

# Instructor's Manual to Accompany **Organizational Behavior 7/e** by Steven L. McShane and Mary Ann Von Glinow



## **Chapter 4:** **Workplace Emotions, Attitudes, and Stress**

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# 4

## Workplace Emotions, Attitudes, and Stress

### LEARNING OBJECTIVES

*After reading this chapter, students should be able to:*

1. Explain how emotions and cognition (logical thinking) influence attitudes and behavior.
2. Discuss the dynamics of emotional labor and the role of emotional intelligence in the workplace.
3. Summarize the consequences of job dissatisfaction as well as strategies to increase organizational (affective) commitment.
4. Describe the stress experience and review three major stressors.
5. Identify five ways to manage workplace stress.



### CHAPTER GLOSSARY

**affective organizational commitment** -- the employee's emotional attachment to, identification with, and involvement in a particular organization.

**attitudes** -- the cluster of beliefs, assessed feelings, and behavioral intentions toward a person, object, or event (called an attitude object).

**cognitive dissonance** -- An emotional experience caused by a perception that our beliefs, feelings, and behavior are incongruent.

**continuance commitment** -- an individual's calculative attachment to the organization.

**emotional dissonance** -- The psychological tension experienced when the emotions people are required to display are quite different from the emotions they actually experience at that moment.

**emotional intelligence (EI)** -- a set of abilities to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others

**emotional labor** -- the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.

**emotions** -- physiological, behavioral, and psychological episodes experienced toward an object, person, or event that create a state of readiness.

**exit-voice-loyalty-neglect (EVLN) model** -- The four ways, as indicated in the name, that employees respond to job dissatisfaction.

**general adaptation syndrome** -- A model of the stress experience, consisting of three stages: alarm reaction, resistance and exhaustion.

**job burnout** -- the process of emotional exhaustion, cynicism and reduced personal accomplishment resulting from prolonged exposure to stressors

**job satisfaction** -- a person's evaluation of his or her job and work context

**psychological harassment** -- repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity and that result in a harmful work environment for the employee

**service profit chain model** -- A theory explaining how employees' job satisfaction influences company profitability indirectly through service quality, customer loyalty, and related factors.

sexual harassment -- Unwelcome conduct of a sexual nature that detrimentally affects the work environment or leads to adverse job-related consequences for its victims.

stress -- an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being.

stressors -- environmental conditions that place a physical or emotional demand on the person.

trust -- positive expectations one person has toward another person in situations involving risk.

workaholic -- A person who is highly involved in work, feels compelled to work, and has a low enjoyment of work.

## CHAPTER SUMMARY BY LEARNING OBJECTIVE

### **4-1 Explain how emotions and cognition (logical thinking) influence attitudes and behavior.**

Emotions are physiological, behavioral, and psychological episodes experienced toward an object, person, or event that create a state of readiness. Emotions differ from attitudes, which represent a cluster of beliefs, feelings, and behavioral intentions toward a person, object, or event. Beliefs are a person's established perceptions about the attitude object. Feelings are positive or negative evaluations of the attitude object. Behavioral intentions represent a motivation to engage in a particular behavior toward the target.

Attitudes have traditionally been described as a purely rational process in which beliefs predict feelings, which predict behavioral intentions, which predict behavior. We now know that emotions have an influence on behavior that is equal to or greater than that of cognition. This dual process is apparent when we internally experience a conflict between what logically seems good or bad and what we emotionally feel is good or bad in a situation. Emotions also affect behavior directly. Behavior sometimes influences our subsequent attitudes through cognitive dissonance.

### **4-2 Discuss the dynamics of emotional labor and the role of emotional intelligence in the workplace.**

Emotional labor consists of the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions. It is more common in jobs requiring a variety of emotions and more intense emotions, as well as in jobs in which interactions with clients are frequent and long in duration. Cultures also differ on the norms of displaying or concealing a person's true emotions. Emotional dissonance is the psychological tension experienced when the emotions people are required to display are quite different from the emotions they actually experience at that moment. Deep acting can minimize this dissonance, as can the practice of hiring people with a natural tendency to display desired emotions.

Emotional intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others. This concept includes four components arranged in a hierarchy: self-awareness, self-management, awareness of others' emotions, and management of others' emotions. Emotional intelligence can be learned to some extent, particularly through personal coaching.

### **4-3 Summarize the consequences of job dissatisfaction, as well as strategies to increase organizational (affective) commitment.**

Job satisfaction represents a person's evaluation of his or her job and work context. Four types of job dissatisfaction consequences are quitting or otherwise getting away from the dissatisfying situation (exit), attempting to change the dissatisfying situation (voice), patiently waiting for the problem to sort itself out (loyalty), and reducing work effort and performance (neglect). Job satisfaction has a moderate relationship with job performance and with

customer satisfaction. Affective organizational commitment (loyalty) is the employee's emotional attachment to, identification with, and involvement in a particular organization. This form contrasts with continuance commitment, which is a calculative bond with the organization. Companies build loyalty through justice and support, shared values, trust, organizational comprehension, and employee involvement.

**4-4 Describe the stress experience and review three major stressors.**

Stress is an adaptive response to a situation that is perceived as challenging or threatening to a person's well-being. The stress experience, called the general adaptation syndrome, involves moving through three stages: alarm, resistance, and exhaustion. Stressors are the causes of stress and include any environmental conditions that place a physical or emotional demand on a person. Three stressors that have received considerable attention are harassment and incivility, work overload, and low task control.

**4-5 Identify five ways to manage workplace stress.**

Many interventions are available to manage work-related stress, including removing the stressor, withdrawing from the stressor, changing stress perceptions, controlling stress consequences, and receiving social support.

# LECTURE OUTLINE (WITH POWERPOINT® SLIDES)



## Workplace Emotions, Attitudes, and Stress

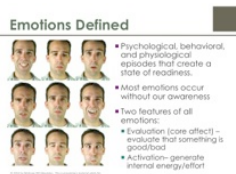
Workplace Emotions,  
Attitudes, and Stress  
Slide 1



## Opening Vignette: Emotions and Stress at JetBlue

Former JetBlue employee Steven Slater (shown in photo) and other flight attendants are expected to manage their emotions on the job even when faced with significant stressors.

