

# The Emotionally Intelligent Manager

How to Develop and  
Use the Four Key  
Emotional Skills  
of Leadership

David R. Caruso

Peter Salovey

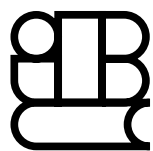


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# Introduction

Have any of these statements been made to you?

Let's not get too excited.

You are being way too emotional about this.

We need to look at this rationally.

We are taught that emotions should be felt and expressed in carefully controlled ways, and then only in certain environments and at certain times. This is especially true when at work. It is considered terribly unprofessional to express emotion while on the job.<sup>1</sup> We all believe that our biggest mistakes and regrets are due to being overly emotional—the times when our emotions get the better of us. After all, emotions are remnants from 300 million years ago, when they were necessary for the survival of our species.<sup>2</sup>

We believe that this view of emotion is incorrect. After 300 million years—give or take a few million—human brains have gotten bigger and more complex but still have the wiring for emotion. The emotion centers of the brain are not relegated to a secondary place in our thinking and reasoning but instead are an integral part of what it means to think, reason, and be intelligent. This is the essence of the work conducted by University of Iowa neuroscientist Antonio Damasio.<sup>3</sup>

The fundamental premise of *The Emotionally Intelligent Manager* is that emotion is not just important but absolutely necessary for us to make good decisions, take optimal action to solve problems, cope with change, and succeed. This does not mean that you jump with joy every time you make a sale or that you sob your heart out when you aren't promoted. Instead, the premise of *The Emotionally Intelligent Manager* replaces the conventional view of emotion with an intelligent view—one that might sound like this:

Let's get excited.

You are not being emotional enough about this.

We need to look at this emotionally—and logically.

*The Emotionally Intelligent Manager* is organized around an ability-based approach to emotional competencies that was developed in the late 1980s by two psychologists, John (Jack) Mayer and Peter Salovey, and called *emotional intelligence*.<sup>4</sup> This intelligent approach to emotions includes four different skills arranged in a hierarchical fashion. We explain the importance of each of the four emotional skills and provide you with concrete techniques to improve and use these skills in the workplace.

These are the four emotional skills around which we build *The Emotionally Intelligent Manager*:

1. **Read People: *Identifying Emotions*.** Emotions contain data. They are signals to us about important events going on in our world, whether it's our internal world, social world, or the natural environment. We must accurately identify emotions in others and be able to convey and express emotions accurately to others in order to communicate effectively.
2. **Get in the Mood: *Using Emotions*.** How we feel influences how we think and what we think about. Emotions direct our attention to important events; they ready us for a certain action, and they help guide our thought processes as we solve problems.
3. **Predict the Emotional Future: *Understanding Emotions*.** Emotions are not random events. They have underlying causes; they change according to a set of rules, and they can be understood. Knowledge of emotions is reflected by our emotion vocabulary and our ability to conduct emotional what-if analyses.
4. **Do It with Feeling: *Managing Emotions*.** Because emotions contain information and influence thinking, we need to incorporate emotions intelligently into our reasoning, problem solving, judging, and behaving. This requires us to stay open to emotions, whether they are welcome or not, and to choose strategies that include the wisdom of our feelings.

Each ability can be isolated from the others, but at the same time, each builds on the others. Although we can measure, learn,

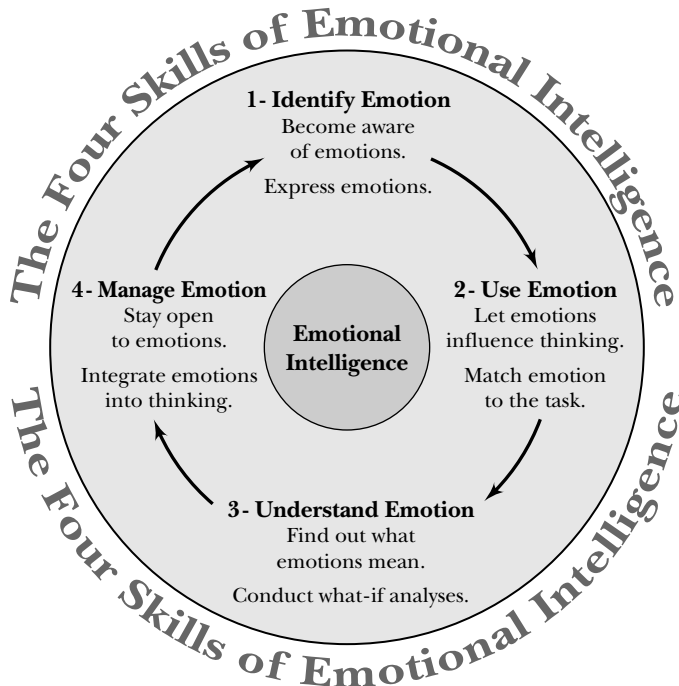
and develop each skill on its own, the interrelationships among the skills, as depicted in Figure I.1, allow us to employ them in an integrated way to solve important problems.

