. Similarly, Barsade (in press) suggests that leaders, especially transformational and charismatic leaders, make particularly strong and explicit use of emotions. Here, emotional contagion is considered a tool that is deliberately used by leaders to achieve objectives. We suggest that leaders not only deliberately manipulate the emotions and moods of the followers they interact with, but they also manipulate the emotions and moods of followers they do not have direct contact with – through emotional contagion amongst followers. As Kelly and Barsade (2001) explain, individual level affective experiences of followers are shared with other members of the workgroup. Thus, the direct conscious impact of a leader's behavior on the mood/emotion of one follower may indirectly and unconsciously impact the mood/emotion felt by other followers through emotional contagion.

Emotionally Intelligent Leader Behaviors

As illustrated in Figure 1, the outcomes associated with use of emotionally intelligent behaviors are follower attitudes and behaviors. Within the military context, this refers mostly to follower respect, loyalty, commitment and trust; resulting in

obedience to the leader, high performance, and improved military effort. Since transformational leaders make use of follower emotions, many of the behaviors used to arouse emotion to achieve positive attitudes are transformational. The following paragraphs outline some examples of how transformational behaviors by emotionally intelligent leaders may promote increased military efforts by followers.

Leaders must encourage the development of collective goals for the organization to strive towards (Yukl, 2002). Transformational leaders use their charisma to inspire followers to implement their visions for the organization (Conger & Kanungo, 1998). Organizational goals are collective in nature, so followers become emotionally attached to these goals. They are committed to achieving them and highly motivated by the leader to do so. This is essential in a military context, where team cohesion and commitment are paramount (Bass, 1998).

Successful leaders instill knowledge and develop a sense of appreciation for work within the organization (Ashkanasy & Tse, 2000). Charismatic leaders intellectually stimulate their followers, instilling knowledge in each one through regular interaction. Through individual consideration for each follower, leaders develop a sense of gratitude for the work their followers do (Avolio & Bass, 1995). When followers feel appreciated themselves they then come to appreciate the work they are doing. Followers feel special and valued, which motivates them to perform at their optimum level for the leader and the organization (Bass, 1998). Through evoking emotional responses such as these from the followers, the organization should benefit from increased organizational commitment (Ashkanasy, in press).

Leaders must be able to develop trust with their followers and generate motivation to achieve organizational goals (Ashkanasy & Tse, 2000). Effective leaders charismatically inspire their followers. The charisma of a leader forms an emotional bond between the leader and followers (Conger & Kanungo, 1998). This bond results in a sense of loyalty, respect and trust between the followers and the leader. Individual consideration for each follower also adds to the sense of each one feeling special and instilling a sense of trust in the leader due to the emotional bond that has been formed (George, 2000).

Finally, leaders should strive to maintain a meaningful organizational identity (Yukl, 2002). Charismatic leaders develop personal relationships with each of their followers. The charismatic bond developed through individual consideration, intellectual stimulation, and inspiration contributes to the development of follower loyalty (George, 2000). The feeling of unity and commitment results in the development of a meaningful organizational identity. Leaders who are able to achieve these elements successfully will be considered to be effective in their leadership role (George, 2000; Yukl, 2002). We suggest that leaders must be able to manage the moods and emotions of their followers if they are to be able to achieve these elements, highlighting the role of leader emotional intelligence.

Emotionally Intelligent Leader Behavior Outcomes

We propose that, when leaders display behaviors that evoke positive emotions in followers (such as admiration, enthusiasm, and so on), followers will have increased

motivation to perform for the leader and the organization as a whole. The increased motivation may result in more helping behaviors, increased creative problem solving, reduction in withdrawal behaviors, improved negotiations and judgments, and general performance. In the military context, evoking overly arousing positive emotions is not ideal, as mentioned previously. Here, the focus should be on promoting low arousal positive emotions, such as calmness, and ensuring control over negative emotions, especially those of high intensity, such as loathing, terror, and rage. Such negative emotions could result in loss of control and lack of rationality on the part of the followers. This leads to poor compliance with orders and poor technical performance, hindering the military efforts. Clearly, such negative emotions must be monitored and managed by the leader.