Emotions and Stress at  
JetBlue  
Slide 2



## Emotions Defined

Psychological, behavioral, and physiological episodes experienced toward an object, person, or event that create a state of readiness

- Brief events or episodes directed toward someone or something e.g. joy or anger toward tasks, customers, etc.
- Most emotional reactions are subtle and occur without our awareness
- Experiences – represent changes in our physiological state (e.g. heart rate), psychological state (e.g. thought processes), and behavior (e.g. facial expression)

Features of all emotions

- Evaluation (core affect) – generate a global evaluation e.g. that something is good or bad, helpful or harmless
- Activation – generate some level of energy within us

Moods

- Not directed toward anything in particular and tend to be longer-term emotional states

Emotions Defined  
Slide 3

Types of Emotions



Types of Emotions  
Slide 4

## Types of Emotions

Two dimensions of emotions depicted in the circumplex model

### 1. Evaluation

- positive or negative valence -- core affect
- e.g. fearful is a negative emotion

### 2. Activation

- emotions put us in a state of readiness -- primary source of motivation
- e.g. relaxed has fairly low activation; astonished is high activation

Attitudes versus Emotions



Attitudes versus  
Emotions  
Slide 5

## Attitudes versus Emotions

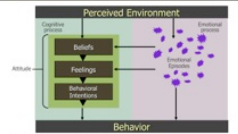
### Attitudes

- Cluster of beliefs, assessed feelings, and behavioral intentions toward an attitude object i.e. person, object or event
- Judgments – involve conscious logical reasoning
- More stable over time

### Emotions

- Experiences related to an attitude object
- Operate as events, usually without our awareness
- Experience most emotions briefly

Emotions, Attitudes, and Behavior Model



Emotions, Attitudes, and  
Behavior Model  
Slide 6

## Emotions, Attitudes, and Behavior Model

Behavior influenced by both assessed attitudes and experienced emotions

Traditional attitude model considered only left side of model

- Beliefs – established perceptions about the attitude object
- Feelings – calculated positive or negative evaluations of the attitude object (assessed feelings)
- Behavioral intentions – calculated motivation to engage in a particular behavior regarding the attitude object

Problem – traditional cognitive model ignores important and parallel emotional process that shapes attitudes

Traditional Model: How  
Attitudes Influence Behavior

- Beliefs
  - Formed from experience, other learning
- Feelings
  - Composite valences of our multiple beliefs about the attitude object
  - People with same beliefs might form different feelings
- Behavioral intentions
  - Feelings provide motivation source/direction of intentions
  - People with same feelings might form different behavioral intentions
- Behavior
  - Influenced by behavioral intentions
  - Effect of intentions on behavior depends on ability, situation, etc.

Traditional Model: How  
Attitudes Influence  
Behavior  
Slide 7

## Traditional Model: How Attitudes Influence Behavior

### How beliefs are formed

- Beliefs are perceived facts that you acquire from experience and other forms of learning

### How feelings are formed

- Feelings are the composite valences of our multiple beliefs about the attitude object
  - e.g., if you dislike most things about your job (attitude object) such as long hours, challenging work, unfriendly coworkers, then you form a negative feeling about your job
- People with same beliefs might form different feelings because they have different valences for each belief
  - e.g., some like challenging work (positive); others dislike challenging work (negative), which results in different feelings about the job

### How behavioral intentions are formed

- Behavioral intentions are the motivation to act on the attitude object
- Formed from feelings, which provide the source and direction of motivation
- People with same feelings might form different behavioral intentions due to different past experience, personality, social norms
  - e.g., when employees dislike their boss, some intend to complain to management whereas others intend to look for another job

### How behavior occurs from attitudes

- Behavior is caused by behavioral intentions (motivation to act).
- But the intentions-behavior effect depends on the situation and possibly other MARS elements
  - e.g., employee wants to quit (intention) but can't find a suitable job elsewhere (behavior)

#### Role of Emotions in Attitudes

- Emotional markers attach to incoming sensory information
- We experience emotions from initial information and recalling it (recall activates attached markers)
- Feelings and beliefs are influenced by cumulative emotional episodes (fuzzy dots in model)
- We "listen in" on our emotions
- Potential conflict -- cognitive vs emotional thinking
- Emotions also directly affect behavior
  - e.g. facial expression

Role of Emotions in Attitudes  
Slide 8

### Role of Emotions in Attitudes

1. Emotional markers are automatically (nonconsciously) attached to incoming sensory information (as noted in Chapter 3)
2. Emotional experiences occur when information is first received and later thinking about that information (recall activates attached markers)
3. Feelings and beliefs are influenced by numerous emotional episodes you experience (fuzzy dots in model) -- as well as by cognitive evaluation described earlier
4. Emotions influence (potentially distort/bias) our cognitive thinking (beliefs, feelings, intentions) about the attitude object
5. We even "listen in" on our emotions while thinking through what we like or dislike

Potential conflict – "mental tug-of-war" when cognitive and emotional processes disagree with each other

- i.e. sensing that something isn't right even though they can't think of any logical reason to be concerned

Emotions also directly affect behavior

- e.g. facial expression

#### Generating Positive Emotions at Admiral Group

Putting more fun into the workplace has helped Admiral Group become the best company to work for in the United Kingdom. "Our people spend a lot of time in work and we want to make sure that they enjoy this time," says Admiral's CEO.



Generating Positive Emotions at Admiral Group  
Slide 9

### Generating Positive Emotions at Admiral Group

Putting more fun into the workplace has helped Admiral Group become the best company to work for in the United Kingdom.



#### Cognitive Dissonance

- Emotional experience caused by a perception that our beliefs, feelings, and behavior are incongruent.
- Inconsistency generates emotions that motivate us to increase consistency.
- Difficult to undo/change behavior
- Instead, we reduce dissonance by changing our beliefs/feelings about the attitude object

Cognitive Dissonance  
Slide 10

### Cognitive Dissonance

Emotional experience caused by a perception that our beliefs, feelings, and behavior are incongruent

- Inconsistency generates emotions (e.g. feeling hypocritical) that motivate more consistency by changing one or more elements
- Usually difficult to undo or change behavior (e.g. quit your job)
- Instead, people reduce cognitive dissonance by changing their beliefs and feelings or rebalancing their self-concept indirectly
  - develop more positive attitudes toward features of the decision
  - look for positive features of the decision that weren't considered before
  - offset the dissonant decision by recognizing previous consonant decisions

#### Emotional Labor

- Effort, planning and control needed to express organizationally desired emotions during interpersonal transactions.
- Higher in job requiring:
  - Frequent/lengthy emotion display
  - Variety of emotions display
  - Intense emotions display
- Emotion display norms vary across cultures
  - Expressed emotions discouraged: Ethiopia, Japan
  - Expressed emotions allowed/expected: Kuwait, Spain

