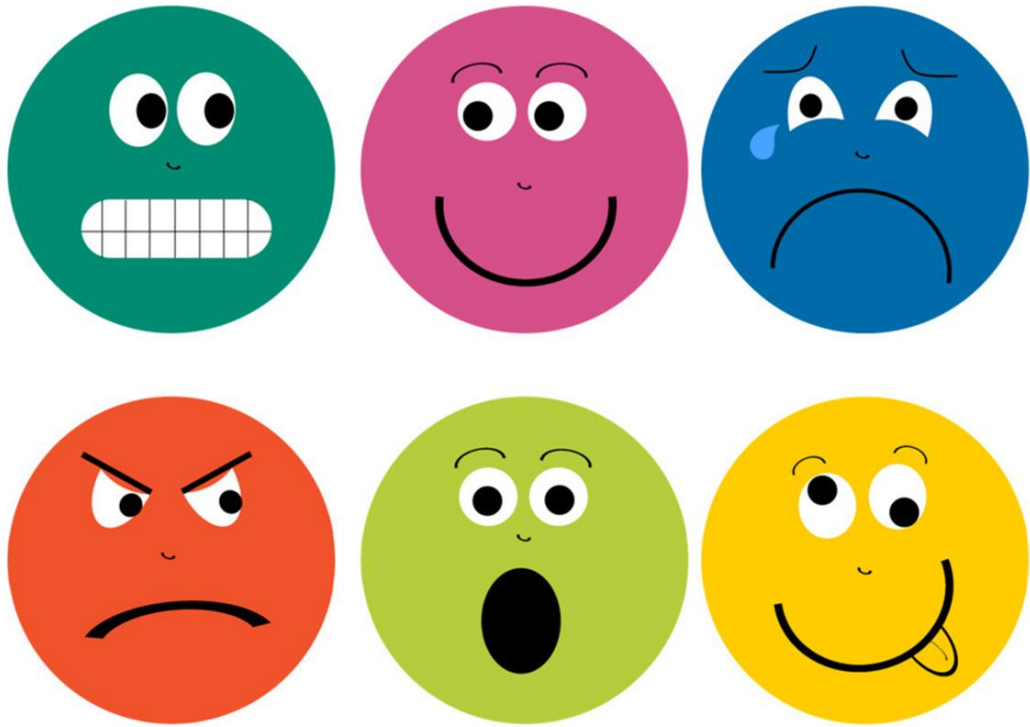


LCDB7008 Visions for the Future : Theoretical Perspectives on Management



Week 4&5
Employees – Emotion
and mood at work
Dr. Helen Lee

Learning Objectives

- 4.1** Differentiate between emotions and moods.
- 4.2** Identify the sources of emotions and moods.
- 4.3** Show the impact emotional labor has on employees.
- 4.4** Describe affective events theory.
- 4.5** Describe emotional intelligence.
- 4.6** Identify strategies for emotion regulation.
- 4.7** Apply concepts about emotions and moods to specific OB issues.

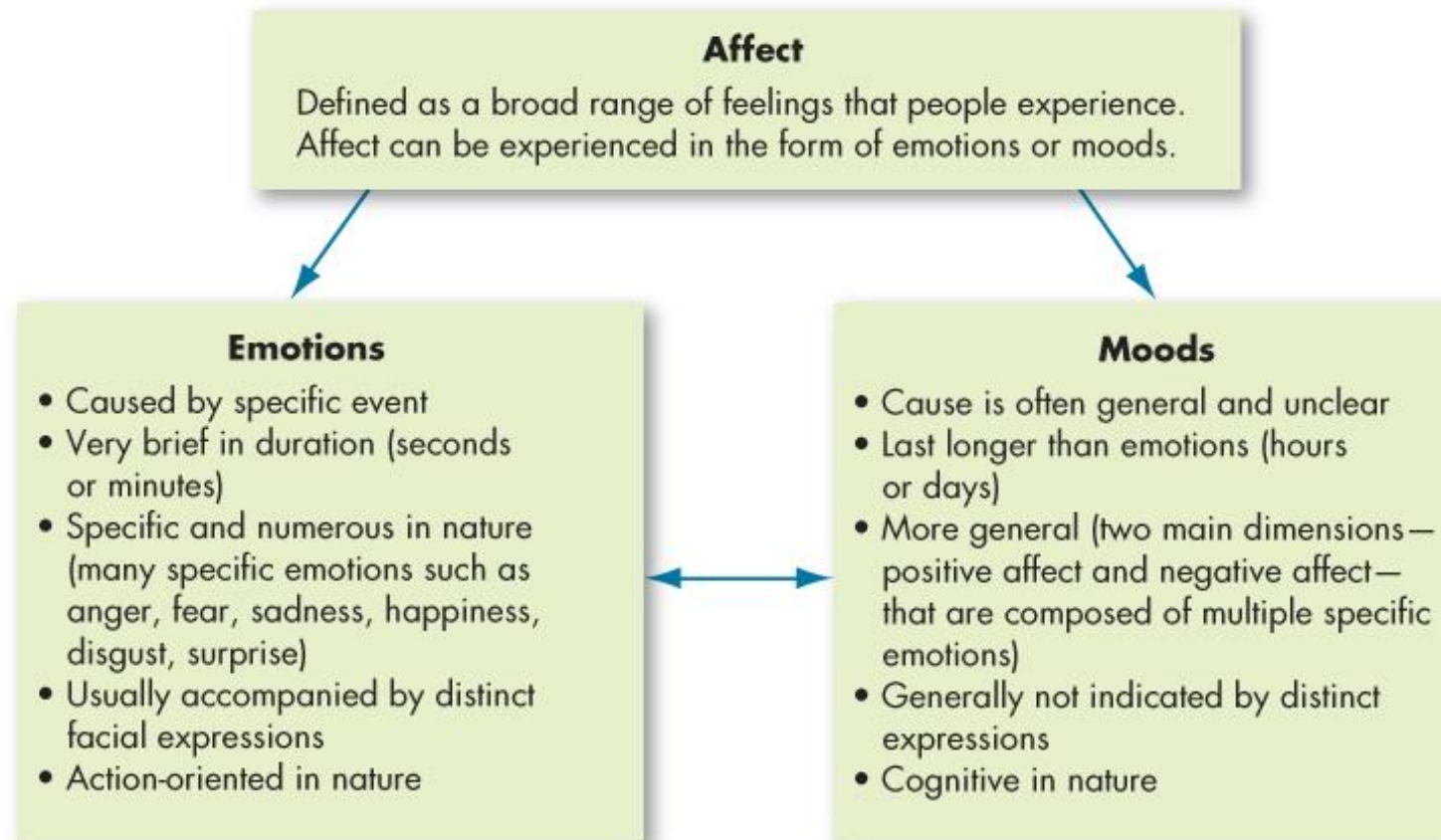


Emotion at work



Differentiate Between Emotions and Moods (1 of 7)

Exhibit 4-1 Affect, Emotions, and Moods



Differentiate Between Emotions and Moods (2 of 7)

