

Emotion management @ Work

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Where did it all begin?

William James (1842-1910)

- Functionalism
- Emphasizes the purpose of behavioural and mental processes and what they can do for the individual
- Instead of looking for structure wanted to know purpose

Wilhelm Wundt (1832-1920)

- Wilhelm Wundt and William James
- Wilhelm Wundt (structuralism)
- **Consciousness breaks down into sensations and subjective feelings**

Objective: Portrayed outside world

Subjective: emotional responses and mental images

Hugo Münsterberg

- Texts applying psychology to business first appeared in 1903
- *"No psychologist who respected his position would dare venture into the workshop or office"*
- **Hugo Munsterberg**
- Conflict experience with colleagues at Harvard
- Published book: "Psychology and Industrial efficiency"
- 1910: Based on this handbook formal training in I/O Psychology begins.



Taylor (1856-1915)

- **Scientific Management Theory**
- **1911 "*The principles of scientific management*)**
- Manual worker to be ***stupid, slow and unintelligent***, with little or no thinking abilities.
- The ***'thinking' part of any job, he claimed, was for intelligent, educated people***, and the workers' job was to "follow instructions about what to do, how to do it and how much time to spend doing it"
- Believed that scientific management would result in ***happier, more productive workers***.
- Inconsistent with ***human needs***.

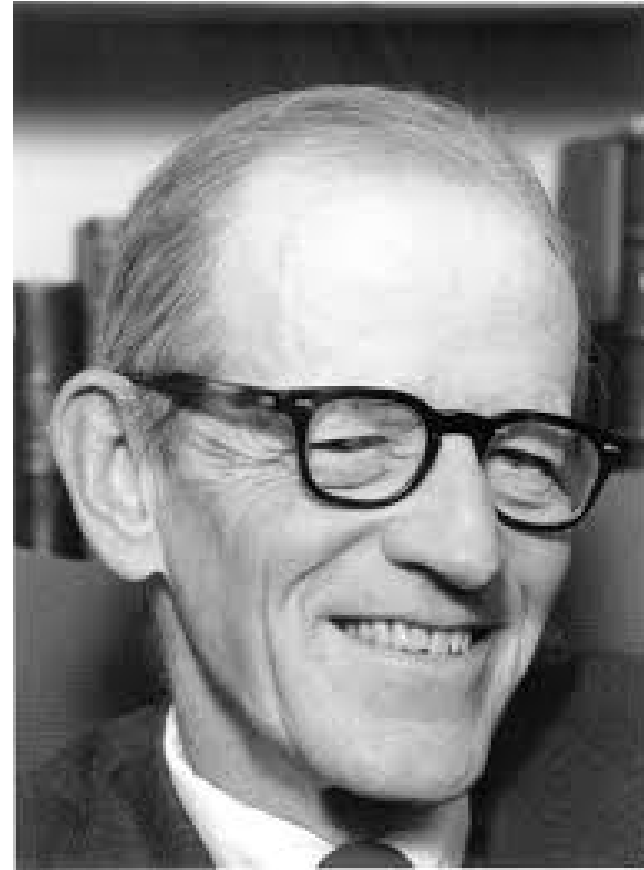




Elton Mayo (1880-1949)

Human Relations approach

- The Human Relations approach, alternative to scientific management, and was essentially about being nice to workers on the assumptions that
- *“a certain style... of supervision and of reaching decisions with subordinates... will greatly increase the morale and satisfaction of workers”, and that the “more satisfied a worker is (e.g., in his social relations with his work group) the harder he will work” (Beder, 2000, p102).*
- Hawthorne experiments
- Psychological factors influence productivity
- 1933 book: *" The human problems of Industrial Civilizations"*



Find out how these companies are creating greater value and increasing performance with Emotional Intelligence:




Paradigmatic Perspective Rogers (1961)

1) All individuals (organisms) exist in a continually changing world of experience (phenomenal field) of which they are the center.



2) The organism reacts to the field as it is experienced and perceived. This perceptual field is "reality" for the individual.




3) The organism reacts as an organized whole to this phenomenal field.



4) A portion of the total perceptual field gradually becomes differentiated as the self.



5) As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of the self is formed - an organized, fluid but consistent conceptual pattern of perceptions of characteristics and relationships of the "I" or the "me", together with values attached to these concepts.




6) The organism has one basic tendency and striving - to actualize, maintain and enhance the experiencing organism.



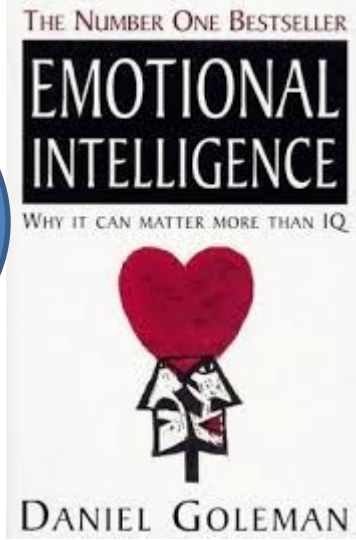
7) The best vantage point for understanding behaviour is from the internal frame of reference of the individual.



8) Behaviour is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived.



9) Emotion accompanies, and in general facilitates, such goal directed behaviour, the kind of emotion being related to the perceived significance of the behaviour for the maintenance and enhancement of the organism.



Goleman
1995

Darwin 1870: The role of emotional expression and awareness for survival

1920
Thorndike:
social intelligence

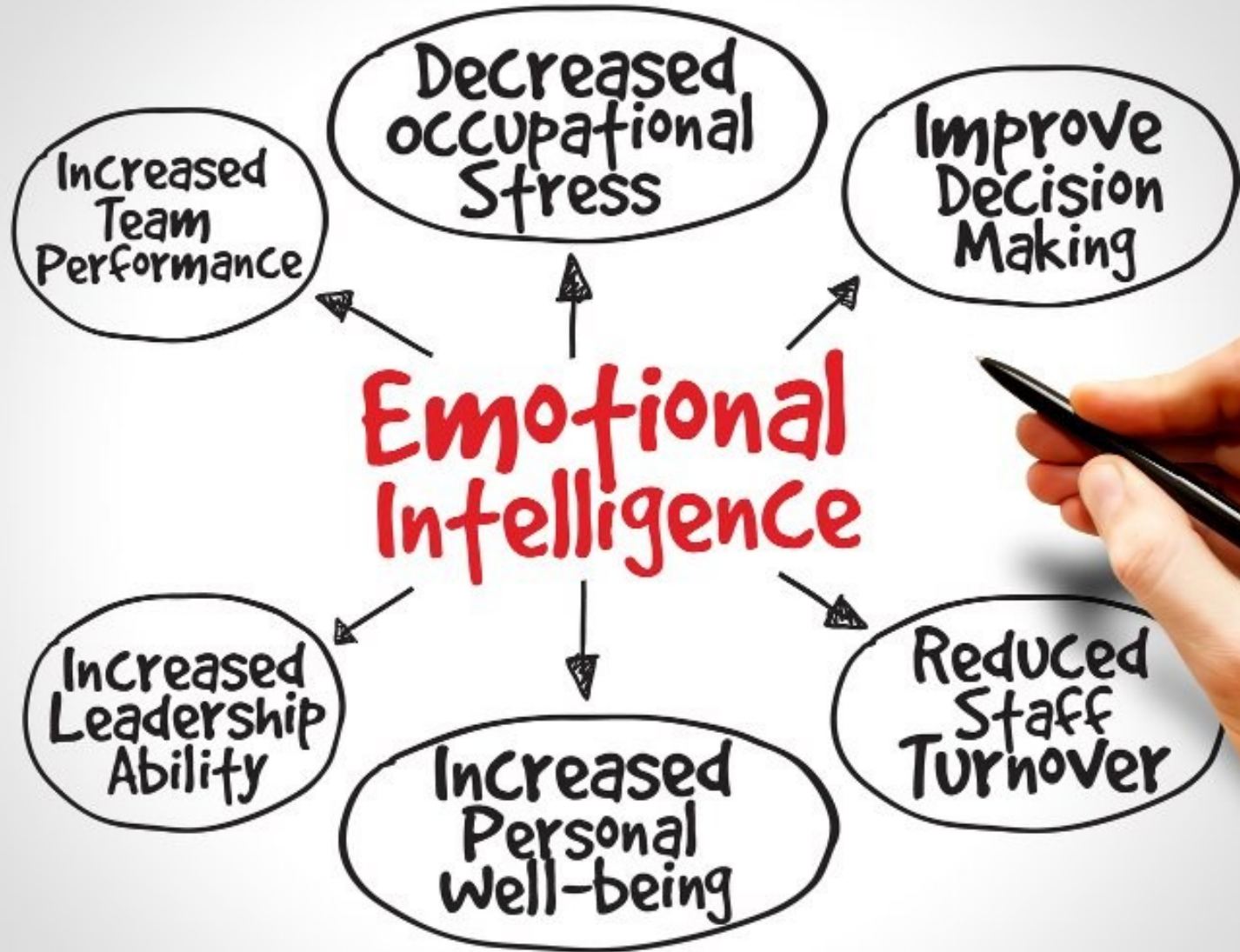
1940 Wechsler:
intellective and non-intellective.. "Global capacity of the individual to deal effectively with his environment"

Mayer and Salovey
1990

Gardner
1970:
Multiple Intelligences

Bar-On
1988





Increased Team Performance

Decreased occupational Stress

Improve Decision Making

Emotional Intelligence

Increased Leadership Ability

Increased Personal Well-being

Reduced Staff Turnover

Understanding encourages thinking about the implications of emotions.