We also suggest that, if leaders can successfully manage follower emotions in such a manner, they will benefit from increased follower affect towards the leader. This in turn will result in a higher quality leader-member exchange relationship (LMX, see Graen & Uhl-Bien, 1995). Ashkanasy (in press) points out that higher quality relationships between leaders and members are associated with positive emotions. LMX can have a profound impact on motivation and work effectiveness. Prior research has found that LMX quality is related to job performance, satisfaction with supervision, overall satisfaction, commitment, role conflict, role clarity, member competence, and turnover intentions (Gerstner & Day, 1997). Within the military context, this translates into increased follower obedience to orders, increased technical performance levels and, in combination with other followers efforts, contributes to the overall military effort. For

this reason, it is highly desirable for a leader to be able to manage follower emotions and moods.

Misuse of Emotions – Unintended Consequences

We have argued that the idea of a highly emotionally intelligent leader, displaying transformational behaviors to elicit emotions in followers to achieve organizational goals is highly desirable. As described previously, this management of follower emotions can lead to positive outcomes such as increased follower obedience and efforts to perform. Nonetheless, leaders may misuse their emotional intelligence skills for purposes other than to achieve organizational goals. Skilled leaders may manipulate followers' emotions for purposes other than organizational objectives, without the followers being conscious of the manipulation. Just like general intelligence, however, emotional intelligence can be used for positive or negative purposes.

Howell (1988) and Conger (1990) note that a key function of leaders is to control resources and information (see also Weierter, 1997). Consequently, leaders have the potential to manipulate followers and to use evasive tactics. Conger (1990) suggests that transformational and charismatic leaders have the potential to initiate negative outcomes because of their special skills that enable them to motivate followers to perform at higher levels of effort. We suggest that these "special skills" are the ability to manage followers' emotions, where the skills stem from leader's emotional intelligence.

Leaders high on emotional intelligence can manipulate followers' emotions when creating and communicating a vision, and when utilizing their impression management

skills (Dasborough & Ashkanasy, 2002). These skills contribute to building the potential of a transformational leader to become destructive as well as constructive; and can lead to behaviors such as exaggerated claims for the vision, manipulation of audiences through images of uniqueness, and distracting attention away from negative outcomes, etc (see Conger, 1990).

Charismatic leaders make use of their emotional intelligence to achieve their objectives. Charismatic leadership results from the social relationship between leaders and followers, rather than from an individual personality alone (Weierter, 1997). A charismatic leader can have a large and unusual impact on followers; such that followers feel strongly affiliated with the leader and have an unquestionable willingness to obey the leaders' instructions (Conger, 1990). This is possible due to the charismatic leader being able to control his/her own and others' emotions (Ashkanasy & Tse, 1995). Charismatic leader and transformational leader are terms that are often used interchangeably. Transformational leadership embraces charismatic leadership (Ashkanasy & Tse, 1995); and Bass (1990) suggests that charisma accounts for most of the variance in transformational leadership studies.

We argue that a leader's emotional intelligence implies an ability to display emotion that can facilitate transformational and charismatic leadership, but it also can enable Machiavellian leaders to disguise their real intentions. Machiavellianism (Mach) is a critical personality characteristic of leaders (Deluga, 2001). Christie and Geis (1970) describe high Machs as being manipulative and skilled at influencing others. Deluga notes that followers often confuse charisma and Machiavellianism. This is where the

danger of high emotional intelligence enters the equation. High Machs are better at concealing their true intentions and therefore are able to manage the perceiver's attributions of intentionality. We propose therefore that leaders high on Machiavellianism may be able to conceal their intentions from followers, and therefore may be perceived as being true transformational leaders, when they are in reality *pseudo* transformational leaders as we explain next.