Emotional Labor  
Slide 11

### Emotional Labor

Effort, planning and control needed to express organizationally desired emotions during interpersonal transactions

Emotional labor is higher in jobs requiring:

- Frequent and longer interactions with clients
- Variety of emotions e.g. anger as well as joy
- More intense emotions (e.g. showing delight)

Norms for displaying or hiding emotions (emotion display norms) vary across cultures

- Minimal emotional expression and monotonic voice in Ethiopia, Japan, Austria
- Encourage open display of one's true emotions in Kuwait, Egypt, Spain, Russia—people expected to be dramatic and animated

#### Emotional Labor Challenges

- Difficult to accurately display expected emotions
- Difficult to hide true emotions
- Emotional dissonance -- conflict between true and required emotions
- Emotional labor solutions
  - Perceive emotional labor as professional skill
  - Engage in deep acting, not surface acting

Emotional Labor  
Challenges  
Slide 12

## Emotional Labor Challenges

Difficult to display expected emotions accurately, and to hide true emotions

Emotional dissonance -- conflict between true and required emotions

Employees often use surface acting (pretending)

- Stressful -- requires effort and attention
- Faulty -- difficult to replicate true emotional expressions

Solutions to emotional labor

1. Perceiving the emotional labor as part of professional skill (e.g. being polite to rude passengers)
2. Deep acting -- reframing reality, which produces required emotions

#### Model of Emotional Intelligence



Model of Emotional  
Intelligence  
Slide 13

## Model of Emotional Intelligence

Definition: A set of abilities to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others

Four quadrant model is becoming best representation of emotional intelligence elements (recent research)

- Recognition of emotions in ourselves and in others
- Regulation of emotions in ourselves and in others

#### Emotional Intelligence Hierarchy



Emotional Intelligence  
Hierarchy  
Slide 14

## Emotional Intelligence Hierarchy

Four dimensions of emotional intelligence (from lowest to highest level of ability):

### Awareness of own emotions

- Ability to perceive and understand the meaning of your own emotions
- Able to eavesdrop in on your emotional responses to specific situations and to use this awareness as conscious information

### Management of own emotions

- Ability to manage your own emotions
- Goes beyond displaying behavior that represents desired emotions – requires deep acting to generate or suppress emotions

### Awareness of others' emotions

- Ability to perceive and understand emotions of others
- Empathy – understanding and sensitivity to the feelings, thoughts, and situation of others
- Being organizationally aware e.g. sensing office politics and understanding social networks

### Management of others' emotions

- Managing other people's emotions e.g. consoling people who feel sad, inspiring team members

#### Improving Emotional Intelligence

- Emotional intelligence is a set of abilities/skills
- Can be learned, especially through coaching
- It increases with age (maturity process)



Improving Emotional  
Intelligence  
Slide 15

## Improving Emotional Intelligence

Emotional intelligence can be learned through personal coaching, practice, and feedback

EI increases with age – maturity

#### Job Satisfaction

- A person's evaluation of his or her job and work context
- An appraisal of the perceived job characteristics, work environment, and emotional experience at work

Job Satisfaction  
Slide 16

## Job Satisfaction

A person's evaluation of his or her job and work context

An appraisal of the perceived job characteristics, work environment and emotional experiences at work

Problems with general job satisfaction surveys

- People reluctant to reveal feelings in a direct question -- threatens self-esteem
- Lower scores for specific aspects of the job (work, pay, supervisor, etc)
- Different responses to scales across cultures -- some avoid extreme scores

#### EVLN: Responses to Dissatisfaction

Exit	• Leaving the situation • Quitting, transferring
Voice	• Changing the situation • Problem solving, complaining
Loyalty	• Patiently waiting for the situation to improve
Neglect	• Reducing work effort/quality • Increasing absenteeism

EVLN: Responses to  
Dissatisfaction  
Slide 17

## EVLN: Responses to Dissatisfaction

Exit-voice-loyalty-neglect (EVLN) model identifies 4 ways employees respond to dissatisfaction:

1. **Exit** -- Leaving the situation
  - e.g. quitting, transferring, absenteeism
2. **Voice** -- Attempt to change the dissatisfying situation
  - constructive ideas, formal grievance, subtle resistance, etc.
3. **Loyalty** -- Patiently wait for the situation to improve
4. **Neglect** -- Passive activities with negative consequences for the organization
  - e.g. reducing work effort/attention to quality, increasing absenteeism

Preferred EVLN action depends on situation, personality, past experience

#### Job Satisfaction and Performance

- Happy workers are somewhat more productive workers, but relationship is weaker because:
  - General attitude vs specific behaviors
  - Low employee control over work output. Job
  - Job performance isn't rewarded

Job Satisfaction and  
Performance  
Slide 18

## Job Satisfaction and Performance

Happy workers are somewhat more productive workers – there is a moderately positive correlation between job satisfaction and performance...but:

1. General attitude (e.g. job satisfaction) is a poor predictor of specific behaviors – dissatisfaction might lead to turnover, complaining, or patiently waiting rather than reduced performance
2. Dissatisfaction might affect performance only when employees have control
3. Reverse explanation – job performance might cause job satisfaction i.e. higher performers receive more rewards so are more satisfied than low-performing employees who receive less rewards

Service Profit Chain at DaVita, Inc.



Service Profit Chain at DaVita, Inc.

Slide 19

## Service Profit Chain at DaVita, Inc

DaVita, Inc., the Denver-based provider of kidney care and dialysis services, generates customer satisfaction through an employee-first culture. "The attitude that teammates bring into that clinic affects patients' quality of care and their quality of life," explains a DaVita executive.

