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MODUL 15

UNDERSTANDING EMOTIONS A FOUNDATION FOR SELF & SOCIAL AWARENESS

Emotional Intelligence contributes **+/- 80%**

towards one's success.

Emotional Intelligence

A set of emotional, personal & social knowledge and skills that affect a person's ability to successfully handle the demands and pressures of his environment.

(Bar-On, 1997)

Emotional Intelligence

Self-Awareness

Self-appraisal
Emotional Self-Awareness
Objectivity
Self-expression

Self-Management

Stress Management
Impulse Control
Self-Reliance
Adaptability
Problem solving

Self-Motivation

Optimism
Achievement Drive
Contentment

Social Awareness

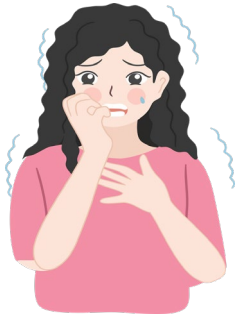
Understanding Personality
Empathy

Social Skills

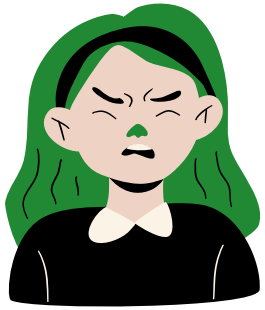
Interpersonal Relationships
Group Orientation

Charles Darwin | Basic Emotions

Anger



Fear

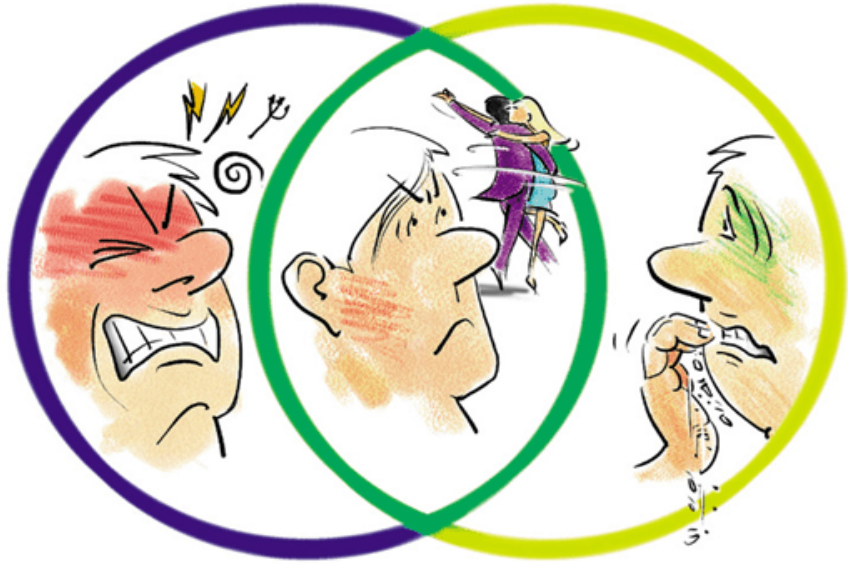


Disgust

Surprise

Pleasure

Sadness



Derived Emotions:

Anger + Fear = Envy

Self Awareness:

- Knowing your strengths and weaknesses
- Having a strong sense of identity and self-worth.

Self-appraisal

The ability to be aware of, understand, accept and respect ourselves.

- ❑ Knowing our inner resources, strengths and weaknesses
- ❑ Understanding why we think, feel and behave the way we do

Emotional Self-awareness

The ability to:

- Recognize and understand our emotions and their effects
- Differentiate between our emotions
- Know what we feel and what caused those feelings

Objectivity

The ability to assess the correspondence between what is subjectively experienced and what objectively exists.

Self-expression

The ability to:

- Express emotions, beliefs and thoughts
- Defend our rights in an assertive and non-destructive manner

Self-Management

Managing our emotions so that they work for and not against us.

Stress Management

The ability to withstand adverse events, stressful situations and anxiety-provoking situations by actively and positively coping with stress.

Is stress a bad thing?

Stress isn't always a bad thing, as it can motivate you to act, but too much stress can be harmful.

STRESS TYPE

- **Acute distress:** Stress associated with a particular event, intense and short-lived.
- **Chronic distress:** Prolonged stress.
- **Acute episodic distress:** Stress as a way of life.

