

**BSBLDR511 Develop and use emotional
intelligence**

Learning Guide

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BSBLDR511 Develop and use emotional intelligence

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace.

It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

It applies to managers who identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

Elements of competency

There are 4 “elements of competency” in this unit. Elements describe the essential outcomes of a unit of competency.

They are:

1. Identify the impact of own emotions on others in the workplace
2. Recognise and appreciate the emotional strengths and weaknesses of others
3. Promote the development of emotional intelligence in others
4. Utilise emotional intelligence to maximise team outcomes

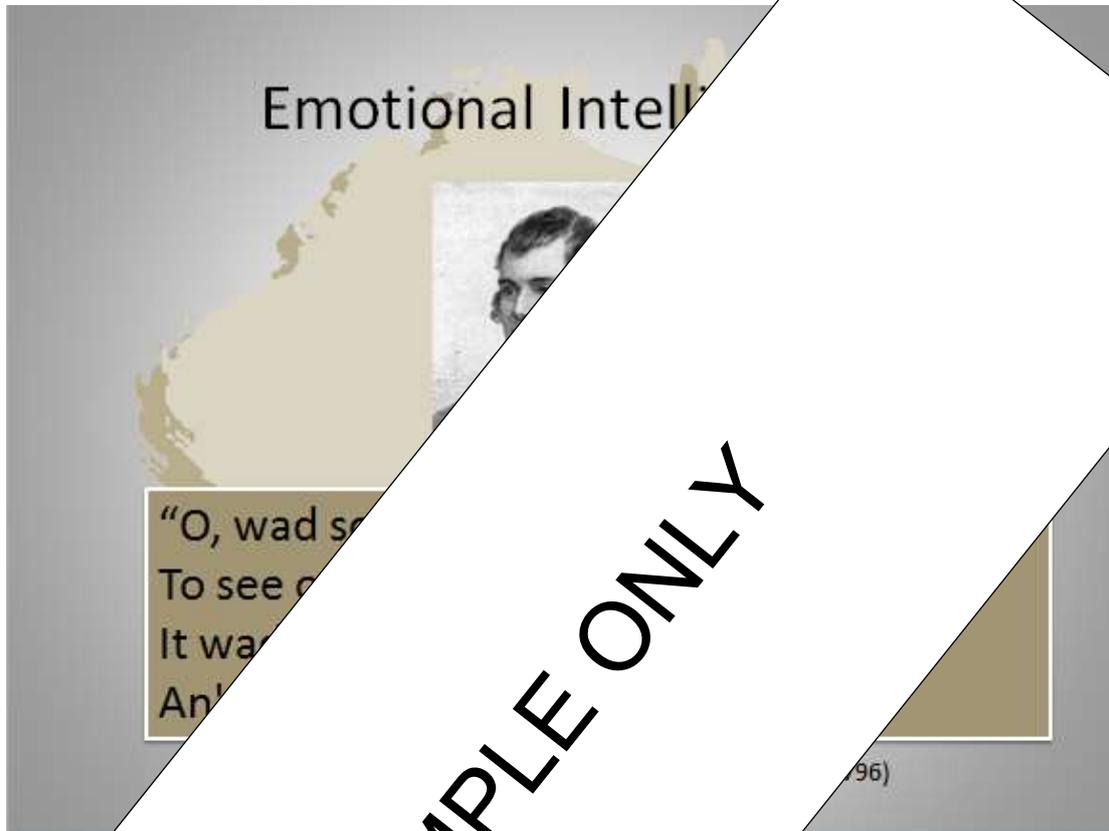
Evidence of Competency

In order to demonstrate your competency, you will need to provide evidence. This is the Performance Evidence for the unit:

Evidence of the ability to:

- identify the impact of own emotions on others by identifying own emotional strengths and weaknesses, stressors, emotional states and triggers and gathering feedback from others
- model behaviours that demonstrate management of emotions
- recognise and respond to the emotional states of others promote the development of emotional intelligence in others.

Emotional Intelligence Principles



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necessary. Robert Burns encapsulated the problem
recognised, clarified, categorised in a scientific
that an individual can have in order to be successful

are born with a natural aptitude – a talent. These are people

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For those of us who are not naturally gifted, we will need to work to learn the principles of EI
and how to apply them.

