Passion: An Added Value. The Role of Passion in the Healthy Workplace.

Dr Phillip Walden Bowen

Abstract: Values can be abstract and intangible and yet they hold high importance as to how people live and work. The purpose of this article is to identify passion as an added value in the passionate and healthy workplace, valuing people for who and what they are. It differentiates between the role of harmonious and obsessive passion and draws attention to examples of passion thrillers and passion killers. Leaders who engage in passion thrillers help to positively motivate themselves and others. They create an environment in which passion is intrinsically drawn from the workforce building on an organisation that is a healthy place to work. Passion killers are described as people (intra and interpersonal relationships) and/ or things (stimuli) that inhibit passion. Discussion compares passion killers to a virus that, if not addressed, can spread throughout the organisation. The term "pathocratic influence" is also introduced where leaders, who engage in passion killing influence others to behave and think in similar ways, damaging the reputation and success of the organisation, creating a working environment that is toxic. Limitations are also identified, and recommendations drawn.

Keywords—Passion; passion thrillers; passion killers; harmonious passion; obsessive passion; passionate workplace; values; pathocractic influence; toxic leader; toxic workplace; emotional intelligence.

1. INTRODUCTION

There has been a long debate about the meaning of the term "*values*" (Kirschenbaum, 2013; Tiempo, 2005). The challenge is that values can be both abstract and intangible (Xiao, 2001) Whereas the term may be considered in abstract terms, there appears to be agreement that values are associated with hierarchical degrees of importance and socialization that can change with life's experience (Feather, 1994, 1995; Xiao, 2001). Kirschenbaum (1994) refers to values as an aspect or quality of life that a person feels strongly about and is important enough to act upon. Values are important to help each person understand what is right and what is wrong (Cambridge Dictionary, 2020). Kesberg and Keller (2018). Define values as abstract beliefs, linking feeling and emotions, that help transcend actions and situations (They are common elements that occur in a number of situations that can lead to overt response by the person (Linton, 1945). Values are associated with the basic needs of life (food, water and shelter), social cohesion within interpersonal relationships and society and the welfare and survival of the group (Barrett Values Centre, 2020; Schwartz, 2012). They form a central concept in shaping society, cultural groups and individuals (Schwartz, 2012). The workplace is often a place of work where people interact with each other. Individual values are formed and adopted to reflect those of the workplace. Without these values the individual and workplace cannot cope successfully on their own (Schwartz, 2012). Thus, values are an important to the *"healthy workplace"*. To be successful, these values need to be clear and accompanied by articulately defined goals. Furthermore, the "*right*" values need to be communicated effectively so as to gain cooperation from others. This requires leaders and followers to understand what is right and what is wrong. To help explain this, Schwartz (2012) identifies ten value items and their relationship (openness to change, self enhancement, conservation and self-transcendence) and are summarized in the table below.

Table 1: Values and their relationships

Value items (adapted from Schwartz, 2012)		
Relationship between value items	*Value*	*Explanation*
1	Self-direction.	Involves exploring, choosing and creating. Independent thought and action.
Openness to change.		
2	Stimulation.	Novelty, challenge, excitement.
3	Hedonism.	Sensual gratification, pleasure.
4	Achievement.	Competence, social approval, personal success.
Self-enhancment.		
5	Power.	Dominance over others, control, social status.
6 Conservationism.	Security.	Safety, harmony, intra and

Value items (adapted from Schwartz, 2012)		
Relationship between value items	*Value*	*Explanation*
		interpersonal relationships.
7	Conformity	Control of actions and impulses that may upset expectations and social norms.
8	Tradition.	Respect, acceptance and commitment of religious and cultural traditions,
9	Benevolence.	Preserving and enhancing the welfare of others in the "in group". Honesty, loyalty, forgiving, thoughtfulness, friendship.
10	Self transcendance. Universalism.	Tolerance, protection and appreciation of welfare of *all* people and environment.

Schwartz (2012) also places each of the value items in a "*circle of values*" (shown in the diagram below).
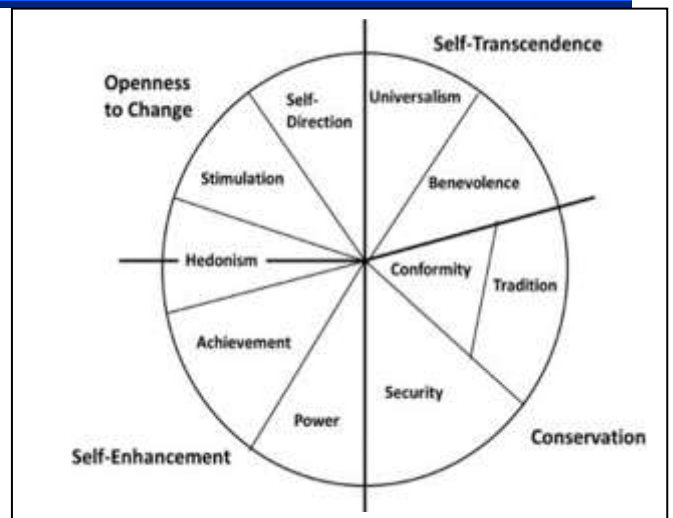

Fig. 1. *Circle of values. (Schwartz, 2012)*

2. LIMITATIONS, ETHICS AND MORALITY

Values may vary depending individual, organisational and societal context and understanding. As Xiao (2001) points out values can be abstract and intangible (Xiao, 2001). It can therefore give rise to limitations as exemplified below.

2.1 Limitations.

Schwartz (2012) explains that items that are adjacent to each other are more likely to be compatible, sometimes overlapping, with each other. For example, *"hedonism"* overlaps with "*openness to change*" and *"self enhancement*". Items that are further apart are more likely they to conflict with each other. For example, "*tradition*" is shown to be further way from the center as it conflicts more strongly with opposing values of *"stimulation"* and *"hedonism"*. However, limitations of the model are raised. For example, Schwartz (2012) places achievement and hedonism next etc. each other suggesting they are highly compatible. However, Feather (2002) comments that the pursuit of achievement may limit one's hedonistic lifestyle. Feather (2002) also explains that some cultures may place greater emphasis on interdependence communal effort, identifying with high values of conformity together with high values of achievement. This suggests that there is no conflict between values of conformity and achievement. As well as variations across culture, individuals may also be motivated for different reasons. Individuals may have their own values that do not fit with others. Thus, it may not be possible to apply values universally. A further limitation is that not all values may be identified by Schwartz (2012). In summary individual, cultural, societal and religious expectations may influence what values are experienced.