Service Profit Chain Model



Service Profit Chain Model

Slide 20

## Service Profit Chain Model

Employees' job satisfaction influences customer satisfaction and company profitability:

1. Organizational practices affect employee satisfaction (and commitment)
2. Satisfaction (a) reduces turnover, (b) improves motivation/behavior
3. Low turnover and higher motivation improve service quality
4. Better service quality improves customer satisfaction, customer loyalty, and company profitability

Organizational Commitment



Organizational Commitment

Slide 21

## Organizational Commitment

Affective organizational commitment

- Emotional attachment to, identification with, and involvement in a particular organization
- Results in lower turnover, higher work motivation and org citizenship

Continuance commitment

- Calculative attachment to the organization
- Two versions
  1. employee has no alternative employment (e.g. high unemployment)
  2. other employment possible but quitting result in a financial sacrifice (e.g. forfeits large deferred bonus)
- Results in lower turnover, but also lower performance, less org citizenship, and less cooperative (e.g. more formal grievances)



Building Affective Commitment  
Slide 22

## Building Affective Commitment

### Justice and support

- Apply humanitarian values e.g. fairness, courtesy, integrity
- Support employee well-being

### Shared values

- Employees believe their values are congruent with the organization's dominant values

### Trust

- Positive expectations one person has toward another person in situations involving risk
- Reciprocal activity -- employees trust mgt when they show trust in employees
- Job security supports trust

### Organizational comprehension

- How well employees understand the organization -- strategic direction, social dynamics, and physical layout
- Employees need a clear mental model of the organization -- announcements, co-worker meetings, learn about history and plans

### Employee involvement

- Psychological ownership and social identity -- feel part of company
- Involvement demonstrates trust – builds loyalty



What is Stress?  
Slide 25

## What is Stress?

Adaptive response to a situation that is perceived as challenging or threatening to the person's well-being

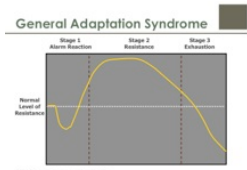
Prepares us to adapt to hostile or noxious environmental conditions e.g. heart rate increases, muscles tighten, breathing speeds up, body releases adrenaline

### Eustress

- Some level of stress that is a necessary part of life -- motivates people to achieve goals, change their environments, succeed in challenges

### Distress

- The degree of physiological, psychological, and behavioral deviation from healthy functioning



General Adaptation Syndrome  
Slide 24

## General Adaptation Syndrome

Model of the stress experience consisting of 3 stages:

### 1. Alarm reaction

- Threat or challenge activates the physiological stress responses
- Individual's energy and coping effectiveness decrease

### 2. Resistance

- Activates biochemical, psychological, and behavioral mechanisms giving the individual more energy and coping mechanisms to overcome or remove the source of stress
- Body reduces resources to the immune system

### 3. Exhaustion

- Usually able to remove the stressor or remove ourselves before becoming too exhausted
- Frequent exhaustion -- increased risk of long-term physiological and psychological damage

## Consequences of Distress

### 1. Physiological

- Tension headaches, muscle pain
- Cardiovascular disease – heart attacks, strokes
- Some forms of cancer

### 2. Psychological

- Job dissatisfaction, moodiness, depression and lower organizational commitment

### 3. Behavioral

- Lower job performance, poor decision making, increased workplace accidents, aggressive behavior

## Job Burnout

The process of emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged exposure to stress

- Stage 1: Emotional exhaustion – lack of energy
- Stage 2: Cynicism (depersonalization) – indifferent attitude toward work, emotional detachment, strictly follow rules
- Stage 3: Reduced personal accomplishment – diminished confidence

#### Workplace Stressors

- Stressors are the causes of stress
- Environmental conditions that place a physical or emotional demand on the person
- Some common workplace stressors include:
  - Harassment or incivility
  - Work overload
  - Low task control



Workplace Stressors  
Slide 25

## Workplace Stressors

Stressors are causes of stress – any environmental condition that places a physical or emotional demand on the person

### 1. Harassment and incivility

- Repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affect an employee's dignity or psychological or physical integrity and that result in a harmful work environment for the employee
- Sexual harassment -- Unwelcome conduct of a sexual nature that detrimentally affects the work environment or leads to adverse job-related consequences for its victims

### 2. Work overload

- Working more hours, more intensely than one can cope
- Affected by globalization, consumerism, ideal worker norm

### 3. Low task control

- Lack of control over how and when tasks are performed
- Task control as a stressor increases with level of responsibility
  - e.g. assembly-line workers have low task control but lower stress because of low responsibility; sports coaches lack task control but high responsibility

#### Individual Differences in Stress

- People experience less stress and/or negative outcomes when they have:
  - Better physical health – exercise, lifestyle
  - Appropriate stress coping strategies
  - Personality: lower neuroticism and higher extroversion
  - Positive self-concept
  - Lower workaholism



Individual Differences in Stress  
Slide 26

## Individual Differences in Stress

People experience less stress and/or negative stress consequences when they have:

### 1. Better physical health

- regular exercise, healthy lifestyle

### 2. Better coping strategies

- seeking support from others, reframing the stressor in a more positive light

### 3. Personality – possibly the most important reason

- low neuroticism (high emotional stability); extroversion (interact with others, degree of positive thinking);

### 4. Positive self-concept (high self-esteem, self-efficacy, and internal locus of control)

### 5. Low workaholism

- Workaholic – a person who is highly involved in work, feels compelled to work, and has a low enjoyment of work



Managing Work-Related Stress

- Remove the stressor
  - Minimize/remove stressors
  - Work-life balance initiatives
- Withdraw from the stressor
  - Vacation, rest breaks
- Change stress perceptions
  - Positive self-concept, humor
- Control stress consequences
  - Healthy lifestyle, fitness, wellness
- Receive social support

Managing Work-Related  
Stress  
Slide 27

## Managing Work-Related Stress

### 1. Remove the stressor

- Assigning employees to jobs that match their skills/preferences
- Reducing workplace noise
- Having a complaint system and taking corrective action
- Giving employees more control over the work process
- Work-life balance initiatives e.g. flexible and limited work time, job sharing, teleworking, personal leave, child care support

### 2. Withdraw from the stressor

- Permanently – transferred to jobs with better fit
- Temporarily – vacations, holidays, sabbaticals, games rooms

### 3. Change stress perceptions

- Improved self-concept, personal goal setting, humor

### 4. Control stress consequences

- Physical exercise, meditation, wellness programs, employee assistance programs

### 5. Receive social support

- Others provide emotional and/or informational support



Workplace Emotions,  
Attitudes, and Stress  
Slide 28

## Workplace Emotions, Attitudes, and Stress



## CRITICAL THINKING QUESTIONS

**NOTE:** When writing this chapter, we accidentally forgot to include the critical thinking questions. Please accept our apologies for this rare oversight. In place of the missing questions in the textbook, we have created a student handout, provided on the next page.

