

# **BSBLDR501**

# **Develop and use**

# **emotional intelligence**

Release 2

**Learner guide**

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Aspire Version 1.1

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# Before you begin

This learner guide is based on the unit of competency *BSBLDR501 Develop and use emotional intelligence*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

## How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples and case studies	Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. Case studies highlight learning points and provide realistic examples of workplace situations.
Practice tasks	Practice tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Video clips	Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a>
Summary	Key learning points are provided at the end of each topic.
Learning checkpoints	There is a learning checkpoint at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.



## Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> <li>Identifies and uses strategies to improve own emotional intelligence</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Uses appropriate language and nonverbal features to present information and seek feedback</li> <li>Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>Reflects on personal attributes and considers the impact on others and modifies approach to support development</li> <li>Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence</li> <li>Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness</li> </ul>

## What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1 Identify the impact of own emotions on others in the workplace	1A Identify your own emotional strengths and weaknesses	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify personal stressors and own emotional states related to the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Develop awareness of own emotional triggers and use this awareness to control emotional responses	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Model workplace behaviours that demonstrate management of emotions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Use self-reflection and feedback from others to improve development of own emotional intelligence	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Recognise and appreciate the emotional strengths and weaknesses of others	2A Respond to the emotional states of co-workers and assess emotional cues	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Identify the varying cultural expressions of emotions and utilise these to respond to emotional cues in a diverse workforce	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Demonstrate flexibility and adaptability in dealing with others	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Take into account the emotions of others when making decisions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3 Promote the development of emotional intelligence in others	3A Provide opportunities for others to express their thoughts and feelings	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Assist others to understand the effects of their behaviour and emotions on others in the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Encourage the self-management of emotions in others	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Utilise emotional intelligence to maximise team outcomes	4A Encourage a positive emotional climate in the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Use the strengths of workgroup members to achieve workplace outcomes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

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# Topic 1

## Identify the impact of own emotions on others in the workplace

All humans are creatures of emotion, whether we choose to be or not. We have instant, neurological, emotional responses to the things that happen around us every day. Humans are built to connect with each other emotionally and our feelings are fundamental to our decision-making capabilities.

The emotions associated with human interactions in the workplace have a powerful impact on the success and performance of individuals, teams, managers and organisations working as a whole. With knowledge, training and experiential learning, frontline managers can learn to control their own emotions in the workplace intentionally, instead of being run by them.

In this topic you will learn how to:

- 1A Identify your own emotional strengths and weaknesses
- 1B Identify personal stressors and own emotional states related to the workplace
- 1C Develop awareness of own emotional triggers and use this awareness to control emotional responses
- 1D Model workplace behaviours that demonstrate management of emotions
- 1E Use self-reflection and feedback from others to improve development of own emotional intelligence

# 1A

## Identify your own emotional strengths and weaknesses

Emotional intelligence is the ability to manage your own emotions effectively and it is central to achieving high performance in the workplace. As a manager, how you handle yourself and your relationships drives the emotions of the individuals you are leading within your team.

It is essential that managers identify their own emotional strengths and weaknesses in order to effectively self-regulate and to empathise with others. Targeting your work colleagues with anger, frustration or fear decreases motivation and lowers organisational performance. Maintaining an enthusiastic and positive attitude at work and modelling desired behaviours will ensure that you develop positive emotional connections with your work colleagues.



### Workplace emotions

Emotions are messages that bring attention to something – they are outward expressions of our inward beliefs. Emotions can be unconscious and instant, often signalling that something is wrong. Emotions can either positively or negatively affect the way that individuals perform in the workplace. Strong emotions such as fear, anxiety and anger temporarily impair the ability to think rationally.

When work colleagues are upset or unhappy, they may suffer from diminished cognitive abilities. These feelings impair an individual's ability to concentrate, plan and make good decisions. The longer you or your work colleagues feel this way, the more difficult it will be to manage your team and achieve organisational outcomes.

Workplace emotions include:

- anger
- anxiety
- apathy
- apprehension
- confidence
- depression
- elation
- enthusiasm
- excitement
- fear
- happiness
- inadequacy
- joy
- nervousness
- overconfidence
- lack of confidence
- pride
- stress
- unhappiness.

## Identify your emotional strengths and weaknesses

When you experience an emotion in the workplace, it is essential that you identify what you are feeling and why you are feeling it. You should consider the message it is sending and the inward belief it reflects. As a manager, your emotions guide your behaviour in the workplace. Your ability to identify, manage and use your emotions in ways that are positive and constructive enables you to effectively communicate with your work colleagues, diffuse tension and stress, and repair damaged relationships.

Successful leaders and superior performers have well-developed emotional intelligence skills. If your emotions cause you to make irrational or impulsive decisions in the workplace, you could cause damage to the organisation and the relationships formed within it.

Here is a comparison of emotional strengths and emotional weaknesses.

Emotional strengths	Emotional weaknesses
<ul style="list-style-type: none"> <li>• Cool-headedness and ability to remain calm</li> <li>• Enthusiasm and optimism</li> <li>• Not being easily offended</li> <li>• Open-mindedness</li> <li>• Assertiveness</li> <li>• Desire to solve problems as they arise</li> <li>• Diplomacy and the ability to listen to other opinions</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration and irritation</li> <li>• Worry or nervousness</li> <li>• Anger or aggravation</li> <li>• Dislike</li> <li>• Disappointment or unhappiness</li> <li>• Fear, embarrassment or guilt</li> <li>• Pride</li> <li>• Being non-confrontational</li> <li>• Being condescending or belittling others</li> </ul>

## Leadership and emotions

Leaders and managers have a wide and powerful influence on others in the workplace. If you cannot manage your own emotions, your negative behaviour could drain the energy of your work colleagues.

The way that managers handle their emotions in the workplace has a direct impact on team performance. If team members identify you as an enthusiastic and empathetic manager, they are more likely to share ideas, collaboratively make decisions and efficiently complete work tasks. Creating emotional bonds in the workplace enables you and your team to remain focused amid organisational change or uncertainty.

Potential consequences of a manager's uncontrolled emotions:

- Lost organisational productivity as the manager's negative behaviours affect others in the workplace
- Decreased performance from team members, due to a lack of motivation or from being the target of anger and frustration
- Lack of trust and confidence from work colleagues
- Potential for claims of workplace bullying
- Decrease in employee engagement due to reduced job satisfaction
- Threats to the organisation's potential for innovation and growth due to a lack of collaboration or creativity from workers
- Adverse effects on the mental and physical health of team members

## Example: identify emotional strengths and weaknesses

Barbara is the human resources manager at an aged care facility. She is a trained counsellor and thoroughly enjoys the level of human interaction she encounters in her workplace. Barbara's work colleagues think she is personable, trustworthy and always available to listen to them when they have a work-related issue or grievance. As a result, Barbara has developed positive relationships with many of her work colleagues, increasing her job satisfaction.

Part of Barbara's role is to attend senior management meetings on a weekly basis. In one particular meeting, she puts forward the idea of implementing a mentoring program within the organisation to ensure line managers take responsibility for supporting and training their team members. Troy, the facility manager, quickly dismisses Barbara's suggestion due to a lack of time and resources to implement the program. Troy does not listen to her protests despite her having spent time putting a presentation together for the meeting.

After the meeting, Barbara sends Troy an email requesting that he take a look at her presentation. He ignores the email and doesn't respond. Barbara takes Troy's response personally and begins to feel unappreciated, unsupported and less confident in her abilities. She bottles up her emotions and begins to have trouble finding enjoyment in the workplace. Barbara's work colleagues notice her change in mood and also find it harder to stay motivated and enthusiastic when they are around her.



## Practice task 1

1. Think of a time when you felt emotional at work. What words would you use to describe your emotions? Where did the emotions come from? What happened and how did you handle it?

*continued...*

*continued...*

2. Identify three emotional strengths and three emotional weaknesses you consistently display in your role as a manager or leader within your organisation.

3. Think of a time when you were in a great mood and able to work productively. Or maybe the opposite, when you were feeling low and accomplishing even the simplest task seemed overwhelming. Draw on your personal experiences and describe how your mood can affect your job performance and your team.

4. Describe how you could manage your emotions in the workplace to increase team productivity. Consider whether you may need to change your management approach.

# 1B

## Identify personal stressors and own emotional states related to the workplace

As a manager, it is essential that you identify your personal stressors and emotional states related to the workplace to ensure you care for your own emotional and physical wellbeing and that of your work colleagues. Prolonged emotional stress in the workplace can lead to a loss of commitment to the organisation. As energy, commitment and motivation decrease, unhappy workers may intentionally or unintentionally withhold resources, skills or knowledge from the organisation. Uncertainty and fear related to the economy, or issues relating to your organisation, can make team members feel vulnerable or at risk of personal hardship. Learning and adopting new ways of coping with workplace stress are vital to improving the performance of your team.

### Workplace stress and stressors

Workplace stress refers to the adverse reactions or responses that occur when the demands of a job do not match the resources, needs or abilities of the employee. While some level of stress is expected in the workplace, unnecessary or excessive stress has the potential to hinder a person's productivity or ability to perform in their role.

Stressors are events or situations occurring in the workplace that trigger the stress response in an individual or team. Workplace stressors can cause physical, chemical or mental responses inside the body, affecting mental function and performance.

As a manager, it is your duty to identify and alleviate any potential workplace stressors that could be detrimental to your health or job performance or to the effectiveness of your team.

Here are some stressors commonly found in the workplace.

#### Common workplace stressors

**1****Lack of time**

A lack of time management skills or insufficient work schedules set to complete tasks

**2****Too many projects**

Overcommitting or scheduling projects back-to-back without making concessions for delays or issues that may arise or hinder progress

**3****Lack of clarity**

Ambiguous job roles or excessive work responsibilities and duties

- 4** **Organisational change**  
Organisational change that has not been managed or communicated effectively to work colleagues
- 5** **Worry about potential problems**  
Irrational thoughts or inadequate risk management processes in place
- 6** **Poor workplace relationships**  
Absence of positive working relationships, leading to conflict or unacceptable workplace behaviour
- 7** **Lack of control**  
Too little (or too much) control over how the individual performs their role or undertakes specific tasks
- 8** **Lack of skills or knowledge**  
Insufficient skills, knowledge or experience to perform in a particular role, or a lack of training, resources or professional development opportunities
- 9** **Excessive workplace demands**  
Demands placed on work colleagues, such as workload, organisational culture, the physical environment or challenging work patterns
- 10** **Inadequate support systems**  
Low level of support provided to work colleagues in the form of encouragement, coaching, mentoring or human resources

## Signs of stress in the workplace

You and/or your team members will display certain emotions and behaviours that indicate when stress is being experienced in the workplace. While such emotions or behaviours could be symptomatic of other conditions, it is your role as manager to be aware of and to recognise any mood or behavioural changes that suggest excessive workplace pressures.

Signs of stress in the workplace could be physical, emotional, mental, behavioural or observed in your team as a whole, as indicated here.

**Physical signs**

For example, anxiety, insomnia, fatigue, depression, high blood pressure, skin conditions, weight gain, muscle tension, nausea, stomach ulcers, irritable bowel syndrome, increased susceptibility to infections or viruses.

**Emotional signs**

For example, negative thoughts, disappointment in self, heightened emotional reactions, increased sensitivity, loneliness, loss of motivation, lack of self-confidence, mood swings.

**Mental signs**

For example, confusion, lack of concentration, poor memory, indecision.

**Behavioural signs**

For example, changes in diet, increased smoking or drinking of alcohol, consumption of stress-related medication, nervous behaviour, arriving late to work, taking more time off.

**Team observations**

For example, increase in staff turnover, complaints, sickness absence or reports of stress, poor performance, customer dissatisfaction, disputes within the team, unresolved personal conflicts between team members, difficulty in attracting new staff.

## Alleviate workplace stress

Managers must act as positive role models, particularly during times of high stress. Your ability to remain calm in stressful situations makes it easier for team members to remain calm too.

As a manager, it is essential that you discover ways to manage and reduce workplace stress in order to ensure your physical and emotional wellbeing and that of your work colleagues. The more you are able to manage your own stress, the more you will positively affect the people in your team.

If you are concerned that aspects of your job role or your team's responsibilities are contributing to stress levels, you should take prompt action to alleviate this, such as speaking to senior management, consulting your human resources department or brainstorming ways to reduce stress as a team.

Below are some ways of reducing both personal and team workplace stress.

**Reduce personal workplace stress by:**

- learning better communication skills
- improving your relationships with work colleagues and senior management
- identifying negative attitudes or habits that add to the stress you experience
- taking steps to improve your physical wellbeing, including adequate sleep, a healthy diet and aerobic exercise
- adopting better time management skills, prioritising tasks and following work schedules
- delegating responsibilities to team members where appropriate
- being open and willing to compromise the way you approach tasks
- not overcommitting yourself.

Reduce team workplace stress by:

- offering rewards and incentives
- showing team members that they are valued
- providing opportunities for career development
- establishing a zero-tolerance policy for harassment and discrimination
- clearly defining job roles and responsibilities
- sharing information with work colleagues to reduce uncertainty
- clearly communicating organisational policies and procedures
- praising good work performance, both verbally and officially
- including employee contributions in decision-making
- communicating in a friendly and positive manner
- consulting team members about scheduling and work tasks
- providing opportunities for social interaction
- supporting team members through coaching, mentoring or training.

## Emotional states

Emotional states are characterised by an unperceived co-occurrence of two or more different emotional feelings, eliciting an instant physiological response to a situation. In other words, your emotional state brings a certain set of feelings that come about with a particular activity or under certain circumstances.

For example, if a work colleague accuses you of saying something you didn't actually say, it is likely that you will feel angry as a consequence yet not immediately perceive your own angry state. This rapid change in your emotional state will be evident by how you respond verbally, as well as through your facial expression and body language.

Identifying a particular emotional state can be difficult, because people have several emotions they are experiencing all the time. Every mood present in a workplace situation has a corresponding emotional state. Learning to understand your emotional states and those of your work colleagues, and how to deal with them, will help you to make better organisational decisions and form positive relationships.

Some examples of emotional states:

- Pleasant
- Anxious
- Fearful
- Angry
- Kind
- Expectant
- Amused
- Happy
- Disgusted
- Mixed

## Use emotional intelligence to deal with stress

Developing emotional intelligence will assist you to manage the levels of stress you experience in the workplace.

Practising the emotional intelligence skills in the ways suggested here will relieve stress for both you and your work colleagues.

**Resolve conflicts**

Resolve conflicts in ways that are constructive and healthy, strengthening the levels of trust and confidence between team members. You should always try to diffuse tension, remaining focused on the present situation. Adopt and follow organisational dispute resolution processes.

**Respond with humour**

Humour is an effective stress reliever when used appropriately. A well-timed joke or playful laughter can open lines of communication, improve creativity, promote connection and trust, and make the workplace more fun. Never make a joke at someone else's expense.

**Identify personal stressors**

Identify your own personal stressors, recognise your particular responses to stress and familiarise yourself with the sensory cues that have the ability to calm you. Find the sound, sight, smell, touch or taste that is soothing to you.

**Be aware of your emotions**

Your emotions influence your thoughts and the actions you take. Pay close attention to your feelings and take them into consideration when making decisions. It is important to understand your own motives and needs in order to better communicate with others.

**Use nonverbal cues**

Make sure you use positive body language in all your workplace interactions. Nonverbal cues such as facial expressions, eye contact, tone of voice, gestures and posture all send a message that suggests your level of interest, desire for connection or understanding in any given interaction. It is just as important to learn to read nonverbal cues from others too.

**Example: identify and alleviate workplace stress**

Ahmed has just been promoted to joint venture project manager in a large oil and gas company. His responsibilities involve gathering together and coordinating executives from four different organisations who are working together to develop an offshore oil rig. Part of Ahmed's role is to be in constant communication with the joint venture participants, keeping them up to date on project-related changes at all times.

In the initial stages of the project, Ahmed does well and keeps everybody informed, as well as preparing and executing his own contributions to the development. However, as the project moves into a critical planning phase, he finds it difficult to stick to his personal work schedule. The joint venture participants have been requesting documents and information from Ahmed outside of the team's scheduled meetings, distracting him from completing his own tasks. Ahmed starts to receive criticism from the joint venture team for not following up their requests on time. He starts to lose confidence in himself and his capacity to perform well in his role. He begins having trouble sleeping and is consistently arriving late to work. In an email, his supervisor requests a meeting with him to discuss his performance, leaving Ahmed feeling uncertain about his job.

## Practice task 2

Describe how you might respond to the following stressful workplace situations.

1. Your work schedule is so demanding that you never take a lunch break.

2. You are managing two projects simultaneously and the project meetings are consistently clashing with one another.

3. A work colleague encourages you to participate in an interesting new project, but you are worried about falling behind on your current project.

4. You have a disagreement about job roles and responsibilities with a work colleague that leads to a heated argument during a team meeting.

5. You feel as though you lack the skills or knowledge to perform effectively in your role.

6. Whenever you are asked to make a presentation at a team meeting, you become nervous and anxious.

# 1C

## Develop awareness of own emotional triggers and use this awareness to control emotional responses

Our emotions are outward expressions of our inward beliefs. It is not the people or events that cause our emotions, but rather it is our belief or perception about the person or event that leads to a particular emotional response.

For example, two people are told they must make a presentation to senior management. One person may be thrilled at the opportunity, while the other person is anxious. The same event but with different perceptions elicits different emotional responses. It is essential that managers are aware of their own emotional triggers and use this awareness to enable control of their emotional responses.



### Identify workplace triggers

The specific workplace situations that cause people to respond emotionally rather than rationally are unique to each individual and their perception of that particular event. In the workplace there are many types of situations that can set off emotional triggers, some of which are listed below.

Common workplace triggers	
<ul style="list-style-type: none"> <li>• Unresolved or persistent conflict</li> <li>• Inadequate training, support or opportunities for professional development</li> <li>• Public criticism or scrutiny</li> <li>• Lack of teamwork</li> <li>• Relationships lacking trust and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Favouritism from management</li> <li>• Lack of leadership or management</li> <li>• Harassment or discrimination</li> <li>• Poor communication strategies</li> <li>• Leaders who micromanage their staff</li> </ul>

### Identify personal triggers

Personal issues may also affect your attitude at work. For example, if you are susceptible to having low self-esteem, suffer from a fear of failure or rejection, or are easily intimidated or a perfectionist, then your personal perceptions may cause you to respond inappropriately or unreasonably to a number of situations that occur in the workplace.