2.2 Ethics and morality.

Within the context of limitations lies ethics and morality. What one person considers as being ethically and morally acceptable may contrast with how others may feel. For

example, the use of petrol and diesel vehicles are in common use around the world. However, it is apparent that they pollute and damage the environment. The UK Government reports that as a step towards net zero emissions, that new diesel and petrol cars will end in 2030 (Gov.UK, 2020). Morally and ethically this would appear to a step in the right direction. In contrast the USA seeks to withdraw from the Paris Accord on ways of dealing with climate change because of the unfair economic impact it will have on American taxpayers, workers and businesses (The Paris Agreement, 2015; Pompeo, 2019). It raises the challenging questions as to who and what is right and who and what is wrong. These abstract and intangible values extend to the workplace. *"Right"* values may not be shared with others in the workplace. It is, therefore, important that the effective leader develops understanding and skills as to what values are appropriate and how they are shared and aligned with others with the aim of achieving and maintaining the *"healthy workplace"*. However, some leaders may have their own goals and agenda. They may not work to the same values as others in the organisation. Thus, the challenge leaders and followers have is to identify common values that are both ethical and moral while meeting the organisational demands and expectations that are placed upon them.

Limitations are therefore acknowledged. Values influence each person, the workplace and society. Schwartz (2012) model does help to provide a reasonable explanation. However, it is recommended further studies be undertaken to help add further pixels to the picture of values and their relationships, providing a clearer understanding of the topic. To help expand the discussion around values this article suggests that *"passion"* can be considered as an added value.

3. PASSION: AN ADDED VALUE.

Schwartz (2012) does refer to values and terms such as benevolence, honesty, loyalty, welfare of others, stimulation, achievement and excitement. However, he does not identify passion as a value.

This article suggests that passion can be identified as a value that can influence other values as defined by Schwartz (2012). Passion is associated with emotions that include sadness, hatred, love, joy and admiration, (for example: Descartes, 1649; Dixon, 2003; Fleming, 2013; Frank, 1991; Frijda, 2007). Descartes (1649) refers to passion as being associated with emotions that include hatred, sadness, joy, love, and admiration. Bloch (2016) adds that emotions contribute to interpersonal relationships, social bonds, inter and intrapersonal relationships and micro politics. Kant identifies "*emotions*" as sentiments/ affects that are considered to be unreasoned whereas, "*passion*" is associated with reason and can be long lasting (Vallerand and Houlfort, 2003). Thus, in the context of this article, passion is identified as being associated with emotions.

Passion is a value that attracts people to work to the same common objectives and organisational aims. Passion is about self-belief, energy, focus and commitment, (Ayers, Cahill and Hardie, 2012; Davies, 2008). It cannot be created as it is an inherent emotional characteristic of each person (Hardgrove and Howard, 2015). Passion comes from within that helps drive a person. Leaders, therefore, need to create a culture of shared goals and success. They inspire purpose, harnessing people to engage emotionally, physically, and cognitively in their work (Kahn, 1990; Morton, 2017; Stein, 2017; Thomas-EL, Jones and Vari, 2019). Thus, followers do not need to be pushed if passion already exists (Bennett, 2016). Passion can help build and maintain high performing cultures that are supported by leaders with inspirational skills. Leaders need to strike a sensible balance between supportive leadership and accountability of followers, ensuring people are as productive and effective as possible (Melena, 2018).

3.1 Harmonious and obsessive passion.

An important factor to consider is that not all passion is *"good"* (Ho and Pollock, 2014). For example, passion can be divided into a dualist viewpoint of harmonious passion and obsessive passion. However, rather than considering passion from a dualist viewpoint, it can lie on a continuum that is context and situationally dependent. At one end of the continuum lies harmonious passion. At the other end lies obsessive passion.

Harmonious passion is characterized by four factors: 1) Autonomous internalization where a person engages in voluntary activity that they love, without contingencies being attached; 2) The activity is considered to have high value and to be meaningful and important; 3) Engagement of the activity is on a regular basis; and 4) The internalization of the activity becomes part of the person's identity (Deci, Eghharri, Patrick and Leone, 1994). Vallerand, 2008; Vallerand, Blanchard, Mageau, Koestner, Ratelle, et al, 2003). Harmonious passion is a voluntary but not an overpowering urge to engage in higher job creation and is associated positively with mental health and increased performance (Ho, Wong and Lee, 2010; Patel, Thorgren and Wincent, 2015; Suchy, 2007; Vallerand, 2010; Vallerand, 2012; Vallerand, Blanchard, Mageau, Koestner, Ratelle, et al, 2003; Vallerand and Houlfort, 2003).

In contrast to harmonious passion, obsessive passion is associated with an uncontrollable urge to engage in the activity and is negatively associated with performance mental health and performance (Forest, Mageau, Sarrazin and Morin, 2010; Hao, He and Long, 2018; Ho, Wong and Lee, 2010; Patel, Thorgren and Wincent, 2015; Siren, Patel and Wincent, 2016; Suchy, 2007; Vallerand, 2008; Vallerand, 2010; Vallerand, 2012; Vallerand and Houlfort, 2003; Vallerand, Blanchard, Mageau, Koestner, Ratelle, et al, 2003).

It is, therefore, important to differentiate between harmonious and obsessive passion recognizing that passion can influence behaviour for better or worse. It is also important to recognize that and what one person may consider to be harmonious passion another may regard it as

obsessive. It reinforces the need to understand the role emotions play and how they can influence thought and behaviour.

It would, therefore, be helpful if organisations provide training and development to all members of staff to provide support and guidance to people to understand the role and impact harmonious and obsessive passion can have on well-being and performance.

Harmonious passion is associated with the passionate workplace; one in which people feel valued.

3.2 The passionate workplace.

There appear to be millions of people who are unhappy at work who may feel frustrated, discouraged and burned out (Roka, 2009). The causes may vary but are likely to be associated with such factors as difficult and challenging interpersonal relationships with managers, disagreement and conflict with the management style, heavy workload, lack of challenging work and poor working environment (Roka, 2009). These people may not find work meaningful.

In contrast, the passionate workplace is one in which people feel they are valued for who they are. Task undertaken are meaningful and people feel rich in intrinsic satisfaction that in turn serves the needs and goals of the organisation (Zigarmi, Houson, Witt and Diehl, 2011; Martin, 2000; Roka, 2009; Veltman, 2016). Job factors that are associated with the passionate workplace include These include meaningful work, reasonable and sensible workload and work/life balance, degree of autonomy, nature of the task, variety of tasks, working with others, feedback and, connectedness with colleagues and with the leader (Zigarmi, Houson, Witt and Diehl, 2011). The aforementioned are factors that help encourage creativity and commitment.

