

BSBLDR511

Develop and use emotional intelligence

Release 1

Developed for
BSB Business Services
Training Package Version 3.0

Learner guide

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Release 1

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Aspire Version 1.1

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BSBLDR511 Develop and use emotional intelligence, Release 1

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Before you begin

This learner guide is based on the unit of competency *BSBLDR511 Develop and use emotional intelligence*, Release 1. 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.

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.

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



Topic 1

Identify the impact of your emotions on others in the workplace

All people are creatures of emotion, whether they 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 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 ruled by them.

In this topic you will learn how to:

- 1A Identify and evaluate your emotional strengths and weaknesses
- 1B Identify personal stressors and emotional states in the workplace
- 1C Analyse and document potential emotional triggers
- 1D Evaluate the impact of your work behaviours to manage emotions
- 1E Use self-reflection and feedback to improve your emotional intelligence

1A Identify and evaluate your emotional strengths and weaknesses

Emotional intelligence is the ability to manage your own emotions effectively, and 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 in 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 colleagues with anger, frustration or fear decreases motivation and lowers organisational performance. On the other hand, maintaining an enthusiastic and positive attitude at work and modelling desired behaviours will ensure that you develop positive emotional connections with your 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 individuals perform in the workplace. For example, strong negative emotions such as fear, anxiety and anger temporarily impair the ability to think rationally.

When 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 colleagues feel this way, the more difficult it will be to manage your team and achieve organisational outcomes.

Positive workplace emotions	Negative workplace emotions
<ul style="list-style-type: none">• Confidence• Elation• Enthusiasm• Excitement• Happiness• Joy• Pride	<ul style="list-style-type: none">• Anger• Anxiety• Apathy• Apprehension• Depression• Fear• Inadequacy• Nervousness• Lack of confidence• 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 that way.

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 positively and constructively enables you to effectively communicate with your colleagues, defuse 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 damage the organisation and relationships between you and your colleagues.



Here is a comparison of emotional strengths and weaknesses.

Emotional strengths

- Cool-headedness and the ability to remain calm
- Enthusiasm and optimism
- Not being easily offended
- Open-mindedness
- Assertiveness
- Desire to solve problems as they arise
- Diplomacy and the ability to listen to other opinions
- Empathy
- Resilience

Emotional weaknesses

- Frustration and irritation
- Worry and nervousness
- Anger and frustration
- Dislike
- Disappointment or unhappiness
- Fear, embarrassment or guilt
- Pride
- Being non-confrontational
- Being condescending or belittling others

Evaluate your emotions

To understand and improve your emotional intelligence, you have to be able to evaluate your emotional strengths and weaknesses.

How do you evaluate whether you are emotionally strong or weak? Is it something you can answer or is it best answered by those who observe your behaviour? There are a number of tools that can be used to evaluate emotional intelligence, which inform you about your relative strengths and weaknesses compared to others. Many of these are found online, such as:

- Mind Tools EI Quiz – <http://aspirelr.link/mind-tools-ei-quiz>
- Psychology Today EI test – <http://aspirelr.link/psychology-today-ei-test>
- IHHP EQ Quiz – <http://aspirelr.link/ihhp-eq-quiz>

There are three main ways in which emotional intelligence is measured, as outlined here.

Self-reports

This involves completing a survey. Your responses are compared with a large database and a report is produced that shows where you sit on various traits of emotional intelligence on a scale from low to high.

360-degree reports

This includes your assessment of your own emotional intelligence combined with ratings about you from people you work with (and potentially close friends and family) against the same survey criteria. This type of information can be particularly powerful as it provides an external view of your behaviours and emotional responses, and how they manifest.

Performance assessments

These are like IQ tests for emotional intelligence. People undertaking these assessments are asked to recognise emotions in pictures of people, select responses to difficult life situations, or demonstrate an understanding of basic principles about emotions. The assessment results are then compared against a large database of prior results.

The most recognised performance assessment tool is the Mayer-Salovey-Caruso Emotional Intelligence Test (MCSEIT), developed by pioneers in the study of emotional intelligence. It measures a person's capacity for emotional reasoning in four main areas:

- Perceiving emotions – The ability to perceive emotions in oneself and others as well as in objects, art, stories, music and other stimuli
- Facilitating thought – The ability to generate, use, feel and communicate emotions, or employ them in other cognitive processes
- Understanding emotions – The ability to understand emotional information and how emotions combine and progress through relationship transitions, and to appreciate emotional meanings
- Managing emotions – The ability to be open to feelings, and to modulate them in oneself and others to promote personal understanding and growth

Emotions in leadership

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 your colleagues' energy.

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 and 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 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

Identifying emotional strengths and weaknesses

Julie manages a small team of high achievers. She expects a lot of her team and many find her demanding and overbearing. The management team recently took part in a team-building day. To prepare for the day, Julie was asked to take part in a 360-degree emotional intelligence evaluation survey. This survey was completed by Julie, Julie's boss and each member of Julie's team.

At the team-building day, each attendee was asked to read the 360-degree report, which highlighted their relative emotional intelligence strengths and weaknesses. The attendees then worked with a partner to reflect on the report and how they would respond to their perceived areas of emotional weakness.

Julie was surprised at some of the ratings and comments she received, and realised that her behaviours and actions were seen quite differently by others. Julie appreciated the insight that the 360-degree tool provided.

Watch this video to see another example of two people displaying emotional strengths and weaknesses.





Practice task 1

Question 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?

Question 2

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

Question 3

Think of a time when you were in a great mood and able to work productively. Alternatively, think of a time 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.

Question 4

Describe how you could manage your emotions in the workplace to increase team productivity.

1B

Identify personal stressors and emotional states in the workplace

Prolonged emotional stress in the workplace can lead to a loss of commitment to the organisation.

As a manager, it is essential that you identify your personal stressors and emotional states in the workplace to ensure you care for your own emotional and physical wellbeing and that of your colleagues. 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, 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. For example, a lack of time to complete tasks can result in a person being short-tempered and impatient with their colleagues.

Here are some stressors commonly found in the workplace.

Common workplace stressors

- Lack of time – A lack of time-management skills or insufficient work schedules set to complete tasks
- Too many projects – Overcommitting or scheduling projects back to back without making concessions for delays or issues that may arise or hinder progress
- Lack of clarity – Ambiguous job roles or excessive work responsibilities and duties
- Organisational change – Organisational changes that have not been managed or communicated effectively to colleagues
- Worry about potential problems – Irrational thoughts or inadequate risk-management processes in place
- Poor workplace relationships – Negative working relationships, leading to conflict or unacceptable workplace behaviour
- Lack of control – Too little or too much control over how team members perform their roles or undertake specific tasks
- Lack of skills or knowledge – Insufficient skills, knowledge or experience to perform a particular role, or a lack of training, resources or professional development opportunities
- Excessive workplace demands – Demands placed on colleagues, such as an excessive workload, conflicting priorities or challenging time lines
- Inadequate support systems – Low level of support provided to 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 a manager to recognise any mood or behavioural changes that suggest excessive work pressures.

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

Physical signs

- 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

- Negative thoughts
- Disappointment in self
- Heightened emotional reactions
- Increased sensitivity
- Loneliness
- Loss of motivation
- Lack of self-confidence
- Mood swings

Mental signs

- Confusion
- Lack of concentration
- Poor memory
- Indecisiveness

Behavioural signs

- Changes in diet
- Increased smoking or drinking of alcohol
- Consumption of stress-related medication
- Nervousness
- Arriving late to work
- Taking time off

Team observations

- Increased staff turnover
- Complaints
- Staff illness or reports of stress
- Staff absences
- Poor performance
- Customer dissatisfaction
- Disputes within the team
- Unresolved personal conflicts between team members
- Difficulty in attracting new staff

Alleviate workplace 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 to ensure your physical and emotional wellbeing, and that of your 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 stress in the workplace.

Reducing personal workplace stress

- Learn better communication skills.
- Improve your relationships with colleagues and senior management.
- Identify negative attitudes or habits that add to the stress you experience.
- Take steps to improve your physical wellbeing, including having adequate sleep, a healthy diet and doing aerobic exercise.
- Adopt better time-management skills, prioritise tasks and follow work schedules.
- Delegate responsibilities to team members where appropriate.
- Be willing to compromise on how you approach tasks.
- Avoid overcommitting yourself.

Reducing team workplace stress

- Offer rewards and incentives.
- Show team members that they are valued.
- Provide opportunities for career development.
- Establish a zero-tolerance policy for harassment and discrimination.
- Clearly define job roles and responsibilities.
- Share information with colleagues to reduce uncertainty.
- Clearly communicate organisational policies and procedures.
- Praise good work performance, both formally and informally.
- Include employee contributions in decision-making.
- Communicate in a friendly and positive manner.
- Consult team members about scheduling and work tasks.
- Provide opportunities for social interaction.
- Support team members through coaching, mentoring and training.

Emotional states

Your emotional state brings a certain set of feelings that come about with a particular activity or under certain circumstances.

For example, if a colleague accuses you of saying something you didn't actually say, it is likely that you will feel angry as a consequence, even though you may 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, particularly as you may experience several different emotions at the same time. Every mood has a corresponding emotional state. Learning to understand your emotional states and those of your colleagues, as well as how to deal with them, will help you to make better organisational decisions and form positive relationships.

Examples of emotional states are feeling:

- pleasant
- fearful
- kind
- amused
- disgusted
- anxious
- angry
- expectant
- frustrated
- happy.



Here are some workplace stressors with examples of the emotional states that may arise from these triggers.