## A Diagnostic Example

Here is a simple example to show how this process model of thinking and feeling works.

You are conducting a product development team meeting with a number of items on the agenda. There is some discussion regarding the items, and once everyone has had a chance to provide input, you ask for consensus agreement before you move on to the next item. Most of the items are discussed efficiently, and you have a good deal of agreement by team members. You find that you are moving quickly through the list.

**Figure I.1. Emotional Intelligence.**



The next item has to do with the latest changes to the product specs requested by your internal customer—the marketing VP. Such changes are not unusual; they have been requested before in this project, and you consider these particular changes to be fairly minor. There is general agreement by the group for the need to alter the plan, and you are about to move to one of the last items on the agenda. But something holds you back, keeps you from moving on, and you pause to reflect briefly before closing down the discussion. It's nothing that anyone has said that gave you pause, but it certainly was *something*. Almost without thinking, you mentally review the requested changes and feel less sure about them. Something does not seem quite right—does not *feel* right to you.

You consider letting this fleeting feeling pass. But even though you have paused for just a few seconds, you see that the pause has had an effect on the group. They seem a bit more attentive and have drawn themselves forward in their chairs. The mood is a bit more serious. One of your senior engineers speaks up and wonders whether the changes, albeit minor, will have an impact on any of the underlying architecture. It's an annoying question, as you have covered this ground a number of times. Again though, you reflect that the vague uneasiness you just felt may have something to do with this very issue. You ask for others' input, and with the now-more-serious focus, a number of team members point out that the product changes are much less trivial than they first appeared to be. You encourage this focused attention and analysis to continue, and in doing so, the team realizes that the system was simply not being designed with such changes in mind. Rather than looking for buy-in, you are now seeking information with which to go back to the marketing VP to demonstrate that the requested changes are not feasible.

What just happened? And why did it happen? Our model of emotional intelligence begins with the awareness, recognition, and identification of emotion. Something held you back from moving on. What was it? First, there was the look on the faces of a few of your more senior developers that indicated some subtle signs of uneasiness and caution. Second, you felt some inner discomfort, recognized it, and did not let it go. Third, you expressed your uneasiness and sense of trouble by looking down at the floor, slightly frowning, and rubbing your hand over your chin.

The second part of our model explains how these feelings influence thinking. The fleeting feelings of worry and concern focused your attention—and the team’s attention—on a problem. Your brain, or something inside of you, is saying, “Houston, we have a problem.” Your thought processes became more attuned to search for and find errors and inconsistencies. And you did find them.

Our process model then moves to an understanding of emotions, what causes them, and how they change. You determine that the change in the mood of the group is due to some potential issue regarding the requested product specification change. You reason that the growing sense of uneasiness is not due to either the lateness of the hour (the meeting is on time) or to any other external issues. It seems pretty clear to you that everyone is focused—and for good reason.

The fourth and final part of our model indicates that because emotions contain data, we must stay open to them and integrate them. The very last thing you need is another project set-back. And you certainly don’t relish having to tell the marketing VP that these latest changes won’t fly. Many of us in similar circumstances might try simply to ignore the uncomfortable feelings, discourage them, and direct the team’s attention to the next agenda item. But you let the feelings hold sway, allowed them to redirect attention, figured out what was going on, and then stayed open to the wisdom of these feelings to uncover a serious problem.