Passion can produce "*positive emotions*" in response to chemical reaction in the body (Vaid, 2013). It is, therefore, important that good intra and interpersonal relationships are created, and built upon, providing a passionate workplace in which one finds purpose. The passionate workplace is about encouraging creativity and commitment while maintaining good intra and interpersonal relationships underpinning a working environment in which people feel they have purpose. This, in turn, can help to underpin positive feelings of physical and psychological well-being, improving the quality of work/life balance. Those who make errors should not be punished. The passionate workplace accepts that errors may happen and that they are part of the learning experience. The passionate workplace is one in which passion can thrive. It creates differentiation from other organisations. The aforementioned can help people engage in positive emotions, feelings, commitment and passion that underpin psychological and physical well-being (Boas, 2017; Vaid, 2013; Veltman, 2016). A bond is formed between the leader and follower that includes loyalty, honesty and trust (Oghenejobo, 2014).

It is, therefore, recommended that organisations develop policies and procedures that provide a foundation on which the passionate workplace can be built. Furthermore, all members of staff should be encouraged to engage in up to date training and development by professionally qualified and experienced experts in the field and that regular feedback be monitored, and followed up, to underpin the characteristics of the passionate workplace. The aforementioned should include recognition of factors that encourage passion (passion thrillers) and that which discourages passion (passion killers) (Hardwood and Howard, 2015).

4. PASSION THRILLERS.

Leaders who engage in *"passion thrillers"* help to positively motivate and drive themselves and others. Passion thrillers. The following terms are put forward as examples of passion thrillers.

4.1 Employee engagement

Employee engagement involves employee passion and psychological meaningfulness influencing the commitment a person has towards the organisation and its values (Rothmann and Rothmann, 2010; Sundaray, 2011). Whereas, employee engagement is recognized as being an ambiguous term amongst practitioners and researchers, it is considered to influence personal and work-related factors affecting work performance (Alderfer, 1972; Chaursasia and Shukla, 2013; Macey and Schneider, 2008). To help explain the term in greater depth, employee engagement can be described as a multi-level, construct that people invest in their work including the following: 1) behavioral (paying attention, rule following, persistence, participation, effort, positive attitude); 2) cognitive (regulation, mental effort), and 3) emotional engagement (ability to connect with others, empathy, positive attitude, interest, emotional reaction, going the extra mile) (Al Mamun, Lawrie and Wright, 2016; Daniels, Adams and McCaffrey, 2016; Fredricks, 2015; Fredricks, Blumenfeld and Paris, 2004; Fredricks, Wang, Schall Linn, Hofkens, et al, 2016; Guy, Newman and Mastracci, 2008; Hospel, Garland and Janosz, 2016; Kahn, 1990; Karver, Handelsman, Fields and Bickman, 2005; Lynch, Kuipers, Pyke and Szesze, 2005; MacLeod and Brady, 2008; Nguyen, Cannata and Miller, 2016).

It is recommended that organisations adopt policies and procedures to reflect in practices to influence employee engagement. However, there remains much to be learned from behavioral, cognitive, and emotional engagement (Fredricks, Blumenfeld and Paris, 2004). It would, therefore, be helpful if further studies are undertaken from which findings can be fed back into the organization's procedures, policies and practices.

4.2 Vision.

Vision can be defined as the ability to see what is not yet here ensuring that clear goals are set and understood (Buchanan and Huczynski, 2016; Burroughs, 2012).

Leadership vision is the ability to point to a future state of the workplace that is co-created with others, incorporating an image that excites and converts followers to achieve common goals (Bilimoria and Godwin, 2005; Carbery, 2016; Suchy, 2004). The visionary leader is able to amplify their power by empowering others to share in the passion to achieve mutually agreed goals (Coleman Gulati and Segovia, 2012). Thus, the vision becomes shared, focusing on what really matters (Cartwright and Baldwin, 2006; Lipton, 1996). The visionary leader is able to engage in intra and interpersonal skills to influence stakeholders towards common goals. This includes the use of emotional intelligence, inspiring themselves and others with positive emotional contagion (Boyatzis and Soler, 2012; Stein, 2017). Each stakeholder is given the opportunity to have "*skin in the game*" sharing vision, purpose and passion (Taleb, 2018). Passion fuels vision (Burroughs, 2012). The passionate workplace is led by leaders who have vision and are sensitive to the interests of all stakeholders needs and interests (Buchanan and Huczynski, 2016). It is, therefore, recommended that organisations appoint leaders who compliment the passionate workplace

4.3 Valuing people for who and what they are.

Valuing people means believing and trusting them. Valuing people is the ability to put people at the center where there is a shared sense of purpose enabling people to have a voice and to develop, improving their feelings of well-being (Chartered Institute of Personnel and Development, nd1). The Chartered Institute of Personnel and Development (nd2) identifies eight core behaviors they associate with valuing people. These are: 1) ethical practice, 2) valuing people, 3) working inclusively, 4) professional courage and integrity, 5) commercial drive, 6) situational decision making, 7) insight focused, and 8) passion for learning. Laub (2004, 2011) refers to the term "*servant leadership*", explaining that it is the goal of leadership to serve, focusing on the needs of others. It is placing other people's needs above one's own, being receptive to feedback and being non-judgmental (Laub, 2004; 2011). Therefore, engaging in servant leadership helps create a "*healthy organisation*" in which power and status are shared. It is valuing people for who and what they are. It is about valuing talent and valuing differences, not taking people for granted (Cheng and Low, 2018; Maxwell and Doman, 2013). The healthy organisation brings out the best in each person complimenting common organisational aims, objectives and vision. Leading people can only occur if they are first valued for *who* they are (Maxwell and Doman, 2013).

It is, therefore, recommended that leaders should engage and improve in positive interpersonal relationships with stakeholders, breaking down the traditional barriers of us and them (manager and worker). Feedback should be constructive and supportive encouraging followers to express *constructive* thoughts, ideas and views. This could then help improve job satisfaction/ motivation, levels of trust, and worker

perception of how they fit within the organisational structure. This would help people feel more valued for who and what they are.