FIVE WAYS TO PREVENT STRESS

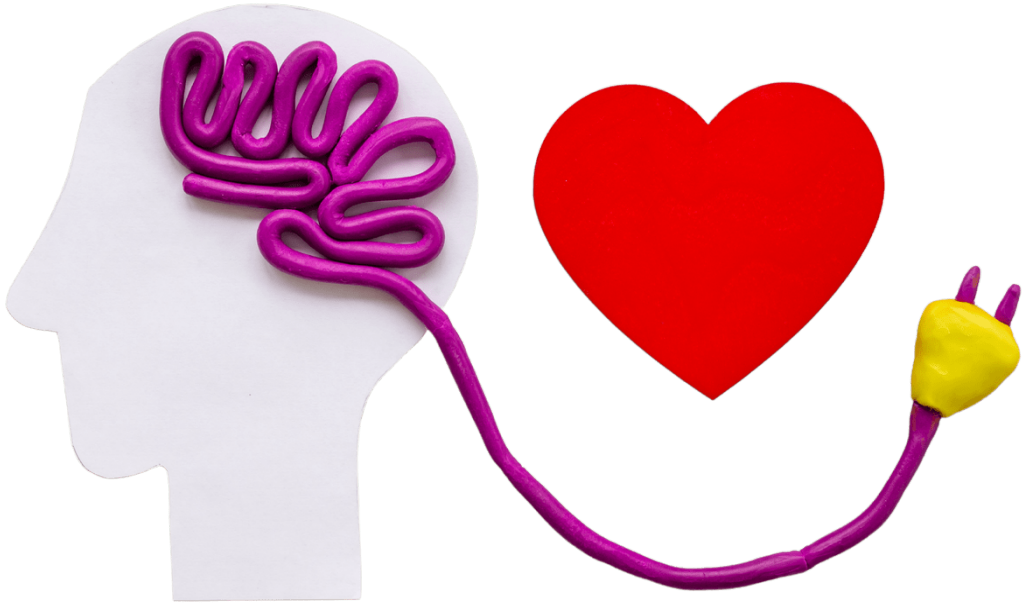
1. Exercise every day
2. Manage your own needs
3. Work with measurable targets
4. Say what you feel, directly and assertively
5. Do useful things to raise spirits.

Impulse Control

The ability to:

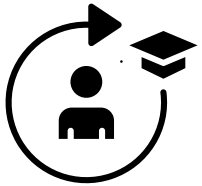
- Control emotions, resist or delay an impulse, drive, or temptation to act
- Control abusive, hostile, and aggressive behavior

How long is your emotional fuse?



C. Self-reliance:

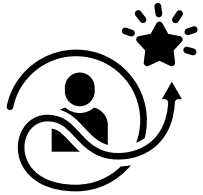
The ability to be independent in our thinking and actions and to be free of emotional dependency.



D. Adaptability:

The ability to:

- Adjust emotions, thoughts and behavior to changing situations and conditions
- Be flexible in handling change and challenges
- Be open to new ideas and approaches



E. Problem Solving:

The ability to:

- Identify and define problems
- Generate and implement potentially effective solutions

Self-Motivation

- Setting and pursuing goals.
- Persevering despite obstacles and setbacks.

Getting the best out of yourself and of any situation.

Optimism

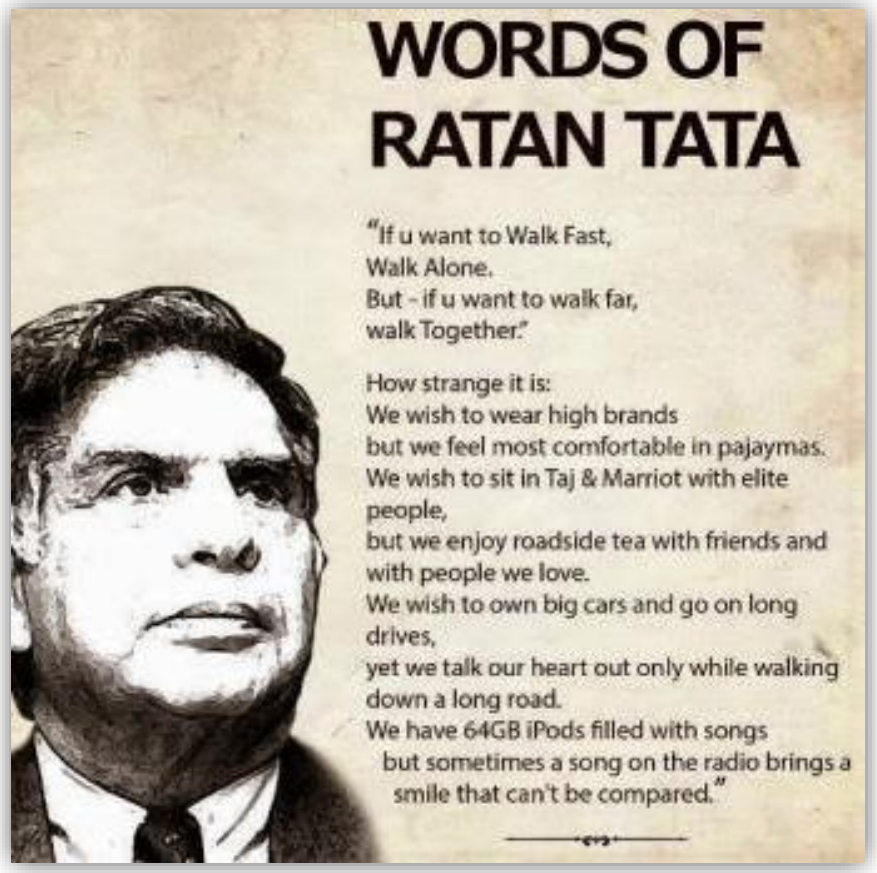
The ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

Achievement Drive

The ability to:

- Set and achieve goals
- Have a sense of direction in life

Contentment



The ability to:

- Feel satisfied with one's life
- Have fun

Social Awareness

Being aware of others' emotions, feelings and needs.