3 Understanding
Understand complex emotional information and how emotions are linked to relationships

4 Managing
Manage emotions to promote emotional, intellectual, and personal growth

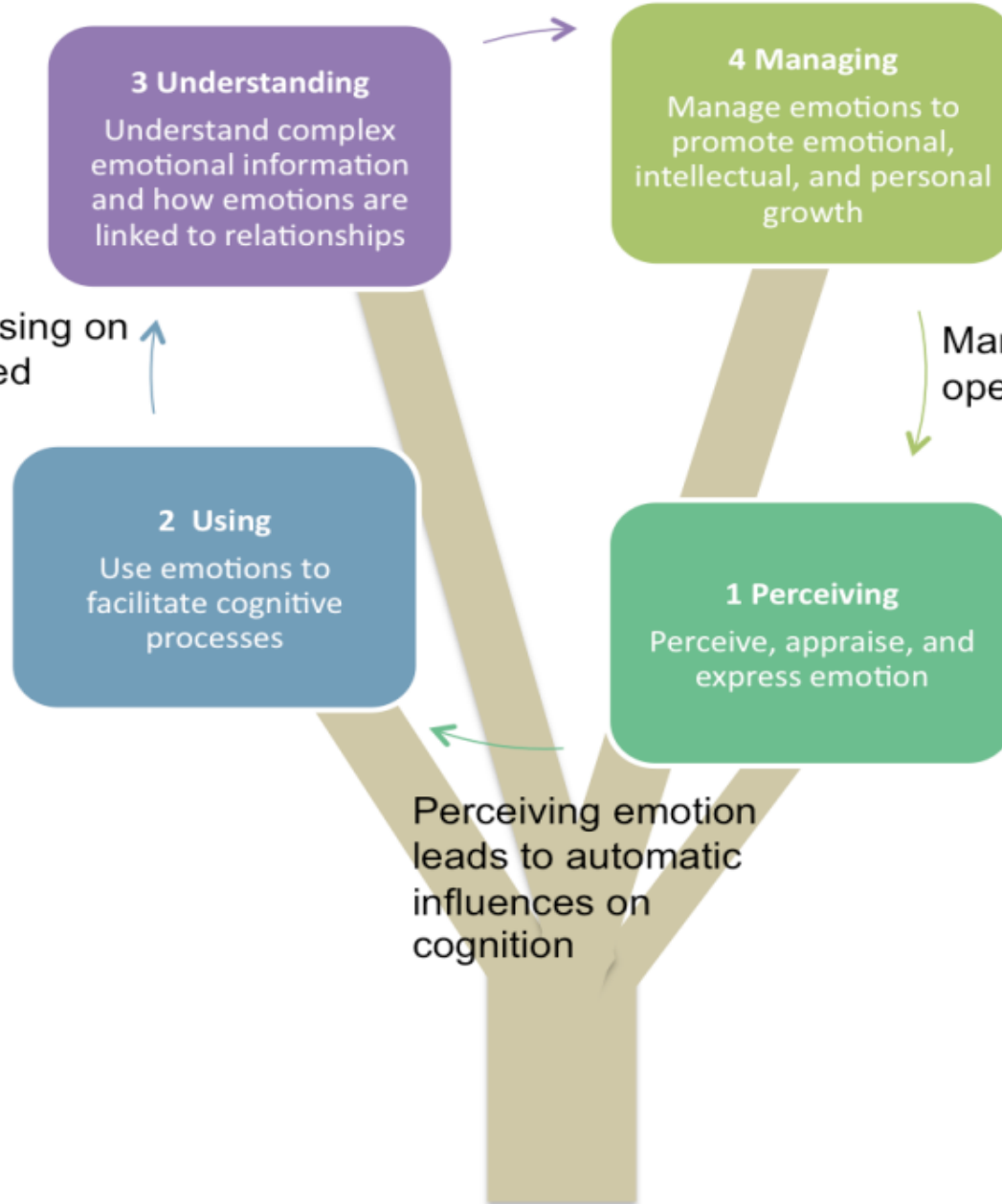
Using leads to focusing on emotions and related information.

2 Using
Use emotions to facilitate cognitive processes

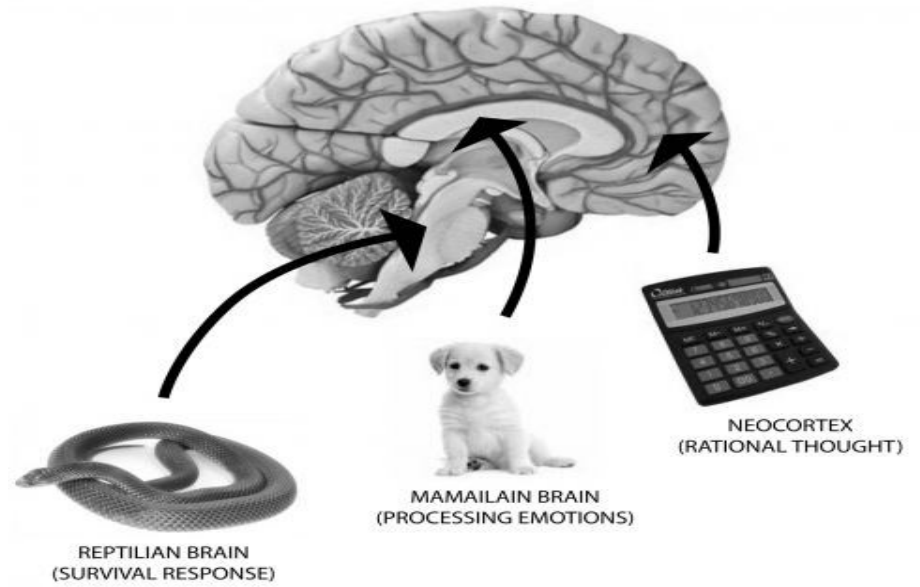
Managing encourages openness to feelings.

1 Perceiving
Perceive, appraise, and express emotion

Perceiving emotion leads to automatic influences on cognition



THE THREE BRAINS



FIGHT



FLIGHT oohhala!



FREEZE



Can Emotional Intelligence be developed?



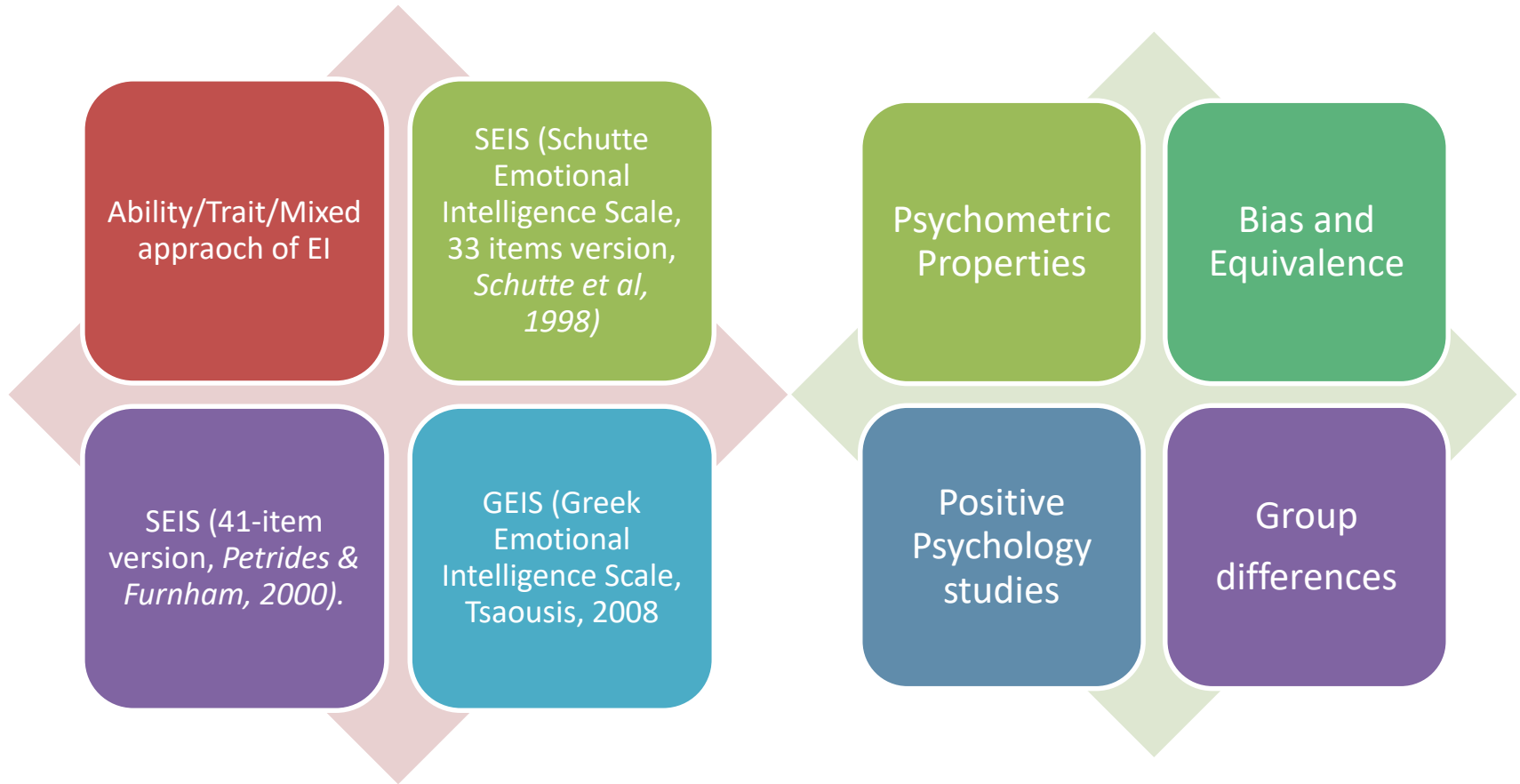
- Jonker 2003 GROWTH MODEL
- Development perspective on Emotional Intelligence
- Not a quick-fix
- Experiential learning
- (Jonker, 2002) *The compilation and evaluation of a development program aimed at emotional intelligence*
- (Jonker, 2009) *The effect of an emotional intelligence development programme on accountants.*