4.4 Trust, worker satisfaction and worker perception.

Unfortunately, organisations are sometimes considered as being heartless machines that are devoid of passion, and yet to function the organisation needs people (Garratt, 2001). This may be experienced more in larger organisations where leaders are physically and emotionally distanced from those lower down or who are located in satellite buildings many miles apart. Leaders may communicate using funneled practices, such as e mail, feeding down to intermediate managers who disseminate information to those below them. It is therefore important that organisations gain the trust of all the workforce creating a passionate workplace in which workers feel satisfied and motivated.

- **Trust.** Trying to gain trust through structured meetings and technological media can be elusive and yet it plays such a significant role (Nicholas and West-Burnham, 2018). It can lead to a lack of trust and poor working relationships resulting in employee disengagement. (Ubah, 2016). Ayers, Cahill and Hardie (2012) refer to three main factors associated with passion in the workplace. These are: trust, worker satisfaction and worker perception. Ayers, Cahill and Hardie (2012) also identify key values that contribute to high levels of trust. These include: respect, recognition, willingness to share views and thoughts, willingness to listen to opinions and views of others, maintain high moral and ethical standards, ability to communicate clearly, ability to keep promises and commitments and to be committed to continuous improvement while doing the best in everything. Trust can, therefore, be described as a foundation stone of a passionate workplace. It is a core value in any organisation that helps create an environment in which people experience creativity, excitement, energy and passion (Du Plessis, 2006; Nicholas and West Burnham, 2018). Trust also helps people to work together, underpinning confidence in intra and interpersonal relationships (Whelan, 2012).

- **Worker satisfaction.** The nature of the work environment is an important factor that can influence levels of employee satisfaction and motivation (Jain and Kaur, 2014). Worker satisfaction is therefore a principle value associated with the passionate workplace (Ayers, Cahill and Hardie, 2012). Ayers, Cahill and Hardie (2012) identifies key values that contribute to worker satisfaction. These are: respecting differences in people, acknowledging one's own prejudices and biases, being trusted and valued as a team player, developing one's own knowledge and that in others, being a member of successful and productive team that fits with organisational objectives and strategies, work is meaningful. It is, therefore, important to create a passionate workplace in which people are recognized for who they are, where people want to come to work and where feel valued by colleagues and the organisation. These people become

insiders and become inclusive members of the passionate workplace.

Worker perception. Ayers, Cahill and Hardie (2012) also identify worker perception as a further value they associate with the passionate workplace. They categorize predictors of passion in order of importance: 1) high standards of honesty; 2) meaningful work; 3) trust and respect in the follower. It is a matter of creating a working environment in which passion can thrive.

It is therefore important that leaders recognize the importance of trust, worker satisfaction and worker perception. It is recommended that all members of staff be given training and development in improving the aforementioned and that organisations develop policies and procedures to compliment an organisation in building on a passionate workplace, one in which people want to come to work, feel intrinsically motivated and passionate about what they do and their role and position in the organisation.

4.5 Respect and dignity.

Weisbord (1987) comments that the world is changing too fast and it is becoming increasingly more challenging to solve problems without creating new ones. Agassi (1986) also comments that the nature of work is increasingly more alienating impacting upon physical and psychological well-being. Weisbord and Agassi make these comments in the 1980's since which time there has been substantial change in the way people work. There is increased global competition and people are having to deliver and perform to tighter deadlines. Within society, there appears to be greater levels of depression, inequality, suicide and negative factors that contribute to physical and psychological well-being (Kenikelenis, Karanikolos, Reeves, McKee and Stuckler, 2004). Leadership begins with character that include passion, respect and dignity (Burton, 2012). Thus, adapting a theory of workplace dignity can help understand the challenges associated with the contemporary workplace (Bal, 2017; Zawadski, 2017).

As Hicks (2018) points out, leading with dignity can create a culture that brings out the best in people. If dignity is denied so will morality (Berquist, 2019). It is important to ensure that respect and dignity are not eroded and that there is a recognition of the value that people bring to the organisation (Islam, 2013). It is, therefore, recommended that organisations seek to develop and improve a culture that is inclusive incorporating shared views of respect and dignity that contribute to the passionate workplace.

4.6 Inspirational leadership.

The word *"inspirational"* is often associated with motivation and encouragement with the aim of achieving success (Adair, 2009). Leaders, who have the ability to inspire, engage people to believe in the impossible and to deliver exceptional service (Cook, 2015; Thomas, 2019). Qualities of the inspirational leader may overlap with someone who is charismatic. However, a leader who is inspirational creates an environment in which followers can flourish, while a charismatic leader is more inclined to use their personality to influence followers (Bass and Bass, 2008; Bryman, 1992; Weber, 1968). The inspirational leader is emotionally sensitive and able to regulate and control situations effectively (Friedman, Riggio and Casella, 1988). They are more emotionally intelligent, inspiring others to feel more powerful by setting goals and providing the means in which to achieve them (McClelland, 1975). Cutler (2010) identifies six factors that are associated with an inspirational leader: 1) they empower others, 2) they help build supportive relationships, 3) they are visionary, 4) they lead by setting example, 5) they understand the power of communication, and 6) they understand what motivates and drives team members. Junarso (2009) points out that passion is a critical partner to purpose and performance however, it is not possible to inspire passion in followers if it doesn't already exist. Inspirational leaders are able to understand the difference between the passion for power and the passion for excellence. They can be described as transformational, animating followers to act, and to develop their full potential, (Adler, 2007; Scharmer, Arthur, Day, Jaworski, Jung, et al, 2002; Weick, 2001). It is, therefore, recommended that organisations appoint leaders who are inspirational and are effective in bringing out the best in themselves and others, inspiring commitment, creativity and passion

4.7 Self-esteem.

Crokenberg and Soby, (1989) define self-esteem as feelings and attitudes towards oneself. Kernohan (1998) adds that it is a sense of one's own value. It is the way in which a person evaluates themselves, measuring their self-worth, while comparing how they are and how they would like to be without changing their inner perception of identity and their understanding of the outer world (Carr, 2004; Jackson, 1984). Self-esteem is to try and resolve internal conflict. Duffy (2019) explains that people are internally wired to focus on the negative often, overestimating the small things and underestimating the larger ones. The possible cause is that the brain appears to store and handle negative information that is readily accessible (Duffy, 2019). Thus, when faced with negative criticism self-esteem can be undermined. This can include words. Words can hurt that form criticism. undermining self-esteem and feelings of self-worth (Crocker and Park, 2012; Heldmann, 1997). Each person has the ability to be self-critical. There is an inner voice that judges and attacks and becomes a "*pathological critic*" creating internal psychological and emotional pain that can undermine performance (McKay and Fanning, 2008). They may already have low self-esteem are more likely to be their own critic. It is, therefore, unhelpful if others tell them how *bad* they are. Frustration, failure, depression, lower life satisfaction and suicidal impulses are likely to be associated with low self-esteem (Harter, 1993; Myers and Diener, 1995; Orth, Robins and Roberts, 2008; Rieger, Gollner, Trautwein and Roberts, 2015; Webster, 1990).

