Leadership effectiveness for managing change: the role of emotions

Evangelia Fragouli
University of Dundee, UK

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Abstract
   Organizations in every sector of the workforce are faced with mounting pressure to change. *Individuals and organizations alike must learn how to adapt and change in order to sustain their competitive advantage in an increasingly diverse world. For many people, learning to change is an anxiety provoking process that becomes a debilitating fear. The increasing rate of change in market competition and substitution is a norm today. However, how leaders manage the change still seems to be a challenge. Scholars and leaders alike have for long acknowledged intellectually the importance for transformation. However, fewer studies have been conducted regarding the effective management of change. Change can be exciting and stimulating in an organization, but it is often met with fear and resistance. This paper focuses on the impact of employees' emotions on organizational change following a qualitative methodological approach through critical literature review of the role of emotions during change and the significance of emotional intelligence in leading effective change. The research posits that regardless of the quality of the change plan a leader might have, if the team he relies on to carry that change isn't committed to do so, then the plan could meet its demise.*

1. Introduction

   Kurt Lewin (1948) developed one of the earliest and most influential theories of organizational change (Schein, 2004; Weick & Quinn, 1999). Lewin (1947) offers a three-stage approach to change described as the unfreezing, moving, and refreezing model. For Lewin (1945) change "is a process in which changes of knowledge and beliefs, changes of values and standards, changes of emotional attachments and needs, and changes of everyday conduct occur not piecemeal and independently of each other, but within the framework of the individual's total life in the group" (p. 49). The process of change, according to Lewin (1945), affects a person in three ways:
1. The cognitive structure (individual perceptions and personal meaning)
2. Valences and values (social status, social norms, and group dynamics)
3. Motoric action (degree of personal control over physical and social movement)
   Lewin (1945) posits that an individual's sense of belongingness to a group is a key component towards creating and accepting a new belief structure and value system in the workplace. The emotional connections and the relational experiences of workplace bonds facilitate the central sense of group belongingness that promotes innovative learning and change (Fenwick, 2008). Lewin (1945) further suggests that the change process is not a simple linear progression from beginning to end. Acquiring the correct knowledge of the intended change and even first-hand experience and physical action may not be sufficient for leading complete transformation. Lewin (1999) argues, "it is one thing to be motivated, another to transform motivation into concrete goals and into stabilizing these goals in a way which would carry the individual through the actual completion of the work" (p. 288). The complete constellation of the entire social and emotional field of the individual within the context of the organization must be considered, organized and reorganized through meaningful learning and leadership in order for change to be successful.

1.1 Background of the research problem

   The role of a leader has always been considered as the lynchpin and the most significant differentiator between successful and failed change effort. While John P. Kotter (1996) attributed

successful transformation to be 70-90% leadership, this issue has often been perceived in the context of a leader's ability to manage the process of change rather than the leaders' own emotional capability to manage themselves and others through self-awareness and self-mastery during the emotional conundrum of change. It is being increasingly acknowledged that organizational change is an emotional process which generates multiple psychological and biological responses, affecting people ability to understand, navigate and embrace the unknown new state forthcoming.

Change is usually concerned with the shifting or evolving of one phase to another. It usually entails the dismantling of previous structures and the creation of new ones. Motivations for change may be a response to the changes in its external environment, a need to upgrade its internal structure for better performance or to pre-empt the introduction of a new product or service in the market. Rekha Dhingra in her 2016 study 'Relational Analysis of Emotional Intelligence and Change management' notes how 'change is generally stressful for the people involved' as it naturally ushers in 'a source of feeling pressure, uncertainty, frustration, isolation and anxiety' (Dhingra, 2017). These emotions tend to be reflected through resistance towards the change the leader aims to implement.

In past times, resistance to change was seen as an inherent trait in human, it was believed that people do not like to change and be futuristic, so it is the duty of leaders to force change on their resistant employee (Lawrence, 1969). However, the adoption of sociology and psychological theories in the study of organizational change gave another twist to employee resistance during change. The aspect of emotions was introduced into the study of employee resistance to change and change leadership literature became saturated with unveiling the role of emotion during organizational change. A substantial connection was established between employee emotions and resistance to change. It was discovered that positive emotions contribute largely to a successful organizational change while negative emotions lead to its demise. Contrary to traditional belief that resistance to change is an inherent human behavior, resistance is a reaction arising from negative emotions which can be linked to fear, confusion or uncertainty. Whereas, this reaction if not well managed makes change difficult or unattainable. This research therefore examines emotions as they affect the success of organizational change and the required skills needed by leaders to turn these emotions into an instrument of change.