Emotion Measurement

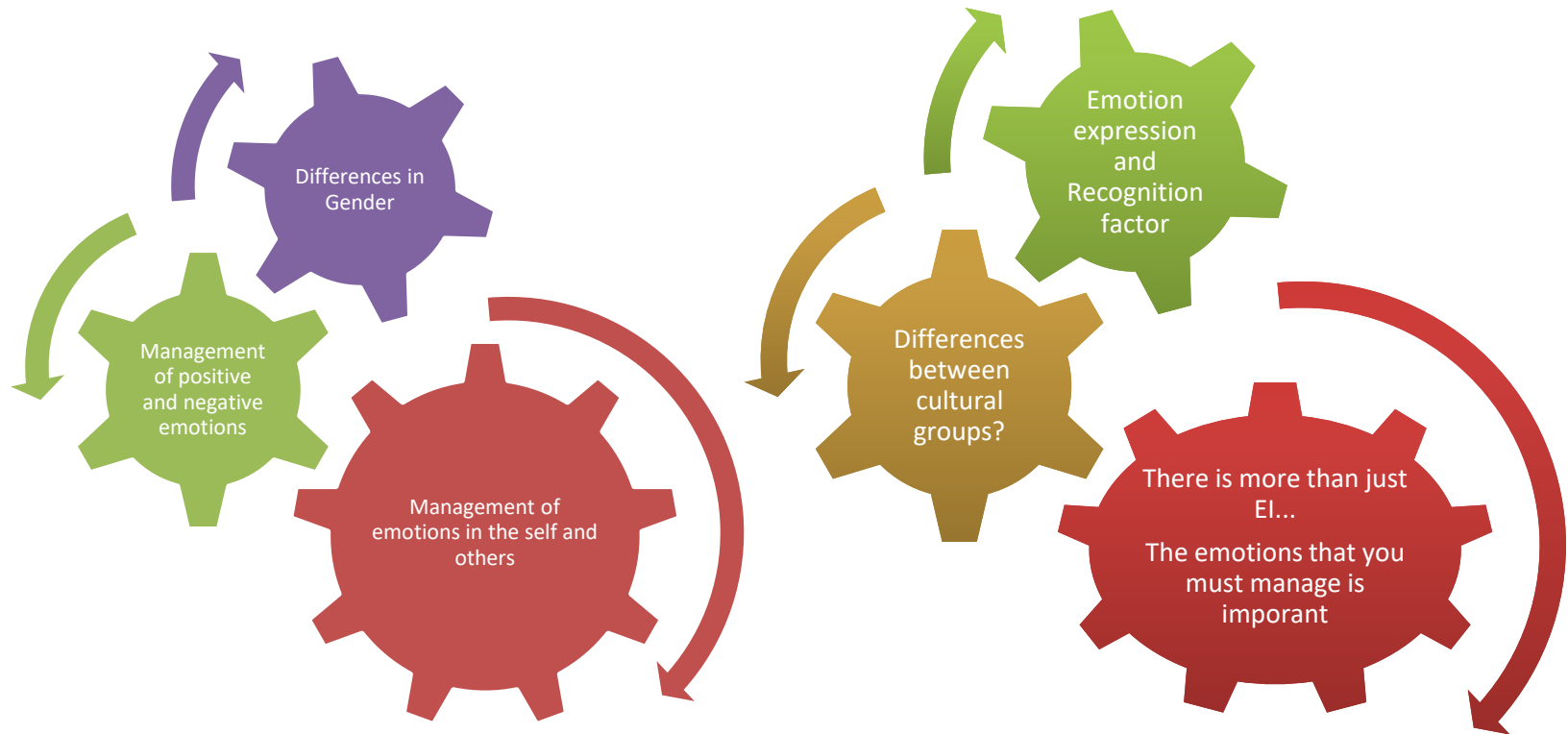


"We're looking for managers that demonstrate high levels of emotional intelligence. Here, please try on this mood ring."