You have just employed an emotionally intelligent approach to core functions of managing, such as planning, flexible thinking, and adaptability. A focus on emotion does not make you weak or vulnerable; instead, it allows you to be much more able to face up to, and successfully cope with, conflict and change. This approach to managing is not just a reactive, passive analytical tool; it has a strong prescriptive and positive function. It’s not enough to uncover problems. The job of the effective manager is to solve problems, and this is where our emotional intelligence approach pays dividends. Let’s look at two approaches you, as the team manager, might use to resolve the problem you just discovered: an emotionally *unintelligent* approach and an emotionally intelligent approach.

## The Emotionally *Unintelligent* Manager Approach

---

In most managerial situations, we try to be rational and logical about our management responsibilities. After all, this is what we are being paid to do: to think, to decide, and to act intelligently. We get paid to think, not to worry or to feel. This approach seems sensible, but, as you'll see, is not very effective. Accordingly, you go back to the marketing VP and tell her that the team can't make the launch deadline if these changes are required. She looks surprised and somewhat displeased. That begins a cascade effect. Now in a negative mood, she begins to focus on details, and her search for problems and errors is enhanced. She begins to think about other promises you have made and not kept. You claim that you never actually agreed to the revised specs, and the situation degenerates even further. The result is that she is truly angry with you, as anyone would be in this situation, and you sullenly and reluctantly agree to whatever is asked of you. Not a pretty outcome, is it?

You were completely rational and logical. You were calm and straightforward. And you were also quite ineffective. A truly intelligent approach to managing people must go beyond the search for a holy grail of unsullied rationalism.

## A Better Approach

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The emotionally intelligent manager prepares and plans for important social interactions. We don't mean that you need to do a month-long strategic planning effort before each meeting you have, but the smart thing to do is to use the skills we've outlined to enhance your interpersonal effectiveness. Let's return to the marketing VP situation.

You know the marketing VP pretty well; you realize that if you just state the problems in a straightforward manner, she will not be very happy. Think about it. After all, you sort of mentioned that the changes didn't seem to be all that major. In fact, you might have even said something like, "I think we can handle that." If anything, she is expecting good news from you. What will happen if you deliver unexpected news? It will be a surprise—an unpleasant



surprise at that—and her positive mood will likely turn negative very quickly. If you understand emotions, and if you use your emotional strategic planning ability, you will be able to avoid such an outcome.

In reality, you don't have a rote strategy that you'll employ. You never do, because the exact approach you take must be a function of your emotional situation analysis of how the other person feels at the moment. Is the starting mood positive or negative? Let's say that the VP seems happy and upbeat. That means that your job is to help her to maintain a slightly positive mood, which will enable her to see and to stay open to creative alternative solutions. You understand that you simply cannot announce a major problem and have her maintain her composure, so instead you indicate that you brought the latest changes to your team, and they discovered a number of issues. However, you would like to discuss some ways they came up with to deliver the functionality over a longer period of time while keeping the initial product launch date unchanged.

You'll need to stay attuned to various cues in order to determine how the approach is being received and to modify it accordingly. This won't be easy to do, and it won't necessarily be fun, but this is exactly why they are paying your salary. This is the job of an effective manager. The emotionally intelligent manager leverages the four skills in our model by:

1. *Identifying* how all of the key participants feel, themselves included
2. *Using* these feelings to guide the thinking and reasoning of the people involved
3. *Understanding* how feelings might change and develop as events unfold
4. *Managing* to stay open to the data of feelings and integrating them into decisions and actions

Because *The Emotionally Intelligent Manager* combines passion with logic, emotions with intelligence, readers from opposite sides of the heart-head debate can find value in our approach. Readers who are highly analytical and skeptical about the meaning of emotion or who prefer rationality to emotionality should find *The Emotionally*

*Intelligent Manager* to be a thinking approach to emotions. Readers who embrace the emotional side of life will find that *The Emotionally Intelligent Manager* provides them with a structured way of viewing their world.

