

# WEEK 5



# Learning Outcomes

- Differentiate emotions and moods
- Understand how to read emotions
- Explain gender differences in emotions
- Describe external constraints on emotions
- Apply concepts on emotions to OB issues



# Emotions

- **Emotions** - Intense feelings that are directed at someone or something
- When emotions are considered, the discussion is focused on strong negative emotions - especially anger - that interferes with an employee's ability to do his/her job effectively
- Emotions are rarely viewed as being constructive or able to stimulate performance-enhancing behaviours

# What Are Emotions?

- **Affect** - A broad range of feelings that people experience. It is an umbrella concept that encompasses both emotions and moods
- **Moods** - Feelings that tend to be less intense than emotions and lack a contextual stimulus
- For instance, if you dislike something, you feel angry which will influence your moods
- Emotions are object-specific. Moods, on the other hand, are not directed at an object. Emotions can turn into moods when you lose focus on the contextual object
- For instance, you show your emotion (anger, happy) at an object (colleague, boss)

# Emotional Labour

- **Emotional labour** - A situation in which an employee expresses organizationally desired emotions during interpersonal transactions
- For instance, airline flight attendants are expected to be cheerful. Doctors and funeral counsellors are expected to be emotionally neutral
- **Felt emotions** - An individual's actual emotions
- **Displayed emotions** - Emotions that are organizationally required and considered appropriate in a given job
- For instance, if you are a sales clerk, the management expects you to smile and be friendly with the customers. But, in fact, you may not be happy

# Emotion continuum

- The **six basic emotions** that surface in the workplace:
- I get **angry** after receiving a poor performance appraisal
- I **fear** that I could be laid off as a result of a company cutback
- I'm **sad** about one of my co-workers leaving to take a new job in another city
- I am **happy** after being selected as employee-of-the-month
- I am **disgusted** with the way my superior treats the women in our team
- I am **surprised** to find out that management plans a complete restructuring of the company's retirement program



# Emotional Labour

- Effective managers have learned to be serious when giving an employee a negative performance evaluation and to cover up their anger when they have been passed over for promotion
- The salesman who hasn't learned to smile and appear friendly, regardless of his/her true feelings at the moment, isn't typically going to last long on most sales jobs
- Employees are likely to mask their true feelings. In addition, today many jobs require interaction with customers
- Employees who are less friendly or emotionally dominant will be less effective in the job

# Emotional Dimensions

- **Variety** - Here are dozens of emotions. They include anger, contempt, enthusiasm, envy, fear, frustration, happiness, hate, hope jealousy, love, pride, sadness, etc
- **Positive emotions** - Like happiness, express a favourable evaluation or feelings
- **Negative emotions** - Like anger and hate, express an unfavourable evaluation or feelings
- **Being neutral is non-emotional**
- **Intensity** - People give different responses to identical emotion-provoking stimuli
- For instance, if two employees are being reprimanded by the employers, the first employee might feel angry and the second might keep calm

# Can People Be Emotionless?

- Some people seem outwardly calm or apathetic (less interested) in situations in which others are clearly emotionally charged
- Some people have severe difficulty in expressing their emotions and understanding the emotions of others
- Psychologists call this **alexithymia** (lack of emotion). People who have alexithymia rarely cry and are often seen by others as bland and cold
- These people are not suitable for sales and managerial positions. They are suitable for jobs involving writing program codes and as data key-in officers, etc

# Gender And Emotions

- The evidence does confirm differences between men and women when it comes to emotional reactions and ability to read others
- Women show greater emotional expression than men. They experience emotions more intensely, and they display more frequent expressions of both positive and negative emotions
- Women are better at reading nonverbal and paralinguistic cues than men
- Women have innate ability to read others
- Men are tough and brave, and show emotional inconsistency with his image. Women are more social and nurturing and have the propensity to show positive emotions like happiness

# External Constraints On Emotions- Organizational Influences

- **Organizational Influences** - These are the factors in the organizations like leadership style, culture, policy, system, structure, etc
- For instance, you must be happy, jovial, enthusiastic as you are the workers of Disneyland amusement park
- As you follow an autocratic leader, you must be serious, obedient to your work