- Leaders with social awareness are attuned to the emotions, needs and concerns of the group and its stakeholders.
- Empathic leaders: Recognize the "emotional undercurrents" prevailing in the team or organization.

Social Skills

Creating rapport.

Bringing out the best in others.

Being a good team member.

Interpersonal Relations

The ability to establish and maintain mutually satisfying relationships, characterized by emotional closeness and intimacy.

Group Orientation

The ability to be a contributing and constructive member of a social group and act in a socially responsible manner.

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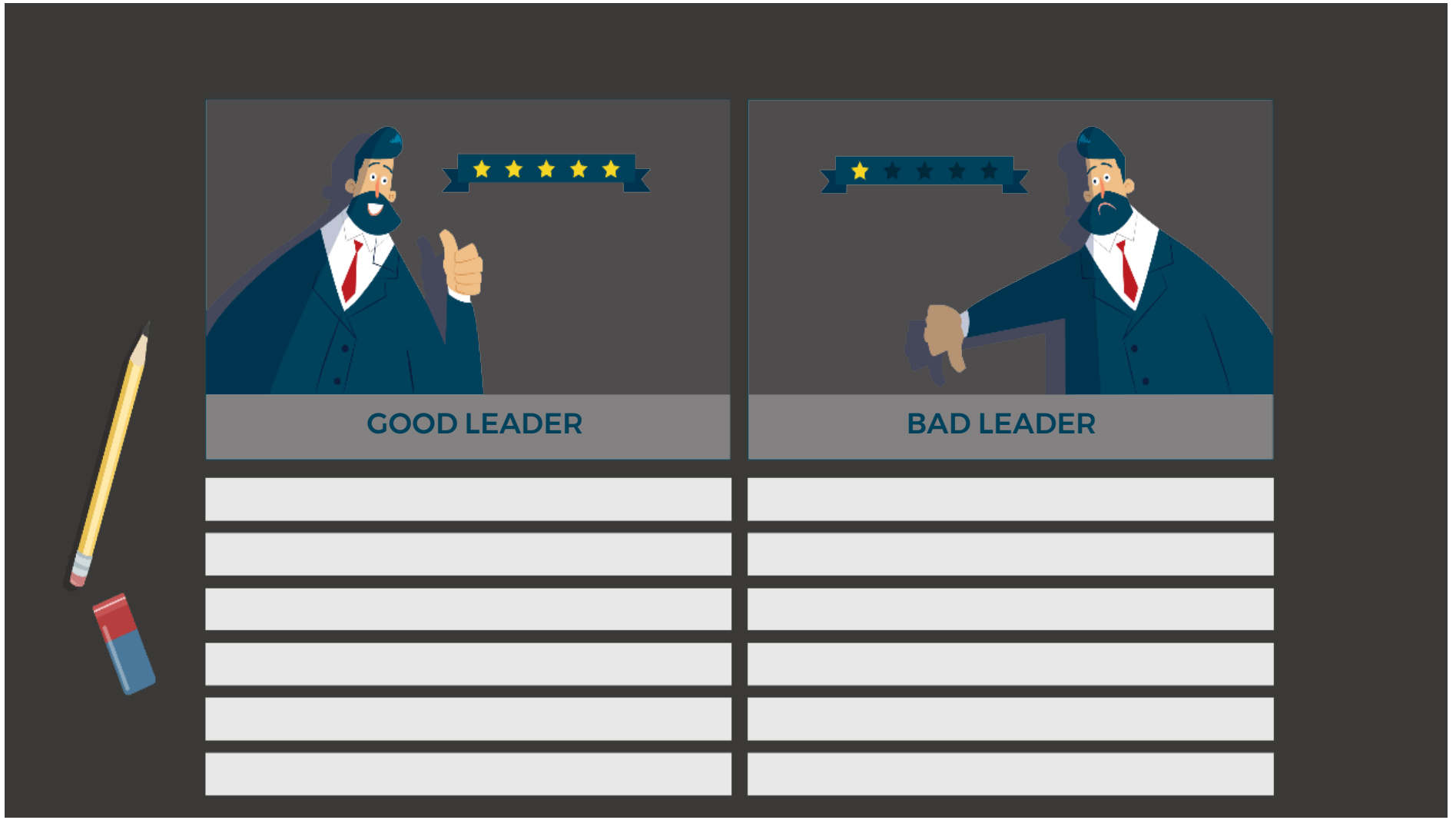
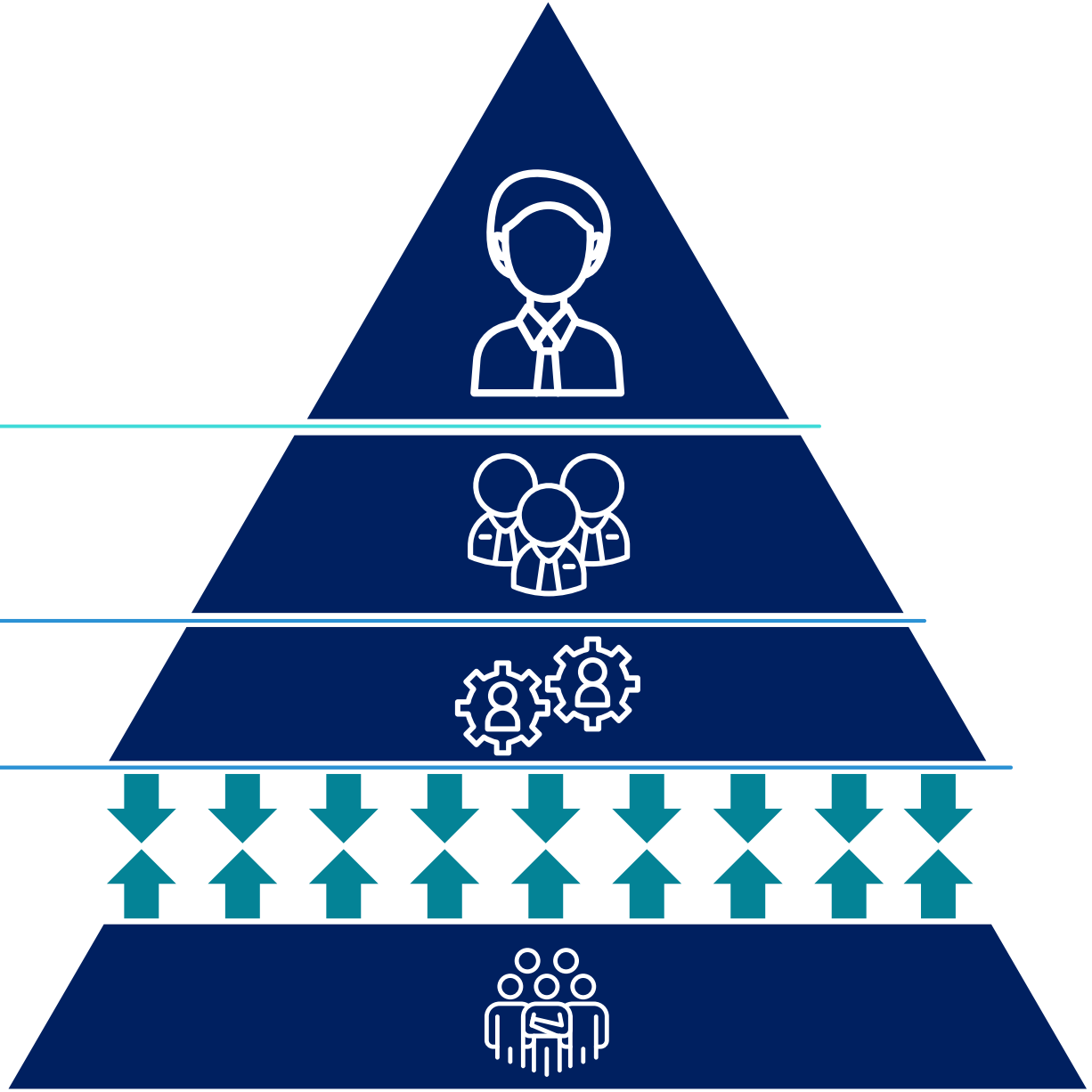
MODUL 16