Some questions to ask yourself are shown here:

- What people or situations are most likely to trigger negative perceptions and negative emotions in me?
- What specific things do those people do or say that cause me to respond emotionally?
- When reflecting on an emotionally charged situation, what was the specific action or comment that triggered my response?
- Are there any noticeable patterns in the situations that tend to trigger me?

- How do my emotional responses make the situation worse?
- What past experiences have triggered me to react negatively to a particular situation?
- What can I do to respond in a way that allows me to maintain my composure?

## Manage emotional responses

As humans, our basic means of dealing with a physical threat is to adopt the fight-or-flight response. This means we either fight the danger or simply flee from it. When we are emotionally triggered in the workplace, we tend to respond in the same way.

As a manager, it is vital that you learn to effectively and constructively manage your emotional responses to people or situations in the workplace. You should always manage your physical reactions first, such as accelerated breathing or increased heart rate. Closing your eyes, taking a deep breath, counting backwards or walking away to calm down will help you to avoid the harmful effects your emotions can have on your physical wellbeing.

Once you have control over your physical response, you should work on gaining control over your emotional response, by reframing your thinking. If you can learn to change your thoughts about a situation, you can change your feelings about it too.

Some examples of different emotional triggers in the workplace are outlined below, including positive or negative ways that you could respond.

### Not feeling listened to

- Positive response:  
Be assertive and clearly state your needs.
- Negative response:  
Remain quiet and avoid speaking up.

### Being criticised

- Positive response:  
Assess the criticism and determine whether it is valid. Ask for more information.
- Negative response:  
Take the criticism as a personal attack.

### Unresolved conflict

- Positive response:  
Be open-minded and seek to understand what the other person is thinking and feeling. Find a solution that suits the needs of both of you.
- Negative response:  
Assume the person is not interested in your needs and avoid confrontation.

**Being on the receiving end of an emotional outburst**

## Positive response:

Remain calm, think positively and create the space and time to decide how you will respond.

## Negative response:

Continue the argument in a heated manner and risk saying or doing something you may regret.

**Being wrongly accused of doing or saying something**

## Positive response:

Conduct a productive confrontation, stating your position and expectations.

## Negative response:

Respond aggressively or discuss the issue with someone other than the people involved.

**Feeling consistently undermined by a team member**

## Positive response:

Reframe your thinking and understand that this is not about you.

## Negative response:

Let your feelings control your thoughts and assume your team member dislikes you.

**Example: be aware of own emotional triggers**

Carmel is the sales team leader in an insurance organisation. She is naturally an optimistic person, making her an enthusiastic leader in the workplace. She has a good relationship with her team and goes out of her way to support and encourage team members when they are struggling. Carmel is also a perfectionist and suffers from a fear of failure. Therefore she strives to perform at her optimal level at all times, to avoid mistakes that she could be criticised for.

Due to a recent downturn in the economy, the organisation is suffering. New insurance policy sales figures have dropped significantly and the senior management team has been putting pressure on Carmel to meet organisational sales targets. This has caused her to become stressed and as a result she is suffering from mild anxiety.

Carmel's team members have noticed her mood change. When she switches her primary focus and energy to meeting sales targets, rather than supporting and coaching her work colleagues, team members become increasingly distressed. As a whole, the team's ability to process information and respond effectively is diminishing.



## Practice task 3

Use this table to list six emotional triggers relating to your job and identify the positive and negative ways that you might respond.

Emotional trigger	Positive response	Negative response

## 1D

## Model workplace behaviours that demonstrate management of emotions

As a manager, you are representing your organisation's values and standards. You are a role model and your behaviour is constantly being scrutinised by the team. Team members look to you for guidance, support and training, and may adopt some of your habits. It is essential that you model behaviours and implement strategies that demonstrate management of emotions in the workplace.

### Model constructive behaviours

It is vitally important that in all dealings in the workplace, whether they be with clients, suppliers, team members or management, you act with integrity, show respect and remain open, honest and fair.

By modelling constructive behaviours and eliminating destructive behaviours in your workplace, you demonstrate to your work colleagues how to channel emotions productively.

A comparison of destructive and constructive behaviours follows.

Destructive behaviours	Constructive behaviours
<p>Destructive behaviours are those that provoke defensiveness and trigger negative emotions in you and in others. You should avoid the following destructive behaviours:</p> <ul style="list-style-type: none"> <li>• Sarcasm</li> <li>• Questioning the integrity of others</li> <li>• Dismissing team members' opinions or perspectives</li> <li>• Labelling or judging others</li> <li>• Unnecessarily asking 'why'</li> <li>• Personally attacking others</li> <li>• Using aggression or manipulation</li> <li>• Acting incredulous</li> </ul>	<p>You should replace any destructive workplace behaviours with the following constructive behaviours and communication skills:</p> <ul style="list-style-type: none"> <li>• Showing empathy to others</li> <li>• Being curious, open, honest and fair</li> <li>• Discussing issues face-to-face</li> <li>• Attentively listening until you experience the other side of an issue</li> <li>• Using inclusive and neutral language</li> <li>• Taking a proactive approach to work tasks</li> <li>• Using restatement to refocus conversation</li> <li>• Being optimistic</li> </ul>

### Lead by example

The popular catchphrase 'walk the walk, don't just talk the talk' sprang from management circles several years ago and it means to lead by example. If you want an involved team, then get involved. If you want team members to trust each other, trust them. If you want your team to manage their emotions in the workplace, you must model the constructive behaviours that demonstrate this. Positive thinking can be learnt and developed in the workplace. An effective manager can facilitate an inclusive and emotionally intelligent organisational culture.

Here are some strategies to achieve this.

### Eliminate negative self-talk

Self-talk includes our conscious thoughts, as well as our unconscious beliefs and assumptions. While our self-talk can be rational and helpful at times, negative self-talk will determine your self-image. Unproductive negative thinking may cause you to:

- obsess over a particular workplace issue
- overanalyse a situation without reaching a solution
- jump to conclusions without any rational evidence
- attach negative labels to yourself based on one incident; for example, 'I'm a failure' or 'I'm incompetent'
- dismiss the positive things people say about you.

### Adapt language and vocabulary

Adapt your vocabulary so that you do not use absolutes. For example, instead of saying 'I always do this wrong', you might say, 'This time I did it wrong, but I usually do it right'.

### Model flexible, rational thinking

Demonstrate flexible thinking by asking yourself why a particular situation has made you upset and considering all your options when responding.

Express rational thinking by reiterating that you can only control what you do. When considering how you will respond emotionally, you always have choices.

### Maintain accurate perspectives

Maintaining an accurate perspective on workplace situations greatly assists you in managing your emotions. Keep your priorities in mind and always remember what's important to you. Spend less emotional energy on low priorities, and more energy and attention on high priorities.

## Legislative and policy requirements

Managers need to be aware of their role, responsibilities and personal limitations in the workplace. This includes modelling behaviours and standards that comply with federal and state or territory legislation and guidelines relating to your organisation.

Your organisation should have embedded relevant legislation and other practices into its policies, procedures, values and code of conduct. If you and your work colleagues follow these requirements, then you are meeting your organisational obligations.

Important legislation	How to access it online
<i>Work Health and Safety Act 2011</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2014C00471">www.comlaw.gov.au/Details/C2014C00471</a>
<i>Racial Discrimination Act 1975</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2014C00014">www.comlaw.gov.au/Details/C2014C00014</a>
<i>Age Discrimination Act 2004</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2014C00435">www.comlaw.gov.au/Details/C2014C00435</a>

<i>Disability Discrimination Act 1992</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2015C00147">www.comlaw.gov.au/Details/C2015C00147</a>
<i>Sex Discrimination Act 1984</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2014C00002">www.comlaw.gov.au/Details/C2014C00002</a>
<i>Human Rights and Equal Opportunity Commission (Transitional Provisions and Consequential Amendments) Act 1986</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2004C00982">www.comlaw.gov.au/Details/C2004C00982</a>
<i>Privacy Act 1988</i> (Cth)	<a href="http://www.comlaw.gov.au/Details/C2015C00089">www.comlaw.gov.au/Details/C2015C00089</a>
Financial legislation relating to the banking, finance or insurance sectors	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Environmental legislation relevant to your organisation	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Industrial relations legislation and regulations	<a href="http://www.airc.gov.au">www.airc.gov.au</a>
Laws specific to your state or territory	<a href="http://www.austlii.edu.au">www.austlii.edu.au</a>
Workplace or industry-based codes of practice and ethical principles	Will vary among organisations, workplaces and industries

## Support team members

Mentoring and coaching are two ways that managers can support team members to manage their emotions in the workplace, making it possible for individuals and teams to achieve their goals and form positive working relationships.

Here is an explanation of the difference between mentoring and coaching.

### Mentoring

A mentoring relationship involves two people. One, the mentor, is usually a more-senior staff member or someone who has considerable skills and experience. The person being mentored is usually someone in a more junior role who is keen to learn and capable of achieving more than they currently are. Nevertheless, anyone can benefit from being mentored by people with more experience in certain areas than themselves. A manager isn't meant to be a mentor to all of their team members. More senior or experienced team members could mentor their less experienced counterparts, or people external to the team within your organisation or industry could mentor you or members of your team.

A mentoring relationship is one that should last some time for it to be of most benefit. Ideally, the two people involved should have some common ground. Mentors train, counsel and advise simultaneously and need to have ongoing contact with the person being mentored. Some companies have formal mentoring programs, but mentoring can work well on an informal basis. You may need to explain why some team members have been assigned mentors and some haven't, as mentoring can be considered a method of advancement by learning from the experience of others and receiving advice on all sorts of issues relating to work. It can really assist people at all levels within an organisation to realise their potential.

### Coaching

Some tactics used by coaches of sporting teams are also useful in the workplace. Assuming a coaching role can be effective at an individual level and a team level. The sports arena is similar to the workplace in that a team needs to be selected and trained well, there is always a goal and a plan of attack, and there is also a lot that can be learnt along the way. Helping individuals perform at their best and motivating them to succeed and achieve their goals are what sporting coaches do every day. Managers can learn from their techniques, which include:

- helping and encouraging team members to be an expert or pro at what they do
- setting goals for individuals that are unique to that person and reflect their abilities and personal aspirations
- using collaborative techniques that give team members some control over the way things are done and a sense of ownership in the process
- coming up with new, different and better ways of doing things and having an open mind when suggestions are made (and encouraging team members to do the same).

## Emotional intelligence principles and competence

Emotional intelligence is widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use this information to guide their thinking and actions. Developing emotional intelligence allows you to recognise, understand and use the power of emotions to facilitate high levels of teamwork and productivity.

Emotional intelligence underpins the successful functioning of many other management practices, such as innovation and change, problem-solving, performance management and team development.

Daniel Goleman (2002) developed four dimensions of emotional intelligence and corresponding leadership capabilities that determine our personal and social competence: how we manage ourselves and how we manage our relationships. Here is a summary of his four dimensions.

#### Self-awareness

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

#### Self-management

- Emotional self-control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism

**Social awareness**

- Empathy
- Organisational awareness
- Service

**Relationship management**

- Inspiring leadership
- Influence
- Development of others
- Change catalyst
- Conflict management
- Teamwork and collaboration

## Self-awareness

Self-awareness means having conscious knowledge and understanding of your own emotions, as well as your strengths, limitations, values and motives. People with strong self-awareness are realistic and honest about themselves and about others. Self-aware leaders understand their goals and know the direction in which they are headed and why. They make well-informed decisions attuned to their instincts.

Self-aware leaders introspectively self-reflect, allowing themselves time to think things over, rather than reacting impulsively. By developing self-awareness, you learn to act with conviction and authenticity in the workplace. Self-awareness enables you to intuitively apply your technical expertise, as well as your life experience, to organisational decision-making.

Leadership capabilities that define your personal competence in self-awareness are identified here.

### Emotional self-awareness

This is being attuned to your inner signals and recognising how your feelings affect you and your job performance. It involves using your intuition to guide decisions.

### Accurate self-assessment

This is knowing your own strengths and limitations, and exhibiting a sense of humour. It involves welcoming constructive criticism and feedback, and learning where you need to improve.

### Self-confidence

This is a sound sense of your self-worth and capabilities. It involves knowing your abilities with accuracy so that you can play to your strengths.

## Self-management

Self-management means taking responsibility for your own emotions, behaviours and wellbeing. Frontline managers must not be controlled by negative emotions, such as frustration, anxiety or rage; these kinds of emotions threaten to impair the brain's capacity to focus on the task at hand. Self-management allows you to control your feelings, giving you the mental clarity and concentrated energy that organisational leadership requires.

By developing self-management, you learn to embody upbeat, optimistic enthusiasm in the workplace. Self-management enables you to foster a workplace environment of trust, comfort, fairness and transparency.

Below are leadership capabilities that define your personal competence in self-management.

### Emotional self-control

This is keeping disruptive emotions and impulses under control, and channelling them in useful ways. It involves remaining calm in stressful situations.

### Transparency

This is displaying honesty, integrity and trustworthiness, and being open about your feelings, beliefs and actions. It involves openly admitting your mistakes and also confronting unethical behaviour in the workplace.

### Adaptability

This is flexibility in adapting to changing situations or overcoming obstacles. It involves juggling multiple tasks without losing your focus or energy.

### Achievement

This is the drive to improve performance to meet inner standards of excellence. It involves being pragmatic by setting measurable but challenging goals and by calculating risks to ensure that goals are attainable.

### Initiative

This is seizing or creating opportunities. It can involve bending the rules where necessary to create better possibilities for the future.

### Optimism

This is seeing the upside in events. It involves seeing others positively and expecting the best of them, and having a 'glass half-full' attitude.

## Social awareness

Social awareness means recognising the feelings of others and knowing how and when to assist them. Managers must show empathy and respect for team members in order to understand their perspectives, emotional states and particular needs. This facilitates positive, safe and respectful workplace relationships.

By developing empathy and listening to others, you become attuned to how others feel and so able to select the appropriate thing to say or do in any given workplace situation. Social awareness enables you to promote a diverse, cross-cultural and non-discriminatory workplace culture.

Leadership capabilities that define your competence in social awareness are below.

### Empathy

This is sensing others' emotions, understanding their perspective, listening attentively and taking an active interest in their concerns. It involves getting along with people of diverse backgrounds and from other cultures.

### Awareness

This is reading the current issues, decision networks and politics at the organisational level. It involves detecting crucial social networks and reading key power relationships.

### Service

This is fostering an emotional climate so that people directly in touch with clients or customers will keep these relationships on track. It involves monitoring customer satisfaction carefully to ensure their needs are being met.

## Relationship management

Relationship management means combining self-awareness, self-management and social awareness, in order to effectively handle relationships in the workplace. Rather than showing mere friendliness, relationship management involves purpose: inspiring, motivating and moving people in the right organisational direction. Frontline managers must tune into the emotions of team members in order to encourage positive and productive workplace interactions.

By developing relationship management skills, you learn how to find common ground, build rapport with your work colleagues and develop valuable professional networks within and outside of your organisation. Relationship management skills help you to create a workplace where the sharing of ideas and information is encouraged, supported and coordinated effectively.

Leadership capabilities that define your social competence in relationship management are below.

**Inspirational leadership**

This is guiding and motivating with a compelling vision or shared mission. It involves offering a sense of common purpose beyond the daily tasks of the organisation.

**Influence**

This is wielding a range of tactics for persuasion. It involves addressing your team in a way that engages them.

**Developing others**

This is cultivating others' abilities through feedback, guidance, mentoring and coaching. It involves showing a genuine interest in those you are helping by understanding their goals, strengths and weaknesses, and by giving timely and constructive feedback where appropriate.

**Change catalyst**

This is recognising the need for change, and initiating, managing and leading in a new direction. It involves making compelling arguments and challenging the status quo, and finding practical ways to overcome barriers.

**Conflict management**

This is resolving disagreements by drawing out all parties, understanding the differing perspectives and finding a common solution that meets everybody's needs. It involves redirecting energies towards a shared ideal.

**Teamwork and collaboration**

This is cooperation and team building, generating a friendly atmosphere and modelling respect and helpfulness. It involves engaging others to be active and enthusiastic in achieving team goals.

## Foster a culture of emotional intelligence

Many organisations specifically list the need for emotional intelligence in the workplace when reviewing organisational structure in terms of people, culture and values. Employees are encouraged to develop communication and leadership skills that enable them to share and exchange information within meaningful contexts, appropriately delivered using interpersonal skills.

While managers must ensure they possess the ability to influence, inspire and motivate work colleagues to achieve results, the same characteristics are expected of the team too. It is important for team members to enhance their personal emotional intelligence competence and embed this behavioural characteristic into the organisational culture in which they work. In other words, an organisation should be emotionally intelligent at all levels.

Organisational policies and procedures should encourage people to participate in efforts to develop emotional intelligence in the workplace. Business communication strategies should incorporate interpersonal skills that motivate staff and enhance the trust and credibility of the organisation. As a manager, you must provide encouragement and support to your team members in learning to recognise, manage and monitor their emotions in the workplace.



### Example: model positive behaviours

Stacey has recently been promoted to a frontline management position. She has very strong beliefs about the behaviour that is expected of a leader. When Stacey was a customer service officer, her manager regularly behaved in a way that contradicted the expectations he had of team members. He did not walk the walk. He exaggerated issues in the workplace, put himself down and frequently jumped to irrational conclusions.

Stacey is determined that she will lead by example, through modelling behaviours that demonstrate management of emotions in the workplace. She decides she will:

- eliminate negative self-doubt
- adapt her vocabulary, taking ownership of her thoughts and feelings
- demonstrate flexible and rational thinking
- maintain accurate perspectives on circumstances arising in the workplace.

## Practice task 4

Consider the personal and social competences of emotional intelligence in this table and rate how well you model these behaviours in your workplace.

