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# 1B

## Identify personal stressors and own emotional states related to the workplace

As a manager, it is essential that you identify your personal stressors and emotional states related to the workplace to ensure you care for your own emotional and physical wellbeing and that of your work colleagues. Prolonged emotional stress in the workplace can lead to a loss of commitment to the organisation. As energy, commitment and motivation decrease, unhappy workers may intentionally or unintentionally withhold resources, skills or knowledge from the organisation. Uncertainty and fear related to the economy, or issues relating to your organisation, can make team members feel vulnerable or at risk of personal hardship. Learning and adopting new ways of coping with workplace stress are vital to improving the performance of your team.

### Workplace stress and stressors

Workplace stress refers to the adverse reactions or responses that occur when the demands of a job do not match the resources, needs or abilities of the employee. While some level of stress is expected in the workplace, unnecessary or excessive stress has the potential to hinder a person's productivity or ability to perform in their role.

Stressors are events or situations occurring in the workplace that trigger the stress response in an individual or team. Workplace stressors can cause physical, chemical or mental responses inside the body, affecting mental function and performance.

As a manager, it is your duty to identify and alleviate any potential workplace stressors that could be detrimental to your health or job performance or to the effectiveness of your team.

Here are some stressors commonly found in the workplace.

#### Common workplace stressors

**1****Lack of time**

A lack of time management skills or insufficient work schedules set to complete tasks

**2****Too many projects**

Overcommitting or scheduling projects back-to-back without making concessions for delays or issues that may arise or hinder progress

**3****Lack of clarity**

Ambiguous job roles or excessive work responsibilities and duties

**Physical signs**

For example, anxiety, insomnia, fatigue, depression, high blood pressure, skin conditions, weight gain, muscle tension, nausea, stomach ulcers, irritable bowel syndrome, increased susceptibility to infections or viruses.

**Emotional signs**

For example, negative thoughts, disappointment in self, heightened emotional reactions, increased sensitivity, loneliness, loss of motivation, lack of self-confidence, mood swings.

**Mental signs**

For example, confusion, lack of concentration, poor memory, indecision.

**Behavioural signs**

For example, changes in diet, increased smoking or drinking of alcohol, consumption of stress-related medication, nervous behaviour, arriving late to work, taking more time off.

Reduce team workplace stress by:

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

## Emotional states

Emotional states are characterised by an unperceived co-occurrence of two or more different emotional feelings, eliciting an instant physiological response to a situation. In other words, your emotional state brings a certain set of feelings that come about with a particular activity or under certain circumstances.

For example, if a work colleague accuses you of saying something you didn't actually say, it is likely that you will feel angry as a consequence yet not immediately perceive your own angry state. This rapid change in your emotional state will be evident by how you respond verbally, as well as through your facial expression and body language.

Identifying a particular emotional state can be difficult, because people have several emotions they are experiencing all the time. Every mood present in a workplace situation has a corresponding emotional state. Learning to understand your emotional states and those of your work colleagues, and how to deal with them, will help you to make better organisational decisions and form positive relationships.

Some examples of emotional states:

- Pleasant
- Anxious
- Fearful
- Angry
- Kind
- Expectant
- Amused
- Happy
- Disgusted
- Mixed

## Use emotional intelligence to deal with stress

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

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

**Being on the receiving end of an emotional outburst**

## Positive response:

Remain calm, think positively and create the space and time to decide how you will respond.

## Negative response:

Continue the argument in a heated manner and risk saying or doing something you may regret.

**Being wrongly accused of doing or saying something**

## Positive response:

Conduct a productive confrontation, stating your position and expectations.

## Negative response:

Respond aggressively or discuss the issue with someone other than the people involved.

**Feeling consistently undermined by a team member**

## Positive response:

Reframe your thinking and understand that this is not about you.