FIRST-LINE SUPERVISOR AS ROLE MODEL (BUSINESS ETHICS & INTEGRITY)


GOOD LEADER
BAD LEADER

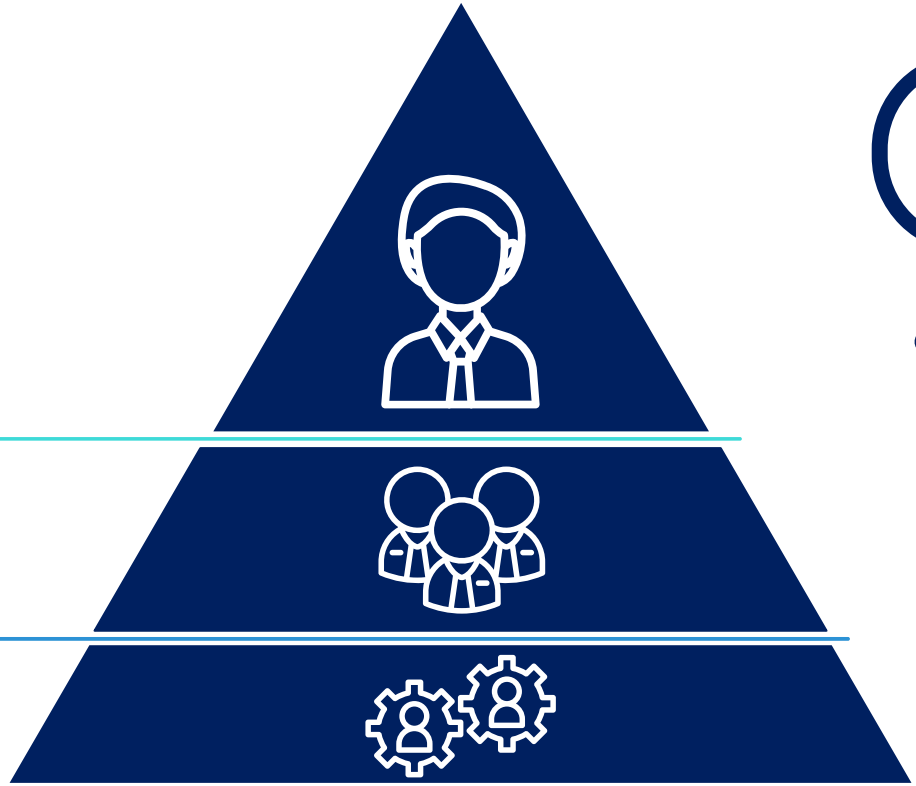
LEADERSHIP POSITIONS IN MANAGERIAL

1. TOP MANAGER
2. MANAGER
3. OPERATIONAL MANAGER
4. INDIVIDUAL CONTRIBUTOR/OPERATOR



LEADER'S ROLE

1. TOP MANAGER
2. MANAGER
3. OPERATIONAL MANAGER



A

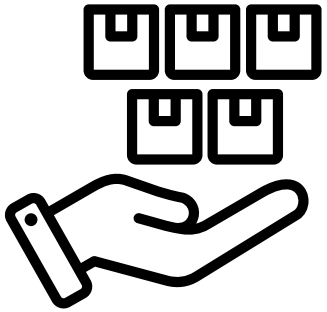
B

A Implement Direction/Policy from superiors

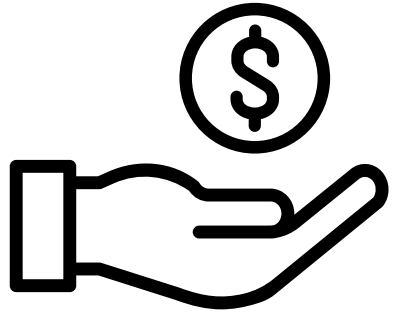
B Provide Information/feedback to the top

Leader's Objectives

Quality



Quantity



Cost Efficient

To achieve your objectives, we must develop our ability to manage ourselves and others.

MANAGEMENT CYCLE (POAC)

1. **PLANNING**
   Develop action plan based on objectives to be achieved
2. **ORGANIZING**
   Distribute task, responsibilities and authorities, and coordinate tasks
3. **ACTUATING**
   Develop and motivate subordinates to achieve objectives
4. **CONTROLLING**
   Compare plan and realization for improvement