Dimension	Competence	Never	Sometimes	Often	Always
Self-awareness	Emotional self-awareness				
	Accurate self-assessment				
	Self-confidence				
Self-management	Emotional self-control				
	Transparency				
	Adaptability				
	Achievement				
	Initiative				
	Optimism				
Social awareness	Empathy				
	Organisational awareness				
	Service				
Relationship management	Inspiring leadership				
	Influence				
	Developing others				
	Change catalyst				
	Conflict management				
	Teamwork and collaboration				

**1E****Use self-reflection and feedback from others to improve development of own emotional intelligence**

Self-reflection and feedback from others are valuable tools in developing your own emotional intelligence. It is essential that you reflect on your personal attributes and consider the impact you have on others. This assists you in modifying your management approach and knowing where to focus in refining new leadership strengths.

As a manager, you should create a workplace atmosphere where the giving and receiving of constructive feedback are welcomed, appreciated and acted on. Managers who seek a full and accurate picture of themselves from feedback and self-reflection are well prepared to address their strengths and gaps.

## The importance of self-reflection

Self-reflection involves thinking about, or reflecting on, what you do and how you act. Self-reflection requires a conscious effort to think about specific events or situations and to develop insights into them. Reflective practices, or experiential learning, allow you to step into a new paradigm of thinking, reframing your ideas and thoughts in order to change what you do or how you feel.

Taking time once a day to reflect on the day's events, how people reacted to you or how well you managed others requires a high degree of emotional intelligence. Conscientious introspection can cultivate emotional intelligence to a degree in everyone.

Self-reflection allows you to:

- reframe your ideas and thoughts
- gain perspective about how your emotions affect you and your job performance
- understand your limitations and strengths
- exhibit a sense of humour about yourself
- know when and where to ask for help
- know where to focus in developing or improving on leadership strengths
- have self-assurance about the things you are doing well.

## The importance of feedback

The path to self-awareness can be challenging, as it is often difficult to see in yourself what others see so easily. Seeking honest feedback on your leadership qualities is vital to developing your self-awareness. As a manager, it is important that you are conscious of what you are good at, while acknowledging the areas where you could improve. This includes owning up to mistakes and admitting when you do not have the answer.

Feedback can encourage leaders to significantly modify their management approach, having a ripple effect into their teams and generating important changes throughout the organisation.

Emotionally intelligent managers actively seek out negative feedback, understanding the value in gaining accurate views of how well they are performing as leaders. Less effective leaders most often seek confirming or positive feedback. Soliciting negative or constructive feedback is vital to a leader's continued growth and effectiveness in the workplace.

Feedback can be:

- formal or informal
- verbal or written
- public or private
- ongoing or once-off
- immediate or periodic
- positive or constructive.

## Informal feedback

Feedback can be solicited through both informal and formal processes. You should choose a method that aligns with your organisational policies and procedures, and is appropriate in the context of the feedback sought.

In the case of a dispute between yourself and another team member, feedback should be given and received with all parties present, so that it is fair and open.

Some ways that you can get feedback are given here.

### Tips for soliciting feedback

- Ask good questions relating to your performance, even if such questions elicit constructive or negative feedback.
- Be open to all types of feedback and demonstrate willingness to learn.
- Listen without justifying your actions; otherwise people may stop giving you feedback or you may miss what the person is trying to convey.
- Accept feedback without defending yourself in order to increase your credibility with the person giving the feedback.
- Create a trust bond that enables the person giving feedback to feel as though they have helped in improving your performance.
- Do not pretend to know what the person giving the feedback is trying to say and admit when you have made mistakes.
- When receiving feedback, always thank the person for their openness and honesty.

## Formal feedback

Your organisation may use a number of formal strategies to solicit feedback about job performance and capabilities.

Below are some ways of eliciting formal feedback.

### 360-degree feedback

This highly structured method of giving feedback involves all team members giving other individuals in the team a rating or qualitative feedback on their performance.

Sometimes this sort of feedback is done anonymously and the team members receive a report showing the scores they received on each point. 360-degree feedback can be very confronting and needs to be managed carefully. Nevertheless, it can be a useful tool, especially when plans are put in place to correct poor results. Getting low scores from team members can be a real revelation, while it can also be gratifying to see that your colleagues appreciate your efforts.

### Feedback in performance reviews

Any kind of performance feedback needs to be given carefully, especially if it is negative. Feedback that constitutes part of a performance review can have an impact on an individual's career and advancement prospects and, in many cases, their earnings (if performance reviews are linked to bonuses or salary).

Positive and negative feedback needs to be given constructively. Try to give examples and to be balanced in what you say. Link the feedback to key result areas, performance indicators or team goals, and state the effects the positive or negative performance has had on team outcomes. If feedback is negative, do not dwell on it, but move on to ways you can work together to remedy the situation.

### Feedback as a recognition tool

For many people, acknowledgment of a job well done, especially in a public setting, is reward enough without the need for monetary or physical rewards.

Taking the time to acknowledge the efforts of groups, individuals or the whole team in meetings where colleagues or more senior staff are present is an excellent way of showing people that their contribution is important and valued.

This kind of feedback involves explaining to the people or person involved just what their hard work means and how they have made a difference.

## Example: the importance of feedback

Stephen is the store manager at a large retail chain store. He effectively fulfils the requirements of his job description without fault or complaint. However, his management style has been criticised by team members. They feel he is too proud to admit when he is wrong or when he makes innocent mistakes.

Stephen's team members are worried about giving him constructive feedback, as they think he may take this personally, react emotionally or not listen to the feedback at all. Unfortunately for him, this means he is deprived of important feedback. Because his team members feel uncomfortable giving him candid feedback on his behaviour, Stephen does not know that he has areas to improve in.



## Practice task 5

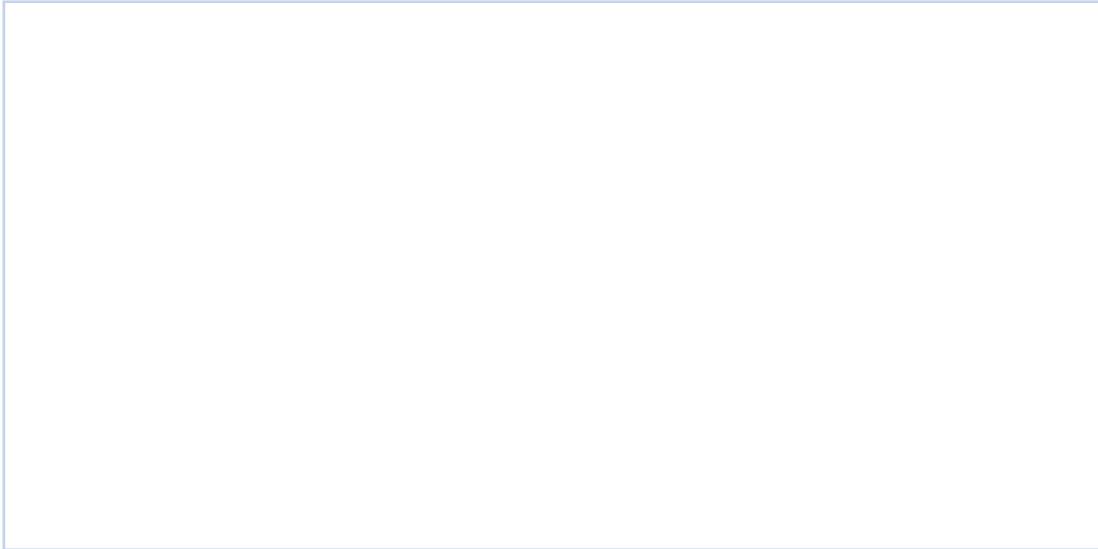
1. List three ways that you solicit feedback about your job performance and managerial approach.

2. Think about a time when you received constructive (positive or negative) feedback from a work colleague. Describe the context and the feedback received. How did the feedback make you feel? How did you respond? What did you do with the feedback?

*continued...*

continued...

3. Describe how you reflect on your own performance and your capacity to manage your emotions in the workplace. Explain whether you think self-reflection is useful in developing your emotional intelligence.



## Summary

1. Emotional intelligence is the ability to monitor your own and others' emotions in a social or work environment, to discriminate among the emotions and to use this information to guide your thinking and actions.
2. While some level of stress is expected in the workplace, unnecessary or excessive stress has the potential to hinder a person's productivity or ability to perform in their role.
3. It is not people or events that cause our emotions, but rather our belief or perception about the person or event that leads to a particular emotional response.
4. By modelling constructive behaviours and eliminating destructive behaviours in your workplace, you demonstrate to your work colleagues how to channel their emotions productively.
5. Self-awareness means having conscious knowledge and understanding of your own emotions, as well as your strengths, limitations, values and motives.
6. Self-management enables you to foster a workplace environment of trust, comfort, fairness and transparency.
7. Managers must show empathy and respect for team members in order to understand their perspectives, emotional states and particular needs.
8. Relationship management skills help you to create a workplace where the sharing of ideas and information is encouraged, supported and coordinated effectively.
9. Self-reflection and feedback from others are valuable tools in developing your own emotional intelligence.

## Learning checkpoint 1

### Identify the impact of own emotions on others in the workplace

This learning checkpoint allows you to review your skills and knowledge in identifying the impact of your own emotions on others in the workplace.

#### Part A

1. Describe three ways to alleviate personal stress in the workplace.

2. List and describe three common workplace triggers that could cause team members to respond emotionally rather than rationally.

3. Briefly describe the four principles of emotional intelligence.

## Part B

Read the case study, then answer the questions that follow.

### Case study

Pierre is the customer service manager at a large internet service provider organisation. His team consists of thirty customer service representatives who respond to customer queries and complaints over the phone and by email. The work environment is very busy and Pierre's team sticks to a strict work schedule to ensure there are adequate team members rostered on at any given time. As part of an organisational commitment to develop emotional intelligence among its staff, Pierre is required to collect 360-degree feedback from his team members about his ability to display emotional intelligence competences in supporting his team to achieve workplace outcomes.

After receiving anonymous feedback from his team members, Pierre's line manager, Cameron, asks to meet with him to discuss the results. The results indicate that Pierre displays an excellent drive to improve performance within his team, setting measurable but challenging goals that motivate his team members to use their initiative and take calculated risks when completing work tasks. However, team members have indicated that Pierre often lacks the ability to keep his own emotions and impulses under control. In stressful situations, he struggles to remain calm and collected, and team members feel that he is unapproachable and could manage his emotions better in the workplace.

1. Describe three possible consequences of Pierre not learning to manage his emotions in the workplace.

2. Describe three possible workplace stressors that trigger an emotional response from Pierre in performing his role.

3. Describe two ways that Pierre could model behaviours that demonstrate the constructive management of emotions in the workplace.

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## Topic 2

# Recognise and appreciate the emotional strengths and weaknesses of others

Emotionally intelligent leaders have high degrees of empathy and social awareness. As a manager, you must be able to sense and understand the opinions of everyone in your team, while moving them in the direction you desire. Showing empathy to your team members allows you to recognise and appreciate their emotional strengths and weaknesses. When your work colleagues feel as though you have listened to them and thoughtfully considered their opinions, they will speak more openly and collaborate more effectively as a team. In the growing global economy, empathy is a critical skill for communicating and getting along with a diverse workforce and conducting business with people from other cultures.

In this topic you will learn how to:

- 2A Respond to the emotional states of co-workers and assess emotional cues
- 2B Identify the range of cultural expressions of emotions and respond appropriately
- 2C Demonstrate flexibility and adaptability in dealing with others
- 2D Take into account the emotions of others when making decisions

## 2A

## Respond to the emotional states of co-workers and assess emotional cues

Managers with empathy are able to tune into a wide range of emotional cues, allowing them to sense and understand the emotional states present in an individual or group. Such leaders listen attentively and can easily grasp the perspectives of team members. It is essential that you know how to effectively respond to the emotional states of your co-workers, by altering organisational procedures, social policies or task designs in ways that increase positive emotional states.

The term 'co-workers' typically refers to the people you work with in a similar role or at a similar level to you within the organisation. For the purpose and application of learning to develop and use emotional intelligence in the workplace, the term 'co-workers' here covers the work colleagues or team members directly reporting to you or whom you are responsible for motivating to achieve workplace deliverables within your organisation.



## Emotions and moods in the workplace

Understanding the difference between emotions and moods in the workplace significantly improves your ability to explain, predict and respond to your team members' behaviour.

Emotions typically relate to specific events or occurrences and are powerful enough to disrupt thought processes. Moods are more generalised feelings or emotional states, lacking a contextual stimulus and not sufficiently intense to interrupt ongoing thought processes.

Fostering positive emotions in the workplace motivates team members to achieve organisational outcomes, increases job satisfaction and provides a higher quality social context. Negative emotions could increase the predictability of workplace stress or cause an individual to deliberately behave in a way that harms the organisation.

Using emotional intelligence to recognise the demands that daily work tasks and responsibilities have on team members' emotions allows you to make adjustments to job roles, workplace conditions or your own management style that promote an overall positive workplace mood.

Here is a comparison of emotional responses as opposed to the general mood.

Emotions	Moods/emotional states
<ul style="list-style-type: none"> <li>• Caused by a specific person or event</li> <li>• Usually brief in duration (seconds or minutes)</li> <li>• Accompanied by distinct facial expressions</li> <li>• Action-orientated in nature</li> <li>• Specific and numerous in nature (for example, specific emotions such as anger, fear, happiness)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes are general and unclear</li> <li>• Last longer than emotions (hours or days)</li> <li>• Not indicated by distinct expressions</li> <li>• Subjective in nature</li> <li>• More general in nature (positive or negative)</li> </ul>

## Emotional states

Emotional states are either positive or negative in nature. In others words, people typically speak of being in a good mood or a bad mood. While emotional states vary between individuals according to circumstances, job roles or levels of responsibility, emotions are 'contagious' and do not need to be grand or obvious to have an impact on others.

Each individual can have thought processes or beliefs that interfere with their ability to think rationally or react appropriately. Different thoughts or beliefs affect the emotional states of your team members.

Emotional states may relate to an individual:

- needing approval
- making mistakes or striving for perfection
- needing to change others
- having a tendency to catastrophise situations
- believing that misery has been caused by others
- avoiding difficulties and self-responsibilities
- placing importance on past experiences
- having unrealistic expectations
- blaming others
- being negative by nature.

## Sources of emotional states

Identifying and treating the sources of particular emotional states in your workplace enhance team performance, motivation, creativity and rational decision-making.

Here are a number of sources of emotional states that you may encounter.

### Stress

Stress takes a toll on our emotional state. Even minor stressful events have the potential to steadily increase levels of strain in individuals over time. Daily stressful events, such as impending deadlines, receiving negative feedback from a customer, or the loss of a sale, may worsen an employee's emotional state and cause them to experience more negative emotions.

### Personality

Individual personalities predispose people to experience certain emotional states and associated feelings. Some people feel anger or guilt more easily than others, while some people find it easy to remain calm and relaxed at all times. Identifying and understanding your team members' individual tendencies to experience certain emotions more intensely enable you to adjust your own communication or management style to cater to team members' individual needs.

### **Day of the week**

Research has shown that people are generally in their best moods on the weekends. This is typically associated with people who work Monday to Friday and take a break on the weekend for leisure and relaxation. People tend to be in their worst moods early in the week and gradually become happier as the week progresses. As a result, workplace interactions will probably be more positive later in the week. As a manager, it could be wise to convey bad news, ask for favours or introduce organisational changes towards the end of the working week, rather than on a Monday morning.

### **Weather**

Not surprisingly, many people believe their emotional state is directly related to the weather. While there is little scientific evidence to support this, a majority of us (but not everyone) tends to think that warm, sunny weather improves our emotional state. If you believe this could be the case for a particular team member, encourage them to sit near a window or take their breaks outside. If a person believes the weather will improve their emotional state, it is your role to recognise and accommodate this to get the best performance out of your team member.

### **Social interaction**

Facilitating social activities within your organisation is likely to positively affect the overall emotional state of your team. You should identify the type of social activities sought by your team members (whether they be physical, informal or structured) and offer opportunities for these interactions to take place during and outside of work hours. Studies have shown that being in the company of others (as opposed to social isolation) has long-term health benefits for individuals.

### **Physical wellbeing**

To achieve optimal workplace performance, it is essential that an individual looks after their physiological health. Regular exercise, a healthy diet, getting enough sleep and avoiding smoking or excessive alcohol consumption significantly affect an individual's emotional state in the workplace. While managers are restricted physically and ethically from interfering with the physical wellbeing of co-workers, some practical steps can be taken to positively influence your team members to take care of their health. Leading by example, providing healthy food options in the workplace, ensuring job tasks are achievable during work hours and alleviating organisational stress go a long way towards improving the emotional state of your team members.

### Job role demands

Consider the emotional state required by your team members to perform well in their role. For example, job roles involving face-to-face customer service require individuals to smile, use a positive tone and remain calm at all times. Individuals working in sales must remain enthusiastic and excited about the product or service they are selling. Depending on our emotional state, it does not always feel natural or practical to behave or act in this way. Where intense emotions, negative or positive, undermine routine task performance, it is your role as a manager to respond to your team members with empathy and understanding, and help them to identify ways that they can carry out their work responsibilities despite being in a particular emotional state. This may include offering your team member an extra break, referring a customer to a more-senior staff member or delegating responsibilities differently among your team.

### Cultural influences

People from all over the world interpret negative and positive emotions in similar ways. However, some cultures value certain emotions more than others. Cultural factors influence what you should consider emotionally appropriate within your workforce. What is acceptable in one culture may seem dysfunctional in another. As a manager, you must learn the emotional norms experienced and interpreted in your individual team members, to ensure you do not misread reactions or send unintended or offensive signals that negatively affect the team members' emotional state.

## Identify and assess emotional cues

An emotional cue is anything said or done that signals the need for a specific action to be taken. For example, when you feel disappointed, this may indicate that an outcome you were expecting, such as meeting a deadline, is not going to happen. Therefore your expectation must change.

Nonverbal emotional cues include all the communication between people that may not have a direct verbal translation. Practising social awareness in the workplace allows you to identify and assess the emotional cues displayed by your team members and helps you to understand their emotional states, needs and concerns.

