Leader Emotion Management: Design and Evaluation of a Training Program

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ABSTRACT

The life and career of a U.S. warfighter comprises an extensive list of complex emotion-evoking experiences. It is not uncommon for military personnel, within all branches and occupational specialties, to regularly experience a broad range of fluctuating emotions including boredom, pride, frustration, excitement, happiness, and fear. Further, these emotions can often enhance or detract from unit performance during missions, training events, and also while at home station. Historically there has been a great deal of attention paid to ensuring military personnel are tactically prepared. However, there has been less emphasis on the affective or motivational side for ensuring mission success. As one Army Solider said during data collections for this effort, "the [military] does not like to talk about emotions but we [leaders] deal with them every day." Ultimately leaders are responsible for assuring the performance of their unit by monitoring and managing the everyday emotions of their unit members. Such behaviors are referred to as Leader Emotion Management (LEM) (Kaplan, Cortina, Ruark, Orvis, Engel, & Langkamer, 2012). To engage in LEM, leaders must assess the emotions of their subordinates on a regular basis and then engage in behaviors that will influence those emotions to help maximize performance. The purpose of this research was threefold: 1) to explore whether leader emotion management is a valuable competency to develop in military leaders; 2) design a LEM training program for junior leaders; and 3) evaluate that training. This paper provides results from focus groups with military leaders that highlight the benefit of training LEM concepts and how such training is different from other programs, such as resiliency training. Training design decisions, which are based on qualitative feedback from over 100 Soldiers during the training design phase, are also presented. Finally, the results of a training evaluation study conducted with 70 Army leaders are summarized.

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INTRODUCTION

The scope and scale of U.S. Army operations, ranging from humanitarian to warfare, make the Army one of the world's most socially complex organizations, with complexity existing even at the level of an individual Soldier. Within the current operating environment any given Soldier is faced with a great deal of variance in mission tasks. One day a Soldier may be doing the job for which he was trained and the next day be learning a new piece of equipment unrelated to his primary skill set. As a more extreme example, consider deployment; Soldier activities range from sitting on the Forward Operating Base (FOB) while waiting for the next order to engaging in an intense firefight with the enemy. With these changing missions and tasks, it becomes imperative that Soldiers have both the relevant tactical knowledge and suitable attitude to perform effectively.

Leaders are responsible for assuring the effective performance of their Soldiers. The Army defines leadership as "the process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization" (Department of the Army, 2006; p. 1-2). In short, leadership is about exerting influence on Soldiers to help foster successful performance. The Army invests a great deal of effort into ensuring that leaders are fostering the tactical performance of their Soldiers. However, in order to accomplish the mission and improve the organization, Army leaders must possess advanced competencies that will allow them to focus on the attitudinal side of ensuring mission success. One such competency found in the organizational psychology literature is that of leader emotion management (LEM). LEM is defined as "the processes and behaviors involved in assisting employees in regulating their emotional experiences so as to facilitate the attainment of organizational objectives" (Kaplan, Cortina, Ruark, Orvis, Engel, & Langkamer, 2012, p. 3). The purpose of this paper is to describe research efforts undertaken to understand the value of teaching LEM to junior Army leaders. The development and evaluation of a LEM training program to help Army leaders grow this competency and improve Soldier and unit performance will also be discussed.

Leader Emotion Management

Emotions and Performance

Work is an emotional experience (Ashforth & Humphrey, 1995; Basch & Fisher, 2000; Boudens, 2005; Miner, Glomb, & Hulin, 2005). This is particularly true in the military, where the changing tasks and missions within which Soldiers must perform effectively are likely to induce a wide range of emotions including boredom, pride, frustration, excitement, happiness, and fear. Such emotions derive both from work-related events and interactions, (Hareli & Rafaeli, 2008; Weiss & Cropanzano, 1996) as well as from the non-work feelings that people bring with them to the job (Wharton & Erickson, 1993). The consequences of these emotional states are far-reaching, impacting not only well-being outcomes, but also individual, group and organizational performance (e.g., George & Bettenhausen, 1990; Patterson, Warr, & West, 2004; for reviews, see Barsade & Gibson, 2007; Brief & Weiss, 2002; Elfenbein, 2007).