- Six essentially universal emotions

1. Anger
2. Fear
3. Sadness
4. Happiness
5. Disgust
6. Surprise



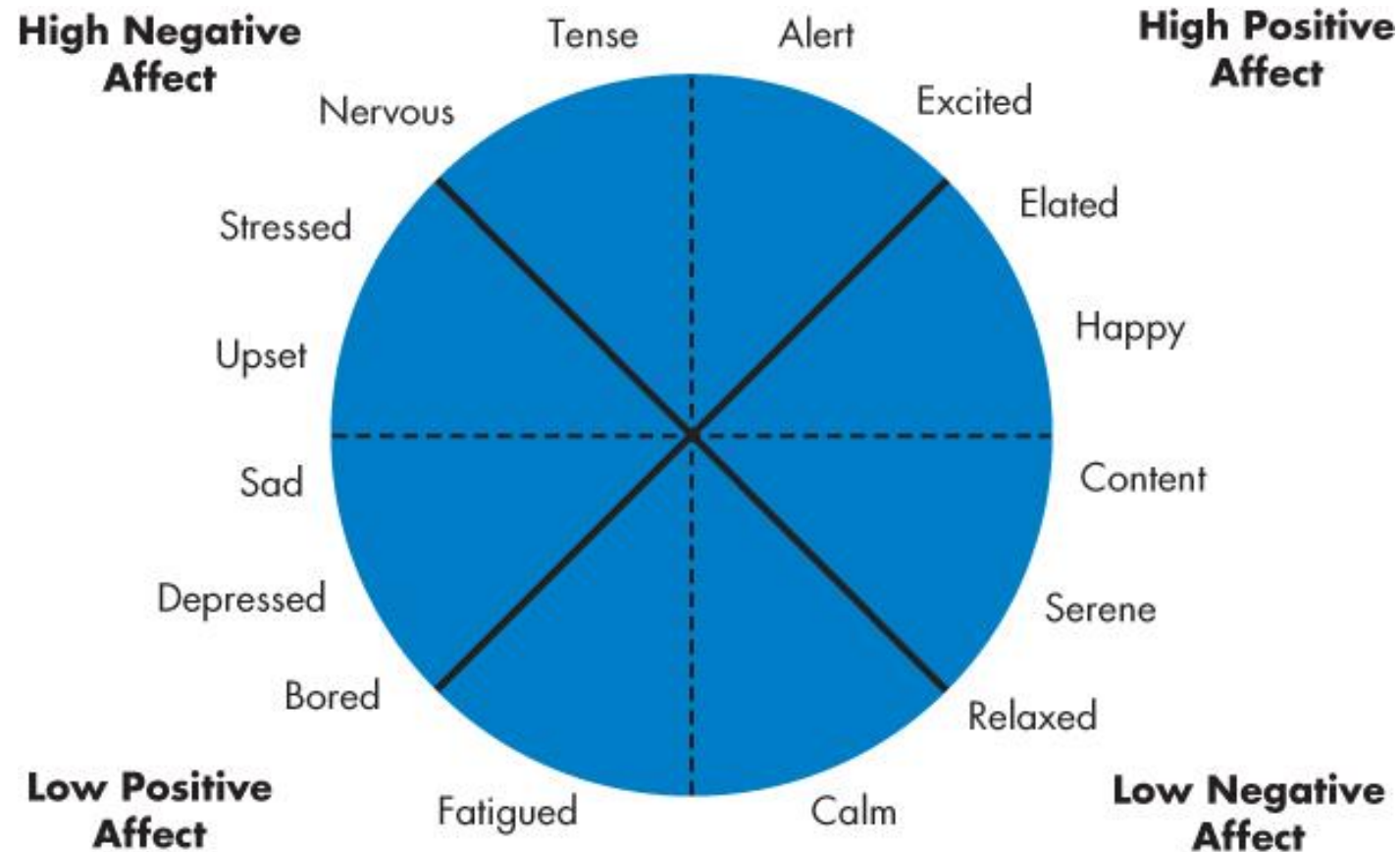
Differentiate Between Emotions and Moods (3 of 7)

Moral Emotions

- **Moral emotions:** emotions that have moral implications because of our instant judgement of the situation that evokes them.
 - Our responses to moral emotions differ from our responses to other emotions.
 - Moral emotions are developed during childhood.
 - Because morality is a construct that differs between cultures, so do moral emotions.

Differentiate Between Emotions and Moods (4 of 7)

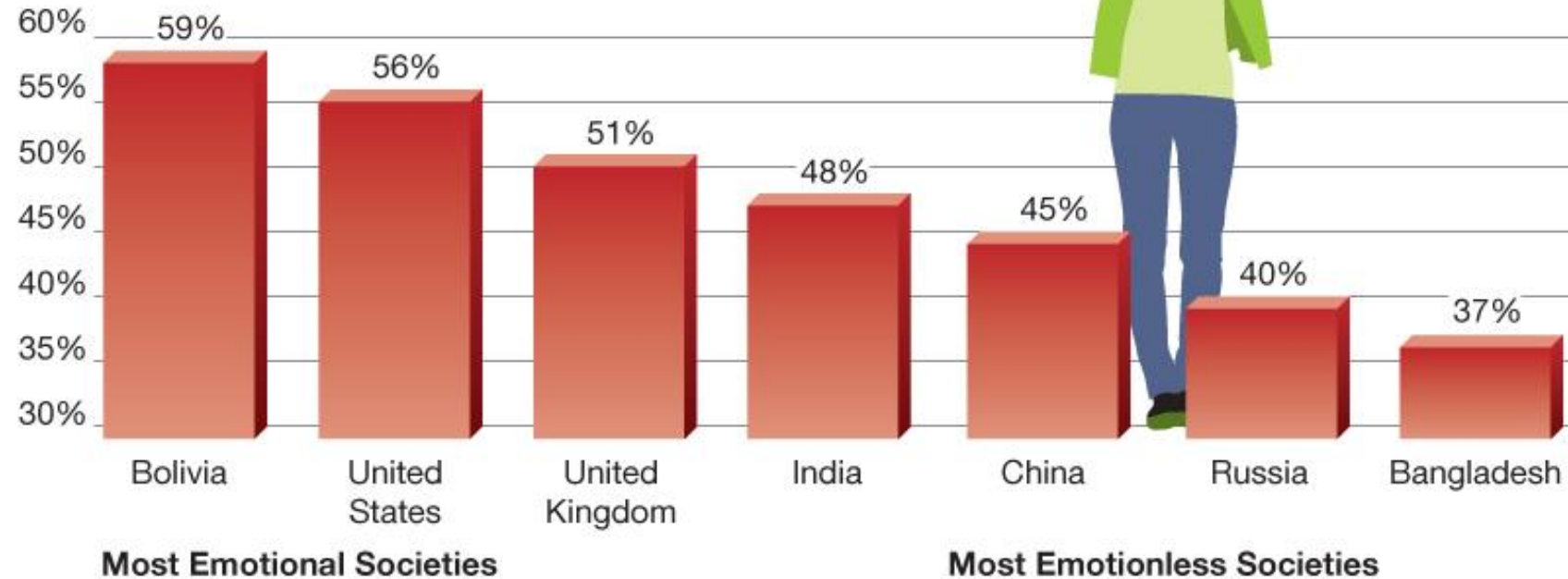
Exhibit 4-2 The Structure of Mood



Differentiate Between Emotions and Moods (5 of 7)