## **Emotional Intelligence and Effectiveness in Managers**

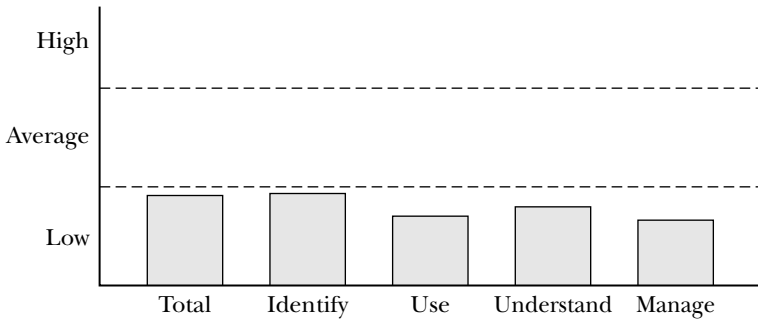
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As managers, we have been buffeted by many a management fad and exhortation to develop new skills or risk certain failure. So we've dutifully gone to often terrific and valuable courses on creative thinking, quality circles, and self-directed work teams. We have also been exposed to other training efforts of more dubious quality and utility. Is emotional intelligence just another course, a passing fad? Or is it something new and of lasting value? After all, anyone who has even minimal work experience knows that emotional skills are not a prerequisite for being hired or promoted. The workplace abounds with stories of emotionally unintelligent managers who were considered successful—at least to a certain point.

Have you ever worked for someone who said to you, “As your boss, I can tell you what to do, and you will do it”? Such bosses believe that their autocratic style works well, and they don't have to waste time explaining motives, soliciting cooperation, or engaging in dialogue. We've worked for a person like that. Karen was very “emotional,” but she motivated people by playing on their fears. She made promises she never intended to keep, told her boss things he wanted to hear, and acted, in short, like many of the managers we've all seen and worked for. She was a political animal, and that way of operating worked well for her in many ways.

However, Karen did not seem to understand how her actions affected those of us who worked for her. Perhaps Karen would have cared if she had known, but she seemed oblivious to the feelings of her direct reports. Figure I.2 shows that Karen did not have a high level of any of the four emotional skills.

Karen was considered an effective leader by many on the senior management team. She got things done, and her projects were at or under budget. If effective leadership depends on possessing emotional skills, then how come Karen was considered to

**Figure I.2. Karen's Emotional Intelligence Skills.**

be an effective leader? The moral of this story may be that we are paid to get things done. In a leadership situation, we get things done by directing the work of other people, no matter what it takes.

So are emotions important at work? Do they matter? Does effective leadership truly require strong emotional skills? Karen and many others might well answer a decided *no*.

## The Value of the Skills of Emotions

What, if any, advantage does emotional intelligence confer upon managers?

Let's return to Karen for a moment. After a reorganization at her company, Karen's role changed, and she found herself in a matrix management situation in which she had to rely on others to obtain project resources. Telling people what to do no longer was an effective style for Karen. The trouble was that, although she managed-by-fear quite well, the fear tactics didn't work anymore. She had trouble connecting with people in ways that did not involve generating the specter of lay-offs and failure.

A person functioning in amorphous situations marked by rapid change needs to be able to form strong teams quickly and efficiently, interact effectively with people, communicate goals, and obtain buy-in from these self-directed, autonomous groups. In such an environment, the leader must lead by using a set of highly sophisticated skills that involve understanding how people think and feel.

These are the skills of *The Emotionally Intelligent Manager*.

Just to be clear: emotional intelligence does not equal success; emotionally intelligent people are not necessarily great managers, and not all great managers are emotionally intelligent. *Effective management* is our theme here. In this book, we outline a prescription for effective management and leadership that is based on the integral role of the intelligent use of emotion and its impact on thinking, decision making, being motivated, and behaving. An emotionally intelligent manager is not a manager for all seasons, but we strongly believe that such a person will manage, lead, and live in a manner that results in positive outcomes for people. We surmise that truly excellent managers—those who are both effective *and* compassionate—possess a set of abilities that we define and develop in this book.

## **A New Theory of Leadership**

---

We are not seeking to replace the fine work of theorists and practitioners who have developed sophisticated models of management and leadership. As you'll see, we do not even distinguish between the work of managers and the work of leaders, although we recognize that vast differences exist.

