UNIT 8  HUMAN EMOTIONS AT WORK

Objectives

After going through this unit you will be able to understand:

- Nature of emotion and its relationship with affect, feelings, mood and behaviour
- Relationship among Emotion, motivation and attitudes
- Major types of emotions
- What is emotional intelligence
- Role of emotions at work

Structure

8.1  Introduction
8.2  What are Emotions?
8.3  Emotions versus Temperament
8.4  Relationship among Emotion, Motivation and Attitudes
8.5  Dimensions of Emotions
8.6  Emotional Expression: Role of Gender, Organization and Culture
8.7  Managing Emotions at Work
8.8  Can Emotional Intelligence be Learned?
8.9  Summary
8.10 Self Assessment Questions
8.11 Further Readings

8.1  INTRODUCTION

Emotions can't be separated from a person that's why emotions find expression at work. New recruit likes to talk about his job, boss yells on subordinate for doing a bad job. Jawan shoots his Commander. Leader inspires his subordinates, flight attendants greet the passengers, and enquiry clerk shows irritation. Though such occurrences are routine, they are not able to find the place they deserve in the study of organizational behaviour.

Till yesterday it was hard to find mentioning emotions as a separate subject of study in almost all leading texts of organizational behaviour. Books included the term emotion either in the context of attitudes or in the chapter of stress management and counseling. Such exclusion may be because of two reasons. One- perhaps the author believed that organizational behaviour deals with rational behaviour only and people need to exclude emotions- especially negative ones from interpersonal or organizational dynamics. This can be considered as myth of rationality. Scientific Management advocated such designs of organization that control emotions and subjectivity. According to this school of thought a well run organization is one which has successfully removed anger, frustration, envy, fear, love, guilt, infatuation, embarrassment and other similar feelings as these feelings were against the nature of rationality. Researchers and managers tried to create rational organizations despite their knowledge that emotions and feelings inseparable part of human life. Of course, such attempts were bound to fail. Another possible explanation for not including emotions in the study of organizational behaviour is the belief that emotions of any kind is disruptive.
When managers considered of emotions, they perhaps considered only extreme form of negative emotions like anger, frustration and conflicts. Emotions could be positive and constructive and might unleash creativity and positive outcomes had rarely been considered.

Now it is realized that emotions are integral part of one's behaviour pattern. People bring their emotions- both positive and negative to work place. And emotions need to be included as an important subject of study for relatively more comprehensive understanding of human behaviour at work.

### 8.2 WHAT ARE EMOTIONS?

It is not easy to define emotion as it is many things at once. Three terms have been used interchangeably, affect, emotion and mood in day-to-day interaction. Let us understand the three terms and their interrelationship. *Affect* is an all inclusive term covering a broad range of feelings that people experience. It includes both emotions and moods. *Emotions* are feelings experienced towards an object, person or event that create readiness.

*Moods* are unfocused, relatively mild feelings that exist as background to our daily experiences and lacks contextual stimulus.

![Figure 1: Relationship between Emotion and Mood](image)

Figure 1 depicts the relationship between emotion and mood on two dimensions, intensity of feelings and specificity of context or stimulus. It also suggests that emotions may transform into mood if we lose focus or context. For example Deepak makes a presentation on a new product before senior colleagues. His presentation is highly appreciated; he experiences positive emotions towards his colleagues (Specific persons). Once Deepak comes out of meeting he feels good and subsequently he meets his old friend who has visited him after more than ten years and both share a lot of positive memories. Deepak is visibly in high spirit through out the day and high spiritedness is manifested in other situations which can not be attributed any single event. Deepak's positive affective state can be termed as positive mood.

A related term gaining importance in organizational behaviour is *emotional labour*. Traditionally, every employee is expected to expend physical and intellectual labour by putting their body and cognitive abilities on job. But nowadays employees are also expected to undertake some amount of emotional labour. Here employee are expected to express organizationally required emotions during interpersonal dealings.