Stressor or trigger	Emotional response
Lack of time	<ul style="list-style-type: none">• Experiencing anxiety• Making poor decisions• Producing poor-quality work• Becoming short-tempered and impatient with colleagues
Too many projects	<ul style="list-style-type: none">• Experiencing fatigue• Having high blood pressure• Loss of motivation
Lack of clarity	<ul style="list-style-type: none">• Experiencing self-doubt• Feeling fatigued• Experiencing confusion• Feeling dissatisfied and unmotivated

Stressor or trigger	Emotional response
Organisational change	<ul style="list-style-type: none"> • Experiencing anxiety • Having high blood pressure • Having heightened emotional reactions • Feeling of insecurity and unease about the future
Worry about potential problems	<ul style="list-style-type: none"> • Experiencing anxiety about the future • Feeling unable to cope with change • Feeling indecisive • Lack of self-confidence • Having negative thoughts
Poor workplace relationships	<ul style="list-style-type: none"> • Experiencing insomnia • Lack of self-confidence • Sense of loneliness • Lack of motivation
Lack of control	<ul style="list-style-type: none"> • Experiencing depression • Loss of motivation • Feeling indecisive • Lack of self-confidence • Becoming more reserved
Lack of skills or knowledge	<ul style="list-style-type: none"> • Loss of motivation • Lack of self-confidence • Low self-esteem • Feelings of failure and self-doubt
Excessive workplace demands	<ul style="list-style-type: none"> • Experiencing anxiety • Feeling fatigued • Having high blood pressure • Having heightened emotional reactions • Lack of concentration • Poor health
Inadequate support systems	<ul style="list-style-type: none"> • Experiencing depression • Feeling of loneliness and isolation • Loss of motivation • Experiencing anxiety about the future

Use emotional intelligence to deal with stress

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

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

Resolve conflicts	Aim to resolve conflicts in ways that are constructive and healthy, strengthening the levels of trust and confidence between team members. You should always try to defuse tension and remain 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, appropriate joke can open lines of communication, improve creativity, promote connection and trust, and make the workplace more fun. However, you should never make a joke at someone else's expense.
Identify personal stressors	Identify your personal stressors, recognise your responses to stress and familiarise yourself with the sensory cues that can calm you. Find the sound, sight, smell, touch or taste that is most 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 to better communicate with others.
Use non-verbal cues	Use positive body language in all your workplace interactions. Non-verbal cues such as facial expressions, eye contact, tone of voice, gestures and posture send a message (either positive or negative) that indicates your level of interest, desire for connection or understanding in any given interaction. It is just as important to learn to read non-verbal 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 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.

In the initial stages of the project, Ahmed does well to keep everybody informed, and prepares and executes his own contributions to 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 to have trouble sleeping and often arrives late to work. In an email, his supervisor requests a meeting with him to discuss his performance, leaving Ahmed feeling uncertain about his job.



1C

Analyse and document potential emotional triggers

Emotional reactions are outward expressions of inward beliefs.

It is not people or events that cause emotional reactions, but rather your belief or perception about the person or event that leads to a particular emotional response.

The same event can elicit very different emotional responses, depending on how it is perceived by the individual. For example, if two people are told they must make a presentation to senior management, one person may be thrilled at the opportunity, while the other person may become very anxious. It is essential that managers are aware of what potential emotional triggers exist in themselves and others, and take steps to contain the range of emotional responses.

Identify emotional triggers of team members

The specific work situations that cause people to respond emotionally rather than rationally are unique to each individual and their perception of a particular event.

In the workplace there are many types of situations that can set off an emotional response, some of which are listed below.

Common emotional triggers in the workplace

- Unresolved or persistent conflict
- Inadequate training, support or opportunities for professional development
- Public criticism or scrutiny
- Lack of teamwork
- Relationships lacking trust and confidence
- Favouritism from management
- Lack of effective leadership or management
- Harassment or discrimination
- Poor communication strategies
- Micromanagement

As a manager you should take careful note of how your team members respond to different situations, what this may mean in terms of triggering an emotional response, and plan accordingly to manage such situations. One way of keeping abreast of such matters is to document the responses to different situations by team members. This allows you to plan how you respond and how you can develop emotional intelligence in your team where there is a perceived weakness.

Identify personal triggers

Personal issues may also affect your attitude at work.

If you are susceptible to having low self-esteem, suffer from a fear of failure or rejection, or are easily intimidated, your personal perceptions may cause you to respond inappropriately or unreasonably to a number of situations that occur in the workplace.

Personal triggers usually arise when you are not getting your needs met. They can include:

- being rejected
- feeling disrespected
- being misunderstood
- not feeling valued
- being ignored
- feeling constrained
- feeling inadequate or insecure
- feeling excluded
- experiencing boredom
- being treated unfairly.



Questions to ask yourself include:

- What people or situations are most likely to trigger negative perceptions and negative emotions?
- 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 situation?
- How can I respond in a way that allows me to maintain my composure?

Managing your emotional responses

As humans, our basic means of dealing with a physical threat is to adopt the fight or flight response.

This means you either fight the danger or simply flee from it. When you are emotionally triggered in the workplace, you tend to respond in the same way. You may either want to confront the situation, or ignore and avoid it.

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 and negative ways you may respond.

Emotional trigger	Positive response	Negative response
Not feeling listened to	Be assertive and clearly state your needs.	Remain quiet and avoid speaking up.
Being criticised	Assess the criticism and determine whether it is valid. Ask for more information.	Take the criticism as a personal attack.
Unresolved conflict	Be open-minded and seek to understand what the other person is thinking and feeling. Find a solution that suits both of your needs.	Assume the person is not interested in your needs and avoid confrontation.
Being on the receiving end of an emotional outburst	Remain calm, think positively and create the space and time to decide how you will respond.	Continue the argument in a heated manner and risk saying or doing something you may later regret.
Being wrongly accused of doing or saying something	Have a productive confrontation, stating your position and expectations.	Respond aggressively or discuss the issue with someone other than the people involved.
Feeling consistently undermined by a team member	Reframe your thinking and understand that this is not about you.	Let your feelings control your thoughts and assume your team member dislikes you.

Reducing the impact of emotional responses

Pay particular attention to how you respond to team members who are faced with a confronting situation or emotional trigger.

Common responses in employees can be fear, anger and sadness. The way you approach situations can lessen or strengthen an emotional response. The following examples give you an idea of such approaches. The important thing is to appreciate that your actions and words (what and how you communicate) can have a profound impact on your emotional responses.

Situation/ emotional trigger	Potential emotional response in employee	Management response that will reduce the likelihood of the emotional response	Management response that will increase the likelihood of the emotional response
Worker makes a costly mistake at work.	Fear of punishment	Remind the worker that mistakes happen. Help them focus on solving the problem.	Blame the worker and question their ability to do their job properly.
It's a worker's second month on the job and they seem to have a hard time learning the tasks.	Fear and uncertainty	Show concern about the worker's progress, but focus on asking what you can provide to help them succeed.	Point out that most workers are able to learn the tasks by this time.
Your team is expanding and there are not enough offices for everybody.	Frustration	Make the process as transparent as possible. Let workers know the criteria upon which you are basing your choices (possibly workload, seniority or job description). Thank the workers for their understanding. Let them know you are working on providing everyone the space they need.	Give offices to your favourite workers, without consulting the entire group of workers about space allocation.
A front desk worker has just been verbally abused by a client and seems upset.	Anger	Ask what happened with a caring attitude. Express concern about how the worker was treated. Show empathy for the worker, e.g. 'No one should be treated that way at work. We will need to file an incident report.'	Ask what happened and then walk away, without offering any words of comfort or care.
During a team social event, you notice that a worker is trying to mingle with others, but is not being accepted.	Sadness, rejection or hurt	Ensure everyone feels included. Make small talk with the worker.	Ignore what you saw and mingle with the other managers.

Situation/ emotional trigger	Potential emotional response in employee	Management response that will reduce the likelihood of the emotional response	Management response that will increase the likelihood of the emotional response
A worker seems ashamed as they are receiving negative feedback from you about their work.	Sadness or hurt	Speak in a respectful, light-hearted tone. Acknowledge what you see. Empathise with the worker's feelings, e.g. 'It's hard to hear this kind of feedback. But it helps you to be better in the long run. How can I help you make improvements?'	Ignore what you see, thinking, 'That's not my problem.' Continue with the negative feedback.

Adapted from: Centre for Mental Health in the Workplace: https://www.workplacestrategiesformentalhealth.com/mmhm/pdf/articles/Emotional_Triggers_and_Responses_in_the_Workplace.pdf

Example

Be aware of emotional triggers

Carmel is the sales team leader in an insurance organisation. She is naturally optimistic, 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 colleagues, team members become increasingly distressed. As a whole, the team's ability to process information and respond effectively is diminishing.

Watch this video about the example.





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

Evaluate the impact of your work behaviours to manage emotions

As a manager, you are representing your organisation's values and standards.

Research conducted by the University of Michigan revealed that uncivil or destructive behaviour from managers and leaders 'reduces employees' self-control and leads them to act in a similar uncivil manner'. The findings showed:

- When fatigued, it is harder for employees to keep their emotions in check.
- This leads to employees being uncivil to their colleagues.
- Acts of incivility spiral – one act of incivility leads to further incivility – often unintentionally.
- Incivility leads to lower productivity and loss of work time.
- Incivility spirals in workplaces that are perceived as political – where actions taken by employees are out of self-interest rather than for the good of the organisation.

Adapted from: Johnson R and Henion A 2016, *How incivility spreads in the workplace* (<https://msutoday.msu.edu/news/2016/how-incivility-spreads-in-the-workplace>)

So what are the implications for managers? 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 are aware of the impact that your behaviour can have on them, and that you seek to model behaviours and implement strategies to effectively manage emotions in the workplace.

Model constructive behaviours

By modelling constructive behaviours and eliminating destructive behaviours in your workplace, you will demonstrate to your colleagues how to manage emotions effectively.

In all workplace dealings you should always act with integrity, show respect and remain open, honest and fair, whether you are interacting with clients, suppliers, team members or management.

The following compares destructive behaviours with constructive ones.

Destructive behaviours

Destructive behaviours provoke defensiveness and trigger negative emotions in you and others. You should avoid the following destructive behaviours:

- sarcasm
- questioning the integrity of others
- dismissing team members' opinions or perspectives
- labelling or judging others
- unnecessarily asking why
- making personal attacks
- using aggression or manipulation
- expressing disbelief or distrust.

Constructive behaviours

You should replace any destructive workplace behaviours with the following constructive behaviours and communication skills:

- showing empathy to others
- being curious, open, honest and fair
- discussing issues face to face
- attentively listening
- aiming to understand the other side of an issue
- using inclusive and neutral language
- taking a proactive approach to work tasks
- using restatement to refocus the conversation
- being optimistic and enthusiastic.

Lead by example

The popular catchphrase ‘walk the walk, don’t just talk the talk’ sprang from management circles several years ago, and means to lead by example.

To lead by example, take the following steps:

- If you want an involved team, get involved yourself.
- If you want team members to trust each other, trust them.
- If you want your team to manage their emotions in the workplace, model the constructive behaviours that demonstrate this.

Positive thinking can be learnt and developed in the workplace. By doing so, an effective manager can facilitate an inclusive and emotionally intelligent organisational culture.

Here are some strategies to achieve this.

