

BSB 7.0

BSBPPEF502

**DEVELOP
AND USE
EMOTIONAL
INTELLIGENCE**

BSBPEF502

Develop and use emotional intelligence

Release 1

Learner Guide

Aspire Version 1.1



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© 2020 Aspire Training & Consulting
Level 1, 464 St Kilda Road
MELBOURNE VIC 3004 AUSTRALIA
Phone: (03) 9820 1300

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Contact details

Participant
Name:
Start date:
Phone number:
Email:
Work location
Name:
Address:
Postal address:
Workplace supervisor name:
Phone number:
Fax:
Email:
Registered Training Organisation (RTO)
Name:
Address:
Postal address (if different):
Phone number:
Fax:
RTO contact name:
Mobile:
Email:

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Before you begin

This Learner Guide is based on the unit of competency *BSBPEF502 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.

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 key 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.
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 provides definitions for each foundation skill.

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
Teamwork	<ul style="list-style-type: none"> Identifies 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
Enterprise and Initiative	<ul style="list-style-type: none"> Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

What do you already know?

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

Topic	Key outcome	Rate your confidence in each section
Topic 1: Prepare to develop emotional intelligence	1A Develop criteria and assess your emotional strengths and weaknesses	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify and analyse potential emotional stressors in the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Identify methods for responding to emotional stressors	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Seek feedback on responding to emotional stressors	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Develop emotional intelligence	2A Analyse and document emotional responses	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Develop a plan for identifying and responding to emotional expressions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Demonstrate flexibility and adaptability	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Consider the emotions of others when making decisions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2E Consult with stakeholders to identify areas of improvement in own emotional intelligences	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3: Promote development of emotional intelligence in others	3A Identify opportunities for others to express their thoughts and feelings	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Help others develop emotional intelligence and understand the effects of their behaviour and emotions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Implement opportunities according to organisational policy and procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1 | Prepare to develop emotional intelligence

- 1A Develop criteria and assess your emotional strengths and weaknesses
- 1B Identify and analyse potential emotional stressors in the workplace
- 1C Identify methods for responding to emotional stressors
- 1D Seek feedback on responding to emotional stressors

1A Develop criteria and assess your emotional strengths and weaknesses

Assessing your own emotional strengths and weaknesses will provide you with the information you need to manage stress, build positive relationships with colleagues, and maintain an enthusiastic and positive attitude to your work.

The ability to identify emotional strengths and weaknesses is especially important for people in leadership and management positions. The way that managers handle their emotions in the workplace has a direct impact on team performance. Expressions of anger, frustration and fear can decrease employee motivation and lower organisational performance.

Emotional intelligence principles

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.

Prior to assessing your emotional strengths and weaknesses, you need to understand the concept of emotional intelligence.

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

Daniel Goleman developed four dimensions of emotional intelligence with corresponding principles 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
Self-management	<ul style="list-style-type: none"> Emotional self-control Transparency Adaptability Achievement Initiative Optimism

Dimensions	Principles
Social awareness	<ul style="list-style-type: none"> ▪ Empathy ▪ Organisational awareness ▪ Service
Relationship management	<ul style="list-style-type: none"> ▪ Inspiring leadership ▪ Influence ▪ Development of others ▪ Change catalyst ▪ Conflict management ▪ Teamwork and collaboration

Developing emotional intelligence allows you to recognise, understand and use emotions to facilitate high levels of teamwork and productivity.

Let's now look at each dimension of emotional intelligence in more detail.

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 employees understand their goals and know the direction they are heading in, and why. They make well-informed decisions attuned to their instincts.

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

Some practical examples of self-awareness in the workplace are listed below.

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

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

Self-confidence

Having a sound sense of your self-worth and capabilities. This involves accurately knowing your abilities so that you can play to your strengths.

Self-management

Self-management means taking responsibility for your own emotions, behaviours and wellbeing.

Becoming overwhelmed by negative emotions in the workplace – such as frustration, anxiety or rage – may impair your capacity to focus on the task at hand. Self-management allows you to have greater control over your feelings, giving you mental clarity and concentrated energy. This is especially important for people in leadership positions.

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

Some practical examples of self-management in the workplace are listed below.

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 inner standards of excellence. It involves being pragmatic by setting measurable but challenging goals, and calculating risks to ensure that goals are attainable.

Initiative

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

Optimism

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

Social awareness

Social awareness means recognising the feelings of others, and knowing how and when to assist them.

Demonstrating empathy and respect for your colleagues will help you better understand their perspectives and emotional states. This facilitates positive, safe and respectful workplace relationships.

By developing empathy and listening to others, you become more attuned to how others feel. You can then 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.

Some practical examples of social awareness in the workplace are listed below.

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 from other cultures.
Awareness	This is reading the current issues, decision networks and politics at the organisational level. It involves detecting crucial social networks and reading key power relationships.
Service	This is fostering an emotional climate in order to stay in touch with clients or customers and keep these relationships on track. It involves monitoring customer satisfaction carefully to ensure their 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. If you are a frontline manager, you must tune into the emotions of team members to encourage positive and productive workplace interactions.

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

Some practical examples of relationship management in the workplace are listed below.

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.

Understand emotional strengths and weaknesses

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.

Here is a comparison of emotional strengths and weaknesses:

Emotional strengths	Emotional weaknesses
<ul style="list-style-type: none"> ▪ 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 others' opinions ▪ Empathy ▪ Resilience 	<ul style="list-style-type: none"> ▪ 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

Assess emotional strengths and weaknesses

In order to understand and improve your emotional intelligence, you need to assess your emotional strengths and weaknesses.

Assessing your own emotional strengths and weaknesses can be difficult. For most people, it is much more difficult to recognise emotional weaknesses than it is to identify other types of weaknesses – such as physical limitations or a lack of artistic or musical skill.

Develop criteria for assessment

When developing criteria for assessment, first you need to consider what benchmark to measure yourself against, and what is expected of you in your role.

For example, if you are a manager the expectations of you will be very different to the expectations of an entry-level employee. A manager might demonstrate resilience by steering their team through a difficult organisational change. An entry-level employee might demonstrate resilience by responding positively to constructive feedback.

Daniel Goleman recommends using the following twelve emotional intelligence competencies as criteria to assess leadership capabilities in the workplace. According to Goleman, an effective leader needs a balance of all these competencies.

Dimensions	Competencies
Self-awareness	<ul style="list-style-type: none"> Emotional self-awareness
Self-management	<ul style="list-style-type: none"> Emotional self-control Adaptability Achievement Optimism
Social awareness	<ul style="list-style-type: none"> Empathy Organisational awareness
Relationship management	<ul style="list-style-type: none"> Influence Coach and mentor Conflict management Teamwork and collaboration Inspirational leadership

To develop criteria for assessing your emotional strengths and weaknesses, you may need to review your job description, performance standards and other relevant goals, objectives and expected outcomes relevant to your role. This will help you determine where you are exceeding or meeting expectations relating to your emotional intelligence, and areas for improvement.

Methods and tools for assessment

Deciding on the method or tool for assessment is vital to accurately evaluate your strengths and weaknesses.

First, you need to identify relevant evaluation criteria that will provide you with a true assessment of your emotional strengths and weaknesses. Second, you need to think about the tool these criteria will be put into in order to elicit valuable responses.

Three main tools used to evaluate emotional strengths and weaknesses are:

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.

There are also numerous other tools such as surveys, tests and rating scales that you can use to help you assess your emotional intelligence. Different tools measure different skills and capacities. Some focus primarily on the ability to recognise and manage emotions, whereas others examine broader skills such as resilience and decision-making. Examples of common tools include:

- The MSCEIT: assesses abilities
- Bar-on EQ-i: assesses social and emotional traits
- ECI: assesses competencies
- Genos: assesses behaviour.

Some tools need to be administered by a qualified professional and most need to be purchased. Other tools for assessing emotional intelligence are available online, such as:

- Mind Tools EI Quiz: [aspirelr.link/mind-tools-ei-quiz](https://www.aspirelr.link/mind-tools-ei-quiz)
- Psychology Today EI test: [aspirelr.link/psychology-today-ei-test](https://www.aspirelr.link/psychology-today-ei-test)
- IHHP EQ Quiz: [aspirelr.link/ihhp-eq-quiz](https://www.aspirelr.link/ihhp-eq-quiz)

Example

Identifying emotional strengths and weaknesses

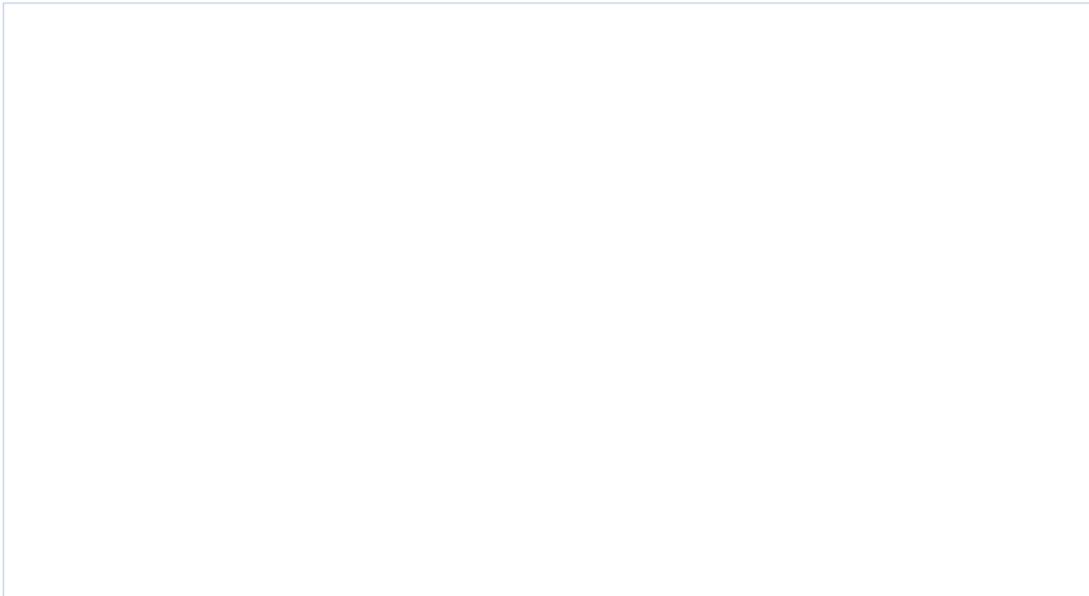
Julie manages a small team of high achievers. She expects a lot of her team members and many of them find her demanding and overbearing. The management team recently took part in a team-building day. To prepare for the day, Julie was asked to take part in a 360-degree emotional intelligence evaluation survey. Julie, her boss and each member of Julie's team completed the survey. At the team-building day, each attendee was asked to read through the 360-degree report, which highlighted their relative emotional strengths and weaknesses. The attendees then worked with a partner to reflect on the report and consider how they would respond to their perceived areas of emotional weakness.

Julie was surprised at some of the ratings and comments she received. This made her realise that others saw her behaviours and actions quite differently to the way she perceived them herself. Julie appreciated the insight that the 360-degree tool provided.

Practice Task 1

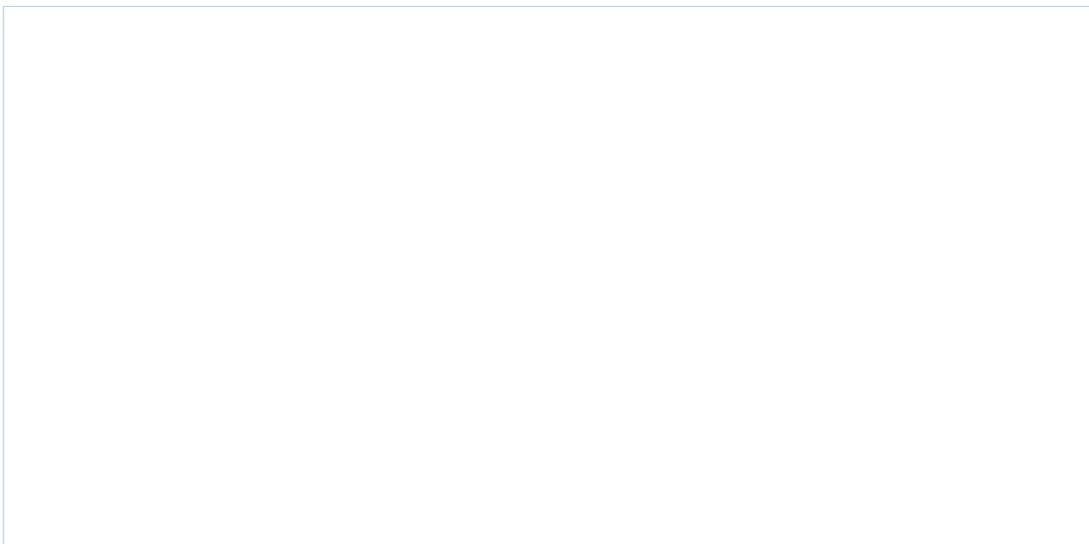
Question 1

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 the situation?



