

5-30-2023

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Recommended Citation

Cavins, Bryan (2023) "Positive Psychology and Employee Services," *Visions in Leisure and Business*: Vol. 25: No. 1, Article 6.

DOI: <https://doi.org/10.25035/visions.25.01.06>

Available at: <https://scholarworks.bgsu.edu/visions/vol25/iss1/6>



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POSITIVE PSYCHOLOGY AND EMPLOYEE SERVICES

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ABSTRACT

Emotional and social intelligence is often forgotten element in the development of management styles that has the possibility of increasing effectiveness that relates to the achievement of organization and individual goals. This is the process that has the potential to achieve cooperation and understanding of the different employer and employee positions. It is a framework that can provide a basis for the development of a common understanding as well as respect for each his position. This is the starting point for the development of effective management programs.

Key Words: emotional intelligence, leadership effectiveness, social intelligence, relational leadership, transformational leadership.

INTRODUCTION

There is a new generation of thinking beyond traditional employee development programs, such as Deming's Model, Total Quality Management. This approach focuses on Positive Psychology as a framework for developing healthy and productive employee programs. The underlying philosophy is that individuals who feel good about themselves and their work will transfer these attributes to other aspects of their lives and their work performance. The focus is on skill development, role clarity and fit, positive work team interactions, and building positive relationships among managers and employees built on mutual value, trust, and respect. Success in this case is the intervening variable that gives rise to productivity and loyalty that is developed in a family-type atmosphere.

For most of its existence, psychology has focused on what troubles individuals and organizations. In recent decades, the study of positive psychology has gained acceptance and momentum. According to the University of Pennsylvania, Positive Psychology is "the scientific study of the strengths and virtues that enable individuals and communities to thrive" (<http://www.ppc.sas.upenn.edu/>). Furthermore, they go on to explain that the field of Positive Psychology is "founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play." Researchers' purpose that Positive Psychology has "three central concerns: positive emotions, positive individual traits, and positive institutions.

"Positive Institutions," is described by researchers at the University of Pennsylvania as the importance of creating employment and work experiences that are helpful for both for the employee and the employer. Research indicates that healthy and positive work environments create both positive outcomes for employees and organizations. Turner, Barling, and Zacharatos (2002) described a healthy work environment is one that promotes "both psychological and physical well-being." (p. 715). The focus of organizations should be determined how to create an optimal work environment and relationships that contribute positively to the well-being of their employees. In developing this environment, a reciprocal nature between employee happiness and employee performance will occur. Organizations that have made it their mission to create these types of positive environments for their employees have had productive results.

Turner, et al. (2002) explains the importance of Positive Psychology at work as it relates to coping with the competitive, fast-paced and changing complexities found in today's work setting. Furthermore, changes in work structure like part-time employment, downsizing, "lean" strategies, and diminishing resources can lead

employees to feel a lack of control of their work, high pressure for productivity and place extreme strain on working relationships. Unfortunately, high pressure to produce and strained relationships correlate negatively with productivity. In these conditions, employees and workers begin to "feel disenfranchised with their jobs and their quality of work life decreases.

This essay explored how employers and organizations cope with the intense dynamics of modern business. It explored and discussed the services and structures offered by organizations that contribute to individual and organizational success and a positive work environment for their members.

MODEL FOR HEALTHLY WORK ENVIRONMENT

A model of healthy work includes relational leadership, high autonomy, and positive team and work group experiences that lead to advantageous outcomes (Knowles and Mainiero, 2021). A job characteristics model discusses five characteristics and three psychological states that lead to positive personal and work outcomes. Researchers have identified three job characteristics and the importance of teams and work groups for psychological well-being. Appropriate work load is positively associated with physical health and positive mood.

Healthy work is an essential aspect of management, not only for the well-being of employees but also for the overall performance of the organizations. Turner et al.'s (2002) model for healthy work and the job characteristics model provide a framework that highlights the factors that contribute to a healthy workplace culture. This essay discussed these models and explored how organizations can promote healthy work by focusing on relational leadership, autonomy, positive team and work group experiences, role breath self-efficacy, well-being, physical safety, proactivity and mastery, growth, and organizational citizenship.