Measurement @ Work

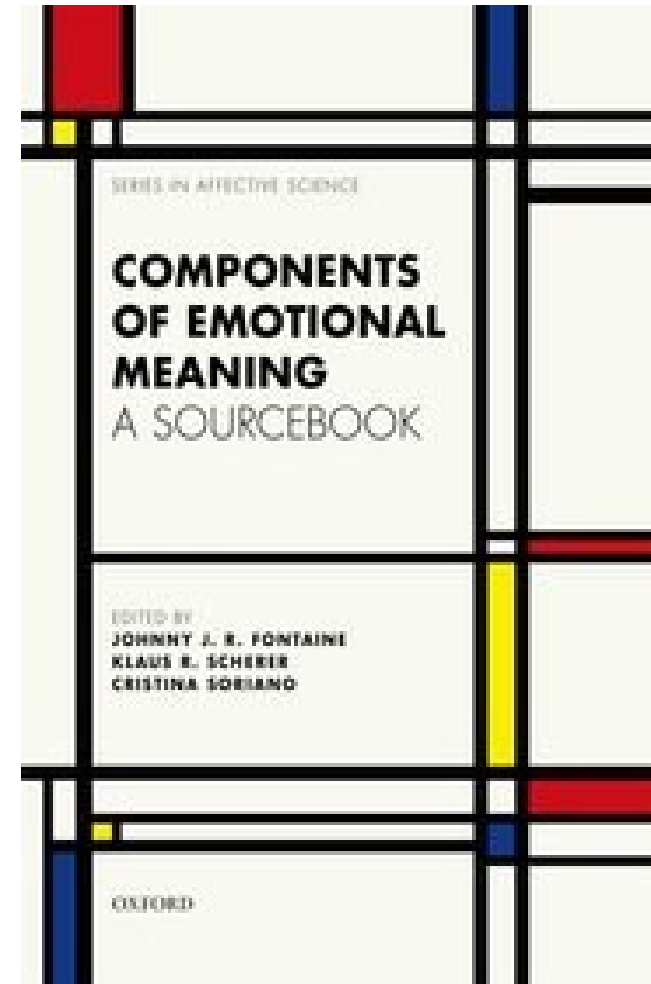


Conclusions



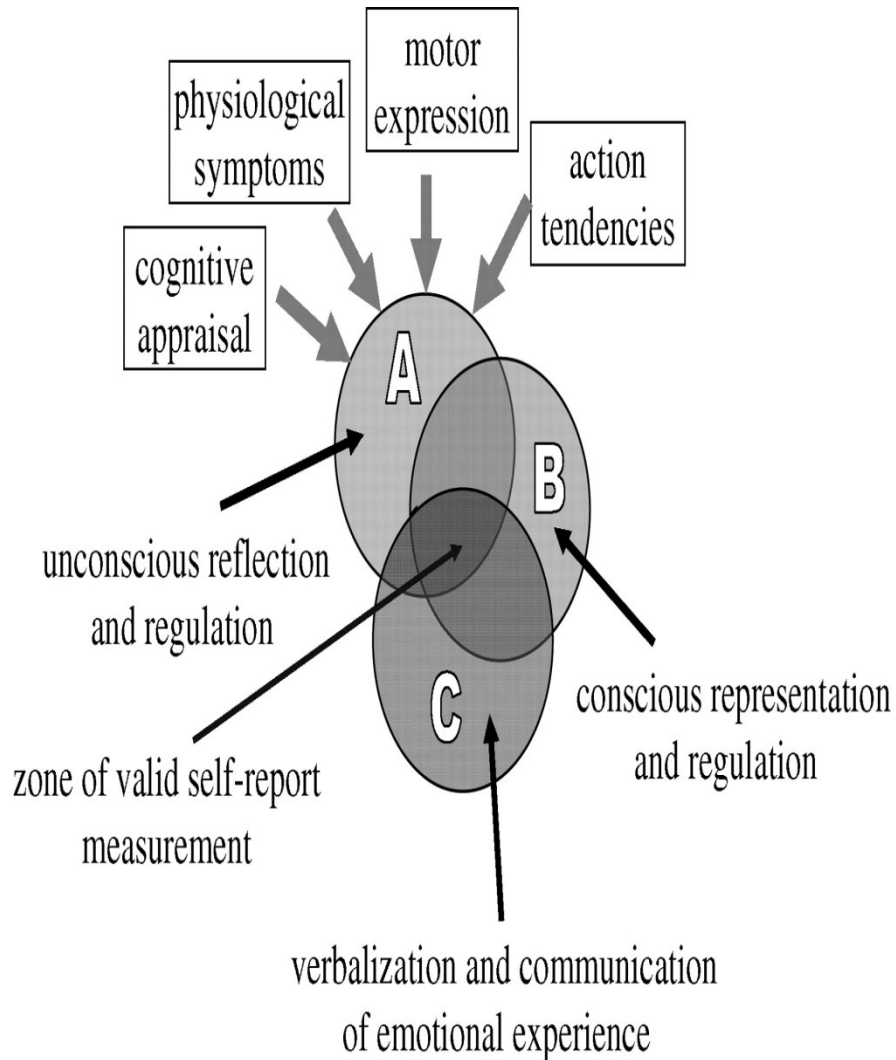
Emotions and culture @ work

- Johnny Fontaine Cross Cultural Psychologist Ghent University Belgium
- VLIR project
- Swiss Centre for Affective Sciences
- 1. Measurement of emotions in cultural groups
- 2. What are emotions/emotion dimensions
- **METHOD 1:** GRID measurement 24 emotion terms
- Measured against different components of emotions
- QUESTIONNAIRE/ADAPTATION
- **METHOD 2:** Similarity Sorting Studies
- *Free listing*
- *Prototypical emotions – language experts*
- *Similarity Sorting*
- *Afrikaans, Setswana, Sepedi, isiXhosa, Thsivenda, isiNdebele*



Method 1: GRID

Componential Emotion Theory



Scherer (1984)

- described emotion as a
- psychological construct consisting of
- cognitive appraisal, physiological activation, motor expression, motivation,
- behavioural readiness,
- and subjective feelings



UNIVERSITÉ DE GENÈVE

humaine
emotion-research.net



Sciences Affectives
POLE DE RECHERCHE NATIONAL SUISSE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

The meaning of emotion words

Instructions

Around the world, people use words to describe their ongoing or past emotional experiences. By using a single emotion word, people can convey a lot of information. They can refer to their interpretation of the situation that caused the emotional experience, to the ensuing bodily symptoms, to the way they expressed this emotional experience, to the way they wanted to react to the situation, to their actual feelings, or to the way they tried to regulate the emotion.

In the present study, we would like to compare cultural groups on the basis of the information that can be inferred when persons use emotion words to describe their emotional experience. In other words, we are interested in understanding the *explicit and implicit meanings* of emotion words across cultures.

In the following, we would like to ask you to define the meaning of four different emotion words, as commonly used in your cultural group, according to a set of emotion features. These features are grouped in the following categories:

- Evaluation – features regarding the person’s evaluation or appraisal of the event, conscious or not.
- Physical symptoms – features regarding the bodily symptoms that tend to occur during the ensuing emotional state.
- Expressions – features regarding the expressions generally shown during the emotional state.
- Action tendencies – features regarding behavioral response tendencies generated during the emotional state.
- Subjective feeling – features regarding the subjective experience that characterizes the emotional state.
- Regulation – features regarding the regulation of the emotional state.
- General – some general features of the emotional state.

We would like you to focus as much as possible on the meaning of each of the four emotion words in your cultural group. Please rate *the likelihood with which each emotion feature can be inferred when each of these emotion word is used in your cultural group to describe an emotional experience*.

For each feature, you can use the following nine-point response scale to indicate the likelihood that it can be inferred when a person in your cultural group uses the respective emotion word to describe her or his emotional experience:

- 1 Extremely unlikely
- 2
- 3
- 4
- 5 Neither likely nor unlikely
- 6

Emotion terms in literature



- contempt
- disgust
- Fear
- Anger

- Interest
- Joy
- Pleasure
- Guilt

- Sadness
- Shame
- Surprise
- Pride

Swiss Affect Sciences



- anxiety
- compassion
- contentment

- despair
- disappointment
- happiness
- stress
- irritation

Interpersonal emotions



- hurt
- hate
- Jealousy
- love

METHOD 2

Free listing of emotions

Prototypicality

Similarity Sorting

Is the world of emotions two dimensional?

- Afrikaans emotion dimensions (Academics and student sample)
(Jonker, Van der Merwe, Fontaine, Meiring, 2010)



Evaluation-Pleasantness

- Pleasantness vs Unpleasantness
- Intrinsic appraisals of pleasantness
- Action-tendencies of approach vs avoidance



Power-Control

- Appraisals of control
- How powerful or weak a person feels when a specific emotion is experienced
- Feelings of dominance or submission
- Impulse to act or withdraw



Activation-Arousal

- Sympathetic arousal
- Rapid heartbeat
- Readiness for action

Is the world of emotions two dimensional?

- Setswana Police (Jorgensen, Taute, C., Jonker, & Meiring, D. (2014).



Pleasantness/Evaluation

- Pleasant vs unpleasant emotion terms



Yearning

- Emotions of longing



Arousal/Activation

- Anxiety terms versus sadness terms



Power/Potence

- Anger/pride vs
• Sadness/fear terms



Happening

- "Go amega maikutlo
- It is in your face, you have to deal with it

Most Prototypical words in different cultural groups

Afrikaans	Setswana	Tshivenda	Sepedi	Xitsonga	isiNdebele
nice (lekker)	cry	upset	loneliness	shock	exhilaration
Fed up (gatvol)	like	worry	emptiness	doubt	anger
loveable	fed-up	troubled	glumness	humiliation	euphoria
angry	warning	aggression	melancholy	shyness	cheerfulness
scared	love	revulsion	moodiness	exuberance	happiness
proud	joy	disgust	restlessness	agitation	dejection
love	hurt	insecure	unhappy	elation	glumness
negative	anger	fondness	displeasure	pride	joviality
grateful	affection	sinful	astonishment	fear	crying
unhappy	elation	homesick	grief	depressed	ecstasy
happy					

Mean prototypicality ratings of emotion words in the Sepedi, Xitsonga and Tshivenda groups

Sepedi	English	M	Xitsonga	English	M	Tshivenda	English	M
bodutwana	loneliness / corny / emptiness / glumness / melancholy / moodiness	4	ku hlamala/ku khomisa tingana	shock	4	dinala	upset / worry / troubled / feel chagrined	4
bohlokakhutšo	restlessness	4	ku kanakana	doubt	4	khakhathi	aggression / revulsion	4
go hloka lethabo	unhappiness / displeasure	4	ku khomisa tingana/ku nyumisa	humiliation	4	nyala	disgust	4
kwelobhloko	compassion / moved / pitifulness / pity / sympathy	4	ku nyuma/nyumo	shyness	4	sa tsiredzea	insecurity	4
lapile	tired	4	ku tsaka swinene	exuberance	4	tambudzwa	fondness	4
lerato	love / adoration / affection / fondness / passion	4	ku tsekatsekisa	agitation	4	tshimangadzo	sinfulness	4
lethabo	joy / happiness / calmness / cheerfulness / delight / ecstasy / elation / euphoria / excitement / exhilaration / gladness / glee / rapture / sentimentality	4	kuva ni ntsako lowukulu	ecstasy / elation / euphoria / exasperation / exhilaration	4	u sa fulufhela	suspicion	4
letšhogo/tšhoga	fear / alarm / fright / horror / nervousness / shock / terror	4	manyunyu	pride	4	vhuhali vhuhulu	wrath	4
makalo/tlabego	astonishment	4	nchavo	fear / anxiety / fright / nervousness / panic / tenseness	4	di netshedza	surrender	3.9
manyami/mahloko	grief	4	nkitsikitsi	confusion	4	fhelambilu	impatience	3.9
mona	jealousy	4	ntshikelelo	depression / melancholy / stress	4	humbula hayani	homesickness	3.9
tshwenyega	upset / worry	4	nyenya	dislike	4	khanganeo	distress	3.9
kgatelelo ya monagano	stress / depression / gloominess	3.8	tingana/ku nyuma	shame	4	kwamaho	thrill	3.9