A number of managerial and leadership function taxonomies have been proposed over the years. One way people have differentiated these two roles is to view the role of managers as consisting of planning and implementing activities, whereas the role of leaders is viewed more globally as influencing others in order to accomplish a goal.<sup>5</sup>

These functional analyses offer up an idea of what an effective manager or leader must do, but doing these things right does not necessarily mean you'll succeed. Not only do you need to pull these off but you must also strive to avoid falling into certain traps. Work by the Center for Creative Leadership, for example, indicates that managers face several potential derailers, such as difficulty building a team, difficulty adapting, and problems with interpersonal relationships.<sup>6</sup>

We've distilled the various functions of managers and leaders, along with these potential leadership derailers, into six core areas (also see Exhibit I.1):

**Exhibit I.1. What Managers and Leaders Do.**

General Function	Examples
Building Effective Teams	Difficulty building and leading a team How to lead Modeling the way
Planning and Deciding Effectively	Schedule projects Plan budgets and resources Logistics Failure to meet business objectives
Motivating People	Motivate staff Generate enthusiasm Motivate a team Enabling others to act
Communicating a Vision	Create a sense of importance and meaning Create an organizational identity Develop collective goals Inspiring a shared vision
Promoting Change	Promote flexible thinking and decision thinking Facilitate creative thinking Difficulty changing or adapting Too narrow functional orientation Challenging the process
Creating Effective Interpersonal Relationships	Conflict resolution among subordinates Dealing with firing someone Problems with interpersonal relationships Encouraging the heart

1. Building Effective Teams
2. Planning and Deciding Effectively
3. Motivating People
4. Communicating a Vision
5. Promoting Change
6. Creating Effective Interpersonal Relationships

Our approach helps inform our understanding of how managers and leaders accomplish these difficult tasks. We'll weave these functions into our discussion of the four emotional intelligence abilities to help you connect those general skills with the specific actions of managers and leaders. You might find, for example, parallels between the four emotional skills and the nature of transformational or charismatic leadership. For instance, we are struck by the critical involvement of the emotions in the practices of exemplary leaders uncovered by the groundbreaking work by Kouzes and Posner.<sup>7</sup>

Nor do we seek to replace the work on managerial competencies, many of which are emotion-focused.<sup>8</sup> Indeed, the competencies of effective managers and leaders described by management professor Richard Boyatzis and expanded on by Daniel Goleman are hypothesized to be based on emotional intelligence.<sup>9</sup>

We have something else—something unique—to offer you: *our focus on emotions per se*. We want you to understand—and to really feel—that thinking and emotions are inextricably linked and that there is little use for such notions as pure logic or cold rationality. We believe that the processes by which managers or leaders create a shared vision, motivate others, and encourage workers are likely based on the intelligent use of emotion and the integration of feelings with thinking.

## Our Plan

---

Emotional intelligence has come to mean many things since the original, scientific work on emotional intelligence was begun by our group in the late 1980s. The overall concept of an emotional intelligence, as well as the general approach to emotional intelligence, was brought to life and to the attention of millions around the world in a 1995 book by science reporter and psychologist, Daniel Goleman.<sup>10</sup> The enthusiastic response to this book resulted

in an explosion of interest in the concept, which overnight created a cottage industry of tests, methods, and, unfortunately, many wild claims as to what emotional intelligence is and what it predicts.

We won't be making such wild claims in this book. If you're looking for a miracle cure for leadership woes, then you'll have to look elsewhere. Our approach is based on two principles: (1) to stay true to the original, scientific work on emotional intelligence, which views emotional intelligence as a true intelligence, and (2) to stay true to our philosophy and to the values that have been instilled over decades of scientific training.

We feel that we can stay true to these fundamental principles while offering you valuable ideas and insights. We're very excited about the research that we and others around the world have conducted on emotional intelligence and want to share our insights with you. We hope that you will feel inquisitive enough to be critical about our approach and be excited enough to use it to help you become a more emotionally intelligent manager—of yourself and others.

In this book, we attempt to show you—and to convince you—that emotions do matter—*all the time*. We believe that to ignore their role, to deny the wisdom of your own emotions and those of others, is to invite failure as a person, as a manager, and as a leader.

We'll describe each of the four emotional skills in some detail, providing you with evidence of the importance of the skill in the workplace. Then we'll provide you with a concrete program of development, that is, we'll teach you these emotional skills. Last, we'll show you how you can apply these skills.