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MODUL 17

BECOMING PROFESSIONAL FIRST-LINE SUPERVISOR

Effective Leadership is the ability to **influence** people to **achieve defined objectives.**

Influencing is:

- Achieving goals with and through others by working with willing people in a sustainable way.
- Building the desire, confidence, and skills to help you achieve team goals.
- Inspiring, unleashing, and directing the enthusiasm and energy of your team members.

Influencing:

Structural

Charismatic

Sapiential

Moral

Structural

The formal authority you receive by occupying a position/job in the structural ranking of an organization

(Given)

Sapiential

The influence you can show to others because of your excellence in knowledge, skills or abilities that you possess

(Learned)

Moral

Authority obtained due to the establishment of good relations between leaders and subordinates

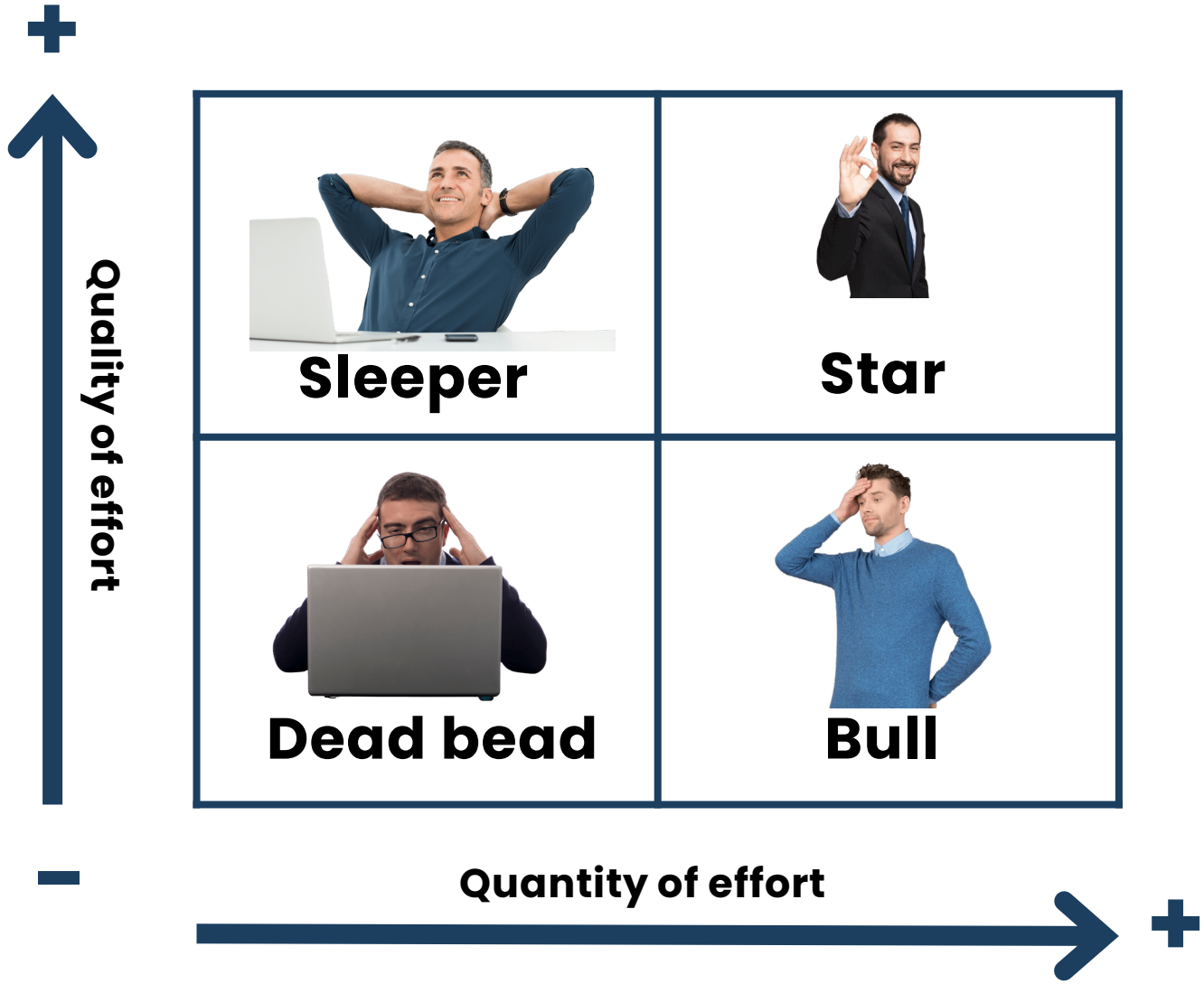
(Earned)