Eliminate negative self-talk	<p>Self-talk includes conscious thoughts, as well as unconscious beliefs and assumptions. While self-talk can be rational and helpful at times, negative self-talk will undermine your self-esteem.</p> <p>Unproductive negative thinking may cause you to:</p> <ul style="list-style-type: none"> • 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 a single incident; for example, ‘I’m a failure’ or ‘I’m incompetent’ • dismiss the positive things people say about you.
Adapt language and vocabulary	<p>Adapt your vocabulary so that you do not use absolutes. For example, instead of saying ‘I always do this wrong’, say, ‘This time I did it wrong, but next time I’ll do it right’.</p>

Flexible, rational thoughts	<p>Demonstrate flexible thinking by asking yourself why a situation has made you upset and considering all your options when responding.</p> <p>Express rational thinking by reiterating that you can only control what you do. When considering how you will respond emotionally, you always have choices.</p>
Maintain accurate perspectives	<p>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.</p>

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 relevant federal and state/territory legislation and guidelines.

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

Here are some specific laws you and the organisation must follow, and how to access them online.

Important legislation	How to access online
Health and safety legislation	Legislation for your specific jurisdiction can be found at: http://aspirelr.link/health-and-safety-law
<i>Racial Discrimination Act 1975</i> (Cth)	http://aspirelr.link/racial-discrimination-act
<i>Age Discrimination Act 2004</i> (Cth)	http://aspirelr.link/age-discrimination-act
<i>Disability Discrimination Act 1992</i> (Cth)	http://aspirelr.link/disability-discrimination-act
<i>Sex Discrimination Act 1984</i> (Cth)	http://aspirelr.link/sex-discrimination-act
<i>Australian Human Rights Commission Act 1986</i> (Cth)	http://aspirelr.link/human-rights-act
<i>Privacy Act 1988</i> (Cth)	http://aspirelr.link/privacy-act-1988

Other important areas of legislation that may be relevant to your organisation include:

- financial legislation relating to the banking, finance or insurance sectors
- environmental legislation
- industrial relations legislation and regulations
- workplace or industry-based codes of practice and ethical principles.

Support team members

Mentoring and coaching are two ways that managers can support team members to manage their emotions in the workplace.

This makes it possible for individuals and teams to achieve their goals and form positive working relationships.

Here is an explanation of the differences 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.

Anyone can benefit from being mentored by people with more experience than themselves. A manager isn't expected to be a mentor to all of their team members. More senior or experienced team members could mentor their less experienced counterparts, or people from other teams or departments could mentor you or your team members.

A mentoring relationship should last some time to be the most beneficial. Ideally, the two people involved should have some common ground. Mentors train, counsel and advise, and need to have ongoing contact with the person being mentored. Some companies have formal mentoring programs, but mentoring can also 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. It can assist people at all levels in an organisation to realise their full potential.

Coaching



Some tactics used by coaches of sporting teams are also useful in the workplace. Assuming a coaching role can be effective at both an individual 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 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 is the aim of good coaching.

Managers can learn important coaching techniques, including:

- helping and encouraging team members to be an expert 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 the ability to monitor your own and others' emotions in a social or work environment, and to use this information to guide your thinking and actions.

Developing emotional intelligence allows you to recognise, understand and use 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 developed four dimensions of emotional intelligence and corresponding leadership capabilities that determine personal and social competence; that is, how we manage ourselves and how we manage our relationships.

Here is a summary of the dimensions and principles.

Dimensions	Principles
Self-awareness	<ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence
Social awareness	<ul style="list-style-type: none"> • Empathy • Organisational awareness • Service

Dimensions	Principles
Self-management	<ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Achievement • Initiative • Optimism
Relationship management	<ul style="list-style-type: none"> • Inspiring leadership • Influence • Development of others • Change catalyst • Conflict management • Teamwork and collaboration

Adapted from: Goleman D 2000, 'Leadership that Gets Results, *Harvard Business Review*, March/April 2000

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 others. Self-aware leaders understand their goals and know the direction they are heading in 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 will 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	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 may impair your capacity to focus on the task at hand. Self-management allows you to have greater control over 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 work environment of trust, comfort, fairness and transparency.

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

Emotional self-control

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

Transparency

This means displaying honesty, integrity and trustworthiness, and being open about your feelings, beliefs and actions. It involves openly admitting your mistakes and 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 your performance to meet standards of excellence. It involves being pragmatic by setting measurable but challenging goals, and calculating risks to ensure goals are attainable.

Initiative

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

Optimism

This is seeing the upside of events. It involves viewing 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 to better understand their perspectives, emotional states and particular needs. This facilitates positive, safe and respectful workplace relationships.

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

The following outlines leadership capabilities that define your competence in social awareness.



Empathy

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

Awareness

This involves understanding the current issues, decision networks and politics at the organisational level. It involves detecting crucial social networks and understanding 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 needs are met.

Relationship management

Relationship management combines self-awareness, self-management and social awareness to effectively handle relationships in the workplace.

Rather than showing mere friendliness, relationship management has a purpose: inspiring, motivating and moving people in the right organisational direction. Frontline managers must tune into the emotions of team members to encourage positive and productive workplace interactions.

By developing relationship management skills, you will learn how to find common ground, build rapport with your colleagues and develop valuable professional networks both 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.

The following outlines leadership capabilities that define your social competence in relationship management.

Inspirational leadership

This means guiding and motivating employees 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 means 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 the team or organisation in a new direction. It involves making compelling arguments and challenging the status quo, as well as finding practical ways to overcome barriers.

Conflict management

This means resolving disagreements by consulting all parties, understanding the different perspectives and finding a common solution that meets everybody's needs. It involves redirecting energy towards a shared ideal.

Teamwork and collaboration

This refers to 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 include 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 in meaningful ways, and to deliver it appropriately using interpersonal skills.

While managers need to be able to influence, inspire and motivate colleagues to achieve results, the same characteristics are expected of the team too. It is important for team members to enhance their competence in their personal emotional intelligence and embed this behavioural characteristic into the organisational culture. 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

Modelling 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. In other words, he did not walk the talk. 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 that she will:

- eliminate negative self-doubt
- adapt her vocabulary
- take 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 factors in this table that demonstrate personal and social competence, and rate how well you model these behaviours in your workplace.

Dimension	Factor influencing 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				

Dimension	Factor influencing competence	Never	Sometimes	Often	Always
Relationship management	Inspiring leadership				
	Influence				
	Developing others				
	Change catalyst				
	Conflict management				
	Teamwork and collaboration				

1E

Use self-reflection and feedback to improve your emotional intelligence

Self-reflection and feedback from others are both valuable tools in developing your emotional intelligence.

It is essential that you reflect on your personal attributes and consider the impact you have on others. This assists you to modify your management approach and know where to focus to refine your leadership strengths.

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



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 insight 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 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
- be honest with yourself
- know when and where to ask for help
- know where to focus to develop and improve your 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 for 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 on the team 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 positive feedback to confirm their own self-worth. 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, written or digital
- public or private
- ongoing or one-off
- immediate or periodic
- positive or constructive.

Informal feedback

Feedback can be solicited through both formal and informal 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 transparent.

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 a willingness to learn from it.
- Accept feedback without defending yourself; otherwise people may stop giving you feedback or you may miss what the person is trying to say.
- Create a bond of trust that enables the person giving feedback to feel as though they have helped to improve your performance.
- Do not pretend to know what the person giving the feedback is trying to say.
- 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 revelation and indicate where you can improve. On the other hand, it can 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 positive difference.

Example

The importance of feedback

Stephen is the store manager at a large retail chain store. His management style has been criticised by some team members. They feel he is too proud to admit when he is wrong or when he makes 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

Question 1

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

Question 2

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

Question 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

- Emotional intelligence is the ability to monitor your own and others' emotions in a social or work environment, and to use this information to guide your thinking and actions.
- There are a number of ways in which someone can gain insight into their current emotional strengths and weaknesses.
- 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.
- It is not people or events that cause emotions, but rather beliefs or perceptions about the person or event that leads to a particular emotional response.
- By modelling constructive behaviours and eliminating destructive behaviours, you demonstrate to your colleagues how to channel their emotions effectively.
- Understanding the emotional triggers of a team allows you to plan how you should respond to a given situation to lessen the likelihood and impact of the emotional response.
- Self-awareness means having conscious knowledge and understanding of your own emotions, as well as your strengths, limitations, values and motives.
- Self-management enables you to foster an environment of trust, comfort, fairness and transparency.
- Managers must show empathy and respect for team members in order to understand their perspectives, emotional states and particular needs.
- Relationship management skills help you to create a workplace where the sharing of ideas and information is encouraged, supported and coordinated effectively.
- Self-reflection and feedback from others are valuable tools in developing your own emotional intelligence.



Learning checkpoint 1

Identify the impact of your emotions on others in the workplace

Part A

1. Describe **three** methods in which emotional strengths and weaknesses can be evaluated.

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 30 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 competence in emotional intelligence 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** workplace stressors that could trigger an emotional response from Pierre when performing his role.

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



Topic 2

Recognise and appreciate the emotional strengths and weaknesses of others

Showing empathy to your team members allows you to recognise and appreciate their emotional strengths and weaknesses.

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. When your 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, as well as conducting business with people from other cultures.

In this topic you will learn how to:

- 2A Respond to the emotional states of colleagues and assess emotional cues
- 2B Respond appropriately to a range of cultural expressions of emotions
- 2C Be flexible and adaptable when dealing with others
- 2D Consider the emotions of others when making decisions

2A Respond to the emotional states of colleagues and assess emotional cues

Managers who exercise empathy can tune in to 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 team members. You can do this by altering organisational procedures, social policies or task designs in ways that increase positive emotional states.

Emotions and moods in the workplace

Understanding the difference between emotional responses and moods (or emotional states) significantly improves your ability to explain, predict and respond to your team members' behaviours.

Emotional responses 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 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 mood in the workplace.

Here is a comparison of emotional responses as opposed to moods.



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

Emotional states

Emotional states are either positive or negative in nature. In other words, people will typically be in either a good mood or a bad mood.

While emotional states vary between individuals according to circumstances, job roles or levels of responsibility, emotions are often 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
- wanting to change others
- having a tendency to catastrophise situations
- believing that misery has been caused by others
- avoiding challenges and responsibilities
- placing importance on past experiences
- having unrealistic expectations
- blaming others
- being negative or pessimistic by nature.

Sources of emotional states

Identifying and treating the sources of particular emotional states in your workplace can 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 an individual's 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 others find it easy to remain calm and relaxed. Identifying and understanding your team members' individual tendencies to experience certain emotions more intensely enables you to adjust your own communication or management style to cater to team members' individual needs.