## Negative response:

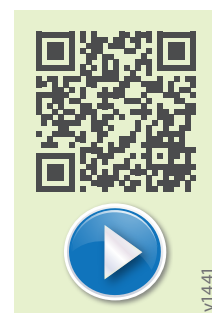
Let your feelings control your thoughts and assume your team member dislikes you.

**Example: be aware of own emotional triggers**

Carmel is the sales team leader in an insurance organisation. She is naturally an optimistic person, making her an enthusiastic leader in the workplace. She has a good relationship with her team and goes out of her way to support and encourage team members when they are struggling. Carmel is also a perfectionist and suffers from a fear of failure. Therefore she strives to perform at her optimal level at all times, to avoid mistakes that she could be criticised for.

Due to a recent downturn in the economy, the organisation is suffering. New insurance policy sales figures have dropped significantly and the senior management team has been putting pressure on Carmel to meet organisational sales targets. This has caused her to become stressed and as a result she is suffering from mild anxiety.

Carmel's team members have noticed her mood change. When she switches her primary focus and energy to meeting sales targets, rather than supporting and coaching her work colleagues, team members become increasingly distressed. As a whole, the team's ability to process information and respond effectively is diminishing.



### Coaching

Some tactics used by coaches of sporting teams are also useful in the workplace. Assuming a coaching role can be effective at an individual level and a team level. The sports arena is similar to the workplace in that a team needs to be selected and trained well, there is always a goal and a plan of attack, and there is also a lot that can be learnt along the way. Helping individuals perform at their best and motivating them to succeed and achieve their goals are what sporting coaches do every day. Managers can learn from their techniques, which include:

- helping and encouraging team members to be an expert or pro at what they do
- setting goals for individuals that are unique to that person and reflect their abilities and personal aspirations
- using collaborative techniques that give team members some control over the way things are done and a sense of ownership in the process
- coming up with new, different and better ways of doing things and having an open mind when suggestions are made (and encouraging team members to do the same).

## Emotional intelligence principles and competence

Emotional intelligence is widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use this information to guide their thinking and actions. Developing emotional intelligence allows you to recognise, understand and use the power of emotions to facilitate high levels of teamwork and productivity.

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

Daniel Goleman (2002) developed four dimensions of emotional intelligence and corresponding leadership capabilities that determine our personal and social competence: how we manage ourselves and how we manage our relationships. Here is a summary of his four dimensions.

#### Self-awareness

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

#### Self-management

- Emotional self-control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism

Leadership capabilities that define your social competence in relationship management are below.

### **Inspirational leadership**

This is guiding and motivating with a compelling vision or shared mission. It involves offering a sense of common purpose beyond the daily tasks of the organisation.

### **Influence**

This is wielding a range of tactics for persuasion. It involves addressing your team in a way that engages them.

### **Developing others**

This is cultivating others' abilities through feedback, guidance, mentoring and coaching. It involves showing a genuine interest in those you are helping by understanding their goals, strengths and weaknesses, and by giving timely and constructive feedback where appropriate.

### **Change catalyst**

This is recognising the need for change, and initiating, managing and leading in a new direction. It involves making compelling arguments and challenging the status quo, and finding practical ways to overcome barriers.

### **Conflict management**

This is resolving disagreements by drawing out all parties, understanding the differing perspectives and finding a common solution that meets everybody's needs. It involves redirecting energies towards a shared ideal.

### **Teamwork and collaboration**

This is cooperation and team building, generating a friendly atmosphere and modelling respect and helpfulness. It involves engaging others to be active and enthusiastic in achieving team goals.

## Practice task 4

Consider the personal and social competences of emotional intelligence in this table and rate how well you model these behaviours in your workplace.