Turner, et al. (2002) found that the combination of relational leadership, high autonomy, and positive team and work group experiences that lead to the following healthy outcomes:" (p. 718)

- Role breath self-efficacy
- Well-being
- Physical safety
- Proactivity
- Mastery
- Growth
- Organizational Citizenship

They describe a model for redesigning work that will improve employee effectiveness and well-being. This model discusses five characteristics (a.) skill variety, (b.) task identity, (c.) task significance, (d.) task autonomy, and (e.) task feedback. With these five characteristics they lead to three psychological states: (1.) perceived meaningfulness of work, (2.) felt responsibility for outcomes, and (3.) knowledge of results. When these five characteristics and psychological states are achieved, employees display "a range of positive personal and work outcomes, including greater work motivation, performance, satisfaction with work, and lower absenteeism and turnover as a result of job quality" (p. 717). Research conducted with this model indicates, "high task control and feedback are crucial for maximizing the motivational and learning potential of the job. Being engaged in a quality job results and feelings of meaningfulness and significance for employees while also encouraging their acquisition of greater knowledge, a sense of mastery, and an overall well-being (p. 717).

Researchers have identified:

Three Job Characteristics that relate to how work is experienced:

1. Role clarity
2. Role of agreement
3. Role load
4. Teams and Work Groups
5. Transformational Leadership

"Ideally, employees should have challenging jobs designed with considerable latitude, as typically a job that is perceived by the incumbent to be clearly defined and of an appropriate load is the most unofficial to both the worker and the organization." A broad base of research has explored how having sufficient information and predictability in one's work, restricted sets of demands and ask that patients, and work that is challenging yet manageable can affect employee morale and job-related well-being. Appropriate work load is positively associated with physical health, positive mood.

Teams and work groups are defined as "any entity comprising individuals who perform tasks and then enter dependent fashion to meet the goals of an organization, and who can readily distinguish themselves from other workgroups." Teams and work groups essentially described the importance of the social context of work to psychological well-being of employees (References: <http://www.ppc.sas.upenn.edu/>).

Healthy work helps boost employee engagement which ultimately results in higher productivity leading to better organizational performance. Through Turner et al.'s (2002) model for healthy work and the job characteristics model, organizations can promote a

healthy workplace culture by prioritizing relational leadership, autonomy, positive team and work group experiences, breath self-efficacy, well-being physical safety proactivity and mastery growth, and organizational citizenship. Ultimately implementing this model can lead to an environment where employees feel valued while providing opportunities for professional development resulting in higher commitment levels, engagement rates, as well as increased profitability.

EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS

Emotional Intelligence (EI) and Leadership Effectiveness are two distinct yet interconnected concepts that have garnered significant attention in research and practical applications. Emotional intelligence refers to the ability to recognize, understand, and manage emotions effectively in one and others. Leadership effectiveness is about achieving organizational goals through effective management of human resources (Robbins, et al., 2017). The relationship between emotional intelligence and leadership effectiveness examined how emotionally intelligent leaders manage their emotions, adapt to new realities, communicate a vision for a brighter future, use transformational leadership theory elements as well as similarities and differences between EI & transformational leadership (Xu, et al.,2015).

Emotional understanding forms an essential part of individual and societal relationships. By understanding one's own emotions and those of others, leaders can create positive relationships with team members that foster trust, cooperation, collaboration leading to better decision making processes (Goleman, et al., 2013; Sala, 2002; Salovey, et al., 2003). There are common emotional intelligence elements shared among effective leaders such as empathy (Showing concern for staffs' needs), self-awareness, knowing one's strengths/weaknesses, and social skills (Ability to interact effectively with people). Modern leadership necessitates change in capabilities; hence emotionally intelligent leaders must possess transformational competencies that promote growth in mindset rather than a fixed mindset which caters only for routine operations.

In the last two decades of the 20th century and more recently in the 21st century, a significant amount of research and attention has been given to identifying relationships between emotional and social intelligence regarding, life satisfaction (Palmer, Donaldson, & Stough, 2002), personality (Higgs & Rowland, 2001; Schulte, Ree, & Carretta, 2004), social relationships (Lopes, Salovey, & Straus, 2003; Massey, 2002), team performance (Rapisarda, 2002), education (Jaeger, 2003; Zeidner, Roberts, & Matthews, 2002), outdoor leadership training (Thompson, 2004) and most significant leadership (Goleman, 1998, 2001; Dulewicz & Higgs, 2003; Cherniss & Goleman, 2001).