Day of the week



Unsurprisingly, research has shown that people who work Monday to Friday are generally in their best moods on the weekends. People tend to be in their worst moods early in the week and gradually become happier as the week progresses in the lead-up to the weekend. 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 early in the week.

Weather



Many people believe their emotional state is directly related to the weather. While there is little scientific evidence to support this, a majority of people find that warm, sunny weather improves their emotional state. If you believe this could be the case for a particular team member, you should recognise and accommodate this to get the best performance out of your team member. For example, encourage them to sit near a window or take their breaks outside.

Social interaction



Facilitating social activities in 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 either during or outside of work hours. Studies have shown that being in the company of others has long-term health benefits for individuals.

Physical wellbeing



To achieve optimal work performance, it is essential that an individual looks after their physiological health. Regular exercise, a healthy diet, getting enough sleep and avoiding smoking and 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 colleagues, 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. Individuals working in sales must remain enthusiastic and excited about the product or service they are selling. Depending on an individual's emotional state, it does not always feel natural or practical to act in this way. If emotions are undermining 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 team members extra breaks, 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. For example, people from some cultures may not find it appropriate to laugh or use humour in the workplace. As a manager, you must learn the emotional norms experienced and interpreted by your individual team members to ensure you do not misread reactions or unintentionally send offensive signals that negatively affect team members' emotional states.

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 anxious or 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.

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 non-verbal cues will tell you whether they are having a particular emotional response. By responding appropriately, you will convey a high level of empathy, sensitivity and care towards your team members, building a relationship of trust.

Here are different ways you can convey messages non-verbally.

Eye contact

Eye contact communicates an individual's level of involvement and interest, and is a primary tool for establishing non-verbal connections with others. Checking whether or not your colleagues are visually engaging with you helps you to understand the connection between what you are saying and how they feel about it. 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. However, be aware that people from certain cultures may find it rude to maintain eye contact.

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 reveal. You will know your team members are listening attentively if they maintain good eye contact and nod occasionally.

Body movement

The posture and presence displayed by an individual indicates 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 and facing away – 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 assists you in understanding their level of confidence in performing certain work tasks.

Paralanguage

Paralanguage refers to the non-verbal elements in a person's speech. Such elements include tone of voice, 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. For example, if an individual displays distracting mannerisms, such as fidgeting, tapping, wringing hands or scratching, this may indicate that they are distracted or nervous.

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.

‘Mirroring’ refers to a phenomenon in which the physiological profiles of two individuals may differ at the start of a conversation, but look remarkably similar by the end of the conversation. When individuals are infected by the emotional states of their managers or colleagues, this affects their beliefs, perceptions and decision-making ability. 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 will respond to you. Your team members may model their emotional responses on the way you react to particular situations.

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
- providing 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

Responding to the emotional states of colleagues

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 to support the smooth day-to-day running of the organisation. The work 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 non-verbal cues that may indicate she is struggling with her tasks. 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 Kiara, a senior receptionist, meet with Naomi to discuss her behaviour in the workplace. Naomi reveals that she is overwhelmed with the fast-paced environment and is intimidated by the senior legal staff. Stuart, Kiara and Naomi agree that Kiara 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.

Watch this video about the example.





Practice task 6

Question 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 agree with me at all times.'			
Making mistakes 'I must be perfect and never make mistakes.'			
Changing others 'I need to change others whose actions I don't agree with.'			
Anxiety 'If something seems intimidating or dangerous, I become anxious and can't stop thinking about it.'			
Avoidance 'It's easier to avoid confrontation than to say how I really feel.'			
Unrealistic expectations 'My colleagues should perform better at work and get more done.'			
Competition 'My worth can only be measured in competitive situations.'			
Negativity 'Certain aspects of my role are negative by nature.'			

Question 2

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

Question 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 Respond appropriately to a range of cultural expressions of emotions

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.

Diversity, inclusion and cultural competence can be learnt and developed, and can lead to improved productivity, internal communication, leadership, staff morale, customer satisfaction and growth within your organisation.

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 cultures. Emotionally intelligent leaders are attuned to subtleties in non-verbal 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 a diverse workforce.

You must create new and innovative ways of approaching diversity that are specific to the needs of your organisation, creating opportunities for growth.

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 aims to accomplish.

In his book, *Reinventing diversity*, Howard J. Ross defines a number of terms important to understanding diversity in the workplace – these are indicated 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. It relates to an organisation’s ability to anticipate, recognise and respond to the varying expectations of customers, clients and colleagues of diverse backgrounds. Organisations can achieve this by developing and implementing policies, training staff and adopting specialised resources to support diversity in the workplace. Another way they can achieve this is by accommodating different languages, cultural or religious needs of individuals.

Cultural intelligence

A manager or leader displaying cultural intelligence has a sound knowledge of 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.

Adapted from: Ross H (2013), *Reinventing diversity: Transforming organisational community to strengthen people, purpose and performance*, Rowan and Littlefield

Aspects of a diverse workforce

A diverse workforce is one in which everyone is valued, regardless of race, ethnicity, gender, sexual orientation and religion, working alongside each other in effective relationships.

Australian organisations are required by equal employment opportunity legislation to create a workplace free from discrimination and harassment. This can be done by implementing effective procedures that improve work productivity and efficiency.

Where possible, you should endeavour to recruit people facing barriers to employment, as this can be a useful way of diversifying the skillset within your organisation. There are funding and incentive schemes available for businesses that support people with disability, Indigenous Australians, long-term unemployed and mature-age workers.

Various aspects of diversity
<ul style="list-style-type: none"> • Ability and aptitude – Your colleagues may have a basic education or be highly qualified. Some 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.
<ul style="list-style-type: none"> • Age – Your organisation may employ people of all ages, from young people straight out of school to mature-age people in their 60s or 70s.
<ul style="list-style-type: none"> • Culture – People come from many different cultures; some may be recently arrived from other countries and may expect to continue their cultural customs and beliefs. They may have a different work ethic to others within your organisation.
<ul style="list-style-type: none"> • Ethnicity – Your colleagues may come from a variety of countries with different languages, cultures, beliefs and ways of speaking, eating and dressing.

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Language – While English is the major language in most Australian workplaces, it may not be the first language for some of your colleagues.
<ul style="list-style-type: none"> • Family arrangement – Your colleagues may be married, single, in a de facto relationship or recently separated. They may be a single parent, have children or be childless.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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) or Asian.
<ul style="list-style-type: none"> • Religion – Your colleagues may have a specific religion they follow rigorously, have beliefs based on their culture or have no religious affiliation.
<ul style="list-style-type: none"> • Sexuality – Your colleagues may be heterosexual, homosexual, bisexual or transgender.
<ul style="list-style-type: none"> • Personality – A diverse workforce has people with a range of different qualities, such as people who are outgoing, shy, cheerful, quiet, talkative or 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 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 for.

As a manager, you need to use emotional intelligence to identify, understand and respond to the cultural differences in emotional behaviours 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 emotional cues



Nonverbal emotional cues often have special meanings unique to an individual's culture. Body movements such as shaking hands or winking have precise, culturally defined meanings and will not be appropriate forms of communication to all individuals. Facial expressions can be either universal or 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, the US and Western Europe) allow and encourage their members to vary considerably in their degree of emotional response. Collectivist cultures (such as those of China, India and Japan) are not as tolerant of individual variation.

Status



Individuals modify their emotional responses according to status and power relationships. In free market societies such as Australia, power and status are often related to money. But in other cultures, status can be attributed to the position in the family and the ability to make decisions.

Culturally competent behaviours

The global nature of business increases the need for managers and leaders to become culturally competent and to display culturally appropriate behaviours in the workplace.

The ways you communicate, accommodate individual differences and innovatively respond to cultural expressions of emotion have a significant impact on employee job satisfaction, retention and loyalty towards your organisation.

Communication

As a manager, you should adjust your 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 both a personal and 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 outcomes from 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 techniques
- promoting cultural celebrations
- recognising and appreciating individual differences by utilising special skills to assist 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 and carer's leave.

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 workplace. You must learn to understand how your team members perceive certain interactions 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 and countries of residence. Your ability to understand diverse perspectives will contribute to organisational efficiency.

Tips for communicating with diverse people
<ul style="list-style-type: none"> • Use active listening skills and verbal encouragement to show you are listening, and ask questions to clarify information.
<ul style="list-style-type: none"> • Ensure your body language indicates to the individual that they have your full attention, and is appropriate according to the individual's cultural preferences.
<ul style="list-style-type: none"> • When speaking, be patient and polite and use suitable terminology, avoiding jargon and colloquial language where possible.
<ul style="list-style-type: none"> • Build rapport by showing empathy, interest and understanding.
<ul style="list-style-type: none"> • Accommodate language differences by obtaining a translator or using technology to translate business communications.
<ul style="list-style-type: none"> • Try not to make assumptions based on stereotypes, as this could lead to false or negative assumptions about the individual.
<ul style="list-style-type: none"> • Be aware of negatively biased tendencies you may have and make a conscious effort to learn more about a particular individual or group.
<ul style="list-style-type: none"> • Where appropriate, seek input from people representing diverse groups or perspectives during decision-making processes.
<ul style="list-style-type: none"> • Request peer feedback as to any potential patterns of preference you may be displaying in your communication technique.

Developing a plan

Planning usually involves analysis and deploying resources to achieve team and organisational outcomes.

It involves managers making a judgment about the knowledge and skills of employees to ensure they are equipped to complete the tasks assigned to them. When it comes to cultural diversity and the application of cultural and emotional intelligence, planning needs to incorporate the needs of employees to ensure their emotional strengths and weaknesses are recognised, understood and addressed.

For example, suppose you were about to take on a new team member from a cultural background where emotions are rarely expressed in facial expressions, but are expressed in tone of voice. What would you do differently in integrating this new person into your team?

You might need to consider:

- what you or your team could change to be better at picking up emotional cues
- how the new team member might react to the emotional responses of your team
- what other forms of feedback you could incorporate in your interactions that would accurately inform you of how this person was feeling
- how you could communicate openly and sensitively when you were unsure of this person's views to make sure they were included in the conversation and the decisions made by the team
- how an emotional strength or weakness may make itself known when viewed through a cultural lens.

A consideration of these factors would assist you to better manage and lead the new team member, and the team as a whole.

Example

Respond appropriately to a range of cultural expressions of emotions

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. However, at the conclusion of his presentation to the Japanese investors, he is greeted with a long silence.

Prior to the presentation, Philip spoke to his team members and advised them on how the Japanese investors may respond to the presentation. Because Philip has done this, members of Phillip's team do not take the silence as a signal of disapproval, but wait patiently for a response.