Organisation Behaviour Poll Emotional States

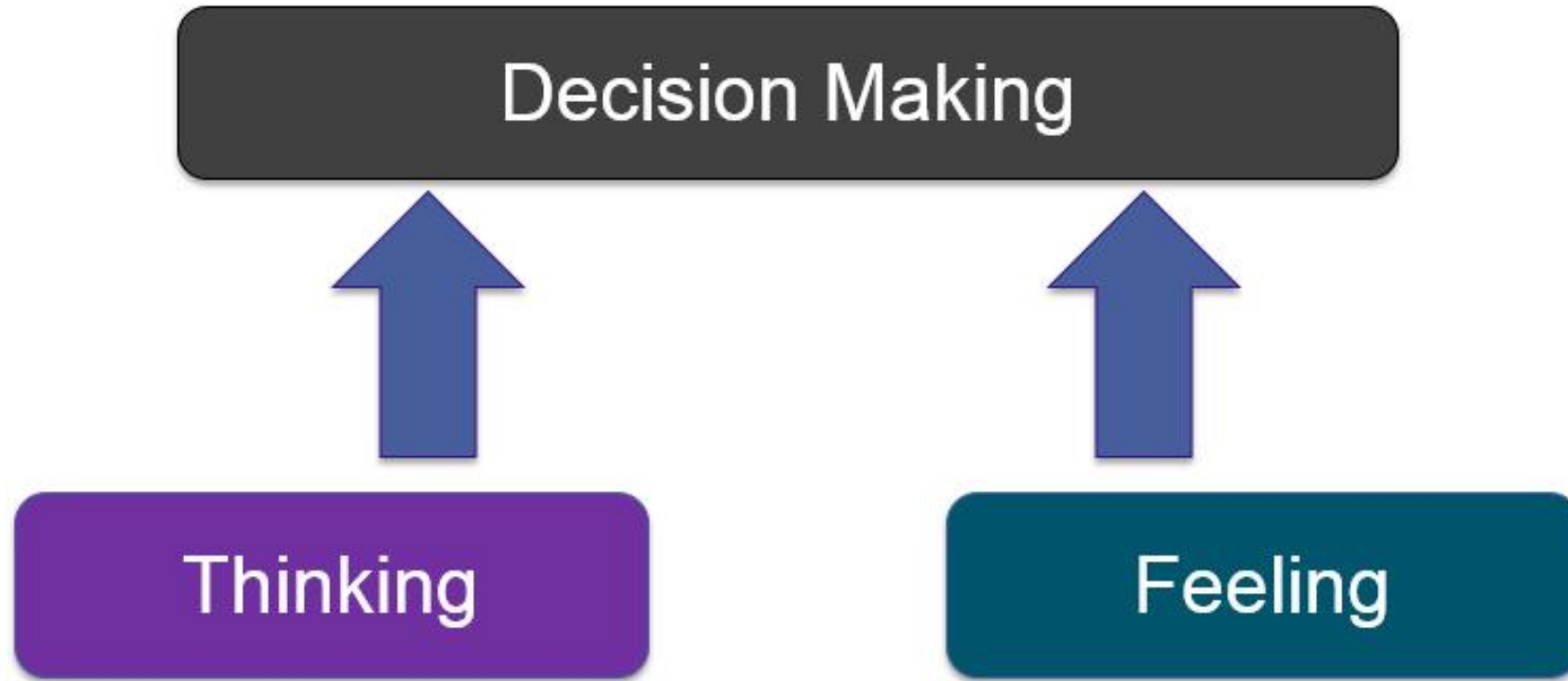
Percentage of people who reported experiencing emotions on a daily basis*



*Respondents in 148 countries worldwide during 2014 were asked whether they experienced five positive (well-rested, treated with respect, enjoyment, smiling and laughing, learning or doing something interesting) and five negative emotions (anger, stress, sadness, physical pain, worry) daily. *Source:* Based on J. Clifton, "Latin Americans Lead World in Emotions," Gallup (August 27, 2015), <http://www.gallup.com/poll/184631/latin-americans-leadworld-emotions.aspx>.

Differentiate Between Emotions and Moods

(6 of 7)



Differentiate Between Emotions and Moods (7 of 7)

- **Do emotions make us ethical?**
 - Research on moral emotions questions the previous belief that emotional decision making is based on higher-level cognitive processes.
 - Our beliefs are shaped by our groups, resulting in unconscious responses and a shared moral emotion.
 - This may allow us to justify purely emotional reactions as rationally ethical just because we share them with others.

Identify the Sources of Emotions and Moods

(1 of 4)

- **Personality**

- Moods and emotions have a trait component.
- **Affect intensity:** how strongly people experience their emotions.

- **Time of Day**

- There is a common pattern for all of us.
 - Happier in the midpoint of the daily awake period.

- **Day of the Week**

- Happier toward the end of the week.

Identify the Sources of Emotions and Moods (2 of 4)

- **Weather**
 - **Illusory correlation** – no effect.
- **Stress**
 - Even low levels of constant stress can worsen moods.
- **Social Activities**
 - Physical, informal, and dining activities increase positive moods.

Identify the Sources of Emotions and Moods (3 of 4)

- **Sleep**

- Poor sleep quality increases negative affect.

- **Exercise**

- Does somewhat improve mood, especially for depressed people.

Identify the Sources of Emotions and Moods

(4 of 4)

- **Age**

- Older people tend to focus on more positive stimuli than younger adults.

- **Sex**

- Women tend to be more emotionally expressive, feel emotions more intensely, have longer-lasting moods, and express emotions more frequently than men.

Activity (1)