Charismatic

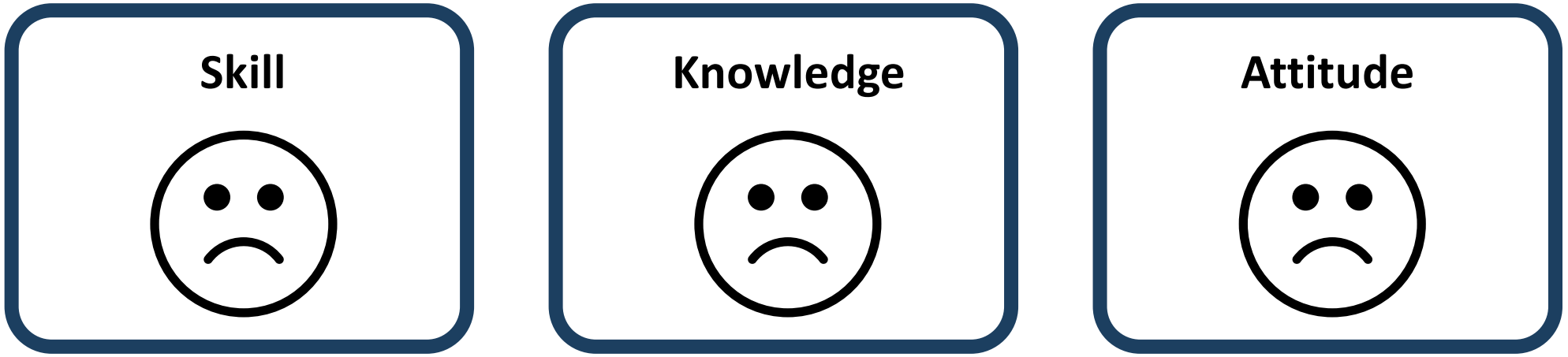
Authority based on a strong character and the ability to influence others with a striking presence.

(Developed)

Subordinate Type



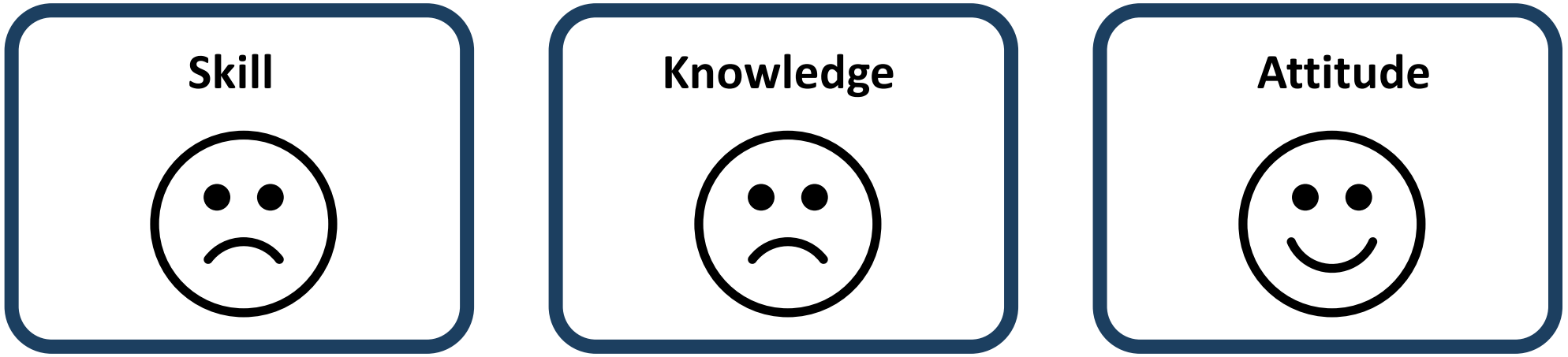
Dead bead



Need

- Clear objective. Clarity about their roles
- Information, direction, coaching, enthusiasm and initiative
- Priority, deadline, feedback, steps to learn and practice new skills.