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

Question 1

How do diversity and inclusion appear in your organisation's mission, vision or value statements?

Question 2

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

Question 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

Be flexible and adaptable when dealing with others

Workplaces are not static and team members need to be able to respond to whatever situation they are presented with.

This requires you to be flexible in how you deal with changing situations and obstacles. You may also need to juggle multiple tasks without losing your focus or energy.

Flexible and adaptable leaders

Adaptable managers are flexible in acclimatising to new challenges, quick to adjust to organisational changes and agile in their thinking in the face of new data and information.

Having a number 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. In other words, you become comfortable with the inevitable uncertainties of organisational life.

Some suggestions and examples for demonstrating flexibility and adaptability are outlined in the table below.

Prepare back-up alternative options for discussion and present these if needed	<ul style="list-style-type: none">• If you are chairing a meeting to discuss ideas that people feel passionate about, consider introducing options that people will be more comfortable discussing and making a decision about.• If you are introducing a major change, try to introduce it gradually so that people can adjust emotionally over a period of time rather than be jolted into the change in one hit.• Be aware of who might be in the discussion and what alternatives or objections they may have, and consider alternative options to address these if required.
Provide alternative solutions to conflict resolution	<ul style="list-style-type: none">• If you are trying to resolve conflict between two team members, be aware that team members may be more accepting of resolution via a third party.• Bring the two parties together when the time is right; for example, when a point is reached where the two parties are accepting of their part in the conflict.• Methods for resolving conflict include arbitration, mediation, negotiation, self-reflection and joint feedback sessions.

<p>Be willing to take on challenges, tasks or projects when the work is urgent and important</p>	<ul style="list-style-type: none"> • Teams can feel the stress of taking on new or additional work to meet a particular deadline or requirement. Show leadership by taking on some of the work to role model how to deal with such situations. This provides a great opportunity to build resilience and emotional maturity amongst your team. • Work with others to acknowledge feelings and create a positive work environment.
<p>Be cooperative and helpful when transitioning into a new or expanded role</p>	<ul style="list-style-type: none"> • New roles can mean many things, such as taking on new responsibilities, reporting to people and having new people reporting to you. • Some people may require time to adjust to the new situation. • Being cooperative and open to how people are feeling will build trust and respect, and make the transition easier by allaying uncertainty and fear. • Being honest about your feelings and concerns will encourage others to be more open with you.
<p>Remain calm and ready to make a quick decision when faced with unexpected challenges</p>	<ul style="list-style-type: none"> • Left-field challenges are part of most workplaces and can throw teams into disarray as they work out what to do with unexpected challenges. • Role modelling a calm and rational approach will equip your team with the skills and confidence to cope with such challenges. • When emotions are left uncontained, the decision-making process can be suboptimal and protracted.
<p>Change your interpersonal communication style to meet the needs of individual team members</p>	<ul style="list-style-type: none"> • People have different preferences for how they receive information – some prefer it in writing, whereas others prefer to be told verbally. • Adapt how you communicate based on the gravity or severity of what you are saying. If you are delivering potentially distressful news, consider how each of your team members may take this and plan ahead to address their individual needs. For example, you may need to hold one-on-one meetings or give team members the opportunity to express their feelings in a team meeting so they can be publicly acknowledged. • Change your communication style to suit what you are communicating. For example, if you are giving corrective feedback, your tone of voice and language should express an authoritative and encouraging approach.

Listen to the emotional needs of your colleagues

- This is perhaps the best thing you can do to build trust and respect with your team. It also means having the humility to own up to your mistakes or errors of judgment.
- Acknowledging how your team feels will help you plan how to cope with change.
- Showing that you care will build a stronger relationship with your team and positively affect their motivation and productivity levels. It will also help you uncover and address potential obstacles to personal growth and fulfilment.

Understanding different perspectives

Being adaptable involves developing empathy and the ability to see situations from another person's perspective.

People are hard-wired to view the world from their own perspective. It takes effort and discipline to consider another perspective free from the shackles of emotion.

To understand another person's perspective, keep the following things in mind:

- In order to change your perspective, you must first acknowledge the possibility of other views and perspectives, and understand that there is more than one way to consider something.
- The emotions you bring to a situation play a significant role in understanding someone, and of them understanding you. When you are emotional, it obscures your ability to be open to other people's perspectives.
- To better understand someone else's perspective, ask them questions. If you can be respectful in your phrasing and tone, you will be more likely to get clearer answers than if you challenge them to defend their opinion against yours.
- Understanding someone else's perspective and opinions does not mean you have to let go of your own, it just allows you to see things from multiple positions so that you can make a more informed decision.

There may be sound reasons for defending your position. However, empathy and an understanding of employees' emotional investment in a situation can mean that emotional responses are contained and all parties will develop a better understanding of how others see the situation.

Example

Failing to understand different perspectives

Helen has been assigned to a project for the last six months and has performed well on it. Her manager, Steve, decides to remove her from the project because it is nearing completion and he wants to redeploy Helen to regular duties in the organisation.

From Steve's perspective:

- The project is nearly complete and the remaining team members can complete the final stage of it.
- I need to redeploy my team member to her normal role as she is needed there.
- I need her to resume her former role as soon as possible.

From Helen's perspective:

- I love working on this project – it is exciting and I have learnt many new skills.
- I have had nothing but praise for my work on the project.
- The project work has boosted my self-confidence.
- I want to see the project through to completion as I have invested a lot of time and energy into its success.
- I don't feel like my efforts are being acknowledged by my manager.

Steve and Helen meet. Steve states his position and Helen becomes visibly upset, asking for another week to tidy up some project tasks. Steve refuses and says the change must occur tomorrow, then ends the meeting.

The next day Helen calls in sick and is off work for a further five days. The project lingers because the people remaining to complete it are unsure of what to do. Helen's role is vacant for a week, resulting in additional stress for other team members who have to pick up the slack.

Communicating organisational change

Innovation is critical to staying competitive in the marketplace.

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 systems and processes.

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 a new way of doing things. Sometimes it is necessary to remain a strong advocate for change even in the face of opposition, making the argument for it compelling to your colleagues.

Some practical ways to overcome barriers to change are outlined here.

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.

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.
- Reassure your team 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 for your team members to review.

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

- Be aware of the standard emotional reactions to change, so that you understand the extent to which organisational change will affect individual team members. For example, team members could react by retreating from the situation, rejecting the change, passively accepting it or challenging certain aspects of the change.
- Ensure you are fully informed about all aspects of the change yourself before communicating it to your team to avoid expressing any uncertainty or confusion to your team members. This may cause them to feel vulnerable or anxious about their job security.

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.

Design a process to match employees to different jobs roles

- Design a method of matching jobs with the right individuals who have 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.

Provide training to support team members

- Organisational change is unlikely to succeed without targeted training and development to assist team members in their transition.
- Relieve staff from their work responsibilities to attend training and development where necessary.
- Identify the key areas that require updated or additional skills and knowledge.
- Guide trainers with clear organisational objectives to assist them in preparing and delivering training programs.

Example

Applying flexibility and adaptability when dealing with others

Janet is the full-time fundraising manager at a not-for-profit organisation. She has two sons at home who have not yet started 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, 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 effectively while she is at home caring for her children. Janet approaches her 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 more time at home.

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 seeks approval to implement a solution for Janet from the director, who initially says that it is out of the question and would set a dangerous precedent. Le Mai respectfully asks a number of questions of the director on why the solution would not work for Janet and suggests that they trial the idea for a month to see what affect it has on productivity and morale. Le Mai outlines the potential benefits of the trial and the director reluctantly agrees.

After a month Le Mai reports on the outcome of the trial to her director, stating that Janet's productivity has substantially increased. The director agrees to allow flexible working arrangements for other employees who request it.



Practice task 8

Question 1

Describe **three** ways that you demonstrate flexibility and adaptability in dealing with the emotions of others in your workplace.

Question 2

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

2D

Consider the emotions of others when making decisions

When making decisions, it is inevitable that when different people are presented with the same options, they will make different choices.

This is because decision-making is often an emotional process and involves a wide range of emotional responses based on past experiences and the anticipation of future goals.

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

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 consider the positives or negatives of a 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 communicated. 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 the emotions of others into account when making decisions

- Improve your listening skills and look for non-verbal emotional cues.
- Pay close attention to interactions and relationships between team members.
- Identify your team members' emotional states and notice how they respond to different situations.
- Consider how the emotions of your team members make you feel.
- Think about how your response will be perceived before you answer their questions, and give team members clear and realistic answers.

Emotionally intelligent leadership styles

Each of the emotionally intelligent leadership styles has a unique and direct impact on an organisation and its financial performance.

The leaders with the best results do not rely on a single leadership style, but rather use many styles seamlessly and interchangeably, depending on the situation.

Six emotionally intelligent leadership styles
<ul style="list-style-type: none"> • Authoritative leadership – Authoritative leaders mobilise employees toward the organisation's vision and increase commitment to the organisation's goals and strategies.
<ul style="list-style-type: none"> • Affiliative leadership – Affiliative leaders create emotional bonds and harmony within the organisation, encouraging flexibility, innovation and appropriate risk-taking.
<ul style="list-style-type: none"> • Democratic leadership – Democratic leaders build consensus through employee participation and collaboration, focusing on flexibility and responsibility.
<ul style="list-style-type: none"> • Pacesetting leadership – Pacesetting leaders expect excellence and self-direction from employees.
<ul style="list-style-type: none"> • Coaching leadership – Coaching leaders develop employees for the future, focusing primarily on personal development rather than immediate work-related tasks.
<ul style="list-style-type: none"> • Coercive leadership – Coercive leaders demand immediate employee compliance.

Adapted from: Goleman D, 'Leadership that Gets Results, *Harvard Business Review*, March/April 2000

While most of the leadership styles listed above 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 workplace. The coercive leadership style is most appropriately used in emergency situations or during a hostile takeover.

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, rather than to the team or organisation as a whole.

Common decision-making processes

- **Autocratic process** – The manager defines the problem, analyses, evaluates and chooses an effective solution. In an autocratic process with team input, the manager seeks the team’s help in diagnosing the problem and analysing possible solutions.
- **Individual consultative process** – Selected individuals participate with the manager to diagnose the problem and analyse the possible solutions.
- **Team consultative process** – The manager asks for help in defining the problem.
- **Team decision-making process** – The manager defines the problem and the team participates in analysing and deciding on a solution.
- **Participative process** – The manager facilitates the process with the assistance of the 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

Consider 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 staff turnover occurs every six months according to peak and off-peak seasonal demands.