Dimension	Competence	Never	Sometimes	Often	Always
Self-awareness	Emotional self-awareness				
	Accurate self-assessment				
	Self-confidence				
Self-management	Emotional self-control				
	Transparency				
	Adaptability				
	Achievement				
	Initiative				
	Optimism				
Social awareness	Empathy				
	Organisational awareness				
	Service				
Relationship management	Inspiring leadership				
	Influence				
	Developing others				
	Change catalyst				
	Conflict management				
	Teamwork and collaboration				



Feedback can be:

- formal or informal
- verbal or written
- public or private
- ongoing or once-off
- immediate or periodic
- positive or constructive.

## Informal feedback

Feedback can be solicited through both informal and formal processes. You should choose a method that aligns with your organisational policies and procedures, and is appropriate in the context of the feedback sought.

In the case of a dispute between yourself and another team member, feedback should be given and received with all parties present, so that it is fair and open.

Some ways that you can get feedback are given here.

### Tips for soliciting feedback

- Ask good questions relating to your performance, even if such questions elicit constructive or negative feedback.
- Be open to all types of feedback and demonstrate willingness to learn.
- Listen without justifying your actions; otherwise people may stop giving you feedback or you may miss what the person is trying to convey.
- Accept feedback without defending yourself in order to increase your credibility with the person giving the feedback.
- Create a trust bond that enables the person giving feedback to feel as though they have helped in improving your performance.
- Do not pretend to know what the person giving the feedback is trying to say and admit when you have made mistakes.
- When receiving feedback, always thank the person for their openness and honesty.

## Formal feedback

Your organisation may use a number of formal strategies to solicit feedback about job performance and capabilities.

Below are some ways of eliciting formal feedback.

### 360-degree feedback

This highly structured method of giving feedback involves all team members giving other individuals in the team a rating or qualitative feedback on their performance.

Sometimes this sort of feedback is done anonymously and the team members receive a report showing the scores they received on each point. 360-degree feedback can be very confronting and needs to be managed carefully. Nevertheless, it can be a useful tool, especially when plans are put in place to correct poor results. Getting low scores from team members can be a real revelation, while it can also be gratifying to see that your colleagues appreciate your efforts.

**Sexuality**

Sexuality includes heterosexuality, homosexuality and bisexuality.

**Personality**

A diverse workforce has people with a range of different qualities, such as people who are outgoing, shy, cheerful, quiet, talkative and imaginative.

## Cultural expressions of emotion

Different cultures have different ways of expressing their emotions. People from diverse backgrounds may find it difficult to express their true fundamental concerns and feelings in the workplace. While every individual desires a sense of connection and a feeling of trust and support, they may not be able to articulate that need or know what they should ask.

As a manager, you must use emotional intelligence to identify, understand and respond to the cultural differences in emotional behaviour within your team. While some cultures tend to express their emotions freely and openly, others tend to hold their emotions back. It would be naive to assume that the expression of certain emotions is culturally neutral.

Here are some examples of cultural expressions of emotion.

**Nonverbal cues**

Nonverbal emotional cues often have special meanings unique to an individual's culture. Body movements such as hand-shaking or eye winking have precise, culturally defined meanings and will not be appropriate forms of communication to all individuals. Facial expressions can be both universal and culturally specific.

**Group cohesion**

Cultures differ in the degree to which emotions are expressed depending on whether they facilitate or hinder group cohesion.

## 2C

## Demonstrate flexibility and adaptability in dealing with others

A flexible workplace is achieved when team members are given the freedom to do their job in the way they think is most effective, without unnecessary strictures on how to achieve their work responsibilities. The same approach should be adopted when dealing with the emotions of others in the workplace. By allowing your team members to express themselves freely and without judgment or condescension, you foster a sense of belonging. By listening to your team members' concerns, you learn and understand what must be done to keep team morale high.

Demonstrating flexibility and adaptability when responding to the emotional states of your team members promotes a workplace environment of trust, habitual innovation and risk-taking. When team members know that you are watching them and care about what they do, they will feel free to express themselves professionally and emotionally in the workplace.