## STUDENT HANDOUT



### CRITICAL THINKING QUESTIONS

1. A recent study reported that university instructors are frequently required to engage in emotional labor. Identify the situations in which emotional labor is required for this job. In your opinion, is emotional labor more troublesome for college instructors or for telephone operators working at an emergency service?
2. “Emotional intelligence is more important than cognitive intelligence in influencing an individual’s success.” Do you agree or disagree with this statement? Support your perspective.
3. Recall a traumatic event, such as the falling of the Twin Towers in NYC (9/11 attacks), or the bombing of several hotels and restaurants in Mumbai, or the children killed recently in an American school. Based on what you have learned in this chapter, discuss what has happened to you in terms of your cognitive reasoning, your emotional reactions, and your ability to logically deal with these stressful situations.
4. It has almost become a mandatory practice for companies to ensure that employees have fun at work. Many workplaces now have fully-stocked lounges, games rooms, funky painted walls, and regular social events. A few even have a slide to travel down to the next floor. However, some experts warn that imposing fun at work can have negative consequences. “Once the idea of fun is formally institutionalized from above, it can lead to employees becoming resentful,” warns one critic. “They feel patronized and condescended, and it breeds anger and frustration.” Apply the attitude model to explain how fun activities might improve customer satisfaction, as well as how they might result in poorer customer satisfaction.
5. Job satisfaction leads to increased job performance. This statement has supplanted earlier thought on how job performance doesn’t necessarily depend on job satisfaction. What has caused the shift in thought over the years, and do you agree with this assessment?
6. In this chapter, we highlighted work-related stressors such as harassment and incivility, workload, and lack of task control. Of course, there are many non-work-related stressors that increasingly come into the discussion. Please discuss these and discuss their impact on the work environment.
7. Two college graduates recently joined the same major newspaper as journalists. Both work long hours and have tight deadlines for completing their stories. They are under constant pressure to scout out new leads and be the first to report new controversies. One journalist is increasingly fatigued and despondent and has taken several days of sick leave. The other is getting the work done and seems to enjoy the challenges. Use your knowledge of stress to explain why these two journalists are reacting differently to their jobs.
8. A senior official of a labor union stated: “All stress management does is help people cope with poor management. [Employers] should really be into stress reduction.” Discuss the accuracy of this statement.



## SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **A recent study reported that university instructors are frequently required to engage in emotional labor. Identify the situations in which emotional labor is required for this job. In your opinion, is emotional labor more troublesome for college instructors or for telephone operators working at an emergency service?**

This question really has two parts to it. In the first part, students can be asked to identify situations where instructors use emotional labor, and what display rules are considered appropriate. Some situations are as follows:

A student asks for an assignment extension one too many times. The instructor must maintain a calm demeanor, yet display firmness in his/her reply.

The instructor has been teaching for six hours straight, yet must maintain an image of fresh enthusiasm throughout that final hour.

A student asks a profoundly silly question without realizing it. The instructor must maintain a sense of interest and show respect for the students query.

In the second part of this question, students can be asked to compare these emotional labor incidents with those of emergency operators. In spite of the difficult tasks that instructors may think they experience in emotional labor, most students will say it pales against the work of emergency operators.

Students should be asked to explain why these emergency workers must engage in more emotional labor than professors. Generally, students will note how emergency operators face more extreme emotional events that test their ability to remain calm and to console others. They also experience more extreme frustration given the life-threatening nature of the situation for their clients.

Generally, the discussion should review the three factors that provides challenges to emotional labor: (a) frequent interaction with other people; (b) need to display a variety of emotions (to some extent for emergency operators); and (c) the organization and job requires strict display rules.

NOTE: For a study of emotional labor among emergency operators, see: K. Tracy and S. J. Tracy, "Rudeness at 911," Human Communication Research, 25 (December 1998), pp. 225-51.

2. **"Emotional intelligence is more important than cognitive intelligence in influencing an individual's success." Do you agree or disagree with this statement? Support your perspective.**

Many students may argue that to be successful, an individual requires high IQ (cognitive intelligence). Although cognitive intelligence is important, many organizations are recognizing that EI (emotional intelligence) is a critical competency for the performance of most jobs. To effectively work in dynamic, team-oriented environments, employees require the ability to manage, understand, assimilate and express emotions effectively.

At the same time, some popular experts on emotional intelligence may have overstated the importance of this concept. They initially concluded that EI is much more important than cognitive intelligence, but critique from other experts led to more moderate statements today. The relative importance of EI and IQ will continue to be debated, but they are both highly important. A key point as well is that EI and IQ are important in different ways. For instance, EI may be less important than IQ in individual decision making, whereas EQ may be more important than IQ for tasks requiring interpersonal activities.

3. **Recall a traumatic event, such as the falling of the Twin Towers in NYC (9/11 attacks), or the bombing of several hotels and restaurants in Mumbai, or the children killed recently in an American school. Based on what you have learned in this chapter, discuss what has happened to you in terms of your cognitive reasoning, your emotional reactions, and your ability to logically deal with these stressful situations.**

It is clear that our emotions shape attitudes (both inside organizations and outside of them). It is also clear that attitudes influence work-related behaviors. We cannot dismiss the attitudes we have formed outside of our organizations, as they can carry over into our work-related domains very easily. The question prompts you to recall how you “felt” when you observed (likely on television or the internet) horrific events. Since cognition precedes emotion, one can only imagine that the cognitively horrific images caused emotional reactions that lacked “words” or even narratives that defined what those images conveyed. That is why people often react with phrases such as “I’m speechless,” or “words cannot express what I feel...” Indeed, the R-mode (emotional side) of the brain takes over and the L-mode (cognitive) recedes in highly stressful events. That is why people often cannot even “talk” about what they have just observed. Because people differ in their ability to psychologically translate these phenomena, personality differences may allow them to cognitively reason through, and come to a conclusion more swiftly than others may be able to.

4. **It has almost become a mandatory practice for companies to ensure that employees have fun at work. Many workplaces now have fully-stocked lounges, games rooms, funky painted walls, and regular social events. A few even have a slide to travel down to the next floor. However, some experts warn that imposing fun at work can have negative consequences. “Once the idea of fun is formally institutionalized from above, it can lead to employees becoming resentful,” warns one critic. “They feel patronized and condescended, and it breeds anger and frustration.” Apply the attitude model to explain how fun activities might improve customer satisfaction, as well as how they might result in poorer customer satisfaction.**

There are two aspects to this question: (a) how “fun” workplace events at work generate positive or negative emotions and attitudes, and (b) how job satisfaction affects customer service.

(A) “Fun” workplace events and employee attitudes: Companies introduce “fun” events so employees will experience positive emotions and associate those emotions with the work experience. Emotions and attitudes literature explains that the more we experience positive-valent emotions at work relative to negative-valent events, the more employees will form a positive attitude toward the work and/or company. Job satisfaction might be considered a general attitude toward the job and work environment because it is an evaluation of that work and its context. The problem with “fun” events is that they presume employees will experience positive emotions. Usually they do, but there are also plenty of instances where events intended to create positive emotions actually generated negative emotional experiences in some or most employees. The activity might be irritating (maybe a waste of time), embarrassing (causes awkward social incidents), or any number of other negative emotions.