It is currently November and Declan is putting together the work roster for December and January. The resort is very popular with international guests who do not celebrate Christmas 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 Christmas and are expecting to have the day off work to spend with family. Declan 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:

- 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 related 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

Question 1

Which of the six emotionally intelligent leadership styles do you relate to most and why?

Question 2

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

Question 3

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



Summary

- Showing empathy towards your team members allows you to recognise and appreciate their emotional strengths and weaknesses.
- Emotionally intelligent leaders are attuned to subtleties in non-verbal language, and understand and appreciate the importance of a diverse workforce.
- A diverse workforce is one in which everyone is valued, regardless of their individual differences.
- Demonstrating flexibility and adaptability when responding to the emotional states of team members promotes an environment of trust, innovation and appropriate risk-taking.
- Emotionally intelligent managers display social awareness and empathy by acknowledging the emotions of others and making decisions that take their feelings into account.



Learning checkpoint 2

Recognise and appreciate the emotional strengths and weaknesses of others

Part A

1. Explain the difference between emotional responses and moods.

2. Describe **three** ways to identify and assess the non-verbal emotional cues of colleagues.

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 questions that follow.

Case study

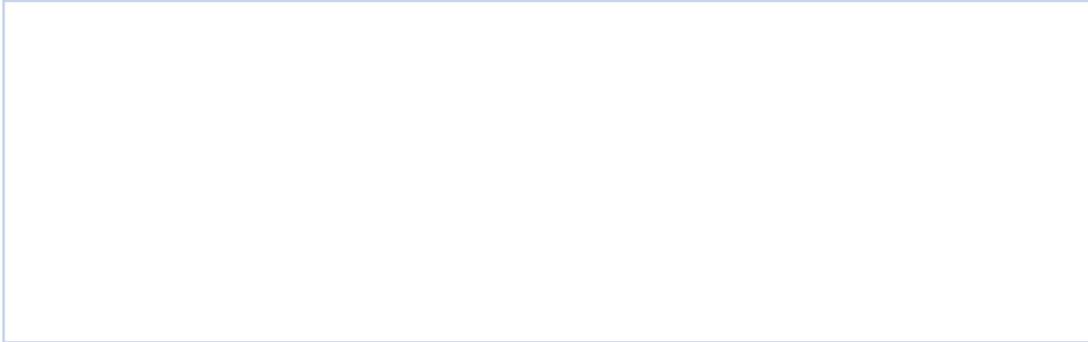
Anita is the manager of a not-for-profit, government-funded employment services organisation. The organisation finds quality employees for businesses and provides job seekers with access to specialised training, work experience and a range of support services. The organisation helps to find jobs for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

The organisation employs a diverse workforce to ensure team members relate to and understand the organisation's 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 clients.

1. Explain how Anita could proactively manage her team members in ways that support them to overcome issues related 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 the emotions of her team members into account when making organisational decisions.





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 sensitivity towards one another. Promoting the development of emotional intelligence in your colleagues helps them to understand and master behaviours that lead to 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 work culture is considered a huge competitive advantage, as it reduces conflict, organisational uncertainty and delays in achieving work outcomes.

In this topic you will learn how to:

- 3A Create opportunities for others to express their thoughts and feelings
- 3B Assist team members to understand the effects of their behaviour and emotions on others
- 3C Develop emotional intelligence in others

3A

Create opportunities for others to express their thoughts and feelings

Aim to create a climate that encourages team members to express their thoughts and feelings.

Creating this kind of climate isn't easy. It requires time and focus to build trust and transparency. Some managers struggle to create such a climate because they are fearful of dealing with emotionally charged conflict. Not attempting to do so means that organisations and employees may not be performing to the best of their ability.

Michael Parke from the London Business School studied the effects on organisations of employees that were encouraged to be open and honest about their emotions. His research concluded that four positive traits could be found in such organisations:

- Relational performance – Stronger ties were established with colleagues.
- Productivity – Team performance improved.
- Creativity – The number of new and helpful ideas increased.
- Reliability – Increased ability to avoid mistakes and errors, particularly in high-pressure situations.



It requires time and focus to build trust and transparency. Some managers struggle to create such a climate because they are fearful of dealing with emotionally charged conflict. Not attempting to do so means that organisations and employees may not be performing to the best of their ability.

How to encourage people to express their thoughts and feelings

- Address feelings at formal and informal gatherings, such as team meetings and one-on-one sessions.
- Acknowledge the feelings and emotions behind workplace decisions and achievements – ask people to reflect on this.
- Invite contributions to discussions and decisions, including what people feel about it and how it affects or will affect them.
- Invite employees to contribute their ideas and suggestions.
- Have clear processes in place to invite and encourage innovation, and to provide feedback on how ideas have been considered and developed so that people feel their contributions are worthy.

Adapted from: Parke M, Seo M-G, Sherf E N (2015), 'Regulating and facilitating: The role of emotional intelligence in maintaining and using positive affect for creativity', *Journal of Applied Psychology* Vol 100:3 p 917-934

Help others to express their feelings

Expressing your feelings is an important part of maintaining positive relationships in both your personal and professional life.

Allowing others to voice how they feel about a particular action or event ensures there is no miscommunication between team members. While you may think you are making your feelings clear, another person may not understand how you feel, or why you feel that way.

While there is great value in providing team members with the opportunity to express their thoughts and feelings, this must be managed to avoid damaging relationships through inappropriate or unconstructive discussion.

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

Clarify understanding

Aim to create a supportive environment with a multi-pronged approach that supports team members to be heard.

Thoughts and feelings should not be expressed in a vacuum; instead, encourage feedback so that team members appreciate the impact their behaviour and emotions have on others.

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

Active listening is the fastest way to gain important information in the workplace. After listening to the thoughts, feelings or emotions of a team member, relay the most accurate interpretation of what you think they have said. Try to give them 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 have said, while simultaneously underlining the essence of their message.

Open communication is essential when you are part of a team that needs to increase its productivity because it can help to solve challenges so that your team can perform at its best.

Tips for developing your team's communication and active listening skills

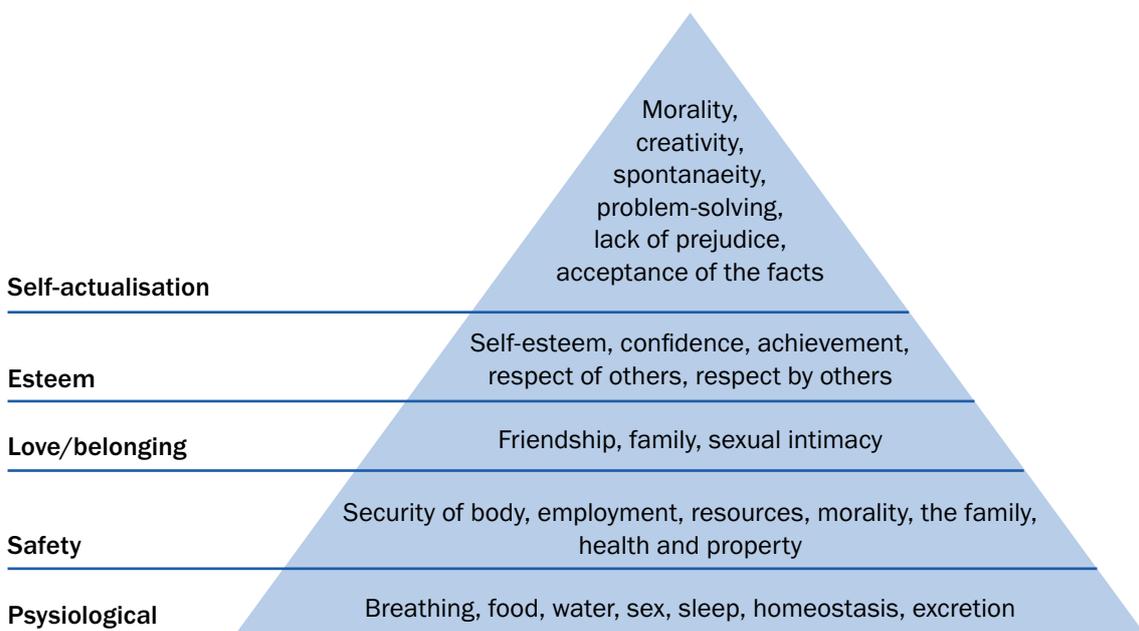
- Consider putting your entire team through active listening training.
- Pay attention to the full communication of your team members – both verbal and non-verbal – then feed it back to them to check your understanding.
- Encourage team members to ask questions, reflect on what has been said, clarify 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 what they have told you.
- Practise different styles of leading team meetings; for example, taking 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.

Meeting the needs of team members

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

Abraham Maslow 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 on the secondary or higher level needs.

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



While Maslow's hierarchy is not definitive or explanatory for every person, research has shown that individuals and teams 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.

Creating an emotionally healthy workplace

Creating an emotionally healthy workplace provides opportunities for teams and individuals to express their fears, frustrations and anger, and manage their emotional responses appropriately.

Below 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 under control. All employees must be free to do this without being subject to judgment by others. Managers should demonstrate this is 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

Running 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 work 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, team members become familiar with each other and feel more inclined to share their emotions. Managers should encourage team members to get to know one another outside the workplace as well as during work. Offering voluntary activities outside of work 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 should incorporate an element of fun. 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 tasks or cause people to feel uncomfortable, intimidated, offended or unsafe.

Example

Providing opportunities for others to express their thoughts and feelings

A regional airline is experiencing a period of flat growth and losing its competitive edge. The business development team has decided that it needs to find new ways to address this within the organisation. The team is struggling to make big decisions. The more urgent the decision, the more team members are putting off making it, especially on topics they often 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 business strategy.



The business development manager, Mandeep, engages a leadership consultant to conduct a leadership audit of the team members. The audit reveals that every team member is uncomfortable with interpersonal disagreement, scoring low on conflict management in relation to their emotional intelligence. Mandeep realises that the reason for his team's inability to make decisions is because team members fail to realise that open discussion about ideas – including disagreements – sharpen team decision-making. Instead, the team has adopted the habit of avoiding disputes altogether.



Practice task 10

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

Case study

Your team 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 substandard products having gone to market and then being recalled due to malfunctioning parts. While team members can usually resolve customer issues and give them a sense of satisfaction with the product they purchased, lately the team has been accepting a lot of returned goods and 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.

Question 1

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

Question 2

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

3B

Assist team members to understand the effects of their behaviour and emotions on others

To promote the development of emotional intelligence in a team or workplace, provide a climate in which people have the freedom to express their feelings and emotions.