Defining Emotional Intelligence

You will often see EI referred to as EQ. This is a way of differentiating between IQ (intelligence quotient) and EQ (emotional quotient). As a manager, you need a high EQ. Of the two, EQ may be more important. You need IQ to manage people, but to motivate them you need EQ.

Emotional intelligence (EI) can be defined as the ability to:

- monitor your own emotions
- monitor other people's emotions
- identify different emotions
- use this information to guide thinking and actions

Because EI has been recognised as a key skill for success in leadership and work) it is the subject of many seminars. As a result, you will find many seminars.

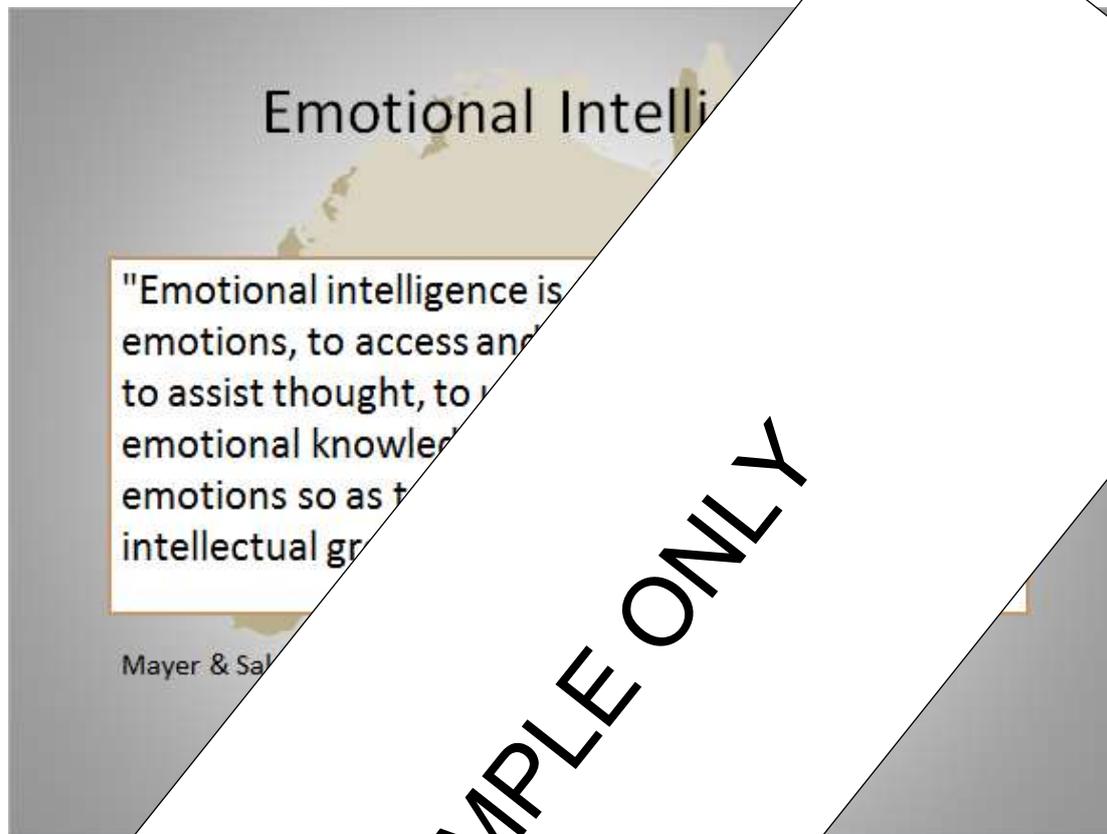


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Development of EI Principles



The EI principles
following

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...ing to develop and grow. The
... to work in this area.

... New Hampshire.

... personality psychology, known as the
... gy.

Power of Personality and How It Shapes Our

... President of Yale University.

- ... leading researchers in emotional intelligence.

Salovey and ... in pioneering research in emotional intelligence.