When leading a meeting, pay close attention to the body language of your team members. Their nonverbal cues will tell you whether they are having a particular emotional response. By responding appropriately, you convey a high level of empathy, sensitivity and care towards your team members, building a relationship of trust.

Here are different ways in which you can convey messages without saying anything.

**Eye contact**

Eye contact communicates an individual's level of involvement and interest, and is a primary tool for establishing nonverbal connections with others. When speaking to your team members, identify whether they look directly into your eyes for longer than three seconds. Glancing at someone for one second or less conveys anxiety, evasion or insecurity. Checking whether or not your work colleagues are visually engaging with you helps you to understand the connection between what you are saying and how they feel about it.

**Facial expression**

Emotions such as anger, contempt, disgust, fear, happiness, sadness and surprise have certain facial expressions associated with them. Facial expressions are usually involuntary and unconscious. As a manager, you should become aware of what the facial expressions of your team members are revealing. You know your team members are listening attentively if they maintain good eye contact, hold a slight smile and nod occasionally.

**Body movement**

The posture and presence displayed by an individual indicate their level of self-assuredness, energy and authority in a particular situation. For example, good posture – sitting upright with weight evenly balanced, feet solidly on the floor and hands visible – creates an attitude of leadership and a commanding presence. Bad posture – crossed arms or legs, facing away, multi-tasking – signals to others that the individual lacks confidence, has low energy levels or has low self-esteem. As a manager, identifying and assessing the body movement cues displayed by your team members assist you in understanding their level of confidence in performing certain work responsibilities.

**Paralanguage**

Paralanguage refers to the nonverbal elements in a person's speech. Such elements include voice tone, quality, rate, pitch, volume, style, rhythm, pausing and articulation. The paralanguage used by an individual conveys emotional meaning, impact and attitude. You can often assess an individual's emotional state not by what they say, but by how they say it.

**Gestures**

A gesture is a physical movement expressing a particular emotion, opinion or idea. If an individual displays distracting mannerisms, such as fidgeting, finger-pointing, tapping, wringing hands or scratching, this indicates whether the context of the interaction is interesting to them and signals the type of emotional response being triggered.

## Use emotional intelligence to respond to emotional cues and states

In the workplace, employees tend to take their emotional cues from their leaders. As a manager, your attitude affects the emotional state of those who report to you directly and has a ripple effect throughout your organisation's emotional climate.

'Mirroring' refers to a phenomenon explaining how the physiological profiles of two individuals may differ at the start of a conversation, but look remarkably similar by the end of the conversation. The same effect occurs in the workplace; when individuals are infected by the emotional states of their managers or co-workers, this affects their beliefs, their perceptions and the decisions they make. It is possible for a whole team to collectively reflect the influences of key emotional players within the workplace.

The way that you respond to your team members significantly affects the way they respond to you in the future. Your team members model their own emotional responses on the way you react to particular situations.

Emotionally intelligent leaders respond to the emotional cues and states of others by:

- giving praise and encouragement
- providing constructive feedback
- offering emotional support
- making individual contributions meaningful in the context of organisational outcomes
- provide guidance with a sense of clarity and direction
- remaining flexible in problem-solving and decision-making
- allowing individuals the freedom to decide how best to achieve their work responsibilities.

### Example: respond to the emotional states of co-workers and assess emotional cues

Stuart is the administration manager at a medium-sized law firm. He is responsible for managing a team of receptionists, personal assistants and legal secretaries supporting the smooth day-to-day running of the organisation. The workplace environment is fast-paced and energetic and often involves demanding deadlines. The administration team must remain focused and on task at all times, to ensure the firm's solicitors are efficiently and adequately supported in meeting their clients' needs.

Naomi joined the administration team one month ago as a receptionist. This is her first professional role since leaving secondary school. When interacting with Naomi in the workplace, Stuart has noticed some nonverbal cues that may indicate she is struggling. During team meetings, Naomi plays with her hair and looks around the room. She sits slumped in her chair and crosses her arms. She never asks questions and, when required to speak, is hardly audible.

Stuart and Kiyana, a senior receptionist, meet with Naomi to discuss her workplace behaviour. Naomi reveals that she is overwhelmed with the fast-paced environment and is intimidated by the senior legal staff. Stuart, Kiyana and Naomi agree that Kiyana will begin mentoring Naomi to assist her in becoming more confident in her role and to help her stay motivated when the demands of her work responsibilities become overwhelming.



## Practice task 6

1. Use this table to indicate whether some of the listed thought patterns or beliefs have interfered with your team members' ability to think rationally or react appropriately in the workplace.

Thoughts or beliefs	Often	Sometimes	Never
Needing approval: 'Everyone I work with must approve of me at all times'			
Making mistakes: 'I must be perfect and never make mistakes'			
Changing others: 'I have an obligation to change others who act unfairly'			
Anxiety: 'If something seems intimidating or dangerous, I can't stop thinking about it and become anxious'			
Avoidance: 'It's easier to avoid confrontation than say how I really feel'			
Unrealistic expectations: 'People should perform better than they do and I must fix them or do their job for them'			
Competition: 'My worth can only be measured in competitive situations'			
Negativity: 'Certain aspects of my role are negative by nature'			

2. Consider a meeting you recently led in your workplace. What did you observe about the eye contact of each individual in your team? Discuss how the level or lack of eye contact made you feel.

3. Reflect on your role as a manager and describe how you display empathy and social awareness in the workplace. Why it is important to attune yourself to the emotional cues of your team members?

## 2B

## Identify the range of cultural expressions of emotions and respond appropriately

Diversity, inclusion and cultural competence can be learnt and developed, and can lead to improved productivity, internal communication, leadership, morale, customer satisfaction and growth within your organisation. It is essential that managers identify the varying cultural expressions of emotions in the workplace and utilise this knowledge to respond to emotional cues in a diverse workforce.

Cross-cultural dialogue can easily lead to a misunderstanding of emotional cues. Practising empathy allows managers to get along well with people of diverse backgrounds and from other cultures. Emotionally intelligent leaders are attuned to subtleties in nonverbal language and have deep understanding of the existence and importance of a diverse workforce.

## Diversity in the workplace

As a manager, you must adopt new ways of engaging with the changing demographics and diversity needs of your workforce. It is not enough to rely on the well-intended organisational approaches to diversity that have had, at best, a limited impact in the past. You must create new and innovative ways of approaching diversity that are specific to the needs of your organisation, creating opportunities for new growth moving forward.

Your organisation should convey its commitment to diversity and inclusion in its mission or value statements, clearly explaining how diversity contributes to what the organisation exists to accomplish.

In his book, *Reinventing diversity*, Howard J. Ross (2013) defines a number of terms important to understanding diversity in the workplace – these are shown below.

### Diversity

Diversity describes the extensive field of issues relating to the individual differences of the people participating in a particular organisation. Diversity also generally relates to the corrective organisational functions of the issue, such as protection from discrimination.

### Inclusion

Inclusion refers to how fully involved people are in their organisational structure. People from diverse backgrounds and cultures should be equally represented in leadership and management positions. Issues, concerns and needs relating to individual differences must be embraced by the dominant group. An emotionally intelligent leader ensures people from diverse backgrounds feel fully integrated into the cultural dynamics, direction and decision-making structures of the organisation.

**Cultural competence**

Cultural competence moves beyond mere cultural awareness and relates to the ability of an organisation to develop and implement policies, train staff and adopt specialised resources that anticipate, recognise and respond to the varying expectations of customers, clients and co-workers of diverse backgrounds. Such expectations may include the accommodation of different language, cultural or religious needs of individuals.

**Cultural intelligence**

A manager or leader displaying cultural intelligence has a sound knowledge of both cultural distinctions and the specific traits of different cultures. A culturally intelligent manager displays humility and flexibility in facilitating interaction with others, on their own terms and subject to the specific traits of different cultures.

## Aspects of a diverse workforce

A diverse workforce is one in which everyone is valued, regardless of race, ethnicity, gender, sexual orientation, religion and more, existing and working alongside one another in effective workplace relationships. Australian organisations are required by Equal Employment Opportunity (EEO) legislation to create a workplace free from discrimination and harassment by implementing effective workplace procedures that improve productivity and increase efficiency.

In your role as a manager, you should endeavour to recruit people facing barriers to employment where possible and appropriate, as this can be a useful way of diversifying the skill set within your organisation. There are funding and incentive schemes available for businesses that support people with a disability, Indigenous Australians, the long-term unemployed and the mature-aged.

Twelve aspects of diversity are shown here for you to consider.

**Ability and aptitude**

Your work colleagues may have a basic education or be highly qualified. They may have a physical or cognitive disability. Some people may be suited to a particular job role more than others based on their skills, ambition and aptitude.

**Age**

Your organisation may employ people of all ages, from young people straight from school to mature-aged people in their 60s or 70s.

**Culture**

People come from many different cultures; they may be from other countries and may wish to continue their customs and beliefs. They may have a different work ethic to others within your organisation.

**Ethnicity**

Your work colleagues may come from a variety of countries with different languages, cultures, beliefs and ways of speaking, eating and dressing.

**Gender**

A workforce may have a balanced ratio of male to female staff, while others may have more male or more female staff, depending on the nature of the business.

**Language**

While English is the major language in most Australian workplaces, English may not be the first language for many of your work colleagues.

**Family arrangement**

Your work colleagues may be married, not married, in a de facto relationship or separated. They may be a single parent, have children or have no children.

**Nationality**

An individual may settle and work in Australia, but retain their original nationality. Even when a person is naturalised as an Australian, their original nationality may still affect their actions in the workplace.

**Race**

A person's race is determined by their ancestry and genetic background; for example, Aboriginal and Torres Strait Islander peoples, Caucasian (European or Anglo-Celtic ancestry); Asian.

**Religion**

Your work colleagues may have a specific religion they follow rigorously, have beliefs based on their culture or have no religious affiliation.

**Sexuality**

Sexuality includes heterosexuality, homosexuality and bisexuality.

**Personality**

A diverse workforce has people with a range of different qualities, such as people who are outgoing, shy, cheerful, quiet, talkative and imaginative.

## Cultural expressions of emotion

Different cultures have different ways of expressing their emotions. People from diverse backgrounds may find it difficult to express their true fundamental concerns and feelings in the workplace. While every individual desires a sense of connection and a feeling of trust and support, they may not be able to articulate that need or know what they should ask.

As a manager, you must use emotional intelligence to identify, understand and respond to the cultural differences in emotional behaviour within your team. While some cultures tend to express their emotions freely and openly, others tend to hold their emotions back. It would be naive to assume that the expression of certain emotions is culturally neutral.

Here are some examples of cultural expressions of emotion.

**Nonverbal cues**

Nonverbal emotional cues often have special meanings unique to an individual's culture. Body movements such as hand-shaking or eye winking have precise, culturally defined meanings and will not be appropriate forms of communication to all individuals. Facial expressions can be both universal and culturally specific.

**Group cohesion**

Cultures differ in the degree to which emotions are expressed depending on whether they facilitate or hinder group cohesion.

### Variations



Individualistic cultures (such as those of Australia, North America and Western Europe) allow and encourage their members to vary considerably in their degree of emotional response. Collectivist cultures (such as those of Portugal, India and Japan) are not as tolerant of wide ranges of individual variation.

### Statuts



Individuals modify their emotional responses according to status and power relationships. In freemarket societies such as Australia, power and status are often related to money. But in other cultures, status can be attributed to other resources as well, such as the ability to make decisions or to engage in behaviours that others cannot.

## Culturally intelligent behaviours

The global nature of business increases the need for managers and leaders to become culturally intelligent and to display culturally competent behaviours in the workplace. The ways you communicate, accommodate individual needs and innovatively respond to cultural expressions of emotion have a significant impact on employee job satisfaction, retention and loyalty towards your organisation, as shown below.

### Communication

As a manager, you should adjust your own interpersonal communication style, and support others in their own adjustment process, to ensure all workplace communication is culturally appropriate in relation to the expression of emotions in the workplace. Tailor-made communication policies and strategies ensure each individual feels a sense of connection at a personal and a professional level. Communication structures should be consistent, keeping all people informed about organisational changes and providing clear performance standards and feedback to individuals.

### Organisational needs

It is important to fit diversity within the needs of your organisation. You should not hesitate to bear the costs associated with recruiting diverse employees if the output and productivity of those employees, and your organisation's ability to retain them, outweigh those costs. Productivity is increased when you flexibly accommodate the needs of your diverse team members. Installing technologies and offering training to support individuals with disabilities to perform effectively in their role will enhance your organisation's diversity-friendly culture.

### Going beyond expectations

A culturally intelligent leader displays behaviours that demonstrate new and innovative ways of doing things. Individual ways of behaving and job roles may need to be evaluated in light of set organisational expectations. As a manager, you should:

- experiment with new ways of achieving work tasks that derive the best out of the cross-cultural settings encountered in your workplace
- induce cohesion between culturally diverse team members by involving them in activities that require reciprocal interdependence; in other words, the whole activity is done by the team together
- adapt to change; learn facilitation skills and adopt a management style that incorporates the diverse needs of your team
- move beyond your conventional understanding of religion, family structure or gender and empathise with the unique challenges of diverse individuals to accommodate personal issues at work
- emphasise and advocate for your organisation's social responsibilities, which could include providing maternity leave, cooperating with welfare systems or assisting local Indigenous communities.

### Proactive management

You can support your team members in their efforts to overcome issues relating to diversity in the workplace by offering coaching, mentoring or guidance. Provide team members with tools, techniques and training to help them deal with cross-cultural situations effectively. Proactive management strategies include:

- staff training
- using a range of communication media and techniques
- promoting cultural celebrations
- recognising and appreciating individual differences by utilising special skills to assist other staff or customers
- fostering a workplace culture of empathy and tolerance
- actively seeking to break down cultural barriers by implementing flexible work practices, job sharing, carer's leave, and so on.

## Effective communication in a diverse workplace

Diversity in the workplace may make business and employee communication challenging. It is essential that you communicate in a way that responds positively to your team members' individual differences.

Clear and effective communication requires strong cognitive empathy. Communicating effectively by understanding, reading and responding to the emotional cues in different cultures and environments underpins the important link between diversity and emotion in the modern workplace. You must learn to understand how your team members perceive certain interactions in the workplace and consider preparing your business communications in a variety of formats to suit individual preferences.

Technological advances offer the possibility of working with individuals you may never meet, from different cultural backgrounds. Your ability to understand diverse perspectives quickly will contribute to organisational efficiency.

Here are a number of communication tips that you may find useful.

#### Communication tips

- Use active listening skills and verbal encouragers to show you are listening and ask questions to clarify information.
- Ensure your body language gives the individual your full attention and is appropriate according to the individual's cultural preferences.
- When speaking, be patient and polite and use suitable industry terminology, avoiding jargon and colloquial language.
- Build rapport by showing empathy, interest and understanding in your conversations.
- Accommodate language differences by obtaining a translator or using technology to translate business communications.
- When interacting with a person who is part of a group, be aware of your susceptibility to stereotypes, as this could lead to false or negative assumptions about the individual.
- Be aware of negatively biased tendencies you may have and make a conscious effort to learn more about a particular group.
- Where appropriate, seek input from people representing diverse groups or perspectives during decision-making processes.
- Request peer feedback as to any potential patterns of preference you may be displaying in your communication technique.

### Example: identify the range of cultural expressions of emotions and respond appropriately

Phillip is an Australian-born marketing consultant who has been given the responsibility of pitching an investment opportunity to a group of investors visiting from Japan. When he presents projects and opportunities to potential Australian investors, he is used to being bombarded with questions and concerns afterwards. However, at the conclusion of his presentation to the Japanese investors, he is greeted with a long silence. Other members of Phillip's team take the silence as a signal of disapproval and are ready to pack up and leave the meeting. He gestures to them to be patient and wait.

Although Phillip is not particularly familiar with Japanese culture, he has read the Japanese investors' facial expressions and postures, and senses interest rather than rejection. Despite the cross-cultural dialogue challenges, he is correct in picking up on these emotional cues. When one of the Japanese investors speaks up and responds, it is to confirm that they will indeed invest in the project.

## Practice task 7

1. Where and how do diversity and inclusion appear in your organisation's mission, vision or value statements?

2. List and describe two culturally competent behaviours you display in your role as a manager to show empathy and to demonstrate cultural intelligence in the workplace.

3. List three ways that you prepare your business communications in a variety of formats to suit the individual preferences of your team members. Provide examples.

## 2C

## Demonstrate flexibility and adaptability in dealing with others

A flexible workplace is achieved when team members are given the freedom to do their job in the way they think is most effective, without unnecessary strictures on how to achieve their work responsibilities. The same approach should be adopted when dealing with the emotions of others in the workplace. By allowing your team members to express themselves freely and without judgment or condescension, you foster a sense of belonging. By listening to your team members' concerns, you learn and understand what must be done to keep team morale high.

Demonstrating flexibility and adaptability when responding to the emotional states of your team members promotes a workplace environment of trust, habitual innovation and risk-taking. When team members know that you are watching them and care about what they do, they will feel free to express themselves professionally and emotionally in the workplace.



## Flexible and adaptable leaders

Adaptability is one of the leadership competences relating to the self-management dimension of emotional intelligence. Adaptable managers are flexible in acclimatising to new challenges, quick in adjusting to organisational change and agile in their thinking in the face of new data.

Having a larger repertoire of emotional intelligence strengths makes you more effective as a leader because it means you are flexible enough to handle the wide-ranging demands of running a team or an organisation without losing your energy or focus. You become comfortable with the inevitable uncertainties of organisational life.

Suggestions for demonstrating your flexible approach follow.

### Ways to demonstrate adaptability in the workplace

- Prepare back-up, alternative options for discussion.
- Present multiple ideas and show acceptance when your primary choice is rejected.
- Provide alternative solutions to conflict resolution.
- Be willing to take on challenges, tasks or projects where the work is urgent and important to the organisation.
- Be cooperative and helpful when transitioning into a new or expanded role.
- Remain calm and ready to make a quick decision when faced with unexpected challenges.
- Change your interpersonal communication style to meet the needs of your individual team members.
- Be willing and open to listen to the emotional needs of your work colleagues.
- Adopt flexible working arrangements and family-friendly initiatives within your organisation.
- Make your team members feel flexible and free to innovate in completing their work responsibilities.