### Flexible and adaptable leaders

Adaptability is one of the leadership competences relating to the self-management dimension of emotional intelligence. Adaptable managers are flexible in acclimatising to new challenges, quick in adjusting to organisational change and agile in their thinking in the face of new data.

Having a larger repertoire of emotional intelligence strengths makes you more effective as a leader because it means you are flexible enough to handle the wide-ranging demands of running a team or an organisation without losing your energy or focus. You become comfortable with the inevitable uncertainties of organisational life.

Suggestions for demonstrating your flexible approach follow.

#### Ways to demonstrate adaptability in the workplace

- Prepare back-up, alternative options for discussion.
- Present multiple ideas and show acceptance when your primary choice is rejected.
- Provide alternative solutions to conflict resolution.
- Be willing to take on challenges, tasks or projects where the work is urgent and important to the organisation.
- Be cooperative and helpful when transitioning into a new or expanded role.
- Remain calm and ready to make a quick decision when faced with unexpected challenges.
- Change your interpersonal communication style to meet the needs of your individual team members.
- Be willing and open to listen to the emotional needs of your work colleagues.
- Adopt flexible working arrangements and family-friendly initiatives within your organisation.
- Make your team members feel flexible and free to innovate in completing their work responsibilities.

3

**Employee assistance programs**

Employee assistance programs such as making personal or financial counselling available

4

**Care services**

Child or aged care services, including childcare centres and back-up care resources

5

**Health and wellness initiatives**

Health and wellness initiatives, ranging from health club facilities to stress management workshops, exercise programs and dietary information

5

**Flexible leave options**

Flexible leave options, including regulatory leave such as maternity/paternity leave, as well as flexibility with annual leave arrangements, encouragement to take leave when due and the availability of special, sick or unpaid leave for compassionate, educational, carer or emergency requirements

7

**Social events**

Social events involving family members

## Define boundaries

Boundaries are essential in workplace flexibility and variability. Organisational flexibility often requires greater administrative effort and planning. Your team members need to know their work schedules in advance and will want to have some control over how they manage their time. This level of autonomy empowers individuals and increases job satisfaction.

As a manager, you should think holistically about how to demonstrate workplace flexibility within the constraints and boundaries of your organisation, while still ensuring that the individual needs of your work colleagues are met.



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## Topic 3

# Promote the development of emotional intelligence in others

Due to the social environment in which organisations operate, work teams are sure to have deep and significant emotional interactions in the workplace. Managers must encourage team members to act with new awareness and sensitivity towards one another. Promoting the development of emotional intelligence in your work colleagues helps them to understand and master the behaviours of success. It encourages collaborative decision-making where team members listen to one another, think things through and respond with genuine respect for one another. An emotionally intelligent workplace culture is considered a huge competitive advantage, as it reduces unproductive conflict, organisational uncertainty and delays in achieving work outcomes.

In this topic you will learn how to:

- 3A Provide opportunities for others to express their thoughts and feelings
- 3B Assist others to understand the effects of their behaviour and emotions on others in the workplace
- 3C Encourage the self-management of emotions in others
- 3D Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes

## Meet the needs of team members

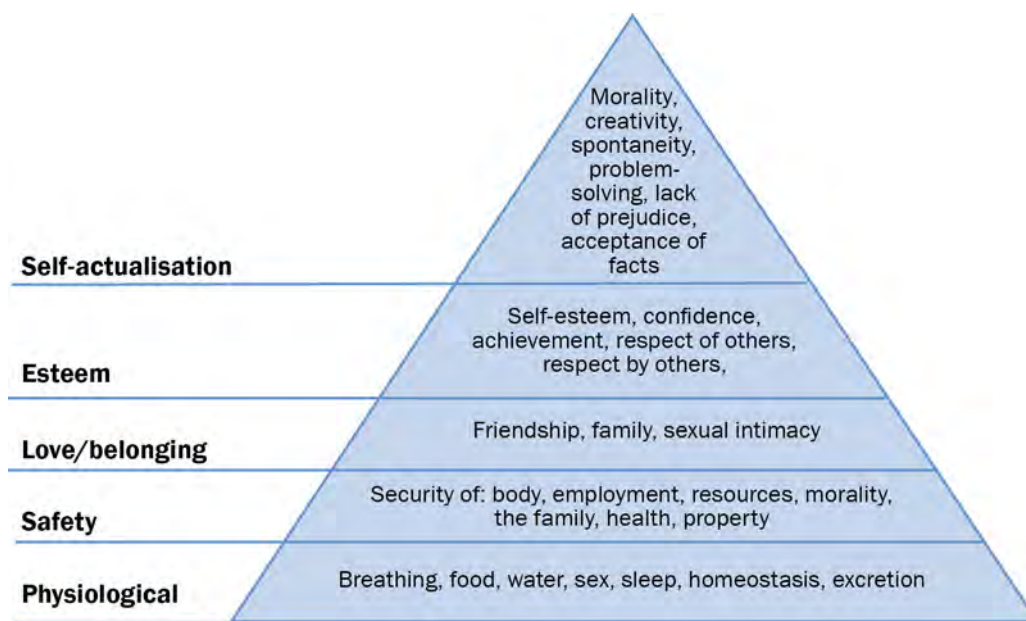
Human behaviour is generally motivated by the desire to improve quality of life.

Abraham Maslow (1943) developed a hierarchy of needs to understand what motivates people. Maslow’s theory suggests that an individual’s most basic level of needs must be met before the individual will focus motivation on the secondary or higher level needs.

While Maslow’s hierarchy is not definitive or explanatory for every person, research has shown that individuals and teams in the workplace naturally move towards satisfying these successive needs in an effort to overcome whatever obstructs their job satisfaction.

As a manager, providing your team members with opportunities to express their thoughts and feelings is a step in the right direction towards fulfilling their fundamental needs in the workplace.

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



## Create an emotionally healthy workplace

Creating an emotion-free workplace is unrealistic. Managers are better served by learning to handle emotions appropriately, rather than trying to banish emotions from the workplace altogether.

As a manager, you must create an emotionally healthy workplace, providing opportunities for teams and individuals to express their fears, frustrations and anger, and managing their emotional responses appropriately.

Here are some strategies to achieve this.

## Open communication and active listening

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

Active listening is the fastest way to gain important information from your workplace environment. After listening to the thoughts, feelings or emotions of a team member, seek to send back the most accurate interpretation of what you think you heard them say, giving the feedback in their own words, to check that you have received the information correctly. The team member is likely to then correct you or reiterate what you've said, while simultaneously underlining the essence of their message.

Open communication is essential when you are a part of team that needs to increase its productivity, because communication solves challenges that keep your team from having everything it needs to perform at its best.

Here are some tips for developing your team's communication and active listening skills.

### Communication tips

- Consider putting your entire team through active listening training.
- Pay attention to the full communication of your team members – verbal and nonverbal – and then feed it back and check and validate your understanding.
- Encourage team members to ask questions, reflect on what has been said, clarify the correct message and summarise the key points.
- Build understanding and empathy among your team members to help nurture workplace relationships.
- Let your team members know you have listened well by matching their emotions with the meaning of the content.
- Practise different styles of leading team meetings so that sometimes you speak up more than you usually would and other times you take the extra time to listen and let others speak.
- Consider developing a formal tool for evaluating how aware team members are of each other's emotions and how well these feelings are communicated within the team.
- Demonstrate active listening skills by using positive reinforcement, smiling, making eye contact and using a forward-facing posture.

## Help others to develop self-awareness

Self-awareness involves understanding how you feel and why, and communicating those feelings to others. Managers should use emotional intelligence to help team members recognise their own feelings and emotions, and understand what is triggering a particular response.

In *The emotionally intelligent team*, Hughes and Terrell (2007) suggest a process for self-awareness applicable to the workplace environment that is shown below.