Dr David Caruso

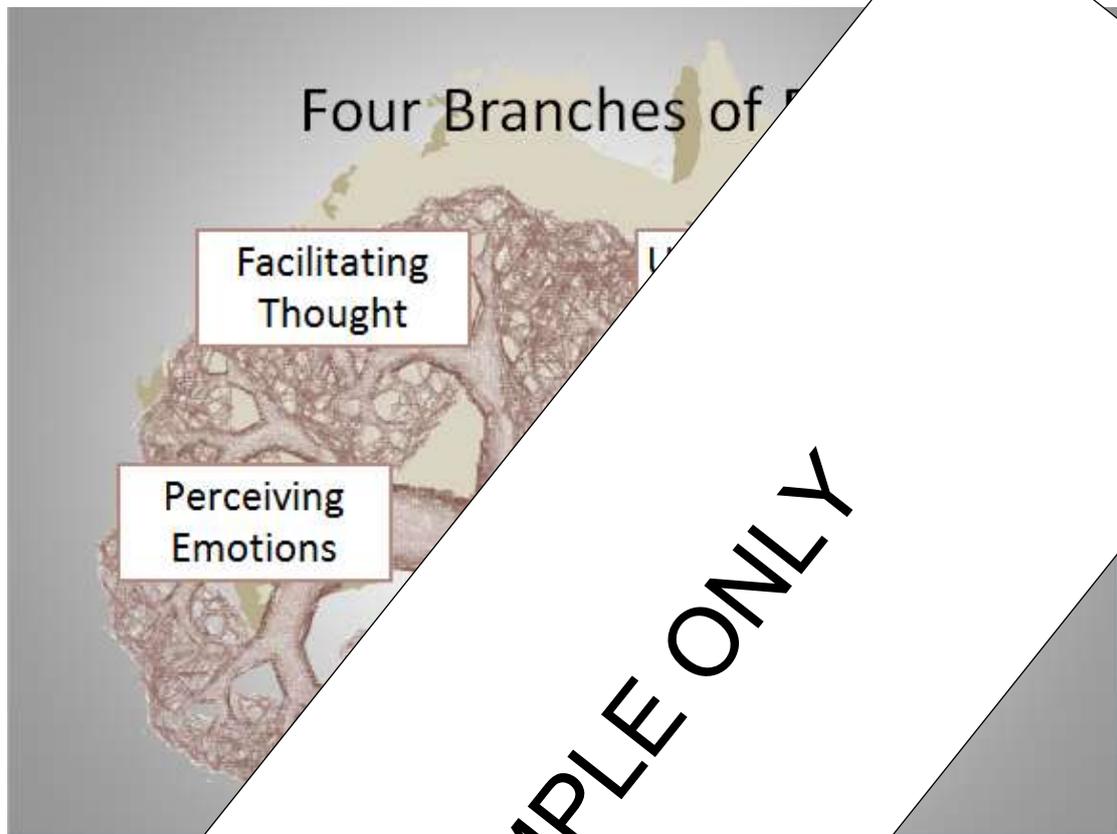
- is a management psychologist who develops and conducts emotional intelligence training around the world
- is the special assistant to the dean of Yale College
- co-wrote, with Peter Salovey, the practical, how-to book, *The Emotionally Intelligent Manager*

Daniel Goleman

- is a psychologist who lectures frequently to professional groups, universities, and on college campuses
- as a science journalist Goleman reported on the brain and emotions in the New York Times for many years
- his 1995 book, *Emotional Intelligence* was on The New York Times best seller list for a year-and-a-half, with more than 5,000,000 copies in print. It has been a best seller in many countries.

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The Mayer and Salovey Model of EI



Four Branches of EI

1. Perceiving Emotions	Recognizing and understanding emotions in oneself and others as well as in objects, events, and other stimuli
2. Using Emotions to Facilitate Thought	Generating, using, and feeling emotion as necessary to solve problems or employ them in other cognitive processes
3. Understanding Emotions	Understanding emotional information, to understand how emotions change and progress through relationship transitions, and to generate such emotional meanings
4. Managing Emotions	Being able to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth

Mayer, Salovey, and Sluyter incorporated in the development of the Emotional Intelligence Test (**MSCEIT**).