Question 2

Identify three emotional strengths and three emotional weaknesses you consistently display at work.



Question 3

Which of the following emotional intelligence competencies does Daniel Goleman recommend as criteria for assessing leadership capabilities in the workplace? Tick all that apply

- Organisational awareness
- Change catalyst
- Transparency
- Adaptability
- Conflict management

Question 4

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.

1B Identify and analyse potential emotional stressors in the workplace

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

The ability to identify and analyse your personal emotional stressors in the workplace will help you manage your own emotional and physical wellbeing and that of your colleagues. This ability is critical to maintaining your energy, commitment and motivation.

Learning and adopting new ways of coping with workplace stress are vital to improving your performance and the performance of your team. It is especially important for managers to be aware of their own potential emotional triggers because their behaviours can have a powerful impact upon their team.

Emotional stressors

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.

Emotional stressors are events or situations that trigger an emotional response, such as fear, anxiety or anger.

Common emotional stressors in the workplace

- Lack of time – poor 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.

Signs of stress in the workplace could be physical, emotional, mental, behavioural, as indicated below.

Signs of workplace stress	
Physical	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ negative thoughts ▪ disappointment in self ▪ heightened emotional reactions ▪ increased sensitivity ▪ loneliness ▪ loss of motivation ▪ lack of self-confidence ▪ mood swings

Signs of workplace stress	
Mental	<ul style="list-style-type: none"> ▪ confusion ▪ lack of concentration ▪ poor memory ▪ indecision
Behavioural	<ul style="list-style-type: none"> ▪ changes in diet ▪ increased smoking or drinking of alcohol ▪ consumption of stress-related medication ▪ nervousness ▪ arriving late to work ▪ taking time off
Team	<ul style="list-style-type: none"> ▪ 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

Understand emotional states

Learning to understand your emotional states and those of your colleagues, and how to deal with them, will help you to make better organisational decisions and form positive relationships.

Your emotional state can be altered by a particular activity or under certain circumstances without you immediately recognising it. 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.

Examples of emotional states are feeling:

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

These are some emotional states that may arise from common workplace stressors.

Stressor	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 ▪ Losing motivation
Lack of clarity	<ul style="list-style-type: none"> ▪ Experiencing self-doubt ▪ Feeling fatigued ▪ Experiencing confusion ▪ Feeling dissatisfied and unmotivated
Organisational change	<ul style="list-style-type: none"> ▪ Experiencing anxiety ▪ Having high blood pressure ▪ Having heightened emotional reactions ▪ Feeling insecure and uneasy 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 ▪ Lacking self-confidence ▪ Having negative thoughts

Stressor	Emotional response
Poor workplace relationships	<ul style="list-style-type: none"> ▪ Experiencing insomnia ▪ Lacking self-confidence ▪ Feeling a sense of loneliness ▪ Lacking motivation
Lack of control	<ul style="list-style-type: none"> ▪ Experiencing depression ▪ Losing motivation ▪ Feeling indecisive ▪ Lacking self-confidence ▪ Becoming more reserved
Lack of skills or knowledge	<ul style="list-style-type: none"> ▪ Losing motivation ▪ Lacking self-confidence ▪ Having low self-esteem ▪ Experiencing 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 ▪ Lacking concentration ▪ Experiencing poor health
Inadequate support systems	<ul style="list-style-type: none"> ▪ Experiencing depression ▪ Feeling lonely and isolated ▪ Losing motivation ▪ Experiencing anxiety about the future

Thoughts and beliefs that affect 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.

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

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

Emotional states in your workplace can influence your performance, motivation, capacity for creativity and rational decision-making.

Here are some 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 some people 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	Not surprisingly, many people believe their emotional state is directly related to the weather. While there is little scientific evidence to support this, a majority of 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 them. For example, encourage them to sit near a window or take their breaks outdoors.
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 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 for an individual to look after their physiological health. Regular exercise, a healthy diet, getting enough sleep and avoiding smoking or excessive alcohol consumption significantly affect an individual's emotional state in the workplace. While managers are restricted physically and ethically from interfering with the physical wellbeing of 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 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 in your individual team members to ensure you do not misread reactions or send unintended or offensive signals that negatively affect team members' emotional states.

Identify personal triggers

Personal issues may affect your attitude at work.

Emotional triggers are situations or circumstances that cause us to feel something, such as fear, anxiety, sadness or even pleasure. We all have our own unique emotional triggers that are based on our beliefs, values, past experiences and background.

Emotional triggers can often make us feel overwhelmed, leading us to act in ways that may be misinterpreted by others. When we are emotionally triggered, we may behave in unreasonable or inappropriate ways. Our behaviour may appear to other people to be 'over the top' or 'out of proportion'.

Personal triggers usually arise when we are not getting our needs met. These needs might relate to a:

- sense of belonging – where people perceive they are being rejected, excluded or ignored
- need to be understood – when someone senses they are not being heard or not being treated fairly
- sense of self-worth – when a person feels inadequate or insecure
- need for fulfilment – some people are triggered by boredom.

When undertaking an analysis of your own emotional triggers in the workplace, here are some questions to ask yourself.

- What people or situations are most likely to trigger negative perceptions and negative emotions in me?
- What specific things do those people do or say that cause me to respond emotionally?
- When reflecting on an emotionally charged situation, what was the specific action or comment that triggered my response?
- Are there any noticeable patterns in the situations that tend to trigger me?
- How do my emotional responses make the situation worse?
- What past experiences have triggered me to react negatively to a situation?
- What can I do to respond in a way that allows me to maintain my composure?

It can be difficult to identify our own emotional triggers, but it is an essential aspect of self-management. By reflecting on potential emotional triggers, you will be better prepared to respond and lessen the impact they have on you. By not identifying and reflecting on your emotional triggers, you risk having the same response again.

Because it can be difficult to identify your own emotional triggers, it may be useful to ask some trusted colleagues for feedback on what they have noticed about your emotional triggers, such as:

- situations at work where you have demonstrated strong or 'out of proportion' emotional responses
- people at work who tend to generate a strong emotional response in you
- negative impacts of your strong or 'out of proportion' emotional responses (for example: heightens conflict, damages morale, causes anxiety among team members).

It is important to ask for feedback on your emotional triggers from colleagues who know you well. They will be best placed to comment on patterns of behaviour.

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 during 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 and analysing emotional stressors in the workplace

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.

Example

Becoming 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 making mistakes for which she could be criticised.

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.

Practice Task 2

Question 1

Consider the factors in this table that demonstrate personal and social competence. Place a tick inside the relevant box to 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				
Relationship management	Inspiring leadership				
	Influence				
	Developing others				
	Change catalyst				
	Conflict management				
	Teamwork and collaboration				

Question 2

Define what is meant by an 'emotional trigger'.



1C Identify methods for responding to emotional stressors

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.

It is important that you learn how to effectively and constructively manage your emotional responses to people or situations in the workplace.

Manage your own emotional responses

When you try to manage your own emotional responses, you should always manage your physical reactions first.

Physical reactions prompted by emotional responses include accelerated breathing and 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 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.

Emotional trigger	Positive response	Negative response
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	Conduct 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.

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. Self-reflection can help you respond to and manage emotional stressors. Reflective practices 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.

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 in developing or improving on leadership strengths
- have self-assurance about the things you are doing well.

Alleviate workplace stress

Your ability to remain calm in stressful situations makes it easier for your colleagues to remain calm too.

It is important for you to discover ways to manage and reduce your own stress levels to ensure your physical and emotional wellbeing, and to help your colleagues with that also. 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 are contributing to stress levels, you should take prompt action to alleviate this, such as speaking to your manager. If you are a manager and concerned that your team's responsibilities are contributing to stress levels, actions you could take to address the situation include: 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

Reduce personal workplace stress by:

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

Reducing team workplace stress

Reduce team stress by:

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

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 own 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 communicate better 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 equally important to learn to read non-verbal cues from others.

Respond to others as manager

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.

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

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
- personally attacking others
- 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
- listening attentively
- 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.

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.

Pay particular attention to how you respond to team members who are faced with a confronting situation or emotional trigger. The way you approach these situations can have a profound impact on their emotional responses. Your response can either reduce or strengthen the emotional response of the other person.

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 problem-solving.	Blame the worker and question their ability to do their job properly.
It's a worker's second month on the job and she seems 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 her succeed.	Point out that most workers are able to learn the tasks by this time.

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
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 on which you are basing your choices (possibly workload, seniority or job description). Thank the workers for 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.
A worker seems ashamed because he is receiving negative feedback from you about his 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.

Practice Task 3

Question 1

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

Question 2

Describe a positive action you could take in response to each of the following stressful workplace situations:

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

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

- c) A colleague encourages you to participate in an interesting new project but you are worried about falling behind on your current project.

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

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

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

1D Seek feedback on responding to emotional stressors

Eliciting feedback from others is a valuable tool in developing your own emotional intelligence.

The purpose of seeking feedback in these circumstances is to help you identify methods for effectively responding to your emotional triggers. This feedback will help you to manage and modify your emotions at work.

Employees who seek a full and accurate picture of themselves through feedback and self-reflection will be well prepared to address their strengths and weaknesses.

Importance of feedback

The path to self-awareness can be challenging because it is often difficult to see in yourself what others see so easily.

Seeking honest feedback is vital for developing your self-awareness. 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.

For people in leadership positions, feedback can encourage significant modifications in their approach to management, having a ripple effect into the team and generating important changes throughout the organisation.

Emotionally intelligent employees actively seek out negative feedback, understanding the value of gaining accurate views on how well they are performing. Less effective employees most often seek positive feedback to confirm their own self-worth. Soliciting negative or constructive feedback is vital to an employee's continued growth and effectiveness in the workplace.

Feedback can be:

- formal or informal
- verbal, written or digital
- public or private
- ongoing or once-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.

Good practice tips for soliciting informal feedback

- Ask good questions relating to your performance, even if such questions elicit negative as well as constructive 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. It can also be gratifying to see that your colleagues appreciate your efforts.

Feedback in performance reviews

- Any kind of performance feedback needs to be given carefully, especially if it is negative. Feedback that constitutes part of a performance review can have an impact on an individual's career and advancement prospects and, in many cases, their earnings (if performance reviews are linked to bonuses or salary).
- Positive and negative feedback needs to be given constructively. Try to give examples and 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; instead 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.
- If you are a manager, take the time to acknowledge the efforts of groups, individuals or the whole team in meetings where colleagues or more senior staff are present. This is an excellent way of showing people that their contribution is important and valued.
- This kind of feedback involves explaining to the people or person involved just what their hard work means and how they have made a difference.

Example

The importance of feedback

Stephen is the store manager at a large retail chain store. He effectively fulfils the requirements of his job description without fault or complaint. However, his management style has been criticised by 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 because they think he may take it 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.

Seek feedback on emotional triggers and stressors

It can be difficult to give and receive feedback in any circumstance, let alone when it comes to something as complex and emotional triggers and stressors.

If you are using a specific tool to assess your strengths and weaknesses, it will include questions or topics for you to address during your feedback session or for your colleagues to complete in their own time.

An important topic to ask your colleagues about is the methods they use for managing and responding to emotional stressors. Some types of emotional stressors are more common in certain industries including:

- **Health services:** staff in health services are exposed to numerous factors that can cause emotional stress, including long working hours, shift work and high rates of bullying and harassment
- **Emergency services:** staff in front-line emergency service roles are at high risk of emotional stress due to their exposure to traumatic events and life-threatening incidents
- **Small business:** people who run their own small business experience multiple challenges that can lead to emotional stress due to factors such as feelings of isolation, difficulties with work-life balance and dealing with multiple roles.

By asking your colleagues about the methods they use to respond to emotional stress, you may gain insights into how you can effectively respond to emotional triggers in your workplace or industry.

Practice Task 4

Question 1

List three ways that you can solicit feedback about your job performance.