### The process of self-awareness

1

Sense the emotion or feeling.



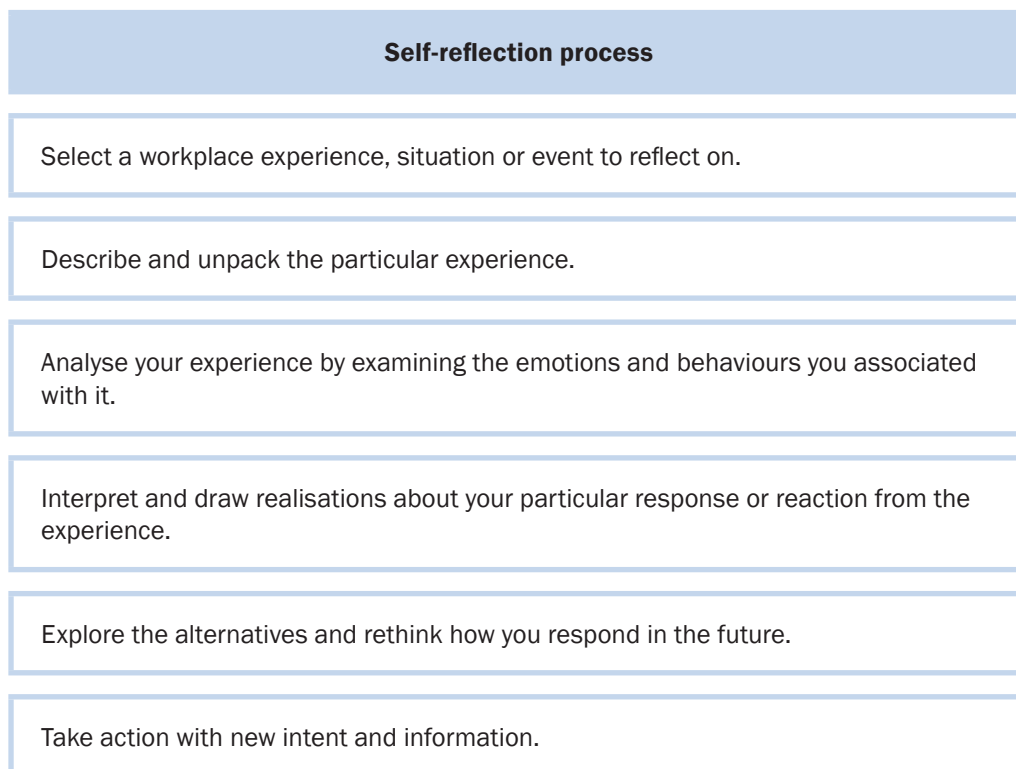
## Encourage self-reflection

Self-reflection involves thinking about, or reflecting on, what you do and how you act. Reflective practices involve stepping back from a particular situation to make sense of it, understand what it means, learn from it and apply that learning to future situations.

The process of self-reflection brings together the skills of self-awareness, critical thinking, analysis and experiential learning.

By applying critical thinking to their workplace experiences, your team members develop and deepen insights into what they did, how they felt and why they felt or behaved in that way. Self-reflection encourages your team members to do things differently based on careful consideration of the alternatives.

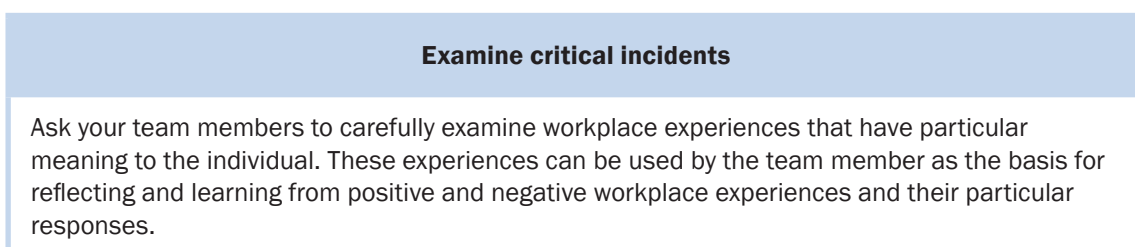
Here are the detailed steps involved in self-reflection.