Figure 1 provides a useful graphic to illustrate the impact of emotions on performance. Soldiers' jobs, tasks, and missions are constantly changing over the life of their career (right circle). In addition, Soldiers are continuously experiencing a wide range of emotions (left circle). The key is that the emotions

Soldiers are feeling should benefit, rather than detract from, performance. Consider the emotion of fear. A certain level of fear can enhance Soldier performance when performing certain missions, such as convoy operations. Fear keeps Soldiers alert and staves off complacency. However fear may detract from performance in other types of tasks, such as working in the motor pool.

Figure 1. For optimal performance, unit member emotions must support performance for a given task.

Leadership and Emotion Influence

A consistent theme that has emerged from the organizational literature on workplace emotions is that organizational leaders are especially important in the emergence, management, and consequences of organizational affective experiences. Specifically, research has revealed that leaders are responsible for some of the most important and frequent determinants of employees' emotions (e.g., Bono, Foldes, Vinson, & Muros, 2007; Dasborough, 2006; George, 2000; Mignonac & Herrbach, 2004; Pescosolido, 2002). Underscoring the importance of leaders as managers of workplace emotion, Leavitt and Bahrami (1988) go so far as to suggest that, "managing one's own emotions and those of employees is as much a critical managerial function as managing markets or finances" (p. 40).

Referring back to Figure 1, when engaging in LEM, leaders must assess the emotions of their subordinates in relation to the situation or task at hand and then engage in behaviors that will influence those emotions to help maximize performance. In any given situation, it is the leader's role to monitor both circles depicted in Figure 1, and determine how to increase the overlap between the circles in order to optimize performance.

Following the prior example, consider a leader about to send a unit out on a convoy mission. That leader has a responsibility to assess whether the emotions of the unit members will detract or increase likely success of that mission. If the leader assesses that the unit is generally complacent due to an extended period of time without enemy contact, they may choose to a) send another unit or 2) attempt to instill an emotion which will counteract the emotion of complacency (e.g. fear, pride).

DESIGN OF LEM TRAINING

The LEM training program was developed by coupling theory on LEM with operational input. The initial training content originated from theoretical work by Kaplan et al. (2012). This content was then revised based on input from former and active duty Army personnel. The result of this mixed-methods approach is operationally relevant training grounded in good science and theory. This section describes how the operational input was collected and melded with the theory for the development of two final training products – a classroom based training program and a multi-media trainer.

Data Collection Participants and Procedures

Four data collection sessions were conducted to obtain operational input into the overall content, structure and design of the LEM training. Two of these data collections occurred at Ft. Benning, GA, one at Ft. Hood, TX, and one at Ft. Leonard Wood, MO. In total, feedback was obtained from over 150 Soldiers (both Officers and Enlisted Personnel). There were three main objectives accomplished during these data collection sessions: (1) investigating the perceived value of training LEM to military personnel; (2) soliciting feedback on learning objectives; and (3) gathering real examples and stories of times when leaders had to engage in emotion management of their subordinates.

LEM as a Valuable Training Target

During the focus groups, researchers asked leaders to provide examples of when emotions impacted performance. There were several observations made during these discussions. Leaders were:

- Able to come up with numerous stories of when emotions impacted performance, confirming the proposition that emotions impact performance in military settings.
- More likely to recall examples of negative emotions (e.g. stress and sadness) than

positive emotions (e.g. pride, happiness), suggesting that leaders do not monitor all types of emotions, which may limit their ability to optimize performance.
- More likely to recall examples of when emotions detracted, rather than enhanced, performance, suggesting they would benefit from awareness of how emotions can enhance performance.

Leaders were also asked whether Army leaders are responsible for monitoring the impact of emotions on Soldier performance. There were several observations made during these discussions.

- The majority felt that leaders had some responsibility in monitoring Soldier emotions and how emotions were impacting performance, although many admitted not thinking about it enough.
- The majority felt that there was a great degree of variability in how well leaders were able to engage in LEM. Those who were good at it were just "natural" suggesting variance in skill across leaders.
- There was quite a bit of discussion on LEM not being about letting Soldiers complain.