The concept of emotional labour was originally developed in the context of service profession. For example, airline flight attendants are expected to greet passengers and customer service agent to be polite and courteous. Today the concept of emotional labour seems to be relevant in all profession. A lawyer would like impress her client; and as a manager, one
would like to be courteous to one’s colleagues; doctor would have full cooperation of her team by putting in emotional labour. Specifically emotional labour refers to *the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions*. Here it is appropriate to differentiate between felt emotions that are individual's actual emotions. On the other hand, displayed emotions are those emotions that are organizationally required and assumed appropriate in a given job situation. They are not inner experience, they are learned. Key point here is to understand most often displayed emotions are different than experienced emotions and if people fail realize this they may land into interpersonal difficulties. For example, you may have come across many flight attendants who sport pleasant face before you as if they are very pleasant and helpful, but their non verbal behaviour and body language don't support such feelings. In fact in emotional labour, employees practice self regulation which is a part of emotional intelligence. We shall discuss about emotional intelligence in detail in section 8.7.

### 8.3 EMOTION VERSUS TEMPERAMENTS

Another related term is temperament. As defined in previous section, that emotions arise in response to certain stimuli and most often accompanied by bodily arousal and change in tone of voice and facial expression. Emotions are also more often short-lived. Fear, anger and joy are examples of basic emotion experienced in relation to certain stimulus which disappear as soon as stimulus condition disappear or loses its relevance.

*Temperament is a* personality trait which is not dependent on stimulus-object, person or event. It is a part persons' own psyche. It generates readiness to evoke given emotion or mood that makes people sad, timid or cheery.

It has been observed in job satisfaction studies that some people are satisfied across the job situations irrespective of the nature of job. Similarly, some people report dissatisfaction towards their jobs no matter what job they are doing. This brings us to a hypothesis that job satisfaction is determined by something inherent in the person rather than external environmental factor. Positive temperament or *positive affectivity (PA)* is the tendency to experience positive emotional states and are characterized by attribute of outgoing, sociable, talkativeness, and assertiveness. On the other hand some people are high on *negative affectivity* (NA) which is tendency to experience negative emotions. People high on NA tend to be more pessimistic, distressed, and unhappy as they primarily focus on negative aspects of life while persons with high PA feel satisfied and most often optimistic.

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Mood</th>
<th>Temperament</th>
</tr>
</thead>
</table>

If we analyse emotions, mood and temperament on permanence dimension, emotions will be considered least permanent whereas temperament will be considered most permanent and mood will fall somewhere in between. In terms stimulus or context dependence, again emotion will be more stimulus dependent and temperament will be the least dependent on stimulus or context. Mood will again fall in between as the same less stimulus dependent than emotions.

Now question arises can persons with negative affectivity are incapable of experiencing positive emotions? What is the contribution of personality/temperament in experience of emotions? Some research suggests that how we will feel about our jobs two year later can be predicted by our scores on PA. Similarly, studies of twins reared apart tell that people’s heredity has some influence on emotions and reaction to their jobs. However other studies have shown that impact of PA and NA on work behaviour is relatively weak. To
summarize, although temperament/personality will impact emotions but its impact is relatively weaker when compared to situational factors. Thus persons with NA can experience positive emotions provided stimulus is strong enough. For example, if an employee was trying hard to get promotion and was rejected several times. This promotion was very important for him. This time he tried with all efforts and he was declared successful and he was the lone successful candidate. In likelihood this event of success will trigger positives feelings and person will experience profuse positive emotions.