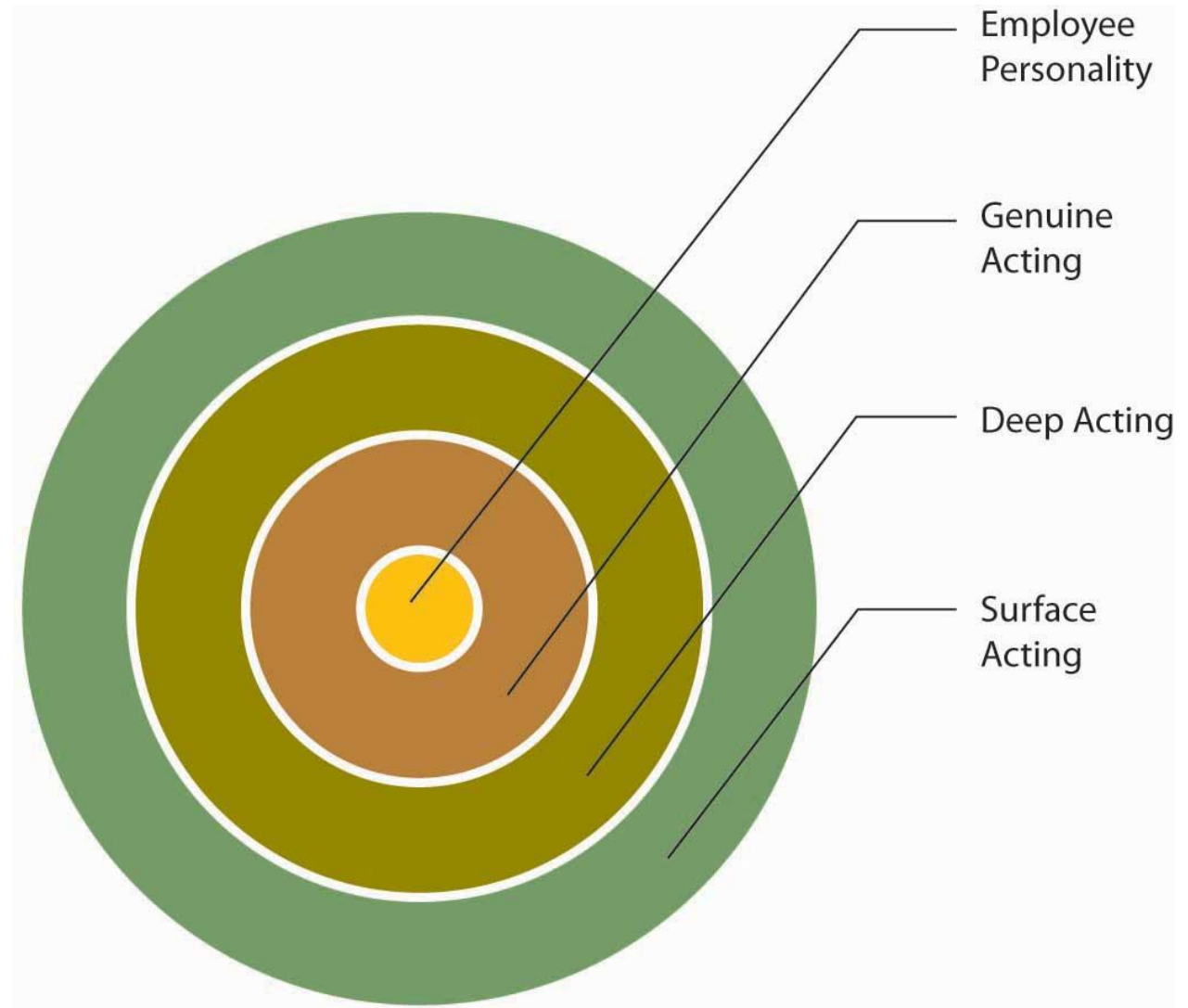
- Please prepare a song that helps calm you down.
- Please prepare a song/music that to show your happiness such as promotion, graduation.....
- Please prepare a song/music that you will listen to when you are not in a good mood.

Emotional Labour



Emotional Labour

Three major levels of emotional labor have been identified (Hochschild, 1983).



Show the Impact Emotional Labor Has on Employees (1 of 4)

- **Emotional labor:** an employee's expression of organizationally desired emotions during interpersonal transactions at work.
- Types of Emotions
 - **Felt:** the individual's actual emotions.
 - **Displayed:** required or appropriate emotions.
 - **Surface acting:** hiding feelings and foregoing emotional expressions in response to display rules.
 - **Deep acting:** trying to modify true inner feelings based on display rules.

Show the Impact Emotional Labor Has on Employees (2 of 4)

Three major levels of emotional labor have been identified (Hochschild, 1983).

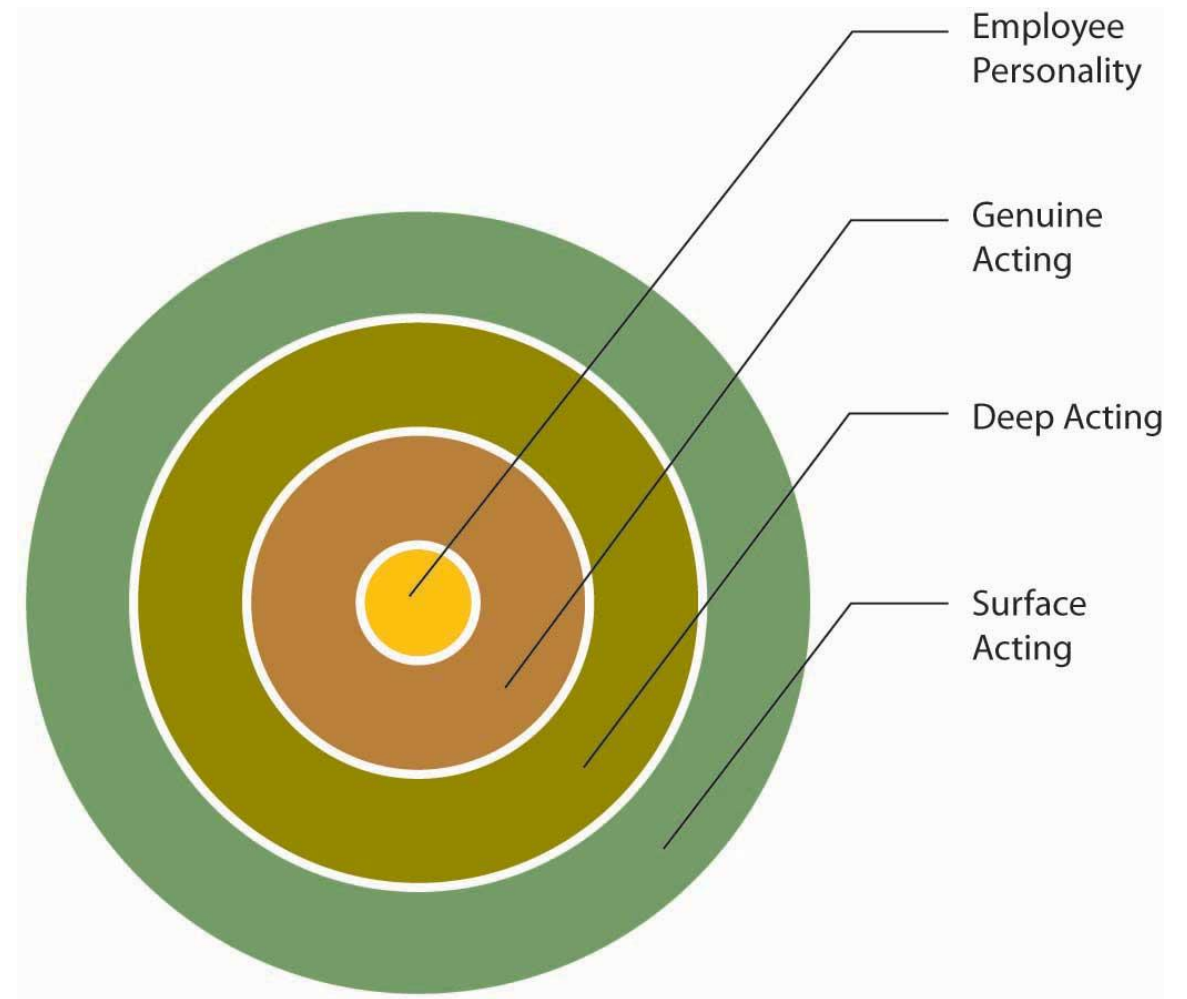
- Surface acting is when an employee exhibits physical signs, such as smiling, that reflect emotions customers expect and organizational display rules command. A children's hairdresser cutting the hair of a crying toddler may smile and act sympathetic without actually feeling so. In this case, the person is engaged in surface acting.

Show the Impact Emotional Labor Has on Employees (3 of 4)

- Deep acting takes surface acting one step further. This time, instead of faking an emotion that a customer may want to see, an employee will actively try to experience the emotion they are displaying. This genuine attempt at empathy helps align the emotions one is experiencing with the emotions one is displaying.

Show the Impact Emotional Labor Has on Employees (4 of 4)

-
- Genuine acting occurs when individuals are asked to display emotions that are aligned with their own. If a job requires genuine acting, less emotional labor is required because the actions are consistent with true feelings.