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

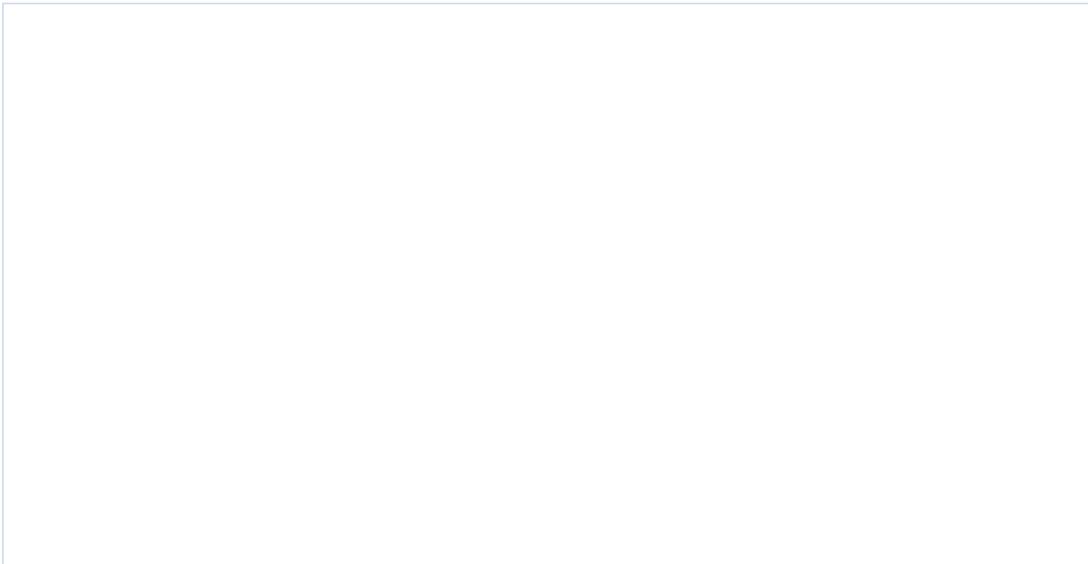
- Emotional intelligence is the ability to monitor your own and others' emotions in a social or work environment, and to use this information to guide your thinking and actions.
- Emotional intelligence incorporates four dimensions: self-awareness, self-management, social awareness and relationship management.
- 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.
- Social awareness involves demonstrating empathy and respect for colleagues and 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.
- There are a number of ways in which someone can gain insight into their own 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.
- Everyone has their own unique emotional triggers; these are the situations or circumstances that cause us to feel emotions such as fear, anxiety or sadness.
- By modelling constructive behaviours and eliminating destructive behaviours, you demonstrate to your colleagues how to channel their emotions effectively.
- Self-reflection and feedback from others are valuable tools in developing your own emotional intelligence.

Learning Checkpoint 1

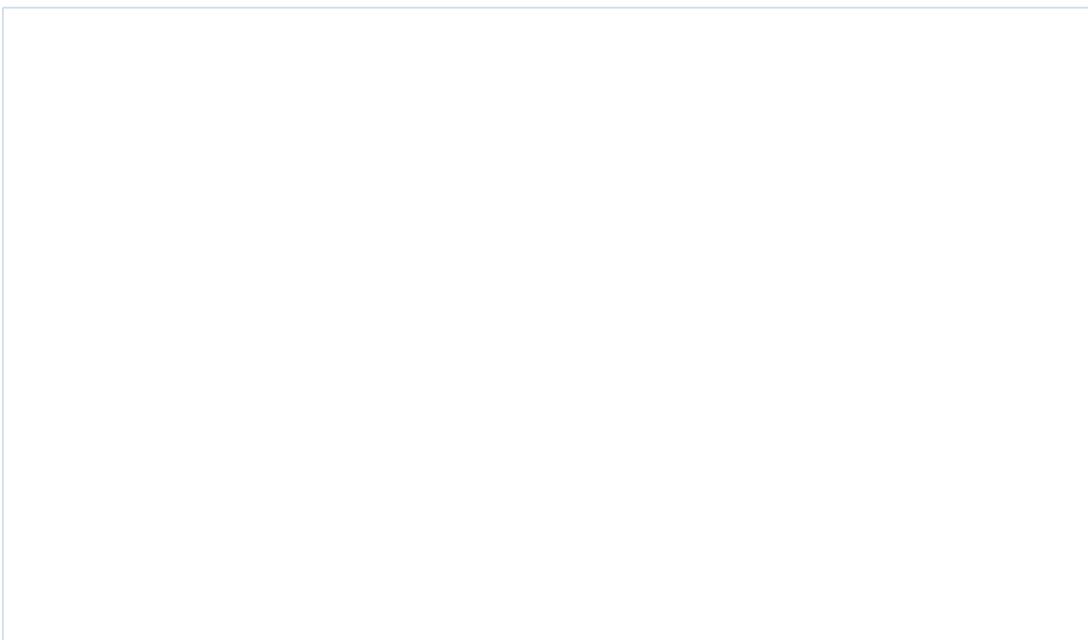
Prepare to develop emotional intelligence

Part A

1. Describe three methods that can be used to assess emotional strengths and weaknesses.



2. Identify three documents or standards you might use to develop criteria for assessing your emotional strengths and weaknesses.

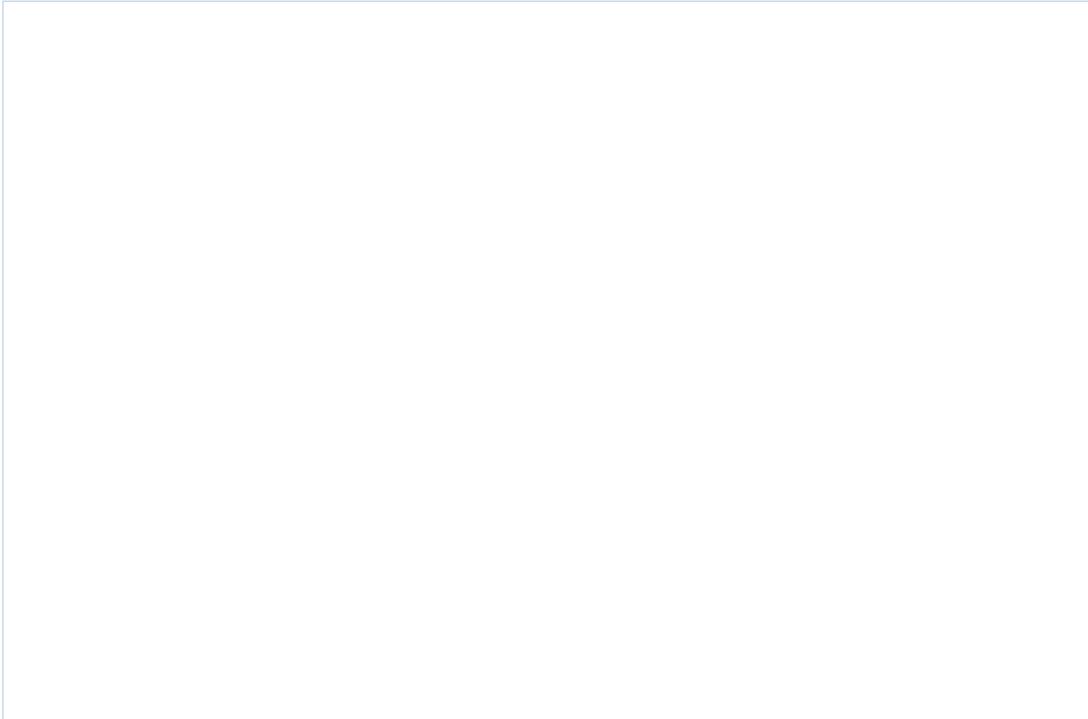


3. Complete the table below by identifying and briefly describing the four principles of emotional intelligence.

Provide at least one example of strategies used in the workplace to uphold each principle.

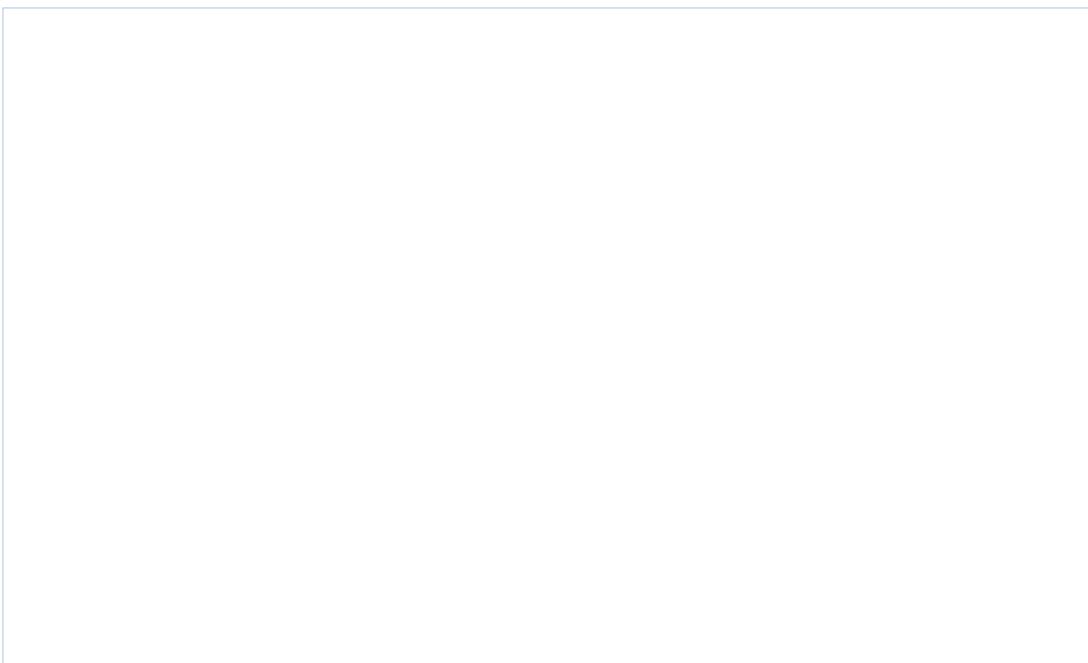
Principles of emotional intelligence	Strategies used in the workplace

4. Identify two questions you could ask yourself to identify your personal emotional triggers in the workplace.



5. There will be times in the workplace where you find yourself responding and reacting to emotional triggers either positively or negatively.

Identify three good practice tips for seeking feedback from your colleagues regarding your response in these situations.



Part B

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

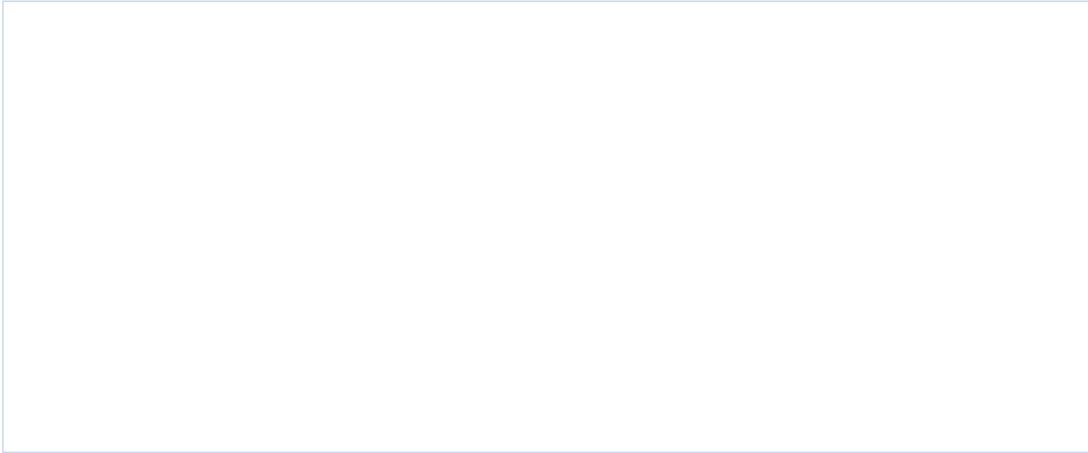
Case study

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.

