

Passion killers

The art of passion killing in the
age of stress and anxiety

by

Phillip Walden Bowen

Cognitive Science and Psychology



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For Sonia

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Foreword

by Professor Simon Burtonshaw-Gunn

Let me start by saying that unlike its title this book is most obviously written as a result of a high level of passion for the subject of leadership and emotional intelligence in a twenty-first century setting. Indeed the enthusiasm of its author (Dr. Phil Bowen) for the subject is clearly demonstrated in the amount of work undertaken to bring together issues of workplace stress, leadership and a range of personal questions faced by a significant proportion of those employed in the higher education sector where this study is principally focused. However, this should not be seen as a limitation as both the theoretical application and the narrative of lessons learnt here are fully applicable to organisations in a much wider setting such as those involved in the management of organisations in the public, private and charity sectors.

For me, it is interesting that my relationship with the author is unintentionally coincidental with work on this publication which started, as with most projects, from a general interest leading to more in-depth study for Phil's doctorate degree whilst he was lecturing on leadership, change management and other aspects of human resource management to both undergraduate and post graduate university students. As such, the breadth of issues that are discussed and distilled here provide an excellent platform for those readers new to the subjects of leadership, motivation and emotional intelligence through to those with more in-depth knowledge and practical experience. For both groups, however, the significant list of referenced sources provides guidance to additional reading; and for those undertaking academic studies, this serves as an ideal springboard to further research activities.

Whilst we all have a new personal understanding of the term '*virus*', as the world of 2020 is in the grip of the Covid-19 pandemic, in this book, Phil suggests that '*passion killers*' are a pathogen – a virus which can spread through an organisation with massive demotivational and destructive consequences. On the other side, he also describes the workplace environment being populated by "*passion thrillers*" with the obvious need for these attributes to be valued and nurtured by leaders as a fundamental part of a culture change programme; leading not only to enhanced production and financial performance but increased productivity, motivation and mutual respect for teams and individuals. Given this obvious and simple choice, this book provides first-hand accounts of toxic leadership in the higher education setting with a clear alignment to what Dr Bowen describes as "*passion killing*" often destroying

creativity and commitment in favour of protecting the leaders own career position.

Whilst this book provides the reader with examples of “*passion killing*” what is clear is that today’s leaders need to engage with those passion thrillers that excite the workforce and on this task, several suggestions as to factors that can be adopted to engage and encourage passion are discussed alongside recommendations to support those faced with the alternative “*passion killer*” leaders.

In all of this, there is one clear over-riding message: ‘*passion*’ is the added value that can differentiate one organisation from another for a competitive advantage and greater well-being of staff. Why wouldn’t you want to harvest this???

Professor Simon Bartonshaw-Gunn

Author's Biography

Phillip Walden Bowen PhD

Phil Bowen holds a PhD in emotional intelligence. He also holds a Masters in European Human Resource Management and Development. Phil has built a career, in the UK, working for local government and laterally as a university lecturer in human resource management, organisational behaviour and leadership. He is a published author that includes the 2019 book *“emotional intelligence: does it really matter?”* Published journal articles embrace topics that include emotional intelligence, physical and psychological well-being, stress management, coping, ethical decision making, intra and interpersonal relationships, student retention, quality cultures and research methodology. Phil is a passionate lifelong learner. He is fascinated by organisational/individual behaviour and the role emotional intelligence has to play in improving the way people cope with work/life challenging experiences and demands. He lives in the UK with his wife, Sonia.



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This book has taken several years to come to fruition and could not have been accomplished if it were not for the support of so many people. It has taken a great deal of tenacity and determination to finalise. Before putting pen to paper, a substantial part of the time is given to reading numerous journal articles, academic books and website sources, undertaking interviews with academics, writing notes and drafting content. I would, therefore, like to extend my appreciation and thanks to all these sources. This includes all those listed in the references and cited in the content. It also includes numerous other academic sources that are not cited but help provide foundation stones on which to build the discussion. I would also like to express thanks and appreciation to all those who agreed and took time to participate in interviews. It goes without saying that all means of identification have been removed so as to maintain anonymity and confidentiality.