8.4 RELATIONSHIP AMONG EMOTION, MOTIVATION AND ATTITUDES

Emotion, motivation and attitudes are related concepts. All the three have affective component which creates the state of readiness to act towards certain object, person or event in positive or negative way. Emotion and motivation have linguistically common root. The word emotion has been derived from the Latin *e* (out) and *movere* (to move). Originally the word meant a movement from one place to another in the sense of a migration. After a long evolution the word started being used to designate any agitated, vehement, or excited mental state of individual. Similarly, motivation means process of causing movement. *Motivation* can be defined as process that starts with a physiological or psychological deficiency or need that activates a behaviour or a drive that is aimed at a goal or incentive. A person's motivated behaviour will be characterized intensity, direction and persistence towards attaining goal. Thus emotions can be conceptualized at a part of motivation process. Ross Buck in his book *Human motivation and emotion* defined motivation as a potential for the activation and direction of behaviour inherent in a system of behaviour control. He defined emotion as the process by which motivational potential is realised or read out when activated by challenging stimuli. It means emotions is seen as readout mechanism providing information about motivation. Intensity, direction and persistence can be observed in emotional behaviour also. The most fundamental response- fight or flight response also has these features: people try to protect their territory with vengeance; people try to indulge in behaviour of fight or flight and do it till the problem is solved or realise that the opponent is beyond their capacity and quit the situation. Employees raise their demands, do many thing to press for their demand and persist till the demand is fulfilled or get clear message that demands are unreasonable and can't be entertained. If demands are not fulfilled tension remains and the same gets reflected in other form of behaviour.

*Attitudes* are again related with emotions. Similar to emotions attitudes can be positive or negative related to objects, people or event. Attitudes consists of three components, namely *cognitive* -concerning information and belief segment, *affective* segment- concerning feeling and emotional segment of attitude, and finally, *behavioural* component referring to intention to behave towards the referent objects or persons. For example, bullying is unacceptable behaviour at work. John does not like David- a colleague in his department who often applies bullying tactics on junior employees. John intends to confront David and want to communicate to stop such behaviour. Here John's belief regarding bullying behaviour is cognitive component, his disliking of David is affective component, while intention to confront David is behavioural component. Even under the influence of attitudes, if people feel strongly, they will have consistent with their attitudes and the three features: intensity, direction and persistence will be visible in the behaviours. Social activist strongly feel about various rights, and they display features motivated behaviour: fight with all strength till the right is restored to the masses.
It is very clear that three concepts emotion, motivation and attitudes are intimately related and share properties of intensity, arousal and persistence. However they are distinct concepts and have utility in the domain of work behaviour. They also have difference. Emotions are experience where as attitudes are judgments. For example feeling generated after getting promotion may be an experience of emotion which may be short lived. But attitude towards promotion may be long lasting depending belief regarding promotion policy of the organization and our previous encounter and information regarding promotion.

8.5 DIMENSIONS OF EMOTIONS

How many emotions are there and how they vary is the subject matter of this section.

Variety

There are many attempts to identify primary or basic emotion - the blue, the red and the yellow of feelings from which all blends come. Woodworth presented one such classification consisting of six basic emotions namely: happiness, surprise, fear, sadness, anger and disgust. Photographs of facial expression of basic emotions have been used. The categories which were difficult to identify or which were considered as a subset of main categories were not included in the list. These six emotions may be conceptualised to exist on a continuum. The closer the two emotions on this continuum, the more is likelihood of confusion in recognizing them. For example get confused in recognising feeling of joy and surprise . Similarly people may get confused in while distinguishing between anger and disgust. However, people quite easily discriminate between facial expressions of happiness and disgust.

Happiness-Surprise-Fear-Sadness-Anger-Disgust

Intensity

People react to the same emotional stimuli quite differently. In some cases it is a result of training and job requirements and in some cases it may be due to variation in temperaments/ personality. You may have yourself observed many people who are cool and tend to keep their feeling to themselves. Such people seldom show their anger and displeasure. There are other kinds of people who tend to spill their emotions quite often and remain agitated for quite long time. When they are happy they will spread laughter all around when they are down they visibly look disturbed and depressed to any observer. Two persons may react to same stimulus, one may be brimming with excitement and joy the other may be more calm and cool.

Different jobs and professions may demand different levels of intensity of emotional expression. A judge or a doctor may be expected to be emotionally neutral, while a sales person or a waiter at a rated restaurant is expected to be enthusiastic and joyous.