Show the Impact Emotional Labor Has on Employees (2 of 2)

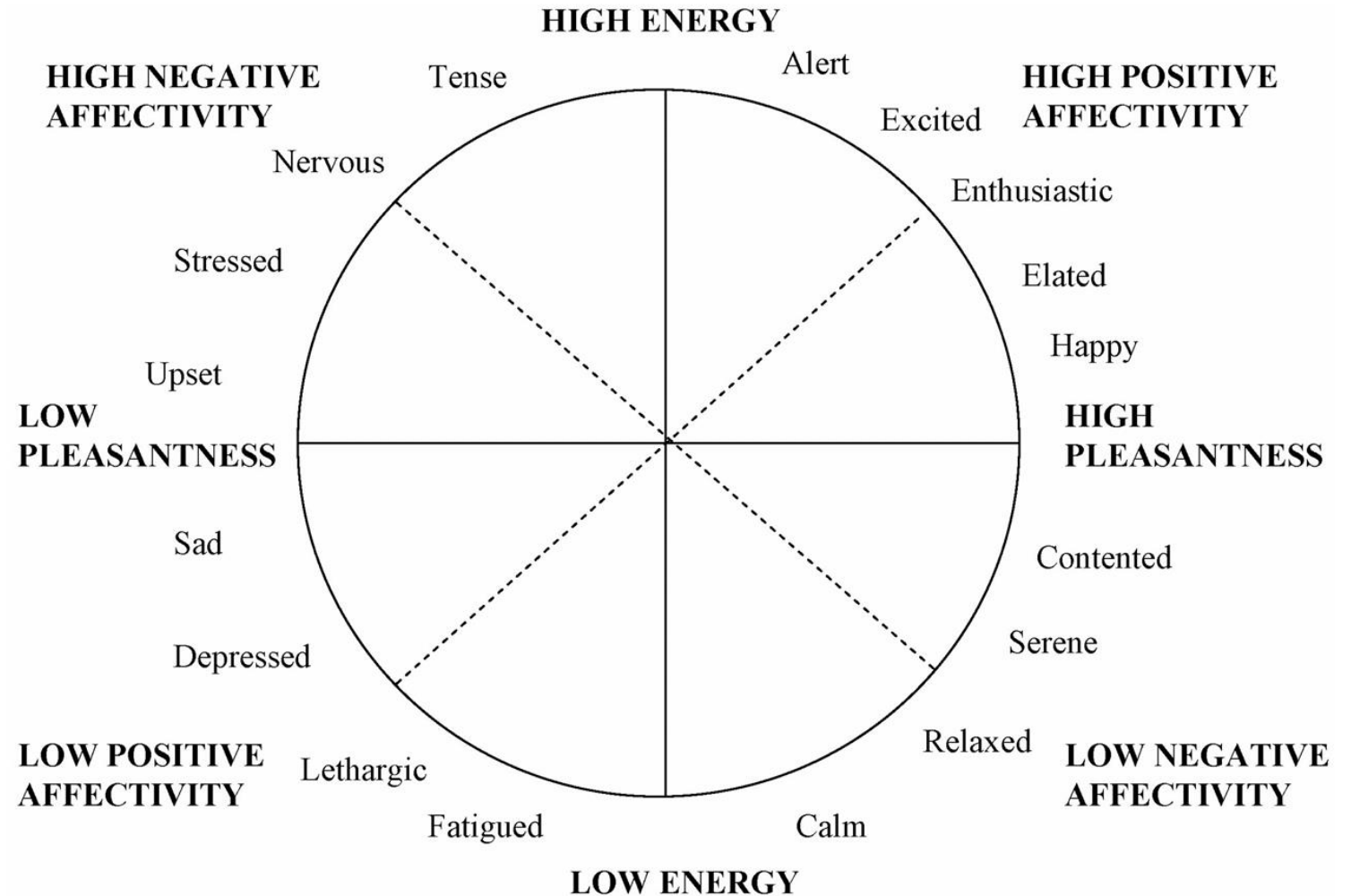
- **Emotional dissonance:** Inconsistencies between the emotions people feel and the emotions they project.
 - Long-term emotional dissonance is a predictor for job burnout, declines in job performance, and lower job satisfaction.

Describe Affective Events Theory

- **Affective events theory (AET):** The theory is developed by organisational psychologists Howard M. Weiss and Russell Cropanzano (1996).
- This theory is to explain how emotions and moods influence job performance and job satisfaction.
- In Affective events theory, employees react emotionally to things that happen to them at work and this influences job performance and satisfaction.
 - Emotions provide valuable insights into how workplace events influence employee performance and satisfaction.
 - Employees and managers shouldn't ignore emotions or the events that cause them, even when they appear minor, because they accumulate.

Affective Events Theory

Figure 1
The Circumplex Model of Affect.



Adapted from Feldman Barrett, L., & Russell, J.A. (1998). Independence and bipolarity in the structure of current affect. *Journal of Personality and Social Psychology*, 74(4), 967–984 and Larsen, R. J., & Diener, E. (1992). Promises and problems with the circumplex model of emotion. In M. S. Clark (Ed.), *Emotion. Review of personality and social psychology* (Vol. 13, pp. 25–59). Thousand Oaks, CA: Sage Publications, Inc.

Job Demand-Resources Theory



Job Demand-Resources Theory

JD-R Theory explains how workplace characteristics (Job Demand and Job Resource) influence employee well-being, motivation, and performance. (Demerouti, et. al., 2001; Bakker & Demerouti, 2014)

- Job Demands - Physical, Psychological, emotional or cognitive dimensions of work required by an organisation. E.g. Workload, time pressure, emotional labour, role conflict.
- Job Resources – Resources provided by an organisation to help achieve goals, reduce demands, and promote learning and development. E.g. Empowerment, autonomy, supervisor support, feedback, training, coworker support.