I am extremely fortunate to have an excellent team at Vernon Press who assisted and guided me throughout. This includes: Ellisa Anslow, Victoria Echegaray, Javier Rodriguez and Argiris Legatos. Furthermore, a massive thanks goes out to the production editor and reviewer of the book who offered constructive feedback, guidance and support; the content of which has been adopted into the final draft of the book.

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To everyone concerned, thank you all for your support, love, kindness and joy you have all given me over the years; words alone cannot express.

Phil Bowen

Overview

This book follows on from Phillip Walden Bowen's book "*emotional intelligence: does it really matter?*" This book is aimed at those interested in building on their existing leadership knowledge and skills, providing anecdotal and theoretical underpinning to the discussion. This includes developing skills in emotional intelligence, understanding the differences in personality, the impact that stress has and how people cope with challenging experiences. Discussion is given over to the influence the dark triad (narcissism, Machiavellianism and psychopathy) plays within the organisational context. The book continues by investigating how "*pathocratic influence*" can lead to pathocracies and toxic organisations. Passion killers (people and things) emerge. They become a pathogen, a virus, that can spread throughout the organisation. Examples of passion killers are provided that include conflict, team dysfunction, lack of trust, intimidation, threat and fear, destructive criticism, feelings of uncertainty, animosity and aversion, negative feedback, repressive working environment, demotivation and demoralisation. A chapter in the book also provides examples of characteristics associated with a passionate workplace that include valuing people for who and what they are, passion thrillers, employee/ student engagement, worker perception, trust, dignity, respect, ethical practice and self-esteem. Throughout the book, recommendations are made. They include the importance that all members of staff develop emotional intelligence skills to help them cope with challenging intra and interpersonal relationships.

The advancement in technology and opening of borders are allowing other countries and organisations to enter into an increasingly challenging globalised marketplace. Thus, there is greater pressure and stress placed on organisations to fight for customers and service/product placement. Furthermore, with seismic, black swan, events that are occurring, such as the financial crisis of 2008, and the coronavirus pandemic (2020/ 2021), it has never been so important to get the best out of the workforce. To achieve this, the role of the leader can be a fundamental factor in organisational success or failure.

To compete in the global marketplace, it is important that leaders and followers support the organisation with common aims and objectives by building teams, developing and improving intra and interpersonal skills and, allowing for creativity and passion to flourish. All leaders need to have the requisite skills to reflect the demands that are placed upon them in the twenty-first century and this is continuous throughout their career. These leaders may develop skills and knowledge in readiness for the challenges faced with being a leader in the digital age. They may continue to develop these skills throughout

their career. However, there are those who just drop into the role of leadership without necessarily having the skills, knowledge and aptitude to get the best out of themselves and others. As in the title of Topchik (2004) book, they are described as the accidental manager. Within the mix are those who are characterised by traits associated with the dark triad (narcissism, Machiavellianism and psychopathy) who may have “*pathocratic influence*” on others to conform, reinforcing values (or lack of values) associated with toxic leadership. These people become “*passion killers*”. The result is a pathocracy that can undermine performance, motivation, creativity, output and productivity.

This book reflects upon personality types and how they can play a role in defining the organisational culture. Consideration is given to the role emotional intelligence has to play in helping people cope with stressful and challenging experiences, suggesting different ways in which to cope. It is followed by discussion around leadership roles and how management style can impact on performance, output and productivity. The book also reflects upon ethical and moral values that are integral to the success or failure of the organisation.

Passion is a fundamental factor in differentiating one organisation from another. If passion is harmed it can affect performance, motivation, creativity, output and productivity.

It is acknowledged that there are quite a few books on the wider term “*leadership*”. However, there appear to be few competing textbooks that refer to the term “*passion killing*” within the organisational context. This book, therefore, helps to fill this gap. Passion is what drives and motivates engagement where people are encouraged to ask the right “*why*” questions (Low, 2020; Lowgren, 2014). Passion should be the number one business tool (Low, 2020; Lowgren, 2014).