The leaders were also asked if they were already trained on LEM concepts and if such a curriculum would be valuable.

- The majority of leaders felt that there was no training on how to engage in LEM processes.
- They felt that that, although related, training on LEM was distinct from training on resilience and counseling.
- The majority felt that LEM training would particularly benefit junior noncommissioned officers (NCOs) as part of the Warrior Leader Course.
- Most acknowledged a general discomfort in the Army culture in discussing emotions. However, they noted that it is something leaders have to deal with every day and not all leaders feel adequately equipped.

Discussions during the focus groups pointed to a general consensus that emotion management, as it impacts Soldier performance and mission success, is an important topic for military leaders, and that training on LEM would be beneficial, particularly for junior NCOs. Further, there was no existing training on LEM principles. These reactions during early interviews propelled the research team to move forward with developing a prototype LEM training program.

Identification of LEM Learning Objectives

The second objective of the data collection sessions was to solicit specific learning objectives from the participants.

LEM Behaviors. In the initial sessions, eight LEM behaviors identified by Kaplan et al. (2012) were used as learning objectives. Given that behaviors are actionable, the intent was that the training program would focus on teaching leaders how to effectively engage in these behaviors. Before using these behaviors in the training, however, the first step was to ensure their relevance to Army leaders and their mission. Therefore, using feedback obtained during data collection sessions, four criteria by which to revise the behaviors were developed: (1) the behavior must convey direct influence; (2) the behavior must be appropriate for the military context; (3) the behavior must be unique to the idea of LEM and not taught directly in other Army training; and (4) the behaviors must not be redundant with one another. Revising the behaviors according to these criteria resulted in four final behaviors. Table 1 displays the original eight LEM behaviors and the revised four focal behaviors.

Table 1. Original and Revised Leader Emotion Management Behaviors

ORIGINAL BEHAVIOR NAME	REVISED BEHAVIOR NAME
1. Use Emotional Displays to Influence Employee Behavior	1. Use Own Display of Emotions to Influence Team Member Behavior
2. Interact and Communicate in a Tactful Manner	2. Employ Tactful and Frequent Communication with Team Members
3. Maintain Open and Frequent Communication	
4. Structure Work Tasks with Consideration for Employees' Emotions	3. Consider Team Members and their Personal Situations
5. Manage Interactions and Relationships among Coworkers	4. Evaluate and Manage Team Dynamics
6. Demonstrate Consideration and Support for Employees	*Discussed as an indirect method of influence in the other four behaviors*
7. Behave in a Fair and Ethical Manner	*Deleted (taught in other courses)*
8. Provide Frequent Emotional Uplifts	*Deleted (not applicable with Army norms)*

LEM as a process. While the identified four LEM behaviors were actions in which leaders engaged, there seemed to be a more generic process encompassing the stories and situations described by the Soldiers. Specifically, as the focus group participants discussed their experiences with emotion management, they described a decision process that consisted of 1) monitoring the situation, 2) making a decision about how to handle that situation, and then 3) carrying out that decision. Therefore, it was decided that the most effective training would mimic this monitor-decide-act process in order to teach leaders about effective LEM. While the LEM behaviors would still constitute a component of the training, the Emotion Management Process of Monitor-Decide-Act (Figure 2) would provide the structure for the training and the overarching learning objectives. Specifically, the focus of the training would be on teaching leaders how to apply this process to maximize performance of their Soldiers. Under this new structure, the four LEM behaviors served as actions in which leaders can engage throughout the process.