This paper aims to review literature on the influence emotional intelligence has on leaders in order to successfully manage organizational change initiatives. The paper establishes the connection between organizational change and emotion and highlights the role of emotions in organizational performance during change. Then, it highlights the emotional intelligence needed to account for such reactions. Finally, it shows how emotional intelligence can be used to motivate change, and also gauge the success of the implemented change.

2. Is organizational change an emotional experience?

Organizational change processes that create improved employee performance, elevated employee morale, continuous learning and increase profits are possible (Schein, 2004). Leading organizational change depends on learning and the type of learning necessary for change to successfully occur must be transformative (Franz, 2010). One requires particular emotional strength to navigate the transformation process (Mezirow, 1991); therefore, leaders must also demonstrate a basic level of emotional intelligence to lead the learning process for organizational change (Goleman, 1998). Burns (1978) articulates the importance of emotionally secure leadership for creating and sustaining change suggesting that, "people need appreciation, recognition, and a feeling of accomplishment, and the confidence that people who are important to them believe in Change has become a constant factor in organization today (Mossholder, Settoon, Armenakis & Harris 2000). Most scholars see organizational change as very important in today's evolving and highly competitive world for various reasons. Some see it as essential in gaining competitive advantage (Skinner, Saunder & Thornhill 2002; Denning, 2005), while some others see it as an inherent organizational function to survive and remain successful in business (May & Stahl, 2017; Luecke, 2003;

Moran & Brightman, 2001). Although, the topic about the need for organizational change and how to lead one has received a lot of scholarship, research shows high number of unsuccessful organizational change (Higgs & Rowland, 2005; Balogun & Hailey 2004; Meaney & Pung, 2008). Consequently, leadership scholars and practitioners have begun to look at ways at which leaders can effectively influence the success of organizational change.

Accordingly, there have been attempts by scholars and researchers towards unravelling the mystery behind achieving a successful change (Senge et al, 2002). One of the leading causes of unsuccessful organizational change discovered is employee resistance to change (Bovey & Hede, 2001; Cawsey & Deszca, 2007; Ford et al., 2008). Employee resistance to change was considered by conventional human resource practitioners as a form of conflict between top management and employee (Milton et al, 1984; Coch & French, 1948). But subsequently, an aspect of sociology and psychology was adopted for better understanding of resistance to organizational change. As a result, researchers began to see resistance as a natural and emotional response to change which is born out of the fear of uncertainty (Doppler & Lauterburg, 2001, Liu & Perrewe, 2005; Kiefer, 2002) or out of the belief that change is unnecessary (Ford et al, 2008). There has also been indirect evidence that the outcome of the emotional experiences during organizational change can persist for long periods, even after the change has been made (Gu- Seo, 2012). Thus, recent literature is attempting to explain the need for leaders to capture the minds and heart of their employees. As well as make good use of their emotions in order to get the right attitude needed for the change process (Suliman & Al-Shaikh, 2007; De Klerk, 2007, Sanchez-Burks & Huy, 2008).

2.1 Emotions and organizational performance during change

Emotional reactions to change are a normal reaction to the real and perceived disruption that accompanies organizational change. Successful change leaders know that understanding and addressing the mixed emotions that employees may experience can help employees feel motivated and committed to achieving their goals, implementing change, and realizing a new vision for the organization. Emotions are psychological and biological responses that affect people minds, people bodies, and people motivation. Emotions influence people perception of events and how they make sense of the world around us. Emotions are useful. They help people evaluate the significance of events and assess the consequences. Recent studies on leadership during change have established a connection between employees' emotions and their response to change (Hareli & Rafaeli, 2008; Avey, Wernsing, & Luthans, 2008).

These studies classify emotions as either positive or negative (Lui & Perrewe, 2005; Goerge & Jones, 2001; Huy, 2002, Mossholder et al 2000). While positive emotion is mostly associated with feelings such as, joy and excitement, negative emotions on the other hand is linked with feelings such as, grief and fear (Liu & Perrewe, 2005). In the case of organizational change, Positive emotion is seen as a feeling of confidence and trust about change, it is believed to help employees cope with the complexities and stress during the change period (Liu & Perrewe, 2005; Avey et al, 2008; Lilius et al, 2011). Whereas, negative emotion is considered as a feeling of mistrust, insecurity and uncertainty leading to passiveness during change (Saunder & Thornhill, 2002; Kiefer, 2002; Carr, 2001; Vakola & Nikolaou, 2005). A worthy body of research indicates that positive emotions for the organizational change fosters into prosocial behaviors such as supporting and cooperating with others (Arnold & Jay, 2001). Thus, organization members experiencing positive emotions are highly likely to demonstrate supportive and cooperative behaviours during, and long after, the organizational change (Fredrickson, 2008). Alternatively, negative emotions can tend to surface through various forms of resistance behaviors, such as retraction from the change initiatives or malicious sabotaging of the change to cause it to fail (Fredrickson, 2001; Rhodes, 2001).