Frequency and Duration

How often and how long desirable emotional display is required?

There are many professions where people's emotional labour is continuously under demand whereas in some professions it is rarely demanded. For example, an accountant who is responsible to maintain accounts and less frequently asked to make presentations before shareholders meet. He feels he can fake enthusiasm for an hour or so, however if he is asked to make similar presentations on routine basis he will experience considerable stress.
Whether the person is expected to present desirable emotions more frequently and, for long duration or less frequently and for short duration will have consequences for persons effort and stress. Job will be considered more stressful if emotional labour is demanded more frequently and for longer duration. For example, job of air hostess will be more demanding as compared to a data entree operator as she is expected to express organizationally desirable emotions continuously for longer time and every day as compared to data entree operator who is required to be polite before boss once in a while. Thus extent of demand on the job will depend not only on required intensity of display of organizationally appropriate emotions but also on frequency and duration of the same.

8.6 EMOTIONAL EXPRESSION: ROLE OF GENDER, ORGANIZATION AND CULTURE

Socialisation, training, and situational factors influence emotional expression. In this section we will discuss the role of gender organization and culture in shaping emotional differences across gender as emotional expression is primarily an outcome of socialization practices. Similarly, organizations and cultures also influence emotional expression through socialisations and enforcement of normative behaviour.

Gender

Studies suggest that women are more ‘in touch’ with their feelings than men and are better able to read emotions of others better. Women show greater emotional expression than men. Women are more intense in expressing emotion than men and they express both positive and negative emotions more frequently than men except anger. Further women report more comfort in emotional expression than men. Last but not the least women as compared to men, are more skilled in reading nonverbal and paralinguistic cues. Scholars offer three possible explanations. One explanation is difference in socialisation practices of men and women. Men are told to be bold and brave and displaying emotions is against the masculine character. In contrast to this women are groomed to display nurturing behaviour. Perhaps this may be the reason to for women being warmer and more friend than men. Second, women have more innate ability to recognize emotions in others than men and they use their skills. Third, women may be having greater need for approval, hence tend to show positive emotions like happiness and joy with higher intensity and frequency.

Organizations

Air Sahara writes on its tickets ‘Yours emotionally’ to impress upon customers that they genuinely concerned with happiness of customers. This slogan puts them under greater demand as they are expected to be extra courteous and caring. Your personal experience with Sahara Airlines may tell you such slogans do have impact on the displayed emotions of employees. If a person does not have knack for socialising and positive affectivity, he may not be fit person for front office of star hotel, where greeting new corners and eliciting and responding to customer queries are the integral part of the job.

Similarly, organizations set certain norms of emotional expression at work and people are communicated about these norms and sometimes it is implicit. For example, expressing negative emotions like anger and hatred are specifically prohibited. Similarly, organizations put certain obligations on employees while
expressing emotions. Expressing intense form of emotion whether positive or negative is unacceptable at workplace. Another instance organizational constraint is that persons of lower hierarchy of management not expected to laugh, cry or share humorous joke with persons of higher hierarchy as organizations feel that such expressions undermine authority of the organization. Further, many organizations are still clinging to rationality myth and ask people keep emotions out from work.

**Culture**

Culture of the nation as well as organizational culture can shape emotional expression. In India people are expected to be friendly and helpful. Women in customer care unit greet customers and visitors with smile. The same behaviour of smiling may be taken as sexual interest in Islamic countries, thus women are told to not smile at men. Thus what is right in one culture may be wrong in another culture and cultures also differ in interpretation of emotional cues and expressions.

Studies further suggest that there seems to be high agreement on the interpretations of basic emotions across cultures. For example Paul Ekman, at University of California at San Francisco observed that specific facial expression for four of them (fear, anger, sadness and enjoyment) were recognised by people in cultures around the world. Including preliterate people unaffected by cinema and TV suggesting universality of emotional expression. However, this agreement may be true for basic emotions, as emotional expressions become complex, cultural variation become pronounced. For example, studies show that some cultures lack words for such standard emotions as anxiety, depression, or guilt.