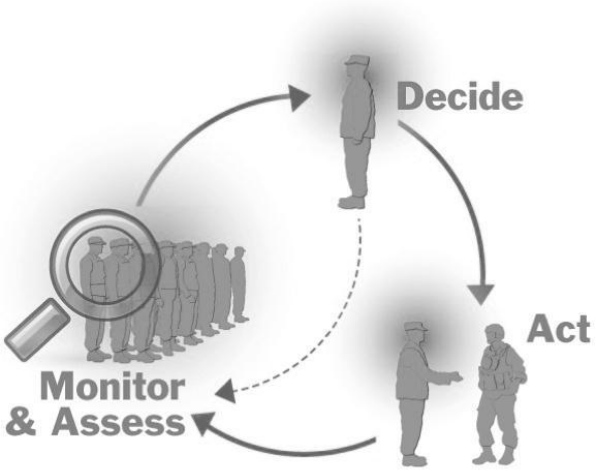


Figure 2. The Emotion Management Process

Stories and Examples

The third objective of the data collection efforts was to gather specific examples and stories of times when leaders had to engage in emotion management. To accomplish this objective, focus group facilitators asked the Soldiers to describe a situation in which the emotions of subordinates played a role in performing a task and how that situation was handled. The point of collecting these stories was two-fold. First, by gathering situations in which emotions were important, the training content and purpose was qualitatively validated. During this portion of the data collection sessions, the Soldiers realized that emotions do play a role in the performance of their subordinates and indicated that emotions were something of which they needed to be aware. As a byproduct of this group discussion, in which Soldiers shared stories, participants discussed how the sessions were useful for learning from each other. As a Soldier shared his or her story, the other participants could apply that story to their own experiences and leadership challenges. Second, the elicited stories served as fodder for training content to ensure the examples provided within the training were grounded in operational realism. Stories provided in the data collections focused on both garrison and deployed environments, and ranged from family issues, to dealing with the death of a unit member, to the monotony of deployment, to nervousness associated with going before a promotion board. These examples and stories collected throughout the data collections were transformed into exercises and discussion questions in order to perpetuate a cycle of allowing Soldiers to learn from each other during the training.

Training Design Decisions

In addition to the objectives and data outlined in the section above, the focus group sessions also aided in making several decisions about the design of the training. Specifically, feedback obtained during these sessions helped to focus the training program toward a specific audience and also led to the conceptualization of the most effective training delivery method.

Training Audience

The LEM training program was developed to teach Army leaders concepts related to monitoring and influencing Soldier emotions and performance. Although many of the concepts transcend leadership levels, junior NCOs were identified as the target training audience. Junior NCOs include squad leaders, section leaders, team leaders, and platoon sergeants. These leaders live and work with their Soldiers every day and are responsible for their health, welfare, and safety (Department of Army, 2002). Junior NCOs are in the best position to get to know their Soldiers, understand their tendencies, identify strengths and weaknesses, and maintain awareness of events occurring both at work and home. Therefore, this group of leaders is best poised to enact the emotion management process at the individual level. As mentioned, interviews with Army personnel confirmed junior NCOs as a group that would most benefit from LEM training.

Training Delivery Method

The LEM training was originally conceptualized to be delivered as multi-media training that could be

accessed either via the web or CD. However, as the content evolved and additional operational input was obtained, the classroom emerged as the best milieu for teaching this content. There were two main reasons for the departure from the original intent. First, classroom training allows the instructor to gain buy-in from the students sooner than would otherwise occur through multi-media training. Typically, when Army personnel hear the word "emotion," they incorrectly assume that the training is focused on counseling or getting Soldiers to discuss their feelings. If multi-media based, this initial assumption may have influenced the motivation level of potential trainees or prime them to receive the information within an incorrect frame. In a classroom setting, these erroneous assumptions can be diffused more quickly. Second a classroom environment with discussion-based exercises allows the students to learn from the experiences of their peers. When taken out of the classroom, the peer discussion is lost, and hence some of the major learning moments are more difficult to create.

Therefore, the final LEM training program consists of both multi-media and classroom training, with the former serving as a training refresher for the latter. The two delivery methods are structured around the same learning objectives, with the classroom-based training focusing more on discussions and the sharing of experiences and the multi-media training focusing on providing additional opportunities for practice.

Although the multi-media training can stand on its own, the preferred delivery methods are (1) the classroom training supplemented by the computer-based training or (2) the classroom instruction as stand-alone training. The multi-media training alone would be the third and least preferential delivery method. The incorporation of the classroom training is preferred for the reasons listed above (quicker buy-in from students and the ability to learn from others' experiences).

The remainder of this paper focuses on the classroom training and the evaluation of this training component. To see all materials for the LEM training, refer to Ratwani, Orvis, and Ruark (2012).