This style of leadership has been dubbed 'pseudo transformation leadership' (Bass, Avolio, & Atwater, 1996). As such, it represents the 'the dark side' of transformational leadership (Howell, 1988; Conger, 1990; Howell & Avolio, 1992). Conger (1990) has drawn attention to this side of transformational leadership, whereby the leader's ability to influence the followers may be used to achieve undesirable aims. Bass et al. (1996) coined the term pseudo transformational leadership to differentiate this from true transformational leadership, where the leadership is a positive force operating to achieve legitimate organizational objectives. Pseudo transformational leaders, however, may display similar types of behaviors as those of a true transformational leader, so that the difficulty for followers is to determine if the leader's intentions or motives are legitimate

Weierter (1997) argues that transformational leaders may be destructive if they are self-serving, with an internal focus. Bass and Steidlmeier (1999) support this view, stating that these pseudo transformational leaders behave unethically and immorally. The behavior of these leaders is said to be problematic when their behaviors are focused purely on personal gain, become exaggerated, or lose touch with reality (Conger, 1990).

In the case of pseudo transformational leadership the leader uses her skills to manipulate followers in a controlling manner considered to be insidious or unfair by the follower (see Owen, 1986; Ferris, Bhawuk, Fedor, & Judge, 1995). Deluga (2001) compares this type of behavior with Machiavellianism (cf. Christie & Geis, 1970).

Pseudo transformational leaders often create crises, “affective hassles”, for followers. The leader evokes intense negative emotions in followers, such as fear, terror, anger, and loathing. The purpose is to enhance their own power, to gain public support for their arbitrary actions, and to divert attention away from real problems (Bass, 1998). Another example of the misuse of follower emotions is when pseudo transformational leaders arouse high intensity positive affect in their followers. The leader arouses the followers into a state of frenzy, such that the followers are so excited they take hasty actions (Bass, 1998). Emotionally driven actions that result from such excitement can lead to poor outcomes, such as endangering others. Pseudo transformational leaders are high on emotional intelligence, using this skill to monitor and manipulate the followers’ emotional states to benefit their own agenda regardless of the impact on the organization.

Most cases of real-life pseudo transformational leadership are within political or military contexts, for example, Hitler, Mussolini, Franco, Saddam Hussein, etc. Thus the Canadian Forces Leadership Institute could possibly avoid such unintended consequences by learning more about the potential for leaders to behave in undesirable ways and how these leaders may be discovered. In this respect, one solution may be through the emotional intelligence of followers. Dasborough and Ashkanasy, (2002)

suggest followers who are high on emotional intelligence are likely to detect when their emotions are being manipulated for purposes other than organizational goals. We take up this point in the following paragraphs.

Emotionally Intelligent Followers

Mayer and Salovey (1997) discuss how emotional intelligence influences individuals' perceptions. For example, if a follower is high on emotional intelligence, he or she may have a more accurate perception the leader's behavior, especially when the leader attempts to influence the follower's emotional state, therefore resulting in the formation of more accurate attributions of the leaders behavioral intentions. In turn, a more accurate assessment of the leader's motives should lead to a more precise classification (either a true or pseudo transformational leader) (see Dasborough & Ashkanasy, 2002).

Another affective factor influencing follower perception of leader behavior is the mood being experienced by the follower at the time of the leader behavior. Mood, or state affect, is defined by Forgas (1992) as "low intensity, diffuse, and relatively enduring affective states without a salient antecedent cause and therefore very little cognitive content" (p.230). Forgas and George (2001) suggest that moods provide the underlying affective context for most of our behaviors and ongoing thought processes. Consistent with these authors, we propose that the positive or negative mood of the follower observing the leader behavior will influence how the follower initially perceives that behavior. Specifically, positive mood will be associated with more positive interpretations of the leader's behavior, while negative mood will be associated

with more skeptical interpretations. Followers high on emotional intelligence will be able to control and to understand their mood states, and therefore are more likely to resist the influence attempts of pseudo-transformational leaders. In the military context, where troops are expected to obey their leaders, this often translates to reporting inappropriate leadership to higher authorities.