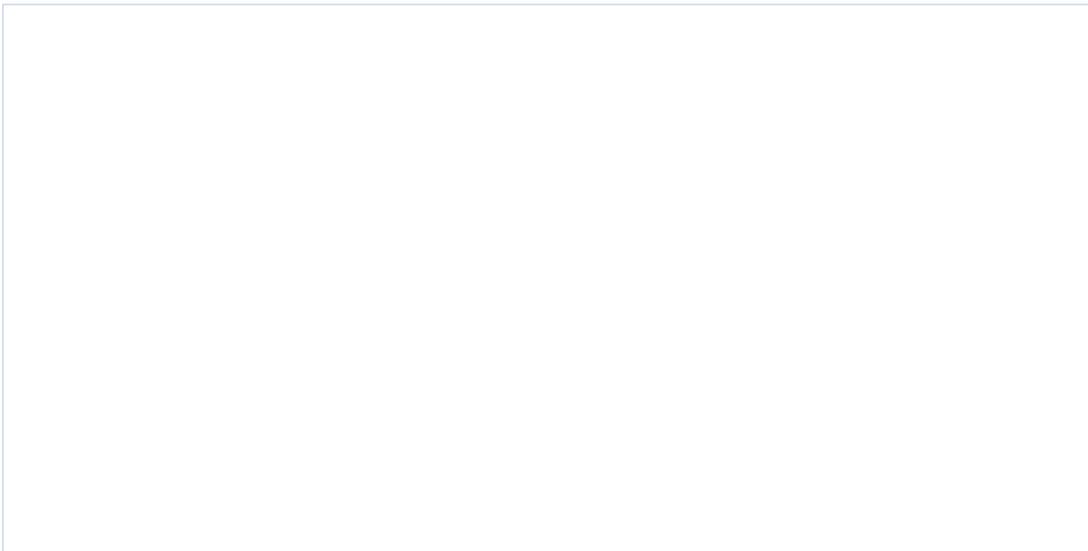
After receiving anonymous feedback from his team members, Pierre's line manager, Cameron, asks to meet with him to discuss the results. The results indicate that Pierre displays an excellent drive to improve performance within his team, setting measurable but challenging goals that motivate his team 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's uncontrolled emotions in the workplace.

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



3. Describe three steps that Pierre could take to help reduce his personal stress levels.





Topic 2 | Develop emotional intelligence

- 2A Analyse and document emotional responses
- 2B Develop a plan for identifying and responding to emotional expressions
- 2C Demonstrate flexibility and adaptability
- 2D Consider the emotions of others when making decisions
- 2E Consult with stakeholders to identify areas of improvement in own emotional intelligence

2A Analyse and document emotional responses

Our emotional strengths and weaknesses become apparent in our interactions with other people.

It is through our interactions with people, for example, that we demonstrate our ability (or inability) to empathise, or work as part of a team.

Analysing and documenting your emotional responses to your co-workers' actions and behaviour will help you become more self-aware and more socially aware. Taking note of how your co-workers respond to you will give you an insight into how you interact with others.

Emotional responses in the workplace

Emotional responses typically relate to specific events or occurrences and are powerful enough to disrupt thought processes.

Emotional responses differ from moods. Moods are more generalised feelings or emotional states, lacking a contextual stimulus and not sufficiently intense to interrupt ongoing thought processes. You will need to understand the difference between emotional responses and moods in order to analyse and document your emotional responses to co-workers.

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, happiness) 	<ul style="list-style-type: none"> More general in nature (positive or negative)

Monitor emotions in the workplace

Many people struggle with identifying their feelings.

Susan David, author of the book *Emotional Agility*, recommends three methods to get an accurate sense of your emotions in the workplace.

1. **Broaden your emotional vocabulary** – take a moment to consider the most appropriate word to describe it. Is it frustration, or annoyance? Do you feel rejected, or vulnerable?
2. **Consider the intensity of the emotion** – rate the feeling on a scale from 1 to 10. How deep is the emotion? How urgent does it feel?
3. **Document your emotional experiences** – writing about difficult emotional experiences can help you process your emotions.

Documenting your emotional experiences at work can also help you recognise patterns in your emotional responses, which can help you better manage your emotions at work. You can document your emotional experiences and responses in a journal, diary or notebook or any other method that feels comfortable to you.

Take note of emotional triggers

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

When analysing your emotional responses with co-workers, you should examine your emotional triggers. Over the course of a few weeks, consider how you respond to the following situations – all of which are common emotional triggers in the workplace.

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

Common emotional triggers in the workplace

Lack of leadership or management

Harassment or discrimination

Poor communication strategies

Leaders who micromanage their staff

Keep a record of those situations that generated especially strong emotional responses. How did the situation make you feel? How did you behave as a result? Use the three methods described above to help you better identify and understand your feelings.

At the end of those weeks, review what you have written. Do you notice any patterns? What do those patterns tell you about how your emotional responses affect your interactions with your co-workers?

Emotional cues

An emotional cue is anything said or done that signals a specific emotion.

Emotional cues can be non-verbal, which are demonstrated in a range of ways. Paying close attention to the non-verbal emotional cues that you use, and that your co-workers use, will give you an insight into how you interact with others.

Over the course of a few days or weeks, keep a record of the emotional cues you notice yourself using, and those that your co-workers use when they interact with you. Again, review what you have written after a few days or weeks. Do you notice any patterns? What might those patterns tell you about how you interact with your co-workers?

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 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.

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.

Paralanguage

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

Gestures

A gesture is a physical movement expressing a particular emotion, opinion or idea. For example, if an individual displays distracting mannerisms, such as fidgeting, finger-pointing, tapping, wringing hands or scratching, this may indicate that they are distracted or nervous.

Example

Analysing and documenting co-worker interactions and responses

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.

Stuart wants to get a better understanding of his emotional responses and triggers at work. He has started to pay attention to his emotional responses and triggers in the workplace. At the end of each day, he uses a notebook to document situations where he had a strong emotional responses or emotional trigger.

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 that he often feels angry and frustrated. As a result, he can behave in a way that could be interpreted as blunt or even rude.

Stuart has also paid attention to the non-verbal cues that Naomi displays. 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.

When reviewing the notes in his notebook, Stuart notices that his frustrations with Naomi may be related to her poor communication skills. He realises that poor communication is an emotional trigger for him, which may be why he behaves the way he does around Naomi. Stuart suspects that Naomi's emotional cues may indicate that she is intimidated by some members of staff and also that she feels overwhelmed by her role.

Practice Task 5

Question 1

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 2

What are the three methods for getting an accurate sense of your emotions in the workplace?

2B Develop a plan for identifying and responding to emotional expressions

It is essential that you know how to effectively identify and respond to the emotional expressions of your colleagues and team members.

Using emotional intelligence to recognise and respond to the emotional expressions of your colleagues and team members will help you manage the demands of your work and support your team.

Practising empathy helps employees get along well with people of diverse backgrounds and cultures. Emotionally intelligent leaders are attuned to subtleties in non-verbal language and understand the importance of a diverse workforce.

Planning

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

It involves employees making a judgment about their knowledge, skills emotional strengths and weaknesses. When managers develop plans, they need to consider the knowledge, skills, strengths and weaknesses of their team.

Suppose you were a manager and about to take on a new team member. What would you do to help integrate this new person into your team? When developing a plan to respond to emotional expressions, you might need to consider:

- how you or your team could develop their ability to pick up emotional cues
- how you or your team could communicate openly and sensitively with this person to make sure they were included in the conversation and the decisions made by the team.

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

Use emotional intelligence to identify and respond to emotional triggers, cues and states

Paying attention to the emotional triggers, cues and states of your co-workers will help you better understand their emotional strengths and weaknesses.

Being aware of other people's emotional states may also provide you with an opportunity to help another person develop their emotional intelligence and work on some of their weaknesses.

For those in leadership and management positions, it is important to recognise that the way 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.

‘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.

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.

Deal with change

As a manager, you can use emotional intelligence to support your team members through organisational change.

Another situation where managers may need a plan for responding to emotional responses is during periods of organisational change. How might your team react in that situation (for example, with shock, retreat or passive acceptance)? How might you effectively respond?

Being able to challenge the status quo and champion new ways of doing things are valuable skills for a manager during periods of organisational change. Sometimes it will be necessary for managers to be strong advocates for change, even in the face of opposition.

Some practical ways to help you effectively manage and respond to emotional responses during periods of change are outlined here.

Consult with team members and their representatives

- 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 feeling shock, retreating from the situation, rejecting the change, passively accepting it, displaying a willingness to learn more or challenging certain aspects of the change.
- 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.

Diversity in the workplace

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

A number of terms that are key to understanding diversity in the workplace are outlined 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 for 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.

Culture and emotional expression

When developing a plan to identify and respond to emotional expression in the workplace, it is important to understand the impact of culture on emotional expression.

Different cultures have different ways of expressing their emotions. For example, in some cultures people 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.

Managers and leaders use emotional intelligence to identify, understand and respond to the cultural differences in emotional behaviours within their 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 how culture can influence emotional expressions.

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 of managers and leaders

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 own interpersonal communication style, and support others in their own adjustment process, to ensure all workplace communication is culturally appropriate in relation to the expression of emotions in the workplace. Tailor-made communication policies and strategies ensure each individual feels a sense of connection at 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 other staff or customers
- fostering a workplace culture of empathy and tolerance
- actively seeking to break down cultural barriers by implementing flexible work practices, job sharing 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.

Tips for communicating with people from diverse backgrounds

Use active listening skills and verbal encouragement to show you are listening; ask questions to clarify information.

Ensure your body language indicates to the individual that they have your full attention; it needs to be appropriate according to the individual's cultural preferences.

When speaking, be patient and polite and use suitable industry terminology; avoid jargon and colloquial language where possible.

Build rapport by showing empathy, interest and understanding.

Accommodate language differences by obtaining a translator or using technology to translate business communications.

Try not to make assumptions based on stereotypes; this could lead to false or negative assumptions about the individual.

Be aware of negatively biased tendencies you may have; make a conscious effort to learn more about a particular individual or group.

Where appropriate, seek input from people representing diverse groups or perspectives during decision-making processes.

Request peer feedback as to any potential patterns of preference you may be displaying in your communication technique.

Example

Developing a plan for identifying and responding to emotional expressions

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 6

Question 1

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

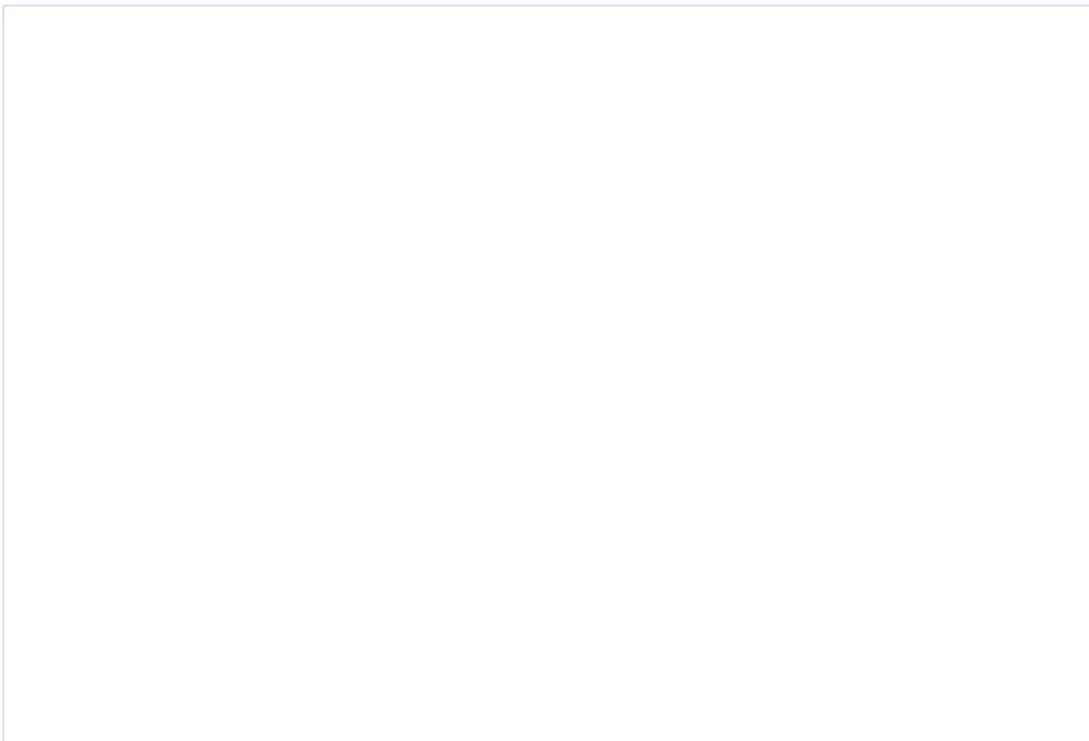
Question 2

List and describe two culturally competent behaviours you display in your role as a manager in order to show empathy and 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 Demonstrate flexibility and adaptability

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.