The book therefore provides the reader with examples of “*passion killing*” while making suggestions as to factors that can be adopted to engage and encourage passion. The penultimate chapter of the book is made over to how the passionate workplace can help differentiate itself from other organisations. This includes discussion about passion thrillers and valuing people for who they are. The final chapter draws the book to a close providing conclusions on how stress and pressure may impact on feelings of well-being, the role emotional intelligence plays in helping academics cope with challenging intra and interpersonal relationships and the role management theory has to play in the organisation of the twenty-first century. The underlying message is that the term “*passion*” can be considered as an added value in organisational success.

Introduction

In the late 1800s, George Beard visited an isolated group of French-Canadian lumberjacks in Moosehead Lake, Maine. He had heard that if someone came up behind and surprised the lumberjacks, they would jump. If one of these lumberjacks was tickled, they would jump. When sitting alongside each other on a bench, if one lumberjack tapped another, they would jump, and this would follow on down the line. They would copy and obey on command. They couldn't help but repeat words, noises and phrases (echolalia). There appears to be a forced obedience by this group of lumberjacks (Richard, 2018). They couldn't help but react. Beard wanted to see this himself. On doing so, he found that this syndrome was mainly in men, started in childhood and lasted throughout life. His initial thoughts were that this was inherited from inbreeding between a close-knit number of families referring to it as the "*jumping Frenchmen of Maine syndrome*" (Richard, 2018; Saint-Hilaire, Saint Hilaire and Granger, 1986). When Tourette considered the matter, he thought that it might be associated with a convulsive tick and illness that subsequently became known as Tourette's syndrome. It was not until the 1960's that Rabinovitch (1965) concluded that the exaggerated startle reflex, resembling kicking a horse, is associated with cultural and social factors. The lifestyle of the lumberjacks meant that they often worked in small camps away from their family and the exaggerated reflex actions are in response to learned behaviour. For example, when hauling logs, horses could be temperamental. They could kick out at the lumberjack, and if kicked, the lumberjacks could be seriously hurt. Understandably the lumberjack would react the moment they perceived the horse would kick out. Boredom could often set in within these men who are isolated from towns and villages for months at a time. They only saw those who they worked with. To help address their boredom, and what was considered to be a bit of fun, a lumberjack would sneak up behind their victim and startle them by poking them while neighing like a horse. The unfortunate victim would understandably jump thinking that his own horse had kicked him. With this happening on a regular basis, it develops into a local characteristic reinforcing a behaviour that becomes institutionalised (Evans and Bartholomew, 2009; Whalen and Bartholomew, 2007). In other words, each time a colleague would touch them the lumberjack would react by jumping. Hence the term the "*jumping Frenchman of Maine syndrome*". This is an understandable reaction as logging camps can be dangerous places to work. If there is inattention, it could result in serious injury or even death (Whalen and Bartholomew, 2007). When these lumberjacks return to civilisation, they come into contact with

other people. It was found that when startled by other people the lumberjacks continue to react in a similar way by jumping. Thus, when placed outside the context of the logging camp, it becomes a societal curiosity and a joke to those perpetrating the pretend kick or shout on the lumberjack.

The above story about the Canadian French lumberjacks' behaviour can be explained by a socially conditioned reflex that is reinforced by repetitive stimulation (Kunkle, 1965, 1967). Evans and Bartholomew (2009) postulate that the same forces may operate in society, in particular within the religious context, exploiting existing traits and developing new ones. Imagine walking down a dark alleyway late at night. You are startled by a noise behind you. You feel your heart jump a beat and you physically and involuntarily jump in response to the noise. This may be a one-off experience. It may have given a shock and you have learned a lesson. You won't walk down that alleyway again, even if after the event you realise that it was from an owl sitting high up on the building. Now place yourself in an organisation where each day you have to face your line manager. They are unpredictable and you never know when they will lash out and criticise you or your colleagues. They manage by intimidation, using threat and fear. They kick out similar to the perpetrator kicking the French-Canadian lumberjacks. You jump because of the threatening behaviour. The response is amplified and shared with others. Whereas it may vary from person to person, we are all prone to defensive actions. We are all likely to react in one way or another. It is deep-seated as a fight or flight response. It follows that individual behaviour can become institutionalised that can apply to the social and working environment. People adapt and adopt ways of behaviour. They acclimatise to their social and work environment and their behaviour (the lumberjack kick and response) becomes the norm. Staff members may no longer seek to be proactive as doing so may provoke the lumberjack kick and response. They just do what is needed to avoid being kicked.