Agents of organizational change must be skilled in recognizing the signs and symptoms of resistance in order to facilitate successful change (Warrick, 2009). More importantly, agents should also be knowledgeable in the fact that resistance is a natural part of the change process. Curtis and

White (2002) suggest that change occurring in the absence of resistance is not change at all; rather it is merely an illusion of actual change.

The fear of change permeates all levels of the organization and indeed a great deal of resistance to change can be found among the management ranks. Long-standing managers and executives often make attempts to undermine the change program by either not adapting their own behaviour or by allowing employees to continue to behave in ways that also threaten the integrity of the change initiative (Erwin, 2009). Managers and executives feel like they have the most to lose and often struggle with their perceived ability to perform the new organizational processes (Burns, 1978). Facilitating organizational change requires a delicate appreciation for the interpersonal relationships between peers and superiors, leading to a greater sense of readiness and a stronger sense of personal and organizational preparedness for change (Boucknooghe, Devos & Van Den Broeck, 2009). Underestimating the value of the emotional and psychosocial support needed for change is a significant error that many organizations make. Although, some scholars argue positive emotions contributes to successful change (Vakola et al, 2004) and that skepticism towards change is a negative emotion (Stanley, Meyer, & Topolnytsky, 2005; Oreg, 2006;). Nevertheless, negative emotions do not always mean fear or resistance to change (Maitlis & Sonensheim, 2010; Huy, 2002). In as much as it could be detrimental to achieving a successful organizational change, negative emotions can be a sign of warning to an improper work plan which can be threat to the success of change (Elemicin, 2007; Spoor & Kelly, 2004).

Therefore, negative emotions also help improve change (Hay, 2002; Kiefer, 200). Recent studies have also shown that negative emotional experiences stemming from change can remain virtually unchanged for as long as several years. Whereas positive emotions deteriorate relatively faster overtime (Porter, 2007). For these reasons, some scholars believe, the ability to understand individuals' behaviors and emotions is a prerequisite to successful performance during change (Mayer et al., 2008; cote and Miners, 2006).

3. Leading during organizational change

The concept of leadership has enjoyed a lot of scholarship from past time till date. overtime, the question of what makes a successful leader has been a topic of interest among researchers. While some scholars view it as the ability to direct employee through work process and laid out plans without altercation (Avolio & Bass, 1994; House & Shamir, 1993). Some on the other hand, see it as a leader's ability to make effective change through strategies that would meet the future need of the company (Senior & Fleming 2006, Macgregor Bums, 2003). However, some scholars are of the opinion that a leader's ability to understand individuals' behaviors and emotions is a prerequisite to successful performance (Cote and Miners, 2006). Early leadership studies conducted by Bass (1990) and Lord, Devader and Alliger (1986) discovered that intelligence has a big role to play in Leadership effectiveness during change. Though, traditional studies of effective change leadership concentrated more on academic intelligence (spearman, 1904; 1986; Motowidlo and Van Scotter, 1994). This type of intelligence according to critics, does not consider certain circumstances, such as employee emotions that could affect leadership effectiveness (Riggio, Murphy & Pirozzolo, 2002). Consequently, Goleman (1998) presented Emotional intelligence as essential for effective leadership as it addresses the issue of emotions and attitudes. Since then, many researches have examined the significance of EI in leadership.

3.1 Organizational change & errors

Organizational change is a monumental task that very few take on and often times results in a lot of expenditure and less than expected success. As the economic and societal landscapes continue to evolve and exert pressure on organizations to keep up, organizational change is not a passing fad but has instead become a regular occurrence. As a result, there is increased pressure for organizational leaders to effect change more quickly and with a greater impact. While the readiness and adaptability of an organization are often areas to contemplate when planning a large-scale change, there are several

tactical mistakes that can be avoided to give your change project the best chance of success. Kotter (1996) acknowledges that "to some degree, the downside of change is inevitable. Whenever human communities are forced to adjust to shifting conditions, pain is ever present. But a significant amount of the waste and anguish we've witnessed in the past decade is avoidable" (p. 4). All too often, an organization's attempt to make positive change delivers disappointing results and returns unintended consequences of wasted resources and employee frustration (Warrick, 2009; Weick & Quinn, 1999). Organizational change is a highly complicated process that eludes many well-intentioned leaders.