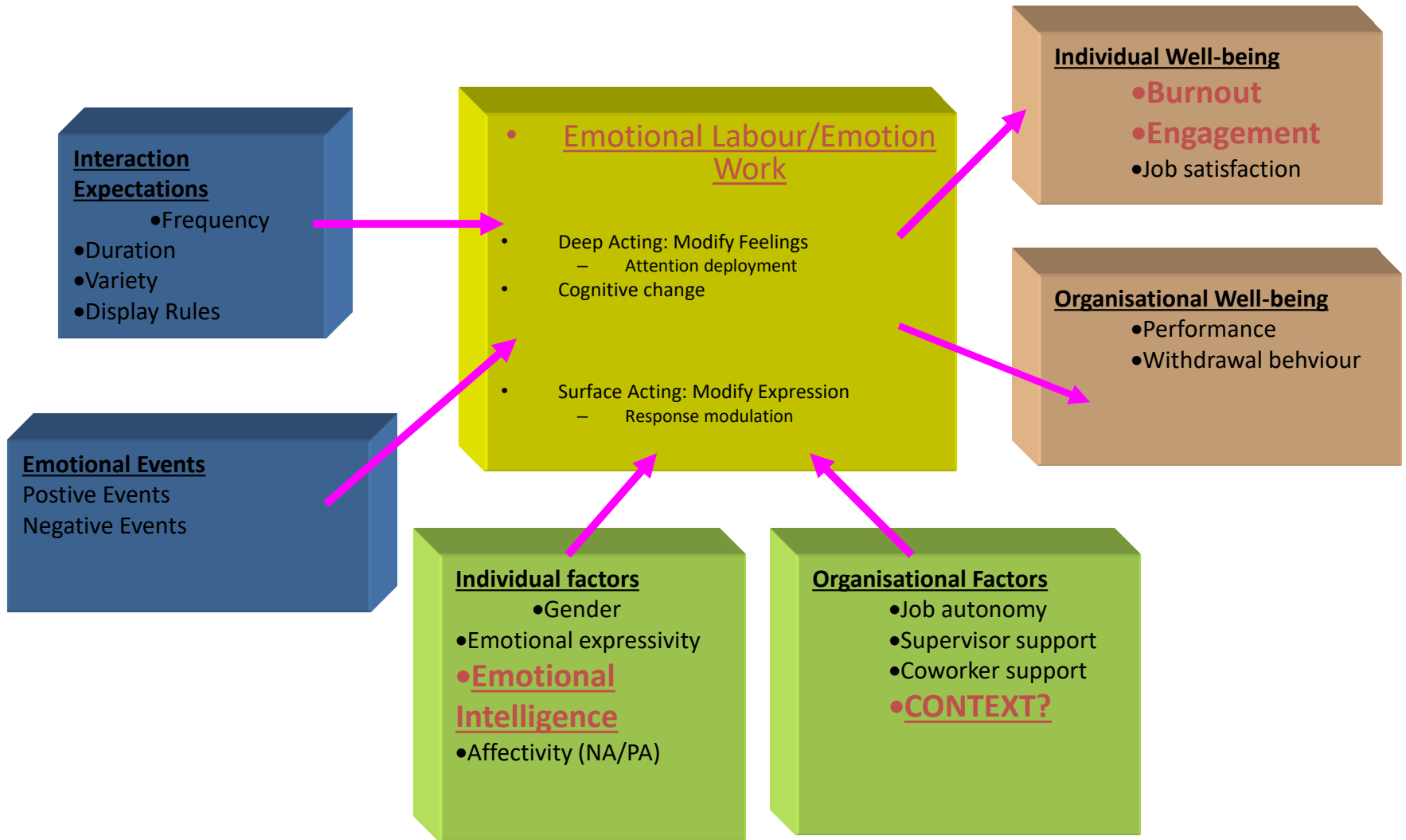
Emotion work @ work



- Emotion work is the process of managing feelings and expressions in order to fulfil emotional requirements as part of the job role.
- More specifically, workers are expected to regulate their emotions during interactions with customers, co-workers and superiors

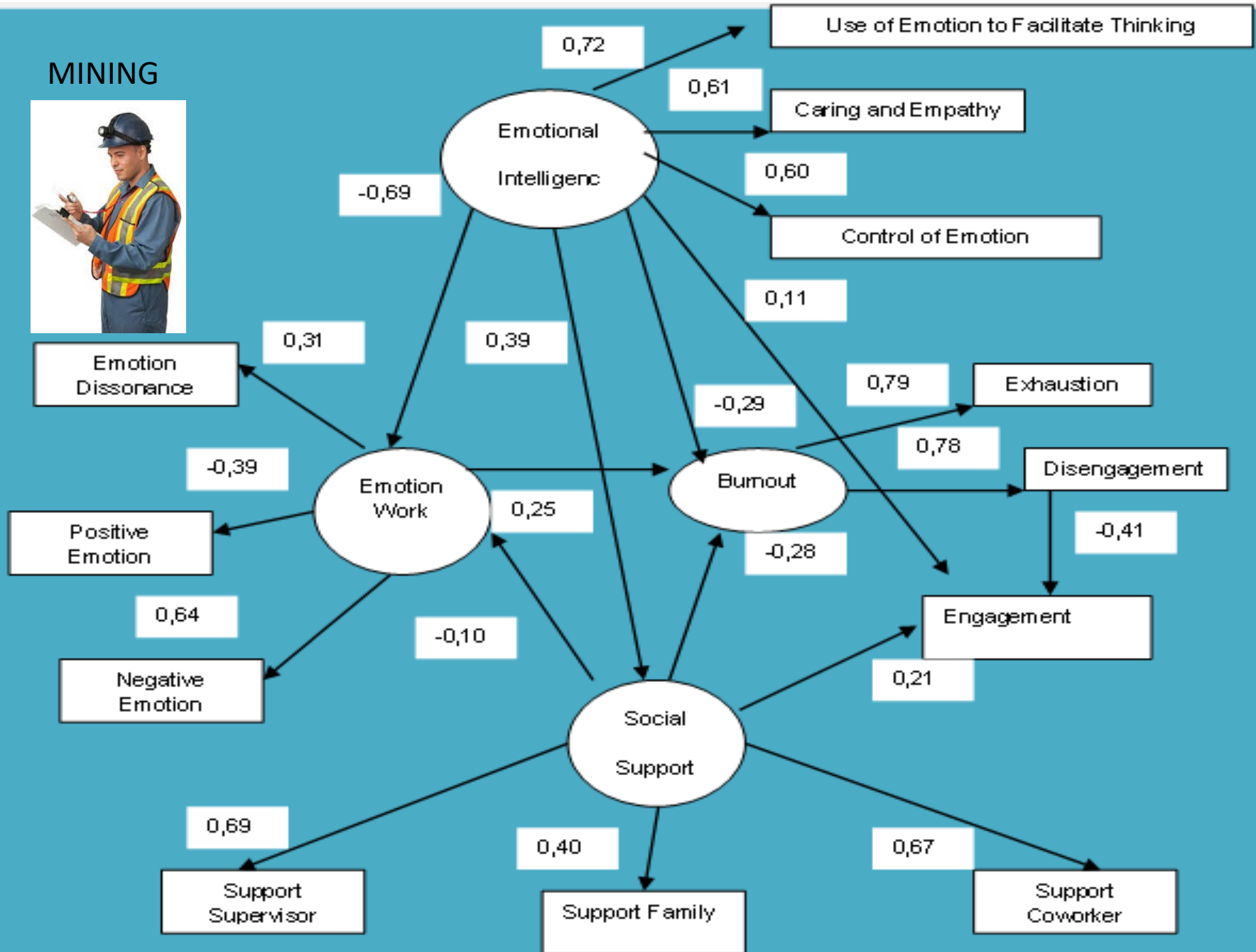
Emotion work

- Zapf (2002), Display of positive emotions, display of negative emotions, sensitivity, care, happy emotions, emotional dissonance
- Brotheridge (2002), Surface acting & deep acting
- Grandey (link with wellness at work)
- Testing the Conceptual model of Emotion Regulation

