

WORK-RELATED EMOTIONAL SKILLS

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Emotional labor is the process of managing feelings and expressions to fulfill the emotional requirements of a job (Grandey, 2000). More specifically, workers are expected to regulate their emotions during interactions with customers, co-workers and superiors. Work-related emotional skills are so-called “soft skills” or more specifically, the work-related emotional skills are the employee’ ability to recognize and manage your own and others’ emotions at work.

There are five factors included into the Work-related emotional skills test i.e. (A-part) Personal competence: (1) Self-awareness, (2) Self-management, (3) Self-motivation; and (B-part) Social competence: (4) Relationship management, (5) Social awareness (and skills). Thus five factors are incorporated into 26 sub-factors (106 items), namely:

- **Factor 0.** (1) Emotional intelligence (EQ) at work (6 items);
- **(A-part) Personal competence:**
 - **Factor 1: Self-awareness:**
 - (2) Emotional self-awareness (4 items);
 - (3) Accurate self-awareness (4 items);
 - (4) Self-confidence (4 items);
 - **Factor 2: Self-management**
 - (5) Emotional self-control (4 items);
 - (6) Trustworthiness (4 items);
 - (7) Conscientiousness (4 items);
 - (8) Adaptability (4 items);
 - (9) Innovativeness (4 items);
 - **Factor 3: Self-motivation**
 - (10) Achievement orientation (4 items);
 - (11) Commitment (4 items);
 - (12) Initiative (4 items);
 - (13) Optimism (4 items)
- **(B-part) Social competence:**
 - **Factor 4: Relationship management**
 - (14) Empathy (4 items);
 - (15) Service orientation (4 items);
 - (16) Developing others (4 items);
 - (17) Leveraging diversity (4 items);
 - (18) Political awareness (4 items)
 - **Factor 5: Social Awareness and Skills**
 - (19) Influence (4 items);
 - (20) Communication (4 items);
 - (21) Leadership (4 items);
 - (22) Change catalyst (4 items);
 - (23) Conflict management (4 items);
 - (24) Building bonds (4 item);
 - (25) Collaboration and cooperation (4 items);
 - (26) Team capabilities (4 items).

Work-related emotional skills test adopts three different scales:

- (1) Likert-type forced choice 6-point scale, from 6-points “Definitely yes” to 1-point “Definitely no”. For example: “Concerning your work would you tend to identify and recognize your own emotions” or “Would you describe yourself as someone who controls and manages emotions in your job”.
- (2) Likert-type forced choice 6-point scale, from 1-point “Very strongly disagree” to 6-points “Very strongly agree”. For example: “I knew which emotions I felt and why” or “I was aware of my strengths and weaknesses” or “I managed my impulsive feelings and distressing emotions well” or “I met commitments and kept my promises” or “I set challenging goals and took calculated risks” or “I readily made personal or group sacrifices to meet a larger organizational goal”.
- (3) Likert-type 12 points scale, from 1-point “Lowest” to 12-points “Highest”. For example: “Commitment means how a person aligns themselves with the goals of the group or organization. Using a scale from 1 to 12 where 1 is the lowest commitment anyone could have and 12 is the highest commitment, how would you rate your own commitment” or “Achievement orientation means how a person strives to improve or meet a standard of excellence. Using a scale from 1 to 12 where 1 is the lowest achievement orientation anyone could have and 12 is the highest achievement orientation, how would you rate your own achievement orientation” or “Trustworthiness means how a person maintains standards of honesty and integrity. Using a scale from 1 to 12 where 1 is the lowest trustworthiness anyone could have and 12 is the highest trustworthiness, how would you rate your trustworthiness” or “Emotional self-awareness means how a person recognizes one’s emotions and their effects in their job. Using a scale from 1 to 12 where 1 is the lowest emotional self-awareness anyone could have and 12 is the highest emotional self-awareness, how would you rate your own emotional self-awareness”.

THEORETICAL BACKGROUND

During the past two decades, substantial advances have been made in understanding the structure and role of affect and emotions and emotions at work. It's a basic tool that is the key to professional success. Goleman (1998) defined an "emotional competence" as a "learned capability based on emotional intelligence that results in outstanding performance at work." Integrating the work of Goleman (1995 and 1998) and Boyatzis (1982), the following descriptive definition is very useful in understanding this work: emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-regulation/management, relationship management and social awareness at appropriate times and ways in sufficient frequency to be effective in the situation.

In its structure, our Work-related emotional skills test follows theoretical model designed by the Consortium for Research on Emotional Intelligence in Organizations (EI Framework, 2007). EI framework distills findings from: MOSAIC competencies for professional and administrative occupations (U.S. Office of Personnel Management); Spencer and Spencer, *Competence at Work*; and top performance and leadership competence studies published in Richard H. Rosier (ed.), *The Competency Model Handbook*, Volumes One and Two (Boston: Linkage, 1994 and 1995),

especially those from Cigna, Sprint, American Express, Sandoz Pharmaceuticals; Wisconsin Power and Light; and Blue Cross and Blue Shield of Maryland. Much of the material that follows comes from *Working with Emotional Intelligence* by Daniel Goleman (Bantam, 1998). Perhaps the most widely accepted scientific definition of emotional intelligence is “the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Salovey and Mayer, 1990).