Boga and Ensari (2009) highlight three interconnected phases that may mitigate the negative potential associated with change. First, organizational leadership should thoroughly conceptualize the intended change strategy; then motivate employees with proper levels of passion and optimism; and third, the process should conclude with organizational leaders providing all of the necessary resources needed complete the task. Leading change, however, is much more complicated than these steps would suggest; the atomic model of organizational change recognizes the complexity of work place change and identifies a holistic perspective that addresses the entire social and emotional field of personal and professional transformation. Traditional models of organizational change tend to be too narrow and undervalue the necessary social and emotional connotations of significant change in the workplace. Kotter (1996) further explores the complexity of change and has identified eight of the most common errors that organizations make during the change process: Error #1: Allowing Too Much Complacency, Error #2: Failing to Create a Sufficiently Powerful Guiding Coalition, Error #3: Underestimating the Power of Vision, Error #4: Under-communicating the Vision by a Factor of 10 (or 100 or Even 1000), Error #5: Permitting Obstacles to Block the New Vision, Error #6: Failing to Create Short-Term Wins, Error #8: Neglecting to Anchor Changes Firmly in the Corporate Culture (Kotter, 1996).

The errors of organizational change outlined by Kotter (1996) allude to a need for a more comprehensive and a more conscious approach for leading significant transformation in the workplace. In order for change to be successful, employees must be empowered to learn and emotionally supported through compelling leadership during the entire process of change. Compelling leadership can inspire dialogue, create trust, and secure a foundation of change. Successful change initiatives must engage in transformative learning that is facilitated by strong and deliberate emotional leadership. Failure to recognize the affective dimension of workplace change undermines the complexity of the task and produces negative results. Each organization will experience transformation in a unique way and must be directed through the stages of change accordingly.

4. Emotional intelligence & change

Change triggers strong emotions, which may promote tunnel vision, narrowing people's productive choices. As leaders in the learning and talent development field, EQ is essential to how someone helps others cope with change, such as organizational restructuring, new technologies, automation, mergers and acquisitions, globalization, new sources of competition and changing business models. According to Daniel Goleman, Richard Boyatzis, and Annie Mckee, contrary to the general belief that strategy, vision or powerful ideas make a great leader, being an effective leader is quite primal, it requires leading through emotions.

George (2002) argues that emotional intelligence enables leaders to motivate and convert team members into an instrument of change. According to the author, leaders need to be have the following characteristics: a) To be self-aware so that the can be able to appraise the emotions of others without prejudice. This helps to establish relationship with others and empathy, b) To develop skills in understanding different emotions. Leaders should be able to understand different emotions regarding work process. They should be sensitive to negative emotions pointing out failure embedded in work process, c) To be able to regulate emotions to get the best attitude and behavior that would trigger creativity and commitment, d) To be able manage their own emotion and that of others. The emotion

a leader displays as a great effect on their employees'. Also, Lewis (2000) argued that emotions displayed by leaders can be contagious (Lewis, 2000). A leader's positive emotion can lead to positivity among team members during change while negative emotions may lead to assumptions, such as vulnerability, weakness or ineffectiveness by their employees or team members (Lewis, 2000). Hence, the need to be emotionally adept as it helps to manage effective leadership by using emotions to manage strong and complex relationships during work performance and even organizational change.

4.1 Introducing change & emotional intelligence

Of critical importance to managing most change strategies is the progress measuring efforts made after the change has been introduced (Insead, 1999). There has been ample attention given to the tool's leaders can use to manage the change, with large consulting companies such as PWC and McKinsey charging significant amounts for such strategies. Less addressed, however, is how leaders can exercise emotional intelligence to gauge the success of the change. Quy Insead in his 'Emotional Capability, Emotional Intelligence, and Radical Change' analysis highlights how leaders can learn from the outcomes of the changes they enact from the receptivity stemming from behavioral change (Insead, 1999). Insead goes on to highlight how 'emotion provides the primary feedback mechanism that alerts the [leader] that various set goals are not being achieved, and this, in turn, motivates behavior' (Insead, 1999, 12).