Techniques that demonstrate flexibility and adaptability

Adaptable and flexible employees quickly adjust to new challenges and are responsive and open-minded when faced with new data and information.

Emotional intelligence builds and enhances flexibility. Flexibility is especially important for workplace leaders and managers because it helps them handle the wide-ranging demands of running a team or an organisation without losing energy or focus. In other words, a flexible and adaptable manager is comfortable with the inevitable uncertainties of organisational life.

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

Techniques that indicate flexibility and adaptability	Examples of how these techniques can be applied
Prepare back-up, alternative options	<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. ▪ Be aware of who might be in the discussion and what alternatives or objections they may have, and look at alternative options to address these if required.
Provide alternative solutions	<ul style="list-style-type: none"> ▪ Bring the warring 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. ▪ Use established methods for resolving conflict, including arbitration, mediation, negotiation, self-reflection and joint feedback sessions.

Techniques that indicate flexibility and adaptability	Examples of how these techniques can be applied
Take on challenges, tasks or projects when the work is urgent and important	<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 among your team. ▪ Work with others to acknowledge feelings and create a positive work environment.
Be cooperative and helpful when transitioning into a new or expanded role	<ul style="list-style-type: none"> ▪ New roles can mean many things, such as taking on new responsibilities, reporting to new people and having new people reporting to you. ▪ Some people may require extra 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.
Be ready to make quick decisions when faced with unexpected challenges	<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.
Adapt your interpersonal style	<ul style="list-style-type: none"> ▪ People have different preferences for how they receive information; some prefer it in writing, 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.

Techniques that indicate flexibility and adaptability	Examples of how these techniques can be applied
Listen to the needs of your colleagues	<p>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.</p> <p>Acknowledging how your team feels will help you plan how to cope with change.</p> <p>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.</p>

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 if she is 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 from the director to implement a solution for Janet. Initially, the director says that it's 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 effect it has on productivity and morale. Le Mai outlines the potential benefits of allowing 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.

Understand different perspectives

To understand different perspectives, we need to be flexible and adaptable.

This requires empathy: 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 person's perspective. Developing the ability to understand other people's perspectives is an important aspect of developing emotional intelligence.

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 plays 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.

Having empathy and an understanding of employees' emotional investment in a situation can result in emotional responses being contained and all parties developing 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 because she's 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's exciting and I've learnt many new skills.
- I've 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 because I've invested a lot of time and energy into its success.
- I don't feel like my manager is acknowledging my efforts.

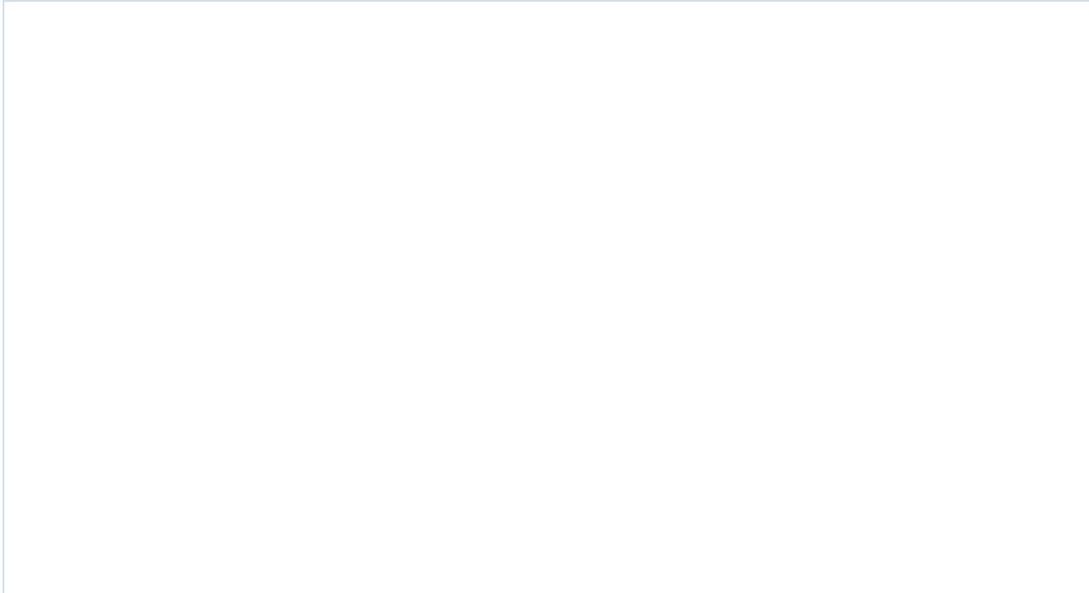
Steve and Helen meet. Steve states his position and Helen becomes visibly upset, asking for another week to tidy up some project tasks. Steve refuses and says the change must occur tomorrow, and then ends the meeting.

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.

Practice Task 7

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 that 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 employees display social awareness and empathy by acknowledging the emotions of others and being thoughtful of their feelings. Emotionally intelligent managers make decisions that take the feelings of others 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. Nevertheless, the particular emotion influences the decision-making process incidentally.

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

- Improve your listening skills and look for 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 your own feelings and 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.

Decision-making processes

When making a decision 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 team members choose a decision-making process leader for that particular issue.

Example

Considering 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 relating to working on Christmas Day. He hopes that by displaying empathy towards his team members, they will respond to each other in the same way and negotiate an outcome that is endorsed by the team as a whole.

Practice Task 8

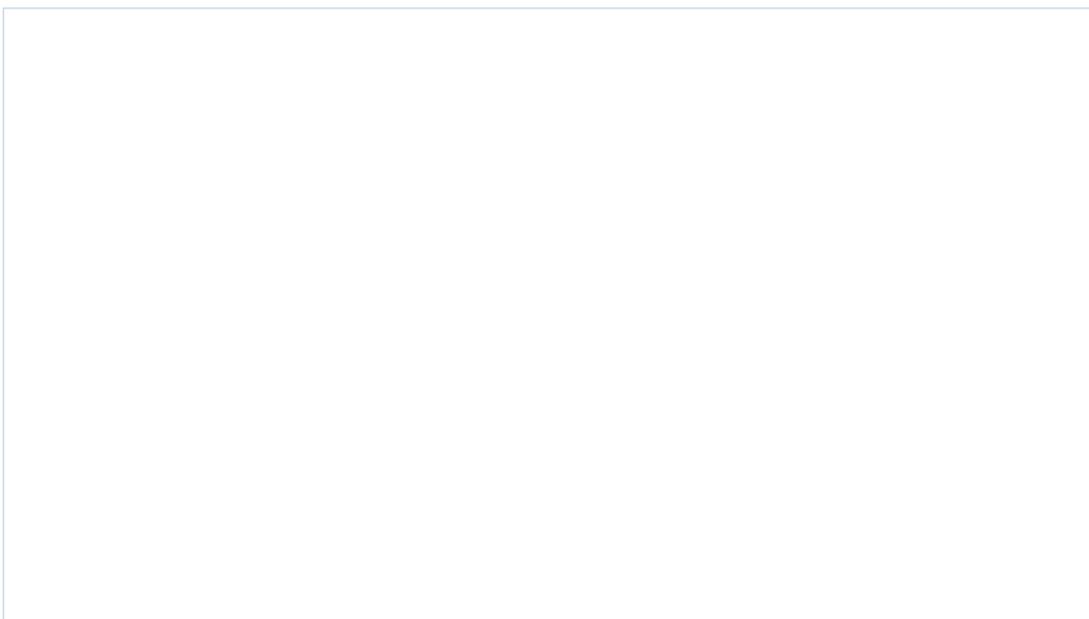
Question 1

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



Question 2

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



2E Consult with stakeholders to identify areas of improvement in own emotional intelligence

Improvements should not only focus on the ability to do tasks but to ensure your personal and professional growth.

Finding opportunities to ask questions and talk with a supervisor about your performance is an important part of your professional growth. The aim of these discussions is to offer you support and encourage you to continue to learn and develop your personal skills.

You can also ask your supervisor to help you evaluate your progress towards set goals, specific areas for improvement or techniques you can commence using with your team. Their feedback can help you to further develop and form positive working relationships with others. Discussions may help you to develop a plan to help you to achieve your goals or implement the improvements you have identified that can be made.

Peer evaluation

Ask your peers for their opinions.

Often another person's ideas can help you start a new train of thought, or think about techniques or strategies that you hadn't considered before.

Peers are able to provide feedback on aspects of your work based on the time they spend working directly with you. They have the unique opportunity to understand you from a close working viewpoint.

Peers can provide feedback relating to your:

- personal characteristics
- relationship to others in the workplace
- ability to take responsibility and share tasks
- overall professional attitude.

Self-evaluation

Self-evaluation is a process that involves looking at yourself and rating the quality of your own work.

It involves looking at what you are doing, analysing its effectiveness, and changing to create a more suitable outcome or practice. Self-evaluation is a process that helps you to identify your strengths and weaknesses, and where you may be able to improve or extend your knowledge, skills and experience. The insights you gather about yourself and your interactions with others, can be used to develop your emotional intelligence skills.

Self-evaluation can occur in a number of ways, some of which are outlined here.

Informally
Self-evaluation is part of everyday practice as you communicate with others, make decisions and gain an increasing understanding of your team, your reactions and the ways you interact with others.
Formally
Self-evaluation can be discussed in consultation with a supervisor. They can help you to highlight what has worked well and areas in need of improvement. You can discuss examples and situations that demonstrate your strengths and identifies your weaknesses. You can discuss planned strategies and ways to improve.

Documenting your reflections

Self-evaluation often includes the process of critical reflection.

Critical reflection occurs when you analyse and challenge your ideas, or the common-sense beliefs that underlie your thoughts and actions. It allows you to assess the appropriateness of your thinking according to real experiences, and to use this to inform your future actions and practices.

Critical reflection is an ongoing process of reflection and change.

When a situation challenges your beliefs, ask yourself the following questions:
▪ What happened?
▪ How and why did it happen?
▪ How do you feel about it?
▪ What have you learnt from this?
▪ What is the significance of this?

- | |
|---|
| <ul style="list-style-type: none"> ▪ What will you do next? |
| <ul style="list-style-type: none"> ▪ How will this alter your future actions and values? |

You can share records you have kept or your thoughts on ways you would like to improve during a discussion with your supervisor.

There are several ways to record your thought and feelings. This might include:

- Journal documentation, diaries or reflection logs used to record your thoughts and feelings
- Structured discussion with a supervisor on a regular basis
- Unstructured discussion such as general conversations with colleagues
- Checklists with a list of things you want to improve or relationships that need to be improved

Areas of improvement

Evaluation leads to personal development.

When you have consulted and reflected on conversations with a supervisor, you have identified areas that can be improved.

Here is a list of some of the areas you can improve.

Self-awareness	Awareness of: <ul style="list-style-type: none"> ▪ personal behaviour ▪ personality traits ▪ different learning styles ▪ professional standards.
Self-management	Ability to: <ul style="list-style-type: none"> ▪ apply knowledge, skills and ethics relevant to current industry and professional standards, codes of ethics and codes of practice ▪ understand and implement relevant organisational policies, plans and procedures ▪ set personal goals ▪ measure own performance ▪ manage time effectively ▪ establish a personal development and/or work plan ▪ ask for, analyse and interpret feedback ▪ communicate effectively, including receiving and analysing feedback and reporting.

Social awareness	Ability to: <ul style="list-style-type: none"> work with an awareness and sensitivity to conflict, culture and context work to increase social justice issues and respond to inequality and discrimination analyse culturally different viewpoints and take them into account in personal development and professional practice.
Relationship management	Ability to: <ul style="list-style-type: none"> relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities manage or seek support to manage complex ethical issues or dilemmas apply skills of negotiation, communication and decision-making.

Recognising limitations

Understanding your limitations can highlight areas for improvement.

We all have strengths and weaknesses. Understanding your limitations is an important step in self-awareness.

Every individual has limitations in some areas. Some examples are presented in the following table.

Personal behaviour	You may find it difficult to: <ul style="list-style-type: none"> wait remain calm in a conflict or difficult situation.
Personality traits	You may find it difficult to: <ul style="list-style-type: none"> adapt to change understand the ideas of others develop lasting relationships trust others understand the views of others.
Motivations	You may need: <ul style="list-style-type: none"> extrinsic motivation – motivation from others praise an incentive or reward constant recognition.
Emotions	You may find it difficult to: <ul style="list-style-type: none"> remain impartial, fair or unbiased maintain professional boundaries understand all of your feelings.