Emotion Contagion Theory



THE SCIENCE OF WELL-BEING FOR PARENTS



Emotional Contagion

The tendency for people to catch the emotions of the people around them

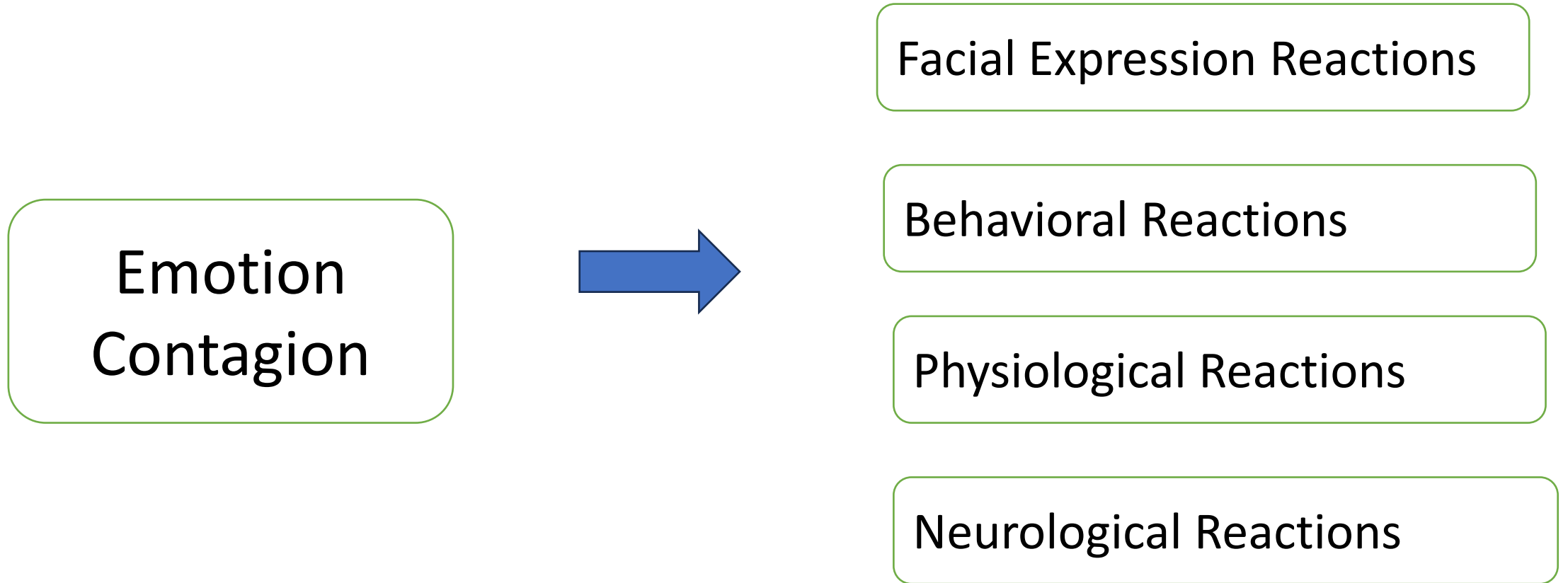


Dr. Laurie Santos

Emotion Contagion Theory

- Emotion Contagion Theory (Hatfield et al., 1994) and is extended to Affective Profess Theory.
- Emotion Contagion is a process in which individual emotions are transmitted unconsciously or consciously from one individual through facial expressions, tone of voice, body language, and emotional displays.

Types of Emotion Contagion process





Emotional Intelligence



Describe Emotional Intelligence (1 of 2)

- **Emotional Intelligence:**

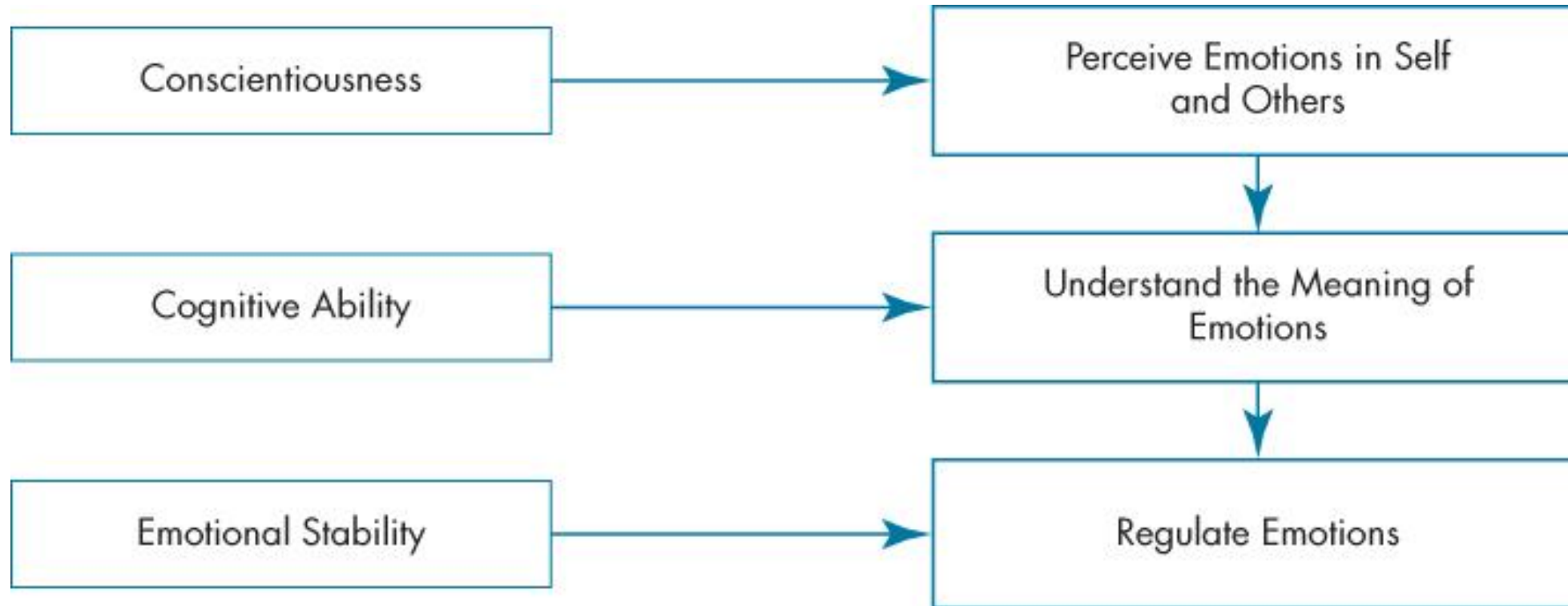
A person's ability to:

- Perceive emotions in the self and others.
- Understand the meaning of these emotions.
- Regulate one's emotions accordingly in a cascading model.