The next step is to promote understanding amongst the team of the potential impact of expressing their thoughts and emotions.

As a manager, it is important that you assist your colleagues to understand the effects of their behaviour and emotions on others in the workplace. While organisations may focus on employees meeting performance targets and KPIs (things that are tangible and measurable), they may neglect the importance of emotional learning and the positive effect this has on performance.

As a manager, you can provide team members with techniques to raise awareness of the impact of their behaviour and emotions on others.

Here is a video that shows you ways that you can help others to develop their emotional intelligence in the workplace.



Help others to develop self-awareness

Self-awareness involves understanding how you feel and why, and communicating those feelings to others.

Self-awareness is one of the four dimensions of emotional intelligence proposed by Goleman.

An obvious truism is 'you don't know what you don't know' – self-awareness is shining a light on the unknown (what you are unaware of about yourself) to reveal what is known about you by 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 suggest a process for developing self-awareness in the workplace, as outlined here.

The process of developing self-awareness

-  Step 1 Sense the emotion or feeling.
-  Step 2 Acknowledge the feeling.
-  Step 3 Identify more facts or information.
-  Step 4 Accept the feeling.
-  Step 5 Reflect on why that particular emotion is presenting itself in that moment by noticing what other feelings came before it.
-  Step 6 Bring your thoughts and feelings up at a team meeting or with an individual, and take appropriate action if necessary.
-  Step 7 Reflect on the usefulness of the response and the lesson you can learn from it.

Understand how you can help

Managers have a duty to manage their teams to meet the organisational goals expected of them.

This means creating conditions in which team members can flourish and work cooperatively to the best of their abilities. A key part of emotional intelligence is being able to manage relationships through the development of others.

Developing others means 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.

What managers should know and understand about their team:

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

Encourage self-reflection

Self-reflection involves thinking about and reflecting on your behaviour.

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 work experiences, your team members will be able to develop and deepen insight 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.

The self-reflection process

-  Step 1 Select a workplace experience, situation or event to reflect on.
-  Step 2 Describe and unpack the experience.
-  Step 3 Analyse your experience by examining the emotions and behaviours you associated with it.
-  Step 4 Interpret your response or reaction to the experience.
-  Step 5 Explore the alternatives and rethink how you will respond in the future.
-  Step 6 Take action with new intent and information.

Self-reflective strategies

There is a variety of self-reflective strategies you could implement in your workplace.

It may be a good idea to develop a formal process for your team to use in evaluating how different situations make them feel or behave. Recording this information will give personal insight to team members and guide them on how to respond appropriately and make reasonable decisions in the future.

Here is a brief explanation of some self-reflective strategies.

Examine critical incidents

Ask your team members to carefully examine work experiences that have particular meaning to them. These experiences can be used by the team member as the basis for reflecting and learning from their responses to the situation, whether positive or negative.

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.

Conduct review meetings

Conducting a 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 take the lessons learnt into the next stage of work or to achieve the work objectives more effectively in the future.

Joint reflection opportunities

As a manager, you can engage in regular one-on-one meetings with each of 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 members that will elicit a deep reflective response. You may be surprised at the level of insight your team members have by asking inquisitive questions.

Peer review

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

Example

Assisting others to reflect on their 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 in the future. 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

Question 1

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

Question 2

Describe how you could assist a team member to develop self-awareness.

3C

Developing emotional intelligence in others

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 performing, 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 are free to grow both 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 work relationships.

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



Encouraging emotional self-management

Emotional self-management allows the concentrated energy and mental clarity that leadership roles demand.

Self-management stops negative or unconstructive emotions from disrupting workflow. Individuals who embody self-management are optimistic and enthusiastic, whatever their circumstances.

Encourage 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 will create a work environment of trust, comfort and fairness.

Help others 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 they might later regret.

Developing self-management in others will create a more optimistic work culture and happy environment, both vital components of emotional intelligence. When you and your team members are in a positive mood, you will be more resilient when faced with challenges.

How to help others 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 improve team productivity.
- Create a workplace culture of honesty, integrity and trust by providing team members with forums to openly communicate their feelings and beliefs.
- Encourage 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 organisational 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.

Example

Emotional self-control

You hold regular weekly meetings with your team. The meeting leader rotates every week. When George leads the meeting it is often rushed and he glosses over his contribution. When you ask George about how he feels when leading the meeting, he says that he doesn't enjoy it because he lacks confidence, feels as though he is the most junior member of the team and just wants to get it over with.

You work with George over the next two months to improve his meeting management skills and to practise slowing down his delivery and focusing more on his contribution. You emphasise to George repeatedly how important his role in the team is and how the team looks forward to his updates. You and George look at what he is and isn't doing well, and select two things for him to work on.



Example

Transparency, adaptability and optimism

One of your team members, Fatima, is struggling with the new sales application that requires all client notes to be added to the database regularly so that other staff know where the relationship is sitting at any point in time. When you ask Fatima about the lack of data after reviewing some of her client profiles, she becomes quite defensive and blames it on the slowness of the new application. She rejects your suggestion to have another colleague observe and guide her in the application's use.



As you begin to uncover the reasons she is having difficulty, she becomes visibly upset and says she wants to go back to the old way of doing things. You discuss Fatima's feelings and how much better her job will be once she masters the new system, as she will not be relying on information held in several places and will be able to know in real time who in the organisation has been speaking to the client and what has transpired. You make it clear that the new system is in place for good reasons and what the company's expectations are. Fatima agrees to work with a buddy for the next two weeks to master the new system.

After two weeks you meet with Fatima to see how she is feeling and whether there are any further obstacles. She tells you she is feeling a lot more confident about the new system and positive about the change.

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 at 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 in 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.

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.

Watch this video to see an example of two colleagues discussing self-managing emotions in the workplace.



Emotional intelligence in the team

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 sharing ideas.

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

Emotionally intelligent leaders:

- understand how others feel and why, and determine the most effective response given the situation
- determine what is required to keep the team energised and working effectively
- 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 colleagues acting as effective and high-performing members of the work team.

Here are some of the ways that you can support team members in the workplace.

Coaching

Get the best out of your team by coaching colleagues, either individually or as a group. Aim to understand the individual needs of your 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.

Shadowing

Another strategy is to ask the person to shadow a more experienced and emotionally intelligent colleague. 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-life situations.

Mentoring

Help team members to gain a deeper understanding of complex emotional states by reflecting on, adapting and exploring new approaches. Provide colleagues with constructive feedback.

Mentors can be 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 and expertise. You can ask an experienced colleague whether they would like to become a mentor. Ask them to explain to the inexperienced person the approach they take with particular challenges or in dealing with a wide range of people and tasks.

Training

If you are not fully equipped to provide training on emotional intelligence yourself, there is a variety of courses you can implement and 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 both real 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.

Example

Developing emotional intelligence in others

Lee-Anne has been promoted to a senior role as executive assistant, but is having difficulty meeting the expectations of her job. The role 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 workplace and is not dealing with contacts with the expected level of professionalism. Shane is a senior staff member with high-level emotional intelligence and years of experience assisting top-level executives. Lee-Anne's manager asks Shane to act as her mentor.



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 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 to use and develop her emotional intelligence skills to improve the way she interacts with the wide variety of people she deals with in her role.



Practice task 12

Question 1

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

Question 2

Describe **three** behaviours you should demonstrate to help your team members self-manage their emotions in the workplace.

Question 3

Describe **two** things emotionally intelligent leaders do to remain attuned to the feelings of their team members and the impact those feelings have on the team.

Question 4

Describe **two** ways you can support others to develop emotional intelligence.



Summary

- Promoting the development of emotional intelligence in your colleagues helps them to understand and master the behaviours of success.
- Emotions guide individual choices and inspire particular behaviours in the workplace.
- Managers are better served by learning to handle emotions appropriately, rather than trying to banish emotions from the workplace altogether.
- Managers should view workplace conflict as an opportunity to clearly articulate the organisational values and ethics that govern team decisions and actions.
- Self-reflection encourages team members to do things differently based on careful consideration of the alternatives.
- Individuals who embody self-management are more likely to focus their energy and attention on achieving workplace goals.
- 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

Part A

1. Describe **two** positive traits that emerge when organisations encourage their employees to be open and honest about their feelings.

2. Outline the process of self-reflection.

3. Describe **two** ways to promote emotional intelligence in others and help them develop self-management skills.

Part B

Read the case study, then answer the question that follows.

Case study

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 not interested in speaking to his colleagues, and is being rude and dismissive to customers. You notice that his behaviour is decreasing staff morale and team members are avoiding asking him questions that are important to achieving outcomes.

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



Topic 4

Utilise emotional intelligence to maximise team outcomes

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 and inclusive emotional climate in the workplace
- 4B Use the strengths of team members to achieve work objectives

4A

Encourage a positive and inclusive emotional climate in the workplace

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

Positive emotions will help to maximise organisational outcomes. Creating experiences that promote a collective positive emotional environment supports both personal and organisational growth and development.

Numerous studies have established a link between emotional intelligence and work performance. A person who knows how to stay motivated under stress, motivate others and manage complex interpersonal relationships will get better results. As a manager, you should look for opportunities to develop emotional self-management in teams.



Using emotional intelligence tests

One way of improving team performance is by using emotional intelligence tests.

These tests can help managers identify those members of their team that may have low emotional intelligence and may not be meeting performance targets as a result.

Different tests measure different aspects of emotional intelligence, as outlined below.

ESCI-360

This test, developed by Goleman and the Hay Group, tests the 18 different competencies in Goleman's four domains of emotional intelligence – self-awareness, self-management, social awareness and relationship management. It tests things such as self-confidence, adaptability, emotional self-control, and the ability to inspire and manage conflict.

EQ-i 2.0

This is similar to the ESCI-360 in that it tests abilities and personality traits. However, it tests different aspects of emotional intelligence, such as stress tolerance, problem-solving ability, and levels of optimism and happiness.

MSCEIT

This tests abilities in four areas:

- the ability to differentiate between real and phony emotional expressions
- the ability to use emotions to facilitate decision-making and problem-solving
- the ability to understand complex relationships among emotions
- the ability to solve emotion-laden problems without suppressing negative emotions.

To ensure the testing is useful, work out which test is best for particular circumstances. For example, if an employee was experiencing distress due to emotional triggers, it's a good idea to start with the EQ-i test.

Emotional intelligence and successful teams

Managers can monitor the performance of their team by noting any signs of dysfunction, then taking steps to address this.

Goleman linked the dimensions of emotional intelligence to the attributes and competencies of successful teams.