Practice Task 9

Question 1

Which of the following statements are benefits of consulting with others to identify improvement areas? Tick all that apply.

- Peers can provide feedback about your professional relationships.
- Supervisors can help develop a plan to implement improvements.
- Consulting about ways to improve creates a lot of additional work
- Staff can be asked to keep a journal on your performance.
- Supervisors can comment on your personal relationships and offer advice.

Question 2

List four areas of improvement to your own emotional intelligence.

Summary

- Showing empathy towards your team members allows you to recognise and appreciate their emotional strengths and weaknesses.
- 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.
- Emotionally intelligent leaders are attuned to subtleties in non-verbal language, and understand and appreciate the importance of a diverse workforce.
- Demonstrating flexibility and adaptability when responding to the emotional states of team members promotes an environment of trust, innovation and 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.
- Consult with a supervisor or experienced colleague to identify areas of improvement for your own emotional intelligence.

Learning Checkpoint 2

Develop emotional intelligence

Part A

1. List and describe three common emotional triggers in the workplace.

2. Identify three non-verbal emotional cues.

3. Describe how you could document the emotional responses of co-workers.

4. Describe three culturally intelligent communication behaviours for responding to the emotional cues of people from diverse backgrounds.

5. Identify two ways a manager could manage and respond effectively to the emotional responses of their team during a period of organisational change.

6. Identify two important considerations to keep in mind when trying to understand another person's perspective.

Part B

Read the case study and then complete the questions that follow.

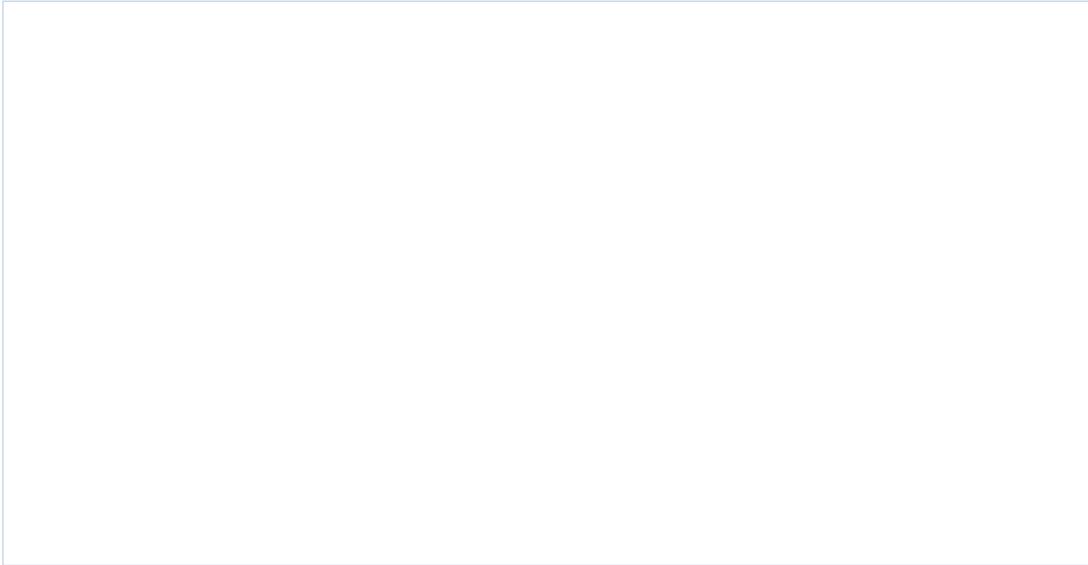
Case study

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.

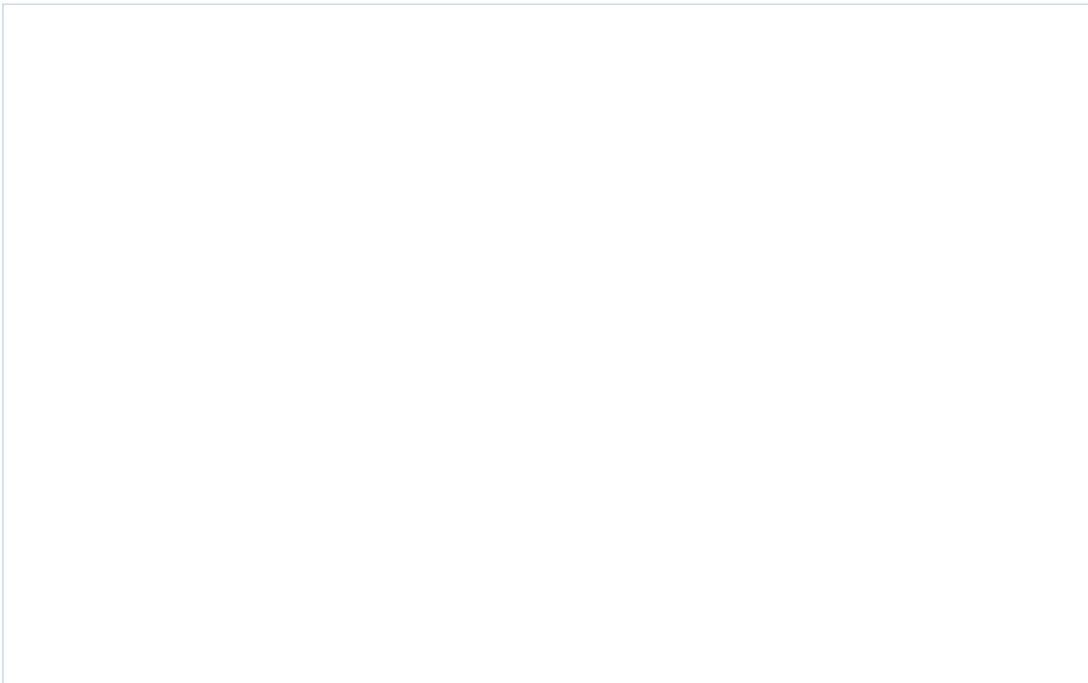
The organisation employs a diverse workforce to ensure team members relate to and understand the organisation's clientele. Anita is discussing with her supervisor new and innovative ways that she can use emotional intelligence to support her team members to successfully achieve workplace outcomes, improve 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.



4. Identify two examples of improvements Anita may discuss with her supervisor to further develop her emotional intelligence





Topic 3 | Promote development of emotional intelligence in others

- 3A Identify opportunities for others to express their thoughts and feelings
- 3B Help others develop emotional intelligence and understand the effects of their behaviour and emotions
- 3C Implement opportunities according to organisational policy and procedures

3A Identify opportunities for others to express their thoughts and feelings

An emotionally supportive workplace allows people to express their thoughts and feelings.

Creating an environment where people feel comfortable expressing their thoughts and feelings isn't easy. It requires a culture of trust and transparency – which takes time and effort.

Managers may struggle to create such an environment 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.

Openness and honesty in the workplace

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.

Michael Parke from the London Business School studied what happens in organisations where employees are encouraged to be open and honest about their feelings. His research concluded that these organisations benefitted in four key ways:

1. **Relational performance:** Stronger ties were established with colleagues.
2. **Productivity:** Team performance improved.
3. **Creativity:** The number of new and helpful ideas increased.
4. **Reliability:** Fewer mistakes and errors were made, particularly in high-pressure situations.

Here are some ways you could encourage others to express their thoughts and feelings during everyday informal workplace interactions.

How to encourage people to express their thoughts and feelings
<ul style="list-style-type: none"> ▪ Address feelings during team meetings and one-on-one discussions.
<ul style="list-style-type: none"> ▪ Acknowledge the feelings and emotions behind workplace decisions and achievements; encourage and support people to reflect on these.
<ul style="list-style-type: none"> ▪ Contribute to discussions; talk about how decisions and changes are affecting you and support your colleagues to do the same.
<ul style="list-style-type: none"> ▪ Encourage and support processes that encourage innovative ideas and approaches. If you are a manager, provide feedback on how team members' ideas were taken into consideration during decision-making processes – this makes people feel like their contributions are worthwhile.

While there is great value in providing team members with the opportunity to express their thoughts and feelings, this must be managed carefully. Inappropriate sharing and unconstructive discussions can damage relationships.

Here are some advantages and disadvantages of expressing feelings in the workplace.

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 ▪ Improves staff morale and job satisfaction through the sharing of positive emotions ▪ 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 bring 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

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.

Open communication

Aim to create a supportive environment with a multi-pronged approach that supports team members being 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 demonstrating open communication and providing opportunities for team members to express their thoughts and feelings in the workplace, you will foster a supportive team culture.

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, try to 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 said, while simultaneously underlining the essence of their message.

Open communication is essential when you are part of a team that needs to become more productive. Open communication helps team members collectively solve problems, address challenges and perform at their best.

Here are some tips you can use for communicating with and listening to others, and encouraging open communication in your workplace.

Tips for open communication and active listening skills

- Consider active listening training.
- Pay attention to verbal and non-verbal forms of communication – then feed 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 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.

Emotionally healthy workplaces

Emotionally healthy workplaces provide opportunities for teams and individuals to express their fears, frustrations and anger, and manage their emotional responses appropriately.

Many organisations embed emotional intelligence in their organisational structure, such as their organisational values, policies and procedures. In these organisations, 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.

To achieve an emotionally healthy workplace, managers need to be able to influence, inspire and motivate colleagues to achieve results. The same characteristics are important for teams as well. It is important for team members to become competent in personal emotional intelligence and embed this behavioural characteristic into the organisational culture in which they work. In other words, an organisation should be emotionally intelligent at all levels.

Below are some strategies to help create an emotionally healthy workplace.

Demonstrate that emotions are acceptable

It is important for managers and people in leadership positions to show that it is okay to express emotion in the workplace. 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 as acceptable behaviour by being sensitive to and supporting 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 proactively acknowledge the importance of 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. Encourage your colleagues and 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 colleagues and teams 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.

Encourage fun in the workplace

An emotionally healthy workplace should incorporate an element of fun. By giving teams opportunities to express themselves through play, managers can help team members 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, unsafe or offended.

Practice Task 9

Read the case study and 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 provide a sense of satisfaction with the product the customer purchased, lately the team has been mainly accepting returned goods or issuing refunds.

The team is feeling the pressure of receiving and handling negative customer feedback 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 two ways that you could create an emotionally healthy work environment despite the current situation.



3B Help others develop emotional intelligence and understand the effects of their behaviour and emotions

No matter how well 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 become free to grow both personally and professionally.

Whether you are an employee or a manager, there are many ways you can help develop your colleagues' emotional intelligence and raise their awareness of the impact of their behaviour and emotions on others. This creates opportunities for improved functionality within your team.

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 through others.

In *The emotionally intelligent team* (2007), Hughes and Terrell suggest a process for developing self-awareness in the workplace, as outlined here.

The process of developing self-awareness

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

Emotional intelligence and workplace relationships

All employees have a duty to help their teams meet organisational goals.

This means all employees are responsible for creating conditions in which their colleagues 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 supporting and 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.

To effectively build a team's emotional intelligence, managers need to have some specific knowledge and understanding about their team, as outlined below.

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 better 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 colleagues 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 people to do things differently based on careful consideration of the alternatives.

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

Self-reflective tasks and strategies

There is a variety of self-reflective tasks and strategies you could support or 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 tasks and 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 member that will elicit a deep reflective response. You may be surprised at the level of insight your team members have access to 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 own emotions

Erica is a retail branch manager at a state-based credit society. She has been asked by senior management to develop a strategy for organisational learning within her team. After a week of interviewing staff, Erica has been able to discover what is working well and develop some ideas for how learning could be organised more strategically 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.

Encourage 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.

Example

Practising emotional self-control

You are in a management position and 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 how he feels when leading the meeting, he states 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, 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.

Help others develop self-management skills

Helping others to developing self-management skills will facilitate a more optimistic work culture and happy environment.

When you and your team feel positive, you will be more resilient when faced with challenges.

How to help others develop self-management skills

- Demonstrate how to keep disruptive emotions and impulses under control, and to channel them in ways that improve team productivity.
- Help to create a culture of honesty, integrity and trust. If you are a manager, provide team members with forums to openly communicate their feelings and beliefs.
- Encourage your team to be flexible and adapt to organisational change by supporting them to overcome obstacles or multi-task without losing focus.
- If you are a manager, 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 to take initiative; explore how rules might be bent or changed to create better possibilities for the organisation's future.
- Demonstrate how to see the upside of every situation, respond positively to one another and promote an optimistic attitude in the face of challenges.