## Organisational change

Successful organisations are always seeking new and innovative ways to do business, find different solutions to a range of issues, and develop new products and more efficient workplace systems. Innovation is critical to staying competitive in the marketplace.

As a manager, you can use emotional intelligence to support your team members through organisational change. Leaders who can catalyse change recognise the need for change, challenge the status quo and champion the new way of doing things. You must remain a strong advocate for change even in the face of opposition, making the argument for it compelling to your work colleagues.

Find practical ways to overcome barriers to change – some techniques to do this follow.

### Consultation

#### Consult with team members and their representatives

Ensure that your team members and their union representatives (if applicable) know about and understand the organisational changes that may affect aspects of their employment. Provide opportunities for consultative communication processes that include employee contributions. Maintain a consistent message about the proposed changes through a range of communication media.

### Stability

#### Provide stability to team members during the planning phases of change

Ensure your team members are provided with a period of stability leading up to a period of organisational change. Make sure your team knows that management does not intend the change to be rushed and provide them with as many details as possible, including fixed dates, the workload involved and mechanisms for employee consultation and feedback. Make draft change management plans available and accessible to your team members for review.

### Emotional impact

#### Analyse the impact of change on employees, job roles and work responsibilities

Make sure you have a working knowledge of the standard emotional reactions to change, so that you understand the extent to which organisational change will affect your individual team members. Your work colleagues could react by feeling shock, retreating from the situation, rejecting the change, passively accepting it, displaying a willingness to learn more or challenging certain aspects of the change. You must be fully informed about all aspects of the change yourself so as not to communicate any uncertainty or confusion to your team members. This may cause them to feel vulnerable or anxious about their job security.

### Transition

#### Provide meaningful work for team members during their transition

It is important that during all stages of the organisational change, you provide meaningful work for your team members. Discuss with individuals the type of work they would prefer to do during any interim periods when job roles may be ambiguous. Relieve staff from their work responsibilities to attend training and development where necessary.

### Job roles

#### Design a process to match employees to different jobs roles

Design a method of matching jobs with the right individuals and the requisite skills. Identify the level of support you are able to give your team members immediately after transferring into new roles or varying their current roles. Carefully formulate an action plan to assist employees and their representatives should they not retain their current positions after the organisational change takes place.

Where employees have the opportunity to apply for new or different positions within the organisation, or to be transferred to other teams or offices, ensure recruitment and selection processes are open, fair and equitable.

### Training

#### Provide training to support team members

Organisational change is unlikely to succeed without targeted training and development to assist team members in their transition. As a manager, you should identify the key areas that require updated or additional skills and knowledge. You should guide workplace trainers with clear organisational objectives to assist them in preparing and delivering workplace training programs.

## Implement flexible work practices

Workplace flexibility means adopting a different approach to traditional ways of working and it is key to attracting and retaining employees. Introducing flexible work practices may involve redesigning job roles, changing the hours of work or adapting patterns or the location of work.

Australia's National Employment Standards and components of the *Fair Work Act 2009* include provisions aimed at encouraging flexibility in the workplace. Managers who provide flexible work practices create a workplace environment of choice, understanding and versatility, encouraging team members to be productive while still meeting their responsibilities outside of work.

Introducing flexible work practices and demonstrating adaptability in the way you deal with your team members reap significant benefits to you and your organisation.

Benefits of introducing flexible work practices:

- Increased employee productivity, commitment, motivation and retention
- Improved team morale and a decrease in workplace stress
- Cost savings for the organisation
- Compliance with anti-discrimination and national workplace laws
- Improvements in attendance rates and reduction in personal leave costs
- Better connection between employees and organisational needs
- Longer operating hours without increased wage costs
- Better time management and less stress for employees
- Reduced travel and parking costs
- Improve work–life balance
- Enhanced workforce planning around business peaks and troughs

(Adapted from the NSW Government Industrial Relations website at: [www.industrialrelations.nsw.gov.au](http://www.industrialrelations.nsw.gov.au))

## Implement family-friendly initiatives

Many people struggle to balance work and personal responsibilities, and look to their workplace to provide some relief, support and practical solutions for managing their commitments. Being an adaptable manager means working with your team members to find and implement flexible solutions to this problem.

The question of work–life balance is usually associated with the need to allow people access to work as well as accommodating family duties. This applies to mothers and fathers as well as those who need to care for ageing parents or other family members. Organisations have adopted family-friendly policies to cater to those needs and retain valuable staff members.

Family-friendly policies depend on the size and nature of the organisation, but there are real benefits in integrating work–life balance measures into any business strategy, such as attracting and retaining high-quality staff.

Some of the more commonly encountered family-friendly practices are shown here.

### Family-friendly initiatives

**1**

#### Flexible work arrangements

Flexible work arrangements, such as flexitime and make-up time, time off in lieu, part-time work, working from home, job-sharing, overtime, shiftwork or rostering arranged in consultation with relevant staff, taking into account any special needs of the individual

**2**

#### Workload

Regulation of workloads and the avoidance of after-hours work including meetings

3

**Employee assistance programs**

Employee assistance programs such as making personal or financial counselling available

4

**Care services**

Child or aged care services, including childcare centres and back-up care resources

5

**Health and wellness initiatives**

Health and wellness initiatives, ranging from health club facilities to stress management workshops, exercise programs and dietary information

5

**Flexible leave options**

Flexible leave options, including regulatory leave such as maternity/paternity leave, as well as flexibility with annual leave arrangements, encouragement to take leave when due and the availability of special, sick or unpaid leave for compassionate, educational, carer or emergency requirements

7

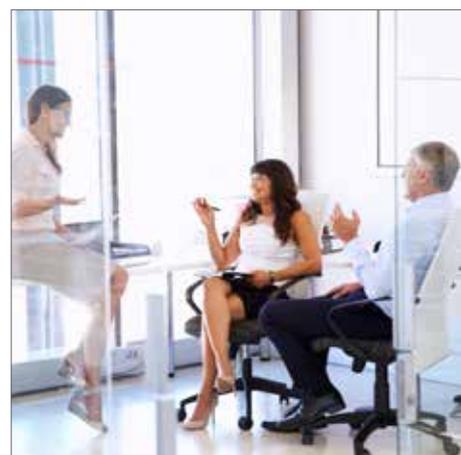
**Social events**

Social events involving family members

## Define boundaries

Boundaries are essential in workplace flexibility and variability. Organisational flexibility often requires greater administrative effort and planning. Your team members need to know their work schedules in advance and will want to have some control over how they manage their time. This level of autonomy empowers individuals and increases job satisfaction.

As a manager, you should think holistically about how to demonstrate workplace flexibility within the constraints and boundaries of your organisation, while still ensuring that the individual needs of your work colleagues are met.



## Example: flexibility and adaptability when dealing with others

Janet is the full-time fundraising manager at a not-for-profit charitable organisation. She has two sons at home who have not yet started full-time school. Janet's husband, Dan, works as a fly-in-fly-out (FIFO) engineer on a mine in north-western Australia. His schedule sees him on-site for three weeks at a time, followed by one week at home. When Dan is home, Janet is fully supported to carry out her role as fundraising manager without needing time off to care for the children. However, when Dan is away and one of the children is unwell or cannot attend childcare for some other reason, Janet has no option but to request leave for the day.

Janet's workplace does not provide remote access to the organisation's network away from the office. This means she cannot carry out her job while she is at home caring for her children. Janet approaches her senior manager, Le Mai, requesting flexible working arrangements. She would like to have remote access to her email, software programs and organisational database, as well as attending meetings by video conference from time to time. She would also like to work from home two days a week to save costs on childcare and give her children a break from the busy environment.



Le Mai carefully considers Janet's request and meets with the IT manager to discuss appropriate, cost-effective solutions that will allow Janet to work from home. Le Mai assures Janet that the organisation supports her in her endeavour to maintain a healthy work-life balance and grants her the flexible work arrangements she requires. Le Mai sets a review date for eight weeks from the time the changes are made to assess the practicality and benefits of the flexible work arrangements to Janet and to the organisation.

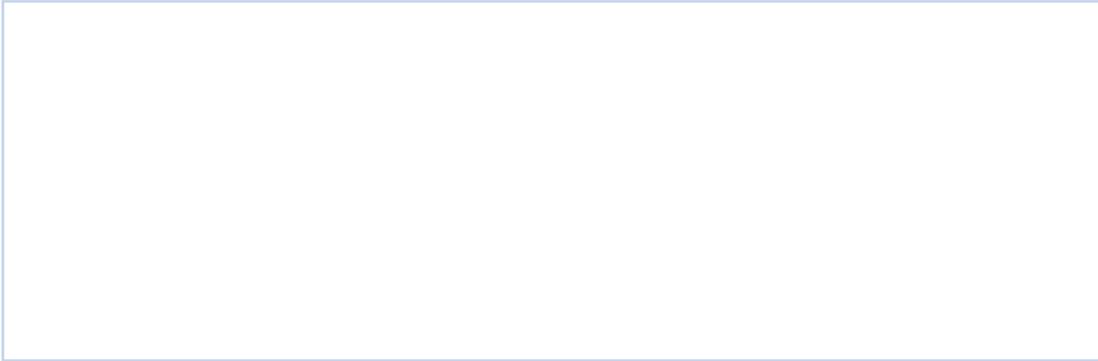
## Practice task 8

1. Describe three ways that you demonstrate flexibility and adaptability in dealing with others in your workplace.

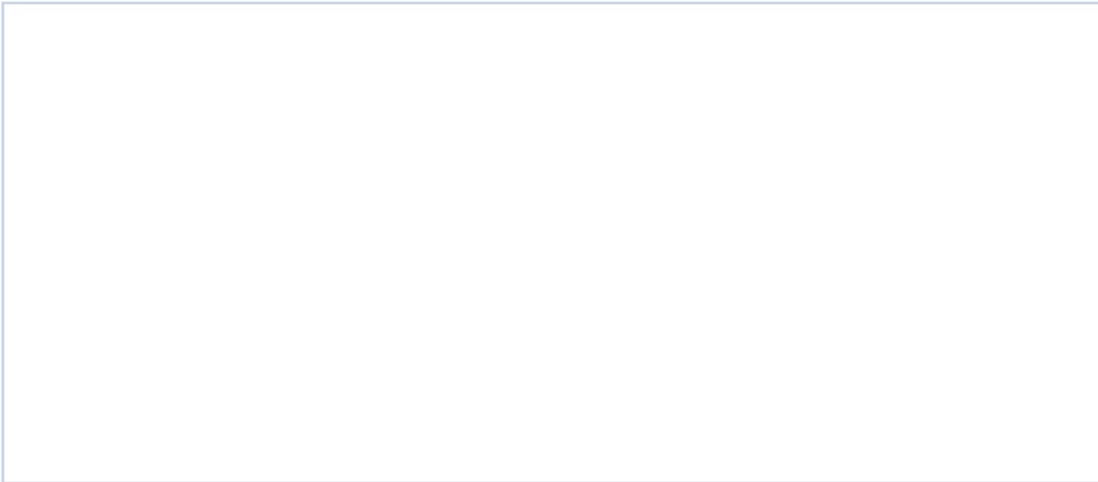
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2. Describe three ways that you could support your team members through organisational change.



3. Describe how your organisation allows employees access to flexible work practices or family-friendly initiatives. Provide three examples.



## 2D

## Take into account the emotions of others when making decisions

Understanding other people's emotions is central to emotional intelligence.

It is inevitable that when different people are presented with the same options, they will make different choices. This is because decision-making involves a wide range of emotional responses, conditioning based on past experiences and the anticipation of future goals. Decision-making itself is often an emotional process.

When team members provide input into organisational planning and decision-making, workplace difficulties can be averted or at least highlighted and resolved long before they turn into major problems.

Emotionally intelligent managers display social awareness and empathy by acknowledging the emotions of others, being thoughtful of their feelings and making decisions that take those feelings into consideration.

### Decision-making and the emotions of others

The emotions of your team members can be anticipated or immediate.

Social awareness allows you to anticipate the emotions likely to be experienced by particular team members as a result of a decision being made. An individual may associate certain gains or losses with the decision or compare the possible outcomes with what could have happened, rather than what is presently occurring. In this instance, you must quickly act to redirect the team member's focus on the positive aspects or benefits of the decision being made.

Immediate emotions are the true emotions experienced by team members while the decision is being made. It is likely that an individual will display outward emotional expressions that may or may not be connected to the decision at hand, but nevertheless the particular emotion influences the decision-making process incidentally.

#### How to take into account the emotions of others when making decisions

- Improve your listening skills and look for nonverbal emotional cues.
- Pay close attention to interactions and relationships between your team members.
- Identify your team members' emotional states and notice how they respond to different workplace situations.
- Consider your own feelings and how the emotions of your team members make you feel.
- Think about your response before you answer and give team members clear and realistic answers.

## Emotionally intelligent leadership styles

Daniel Goleman (2000) reported that research conducted by the consulting firm Hay/McBer found six distinct leadership styles representing different components of emotional intelligence.

Each of the emotionally intelligent leadership styles has a unique and direct impact on the working environment of an organisation and its financial performance. The leaders with the best results do not rely on one singular leadership style, but rather use many styles seamlessly and interchangeably, depending on the business situation.

While most of the leadership styles accommodate employee contributions in organisational and team decision-making, the coercive leadership style does not; its top-down decision-making approach removes the sense of ownership, responsibility and accountability that employees usually enjoy in the modern workplace. The coercive leadership style is most appropriately used in emergency situations or during a hostile takeover.

Here are some emotionally intelligent leadership styles that you may find useful.

### Six emotionally intelligent leadership styles

**1****Authoritative leadership**

Authoritative leaders mobilise employees toward the organisational vision and increase commitment to the organisation's goals and strategies.

**2****Affiliative leadership**

Affiliative leaders create emotional bonds and harmony within the organisation, encouraging flexibility, innovation and risk-taking in the workplace.

**3****Democratic leadership**

Democratic leaders build consensus through employee participation, driving up flexibility and responsibility.

**4****Pacesetting leadership**

Pacesetting leaders expect excellence and self-direction from employees.

**5****Coaching leadership**

Coaching leaders develop employees for the future, focusing primarily on personal development rather than immediate work-related tasks.

**6****Coercive leadership**

Coercive leaders demand immediate employee compliance.

## Decision-making processes

As a manager, you should clearly communicate to team members the decision-making process you are going to use and stick to it. Switching between decision-making styles will leave your team members feeling marginalised.

It is essential that you achieve a balance between the emotional needs of team members and organisational imperatives when making decisions.

Participative processes ensure that organisational decision-making relies on an open-minded evaluation of a solution that is endorsed by the whole team. However, you should use emotional intelligence to identify whether any team members have manipulated others to reach an outcome that is favourable to their individual needs only.

Most authors outline in various ways the following decision-making processes.

### Common decision-making processes

- Autocratic process – the manager defines the problem, diagnoses it, analyses, evaluates and chooses among the possible solutions.
- Autocratic process with team input – as above, except the manager seeks the team's help in diagnosing the problem and analysing possible solutions.
- Individual consultative process – selected individuals participate with the manager in diagnosing the problem and analysing the possible solutions.
- Team consultative process – the manager asks for help in defining the problem only.
- Team decision process – the manager defines the problem and the team participates in the rest of the process.
- Participative process – the manager facilitates the process with the assistance of the entire team.
- Leaderless process – the team has no formal manager so a decision-making process leader is chosen by the team for that particular issue.

### Example: take into account the emotions of others when making decisions

Declan is the tour and leisure guide manager in a luxury five-star resort. It is his responsibility to recruit, develop, organise and manage a team of tour and leisure guides responsible for showing resort guests the local area and experiences. Aside from a few permanent staff, most of Declan's team members are seasonal workers and the team turnover occurs every six months according to peak and off-peak seasonal demands.

It is one month before Christmas and Declan is putting together the work roster for December and January. The resort is very popular with international guests who do not participate in the Christmas holiday for cultural or religious reasons. Therefore the Christmas Day roster requires a full team of guides to be on hand. All six members of Declan's team celebrate the Christmas holiday and are anticipating having the day off work to spend with family. He decides to hold a meeting to discuss and negotiate the roster as a team. He anticipates that some team members will be disappointed at the prospect of having to work on Christmas Day, despite the busy nature of the industry and the higher hourly rates paid for working on a public holiday. To ensure the emotions of team members are considered in making the decision, Declan will suggest the following:

*continued ...*

*... continued*

- Staff who work on Christmas Day (and Boxing Day) will not be scheduled to work on New Year's Eve or New Year's Day and vice versa
- Staff who work on Christmas Day will be invited to participate in a special staff Christmas lunch prepared by the resort's world-renowned chef

Declan communicates to the team that a participative decision-making process will be adopted and invites team members to share their feelings about issues relating to working on Christmas Day. He hopes that by displaying empathy towards his team members, they will respond to each other in the same way and negotiate an outcome that is endorsed by the team as a whole.

## Practice task 9

1. Which of the six emotionally intelligent leadership styles do you most relate to? Why have you adopted this specific style? Is it appropriate in the context of your workplace goals and needs?

2. Describe how the decision-making process you implement and use in your workplace takes account of the emotions of your team members.

*continued ...*

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3. List three steps you could take to improve your social awareness skills in workplace decision-making.

## Summary

1. Showing empathy towards your team members allows you to recognise and appreciate their emotional strengths and weaknesses.
2. Emotionally intelligent leaders are attuned to the subtleties in nonverbal language and have deep understanding of the existence and importance of a diverse workforce.
3. A diverse workforce is one in which everyone is valued, regardless of their individual differences.
4. Demonstrating flexibility and adaptability when responding to the emotional states of team members promotes a workplace environment of trust, habitual innovation and risk-taking.
5. There are real benefits in integrating work–life balance measures into any business strategy, such as attracting and retaining high-quality staff.
6. Emotionally intelligent managers display social awareness and empathy by acknowledging the emotions of others, being thoughtful of their feelings and making decisions that take those feelings into consideration.

## Learning checkpoint 2

### Recognise and appreciate the emotional strengths and weaknesses of others

This learning checkpoint allows you to review your skills and knowledge in recognising and appreciating the emotional strengths and weaknesses of others.