	Definition	Relationship to successful teamwork
Self-awareness	<ul style="list-style-type: none"> The ability to recognise and understand your moods, emotions, and drives, as well as their effect on others 	<ul style="list-style-type: none"> Having positive and productive teamwork skills Controlling emotions and understanding the impact of emotions on the team Being self-confident, having high self-esteem, and a coherent and integrated self-identity Promoting psychological health, including a happy disposition
Self-regulation	<ul style="list-style-type: none"> The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment and think before acting 	<ul style="list-style-type: none"> Being self-aware of emotions to enable self-regulation Handling emotions and putting the team tasks first Using emotions to facilitate the progress of the project Regulating emotions during conflict, pressure, stress and deadlines Coping with stress and frustrations by creating and contributing to caring, supportive relationships
Motivation	<ul style="list-style-type: none"> A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence 	<ul style="list-style-type: none"> Motivating other team members to contribute to the best of their ability Exercising openness, flexibility and motivation to change, innovation, creativity and collaborative problem-solving Creating an environment that stimulates, enhances and empowers team members to become motivated and fully apply themselves Showing initiative, perseverance and dedication, goal orientation and focus Placing team goals ahead of individual goals, and pursuing these with determination and perseverance Having a sincere interest and motivation for the team's achievements and goals Considering team morale and aiming to maintain a positive and productive work environment

	Definition	Relationship to successful teamwork
Empathy	<ul style="list-style-type: none"> The ability to understand the emotional make-up of other people Being skilled in treating people according to their emotional reactions 	<ul style="list-style-type: none"> Understanding, interpreting and identifying with colleagues' feelings Cultivating rapport with people from different walks of life Being able to turn adversarial relationships into collaborative alliances Showing emotional concern, including reassurance and caring for other team members Helping to create a team environment where team members can freely express their feelings
Social skill	<ul style="list-style-type: none"> Proficiency in managing relationships and building networks An ability to find common ground and build rapport 	<ul style="list-style-type: none"> Creating a team culture that is supportive, informal, comfortable and non-judgmental Developing professional and positive personal relationships with other team members Developing intense, short-term relationships, and being able to disconnect and work in another team with the same sincerity and motivation Encouraging cooperation, collaboration and teamwork through well-developed communication and social skills Developing positive, effective relationships with colleagues by fostering trust, confidence and commitment Helping to establish a positive team climate, and promoting support and respect for one another Having the ability to interact with team members and deter conflict, be aware of, ease and dissipate underlying tensions

Adapted from: Goleman D (1998), 'What makes a leader?' *Harvard Business Review*, Vol 76, pp 93-102

Using emotional intelligence to improve team performance

To keep team performance on track, you must be vigilant, put routines in place to monitor individual and team performance, and create a climate of trust and openness.

This will allow team members to explore and understand emotional intelligence, and be willing to accept strategies to improve the situation. The following provides examples of strategies that can be used to counter specific instances of team dysfunction.

Competencies	Team dysfunction observed	Improvement strategies
Self-awareness	Team members didn't predict their comments would upset others.	<ul style="list-style-type: none"> • Provide training and coaching in self-awareness to improve the understanding of the impact of words.
Self-regulation	Team members didn't control their emotions well under pressure and reacted quickly to trivial situations.	<ul style="list-style-type: none"> • Provide feedback on the impact emotions have in high-pressure situations. • Conduct simulations and role-plays to practise self-regulation.
Motivation	Team members lost motivation when their work was criticised.	<ul style="list-style-type: none"> • Enable team members to understand the difference between constructive and destructive criticism. • Empower team members to understand feedback for what it is and not to take it personally.
Empathy	Team members were aware that a colleague was angry and upset, but made no attempt to understand why.	<ul style="list-style-type: none"> • Encourage team members to understand the reasons for certain emotions and moods. • Coach team members in questioning skills and empathic communication.
Social awareness	Team members did not communicate their feelings, which resulted in pent-up emotions and feelings of resentment towards others.	<ul style="list-style-type: none"> • Encourage open and honest communication amongst the team. • Raise and discuss communication expectations with the team. • Create a safe environment in which people feel free to open up.

Example

Identify opportunities to utilise emotional intelligence to increase team performance

Jacinta has been put in charge of a project team coming together for the first time. As a new team, she expects there to be some 'storming' and 'norming' as the team gets to know each other and starts to work cooperatively.

On the first day on the job she reminds the team that they are working on a project with a strict deadline and clear deliverables. She works with the team to generate some ground rules on how they should treat each other, and holds the team accountable for these during the term of the project. These ground rules include:

- Team members are to sort out issues as soon as they arise by being aware of how they may affect the rest of the team.
- Team members are to promote positive relationships at all times.
- The team is to focus on the big picture – project deliverables and deadlines.
- Team members are to support each other in raising and discussing problems.
- Team members are not to take issues personally as this would detract from the smooth running of the project.

At every weekly project team meeting, the team does an honest appraisal of whether they are keeping their commitment to the ground rules they proposed. They provide feedback to each other and think of ways of addressing any issues as they arise.



Positive workplace emotions

Emotions are directly linked to social interactions.

Because many positive emotions have distinct 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 workplace.

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 work 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
- Improvements in the physical and emotional wellbeing of teams and individuals
- Resilience in times of stress, conflict or difficulty
- Increased ability to be flexible and adapt to change
- Personal and organisational growth
- Increased motivation that helps individuals anticipate success

Positive emotional climate

Help your team to develop key skills to improve their emotional intelligence.

In *The emotionally intelligent team*, Hughes and Terrell describe seven skills required of a team operating with emotional and social intelligence. Developing these skills amongst 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.

<p>Team identity</p>	<p>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.</p> <p>Team identity is achieved through:</p> <ul style="list-style-type: none"> • 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.
<p>Motivation</p>	<p>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 goals.</p> <p>A positive emotional climate is facilitated by curiosity and excitement about team possibilities. As a manager, you should demonstrate to your team members what motivation looks like by modelling behaviours that express enthusiasm and determination.</p>
<p>Emotional awareness</p>	<p>You and your team members should make it a priority to consider the feelings and emotions of others as much as their own. Emotional challenges within your team must be met in a way that strengthens the team's capabilities.</p> <p>Developing and increasing emotional awareness amongst your team members helps to 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.</p>
<p>Communication</p>	<p>Effective communication helps you and your team members 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 identify the role of the communicator in the process.</p> <p>Effective communication is essential in improving your team's productivity. 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.</p>

<p>Stress tolerance</p>	<p>Stress tolerance refers to your team's ability to complete work tasks appropriately with minimal worry. Individuals can develop their stress tolerance by:</p> <ul style="list-style-type: none"> • developing an early-warning system with their emotional awareness • accurately reading the emotional triggers in a situation • responding to the signals effectively. <p>The absence of a positive emotional climate in the workplace may cause your team members to respond impulsively 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.</p> <p>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.</p>
<p>Conflict resolution</p>	<p>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.</p> <p>When dealing with conflict in the workplace, you should encourage and support your team members to:</p> <ul style="list-style-type: none"> • practise patience • consider the perspectives of others • try to resolve the issue themselves • collaboratively communicate with others • be empathetic towards others • express assertiveness where appropriate • show gratitude towards others for their contribution • be flexible in choosing a conflict-resolution style appropriate for the particular situation.
<p>Positive mood</p>	<p>A positive mood embodies optimism and happiness, and is an essential component of emotional intelligence.</p> <p>A positive emotional climate in the workplace relies on you and your team members to identify and manage your emotions effectively in order to produce a positive emotional state.</p>

Example

Encouraging 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 attitude towards achieving the team's objectives.



Practice task 13

Question 1

You have an employee who lacks self-confidence in group settings. Which emotional intelligence test would be most suitable to give the team member some insight into the areas they need to develop? Explain your answer.

Question 2

A team member has become despondent after someone from another work division criticised his work. What strategies can you use to counter these negative feelings?

Question 3

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	Not at all	To some extent	Very well
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			

Question 4

Identify an emotional intelligence skill that you do not currently possess or apply at work. How could you improve this skill to ensure you encourage a positive emotional climate within your team?

4B

Use the strengths of team members to achieve work objectives

As a manager, you should aim to 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 amongst your team members, try to balance those differences to improve the connections team members have with each other.

Identify the strengths of team members

Recognise and celebrate your team's accomplishments by reflecting on the strengths that are present and identifying which of these strengths contribute to best practice.

This allows you to reinforce positive behaviours and the particular strengths that led to the team's accomplishments.

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.

Examples of strengths in the workplace

- Emotional intelligence
- Communication skills
- Leadership
- Determination
- Willingness to learn
- Self-confidence
- Diplomacy
- Patience
- Reliability
- Pragmatic attitude
- Technical aptitude
- Visionary style
- Cooperation
- Teamwork
- Dependability
- Motivation
- Flexibility
- Confidentiality
- Multi-tasking skills
- Consistency
- Discipline
- Resilience
- Efficiency
- Resourcefulness

Use the strengths of team members

Use your 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 for managing performance. Utilising the strengths of your workforce cultivates positive emotional experiences for team members and assists them to achieve workplace outcomes efficiently.



Tips for effectively utilising 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 achieve 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

Using 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 amongst 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 communicate effectively with 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 who have families with young 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 family-sized vehicles, including 4WDs and SUVs instead of the luxury car range. She agrees that this would make her feel more enthusiastic about her role.



Practice task 14

Question 1

A client has threatened to move their business elsewhere after they have had a particularly poor experience with the service they received from your company. The employee looking after that client's account has been feeling stressed, and requested to move to another division. You need to assign one of your team members to managing the client. What strengths would you be looking for in the person you now assign to handle this client account?

Question 2

Describe **three** ways you can maximise the strengths of your team members to achieve workplace outcomes.



Summary

- Observing workplace interactions provides opportunities to utilise emotional intelligence.
- Organisations that invest in the development of emotional intelligence in their staff have better business outcomes.
- Create experiences that promote a collective and positive emotional environment, and support personal and organisational growth and development.
- Because many positive emotions have distinct social origins, they greatly affect the ways that managers and team members relate to one another to create new and productive relationships in the workplace.
- Managers should take advantage of positive work events by following up with routines and ongoing activities that reinforce positive emotions.
- By identifying and recognising best practice, managers can 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

1. What steps can managers take to identify opportunities to utilise emotional intelligence to lift team performance?

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

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

4. Consider your role as a member of a work team and the people who lead or supervise you in 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.

a. Self-awareness

b. Social awareness

c. Relationship management