The effective leader appreciates that words can hurt undermining self-esteem that in turn can impact upon performance, productivity and output. The effective leader in the passionate workplace understands that some people are more sensitive than others. It is, therefore, recommended that organisations should provide training and development to all members of staff reinforcing the importance of providing constructive communication and feedback that does not undermine self-esteem.

4.8 Celebration.

Effective leaders in a passionate workplace encourage celebration of team success regardless of the individual gain as it can help boost engagement, productivity and passion (Ataya, 2016; Gopalakrishnan, 2016; Laporta, 2003; Lowe, 2020; Schmoker, 2006). It reinforces the intra and interpersonal relationships becoming part of the organisational culture while reaping the benefits of passionate people (Thomas-El, Jones and Vari, 2019). It is a factor that differentiates the passionate workplace from others.

It is, therefore, recommended that *all* team members celebrate success spontaneously and often, reinforcing positive values that feedback into the organisation (Krames, 2005).

4.9 The role of emotional intelligence in the passionate organisation.

The effective leader in the passionate workplace is able to win hearts and minds (Monzani, Ripoll and Peiro, 2015). They are able to monitor their own emotions, emotions in others and manage the emotions effectively (Goleman, 1996, 1998, 2000, 2019). They demonstrate skills in the use of emotional intelligence. They are able to express and feel empathy and understanding of how others feel (Stein, 2017). It is, therefore, recommended that organisations develop policies and procedures encouraging all members of staff to develop and skills in emotional intelligence. This includes training and development from those who are professionally skilled. Emotional intelligence is an instrument in the toolbox of life that can be an asset to achieving passionate workplace. However, it is important to acknowledge and recognize that no matter how much training and development is provided there is a "*default mode*" where someone can "*revert to type*" (Chestnut, 2017; Hurst, 2008). It is, therefore, important that all members of staff be provided with further training and development to help them identify and understand the possible factors that may lead them to revert to type.

The above discussion provides examples of passion thrillers. In contrast, the following section illustrates the role passion killers can have for the individual and for the organisation.

5. PASSION KILLERS.

In any work environment, passion can either be encouraged (*passion thrillers*) or discouraged (*passion killers*) (Hardwood and Howard, 2015). Leaders who engage in passion killing may use "*pathocratic influence*". They can create a toxic working environment, damaging interpersonal relationships and harming the reputation and success of the organisation. The following section, therefore, provides a definition of the term passion killers, followed by examples. The role and impact of toxic leadership is also discussed introducing the reflecting upon the pathocractic influence the toxic leader may have.

5.1 Definition of a passion killer.

Collins dictionary (2020) defines a passion killer as *something* that is unattractive or inhibiting. However, passion killers can come in many forms. They can be associated with personal relationships associated with personal hygiene and grooming, irritating habits, financial problems, weight, long working hours and substance use (Lawson, 2018; Moore, 2013; Rahaman, 2017; Vaid, 2013). A common use of the term, passion killers is applied to the unappealing uniforms, in particular the underwear (bloomers), that women wore in the Auxiliary Territorial Service (ATS), a branch of the British army, between the years 1938 and 1949 (Goulty, 2016; Green, 2012). This article focuses the definition of passion killers within organisational context that include people (intra and interpersonal relationships) and/or things (stimuli) that inhibit commitment and passion, creating a toxic environment in which to work. This article defines terms associated with passion killers include intimidation, threat and fear, criticism, repression, unnecessary conflict, criticism, lack of trust, feelings of uncertainty, lack of clarity around role and responsibilities, poor feedback.

Passion killers can be compared to component parts of a virulent pathogen that can reproduce in the host body if not addressed. It can spread to others manifesting itself in likeminded thinking and behaviour creating a toxic workplace. Passion killers trigger negative emotions that can create feelings of stress and anxiety resulting in psychological and physical ailments. They can impact upon output, performance, morale and motivation infecting the whole workplace. It is, therefore, important that organisations recognize their presence and take action to remove passion killers. If not addressed, they can threaten the very survival of the organisation. The following provides examples of passion killers.

5.2 Intimidation, threat and fear.

The use of intimidation can undermine feelings of confidence, self-esteem, morale and motivation. The damage caused can be long lasting, impacting upon the individual, team and organisation. Some people can be easily intimidated while others less so, however, most fall in the middle (Rost, 1993). Intimidation is an art that some people seem to thrive on. Leaders who intimidate are likely to be bullies focusing on the negative and weaknesses in others (Karreman, 2011; Persily, 2013). These leaders micromanage, and use threat and fear, as they do not trust others and fear losing control (Church, 2010; Gabriel, 2003).

The treat and fear experienced may include coercion, teasing, criticism and bullying pressurizing others to conform (McLeod, 2016). It is human nature to want to belong to the group. This requires fitting personal views, beliefs and values to that of the group. To avoid alienation people, conform to social norms, even if their own moral/ ethical view contradicts the views of the group (Duffy, 2019). This can give rise to *"cognitive dissonance"* (a conflict of behaviour, attitudes, beliefs) that can lead to greater feelings of stress and anxiety (Festinger, 1957). Therefore, rather than focusing on constructive and positive behaviour that compliments the organization's aims and objectives members of the group may turn inwards attacking each other. This can lead to peer to peer *"lateral violence"* that is identified as being widespread in the nursing profession where focus is on the negative, constricting invention and constructive sense making (Allen, 2009; Ancona, 2012; Gabriel, 2003; Thomas and Burk, 2009). The Academy of Medical-Surgical Nurses (nd) comment that emotions and feelings are internalized while nurses engage in infighting, backstabbing, scapegoating and withholding information. Lateral violence is described as being a devastating phenomenon that is associated with abusive, harmful and fearful behaviour (Christie and Jones, 2013; Hutchinson, Vickers, Jackson and Wilkes, 2006). Whereas lateral violence is associated with the nursing profession, it can be extended to a wider context, to other professions and organisational contexts.