Nonverbal gestures used in emotional expression also vary across cultures. For example, scratching ear and cheek may be a sign of indecision in US, but to a Chinese, it means happiness.

**8.7 MANAGING EMOTIONS AT WORK**

In this section we are focusing on areas of organizational behaviour where knowledge of emotions may be considered helpful. These areas include selection, decision making, motivation, leadership, mentoring and counselling, conflict management and negotiation, stress management and organizational commitment. Emotional Intelligence (EI) is basically using emotions intelligently for obtaining positive personal and organizational outcomes.

**Selection**

Recent studies on EI suggest that people who are good at managing emotions in self and others are effective at their jobs. If this proposition is true, then managers must include the competencies to reading and managing emotions in self and others as an integral part of their selection tests.

Credit goes to Peter Salovey and John D. Mayer for coining the term EI and formally defining EI in 1990. However, the concept attracted attention only after publication of Daniel Goleman's popular book *Emotional Intelligence* in 1995. Goleman defined emotional intelligence as a capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and our relationship. He further stated that EI can be understood in terms five components namely, self awareness, self regulation motivation, empathy and social skills.
Psychologists are employed to develop competency models for identifying likely star performers. Goleman analysed 188 such competency models with the objective to indemnify which competencies impacted performance and to what extent in leadership positions. He found EI competencies like ability to work with others, effectiveness in leading change effort etc. were twice as important as other competencies in cognitive or technical areas. He also found that sales persons with high EI at the Metropolitan Life Insurance Company were better able to overcome bad sales days, recovered more easily from rejection and
changed their jobs less frequently. In a study at Bell Lab, scientists were asked to identify star performers from amongst their colleagues. It was found that identified star performers were better on ability of relating with others. Another study with air force recruiters also revealed that high performers had higher EI competencies. Goleman further emphasised that EI becomes more crucial at the senior levels of management as 90 per cent of difference in star and average performers profile were attributable to EI competencies.

Keeping these evidences in mind EI deserves the attentions of selector particularly in those areas where interpersonal interactions are critical for job performance.

Decision Making

Traditionally rationality was emphasised in organizational decision making. But the reality is somethings else. Organizations lacking resources, time and problems are not always amenable to rational problem solving. If there is no precedent, and uncertainty is high, there is no meaningful data to bank upon and there can be many possible alternatives, decision makers use gut feeling and intuition for arriving at a particular decisions. Extreme degree of positive or negative emotions can interfere with decision making process. EI competencies like self regulation, and empathy may positively influence decision making as people with such competencies are sensitive to environmental cues and don’t get upset easily under adverse circumstances.

Motivation

Emotions and motivation belong to the same family of psychological process. Both involve experience of excitement, energy and goal directed behaviour. Motivation is also an integral part of EI competencies. Persons high on this ability constantly strive to cross the levels of excellence set by themselves. They are optimistic and committed to organization ideals. Their self esteem gets affected on the basis of their performance and contribution to organization. If we are able to understand what excites whom, we can motivate people if we can supply the incentives required to satisfy the excitement. Cognitive motivational theories presume rational and calculative nature of human being which may not always be true. Many people get so submersed in their jobs, that jobs become their identity. They slog beyond the call of duty without any extra extrinsic rewards. Behaviors like working continuously overnight, taking challenge to break the records, or conquering the Everest can be examples of emotionally driven motivation.