Bull



Need

- Clear objective, perspective (Are they making progress?), feedback on their jobs
- Someone to help and compliment them on their progress
- Someone to analyze their mistakes and achievement
- Coaching, opportunities to make decisions, input and suggestion

Sleeper

Need

- A Forum that listens to their ideas and opinions
- Opinion from the leader about their ideas
- Enhancement of their confidence level
- Someone to review their performance and achievement with objective
- A leader’s help to fix things

Star

Need

- Recognition from the leader for their contribution
- More responsibilities
- New challenges
- A chance to share their opinion with others

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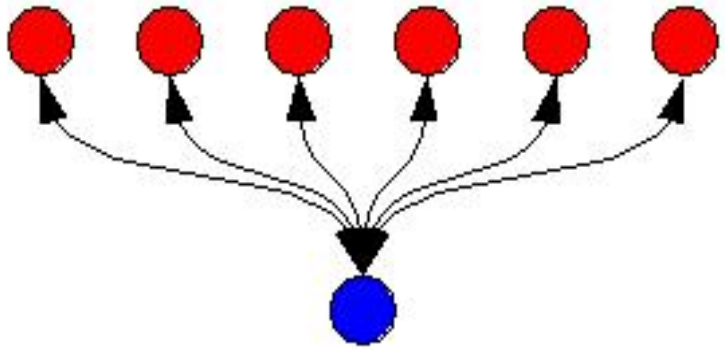
MODUL 18

LEADING THE DYNAMIC: TEAM TO HIGH PERFORMANCE

GROUP

VS

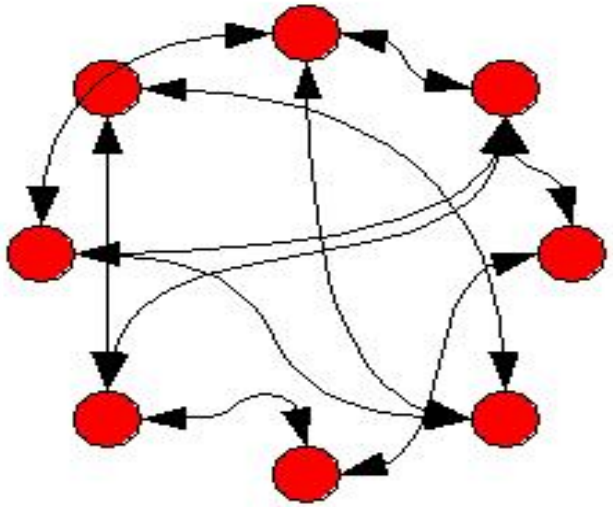
TEAM



Group

A group of people who have a goal and a coordinator.

VS



Team

A group of people committed to a common goal, where their work outcomes continuously influence one another.

Team

A team is a small group of people whose **skills and attitudes complement each other**, who pursue a **shared goal** through **collaboration** and **shared responsibility**.

Experiential Learning:

MY MOST EFFECTIVE TEAM?

4 Tahap Pembentukan Team Efektif

01

FORMING

Learning about each other

02

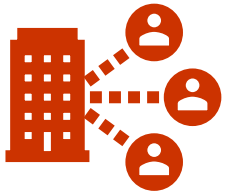
STORMING

Challenging each other

03

NORMING

Working with each other



04

PERFORMING

Working as one

4 Tahap Pembentukan Team Efektif

FORMING

- Introduce roles and responsibilities
- Get to know team members
- Clarify team goals/vision
- Focus on group identity

01

STORMING

- Identify resistance
- Ensure participation
- Manage competition and conflict
- Handle emotional tension