"Vertical violence" can also be experienced where fear and threat is experienced between different levels of the organisation (Thomas, 2012; Thomas and Burk, 2009). Vessey, DeMarco, Gaffney and Budin (2009) describe it as abuse and intimidation of legitimate authority including excessive criticism, withholding opportunities and unreasonable work assignments. Stanley (nd) adds to the discussion suggesting that vertical violence can be differentiated from bullying as vertical violence does not need to be sustained behaviour and does not include physical violence. Stanley (nd) also comments that followers can engage in vertical violence against the leader.

The presence of lateral and vertical violence can affect morale, damaging physical and psychological well-being (Thomas and Burk, 2009). It can create a toxic workplace where there are higher levels of attrition increasing the burden on those who remain in the organisation (Cantey, 2012; Thomas and Burk, 2009). Yet there appears to be a reluctance in reporting it as people do not wish to isolate themselves (Taylor, 2016).

Young (2008) states that a good leader has the ability to make the right choices. They know how to behave, understanding that intimidation, fear and threat are passion killers. Leaders therefore need to have the requisite skills to manage lateral and vertical violence where and when required, adopting norms where there is zero tolerance for intimidation, threat and fear. It is recommended that organisations improve on their policies, procedures and practices to create collaborative, compassionate, high functioning interdisciplinary teams, one in which there is zero tolerance of any form of lateral and vertical violence (Jahner, 2011).

5.3 Criticism.

Criticism can be constructive or destructive. Constructive criticism is responding and giving feedback and suggestions that help promote growth and if done properly can be a positive experience, building and improving performance, productivity, output and creativity (Kelly, 2012; Alfaro-Lefevre, 2017). It is the ability to communicate *with* someone that forms positive, constructive advice and guidance.

However, criticism can also be destructive whether or not it is intended. For example, the online Cambridge Dictionary (2020) defines criticism as an act of saying that something or someone is *bad*. It is also defined as an act of passing severe or critical judgement that includes *fault-finding* (Dictionary.com, 2020). Destructive criticism can affect creativity and self-esteem diminishing confidence and creativity. It can take the form of communicating *at* or *down* "down" or *"at"* someone, destroy confidence and passion. Destructive criticism can be a passion killer. Criticism can be damaging, especially if it is personalized. Those who use the term *"errors are unacceptable"* are likely to be passion killers. and are more concerned about the consequences of errors than taking risks with the possibility of failure (Ataya, 2016).

Whether good or bad, criticism is just an estimate of understanding as to what is being communicated relying on receiver and sender perception as to the interpretation of what is expressed and what is received (Bolenius, 1917). It is easy enough for the person to be self-critical without it being pointed out to them. It is, therefore, important that leaders give followers freedom to take risks encouraging innovation and entrepreneurial thinking (Ataya, 2016). Thus, it is recommended that all members of staff be given training and development clearly identifying the difference between constructive and destructive criticism and that criticism can be a passion killer.

5.4 Repression.

Repression is another passion killer that rely on cultural and structural organisational apparatus to reinforce control (Fruge, 2019) Repression suppresses individuality and initiative, limiting choice and the ability to make decisions (Honari, 2018; Mulej, Medvedeva, Potocan, Zenko, Zizek et al, 2015). It is controlling what people do making use of bureaucratic control with set processes, procedures and demands (Pace, D'Urso, Zappulla and Pace, 2019). The response is that people become reactive. To help them cope with feelings of stress, pressure and anxiety people become masters of denying, suppressing and/or ignoring emotions (Mahill, 2011). They repress their own emotions and feelings that can undermine intra and interpersonal relationships and feelings of well-being.

Repressive management style and repression of emotions and feeling are examples of passion killers that limit growth and creativity. It is, therefore, important that leaders understand the impact that repressive management style can have on others and the effect it can have on organisational success and survival. It is recommended that organisations provide training, development and support to inform all members of staff that repression can be another passion killer.

5.5 Unnecessary conflict.

Conflict can be placed along a continuum. At one end it can be considered as being healthy and constructive. People are encouraged to develop more informed views and opinions that complement the organization's aims and objectives, while helping to drive the organisation forward (Burton, 2010). At the other end of the continuum lies unnecessary conflict where differences of opinion become entrenched that can lead to breakdown in interpersonal relationships. Unnecessary conflict can be unhealthy both to the individual and to the organisation (Burton, 2008). It can damage communication where people may be less willing to share information. One person may bully or harass others to impose their own views. Negative emotions may emerge further damaging relationships, performance, productivity, motivation and output.

Managing conflict requires negotiation skill. It relies on effective intra and interpersonal relationships between leader and follower and if conflict is handled effectively it can lead to higher levels of trust, engagement and deeper friendship (Lowe, 2020). However, if there is unnecessary conflict or conflict is not handled sufficiently well, it can result in team dysfunction and irreparable damage to intra and interpersonal relationships. It is another passion killer.

5.6 Lack of trust.

Trust is key to high performance and is a significant factor to organisational success in the twenty first century (Covey and Merrill, 2008; Zak, 2017). Trust brings people together as team players helping to collaborate ideas, behaviour and thoughts focusing on organisational aims and objectives and what *really* matters (Reina and Reina, 2006). Trust is a foundation stone of existence.

Lack of trust is another passion killer. Besides market forces, bad products and incompetent management, lack of trust is a factor that can weaken organisations that can significantly impact upon performance and cognitive behaviour manifesting in lower levels of confidence, good judgement, productivity and quality (Brede and Smite, 2007; Govier, 1998; Solomon and Flores, 2003). Sprenger (2007) points out that if there is lack of trust in the leader, followers could then be accused of not having the right attitude. This can impact upon feelings of passion and commitment for the job and for the organisation. If not addressed, it can add to the level of toxicity in the organisation.

It is, therefore, important that leaders engage in building trust with others accepting that errors may occur and actively encouraging constructive opinion, views and arguments. This would help provide foundation stone that underpins the passionate workplace.

5.7 Feelings of uncertainty.

Galbraith (1979) refers to the term *"The age of uncertainty"* and the social and economic implications of how the world has changed over the last couple of centuries. Handy (2002) refers to the "*Age of unreason*" in which he refers to the way modern life is being transformed that includes decrease in the numbers of people in full time positions, new ways of working and the abandonment of established rules. Handy (2002) explains that the new way of living and working bring greater feelings of change, insecurity and uncertainty. Change is apparent with the advent of the digital age that includes the world wide web, ease of communication via digital technology and flexible working where people no longer have to work from an office. The digital age is resulting in greater competition within the global marketplace. Some countries are transiting from what was a mainly an agrarian economy to one that is digital. Urbanization follows where people move from small towns and villages and towns dotted around the country to cities located in prime locations. These changes can bring greater wealth, success and improved levels health.