Leadership, Mentoring and Counseling

Ability to lead, mentor and counsel others is fundamental part of leadership role. Emotional expression, particularly, enthusiasm, trust, empathy and compassion is critical to leadership role. Empathy and social skills component of EI supports this role. The two articles of Goleman published in Harvard Business Review in 1998 and 2000 deal with the subjects of What makes a leader? and Leadership that gets result in detail. The essence of the two papers is that people with high EI are more likely to be successful in leadership positions and leaders have got a variety of options in terms of leadership styles and they need to choose which style will suit which situation and no style is inherently good or bad. Real life examples of leadership behaviour can be seen in Laloo Prasad Yadav who identifies with the need of masses and expresses emotions that resonates with the emotions of masses thus influences behaviour of masses. Corporate executives, who do not empathise with the sentiments of employees, rarely win unflinching support of their people.
Counselling and mentoring both include the process of communication, listening and joint problem solving. At practice both are used as a vehicles of human resource development consisting of confidence and competence building measures. In both the processes empathy, rapport building and high degree of emotional maturity are required. Mentors, leaders and counsellors evoke emotions, enthuse and encourage others and elicit positive response. All presidential candidates in US are therefore coached for displaying enthusiasm at various meetings is just one case in point to show role of emotions in leadership process.

**Conflict Management and Negotiations**

Conflicts and negotiations are vexed with emotional overtones. Managers who are uncomfortable in dealing with their own emotions as well as emotions of others may find it difficult to resolve interpersonal conflicts and avoid approaching negotiation tables if issues involved are of emotional nature. Managers if want to deal with conflicts successfully first they need to confront one emotion issues. Once the hurt egos are dealt, task and information related conflicts can be resolved easily.

**Management of Stress and Deviant Behaviour**

Stress is an emotional response. Similarly, deviant behaviour of employees like social loafing, intentional underperformance, late coming, producing scrap, sabotage activity, stealing company property, personal aggression etc. are consequence of arousal of negative emotions. If an employee feels that he has not been rewarded inequitably keeping his contributions in mind, such deviant behaviour may be one of the responses. Company need to conduct periodic satisfaction survey to sense the pulse of workforce and try to remove irritants from workplace which trigger deviant behaviour. Sound grievance procedure and counselling opportunities may help reducing deviant behaviour. Deviant behaviour or stress can be conceptualised as right response where employee shows sign of deviance. Herbert Benson-a Harvard medical practitioner advocated to elicit relaxation response through regular practice of sitting at quiet place with passive attitude and breathe deeply while concentrating on single syllable word like one or God. Relaxation response is an antithesis of right response charised by lowering of blood pressure and tension.

**Organisational Commitment**

Organisational commitment refers to the degree to which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation. This kind of commitment has a component of affective commitment. People with high affective commitment feel aroused seeing the logo of their organisation. They feel proud to be part of organisation. They would like to defend the acts of their organisation if that is criticised by an outsider. Managers strive to arouse such kind of emotion among employees as such emotion is found to be positively related with performance.

**Emotional Intelligence and Emotional Labour**

We have discussed that EI have to be applied to organisational behaviour issues in order to be effective at work. Without the application of emotional self regulation, organisations may become arena of emotional battle like anger, frustration, jealousy, disgust, sadness, hostility, joy, excitement and screaming all over the place. Organisational norms and social norms actually regulate expression of emotions. EI training proceeds on the premises that people if desire and put requisite efforts can learn EI competencies. And a logical extension can
be made once equipped EI competencies, i.e., people can display organisationally
desired emotions spontaneously. Hence emotional labour producing stress till
yesterday may become a behaviour under employee's control. Such people may
undertake emotional labour without much difficulty. However, more empirical
studies are needed to understand as to how learning of EI competencies actually
impact emotional labour.

8.8 CAN EMOTIONAL INTELLIGENCE BE LEARNED?

Unlike traditional intelligence measured by IQ tests, EI is not static. It can be learned
and developed although the process of its development is quite difficult. Sustained
effort in direction of learning and change will definitely bring the change. Here is a
frame-work of competence (McKnight, 1991):

![Competence Framework](image)

**Figure 3: Competence Framework**

This framework suggests that competence is a function of training, education, and
skills which person develops over time. It also depends on some innate qualities of
the person, which can be developed. Innate quality helps person to acquire
knowledge and skills faster. Some amount of knowledge is must for a person to
become emotionally intelligent. Knowledge also directly influences skills. Thus,
competence is composite of knowledge, skill and aptitude. In order to develop
emotional competence, learning programmes must consider to incorporate knowledge
as well as practice inputs. Only practice inputs under able guidance help persons
developing skills.