TRAINING EVALUATION STUDY

The main purpose of the training evaluation was to collect both qualitative and quantitative data on the benefit of the classroom portion of the LEM training.

LEM Classroom Training

The three-hour LEM Training is delivered via an instructor/facilitator and supported by the LEM Instructor Guide. The guide is a stand-alone training support package used to assist instructors in understanding and delivering the training of the Emotion Management Process. The LEM Instructor Guide is formatted in accordance with Army training support package standards (TRADOC regulation 350-70) and consists of didactic information, discussion exercises, running examples, and handouts.

Didactic Content Lessons
The instructor guide is broken into six major lessons. The first two lessons define why emotions matter and introduce the Emotion Management Process. The next three lessons concentrate on the three major phases (Monitor and Assess; Decide; Act) of the Emotion Management Process. The last lesson is a practical application of the Emotion Management Process and discusses the relevance of the four LEM behaviors.

Discussion and Exercises
The LEM classroom curriculum is based upon a classroom-centered approach to training. The goal of the classroom training is to promote discussions and the sharing of stories and experiences to highlight the importance of emotions. As discussed above, the data collection sessions highlighted the ability to learn from peers as a key learning feature. Therefore, throughout the training, each key teaching point has questions and examples for the instructor to use to facilitate discussion. Through these discussions and examples, Soldiers can learn from the experiences of others. The instructor can also augment the examples provided in the guide with personal examples when appropriate. In addition to discussion questions, several more practical exercises are provided for the instructor to use throughout the training. As noted in the instructor guide, these exercises should be used as time permits and as the instructor sees fit.

Running Example (Story)
In order to translate the didactic lesson content into the real world environment, the course includes a running example to which the facilitator can continually refer in order to illustrate key ideas. Built upon subject matter expert experience, the running example is structured around the three major phases within the Emotion Management Process. To reinforce each phase and the entire process, the students are encouraged to apply their knowledge of each phase during an interactive discussion at key points throughout the running example.

Handouts
The LEM Instructor Guide is further enhanced with the inclusion of a booklet of training handouts. These

handouts are distributed at the beginning of the class and are specifically referred to throughout the training. The handouts also serve as takeaways of the key training points.

Participants

The training evaluation was conducted with 70 participants at two Army installations (Ft. Hood, TX: n = 33; Ft. Lee, VA: n = 37). Across both installations, a total of 13 training sessions were conducted with 15 Captains and 55 Sergeants. Group size for each session ranged from two to eight participants. Participants were recruited through Research Support Requests sent by ARI to various Army installations.

Procedure

Each training session was approximately two hours long and was facilitated by a member of the research team who conducted the training and led the discussion. A former Army Major also participated in the sessions and helped facilitate by clarifying comments when necessary and by providing personal stories to highlight key concepts.

At the beginning of the session, the two facilitators introduced themselves and explained that participants were there to offer their reactions and comments on leadership training. Participants were told that their responses would be helpful in improving the training program and delivery, and therefore they should respond honestly. In order to not bias responses on training evaluation measures, participants were simply told that the training focused on leadership influence with no mention of emotions. Prior to the training, the participants were given a Privacy Act Statement to read, as well as an Informed Consent form to read and sign. After signing the Informed Consent, participants completed a demographics questionnaire as well as a pre-training Awareness Questionnaire. Then, the facilitators led the participants through the training according to the developed Facilitator's Guide. A post-test version of the Awareness Questionnaire and three other post-test instruments were completed at the end of the training session. No identifying information was asked for on these measurement instruments; instead, participants were assigned an ID number that served to link together pre- and post-training responses. After participants completed the post-training questionnaires, they were encouraged to offer any other feedback they had about the training verbally.

Measures

Emotion Awareness Questionnaire

This measure had ten items and was developed to assess participants' awareness about three concepts: (1) that emotions impact performance; (2) that emotions should be addressed in the workplace; and (3) that leaders have a role in managing the effects of emotions on performance. Example items include: *Soldiers' emotions sometimes get in the way of their performance on the job*; and *Leaders can use their own emotions to influence the emotions of their Soldiers*. Participants responded on a 5-point scale (*1* = Strongly Disagree to *5* = Strongly Agree). The Awareness Questionnaire was administered both before and after training in order to assess changes in participants' attitudes and awareness about emotions as a result of the training. Responses were coded so that a higher score reflected a higher level of awareness.