(B) How job satisfaction affects customer satisfaction: The service profit chain model explains that job satisfaction affects customer service. Specifically, job satisfaction influences employee retention, motivation, and behavior. These employee outcomes affect service quality, which then influence customer satisfaction and perceptions of value, customer referrals, and ultimately the company’s profitability and growth. Therefore, “fun” workplace events can improve customer satisfaction, but only if those events positive emotions in employees and employees associate those positive emotions to the workplace.

5. **Job satisfaction leads to increased job performance. This statement has supplanted earlier thought on how job performance doesn’t necessarily depend on job satisfaction. What has caused the shift in thought over the years, and do you agree with this assessment?**

For the past 30 years or so, the debate has raged in the OB literature as to what causes what. Do happy employees perform better or do high performing employees cause increased job satisfaction? What likely is new is that in the earlier line of thought (job sat improves job performance), the fact is that rewards were not included in that analysis. We know understand that rewards (whether intrinsic or extrinsic) lead to job performance, and not the other way around. Performance is predicated on rewards, but the major issue today is how do we define performance in this globally-distributed world of work? Once that has been achieved, reward systems can be more

easily developed and administered. Once that has occurred, we can more easily define performance, and thus the link between job satisfaction and performance can be more closely monitored.

6. **In this chapter, we highlighted work-related stressors such as harassment and incivility, workload, and lack of task control. Of course, there are many non-work-related stressors that increasingly come into the discussion. Please discuss these and discuss their impact on the work environment.**

The impact of non-work-related stressors is significant. We believe organizations now engage in more “wellness-related” programs to deal with such stressors on a daily basis. For example, the care giving to an infant or a senior parent is now part and parcel of wellness programs across the globe. We know that care giving takes its toll on care givers, in terms of diseases, psychological consequences, accidents, aggressive behaviors and job burnout. The second author on the book noticed that in her consulting work with GE, that one of the business units had a “bet on” to see who would “stroke out first” due to the stress of the job. That was not a joke, indeed it was due to work overload.

7. **Two college graduates recently joined the same major newspaper as journalists. Both work long hours and have tight deadlines for completing their stories. They are under constant pressure to scout out new leads and be the first to report new controversies. One journalist is increasingly fatigued and despondent and has taken several days of sick leave. The other is getting the work done and seems to enjoy the challenges. Use your knowledge of stress to explain why these two journalists are reacting differently to their jobs.**

This incident describes two journalists with similar stressors experiencing different levels of stress and stress consequences. This illustrates the distinction between stressors and stress. It may also highlight the importance of individual differences in stress.

One possible reason why these two journalists are experiencing different stress levels is that they might perceive the situation differently. The low stress journalist might have higher self-esteem and confidence that he/she can complete the work.

A second explanation might be that the journalists have different threshold levels of resistance to a stressor. Both are recent graduates and we don’t know if they are a similar age. However, the high stress journalist might have less resistance because he/she has recently experienced other stressors, such as death of a family member.

Finally, the different stress levels might be explained by the different strategies used to manage the stress. The high stress journalist might be using ineffective coping strategies (or hasn’t been applying stress management practices at all), whereas the low stress journalist is using stress management practices that work well here.

8. **A senior official of a labor union stated: “All stress management does is help people cope with poor management. [Employers] should really be into stress reduction.” Discuss the accuracy of this statement.**

The union official is only partially correct, in that poor management undoubtedly contributes to the stress level of employees. However, poor management is not the only cause, nor is stress always work- related. Sometimes, the stress involves time-based, strain-based, or role-base conflicts.

Also, two individuals faced with the same stressors may not react in the same way, or experience the same level of stress. This is because individual differences in coping strategies, resiliency, and social support networks are important determining factors.

Educating employees about stress management techniques also helps them cope with stress from many other sources, and not just those created by poor managers.

The union official’s suggestion that management should try to reduce stress has merit. For example, instituting work-life balance initiatives, reducing harassment, and offering employee assistance programs have been shown to reduce stress levels for employees.



## CASE STUDY: ROUGH SEAS ON THE LINK650

### Case Synopsis

Shaun O'Neill describes to his former professor his experience on the LINK650, a drilling rig in the North Sea. O'Neill had taken two years off from school to work on the rig. He started the job with strong loyalty, but left with no loyalty and very low job dissatisfaction. The work was more difficult than expected, and the supervisors treated employees badly. Employees received little information about the rig's future and were exposed to unnecessary safety risks. The employees unionized after one mate died in an accident. O'Neill eventually quit his job.

### Suggested Answers to Discussion Questions

**1. Identify the various ways that employees expressed their job dissatisfaction on the LINK650.**

Employees expressed their dissatisfaction through:

Voluntary turnover. Some people quit because they were dissatisfied with working conditions. Other people quit because they couldn't tolerate the supervisors.

Reduced work effort. Some employees tried to find ways to get as little work done as possible.

Absenteeism. Several employees developed fake back problems, known as the "rigger's backache."

Unionization. Employees signed labor union cards when safety problems resulted in the death of one crew member.

**2. Shaun O'Neill's commitment to the LINK organization dwindled over his two years of employment. Discuss the factors that affected his organizational commitment.**

This case provides a rich example of the factors influencing organizational commitment. O'Neill's loyalty (as well as the loyalty of other employees on the LINK650) fell dramatically over the two years for several reasons.

Trust. Employees did not trust the company or its supervisors. The company tried to overthrow a labor union that employees had formed to resolve safety problems. The company also put pressure on supervisors to push employees to work harder. Employees did not trust the supervisors because of their harsh behavior and unfair practices.

Job security. Job security was very low, because supervisors routinely fired people for seemingly minor infractions. The rig's uncertain future also created job insecurity.

Organizational comprehension. The case describes how employees were left in the dark about problems on the rig.

Employee involvement. Employees were not involved in decisions on the LINK650. They did not feel involved in the rig's future, and they did not feel that management had much respect for them.





## CLASS EXERCISE: STRENGTHS-BASED COACHING

### Purpose

To help students practice a form of interpersonal development built on the dynamics of positive emotions.

### Materials

None

### Background

Several chapters in this book introduce and apply the emerging philosophy of positive organizational behavior, which suggests that focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being. An application of positive OB is strengths-based or appreciative coaching, in which the coach focuses on the person's strengths rather than weaknesses, and helps to realize his or her potential. As part of any coaching process, the coach listens to the employee's story and uses questions and suggestions to help that person redefine his/her self-concept and perceptions of the environment. Listening and probing for information (rather than telling the person a solution or direction) is a key process of effective coaching. The instructions below identify specific information and issues that the coach and coachee will discuss.