The study, which aims to 'present a multilevel theory of emotion and change', notes the importance of gauging receptivity and judging mobilization when considering making organizational change. At the organizational level, instead defines receptivity as the 'organization's members willingness to [collectively] consider proposed changes and to recognize the legitimacy of such proposals' (Insead, 199,13). At the organizational level, mobilization 'refers to the process of rallying and propelling different segments of the organization to undertake joint action and realize common change goals' (Insead,1999). In addition to gauging change, 'emotionally intelligent leaders are also able to set challenging goals and take calculated risks during the change process' (Dhingra,2017). Along with the management of emotional intelligence, leaders need to take into account the organization's culture when managing change. Often, in order to successfully implement that change, the organization's culture would be subject to change as well. Difficulties facing the leader when aiming to change an organization's culture lie in the complex, at times, unwritten systems which dictate an organization's primary and subcultures (Smollan, 2017).

The inability of the leader to demonstrate acute emotional intelligence regarding the organization's culture could affect their subordinates and ultimately deem the intended change a failure (Elfenbein, 2007). The leader thus needs to be competent in understanding the emotional linkage to the organization's culture. Smollan and Sayers in their 2009 qualitative study 'Organizational Culture, Change and Emotions' identify numerous ways in which organizational culture and emotions are linked. Specifically: 1) Organizational culture is imbued with emotion and, therefore, cultural change is especially emotional, 2) An organization's affective culture influences how these emotions are experienced and expressed, 3) There might be specific elements of a culture that an employee likes, or dislikes and these attitudes influence emotional responses to various types of change (Smollan, 2017).

The emotional connection of employee to culture is further highlighted by Carr who notes that the relationship is 'deep-seated, largely unconscious, and intimately connected to the so development of identity; and have emotional content' (Carr, 2001, 19). Thus, a change in the related culture can lead to an emotional response such as anxiety and grieving.

An emotionally unintelligent leader could ignore the importance of the organization's corporate culture when managing change, and effectively offend those who relate to it (Carr,2001). However, understanding the emotional connection, the organization's employees have with the culture will allow an emotionally intelligent leader to communicate favorable and supported change strategies (Gill, 2010). Therefore, it is imperative for a leader to be aware of the organizational culture

as it can assist in the effective management of change (Carr, 2001; Meyer, 2009). Especially given the noted link between culture and emotional intelligence. A leader displaying competent emotional intelligence will thus be able to pander the change strategies in a culture-appeasing manner, thus increasing the likelihood of success.

4.2 Leading change, emotional intelligence and other competencies

What leadership behaviours or competencies are most strongly associated with effectively leading or overseeing change initiatives? There are six competency areas that enhance the capacity of a leader to coordinate and drive organizational change: Systems Thinking, Strategic Savvy, Organizational Agility, Capacity Building, Creative Communication, and Courage. All these though interact with emotional intelligence of leaders. Many studies have analyzed the extent to which emotional intelligence will influence a leader's effectiveness to manage change. Studies such as Lynn Crawford and Anat Hassner Nahmias 2010 'Competencies for Managing Change' notes how projects which bare 'high requirements for behavioral change' will require leaders to exercise emotional intelligence in their communication skill. Crawford and Nahmias note the primary role of leaders exercising change management is; 'communicating to engage stakeholders, sell change, enlist champions, facilitate political diffusion and manage stakeholder expectations" (Crawford, 2010). Conversely, change that will require high levels of strategy and technicality will require leaders to manage the program/project itself as opposed to the people (Nahmias, 2010).

Other studies have attempted to weigh the importance of various competencies for transformational leaders and leaders who initiate organizational changes. Studies such as Flavia Cavazotte's 'Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance' have aimed to highlight the direct and indirect functions that categorize successful change focused leadership (Cavazotte, 2012). Traits such as conscientiousness were proven to carry more weight for transformational leadership and leadership effectiveness in managerial roles (Cavazotte, 2012; Moreno, 2012; Hickmann, 2012). Other traits such as extraversion and openness were also found to have significant correlations (Cavazotte, 2012; Bono, Boles, Judge, & Lauver, 2002). Julie Battilana in her 2010 study 'Leadership competencies for implementing planned organizational change' highlighted how varying leadership styles inherently require varying competencies when managing organizational change (Battilana, 2010). Battilana adopts the task-oriented and person-oriented theories to portray the predominant types of leaders. Identifying 'the ability to clarify task requirements and structure tasks around an organization's mission and objectives' as being critical competencies for task-oriented leaders. With emotionally intelligent competencies such as the 'consideration' and 'self-awareness' being the key competencies for person-oriented leaders.