The test consists of 140 items and takes 30-45 minutes to complete. It provides 15 main scores:

- total EI score
- two Area scores
- four Branch scores
- eight Task scores

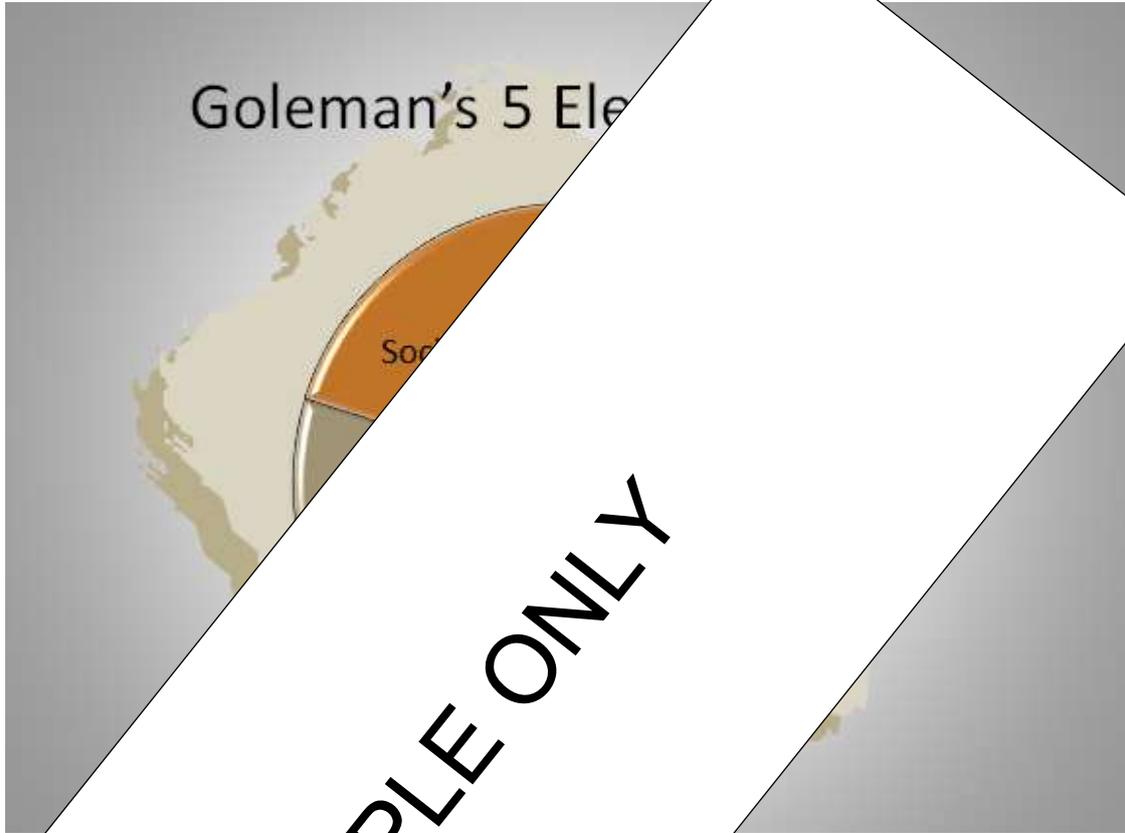
In addition to these 15 scores, there are three Supplemental scores.

MCSEIT is an ability-based test designed to measure the four branch model developed by Mayer and Salovey.

The MSCEIT is a restricted tool and can only be accessed by Accredited Registered Psychologists. There are various web sites with the proper MSCEIT.

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Goleman's Five Elements of EI



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<p>1. Self-awareness</p>	<p>...our-branch system to incorporate five</p>
	<p>... is feeling at any given time and understanding ...se moods have on others</p> <p>...n high EI are usually very self-aware . They understand ...otions, and because of this, they don't let their feelings ...em. They're confident – because they trust their intuition and ...let their emotions get out of control.</p> <p>...they're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.</p>
<p>2. Self-regulation</p>	<p><i>Controlling or redirecting one's emotions; anticipating consequences before acting on impulse</i></p> <p>This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.</p>

3. Motivation	<p><i>Utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles</i></p> <p>People with a high degree of EI are motivated. They're willing to defer immediate results. They're highly productive, love a challenge and do whatever they do.</p>
4. Empathy	<p><i>Sensing the emotions of others</i></p> <p>This is perhaps the most important skill. It is the ability to identify and understand the viewpoints of others. Recognizing that what is not obvious to you may be obvious to others. Empathetic people live their lives as if they were others.</p>
5. Social skills	<p><i>Managing relationships to achieve desired outcomes</i></p> <p>People with good social skills, who have good social skills, who have good social skills are typically successful. They manage disputes, are good at building and maintaining relationships.</p>