Example

Self-managing 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 over-reacting. 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.

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.

If you are 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.

Lead by example

One of the ways you can help build emotional intelligence in your team is by ‘leading 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. Practising and demonstrating positive thinking can help you encourage an inclusive and emotionally intelligent organisational culture. Here are some strategies to help you develop the habit of positive thinking.

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>

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.

Development opportunities

Another way to help build emotional intelligence in your team is to encourage and support development opportunities such as coaching and mentoring. This makes it possible for individuals and teams to achieve their goals and form positive working relationships.

Here are some examples of various development opportunities that could help individuals and teams build their emotional intelligence.

Coaching

Helping individuals perform at their best and motivating them to succeed and achieve their goals is the aim of good coaching.

Coaching can help employees who are having difficulties handling their emotions or behaviours in the workplace. 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.

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).

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.

- Mentors can be especially beneficial in helping employees who are experiencing problems with communication or interpersonal skills; however, anyone can benefit from being mentored by people with more experience than themselves.
- For a mentoring relationship to be beneficial, it should last for a reasonable amount of time. Ideally, the two people involved should have some common ground. A mentor should provide advice or supervision based on their own experience and expertise.
- 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. If you are a manager, you may need to explain why some team members have been assigned mentors and some have not, as mentoring can be considered a method of advancement. It can assist people at all levels in an organisation to realise their full potential.

As a manager, you can ask an experienced colleague whether they would like to become a mentor to one of your team. Ask them to explain to your team member the approach they take for dealing with a wide range of people.

Shadowing

Another strategy for helping your colleagues develop emotional intelligence is to encourage and support 'shadowing'. This means observing how another employee builds and manages their workplace relationships, manages their emotions and tackles work tasks. This approach is effective when learning how to respond appropriately to customers and clients in real-life situations.

Training

Encourage and support opportunities for your colleagues and team to undertake courses that will help them build and develop their emotional intelligence.

Formal emotional intelligence training will benefit employees who want to improve their relationships in the workplace. Training usually consists of both real and simulated exercises that show people 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 over-reacting 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 10

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.

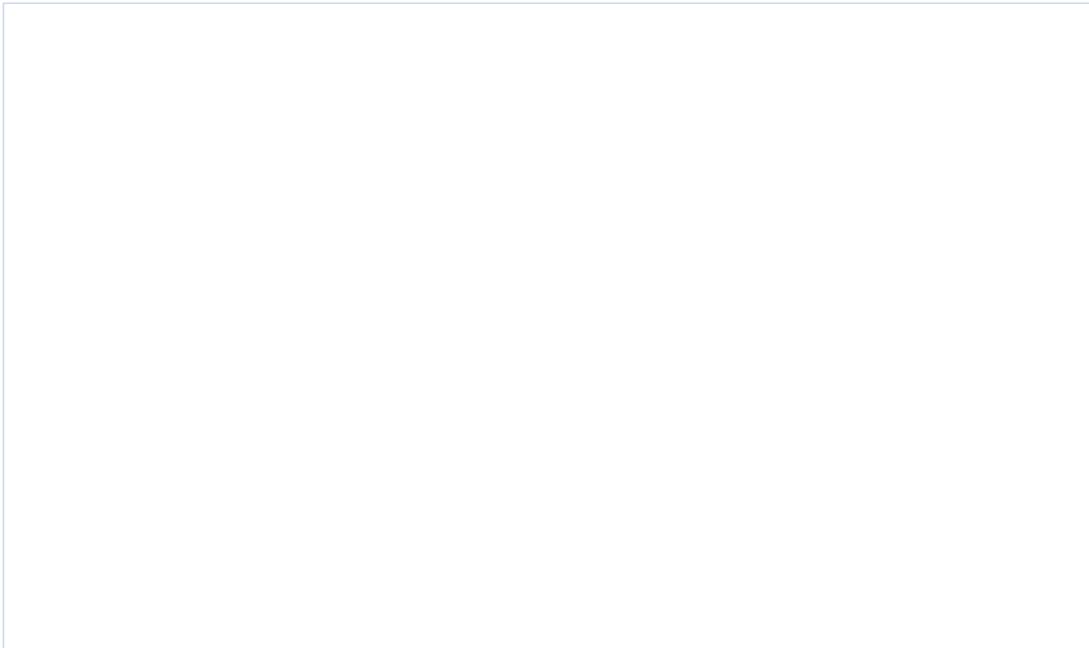
Question 2

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



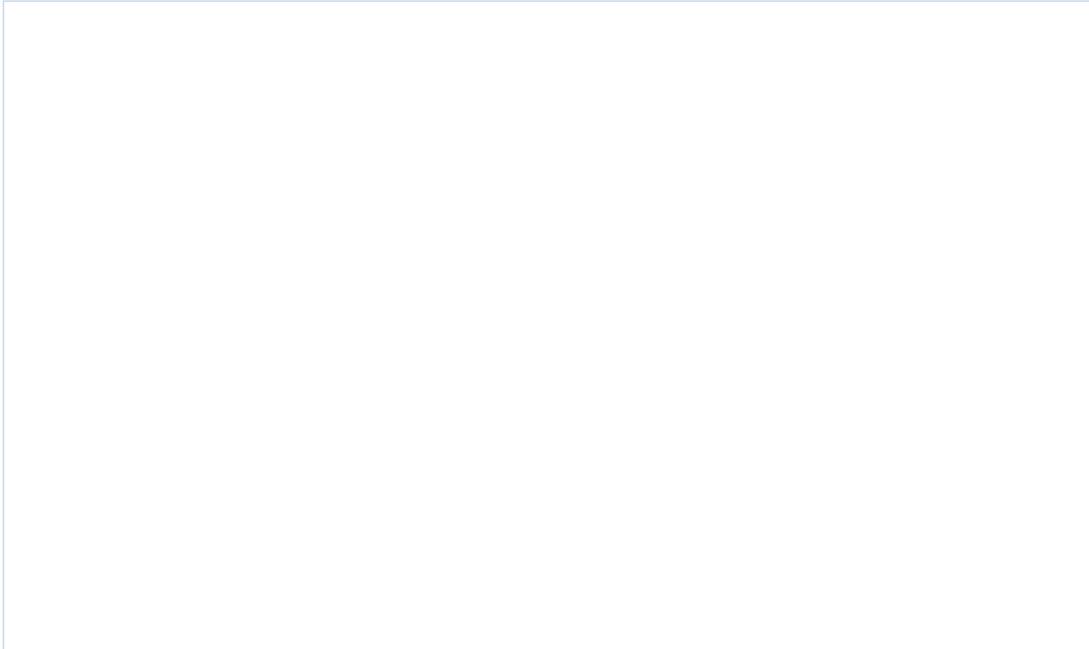
Question 3

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



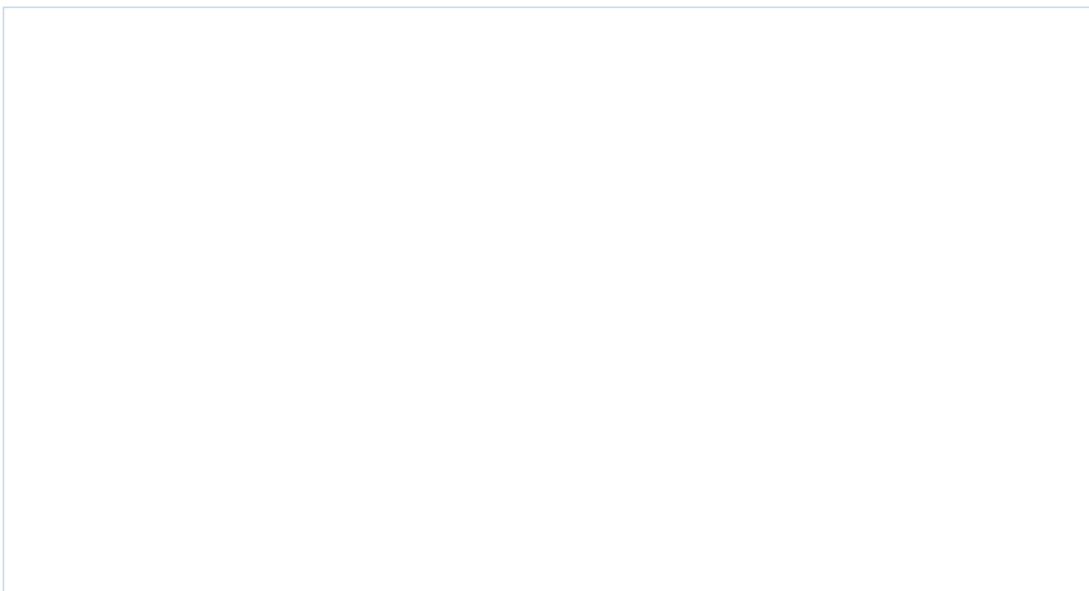
Question 4

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



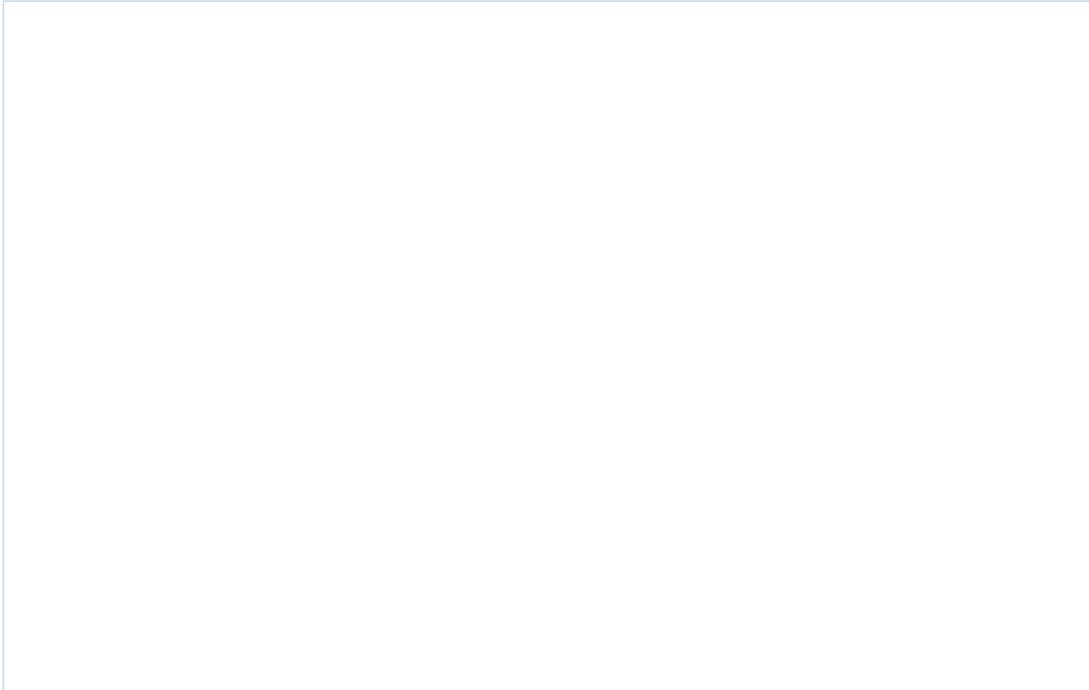
Question 5

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 6

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



3C Implement opportunities according to organisational policy and procedures

Organisational policies and procedures help to ensure organisations are meeting legislative requirements and managing risks.

These are the standards and values that underpin how the business operates and provide employees with guidance on appropriate activities and behaviours in the workplace.

Employees need to be aware of these organisational policies and procedures, especially when they are leading projects or implementing strategies.

Common organisational policies and procedures

The strategies and opportunities you implement to promote the development of your colleagues' emotional intelligence must align with your organisation's policies and procedures.

Most organisations have a range of policies and procedures, in addition to organisational values and a code of conduct.

A list of common organisational policies and procedures are described below, along with examples of how these policies and procedures could be breached when a manager or team leader is seeking to develop their team's emotional intelligence.