Emotional intelligence designates the potential to become skilled at learning certain emotional responses. By contrast, emotional competencies are learned capabilities, based on emotional intelligence, that result in outstanding performance at work (Goleman, 2001). For example, Goleman (1998) had listed 25 different competencies necessary for effective performance in various occupational contexts.

Whereas emotional intelligence may determine a person’s potential for learning practical job-related emotional and social skills, the level of emotional competencies (as a ability) manifested by that person shows how much of that potential she or he has actually realized. Emotional intelligence designates the potential to become skilled at learning certain emotional responses. By contrast, emotional competencies are learned capabilities, based on emotional intelligence, that result in outstanding performance at work (Goleman, 2001). Whereas emotional intelligence may determine a person’s potential for learning practical job-related emotional and social skills, the level of emotional competencies (as a ability) manifested by that person shows how much of that potential she or he has actually realized. A vocational (or career-relevant) EI measure will ideally be one with demonstrated theoretical and empirical relevance to a particular occupational context (Zeidner, Matthews, Roberts, 2004).

VALIDATION

Table. Within Sample Correlations in Work-related emotional skills test (N = 714)

Factors	0	2	3	4	5	6
0. Emotional intelligence (EQ) at work	1					
1. Self-awareness	-	1				
2. Self-management	-	0.75	1			
3. Self-motivation	-	0.66	0.79	1		
4. Relationship management	-	0.63	0.78	0.77	1	
5. Social Awareness and Skills	-	0.64	0.75	0.79	0.84	1

All presented correlations are statistically significant ($p < 0.05$)

RELIABILITY

Internal consistency reliability (Cronbach α or coefficient alpha) generally ranges from 0.88 to 0.95 (see Table below).

Table. Reliability Statistics for Work-Related Emotional Skills Test (N = 714)

Work-related emotional skills test Factors	Number of items	Reliability Statistics* Cronbach α
Factor 0. Emotional intelligence (EQ) at work	6	0.93
Factor 1. Self-awareness	12	0.88
Factor 2. Self-management	20	0.91
Factor 3. Self-motivation	16	0.89
Factor 4. Relationship management	20	0.92
Factor 5. Social awareness and social skills	32	0.95

* Widely is accepted 0.70 coefficient alpha as a standard (Nunnally, 1978)

ESTONIAN NORMS

Estonian Norms for Work-related emotional skills test (see Table). Estonian norms are based on 494 people from 4 samples (one general sample and three occupational (nurses, chief nurses, teachers sample).

Table. Descriptive statistics of Work-related emotional skills test in Estonia. Scales: 1-point “Very strongly disagree” to 6-points “Very strongly agree”

Work-related emotional skills test Factors	TEACHERS (N=32)		NURSES (N=115)		CHIEF NURSES (N=99)		EST (N=248)	
	M	SD	M	SD	M	SD	M	SD
Factor 0. Emotional intelligence (EQ) at work	4.55	0.51	4.79	0.59	4.73	0.59	4.50	0.74
Factor 1. Self-awareness	4.92	0.45	4.86	0.56	4.87	0.53	4.61	0.63
Factor 2. Self-management	4.81	0.35	4.84	0.53	4.88	0.53	4.64	0.56
Factor 3. Self-motivation	4.63	0.54	4.56	0.57	4.71	0.58	4.59	0.59
Factor 4. Relationship management	4.49	0.45	4.72	0.58	4.96	0.57	4.41	0.60
Factor 5. Social awareness and social skills	4.31	0.44	4.38	0.65	4.74	0.56	4.22	0.39

POLISH NORMS

Polish Norms for Work-related emotional skills test (see Table). Polish norms are based on 220 people from one general sample.

Table. Descriptive statistics of Work-related emotional skills test in Poland. Scales: 1-point “Very strongly disagree” to 6-points “Very strongly agree”

Work-related emotional skills test	POL (N=220)	
Factors	M	SD
Factor 0. Emotional intelligence (EQ) at work	4.93	1.00
Factor 1. Self-awareness	4.45	0.80
Factor 2. Self-management	4.46	0.74
Factor 3. Self-motivation	4.35	0.73
Factor 4. Relationship management	4.38	0.72
Factor 5. Social awareness and social skills	4.32	0.71

CORRELATION BETWEEN WORK-RELATED EMOTIONAL SKILLS AND PERCEIVED PERFORMANCE

Reliability (Cronbach α or coefficient alpha) between Work-related emotional skills test and Perceived Performance Scale (PPS) was 0.94.

Table. Correlations between employee Work-related emotional skills test and perceived performance (measured by Perceived Performance Scale) (N =714)

Work-related emotional skills test	Perceived performance
Factor 0. Emotional intelligence (EQ) at work	0.47
Factor 1. Self-awareness	0.52
Factor 2. Self-management	0.58
Factor 3. Self-motivation	0.64
Factor 4. Relationship management	0.64
Factor 5. Social awareness and social skills	0.63

* Correlations are statistically significant ($p < 0.05$)

PUBLICATIONS and/or CONFERENCES

(Bibliography of Studies Using the Work-Related Emotional Skills Test)

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