If your work is of an individual nature, you can apply these emotional skills to your own work. Developing them might also increase your interest in taking on a leadership role at some future point. If you are currently in a leadership role and experiencing your share of successes, we hope that the approach we lay out in this book can help you acquire another set of skills that will assist you in future situations and roles. If you are already skilled in the domain of emotional intelligence, you might become motivated to use your skills in a leadership role. Whether you are an individual contributor, manager, or leader, you will find ways that our intelligent approach to emotions can be applied to each and every one of your working days.





# **The Emotionally Intelligent Manager**



## PART 1

# Learn About the World of Emotional Intelligence

The term *emotional intelligence* seems like an oxymoron to many people. After all, emotions and intelligence are often at odds with one another. The chaotic nature of emotion means that it seems irrelevant, and perhaps even threatening, to the very way in which we think, decide, and work.

In the next two chapters, we appeal to your intellect as we make a case for emotion. Rather than ask you to throw away reason and logic, we tap into your analytical powers to help you make sense of emotion. We first outline a set of fundamental principles behind the concept of an emotional intelligence. Then we present you with an analytical tool—a process model we call an Emotional Blueprint—to help you view emotion as an organized and adaptive system.



## CHAPTER 1

# Emotions and Reasoning at Work

### Rule of Reason or Rule of Emotion?

---

Throughout *The Emotionally Intelligent Manager*, we argue that the integration of rational and emotional styles is the key to successful leadership. It is clear that good decisions require emotional and logical skills. But too much of one or the other, or the incorrect application of either, can present problems. (Determine your approach with the help of Exhibit 1.1.)

We all know that emotions can derail us. We have seen this time and time again, both in the business world and, even more so, in the world of sports. Consider two cases, one from professional tennis and the other from professional golf.

Tennis player Althea Gibson was neither physically nor financially healthy during the last years of her life. She had fallen from the peak of her career to become a worker in the local recreation department in one of the less wealthy cities in the area. Perhaps this should not be much of a surprise, as she had lived, early on, a self-described “wild” life. She dropped out of school and, after failing to win one of her first tournaments, almost decided to leave the sport.<sup>1</sup> There is more to her story, as we shall see.

During the British Open in July, 2001, golfer Ian Woosnam’s caddie, Miles, made a fatal error: he had placed an extra driver in the bag, costing Woosnam a two-stroke penalty. Woosnam threw the extra club on the ground in anger, and his frustration led him to bogey the next two holes.

**Exhibit 1.1. Assessment of Your  
Workplace Decision-Making Style.**

---

*Indicate whether you agree or disagree with each of the statements below:*

It is important to control emotions at work.

Decisions need to be made on logical and rational grounds.

People should try put their personal feelings aside.

Overly emotional people don't fit in well in the workplace.

Expressing feelings should be limited.

Emotional awareness is less important than logical thinking.

At work, people should emphasize logic over feeling.

If you *agree* with these statements, then you are endorsing the rule of reason in the workplace. You probably value rational, logical thinking, and although you can be emotional, you are able to control your emotions so that they don't control you.

If you *disagree* with these statements, then you are endorsing the rule of emotion in the workplace. Perhaps you find emotions to be an integral part of your work-life and are not able to separate thinking and feeling.

Does it matter? Endorsing the rule of reason or the rule of emotion suggests something important about your management style.

---

One might think that it was Gibson's lack of emotional control and Woosnam's frustration that hurt their games. But there is quite a bit more to these stories.

Althea Gibson won fifty-six international tournaments and five Grand Slams. These achievements would be enough to label Gibson as a real talent, but what makes her so remarkable are the obstacles she faced and overcame in order to be allowed even to set foot on the courts. She was born in South Carolina into a sharecropper's family but soon moved with her family to the Harlem section of New York City. Having been discovered and mentored for her tennis abilities, Gibson became a highly motivated and very disciplined tennis player. But Gibson wanted more. She wanted to compete on a larger playing field, namely, on the grass courts of the all-white country clubs and associations that were closed to African Americans. After years of struggle, Gibson became (in 1950) the first African American ever to play in the U.S. national tournament. Some years later, she would also become the first African American woman to hold a membership card in the women's professional golf group, the Ladies Professional Golf Association.