#### Part A

1. Explain the difference between emotions and moods.

2. Describe three ways to identify and assess the nonverbal emotional cues of co-workers.

3. Describe three culturally intelligent communication behaviours for responding to the emotional cues of a diverse workforce.

## Part B

Read the case study, then complete the tasks that follow.

### Case study

Anita is the manager of a not-for-profit, government-funded employment services organisation. The organisation finds quality employees for businesses and provides job seekers with access to specialised training, work experience and a range of support services. The organisation specifically helps to find jobs for people who have been out of the workforce due to illness, disability, homelessness, cultural differences or personal hardship, in an attempt to help them find work to support their wellbeing.

The organisation itself employs a diverse workforce to ensure team members relate to and understand the organisation's target clientele. Anita is trying to think of new and innovative ways that she can use emotional intelligence to support her team members to successfully achieve workplace outcomes, improve their job satisfaction and emotional wellbeing, and effectively assist the organisation's diverse range of customers.

1. Explain how Anita could proactively manage her team members in ways that support them to overcome issues relating to diversity in the workplace.

2. Describe three ways that Anita could demonstrate flexibility in dealing with the individual needs of her team members.

3. Describe two ways that Anita could take into account the emotions of her team members when making organisational decisions.

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## Topic 3

# Promote the development of emotional intelligence in others

Due to the social environment in which organisations operate, work teams are sure to have deep and significant emotional interactions in the workplace. Managers must encourage team members to act with new awareness and sensitivity towards one another. Promoting the development of emotional intelligence in your work colleagues helps them to understand and master the behaviours of success. It encourages collaborative decision-making where team members listen to one another, think things through and respond with genuine respect for one another. An emotionally intelligent workplace culture is considered a huge competitive advantage, as it reduces unproductive conflict, organisational uncertainty and delays in achieving work outcomes.

In this topic you will learn how to:

- 3A Provide opportunities for others to express their thoughts and feelings
- 3B Assist others to understand the effects of their behaviour and emotions on others in the workplace
- 3C Encourage the self-management of emotions in others
- 3D Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes

## 3A

## Provide opportunities for others to express their thoughts and feelings

Emotions guide individual choices and inspire particular behaviours in the workplace. How a team member feels will motivate them to act in a way that either makes them feel better, stops them feeling bad or allows them to continue feeling the way they are.

Team members cannot be expected to separate their emotions from the workplace. Not only is it impossible, it is also detrimental to their emotional and physical wellbeing. As a manager, it is important that you provide opportunities for others to express their thoughts and feelings, as this plays a crucial role in employee engagement and innovation.

## Help others to express their emotions

Expressing your emotions is an important part of maintaining positive relationships – personal and professional. Allowing others to voice how they feel about a particular action or event in the workplace ensures there is no miscommunication between team members. While you may think you are making your feelings clear, the other person may not understand what is actually going on until you make an effort to talk more about it.

While there is great value in providing team members with the opportunity to express their thoughts and feelings, this must be managed carefully to avoid unintended consequences. You must always weigh the potential impact of expressing your emotions and consider the feelings of others before you share your own.

Sharing thoughts or feelings that are inappropriate or unconstructive may cause permanent damage to workplace relationships. The advantages and disadvantages of expressing emotions in the workplace are outlined here.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Promotes open communication between team members</li> <li>• Increases individual self-awareness</li> <li>• Improves workplace relationships</li> <li>• Allows for greater emotional wellbeing</li> <li>• Physiological benefits, such as reduced stress</li> <li>• Avoids misunderstandings between work colleagues</li> <li>• Sharing positive emotions improves the work environment and job satisfaction</li> <li>• Contributes to better understanding of each other's personalities</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing harsh criticism or offensive jokes may trigger negative emotions in others.</li> <li>• Grudges towards another work colleague can cause conflict within the team or organisation as a whole.</li> <li>• There is potential to hurt a team member's pride, feelings or reputation by voicing emotions to peers instead of the person involved.</li> <li>• Spreading rumours that bring negative emotions may cause tension in the work environment and make people feel uncomfortable.</li> <li>• Employees might suffer trauma or fear by unmanaged oversharing of particular emotions.</li> <li>• It may lead to distraction or embarrassment, lowering workplace productivity.</li> </ul>

## Meet the needs of team members

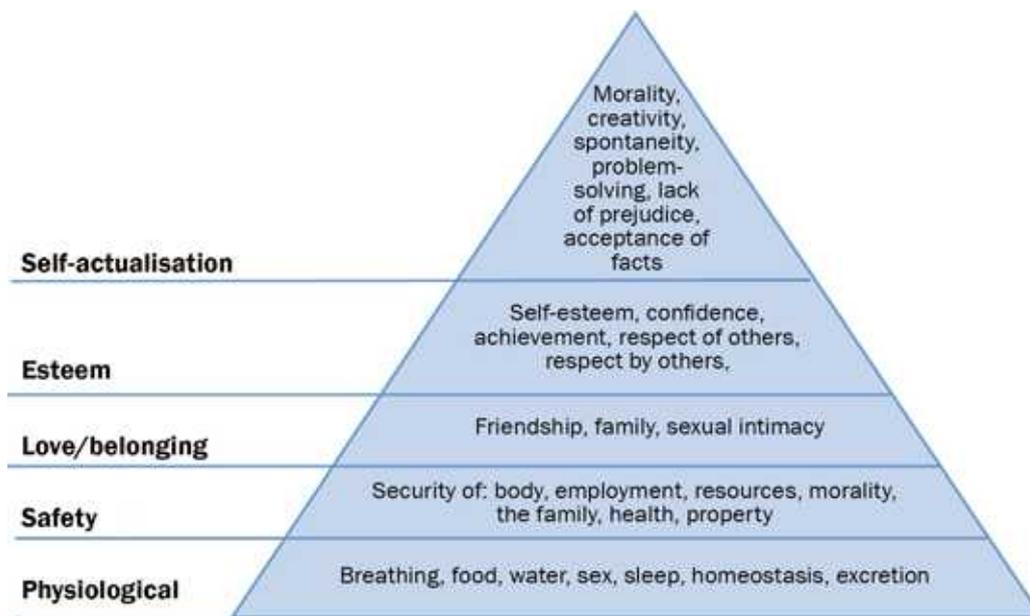
Human behaviour is generally motivated by the desire to improve quality of life.

Abraham Maslow (1943) developed a hierarchy of needs to understand what motivates people. Maslow’s theory suggests that an individual’s most basic level of needs must be met before the individual will focus motivation on the secondary or higher level needs.

While Maslow’s hierarchy is not definitive or explanatory for every person, research has shown that individuals and teams in the workplace naturally move towards satisfying these successive needs in an effort to overcome whatever obstructs their job satisfaction.

As a manager, providing your team members with opportunities to express their thoughts and feelings is a step in the right direction towards fulfilling their fundamental needs in the workplace.

Here is a diagram that shows how Maslow’s hierarchy is structured.



## Create an emotionally healthy workplace

Creating an emotion-free workplace is unrealistic. Managers are better served by learning to handle emotions appropriately, rather than trying to banish emotions from the workplace altogether.

As a manager, you must create an emotionally healthy workplace, providing opportunities for teams and individuals to express their fears, frustrations and anger, and managing their emotional responses appropriately.

Here are some strategies to achieve this.

**Demonstrate that emotions are acceptable**

Managers must demonstrate that expressing some emotion is an acceptable part of working in the organisation. Team members should share their feelings when speaking by expressing their joys and fears. Alternatively, feelings can be put in writing when team members need to convey concerns, conflict or confidential issues. Having an open communication policy with your team members allows you to build workplace relationships of trust and respect.

**Leave a situation when overwhelmed by strong emotions**

Sometimes emotions such as anger or grief can become so strong that the best way to deal with them is to walk away, leaving the situation until emotions are taken under control. All employees must be free to do this without being subject to judgment by others. Managers should demonstrate this as acceptable behaviour by showing sensitivity and support to team members who leave meetings or other events when overcome by their emotions.

**Provide workshops or training on handling emotions**

Putting on workshops or providing training is a great way for an organisation to be proactive and acknowledge the importance of appropriately expressing emotions in the workplace. Team members should be encouraged to participate in such courses and given incentives for doing so. It is much easier to establish a positive workplace culture when all team members undergo the same training and receive the same information.

**Promote workplace engagement and inclusivity**

By building a workplace of engagement and inclusion, work colleagues become familiar with each other and feel more inclined and open towards share their emotions. Managers should encourage their team members to get to know one another outside the workplace as well as during work. Providing volunteer activities outside of work events provides opportunities for managers and team members to get to know each other on a more personal level. The more people get to know each other, the better they understand each other and appreciate each other's feelings.

**Encourage fun in the workplace**

An emotionally healthy workplace must incorporate an element of fun. Managers should give team members opportunities to express themselves through play, as this helps them to be more emotionally open in other areas. Research has shown that people who have fun at work are more productive than those who do not. However, practise caution when encouraging fun in the workplace to ensure it does not interfere with the achievement of work responsibilities or cause people to feel uncomfortable, intimidated, unsafe or offended.

## Open communication and active listening

In providing opportunities for team members to express their thoughts and feelings in the workplace, you should foster a team culture of open communication and active listening.

Active listening is the fastest way to gain important information from your workplace environment. After listening to the thoughts, feelings or emotions of a team member, seek to send back the most accurate interpretation of what you think you heard them say, giving the feedback in their own words, to check that you have received the information correctly. The team member is likely to then correct you or reiterate what you've said, while simultaneously underlining the essence of their message.

Open communication is essential when you are a part of team that needs to increase its productivity, because communication solves challenges that keep your team from having everything it needs to perform at its best.

Here are some tips for developing your team's communication and active listening skills.

### Communication tips

- Consider putting your entire team through active listening training.
- Pay attention to the full communication of your team members – verbal and nonverbal – and then feed it back and check and validate your understanding.
- Encourage team members to ask questions, reflect on what has been said, clarify the correct message and summarise the key points.
- Build understanding and empathy among your team members to help nurture workplace relationships.
- Let your team members know you have listened well by matching their emotions with the meaning of the content.
- Practise different styles of leading team meetings so that sometimes you speak up more than you usually would and other times you take the extra time to listen and let others speak.
- Consider developing a formal tool for evaluating how aware team members are of each other's emotions and how well these feelings are communicated within the team.
- Demonstrate active listening skills by using positive reinforcement, smiling, making eye contact and using a forward-facing posture.

## Help others to develop self-awareness

Self-awareness involves understanding how you feel and why, and communicating those feelings to others. Managers should use emotional intelligence to help team members recognise their own feelings and emotions, and understand what is triggering a particular response.

In *The emotionally intelligent team*, Hughes and Terrell (2007) suggest a process for self-awareness applicable to the workplace environment that is shown below.

### The process of self-awareness

1

Sense the emotion or feeling.

2

Acknowledge the feeling.

3

Identify more facts or information.

4

Accept the feeling.

5

Reflect on why that particular emotion is presenting itself in that moment by noticing what other feelings came before it.

6

Bring your thoughts and feelings up at a team meeting or with an individual and take appropriate action if necessary.

7

Reflect on the usefulness of the response and the lesson you would like to learn.

## Conflict resolution

Team conflict involves a disagreement based on different values, priorities and perspectives that gains enough momentum and energy to disrupt the flow of work. Conflict resolution is the process by which individuals and teams facing such challenges try to resolve the matter.

Managers should view workplace conflict as an opportunity to clearly articulate the organisational values and ethics that govern team decisions and actions. Your response to the challenges and opportunities brought about by workplace conflict can have a positive impact on realigning team goals and redirecting team motivation.

It is impossible for humans to handle conflict while leaving their emotions out of it. As a manager, you should demonstrate and train your team members in collaborative conflict resolution skills that include and validate the feelings of others, and reach solutions that integrate the wisdom of individual team members.

Here are some tips for developing conflict resolution skills.

### Conflict resolution tips

Notice emotions such as annoyance or frustration, with respect and understanding.

Wait and listen for a response. Let other team members consider the question being asked or issue being raised.

Find ways to address the concerns of team members by prioritising and focusing team discussions on reaching identifiable outcomes within identifiable time frames.

When team members feel angry, you should allow them the opportunity to vent their emotions, as long as they are not threatening or intimidating someone personally.

## Ensure a fair and equitable workplace

As a manager, you should ensure that all conflict resolution processes within your organisation are fair and equitable according to Australian legislation and guidelines.

The Fair Work Commission is Australia's national workplace relations tribunal and operates under the *Fair Work Act 2009* (Cth). The Commission's responsibilities include assisting organisations in how to deal with workplace issues and disputes, termination of employment and bullying in the workplace. Commission members have sound knowledge and understanding of the relevant industrial and legal issues relating to dispute resolution in the workplace.

When emotions are high and a fair and equitable solution cannot be reached within your work team, or when referred to relevant personnel within your organisation, you should refer the dispute to the Commission to resolve on a final basis. The Commission has the capacity to resolve a range of collective and individual workplace disputes through conciliation, mediation and, in some cases, arbitration.

Types of workplace disputes that can be referred to the Commission:

- Disputes under the terms of an award or a collective or enterprise agreement
- Bargaining disputes
- Disputes arising under the general protections provisions of the *Fair Work Act 2009*
- Unfair dismissals

### Example: provide opportunities for others to express their thoughts and feelings

The business development team of a regional airline has decided that it needs to find new ways to address the fact that the organisation is experiencing a period of flat growth and losing its competitive edge. The team is struggling to make big decisions, no matter how important. The more urgent the decision, the more team members are putting off making it, especially on topics they know they disagree on. Some team members pretend to agree on key issues, only to leave meetings with the intention of sabotaging the very decision they agreed to. The airline is falling more and more behind on implementing a crucial strategy.

The business development manager, Mandeep, engages a leadership consultant to conduct a leadership audit of the team members. It is revealed that every team member is uncomfortable with interpersonal disagreement, scoring low on the conflict management emotional intelligence competence. Mandeep realises that the reason for his team's inability to make decisions is because they have never come to the collective realisation that open discussion and disagreements about ideas, rather than attacks on individuals who hold dissimilar views, sharpen team decision-making. Instead, the team has adopted the habit of avoiding all disputes.

## Practice task 10

Read the scenario, then complete the tasks that follow.

### Scenario

The team you manage is responsible for handling customer complaints in the call centre of an electronic goods manufacturer. In the last six months, there has been an increase in the number of complaints raised due to sub-standard products having gone on the market and then being recalled due to malfunctioning parts. While team members can usually resolve customer issues and give them a sense of satisfaction, lately the team has been mainly accepting returned goods or issuing refunds. The team is feeling the pressure of receiving and handling negative customer feedback repeatedly throughout the day. The negative atmosphere is having an effect on the emotions of team members and team morale is at an all-time low. Team productivity has decreased and some team members have been arguing with each other.

1. Describe three advantages of helping your team members to express their emotions in the workplace.

2. As a manager, describe one way that you could create an emotionally healthy work environment despite the current situation.

3. Describe how you could assist team members to resolve their arguments collaboratively using conflict resolution skills.

## 3B

## Assist others to understand the effects of their behaviour and emotions on others in the workplace

As a manager, it is important that you assist your work colleagues to understand the effects of their behaviour and emotions on others in the workplace. While many organisations focus employee training on logical and rational decision-making, many have neglected the importance of emotional learning in their workforce development.

Your team members need to understand the impact that their moods and emotions have on their behaviour, relationships and performance in the workplace. As a manager, you should provide team members with techniques to better manage their emotions and create a productive emotional work environment.



### Understand how you can help

As a manager, you must use emotional intelligence to identify and understand how you should go about assisting your particular team members to understand the effects of their emotions and behaviours on others in the workplace.

Your team members will have varying degrees of knowledge, skills and experience depending on the type of organisation or industry you work in and the level of diversity in your workforce.

Being assertive and empathetic towards the particular needs of your team members guides you in providing the most appropriate level of support, or access to training, that will sensitively assist them in developing their own emotional intelligence.

You should identify and assess the ways that you can best meet the needs of your team before trying to assist them in ways that are unproductive, intimidating or misunderstood.

What managers should know and understand about their particular team:

- How to help team members balance the physical, mental and emotional aspects of their professional and personal lives
- How to help team members maintain emotional composure on the job
- How to help team members better express their emotions through assertiveness and communication skills
- How to foster an environment of emotional honesty and positive emotional energy within the organisation
- How to help others control their negative emotions to achieve positive workplace interactions and relationships
- The connection between the emotions of team members and workplace stress
- What triggers particular emotional reactions in your team
- How to assess what team members are feeling and why
- How to identify particular thoughts, feelings and behaviours and analyse behavioural patterns

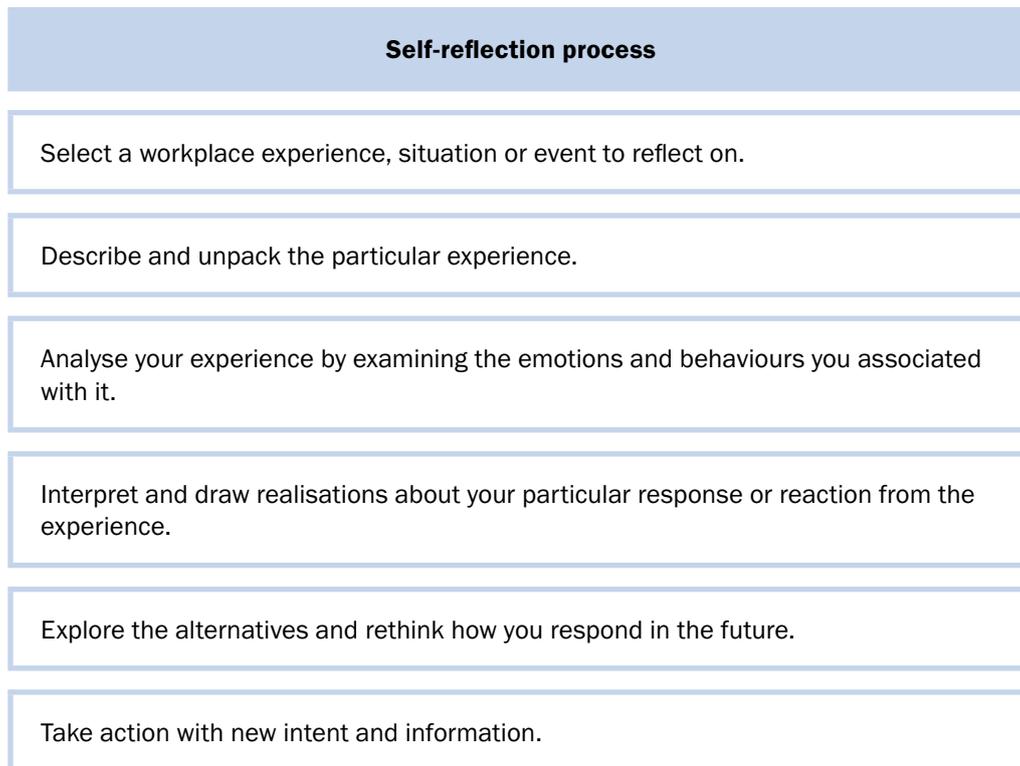
## Encourage self-reflection

Self-reflection involves thinking about, or reflecting on, what you do and how you act. Reflective practices involve stepping back from a particular situation to make sense of it, understand what it means, learn from it and apply that learning to future situations.