Training Reaction Questionnaire

This measure was developed to assess participants' general reactions to the training and the perceived utility of the training for increasing their effectiveness as a leader. The measure had 10 items (sample items: *This training provided some useful techniques for me to optimize my unit's performance*; and *I would recommend this training to other unit leaders.*). Participants responded on a 5-point scale (*1* = Strongly Disagree to *5* = Strongly Agree). The Training Reaction Questionnaire was administered after the training. Responses were coded so that a higher score reflected more positive reactions to the training.

Overall Workshop Evaluation

This measure, which included 7 items, was created to gauge participants' views about the delivery of the training. Participants assessed factors like the organization of the training, the level of detail provided, and the clarity of the presented material on a 5 point scale (*1* = Unsatisfactory to *5* = Excellent). This measure also contained space for the participants to provide comments about what they liked and did not like about the training in an open-ended format. The overall workshop evaluation was administered after the training.

TRAINING EVALUATION RESULTS

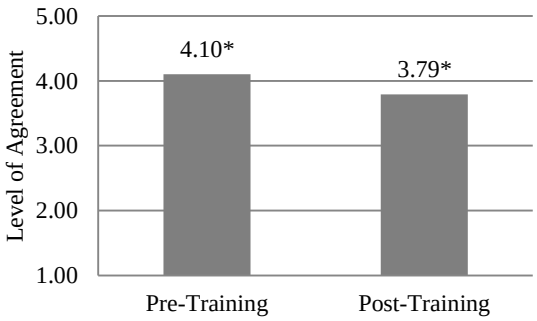
The following subsections report on the results of the training evaluation measures. There were no significant differences between the two sites or the two facilitators on any of the measures; therefore the data across the two sites and the two facilitators were combined.

Emotion Awareness

The overall reliability of this 10-item measure was low (α =.46 for the pre-test and .69 for the post-test).

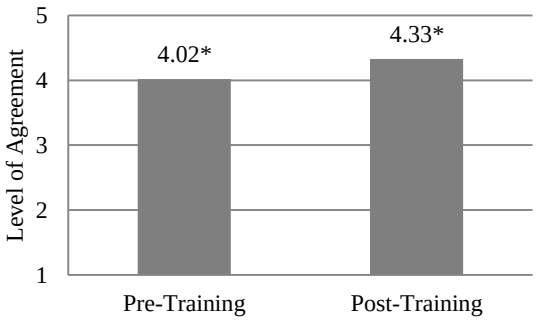
Analysis of the individual items indicated that group homogeneity and low item variance are the likely contributors to the low reliability scores.

Due to the low reliabilities of the pre- and post-measures, individual items on the pre- and post-questionnaire scores were compared. For two of the 10 items there was a significant increase from the pre- to the post-questionnaire means. There was an increase in the disagreement with the statement "*Addressing the emotions of Soldiers is not a part of a leader's role*," $t(47) = 2.37$, $p = .022$ and an increase in agreement with the statement "*Leaders can use their own emotions to influence the emotions of their Soldiers*," $t(47) = 2.18$, $p = .034$. The differences on these items suggest that the training led to an increase in the participants' awareness that leadership involves dealing with their Soldiers' emotions and that leaders can use their own emotions to do this. These results are depicted in Figures 3 and 4, respectively. Interestingly, there was no change in participant agreement with questions asking about whether emotions should be addressed in the workplace and whether emotions impact performance. Results from the Awareness questionnaire demonstrate that participants understood the importance of emotions prior to this training; however, participants may not have considered how leaders can explicitly address emotions.