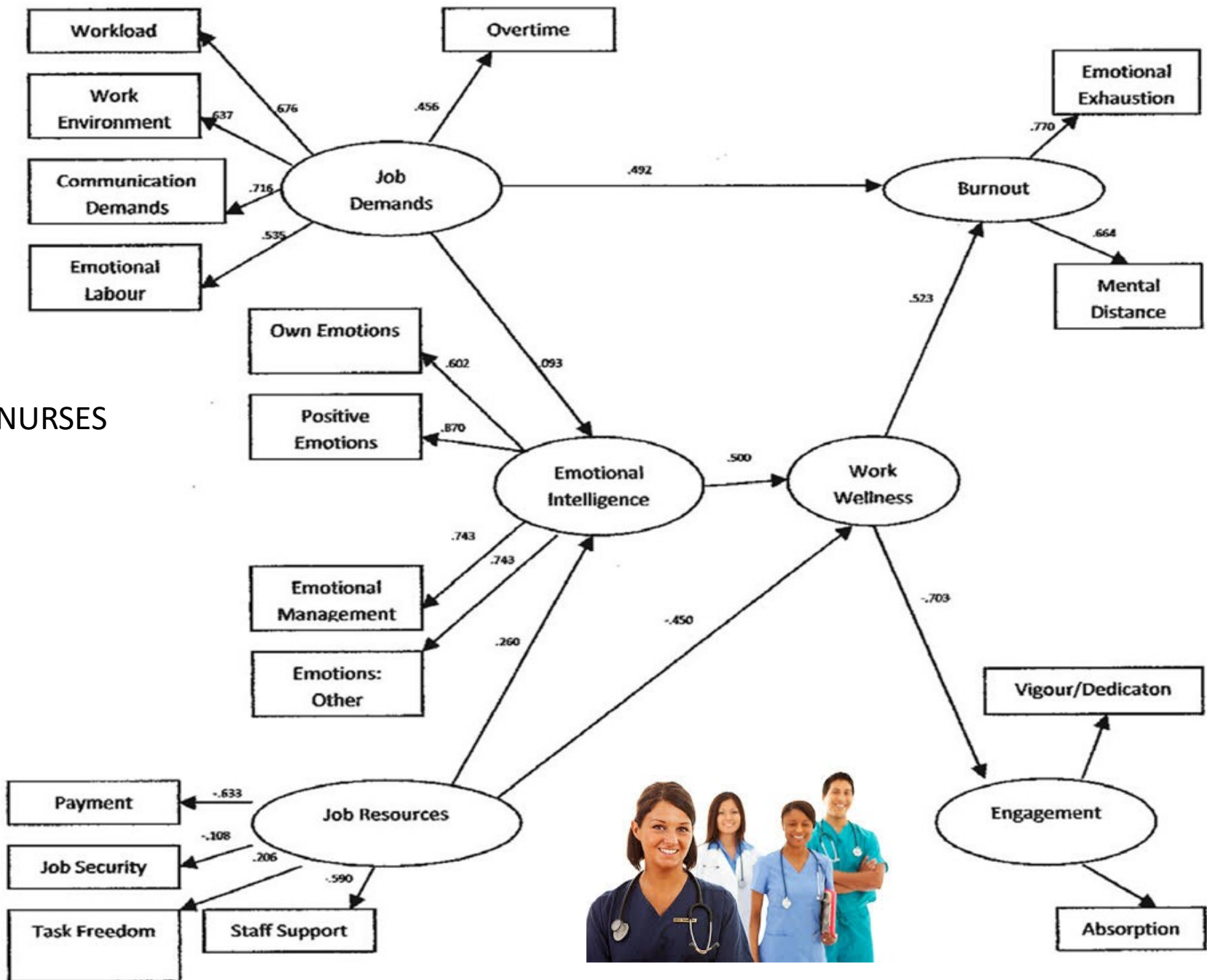


Call centre workers, Small Businesses, Nurses, HR-practitioners and Educators, Mining Supervisors

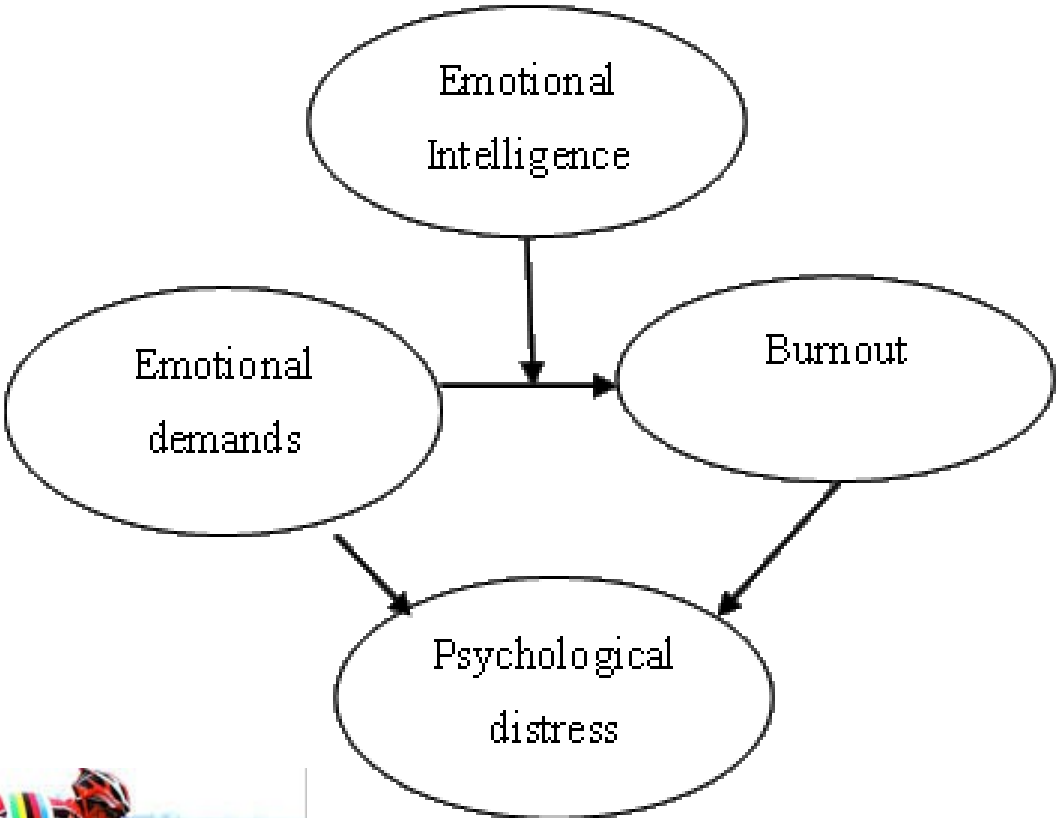
MINING



NURSES

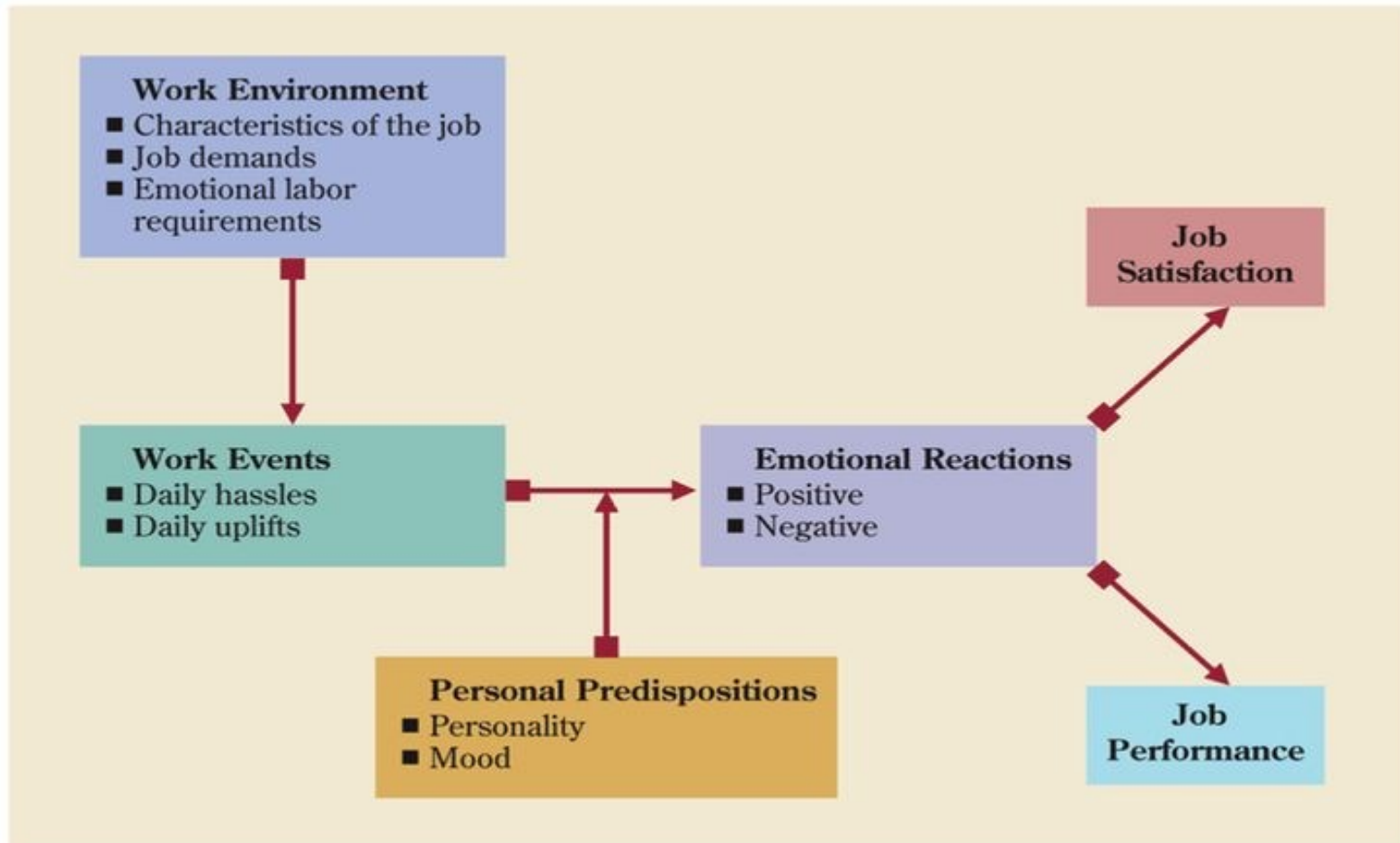


Professional Athletes



Emotion Experiences at work

- Affective Events Theory (Weiss & Cropanzano, 1996)