The process of self-reflection brings together the skills of self-awareness, critical thinking, analysis and experiential learning.

By applying critical thinking to their workplace experiences, your team members develop and deepen insights into what they did, how they felt and why they felt or behaved in that way. Self-reflection encourages your team members to do things differently based on careful consideration of the alternatives.

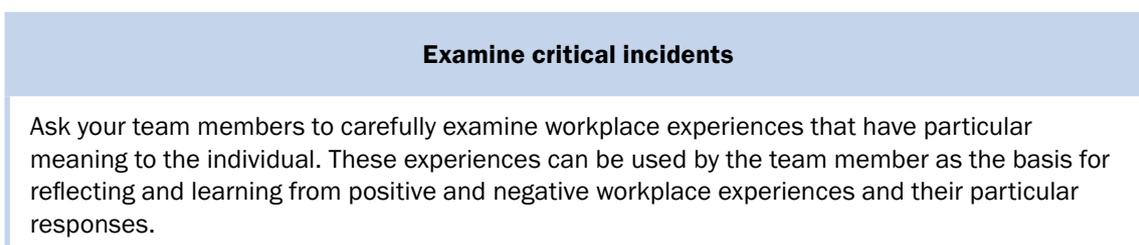
Here are the detailed steps involved in self-reflection.



## Strategies for self-reflection in the workplace

There are a variety of self-reflective strategies you could implement within your workplace. It may be a good idea to develop a formal process for your team to use in evaluating how different workplace situations make them feel or behave. Recording this information will reveal personal insight to team members and guide them on how to respond appropriately and make reasonable choices in the future.

Here are some details involved in self-reflective strategy.



### Develop a time line

A time line can be used to examine a critical incident by looking at the circumstances, decisions and actions that led to the situation, and the positive or negative consequences that followed. Time lines are useful for identifying the connection between events, activities or decisions, as they allow team members to see the context and patterns of their emotions and behaviours more clearly.

### Action review meetings

Conducting an action review meeting allows your team members to collectively reflect on an event, task or project they have recently accomplished. The purpose of this meeting is to learn from the team's experience in order to take the lessons learnt into the next stage of the work or to achieve the team's work objectives more effectively in the future.

### Joint reflection opportunities

As a manager, you can engage in regular one-to-one meetings between yourself and your team members to discuss a specific work task, behaviour or incident that requires ongoing managerial supervision. You should encourage your team members to discuss the issues that arise from their personal reflection. Prepare for such meetings by writing down a series of interesting questions to ask your team member that will elicit a deep reflective response. You may be surprised at the level of insight your team members have access to by the asking of inquisitive questions.

### Peer review

Implementing a peer review process is an effective method for creating a more open and reflective working environment. By encouraging your team members to engage in open discussions and seek constructive feedback from their peers, valuable insights are gained into what is and is not appropriate behaviour in the workplace.

## Provide a safe and inclusive workplace

Emotionally intelligent management practices are essential to building trust, creating a sense of identity, solving conflict, promoting collaborative decision-making and facilitating productive team participation.

Emotional intelligence capabilities offer real potential to mitigate workplace bullying by creating better procedural responses to emotions in the workplace and supporting the interpersonal capabilities of a diverse workforce.

Your organisation should have a formal commitment to a workplace culture that builds respect, fosters inclusiveness, promotes diversity, embraces the unique skills and qualities of all employees, and ensures the physical and psychological safety of everyone.

Emotional intelligence management practices should reflect each of the aspects indicated here.

**Personal uniqueness is embraced**

The unique diversity, skills and qualities of employees are embraced to assist the organisation in developing a culturally appropriate, equitable, safe and inclusive working environment.

**Fairness and respect**

All individuals are treated fairly and with respect, having their skills and ideas acknowledged in the workplace.

**Managers set good examples**

Managers demonstrate appropriate workplace behaviours, listen to, engage with and understand employees, and respond appropriately to their individual needs.

**Everyone is involved**

Workplace diversity and inclusion are everybody's responsibility and all employees are expected to promote a work environment that is inclusive and reflects the significant diversity within the Australian community.

**Everyone is accountable**

All employees are accountable for workplace safety, diversity and inclusion, as detailed in performance agreements and other workplace safety, diversity and inclusion reports.

(Adapted from the Australian Government Department of Human Services – Workplace Diversity and Inclusion Strategy 2011–15).

## Legislative responsibilities and obligations

To ensure your organisation provides a safe and inclusive work environment, management practices must comply with federal and state or territory legislation and guidelines.

Many organisations and government agencies are required to establish workplace diversity programs and report on these annually.

Your organisation should have embedded legislation relating to safety, diversity and inclusiveness into its policies, procedures and practices. If you and your work colleagues follow these, then you are meeting your organisational responsibilities and obligations.

Here is some of the common legislation.

## Legislative responsibilities and obligations

1

### ***Work Health and Safety Act 2011 (Cth)***

All employers and employees must maintain a secure, healthy and safe working environment. An employer must take practicable precautions to prevent harassment.

2

### ***Safety, Rehabilitation and Compensation Act 1988 (Cth)***

This Act sets out the safety requirements for employers in respect of their employees and also provides for compensation and rehabilitation for employees injured in the workplace.

3

### ***Age Discrimination Act 2004 (Cth)***

This Act makes it unlawful to discriminate on the basis of age.

4

### ***Disability Discrimination Act 1992 (Cth)***

This Act makes it unlawful to discriminate against a person on the grounds of a disability (including a disease).

5

### ***Racial Discrimination Act 1975 (Cth)***

This Act makes it unlawful to discriminate on the grounds of race, colour, national or ethnic origin.

6

### ***Sex Discrimination Act 1984 (Cth)***

This Act makes it unlawful to discriminate on the grounds of a person's sex, marital status, pregnancy or potential pregnancy or to sexually harass another person.

7

### ***Australian Human Rights Commission (Transitional Provisions and Consequential Amendments) Act 1986 (Cth)***

This Act provides an avenue of redress for those alleging discrimination and provides for the rights of these persons.

8

### ***Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)***

This Act includes the requirement to collect statistics for four target employment groups: women, Aboriginal and Torres Strait Islander peoples, people from diverse cultural and linguistic backgrounds, and people with a disability.

9

**Fair Work Act 2009 (Cth)**

This Act provides a safety net of minimum terms and conditions of employment through the National Employment Standards.

10

**State laws**

The Australasian Legal Information Institute provides information about laws specific to your state or territory.

11

**Codes of practice**

Workplace or industry-based codes of practice and ethical principles.

## Example: assist others to reflect on their own emotions

Erica is a retail branch manager at a state-based credit society. She has been asked by senior management to develop a strategy for organisational learning within her team. After a week of interviewing staff, Erica has been able to discover what is working well and develop some ideas for how learning could be organised more strategically. At the same time, she is becoming increasingly aware that her interviews are being used by staff as an opportunity to vent their feelings and frustrations about the organisation's senior management team. Erica is finding it uncomfortable to listen to the criticism and difficult to work out how to handle the situation. She decides to talk through her concerns at her next peer supervision session.

During the session, Erica reviews the progress she has made and reassures herself that she has enough quality data to make a comprehensive assessment of the current situation. Her supervisor, Jordan, helps her talk through her feelings about the concerns expressed by staff relating to the organisation's leadership. Through the sensitive use of questioning, Jordan helps Erica realise that the willingness of her staff to express their criticisms rather than keeping them private is a positive sign, as it creates an opportunity for change that is in the best interests of the organisation.

Erica begins to realise that her anxiety relates to a need to feel in control of the situation. She was worried that by passing on the feedback to senior management, she might initiate some internal conflict with negative consequences for the credit society. Jordan helps Erica understand that she needs to develop and implement a process of open communication within the organisation so that different viewpoints can be heard without judgment, to improve the work environment. By reflecting on her feelings with her supervisor, Erica has developed a much clearer understanding of the boundaries of her role and now has the confidence to communicate this to the senior management team.



## Practice task 11

1. Identify and describe two ways that you could assist your particular team members to understand the effects of their emotions and behaviours on others in the workplace.

2. Describe the strategy your organisation has in place for self-reflection. If you do not have one, develop a reflective process that you could implement within your workplace.

3. Describe an emotionally intelligent management practice you could implement within your organisation to ensure you provide a safe and inclusive workplace for all employees.

## 3C

## Encourage the self-management of emotions in others

Self-management is the dimension of emotional intelligence that allows the concentrated energy and mental clarity that leadership roles demand. Self-management stops negative or unconstructive emotions from disrupting the flow of work. Individuals who embody self-management are optimistic and enthusiastic whatever their circumstances.

As a manager, it is essential that you encourage your team members to self-manage their emotions in the workplace so they learn to remain optimistic and upbeat, even under intense pressure. By staying in control of feelings and behaviours, you and your team members create a workplace environment of trust, comfort and fairness.



### Manage negative emotions at work

Negative emotions affect an individual's or team's ability to confidently focus on achieving work goals. Negative emotions in the workplace include dissatisfaction, angst, annoyance, anxiety, depression, fear, anger and rage. Anger has been identified as the negative emotion that most consistently threatens effective teamwork. This is because anger makes people feel uncomfortable and many prefer to minimise or ignore anger rather than address it.

If anger or other negative emotions are a concern for your team, you should seek help from your human resources department, employee assistance networks or an outside facilitator to train and support your team on how to communicate or improve their conflict resolution skills.

As a manager, you must lead by example and respond to negative emotions with firm and proactive responses to ensure the emotions do not progress into something worse. Reach out to the individual with genuine good intentions; for example, giving the person a gift to show you understand them.

Negative emotions can be triggered by:

- differing values; when team members hold different beliefs about what is right, challenges and arguments can become nasty
- inappropriate uses of power or power battles in the workplace; these reduce a team's wellbeing and productivity and make individuals feel disrespected
- inequity or unfairness; where one person gets more than another or an entire work team is not receiving its fair share of entitlements
- lack of pride in the outcome of work objectives; when work is not done well, negative emotions are likely to follow
- anxiety; caused by workplace stress, threatening behaviour or an intimidating workplace culture.

### Help others to develop self-management

Self-management enables transparency: an authentic openness to others about your feelings, beliefs and actions. A transparent work environment promotes trust and integrity among team members and prevents them from saying things or acting in ways that they might regret.

Developing self-management in others ensures your workplace culture is one of optimism and happiness, both vital components of emotional intelligence. When you and your team members are in a positive mood, you are more resilient when faced with workplace challenges.

Below are some ways to promote emotional intelligence in others and help them develop self-management skills.

Demonstrate to your team members how to keep disruptive emotions and impulses under control, and to channel them in ways that are conducive to team productivity.

Create a workplace culture of honesty, integrity and trust by providing team members with forums to openly communicate their feelings and beliefs.

Champion your team members to be flexible and adapt to organisational change by supporting them to overcome obstacles or multi-task without losing focus.

Set measurable but challenging goals for your team and encourage them to be innovative and take calculated risks in achieving work goals.

Encourage your team members to take initiative and discuss where rules can be bent or changed to create better possibilities for the organisation's future.

Demonstrate to your team members how to see the upside of every situation, responding positively to one another and promoting an optimistic attitude towards challenges.

## Benefits of an optimistic workforce

Your organisation will benefit from the ability of your team members to self-manage their emotions and actions, and to remain optimistic despite workplace challenges. An optimistic team is excited about possible opportunities to contribute to the organisation's success.

Benefits of an optimistic workforce include where team members:

- embody the essence of a 'can-do' attitude
- support a hopeful outlook in achieving work outcomes
- become curious and creative, building a sense of possibility
- have a long-term, expectant view of their role in the workplace that assists them to persevere in challenging times
- see the abundant opportunities available to them in their personal and professional lives by working hard and collaboratively with others
- play well together, enjoying time in and out of the workplace; this reduces tension, lowers stress and forms positive workplace relationships
- are energetic and enthusiastic, fostering a positive sense of urgency and remaining focused on the team's purpose and objectives.

## Example: self-manage emotions in the workplace

Ariel is the nurse unit manager in the maternity ward of a large public hospital. She is technically skilled and highly competent in her role of leading the nursing team. Ariel has a history of depression stemming from bullying she was subjected to during school. While she has formed and maintains positive working relationships with her team, Ariel is very hard on herself when team members express their frustrations about the workplace. She has a tendency to respond to all negative feedback or constructive criticism about the maternity ward as a personal attack on her abilities and her personality.

Ariel identifies these emotions as unproductive and knows that she is probably overreacting. She meets with her workplace mentor, Jamie, to discuss how she can manage her negative emotions. Jamie and Ariel work together to find ways for Ariel to channel her emotions in useful ways, remain optimistic when confronted with challenging situations and learn to stay calm and clear-headed in times of high stress.



## Practice task 12

1. Describe how you would respond when one of your team members becomes angry during a team meeting.

2. Describe three behaviours you should demonstrate to assist your team members develop self-management of their emotions in the workplace.

## 3D

## Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes

Emotional intelligence is based on skills that any team can develop and refine. This creates an important opportunity for you to improve team functionality. No matter how well or poorly your team is operating, there is always potential for growth and improvement. A team with higher emotional intelligence has higher levels of happiness. When team members are emotionally aware, they become free to grow personally and professionally.

As a manager, having emotionally intelligent team members is an asset to your organisation, as it allows you and your team to develop social skills that build constructive workplace relationships and maximise workplace outcomes.

While developing emotional intelligence in others takes time and effort, it will greatly improve team results and achieve sustainable productivity for your organisation.



### Emotional intelligence at the team level

An emotionally intelligent team handles pressure together, can adapt to a rapidly changing environment and is abundantly resourceful and resilient.

The four dimensions of emotional intelligence – self-awareness, self-management, social awareness and relationship management – also apply at the team level.

An emotionally intelligent team consists of respectful, knowledgeable individuals who focus on humility, continuous self-improvement, active listening and the sharing of ideas.

As a manager, you can use your own emotional intelligence skills to generate collaborative results from your team members – empathy, trust, loyalty and better decision-making.

Emotionally intelligent leaders:

- read others to understand how they feel and why, and determine the most effective response given the situation
- read a team as a whole to determine what is required to keep the team energised and working effectively
- read the workplace environment to accurately discern and respond to leadership dynamics, politics and organisational change.

### Support others to develop emotional intelligence

An emotionally intelligent manager uses their own skills to build and develop emotional intelligence in others. Emotional intelligence is vital to your work colleagues acting as effective and high-performing members of the work team.

Here are some of the ways that peers can support each other and managers can support their teams in the workplace.

### Coaching

Get the best out of your team by coaching work colleagues individually and as a group. Aim to understand the individual needs of your work colleagues and introduce processes that encourage progress and foster a collaborative and emotionally intelligent culture.

Arranging for someone to coach a team member who is having difficulties handling their emotions or behaviours in the workplace can be effective, time-efficient and a positive experience for both parties. A coach explains how to respond appropriately, provides opportunities for the person to practise their skills and suggests different ways to resolve difficulties or approach work tasks.

### Mentoring

Help team members to gain a deeper understanding of complex emotional states through reflection, adaptation and exploration of new approaches. Provide work colleagues with constructive feedback.

Mentors are often used for new employees, for those experiencing problems with communication or interpersonal skills, or in any area that presents particular challenges.

A mentor should provide advice or supervision based on their own experience as well as their expertise. You can ask an experienced employee or colleague whether they would like to become a mentor. Ask them to explain to the inexperienced person the approach they take with a particular work difficulty or in dealing with a wide range of people.

### Shadowing

Another strategy is to ask the person to 'shadow' a more experienced and emotionally intelligent employee. This means observing how another employee manages their emotions, pursues workplace relationships and tackles work tasks. This approach is effective when learning how to respond appropriately to customers and clients in real-work situations.

### Training

If you are not fully equipped to provide training on emotional intelligence yourself, there are now a variety of courses you can implement or training providers you can engage to build and develop emotional intelligence skills in your team members.

Formal emotional intelligence training will benefit employees who want to improve their performance and relationships in the workplace. Training usually consists of real-work and simulated exercises that demonstrate to individuals how to:

- recognise the benefits of developing emotional intelligence
- define emotional intelligence competences and origins
- identify personal strengths and weaknesses
- use emotional intelligence to optimise professional performance and relationships
- build a personal development strategy
- avoid overreacting in emotionally charged situations.

## Use formal instruments to develop emotional intelligence in others

A desire to develop emotional intelligence competences, such as conflict resolution skills, is what motivates managers to explore the emerging field of emotional intelligence for teams. Various personality instruments and emotional intelligence measurement surveys have been used by organisations in an attempt to develop sustainable behavioural change.

Personality instruments can assist individuals to discover their personal preferences for being extroverted or introverted, or preferring to think socially or analytically. However, personal preferences are different from emotional intelligence skills as they are not expected to change. Emotional intelligence measures focus on the expression of skills, abilities and traits – the individual characteristics that overlap with an individual’s personality.