* t(47) = 2.37, $p = .022$; 1 = Strongly Disagree; 5 = Strongly Agree

Figure 3. Pre- and Post-Training Agreement Levels on Item "Addressing Emotion is not Part of a Leader's Role"



* t(47) = 2.18, $p = .034$; 1 = Strongly Disagree; 5 = Strongly Agree

Figure 4. Pre- and Post-Training Agreement Levels on Item "Leaders can Use their Own Emotions to Influence Soldiers' Emotions"

Training Reactions

This questionnaire assessed participants' reactions to the utility of the training for increasing their effectiveness as a leader. The mean score, 3.89 (SD = .65), suggests that the respondents felt that the training increased their leadership effectiveness. One item that had a slightly lower rating then the rest ($M < 3.0$) was in regard to whether the training covered an aspect of leadership that they had not previously considered. The weaker agreement with this item indicates that participants had thought about emotions and leadership, but again, perhaps not the explicit strategies for using emotion management as a leadership strategy.

Overall Workshop Evaluation Questionnaire

This questionnaire assessed participants' reactions to the way in which the training was presented. It addressed the organization of the content, the presentation style, and the pacing of the material. The means for the individual items were 4.38 or above, and the overall mean rating across the seven items was 4.55, indicating that the participants felt the organization, clarity, and style of the presentation were between above average (4) and excellent (5). Further, there were no significant differences in ratings between the two instructors and locations, demonstrating the generalizability of the material.

DISCUSSION

We feel that this research fits in with the theme of I/ITSEC, that of enabling a global force through innovation. The novelty of this effort is an investigation into the concept of leader emotion management as a critical skill for Army leaders who

are responsible for managing the performance of their units across increasingly complex and variant missions.

This research investigated whether the concept of leader emotion management is relevant to the military. The concept of LEM, although more widely discussed in the commercial organizational literature, is still a new concept, and understanding how and under what context it applies is needed. Throughout the training design and evaluation stages it was found that Army leaders felt that such a competency is indeed valuable, and training should assist in the development of this competency as there is a great deal of variance in LEM skills across leaders. In addition, there is no existing training which helps them develop those skills. The majority of military training on emotions focuses on "self" emotion management (e.g. mindfulness training) and not "other" emotion management. Furthermore, the training described here focuses on the emotions Soldiers experience every day, which, if left unchecked, can build up and result in negative outcomes (e.g., downgraded performance). By addressing all emotions (both positive and negative) daily, the leader is in a position to help the Soldier maintain physical and mental balance, which in turn helps to sustain high levels of performance. In addition, the interaction between leader and Soldier also helps to prevent the build-up of emotions, which in turn, should help Soldiers cope with unexpected and emotionally charged situations (e.g., encounter with an IED) in a more productive way.

This research found that training the concept of emotion management is best done in a classroom environment in which leaders can share experiences. Leaders were adamant that a distance learning course on this skill, by itself, would not be taken seriously. Because of the military culture and a general discomfort in talking about emotions, it is imperative that leaders hear other leaders talking about issues with emotions and performance so that participants feel comfortable opening up.

Overall participants responded well to the specific classroom training developed in this project. They liked the structure and delivery of the workshop. In addition, the results indicated that leaders experienced a shift in their thinking about the role of leadership in managing emotions. This result was promising, as the main objective of the training was just to get leaders to understand the importance of emotions in performance and that they, as leaders, have a role to play in monitoring and influencing those emotions.

In general, the results of the evaluation of the training program showed some interesting results. The Awareness questions assessed three different areas: (1) understanding that emotions do impact performance; (2) that because of the impact on performance, emotions need to be addressed in the workplace; and (3) finally the idea that leaders have a role in managing emotions. In terms of the first two areas, this research found that LEM is not as "new" or "different" a topic to Army leaders as originally thought. Leaders are aware of emotions impacting performance and they feel it is appropriate to address them. However, talking about emotions is what is different, as is learning explicit strategies for managing Soldier emotions. In addition, leaders are aware of the importance of emotions but possibly do not consider their explicit role in strategically managing these emotions

RECOMMENDATIONS FOR FUTURE RESEARCH

Future research should continue to explore the construct of LEM. As discussed in Kaplan et al. (2012), LEM is a complex construct with many different facets. Generally, longitudinal research should be conducted on the impact of daily LEM leader/Soldier interactions versus control. Specific to the military context, research should explore the impact on handling emotionally charged events and the relationship to post traumatic stress disorder. Finally, this research focused on individual Soldier emotion. It would be beneficial to consider emotions at a unit level.

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