Theoretical Implications

One important area of theoretical development is within the domain of transformational leadership. Our findings suggest that, to evoke positive emotional responses in followers, leaders must display behaviors associated with transformational leadership. Transformational leaders charismatically inspire their followers to achieve a vision, such that the followers feel highly motivated and strongly connected to the leader (Bass, 1998; Conger & Kanungo, 1998). The elements of transformational leadership are individualized consideration, inspirational motivation, intellectual stimulation, and charisma or idealized influence (see Bass, 1998). We argue that each of these transformational leadership behaviors lead to affective events for followers, which bring about positive follower responses.

Prior research on leader-member exchange relationship (LMX) quality has found that high leader-member relationship quality is related to increased job performance, satisfaction with supervision, overall satisfaction, commitment, and turnover intentions (see Gerstner & Day, 1997). We suggest that these outcomes are related to emotional responses of followers to specific leader behaviors within leader-member interactions.

Ashkanasy (in press) points out that higher quality relationships between leaders and followers are associated with positive emotions. Thus, future LMX research should consider specific interactions between leaders and members, as well as emotional responses following these interactions. This may provide a further potential explanation for LMX quality and outcomes.

The model presented in this paper also contributes to theoretical development by incorporating the notion of emotional intelligence into AET and leadership theory. This is essential for the development of emotional intelligence as a valid theoretical construct. Emotional intelligence, despite early reservations, continues to be a popular topic in management, evidenced by the many book sales and article publications. More recently, scholars have begun to take serious academic interest in emotional intelligence. Progress has been made in the measurement of emotional intelligence (see Caruso, et al., 2001), and researchers are now investigating relationships between emotional intelligence and other variables critical to management, including leadership.

Finally, our model incorporates the idea that the emotional intelligence of the followers also plays a part, especially when the leader behaves in a 'pseudo-transformational' fashion, where s/he places personal aims above organizational (military) objectives, and uses emotion to manipulate followers inappropriately.

Practical Implications

Previously, recruitment, selection, promotion and development of leaders have focused on traits such as cognitive ability and persistence (see Bass, 1998). Given the role of emotions in leadership, we argue now that emotional intelligence is another trait of

great importance, which should also be considered in human resources policies. The concepts outlined in this paper can be utilized to develop a framework for leadership training based on the principles of emotional intelligence and the social psychology of interpersonal relationships. Emotional intelligence can be used for selection purposes, along with other job related criteria based on detailed job analysis. Further, it can be developed over time through training focusing on specific emotional skills (Mayer, Salovey & Caruso, 2002). It is also important for followers of leaders to be high on emotional intelligence, thus policies relating to lower levels of the hierarchy also need to include this competency as a requirement. We are confident that this framework will prove to be of immediate application in leadership development for the Canadian Forces.

Conclusion

This paper serves to explicate further the nature of relationships between leaders and their followers. In particular, it draws attention to the role of emotions in the Armed Forces and how leaders may use emotions to achieve military desired objectives. The aim of this conceptual approach was to shed light on why emotions are so important in the process of leadership, what happens, and how leaders can use this knowledge to improve their leadership behaviors. The specific intention was to focus on how leader behavior evokes emotional responses in followers, bringing about particular consequences in terms of follower cognition and subsequent follower behaviors. The management of emotions is a crucial skill practiced by effective leaders. Such leaders will use emotionally intelligent behaviors to harness the moods and emotions of followers. As a result, they will attract

the admiration of followers, and ultimately promote achievement of organizational goals through supplying constant positive emotional uplifts for followers.

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Figure 1: A Model of Leadership and Emotions within a Military Context