It is important that you differentiate between identifying the personal preferences of your team members and measuring their emotional intelligence. Using the correct instrument will help you identify your team members’ capacity for professional and personal growth.

Examples of personality instruments	Examples of emotional intelligence measures
<ul style="list-style-type: none"> <li>• Myer-Briggs Temperament Inventory®</li> <li>• Emergenetics®</li> <li>• The DiSC® Personality Test</li> </ul>	<ul style="list-style-type: none"> <li>• Bar-On’s Emotional Quotient Inventory®</li> <li>• Goleman’s Emotional Intelligence Competence Inventory®</li> <li>• TESI® (Team Emotional &amp; Social Intelligence survey)</li> </ul>

### Example: develop emotional intelligence in others

Lee-Anne has been promoted to the role of executive assistant but is having difficulty meeting the expectations of her job. The role is a senior one that calls for strong organisational skills and the ability to communicate appropriately with board members and important business contacts. Lee-Anne is struggling to manage her emotions in the busy and stressful work environment and is not dealing with contacts with the expected level of professionalism. Her supervisor has asked Shane, a senior staff member with high-level emotional intelligence skills and years of experience assisting top-level executives, to act as a mentor to Lee-Anne.

Through the mentoring relationship, Lee-Anne is able to develop a more-organised approach to her responsibilities, paying attention to deadlines and the quality of her work. Shane is also able to guide Lee-Anne in adapting to the cultural fit required of the role, developing her skills in self-awareness, self-reflection and self-management to communicate and respond appropriately to stressful situations. Lee-Anne plans on using and developing her emotional intelligence skills to improve the way she interacts with the wide variety of people she deals with in her role.



## Practice task 13

Describe your organisation's process for assisting and supporting the development of emotional intelligence in others.

## Summary

1. Promoting the development of emotional intelligence in your work colleagues helps them to understand and master the behaviours of success.
2. Emotions guide individual choices and inspire particular behaviours in the workplace.
3. Managers are better served by learning to handle emotions appropriately, rather than trying to banish emotions from the workplace altogether.
4. Managers should view workplace conflict as an opportunity to clearly articulate the organisational values and ethics that govern team decisions and actions.
5. Self-reflection encourages your team members to do things differently based on careful consideration of the alternatives.
6. Individuals who embody self-management are optimistic and enthusiastic whatever their circumstances.
7. An emotionally intelligent team handles pressure together, can adapt to a rapidly changing environment and is abundantly resourceful and resilient.

## Learning checkpoint 3 Promote the development of emotional intelligence in others

This learning checkpoint allows you to review your skills and knowledge in promoting the development of emotional intelligence in others.

### Part A

1. Describe two emotionally intelligent conflict resolution skills to develop in the workplace.

2. Explain the process for self-reflection.

3. Explain what is meant by 'psychological safety' in the workplace and the legislative responsibilities associated with it.

## Part B

Read the scenarios, then complete the tasks that follow.

### Scenario

You are the manager of a retail office supplies store. One of your team members, Thomas, is responsible for assisting customers to complete bulk office stationery orders. Thomas has turned up to work in a particularly bad mood. He is uninterested in speaking to his co-workers and is being rude and dismissive to his customers. You notice that his behaviour is decreasing staff morale and team members are avoiding asking him questions that are important to achieving workplace outcomes.

1. Describe how you could assist Thomas to understand the effects of his behaviour and emotions on others in the workplace.

### Scenario cont'd

Another one of your team members, Dominique, works in the computer sales department. She leads a smaller team of casual and part-time computer sales representatives. One of Dominique's casual employees, Edward, comes to you to discuss the lack of support he is receiving from her. Edward claims that Dominique allows other team members to tease him and that his contributions are not valued or considered in team meetings.

2. Describe three emotionally intelligent management practices that Dominique could use to ensure she provides a safe and inclusive workplace for Edward and his team members.

### Scenario cont'd

You have received a customer complaint about another of your team members, Andrea. She runs the store's photo printing service. The customer claims that on the morning she came into the store to have her photos printed, Andrea was working at the service counter. When the customer approached her about printing a large photo order, Andrea rolled her eyes and sighed heavily. The customer requested an express order so she could pick up the photos that afternoon. Andrea told the customer, 'We're extremely busy today and this is just going to make the day worse'. Andrea took the customer's order and told her she would phone her when the photos were printed. The customer did not receive a phone call and, when she returned to pick up her photos, Andrea had left for the day without completing the customer's order.

3. Explain why it is important for Andrea to manage her negative emotions in the workplace. Describe three ways you could help Andrea develop self-management skills to manage her negative emotions at work.



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## Topic 4

# Utilise emotional intelligence to maximise team outcomes

Substantial research has shown that emotional intelligence skills are directly linked to organisational success. Utilising emotional intelligence in the workplace is vital to sustainable productivity and emotional wellbeing.

As a manager, you should foster a positive emotional climate and use the strengths of your team members to achieve and maximise workplace outcomes.

In this topic you will learn how to:

- 4A Encourage a positive emotional climate in the workplace
- 4B Use the strengths of workgroup members to achieve workplace outcomes

# 4A

## Encourage a positive emotional climate in the workplace

As a manager, it is essential that you encourage a positive emotional climate in the workplace, as this helps create and support an emotionally intelligent organisation.

Positive emotions are the means to maximising organisational outcomes. Creating experiences that promote a collective positive emotional environment support personal and organisational growth and development.

### Positive workplace emotions

Emotions are directly linked to social interactions.

Because many positive emotions have distinctive social origins, they greatly affect the ways that you and your team members relate to one another to create new and productive relationships in the work environment.

When your team members support each other to seek positive meaning in their work, emotionally expressing what they value most, enthusiasm and gratitude emerge. As a manager, you should take advantage of positive workplace events by following up with routines and ongoing activities that reinforce positive emotions.



#### The benefits of positive workplace emotions

- Trust is built among team members
- Increased individual capacity to generate ideas and alternatives for action
- Increased team productivity and effectiveness
- Established meaning in individual job roles and increased job satisfaction
- Developed individual physical, intellectual and social resources
- Physical and emotional wellbeing of teams and individuals contributed to
- Resilience in times of stress, conflict or difficulty is practised
- Increased ability to be flexible and adapt to change
- Personal and organisational growth is promoted
- Increased motivation that helps individuals anticipate success

## Positive emotional climate

In *The emotionally intelligent team*, Hughes and Terrell (2007) describe seven skills required of a team operating with emotional and social intelligence. Developing these skills among your team members greatly assists you in achieving a positive emotional climate in the workplace, while simultaneously developing the emotional intelligence competences of others.

Here are the seven skills and what each skill includes.

### Team identity

A positive emotional culture is fostered when your team members have a personal association and harmony with the work team, identifying themselves as valuable contributors to the attainment of team objectives.

Team identity is achieved through:

- building a sense of team purpose
- accepting one another's individual differences
- making a commitment to the goals of the team
- having pride in the team's performance
- understanding the team's role and responsibilities
- being resilient to changes within the team.

### Motivation

Motivation relates to your team's commitment to resourcefully utilising the time, energy and intelligence of its members. Team members should be inspired and encouraged to work collectively and enthusiastically towards achieving common team goals.

A positive emotional climate is facilitated by curiosity and excitement about team possibilities. As a manager, you should demonstrate to your team members what it looks like to feel motivated by modelling behaviours that express enthusiasm and determination.

### Emotional awareness

You and your team members should make it a priority to consider the feelings and emotions of others as much as you consider your own. Emotional challenges within your team must be met in a way that strengthens the team's capabilities.

Developing and increasing emotional awareness among your team members improve performance, which maximises results. Being empathetic towards the rich assortment of emotional behaviours fosters a familiar, trustworthy and positive emotional climate in the workplace.

### Communication

Communication is what you and your team members do to connect with each other so that you can satisfy individual needs and achieve team objectives. All communication in the workplace must have a specific purpose, an appropriate form, clear and relevant content, and must identify the role of the communicator in the process.

Effective communication is essential in improving the productivity of your team. An open communication policy and the development of active listening skills ensure that emotions and behaviours in the workplace are positively managed and responded to appropriately.

**Stress tolerance**

Stress tolerance refers to your team's ability to complete work tasks appropriately with minimal worry. Individuals can develop their stress tolerance by:

- developing an early-warning system provided by our emotional awareness
- accurately reading the emotional triggers of a situation
- responding to the signals effectively.

The absence of a positive emotional climate in the workplace may cause your team members to impulsively respond to stressful or emotionally charged situations with anger, distraction or anxiety. By developing your team members' emotional intelligence skills in assertiveness, self-management and flexibility, and encouraging the use of humour, you will assist them to develop their stress tolerance levels.

Your team will then be equipped to remain positive and focused on achieving work tasks even when mistakes are made or workplace pressures trigger criticism towards your team.

**Conflict resolution**

Effective conflict resolution skills are essential to building a positive emotional climate in the workplace. Whether conflict is minor, major, personal or related to a whole team, there is always the potential for emotions to progress in a negative direction.

When dealing with conflict in the workplace, you should encourage and support your team members to:

- practise patience
- consider the perspectives of others
- intend resolving the issue
- collaboratively communicate
- be empathetic towards others
- express assertiveness
- show gratitude towards others for their contribution
- be flexible in choosing a conflict resolution style appropriate for the particular situation.

**Positive mood**

A positive mood embodies optimism and happiness and is an essential component of emotional intelligence.

A positive emotional climate in the workplace relies on you and your team members identifying and managing your emotions effectively to produce a positive emotional state.

### Example: encourage a positive emotional climate

Heather and Graham are both asked to serve on the budget committee at the public secondary school where they are employed as education administrators.

Heather is interested in the opportunity. She knows that the budget is at the foundation of what the school can achieve to fulfil its function in their local area. She is honoured to have the opportunity to make a contribution. She identifies strongly with the budget team, tells people she serves on that team and will eventually include it in her résumé.

Graham is bored and apprehensive about joining the budget committee. He thinks it will be a waste of his time and doesn't believe the committee has any real power in delegating funds towards school-based activities or development. Graham does not commit to the team, nor does he make any contributions at the meetings.

To ensure the committee fosters a positive emotional climate, Heather takes Graham aside to discuss his feelings and identify whether he would like to take on a specific responsibility within the committee that matches his personal strengths. Graham admits that while he doesn't feel comfortable contributing verbally during the meetings, he is very good with numbers and is happy to complete spreadsheets and reports on behalf of the committee for submission to senior management. Heather and the other committee members agree.

By personally associating with the team, Graham finds meaning in his role as a committee member and develops a positive mood towards achieving the team's objectives.

### Practice task 14

1. Use this table to indicate how well you believe you and your team demonstrate the seven skills required of a team operating with emotional and social intelligence.

Skill	Very well	To some extent	Not at all
Identifying with the team			
Staying motivated towards achieving team goals			
Practising emotional awareness and empathy			
Communicating positively and effectively			
Developing appropriate stress tolerance levels			
Resolving conflict effectively			
Maintaining a positive mood			

2. Identify the emotional intelligence skills that you do not currently possess or apply to teamwork within your organisation. How could you improve these skills to ensure you encourage a positive emotional climate within your team?

## 4B

## Use the strengths of workgroup members to achieve workplace outcomes

As a manager, you should utilise the strengths of your team members to achieve workplace outcomes. Build on these strengths and the team will be happier and able to achieve workplace outcomes more efficiently and productively. Individuals and teams have areas where they excel and areas where their skills do not appropriately match the tasks at hand. As you discover the differences in strengths among your team members, try to balance those differences to improve the connections team members have with each other.



## Identify the strengths of team members

As a manager, you should recognise and celebrate your team's accomplishments by reflecting on the strengths that are present and identifying which of these strengths contribute to the best practices. This allows you to reinforce positive behaviours and the particular strengths that led to the accomplishment of workplace outcomes.

When facing a particularly challenging project or work task, understanding and applying the strengths of your team members can greatly assist you in delegating responsibilities and adopting your team's best practices.

Examples of strengths in the workplace	
• Emotional intelligence	• Teamwork
• Communication skills	• Dependability
• Leadership	• Motivation
• Determination	• Success oriented
• Willingness to learn	• Being hardworking
• Self-confidence	• Flexibility
• Diplomacy	• Confidentiality
• Patience	• Multi-tasking skills
• Reliability	• Consistency
• Pragmatic attitude	• Discipline
• Technical aptitude	• Resilience
• Visionary style	• Efficiency
• Cooperation	• Resourcefulness

## Use the strengths of team members

As a manager, you should use emotional intelligence to recognise your team's greatest strengths and determine how these strengths can be leveraged for the success of your organisation. It is from this understanding and knowledge of your team members' capabilities that you set the expectations on which to manage performance. Maximising on the strengths of your workforce cultivates positive emotional experiences for team members and assists them to achieve workplace outcomes efficiently.

Here are some tips for effectively using the strengths of your team.

Seek out tasks and projects that maximise individual and team strengths.

Identify and manage the emotional strengths of team members and delegate tasks accordingly.

Encourage cooperation and collaboration so that the differences between your team members become organisational assets.

Set team goals and make performance expectations clear so that team members can apply their strengths to achieving outcome-focused goals.

Monitor progress without micromanaging team members, allowing them to choose how they get the work done.

Tolerate some mistakes and create an environment where team members feel encouraged to admit their errors and identify how they can learn from the experience.

Give feedback often that reinforces your team members' strengths and contributions as meaningful to the success of the organisation.

Recognise and reward exceptional performance and celebrate individual and team accomplishments.

Commit to preserving the strengths of your team.

Ensure the emotional wellbeing of your team by balancing team harmony with organisational outcomes.

## Example: use team strengths to achieve workplace outcomes

As the sales team leader at a car dealership, Adam knows the huge benefits that come from knowing and tapping into the strengths of his team members. For the car dealership to retain its competitive edge, Adam makes it his priority to delegate tasks and responsibilities among his team members in ways that accomplish the highest amount of sales as efficiently as possible.

During his weekly team meetings, Adam asks his team members to identify any challenges they are facing in performing their role. Leslie, a luxury car salesperson, shares with the team that she is struggling to relate to her customers. While she enjoys selling luxury cars and has good technical knowledge about the vehicle range, she doesn't relate to the needs and preferences of her customers.

Adam asks Leslie and the rest of the sales team to think about Leslie's strengths and discuss how these could be best utilised within the business. Harrison points out that Leslie is very popular with customers consisting of young families with children. These customers respond very positively to Leslie because she is a young mother herself and is able to provide personalised and informed advice.

Adam suggests that Leslie could take her skills and expertise and apply them to selling vans, 4WDs and SUV vehicles instead of the luxury car range. She agrees that this would make her feel more enthusiastic about her role.



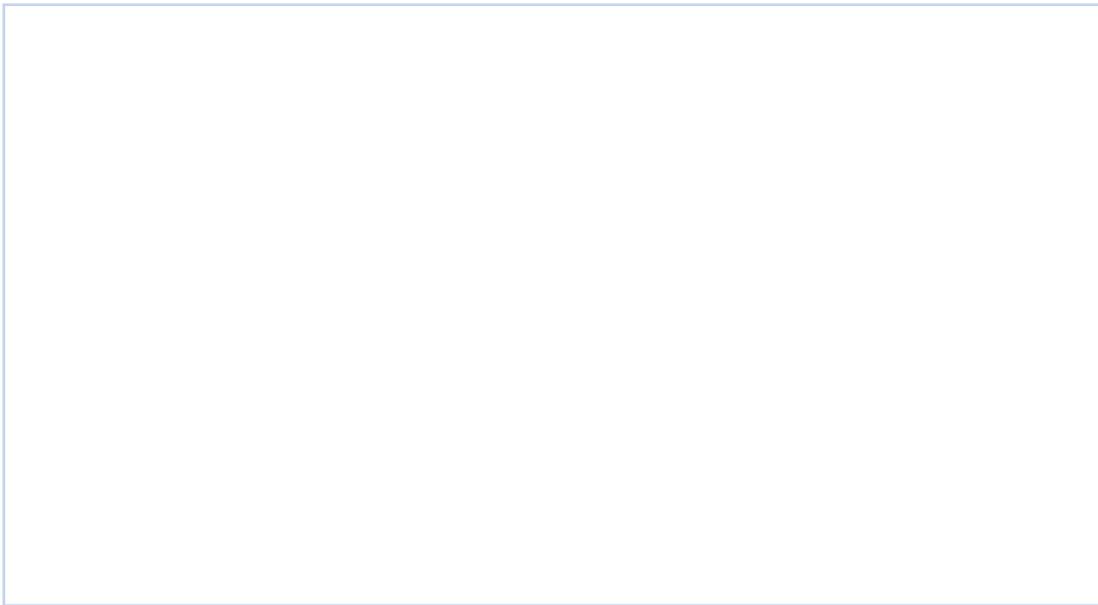
## Practice task 15

1. Reflect on a work team you currently lead or have managed in the past. List and explain five different strengths that you identified among your team members.

*continued ...*

... continued

2. Describe the ways that you maximised the strengths of your team members to achieve workplace outcomes.



## Summary

1. Utilising emotional intelligence in the workplace is vital to sustainable productivity and emotional wellbeing.
2. Creating experiences that promote a collective and positive emotional environment, and support personal and organisational growth and development.
3. Because many positive emotions have distinctive social origins, they greatly affect the ways that managers and team members relate to one another to create new and productive relationships in the work environment.
4. Managers should take advantage of positive workplace events by following up with routines and ongoing activities that reinforce positive emotions.
5. By identifying and recognising best practices, managers are able to reinforce the positive behaviours and particular strengths that led to the accomplishment of workplace outcomes.

## Learning checkpoint 4

### Utilise emotional intelligence to maximise team outcomes

This learning checkpoint allows you to review your skills and knowledge in utilising emotional intelligence to maximise team outcomes.

#### Part A

1. Explain why it is important to encourage a positive emotional climate in the workplace.

2. Describe three ways to use the strengths of team members to achieve workplace outcomes.

## Part B

Consider your role as a member of a work team and the people who lead or supervise you within your organisation. Describe how you use the following emotional intelligence skills to engage the work team, enhance a positive emotional climate and maximise workplace outcomes.

1. Self-awareness

2. Social awareness

3. Relationship management