Common policies and procedures	Description	Examples of policy and procedure breaches
Bullying and harassment	The policies designed to prevent bullying and harassment and the procedures that need to be followed when a staff member reports bullying and harassment	A manager encourages his team to pursue mentoring opportunities within a company. When one of his team reports that her mentor – a senior manager in the company – has been bullying her, the manager asks the team member to talk about and reflect on how she feels about the situation, rather than immediately reporting it to the company's HR manager, as per company policy.
Data collection and storage	The policies designed to ensure organisations comply with privacy laws, such as how data is used and the methods used to protect the data	An employee takes up his manager's challenge to be innovative and take risks. To win over a new client, the employee takes a risk and emails them a snapshot of a customer database, breaching the organisation's policy on the use of customer data.

Common policies and procedures	Description	Examples of policy and procedure breaches
Emergency procedures	The procedures staff need to undertake during an emergency, such as the evacuation procedure	A team leader encourages her team to take initiative, explaining that this sometimes involves exploring how rules can be bent. During a mock evacuation procedure, some members of her team decide not to follow the instructions of the Chief Warden because they have important work to finish. When asked to explain their behaviour, the team members argue that they were demonstrating initiative.
Appropriate use of business resources	Acceptable use of technology such as computers and the internet, and policies on the use of social media	A manager encourages her team to set up a Facebook page where they can share photos of their pets. The strategy is designed to encourage fun in the workplace but when her team start accessing the page multiple times a day, they breach the company's policy on employees using social media during work hours
Recruitment	Policies relating to issues such as staff induction, probation, leave and redundancies	Seeking to demonstrate honesty, a team leader shares information with her team about upcoming redundancies in another branch of her company. By doing so, she breaches the company's procedure relating to how and when sensitive staffing information is communicated to staff.

Organisational policies and procedures relating to documentation

While undertaking your work, you may also need to follow specific organisational rules and requirements relating to documentation such as:

- progress reports
- performance review documents
- expense claims
- incident reports.

Some of these documents are used by organisations to meet legislative requirements, so it is important that they are completed in an accurate and timely manner.

Example

Providing corrective feedback

Max is the leader of a team of sales representatives at a wholesale retail company specialising in small home appliances. The team has recently gone through an especially stressful and demanding period due to significant organisational change. Max is trying to encourage his team to openly communicate their feelings and beliefs during team meetings.

During one meeting, one of the sales representatives, Tracy, says that she is still upset that two of her friends were retrenched during the organisational changes. Dom, another team member, says, 'I think you should be grateful that you still have a job. Stop whining and move on.'

'Hang on,' Max says to Dom. 'We need to treat each other with respect. Okay Dom?' Dom rolls his eyes and shrugs.

After the meeting Max pulls Dom aside to speak with him. 'Dom, the way you spoke to Tracey during the meeting was disrespectful.'

'I don't know why you're having a go at me,' Dom responds. 'I was doing what you asked us to do – communicate openly and talk about what we believe and feel.'

'Our company has a dignity and respect policy Dom,' Max replies. 'That means we need to always interact with each other respectfully.' Dom nods. 'I would like you to think more carefully before you respond to others during future team meetings. I can give you some tips on how you might do that if you're interested.'

Practice Task 11

Question 1

Identify two common organisational policies and procedures.

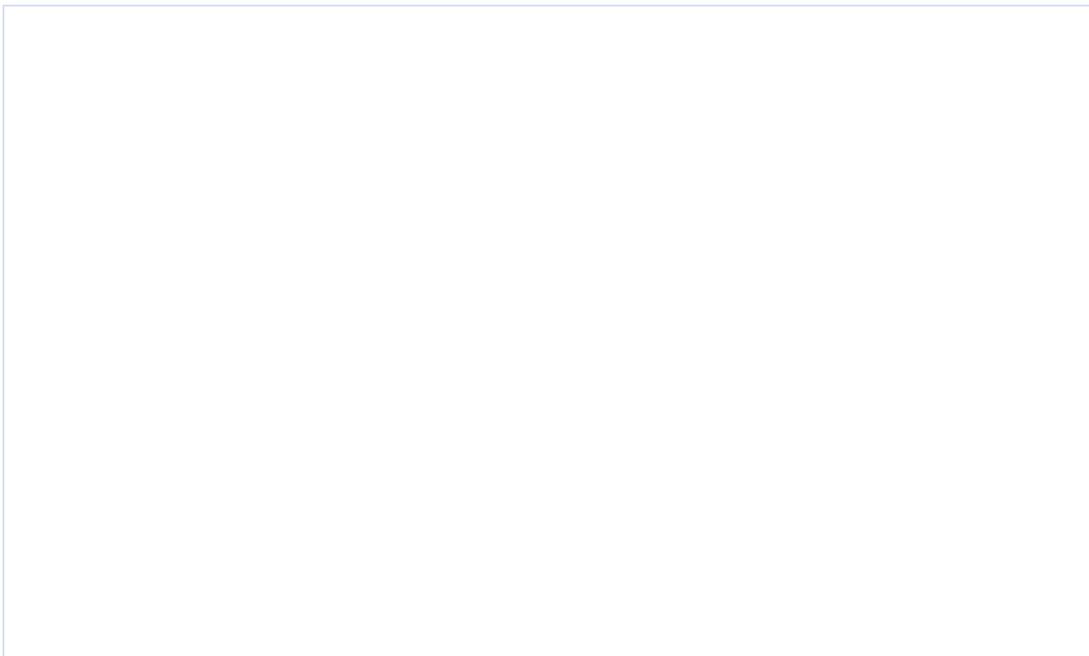
Question 2

Why is it necessary to complete workplace documents – such as expense claims and incident reports – in an accurate and timely manner?



Question 3

What documents might you need to complete when requesting additional training for your team members on emotional intelligence?



Summary

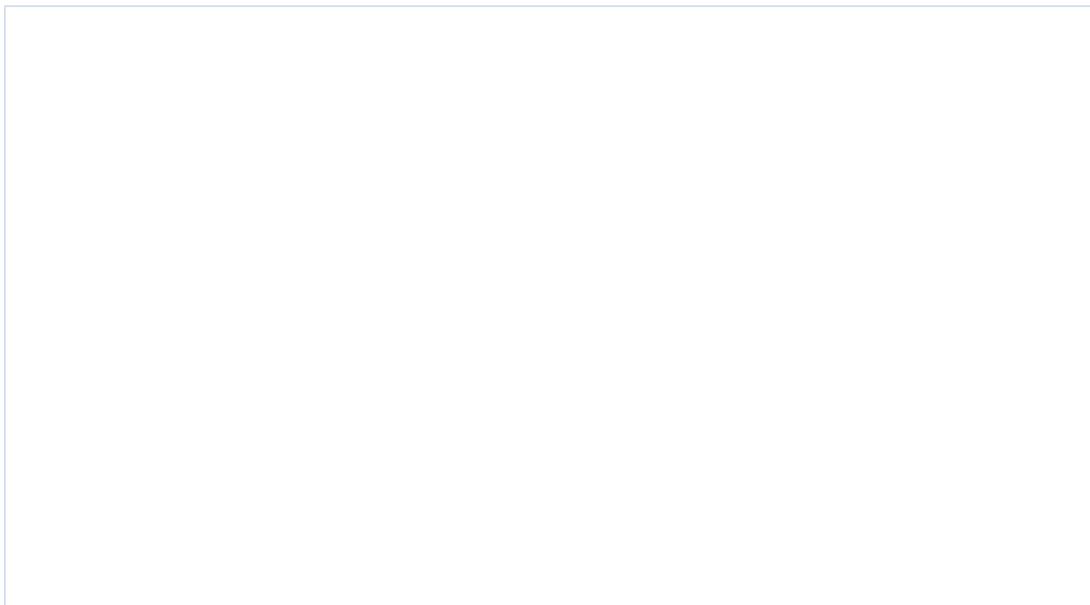
- Promoting the development of emotional intelligence in your colleagues helps them to understand and master the behaviours of success.
- Emotions guide individual choices and inspire particular behaviours in the workplace.
- Managers are better served by learning to handle emotions appropriately, rather 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.
- It is important to review and follow organisational policies and procedures when implementing strategies to develop the emotional intelligence of other people in the workplace.

Learning Checkpoint 3

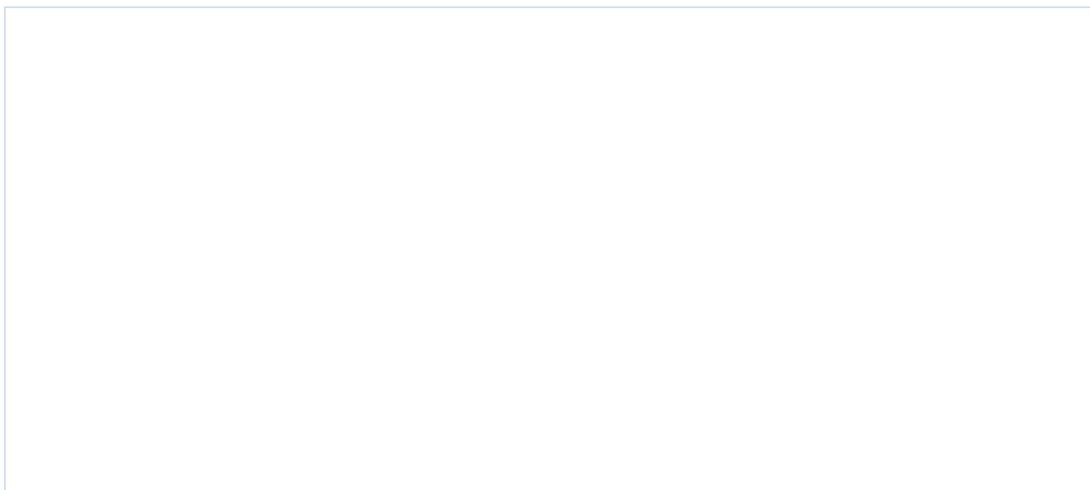
Promote development of emotional intelligence in others

Part A

1. List five workplace behaviours, structures or organisational practices that encourage employees to express their thoughts and feelings.



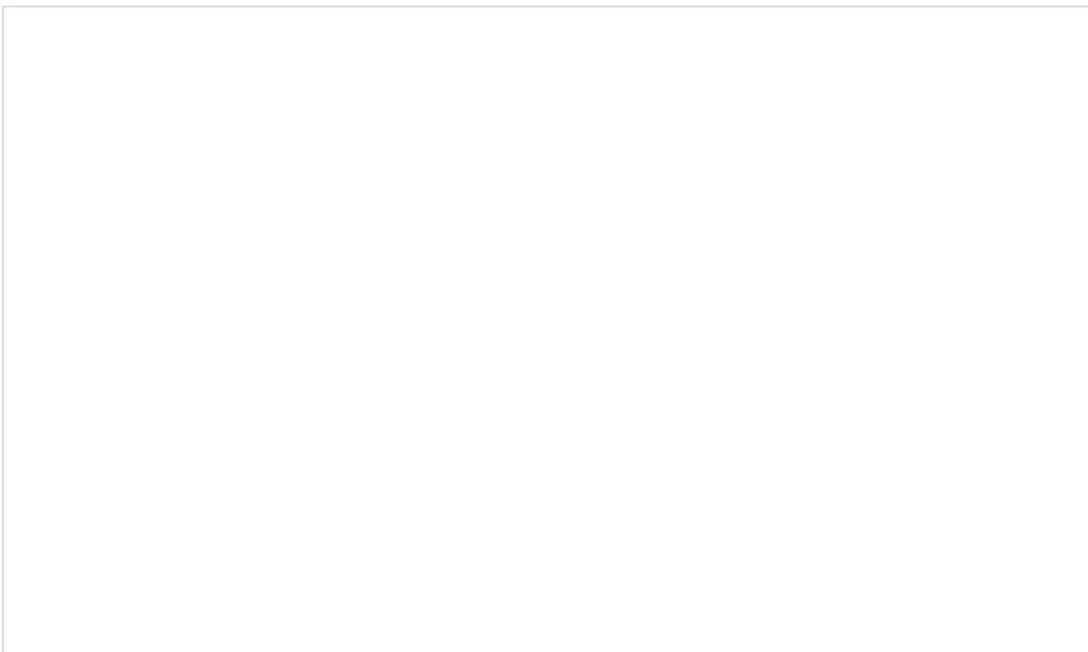
2. Identify two ways to encourage others to express their thoughts and feelings in the workplace.



3. Outline the process for self-reflection.



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



Part B

Read the case study and then complete the questions that follow.

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 speaking to his colleagues and is rude and dismissive to customers. You notice that his behaviour is lowering staff morale and team members are avoiding asking him questions that are important for achieving outcomes.

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

2. What opportunities or tasks could you implement to ensure Thomas is better able to manage his emotional responses with colleagues?