Massey (2002) further discussed the importance of emotional thought as related to modern daily environments, events, and behaviors, such as the creation of societal norms and values, the impacts of consumer marketing, the influence of political behaviors, the establishment of social fears, prejudices, and stereotypes, and the effects of increasing urbanization (pp. 21-24). He explained that it is emotions, and particularly our emotional memory, that often function at a subconscious level. For example, when we observe media outlets and other daily events, e.g., crime and violence, news broadcasts, and various advertising mediums, these images fix readily into our emotional and strongly subconscious memory. These memories, Massey explained, impact our perceptions of the world and how we interact socially within our increasingly urban communities. It is clear then that emotional understanding is significantly valuable to both individual and societal relationships (Schutte et al., 2004).

Historically, social changes have been charted, coordinated, and led by a few leaders who had the ability to energize and motivate constituents or community members to stand tall, shed fears, and push forward the need for change. With this in mind, and the increased popularity of EI, researchers began to study the connection between EI and leadership effectiveness (Boyatzis, et al., 2013; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002; Goleman, Boyatzis, and McKee, 2013; and Caruso & Salovey, 2004). Dulewicz and Higgs (2003), for example, identified common EI elements that have been linked to effective leadership characteristics: (a) self-awareness, (b) emotional resilience, (c) motivation, (d) interpersonal sensitivity, (e) influence, (f) intuitiveness, and (g) conscientiousness and integrity (p. 207). In light of the increasingly complex and changing world, researchers have highlighted leadership change competencies as paramount to modern leadership effectiveness (Higgs & Rowland, 2001; Mumford, et al., 2000; Yukl & Lepsinger, 2004). Goleman, et al. (2002), when talking about building a culture of change in an organization, assert the following:

Emotionally intelligent leaders know how to manage their disruptive emotions so that they can keep their focus, thinking clearly under pressure. They do not wait for crisis to catalyze a need for change; they stay flexible, adapting to new realities ahead of the pack rather than just reacting to the crisis of the day. Even in the midst of vast change, they can see their way to a brighter future, communicate a vision with resonance, and lead the way. (p. 247)

Organizational change is often considered a transformational process and has been linked to individual attitude, personality, and emotional intelligence (Vakola, Tsaousis, & Nikolaou, 2004). Therefore, transformational leadership theory is one of several theories that focus on the importance of creating a positive and reciprocal relationship between leaders and constituents for organizational success. Yukl (1999) described a transformational leadership connection in which, “followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do” (p. 286). Sosik and Megerian (1999) identified four characteristics which overlap with EI and transformational leadership: (a) well-developed social and emotional skills, (b) an increased level of self-motivation, (c) an ability to stimulate team member development and performance, and (d) a leader’s ability to provide personal attention to each team member. Ultimately, leadership is a social and emotional process, and effective leaders are able to harness those social and emotional components to successfully guide

organizations through change.

The relationship between Emotional Intelligence and Leadership Effectiveness determines how emotionally intelligent leaders manage their emotions, adapt easily to new realities communicate an inclusive vision of success that stimulates constituents positively towards organizational growth. Additionally, it highlights similarities/differences between EI and transformational leadership theories as well as real-life situations where emotional intelligence has been applied successfully for effective leadership outcomes. By acknowledging the value of emotional intelligence competencies and positive relationships via transformative interactions within organizations' structures/entities, like mentorships, organizations can create an environment that fosters collaboration leading to enhanced performance outcomes.

RELATIONAL LEADERSHIP

Effective leadership is about creating reciprocal relationships between the leader and followers. The concept of transformational leadership empowers, educates, encourages, and eventually transforms constituents (Herman, et al., 2017; Lussier, & Achua, 2015). Kouzes and Posner's (1987; 1998; 2002; 2021) Five Practices of Exemplary Leadership Model includes Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. Modeling the Way involves reflecting on personal values and setting an example. Inspiring a Shared Vision involves creating a vision that is attainable and attractive and connecting it to the hopes and dreams of constituents. Challenging the Process involves pursuing innovation and change incrementally and taking calculated risks. Enabling Others to Act involves fostering collaboration and building trust by supporting a team effort (Zacharatos, et al., 2007; Wilson, 2019).