Positive and Negative Work Events

Positive content	<i>N</i>	%
Goal achievement	(31)	90
Receiving recognition	(20)	5.0
Personal incidents	(10)	3.0
Behaviour of work colleagues	(08)	2.0
Task recognition	(06)	2.0
Acts of boss/superior/management	(04)	1.0
Emotion involvement	(03)	1.0
Workplace policy	(01)	0.2
Subordinate behaviour	(01)	0.2
Total	84	23%

Goal achievement ($N = 31$):

1. 'I had to order a specific part for a customer. We normally don't carry it in stock. The customer normally gets very angry when this happens. I could not find the part but I could specifically satisfy the customer.'
2. 'I received a complaint from a broker. Submitted a life case and all that needs to be done and case accepted in record time. We both triumph from the case.'
3. 'I had quite a challenge in completing and creating a report (programming) and a deadline to finish it in time. I finished it in time.'
4. 'I was given a task to do which was rather difficult, which I didn't believe that I would be able to do or I would be able to finish it in time. But I was able to finish it within the time frame.'
5. 'My supervisor ordered me to find a contact number for someone who was in the newspaper. My supervisor does not know the person's name or where they were featured in. I ended up finding the right contact number of the person in the newspaper.'

Receiving recognition ($N = 20$):

6. 'I thought due to my age and recession, I would be asked to retire early to make way for the younger colleagues. However, my manager called me in to let me know that he wanted to keep me. He wanted my assurance that I would be staying on for the foreseeable future.'
7. 'Client phoned to say thanks for great service and he will recommend me to others!'
8. 'I was called to the boss's office. He praised me for work well done and offered me an incentive for it!!'
9. 'It was a very happy experience when one of my clients came in and she said that she was very happy with her hair. It made me happy that she was happy with her hair.'
10. 'The end of the term. The whole staff was involved. The principal ends the term with a message of thanks, humor and good spirits. He used video clips of each staff member other in a proper way as comrades!!!'

Personal incidents ($N = 10$):

1. 'Collecting money for 67 minutes for Mandela Day.'
2. 'My parents surprised me on my birthday.'
3. 'My sister got engaged finally after a long time being single. Very good choice of a husband she made.'
4. 'New goat lamb was born, mother rejected it. I nursed him. Lamb doing very well.'
5. 'Receiving an e-mail from my sports club, complimenting me on mentorship and guidance shown to the young players.'

Behaviour of work colleagues ($N = 8$):

1. 'It was my birthday and my colleagues bought a cake to celebrate with me during lunch.'
2. 'The school re-opened after the Soccer World Cup. I felt good to be with my colleagues and the learners.'
3. 'As the manager I felt overwhelmed, pleasantly surprised and very grateful for the teamwork at work.'
4. 'I am working with colleagues with good manners at work, hard workers and always positive. It is a good emotional experience for me.'
5. 'My colleagues always compliment me on the friendliness with which I treated the customers. I always feel good after a compliment from my colleagues.'

Task recognition ($N = 6$):

1. 'I was asked by Management at the firearm office to help out with the certifying of firearm applications.'
2. 'I was asked (by my boss) to give a demonstration of the presentation about my work to my other colleagues. Management and my boss were present.'
3. 'Fundraiser for charity. Corporate social investment. Contacting clients asking for donations.'
4. 'My boss asked me to do reporting in a foreign language. This task requirement helped my team colleagues.'
5. 'Child has concentration problems. I called the mother and she came for a meeting to discuss how to help her child.'

Acts of boss/superior/management ($N = 4$):

1. 'My daughter was advised to see a psychologist once a week. It meant a little extra time away from work. I approached my boss and he was more than willing to let me take the time.'
2. 'Interest and support shown by management toward extra-mural trip.'
3. 'My boss and I were chatting and she misunderstood something because she read it wrong 3 times and we laughed hysterically. We had such a fun moment and it for the rest of the morning.'
4. 'The District Manager called me when I walked past him. He enquired if I still enjoyed being at the school. I answered affirmatively. He assured me that I was doing well.'

Negative content	<i>N</i>	%
Behaviour of work colleagues	(58)	16.2
Acts of boss/superior/management	(47)	13.10
Task requirement	(33)	09.20
Personal incidents	(26)	07.20
Subordinate behaviour	(17)	05.00
Emotional involvement	(15)	4.200
Work mistakes	(13)	0.400
Customer behaviour	(13)	0.400
Workplace policy	(08)	2.200
Workload	(08)	2.200
Lack of control	(08)	2.200
Involved in disciplinary action	(08)	2.200
Workplace strikes	(04)	1.100
Lack of goal achievement	(03)	01.00
External environment	(02)	0.500
Physical well-being	(02)	0.500
Lack of receiving recognition	(01)	0.200
Wellness of colleagues	(01)	0.200
Unfairness in the workplace	(01)	0.200
Total	267	75%

Behaviour of work colleagues ($N = 58$):

1. 'Attended a progress meeting at which a group of engineers represented the company. Many were unprepared and the meeting went very badly, took far too long and nothing much was achieved that day at the meeting. I got totally irritated!'
2. 'I have my own office at work. New member started with no office space available. Other members want me to give up my office and share an office with someone else, I refused!'
3. 'Pupils had to be kept busy. Volunteers asked. Felt irritated because once more only the same group of people was prepared to help out!! The other sat back and kept quiet.'
4. 'I had to go and visit my husband in hospital, but before I can go I have to find somebody to take my place at the switchboard. All of a sudden everyone is too busy to help out. I was very upset about my colleague's behaviour. I have no other option to put all calls through to the CSC at the police station.'
5. 'I was accused of having affairs with certain men at the workplace. Most of my colleagues got involved and spread the stories.'

Acts of boss/superior/management ($N = 47$):

1. 'In finishing, in my opinion, a very important report, I wanted to talk it through with my boss and some colleagues before forwarding it. The meeting did start late; there wasn't big interest from the others. I could tell everything I wanted, as my boss preferred to go home. The feedback was "yes, yes it's okay, sent it on".'
2. 'A senior member accused me of throwing away an important document and accused me of being a liar. After the fight, the document was found on her table.'
3. 'My area manager promised me a job as an assistant manager but she changed her mind about it. I was very upset and she hurt me very much. IT IS NOT RIGHT!!'
4. 'My boss was upset that I was not booking my time according to what he wanted and threatened to fire me. I was fearful that he would follow through, now I have lost interest in my work.'
5. 'At my performance appraisal meeting, it started off very well with my manager giving high marks. Head Office reduced my marks with no reason. Head Office does not answer my calls or enquiries about this.'

Task requirement ($N = 33$):

1. 'I am in charge of regulating and checking telephone accounts. I do daily limit checks and when a member goes over his/her weekly limit, they are informed. I informed a member and he became agitated that I told him to slow down on his usage of outgoing calls with his phone.'
2. 'I was busy with the English literature period with a Gr.11 class. Learners were disruptive and uncooperative. Although I asked for silence several times, a few learners continued mumbling. I was furious – raised my voice, threatening that nobody, not even the prefects, would be exempted from being chased out of the class if they don't listen.'
3. 'It was my day off. I was called in to work, due to short staffing. Result: disappointment, anger and demotivated.'
4. 'Visited a murder scene, three people burned to death. Had to assist on the scene. 2 years after the incident I was off sick with PTSD and I am still not ok.'
5. 'I was "accused" by a Grade 12 learner that marks given (by me) for a project was "too low", compared to the marks given by other teachers for the same task or project.'

Personal incidents ($N = 26$):

1. 'I was looking for accommodation, because of my family situation that I was going through together with my children. No one could help me, not even the station commander. It is not resolved, I am still struggling!'
2. 'I had a argument with my ex-husband, started at home the previous evening. I was very upset at work, I struggled to work. I spoke to my psychologist and felt better afterwards, but the problems are still there.'
3. 'A teacher asked my son to go and call a Gr. 9 learner. He came back and said she was not in class. Eventually she said he lied since she was in class, but not at the moment he was there. It upset me when my son was telling me the story.'
4. 'I had accidentally dropped an expensive bottle of perfume at work and it broke. I have to pay for it!'
5. 'One of my friends at work committed suicide. He shot himself and left his wife and 2 boys behind. The youngest boy has a paraplegic condition. I am sad at work.'