### Instructions

Step 1: Form teams of four people. One team can have six people if the class does not have multiples of four. For odd numbered class sizes, one person may be an observer. Divide into pairs in which one person is coach and the other coachee. Ideally for this exercise, the coach and coachee should have LITTLE knowledge of each other.

Step 2: Coachees will describe something about themselves in which they excel and for which they like to be recognized. This competency might be work related, but not necessarily. It would be a personal achievement or ability that is close to their self-concept (how they define themselves). The coach mostly listens, but also prompts more details from the coachee using "probe" questions ("Tell me more about that"; "What did you do next?"; "Could you explain that further, please?"; "What else can you remember about that event?"). As the coachee's story develops, the coach will guide the coachee to identify ways to leverage this strength. For example, the pair would explore situational barriers to practicing the coachee's strength as well as aspects of this strength that requires further development. The strength may also be discussed as a foundation for the coachee to develop strengths in other related ways. The session should end with some discussion of the coachee's goals and action plans. The first coaching session can be any length of time specified by the instructor, but 15-25 minutes is typical for each coaching session.

Step 3: After completing the first coaching session, regroup so that each pair has different partners than in the first pair (i.e. If pairs are A-B and C-D in session 1, then pairs are A-C and B-D in session 2). The coaches become coachees to their new partner in session 2.

Step 4: The class will debrief regarding the emotional experience of discussing personal strengths, the role of self-concept in emotions and attitudes, the role of managers and co-workers in building positive emotions in people, and the value and limitations of strengths-based coaching.

### Comments for Instructors

This exercise offers two wonderful experiences in organizational behavior. First, it teaches students about stem-and-probe interviewing, which is an important practice in coaching employees, gathering information, and conducting non-directive interviews. The objective is to draw out more information from the interviewee than normally occurs, by using a variety of "probes." These probes may include back-channel feedback ("uh-uh", "I see", "tell me more", etc.). Silence is also an effective way to receive more information from the interviewee.

Second, this exercise demonstrates the power of positive organizational behavior, which is embedded in appreciative coaching or strengths-based coaching. Specifically, as students interview each other about their positive experiences, they tend to experience more positive emotions, which often produces more cheeriness and or at least pleasantries around the room. We have found this effect develop soon after the exercise begins, particularly in evening classes where students have already had a full day of work or classes.

This book does not provide details of appreciative coaching, so the instructor may want to provide offer the following information prior to the exercise. The following is based on information in Sara L. Orem, Jacqueline Binkert, and Ann L. Clancy, *Appreciative Coaching* (San Francisco: Jossey-Bass, 2007); and Marcus Buckingham and C. Coffman, *First, Break All the Rules* (New York: Simon & Schuster, 1999).

## Appreciative Coaching Process

Appreciative or strengths-based coaching follows the four stages of appreciative inquiry, which is described in the Organizational Change chapter of this book. The coach works with the coachee through these stages.

### Discovery

- Reframe employee's future towards potential, not problems
- Identify employee strengths from positive past experiences

### Dreaming

- Clarify employee's aspirations of the future
- Link employee strengths to those aspirations

### Designing

- Identify priorities and recognize steps already taken toward the dream
- Increase personal control over external influences toward the dream

### Delivering (also called "Destiny")

- Celebrating milestones toward the dream

## Appreciative Coaching Questions

Students often have difficulty thinking of specific "stem" questions to ask coachees that represent appreciative coaching. The following questions (from Orem et al, 2007) will provide some guidance:

- Describe your three greatest accomplishments to date.
- What made these accomplishments stand out for you?
- What have you learned from past accomplishments to assist you in the future?
- What are the five most positive things in your life?
- Who are the key supportive people in your life, and what do they provide for you?
- What energizes you?
- What would you like to contribute to the world?
- What are you most wanting to achieve in the next three years?





## TEAM EXERCISE: RANKING JOBS ON THEIR EMOTIONAL LABOR

### Purpose

This exercise is designed to help students to understand the jobs in which people tend to experience higher or lower degrees of emotional labor.

### Instructions

Step 1: Students are asked to individually rank order the extent that the jobs listed below require emotional labor. In other words, they assign a “1” to the job they believe requires the most effort, planning, and control to express organizationally desired emotions during interpersonal transactions. They would assign a “10” to the job they believe requires the least amount of emotional labor. Students mark their rankings in column 1.

Step 2: The instructor will form teams of 4 or 5 members and each team will rank order the items based on consensus (not simply averaging the individual rankings). These results are placed in column 2.

Step 3: The instructor will provide expert ranking information. This information should be written in column 3. Then, students calculate the differences in columns 4 and 5.

Step 4: The class will compare the results and discuss the features of jobs with high emotional labor.

### Comments for Instructors

This expert ranking provided below is based on a careful review of information in the U.S. Dictionary of Occupational Titles (DOT) from the Occupational Outlook Handbook 2000-01. See web site: <http://www.oalj.dol.gov/libdot.htm>

Although this expert ranking uses established information, it is not necessarily the most accurate source. One problem is that there can be significant differences in the experiences of people within the occupation. For example, some social workers might have very co-operative and relatively well-adjusted clients, whereas others must work intensively with more difficult people. Another issue is that the rankings are inferred from job descriptions. These descriptions include work requirements in a social setting, but they do not directly describe or estimate the degree of emotional labor required for the occupation. The expert results also provide a brief explanation of the ranking.

Generally, teams make better decisions than do individuals working alone in this exercise.. This is reflected by a “Team Score” that is usually lower than the “Individual Score.” The reason (which students learn in Chapter 8) is that team members bring more information to the decision than does the average individual. However, some individuals score better than the group because they have expertise on this topic and their team does not rely completely on the suggestions of members who claims to be experts.

The discussion following the exercise should focus on the reasons why students ranked some jobs higher than others on the level of emotional labor. Generally, emotional labor increases with:

1. The extent to which the job has required display rules. Emotional labor is higher where the job requires the job incumbent to display emotions while interacting with customers, suppliers, and others.
2. The frequency and length of interaction with other people. Emotional labor is higher where employees must display emotions frequent and for long periods of time.
3. The intensity of emotions required during this interaction. Emotional labor is higher where the job incumbent must display more extreme emotions.

4. The extent to which the display rules create emotional dissonance. Emotional labor is higher where incumbents must display emotions that are dissimilar or contrary to their true emotions at the time of the emotional display.