The relational leadership paradigm considers personal leadership behaviors used during times of leadership effectiveness and organizational success (Bognar, 2021; Salovey & Mayer, 1990). The Kouzes and Posner model of exemplary management practices emphasizes the importance of building trusting and collaborative relationships with constituents. This includes creating cooperative goals, empowering constituents to share leadership and make discretionary decisions, and encouraging their hearts through celebrations and rituals. The model is based on the leader's ability to generate, encourage, and promote healthy, reciprocal, and collaborative relationships, which is connected to emotional intelligence constructs (Kouzes, and Posner, 2019) . The transformational model of leadership has come close to identifying the boundaries of leadership thinking in today's organizations. A leader's ability to establish and maintain interpersonal relationships that embrace and enhance the personal feelings and well-being of constituents requires emotional intelligence (.Dunn, Dastoor, and Sims, 2012)

Effective leadership is crucial to an organization's success, and studies have shown that leaders who establish reciprocal relationships with their followers are more likely to achieve positive outcomes (Riggio & Lee, 2007). Relational leadership emphasizes the importance of building connections between leaders and followers through mutual respect, trust, and open communication. The theory of relational leadership examines the key components, including transformational leadership, Kouzes and Posner's model includes exhibiting the way practice, inspiring a shared vision practice, challenging the process practice, enabling others to act practice and reciprocal relationships between leaders and followers.

Leadership is about creating reciprocal relationships between the leader and followers, subordinates, or constituents that in turn creates the foundation for organizational and group success (Bass, 1985; Chemers, 1993; Komives, Lucas, & McMahon, 1998; Kouzes & Posner, 2002; Potter, Rosenbach & Pittman, 2001). Yukl (1998) described a relationship between leaders and constituents that promoted a shared view of leadership and empowered members within a team or organization, regardless of hierarchical status, to demonstrate leadership behaviors when pragmatic situations dictate the need (p. 3). Komives, Lucas, and McMahon (1998) encouraged leaders to define management as a holistic and socially beneficial construct that they defined as “a relational process of people together attempting to accomplish change or make a difference to benefit the common good” (p. 21). The Kouzes and Posner’s Five Practices of Exemplary Leadership Model have been noted for its contributions to the relational leadership paradigm (Komives, Lucas, & McMahon, 1998; Endress, 2000; Berg, 2003).

Sashkin and Rosenbach (2001) explained that there has been a paradigm shift in leadership theory and practice in recent decades. They purported that many of the contemporary models of leadership, including Kouzes and Posner’s, are rooted in Burns’ (1978) comparison between transformational and transactional views of leadership. The concept of transformational leadership was founded on the increased importance placed on followers within the leadership paradigm. Burns (1978) explained that leaders employ both traditional “transactional” practices such as, creating goals, delegating tasks, and managing goal attainment, as well as “transformational” practices that empower, educate, encourage, and eventually transform constituents (p. 39). Burns’ view of transactional and transformational leadership placed the two concepts on a continuum, whereby a leader’s style fit some point along the continuum between transactional and transformational. Bass (1985) later identified the two leadership approaches as two separate leadership dimensions and he created the Multi-factor Leadership Questionnaire (MLQ) The MLQ measured both transactional leadership, as well as transformational leadership. The transactional aspect of the MLQ measured three subcategories: laissez-faire, contingent reward and management by exception. The transformational leadership aspects measured by the MLQ included charisma, inspiration, individualized consideration, and intellectual stimulation. Sashkin and Rosenbach (2001) explained that even though Bass’s theory of transformational leadership helped to expand Burns’ works, it lacked both the study of “personal” leadership characteristics and the impact of culture within an organization. Kouzes and Posner (1987) followed the works of Burns (1978) and Bass (1985) and created a model of transformational leadership that considered personal leadership behaviors used during times of leadership effectiveness and organizational success.

Kouzes and Posner (1987) expanded Bass's theory by conducting research in the area of "personal best" leadership experiences. They developed a "Personal-Best Leadership Experience" questionnaire, asked thousands of managers to complete the questionnaire, and conducted many follow-up interviews to gather additional information. The personal-best questionnaire asked managers to pick a project, program, or event that they characterized as their "personal-best" leadership experience. After analyzing the data collected from questionnaires and interviews, Kouzes and Posner found that despite the variety in situations and types of leadership experiences, similar patterns were identified related to actions taken by the leaders during the experience. Through the analysis process they identified "Five Practices of Exemplary Leadership" that contributed to "getting extraordinary things done in organizations": (a) Modeling the Way, (b) Inspiring a Shared Vision, (c) Challenging the Process, (d) Enabling Others to Act, and (e) Encouraging the Heart (Kouzes & Posner, 2002, p. 13). In their third edition of *The Leadership Challenge* (2002) Kouzes and Posner outlined two "commitments" of leadership for each of the five leadership practices.