Subordinate behaviour ($N = 17$):

1. 'A subordinate was told to do something and became uptight and cheeky. I just told her what to do. Made sure she understands and walked away. She answered back and it wasn't necessary as it was a single instruction. I told this is what you will do and that is it. She did it and now resents me.'
2. 'My subordinate didn't report a meeting in time. It caused lots of problems (thereafter, I tried to educate him on why it is important to be on time and act professionally).'
3. 'Employee went behind my back to state that she is not happy with midyear review. But when I asked her, she said she was happy. It caused problems, and had a meeting to talk about the unhappiness.'
4. 'Irritation with co-worker due to poor work etiquette (myself and the receptionist). First thing in the morning, she go onto the internet (Facebook) instead of working. I

Emotional involvement (N = 15):

1. 'A child in my class told me her father hits them, I was sad and furious that incidents like this take place.'
2. 'I consulted a client being diagnosed with terminal illness and query information on treatment. Involved basically but felt great sympathy for client and administration for their acceptance of the situation.'
3. 'Client came in who had just lost her father and it was the day of the funeral. She was very tearful and we all went to hug her and her mom. I was very tearful thereafter but all of us at work gave her a lot of love and understanding.'
4. 'When I found out one of my clients mother died, she was very emotional and that made me sad, but after I consoled her she felt better.'
5. 'A death, a client of mine had a heart attack. Very, very sad about the loss, lots of tears and sad faces, since this client was familiar to everyone and was more a friend as a client.'

Work mistakes (N = 13):

1. 'A headcount target in January was found to be incorrect yesterday. Finance Section was involved at boardroom level. End with a short discussion with team.'
2. 'My Finance Manger told me that my work did not balance. I was involved in the situation on my own. My financial month-end is to be finalized for the financial meeting. Ended well the Financial Manger assisted me.'
3. 'I was involved in an argument with one of my colleagues. He complained that I lost one of his documents that I had to type. I denied it at first but eventually found it in my draw and I ended up apologizing to him.'
4. 'There was an inspection involving inspectors from Head Office. There was a mistake when counting money in the safe which was later resolved.'
5. 'Documents were not filed properly, but left discarded in a box. Much time was wasted searching for the information. The "responsible" person was not around to help resolve the situation.'

Customer behaviour (N = 13):

1. 'Customer had a bad attitude from beginning – the glass he ordered never arrived as promised. Made him even more mad – I felt sad, very scared and emotional – when the glass arrived I felt relieved and the customer happy.'
2. 'A 3rd letter arrive a week and a half later, from the same firm, accusing me of the same incompetence and indolence towards my work.'
3. 'I could not give client what he wanted when he wanted it. Client unhappy and impatient. Bad / unresolved.'
4. 'A Friday afternoon a parent visited my class. He was angry about a letter in his child's homework book. He didn't greet me and just started screaming at me.'
5. 'A client phoned to say that PG Glass fitted the wrong windscreen to her Merc 300 SCK. She is very unhappy. I reported it to head of claims and they are sorting it out.'

Workplace policy (N = 8):

1. 'Boss insisted we wear ties and jackets. He thinks it will improve productivity. We had to comply to the instruction without any say in the matter.'
2. 'I am entering into contract work and my company does not want to pay me what I want per hour.'
3. 'The company I worked for restructured and the work I'm doing was centralized. They suddenly told me they are centralizing and did not tell me why. I was not part of the decision I was just told via e-mail. I did not even expect it I was very shocked and disappointed.'
4. 'In 1982 four of us were merit rated and became supervisors. In 1989 nine supervisors were appointed without merit rating on the same salary scale. All the staff was not divided under 13 supervisors. Four of us had 8 staff members under our supervision. In 1991 we were again divided back into working units and not supervisors.'
5. 'I wanted to take leave for 3 days and the commander didn't want to approve my leave because it was during the Soccer time. At the end after explaining, I got my leave.'

Workload (N = 8):

1. 'I was reprimanded for not having my typing work done in time. I was called into the boss's office and warned to work faster.'
2. 'I was working under a lot of stress, receiving more dockets than I could attend to without the necessary resources.'
3. 'Problem came up and I was involved very late in this topic. I gave the max input, but it was not enough time to give feedback to my boss. Next evening my boss was very disappointed.'
4. 'Argument with my boss. There is too much general admin work, which take up too much time, resulting in the core functions being not performed. At the end of the day they want results. Time for actual work is not there anymore. It ended in frustration.'
5. 'I have to finish a report for my work on my own. There is inspection the next day. Too much to do in a short period of time. Finished everything.'

Emotions experienced @ work

- **1) Anger, aggression, aggravation and frustration**
- *“Sometimes I cannot control my anger and frustration and I just scream and shout.”*
- *Often it is a reaction to a perceived attack or threat to self-esteem: “I become very angry and sometimes aggressive when people take me for the fool – under-rating my intelligence”*
- *“On the mine production is everything, so there is little sentiment for office workers.”*
- *They (senior management) don’t listen and they treat you as if you’re nothing. That aggravates and frustrates me.”*
- *“I get angry every single day of my life at this place, but I have to keep a straight face, because we have to set an example. ”*
- *“ I become angry when I don’t get recognition and when my values conflict with the values of the company.”*



- **2) Dissapointment**

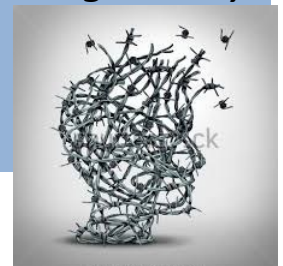
- *“...because no matter how good my ideas are, they always get shot down by sarcastic remarks”;*
- *“I am usually very disappoointed when we don’t achieve what we are expected to achieve”.*

- **3) Stressed, overwhelmed and emotionally drained**

- *“At the moment I am feeling emotionally drained. I have too many stuff going on and too little time to sort everything out. I feel as if I am dancing on a hot plate”;*
- *“I feel over-worked and tired, and I feel that I am personally responsible for many aspects of the operation.”*

- **4) Anxious and scared**

- *“I am tensed and afraid from the moment I walk in here ‘till the time I leave”;*
- *“...the general feelings or rather emotions I experience on a daily basis in this place...I feel threatened, suspicious, defensive, aggressive and tense, and this is all because you have to think of ways to please senior management, without selling your soul”*
- *“I always feel anxious around senior management, because no matter how good my ideas are, they always get shot down by sarcastic remarks”.*



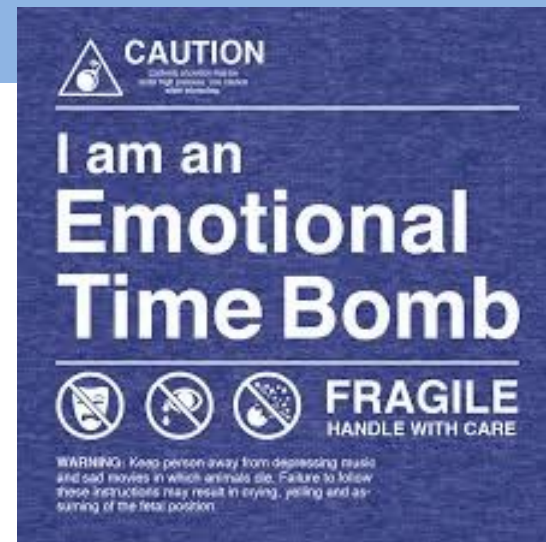
- **5) Suspicion, scepticism and cynicism**
- *“If you want to do my job effectively, you will have to be a policeman...I am sceptical about my people’s work – I always doubt the quality standard so I have to check up on them...”*
- *“You must always be sceptical, in that you don’t expect too much, because by doing that you are saving yourself from a lot of disappointment”*
- *“I have to act as if I trust my co-workers and subordinates even when I doubt them sometimes”.*



How do employees manage these experiences?

- *Suppression, Masking, Detachment, Distance, Blocking*
- *“Never shout at a person, thus suppress your true feelings on a daily basis”;*
- *“...I have to try hard not to show my true feelings, because they wait for me to slip”*
- *“You have to put your self-doubt in your pocket because you can’t show that to others”; “...even when I am hurt to the core, I don’t cry in front of my superiors and colleagues”*
- *“Your people must always believe that you are enjoying what you are doing – sometimes this will involve putting up a mask”; and “I have to act like manager – cold and uninvolved, that is what is expected from me by the company”.*
- *“Never shout at a person, thus suppress your true feelings on a daily basis”; and “With great effort, self-control and mercy from Above, I haven't physically assaulted anyone”.*

- *“...and can cut myself off from others quite easily”;*
- *“I have to emotionally separate myself from certain situations”;*
- *“I have to stay emotionally detached, but it is important to show your people that you care”;*
- *“You have to be cynical in that you don’t expect too much”*
- *“You have to block it out and keep it in and remember why you are here – at home you can let go and cry and scream”.*



Emotional Intelligence

- *“...choose your words carefully – don’t attack the person, only the problem”;*
- *“People who don’t understand themselves and who are totally oblivious to the feelings of others, frustrates the hell out of me”;*
- *“I have a personal set of guidelines regarding appropriate workplace display of emotions and try to express my feelings according to that”;*
- *“When I get criticised I ask myself ‘is this really the truth?’, and I don’t let it get to me if it isn’t true”;*
- *“...and listen empathetically to your colleagues and subordinates”;*
- *“You must be sensitive to the emotions of others and find out what the reason is for why they do what they do...”;*
- *“People are my business so I have to ensure that they feel respected always...by doing this you will ignite more positive thoughts”;*
- *“Do not feel threatened and change the situation into a challenge or an opportunity”.*

Unexpressed emotions
will never die.
They are buried alive
and will come
forth later in
uglier ways.

- Sigmund Freud