02

03

NORMING

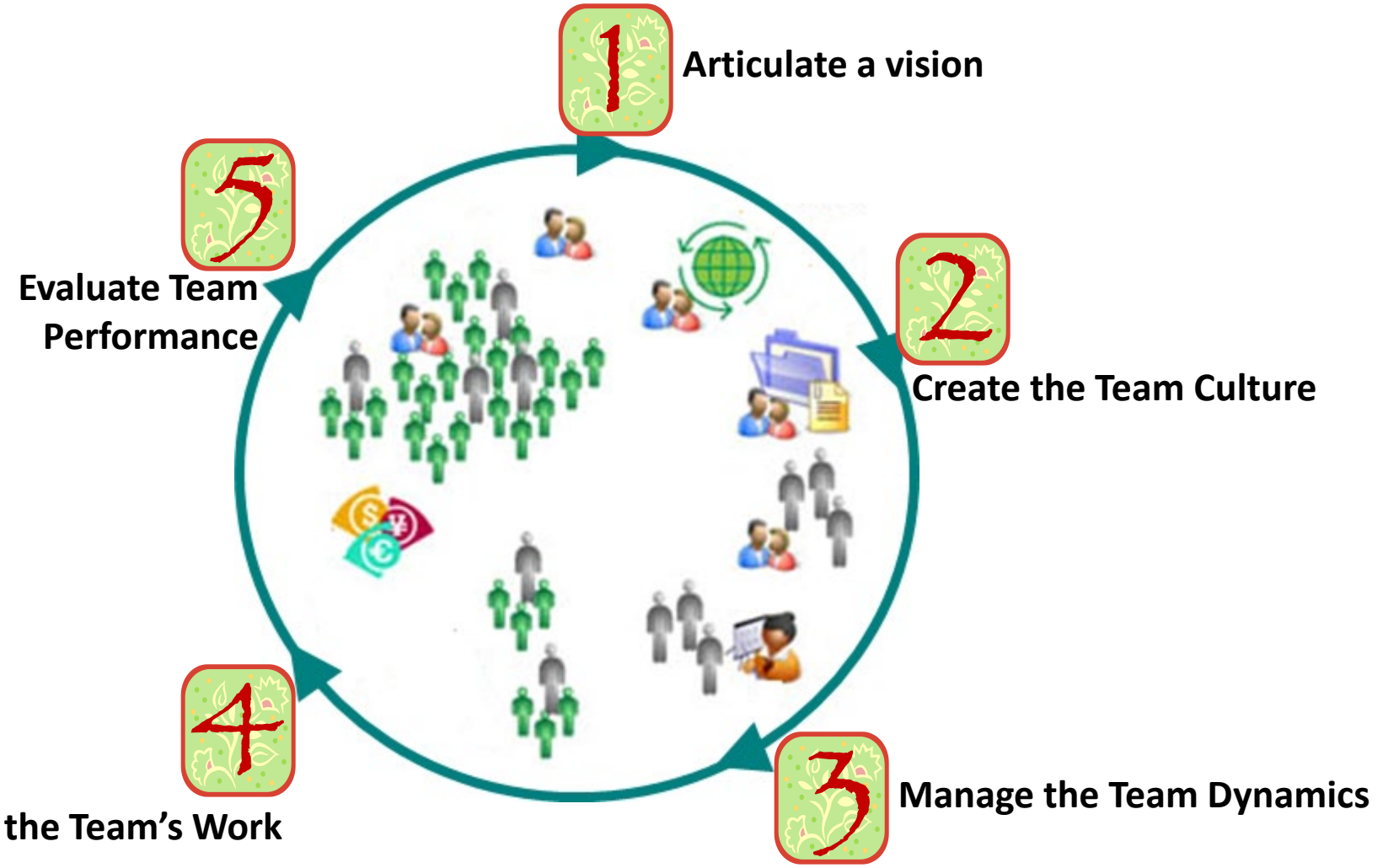
- Reconcile differences
- Anxiety decreases
- Members become engaged and supportive
- Develop team cohesion

04

PERFORMING

- Demonstrate interdependence
- Operate with a healthy system
- Deliver effective team performance
- Balance task and process orientation

Leader's Role in Each Stage of Team Development



When the process of team development is disrupted, a phenomenon called a **dysfunctional team** emerges — a team that does not function as it should.

“ Not finance. Not strategy. Not technology.

It is teamwork that remains the ultimate competitive advantage both because it is powerful and rare.”

- Patrick Lencioni

5 DYSFUNCTION OF A TEAM

Absence of Trust

- Team members are unwilling to show vulnerability or express genuine feelings.
- Unwilling to admit mistakes, weaknesses, or need for help.
- Without comfort among members, trust cannot exist.
- Lack of openness and honest communication.

Fear of Conflict

- Teams lacking trust struggle to engage in open and passionate discussions about important issues.
- Team conflicts can turn into "covert" discussions and provide comments in the "back"
- Conflict is avoided – it is considered destructive.
- Lack of consultation and debate
- Lower results will result in
- Artificial harmony

Lack of Commitment

- Without conflict, it is difficult for team members to commit to decisions
- Lack of direction and commitment can make team members unhappy
- Lack of support
- Frustration
- There is duplication and hesitation
- Ambiguity

Avoidance of Accountability

- No clear commitment to action plans.
- Fear of conflict prevents members from holding each other accountable.
- Lack of direction makes evaluation difficult.
- No one takes responsibility.
- Standards become low.

Inattention to Results

Members prioritize personal needs (ego, recognition, career growth) over team goals.

Individual accountability is lacking.

The team forgets collective achievement.

Performance decreases

Unfulfilled goals

Status and ego

5 Dysfunction of Team	Solutions
Absence of Trust	• Facilitate team-building activities • Demonstrate openness (vulnerability) • Promote honest communication
Fear of Conflict	• Establish shared rules for healthy debate • Value honesty • Mediate disagreements
Lack of Commitment	• Involve members in decision-making • Clearly communicate team vision and goals • Celebrate achievements and monitor progress
Avoidance of Accountability	• Set clear expectations • Be consistent • Define team targets and make progress visible • Lead by example
Inattention to Results	• Set team goals • Recognize team success • Reinforce the importance of collective achievement

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