## Strategies for self-reflection in the workplace

There are a variety of self-reflective strategies you could implement within your workplace. It may be a good idea to develop a formal process for your team to use in evaluating how different workplace situations make them feel or behave. Recording this information will reveal personal insight to team members and guide them on how to respond appropriately and make reasonable choices in the future.

Here are some details involved in self-reflective strategy.





9

**Fair Work Act 2009 (Cth)**

This Act provides a safety net of minimum terms and conditions of employment through the National Employment Standards.

10

**State laws**

The Australasian Legal Information Institute provides information about laws specific to your state or territory.

11

**Codes of practice**

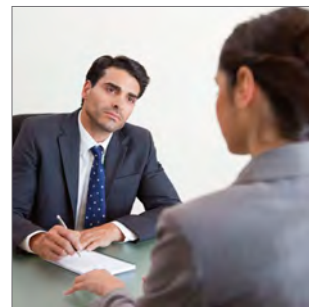
Workplace or industry-based codes of practice and ethical principles.

## Example: assist others to reflect on their own emotions

Erica is a retail branch manager at a state-based credit society. She has been asked by senior management to develop a strategy for organisational learning within her team. After a week of interviewing staff, Erica has been able to discover what is working well and develop some ideas for how learning could be organised more strategically. At the same time, she is becoming increasingly aware that her interviews are being used by staff as an opportunity to vent their feelings and frustrations about the organisation's senior management team. Erica is finding it uncomfortable to listen to the criticism and difficult to work out how to handle the situation. She decides to talk through her concerns at her next peer supervision session.

During the session, Erica reviews the progress she has made and reassures herself that she has enough quality data to make a comprehensive assessment of the current situation. Her supervisor, Jordan, helps her talk through her feelings about the concerns expressed by staff relating to the organisation's leadership. Through the sensitive use of questioning, Jordan helps Erica realise that the willingness of her staff to express their criticisms rather than keeping them private is a positive sign, as it creates an opportunity for change that is in the best interests of the organisation.

Erica begins to realise that her anxiety relates to a need to feel in control of the situation. She was worried that by passing on the feedback to senior management, she might initiate some internal conflict with negative consequences for the credit society. Jordan helps Erica understand that she needs to develop and implement a process of open communication within the organisation so that different viewpoints can be heard without judgment, to improve the work environment. By reflecting on her feelings with her supervisor, Erica has developed a much clearer understanding of the boundaries of her role and now has the confidence to communicate this to the senior management team.



### Coaching

Get the best out of your team by coaching work colleagues individually and as a group. Aim to understand the individual needs of your work colleagues and introduce processes that encourage progress and foster a collaborative and emotionally intelligent culture.

Arranging for someone to coach a team member who is having difficulties handling their emotions or behaviours in the workplace can be effective, time-efficient and a positive experience for both parties. A coach explains how to respond appropriately, provides opportunities for the person to practise their skills and suggests different ways to resolve difficulties or approach work tasks.

### Mentoring

Help team members to gain a deeper understanding of complex emotional states through reflection, adaptation and exploration of new approaches. Provide work colleagues with constructive feedback.

Mentors are often used for new employees, for those experiencing problems with communication or interpersonal skills, or in any area that presents particular challenges.

A mentor should provide advice or supervision based on their own experience as well as their expertise. You can ask an experienced employee or colleague whether they would like to become a mentor. Ask them to explain to the inexperienced person the approach they take with a particular work difficulty or in dealing with a wide range of people.