The digital age also brings with it fears (Muggah and Goldin, 2019). This may include fear of losing a job, fear of changes to task and role, fear of lack of permanency, fear of the unknown and financial worries. This uncertainty is a passion killer. Artificial intelligence and robotics may replace workers in the manufacturing and service sector. The digital age also brings change to those in professions such as teaching and medicine. For example, subject to internet access, students can be taught online from anywhere in the world. This means that universities may no longer need to provide living and teaching accommodation within their main hub. Numbers of permanent and support staff may no longer be needed. This can lead to uncertainty about job security and tenure. Academic staff may find increased burden and pressure from greater workload and changes to work. Artificial intelligence may be brought in to mark assignments and exam papers. Thus, fewer people may be needed. They may need to retrain or there may be widespread unemployment. Emotions of fear and threat may be triggered when faced with uncertainty (for example a new job, responsibility, task). These emotions can inhibit feelings of passion and commitment. Feelings of stress and anxiety may also be heightened due to organisational changes, uncertainty in the global marketplace, changes to work patterns and nature and expectations of the job.

Eichengreen (2016) refers to forty years of stability and predictability since the time Galbraith's (1979) wrote his book on the *"age of uncertainty"*. Eichengreen (2016) suggests that if Galbraith (1979) wrote his book now, he

would refer to the last forty years as the "*age of assurance*". In other words, changes experienced may be relatively "*small*" over the last few decades in comparison to that which is now being experienced and what will be experienced in the future. It exemplifies the challenges that leaders have in planning for the medium and long term. It is, therefore, understandable, why focus is given to "*short termism*" (Grinyer, Russell and Collison, 2003; Laverty, 2004; Willey, 2019).

What does appear clear is that uncertainty is a major characteristic of the modern era and is here to stay (Syrett and Devine, 2012). It is, therefore, important that organisations are not only tolerant but also willing to embrace uncertainty (Clampitt and DeKoch, 2011; McCarter and White, 2013; Syrett and Devine, 2012). Whereas feelings of uncertainty can be a passion killer, it is not inevitable. It is, therefore, recommended that, in the age of uncertainty, stress and anxiety, that organisations develop training and development programs that can help improve emotional intelligence skills together with skills of managing interpersonal relationships more effectively. Furthermore, organisations should develop strong communication channels to inform people of changes. It is also recommended that further academic studies be carried on the role of leadership with uncertainty.

5.8 Lack of clarity of responsibilities and role.

Clarity of role and responsibility is likely to be more clearly identified in jobs that are routine, simple and stable, where this is little overlap (Van Wart, 2017). However, those who work in these jobs may experience greater boredom, motivation, commitment and passion. Where there is greater, flexibility, there is likely to be greater overlap and a blurring of responsibility and role (Burton, 2011). This may lead to confusion as to who does what, feelings of annoyance and uncertainty and intra and interpersonal conflict, increasing feelings of pressure and stress (de Groot, 2015; Jex, 1998; Lowe, 2020). Role ambiguity is a subjective term, however, in part, it may be due to poor communication (Jex, 1998) As Lowe (2020) points out that those who are passionate feel responsibility for what they do, therefore confusion and lack of clarity of responsibility and role can be a passion killer.

Job responsibility and role can be too constrained and prescribed. They can also be too wide and flexible (Lowe, 2020). It is therefore important to find a balance between that which is too defined and that which is too vague. It is recommended that training and development be provided, that includes informing all members of staff the need to ensure there is clear communication between the leader and follower and vice versa. It is also recommended that regular reviews are undertaken of person specifications and job descriptions. This can be done as part of annual performance reviews.

5.9 Poor feedback.

Bee and Bee (1998) refer to feedback as part of the communication process between those giving the feedback

and those receiving it, leading people towards behaviour and performance that is appropriate to a given situation. Where feedback is positive and constructive, people are more likely to create or confirm a positive image of themselves (London, 2015). Good feedback focuses on people doing the right thing, guiding and supporting others to be more effective, constructive and creative. The passionate workplace encourages people to provide good feedback upwards as well as downwards. Leaders allow freedom to express views and thoughts without the fear of repercussion.

Self-control and self-esteem affect whether feedback is destructive or constructive as feelings and emotions can be attached to the content (Gaber, 2004; London, 1995). Thus, feelings of self-confidence and self-esteem can be fragile and can be torn apart by thoughtless, careless and destructive feedback (Caroselli, 2011). If a matter is not handled properly, feedback can become personal and perceived as criticism, generating feelings of anger and tension (Gaddis, Connolly and Mumford, 2004). Erickson, Shaw, Murray and Branch, (2015) add that this dysfunctional behaviour is found in public and private organisations (for example: the clergy, the military and Government agencies). These people use dysfunctional behaviour. It includes intimidation, deception, coercion and punishment of followers. This type of feedback is likely to be downwards and *at* followers creating an environment of toxicity that influences others to behave in a similar manner and where followers share the leader's beliefs and values (Furnham, 2012). This destructive approach to leadership can damage morale and motivation. Therefore, poor feedback can be another passion killer, focusing on people doing things wrong; focusing on the negative rather than the positive instilling fear into the workforce (Erickson, Shaw, Murray and Branch, 2015).

It is important that all members of staff understand the impact of poor feedback and should be encouraged to engage in positive and constructive feedback. It is, therefore, recommended that organisations develop policies, procedures, practices and training programs that address the damage that poor feedback can have.

The above provide examples of passion killers. If not checked, the organisation can become a toxic place in which to work affecting commitment, performance, productivity and output. The pathocractic influence individuals have on others can lead to shared destructive values from which passion killers (people and things) emerge.

Passion killers can become a virulent virus that can have short, medium- and long-term damage on the individual and on the organisation. It is, therefore, helpful to reflect on the term toxic leadership and the impact of passion killers.

6. THE TOXIC LEADER AND THE IMPACT OF PASSION KILLERS.

Toxic leadership appears in the workplace including the clergy, military, politics, and the educational sector (for example, Aubrey, 2013; Jones, 2019; Kirkconnell, 2013;

Reed, 2015; Smyth, 2017; Whitehead, 2015). Toxic behaviour also appears to be embedded in society within which people become fixated on ideological materialism. Toxic leaders are inclined to have a lust for power while exploiting, dominating and abusing others (Lobaczewski, 2007). Lobaczewski (2007) explains that a small number of people, with pathological and sociopathic destructive behaviour can take over political influence wreaking havoc on the people they govern. They in turn attract others with similar psychological disorders creating a "*pathocracy*" (Lobaczewski, 2007).