Goleman reports that the seat of EI is the neuro-transmitters of brains limbic system,
which governs feelings, impulses, and drives. Research suggests that the limbic
system learns best through motivation, extended practice and feedback. Therefore to
develop EI individuals and organisations must focus on limbic system. The trainings
must help in breaking old habits and acquiring new ones. It requires longer time and
sustained effort than the conventional programme. It also requires individualised
approach.

In order to develop EI, first one has to unlearn old dysfunctional habits through
creative destruction and acquire new set of behaviour. Lewin's (1951) famous model
of behaviour change: de-freezing - developing and experimenting with new
behaviour and re-freezing the newly found behaviour and experimenting with new
behaviour with highest proficiency levels can be followed. T-Group or learning
group methodology can be employed for acquiring EI. Apart from T Group
methodology, instrumentation, behaviour modeling and coaching and mentoring,
video taped feedback session may also be useful for developing EI and inter-personal
skills. Illustrated the process through which learning can be integrated:
The process demonstrated here suggests that person's competencies as per job requirement may be assessed. If there is clear-cut need for certain competencies to be developed, person may be given feedback. Persons can be motivated to learn and his/her readiness to develop competencies can be assessed. Once person is ready, goals can be set for learning. The management may communicate its expectations clearly. The person then actually works for learning. Old habits die-hard, the learner may lose patience, this is where role of HRD Professionals, counsellors becomes critical. The person developing his own competence needs support. HRD Professionals need to extend all the help and support, and provide feedback about the progress of learning. They need to recognise and reward the newly acquired competencies. This will go a long way in strengthening the newly acquired competencies and finally make the assessment of change in the profile of emotional competence.

8.9 SUMMARY

Emotions are integral part of human behavior and it will be erroneous to assume by ignoring people's emotion we can remove eruption of emotional reactions at work place. It is therefore better to understand dynamics of emotion at work and manage emotional responses rather than ignoring them.

Emotions have traditionally been avoided as emotions were associated with negative reactions and poor performance. Of course extreme degree of emotions positive or negative interfere with performance by restricting our span of attention and loss of control over our behaviour. Negative emotions like anger, sadness, etc. interfere with performance. However, emotions can also positively influence performance. Emotions unleash creative potential plus they provide energy by way arousal to perform the task. Another example of emotions positively impacting performance is of emotional labour where employees display organizationally desired emotions and get better outcome.

Emotions have their part in all most all crucial processes in organizational behaviour like, selection, leadership, counseling, mentoring, conflict management, motivation, power politics, reward allocation, decision making, group dynamics, team building, stress management and deviance, etc. Organizations are now emphasising the art of managing emotions.

Employees are being encouraged to learn skills of displaying organizationally desired emotions like smiling, greeting, acting tough, or sad as the job situation
Intra Personal Processes requires. Literature on EI also clearly suggests that people can done their EI competencies if they so desire, through determined practice and feedback, as the limbic system the seat of EI learns through long practice and feedback.

8.10 SELF ASSESSMENT QUESTIONS

1. What is emotion? Discuss the importance of it in present day organisations.

2. How do you differentiate among affect, emotion mood and temperament?

3. Discuss the relationship between emotions, motivation and attitudes? Do these constructs and influence performance?

4. What is emotional labour? Why is it important in the study of organizational behaviour?

5. What is temperament? Can persons with negative temperament experience positive emotions? If yes, how? If not, why not?

6. What is emotional intelligence? Briefly discuss its importance in organizational behaviour?

7. Can emotional intelligence be learned? Briefly discuss the process of learning emotional intelligence?

8.11 FURTHER READINGS