### Shadowing

Another strategy is to ask the person to 'shadow' a more experienced and emotionally intelligent employee. This means observing how another employee manages their emotions, pursues workplace relationships and tackles work tasks. This approach is effective when learning how to respond appropriately to customers and clients in real-work situations.

### Training

If you are not fully equipped to provide training on emotional intelligence yourself, there are now a variety of courses you can implement or training providers you can engage to build and develop emotional intelligence skills in your team members.

Formal emotional intelligence training will benefit employees who want to improve their performance and relationships in the workplace. Training usually consists of real-work and simulated exercises that demonstrate to individuals how to:

- recognise the benefits of developing emotional intelligence
- define emotional intelligence competences and origins
- identify personal strengths and weaknesses
- use emotional intelligence to optimise professional performance and relationships
- build a personal development strategy
- avoid overreacting in emotionally charged situations.

## Positive emotional climate

In *The emotionally intelligent team*, Hughes and Terrell (2007) describe seven skills required of a team operating with emotional and social intelligence. Developing these skills among your team members greatly assists you in achieving a positive emotional climate in the workplace, while simultaneously developing the emotional intelligence competences of others.

Here are the seven skills and what each skill includes.

### Team identity

A positive emotional culture is fostered when your team members have a personal association and harmony with the work team, identifying themselves as valuable contributors to the attainment of team objectives.

Team identity is achieved through:

- building a sense of team purpose
- accepting one another's individual differences
- making a commitment to the goals of the team
- having pride in the team's performance
- understanding the team's role and responsibilities
- being resilient to changes within the team.

### Motivation

Motivation relates to your team's commitment to resourcefully utilising the time, energy and intelligence of its members. Team members should be inspired and encouraged to work collectively and enthusiastically towards achieving common team goals.

A positive emotional climate is facilitated by curiosity and excitement about team possibilities. As a manager, you should demonstrate to your team members what it looks like to feel motivated by modelling behaviours that express enthusiasm and determination.

### Emotional awareness

You and your team members should make it a priority to consider the feelings and emotions of others as much as you consider your own. Emotional challenges within your team must be met in a way that strengthens the team's capabilities.

Developing and increasing emotional awareness among your team members improve performance, which maximises results. Being empathetic towards the rich assortment of emotional behaviours fosters a familiar, trustworthy and positive emotional climate in the workplace.

### Communication

Communication is what you and your team members do to connect with each other so that you can satisfy individual needs and achieve team objectives. All communication in the workplace must have a specific purpose, an appropriate form, clear and relevant content, and must identify the role of the communicator in the process.

Effective communication is essential in improving the productivity of your team. An open communication policy and the development of active listening skills ensure that emotions and behaviours in the workplace are positively managed and responded to appropriately.

## Use the strengths of team members

As a manager, you should use emotional intelligence to recognise your team's greatest strengths and determine how these strengths can be leveraged for the success of your organisation. It is from this understanding and knowledge of your team members' capabilities that you set the expectations on which to manage performance. Maximising on the strengths of your workforce cultivates positive emotional experiences for team members and assists them to achieve workplace outcomes efficiently.

Here are some tips for effectively using the strengths of your team.

Seek out tasks and projects that maximise individual and team strengths.

Identify and manage the emotional strengths of team members and delegate tasks accordingly.

Encourage cooperation and collaboration so that the differences between your team members become organisational assets.

Set team goals and make performance expectations clear so that team members can apply their strengths to achieving outcome-focused goals.

Monitor progress without micromanaging team members, allowing them to choose how they get the work done.

Tolerate some mistakes and create an environment where team members feel encouraged to admit their errors and identify how they can learn from the experience.

Give feedback often that reinforces your team members' strengths and contributions as meaningful to the success of the organisation.

Recognise and reward exceptional performance and celebrate individual and team accomplishments.

Commit to preserving the strengths of your team.

Ensure the emotional wellbeing of your team by balancing team harmony with organisational outcomes.