For centuries followers have become acceptant to the demands and expectations placed upon them by leaders. At one time, the feudal rule that existed in many countries meant that people had little or no control over their lives. The industrial revolution meant that people were now in a transactional relationship with their leaders. Whereas they were paid, their salaries are often very low (subsistence levels). They are still told what to do, how to do it and when to do it. This continues into recent times where people are paid to do a job. They are supervised and expected to perform at the bidding of leaders in the organisation. At least many can go home at the end of the day and spend time with their family and friends. The traditional workplace, of previous generations, meant that people may have been more likely to have regular jobs with long term tenure. More recently, this nine to five and shift work has been replaced with changes to work patterns that include zero-hour contracts, short

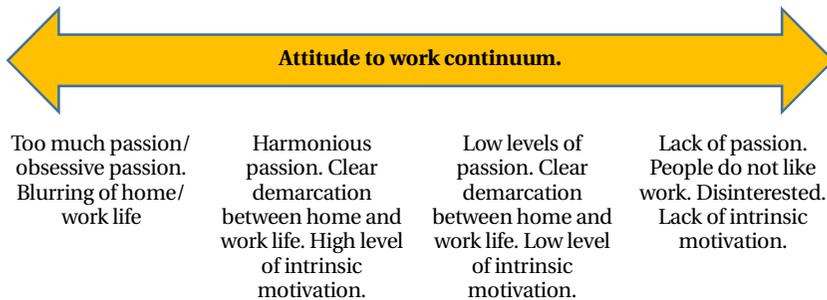
term contracts and temporary contracts. Furthermore, the use of modern technology and digital changes to the working environment mean that many jobs have become flexible where people can work outside the conventional workplace environment and are no longer tied to the traditional working hours and workplace. There is a blurring between home and work/ life. There may be increased feelings of stress and anxiety of meeting the higher demands and expectations of new-age working that in turn can impact physical and psychological well-being. A symbolic lumberjack kick from the leader can engage negative cognition, feelings and emotions. Conforming to the new norm is required and often *demand*ed by leaders. Leaders *expect* people to perform, working not just in an office environment, but also at home. More is expected. More is demanded and the norm that is adopted as a culture incorporates stress, pressure and anxiety that becomes part of life. This norm is often accompanied by leadership threat and fear in the belief that such an approach keeps people on their toes. However, as discussed in this book, leadership threats and personal attacks can have a devastating impact upon personal commitment, passion and feelings of well-being. Furthermore, threats and personal attacks may arise out of a manager's fear of criticism from those above them. It may be due to their lack of experience, skill or knowledge. Leaders may feel that it is their role to intimidate and threaten staff members so that they improve performance, productivity and output. It is the modern equivalent to the defensive reactions seen in the jumping French-Canadian lumberjacks. This approach to leadership can have the opposite effect to improving performance, productivity and output. For example, the organisation may experience increased levels of absence from work, greater attrition and decreased levels of intrinsic motivation; which add to overall financial costs. It is not surprising therefore that productivity in the UK continues to be sluggish (ONS, 2019a).

There is an in-built desire to please or at least a desire to avoid negative feedback, action and behaviour from leaders. People do not *wish* to be told off, scolded or disciplined. Many people seek to do their best so that they do not experience the lumberjack kick from their leader. To avoid the kick, they may minimise risk by simply doing what they are told. Intrinsic passion, that may have existed, is dimmed or even extinguished and this is reflected in individual and organisational performance, output and productivity. The skill of the twenty-first century leader is to bring out the best in others that feedback into the organisational values and beliefs. The skill of the twenty-first century leader is to bring out the passion in all stakeholders. Passion and inspiration are possibly the two most important words when it comes to leadership. Passion is the commitment and interest that materialises itself within the work context. It is the feeling of excitement, enthusiasm and self-confidence. Inspiration is the ability to engage creativity and motivation while stimulating thoughts and

ideas with the purpose of bringing out the best in oneself and others. Passion and inspiration are key to both personal objectives and organisational objectives. Being passionate can mean that greater care is given to oneself and the job. Furthermore, passion given to the job can lead to improved performance, productivity and output. Yet passion killers, that include people and things, continue to live and thrive. It is a pathogen. It is a virus that can damage and destroy and ultimately threaten the survival of the organisation.