# External Constraints On Emotions- Cultural Influences

- **Cultural Influences** - These are factors like myths, beliefs, language, religions, etc
- For instance:
  - ✓ In the United States, the employees must be friendly and smile all the time when working in the organizations
  - ✓ In Muslim cultures, smiling is frequently taken as a sign of sexual attraction
  - ✓ In Israel, smiling by the supermarket cashier is seen as a sign of inexperience. So, the cashiers there must be serious and sombre

# OB Applications

- **Ability And Selection** - People who know their own emotions and are good at reading other's emotions may be more effective in their jobs
- That, in essence, is the theme underlying recent research on **emotional intelligence**
- **Emotional Intelligence (EI)** - It refers to an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with the environmental demands and pressures

# Steps Of Emotions

- **Feel Emotions** - Feeling afraid is the first step in the baby trying to meet its survival needs. If it does not feel afraid, it won't take the steps needed to ensure its own safety and survival.
- **Use Emotions** - A frightened baby uses its fear to take needed action.
- **Communicate Emotions** - This action is typically crying, or screaming when very, very afraid. A more emotionally intelligent baby will do a better job of communicating its fear, and thus will have a higher chance of survival.
- **Recognize Emotions** - A baby with high emotional intelligence will quickly learn to recognize when the mother or father is angry.
- **Remember Emotions** - The highly emotionally intelligent baby will remember the details of how the mother and father look when they are angry, how their voices sound and what movements they make.
- **Learn from Emotions** - The highly emotionally intelligent baby will quickly learn when it does something which angers the parents.
- **Manage Emotions** - A baby with high EI will more quickly learn to manage its own emotions so as not to anger the parents. For example, it will learn not to cry, even though crying is natural, if crying angers the parent.

# OB Applications - Emotional Intelligence

- Emotional Intelligence composes of five dimensions:
  - ❑ **Self-awareness** - Being aware of what you are feeling
  - ❑ **Self-management** - The ability to manage one's own emotions and impulses
  - ❑ **Self-motivation** - The ability to persist in the face of setbacks and failures
  - ❑ **Empathy** - The ability to sense how others are feeling
  - ❑ **Social skills** - The ability to handle the emotions of others
- The person who is able to maintain high EI is the person who is successful in the job and career

# Differentiate Between EI and EQ

- Defining Emotional Intelligence (EI) and Emotional Quotient (EQ)
- Emotional Intelligence, or EI, describes an ability or capacity to perceive, assess and manage the emotions of oneself and of others.
- EQ, or Emotional Quotient, is a measurement of Emotional Intelligence.

# Research of EI

- **Is EI Important to Leadership Development and Performance?**
- Research tracking over 160 high performing individuals in a variety of industries and job levels revealed that emotional intelligence was two times more important in contributing to excellence than intellect and expertise alone.
- **EI Training Develops more Effective Managers and First Line Supervisors**
- Supervisors in a manufacturing plant received training in emotional intelligence competencies to help raise their EI skills in areas such as how to listen better and help employees resolve problems on their own, how to empower and inspire others, and **how to become more effective personal leaders.**

# Research of EI (cont')

After training:

- lost-time accidents were reduced by 50 percent
- formal grievances were reduced from an average of 15 per year to 3 per year
- the plant exceeded productivity goals by \$250,000.