The first practice is "*Modeling the Way*," in which leaders role model the behaviors they want to see in their constituents. Through action and involvement, leaders earn the right to lead and the respect of their followers. Kouzes and Posner (2002) explained that there are two courses of action, or commitments, that a leader needs to consider when improving the practice of *Modeling the Way*. First, leaders need to reflect on and clarify personal values, which will in turn build confidence in and guide personal decisions and thoughts. The second commitment is setting the example, and it involves generating shared values within the organization and basing organization decisions and practices around those established values. In many ways, *Modeling the Way* is about fostering common practices within the organization and then encouraging, motivating, and role-modeling those practices throughout the organization (pp. 43-105).

The second leadership practice is "Inspiring a Shared Vision." This is when the leader imagines what the organization could be and then creates a vision that is attainable and attractive. The leader connects this new vision to the hopes and dreams of his or her constituents to generate passion and enthusiasm for realizing the vision. To do this, a leader must first commit to the charge of exploring exciting and courageous new opportunities assertively. Second, the leader must be committed to breathing life into the vision by encouraging shared aspiration. This commitment is accomplished by relationship building, and it is about aligning a shared vision that promotes both organizational and constituent success (pp. 109-170).

The third leadership practice is "*Challenging the Process*." Exemplary leaders are pioneers who know that innovation and change involves "experimentation, risk, and failure" (p. 17). A leader understands that change can feel uncomfortable and then builds constituent confidence by pursuing change incrementally and by accomplishing small victories. In this practice, leaders are proactive, not reactive, and they are committed to seeking out innovation that will change and help the organization grow and improve. The second commitment in this area has to do with the

leader's ability to take calculated risks and to experiment with ideas and organizational practices to improve and grow (pp. 173-237).

The fourth leadership practice involves "*Enabling Others to Act.*" Successful leaders understand that leadership is a team effort and are not afraid to share the leadership process. Leaders foster collaboration and build trust by supporting and encouraging their constituents to do good work. Leader's who are able to build trusting and collaborative relationships find that their constituents are higher performers and even exceed their own personal expectations (p. 19). The first commitment in this category is a leader's commitment to creating and encouraging cooperative goals and building trust within the organization. A leader can accomplish this by generating positive and healthy relationships in the work environment. The second commitment is relative to the leader's willingness to empower and support opportunities for constituents to share leadership and make discretionary decisions. In *Enabling Others to Act*, leaders demonstrate their trust and commitment to the growth and development of their constituents (pp. 241-311).

Finally, exemplary leaders "*Encourage the Hearts*" of their constituents to help them carry on in the face of challenge, frustration, and discouragement. Leaders know that "celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through extraordinarily tough times" (p. 21). Encouraging leaders have high expectations of themselves, as well as their constituents and they are committed to rewarding and providing the support to help constituents meet expectation. Leaders provide clear direction, encouragement, and feedback and stay actively aware of the motivational climate within the organization. Additionally, encouraging leaders create a spirit of community by scheduling and planning opportunities for celebrating organizational values and accomplishments. These leaders generate communal relationships by staying positive, being compassionate and caring, and generating an atmosphere of fun and excitement about the future direction of the organization (pp. 315-380).

Underlying Kouzes and Posner's model of exemplary leadership practices is the leader's ability to generate, encourage, and promote healthy, reciprocal, and collaborative relationships. This interpersonal or relational aspect of leadership has recently been connected to the emotional intelligence constructs that have gained popularity in recent decades (Mayer & Salovey, 1997; Mayer, et al., 2004; Bar-On, 1997, 2002 and 2005; Goleman, 1995; Salovey & Mayer, 1990). Higgs (2002) explained that leadership has evolved from a personality or trait based leadership paradigm, through a behavioral and contextual (or situational) period and more recently the transformational/transactional models. He also purported that "the transformational model [of leadership] has come close to identifying the boundaries of leadership thinking in today's organizations" (p. 203). Dulewicz and Higgs (2003) also demonstrated that Kouzes and Posner's model, which typifies transformational/transactional models, focuses more thinking on the emotional aspects of leadership. Additionally, Dulewicz and Higgs explained that a leader's ability to establish and maintain interpersonal relationships that embrace and enhance the personal feelings and well being of constituents requires emotional intelligence.

Relational leadership emphasizes that effective management is not only about directing people but also establishing reciprocal relationships based on trust and mutual respect (Yoelin, et al., 2017). The theory's components discussed highlight how transformational leadership empowers constituents through modeling values desired by a leader; inspiring a shared vision based upon hope for constituents; challenging processes incrementally while taking calculated risks; enabling others to act by delegating responsibilities throughout teams who share ownership of tasks leading to stronger commitment levels than those typically experienced under traditional management structures (Dale, 2021).