Harmonious passion may be replaced by obsessive passion for the job, leading to long hours at work creating an imbalance between work and home life. It is placing passion in context. The skill of an effective leader is recognising differences in people, differences that influence thoughts, behaviour, attitudes and emotions. As shown in the figure below, at one end of a continuum there are those who blur work/ home life. They are so passionately obsessed with work that their home life is affected. They may not realise the feelings of stress and anxiety that is being caused both to them and to those around them, both at work and at home. In the middle of the continuum are those who balance work/ home life. They demonstrate harmonious passion lining their own aims and objectives with the organisation while working with others cohesively. They are intrinsically motivated and passionate about their job. Further along the continuum are those who may simply want to come to work, do what they can and go home to their family and social commitments at the end of the day without necessarily feeling stressed or anxious. At the other end of the continuum are those who do not want to work and see it as chore. They lack motivation and interest.

Figure: 0.1. Attitude to work continuum.



Leaders, therefore, need to have the ability to adapt and adopt intra and interpersonal skills that are flexible. It is the skill of the effective leader to fan the fire of intrinsic passion both in themselves and in others. They need to understand that each person has their own drivers, and motivations, and that each person has innate skills that can complement the organisation. The challenge that organisations have is that global competition is increasing, and

this means organisations need to differentiate themselves from others. Having passion makes a difference. It can help inspire others to follow and to build on organisational success. It can help build and support intra and interpersonal relationships, creating a highly motivated team environment.

There is no need to kick followers. There is no need for followers to be treated like the French-Canadian lumberjacks. There is no need for passion killing. Passion is an innate feeling and comes from internal drives and motivation. It is for the leader to find a way to engage and focus this passion while inspiring others by example. This book aims to bring attention to the damage that passion killers have but it also focuses on characteristics that are associated with the passionate workplace. This book also aims to bring a little more information to add to the existing academic literature.

Fink (2016) refers to stress being a health epidemic. It can have devastating effect on psychological and physical health that costs the USA 300 billion dollars per annum. Fink (2016) adds that between 1983 and 2009, stress levels in the population has increased between 10% and 30% among all age groups. The challenge has been to define the term stress as it means different things to different people, dependent upon the conditions experienced (Fink, 2017). One of the first people to try and explain stress is Selye (1946, 1956, 1976) who suggests that it is the nonspecific response of the body to demands that are placed on it. Masuda and Homes (1967) identify that things cause stress. Lazarus (1966, 1982) refers to stress as the imbalance between the ability and demands of coping with the stressful experience. Stress and anxiety are often associated with each other. Everyone is likely to experience stress and anxiety at some stage in their lives. It is a feeling of worry, unease or fear that can be mild to overpowering and can lead to psychological and physical illnesses (National Health Service- NHS, 2020).

In her article in the Observer, Cooke (2013) refers to anxiety as being Britain's silent epidemic. The term anxiety is initially associated with faith and the spirit. Reflecting on the greatness and decline of Europe during the nineteenth and twentieth-century and following the great war between 1914 and 1918, Paul Valery describes anxiety as the crisis of the mind that questions the purpose of existence and living without faith or purpose (Tillich and Cox, 2014; Valery, 1919). Tillich and Cox (2014) describe it as an age of anxiety that is comparable to that faced in the ancient world and during the reformation. Whereas the nineteenth and twentieth centuries brings greater prosperity, there are feelings of disquiet and anxiety that are associated with experience of war (in particular the great war between 1914 and 1918) (Dreyer, 2004). Soldiers see war as pointless and hellish, whereas others like Valery (1919) feel disillusioned. In this context, anxiety is associated with emptiness and meaningless, guilt and condemnation and fate and death (Tillich and Cox, 2014). In other words, the

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