In another manufacturing plant where supervisors received similar emotional intelligence training:

- production increased 17 percent.
- there was no such increase in production for a group of matched supervisors who were not given emotional intelligence training

# Steps HR Professionals Need To Take To Raise EI in the Organization

- **Start with Management: Make the Business Case Important for Emotional Competence in the Organization**
- Start collecting data throughout the organization that will build the EI case. Measure the relationship between Emotional Intelligence and key business drivers. Consider assessing a group's emotional intelligence and its relation to the following:
  - Revenue
  - Customer Service
  - Sales
  - Innovation
  - Development of Talent
  - Employee Recruitment and Retention
  - Customer Loyalty
  - Efficiency
  - Employee Commitment, Morale, and Health



# Steps HR Professionals Need To Take To Raise EI in the Organization (cont')

- **Integrate EI Competencies into Existing Competency Models**
- Examine the performance of high-potential employees and assess if performance strongly correlates to their level of emotional intelligence.
- **Educate Employees About Emotional Intelligence**
- Give employees an overview of the research on emotional intelligence and “make it come alive” by demonstrating what the emotional competencies look like in practice.
- Train them to spot it in others and know when they themselves are being emotionally competent.
- Use several methods to increase their understanding and interest in EI.
- Encourage self-directed learning teams to share information about EI and brainstorm how they can benefit from these new skills.
- Tie emotional competence to development and teach employees to create development plans to target EI competencies.

# Steps HR Professionals Need To Take To Raise EI in the Organization (cont')

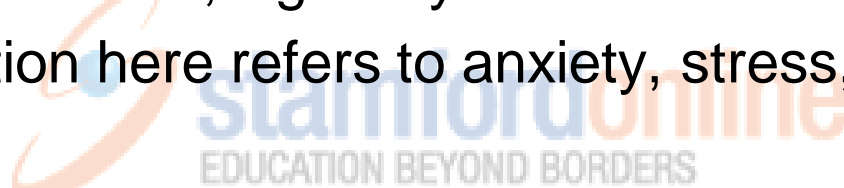
- **Integrate Emotional Competence Language and Criteria into Performance Management Systems**
- The language of Emotional Intelligence i.e. self-awareness, should be integrated into performance reviews, succession planning criteria, and other performance metrics that are used to describe and assess performance
- **Hire Employees with Strong Emotional Intelligence**
- The criteria for selection should have an emphasis on EI competencies like Social Skills, Self-Management/Regulation
- **Build Skill in Emotional Competencies Throughout the Organization**
- Provide training and education to all levels of the organization that is designed to build EI competence.
- The most impact skill building initiatives have a [training, practice, feedback] design that promotes skill building over time through practice, feedback and refinement.

# Steps HR Professionals Need To Take To Raise EI in the Organization (cont')

- ***Measure and Reward Employees Against the EI Criteria***
- A well-designed 360 survey that is customized to the competency model of the organization (including the newly integrated EI competencies) is a good way to assess individual performance as well as to build an organizational profile of EI competence.

# OB Applications - Decision making

- The person who can make the decision is the person who is calm and collected
- Negative emotion can cause the person use less of alternative information, vigilantly
- Negative emotion here refers to anxiety, stress, fear, frustration
- People use the 'head' to make decision and not the 'heart' to make an appropriate decision



# OB Applications - Motivation

- Motivation theories basically propose that individuals 'are motivated to the extent that their behaviour is expected to lead to desired outcomes'
- People are not cold or emotionless, their perception and calculations of situations are filled with emotional content that significantly influences how much effort they exert
- When the employees are motivated, they are emotionally stable and committed

# OB Applications - Leadership

- Effective leaders almost all rely on the expression of feelings to help convey their message
- The expression of emotions in speeches are often the critical element that results in individuals accepting or rejecting a leader's message
- When leader feels excited, enthusiastic, active, they are more likely to energize their employees and convey the messages in the sense of efficacy, competence, enjoyment.

# OB Applications - Deviant Workplace Behaviours

- **Employee deviant** - Voluntary actions that violate established norms and that threaten the organizations, its members or both
- The deviant behaviours can be violent or nonviolent:
  - ✓ Leaving early
  - ✓ Theft
  - ✓ Sabotage
  - ✓ Sexual harassment
  - ✓ Gossiping
  - ✓ Envy
- For instance, envy can be productive as the worker must show the work he/she can do better as strong desire to get higher salary, larger office



# Discuss Questions

- I. What can a manager do to manage emotions? Give examples to support your answer.
- II. Give some examples to show that emotion can enhance the performance and decrease the productivity.