Along with presenting the results of this exercise, the instructor may want to encourage students to discuss their personal experiences in any of these jobs. In classes with older students, I have found that students have numerous fascinating stories about how they had to cope with difficult interactions involving clients, patients, suppliers, and others.

## EXPERT RANKING ON EMOTIONAL LABOR (1=HIGHEST)

Occupation	Expert Ranking	Explanation of Ranking
Bartender	4	Bartenders “must be friendly and helpful with customers.” In small establishments, bartenders must also deal with unruly customers, but this is typically handled by other employees in larger establishments. Some bartenders do not interact directly with customers. Some bartenders serve customers, but have limited interaction with them, so they have limited emotional labor duties.
Cashier	8	Although cashiers work almost all of their time in front of customers, the interaction with each customer is typically brief, routine, and with limited conversation.
Dental hygienist	7	People in this job work with patients, but the job description involves mainly performing tasks with limited interaction with patients (who are usually unable to speak during the work anyway!) However, emotional labor is required by maintaining a pleasant or neutral disposition throughout the visit. They also spend some time talking with patients about dental hygiene. Dental hygienists must also maintain a calm disposition when assisting the dentist during surgical work.
Insurance adjuster	6	Although adjusters interact with claimants, a fair portion of their task involves collecting information about the event, reviewing police records, and comparing data with other claims. Interaction with claimants may require some emotional labor where the claim is a personal injury or loss of valuable goods. However, this interaction is relatively brief. Some emotional labor may also occur where claims need to be negotiated with the claimant.
Lawyer	5	The emotional labor required of lawyers varies significantly with the type of work. Barristers (trial lawyers) must “be able to think quickly and speak with ease and authority.” Other lawyers spend most of their time performing research or attending to the practice’s administrative tasks. Most lawyers spent some time with clients, which requires both authority and empathy from the lawyer during these interviews.

Librarian	9	The librarian's interaction with the public can vary with the specific position. Some have little direct interaction, relying instead on technology to manage most queries. Other librarians must help to answer customer questions, read to children, and work with public groups. However, "librarians spend a significant portion of time at their desks or in front of computer terminals." Most interaction tasks are for a short duration and have low intensity.
Postal clerk	10	Postal clerks include people who work at retail counters and those who process letters and packages. The former are similar to cashiers (see above) in their emotional labor requirements. The latter have almost no interaction with the public, just with other postal employees. Thus, their emotional labor requirements would be no more than for any other job involving some interaction with co-workers.
Registered nurse	2	Registered nurses vary from staff nurses in hospitals to public health nurses in schools. Most hospital nurses engage in considerable emotional labor and "need emotional stability to cope with human suffering, emergencies, and other stresses." They must frequently exhibit emotions that they are "caring and sympathetic." They must also manage the emotions of patients and visitors.
Social worker	1	Social workers have frequent interaction with clients, sometimes with heavy case loads. They "see clients who face a life-threatening disease or a social problem." Depending on the type of client, social workers must display emotions of control, empathy, and support. The job "can be emotionally draining."
Television announcer	3	Television announcers must sound and look consistently pleasant on-air, and display similar emotions during the many public events required for the job. "The most successful announcers attract a large audience by combining a pleasing personality and voice with an appealing style." This can create emotional dissonance where the announcer works under tight deadlines or interviews people with aggressive behavior. However, announcers also spend a large portion of their time away from an audience preparing on-air scripts.



## SELF-ASSESSMENT: ARE YOU IN TOUCH WITH YOUR EMOTIONS?

### Purpose

This self-assessment is designed to help you understand the meaning and dimensions of emotional intelligence and to estimate your perceptions of your emotional intelligence.

### Overview

Emotional intelligence has become an important concept and ability in the workplace. It is a skill that people develop throughout their lives to help them interact better with others, make better decisions, and manage the attitudes and behavior of other people.

Although emotional intelligence is best measured as an ability test, this scale offers you an opportunity to estimate your perceptions and self-awareness of this ability in yourself.

### Instructions

Students are asked to read each of the statements below and select the response that best describes them. Then they use the scoring key in Appendix B of this book to calculate your results. This self-assessment is completed alone so that students rate themselves honestly without concerns of social comparison. However, class discussion will focus on the meaning and dimensions of emotional intelligence, its application in the workplace, and the best ways to measure emotional intelligence.

### Feedback for the Emotional Intelligence Self-Assessment Scale

*Interpreting your Scores:* This scale measures the four dimensions of emotional intelligence described in this book. The meaning of the four dimensions are as follows:

**Self-awareness of emotions.** This is the ability to perceive and understand the meaning of your own emotions.

**Self-management of emotions.** This is the ability to manage your own emotions. It includes generating or suppressing emotions and displaying behaviors that represent desired emotions in a particular situation.

**Awareness of others' emotions.** This is the ability to perceive and understand the emotions of other people, including the practices of empathy and awareness of social phenomena such as organizational politics.

**Management of others' emotions.** This is the ability to manage other people's emotions. It includes generating or suppressing emotions in other people, such as reducing their sadness and increasing their motivation.

Scores on the four Emotional Intelligence Self-Assessment dimensions range from 4 to 20. The overall score ranges from 16 to 80.

The table on the next page shows norms from a sample of 235 MBA students. Most of these respondents are from Australia, but about 15 percent are from MBA classes in Singapore. Also, many of the Australian students come from other parts of the world (Asia, Europe, South America, North America). Respondents range from about 25 to over 50 years old, with an average age of approximately 32 years old. Approximately 30 percent are female. Norms vary from one population to another, so the MBA student norms shown here might not be as relevant for people attending some courses.

To illustrate how to read the norms in the table, look at the top 10 percentile for self-awareness. The score shown is 19, indicating that 10 percent of the 235 MBA students in this sample scored 19 or 20 and 90 percent scored below 19 on this dimension. Keep in mind that these results represent self-perceptions. Evaluations from others (such as through 360-degree feedback) may provide a more accurate estimate of emotional intelligence on some (not necessarily all) dimensions.

## Emotional Intelligence Self-Assessment Norms

Percentile	Self-awareness of emotions	Management of own emotions	Awareness of others' emotions	Management of others' emotions	TOTAL
Average Score	16	14.7	14.7	14.8	60.4
Top 10 percentile	19	18	18	18	70
Top 25th percentile	18	17	16	16	66
Median (50 percentile)	16	15	15	15	61
Bottom 25th percentile	15	13	13	13	56
Bottom 10 percentile	14	11	11	12	51