It isn't just about the political environment in which pathocracies can form. Pathocracies can equally apply to the organisational context (Taylor, 2019). These organisations appoint leaders who are "*snakes in suites*" (Babiak and Hare, 2006). They rise into positions of leadership and influence others to behave in a disreputable, unethical and destructive manner (Babiak and Hare, 2006). This comes at a cost to the *"credo"* (set of beliefs) of many businesspeople (Lobaczewski, 2007).

Some leaders can be toxic most of the time and most managers are toxic some of the time (Lubit, 2004). A toxic leader uses emotions to create threat and fear. Lobaczewski (2007) adds that the typical psychopath thrives in this toxic world and is often considered as a hero. However, dangerous personalities and disordered minds can destroy organisations and society (Hughes, 2018). They trigger feelings of stress and anxiety, using pathocratic influence to create an environment in which those with similar mindsets may emerge reinforcing the toxicity. Pathocractic influence can lead to followers absorbing similar values to the toxic leader creating substantial damage to the organisation (Reed, 2015).

Values and beliefs that are shared between follower and toxic leader can blur the sense of what is right and wrong. While the toxic leader may provide hope to the follower, the follower may also continue to feel threatened (Furnham, 2011). Rather than focusing on what *really* matters, the people in the organisation engage in infighting, indifference and self-protection. The workplace can become what can be better described as a *"war zone"* (Lubit, 2004). This can come at the expense of intrinsic motivation, creativity, performance, output and productivity.

Notwithstanding the discussion provided in academic and social media, toxic leaders continue to be appointed in social, political and economic environments as well as in the workplace business; pathocracies continue to flourish (Taylor, 2019). It is, therefore, not surprising that passion and commitment are eroded.

Action is needed to resolve the pathocratic influence of these toxic leaders otherwise organisations can become pathocracies. If toxic leaders are not forcibly stopped, they can do anything they want poisoning the environment and costing the organisation money and reputation (Clay, 2017; Lobaczewski, 2007). They can destroy potential and promise

that people can bring to the organisation (Hardgrove and Howard, 2015). Toxic leaders fail to excite the fire of passion in others. Not only are these people passion killers, they create a culture in which passion killers (people and things) can thrive, infecting new hosts throughout the organisation. Hence, passion killers can be compared to a virus debilitating the organisation to function effectively. An effective leader in the passionate workplace is empowered by the organisation to track, trace, isolate and remove the virus and to take action so as to avoid further infection. It is, therefore, important that organisations create the right environment in which leaders gain the trust of followers and engage in a programme of improving intra and interpersonal relationships focusing on positive action and passion thrillers.

It is recommended that all members of staff be provided with training development in understanding the impact that passion killers can have on morale, motivation, productivity, performance and output. Organisations should also adopt policies, procedures and practices that complement a passionate workplace. This should include the appointment of qualified psychologists to assess applicants as part of the recruitment process with the purpose of identifying their suitability for a role in the passionate workplace. There may be a financial cost, however this can be absorbed into the positive outcomes of having the right person, in the right place doing the right thing, at the right time.

7. CONCLUSIONS…

This article begins by identifying passion as an added value enhancing and complimenting the values identified by Schwartz (2012). Values can be intangible and abstract (Xiao, 2001). Recognition is given to the limitations of the model acknowledging that values may vary dependent on differences in personality, organisational culture and societal context.

Discussion is given to the terms harmonious and obsessive passion that lies on a continuum. In contrast to obsessive passion, harmonious passion is positively associated with mental health and increased performance (Ho, Wong and Lee, 2010; Patel, Thorgren and Wincent, 2015; Suchy, 2007; Vallerand, 2010; Vallerand, 2012; Vallerand, Blanchard, Mageau, Koestner, Ratelle, et al, 2003; Vallerand and Houlfort, 2003). Harmonious passion is an important component part of a passionate workplace, one in which people feel they are valued for *who* they are, engaging in creativity, commitment and motivation. They are encouraged to feel rich in intrinsic satisfaction that serves the needs and goals of the organisation (Zigarmi, Houson, Witt and Diehl, 2011; Martin, 2000; Roka, 2009; Veltman, 2016). It is, therefore, important that organisations provide support and guidance to all members of staff to recognize the difference between harmonious and obsessive passion.

The article then provides examples of passion thrillers help to positively drive and motivate people. They include employee engagement, vision, valuing people for who and

what they are, trust, respect and dignity, inspirational leadership and celebration. These passion thrillers provide firm foundation stones that support the organisational structure and culture. They underpin the passionate workplace with the aim of winning hearts and minds (Monzani, Ripoll and Peiro, 2015). The effective leader in the passionate workplace is able to empathize and understand how others may feel (Stein, 2017). They have skills in the use of emotional intelligence.

The article also compares the impact of passion killers to a virus that can affect others, spreading throughout the organisation. Within the organisational context, a definition of a passion killer is provided that include people (intra and interpersonal relationships) and/or things (stimuli) that inhibit commitment and passion, creating a toxic environment in which to work. Passion killers are compared to component parts of a virulent pathogen that can reproduce in the host body if not addressed. They can spread to others manifesting itself in likeminded thinking and behaviour creating a toxic workplace. Examples of passion killers include intimidation, threat and fear, criticism, repression, unnecessary conflict, criticism, lack of trust, feelings of uncertainty, lack of clarity around role and responsibilities, poor feedback. These passion killers can create a toxic environment in which to work.

The term "*pathocratic influence*" is introduced where followers absorb similar values and beliefs to the toxic leader. This can lead to vertical and lateral violence where people engage in infighting, self-protection and indifference. This can come at the expense of creativity, intrinsic motivation, output, performance and productivity. If not stopped the toxic leader can use pathocratic influence to poison the workplace, costing the organisation money and reputation (Clay, 2017; Lobaczewski, 2007). Furthermore, the toxic leader can destroy promise and potential that people can bring to the organisation (Hardgrove and Howard, 2015). They create a culture in which passion killers can thrive. Notwithstanding the discussion given to the topic and social media and academic sources, pathocracies continue to flourish (Taylor, 2019).

This article reinforces the value of passion in the passionate workplace. As Maxwell and Doman (2013) points out, leading people can only occur if they are first valued for who they are. It is, therefore, important that leaders develop skills that compliment a healthy and passionate workplace, focusing on what *really* matters, including intra and interpersonal relationships together with positive action and passion thrillers.

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