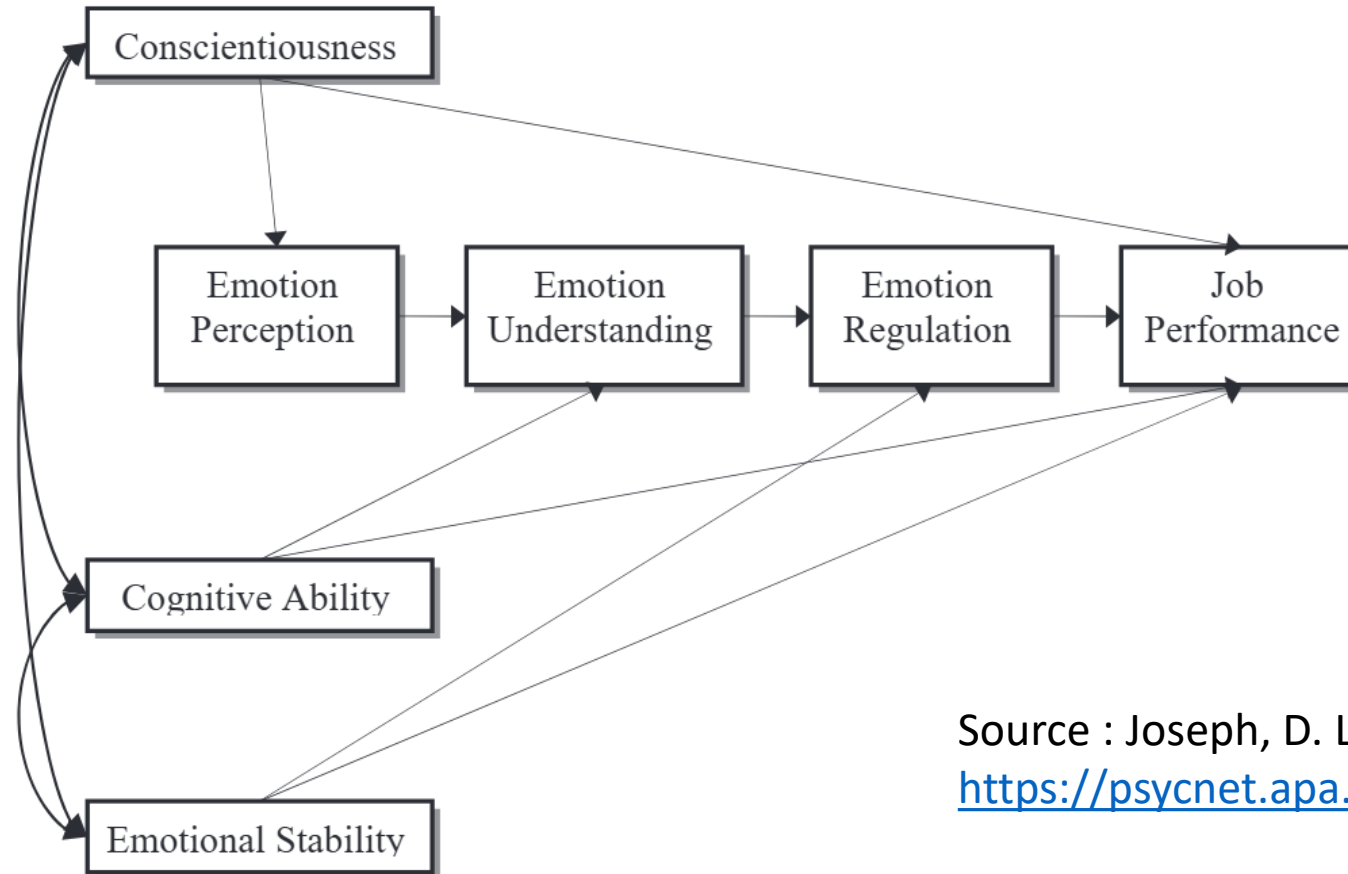
Describe Emotional Intelligence (2 of 2)

Exhibit 4-5 A Cascading Model of Emotional Intelligence



Source: Based on D. L. Joseph and D. A. Newman, "Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model," *Journal of Applied Psychology* 95, no. 1 (2010): 54–78.

Cascading model of Emotional Intelligence (EI)



Source : Joseph, D. L., & Newman, D. A. (2010)
<https://psycnet.apa.org/doi/10.1037/a0017286>

Figure 1. Cascading model of emotional intelligence (EI). The cascading model is based on the ability EI concept (Mayer & Salovey, 1997) and incorporates three subfacets of performance-based EI: emotion perception, emotion understanding, and emotion regulation.

Psychological Safety



Psychological Safety

- Psychological safety is defined as a shared belief by members of a team that the team is safe for interpersonal risk taking (Edmondson, 1999).
- Psychological safety has been shown to be integral to team success (Nembhard & Edmondson, 2006).

Harper, S. R., & White, C. D. (2013). The impact of member emotional intelligence on psychological safety in work teams. *Journal of Behavioral and Applied Management*, 15(1), 2-10.

Psychological Safety

- Psychological safety is defined as a shared belief by members of a team that the team is safe for interpersonal risk taking (Edmondson, 1999).
- Early studies (Edmondson, 1996, 1999) of psychological safety in healthcare teams revealed that members of psychologically safe teams were more likely to discuss and report errors, because employees felt safe doing so, and that those teams were better able to learn from mistakes and prevent their recurrence.

What do
you think ?



Psychological Safety and Emotion Intelligence

- Individuals with high emotional intelligence are more adept at understanding and managing their own emotions. They are likely to remain calm and composed in stressful situations (Shanker and Tewari, 2023).
- Leaders with high emotional intelligence can create a more psychological safe environment for their teams through empathy, effective communication, and emotional support (Gheorghe, Curseu, & Fodor, 2024).

Activity 2

[Employee's perspective]

[Case] You are not happy at work. What will you do ?
If the accumulated unhappiness influence your job satisfaction and performance.

[Scenario 2] Please talk to AI assistant agent about your unhappiness and seek for their advice.

[Scenario 3] Now Talk to your co-worker about your unhappiness and and seek for their advice.

Activity (2)

[Employee's perspective]

[Case] You are not happy at work What will you do ? If the accumulated unhappiness influence your job satisfaction and performance.

[Scenario 4] The source of your happiness is from your coworker within the team. What will you do ?

From Leaders' perspective

- How do you know about emotional Intelligence of your employees at work?



Identify Strategies for Emotion Regulation (1 of 2)

Emotion regulation involves identifying and modifying the emotions you feel.

Emotion Regulation Influences and Outcomes.

Diversity in work groups may help us to regulate our emotions more consciously and effectively.

Identify Strategies for Emotion Regulation (2 of 2)

- Emotion Regulation Techniques
 - Surface acting
 - Deep acting
 - Emotional suppression
 - Cognitive reappraisal
 - Social sharing
 - **Mindfulness**
- The best option though is to recruit positive-minded individuals and train leaders to manage their moods, attitudes, and performance.

Apply Concepts About Emotions and Moods to Specific Organisation Behaviour Issues (1 of 4)

Selection

- Emotional Intelligence should be a hiring factor, especially for social jobs.

Decision Making

- Positive emotions can lead to better decisions.

Creativity

- Positive mood increases flexibility, openness, and creativity.

Apply Concepts About Emotions and Moods to Specific Organisational Behaviour Issues (2 of 4)

Motivation

- Positive mood affects expectations of success.
- Feedback amplifies this effect.

Leadership

- Emotions are important to acceptance of messages from organizational leaders.

Negotiation

- Emotions can affect negotiations.

Apply Concepts About Emotions and Moods to Specific Organisational Behaviour Issues (3 of 4)

Customer Service

- Emotions influence customer service.
 - Influences repeat business and customer satisfaction.
- **Emotional contagion:** “catching” emotions.

Work-Life Satisfaction

- A good day at work tends to be followed by a good mood at home and vice versa.
 - This usually dissipates overnight.

Apply Concepts
About Emotions
and Moods to
Specific
Organisational
Behaviour Issues
(4 of 4)



Deviant Workplace Behaviors

Negative emotions lead to **workplace deviant behaviors.**

- Actions that violate norms and threaten the organization.



Safety and Injury at Work

Don't do dangerous work when in a bad mood.

Activity (3)

- Select a topic
- 5 journals per student
- Output : Max. 3 PPT slides

Topic 1 : What is/are your views towards the relationship between emotional labour and employee performance. Please adopt a theory to explain your answers.