Despite the scholars' attention, the link between emotional intelligence and change leadership has received, there are still scholars who cast doubt on the methods used to measure the correlations found (Antonakis, Askanasy & Harborough 2009). Specifically questioning the studies designed to test effects of emotional intelligence on leadership (Jacquart, & Lalive, 2010). Noting the restrictions in the study designs regarding controlling for ability and personality or correcting for measurement error (Antonakis, Bendahan, 2010). Factors some scholars state do not comply with evidence-based principles (Rousseau, 2006; Rynes Giluk & Brown, 2007). Thus, their theoretical and practical recommendations are undermined (Cavazotte, 2012, 2). Critics note how the absence of the appropriate controls when conducting emotional intelligence & leadership correlation tests can lead to inflated results which subsequently lead to doubtful conclusions made under those circumstances (Harms & Crede, 2010).

5. Conclusion

Change triggers strong emotions, which may promote tunnel vision, narrowing our productive choices. The present paper shows that regardless of the quality of the change plan a leader might have, if the team he relies on to carry that change isn't committed to do so then the plan could

meet its demise (Andries,2011). Commitment to change in this case refers to the degree of organizations willingness and desire to support the change (Meyer, 2002). Affective commitment to change refers to the desire to support the change based on a belief in its inherent benefits (Allen, 1997); Normative commitment to change is the support for the change resulting from a sense of needing to reciprocate positive treatment received from the organization (Meyer, 2009). The early effective communication and motivation can positively impact both forms of commitment to the change (Gu Seo, 2012). Research has proven that early levels of commitment tend to last over time (Gill, 2010). Thus, it is critical for a leader to demonstrate emotional intelligence in identifying the applicable emotional language to motivate his team to carry that change. Lindebaum & Cartwrite note how a leader's 'ability to use emotions is assumed to be linked to inspirational motivation' (Lindebaum, 2010).

Thus, leaders who exercise emotional intelligence may use their knowledge to generate positive emotions towards the change which in turn will motivate for more successful results (Lindebaum). The correlation between positive employee attitudes and emotions with organizational change success is explored in James B. Avey's 2008 study 'Can Positive Employees Help Positive Organizational Change?'. The study surveyed 132 employees from a various field and found that 'positive psychological capital and positive emotions are important in countering potential dysfunctional attitude and behaviours relevant for organizational change'. Specifically, how positive emotions may combat the negative reactions which tend to surface given organizational change (Avery, 2008). A similar 2011 study by Alina Maria Andries in the Global Journal of Human Social Science also notes how 'positive emotions, by organizing and constructive effects, optimize the quality of work (Andries, 2011). However, Andries notes how there are negative emotions in the workplace that can become functional 'in that it promotes more efficient cognitive processing of information and perceptions more realistic' (Andries, 2011, 42). As made evident by Andries study, there is a rather complex range of emotions employers can use to motivate employees towards efficient execution of organizational change.

A leader's emotional intelligence will equip him to identify the accurate combination of emotions needed to motivate the desired organizational change (Andries,2011). Since emotions provoke certain behavior or reaction towards change regardless of the type of change it is (Avey et al, 2008; Saunders & Thornhill, 2002), it is therefore important for leaders to acquire the necessary skills needed to understand different emotions and to turn emotions into the right energy needed for change. Given the complex emotional and technical management of change required for it to be successful, we recommend that leaders should also focus on empowering managers and employees to be agents of the change in the early stages of the change initiative. With significant leadership support, managers can transfer enthusiasm, optimism for change, and confidence to employees on a personal level (Gu Seo, 2012; Bono & Ilies, 2006). Also, the individualized attention managers are able to give their subordinates can alleviate negative emotions that tend to arise during organizational change (Kiefer, 2005). In regard to the employees, the initial affective experiences at the early stages of the change will influence their commitment to change (Clore, 2003) This would entail increasing employee emotional intelligence in order to be self-aware committers and gauges of change. Yet, surprisingly little work has examined the direct role of employee emotions in determining their commitment to change, even though logic and indirect findings clearly suggest a linkage between these two variables (Gu Seo, 2012). Further, successful implementation of organizational change requires to some extent, employee creativity in order to develop new approaches and behaviors following the change (Gruys, & Tierney, 2007). This creativity has also been found to lead to extended attention, thinking and behavioral repertoires (Fredrickson, 2008).

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