IMPLICATIONS AND RECOMMENDATIONS

These implications and recommendations are based upon clinical observations and have been tested through various employee counseling programs. They are not absolute but provide a guide to explore critical issues.

Observations

Individuals who demonstrate higher levels of emotional intelligence have a positive self-image and view their lives in a optimistic fashion

Individuals who have a positive perspective on their lives are optimistic and generally cheerful

Individuals who are happy and have a positive self-worth are typically confident in their future

Individuals with a positive perspective have adaptability which indicates an ability to assess a difficult situation and determine the best way to approach problems and solutions

Participants with high levels in interpersonal skills demonstrate an ability to interact and empathize with others, which often involves a high level of social responsibility and are typically very dependable

Leadership development is a combination of both leadership education and the application of leadership experiences

Leadership development requires a combination of leadership education first followed by a practical team experience in a leadership role

Emotional intelligence is pretty consistent among the genders; however, women have higher interpersonal competencies like emotional awareness

Men are more transactional and task oriented

There is a strong relationship between academic achievement and emotional intelligence

Emotional intelligence increases with age and levels off after the 70s

Leadership development programs that focus on value clarification, interpersonal communication, community service, and critical thinking may add to an increase in emotional intelligence

Individuals with high levels of assertiveness can express their feelings, thoughts, and beliefs and defend their rights in a non-destructive manner

Participants with mothers who had higher levels of education have a higher level of empathy

Positive coaching by parents lead to the positive emotional development in their children

Positive involvement of the father generally benefits the maturation of the children in a positive way

Individuals with positive relational leadership create a positive connection with their constituents, which has proven over time to hold the organization together during times of stress and uncertainty

Recommendations

Because of life complexity and societal stresses more leaders need to be developed with stronger levels of emotional intelligence and a relational leadership style

Leadership practices are about setting an example within an organization and displaying a high level of personal integrity and positive energy

Employees who are independent, self-directed, and have self-control have reflective thinking and action

Leaders who have demonstrated a high level of emotional intelligence show a strong ability to create and share a vision

Leaders with high levels of emotional intelligence can manage stressful situations and solve problems to help organizations adapt and overcome organizational setbacks

Leaders who create a team environment develop a collaborative atmosphere that feels like a cooperative family where members own a part of the organization

Leaders who encourage team members promote a high level of self-regard and self-actualization

Strong leaders have a capacity to recognize and celebrate the accomplishments of their team and/or additional achievements

A leader's level of empathy is indicated by their ability to appreciate and understand the feelings of their team members as well as demonstrate concern for their well-being

There is a strong connection between emotional intelligence and leadership performance

Top performers are described as having a well-developed emotional capacity

Bottom performers have a lower level of social responsibility, which is demonstrated through interpersonal skills and an ability to get along better with people, understand and relate well with

people in a variety of settings, build trust with people, and be a part of the team, and are and maintain positive expectations regarding social exchanges

Bottom performers' can be successful in high school because of their high level of confidence and personal assertiveness, but this do not indicate that they will be successful in a leadership program in college

CONCLUSIONS/PROGRAM RECOMMENTATIONS

Development of innovative and meaningful leadership opportunities should be incorporated in emotional intelligence content and curriculum

Having a systematic, long-term, and comprehensive program shows great success as opposed to a short term leadership development initiative

A key component of the leadership development program is building opportunities for constituents to learn how to cope with change and make positive a differences in society

Leadership programs that are designed to be short term quick fixes have short-lived outcomes and demonstrate marginal success and because of the lack of investment in developing leaders

Comprehensive programs that provide systematic, progressive and development of appropriate content and leadership practices show the greatest level of success

Leadership development programs that support knowing one's self is the start of leadership development and emotional intelligence and is a vehicle for self-exploration and self-discovery

Top performers in a program have a high GPA, therefore, leadership development programs should also incorporate academic achievement early and continuously throughout the process

Successful leadership development programs incorporate practical leadership experiences that include the observation of other leaders, and the development of mentors, and sequentially show leadership growth opportunities that allow participants to take risks, be assertive, and learn through trial and error

Through the structured programs, participants receive frequent feedback and an opportunity for personal reflection

Programs that have adequate financial assistance have a comprehensive, systematic, and progressive leadership development program

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