[From leader's perspective]

[From employee's perspective]

[From organization management' perspective]

Example - Emotional Labour and Service Quality

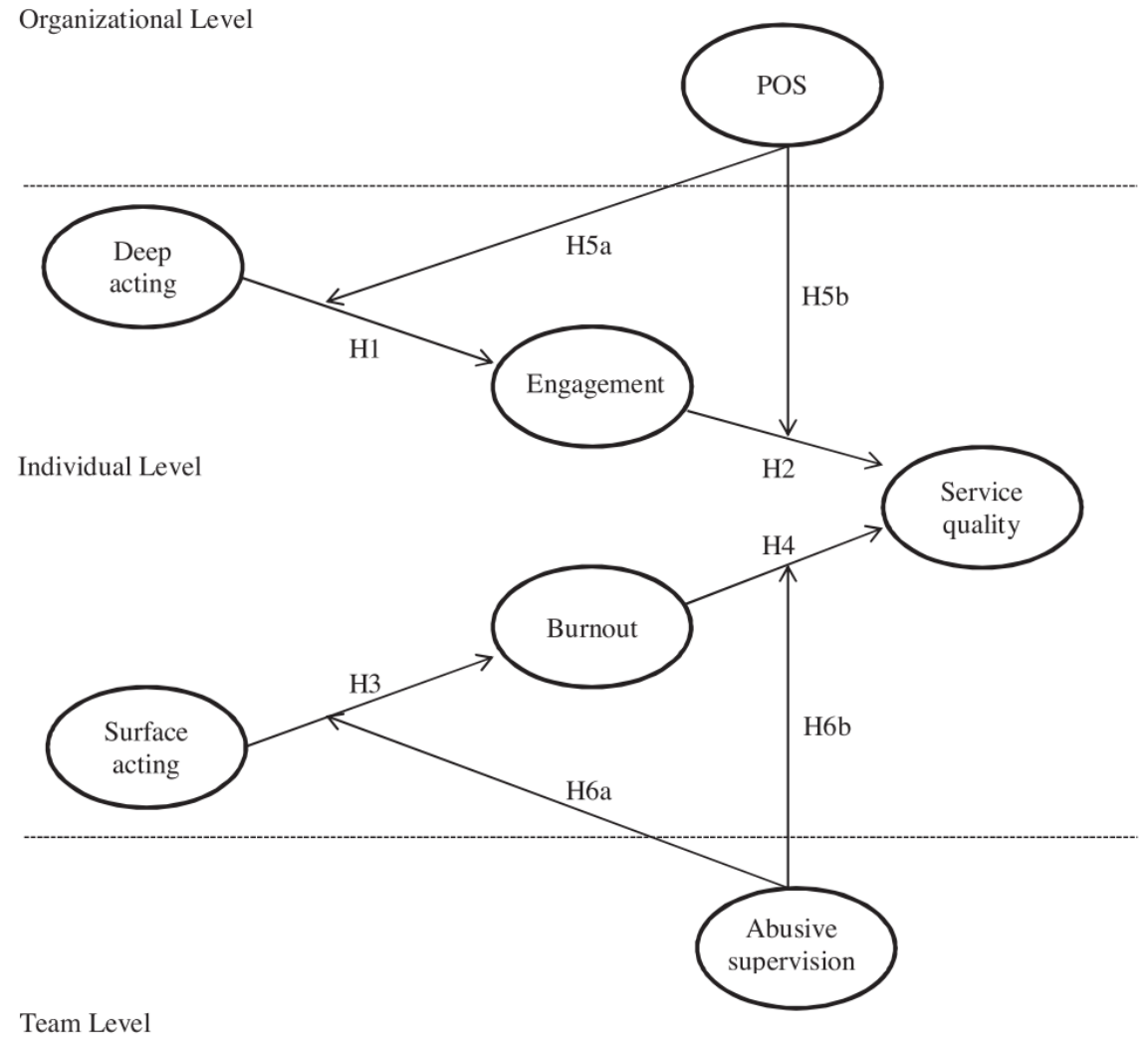


Fig. 1. Proposed conceptual framework of emotional labor in relation to service quality.

[Wang \(2020\)](#)

[Managing emotional labor for service quality A cross-level analysis among hotel employees](#)

Example 2 – Emotional labour, burnout and organization commitment

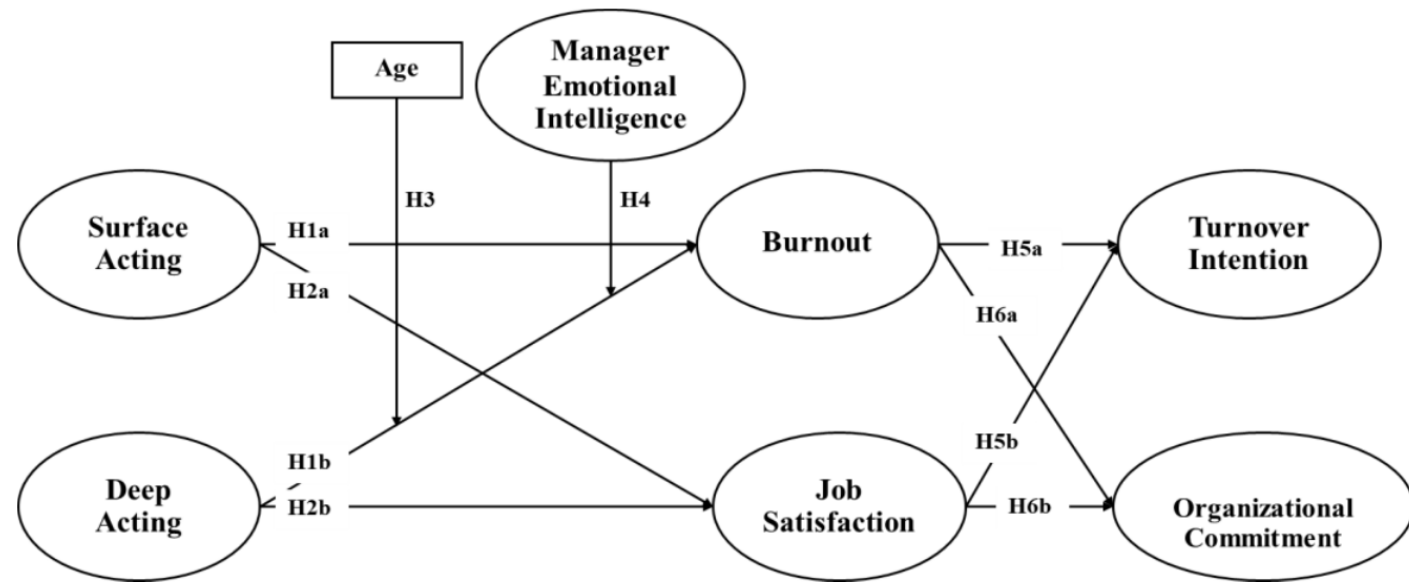


Figure 1. Model of emotional labour and moderating roles of age and manager emotional intelligence regarding the job and organizational outcomes

Khetjenkarn & Agmapisarn (2020)

[View of The effects of emotional labour on the outcomes of the job and the organization: Do the differences in age and the manager's emotional intelligence have any impact in the hotel business?](#)

Implications for Managers (1 of 2)

- Recognize that emotions are a natural part of the workplace and good management does not mean creating an emotion-free environment.
- To foster effective decision making, creativity, and motivation in employees, look to model positive emotions and moods as much as is authentically possible.
- Provide positive feedback to increase the positivity of employees. Of course, it also helps to hire people who are predisposed to positive moods.

Implications for Managers (2 of 2)

- In the service sector, encourage positive displays of emotion, which make customers feel more positive and thus, improve customer service interactions and negotiations.
- Understand the role of emotions and moods to significantly improve your ability to explain and predict your coworkers' and others' behavior.

Takeaways and Reflection

- What have you learned from this session ?
- What are the research gaps for future studies ?

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Reminder

- Next week(8th July 2026), please go to Immersive Room, G/F at YFforwm at 0900 for the theme-based lecture.

The End