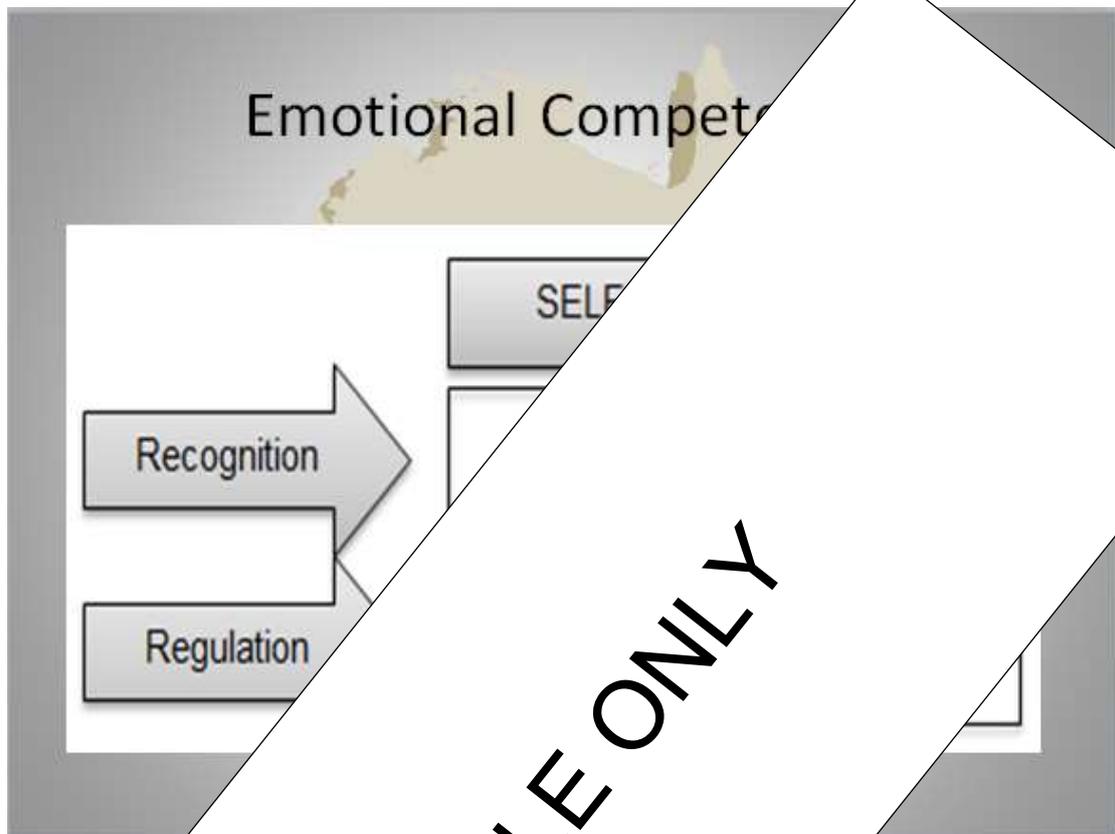


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Goleman's Framework for Emotional Competence



Competence

Goleman

An
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on emotional intelligence that results

and indeed must, be learned. An underlying
manifest competence in any one of the four

determines our potential for learning the practical skills
emotional competence shows how much of that
gaining and mastering skills and translating intelligence into

Goleman's *Integrated theory of performance*

In 2000, Goleman updated a framework that directly relates to competency at work. He states that this is an evolution of the 1998 model based upon further research. The previous 5 elements contained 25 sub-elements. They have now been reduced to 20 sub-elements in four EI clusters.

	Self Personal Competence	Other Social C
Recognition	Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	Soc E
Regulation	Self-Management Self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	

This model describes the cha
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Recognition: Self-Awareness



Emotional

Emotions
need to
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their effects. For this, you
recommend keeping a journal or

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what you think, do, and say
performance
es and goals

is knowing your own strengths and limits. For this, you
make opportunities to gain feedback from others. The aim is

- Recognise your own strengths and weaknesses
- Reflect on your own experiences
- Open to feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humour and perspective about yourself.

Self-confidence

Self-confidence can be defined as sureness about your own abilities and capabilities. This is a characteristic that you present to others, that is based on your own opinion of yourself. Self-confident people:

- Present themselves with self-assurance; have
- Can voice views that are unpopular and go
- Are decisive, able to make sound decisions

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